

# Bracken

## SCHOOL READINESS ASSESSMENT™

BSRA™-4

Bracken School Readiness Assessment™ (4th ed.)

Score Report

*Bruce A. Bracken*

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Name:	Sam D. Sample	Date of birth:	20/10/2018
ID:	44444	Age:	4:1
Color blindness:	No	Examiner:	Jane Smith
Teacher:	Mrs. Librarian	Date of test:	22/11/2022
Pre-/posttest:	Pretest	Grade:	Preschool/prekindergarten 4
School/agency:	General School	Sex:	Male
School/agency address:	123 Main Street Old Town, USA		

Reason for testing: Evaluation for school readiness

Comments:

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[ 1.0 / RE1 / QG1 ]

## SCORE SUMMARY

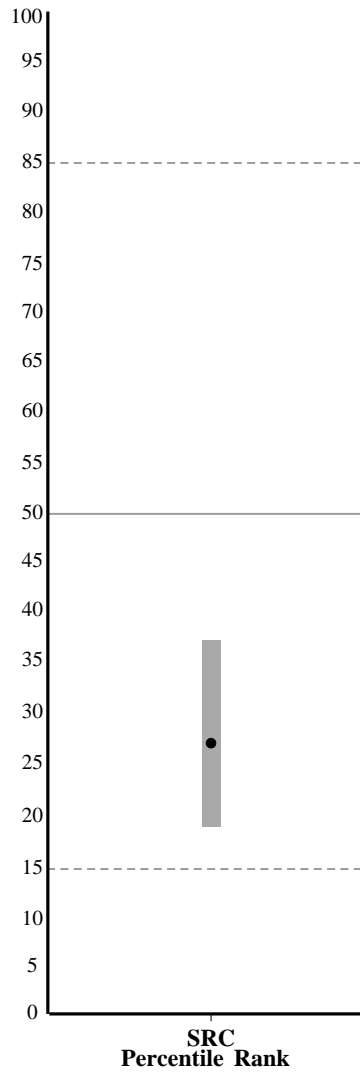
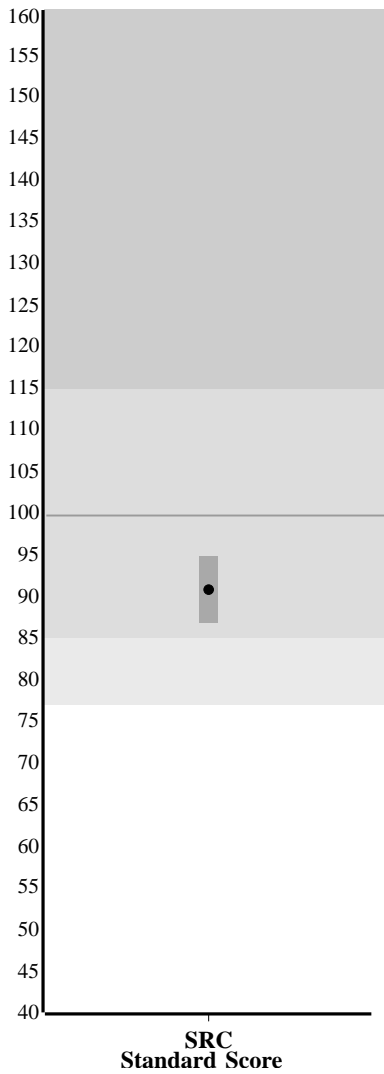
The following scores are the result of Sam's Bracken School Readiness Assessment™ (4th ed.; BSRA™-4) pretest.

### Subtest Percent Mastery

	Raw score/ total	% Mastery
Colors	7/12	58.3%
Letters	9/17	52.9%
Numbers/Counting	8/25	32.0%
Sizes/Comparisons	9/23	39.1%
Shapes	5/23	21.7%
Self-/Social Awareness	12/34	35.3%

## Composite Standard Score

	% Mastery	Standard score	Confidence interval 95% level	Percentile rank	Percentile rank CI	Age equivalent	Descriptive classification
School Readiness Composite (SRC)	37.3%	91	87 to 95	27	19 to 37	3:8	Average



## NARRATIVE REPORT

### Subtest Scores

#### Colors

The Colors subtest measures the child's ability to identify primary colors, secondary colors, and basic color terms. For a child with color blindness, the Colors subtest will not be administered. Rather, the child's score for the subtest will be prorated. The Colors subtest has a maximum raw score of 12.

Sam received a raw score of 7 (percent mastery = 58.3%) on the Colors subtest.

#### Letters

The Letters subtest measures the child's ability to identify uppercase and lowercase letters. The Letters subtest has a maximum raw score of 17.

Sam received a raw score of 9 (percent mastery = 52.9%) on the Letters subtest.

#### Numbers/Counting

The Numbers/Counting subtest measures the child's ability to identify one-, two-, and three-digit numbers; decimals; and fractions. In addition, the child is presented with items that assign value to a set of objects. The Numbers/Counting subtest has a maximum raw score of 25.

Sam received a raw score of 8 (percent mastery = 32.0%) on the Numbers/Counting subtest.

#### Sizes/Comparisons

The Sizes/Comparisons subtest measures the child's ability to identify one-, two-, or three-dimensional concepts as well as the ability to match, differentiate, or compare objects based on one or more of their characteristics. The Sizes/Comparisons subtest has a maximum raw score of 23.

Sam received a raw score of 9 (percent mastery = 39.1%) on the Sizes/Comparisons subtest.

#### Shapes

The Shapes subtest measures the child's ability to identify one-, two-, and three-dimensional shapes. One-dimensional shapes include curve and angle, two-dimensional shapes include circle and triangle, and three-dimensional shapes include cylinder and cube. The Shapes subtest has a maximum raw score of 23.

Sam received a raw score of 5 (percent mastery = 21.7%) on the Shapes subtest.

#### Self-/Social Awareness

The Self-/Social Awareness subtest is used to evaluate the child's ability to identify concepts referencing emotional states as well as items describing kinship, relative ages, and social appropriateness. The Self-/Social Awareness subtest has a maximum raw score of 34.

Sam received a raw score of 12 (percent mastery = 35.3%) on the Self-/Social Awareness subtest.

### STEAM Items

STEAM concepts are associated with science, technology, engineering, arts, and math curricula. The 64 items in the BSRA-4 that correspond to STEAM curricula are underlined in the Concept Development Guide/Guía del desarrollo de conceptos. STEAM items for each subtest are identified in the Correct and Incorrect Responses section of this report.

## Additional Resources

The Concept Development Guide/Guía del desarrollo de conceptos provides item checklists of the concepts that Sam identified correctly versus incorrectly within each concept category. The General Guidelines for Instruction and Remediation section in the BSRA-4 Manual lists 20 principles that may be useful to incorporate into instructional lessons that teach basic concepts to young children.

## School Readiness Composite (SRC)

There are six subtests from which the SRC was derived. The subtests include Colors, Letters, Numbers/Counting, Sizes/Comparisons, Shapes, and Self-/Social Awareness. The SRC is a measure of a child's understanding of academic and social concepts and provides an easy and reliable way to quantify overall school readiness. The SRC has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical child of a given age.

Sam received an SRC standard score of 91 (confidence interval = 87 to 95, percentile rank = 27). This places Sam in the Average range of school readiness.

## CORRECT AND INCORRECT RESPONSES

The following section includes item-level data for further analysis. Only subtests with item-level responses entered are included in this section of the report. In the tables below, subtest items are identified as correct (i.e., answered correctly), incorrect (i.e., answered incorrectly), or not administered. Items identified as not administered may include items that precede the basal point and/or items after the discontinue point.

Items that were not administered or were answered incorrectly *that precede* the basal point are scored as correct (i.e., a score of 1). Likewise, items that were answered correctly *after* the discontinue point are scored as incorrect (i.e., a score of 0). These item scores are reflected in the subtest raw score calculations.

**Note.** Items identified as STEAM items are underlined.

Colors
Correct: <u>1</u> , <u>2</u> , <u>3</u> , <u>4</u> , <u>5</u> , <u>7</u> , <u>9</u>
Incorrect: <u>6</u> , <u>8</u> , <u>10</u> , <u>11</u> , <u>12</u>
Not Administered: N/A

Letters
Correct: 1, 2, 3, 4, 5, 6, 8, 10, 13
Incorrect: 7, 9, 11, 12, 14, 15, 16
Not Administered: 17

Numbers/Counting
Correct: <u>1</u> , <u>2</u> , <u>3</u> , <u>4</u> , <u>5</u> , <u>6</u> , <u>7</u> , <u>8</u>
Incorrect: <u>9</u> , <u>10</u> , <u>11</u>
Not Administered: <u>12</u> , <u>13</u> , <u>14</u> , <u>15</u> , <u>16</u> , <u>17</u> , <u>18</u> , <u>19</u> , <u>20</u> , <u>21</u> , <u>22</u> , <u>23</u> , <u>24</u> , <u>25</u>

Sizes/Comparisons
Correct: 1, 2, 3, <u>4</u> , 5, 6, 7, 8, 9
Incorrect: 10, 11, 12
Not Administered: 13, 14, 15, 16, <u>17</u> , 18, <u>19</u> , 20, <u>21</u> , <u>22</u> , 23

Shapes
Correct: <u>1</u> , <u>2</u> , <u>3</u> , 4, <u>5</u>
Incorrect: <u>6</u> , <u>7</u> , <u>8</u>
Not Administered: <u>9</u> , <u>10</u> , <u>11</u> , 12, <u>13</u> , <u>14</u> , <u>15</u> , <u>16</u> , <u>17</u> , <u>18</u> , <u>19</u> , <u>20</u> , <u>21</u> , <u>22</u> , <u>23</u>

Self-/Social Awareness
Correct: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Incorrect: 13, 14, 15
Not Administered: 16, 17, 18, 19, 20, 21, 22, <u>23</u> , 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34

**End of Report**