

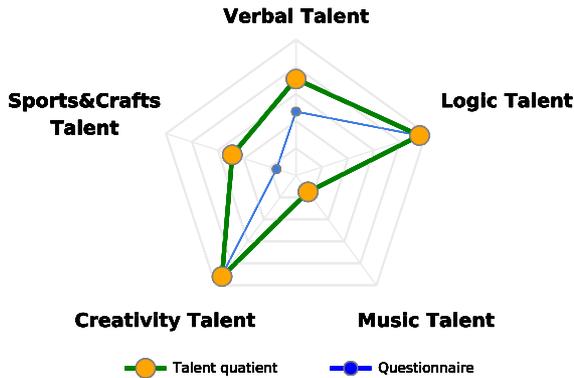
# VERBATORIA

## TALENT QUOTIENT

SUMMARY REPORT

Your skill:  
**Chess**

### I. TALENT QUOTIENT - APPLIED AREAS



TOP3 areas stands for higher skill development potential, and more ecological result achievement.

Trainings, available at the moment of testing skills and mental mood doesn't affect results.

Highest and lowest areas are stable for outstanding majority of tested people.

Consider re-testing only in case tiny (20 or less) spread between highest and lowest values.

### II. TALENT QUOTIENT - EMOTIONAL INTELLIGENCE

Emotional Quotient balance between inter-, intra-personal talents defines comfortable team role for children, teenager, adult. (see the section "Sport and Leadership").

Unlike applied areas talents those in emotional directly affected and changes throughout a life under environment and social conditions.

Consider retesting after 12-18 months of Emotional Quotient.



### III. Thinking type

Appropriate type of learning new is through the study of rules, from elementary to complex constructions. It is easy to transfer the learned theory into own practice. Analytical thinking is formed in a small number of people and is manifested in all areas, from drawing to mathematics. Such people need more time, repetition, specification to understand the information.

Analytical

### IV. Emotionality

Optimal metric values that define a person as balanced and adequate in manifestations. Does not require efforts to show their emotions or to repress them.

Normal

## TALENT QUOTIENT PERSONAL DESCRIPTION

Abilities priority in every area

Talent edge description (according to G. Gardner)

PRIORITY

### Verbal Talent Edge

**Learning languages, especially native, corresponds to standard program complexity. It is recommended to start learning foreign languages by age without any advance, except for cases of high spatial or musical intelligence scores (specify study program).**

Verbal and linguistic intelligence facet allows person to speak, including the mechanisms responsible for the components of speech like sounds, grammar, meaning, and pragmatism. The manifestations of this intelligence facet can be attributed to the mastery of both oral and written speech, and awareness of the words meaning, their sound, pronunciation, spelling and application possibilities in life. There may be an ability for foreign languages, the ability of speaker. At high priority facets - speaking of such people is easy and grace, and writing is the so-called "congenital literacy" and literary style.

PRIORITY

### Logic Talent Edge

**It manifests in outstanding opportunities in one of the three areas - account, logical and abstract thinking. Features of the education system pay more attention to the skills of counting, whereas the success in such "mathematical" areas as chemistry and geometry (as examples) does not depend on the account.**

Logical and mathematical facet of intelligence gives a person the ability to handle numbers and make predictions, generalizations, vary abstract concepts, symbols and numbers, to discover and solve logic problems in a variety of symbolic systems. Characteristic is the importance of finding semantic relationships among subjects, explanation of cause consequence connections through the rules, ability to relate quotient and the whole. At high facet priority - carries a great potential for the individual regardless of the chosen sphere of professional self-realization through inclination to experiments, analyticity.

### Music Talent Edge

**Do not select areas as a major, if data are key skills for achieving of considerable success.**

Music intelligence facet forms in human sensitivity to sound and phonemes. Degrees of development are manifested not only on music classes, but in the constant analysis of sound space, recognition and capture of rhythms, melodies, beats, timbres and musical tonality. May manifest as ability to music composing and improvisation, play musical instruments, to the study of foreign languages based on melody and tone sound.

