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| **Assurance of Student Learning Report**  **2020-2021** | |
| College of Education & Behavioral Sciences | Psychology Department |
| School Psychology - 147 | |
| Dr. Carl Myers | |

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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.*** | | | |
| **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** |
| **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** |
| **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** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| Students met the outcomes in all areas. | | | |

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| **Student Learning Outcome 1** | | | | | | | |
| **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** | For their first assessment with a child, a minimum of 80% of the points are required. For their final assessment with a child, a minimum of 90% of the points are required. Not achieving the minimum scores results in corrective feedback and a redoing of another assessment. All students must meet the 90% proficiency level. | | | | | | |
| **Program Success Target for this Measurement** | | | Students must be competent with the test administrations, so the success target is 100% of the students. | | **Percent of Program Achieving Target** | 100% of the students eventually reached the 90% proficiency level by the end of the semester. | |
| **Methods** | There were 8 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 apply results of assessment to develop interventions or recommend services.  (c) Is able to apply results of assessment to evaluate interventions, services, or programs. | | | | | | |
| **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 = 3.7)  Item b: 100% (Mean = 3.6)  Item c: 100% (Mean = 3.4) | |
| **Methods** | There were 7 graduate students in the internship cohort. Ratings are based on all 7 students. | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| A separate section of PSY 560 (Assessment of Individual Intellectual Functioning) was created solely for the school psychology graduate students. The 2020-21 school year was the first time a separate section was offered. This allowed the content of the course to be more specific to the needs of the students in our program and allow for more direct measurement of each student’s compentency with standardized assessment. We changed from using course grades in multiple courses as an outcome measure to using the attached task analyses in two specific courses to measure competency. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| Given the implementation of PSY 560 occurred for the first time during the 2020-21 school year, we will continue with this process. No changes are planned at this point in this area. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| This outcome will be directly assessed during fall semester for PSY 560 and spring semester for PSY 643 for the first year students. Follow-up and indirect assessment of the students’ performance during internship will occur during spring semester next year. The same data will be collected next year and the program director will collect and provide the data. | | | | | | | |

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| **Student Learning Outcome 2** | | | | | | | |
| **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 for Children, Families, and Schools” category of the Praxis school psychology exam. | | | | | | |
| **Criteria for Student Success** | At least 70% of the items correct across students. | | | | | | |
| **Program Success Target for this Measurement** | | | 70% | | **Percent of Program Achieving Target** | Overall, the students completed 74.9% of the items correct in this area of the exam. | |
| **Methods** | The PRAXIS exam is taken by 2nd year students during the spring semester. There were 8 students that took the exam and ratings are based on all 8 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. There are two items related to the students’ consultation skills: (a) Demonstrates knowledge of varied methods of consultation and collaboration, and (b) Demonstrates skills to consult, collaborate, and communicate 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% | | **Percent of Program Achieving Target** | | Item a: 100% (Mean = 3.1)  Item b: 85.7% (Mean = 3.3) | |
| **Methods** | There were 7 graduate students in the internship cohort. Ratings are based on all 7 students. | | | | | | |
| **Measurement Instrument 3** | Supervisors’ ratings of dispositions during internship. | | | | | | |
| **Criteria for Student Success** | 85% of all students will be rated 4 or higher on a 5-point scale on all 21 disposition items and on no item will the average rating across students be less than 3.5. | | | | | | |
| **Program Success Target for this Measurement** | | 85%  No item average < 3.5 | | **Percent of Program Achieving Target** | | 85.7% had all ratings ≥ 4.0  100% had no item average < 3.5 (Means on the items ranged from 4.14-5.00) | |
| **Methods** | At the end of each semester during internship (3rd year in program), school-based supervisors are given evaluation forms to complete on each intern. There are 21 items related to dispositions. Ratings are on a 5-point scale (1=Unacceptable, 2=Marginal, 3=Acceptable, 4=On Target, 5=Area of Strength.) Only one intern had a few ratings less than 4 (i.e., 3). | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | |
| The various assessment methods provide multiple sources of data for this outcome. No changes are planned. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| No follow-up is planned. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| This outcome will be assessed spring semester of next year. The same data will be collected next year and the program director will collect and provide the data. | | | | | | | |

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| **Student Learning Outcome 3** | | | | | | | |
| **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 successfullty complete and defend the specialist project. | | | | | | |
| **Program Success Target for this Measurement** | | | 100% | | **Percent of Program Achieving Target** | 100% | |
| **Methods** | There were 7 graduate students in the 3rd (final) year of the program. Ratings are based on all 7 students. | | | | | | |
| **Measurement Instrument 2** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| We changed the assessment measurement from grades in a statistics course to an applied activity. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| No additional follow-up planned. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| This outcome will be assessed during next year for the students in their final year in the program. The same data will be collected next year and the program director will collect and provide the data. | | | | | | | |

Attachments for Student Learning Outcome 1, Instrument 1

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

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

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: