

Dubai International Academy Admissions Evaluation

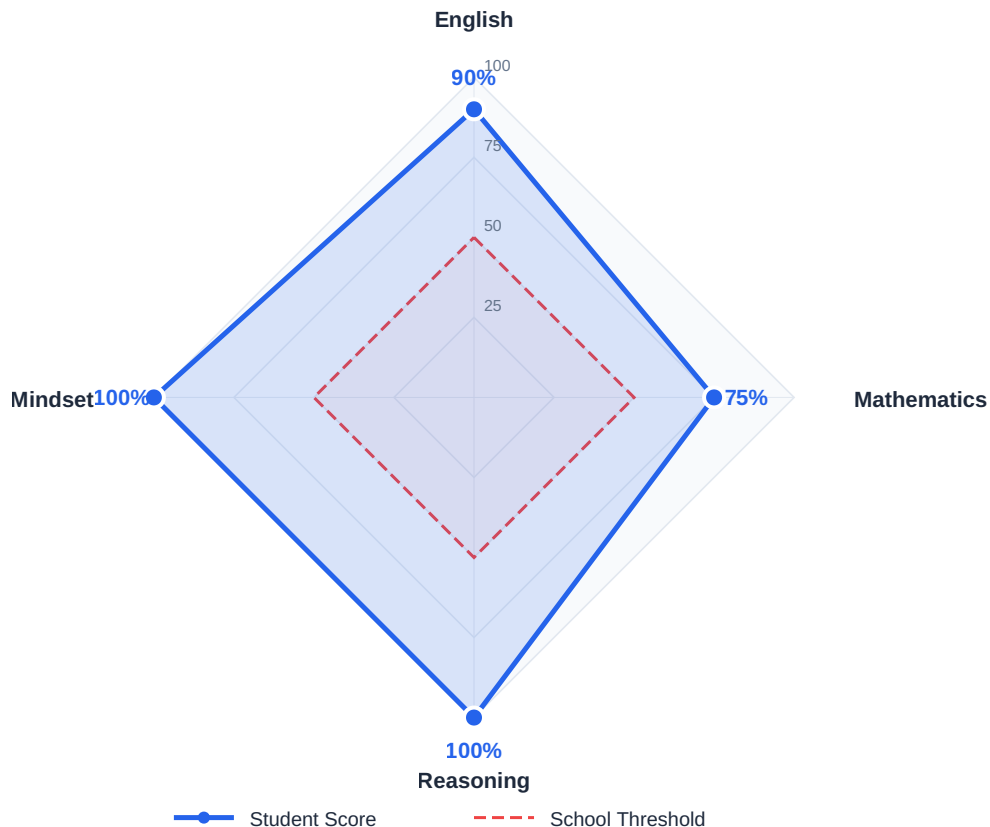
Lilli Smith

DIA-G4-MM4RYFGH9W4 • Grade 4 • American Curriculum • Test: 27 Feb 2026 • Report: 27 Mar 2026

EVALENT RECOMMENDATION

Ready to admit

Lilli demonstrates exceptional academic readiness for Grade 4 with an overall score of 88.3%, significantly exceeding all subject thresholds and showcasing particular strength in English and reasoning capabilities. Her English performance is outstanding at 90.0%, achieving a perfect score on the multiple-choice component and producing good quality writing, whilst her reasoning score of 100.0% indicates excellent analytical and problem-solving abilities that align well with Common Core expectations for fourth grade. Although mathematics represents her relatively weaker area at 75.0%, this score still substantially surpasses the required threshold and indicates solid foundational numeracy skills, complemented by her strong growth mindset orientation of 4.0/4 which suggests excellent potential for continued academic development. Based on this profile, the Evalent recommendation is Ready to admit.



