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| **Assurance of Student Learning Report**  **2023-2024** | | |
| College of Education and Behavioral Sciences (CEBS) | | Psychology |
| School Psychology 147 | | |
| Sarah Bonis | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** | | | |
| **Program Student Learning Outcome 1:**  Demonstrate competent skills in cognitive and academic achievement assessment methods. | | | |
| **Instrument 1** | Competency demonstrated on standardized assessment task analyses using students’ videotaped assessments of children in the assessment courses (PSY 560-Assessment of Individual Intellectual Functioning & PSY 643-Academic Assessment & Intervention). | | |
| **Instrument 2** | Supervisors’ ratings of cognitive and academic achievement assessment methods during internship. | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 2:**  Apply competent consultation skills, including effective interpersonal dispositions. | | | |
| **Instrument 1** | Scores in the “Direct and Indirect Services for Children, Families, and Schools” category of the Praxis school psychology exam. | | |
| **Instrument 2** | Supervisors’ ratings of consultation skills during internship. | | |
| **Instrument 3** | Supervisors’ ratings of dispositions during internship. | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 3:**  Demonstrate knowledge of research and statistics. | | | |
| **Instrument 1** | Successfully complete and defend a specialist (thesis) project. | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| Students met all program learning outcomes. However, the program’s accrediting body recently updated their standards. Therefore, the program plans to review, revise, and add program learning outcomes during the 2023-2024 academic year through the curricular process. | | | |

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| **Program Student Learning Outcome 1** | | | | | | | |
| **Program Student Learning Outcome** | Demonstrate competent skills in cognitive and academic achievement assessment methods. Students must be able to administer standardize cognitive and achievement tests in the prescribed manner (i.e., adhering to standardized administration instructions). | | | | | | |
| **Measurement Instrument 1** | After practicing the standardized cognitive and achievement tests, the students are required to administer them to children while being videotaped. Those videos are carefully reviewed by the instructors of those courses using task analyses that detail all the specific steps and requirements of the test. Those task analyses are attached. | | | | | | |
| **Criteria for Student Success** | In order to demonstrate successfully meeting program learning outcome 1, students must perform at least 90% proficiency on the attached task analyses. | | | | | | |
| **Program Success Target for this Measurement** | | | 100% of students will meet the minimum performance criteria of 90% proficiency or higher. | | **Percent of Program Achieving Target** | 100% of the students eventually reached the 90% proficiency level by the end of the semester. | |
| **Methods** | There were 10 first year graduate students that took PSY 560 and PSY 643. All students are included in the percent of program achieving target. | | | | | | |
| **Measurement Instrument 2** | Supervisors’ ratings of cognitive and academic achievement assessment methods during internship. An indirect measure of students’ ability to use their assessment skills is determined at the end of their internship year through supervisor ratings. The ratings of competency are on a 4-point scale where 1=Novice, 2=Advanced Beginner, 3=Competent, 4=Proficient. Those items are:  (a) Demonstrates knowledge of varied methods of assessment and data collection.  (b) Is able to understand and utilize assessment methods for identifying strengths and needs.  (c) Is able to systematically collect data from multiple sources as a foundation for decision-making. | | | | | | |
| **Criteria for Student Success** | For each of the three items, 85% of the ratings of competency will be at least 3.0 on a 4-point scale. | | | | | | |
| **Program Success Target for this Measurement** | | 85% for each item. | | **Percent of Program Achieving Target** | | Item a: 100% (Mean = 3.81)  Item b: 100% (Mean = 3.54)  Item c: 100% (Mean = 3.63) | |
| **Methods** | There were 11 graduate students in the internship cohort. Supervisor evaluations were completed for all students. | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: These results were expected as the program puts a heavy emphasis on this learning outcome and student learning is reinforced throughout coursework and applied experiences. Students have multiple opportunities to build their assessment skills beginning with watching a model, peer administrations, administering to a TA, practice administrations, and then graded administrations with real children.  **Conclusions**: Our current method of assessing this SLO includes data from both coursework and internship (a culminating applied experience) and that seems to meet our needs as a program and meet the needs of students.  **Plans for Next Assessment Cycle**: Assessment remains an important learning outcome for our program and for the field. To be responsive to regional needs, the program might consider adding language to this learning outcome and to the measurement that ensures students are learning a variety of assessment tools and not only the two (WISC and KTEA) for which data are reported here. Students are consistently meeting this program learning outcome, but that is necessary and expected. The curriculum map will be reviewed as the program is in the process of transitioning faculty and coordinators over the next academic year. The program will consider adding practicum supervisor ratings as a third method. | | | | | | | |