PRIORITY

### Creativity Talent Edge

**Unique opportunities for implementation. Spatial and temporal intelligence is the ability to remember places, images and events. Accumulated information becomes a source for creativity, creation of new images as the basis of remembered and totally new. It is important to understand that creative intelligence does not implement creative intelligence and is revealed only through one of the other areas. It is possible to study several foreign languages at the same time, including the methods of "global" reading.**

Spatial and temporal intelligence facet determines the ability of a person to operate with images of objects and phenomena in the dynamics of a four-dimensional space, regardless of their starting position, the ability to accurately perceive the visible world, transform the stored images into new, and also the ability to recreate aspects of visual experience even in the absence of a corresponding physical object. Typical associated perception of time and space, the ability to see and create shapes, outlines and images. The key property is imagination, fantasy, understanding of the subject and its significance without essence of the subject. Regardless of the facet priority - complements and enhances other applied abilities.

### Sports&Crafts Talent Edge

**Movements, gestures and postures do not restrain the child development in the framework of programs of standard complexity in sports, applied arts, theater. However, in order to achieve significant results and sustainable development, it is necessary to focus on health instead of results. While determining the specific type to take into account the potential in the spatial area.**

Bodily-kinesthetic (motor) facet of intelligence is learning through movement. For this facet, the manifestations of abilities are the ability to control and manage own body, and also use this ability to achieve expressive (facial expressions, gestures) or dynamic goals (sport, playing an instrument). Development can be directed both to large motility (coordination of movements, balance, dexterity, strength, flexibility, etc.) and to small (deft sensitive fingers and acervulus). World perception with such intelligence is due to its motor activity, i.e. Information regarding the position and condition of the body, determines how the further perception of the surrounding reality happens.

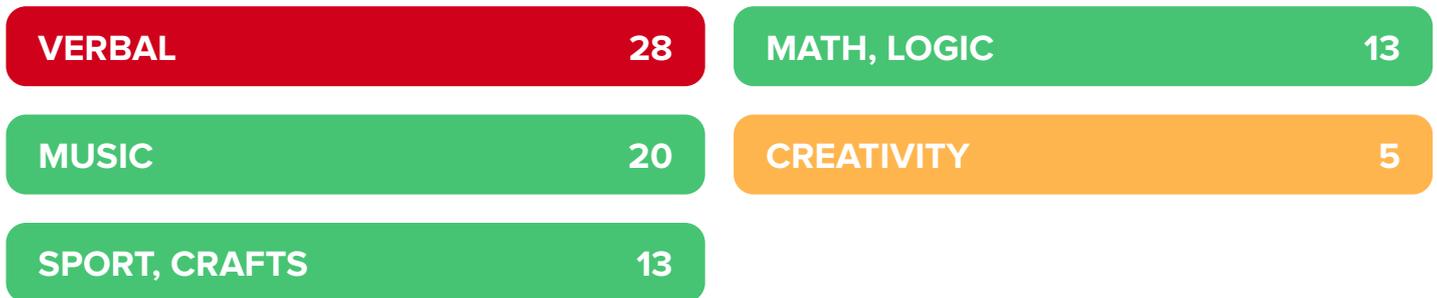
## ATTENTION AND MEMORY

These data help to optimally plan training schedule taking into account the performance for each area. Attention to different activities is allocated by the brain differently. The value of attention is not associated with intellectual potential (neurometrics) of the same facet: at a high potential there can be deficit, norm or critical values of attention and vice versa in any combination. Use the indicators of this report for a better planning of training schedule, corresponding to the features of the memory work.

**VERY IMPORTANT:** Indicators characterize what the distribution of attention for the current period of brain development and after 9-12 months can change considerably in a natural way.

High attention (RED areas) in any area is the equivalent of a good memory. These classes will become a skill and knowledge that is available through the week and longer. The flip side of excessively high attention will be high fatigue due to the fact that the memorization process is extremely labour-consuming.

