

Bracken

School Readiness Assessment—Third Edition

Name: Jody F Sample
Date of Birth: 2/4/2003
Gender: Male
Grade: 1st

Test Date: 10/4/2006
Age at Testing: 3 years 8 months
Report Date: 10/4/2006
Examiner: J Examiner
Teacher: R. London
School/Agency: Greene Elementary School

Bracken SRA-3 Teacher Report Score Summary

| Subtest | Raw Score (# correct) | % Mastery |
|---------------------|-----------------------|-----------|
| 1 Colors | 9/10 | 90 |
| 2 Letters | 8/15 | 53 |
| 3 Numbers/Counting | 6/18 | 33 |
| 4 Sizes/Comparisons | 4/22 | 18 |
| 5 Shapes | 3/20 | 15 |

| | Raw Score (# correct) | % Mastery | Composite Score | Confidence Interval (90% Level) | Percentile Rank | Percentile Rank Confidence Interval | Descriptive Classification |
|----------------|-----------------------|-----------|-----------------|---------------------------------|-----------------|-------------------------------------|----------------------------|
| Receptive SRC* | 30/85 | 35 | 97 | 93 to 101 | 42 | 32 to 53 | Average |

*Receptive SRC—Receptive School Readiness Composite.

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Receptive SRC

| Receptive SRC | |
|-------------------|-----|
| 160 | 160 |
| 155 | 155 |
| 150 | 150 |
| 145 Very Advanced | 145 |
| 140 | 140 |
| 135 | 135 |
| 130 | 130 |
| 125 | 125 |
| 120 Advanced | 120 |
| 115 | 115 |
| 110 | 110 |
| 105 | 105 |
| 100 Average | 100 |
| 95 | 95 |
| 90 | 90 |
| 85 | 85 |
| 80 Delayed | 80 |
| 75 | 75 |
| 70 | 70 |
| 65 | 65 |
| 60 | 60 |
| 55 Very Delayed | 55 |
| 50 | 50 |
| 45 | 45 |
| 40 | 40 |

Receptive SRC

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Receptive SRC Percentile Ranks

| Receptive SRC | | |
|---------------|---------------|-----|
| 100 | Very Advanced | 100 |
| 95 | | 95 |
| 90 | Advanced | 90 |
| 85 | | 85 |
| 80 | | 80 |
| 75 | | 75 |
| 70 | | 70 |
| 65 | | 65 |
| 60 | | 60 |
| 55 | | 55 |
| 50 | Average | 50 |
| 45 | | 45 |
| 40 | | 40 |
| 35 | | 35 |
| 30 | | 30 |
| 25 | | 25 |
| 20 | | 20 |
| 15 | | 15 |
| 10 | Delayed | 10 |
| 5 | | 5 |
| 0 | Very Delayed | 0 |

Receptive SRC

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School Readiness Assessment—Third Edition

Item Analysis

Bracken School Readiness Assessment—Third Edition assesses children's knowledge of important basic concepts. The following Item Analysis table identifies the concepts that Jody 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 | Lesson Plan |
|--------|--------|---|----|-------------|
| 1 | red | M | | Lesson 1 |
| 2 | blue | M | | Lesson 3 |
| 3 | green | M | | Lesson 1 |
| 4 | black | M | | Lesson 5 |
| 5 | yellow | M | | Lesson 1 |
| 6 | pink | M | | Lesson 5 |
| 7 | orange | M | | Lesson 2 |
| 8 | purple | M | | Lesson 4 |
| 9 | white | M | | Lesson 3 |
| 10 | brown | | NM | Lesson 6 |

| LETTERS | | M | NM | Lesson Plan |
|---------|---|---|----|-------------|
| 1 | A | | NM | Lesson 72 |
| 2 | W | M | | Lesson 77 |
| 3 | X | M | | NA |
| 4 | S | M | | Lesson 76 |
| 5 | K | | NM | Lesson 74 |
| 6 | H | M | | Lesson 73 |
| 7 | Q | | NM | Lesson 76 |
| 8 | D | | NM | Lesson 72 |
| 9 | m | M | | Lesson 75 |
| 10 | i | | NM | Lesson 74 |
| 11 | b | | NM | Lesson 72 |
| 12 | e | M | | Lesson 73 |
| 13 | t | M | | Lesson 76 |
| 14 | j | | NM | Lesson 74 |
| 15 | g | M | | Lesson 73 |

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School Readiness Assessment—Third Edition

| NUMBERS/COUNTING | | M | NM | Lesson Plan |
|------------------|--------------|---|----|-------------|
| 1 | one | | NM | Lesson 79 |
| 2 | three | M | | Lesson 79 |
| 3 | two | | NM | Lesson 79 |
| 4 | four | | NM | Lesson 80 |
| 5 | zero | M | | Lesson 79 |
| 6 | three | | NM | Lesson 79 |
| 7 | six | | NM | Lesson 80 |
| 8 | nine | M | | Lesson 81 |
| 9 | five | | NM | Lesson 80 |
| 10 | seven | | NM | Lesson 80 |
| 11 | eight | | NM | Lesson 81 |
| 12 | six | M | | Lesson 80 |
| 13 | nine | | NM | Lesson 81 |
| 14 | forty-one | M | | NA |
| 15 | eleven | | NM | Lesson 81 |
| 16 | ninety-five | M | | NA |
| 17 | twenty-seven | | NM | NA |
| 18 | fifty-three | | NM | NA |

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| SIZES/COMPARISONS | | M | NM | Lesson Plan |
|-------------------|--------------|---|----|-------------|
| 1 | big | | NM | Lesson 39 |
| 2 | small | | NM | Lesson 39 |
| 3 | long | M | | Lesson 42 |
| 4 | little | | NM | Lesson 39 |
| 5 | not the same | | NM | Lesson 9 |
| 6 | short | | NM | Lesson 41 |
| 7 | match | | NM | NA |
| 8 | different | M | | Lesson 9 |
| 9 | tall | | NM | Lesson 41 |
| 10 | deep | | NM | Lesson 40 |
| 11 | large | | NM | Lesson 39 |
| 12 | same | | NM | Lesson 9 |
| 13 | alike | M | | Lesson 9 |
| 14 | wide | | NM | Lesson 41 |
| 15 | exactly | | NM | NA |
| 16 | other than | M | | Lesson 10 |
| 17 | similar | | NM | NA |
| 18 | equal | | NM | Lesson 10 |
| 19 | thin | | NM | Lesson 42 |
| 20 | narrow | | NM | Lesson 41 |
| 21 | unequal | | NM | NA |
| 22 | shallow | | NM | Lesson 40 |

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

Refer to LESSON PLAN in the HELP file to view the sample lesson plan, corresponding worksheets, and concept cards.

Notes:

Please advise child's parents about scores on this assessment.

Summary:

This report lists the subtests that Jody was given on 10/4/2006, and scores that reflect his performance. The Item Analysis lists the concepts that Jody 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 Jody.

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

Signature

Date

Bracken

School Readiness Assessment—Third Edition

Name: Jody F Sample
Date of Birth: 2/4/2003
Gender: Male
Grade: 1st

Test Date: 10/4/2006
Age at Testing: 3 years 8 months
Report Date: 10/4/2006
Examiner: J Examiner
Teacher: R. London
School/Agency: Greene Elementary School

BRACKEN SRA–3 PARENT REPORT

Name: Jody F Sample
Date of Birth: 2/4/2003
Grade: 1st

Test date: 10/4/2006
Age at Testing: 3 Years 8 Months
Examiner: J Examiner

Jody was recently given the Bracken School Readiness Assessment—Third Edition (Bracken SRA–3), an evaluation used to determine a child's understanding of basic concepts. The Bracken SRA–3 includes 85 concepts in five subtests: Colors, Letters, Numbers/Counting, Sizes/Comparisons, and Shapes.

Jody was given the Bracken SRA–3 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*"). Jody's performance resulted in the following scores.

Bracken SRA–3 Results

| Subtest | Raw Score (# correct) | % Mastery |
|---------------------|-----------------------|-----------|
| 1 Colors | 9/10 | 90 |
| 2 Letters | 8/15 | 53 |
| 3 Numbers/Counting | 6/18 | 33 |
| 4 Sizes/Comparisons | 4/22 | 18 |
| 5 Shapes | 3/20 | 15 |

| Composite | Raw Score (# correct) | % Mastery | Composite Score | Percentile Rank | Descriptive Classification |
|----------------|-----------------------|-----------|-----------------|-----------------|----------------------------|
| Receptive SRC* | 30/85 | 35 | 97 | 42 | Average |

*Receptive SRC—Receptive School Readiness Composite.

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.

(%) Mastery: Percent mastery scores indicate the percentage of items that a child answered correctly. Each percent mastery score is calculated by dividing the number of items the child answered correctly by the total number of items and multiplying by 100.

Composite Scores: Composite scores are derived from adding the scores from two or more subtests together. The Receptive SRC is a composite score which has 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 would mean that the child earned a score that was equal to or greater than 60% of the children who took the test.

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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School Readiness Assessment—Third Edition

Item Analysis

Bracken School Readiness Assessment—Third Edition assesses children's knowledge of important basic concepts. The following Item Analysis table identifies the concepts that Jody 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 | M | |
| 3 | green | M | |
| 4 | black | M | |
| 5 | yellow | M | |
| 6 | pink | M | |
| 7 | orange | M | |
| 8 | purple | M | |
| 9 | white | M | |
| 10 | brown | | NM |

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

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School Readiness Assessment—Third Edition

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

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| SIZES/COMPARISONS | | M | NM |
|-------------------|--------------|---|----|
| 1 | big | | NM |
| 2 | small | | NM |
| 3 | long | M | |
| 4 | little | | NM |
| 5 | not the same | | NM |
| 6 | short | | NM |
| 7 | match | | NM |
| 8 | different | M | |
| 9 | tall | | NM |
| 10 | deep | | NM |
| 11 | large | | NM |
| 12 | same | | NM |
| 13 | alike | M | |
| 14 | wide | | NM |
| 15 | exactly | | NM |
| 16 | other than | M | |
| 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 | | NM |
| 5 | square | | NM |
| 6 | triangle | M | |
| 7 | cone | | NM |
| 8 | round | | NM |
| 9 | diamond | | NM |
| 10 | oval | | NM |
| 11 | rectangle | | NM |
| 12 | check mark | M | |
| 13 | row | | NM |
| 14 | pyramid | | NM |
| 15 | cylinder | M | |
| 16 | cube | | NM |
| 17 | curve | | NM |
| 18 | column | | NM |
| 19 | diagonal | | NM |
| 20 | angle | | NM |

Notes:

Summary:

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

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

Signature

Date

Bracken

School Readiness Assessment—Third Edition

Name: Evan I Sample
 Date of Birth: 5/5/2003
 Gender: Male
 Grade: Pre-Kindergarten

Pretest Date: 9/5/2006
 Posttest Date: 10/5/2006
 Age at Posttesting: 3 years 5 months
 Report Date: 10/5/2006
 Examiner: Jacquelyn Examiner
 Teacher: Gail Velasquez
 School/Agency: Gateway Elementary

Bracken SRA–3 Pre/Posttest Teacher Report Score Summary

| Subtest | Pretest/Posttest | Raw Score (# correct) | % Mastery |
|---------------------|------------------|-----------------------|-----------|
| 1 Colors | Pre | 2/10 | 20 |
| | Post* | 3/10 | 30 |
| 2 Letters | Pre | 1/15 | 7 |
| | Post* | 3/15 | 20 |
| 3 Numbers/Counting | Pre | 2/18 | 11 |
| | Post* | 3/18 | 17 |
| 4 Sizes/Comparisons | Pre | 3/22 | 14 |
| | Post* | 4/22 | 18 |
| 5 Shapes | Pre | 4/20 | 20 |
| | Post* | 2/20 | 10 |

| | Pretest/ Posttest | Raw Score (# correct) | % Mastery | Composite Score | Confidence Interval (95% Level) | Percentile Rank | Percentile Rank Confidence Interval | Descriptive Classification |
|-----------------|----------------------|--------------------------|-----------|--------------------|---------------------------------------|--------------------|--|-------------------------------|
| Receptive SRC** | Pre | 12/85 | 14 | 23 | 40 to 45 | .05 | 40 to 50 | Very Delayed |
| | Post* | 15/85 | 18 | 85 | 79 to 91 | 16 | 8 to 27 | Delayed |

*Post indicates the test date of the current test administration.

**Receptive SRC—Receptive School Readiness Composite



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School Readiness Assessment—Third Edition

Receptive SRC Pretest and Posttest Composite Scores

| Receptive SRC (pretest) | | Receptive SRC (posttest) |
|-------------------------|---------------|--------------------------|
| 160 | | 160 |
| 155 | | 155 |
| 150 | | 150 |
| 145 | Very Advanced | 145 |
| 140 | | 140 |
| 135 | | 135 |
| 130 | | 130 |
| 125 | | 125 |
| 120 | Advanced | 120 |
| 115 | | 115 |
| 110 | | 110 |
| 105 | | 105 |
| 100 | Average | 100 |
| 95 | | 95 |
| 90 | | 90 |
| 85 | | 85 |
| 80 | Delayed | 80 |
| 75 | | 75 |
| 70 | | 70 |
| 65 | | 65 |
| 60 | | 60 |
| 55 | Very Delayed | 55 |
| 50 | | 50 |
| 45 | | 45 |
| 40 | | 40 |

Receptive SRC Pretest and Posttest Percentile Ranks

| | | Receptive SRC (pretest) | Receptive SRC (posttest) |
|-----|---------------|---|--------------------------|
| 100 | Very Advanced | | 100 |
| 95 | | | 95 |
| 90 | Advanced | | 90 |
| 85 | | | 85 |
| 80 | | | 80 |
| 75 | | | 75 |
| 70 | | | 70 |
| 65 | | | 65 |
| 60 | | | 60 |
| 55 | | | 55 |
| 50 | Average |  | 50 |
| 45 | | | 45 |
| 40 | | | 40 |
| 35 | | | 35 |
| 30 | | | 30 |
| 25 | | | 25 |
| 20 | | | 20 |
| 15 | | | 15 |
| 10 | Delayed | | 10 |
| 5 | | | 5 |
| 0 | Very Delayed |  | 0 |
| | | Receptive SRC (pretest) | Receptive SRC (posttest) |

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School Readiness Assessment–Third Edition

Item Analysis

Bracken School Readiness Assessment–Third Edition assesses children's knowledge of important basic concepts. The following Item Analysis table identifies the concepts that Evan 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 | Lesson Plan |
|--------|--------|---|----|-------------|
| 1 | red | | NM | Lesson 1 |
| 2 | blue | M | | Lesson 3 |
| 3 | green | | NM | Lesson 1 |
| 4 | black | | NM | Lesson 5 |
| 5 | yellow | M | | Lesson 1 |
| 6 | pink | | NM | Lesson 5 |
| 7 | orange | | NM | Lesson 2 |
| 8 | purple | M | | Lesson 4 |
| 9 | white | | NM | Lesson 3 |
| 10 | brown | | NM | Lesson 6 |

| LETTERS | | M | NM | Lesson Plan |
|---------|---|---|----|-------------|
| 1 | A | | NM | Lesson 72 |
| 2 | W | | NM | Lesson 77 |
| 3 | X | | NM | NA |
| 4 | S | M | | Lesson 76 |
| 5 | K | | NM | Lesson 74 |
| 6 | H | | NM | Lesson 73 |
| 7 | Q | M | | Lesson 76 |
| 8 | D | | NM | Lesson 72 |
| 9 | m | | NM | Lesson 75 |
| 10 | i | M | | Lesson 74 |
| 11 | b | | NM | Lesson 72 |
| 12 | e | | NM | Lesson 73 |
| 13 | t | | NM | Lesson 76 |
| 14 | j | | NM | Lesson 74 |
| 15 | g | | NM | Lesson 73 |

Bracken

School Readiness Assessment—Third Edition

| NUMBERS/COUNTING | | M | NM | Lesson Plan |
|------------------|--------------|---|----|-------------|
| 1 | one | | NM | Lesson 79 |
| 2 | three | | NM | Lesson 79 |
| 3 | two | | NM | Lesson 79 |
| 4 | four | M | | Lesson 80 |
| 5 | zero | | NM | Lesson 79 |
| 6 | three | | NM | Lesson 79 |
| 7 | six | | NM | Lesson 80 |
| 8 | nine | M | | Lesson 81 |
| 9 | five | | NM | Lesson 80 |
| 10 | seven | | NM | Lesson 80 |
| 11 | eight | M | | Lesson 81 |
| 12 | six | | NM | Lesson 80 |
| 13 | nine | | NM | Lesson 81 |
| 14 | forty-one | | NM | NA |
| 15 | eleven | | NM | Lesson 81 |
| 16 | ninety-five | | NM | NA |
| 17 | twenty-seven | | NM | NA |
| 18 | fifty-three | | NM | NA |

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School Readiness Assessment—Third Edition

| SIZES/COMPARISONS | | M | NM | Lesson Plan |
|-------------------|--------------|---|----|-------------|
| 1 | big | | NM | Lesson 39 |
| 2 | small | | NM | Lesson 39 |
| 3 | long | | NM | Lesson 42 |
| 4 | little | M | | Lesson 39 |
| 5 | not the same | | NM | Lesson 9 |
| 6 | short | | NM | Lesson 41 |
| 7 | match | | NM | NA |
| 8 | different | | NM | Lesson 9 |
| 9 | tall | | NM | Lesson 41 |
| 10 | deep | | NM | Lesson 40 |
| 11 | large | M | | Lesson 39 |
| 12 | same | | NM | Lesson 9 |
| 13 | alike | | NM | Lesson 9 |
| 14 | wide | | NM | Lesson 41 |
| 15 | exactly | M | | NA |
| 16 | other than | | NM | Lesson 10 |
| 17 | similar | M | | NA |
| 18 | equal | | NM | Lesson 10 |
| 19 | thin | | NM | Lesson 42 |
| 20 | narrow | | NM | Lesson 41 |
| 21 | unequal | | NM | NA |
| 22 | shallow | | NM | Lesson 40 |

Bracken

School Readiness Assessment—Third Edition

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

Refer to LESSON PLAN in the HELP file to view the sample lesson plan, corresponding worksheets, and concept cards.

Notes:

Please advise the child's parents/guardians about the results of this assessment.

Summary:

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

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

Signature

Date

Bracken

School Readiness Assessment—Third Edition

Name: Evan I Sample
Date of Birth: 5/5/2003
Gender: Male
Grade: Pre-Kindergarten

Test Date: 10/5/2006
Age at Testing: 3 years 5 months
Report Date: 10/5/2006
Examiner: Jacquelyn Examiner
Teacher: Gail Velasquez
School/Agency: Gateway Elementary

BRACKEN SRA-3 PRE/POSTTEST PARENT REPORT

Name: Evan I Sample
Date of Birth: 5/5/2003
Grade: Pre-Kindergarten
Examiner: Jacquelyn Examiner

Pretest Date: 9/5/2006
Posttest Date: 10/5/2006
Age at Posttesting: 3 Years 5 Months

Evan was first given the Bracken School Readiness Assessment, Third Edition (Bracken SRA-3) on 9/5/2006 and more recently on 10/5/2006. Comparison of the two Bracken SRA-3 administrations will allow you to see the concepts that Evan has learned from the time the first test (pretest) was given until now (posttest).

The Bracken SRA-3 is an evaluation used to determine a child's understanding of basic concepts. The Bracken SRA-3 includes 85 concepts in five subtests: Colors, Letters, Numbers/Counting, Sizes/Comparisons, and Shapes.

Evan was given the Bracken SRA-3 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*"). Evan's performance resulted in the following scores.

Bracken SRA-3 Results

| Subtest | Pretest/Posttest | Raw Score (# correct) | % Mastery |
|---------------------|------------------|-----------------------|-----------|
| 1 Colors | Pre | 2/10 | 20 |
| | Post* | 3/10 | 30 |
| 2 Letters | Pre | 1/15 | 7 |
| | Post* | 3/15 | 20 |
| 3 Numbers/Counting | Pre | 2/18 | 11 |
| | Post* | 3/18 | 17 |
| 4 Sizes/Comparisons | Pre | 3/22 | 14 |
| | Post* | 4/22 | 18 |
| 5 Shapes | Pre | 4/20 | 20 |
| | Post* | 2/20 | 10 |

| Composite | Pretest/Posttest | Raw Score (# correct) | % Mastery | Composite Score | Percentile Rank | Descriptive Classification |
|-----------------|------------------|-----------------------|-----------|-----------------|-----------------|----------------------------|
| Receptive SRC** | Pre | 12/85 | 14 | 23 | .05 | Very Delayed |
| | Post* | 15/85 | 18 | 85 | 16 | Delayed |

*Post-Post indicates the test date of the current test administration.

**Receptive SRC-Receptive School Readiness Composite.

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.

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(%) Mastery: Percent mastery scores indicate the percentage of items that a child answered correctly. Each percent mastery score is calculated by dividing the number of items the child answered correctly by the total number of items and multiplying by 100.

Composite Scores: Composite scores are derived from adding the scores from two or more subtests together. The Receptive SRC is a composite score which has 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 would mean that the child earned a score that was equal to or greater than 60% of the children who took the test.

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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School Readiness Assessment–Third Edition

Item Analysis

Bracken School Readiness Assessment–Third Edition assesses children's knowledge of important basic concepts. The following Item Analysis table identifies the concepts that Evan 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 | | NM |
| 2 | blue | M | |
| 3 | green | | NM |
| 4 | black | | NM |
| 5 | yellow | M | |
| 6 | pink | | NM |
| 7 | orange | | NM |
| 8 | purple | M | |
| 9 | white | | NM |
| 10 | brown | | NM |

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

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School Readiness Assessment—Third Edition

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

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School Readiness Assessment—Third Edition

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

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School Readiness Assessment—Third Edition

| SHAPES | | M | NM |
|--------|------------|---|----|
| 1 | star | | NM |
| 2 | heart | | NM |
| 3 | circle | | NM |
| 4 | line | | NM |
| 5 | square | M | |
| 6 | triangle | | NM |
| 7 | cone | | NM |
| 8 | round | M | |
| 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 |

Notes:

Please consult in your child's teacher if you have any questions or concerns regarding the scores on this report.