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| **Program Student Learning Outcome 2** | | | | | | | |
| **Program Student Learning Outcome** | Apply competent consultation skills, including effective interpersonal dispositions. School psychologists frequently consult with teachers and others regarding children’s behavioral or academic concerns. Our program’s students must learn to be effective consultants, which includes displaying effective interpersonal dispositions. | | | | | | |
| **Measurement Instrument 1** | Scores in the “Direct and Indirect Services (Student-Level Services)” category of the Praxis school psychology exam. | | | | | | |
| **Criteria for Student Success** | 100% of students will obtain at least 70% of the items correct. | | | | | | |
| **Program Success Target for this Measurement** | | | 70% of items correct | | **Percent of Program Achieving Target** | 78% of students completed at least 70% of items correct on this category. Percent correct ranged from 61%-83% of items. Two students only obtained 61% 65% of items correct in this category. | |
| **Methods** | The Praxis School Psychology exam is taken by 2nd year students during the winter or spring semester. There are 9 students in the 2nd year cohort and the ratings are based on all 9 students. | | | | | | |
| **Measurement Instrument 2** | Supervisors’ ratings of consultation skills during internship. At the end of internship (3rd year in program), school-based supervisors are given evaluation forms to complete on each intern. The ratings of competency are on a 4-point scale where 1=Novice, 2=Advanced Beginner, 3=Competent, 4=Proficient. There are two items related to the students’ consultation skills: (a) Understands varied methods of consultation and collaboration, and (b) Demonstrates skills to consult, collaborate, and communicate effectively with others. | | | | | | |
| **Criteria for Student Success** | For each of the two items, 85% of the ratings of competency will be at least 3.0 on a 4-point scale. | | | | | | |
| **Program Success Target for this Measurement** | | 85% for each item | | **Percent of Program Achieving Target** | | Item a: 100% (Mean = 3.45)  Item b: 100% (Mean = 3.72) | |
| **Methods** | There were 11 graduate students in the internship cohort. Supervisor evaluations were completed for all students. | | | | | | |
| **Measurement Instrument 3** | Supervisors’ ratings of professional dispositions during internship. | | | | | | |
| **Criteria for Student Success** | 85% of all students will be rated 4 or higher on a 5-point scale on all 19 disposition items and on no item will the average rating across students be less than 3.5. | | | | | | |
| **Program Success Target for this Measurement** | | 85% of students, no individual item average < 3.5. | | **Percent of Program Achieving Target** | | 81.81% of students had all ratings ≥ 4.0 and no individual items had ratings less than 3.5. | |
| **Methods** | There were 11 graduate students in the internship cohort. At the end of the spring semester during internship (3rd year in program), school-based supervisors are given evaluation forms to complete on each intern. There are 19 items related to dispositions. Ratings are on a 5-point scale (1=Unacceptable, 2=Marginal, 3=Acceptable, 4=On Target, 5=Area of Strength). | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: These results were generally expected but there were some areas of lower performance on measurement one. The program puts a heavy emphasis on this learning outcome and student learning is reinforced throughout coursework and applied experiences.  **Conclusions**: This learning outcome will continue to be monitored. Of note, this is the first application cycle for which all of our students took the new praxis exam. Last year, some students took the old/previous exam, and a few took the new exam. As a program, we will continue to monitor whether our teaching of consultation is consistent with our accrediting body’s new standards and assessment of these standards on the licensure exam. If students continue to fall below the criteria set, the program will consider modifcations to course content and applied experiences. Additionally, our current method of assessing this SLO includes data exclusively from out-of-class measures. The program will consider adding a method that includes data from coursework.  **Plans for Next Assessment Cycle**: The program will consider adding items to the supervisor evaluation (method #2) to get a better sample of this SLO. For method #3, the current criteria for success looks at an average across students, rather than items. We will consider revising this SLO to ensure that each student has to meet a minimum percentage, not just each cohort of students. These changes will occur in conjunction with modifications to the curriculum map as the program is in the process of transitioning faculty and coordinators over the next 1 year and the national accrediting agency has adopted new standards. | | | | | | | |

