














What's changed from the BSRA-4?


	 Bracken <small>School Readiness Assessment</small> <small>Third Edition</small>	 Bracken  <small>SCHOOL READINESS ASSESSMENT™</small>
Age Range	3:0 through 6:11	3:0 through 7:11
Publication Date	2007	2023
Administration Time	Receptive School Readiness Composite (SRC) subtests 1–5: 10–15 minutes	School Readiness Subtests (SRS) and SRC subtests 1–6: 10–20 minutes
Test Administration Options	Paper and Pencil only	Paper and Pencil New! Digital Options: Q-global® <ul style="list-style-type: none"> • Digital Manual • Digital Stimulus Book • Print Record Form • Digital Scoring (purchased separately) Q-interactive® <ul style="list-style-type: none"> • Integrated administration, scoring, and reporting using two iPad® devices connected by Bluetooth®.
Number of Concepts Tested	85 concepts tested Grouped by category and ordered by level of difficulty.	134 concepts tested 64 of these are identified as STEAM* concepts in the Record Form and in the Concept Development Guide. <i>*Science, Technology, Engineering, Art, and Math concepts</i> Grouped by category and ordered by level of difficulty.
Start Points and Discontinue Points	Items are administered to examinees beginning with item 1 in each subtest. Discontinue Point: 3 consecutive scores of 0.	Age-based start points for Subtests 1–6. The age-based Start Points for each subtest are shown on the Record Form. Discontinue Points: 3 consecutive scores of 0.

		
Subtests Comprising the SRC (School Readiness Composite)	Colors Letters Numbers/Counting Sizes/Comparisons Shapes	Colors Letters Numbers/Counting Sizes/Comparisons Shapes Self-/Social Awareness
BSRA Results: <ul style="list-style-type: none"> • Percentile ranks • Age equivalents 	BSRA-3 Subtest Scores available for: <ul style="list-style-type: none"> • Ages 3:0 through 6:11 • Raw score (# Correct) • Percent mastery • School readiness concepts to target for instruction/remediation • Available for Subtests 1-5 <ul style="list-style-type: none"> • Colors • Letters • Numbers/Counting • Sizes/Comparisons • Shapes 	BSRA-4 Subtest Scores: <ul style="list-style-type: none"> • Ages 3:0 through 7:11 • Raw score (# Correct) • Percent mastery • School readiness concepts to target for instruction/remediation • Available for Subtests 1-6 <ul style="list-style-type: none"> • Colors • Letters • Numbers/Counting • Sizes/Comparisons • Shapes • Self-/Social Awareness
BSRA Results: Composite Score	BSRA-3 Composite Score available for: <ul style="list-style-type: none"> • Ages 3:0 through 6:11 <ul style="list-style-type: none"> • School Readiness Composite • Raw Score (# Correct) • Percent mastery • Standard score (mean of 100; standard deviation of 15), reported in 3-month intervals • Percentile ranks • Age equivalents • Descriptive classification Spanish Record Form <ul style="list-style-type: none"> • Raw Score (# Correct) • Percent Mastery 	BSRA-4 Composite Score available for: <ul style="list-style-type: none"> • Ages 3:0 through 7:11: <ul style="list-style-type: none"> • School Readiness Composite • Raw Score (# Correct) • Percent mastery • Standard score (mean of 100; standard deviation of 15), reported in 3-month intervals • Percentile ranks • Age equivalents • Descriptive classification Spanish Record Form <ul style="list-style-type: none"> • Raw Score (# Correct) • Percent Mastery
Digital Scoring	Previously available on CD (now out of print)	New! <ul style="list-style-type: none"> • Q-global scoring: <ul style="list-style-type: none"> • Individual report usages • Unlimited use 1- and 3-year subscriptions • Q-interactive: <ul style="list-style-type: none"> • Included in test administration fee

		
Test Stimuli	Developed in 2003 based on customer feedback and expert content and bias reviews.	Developed in 2017 and 2018 based on customer and examiner feedback, in addition to expert content and bias reviews.
Standardization	<p>Standardization data was collected using print materials from September 2005 to April 2006.</p> <p><i>N</i> = 640</p> <p>Sample matched to US Census figures in 2003.</p> <p>Included 4.8% of children with a diagnosed receptive and/or expressive language disorder/delay.</p>	<p>Standardization data was collected using Q-interactive. Data were collected from January 2020 to May 2022. An equivalency study examining personal protective equipment (PPE) vs. no PPE was collected October through November 2020.</p> <p><i>N</i> = 720</p> <p>Sample matched within +/-5% to US Census figures reported in 2019.</p> <p>Included 2% of children identified as Gifted/Talented (GT). Seven percent of children were placed in a special education program (including 0.5% identified with autism spectrum disorder, 1% with a Developmental Delay (DD), 1% with Specific Learning Disability (SLD), 1% Other Health Impairment (OHI), 2.5% with a Language Impairment (LI), and 1% with ADHD).</p>
Reliability Studies	<p>Descriptions in the Manual for evidence of reliability based on:</p> <ul style="list-style-type: none"> • Test-retest stability (<i>n</i>=87) for all ages from 3:0 through 6:11. For the School Readiness Composite score (SRC, subtests 1–5), the standard difference was .19. • Internal consistency reliability coefficients (split half) for the SRC ranged from .82 to .97, with the average <i>r</i> of .95 (normative sample). 	<p>Descriptions in the Manual for evidence of reliability based on:</p> <ul style="list-style-type: none"> • Test-retest stability (<i>n</i>=80) for all ages from 3:0 through 7:11: For the SRC (subtests 1–6) the standard difference between the first testing and second testing was .07 for ages 3:0 to 5:11, .21 for ages 6.0 to 7.11, and .13 across all ages. • The average internal consistency reliability coefficient (split half) of the SRC ranged from .96 to .99, with the average <i>r</i> of .98 (normative sample).

		
Reliability Studies (continued)	<ul style="list-style-type: none"> • Standard errors of measurement are based on internal reliability coefficients (split half) for the SRC score. SEMs ranged from 2.60 to 3.00 for ages 3:0 to 4:11, 2.60 to 6.36 for ages 5:0 to 6:11. The average SEM across all ages was 3.75. • Internal consistency reliability coefficients (split half) for the SRC score across all ages for the normative sample (n = 640) was .95. Reliability coefficient for the clinical groups range were .98 (language impairment group) and .97 to .99 (intellectual disability group). 	<ul style="list-style-type: none"> • The standard errors of measurement by age group range from 1.50 to 3.00. The average standard error of measurement for the normative sample was 2.40. • Internal consistency reliability coefficients of the SRC scores are reported for three groups. Reliability for the developmental delay and language impairment group are excellent at .99 and 1.0, respectively. The reliability for the gifted group is good, at .86.
Validity Studies	<p>Descriptions in the Manual for evidence of validity based on:</p> <ul style="list-style-type: none"> • Test content <ul style="list-style-type: none"> • National and international expert review and comparison to state early childhood standards. • Response processes, including examination of frequently occurring error responses, with items modified or deleted if needed. 	<p>Descriptions in the Manual for evidence of validity based on:</p> <ul style="list-style-type: none"> • Test content <ul style="list-style-type: none"> • Literature review, user feedback, national and international expert review, and comparison to state early childhood standards. • Response processes, including examination of frequently occurring error responses, with items modified or deleted if needed. <ul style="list-style-type: none"> • Studies of responses collected in a digital format and responses obtained with and without the use of PPE are discussed in the Manual.

		
Validity Studies (continued)	<ul style="list-style-type: none"> • Relationships with other variables: <ul style="list-style-type: none"> • Correlation coefficient between BSRA-3 SRC Scores and BSRA (BSRA administered first): Corrected r: .85 • Correlation coefficients between the BSRA-3 SRC and PLS™-4: Corrected r: .65 with the PLS-4 Auditory Comprehension score, .61 with the Expressive Communication score, and .66 with the Total Language Score. • Special group studies included children diagnosed with Language Impairment: <ul style="list-style-type: none"> • The mean standard difference of the SRC score was 0.89. 	<ul style="list-style-type: none"> • Relationships with other variables: <ul style="list-style-type: none"> • Correlation coefficient between BBCS-4:R and BBCS-3:R: (counter-balanced) Corrected r for the SRC was .74. • The correlation between the SRC and the WIAT-4 Total Achievement composite was .74 • Special group studies included children identified with a Language Impairment (LI), Developmental Delay (DD) or as Gifted (GT). <ul style="list-style-type: none"> • LI: standard difference in scores was 2.06. • DD: standard difference in scores was 2.34. • GT: standard difference in scores was -0.98.
Spanish Version	<ul style="list-style-type: none"> • The BBCS-3:R test items were adapted or modified from the English items rather than translated (e.g., a comparable Spanish word or phrase is chosen that best expresses the concept in English). <ul style="list-style-type: none"> • Vocabulary options reflecting regional dialectal variations are not provided on the BBCS-3:R Spanish Record Form. • Research was conducted with 61 Spanish speaking children ages 3:0 through 6:11. 	<ul style="list-style-type: none"> • Some items on the BBCS-4:R Spanish Record Form were modified from items on the English Record Form rather than translated. Modified test items consist of a comparable Spanish word or phrase that best expresses the concept in English. • Vocabulary options reflecting regional dialectal variations are provided on the BBCS-4:R Spanish Record Form. • Research data were not collected from a sample of children who speak Spanish as their dominant language. It is not appropriate to use the responses recorded on the BBCS-4:R Spanish Record Form to derive a standard score based on the English normative data. Results may be used as a criterion referenced measure to:

		
<p>Spanish Version (continued)</p>	<p>Evidence of reliability and validity: Evidence of internal consistency: The internal consistency reliability coefficients (split-half) for the Receptive Total for both the Spanish and English editions was .99.</p> <p>Evidence of validity based on internal structure: The correlation of the Receptive Total with BBCS-3 subtests (matched sample of English and Spanish speakers) ranged from .82 to .95.</p>	<ul style="list-style-type: none"> • Determine a child’s baseline level of performance (pretesting), then determine the child’s level of mastery after instruction/remediation has occurred (post-testing) • Validate previous test results and observations about a child’s receptive concept knowledge • Deep-test concept categories not fully assessed on another measure • Identify specific concepts that the child has not mastered that require instruction/remediation so they can be included in the classroom teacher’s lesson plans and/or the child’s Individualized Education Program (IEP) <p>Evidence of reliability and validity Information reported in the BBCS-3:R Manual presents initial evidence of reliability and validity of the BBCS-3:R Spanish. The information obtained using the Spanish Record Form for the BBCS-4:R helps you assess constructs similar to the constructs tested using the English Record Form.</p> <p>Information from the BBCS-3:R Spanish demonstrates that the Spanish version of the test items provide a reliable and valid instrument for criterion-referenced or curriculum-based assessment when used as a part of a comprehensive evaluation. No updated reliability and validity data was collected for the Spanish translation of the BBCS-4:R.</p>