Summary:

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

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

Signature

Date

Bracken

School Readiness Assessment—Third Edition

Name: Grace J Sample
Date of Birth: 2/14/2000
Gender: Female
Grade: 2nd

Test Date: 10/5/2006
Age at Testing: 6 years 7 months
Report Date: 10/5/2006
Examiner: J Examiner
Teacher: Annette W. Wiessing
School/Agency: Green Apple Elementary

Bracken SRA—3 Spanish Teacher Report Score Summary

| Subtest | Raw Score (# correct) | % Mastery |
|---------------------|-----------------------|-----------|
| 1 Colors | 8/10 | 80 |
| 2 Letters | 14/15 | 93 |
| 3 Numbers/Counting | 17/18 | 94 |
| 4 Sizes/Comparisons | 22/22 | 100 |
| 5 Shapes | 20/20 | 100 |
| Total Test | 81/85 | 95 |

Bracken

School Readiness Assessment—Third Edition

Item Analysis

Bracken School Readiness Assessment—Third Edition assesses children's knowledge of important basic concepts. The following Item Analysis table identifies the concepts that Grace responded to correctly and those that she 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 | Lesson Plan |
|--------|--------------------|---|----|-------------|
| 1 | rojo | M | | Lesson 1 |
| 2 | azul | M | | Lesson 3 |
| 3 | verde | M | | Lesson 1 |
| 4 | negro | | NM | Lesson 5 |
| 5 | amarillo | M | | Lesson 1 |
| 6 | rosa | M | | Lesson 5 |
| 7 | anaranjado/naranja | M | | Lesson 2 |
| 8 | morado/violeta | M | | Lesson 4 |
| 9 | blanco | M | | Lesson 3 |
| 10 | café/marrón | | NM | Lesson 6 |

| LETTERS | | M | NM | Lesson Plan |
|---------|---|---|----|-------------|
| 1 | A | | NM | Lesson 72 |
| 2 | W | M | | Lesson 77 |
| 3 | X | M | | NA |
| 4 | S | M | | Lesson 76 |
| 5 | K | M | | Lesson 74 |
| 6 | H | M | | Lesson 73 |
| 7 | Q | M | | Lesson 76 |
| 8 | D | M | | Lesson 72 |
| 9 | m | M | | Lesson 75 |
| 10 | i | M | | Lesson 74 |
| 11 | b | M | | Lesson 72 |
| 12 | e | M | | Lesson 73 |
| 13 | t | M | | Lesson 75 |
| 14 | j | M | | Lesson 74 |
| 15 | g | M | | Lesson 73 |

Bracken

School Readiness Assessment—Third Edition

| NUMBERS/COUNTING | | M | NM | Lesson Plan |
|------------------|------------------|---|----|-------------|
| 1 | uno | M | | Lesson 79 |
| 2 | tres | M | | Lesson 79 |
| 3 | dos | M | | Lesson 79 |
| 4 | cuatro | M | | Lesson 80 |
| 5 | cero | M | | Lesson 79 |
| 6 | tres | M | | Lesson 79 |
| 7 | seis | M | | Lesson 80 |
| 8 | nueve | M | | Lesson 81 |
| 9 | cinco | M | | Lesson 80 |
| 10 | siete | M | | Lesson 80 |
| 11 | ocho | | NM | Lesson 81 |
| 12 | seis | M | | Lesson 80 |
| 13 | nueve | M | | Lesson 81 |
| 14 | cuarenta y uno | M | | NA |
| 15 | once | M | | Lesson 81 |
| 16 | noventa y cinco | M | | NA |
| 17 | veintisiete | M | | NA |
| 18 | cincuenta y tres | M | | NA |

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School Readiness Assessment—Third Edition

| SIZES/COMPARISONS | | M | NM | Lesson Plan |
|-------------------|-----------------|---|----|-------------|
| 1 | grande | M | | Lesson 39 |
| 2 | chiquito | M | | Lesson 39 |
| 3 | largo | M | | Lesson 42 |
| 4 | pequeña | M | | Lesson 39 |
| 5 | no son iguales | M | | Lesson 9 |
| 6 | cortos | M | | Lesson 41 |
| 7 | hacen el par | M | | NA |
| 8 | direrentes | M | | Lesson 9 |
| 9 | alta | M | | Lesson 41 |
| 10 | profunda | M | | Lesson 40 |
| 11 | grande | M | | Lesson 39 |
| 12 | iguales | M | | Lesson 9 |
| 13 | se parecen | M | | Lesson 9 |
| 14 | ancho | M | | Lesson 41 |
| 15 | exactamente | M | | NA |
| 16 | algo quen no es | M | | Lesson 10 |
| 17 | similares | M | | NA |
| 18 | igual | M | | Lesson 10 |
| 19 | delgado | M | | Lesson 42 |
| 20 | angosto | M | | Lesson 41 |
| 21 | desiguales | M | | NA |
| 22 | poco profunda | M | | Lesson 40 |

Bracken

School Readiness Assessment—Third Edition

| SHAPES | | M | NM | Lesson Plan |
|--------|-------------------------|---|----|-------------|
| 1 | estrella | M | | Lesson 11 |
| 2 | corazón | M | | NA |
| 3 | círculo | M | | Lesson 11 |
| 4 | fila | M | | Lesson 13 |
| 5 | cuadrado | M | | Lesson 11 |
| 6 | triángulo | M | | Lesson 11 |
| 7 | cono | M | | NA |
| 8 | redondo | M | | Lesson 12 |
| 9 | diamante/rombo | M | | Lesson 15 |
| 10 | óvalo | M | | Lesson 15 |
| 11 | rectángulo | M | | Lesson 15 |
| 12 | signo de marca/palomita | M | | NA |
| 13 | línea | M | | NA |
| 14 | pirámide | M | | Lesson 16 |
| 15 | cilindro | M | | NA |
| 16 | cubo | M | | Lesson 16 |
| 17 | curva | M | | NA |
| 18 | columna | M | | NA |
| 19 | diagonal | M | | Lesson 14 |
| 20 | ángulo | M | | NA |

Refer to LESSON PLAN in the HELP file to view the sample lesson plan, corresponding worksheets, and concept cards.

Notes:

Summary:

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

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

Signature

Date

Bracken

School Readiness Assessment—Third Edition

Name: Grace J Sample
Date of Birth: 2/14/2000
Gender: Female
Grade: 2nd

Test Date: 10/5/2006
Age at Testing: 6 years 7 months
Report Date: 10/5/2006
Examiner: J Examiner
Teacher: Annette W. Wiessing
School/Agency: Green Apple Elementary

Bracken

School Readiness Assessment–Third Edition

BRACKEN SRA–3 SPANISH REPORTE PARA LOS PADRES

Nombre: Grace Sample Fecha de Administración: 10/5/2006
Fecha de Nacimiento: 2/14/2000 Edad: 6 Years 7 Months
Grado Escolar: 2nd Examinador: J Examiner

Grace le fue dada el Bracken School Readiness Assessment–Third Edition: Spanish (Bracken SRA–3 Spanish), una evaluación usada para determinar el entendimiento de conceptos básicos. El Bracken SRA–3 Spanish incluye 85 conceptos en cinco sub-exámenes: Colors, Letters, Numbers/Counting, Sizes/Comparisons, y Shapes.

Grace le fue dada el Bracken SRA–3 Spanish individualmente. A ella le fue preguntado(a) que apuntara a una fotografía entre varias que describieran lo que estaba en la fotografía (e.g., “enséñame el color *rojo*”; “enséñame la *estrella*”; “enséñame cual perro esta *chiquito*”). El desempeño de Grace’s resulto en las siguientes calificaciones/marcas.

Bracken SRA–3 Spanish Resultados

| Sub-examen | # de Preguntas Correctas | % Correcto |
|---------------------|--------------------------|------------|
| 1 Colors | 8/10 | 80 |
| 2 Letters | 14/15 | 93 |
| 3 Numbers/Counting | 17/18 | 94 |
| 4 Sizes/Comparisons | 22/22 | 100 |
| 5 Shapes | 20/20 | 100 |

| Composito | # de Preguntas Correctas | % Correcto |
|----------------|--------------------------|------------|
| Receptive SRC* | 81/85 | 95 |

*Receptive SRC–Receptive School Readiness Composite.

Descripción de las Calificaciones/Marcas

de Preguntas Correctas: El Número de Preguntas Correctas identifica el número de respuestas correctas en un sub-examen. El interpretar el desempeño basado solamente en el número de respuestas correctas en un sub-examen, provee información limitada porque las preguntas en el sub-examen no son iguales, algunas de las preguntas fueron echas intencionalmente mas difíciles que otras. Por eso, es necesario convertir el número de puntos correctos a una medida estándar métrica.

% Correcto: El por ciento correcto indica el porcentaje de preguntas que el niño(a) contesto correctamente. Cada Porcentaje Correcto es calculado dividiendo el número de preguntas que el niño(a) contesto correctamente por el número total de preguntas y multiplicando el resultado por 100.

Composito: El Composito es derivado sumando las calificaciones/marcas de dos o más sub-exámenes. El Receptive SRC es una calificación “compuesta” que ha sido convertida a una métrica estándar.

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School Readiness Assessment–Third Edition

Análisis de Preguntas

Bracken School Readiness Assessment–Third Edition, Spanish determina el conocimiento de conceptos importantes. La siguiente tabla de análisis de las preguntas, identifica los conceptos que Grace ha respondido correctamente y las que ella respondió correctamente y las que ella no respondió correctamente.

S = El niño(a) probablemente entiende los conceptos la mayor parte del tiempo (Sabe).

NS = El niño(a) probablemente no entiende los conceptos la mayor parte del tiempo (Sabe).

Enseñe los conceptos usando situaciones naturales (durante la comida, cuando el niño juega).

| COLORS | | S | NS |
|--------|--------------------|---|----|
| 1 | rojo | S | |
| 2 | azul | S | |
| 3 | verde | S | |
| 4 | negro | | NS |
| 5 | amarillo | S | |
| 6 | rosa | S | |
| 7 | anaranjado/naranja | S | |
| 8 | morado/violeta | S | |
| 9 | blanco | S | |
| 10 | café/marrón | | NS |

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

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School Readiness Assessment—Third Edition

| NUMBERS/COUNTING | | S | NS |
|------------------|------------------|---|----|
| 1 | uno | S | |
| 2 | tres | S | |
| 3 | dos | S | |
| 4 | cuatro | S | |
| 5 | cero | S | |
| 6 | tres | S | |
| 7 | seis | S | |
| 8 | nueve | S | |
| 9 | cinco | S | |
| 10 | siete | S | |
| 11 | ocho | | NS |
| 12 | seis | S | |
| 13 | nueve | S | |
| 14 | cuarenta y uno | S | |
| 15 | once | S | |
| 16 | noventa y cinco | S | |
| 17 | veintisiete | S | |
| 18 | cincuenta y tres | S | |

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School Readiness Assessment—Third Edition

| SIZES/COMPARISONS | | S | NS |
|-------------------|-----------------|---|----|
| 1 | grande | S | |
| 2 | chiquito | S | |
| 3 | largo | S | |
| 4 | pequeña | S | |
| 5 | no son iguales | S | |
| 6 | cortos | S | |
| 7 | hacen el par | S | |
| 8 | direrentes | S | |
| 9 | alta | S | |
| 10 | profunda | S | |
| 11 | grande | S | |
| 12 | iguales | S | |
| 13 | se parecen | S | |
| 14 | ancho | S | |
| 15 | exactamente | S | |
| 16 | algo quen no es | S | |
| 17 | similares | S | |
| 18 | igual | S | |
| 19 | delgado | S | |
| 20 | angosto | S | |
| 21 | desiguales | S | |
| 22 | poco profunda | S | |

Bracken

School Readiness Assessment—Third Edition

| SHAPES | | S | NS |
|--------|-------------------------|---|----|
| 1 | estrella | S | |
| 2 | corazón | S | |
| 3 | círculo | S | |
| 4 | fila | S | |
| 5 | cuadrado | S | |
| 6 | triángulo | S | |
| 7 | cono | S | |
| 8 | redondo | S | |
| 9 | diamante/rombo | S | |
| 10 | óvalo | S | |
| 11 | rectángulo | S | |
| 12 | signo de marca/palomita | S | |
| 13 | línea | S | |
| 14 | pirámide | S | |
| 15 | cilindro | S | |
| 16 | cubo | S | |
| 17 | curva | S | |
| 18 | columna | S | |
| 19 | diagonal | S | |
| 20 | ángulo | S | |

Notas:

Resumen:

Este reporte le dará una lista de los sub-exámenes que le fueron administrado a Grace, y las calificaciones/marcas que reflejan su habilidad. La lista de preguntas le dará los conceptos que Grace tuvo correcto y las que ella no tuvo correcto. Puede usar el análisis de preguntas para decidir cuales conceptos usted puede ayudarle a Grace.

Si tiene alguna pregunta o preocupación, por favor hable con J Examiner.

Firma

Fecha

Bracken

School Readiness Assessment—Third Edition

Name: Hector J Sample
Date of Birth: 8/12/2000
Gender: Male
Grade: 1st

Pretest Date: 1/8/2006
Posttest Date: 10/5/2006
Age at Posttesting: 6 years 1 months
Report Date: 10/5/2006
Examiner: Kelly Examiner
Teacher: Forrest T. Cavenaugh
School/Agency: Mountain View Elementary

Bracken SRA–3 Spanish Pre/Posttest Teacher Report Score Summary

| Subtest | Pretest/Posttest | Raw Score (# correct) | % Mastery |
|---------------------|------------------|-----------------------|-----------|
| 1 Colors | Pre | 6/10 | 60 |
| | Post* | 7/10 | 70 |
| 2 Letters | Pre | 11/15 | 73 |
| | Post* | 14/15 | 93 |
| 3 Numbers/Counting | Pre | 12/18 | 67 |
| | Post* | 17/18 | 94 |
| 4 Sizes/Comparisons | Pre | 12/22 | 55 |
| | Post* | 13/22 | 59 |
| 5 Shapes | Pre | 10/20 | 50 |
| | Post* | 10/20 | 50 |
| Total Test | Pre | 51/85 | 60 |
| | Post* | 61/85 | 72 |

*Post indicates the test date of the current test administration.

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School Readiness Assessment–Third Edition

Item Analysis

Bracken School Readiness Assessment–Third Edition assesses children's knowledge of important basic concepts. The following Item Analysis table identifies the concepts that Hector 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 | Lesson Plan |
|--------|--------------------|---|----|-------------|
| 1 | rojo | | | Lesson 1 |
| 2 | azul | | | Lesson 3 |
| 3 | verde | | | Lesson 1 |
| 4 | negro | | | Lesson 5 |
| 5 | amarillo | | | Lesson 1 |
| 6 | rosa | | | Lesson 5 |
| 7 | anaranjado/naranja | | | Lesson 2 |
| 8 | morado/violeta | | | Lesson 4 |
| 9 | blanco | | | Lesson 3 |
| 10 | café/marrón | | | Lesson 6 |

| LETTERS | | M | NM | Lesson Plan |
|---------|---|---|----|-------------|
| 1 | A | M | | Lesson 72 |
| 2 | W | M | | Lesson 77 |
| 3 | X | M | | NA |
| 4 | S | M | | Lesson 76 |
| 5 | K | M | | Lesson 74 |
| 6 | H | M | | Lesson 73 |
| 7 | Q | M | | Lesson 76 |
| 8 | D | M | | Lesson 72 |
| 9 | m | M | | Lesson 75 |
| 10 | i | M | | Lesson 74 |
| 11 | b | M | | Lesson 72 |
| 12 | e | M | | Lesson 73 |
| 13 | t | M | | Lesson 75 |
| 14 | j | M | | Lesson 74 |
| 15 | g | | NM | Lesson 73 |

Bracken

School Readiness Assessment—Third Edition

| NUMBERS/COUNTING | | M | NM | Lesson Plan |
|------------------|------------------|---|----|-------------|
| 1 | uno | | NM | Lesson 79 |
| 2 | tres | M | | Lesson 79 |
| 3 | dos | M | | Lesson 79 |
| 4 | cuatro | M | | Lesson 80 |
| 5 | cero | M | | Lesson 79 |
| 6 | tres | M | | Lesson 79 |
| 7 | seis | M | | Lesson 80 |
| 8 | nueve | M | | Lesson 81 |
| 9 | cinco | M | | Lesson 80 |
| 10 | siete | M | | Lesson 80 |
| 11 | ocho | M | | Lesson 81 |
| 12 | seis | M | | Lesson 80 |
| 13 | nueve | M | | Lesson 81 |
| 14 | cuarenta y uno | M | | NA |
| 15 | once | M | | Lesson 81 |
| 16 | noventa y cinco | M | | NA |
| 17 | veintisiete | M | | NA |
| 18 | cincuenta y tres | M | | NA |

Bracken

School Readiness Assessment—Third Edition

| SIZES/COMPARISONS | | M | NM | Lesson Plan |
|-------------------|-----------------|---|----|-------------|
| 1 | grande | | NM | Lesson 39 |
| 2 | chiquito | | NM | Lesson 39 |
| 3 | largo | M | | Lesson 42 |
| 4 | pequeña | | NM | Lesson 39 |
| 5 | no son iguales | | NM | Lesson 9 |
| 6 | cortos | | NM | Lesson 41 |
| 7 | hacen el par | M | | NA |
| 8 | direrentes | M | | Lesson 9 |
| 9 | alta | | NM | Lesson 41 |
| 10 | profunda | M | | Lesson 40 |
| 11 | grande | M | | Lesson 39 |
| 12 | iguales | | NM | Lesson 9 |
| 13 | se parecen | M | | Lesson 9 |
| 14 | ancho | M | | Lesson 41 |
| 15 | exactamente | M | | NA |
| 16 | algo quen no es | M | | Lesson 10 |
| 17 | similares | M | | NA |
| 18 | igual | M | | Lesson 10 |
| 19 | delgado | | NM | Lesson 42 |
| 20 | angosto | M | | Lesson 41 |
| 21 | desiguales | M | | NA |
| 22 | poco profunda | | NM | Lesson 40 |

Bracken

School Readiness Assessment—Third Edition

| SHAPES | | M | NM | Lesson Plan |
|--------|-------------------------|---|----|-------------|
| 1 | estrella | | NM | Lesson 11 |
| 2 | corazón | | NM | NA |
| 3 | círculo | M | | Lesson 11 |
| 4 | fila | | NM | Lesson 13 |
| 5 | cuadrado | M | | Lesson 11 |
| 6 | triángulo | | NM | Lesson 11 |
| 7 | cono | M | | NA |
| 8 | redondo | | NM | Lesson 12 |
| 9 | diamante/rombo | | NM | Lesson 15 |
| 10 | óvalo | M | | Lesson 15 |
| 11 | rectángulo | M | | Lesson 15 |
| 12 | signo de marca/palomita | M | | NA |
| 13 | línea | | NM | NA |
| 14 | pirámide | M | | Lesson 16 |
| 15 | cilindro | | NM | NA |
| 16 | cubo | M | | Lesson 16 |
| 17 | curva | M | | NA |
| 18 | columna | M | | NA |
| 19 | diagonal | | NM | Lesson 14 |
| 20 | ángulo | | NM | NA |

Refer to LESSON PLAN in the HELP file to view the sample lesson plan, corresponding worksheets, and concept cards.

Notes:

Hector was not given the Colors subtest because his records indicate that he is color-blind. Hector's performance on the subtest would not be a true indication of how well he understands color concepts. So, Hector's reported score on the Colors subtest is an expectancy score. The expectancy score represents the average performance on the Colors subtest for children in the sample population based on their performance on Subtests 2–5.

Please advise the child's parents/guardians on the results of this assessment.

Summary:

This report lists the subtests that Hector was given on 1/8/2006 and again on 10/5/2006, and scores that reflect his performance at each testing date. The Item Analysis lists the concepts that Hector 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 Hector.

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

Signature

Date

Bracken

School Readiness Assessment—Third Edition

Name: Hector J Sample
Date of Birth: 8/12/2000
Gender: Male
Grade: 1st

Test Date: 10/5/2006
Age at Testing: 6 years 1 months
Report Date: 10/5/2006
Examiner: Kelly Examiner
Teacher: Forrest T. Cavanaugh
School/Agency: Mountain View Elementary

Bracken

School Readiness Assessment—Third Edition

BRACKEN SRA–3 PRIMERA/SEGUNDA REPORTE PARA LOS PADRES

Nombre: Hector Sample Fecha de la Primera Administración: 1/8/2006
Fecha de Nacimiento: 8/12/2000 Fecha de la Segunda Administración: 10/5/2006
Grado Escolar: 1st Edad al tiempo de la Segunda Administración: 6 Years 1 Months
Examinador: Kelly Examiner

Hector le fue dada primero el Bracken School Readiness Assessment, Spanish (Bracken SRA–3 Spanish) en 1/8/2006 y mas recientemente en 10/5/2006. La comparación de las dos administraciones le ayudara a ver los conceptos que Hector ha aprendido desde el tiempo cuando la primera administración fue dada hasta ahora.

La Bracken SRA–3 Spanish es una evaluación para niños que se usa para evaluar el entendimiento de conceptos básicos. El Bracken SRA–3 Spanish incluye 85 conceptos en cinco diferentes sub-exámenes: Colors, Letters, Numbers/Counting, Sizes/Comparisons, y Shapes.

Hector le fue dada el Bracken SRA–3 Spanish individualmente. A el le fue preguntado(a) que apuntara a una fotografía entre varias que describieran lo que estaba en la fotografía (e.g., “enséñame el color *rojo*”; “enséñame la *estrella*”; “enséñame cual perro esta *chiquito*”). El desempeño de Hector's resultado en las siguientes calificaciones/marcas.

Bracken SRA–3 Spanish Pretest/Posttest Results

| Sub-examen | Primera/Segunda Administración | # de Preguntas Correctas | % Correcto |
|---------------------|--------------------------------|--------------------------|------------|
| 1 Colors | Primera Administración | 6/10 | 60 |
| | Segunda Administración* | 7/10 | 70 |
| 2 Letters | Primera Administración | 11/15 | 73 |
| | Segunda Administración* | 14/15 | 93 |
| 3 Numbers/Counting | Primera Administración | 12/18 | 67 |
| | Segunda Administración* | 17/18 | 94 |
| 4 Sizes/Comparisons | Primera Administración | 12/22 | 55 |
| | Segunda Administración* | 13/22 | 59 |
| 5 Shapes | Primera Administración | 10/20 | 50 |
| | Segunda Administración* | 10/20 | 50 |

| Composito | Primera/Segunda Administración | # de Preguntas Correctas | % Correcto |
|-----------------|--------------------------------|--------------------------|------------|
| Receptive SRC** | Primera Administración | 51/85 | 60 |
| | Segunda Administración* | 61/85 | 72 |

*Segunda Administración indica la fecha de la administración presente.

**Receptive SRC—Receptive School Readiness Composite.

Descripción de las Calificaciones/Marcas

de Preguntas Correctas: El Número de Preguntas Correctas identifica el número de respuestas correctas en un sub-examen. El interpretar el desempeño basado solamente en el número de respuestas correctas en un sub-examen, provee información limitada porque las preguntas en el sub-examen no son iguales, algunas de las preguntas fueron echas intencionalmente mas difíciles que otras. Por eso, es necesario convertir el número de puntos correctos a una medida estándar métrica.

% Correcto: El por ciento correcto indica el porcentaje de preguntas que el niño(a) contesto correctamente. Cada Porcentaje Correcto es calculado dividiendo el número de preguntas que el niño(a) contesto correctamente por el número total de preguntas y multiplicando el resultado por 100.

Composito: El Composito es derivado sumando las calificaciones/marcas de dos o más sub-exámenes. El Receptive SRC es una calificación “compuesta” que ha sido convertida a una métrica estándar.

Bracken

School Readiness Assessment–Third Edition

Análisis de Preguntas

Bracken School Readiness Assessment–Third Edition, Spanish determina el conocimiento de conceptos importantes. La siguiente tabla de análisis de las preguntas, identifica los conceptos que Hector ha respondido correctamente y las que el respondió correctamente y las que el no respondió correctamente.

S = El niño(a) probablemente entiende los conceptos la mayor parte del tiempo (Sabe).

NS = El niño(a) probablemente no entiende los conceptos la mayor parte del tiempo (Sabe).