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| **Program Student Learning Outcome 3** | | | | | |
| **Program Student Learning Outcome** | Demonstrate knowledge of research and statistics. Each student is required to develop and implement a research project that is orally defended by each student. | | | | |
| **Measurement Instrument 1** | Successfully complete and defend a specialist (thesis) project. | | | | |
| **Criteria for Student Success** | 100% of the students successfully complete and defend the specialist project in time to graduate in May. | | | | |
| **Program Success Target for this Measurement** | | 100% | **Percent of Program Achieving Target** | 90.90% of students achieved this target. | |
| **Methods** | 10 out of 11 graduate students successfully defended their specialist project and submitted it to the graduate school prior to the deadline for May 2023 graduation. The 11th student is enrolled in credits over the summer and intends to defend her project by the summer deadline, which will lead to an August degree conferral. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: Results were expected because the program sets a culture that it is an expectation and non-negotiable that students will complete their projects by the April deadline. However, one student had ended their working relationship with their chair in the middle of their third year and was unable to complete their project by the April deadline.  **Conclusions**: In recent years, the program has built in courses and experiences to start the specialist project earlier and diversified the project type that is acceptable. As a result, students have been more successful than previous years in meeting the deadline for a May (rather than August) graduation. However, this year that was not the case. The program is considering adding program-level requirements about timelines for the specialist project. For example, students could be required to propose their specialist project prior to being approved to go on internship.  **Plans for Next Assessment Cycle**: Currently, there is only one measurement instrument used for this SLO. The program will consider adding an artifact from PSY 617: Reading and Understanding Statistics. This decision and the curriculum map will be reviewed as the program is in the process of transitioning faculty and coordinators over the next 1 year. | | | | | |

Attachments

1. Curricular Map

(For Student Learning Outcome 1, Instrument 1)

2. Task Analysis for the Kaufman Test of Educational Achievement, Third Edition (PSY 643)

3. WISC-V Task Analysis Observation Form (PSY 560)

**CURRICULUM MAP**

Program name: School Psychology 147

Department: Psychology

College: CEBS

Contact person: Dr. Sarah Bonis

Email: [sarah.bonis@wku.edu](mailto:sarah.bonis@wku.edu)

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

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|  | | | Learning Outcomes | | |
| LO1 | LO2 | LO3 |
| Course  Subject | Number | Course  Title | Demonstrate competent skills in cognitive and academic achievement assessment methods. | Apply competent consultation skills, including effective interpersonal dispositions | Demonstrate knowledge of research and statistics. |
| PSY | 509 | Foundations of School Psychology |  | I |  |
| PSY | 510 | Advanced Educational Psychology |  | R |  |
| PSY | 511 | Psychology of Learning |  | R |  |
| PSY | 514 | Program Eval. & Research Methods |  |  | I, R |
| PSY | 519 | Psychological Perspectives on Classroom Behavior |  | R |  |
| PSY | 540 | Behavior Problems of Childhood & Adolescence |  | R |  |
| PSY | 541 | Professional Issues & Ethics |  | R |  |
| PSY | 545 | Clinical Child Psychology |  | R |  |
| PSY | 560 | Assessment of Individual Intellectual Functioning | I, R, M, A |  |  |
| PSY | 561 | Advanced Assessment in Educational Settings | R |  |  |
| PSY | 562 | Practicum in Psychological Assessment | R |  |  |
| PSY | 592 | Psychology Internship | M, A | M, A |  |
| PSY | 617 | Reading and Understanding Statistics in Psychology |  |  | I, R |
| PSY | 625 | Seminar in School Psychology |  | R |  |
| PSY | 641 | Theories of Psychotherapy |  | R |  |
| PSY | 643 | Academic Assessment & Intervention | I, R, M, A |  |  |
| PSY | 645 | Consultation in Educational & Mental Health Settings |  | I, R, M |  |
| PSY | 662 | Practicum in Psychology | R |  |  |
| PSY | 699 | Specialist Project |  |  | M, A |

Task Analysis for the Kaufman Test of Educational Achievement, Third Edition

Examiner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Examinee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Setting of Test Administration and Introductory Testing Procedures

Yes No NA

* \_\_ \_\_ \_\_ Established positive rapport by engaging in some informal conversation about the examinee’s activities or interests.
* \_\_\_ \_\_ \_\_ Developed a seating arrangement in which the examinee could see only the examinee pages, but you

see both sides of the Stimulus Book.

* \_\_ \_\_ \_\_ Positioned Record Form behind the Stimulus Book and out of the examinee’s sight.
* \_\_ \_\_ \_\_ Arranged materials so that the examiner had easy access to them during the session and so that

materials not used for subtests were out of the examinee’s view.

* \_\_ \_\_ \_\_ Made **introductory statements** deemed important (e.g. “I’m going to ask you to answer some

questions and solve some problems. Some may seem very easy, while others may seem very hard. It’s

OK to ask questions, guess, or say “I don’t know”).

* \_\_ \_\_ \_\_ Pointed with your left hand while you recorded responses with your right hand (reversed for left-handed examiners).

# General Protocol Usage

Yes No NA

* \_\_ \_\_ \_\_ Correctly completed Child’s Name (using a pseudonym or initials), Examiner’s Name, and

“Calculation of Child’s Age” sections on the front of the Record Form.

* \_\_ \_\_ \_\_ Circled the number of first item administered on each subtest.
* \_\_ \_\_ \_\_ Recorded any important aspect of the child’s behavior on the record form.
* \_\_ \_\_ \_\_ If the subtest takes up more than one page of the Record Form, totaled raw scores based on items from both pages.

#### KTEA-3 Subtests

**Math Concepts and Applications** Yes No NA

* + \_\_ \_\_ \_\_ Introduced the subtest by saying, “**Now I’ll ask you to do some math.**”
  + \_\_ \_\_ \_\_ Read the instructions **verbatim.**
  + \_\_ \_\_ \_\_ Provided the examinee a pencil with an eraser.
* \_\_ \_\_ \_\_ **Began at correct Start Point** according to examinee’s **current grade** of enrollment.
* \_\_ \_\_ \_\_ Obtained a basal of 3 consecutive scores of 1.
* \_\_ \_\_ \_\_ If the examinee did not pass the **first 3 items,** reversed one start point at a time.
* \_\_ \_\_ \_\_ Read all word problems aloud.
* \_\_ \_\_ \_\_ Used appropriate pointing when indicated by the administration notes.
* \_\_ \_\_ \_\_ Discontinued after 4 consecutive scores of 0.
* \_\_ \_\_ \_\_ Awarded full credit for items below the ceiling.
* \_\_ \_\_ \_\_ Awarded no credit for items above the ceiling.
* \_\_ \_\_ \_\_ Added points correctly to obtain raw score.
* \_\_ \_\_ \_\_ Repeated instructions and prompts as needed.
* \_\_ \_\_ \_\_ Positioned yourself to see both sides of the stimulus book.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## **Letter and Word Recognition**

Yes No NA

* \_\_ \_\_ \_\_ Listened to the audio file to hear correct pronunciations of the more difficult words before

administering the subtest.

* \_\_\_ \_\_ \_\_ Read instructions **verbatim.**
* \_\_ \_\_ \_\_ Repeated instructions and prompts as needed.
* \_\_ \_\_ \_\_ Positioned yourself to see both sides of the stimulus book.
* \_\_ \_\_ \_\_ Introduced the subtest by saying, “**Now I’ll ask you to do some reading**.”
* \_\_ \_\_ \_\_ **Began at correct Start Point** according to examinee’s **current grade** of enrollment, not current

reading grade level.

* \_\_ \_\_ \_\_ If the examinee did not pass the **first 3 items,** reversed one page at a time. Allowed the examinee to

finish the page before reversing.

* \_\_ \_\_ \_\_ Obtained a basal of 3 consecutive scores of 1.
* \_\_ \_\_ \_\_ If the examinee lost his or her place or skipped a word, redirected him or her by pointing to the

appropriate place on the stimulus page.

* \_\_ \_\_ \_\_ If the examinee became stuck on an item, said, “**Try the next one**.”
* \_\_ \_\_ \_\_ If the examinee said the word in disconnected pieces and then stops, said, “**Now say it altogether**.”
* \_\_ \_\_ \_\_ If the examinee responded too quickly to a stimulus word for you to record the incorrect response,

**did not ask the examinee to repeat the response**. Instead, asked the examinee to **respond more slowly** on subsequent items.

* \_\_ \_\_ \_\_ Recorded incorrect responses by putting a slash mark through the part(s) of the word that the

examinee *mispronounced or omitted* and wrote the alternative sound produced, if any.

* \_\_ \_\_ \_\_ In the case of a misplaced accent, underlined the part of the word that the examinee accented.
* \_\_ \_\_ \_\_ Selected “**Letter-by-Letter,” “Chunking,” and/or “Whole Word,”** to describe the examinee’s

typical manner of approaching difficult words.

* \_\_ \_\_ \_\_ Scored responses as correct if the examinee said the word as a connected, relatively smooth whole,

with accent on the proper syllable. Did not penalize for earlier partial or disconnect pronunciations as

long as the final, smooth pronunciation is correct.

* \_\_ \_\_ \_\_ Did not penalize for articulation differences due to dialect, regional speech patterns, or a first

language other than English.

* \_\_ \_\_ \_\_ Did not penalize if the examinee pronounced ***tu* as *tyoo* instead of *too****.*
* \_\_ \_\_ \_\_ Did not penalize for the American dialectal variation of pronouncing **/t/ as /d/** in certain words.
* \_\_ \_\_ \_\_ Discontinued after 4 consecutive scores of 0. Allowed the examinee to finish the page before

discontinuing.

