

DIAGNOSTIC COMPAIRSON REPORT



STUDENT: IVY SANDERSON
YEAR LEVEL: 8
% CHANGE: 37%

At the conclusion of her initial diagnostic interview, Ivy's results indicated that her core areas that required attention were: *Wellbeing, Exams, and Memory.*

The program began half-way through her Year 8 studies. The coach observed that Ivy's desire to perform was clearly present, however she lacked the meta-cognitive skills and habits required to meet her own performance expectations. Specifically, her problems manifested when faced with the workload required to prepare for her upcoming exams and assessments.

In the lead up to her Spanish assessment, her coach Jason demonstrated how to break assessments down into categories of preparation, and then further into specific steps and mapped an exam preparation timeline. Ivy demonstrated a clear understanding of the planning principles by applying them to her Spanish and Science tests. Ivy reported back that she had received the top grade in her class for the Science assessment. Until this point she had not ever received a top mark in her class.