

# Bracken

Basic Concept Scale—Third Edition:Receptive

Name: Joe A Sample  
Date of Birth: 10/4/2000  
Gender: Male  
Grade: 1st

Test Date: 10/4/2006  
Age at Testing: 6 years 0 months  
Report Date: 10/5/2006  
Examiner: Andy Gibson  
Teacher: K. Jackson  
School/Agency: George Washington Elementary

## BBCS-3:R PARENT REPORT

Name: Joe A Sample  
Date of Birth: 10/4/2000  
Grade: 1st

Test date: 10/4/2006  
Age at Testing: 6 Years 0 Months  
Examiner: Andy Gibson

Joe was recently given the Bracken Basic Concept Scale—Third Edition: Receptive (BBCS-3:R), an evaluation used to assess children's understanding of basic concepts. The BBCS-3:R includes 282 concepts in ten subtests: Colors, Letters, Numbers/Counting, Sizes/Comparisons, Shapes, Direction/Position, Self-/Social Awareness, Texture/Material, Quantity, and Time/Sequence.

Joe was given the BBCS-3:R individually. He was asked to point to one picture, from a group of pictures that matched with what the examiner named (e.g., "show me red"; "show me the star"; "show me which dog is small"). Joe's performance resulted in the following scores.

### BBCS-3:R Results

Subtest	Raw Score	Scaled Score	Percentile Rank	Descriptive Classification
1-5 SRC**	16	1	0.1	Very Delayed
8 Direction/Position	11	2	0.4	Very Delayed
7 Self-/Social Awareness	32	12	75	Average
8 Texture/Material	22	9	37	Average
9 Quantity	22	8	25	Average
10 Time/Sequence	12	7	16	Delayed

Composite	Raw Score	Composite Score	Percentile Rank	Descriptive Classification
Receptive TC*	115	79	8	Delayed
Receptive SRC**	16	40	<0.1	Very Delayed

\*Receptive Total Composite (Receptive TC) is derived from the sum of subtests 1-10 scaled scores.

\*\*School Readiness Composite (SRC) and Receptive School Readiness Composite (Receptive SRC) are both derived from the sum of subtests 1-5 raw scores.

### Description of Scores

**Raw Scores:** Raw scores identify the number of items answered correctly on a subtest. Interpreting a child's performance based on only subtest raw scores provides limited information because test items are not equal; some items are purposely created to be more difficult than others. Therefore, it is necessary to convert raw scores to a common or standard scale.

**Scaled Scores:** Scaled scores are raw scores which have been converted to a standard scale. Scaled scores can be used specifically to compare the child's performance to a normative sample representative of his or her same age peers.

**Composite Scores:** Composite scores are derived from adding the scores from two or more subtests together. Both the Receptive TC and Receptive SRC are composite scores that have been converted to a standard scale.

**Percentile Ranks:** Percentile ranks represent the position of a child's test performance relative to other same age peers who also took the test. For example, a percentile rank of 60 means that the child earned a score that was equal to or greater than 60% of the children who took the test.

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Descriptive Classifications: Descriptive classifications describe the rate of a child's conceptual development as being average or within degrees of advanced development (i.e., Advanced, Very Advanced) or delayed development (i.e., Delayed, Very Delayed).

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## Item Analysis

Bracken Basic Concept Scale—Third Edition: Receptive assesses children's knowledge of important basic concepts. The following Item Analysis table identifies the concepts that Joe responded to correctly and those that he did not respond to correctly.

M = The child probably understands the concept in most situations (Mastered).

NM = The child probably does not understand the concept in most situations (Not Mastered).

Teach the concepts in a variety of natural situations such as playtime or mealtime.

COLORS		M	NM
1	red	M	
2	blue		NM
3	green		NM
4	black		NM
5	yellow		NM
6	pink		NM
7	orange		NM
8	purple		NM
9	white		NM
10	brown		NM

LETTERS		M	NM
1	A		NM
2	W		NM
3	X		NM
4	S		NM
5	K		NM
6	H		NM
7	Q		NM
8	D		NM
9	m		NM
10	i		NM
11	b		NM
12	e		NM
13	t		NM
14	j		NM
15	g		NM

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NUMBERS/COUNTING		M	NM
1	one	M	
2	three	M	
3	two	M	
4	four	M	
5	zero	M	
6	three	M	
7	six		NM
8	nine		NM
9	five		NM
10	seven		NM
11	eight		NM
12	six		NM
13	nine	M	
14	forty-one	M	
15	eleven	M	
16	ninety-five	M	
17	twenty-seven	M	
18	fifty-three	M	

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SIZES/COMPARISONS		M	NM
1	big		NM
2	small	M	
3	long		NM
4	little		NM
5	not the same		NM
6	short		NM
7	match		NM
8	different		NM
9	tall		NM
10	deep		NM
11	large		NM
12	same		NM
13	alike		NM
14	wide		NM
15	exactly		NM
16	other than		NM
17	similar		NM
18	equal		NM
19	thin		NM
20	narrow		NM
21	unequal		NM
22	shallow		NM