* \_\_ \_\_ \_\_ Awarded full credit for items below the ceiling.
* \_\_ \_\_ \_\_ Awarded no credit for items above the ceiling.
* \_\_ \_\_ \_\_ Added points correctly to obtain raw score.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Math Computation**

Yes No NA

* + \_\_ \_\_ \_\_ Introduced the subtest with the appropriate introduction:

K-2: “**Now I’ll ask you to do some math.**”

3-12+: “**When I say begin, I want you to work these problems. Start here and work the problems in this order. When you finish the page, go to the next page. Keep going until you see the stop sign. Try to do as many items as you can.**”

* + \_\_ \_\_ \_\_ Read the instructions **verbatim.**
  + \_\_ \_\_ \_\_ Provided the examinee a pencil with an eraser.
* \_\_ \_\_ \_\_ **Began at correct Start Point** according to examinee’s **current grade** of enrollment.
* \_\_ \_\_ \_\_ Obtained a basal of 3 consecutive scores of 1.
* \_\_ \_\_ \_\_ If the examinee did not pass the **first 3 items,** reversed one row at a time.
* \_\_ \_\_ \_\_ Said, “**Now work these problems,**” when prompting the examinee to reverse.
* \_\_ \_\_ \_\_ Read items 1-11 aloud.
* \_\_ \_\_ \_\_ Used appropriate pointing when indicated by the administration notes.
* \_\_ \_\_ \_\_ Discontinued after 4 consecutive scores of 0.
* \_\_ \_\_ \_\_ Did **not** penalize for the examinee providing an answer that is numerically equivalent to the correct

answer (i.e., does not simplify a fraction).

* \_\_ \_\_ \_\_ Did **not** penalize for reversal or numeral formation errors except where indicated (items 6-9).
* \_\_ \_\_ \_\_ Awarded no credit for responses containing transposition errors.
* \_\_ \_\_ \_\_ Awarded full credit for items below the ceiling.
* \_\_ \_\_ \_\_ Awarded no credit for items above the ceiling.
* \_\_ \_\_ \_\_ Added points correctly to obtain raw score.
* \_\_ \_\_ \_\_ Repeated instructions and prompts as needed.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Silent Reading Fluency**

Yes No NA

* + \_\_ \_\_ \_\_ Introduced the subtest by saying, “**I want you to read some questions and answer each one yes or no. We’ll do the first two together”**.
  + \_\_ \_\_ \_\_ Began with Sample Items.
  + \_\_ \_\_ \_\_ Correctly completed the Sample Items.
  + \_\_ \_\_ \_\_ Read instructions **verbatim.**
  + \_\_ \_\_ \_\_ Correctly completed the Teaching Items.
* \_\_ \_\_ \_\_ If the examinee answered 1 or 2 Teaching Items incorrectly, asked the examinee to read the item(s)

aloud and taught further to ensure the examinee understands the activity.

* \_\_ \_\_ \_\_ If the examinee answered 1 or 2 Teaching Items incorrectly, prompted the examinee to correct the

response by crossing out the incorrect response and marking the correct answer.

* \_\_ \_\_ \_\_ Repeated instructions when asked by the examinee.
* \_\_ \_\_ \_\_ Prompted the examinee to cross out mistakes rather than erase.
* \_\_ \_\_ \_\_ Used appropriate pointing when indicated by the administration notes.
* \_\_ \_\_ \_\_ Discontinued administration if the examinee answered 3 or more of the teaching items incorrectly.
* \_\_ \_\_ \_\_ Correctly timed for exactly 2 minutes (120 seconds).

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Reading Comprehension**

Yes No NA

* + \_\_ \_\_ \_\_ Introduced the subtest by saying, “**Now I’ll ask you to do some reading”**.
  + \_\_ \_\_ \_\_ Read instructions **verbatim.**
* \_\_ \_\_ \_\_ Repeated instructions when asked by the examinee.
  + \_\_ \_\_ \_\_ Positioned yourself to see both sides of the stimulus book. .
* \_\_ \_\_ \_\_ **Began at correct Start Point** according to examinee’s **current grade** of enrollment, not current

reading grade level.

* \_\_ \_\_ \_\_ If the examinee did not pass the **first 2 items,** reversed **one stop point at a time**. Administered all

remaining items in the passage before dropping back for Sets D-H.

* \_\_ \_\_ \_\_ If the examinee seemed unsure whether to speak when an oral response is required, said, “**This time**

**say the answer out loud.**

* \_\_ \_\_ \_\_ If the examinee asks whether to read silently or aloud, said “**Either way is fine.”**
* \_\_ \_\_ \_\_ If the examinee reads aloud, scored only the responses to commands and questions. Did not penalize

for mispronouncing words in a sentence or paragraph.

* \_\_ \_\_ \_\_ If necessary, reminded the examinee to say the number of each question aloud when answering.
* \_\_ \_\_ \_\_ If the examinee asked for help in reading a word, said, “**Do the best you can**.”
* \_\_ \_\_ \_\_ Did not query responses except where indicated in the stimulus book.
* \_\_ \_\_ \_\_ Used the wording provided in the stimulus book when querying.
* \_\_ \_\_ \_\_ Recorded the examinee’s responses **verbatim.**
* \_\_ \_\_ \_\_ If the examinee’s response is correct, circled the appropriate response printed in the Record Form.
* \_\_ \_\_ \_\_ Did not penalize for gross mispronunciations. If an incorrectly pronounced word is recognizable as the

correct response to the question, counted the response as correct.

* \_\_ \_\_ \_\_ Did not penalize for the American dialectal variation of pronouncing **/t/ as /d/** in certain words.
* \_\_ \_\_ \_\_ Discontinued after 5 consecutive scores of 0. Did not continue to the decision point.
* \_\_ \_\_ \_\_ At the item set decision point, counted scores of 0. If there were 3 or fewer scores of 0 in a set,

continued to the next set. If there are 4 or more scores of 0, stopped and calculated the raw score for

that set.

* \_\_ \_\_ \_\_ Calculated the raw score for the item set where the examinee met the criteria to discontinue or stop.

If items were administered outside of that set, did not include those items in the raw score or when

calculating the error analysis totals.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Written Expression**

Yes No NA

* + \_\_ \_\_ \_\_ Introduced the subtest by saying the start point appropriate introduction.
  + \_\_ \_\_ \_\_ Read instructions **verbatim.**
  + \_\_ \_\_ \_\_ Provided the examinee with a pencil with an eraser.
  + \_\_ \_\_ \_\_ Administered the correct level based on the examinee’s **current grade** of enrollment.
  + \_\_ \_\_ \_\_ Encouraged the examinee to complete all items.
  + \_\_ \_\_ \_\_ Read all text seen by the examinee aloud.
* \_\_ \_\_ \_\_ Repeated instructions when asked by the examinee.
* \_\_ \_\_ \_\_ Used appropriate pointing when indicated by the administration notes.
* \_\_ \_\_ \_\_ If the examinee asked how to spell a word, said, “**Spelling doesn’t count. Just try your best.**”
* \_\_ \_\_ \_\_ Discontinued administration after completion of the item range for the level.
* \_\_ \_\_ \_\_ For Level 1, discontinued if the examinee scored 0 on all of the items 3-10.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## **Listening Comprehension**

Yes No NA

* + \_\_ \_\_ \_\_ Introduced the subtest by saying the start point appropriate introduction.
* \_\_ \_\_ \_\_ Read instructions **verbatim.**
* \_\_ \_\_ \_\_ **Began at correct Start Point** according to examinee’s **current grade** of enrollment.
* \_\_ \_\_ \_\_ Played the correct track for each passage.
* **\_\_ \_\_ \_\_** Before playing the audio track, cued the examinee to get ready to listen by saying, “**Ready? Listen.**”
* \_\_ \_\_ \_\_ Asked the examinee the questions immediately following each track.
* \_\_ \_\_ \_\_ Did not allow the examinee to take notes.
* \_\_ \_\_ \_\_ Did not play the track more than once **or** answer any questions the examinee asked about the story.
* \_\_ \_\_ \_\_ Repeated test questions at the examinee’s request or if they did not hear the question the first time.
* \_\_ \_\_ \_\_ Read the letter as well as the text of each answer choice for multiple choice questions.
* \_\_ \_\_ \_\_ Did not query responses unless indicated in the Stimulus Book.
* \_\_ \_\_ \_\_ Recorded examinee responses verbatim.
* \_\_ \_\_ \_\_ Obtained a basal of 2 correct items in the first passage.
* \_\_ \_\_ \_\_ If the examinee did not pass the **first passage,** reversed one start point at a time.
* \_\_ \_\_ \_\_ Discontinued after 5 consecutive scores of 0 within a set.
* \_\_ \_\_ \_\_ At the decision points, discontinued correctly based on scores of 0.
* \_\_ \_\_ \_\_ Awarded full credit for items below the ceiling.
* \_\_ \_\_ \_\_ Awarded no credit for items above the ceiling.
* \_\_ \_\_ \_\_ Added points correctly to obtain raw score.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Word Recognition Fluency**

Yes No NA

* + \_\_ \_\_ \_\_ Did not give this subtest before giving Letter & Word Recognition.
* \_\_ \_\_ \_\_ Listened to the audio file to hear how the more difficult words should be pronounced before

administering this subtest.

* + \_\_ \_\_ \_\_ Read the instructions verbatim.
* \_\_ \_\_ \_\_ **Began at correct Start Point** according to examinee’s **current grade** of enrollment, not current

reading grade level.

* \_\_ \_\_ \_\_ Administered Set B to examinee in grades 1-2 if the examinee’s raw score is 48.
* \_\_ \_\_ \_\_ Reversed to Set A if examinees in grades 3-12 scored 2 or less on Trial 1 of Set B.
* \_\_ \_\_ \_\_ Administered both trials of each set except when applying the reversal rule.
* \_\_ \_\_ \_\_ If an examinee got stuck on a word for more than 5 seconds, said, “**Go on to the next one**.”
* \_\_ \_\_ \_\_ If the examinee hesitated at the end of a row, said, “**Keep Going**.”
* \_\_ \_\_ \_\_ If the examinee lost his or her place or skipped a word, redirected him or her by pointing to the

appropriate place on the stimulus page but did not stop timing.

* \_\_ \_\_ \_\_ Allowed exactly 15 seconds per trial for the examinee to read as many words as possible.
* \_\_ \_\_ \_\_ For each trial, after exactly 15 seconds, said, “**Stop.”**
* \_\_ \_\_ \_\_ Did not penalize for articulation differences due to dialect, regional speech patterns, or a first

language other than English.

* \_\_ \_\_ \_\_ Added points correctly to obtain raw score.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Decoding Fluency**

Yes No NA

* + \_\_ \_\_ \_\_ Did not give this subtest before giving Nonsense Word Decoding.
* \_\_ \_\_ \_\_ Listened to the audio file to hear how the nonsense words should be pronounced before

administering this subtest.

* + \_\_ \_\_ \_\_ Read the instructions **verbatim.**
* \_\_ \_\_ \_\_ Began with Trial 1 and then administered Trial 2.
* \_\_ \_\_ \_\_ If an examinee got stuck on a word for more than 5 seconds, said, “**Go on to the next one**.”
* \_\_ \_\_ \_\_ If the examinee hesitated at the end of a row, said, “**Keep Going.”**
* \_\_ \_\_ \_\_ If the examinee lost his or her place or skipped a word, redirected him or her by pointing to the

appropriate place on the stimulus page but did not stop timing.

* \_\_ \_\_ \_\_ Allowed exactly 15 seconds per trial for the examinee to read as many words as possible.
* \_\_ \_\_ \_\_ For each trial, after exactly 15 seconds, said, “**Stop.”**
* \_\_ \_\_ \_\_ Did not penalize for articulation differences due to dialect, regional speech patterns, or a first

Language other than English.

* \_\_ \_\_ \_\_ Added points correctly to obtain raw score.

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Summary of Test Administration

Yes No NA

* \_\_ \_\_ \_\_ Appeared aware of where and how you pointed on the examinee’s side of the Stimulus Booklets.
* \_\_ \_\_ \_\_ Used the exact wording for instructions given on the pages of the Stimulus Booklets.
* \_\_ \_\_ \_\_Queried whenever necessary to clarify an examinee’s response**.**
* \_\_ \_\_ \_\_ Praised the examinee’s effort (except when specified otherwise in the administrative directions).
* \_\_ \_\_ \_\_ Did not provide feedback on the accuracy of responses (unless the standardized directions directed

you to do so).

* \_\_ \_\_ \_\_ If the examinee asks for your aid on an item or subtest, stated, “I want to see how well you can do it yourself.”
* \_\_ \_\_ \_\_ Taught examinee on only appropriate items and in a manner prescribed in the Stimulus Booklet.
* \_\_ \_\_ \_\_ Unless otherwise specified in the Stimulus Booklet, encouraged responses and stated

“Just try it once more,” “Try it just a little longer,” or “I think you can do it” when the examinee did not respond to an item during the specified time guideline, hesitated, or refused to respond. If the examinee did not respond after this prompt, stated, “Let’s go on” and proceeded to the next item.

* \_\_ \_\_ \_\_ Stated, “Let’s go on” and proceeded to the next item without additional prompting after a

examinee indicated that he or she could not respond to an item.

* \_\_ \_\_ \_\_ Moved on to the next item after allowing the examinee an appropriate, but not an excessive, amount of time to respond to difficult questions.
* \_\_ \_\_ \_\_ Gave credit for clearly correct responses conveyed in a manner other than the ones indicated in standardized directions.