Enseñe los conceptos usando situaciones naturales (durante la comida, cuando el niño juega).

| COLORS | | S | NS |
|--------|--------------------|---|----|
| 1 | rojo | | |
| 2 | azul | | |
| 3 | verde | | |
| 4 | negro | | |
| 5 | amarillo | | |
| 6 | rosa | | |
| 7 | anaranjado/naranja | | |
| 8 | morado/violeta | | |
| 9 | blanco | | |
| 10 | café/marrón | | |

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

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| NUMBERS/COUNTING | | S | NS |
|------------------|------------------|---|----|
| 1 | uno | | NS |
| 2 | tres | S | |
| 3 | dos | S | |
| 4 | cuatro | S | |
| 5 | cero | S | |
| 6 | tres | S | |
| 7 | seis | S | |
| 8 | nueve | S | |
| 9 | cinco | S | |
| 10 | siete | S | |
| 11 | ocho | S | |
| 12 | seis | S | |
| 13 | nueve | S | |
| 14 | cuarenta y uno | S | |
| 15 | once | S | |
| 16 | noventa y cinco | S | |
| 17 | veintisiete | S | |
| 18 | cincuenta y tres | S | |

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| SIZES/COMPARISONS | | S | NS |
|-------------------|-----------------|---|----|
| 1 | grande | | NS |
| 2 | chiquito | | NS |
| 3 | largo | S | |
| 4 | pequeña | | NS |
| 5 | no son iguales | | NS |
| 6 | cortos | | NS |
| 7 | hacen el par | S | |
| 8 | direrentes | S | |
| 9 | alta | | NS |
| 10 | profunda | S | |
| 11 | grande | S | |
| 12 | iguales | | NS |
| 13 | se parecen | S | |
| 14 | ancho | S | |
| 15 | exactamente | S | |
| 16 | algo quen no es | S | |
| 17 | similares | S | |
| 18 | igual | S | |
| 19 | delgado | | NS |
| 20 | angosto | S | |
| 21 | desiguales | S | |
| 22 | poco profunda | | NS |

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| SHAPES | | S | NS |
|--------|-------------------------|---|----|
| 1 | estrella | | NS |
| 2 | corazón | | NS |
| 3 | círculo | S | |
| 4 | fila | | NS |
| 5 | cuadrado | S | |
| 6 | triángulo | | NS |
| 7 | cono | S | |
| 8 | redondo | | NS |
| 9 | diamante/rombo | | NS |
| 10 | óvalo | S | |
| 11 | rectángulo | S | |
| 12 | signo de marca/palomita | S | |
| 13 | línea | | NS |
| 14 | pirámide | S | |
| 15 | cilindro | | NS |
| 16 | cubo | S | |
| 17 | curva | S | |
| 18 | columna | S | |
| 19 | diagonal | | NS |
| 20 | ángulo | | NS |

Notas:

Hector no le fue dada el sub-examen Colors porque nuestros expedientes/papeles de el indican que el no puede ver colores. Las calificaciones/marcas de Hector en este sub-examen no le darían una buena indicación de su habilidad de conocer colores. En este caso la calificación en el sub-examen Colors será una calificación llamada "Expectancy score." El "expectancy score" representa la calificación (promedio) de los niños que tomaros los sub-exámenes 2-5.

Resumen:

Este reporte le dará una lista de los sub-exámenes que le fueron administrado a Hector, y las calificaciones/marcas que reflejan su habilidad. La lista de preguntas le dará los conceptos que Hector tuvo correcto y las que el no tuvo correcto. Puede usar el análisis de preguntas para decidir cuales conceptos usted puede ayudarle a Hector.

Si tiene alguna pregunta o preocupación, por favor hable con Kelly Examiner.

Firma

Fecha

Bracken

Basic Concept Scale: Expressive

Name: Patrick C Sample
 Date of Birth: 10/4/2001
 Gender: Male
 Grade: Kindergarten

Test Date: 10/4/2006
 Age at Testing: 5 years 0 months
 Report Date: 10/4/2006
 Examiner: J Examiner
 Teacher: B. Lopez
 School/Agency: Abraham Lincoln Elementary

BBCS:E Teacher Report Score Summary

| Subtest | Raw Score | | Scaled Score | Scaled Score Confidence Interval (90% Level) | Percentile Rank | Percentile Rank Confidence Interval | Descriptive Classification | Concept Age Equivalent |
|--------------------------|-----------|--|--------------|--|-----------------|-------------------------------------|----------------------------|------------------------|
| 1-5 SRC | 61 | | 16 | 15 to 17 | 98 | 95 to 99 | Very Advanced | 6.10 |
| 6 Direction/Position | 30 | | 17 | 15 to 19 | 99 | 95 to 99.9 | Very Advanced | >6.11 |
| 7 Self-/Social Awareness | 11 | | 8 | 6 to 10 | 25 | 9 to 50 | Average | 4.3 |
| 8 Texture/Material | 14 | | 15 | 13 to 17 | 95 | 84 to 99 | Advanced | >6.11 |
| 9 Quantity | 11 | | 17 | 15 to 19 | 99 | 95 to 99.9 | Very Advanced | >6.11 |
| 10 Time/Sequence | 1 | | 3 | 1 to 5 | 1 | 0.1 to 5 | Very Delayed | <3.0 |

| Composite | Sum of Raw Scores | Sum of Scaled Scores | Composite Score | Composite Score Confidence Interval (90% Level) | Percentile Rank | Percentile Rank Confidence Interval | Descriptive Classification | Concept Age Equivalent |
|----------------|-------------------|----------------------|-----------------|---|-----------------|-------------------------------------|----------------------------|------------------------|
| Expressive TC | 128 | 76 | 117 | 112 to 121 | 87 | 79 to 92 | Advanced | 6.5 |
| Expressive SRC | 61 | | 129 | 125 to 133 | 97 | 95 to 99 | Advanced | |

Discrepancy Comparisons

| | Score 1 | Score 2 | Difference | Critical Value | Significant Difference? (Y or N) | Prevalence in Normative Sample | Level of Significance |
|------------------------------|---------|---------|------------|----------------|----------------------------------|--------------------------------|-----------------------|
| Receptive TC-Expressive TC | 56 | 117 | -61 | 4 | Y | 0.2 | .15 |
| Receptive SRC-Expressive SRC | 100 | 129 | -29 | 5 | Y | 0.8 | .15 |

Receptive TC-Receptive Total Composite, Expressive TC-Expressive Total Composite.

Receptive SRC-Receptive School Readiness Composite, Expressive SRC-Expressive School Readiness Composite.

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Basic Concept Scale: Expressive

Expressive TC and Expressive SRC Composite Scores

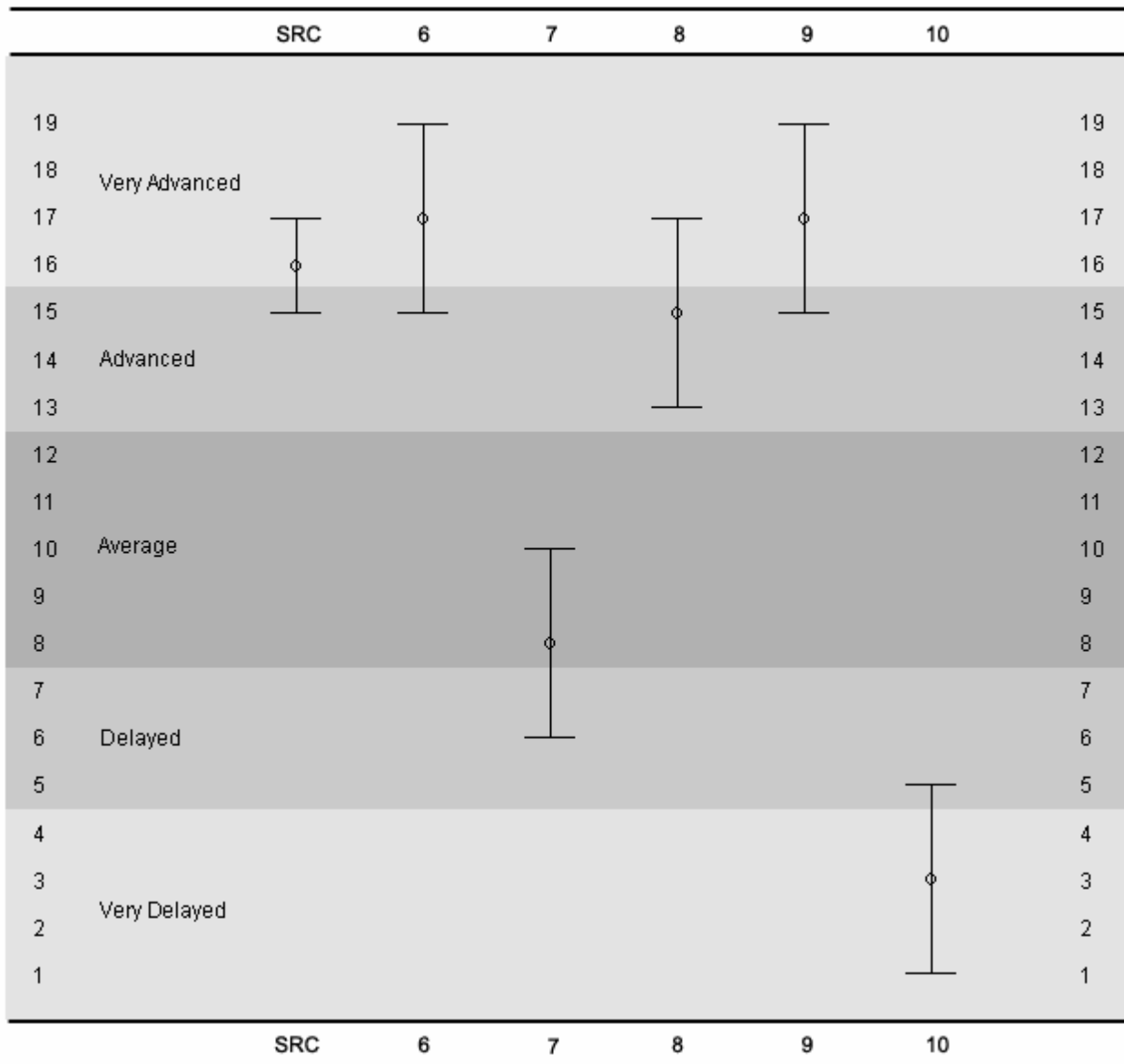
| Expressive TC | | Expressive SRC |
|---------------|---------------|----------------|
| 160 | | 160 |
| 155 | | 155 |
| 150 | | 150 |
| 145 | Very Advanced | 145 |
| 140 | | 140 |
| 135 | | 135 |
| 130 | | 130 |
| 125 | | 125 |
| 120 | Advanced | 120 |
| 115 | | 115 |
| 110 | | 110 |
| 105 | | 105 |
| 100 | Average | 100 |
| 95 | | 95 |
| 90 | | 90 |
| 85 | | 85 |
| 80 | Delayed | 80 |
| 75 | | 75 |
| 70 | | 70 |
| 65 | | 65 |
| 60 | | 60 |
| 55 | Very Delayed | 55 |
| 50 | | 50 |
| 45 | | 45 |
| 40 | | 40 |

| Expressive TC | Expressive SRC |
|---------------|----------------|
|---------------|----------------|

Bracken

Basic Concept Scale: Expressive

Subtest Scaled Scores



Bracken

Basic Concept Scale: Expressive

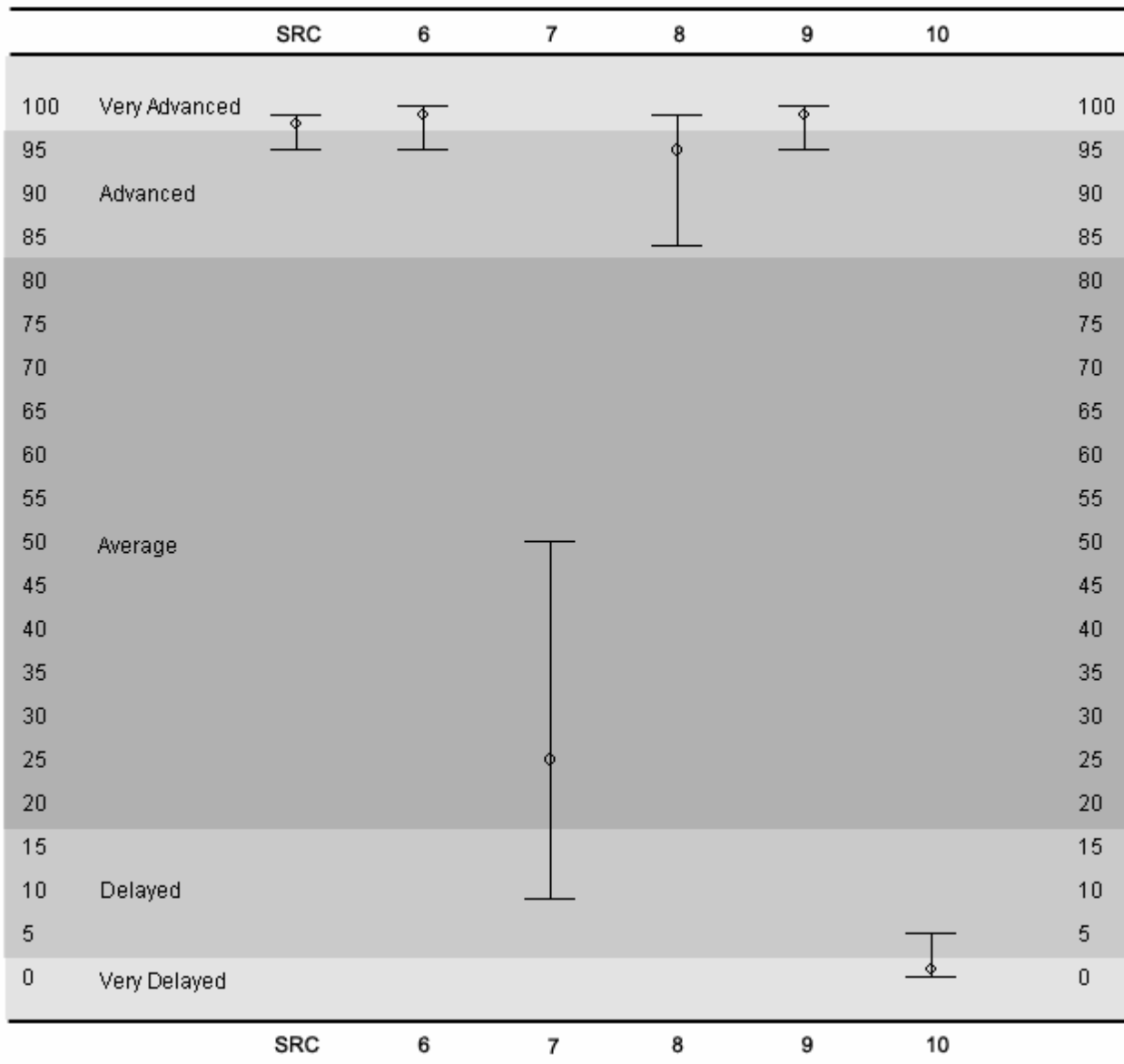
Expressive TC and Expressive SRC Percentile Ranks

| Expressive TC | | Expressive SRC |
|---------------|---------------|----------------|
| 100 | Very Advanced | 100 |
| 95 | | 95 |
| 90 | Advanced | 90 |
| 85 | | 85 |
| 80 | | 80 |
| 75 | | 75 |
| 70 | | 70 |
| 65 | | 65 |
| 60 | | 60 |
| 55 | | 55 |
| 50 | Average | 50 |
| 45 | | 45 |
| 40 | | 40 |
| 35 | | 35 |
| 30 | | 30 |
| 25 | | 25 |
| 20 | | 20 |
| 15 | | 15 |
| 10 | Delayed | 10 |
| 5 | | 5 |
| 0 | Very Delayed | 0 |
| Expressive TC | | Expressive SRC |

Bracken

Basic Concept Scale: Expressive

Subtest Percentile Ranks



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

| LETTERS/SOUNDS | | M | NM | Lesson Plan |
|----------------|------|---|----|-------------|
| 1 | A | M | | Lesson 72 |
| 2 | X | M | | Lesson 77 |
| 3 | z | M | | Lesson 78 |
| 4 | W | M | | Lesson 77 |
| 5 | K | M | | Lesson 74 |
| 6 | Q | M | | Lesson 76 |
| 7 | m | M | | Lesson 75 |
| 8 | i | M | | Lesson 74 |
| 9 | j | M | | Lesson 74 |
| 10 | b | M | | Lesson 72 |
| 11 | [m] | M | | NA |
| 12 | [z] | M | | NA |
| 13 | [g] | M | | NA |
| 14 | [f] | M | | NA |
| 15 | [b] | M | | NA |
| 16 | [gr] | M | | NA |
| 17 | [pl] | | NM | NA |
| 18 | [ch] | M | | NA |
| 19 | [st] | M | | NA |
| 20 | [sw] | | NM | NA |

Bracken

Basic Concept Scale: Expressive

| NUMBERS/COUNTING | | M | NM | Lesson Plan |
|------------------|-------|---|----|-------------|
| 1 | one | M | | Lesson 79 |
| 2 | three | M | | Lesson 79 |
| 3 | 1 | M | | Lesson 79 |
| 4 | 2 | M | | Lesson 79 |
| 5 | 5 | M | | Lesson 80 |
| 6 | 3 | M | | Lesson 79 |
| 7 | 8 | M | | Lesson 81 |
| 8 | 4 | M | | Lesson 80 |
| 9 | 0 | M | | Lesson 79 |
| 10 | 7 | M | | Lesson 80 |
| 11 | 6 | M | | Lesson 80 |
| 12 | 9 | M | | Lesson 81 |
| 13 | six | M | | Lesson 80 |
| 14 | nine | M | | Lesson 81 |
| 15 | 11 | M | | Lesson 81 |
| 16 | 27 | M | | NA |
| 17 | 62 | M | | NA |
| 18 | 128 | M | | NA |
| 19 | 536 | | NM | NA |

| SIZES/COMPARISONS | | M | NM | Lesson Plan |
|-------------------|--------------|---|----|-------------|
| 1 | large/big | M | | Lesson 39 |
| 2 | long | M | | Lesson 42 |
| 3 | little/small | M | | Lesson 39 |
| 4 | thin | M | | Lesson 42 |
| 5 | deep | M | | Lesson 40 |
| 6 | short | M | | Lesson 41 |
| 7 | shallow | | NM | Lesson 40 |

| SHAPES | | M | NM | Lesson Plan |
|--------|-----------|---|----|-------------|
| 1 | star | M | | Lesson 11 |
| 2 | heart | M | | NA |
| 3 | circle | M | | Lesson 11 |
| 4 | triangle | M | | Lesson 11 |
| 5 | square | M | | Lesson 11 |
| 6 | diamond | M | | Lesson 15 |
| 7 | oval | M | | Lesson 15 |
| 8 | rectangle | M | | Lesson 15 |
| 9 | cone | M | | NA |
| 10 | cube | M | | Lesson 16 |
| 11 | pyramid | M | | Lesson 16 |

Bracken

Basic Concept Scale: Expressive

| DIRECTION/POSITION | | M | NM | Lesson Plan |
|--------------------|--------------------------|---|----|--------------|
| 1 | up/upstairs | M | | Lesson 22 |
| 2 | in/inside | M | | Lesson 17/20 |
| 3 | closed/shut | M | | Lesson 17 |
| 4 | off | M | | Lesson 17 |
| 5 | down | M | | Lesson 22 |
| 6 | outside/out | M | | Lesson 17/20 |
| 7 | front | M | | Lesson 19 |
| 8 | behind/in back | M | | Lesson 19/23 |
| 9 | under/beneath | M | | Lesson 18 |
| 10 | top | M | | Lesson 19 |
| 11 | center/middle | M | | Lesson 21/31 |
| 12 | in front | M | | Lesson 23 |
| 13 | close | M | | Lesson 21 |
| 14 | left | M | | Lesson 31 |
| 15 | bottom | M | | Lesson 19 |
| 16 | together/joined | M | | Lesson 20 |
| 17 | near/close | M | | Lesson 24 |
| 18 | straight | M | | NA |
| 19 | below/beneath | M | | Lesson 29 |
| 20 | beside/next to | M | | Lesson 23/30 |
| 21 | through | M | | Lesson 18 |
| 22 | together | M | | Lesson 20 |
| 23 | between/in the middle of | M | | Lesson 23 |
| 24 | edge | M | | Lesson 26 |
| 25 | across from | M | | Lesson 28 |
| 26 | falling | M | | Lesson 29 |
| 27 | above/over | M | | Lesson 18/29 |
| 28 | corner | M | | Lesson 26 |
| 29 | toward/into | M | | Lesson 21/27 |
| 30 | opposite/different | M | | Lesson 30 |

Bracken

Basic Concept Scale: Expressive

| SELF-/SOCIAL AWARENESS | | M | NM | Lesson Plan |
|------------------------|------------|---|----|-------------|
| 1 | girl | | NM | Lesson 33 |
| 2 | sisters | M | | Lesson 32 |
| 3 | father/dad | | NM | Lesson 32 |
| 4 | sick | | NM | Lesson 37 |
| 5 | sad | M | | Lesson 34 |
| 6 | easy | M | | Lesson 36 |
| 7 | happy | | NM | Lesson 34 |
| 8 | man | M | | Lesson 32 |
| 9 | brothers | M | | Lesson 32 |
| 10 | wrong | M | | Lesson 34 |
| 11 | smiling | M | | NA |
| 12 | boy | | NM | Lesson 33 |
| 13 | woman | | NM | Lesson 32 |
| 14 | hard | M | | NA |
| 15 | old | M | | Lesson 36 |
| 16 | healthy | M | | Lesson 37 |
| 17 | young | M | | Lesson 36 |

| TEXTURE/MATERIAL | | M | NM | Lesson Plan |
|------------------|--------------|---|----|-------------|
| 1 | hot | M | | Lesson 45 |
| 2 | wood | M | | Lesson 46 |
| 3 | cold | M | | Lesson 45 |
| 4 | dark | M | | Lesson 43 |
| 5 | smooth | M | | Lesson 47 |
| 6 | soft | M | | Lesson 44 |
| 7 | metal | M | | Lesson 46 |
| 8 | heavy | | NM | NA |
| 9 | glass | M | | Lesson 46 |
| 10 | tight | M | | Lesson 50 |
| 11 | light | M | | Lesson 43 |
| 12 | sharp | M | | Lesson 44 |
| 13 | loose | M | | Lesson 50 |
| 14 | shiny/bright | M | | Lesson 49 |
| 15 | rough | M | | Lesson 47 |

Bracken

Basic Concept Scale: Expressive

| QUANTITY | | M | NM | Lesson Plan |
|----------|--------------|---|----|--------------|
| 1 | nothing/none | M | | Lesson 53/52 |
| 2 | full | M | | Lesson 51 |
| 3 | whole | M | | Lesson 51 |
| 4 | alone | M | | Lesson 54 |
| 5 | more | M | | Lesson 60 |
| 6 | subtract | M | | NA |
| 7 | all | M | | Lesson 56 |
| 8 | half | M | | Lesson 51 |
| 9 | less | M | | Lesson 60 |
| 10 | add | M | | NA |
| 11 | triple | M | | NA |
| 12 | weight | | NM | NA |

| TIME/SEQUENCE | | M | NM | Lesson Plan |
|---------------|-----------------|---|----|-------------|
| 1 | fast | | NM | Lesson 62 |
| 2 | finished/done | | NM | Lesson 62 |
| 3 | slow | | NM | Lesson 62 |
| 4 | night/nighttime | | NM | Lesson 63 |
| 5 | new | | NM | Lesson 64 |
| 6 | third | | NM | Lesson 71 |
| 7 | first | M | | Lesson 62 |
| 8 | second | | NM | Lesson 71 |
| 9 | leaving/exiting | | NM | Lesson 64 |
| 10 | last | | NM | Lesson 62 |
| 11 | after | | NM | Lesson 68 |
| 12 | fourth | | NM | Lesson 71 |
| 13 | before | | NM | Lesson 68 |
| 14 | early | | NM | Lesson 67 |

Refer to LESSON PLAN in the HELP file to view the sample lesson plan, corresponding worksheets, and concept cards.