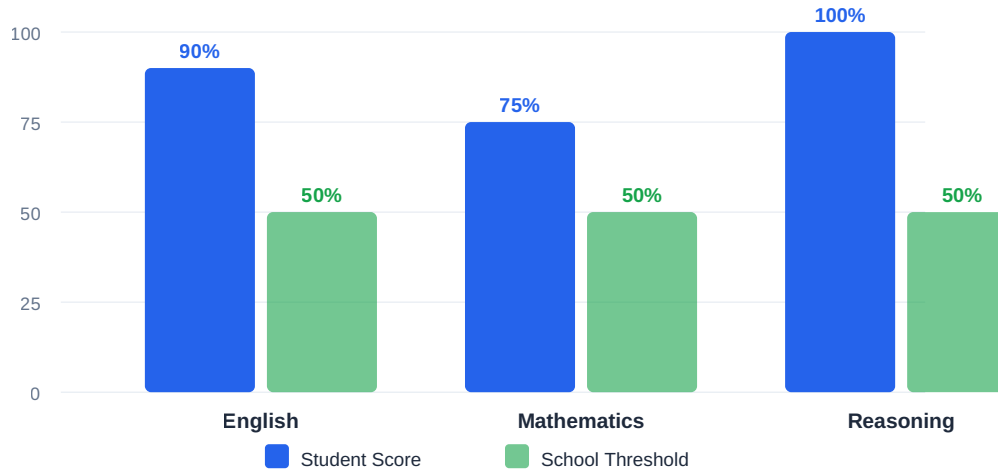
✓ Areas of Strength

- ✓ Strong overall English performance (90%), well above threshold
- ✓ English writing rated "Good" — demonstrates confident written expression
- ✓ Strong Mathematics performance (75%), comfortably above threshold
- ✓ Reasoning (100%) is a clear strength — confident working with unfamiliar problems
- ✓ Language comprehension: 7/8 (88%)

ACADEMIC SUMMARY

OVERALL ACADEMIC SCORE

88.3%



DOMAIN SNAPSHOT

Domain	Score	Threshold	Delta	MCQ	Writing	Comment
English	90.0	50.0	+40.0%	100.0	75.0	English performance met the expected threshold.
Maths	75.0	50.0	+25.0%	75.0	—	Mathematics performance met the expected threshold.
Reasoning	100.0	50.0	+50.0%	100.0	—	Reasoning performance met the expected threshold.

English Assessment **90.0%**

MCQ Score
12/12
100.0%

Writing Band
Good
3.0 / 4

Combined Score
90.0%
Threshold: 50.0%

Sub-Skill Breakdown



Multiple-choice analysis:

Lilli demonstrates exceptional mastery of English language comprehension skills at the Grade 4 level, achieving perfect performance across both textual and visual comprehension domains. Her flawless execution of language comprehension tasks indicates strong foundational reading skills, including the ability to extract meaning from written passages, make inferences, and understand implicit information within texts.

Her equally perfect performance on visual comprehension tasks reveals sophisticated multimodal literacy skills, demonstrating that she can effectively interpret and analyze information presented through charts, graphs, images, and other visual formats. This suggests well-developed critical thinking abilities and the capacity to synthesize information across different representational modes.

Writing evaluation:

Lilli addresses the prompt directly with a clear, relatable scenario of helping a friend prepare pancakes for guests. The response demonstrates understanding of the task by explaining both what she did (gathering ingredients) and how she felt (happy, enjoying teamwork), though the supporting detail remains quite basic.

The writing demonstrates solid sentence control with varied structures and appropriate vocabulary for the grade level. Technical accuracy is generally strong, with only minor issues such as 'where' instead of 'when' in the opening sentence, and the overall flow is coherent and natural.

Student's Written Response: *I remember a time where I helped my best friend in the kitchen. He was asked to make pancakes for guests that were visiting. I helped him get out all the ingredients needed to make the pancakes. It made me feel happy because we were working together and it was fun.*

English performance met the expected threshold.