Attention deficit (YELLOW area) typically manifests as "forgetfulness".



Effective memory mode in these classes. Optimal attention for classes in the standard loads intensity. Special adjustments in the schedule are not required.

### MANIFESTATIONS

Even with high abilities in this area new material can be forgotten.

### REASON (WITHIN THE NEUROMETRY)

At this stage of individual development information from this area isn't effectively transferred to the long-term memory by the brain.

### RECOMMENDATIONS

Longer, crossed by themes and repetitive activities are recommended. Mandatory monitoring of involvement in the learning process.

### MANIFESTATIONS

Memorizes a lot in this area, effectively assimilates new material, but fatigue, inattention and refusal to practice can quickly appear - especially if the duration is an hour or more.

### REASON (WITHIN THE NEUROMETRY)

Quickly overloaded due to the high memorization effectiveness, becomes saturated with information.

### RECOMMENDATIONS

Short frequent classes up to 20 minutes, changing the way of giving information within one class, knowledge control in the first half of the class

## SCHOOL GRADES

Forecasting school performance is a task that accompanies parents throughout the development of their child. Choosing a profile, a suitable methodology, additional classes are frequent questions when moving from class to class. Subjects that were not before appear at the same time with the load increasing. For example: is it possible to know the ability to physics on arithmetic mark? It is just as wrong as assessing surgeon for the operation speed with the scalpel. Each subject has its own requirements for abilities that are made for a module by leading teachers of Moscow. Individual distribution of neurometrics abilities affects on future success more than the existing facilities and skills

	COMPLEXITY	ATTENTION/ALERTNESS
Algebra		
Art		
Biology		
Chemistry		
Foreign language		
GAC (Global art culture)		
Geography		
Geometry		
History		
Informatics		
Literature		
Mathematics		
Music		
Outworld		
Physical training and sports		
Physics		
Russian language		
Science		
Second foreign language		
Social studies		
Technology		

### Color denotation

Color denotation in the column "COMPLEXITY" is easiness (child independence) or difficulty (need more classes and parents attention) of **subjects in relation to each other**.

  
Child achieves results independently and parental control is minimal.

  
The results are stable. There is no proneness to fatigue or obliviscence.

  
In general assimilates the school curriculum of the subject and the result depends on motivation and control.

  
Additional lessons, repetitions and explanations are needed for achieving a stable assessment (see Attention-Memory module)

  
Can not be chosen as a profile. The assessment depends significantly on the efforts of parents, methods and teacher.

  
"Restlessness" and "stupid mistakes". With two "red" on the subject - an individual program and control (see Attention-Memory).

## Interest groups: Automatic selection of extra-curricular activities

First of all, it is necessary to consider as additional classes those who have green color in both columns: abilities to progress and speed of development here is maximum. In classes with yellow color it will probably take a lot of effort and attention of the parents, but the result is also possible. Not recommended only classes with grey color "achievements" as the child abilities do not quite appropriate to the requirements for achieving outstanding results in these classes.

DEVELOPING CLASSES	COMPLEXITY	ATTENTION/ALERTNESS
Acting technique	Orange	Green
Additive technologies and 3d printing	Orange	Orange
Astronomy	Orange	Green
Autoclub	Orange	Green
Chess	Green	Orange
Circus art	Grey	Green
Conversational vaudeville genre	Orange	Green
Cosmology	Orange	Green
Dancing	Orange	Green
Design and modeling	Orange	Green
Digital production technology	Green	Orange
Engineering and artistic design	Orange	Orange
Expeditions	Orange	Green
Experimentation (chemistry, physics)	Green	Green
Financial management	Green	Green
Graphic design	Green	Orange
Handicraft	Orange	Green
Journalism	Orange	Green
Junior naturalist (biology, zoology, botany)	Orange	Green
Languages of cognated phonetics (English, German, etc.)	Grey	Green
Languages of not cognated phonetics (Arabic, Chinese)	Grey	Green
Military science	Orange	Green
Modern business	Orange	Green
Modern programming	Green	Orange
Musical	Orange	Green
Navigation	Green	Orange
Painting, drawing, composition, photography	Orange	Orange
Paleontology	Orange	Green
Phytodesign	Orange	Orange
Piano	Grey	Green
Political studies	Orange	Green
Popular medicine	Orange	Green
Radio-controlled models (piloting)	Green	Orange
Robotic engineering	Orange	Green
Scenic speech	Orange	Green
School of young entrepreneur	Orange	Green
Singing	Orange	Green
Stringed or percussion instruments	Grey	Green
Visual media creativity (cinema, television, video, radio)	Orange	Green
Vocal and drama studio	Grey	Green

Color denotation in the column "COMPLEXITY" is easiness (child independence) or difficulty (need more classes and parents attention) of subjects in **relation to each other**.

Green bar	RESULT!	Green bar	EASILY LEARNED
Orange bar	YOU CAN TRY	Orange bar	NEED TO REPEAT
Grey bar	NOT THE BEST CHOICE	Red bar	QUICKLY EXHAUSTS

## SPORT AND LEADERSHIP

Sport achievements are high requirements in 4 of the seven intellectual skill areas. In contrast to strengthening physical education, in the sport of achievements, intellectual abilities play a determining role and are more important than physical data. If only high potential is available in all four areas, sport can be considered as main activities, exceptions are certain types (chess and others), the conclusion on them is formed separately.

**Kinesthetic (motion)** - for precise control of the body and memory positions, angles, gestures, etc ..

**Space and time (creativity)** - for coordination in game dynamics, accurate calculation of positions and moves.

**Interpersonal intelligence (communicative)** - the ability to adapt in complex hierarchies, including "informal".

**Inside-personal intelligence (self-confidence)** - protection from "burning out" in defeats and victories.

Lack of necessary indications in any of the four areas can only be compensated to a certain extent by physics and psychology of motivation (coaching techniques), but it is intelligence that is the criterion of success in sport.

## SELECTION OF SPORT AND MODE OF OCCUPATIONS

### PHYSICAL EDUCATION OR SUPPLEMENTARY ACTIVITIES

Without limitations of the dynamics of the game space - including hockey, football and other complex space-time games

To make a bet on intellectual sports or roles in them. In the technique of possession of the ball, for example, the result will be worse than in the planning of the drawing of the game or in defense

Without limits on the size of the team and the complexity of interactions. Even in the absence of the currently necessary skills - a person is able to acquire them independently and learn from the practice of communication

## COMFORTABLE ROLE IN THE COLLECTIVE

The potential type of leadership determines such a role in the team for a person, in which he can fully rely on skills and constraints in the interlining sphere, as well as in intrapersonal self-identification.

Unlike applied faces, the type of leadership can vary, but the measurement data show exactly the comfortable role for the near future, which, if necessary, will be the most effective starting point for changes

### Mentor Leader

Mentoring presupposes a system of transferring knowledge and experience to the surrounding world. At the same time, the emphasis is on the practical component, by his example a person tries to demonstrate behavior that he considers acceptable to all. For leadership of this type it is peculiar to recommend to your followers what exactly, how and when to do it. The mentor leader seeks to encourage and guide others to ensure that people participate in the discussion of issues, express new thoughts, theories and come to any conclusions on their own. He is able to inspire a large number of people, if clearly convinced of his point of view, knowledge and understanding of the subject. A person of this type is respected and accepted in the team due to his objectivity to the judgments, as he tries to understand the collective's thinking, moods, development tendencies. Such a person finds it interesting to listen to the opinions of other people, finding the opportunity to see some new solution that can become a fresh trend. Most often they are attracted to solutions of problems that require immediate actions, depending on the situation.

**Self-awareness edge:** He is internally confident in his actions and decisions, defends his position; in relations to act as a mentor; he adequately refers to the successes and defeats in sports, studies and relationships

**Empathy:** He demonstrates the desire to understand others, their emotions and interrelationships; he is well adapted in different groups

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