Notes:

Please discuss these scores with the child's parents.

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

Bracken

Basic Concept Scale: Expressive

Name: Patrick C Sample
Date of Birth: 10/4/2001
Gender: Male
Grade: Kindergarten

Test Date: 10/4/2006
Age at Testing: 5 years 0 months
Report Date: 10/4/2006
Examiner: J Examiner
Teacher: B. Lopez
School/Agency: Abraham Lincoln Elementary

BBCS:E PARENT REPORT

Name: Patrick C Sample
Date of Birth: 10/4/2001
Grade: Kindergarten

Test date: 10/4/2006
Age at Testing: 5 Years 0 Months
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

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).

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

Bracken

Basic Concept Scale: Expressive

Name: Maria D Sample
Date of Birth: 10/4/2002
Gender: Female
Grade: Pre-Kindergarten

Test Date: 10/4/2006
Age at Testing: 4 years 0 months
Report Date: 10/4/2006
Examiner: J Examiner
Teacher: Q. Green
School/Agency: Heights Elementary School

BBCS:E Spanish Teacher Report Score Summary

| Subtest | Raw Score (# correct) | % Mastery |
|--------------------------|-----------------------|-----------|
| 1 Colors | 2/10 | 20 |
| 2 Letters/Sounds | 3/19 | 16 |
| 3 Numbers/Counting | 4/19 | 21 |
| 4 Sizes/Comparisons | 5/7 | 71 |
| 5 Shapes | 6/11 | 55 |
| 6 Direction/Position | 7/28 | 25 |
| 7 Self-/Social Awareness | 8/15 | 53 |
| 8 Texture/Material | 9/15 | 60 |
| 9 Quantity | 10/12 | 83 |
| 10 Time/Sequence | 11/14 | 79 |
| Expressive Total | 65/150 | 43 |

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 Maria responded to correctly and those that she 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 | Lesson Plan |
|--------|--------------------|---|----|-------------|
| 1 | rojo | M | | Lesson 1 |
| 2 | amarillo | | NM | Lesson 1 |
| 3 | verde | | NM | Lesson 1 |
| 4 | azul | | NM | Lesson 3 |
| 5 | rosa | | NM | Lesson 5 |
| 6 | blanco | | NM | Lesson 3 |
| 7 | morado/violeta | M | | Lesson 4 |
| 8 | café/marrón | | NM | Lesson 6 |
| 9 | anaranjado/naranja | | NM | Lesson 2 |
| 10 | negro | | NM | Lesson 5 |

| LETTERS/SOUNDS | | M | NM | Lesson Plan |
|----------------|------|---|----|-------------|
| 1 | A | M | | Lesson 72 |
| 2 | X | | NM | Lesson 77 |
| 3 | z | | NM | Lesson 78 |
| 4 | W | | NM | Lesson 77 |
| 5 | K | | NM | Lesson 74 |
| 6 | Q | | NM | Lesson 76 |
| 7 | m | | NM | Lesson 75 |
| 8 | i | | NM | Lesson 74 |
| 9 | j | | NM | Lesson 74 |
| 10 | b | | NM | Lesson 72 |
| 11 | [m] | | NM | NA |
| 12 | [z] | | NM | NA |
| 13 | [g] | M | | NA |
| 14 | [f] | | NM | NA |
| 15 | [b] | | NM | NA |
| 16 | [gr] | M | | NA |
| 17 | [pl] | | NM | NA |
| 18 | [ch] | | NM | NA |
| 19 | [st] | | NM | NA |
| 20 | SKIP | | | |

Bracken

Basic Concept Scale: Expressive

| NUMBERS/COUNTING | | M | NM | Lesson Plan |
|------------------|-------|---|----|-------------|
| 1 | uno | | NM | Lesson 79 |
| 2 | tres | | NM | Lesson 79 |
| 3 | 1 | | NM | Lesson 79 |
| 4 | 2 | | NM | Lesson 79 |
| 5 | 5 | | NM | Lesson 80 |
| 6 | 3 | | NM | Lesson 79 |
| 7 | 8 | | NM | Lesson 81 |
| 8 | 4 | | NM | Lesson 80 |
| 9 | 0 | M | | Lesson 79 |
| 10 | 7 | | NM | Lesson 80 |
| 11 | 6 | | NM | Lesson 80 |
| 12 | 9 | M | | Lesson 81 |
| 13 | seis | | NM | Lesson 80 |
| 14 | nueve | M | | Lesson 81 |
| 15 | 11 | | NM | Lesson 81 |
| 16 | 27 | M | | NA |
| 17 | 62 | | NM | NA |
| 18 | 128 | | NM | NA |
| 19 | 536 | | NM | NA |

| SIZES/COMPARISONS | | M | NM | Lesson Plan |
|-------------------|------------------|---|----|-------------|
| 1 | grande | | NM | Lesson 39 |
| 2 | largo | M | | Lesson 42 |
| 3 | pequeña/chiquita | M | | Lesson 39 |
| 4 | delgado | M | | Lesson 42 |
| 5 | profunda | | NM | Lesson 40 |
| 6 | cortos | M | | Lesson 41 |
| 7 | poco profunda | M | | Lesson 40 |

| SHAPES | | M | NM | Lesson Plan |
|--------|----------------|---|----|-------------|
| 1 | estrella | | NM | Lesson 11 |
| 2 | corazón | M | | NA |
| 3 | círculo | | NM | Lesson 11 |
| 4 | triángulo | M | | Lesson 11 |
| 5 | cuadrado | M | | Lesson 11 |
| 6 | rombo/diamante | | NM | Lesson 15 |
| 7 | óvalo | | NM | Lesson 15 |
| 8 | rectángulo | M | | Lesson 15 |
| 9 | cono | | NM | NA |
| 10 | cubo | M | | Lesson 16 |
| 11 | pirámide | M | | Lesson 16 |

Bracken

Basic Concept Scale: Expressive

| DIRECTION/POSITION | | M | NM | Lesson Plan |
|--------------------|-------------------|---|----|--------------|
| 1 | subiendo | | NM | Lesson 22 |
| 2 | dentro de/adentro | | NM | Lesson 17/20 |
| 3 | cerrada | | NM | Lesson 17 |
| 4 | SKIP | | | |
| 5 | bajando | | NM | Lesson 22 |
| 6 | afuera | | NM | Lesson 17 |
| 7 | parte delantera | M | | Lesson 19 |
| 8 | detrás/atrás de | | NM | Lesson 19/23 |
| 9 | debajo | | NM | Lesson 18 |
| 10 | parte de arriba | | NM | Lesson 19 |
| 11 | centro/en medio | | NM | Lesson 21/31 |
| 12 | enfrente | | NM | Lesson 23 |
| 13 | cerca | | NM | Lesson 24 |
| 14 | izquierdo | M | | Lesson 31 |
| 15 | fondo | | NM | Lesson 19 |
| 16 | juntos/unidos | | NM | Lesson 20 |
| 17 | cerca | M | | Lesson 21 |
| 18 | estirada | | NM | NA |
| 19 | debajo/abajo | | NM | Lesson 29 |
| 20 | al lado de | | NM | Lesson 23/30 |
| 21 | por | | NM | Lesson 18 |
| 22 | juntos | | NM | Lesson 20 |
| 23 | entre/en medio de | M | | Lesson 23 |
| 24 | orilla | M | | Lesson 26 |
| 25 | SKIP | | | |
| 26 | cayendo | | NM | Lesson 29 |
| 27 | sobre/encima de | M | | Lesson 18/29 |
| 28 | esquina | M | | Lesson 26 |
| 29 | hacia | | NM | Lesson 27 |
| 30 | opuesta/diferente | | NM | Lesson 30 |

Bracken

Basic Concept Scale: Expressive

| SELF-/SOCIAL AWARENESS | | M | NM | Lesson Plan |
|------------------------|--------------|---|----|-------------|
| 1 | niña | M | | Lesson 33 |
| 2 | hermanas | | NM | Lesson 32 |
| 3 | padre/papá | | NM | Lesson 32 |
| 4 | enfermo | | NM | Lesson 37 |
| 5 | triste | M | | Lesson 34 |
| 6 | fácil | | NM | Lesson 36 |
| 7 | feliz | | NM | Lesson 34 |
| 8 | hombre | | NM | Lesson 32 |
| 9 | hermanos | M | | Lesson 32 |
| 10 | SKIP | | | |
| 11 | SKIP | | | |
| 12 | niño | M | | Lesson 33 |
| 13 | mujer | M | | Lesson 32 |
| 14 | duro/difícil | M | | NA |
| 15 | viejo | M | | Lesson 36 |
| 16 | sana | M | | Lesson 37 |
| 17 | joven | | NM | Lesson 36 |

| TEXTURE/MATERIAL | | M | NM | Lesson Plan |
|------------------|-----------|---|----|-------------|
| 1 | caliente | M | | Lesson 45 |
| 2 | madera | | NM | Lesson 46 |
| 3 | fría | | NM | Lesson 45 |
| 4 | oscuro | | NM | Lesson 43 |
| 5 | lisa | M | | Lesson 47 |
| 6 | suaves | | NM | Lesson 44 |
| 7 | metal | M | | Lesson 46 |
| 8 | pesados | M | | NA |
| 9 | vidrio | M | | Lesson 46 |
| 10 | estirada | M | | Lesson 50 |
| 11 | claro | M | | Lesson 43 |
| 12 | afilado | M | | Lesson 44 |
| 13 | floja | M | | Lesson 50 |
| 14 | brillante | | NM | Lesson 49 |
| 15 | áspera | | NM | Lesson 47 |

Bracken

Basic Concept Scale: Expressive

| QUANTITY | | M | NM | Lesson Plan |
|----------|--------------|---|----|-------------|
| 1 | nada | M | | Lesson 53 |
| 2 | lleno | M | | Lesson 51 |
| 3 | entero | M | | Lesson 51 |
| 4 | sola | M | | Lesson 54 |
| 5 | más | M | | Lesson 60 |
| 6 | sustracción | | NM | NA |
| 7 | todas | M | | Lesson 56 |
| 8 | mitad | | NM | Lesson 51 |
| 9 | menos | M | | Lesson 60 |
| 10 | suma/adición | M | | NA |
| 11 | triple | M | | NA |
| 12 | peso | M | | NA |

| TIME/SEQUENCE | | M | NM | Lesson Plan |
|---------------|-----------|---|----|-------------|
| 1 | rápido | M | | Lesson 62 |
| 2 | terminado | M | | Lesson 62 |
| 3 | lento | M | | Lesson 62 |
| 4 | noche | | NM | Lesson 63 |
| 5 | nuevos | M | | Lesson 64 |
| 6 | tercera | | NM | Lesson 71 |
| 7 | primera | M | | Lesson 62 |
| 8 | segunda | M | | Lesson 71 |
| 9 | se va | M | | Lesson 64 |
| 10 | último | | NM | Lesson 62 |
| 11 | después | M | | Lesson 68 |
| 12 | cuarta | M | | Lesson 71 |
| 13 | antes | M | | Lesson 68 |
| 14 | temprano | M | | Lesson 67 |

Refer to LESSON PLAN in the HELP file to view the sample lesson plan, corresponding worksheets, and concept cards.

Notes:

Please discuss these scores with the child's parents, if necessary.

Summary:

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

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

Signature

Date

Bracken

Basic Concept Scale: Expressive

Name: Sandy H Sample
Date of Birth: 6/5/2002
Gender: Female
Grade: Pre-Kindergarten

Pretest Date: 8/7/2006
Posttest Date: 10/5/2006
Age at Posttesting: 4 years 4 months
Report Date: 10/5/2006
Examiner: John Examiner
Teacher: Lee K. Gifford
School/Agency: Taft Elementary School

BBCS:E Spanish Pre-/Posttest Teacher Report Score Summary

| Subtest | Pretest/Posttest | Raw Score (# correct) | % Mastery |
|--------------------------|------------------|-----------------------|-----------|
| 1 Colors | Pre | 2/10 | 20 |
| | Post* | 4/10 | 40 |
| 2 Letters/Sounds | Pre | 4/19 | 21 |
| | Post* | 6/19 | 32 |
| 3 Numbers/Counting | Pre | 6/19 | 32 |
| | Post* | 8/19 | 42 |
| 4 Sizes/Comparisons | Pre | 2/7 | 29 |
| | Post* | 2/7 | 29 |
| 5 Shapes | Pre | 4/11 | 36 |
| | Post* | 4/11 | 36 |
| 6 Direction/Position | Pre | 6/28 | 21 |
| | Post* | 6/28 | 21 |
| 7 Self-/Social Awareness | Pre | 2/15 | 13 |
| | Post* | 8/15 | 53 |
| 8 Texture/Material | Pre | 4/15 | 27 |
| | Post* | 2/15 | 13 |
| 9 Quantity | Pre | 6/12 | 50 |
| | Post* | 4/12 | 33 |
| 10 Time/Sequence | Pre | 2/14 | 14 |
| | Post* | 6/14 | 43 |
| Expressive Total | Pre | 38/150 | 25 |
| | Post* | 50/150 | 33 |

*Post indicates the test date of the current test administration.

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 Sandy responded to correctly and those that she 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 | Lesson Plan |
|--------|--------------------|---|----|-------------|
| 1 | rojo | | NM | Lesson 1 |
| 2 | amarillo | | NM | Lesson 1 |
| 3 | verde | M | | Lesson 1 |
| 4 | azul | | NM | Lesson 3 |
| 5 | rosa | | NM | Lesson 5 |
| 6 | blanco | M | | Lesson 3 |
| 7 | morado/violeta | | NM | Lesson 4 |
| 8 | café/marrón | | NM | Lesson 6 |
| 9 | anaranjado/naranja | M | | Lesson 2 |
| 10 | negro | M | | Lesson 5 |

| LETTERS/SOUNDS | | M | NM | Lesson Plan |
|----------------|------|---|----|-------------|
| 1 | A | | NM | Lesson 72 |
| 2 | X | | NM | Lesson 77 |
| 3 | z | | NM | Lesson 78 |
| 4 | W | | NM | Lesson 77 |
| 5 | K | M | | Lesson 74 |
| 6 | Q | | NM | Lesson 76 |
| 7 | m | M | | Lesson 75 |
| 8 | i | | NM | Lesson 74 |
| 9 | j | M | | Lesson 74 |
| 10 | b | | NM | Lesson 72 |
| 11 | [m] | | NM | NA |
| 12 | [z] | M | | NA |
| 13 | [g] | | NM | NA |
| 14 | [f] | | NM | NA |
| 15 | [b] | M | | NA |
| 16 | [gr] | | NM | NA |
| 17 | [pl] | M | | NA |
| 18 | [ch] | | NM | NA |
| 19 | [st] | | NM | NA |
| 20 | SKIP | | | |

Bracken

Basic Concept Scale: Expressive

| NUMBERS/COUNTING | | M | NM | Lesson Plan |
|------------------|-------|---|----|-------------|
| 1 | uno | | NM | Lesson 79 |
| 2 | tres | | NM | Lesson 79 |
| 3 | 1 | | NM | Lesson 79 |
| 4 | 2 | M | | Lesson 79 |
| 5 | 5 | | NM | Lesson 80 |
| 6 | 3 | M | | Lesson 79 |
| 7 | 8 | M | | Lesson 81 |
| 8 | 4 | | NM | Lesson 80 |
| 9 | 0 | M | | Lesson 79 |
| 10 | 7 | | NM | Lesson 80 |
| 11 | 6 | | NM | Lesson 80 |
| 12 | 9 | | NM | Lesson 81 |
| 13 | seis | M | | Lesson 80 |
| 14 | nueve | | NM | Lesson 81 |
| 15 | 11 | M | | Lesson 81 |
| 16 | 27 | | NM | NA |
| 17 | 62 | | NM | NA |
| 18 | 128 | M | | NA |
| 19 | 536 | M | | NA |

| SIZES/COMPARISONS | | M | NM | Lesson Plan |
|-------------------|------------------|---|----|-------------|
| 1 | grande | | NM | Lesson 39 |
| 2 | largo | | NM | Lesson 42 |
| 3 | pequeña/chiquita | | NM | Lesson 39 |
| 4 | delgado | M | | Lesson 42 |
| 5 | profunda | M | | Lesson 40 |
| 6 | cortos | | NM | Lesson 41 |
| 7 | poco profunda | | NM | Lesson 40 |

| SHAPES | | M | NM | Lesson Plan |
|--------|----------------|---|----|-------------|
| 1 | estrella | | NM | Lesson 11 |
| 2 | corazón | | NM | NA |
| 3 | círculo | | NM | Lesson 11 |
| 4 | triángulo | M | | Lesson 11 |
| 5 | cuadrado | | NM | Lesson 11 |
| 6 | rombo/diamante | | NM | Lesson 15 |
| 7 | óvalo | M | | Lesson 15 |
| 8 | rectángulo | | NM | Lesson 15 |
| 9 | cono | M | | NA |
| 10 | cubo | M | | Lesson 16 |
| 11 | pirámide | | NM | Lesson 16 |

Bracken

Basic Concept Scale: Expressive

| DIRECTION/POSITION | | M | NM | Lesson Plan |
|--------------------|-------------------|---|----|--------------|
| 1 | subiendo | | NM | Lesson 22 |
| 2 | dentro de/adentro | | NM | Lesson 17/20 |
| 3 | cerrada | | NM | Lesson 17 |
| 4 | SKIP | | | |
| 5 | bajando | M | | Lesson 22 |
| 6 | afuera | | NM | Lesson 17 |
| 7 | parte delantera | | NM | Lesson 19 |
| 8 | detrás/atrás de | | NM | Lesson 19/23 |
| 9 | debajo | M | | Lesson 18 |
| 10 | parte de arriba | | NM | Lesson 19 |
| 11 | centro/en medio | | NM | Lesson 21/31 |
| 12 | enfrente | | NM | Lesson 23 |
| 13 | cerca | | NM | Lesson 24 |
| 14 | izquierdo | M | | Lesson 31 |
| 15 | fondo | M | | Lesson 19 |
| 16 | juntos/unidos | M | | Lesson 20 |
| 17 | cerca | M | | Lesson 21 |
| 18 | estirada | | NM | NA |
| 19 | debajo/abajo | | NM | Lesson 29 |
| 20 | al lado de | | NM | Lesson 23/30 |
| 21 | por | | NM | Lesson 18 |
| 22 | juntos | | NM | Lesson 20 |
| 23 | entre/en medio de | | NM | Lesson 23 |
| 24 | orilla | | NM | Lesson 26 |
| 25 | SKIP | | | |
| 26 | cayendo | | NM | Lesson 29 |
| 27 | sobre/encima de | | NM | Lesson 18/29 |
| 28 | esquina | | NM | Lesson 26 |
| 29 | hacia | | NM | Lesson 27 |
| 30 | opuesta/diferente | | NM | Lesson 30 |

Bracken

Basic Concept Scale: Expressive

| SELF-/SOCIAL AWARENESS | | M | NM | Lesson Plan |
|------------------------|--------------|---|----|-------------|
| 1 | niña | | NM | Lesson 33 |
| 2 | hermanas | | NM | Lesson 32 |
| 3 | padre/papá | M | | Lesson 32 |
| 4 | enfermo | | NM | Lesson 37 |
| 5 | triste | M | | Lesson 34 |
| 6 | fácil | M | | Lesson 36 |
| 7 | feliz | | NM | Lesson 34 |
| 8 | hombre | M | | Lesson 32 |
| 9 | hermanos | | NM | Lesson 32 |
| 10 | SKIP | | | |
| 11 | SKIP | | | |
| 12 | niño | | NM | Lesson 33 |
| 13 | mujer | M | | Lesson 32 |
| 14 | duro/difícil | | NM | NA |
| 15 | viejo | M | | Lesson 36 |
| 16 | sana | M | | Lesson 37 |
| 17 | joven | M | | Lesson 36 |

| TEXTURE/MATERIAL | | M | NM | Lesson Plan |
|------------------|-----------|---|----|-------------|
| 1 | caliente | | NM | Lesson 45 |
| 2 | madera | | NM | Lesson 46 |
| 3 | fría | | NM | Lesson 45 |
| 4 | oscuro | M | | Lesson 43 |
| 5 | lisa | | NM | Lesson 47 |
| 6 | suaves | | NM | Lesson 44 |
| 7 | metal | M | | Lesson 46 |
| 8 | pesados | | NM | NA |
| 9 | vidrio | | NM | Lesson 46 |
| 10 | estirada | | NM | Lesson 50 |
| 11 | claro | | NM | Lesson 43 |
| 12 | afilado | | NM | Lesson 44 |
| 13 | floja | | NM | Lesson 50 |
| 14 | brillante | | NM | Lesson 49 |
| 15 | áspera | | NM | Lesson 47 |

Bracken

Basic Concept Scale: Expressive

| QUANTITY | | M | NM | Lesson Plan |
|----------|--------------|---|----|-------------|
| 1 | nada | | NM | Lesson 53 |
| 2 | lleno | | NM | Lesson 51 |
| 3 | entero | | NM | Lesson 51 |
| 4 | sola | | NM | Lesson 54 |
| 5 | más | M | | Lesson 60 |
| 6 | sustracción | | NM | NA |
| 7 | todas | | NM | Lesson 56 |
| 8 | mitad | M | | Lesson 51 |
| 9 | menos | M | | Lesson 60 |
| 10 | suma/adición | M | | NA |
| 11 | triple | | NM | NA |
| 12 | peso | | NM | NA |

| TIME/SEQUENCE | | M | NM | Lesson Plan |
|---------------|-----------|---|----|-------------|
| 1 | rápido | | NM | Lesson 62 |
| 2 | terminado | M | | Lesson 62 |
| 3 | lento | | NM | Lesson 62 |
| 4 | noche | M | | Lesson 63 |
| 5 | nuevos | | NM | Lesson 64 |
| 6 | tercera | M | | Lesson 71 |
| 7 | primera | | NM | Lesson 62 |
| 8 | segunda | | NM | Lesson 71 |
| 9 | se va | M | | Lesson 64 |
| 10 | último | | NM | Lesson 62 |
| 11 | después | M | | Lesson 68 |
| 12 | cuarta | | NM | Lesson 71 |
| 13 | antes | M | | Lesson 68 |
| 14 | temprano | | NM | Lesson 67 |

Refer to LESSON PLAN in the HELP file to view the sample lesson plan, corresponding worksheets, and concept cards.