Mathematics Assessment 75.0%

MCQ Score
9/12
75.0%

Writing Band
—

Combined Score
75.0%
Threshold: 50.0%

Sub-Skill Breakdown



Multiple-choice analysis:

Lilli demonstrates solid foundational mathematical reasoning skills, correctly answering 80% of core reasoning questions, which suggests she has developed appropriate grade-level problem-solving strategies and conceptual understanding. Her overall performance of 75% indicates she is meeting grade-level expectations in mathematics, with competency in most essential fourth-grade mathematical concepts.

However, two specific areas warrant attention. Her struggle with multi-step subtraction involving regrouping (600 - 275) and number comparison tasks suggests she may need additional practice with place value concepts and computational fluency. More concerning is her limited success with data interpretation, correctly answering only half of these questions.

Mathematics performance met the expected threshold.

Reasoning Assessment **100.0%**

MCQ Score 7/7 100.0%	Threshold 50.0%	Delta vs Threshold +50.0%
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Sub-Skill Breakdown



Multiple-choice analysis:

Lilli demonstrates exceptional reasoning abilities, achieving perfect performance across all general reasoning items. This flawless execution suggests she has mastered the foundational logical thinking skills expected at the Grade 4 level, including pattern recognition, deductive reasoning, and problem-solving strategies. Her consistent accuracy indicates strong cognitive flexibility and the ability to apply reasoning principles systematically across varied question types.

While Lilli's perfect score is commendable and reflects grade-level mastery, this assessment format provides limited insight into more complex reasoning challenges she might encounter in advanced problem-solving contexts. Her performance suggests readiness for enrichment opportunities that could present multi-step reasoning tasks or introduce higher-order thinking skills to further develop her analytical capabilities.

MOTIVATION & SCHOOL FIT

"Why do you want to come to our school?"

Emerging — 1.0 / 4

Lilli's response demonstrates minimal reflection on her motivations for attending the school and provides no specific details about what attracts her to the institution. The superficial nature of the response suggests limited engagement with the prompt and no evidence of genuine consideration of how the school might align with her learning goals or interests.

The response is extremely brief and uses informal language that lacks the thoughtful expression expected in a personal statement. Whilst the informality might be age-appropriate in casual contexts, the brevity prevents any meaningful demonstration of her ability to articulate thoughts or feelings.

Student's Response: *Because it looks awesomeeee*

The Motivation lens is qualitative context for the admissions panel. It does not contribute to the overall academic score.

MINDSET LENS

4.0

out of 4.0



Strong Growth Orientation

Lilli's mindset and learning readiness score of 4.0 demonstrates exceptional growth orientation for a Grade 4 student, suggesting she approaches academic challenges with curiosity and views setbacks as opportunities for learning rather than indicators of fixed ability. This strong foundation indicates she is likely to embrace constructive feedback, persist through difficulties, and seek out appropriately challenging tasks that extend her learning.

Her well-developed growth mindset suggests she would thrive in collaborative learning environments and benefit from enrichment opportunities that allow her to take intellectual risks. Should Lilli be admitted, minimal pastoral support would be required around learning habits, though she may benefit from mentoring to help her support peers who are developing their own growth mindset approaches.

This Evalent admissions report is designed to give you a clear, balanced picture of the student's readiness for the next stage of schooling. It combines timed multiple-choice questions in English, Mathematics and Reasoning with extended writing tasks and a short mindset and values inventory. Scores are criterion-referenced against entrance thresholds set by your school, not against a national norm group.

The extended writing tasks are evaluated using analytic rubrics that consider both content (relevance, depth of reasoning, use of examples) and writing quality (organisation, sentence control, vocabulary and technical accuracy). Domain-specific comments are intended to be read qualitatively rather than as "pass/fail" judgements.

The "lens" elements — Motivation, Creativity, Values and Mindset — should be treated as complementary context rather than as gatekeepers. The overall recommendation band is generated using a consistent set of rules that combine domain scores, your school's thresholds, writing outcomes and mindset indicators. It is meant to guide, not replace, professional judgement.