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SHAPES		M	NM
1	star		NM
2	heart		NM
3	circle		NM
4	line	M	
5	square		NM
6	triangle		NM
7	cone	M	
8	round		NM
9	diamond		NM
10	oval		NM
11	rectangle		NM
12	check mark		NM
13	row		NM
14	pyramid		NM
15	cylinder		NM
16	cube		NM
17	curve		NM
18	column		NM
19	diagonal		NM
20	angle		NM

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DIRECTION/POSITION		M	NM
1	on		NM
2	open		NM
3	in		NM
4	closed		NM
5	off	M	
6	under		NM
7	up		NM
8	upside down	M	
9	behind		NM
10	top	M	
11	out		NM
12	high		NM
13	apart	M	
14	close	M	
15	around		NM
16	next to	M	
17	outside	M	
18	near		NM
19	in front		NM
20	together	M	
21	away		NM
22	middle		NM
23	bottom		NM
24	into		NM
25	down	M	
26	following		NM
27	side		NM
28	through		NM
29	between		NM
30	front		NM
31	backward		NM
32	beside		NM
33	edge		NM
34	back		NM
35	low		NM
36	straight		NM
37	corner		NM
38	toward		NM
39	falling		NM
40	end		NM
41	still		NM
42	joined		NM
43	below		NM
44	above		NM
45	across from		NM
46	forward		NM
47	turn		NM
48	space		NM
49	over		NM
50	underlined		NM
51	sideways		NM
52	inside-out		NM
53	ahead		NM
54	center		NM
55	level		NM
56	separated		NM

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57	rising		NM
58	height		NM
59	opposite		NM
60	right		NM
61	length		NM
62	left		NM

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SELF-/SOCIAL AWARENESS		M	NM
1	crying	M	
2	laughing	M	
3	sad	M	
4	man	M	
5	girl	M	
6	boy		NM
7	afraid	M	
8	angry	M	
9	brothers	M	
10	hurt	M	
11	sisters	M	
12	happy	M	
13	relaxing	M	
14	resting	M	
15	tired	M	
16	woman	M	
17	old	M	
18	excited	M	
19	mother	M	
20	wrong	M	
21	sleepy	M	
22	father	M	
23	friendly	M	
24	frowning	M	
25	worried	M	
26	right	M	
27	healthy	M	
28	easy	M	
29	difficult	M	
30	disappointed	M	
31	young	M	
32	correct	M	
33	curious	M	

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TEXTURE/MATERIAL		M	NM
1	wet		NM
2	heavy		NM
3	loud		NM
4	dark		NM
5	quiet		NM
6	soft		NM
7	wood	M	
8	sharp	M	
9	hard		NM
10	glass	M	
11	shiny	M	
12	light	M	
13	boiling	M	
14	flat	M	
15	bright	M	
16	gas	M	
17	metal	M	
18	reflection	M	
19	smooth	M	
20	cloth	M	
21	rough	M	
22	clear	M	
23	dry	M	
24	tight	M	
25	loose	M	
26	light	M	
27	solid	M	
28	dull	M	
29	liquid	M	

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QUANTITY		M	NM
1	many		NM
2	whole		NM
3	empty		NM
4	full		NM
5	none		NM
6	nothing		NM
7	both		NM
8	all	M	
9	most		NM
10	enough		NM
11	alone	M	
12	every		NM
13	with	M	
14	missing		NM
15	piece	M	
16	almost		NM
17	each	M	
18	left		NM
19	greatest		NM
20	part	M	
21	little	M	
22	except	M	
23	dozen		NM
24	without	M	
25	half	M	
26	more than	M	
27	several	M	
28	least	M	
29	less than		NM
30	pair		NM
31	another	M	
32	divided	M	
33	double		NM
34	single	M	
35	add	M	
36	neither	M	
37	couple	M	
38	some	M	
39	few	M	
40	weight		NM
41	subtract	M	
42	as many as		NM
43	triple		NM

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TIME/SEQUENCE		M	NM
1	new		NM
2	old		NM
3	finished		NM
4	last	M	
5	daytime		NM
6	waiting		NM
7	through	M	
8	starting	M	
9	skipped	M	
10	quit		NM
11	next		NM
12	beginning	M	
13	order	M	
14	morning	M	
15	before	M	
16	first	M	
17	slow		NM
18	twice		NM
19	third	M	
20	always	M	
21	second		NM
22	never		NM
23	late	M	
24	after		NM
25	arriving		NM
26	just		NM
27	over		NM
28	fourth		NM
29	early		NM
30	nearly		NM

## Notes:

Please consult with Joe's teacher regarding information in this report.

## Summary:

This report lists the subtests that Joe was given and scores that reflect his performance. The Item Analysis lists the concepts that Joe has mastered and those that he has not mastered. You can use the Item Analysis to decide which concepts you may want to work on with Joe.

Please discuss any questions or concerns you have with Andy Gibson.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date