Notes:

Please address areas of concern with the child's parents/guardians.

Summary:

This report lists the subtests that Sandy was given on 8/7/2006 and again on 10/5/2006, and scores that reflect her performance at each testing date. The Item Analysis lists the concepts that Sandy has mastered and those that she has not mastered. You can use the Item Analysis to decide which concepts you may want to work on with Sandy.

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

Signature

Date

Bracken

Basic Concept Scale:Expressive

Name: Maria D Sample
Date of Birth: 10/4/2002
Gender: Female
Grade: Pre-Kindergarten

Test Date: 10/4/2006
Age at Testing: 4 years 0 months
Report Date: 10/4/2006
Examiner: J Examiner
Teacher: Q. Green
School/Agency: Heights Elementary School

Bracken

Basic Concept Scale: Expressive

BBCS:E SPANISH REPORTE PARA LOS PADRES

Nombre: Maria Sample Fecha de Administración: 10/4/2006
Fecha de Nacimiento: 10/4/2002 Edad: 4 Years 0 Months
Grado Escolar: Pre-Kindergarten Examinador: J Examiner

Maria le fue dada el Bracken Basic Concept Scale: Expressive, Spanish (BBCS:E Spanish), una evaluación usada para determinar el entendimiento de conceptos básicos. El BBCS:E Spanish incluye 150 conceptos en diez sub-exámenes: Colors, Letters/Sounds, Numbers/Counting, Sizes/Comparisons, Shapes, Direction/Position, Self-/Social Awareness, Texture/Material, Quantity, y Time/Sequence.

Maria le fue dada el BBCS:E individualmente. En algunos de los sub-exámenes, Maria nombro una fotografía que el examinador presento. Por ejemplo, el examinador apunto al color rojo y pregunto "¿Que color es este?" En otros sub-exámenes, Maria escucho al examinador nombrar una fotografía. Después ella fue preguntado(a) que nombrara la fotografía. Por ejemplo, cuando el examinador dijo "Esta piedra es chica, esta piedra es..." Maria tendría que haber dicho "grande." El desempeño de Maria's resultado en las siguientes calificaciones/marcas.

BBCS:E Spanish Resultados

| Sub-examen | # de Preguntas Correctas | % Correcto |
|--------------------------|--------------------------|------------|
| 1 Colors | 2/10 | 20 |
| 2 Letters/Sounds | 3/19 | 16 |
| 3 Numbers/Counting | 4/19 | 21 |
| 4 Sizes/Comparisons | 5/7 | 71 |
| 5 Shapes | 6/11 | 55 |
| 6 Direction/Position | 7/28 | 25 |
| 7 Self-/Social Awareness | 8/15 | 53 |
| 8 Texture/Material | 9/15 | 60 |
| 9 Quantity | 10/12 | 83 |
| 10 Time/Sequence | 11/14 | 79 |
| Expressive Total* | 65/150 | 43 |

*Expressive Total es derivada de la suma de los puntos de los sub-exámenes 1-10.

Descripción de las Calificaciones/Marcas

de Preguntas Correctas: El Número de Preguntas Correctas identifica el número de respuestas correctas en un sub-examen. El interpretar el desempeño basado solamente en el número de respuestas correctas en un sub-examen, provee información limitada porque las preguntas en el sub-examen no son iguales, algunas de las preguntas fueron echas intencionalmente mas difíciles que otras. Por eso, es necesario convertir el número de puntos correctos a una medida estándar métrica.

% Correcto: El por ciento correcto indica el porcentaje de preguntas que el niño(a) contesto correctamente. Cada Porcentaje Correcto es calculado dividiendo el número de preguntas que el niño(a) contesto correctamente por el número total de preguntas y multiplicando el resultado por 100.

Bracken

Basic Concept Scale: Expressive

Análisis de Preguntas

Bracken Basic Concept Scale: Expressive, Spanish determina el conocimiento de conceptos importantes. La siguiente tabla de análisis de las preguntas, identifica los conceptos que Maria ha respondido correctamente y las que ella respondió correctamente y las que ella no respondió correctamente.

S = El niño(a) probablemente entiende los conceptos la mayor parte del tiempo (Sabe).

NS = El niño(a) probablemente no entiende los conceptos la mayor parte del tiempo (Sabe).

Enseñe los conceptos usando situaciones naturales (durante la comida, cuando el niño juega).

| COLORS | | S | NS |
|--------|--------------------|---|----|
| 1 | rojo | S | |
| 2 | amarillo | | NS |
| 3 | verde | | NS |
| 4 | azul | | NS |
| 5 | rosa | | NS |
| 6 | blanco | | NS |
| 7 | morado/violeta | S | |
| 8 | café/marrón | | NS |
| 9 | anaranjado/naranja | | NS |
| 10 | negro | | NS |

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

Bracken

Basic Concept Scale: Expressive

| NUMBERS/COUNTING | | S | NS |
|------------------|-------|---|----|
| 1 | uno | | NS |
| 2 | tres | | NS |
| 3 | 1 | | NS |
| 4 | 2 | | NS |
| 5 | 5 | | NS |
| 6 | 3 | | NS |
| 7 | 8 | | NS |
| 8 | 4 | | NS |
| 9 | 0 | S | |
| 10 | 7 | | NS |
| 11 | 6 | | NS |
| 12 | 9 | S | |
| 13 | seis | | NS |
| 14 | nueve | S | |
| 15 | 11 | | NS |
| 16 | 27 | S | |
| 17 | 62 | | NS |
| 18 | 128 | | NS |
| 19 | 536 | | NS |

| SIZES/COMPARISONS | | S | NS |
|-------------------|------------------|---|----|
| 1 | grande | | NS |
| 2 | largo | S | |
| 3 | pequeña/chiquita | S | |
| 4 | delgado | S | |
| 5 | profunda | | NS |
| 6 | cortos | S | |
| 7 | poco profunda | S | |

| SHAPES | | S | NS |
|--------|----------------|---|----|
| 1 | estrella | | NS |
| 2 | corazón | S | |
| 3 | círculo | | NS |
| 4 | triángulo | S | |
| 5 | cuadrado | S | |
| 6 | rombo/diamante | | NS |
| 7 | óvalo | | NS |
| 8 | rectángulo | S | |
| 9 | cono | | NS |
| 10 | cubo | S | |
| 11 | pirámide | S | |

Bracken

Basic Concept Scale: Expressive

| DIRECTION/POSITION | | S | NS |
|--------------------|-------------------|---|----|
| 1 | subiendo | | NS |
| 2 | dentro de/adentro | | NS |
| 3 | cerrada | | NS |
| 4 | SKIP | | |
| 5 | bajando | | NS |
| 6 | afuera | | NS |
| 7 | parte delantera | S | |
| 8 | detrás/atrás de | | NS |
| 9 | debajo | | NS |
| 10 | parte de arriba | | NS |
| 11 | centro/en medio | | NS |
| 12 | enfrente | | NS |
| 13 | cerca | | NS |
| 14 | izquierdo | S | |
| 15 | fondo | | NS |
| 16 | juntos/unidos | | NS |
| 17 | cerca | S | |
| 18 | estirada | | NS |
| 19 | debajo/abajo | | NS |
| 20 | al lado de | | NS |
| 21 | por | | NS |
| 22 | juntos | | NS |
| 23 | entre/en medio de | S | |
| 24 | orilla | S | |
| 25 | SKIP | | |
| 26 | cayendo | | NS |
| 27 | sobre/encima de | S | |
| 28 | esquina | S | |
| 29 | hacia | | NS |
| 30 | opuesta/diferente | | NS |

Bracken

Basic Concept Scale: Expressive

| SELF-/SOCIAL AWARENESS | | S | NS |
|------------------------|--------------|---|----|
| 1 | niña | S | |
| 2 | hermanas | | NS |
| 3 | padre/papá | | NS |
| 4 | enfermo | | NS |
| 5 | triste | S | |
| 6 | fácil | | NS |
| 7 | feliz | | NS |
| 8 | hombre | | NS |
| 9 | hermanos | S | |
| 10 | SKIP | | |
| 11 | SKIP | | |
| 12 | niño | S | |
| 13 | mujer | S | |
| 14 | duro/difícil | S | |
| 15 | viejo | S | |
| 16 | sana | S | |
| 17 | joven | | NS |

| TEXTURE/MATERIAL | | S | NS |
|------------------|-----------|---|----|
| 1 | caliente | S | |
| 2 | madera | | NS |
| 3 | fría | | NS |
| 4 | oscuro | | NS |
| 5 | lisa | S | |
| 6 | suaves | | NS |
| 7 | metal | S | |
| 8 | pesados | S | |
| 9 | vidrio | S | |
| 10 | estirada | S | |
| 11 | claro | S | |
| 12 | afilado | S | |
| 13 | floja | S | |
| 14 | brillante | | NS |
| 15 | áspera | | NS |

Bracken

Basic Concept Scale: Expressive

| QUANTITY | | S | NS |
|----------|--------------|---|----|
| 1 | nada | S | |
| 2 | lleno | S | |
| 3 | entero | S | |
| 4 | sola | S | |
| 5 | más | S | |
| 6 | sustracción | | NS |
| 7 | todas | S | |
| 8 | mitad | | NS |
| 9 | menos | S | |
| 10 | suma/adición | S | |
| 11 | triple | S | |
| 12 | peso | S | |

| TIME/SEQUENCE | | S | NS |
|---------------|-----------|---|----|
| 1 | rápido | S | |
| 2 | terminado | S | |
| 3 | lento | S | |
| 4 | noche | | NS |
| 5 | nuevos | S | |
| 6 | tercera | | NS |
| 7 | primera | S | |
| 8 | segunda | S | |
| 9 | se va | S | |
| 10 | último | | NS |
| 11 | después | S | |
| 12 | cuarta | S | |
| 13 | antes | S | |
| 14 | temprano | S | |

Notas:

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

Resumen:

Este reporte le dará una lista de los sub-exámenes que le fueron administrado a Maria, y las calificaciones/marcas que reflejan su habilidad. La lista de preguntas le dará los conceptos que Maria tuvo correcto y las que ella no tuvo correcto. Puede usar el análisis de preguntas para decidir cuales conceptos usted puede ayudarle a Maria.

Si tiene alguna pregunta o preocupación, por favor hable con J Examiner.

Firma

Fecha

Bracken

Basic Concept Scale:Expressive

Name: Sandy H Sample
Date of Birth: 6/5/2002
Gender: Female
Grade: Pre-Kindergarten

Test Date: 10/5/2006
Age at Testing: 4 years 4 months
Report Date: 10/5/2006
Examiner: John Examiner
Teacher: Lee K. Gifford
School/Agency: Taft Elementary School

Bracken

Basic Concept Scale: Expressive

BBCS:E SPANISH PRIMERA/SEGUNDA REPORTE PARA LOS PADRES

Nombre: Sandy Sample Fecha de la Primera Administración: 8/7/2006
Fecha de Nacimiento: 6/5/2002 Fecha de la Segunda Administración: 10/5/2006
Grado Escolar: Pre-Kindergarten Edad al tiempo de la Segunda Administración: 4 Years 4 Months
Examinador: John Examiner

Sandy le fue dada primero el Bracken Basic Concept Scale: Expressive, Spanish (BBCS:E Spanish) en 8/7/2006 y mas recientemente en 10/5/2006. La comparación de las dos administraciones le ayudara a ver los conceptos que Sandy ha aprendido desde el tiempo cuando la primera administración fue dada hasta ahora.

La BBCS:E Spanish es una evaluación para niños que se usa para evaluar el entendimiento de conceptos básicos. El BBCS:E incluye 150 conceptos en diez diferentes sub-exámenes: Colors, Letters/Sounds, Numbers/Counting, Sizes/Comparisons, Shapes, Direction/Position, Self-/Social Awareness, Texture/Material, Quantity, y Time/Sequence.

Sandy le fue dada el BBCS:E individualmente. En algunos de los sub-exámenes, Sandy nombro una fotografía que el examinador presento. Por ejemplo, el examinador apunto al color rojo y pregunto "¿Que color es este?" En otros sub-exámenes, Sandy escucho al examinador nombrar una fotografía. Después ella fue preguntado(a) que nombrara la fotografía. Por ejemplo, cuando el examinador dijo "Esta piedra es chica, esta piedra es..." Sandy tendría que haber dicho "grande." El desempeño de Sandy's resulto en las siguientes calificaciones/marcas.

BBCS:E Spanish Resultados de la Primera y Segunda Administración

| Sub-examen | Primera/Segunda Administración | # de Preguntas Correctas | % Correcto |
|--------------------------|--------------------------------|--------------------------|------------|
| 1 Colors | Primera Administración | 2/10 | 20 |
| | Segunda Administración* | 4/10 | 40 |
| 2 Letters/Sounds | Primera Administración | 4/19 | 21 |
| | Segunda Administración* | 6/19 | 32 |
| 3 Numbers/Counting | Primera Administración | 6/19 | 32 |
| | Segunda Administración* | 8/19 | 42 |
| 4 Sizes/Comparisons | Primera Administración | 2/7 | 29 |
| | Segunda Administración* | 2/7 | 29 |
| 5 Shapes | Primera Administración | 4/11 | 36 |
| | Segunda Administración* | 4/11 | 36 |
| 6 Direction/Position | Primera Administración | 6/28 | 21 |
| | Segunda Administración* | 6/28 | 21 |
| 7 Self-/Social Awareness | Primera Administración | 2/15 | 13 |
| | Segunda Administración* | 8/15 | 53 |
| 8 Texture/Material | Primera Administración | 4/15 | 27 |
| | Segunda Administración* | 2/15 | 13 |
| 9 Quantity | Primera Administración | 6/12 | 50 |
| | Segunda Administración* | 4/12 | 33 |
| 10 Time/Sequence | Primera Administración | 2/14 | 14 |
| | Segunda Administración* | 6/14 | 43 |
| Expressive Total** | Primera Administración | 38/150 | 25 |
| | Segunda Administración* | 50/150 | 33 |

*Segunda Administración indica la fecha de la administración presente.

**Expressive Total es derivada de la suma de los puntos de los sub-exámenes 1-10.

Bracken

Basic Concept Scale:Expressive

Descripción de las Calificaciones/Marcas

de Preguntas Correctas: El Número de Preguntas Correctas identifica el número de respuestas correctas en un sub-examen. El interpretar el desempeño basado solamente en el número de respuestas correctas en un sub-examen, provee información limitada porque las preguntas en el sub-examen no son iguales, algunas de las preguntas fueron echas intencionalmente mas difíciles que otras. Por eso, es necesario convertir el número de puntos correctos a una medida estándar métrica.

% Correcto: El por ciento correcto indica el porcentaje de preguntas que el niño(a) contesto correctamente. Cada Porcentaje Correcto es calculado dividiendo el número de preguntas que el niño(a) contesto correctamente por el número total de preguntas y multiplicando el resultado por 100.

Bracken

Basic Concept Scale: Expressive

Análisis de Preguntas

Bracken Basic Concept Scale: Expressive, Spanish determina el conocimiento de conceptos importantes. La siguiente tabla de análisis de las preguntas, identifica los conceptos que Sandy ha respondido correctamente y las que ella respondió correctamente y las que ella no respondió correctamente.

S = El niño(a) probablemente entiende los conceptos la mayor parte del tiempo (Sabe).

NS = El niño(a) probablemente no entiende los conceptos la mayor parte del tiempo (Sabe).

Enseñe los conceptos usando situaciones naturales (durante la comida, cuando el niño juega).

| COLORS | | S | NS |
|--------|--------------------|---|----|
| 1 | rojo | | NS |
| 2 | amarillo | | NS |
| 3 | verde | S | |
| 4 | azul | | NS |
| 5 | rosa | | NS |
| 6 | blanco | S | |
| 7 | morado/violeta | | NS |
| 8 | café/marrón | | NS |
| 9 | anaranjado/naranja | S | |
| 10 | negro | S | |

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

Bracken

Basic Concept Scale: Expressive

| NUMBERS/COUNTING | | S | NS |
|------------------|-------|---|----|
| 1 | uno | | NS |
| 2 | tres | | NS |
| 3 | 1 | | NS |
| 4 | 2 | S | |
| 5 | 5 | | NS |
| 6 | 3 | S | |
| 7 | 8 | S | |
| 8 | 4 | | NS |
| 9 | 0 | S | |
| 10 | 7 | | NS |
| 11 | 6 | | NS |
| 12 | 9 | | NS |
| 13 | seis | S | |
| 14 | nueve | | NS |
| 15 | 11 | S | |
| 16 | 27 | | NS |
| 17 | 62 | | NS |
| 18 | 128 | S | |
| 19 | 536 | S | |

| SIZES/COMPARISONS | | S | NS |
|-------------------|------------------|---|----|
| 1 | grande | | NS |
| 2 | largo | | NS |
| 3 | pequeña/chiquita | | NS |
| 4 | delgado | S | |
| 5 | profunda | S | |
| 6 | cortos | | NS |
| 7 | poco profunda | | NS |

| SHAPES | | S | NS |
|--------|----------------|---|----|
| 1 | estrella | | NS |
| 2 | corazón | | NS |
| 3 | círculo | | NS |
| 4 | triángulo | S | |
| 5 | cuadrado | | NS |
| 6 | rombo/diamante | | NS |
| 7 | óvalo | S | |
| 8 | rectángulo | | NS |
| 9 | cono | S | |
| 10 | cubo | S | |
| 11 | pirámide | | NS |

Bracken

Basic Concept Scale: Expressive

| DIRECTION/POSITION | | S | NS |
|--------------------|-------------------|---|----|
| 1 | subiendo | | NS |
| 2 | dentro de/adentro | | NS |
| 3 | cerrada | | NS |
| 4 | SKIP | | |
| 5 | bajando | S | |
| 6 | afuera | | NS |
| 7 | parte delantera | | NS |
| 8 | detrás/atrás de | | NS |
| 9 | debajo | S | |
| 10 | parte de arriba | | NS |
| 11 | centro/en medio | | NS |
| 12 | enfrente | | NS |
| 13 | cerca | | NS |
| 14 | izquierdo | S | |
| 15 | fondo | S | |
| 16 | juntos/unidos | S | |
| 17 | cerca | S | |
| 18 | estirada | | NS |
| 19 | debajo/abajo | | NS |
| 20 | al lado de | | NS |
| 21 | por | | NS |
| 22 | juntos | | NS |
| 23 | entre/en medio de | | NS |
| 24 | orilla | | NS |
| 25 | SKIP | | |
| 26 | cayendo | | NS |
| 27 | sobre/encima de | | NS |
| 28 | esquina | | NS |
| 29 | hacia | | NS |
| 30 | opuesta/diferente | | NS |

Bracken

Basic Concept Scale: Expressive

| SELF-/SOCIAL AWARENESS | | S | NS |
|------------------------|--------------|---|----|
| 1 | niña | | NS |
| 2 | hermanas | | NS |
| 3 | padre/papá | S | |
| 4 | enfermo | | NS |
| 5 | triste | S | |
| 6 | fácil | S | |
| 7 | feliz | | NS |
| 8 | hombre | S | |
| 9 | hermanos | | NS |
| 10 | SKIP | | |
| 11 | SKIP | | |
| 12 | niño | | NS |
| 13 | mujer | S | |
| 14 | duro/difícil | | NS |
| 15 | viejo | S | |
| 16 | sana | S | |
| 17 | joven | S | |

| TEXTURE/MATERIAL | | S | NS |
|------------------|-----------|---|----|
| 1 | caliente | | NS |
| 2 | madera | | NS |
| 3 | fría | | NS |
| 4 | oscuro | S | |
| 5 | lisa | | NS |
| 6 | suaves | | NS |
| 7 | metal | S | |
| 8 | pesados | | NS |
| 9 | vidrio | | NS |
| 10 | estirada | | NS |
| 11 | claro | | NS |
| 12 | afilado | | NS |
| 13 | floja | | NS |
| 14 | brillante | | NS |
| 15 | áspera | | NS |

Bracken

Basic Concept Scale: Expressive

| QUANTITY | | S | NS |
|----------|--------------|---|----|
| 1 | nada | | NS |
| 2 | lleno | | NS |
| 3 | entero | | NS |
| 4 | sola | | NS |
| 5 | más | S | |
| 6 | sustracción | | NS |
| 7 | todas | | NS |
| 8 | mitad | S | |
| 9 | menos | S | |
| 10 | suma/adición | S | |
| 11 | triple | | NS |
| 12 | peso | | NS |

| TIME/SEQUENCE | | S | NS |
|---------------|-----------|---|----|
| 1 | rápido | | NS |
| 2 | terminado | S | |
| 3 | lento | | NS |
| 4 | noche | S | |
| 5 | nuevos | | NS |
| 6 | tercera | S | |
| 7 | primera | | NS |
| 8 | segunda | | NS |
| 9 | se va | S | |
| 10 | último | | NS |
| 11 | después | S | |
| 12 | cuarta | | NS |
| 13 | antes | S | |
| 14 | temprano | | NS |

Notas:

Resumen:

Este reporte le dará una lista de los sub-exámenes que le fueron administrado a Sandy, y las calificaciones/marcas que reflejan su habilidad. La lista de preguntas le dará los conceptos que Sandy tuvo correcto y las que ella no tuvo correcto. Puede usar el análisis de preguntas para decidir cuales conceptos usted puede ayudarle a Sandy.

Si tiene alguna pregunta o preocupación, por favor hable con John Examiner.

Firma

Fecha

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 Teacher Report Score Summary

| Subtest | Raw Score | | Scaled Score | Scaled Score Confidence Interval (90% Level) | Percentile Rank | Percentile Rank Confidence Interval | Descriptive Classification | Concept Age Equivalent |
|--------------------------|-----------|--|--------------|--|-----------------|-------------------------------------|----------------------------|------------------------|
| 1–5 SRC | 16 | | 1 | 1 to 3 | 0.1 | 0.1 to 1 | Very Delayed | <3.0 |
| 6 Direction/Position | 11 | | 2 | 1 to 3 | 0.4 | 0.1 to 1 | Very Delayed | 3.1 |
| 7 Self-/Social Awareness | 32 | | 12 | 10 to 14 | 75 | 50 to 91 | Average | 6.7 |
| 8 Texture/Material | 22 | | 9 | 7 to 11 | 37 | 16 to 63 | Average | 5.9 |
| 9 Quantity | 22 | | 8 | 7 to 9 | 25 | 16 to 37 | Average | 5.0 |
| 10 Time/Sequence | 12 | | 7 | 6 to 8 | 16 | 9 to 25 | Delayed | 4.7 |

| Composite | Sum of Raw Scores | Sum of Scaled Scores | Composite Score | Composite Score Confidence Interval (90% Level) | Percentile Rank | Percentile Rank Confidence Interval | Descriptive Classification | Concept Age Equivalent |
|---------------|-------------------|----------------------|-----------------|---|-----------------|-------------------------------------|----------------------------|------------------------|
| Receptive TC | 115 | 39 | 79 | 76 to 83 | 8 | 5 to 13 | Delayed | 3.11 |
| Receptive SRC | 16 | | 40 | 40 to 48 | <0.1 | <0.1 to <0.1 | Very Delayed | |

Discrepancy Comparisons

| | Score 1 | Score 2 | Difference | Critical Value | Significant Difference? (Y or N) | Prevalence in Normative Sample | Level of Significance |
|------------------------------|---------|---------|------------|----------------|----------------------------------|--------------------------------|-----------------------|
| Receptive TC—Expressive TC | 79 | 53 | 26 | 5 | Y | 0.6 | .15 |
| Receptive SRC—Expressive SRC | 40 | 66 | -26 | 9 | Y | 1.1 | .15 |

Receptive TC—Receptive Total Composite, Expressive TC—Expressive Total Composite.

Receptive SRC—Receptive School Readiness Composite, Expressive SRC—Expressive School Readiness Composite.

Bracken

Basic Concept Scale—Third Edition:Receptive

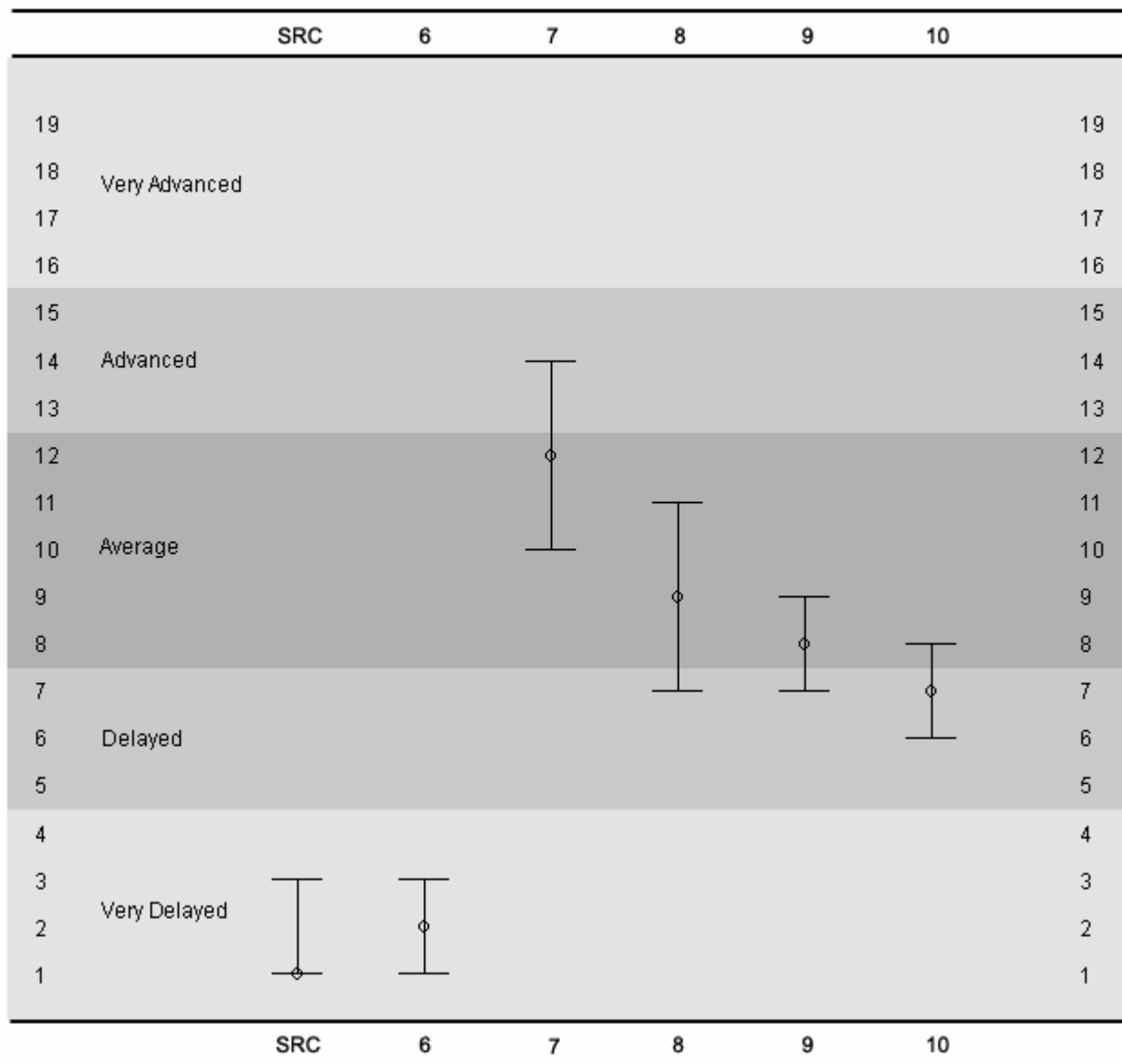
Receptive TC and Receptive SRC Composite Scores

| Receptive TC | | Receptive SRC |
|--------------|---------------|---------------|
| 160 | | 160 |
| 155 | | 155 |
| 150 | | 150 |
| 145 | Very Advanced | 145 |
| 140 | | 140 |
| 135 | | 135 |
| 130 | | 130 |
| 125 | | 125 |
| 120 | Advanced | 120 |
| 115 | | 115 |
| 110 | | 110 |
| 105 | | 105 |
| 100 | Average | 100 |
| 95 | | 95 |
| 90 | | 90 |
| 85 | | 85 |
| 80 | Delayed | 80 |
| 75 | | 75 |
| 70 | | 70 |
| 65 | | 65 |
| 60 | | 60 |
| 55 | Very Delayed | 55 |
| 50 | | 50 |
| 45 | | 45 |
| 40 | | 40 |
| Receptive TC | | Receptive SRC |

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Subtest Scaled Scores



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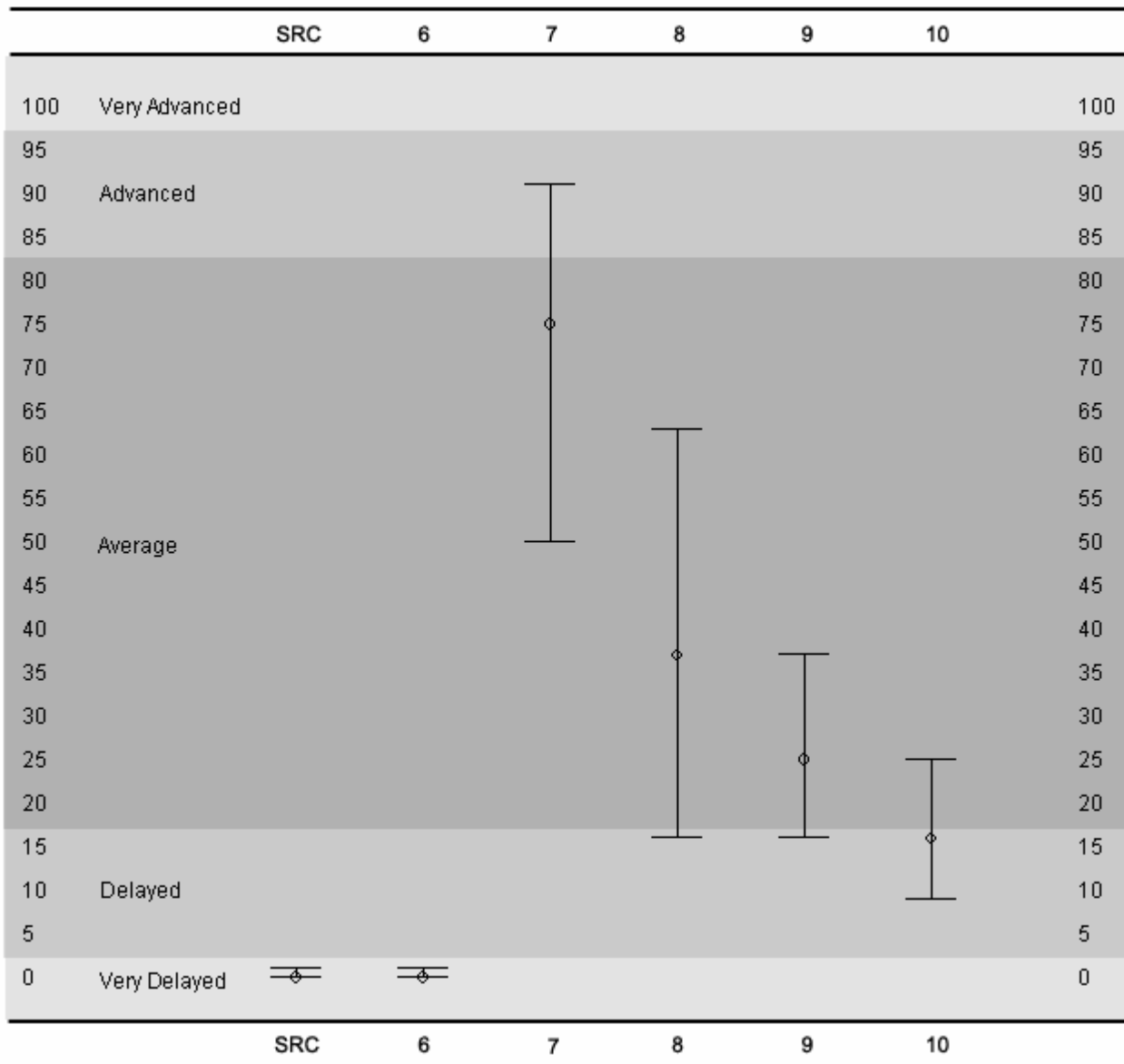
Receptive TC and Receptive SRC Percentile Ranks

| Receptive TC | | Receptive SRC |
|--------------|---------------|---------------|
| 100 | Very Advanced | 100 |
| 95 | | 95 |
| 90 | Advanced | 90 |
| 85 | | 85 |
| 80 | | 80 |
| 75 | | 75 |
| 70 | | 70 |
| 65 | | 65 |
| 60 | | 60 |
| 55 | | 55 |
| 50 | Average | 50 |
| 45 | | 45 |
| 40 | | 40 |
| 35 | | 35 |
| 30 | | 30 |
| 25 | | 25 |
| 20 | | 20 |
| 15 | | 15 |
| 10 | Delayed | 10 |
| 5 | | 5 |
| 0 | Very Delayed | 0 |

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Subtest Percentile Ranks



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

| LETTERS | | M | NM | Lesson Plan |
|---------|---|---|----|-------------|
| 1 | A | | NM | Lesson 72 |
| 2 | W | | NM | Lesson 77 |
| 3 | X | | NM | NA |
| 4 | S | | NM | Lesson 76 |
| 5 | K | | NM | Lesson 74 |
| 6 | H | | NM | Lesson 73 |
| 7 | Q | | NM | Lesson 76 |
| 8 | D | | NM | Lesson 72 |
| 9 | m | | NM | Lesson 75 |
| 10 | i | | NM | Lesson 74 |
| 11 | b | | NM | Lesson 72 |
| 12 | e | | NM | Lesson 73 |
| 13 | t | | NM | Lesson 76 |
| 14 | j | | NM | Lesson 74 |
| 15 | g | | NM | Lesson 73 |

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| NUMBERS/COUNTING | | M | NM | Lesson Plan |
|------------------|--------------|---|----|-------------|
| 1 | one | M | | Lesson 79 |
| 2 | three | M | | Lesson 79 |
| 3 | two | M | | Lesson 79 |
| 4 | four | M | | Lesson 80 |
| 5 | zero | M | | Lesson 79 |
| 6 | three | M | | Lesson 79 |
| 7 | six | | NM | Lesson 80 |
| 8 | nine | | NM | Lesson 81 |
| 9 | five | | NM | Lesson 80 |
| 10 | seven | | NM | Lesson 80 |
| 11 | eight | | NM | Lesson 81 |
| 12 | six | | NM | Lesson 80 |
| 13 | nine | M | | Lesson 81 |
| 14 | forty-one | M | | NA |
| 15 | eleven | M | | Lesson 81 |
| 16 | ninety-five | M | | NA |
| 17 | twenty-seven | M | | NA |
| 18 | fifty-three | M | | NA |

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Basic Concept Scale—Third Edition:Receptive

| SIZES/COMPARISONS | | M | NM | Lesson Plan |
|-------------------|--------------|---|----|-------------|
| 1 | big | | NM | Lesson 39 |
| 2 | small | M | | Lesson 39 |
| 3 | long | | NM | Lesson 42 |
| 4 | little | | NM | Lesson 39 |
| 5 | not the same | | NM | Lesson 9 |
| 6 | short | | NM | Lesson 41 |
| 7 | match | | NM | NA |
| 8 | different | | NM | Lesson 9 |
| 9 | tall | | NM | Lesson 41 |
| 10 | deep | | NM | Lesson 40 |
| 11 | large | | NM | Lesson 39 |
| 12 | same | | NM | Lesson 9 |
| 13 | alike | | NM | Lesson 9 |
| 14 | wide | | NM | Lesson 41 |
| 15 | exactly | | NM | NA |
| 16 | other than | | NM | Lesson 10 |
| 17 | similar | | NM | NA |
| 18 | equal | | NM | Lesson 10 |
| 19 | thin | | NM | Lesson 42 |
| 20 | narrow | | NM | Lesson 41 |
| 21 | unequal | | NM | NA |
| 22 | shallow | | NM | Lesson 40 |

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

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Basic Concept Scale–Third Edition:Receptive

| DIRECTION/POSITION | | M | NM | Lesson Plan |
|--------------------|-------------|---|----|--------------|
| 1 | on | | NM | Lesson 17 |
| 2 | open | | NM | Lesson 17 |
| 3 | in | | NM | Lesson 17 |
| 4 | closed | | NM | Lesson 17 |
| 5 | off | M | | Lesson 17 |
| 6 | under | | NM | Lesson 18 |
| 7 | up | | NM | Lesson 22 |
| 8 | upside down | M | | Lesson 25 |
| 9 | behind | | NM | Lesson 23 |
| 10 | top | M | | Lesson 19 |
| 11 | out | | NM | Lesson 17 |
| 12 | high | | NM | Lesson 24 |
| 13 | apart | M | | NA |
| 14 | close | M | | Lesson 21 |
| 15 | around | | NM | Lesson 18 |
| 16 | next to | M | | Lesson 23 |
| 17 | outside | M | | Lesson 20 |
| 18 | near | | NM | Lesson 24 |
| 19 | in front | | NM | Lesson 23 |
| 20 | together | M | | Lesson 20 |
| 21 | away | | NM | Lesson 27 |
| 22 | middle | | NM | Lesson 21 |
| 23 | bottom | | NM | Lesson 19 |
| 24 | into | | NM | Lesson 21 |
| 25 | down | M | | Lesson 22 |
| 26 | following | | NM | NA |
| 27 | side | | NM | NA |
| 28 | through | | NM | Lesson 18 |
| 29 | between | | NM | Lesson 23 |
| 30 | front | | NM | Lesson 19 |
| 31 | backward | | NM | Lesson 28 |
| 32 | beside | | NM | Lesson 30 |
| 33 | edge | | NM | Lesson 26 |
| 34 | back | | NM | Lesson 19 |
| 35 | low | | NM | Lesson 24 |
| 36 | straight | | NM | NA |
| 37 | corner | | NM | Lesson 26 |
| 38 | toward | | NM | Lesson 27 |
| 39 | falling | | NM | Lesson 29 |
| 40 | end | | NM | Lesson 26 |
| 41 | still | | NM | Lesson 22 |
| 42 | joined | | NM | Lesson 27 |
| 43 | below | | NM | Lesson 29 |
| 44 | above | | NM | Lesson 29 |
| 45 | across from | | NM | Lesson 28 |
| 46 | forward | | NM | Lesson 28 |
| 47 | turn | | NM | NA |
| 48 | space | | NM | NA |
| 49 | over | | NM | Lesson 18/66 |
| 50 | underlined | | NM | NA |
| 51 | sideways | | NM | Lesson 28 |
| 52 | inside-out | | NM | Lesson 25 |
| 53 | ahead | | NM | NA |
| 54 | center | | NM | Lesson 31 |
| 55 | level | | NM | Lesson 30 |
| 56 | separated | | NM | Lesson 27 |

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Basic Concept Scale—Third Edition:Receptive

| | | | | |
|----|----------|--|----|-----------|
| 57 | rising | | NM | Lesson 29 |
| 58 | height | | NM | NA |
| 59 | opposite | | NM | Lesson 30 |
| 60 | right | | NM | Lesson 31 |
| 61 | length | | NM | NA |
| 62 | left | | NM | Lesson 31 |

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| SELF-/SOCIAL AWARENESS | | M | NM | Lesson Plan |
|------------------------|--------------|---|----|--------------|
| 1 | crying | M | | NA |
| 2 | laughing | M | | NA |
| 3 | sad | M | | Lesson 34 |
| 4 | man | M | | Lesson 32 |
| 5 | girl | M | | Lesson 33 |
| 6 | boy | | NM | Lesson 33 |
| 7 | afraid | M | | Lesson 38 |
| 8 | angry | M | | Lesson 35 |
| 9 | brothers | M | | Lesson 32 |
| 10 | hurt | M | | NA |
| 11 | sisters | M | | Lesson 32 |
| 12 | happy | M | | Lesson 34 |
| 13 | relaxing | M | | Lesson 37 |
| 14 | resting | M | | NA |
| 15 | tired | M | | Lesson 38 |
| 16 | woman | M | | Lesson 32 |
| 17 | old | M | | Lesson 36/64 |
| 18 | excited | M | | Lesson 35 |
| 19 | mother | M | | Lesson 32 |
| 20 | wrong | M | | Lesson 34 |
| 21 | sleepy | M | | NA |
| 22 | father | M | | Lesson 32 |
| 23 | friendly | M | | Lesson 37 |
| 24 | frowning | M | | NA |
| 25 | worried | M | | NA |
| 26 | right | M | | Lesson 34 |
| 27 | healthy | M | | Lesson 37 |
| 28 | easy | M | | Lesson 36 |
| 29 | difficult | M | | Lesson 36 |
| 30 | disappointed | M | | Lesson 35 |
| 31 | young | M | | Lesson 36 |
| 32 | correct | M | | NA |
| 33 | curious | M | | Lesson 38 |

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Basic Concept Scale–Third Edition:Receptive

| TEXTURE/MATERIAL | | M | NM | Lesson Plan |
|------------------|------------|---|----|-------------|
| 1 | wet | | NM | NA |
| 2 | heavy | | NM | NA |
| 3 | loud | | NM | Lesson 43 |
| 4 | dark | | NM | Lesson 43 |
| 5 | quiet | | NM | Lesson 43 |
| 6 | soft | | NM | Lesson 44 |
| 7 | wood | M | | Lesson 46 |
| 8 | sharp | M | | Lesson 44 |
| 9 | hard | | NM | Lesson 44 |
| 10 | glass | M | | Lesson 46 |
| 11 | shiny | M | | Lesson 49 |
| 12 | light | M | | Lesson 43 |
| 13 | boiling | M | | NA |
| 14 | flat | M | | Lesson 49 |
| 15 | bright | M | | Lesson 49 |
| 16 | gas | M | | Lesson 48 |
| 17 | metal | M | | Lesson 46 |
| 18 | reflection | M | | NA |
| 19 | smooth | M | | Lesson 47 |
| 20 | cloth | M | | NA |
| 21 | rough | M | | Lesson 47 |
| 22 | clear | M | | Lesson 49 |
| 23 | dry | M | | NA |
| 24 | tight | M | | Lesson 50 |
| 25 | loose | M | | Lesson 50 |
| 26 | light | M | | NA |
| 27 | solid | M | | Lesson 48 |
| 28 | dull | M | | Lesson 44 |
| 29 | liquid | M | | Lesson 48 |

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Basic Concept Scale–Third Edition:Receptive

| QUANTITY | | M | NM | Lesson Plan |
|----------|------------|---|----|-------------|
| 1 | many | | NM | Lesson 52 |
| 2 | whole | | NM | Lesson 51 |
| 3 | empty | | NM | Lesson 51 |
| 4 | full | | NM | Lesson 51 |
| 5 | none | | NM | Lesson 52 |
| 6 | nothing | | NM | Lesson 53 |
| 7 | both | | NM | Lesson 54 |
| 8 | all | M | | Lesson 56 |
| 9 | most | | NM | Lesson 60 |
| 10 | enough | | NM | Lesson 53 |
| 11 | alone | M | | Lesson 54 |
| 12 | every | | NM | Lesson 57 |
| 13 | with | M | | Lesson 57 |
| 14 | missing | | NM | Lesson 56 |
| 15 | piece | M | | Lesson 51 |
| 16 | almost | | NM | Lesson 61 |
| 17 | each | M | | NA |
| 18 | left | | NM | Lesson 56 |
| 19 | greatest | | NM | Lesson 57 |
| 20 | part | M | | NA |
| 21 | little | M | | Lesson 58 |
| 22 | except | M | | Lesson 58 |
| 23 | dozen | | NM | NA |
| 24 | without | M | | Lesson 58 |
| 25 | half | M | | Lesson 51 |
| 26 | more than | M | | Lesson 60 |
| 27 | several | M | | Lesson 56 |
| 28 | least | M | | Lesson 60 |
| 29 | less than | | NM | Lesson 60 |
| 30 | pair | | NM | Lesson 59 |
| 31 | another | M | | Lesson 59 |
| 32 | divided | M | | NA |
| 33 | double | | NM | NA |
| 34 | single | M | | Lesson 54 |
| 35 | add | M | | NA |
| 36 | neither | M | | Lesson 59 |
| 37 | couple | M | | Lesson 54 |
| 38 | some | M | | Lesson 52 |
| 39 | few | M | | NA |
| 40 | weight | | NM | NA |
| 41 | subtract | M | | NA |
| 42 | as many as | | NM | Lesson 61 |
| 43 | triple | | NM | NA |

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Basic Concept Scale–Third Edition:Receptive

| TIME/SEQUENCE | | M | NM | Lesson Plan |
|---------------|-----------|---|----|--------------|
| 1 | new | | NM | Lesson 64 |
| 2 | old | | NM | Lesson 64 |
| 3 | finished | | NM | Lesson 62 |
| 4 | last | M | | Lesson 62 |
| 5 | daytime | | NM | Lesson 67 |
| 6 | waiting | | NM | Lesson 64 |
| 7 | through | M | | Lesson 63 |
| 8 | starting | M | | Lesson 63 |
| 9 | skipped | M | | Lesson 70 |
| 10 | quit | | NM | Lesson 69 |
| 11 | next | | NM | Lesson 70 |
| 12 | beginning | M | | Lesson 62 |
| 13 | order | M | | Lesson 70 |
| 14 | morning | M | | Lesson 63 |
| 15 | before | M | | Lesson 68 |
| 16 | first | M | | Lesson 62/71 |
| 17 | slow | | NM | Lesson 62 |
| 18 | twice | | NM | NA |
| 19 | third | M | | Lesson 71 |
| 20 | always | M | | Lesson 69 |
| 21 | second | | NM | Lesson 71 |
| 22 | never | | NM | Lesson 69 |
| 23 | late | M | | Lesson 67 |
| 24 | after | | NM | Lesson 68 |
| 25 | arriving | | NM | Lesson 64 |
| 26 | just | | NM | Lesson 70 |
| 27 | over | | NM | Lesson 66 |
| 28 | fourth | | NM | Lesson 71 |
| 29 | early | | NM | Lesson 67 |
| 30 | nearly | | NM | NA |

Refer to LESSON PLAN in the HELP file to view the sample lesson plan, corresponding worksheets, and concept cards.