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### Evaluative Comments

Areas for Improvement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Positive Skills Displayed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. BLOCK DESIGN

Started at correct point Yes No NA

Directions verbatim Yes No NA

Placement of materials Yes No NA

Correct # of ½ red/white blocks Yes No NA

Corrects rotation (1st time only) Yes No NA

Reversed correctly Yes No NA

Recorded completion time Yes No NA

Shaded incorrect answers Yes No NA

Discontinued at proper place Yes No NA

Comments:

# 2. SIMILARITIES

Started at correct point Yes No NA

Directions verbatim Yes No NA

Gave corrective feedback Yes No NA

(Sample, 1, 2, 5, 6, 8, 9)

Queried/Prompted correctly Yes No NA

Reversed correctly Yes No NA

Wrote down answers Yes No NA

Discontinued at proper place Yes No NA

Comments:

# 3. MATRIX REASONING

Started at correct point Yes No NA

Placement of materials Yes No NA

Directions verbatim Yes No NA

Gestured correctly with directions Yes No NA

Corrective feedback-samples Yes No NA

Reversed correctly Yes No NA

Prompted correctly Yes No NA

Circled responses Yes No NA

Discontinued at proper place Yes No NA

Comments:

# 4. DIGIT SPAN

Started at correct point Yes No NA

Directions verbatim Yes No NA

Timing correct (1 per second) Yes No NA

Wrote down answers Yes No NA

Completed all sections Yes No NA

Discontinued at proper place Yes No NA

Comments:

5. CODING

Used appropriate form (A or B) Yes No NA

Directions verbatim Yes No NA

Placement of materials Yes No NA

Used pencil without eraser Yes No NA

Gestured correctly with directions Yes No NA

Gave feedback after each sample Yes No NA

Corrected sample errors immediately Yes No NA

Prompted correctly Yes No NA

Timed/discontinued correctly Yes No NA

Comments:

# 6. VOCABULARY

Started at correct point Yes No NA

Directions verbatim Yes No NA

Reversed correctly Yes No NA

Placement of stimulus book (#1-4) Yes No NA

Gave corrective feedback Yes No NA

(1, 5, 6, 9, 10)

Emphasized key word for certain Yes No NA

responses (13, 15, 17, 19, 23, 25, 28)

Queried/Prompted correctly Yes No NA

Wrote down answers verbatim Yes No NA

Discontinued at proper place Yes No NA

Comments:

# 7. FIGURE WEIGHTS

Started at correct point Yes No NA

Directions verbatim Yes No NA

Gave right feedback for specific

incorrect response on sample(s) Yes No NA

Reversed correctly Yes No NA

Placement of materials Yes No NA

Asked for answer (10s: 4-18/20s: 19-34) Yes No NA

Timed correctly (max. 20/30 seconds) Yes No NA

Recorded completion time Yes No NA

Circled responses Yes No NA

Discontinued at proper place Yes No NA

Comments:

**8. VISUAL PUZZLES**

Started at correct point Yes No NA

Directions verbatim Yes No NA

Placement of materials Yes No NA

Gave corrective feedback (samples) Yes No NA

Reversed correctly Yes No NA

Prompted correctly as necessary Yes No NA

Asked for answer after 20 seconds Yes No NA

Timed correctly (max. 30 seconds) Yes No NA

Recorded completion time Yes No NA

Circled responses Yes No NA

Discontinued at proper place Yes No NA

Comments:

9. PICTURE SPAN

Started at correct point Yes No NA

Directions verbatim Yes No NA

Reversed correctly Yes No NA

Exposed stimulus 3/5 seconds Yes No NA

Does not shorten/eliminate instructions Yes No NA

Prompted correctly as necessary Yes No NA

Corrective feedback (samples, 4, 5) Yes No NA

Recorded responses Yes No NA

Discontinued at proper place Yes No NA

Comments

**10. SYMBOL SEARCH**

Used appropriate form (A or B) Yes No NA

Directions verbatim Yes No NA

Gave the right corrective feedback Yes No NA

Placement of materials Yes No NA

Prompted correctly as necessary Yes No NA

Timed/discontinued correctly Yes No NA

Used pencil without eraser Yes No NA

Comments:

SUMMARY PAGE

Wrote child’s & examiner’s names on protocol Yes No

Correctly calculated chronological age Yes No

Correct raw scores for each subtest Yes No

Correctly transposed raw scores to summary page Yes No

Obtained correct scaled scores for subtests Yes No

Correctly summed scores on summary page Yes No

Obtained correct composite scores Yes No

Obtained correct percentiles Yes No

Obtained correct confidence intervals Yes No

Comments:

**OVERALL**

Says introductory remarks (p. 77) Yes No

Protocol kept out of child’s sight Yes No

Handled stimulus book, administration

manual, & materials smoothly Yes No

Good interactions with child Yes No

Comments: