Bracken

Basic Concept Scale:Expressive

Name:	Patrick C Sample	Test Date:	10/4/2006
Date of Birth:	10/4/2001	Age at Testing:	5 years 0 months
Gender:	Male	Report Date:	10/4/2006
Grade:	Kindergarten	Examiner:	J Examiner
		Teacher:	B. Lopez
		School/Agency:	Abraham Lincoln Elementary

BBCS:E PARENT REPORT

Name:	Patrick C Sample	Test date:	10/4/2006
Date of Birth:	10/4/2001	Age at Testing:	5 Years 0 Months
Grade:	Kindergarten	Examiner:	J Examiner

Patrick was recently given the Bracken Basic Concept Scale: Expressive (BBCS:E), an evaluation used to assess children's ability to name basic concepts. The BBCS:E includes 155 concepts in ten subtests: Colors, Letters/Sounds, Numbers/Counting, Sizes/Comparisons, Shapes, Direction/Position, Self-/Social Awareness, Texture/Material, Quantity, and Time/Sequence.

Patrick was given the BBCS:E individually. On some of the subtests, Patrick named a picture that the examiner presented. For example, the examiner pointed to the color red and asked, "What color is this?" and Patrick should have answered "red." On other subtests, Patrick listened to the examiner name a picture. Then he was asked to name a corresponding picture. For example, when the examiner said, "this rock is small, this rock is…" Patrick should have answered "large" or "big." Patrick's performance resulted in the following scores.

BBCS:E Results

Subtest	Raw Score	Scaled Score	Percentile Rank	Descriptive Classification
1-5 SRC**	61	16	98	Very Advanced
6 Direction/Position	30	17	99	Very Advanced
7 Self-/Social Awareness	11	8	25	Average
8 Texture/Material	14	15	95	Advanced
9 Quantity	11	17	99	Very Advanced
10 Time/Sequence	1	3	1	Very Delayed

Composite	Raw Score	Composite Score	Percentile Rank	Descriptive Classification
Expressive TC*	128	117	87	Advanced
Expressive SRC**	61	129	97	Advanced

*Expressive Total Composite (Expressive TC) is derived from the sum of subtests 1–10 scaled scores.
**School Readiness Composite (SRC) and Expressive School Readiness Composite (Expressive 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.

Bracken

Basic Concept Scale:Expressive

<u>Descriptive Classifications:</u> 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).

Bracken

Basic Concept Scale:Expressive

Item Analysis

Bracken Basic Concept Scale: Expressive assesses children's knowledge of important basic concepts. The following Item Analysis table identifies the concepts that Patrick 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	yellow	M	
3	green		NM
4	blue		NM
5	pink	M	
6	white	M	
7	purple	M	
8	brown	M	
9	orange	M	
10	black	M	

LETTERS/SOUNDS		M	NM
1	A	M	
2	X	M	
3	z	M	
4	W	M	
5	K	M	
6	Q	M	
7	m	M	
8	i	M	
9	j	M	
10	b	M	
11	[m]	M	
12	[z]	M	
13	[g]	M	
14	[f]	M	
15	[b]	M	
16	[gr]	M	
17	[pl]		NM
18	[ch]	M	
19	[st]	M	
20	[sw]		NM

Bracken
Basic Concept Scale:Expressive

NUMBERS/COUNTING		M	NM
1	one	M	
2	three	M	
3	1	M	
4	2	M	
5	5	M	
6	3	M	
7	8	M	
8	4	M	
9	0	M	
10	7	M	
11	6	M	
12	9	M	
13	six	M	
14	nine	M	
15	11	M	
16	27	M	
17	62	M	
18	128	M	
19	536		NM

SIZES/COMPARISONS		M	NM
1	large/big	M	
2	long	M	
3	little/small	M	
4	thin	M	
5	deep	M	
6	short	M	
7	shallow		NM

SHAPES		M	NM
1	star	M	
2	heart	M	
3	circle	M	
4	triangle	M	
5	square	M	
6	diamond	M	
7	oval	M	
8	rectangle	M	
9	cone	M	
10	cube	M	
11	pyramid	M	

Bracken

Basic Concept Scale:Expressive

DIRECTION/POSITION		M	NM
1	up/upstairs	M	
2	in/inside	M	
3	closed/shut	M	
4	off	M	
5	down	M	
6	outside/out	M	
7	front	M	
8	behind/in back	M	
9	under/beneath	M	
10	top	M	
11	center/middle	M	
12	in front	M	
13	close	M	
14	left	M	
15	bottom	M	
16	together/joined	M	
17	near/close	M	
18	straight	M	
19	below/beneath	M	
20	beside/next to	M	
21	through	M	
22	together	M	
23	between/in the middle of	M	
24	edge	M	
25	across from	M	
26	falling	M	
27	above/over	M	
28	corner	M	
29	toward/into	M	
30	opposite/different	M	

Bracken

Basic Concept Scale:Expressive

SELF-/SOCIAL AWARENESS		M	NM
1	girl		NM
2	sisters	M	
3	father/dad		NM
4	sick		NM
5	sad	M	
6	easy	M	
7	happy		NM
8	man	M	
9	brothers	M	
10	wrong	M	
11	smiling	M	
12	boy		NM
13	woman		NM
14	hard	M	
15	old	M	
16	healthy	M	
17	young	M	

TEXTURE/MATERIAL		M	NM
1	hot	M	
2	wood	M	
3	cold	M	
4	dark	M	
5	smooth	M	
6	soft	M	
7	metal	M	
8	heavy		NM
9	glass	M	
10	tight	M	
11	light	M	
12	sharp	M	
13	loose	M	
14	shiny/bright	M	
15	rough	M	

Bracken

Basic Concept Scale:Expressive

QUANTITY		M	NM
1	nothing/none	M	
2	full	M	
3	whole	M	
4	alone	M	
5	more	M	
6	subtract	M	
7	all	M	
8	half	M	
9	less	M	
10	add	M	
11	triple	M	
12	weight		NM

TIME/SEQUENCE		M	NM
1	fast		NM
2	finished/done		NM
3	slow		NM
4	night/nighttime		NM
5	new		NM
6	third		NM
7	first	M	
8	second		NM
9	leaving/exiting		NM
10	last		NM
11	after		NM
12	fourth		NM
13	before		NM
14	early		NM

Notes:

Please discuss these scores with your child's teacher if necessary.

Summary:

This report lists the subtests that Patrick was given and scores that reflect his performance. The Item Analysis lists the concepts that Patrick 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 Patrick.

Please discuss any questions or concerns you have with J Examiner.

_____   _____

Signature   Date