Notes:

Please advise parents of scores on 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

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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 |
| 6 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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Basic Concept Scale—Third Edition:Receptive

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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Basic Concept Scale–Third Edition:Receptive

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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Basic Concept Scale—Third Edition:Receptive

| 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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Basic Concept Scale—Third Edition:Receptive

| 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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Basic Concept Scale–Third Edition:Receptive

| 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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Basic Concept Scale—Third Edition:Receptive

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

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Basic Concept Scale–Third Edition:Receptive

| 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 | |

Bracken

Basic Concept Scale—Third Edition:Receptive

| 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 | |

Bracken

Basic Concept Scale—Third Edition:Receptive

| 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 |

Bracken

Basic Concept Scale–Third Edition:Receptive

| 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

Bracken

Basic Concept Scale—Third Edition:Receptive

Name: Jane B Sample
Date of Birth: 10/4/2003
Gender: Female
Grade: Pre-Kindergarten

Test Date: 10/4/2006
Age at Testing: 3 years 0 months
Report Date: 10/5/2006
Examiner: J Examiner
Teacher: A. Jackson
School/Agency:

BBCS—3:R Spanish Teacher Report Score Summary

| Subtest | Raw Score (# correct) | % Mastery |
|--------------------------|-----------------------|-----------|
| 1 Colors | 3/10 | 30 |
| 2 Letters | 3/15 | 20 |
| 3 Numbers/Counting | 4/18 | 22 |
| 4 Sizes/Comparisons | 5/22 | 23 |
| 5 Shapes | 9/20 | 45 |
| 6 Direction/Position | 5/60 | 8 |
| 7 Self-/Social Awareness | 6/31 | 19 |
| 8 Texture/Material | 4/29 | 14 |
| 9 Quantity | 20/43 | 47 |
| 10 Time/Sequence | 23/30 | 77 |
| Receptive Total | 82/278 | 29 |

Bracken

Basic Concept Scale—Third Edition:Receptive

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 Jane responded to correctly and those that she 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 | Lesson Plan |
|--------|--------------------|---|----|-------------|
| 1 | rojo | | | Lesson 1 |
| 2 | azul | | | Lesson 3 |
| 3 | verde | | | Lesson 1 |
| 4 | negro | | | Lesson 5 |
| 5 | amarillo | | | Lesson 1 |
| 6 | rosa | | | Lesson 5 |
| 7 | anaranjado/naranja | | | Lesson 2 |
| 8 | morado/violeta | | | Lesson 4 |
| 9 | blanco | | | Lesson 3 |
| 10 | café/marrón | | | Lesson 6 |

| LETTERS | | M | NM | Lesson Plan |
|---------|---|---|----|-------------|
| 1 | A | M | | Lesson 72 |
| 2 | W | | NM | Lesson 77 |
| 3 | X | | NM | NA |
| 4 | S | M | | Lesson 76 |
| 5 | K | | NM | Lesson 74 |
| 6 | H | | NM | Lesson 73 |
| 7 | Q | | NM | Lesson 76 |
| 8 | D | | NM | Lesson 72 |
| 9 | m | M | | Lesson 75 |
| 10 | i | | NM | Lesson 74 |
| 11 | b | | NM | Lesson 72 |
| 12 | e | | NM | Lesson 73 |
| 13 | t | | NM | Lesson 75 |
| 14 | j | | NM | Lesson 74 |
| 15 | g | | NM | Lesson 73 |

Bracken

Basic Concept Scale–Third Edition:Receptive

| NUMBERS/COUNTING | | M | NM | Lesson Plan |
|------------------|------------------|---|----|-------------|
| 1 | uno | | NM | Lesson 79 |
| 2 | tres | M | | Lesson 79 |
| 3 | dos | | NM | Lesson 79 |
| 4 | cuatro | | NM | Lesson 80 |
| 5 | cero | M | | Lesson 79 |
| 6 | tres | | NM | Lesson 79 |
| 7 | seis | | NM | Lesson 80 |
| 8 | nueve | | NM | Lesson 81 |
| 9 | cinco | | NM | Lesson 80 |
| 10 | siete | | NM | Lesson 80 |
| 11 | ocho | | NM | Lesson 81 |
| 12 | seis | | NM | Lesson 80 |
| 13 | nueve | | NM | Lesson 81 |
| 14 | cuarenta y uno | | NM | NA |
| 15 | once | | NM | Lesson 81 |
| 16 | noventa y cinco | M | | NA |
| 17 | veintisiete | M | | NA |
| 18 | cincuenta y tres | | NM | NA |

Bracken

Basic Concept Scale–Third Edition:Receptive

| SIZES/COMPARISONS | | M | NM | Lesson Plan |
|-------------------|----------------|---|----|-------------|
| 1 | grande | | NM | Lesson 39 |
| 2 | chiquito | | NM | Lesson 39 |
| 3 | largo | M | | Lesson 42 |
| 4 | pequeña | | NM | Lesson 39 |
| 5 | no son iguales | M | | Lesson 9 |
| 6 | cortos | | NM | Lesson 41 |
| 7 | hacen el par | | NM | NA |
| 8 | diferentes | | NM | Lesson 9 |
| 9 | alta | | NM | Lesson 41 |
| 10 | profunda | | NM | Lesson 40 |
| 11 | grande | | NM | Lesson 39 |
| 12 | iguales | | NM | Lesson 9 |
| 13 | se parecen | | NM | Lesson 9 |
| 14 | ancho | | NM | Lesson 41 |
| 15 | exactamente | M | | NA |
| 16 | algo que no es | | NM | Lesson 10 |
| 17 | similares | | NM | NA |
| 18 | igual | | NM | Lesson 10 |
| 19 | delgado | | NM | Lesson 42 |
| 20 | angosto | M | | Lesson 41 |
| 21 | desiguales | | NM | NA |
| 22 | poco profunda | M | | Lesson 40 |

Bracken

Basic Concept Scale—Third Edition:Receptive

| SHAPES | | M | NM | Lesson Plan |
|--------|-------------------------|---|----|-------------|
| 1 | estrella | M | | Lesson 11 |
| 2 | corazón | | NM | NA |
| 3 | círculo | | NM | Lesson 11 |
| 4 | fila | M | | Lesson 13 |
| 5 | cuadrado | M | | Lesson 11 |
| 6 | triángulo | | NM | Lesson 11 |
| 7 | cono | M | | NA |
| 8 | redondo | | NM | Lesson 12 |
| 9 | diamante/rombo | M | | Lesson 15 |
| 10 | óvalo | M | | Lesson 15 |
| 11 | rectángulo | | NM | Lesson 15 |
| 12 | signo de marca/palomita | M | | NA |
| 13 | línea | | NM | NA |
| 14 | pirámide | | NM | Lesson 16 |
| 15 | cilindro | | NM | NA |
| 16 | cubo | M | | Lesson 16 |
| 17 | curva | M | | NA |
| 18 | columna | | NM | NA |
| 19 | diagonal | | NM | Lesson 14 |
| 20 | ángulo | | NM | NA |

Bracken

Basic Concept Scale–Third Edition:Receptive

| DIRECTION/POSITION | | M | NM | Lesson Plan |
|--------------------|------------------|---|----|--------------|
| 1 | en | M | | Lesson 17 |
| 2 | abierto | | NM | Lesson 17 |
| 3 | dentro de | M | | Lesson 17/20 |
| 4 | cerrado | | NM | Lesson 21 |
| 5 | SKIP | | | |
| 6 | debajo de | M | | Lesson 18 |
| 7 | subiendo | | NM | Lesson 22 |
| 8 | de cabeza | | NM | Lesson 25 |
| 9 | detrás de | M | | Lesson 23 |
| 10 | parte de arriba | | NM | Lesson 19 |
| 11 | fuera | | NM | Lesson 17 |
| 12 | en lo alto | | NM | Lesson 24 |
| 13 | desarmado | | NM | NA |
| 14 | cerca | | NM | Lesson 21/24 |
| 15 | alrededor | | NM | Lesson 18 |
| 16 | al lado de | | NM | Lesson 23 |
| 17 | afuera | M | | Lesson 20 |
| 18 | cerca | | NM | Lesson 24 |
| 19 | enfrente | | NM | Lesson 19 |
| 20 | juntos | | NM | Lesson 20 |
| 21 | se está alejando | | NM | Lesson 27 |
| 22 | en medio | | NM | Lesson 21 |
| 23 | el fondo | | NM | Lesson 19 |
| 24 | al | | NM | Lesson 21 |
| 25 | bajando | | NM | Lesson 22 |
| 26 | siguiendo | M | | NA |
| 27 | el lado | M | | NA |
| 28 | por | M | | Lesson 18 |
| 29 | entre | | NM | Lesson 23 |
| 30 | parte delantera | M | | Lesson 19 |
| 31 | hacia atrás | M | | Lesson 28 |
| 32 | al lado | | NM | Lesson 30 |
| 33 | orilla | | NM | Lesson 26 |
| 34 | parte trasera | M | | Lesson 19 |
| 35 | baja | M | | Lesson 24 |
| 36 | estirado/o | | NM | NA |
| 37 | esquina | | NM | Lesson 26 |
| 38 | hacia | | NM | Lesson 27 |
| 39 | cayendo | | NM | Lesson 29 |
| 40 | al final | M | | Lesson 26 |
| 41 | quieto | | NM | Lesson 22 |
| 42 | unidos | | NM | Lesson 27 |
| 43 | debajo | | NM | Lesson 29 |
| 44 | sobre | M | | Lesson 29 |
| 45 | SKIP | | | |
| 46 | hacia adelante | M | | Lesson 28 |
| 47 | voltar | M | | NA |
| 48 | espacio | M | | NA |
| 49 | encima | | NM | Lesson 18/66 |
| 50 | subrayado | M | | NA |
| 51 | de lado | M | | Lesson 28 |
| 52 | al revés | M | | Lesson 25 |
| 53 | adelante | M | | NA |
| 54 | centro | | NM | Lesson 31 |
| 55 | a nivel | M | | Lesson 30 |
| 56 | separadas | | NM | Lesson 27 |

Bracken

Basic Concept Scale—Third Edition:Receptive

| | | | | |
|----|-----------|---|----|-----------|
| 57 | subiendo | | NM | Lesson 29 |
| 58 | altura | | NM | NA |
| 59 | opuesta | | NM | Lesson 30 |
| 60 | derecha | M | | Lesson 31 |
| 61 | lo largo | | NM | NA |
| 62 | izquierdo | M | | Lesson 31 |

Bracken

Basic Concept Scale–Third Edition:Receptive

| SELF-/SOCIAL AWARENESS | | M | NM | Lesson Plan |
|------------------------|------------------|---|----|--------------|
| 1 | llorando | | NM | NA |
| 2 | riéndose | | NM | NA |
| 3 | triste | | NM | Lesson 34 |
| 4 | hombre | | NM | Lesson 32 |
| 5 | niña | | NM | Lesson 33 |
| 6 | niño | | NM | Lesson 33 |
| 7 | miedo | | NM | Lesson 38 |
| 8 | enojada | | NM | Lesson 35 |
| 9 | hermanos | | NM | NA |
| 10 | lastimado | | NM | Lesson 32 |
| 11 | hermanas | | NM | Lesson 32 |
| 12 | feliz | | NM | Lesson 34 |
| 13 | relajándose | | NM | Lesson 37 |
| 14 | descansando | | NM | NA |
| 15 | cansada | | NM | Lesson 38 |
| 16 | mujer | | NM | Lesson 32 |
| 17 | vieja | M | | Lesson 36/64 |
| 18 | emocionado | | NM | Lesson 35 |
| 19 | madre | M | | Lesson 32 |
| 20 | SKIP | | | |
| 21 | tiene sueño | | NM | NA |
| 22 | padre | M | | Lesson 32 |
| 23 | amigables | M | | Lesson 37 |
| 24 | SKIP | | | |
| 25 | preocupado | | NM | NA |
| 26 | lo debido | | NM | Lesson 34 |
| 27 | saludable | | NM | Lesson 37 |
| 28 | fácil | M | | Lesson 36 |
| 29 | difícil | | NM | Lesson 36 |
| 30 | decepcionado | | NM | Lesson 35 |
| 31 | joven | | NM | Lesson 36 |
| 32 | correcto | | NM | NA |
| 33 | tiene curiosidad | M | | Lesson 38 |

Bracken

Basic Concept Scale–Third Edition:Receptive

| TEXTURE/MATERIAL | | M | NM | Lesson Plan |
|------------------|---------------|---|----|-------------|
| 1 | mojado | | NM | NA |
| 2 | pesado | | NM | NA |
| 3 | ruido fuerte | | NM | Lesson 43 |
| 4 | oscura | | NM | Lesson 43 |
| 5 | quieto | | NM | Lesson 43 |
| 6 | suave | | NM | Lesson 44 |
| 7 | madera | | NM | Lesson 46 |
| 8 | filoso | | NM | Lesson 44 |
| 9 | duro | M | | Lesson 44 |
| 10 | vidrio | | NM | Lesson 46 |
| 11 | brillante | | NM | Lesson 49 |
| 12 | claro | | NM | Lesson 43 |
| 13 | hirviendo | | NM | NA |
| 14 | plano | | NM | Lesson 49 |
| 15 | brillante | | NM | Lesson 49 |
| 16 | gas | | NM | Lesson 48 |
| 17 | metal | | NM | Lesson 46 |
| 18 | reflejo | | NM | NA |
| 19 | lisa | | NM | Lesson 47 |
| 20 | tela | | NM | NA |
| 21 | áspero | | NM | Lesson 47 |
| 22 | clara | | NM | Lesson 49 |
| 23 | seco | | NM | NA |
| 24 | estirada/o | | NM | Lesson 50 |
| 25 | floja/o | M | | Lesson 50 |
| 26 | ligero | | NM | NA |
| 27 | sólido | | NM | Lesson 48 |
| 28 | no tiene filo | M | | Lesson 44 |
| 29 | líquido | M | | Lesson 48 |

Bracken

Basic Concept Scale–Third Edition:Receptive

| QUANTITY | | M | NM | Lesson Plan |
|----------|-------------|---|----|-------------|
| 1 | muchas | M | | Lesson 52 |
| 2 | entera | | NM | Lesson 51 |
| 3 | vacía | | NM | Lesson 51 |
| 4 | lleno | M | | Lesson 51 |
| 5 | ninguno | M | | Lesson 52 |
| 6 | nada | M | | Lesson 53 |
| 7 | ambos | M | | Lesson 54 |
| 8 | todas | M | | Lesson 56 |
| 9 | más | M | | Lesson 60 |
| 10 | suficiente | | NM | Lesson 53 |
| 11 | sola | M | | Lesson 54 |
| 12 | todos | M | | Lesson 57 |
| 13 | con | | NM | Lesson 57 |
| 14 | falta | | NM | Lesson 56 |
| 15 | pedazo | | NM | Lesson 51 |
| 16 | casi | | NM | Lesson 61 |
| 17 | cada | | NM | NA |
| 18 | sobra | M | | Lesson 56 |
| 19 | mayor | | NM | Lesson 57 |
| 20 | parte | M | | NA |
| 21 | poca | | NM | Lesson 58 |
| 22 | excepto | | NM | Lesson 58 |
| 23 | docena | M | | NA |
| 24 | sin | M | | Lesson 58 |
| 25 | mitad | | NM | Lesson 51 |
| 26 | más que | M | | Lesson 60 |
| 27 | varias | M | | Lesson 56 |
| 28 | menos | | NM | Lesson 60 |
| 29 | menos | | NM | Lesson 60 |
| 30 | par | | NM | Lesson 59 |
| 31 | otro | M | | Lesson 59 |
| 32 | dividido | | NM | NA |
| 33 | doble | | NM | NA |
| 34 | solo | | NM | Lesson 54 |
| 35 | suma | M | | NA |
| 36 | ninguno | | NM | Lesson 59 |
| 37 | par | M | | Lesson 54 |
| 38 | algunos | | NM | Lesson 52 |
| 39 | pocas | M | | NA |
| 40 | peso | | NM | NA |
| 41 | sustracción | M | | NA |
| 42 | tantos | | NM | Lesson 61 |
| 43 | triple | | NM | NA |

Bracken

Basic Concept Scale—Third Edition:Receptive

| TIME/SEQUENCE | | M | NM | Lesson Plan |
|---------------|-------------|---|----|--------------|
| 1 | nuevos | | NM | Lesson 64 |
| 2 | viejo | M | | Lesson 64 |
| 3 | terminado | M | | Lesson 62 |
| 4 | última | M | | Lesson 62 |
| 5 | de día | M | | Lesson 67 |
| 6 | esperando | M | | Lesson 64 |
| 7 | terminado | | NM | Lesson 63 |
| 8 | comenzando | M | | Lesson 63 |
| 9 | saltado | M | | Lesson 70 |
| 10 | dejado | M | | Lesson 69 |
| 11 | después | M | | Lesson 70 |
| 12 | empezando a | M | | Lesson 62 |
| 13 | orden | M | | NA |
| 14 | mañana | M | | Lesson 63 |
| 15 | antes | M | | Lesson 68 |
| 16 | primera | | NM | Lesson 62/71 |
| 17 | lento | M | | Lesson 62 |
| 18 | dos veces | M | | NA |
| 19 | tercera | M | | Lesson 71 |
| 20 | siempre | M | | Lesson 69 |
| 21 | segunda | M | | Lesson 71 |
| 22 | nunca | | NM | Lesson 69 |
| 23 | tarde | M | | Lesson 67 |
| 24 | después | M | | Lesson 68 |
| 25 | llegando | M | | Lesson 64 |
| 26 | apenas | | NM | Lesson 70 |
| 27 | terminado | M | | Lesson 66 |
| 28 | cuarto | | NM | Lesson 71 |
| 29 | temprano | M | | Lesson 67 |
| 30 | casi | | NM | NA |

Refer to LESSON PLAN in the HELP file to view the sample lesson plan, corresponding worksheets, and concept cards.

Notes:

Jane was not given the Colors subtest because her records indicate that she is color-blind. Jane's performance on the subtest would not be a true indication of how well she understands color concepts. So, Jane's reported score on the Colors subtest is an expectancy score. The expectancy score represents the average performance on the Colors subtest for children in the sample population based on their performance on Subtests 2–5.

Please be advised that this is a color-blind examinee and scores should be evaluated accordingly.

Summary:

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

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

Signature _____

Date _____

Bracken

Basic Concept Scale—Third Edition:Receptive

Name: Quinn G Sample
 Date of Birth: 3/5/2001
 Gender: Male
 Grade: Kindergarten

Pretest Date: 2/5/2006
 Posttest Date: 10/5/2006
 Age at Posttesting: 5 years 7 months
 Report Date: 10/5/2006
 Examiner: J Examiner
 Teacher: Jackie L. King
 School/Agency: Lakeside Elementary School

BBCS–3:R Spanish Pre-/Posttest Teacher Report Score Summary

| Subtest | Pretest/Posttest | Raw Score (# correct) | % Mastery |
|--------------------------|------------------|-----------------------|-----------|
| 1 Colors | Pre | 2/10 | 20 |
| | Post* | 3/10 | 30 |
| 2 Letters | Pre | 4/15 | 27 |
| | Post* | 6/15 | 40 |
| 3 Numbers/Counting | Pre | 6/18 | 33 |
| | Post* | 9/18 | 50 |
| 4 Sizes/Comparisons | Pre | 8/22 | 36 |
| | Post* | 12/22 | 55 |
| 5 Shapes | Pre | 10/20 | 50 |
| | Post* | 15/20 | 75 |
| 6 Direction/Position | Pre | 12/60 | 20 |
| | Post* | 18/60 | 30 |
| 7 Self-/Social Awareness | Pre | 14/31 | 45 |
| | Post* | 21/31 | 68 |
| 8 Texture/Material | Pre | 16/29 | 55 |
| | Post* | 24/29 | 83 |
| 9 Quantity | Pre | 18/43 | 42 |
| | Post* | 27/43 | 63 |
| 10 Time/Sequence | Pre | 20/30 | 67 |
| | Post* | 30/30 | 100 |
| Receptive Total | Pre | 110/278 | 40 |
| | Post* | 165/278 | 59 |

*Post indicates the test date of the current test administration.

Bracken

Basic Concept Scale–Third Edition:Receptive

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 Quinn 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 | Lesson Plan |
|--------|--------------------|---|----|-------------|
| 1 | rojo | | NM | Lesson 1 |
| 2 | azul | M | | Lesson 3 |
| 3 | verde | M | | Lesson 1 |
| 4 | negro | | NM | Lesson 5 |
| 5 | amarillo | | NM | Lesson 1 |
| 6 | rosa | | NM | Lesson 5 |
| 7 | anaranjado/naranja | | NM | Lesson 2 |
| 8 | morado/violeta | M | | Lesson 4 |
| 9 | blanco | | NM | Lesson 3 |
| 10 | café/marrón | | NM | Lesson 6 |

| LETTERS | | M | NM | Lesson Plan |
|---------|---|---|----|-------------|
| 1 | A | | NM | Lesson 72 |
| 2 | W | M | | Lesson 77 |
| 3 | X | | NM | NA |
| 4 | S | M | | Lesson 76 |
| 5 | K | | NM | Lesson 74 |
| 6 | H | M | | Lesson 73 |
| 7 | Q | | NM | Lesson 76 |
| 8 | D | | NM | Lesson 72 |
| 9 | m | M | | Lesson 75 |
| 10 | i | | NM | Lesson 74 |
| 11 | b | | NM | Lesson 72 |
| 12 | e | M | | Lesson 73 |
| 13 | t | | NM | Lesson 75 |
| 14 | j | | NM | Lesson 74 |
| 15 | g | M | | Lesson 73 |

Bracken

Basic Concept Scale—Third Edition:Receptive

| NUMBERS/COUNTING | | M | NM | Lesson Plan |
|------------------|------------------|---|----|-------------|
| 1 | uno | | NM | Lesson 79 |
| 2 | tres | | NM | Lesson 79 |
| 3 | dos | | NM | Lesson 79 |
| 4 | cuatro | M | | Lesson 80 |
| 5 | cero | | NM | Lesson 79 |
| 6 | tres | | NM | Lesson 79 |
| 7 | seis | M | | Lesson 80 |
| 8 | nueve | | NM | Lesson 81 |
| 9 | cinco | | NM | Lesson 80 |
| 10 | siete | | NM | Lesson 80 |
| 11 | ocho | M | | Lesson 81 |
| 12 | seis | M | | Lesson 80 |
| 13 | nueve | | NM | Lesson 81 |
| 14 | cuarenta y uno | M | | NA |
| 15 | once | M | | Lesson 81 |
| 16 | noventa y cinco | M | | NA |
| 17 | veintisiete | M | | NA |
| 18 | cincuenta y tres | M | | NA |

Bracken

Basic Concept Scale–Third Edition:Receptive

| SIZES/COMPARISONS | | M | NM | Lesson Plan |
|-------------------|----------------|---|----|-------------|
| 1 | grande | | NM | Lesson 39 |
| 2 | chiquito | | NM | Lesson 39 |
| 3 | largo | | NM | Lesson 42 |
| 4 | pequeña | | NM | Lesson 39 |
| 5 | no son iguales | M | | Lesson 9 |
| 6 | cortos | M | | Lesson 41 |
| 7 | hacen el par | M | | NA |
| 8 | diferentes | M | | Lesson 9 |
| 9 | alta | M | | Lesson 41 |
| 10 | profunda | M | | Lesson 40 |
| 11 | grande | | NM | Lesson 39 |
| 12 | iguales | M | | Lesson 9 |
| 13 | se parecen | | NM | Lesson 9 |
| 14 | ancho | M | | Lesson 41 |
| 15 | exactamente | | NM | NA |
| 16 | algo que no es | | NM | Lesson 10 |
| 17 | similares | M | | NA |
| 18 | igual | | NM | Lesson 10 |
| 19 | delgado | M | | Lesson 42 |
| 20 | angosto | | NM | Lesson 41 |
| 21 | desiguales | M | | NA |
| 22 | poco profunda | M | | Lesson 40 |

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Basic Concept Scale—Third Edition:Receptive

| SHAPES | | M | NM | Lesson Plan |
|--------|-------------------------|---|----|-------------|
| 1 | estrella | | NM | Lesson 11 |
| 2 | corazón | M | | NA |
| 3 | círculo | M | | Lesson 11 |
| 4 | fila | M | | Lesson 13 |
| 5 | cuadrado | M | | Lesson 11 |
| 6 | triángulo | | NM | Lesson 11 |
| 7 | cono | M | | NA |
| 8 | redondo | | NM | Lesson 12 |
| 9 | diamante/rombo | M | | Lesson 15 |
| 10 | óvalo | | NM | Lesson 15 |
| 11 | rectángulo | M | | Lesson 15 |
| 12 | signo de marca/palomita | M | | NA |
| 13 | línea | | NM | NA |
| 14 | pirámide | M | | Lesson 16 |
| 15 | cilindro | M | | NA |
| 16 | cubo | M | | Lesson 16 |
| 17 | curva | M | | NA |
| 18 | columna | M | | NA |
| 19 | diagonal | M | | Lesson 14 |
| 20 | ángulo | M | | NA |

Bracken

Basic Concept Scale–Third Edition:Receptive

| DIRECTION/POSITION | | M | NM | Lesson Plan |
|--------------------|------------------|---|----|--------------|
| 1 | en | | NM | Lesson 17 |
| 2 | abierta | | NM | Lesson 17 |
| 3 | dentro de | | NM | Lesson 17/20 |
| 4 | cerrada | | NM | Lesson 21 |
| 5 | SKIP | | | |
| 6 | debajo de | | NM | Lesson 18 |
| 7 | subiendo | M | | Lesson 22 |
| 8 | de cabeza | | NM | Lesson 25 |
| 9 | detrás de | | NM | Lesson 23 |
| 10 | parte de arriba | | NM | Lesson 19 |
| 11 | fuera | M | | Lesson 17 |
| 12 | en lo alto | | NM | Lesson 24 |
| 13 | desarmado | M | | NA |
| 14 | cerca | M | | Lesson 21/24 |
| 15 | alrededor | | NM | Lesson 18 |
| 16 | al lado de | M | | Lesson 23 |
| 17 | afuera | M | | Lesson 20 |
| 18 | cerca | M | | Lesson 24 |
| 19 | en frente | M | | Lesson 19 |
| 20 | juntos | | NM | Lesson 20 |
| 21 | se está alejando | M | | Lesson 27 |
| 22 | en medio | M | | Lesson 21 |
| 23 | el fondo | M | | Lesson 19 |
| 24 | al | M | | Lesson 21 |
| 25 | bajando | M | | Lesson 22 |
| 26 | siguiendo | M | | NA |
| 27 | el lado | M | | NA |
| 28 | por | M | | Lesson 18 |
| 29 | entre | | NM | Lesson 23 |
| 30 | parte delantera | | NM | Lesson 19 |
| 31 | hacia atrás | | NM | Lesson 28 |
| 32 | al lado | M | | Lesson 30 |
| 33 | orilla | M | | Lesson 26 |
| 34 | parte trasera | | NM | Lesson 19 |
| 35 | baja | | NM | Lesson 24 |
| 36 | estirada/o | | NM | NA |
| 37 | esquina | | NM | Lesson 26 |
| 38 | hacia | | NM | Lesson 27 |
| 39 | cayendo | | NM | Lesson 29 |
| 40 | al final | | NM | Lesson 26 |
| 41 | quieto | | NM | Lesson 22 |
| 42 | unidos | | NM | Lesson 27 |
| 43 | debajo | | NM | Lesson 29 |
| 44 | sobre | | NM | Lesson 29 |
| 45 | SKIP | | | |
| 46 | hacia adelante | | NM | Lesson 28 |
| 47 | voltear | | NM | NA |
| 48 | espacio | | NM | NA |
| 49 | encima | | NM | Lesson 18/66 |
| 50 | subrayado | | NM | NA |
| 51 | de lado | | NM | Lesson 28 |
| 52 | al revés | | NM | Lesson 25 |
| 53 | adelante | | NM | NA |
| 54 | centro | | NM | Lesson 31 |
| 55 | a nivel | | NM | Lesson 30 |
| 56 | separadas | | NM | Lesson 27 |

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Basic Concept Scale—Third Edition:Receptive

| | | | | |
|----|-----------|--|----|-----------|
| 57 | subiendo | | NM | Lesson 29 |
| 58 | altura | | NM | NA |
| 59 | opuesta | | NM | Lesson 30 |
| 60 | derecha | | NM | Lesson 31 |
| 61 | lo largo | | NM | NA |
| 62 | izquierdo | | NM | Lesson 31 |

Bracken

Basic Concept Scale–Third Edition:Receptive

| SELF-/SOCIAL AWARENESS | | M | NM | Lesson Plan |
|------------------------|------------------|---|----|--------------|
| 1 | llorando | M | | NA |
| 2 | riéndose | | NM | NA |
| 3 | triste | M | | Lesson 34 |
| 4 | hombre | M | | Lesson 32 |
| 5 | niña | M | | Lesson 33 |
| 6 | niño | M | | Lesson 33 |
| 7 | miedo | | NM | Lesson 38 |
| 8 | enojada | M | | Lesson 35 |
| 9 | hermanos | M | | NA |
| 10 | lastimado | M | | Lesson 32 |
| 11 | hermanas | M | | Lesson 32 |
| 12 | feliz | M | | Lesson 34 |
| 13 | relajándose | M | | Lesson 37 |
| 14 | descansando | M | | NA |
| 15 | cansada | M | | Lesson 38 |
| 16 | mujer | M | | Lesson 32 |
| 17 | vieja | M | | Lesson 36/64 |
| 18 | emocionado | M | | Lesson 35 |
| 19 | madre | M | | Lesson 32 |
| 20 | SKIP | | | |
| 21 | tiene sueño | | NM | NA |
| 22 | padre | | NM | Lesson 32 |
| 23 | amigables | M | | Lesson 37 |
| 24 | SKIP | | | |
| 25 | preocupado | | | NA |
| 26 | lo debido | | NM | Lesson 34 |
| 27 | saludable | | NM | Lesson 37 |
| 28 | fácil | | NM | Lesson 36 |
| 29 | difícil | | NM | Lesson 36 |
| 30 | decepcionado | | NM | Lesson 35 |
| 31 | joven | M | | Lesson 36 |
| 32 | correcto | M | | NA |
| 33 | tiene curiosidad | M | | Lesson 38 |

Bracken

Basic Concept Scale–Third Edition:Receptive

| TEXTURE/MATERIAL | | M | NM | Lesson Plan |
|------------------|---------------|---|----|-------------|
| 1 | mojado | | NM | NA |
| 2 | pesado | | NM | NA |
| 3 | ruido fuerte | M | | Lesson 43 |
| 4 | oscura | | NM | Lesson 43 |
| 5 | quieto | | NM | Lesson 43 |
| 6 | suave | M | | Lesson 44 |
| 7 | madera | M | | Lesson 46 |
| 8 | filoso | M | | Lesson 44 |
| 9 | duro | M | | Lesson 44 |
| 10 | vidrio | M | | Lesson 46 |
| 11 | brillante | M | | Lesson 49 |
| 12 | claro | M | | Lesson 43 |
| 13 | hirviendo | M | | NA |
| 14 | plano | M | | Lesson 49 |
| 15 | brillante | M | | Lesson 49 |
| 16 | gas | M | | Lesson 48 |
| 17 | metal | M | | Lesson 46 |
| 18 | reflejo | M | | NA |
| 19 | lisa | M | | Lesson 47 |
| 20 | tela | M | | NA |
| 21 | áspero | M | | Lesson 47 |
| 22 | clara | M | | Lesson 49 |
| 23 | seco | M | | NA |
| 24 | estirada/o | M | | Lesson 50 |
| 25 | floja/o | M | | Lesson 50 |
| 26 | ligero | M | | NA |
| 27 | sólido | M | | Lesson 48 |
| 28 | no tiene filo | M | | Lesson 44 |
| 29 | líquido | | NM | Lesson 48 |

Bracken

Basic Concept Scale–Third Edition:Receptive

| QUANTITY | | M | NM | Lesson Plan |
|----------|-------------|---|----|-------------|
| 1 | muchas | | NM | Lesson 52 |
| 2 | entera | | NM | Lesson 51 |
| 3 | vacía | | NM | Lesson 51 |
| 4 | lleno | | NM | Lesson 51 |
| 5 | ninguno | | NM | Lesson 52 |
| 6 | nada | | NM | Lesson 53 |
| 7 | ambos | M | | Lesson 54 |
| 8 | todas | M | | Lesson 56 |
| 9 | más | M | | Lesson 60 |
| 10 | suficiente | M | | Lesson 53 |
| 11 | sola | M | | Lesson 54 |
| 12 | todos | M | | Lesson 57 |
| 13 | con | M | | Lesson 57 |
| 14 | falta | M | | Lesson 56 |
| 15 | pedazo | M | | Lesson 51 |
| 16 | casi | M | | Lesson 61 |
| 17 | cada | M | | NA |
| 18 | sobra | M | | Lesson 56 |
| 19 | mayor | M | | Lesson 57 |
| 20 | parte | | NM | NA |
| 21 | poca | M | | Lesson 58 |
| 22 | excepto | M | | Lesson 58 |
| 23 | docena | M | | NA |
| 24 | sin | M | | Lesson 58 |
| 25 | mitad | M | | Lesson 51 |
| 26 | más que | M | | Lesson 60 |
| 27 | varias | M | | Lesson 56 |
| 28 | menos | | NM | Lesson 60 |
| 29 | menos | M | | Lesson 60 |
| 30 | par | M | | Lesson 59 |
| 31 | otro | M | | Lesson 59 |
| 32 | dividido | M | | NA |
| 33 | doble | | NM | NA |
| 34 | solo | M | | Lesson 54 |
| 35 | suma | | NM | NA |
| 36 | ninguno | | NM | Lesson 59 |
| 37 | par | M | | Lesson 54 |
| 38 | algunos | | NM | Lesson 52 |
| 39 | pocas | | NM | NA |
| 40 | peso | M | | NA |
| 41 | sustracción | | NM | NA |
| 42 | tantos | | NM | Lesson 61 |
| 43 | triple | | NM | NA |

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Basic Concept Scale–Third Edition:Receptive

| TIME/SEQUENCE | | M | NM | Lesson Plan |
|---------------|-------------|---|----|--------------|
| 1 | nuevos | M | | Lesson 64 |
| 2 | viejo | M | | Lesson 64 |
| 3 | terminado | M | | Lesson 62 |
| 4 | última | M | | Lesson 62 |
| 5 | de día | M | | Lesson 67 |
| 6 | esperando | M | | Lesson 64 |
| 7 | terminado | M | | Lesson 63 |
| 8 | comenzando | M | | Lesson 63 |
| 9 | saltado | M | | Lesson 70 |
| 10 | dejado | M | | Lesson 69 |
| 11 | después | M | | Lesson 70 |
| 12 | empezando a | M | | Lesson 62 |
| 13 | orden | M | | NA |
| 14 | mañana | M | | Lesson 63 |
| 15 | antes | M | | Lesson 68 |
| 16 | primera | M | | Lesson 62/71 |
| 17 | lento | M | | Lesson 62 |
| 18 | dos veces | M | | NA |
| 19 | tercera | M | | Lesson 71 |
| 20 | siempre | M | | Lesson 69 |
| 21 | segunda | M | | Lesson 71 |
| 22 | nunca | M | | Lesson 69 |
| 23 | tarde | M | | Lesson 67 |
| 24 | después | M | | Lesson 68 |
| 25 | llegando | M | | Lesson 64 |
| 26 | apenas | M | | Lesson 70 |
| 27 | terminado | M | | Lesson 66 |
| 28 | cuarto | M | | Lesson 71 |
| 29 | temprano | M | | Lesson 67 |
| 30 | casi | M | | NA |

Refer to LESSON PLAN in the HELP file to view the sample lesson plan, corresponding worksheets, and concept cards.

Notes:

Please provide the child's parents with an interpretation of these scores.

Summary:

This report lists the subtests that Quinn was given on 2/5/2006 and again on 10/5/2006, and scores that reflect his performance at each testing date. The Item Analysis lists the concepts that Quinn 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 Quinn.

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

Signature

Date

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Basic Concept Scale—Third Edition:Receptive

Name: Jane B Sample
Date of Birth: 10/4/2003
Gender: Female
Grade: Pre-Kindergarten

Test Date: 10/4/2006
Age at Testing: 3 years 0 months
Report Date: 10/5/2006
Examiner: J Examiner
Teacher: A. Jackson
School/Agency:

Bracken

Basic Concept Scale–Third Edition:Receptive

BBCS–3:R SPANISH REPORTE PARA LOS PADRES

Nombre: Jane Sample Fecha de Administración: 10/4/2006
Fecha de Nacimiento: 10/4/2003 Edad: 3 Years 0 Months
Grado Escolar: Pre-Kindergarten Examinador: J Examiner

Jane le fue dada el Bracken Basic Concept Scale–Third Edition: Receptive, Spanish (BBCS–3:R Spanish), una evaluación usada para determinar el entendimiento de conceptos básicos. El BBCS–3:R Spanish incluye 278 conceptos en diez ten sub-exámenes: Colors, Letters, Numbers/Counting, Sizes/Comparisons, Shapes, Direction/Position, Self-/Social Awareness, Texture/Material, Quantity, y Time/Sequence.

Jane le fue dada el BBCS–3:R individualmente. A ella le preguntaron que apuntara a una fotografía entre varias que describiera lo que estaba en la fotografía (e.g., “enséñame el color *rojo*”; “enséñame la *estrella*”; “enséñame cual perro esta *chiquito*”). El desempeño de Jane’s resulto en las siguientes calificaciones/marcas.

BBCS–3:R Spanish Resultados

| Sub-examen | # de Preguntas Correctas | % Correcto |
|--------------------------|--------------------------|------------|
| 1 Colors | 3/10 | 30 |
| 2 Letters | 3/15 | 20 |
| 3 Numbers/Counting | 4/18 | 22 |
| 4 Sizes/Comparisons | 5/22 | 23 |
| 5 Shapes | 9/20 | 45 |
| 6 Direction/Position | 5/60 | 8 |
| 7 Self-/Social Awareness | 6/31 | 19 |
| 8 Texture/Material | 4/29 | 14 |
| 9 Quantity | 20/43 | 47 |
| 10 Time/Sequence | 23/30 | 77 |
| ReceptiveTotal* | 82/278 | 29 |

*Receptive Total es derivada de la suma de los puntos de los sub-exámenes 1–10.

Descripción de las Calificaciones/Marcas

de Preguntas Correctas: El Número de Preguntas Correctas identifica el número de respuestas correctas en un sub-examen. El interpretar el desempeño basado solamente en el número de respuestas correctas en un sub-examen, provee información limitada porque las preguntas en el sub-examen no son iguales, algunas de las preguntas fueron echas intencionalmente mas difíciles que otras. Por eso, es necesario convertir el número de puntos correctos a una medida estándar métrica.

% Correcto: El por ciento correcto indica el porcentaje de preguntas que el niño(a) contesto correctamente. Cada Porcentaje Correcto es calculado dividiendo el número de preguntas que el niño(a) contesto correctamente por el número total de preguntas y multiplicando el resultado por 100.

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Basic Concept Scale–Third Edition:Receptive

Análisis de Preguntas

Bracken Basic Concept Scale–Third Edition: Receptive, Spanish determina el conocimiento de conceptos importantes. La siguiente tabla de análisis de las preguntas, identifica los conceptos que Jane ha respondido correctamente y las que ella respondió correctamente y las que ella no respondió correctamente.

S = El niño(a) probablemente entiende los conceptos la mayor parte del tiempo (Sabe).

NS = El niño(a) probablemente no entiende los conceptos la mayor parte del tiempo (Sabe).

Enseñe los conceptos usando situaciones naturales (durante la comida, cuando el niño juega).

| COLORS | | S | NS |
|--------|--------------------|---|----|
| 1 | rojo | | |
| 2 | azul | | |
| 3 | verde | | |
| 4 | negro | | |
| 5 | amarillo | | |
| 6 | rosa | | |
| 7 | anaranjado/naranja | | |
| 8 | morado/violeta | | |
| 9 | blanco | | |
| 10 | café/marrón | | |

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

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Basic Concept Scale—Third Edition:Receptive

| NUMBERS/COUNTING | | S | NS |
|------------------|------------------|---|----|
| 1 | uno | | NS |
| 2 | tres | S | |
| 3 | dos | | NS |
| 4 | cuatro | | NS |
| 5 | cero | S | |
| 6 | tres | | NS |
| 7 | seis | | NS |
| 8 | nueve | | NS |
| 9 | cinco | | NS |
| 10 | siete | | NS |
| 11 | ocho | | NS |
| 12 | seis | | NS |
| 13 | nueve | | NS |
| 14 | cuarenta y uno | | NS |
| 15 | once | | NS |
| 16 | noventa y cinco | S | |
| 17 | veintisiete | S | |
| 18 | cincuenta y tres | | NS |

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Basic Concept Scale–Third Edition:Receptive

| SIZES/COMPARISONS | | S | NS |
|-------------------|----------------|---|----|
| 1 | grande | | NS |
| 2 | chiquito | | NS |
| 3 | largo | S | |
| 4 | pequeña | | NS |
| 5 | no son iguales | S | |
| 6 | cortos | | NS |
| 7 | hacen el par | | NS |
| 8 | diferentes | | NS |
| 9 | alta | | NS |
| 10 | profunda | | NS |
| 11 | grande | | NS |
| 12 | iguales | | NS |
| 13 | se parecen | | NS |
| 14 | ancho | | NS |
| 15 | exactamente | S | |
| 16 | algo que no es | | NS |
| 17 | similares | | NS |
| 18 | igual | | NS |
| 19 | delgado | | NS |
| 20 | angosto | S | |
| 21 | desiguales | | NS |
| 22 | poco profunda | S | |

Bracken

Basic Concept Scale—Third Edition:Receptive

| SHAPES | | S | NS |
|--------|-------------------------|---|----|
| 1 | estrella | S | |
| 2 | corazón | | NS |
| 3 | círculo | | NS |
| 4 | fila | S | |
| 5 | cuadrado | S | |
| 6 | triángulo | | NS |
| 7 | cono | S | |
| 8 | redondo | | NS |
| 9 | diamante/rombo | S | |
| 10 | óvalo | S | |
| 11 | rectángulo | | NS |
| 12 | signo de marca/palomita | S | |
| 13 | línea | | NS |
| 14 | pirámide | | NS |
| 15 | cilindro | | NS |
| 16 | cubo | S | |
| 17 | curva | S | |
| 18 | columna | | NS |
| 19 | diagonal | | NS |
| 20 | ángulo | | NS |

Bracken

Basic Concept Scale–Third Edition:Receptive

| DIRECTION/POSITION | | S | NS |
|--------------------|------------------|---|----|
| 1 | en | S | NS |
| 2 | abierta | | NS |
| 3 | dentro de | S | |
| 4 | cerrada | | NS |
| 5 | SKIP | | |
| 6 | debajo de | S | |
| 7 | subiendo | | NS |
| 8 | de cabeza | | NS |
| 9 | detrás de | S | |
| 10 | parte de arriba | | NS |
| 11 | fuera | | NS |
| 12 | en lo alto | | NS |
| 13 | desarmado | | NS |
| 14 | cerca | | NS |
| 15 | alrededor | | NS |
| 16 | al lado de | | NS |
| 17 | afuera | S | |
| 18 | cerca | | NS |
| 19 | en frente | | NS |
| 20 | juntos | | NS |
| 21 | se está alejando | | NS |
| 22 | en medio | | NS |
| 23 | el fondo | | NS |
| 24 | al | | NS |
| 25 | bajando | | NS |
| 26 | siguiendo | S | |
| 27 | el lado | S | |
| 28 | por | S | |
| 29 | entre | | NS |
| 30 | parte delantera | S | |
| 31 | hacia atrás | S | |
| 32 | al lado | | NS |
| 33 | orilla | | NS |
| 34 | parte trasera | S | |
| 35 | baja | S | |
| 36 | estirada/o | | NS |
| 37 | esquina | | NS |
| 38 | hacia | | NS |
| 39 | cayendo | | NS |
| 40 | al final | S | |
| 41 | quieto | | NS |
| 42 | unidos | | NS |
| 43 | debajo | | NS |
| 44 | sobre | S | |
| 45 | SKIP | | |
| 46 | hacia adelante | S | |
| 47 | voltear | S | |
| 48 | espacio | S | |
| 49 | encima | | NS |
| 50 | subrayado | S | |
| 51 | de lado | S | |
| 52 | al revés | S | |
| 53 | adelante | S | |
| 54 | centro | | NS |
| 55 | a nivel | S | |
| 56 | separadas | | NS |

Bracken

Basic Concept Scale—Third Edition:Receptive

| | | | |
|----|-----------|---|----|
| 57 | subiendo | | NS |
| 58 | altura | | NS |
| 59 | opuesta | | NS |
| 60 | derecha | S | |
| 61 | lo largo | | NS |
| 62 | izquierdo | S | |

Bracken

Basic Concept Scale—Third Edition:Receptive

| SELF-/SOCIAL AWARENESS | | S | NS |
|------------------------|------------------|---|----|
| 1 | llorando | | NS |
| 2 | riéndose | | NS |
| 3 | triste | | NS |
| 4 | hombre | | NS |
| 5 | niña | | NS |
| 6 | niño | | NS |
| 7 | miedo | | NS |
| 8 | enojada | | NS |
| 9 | hermanos | | NS |
| 10 | lastimado | | NS |
| 11 | hermanas | | NS |
| 12 | feliz | | NS |
| 13 | relajándose | | NS |
| 14 | descansando | | NS |
| 15 | cansada | | NS |
| 16 | mujer | | NS |
| 17 | vieja | S | |
| 18 | emocionado | | NS |
| 19 | madre | S | |
| 20 | SKIP | | |
| 21 | tiene sueño | | NS |
| 22 | padre | S | |
| 23 | amigables | S | |
| 24 | SKIP | | |
| 25 | preocupado | | NS |
| 26 | lo debido | | NS |
| 27 | saludable | | NS |
| 28 | fácil | S | |
| 29 | difícil | | NS |
| 30 | decepcionado | | NS |
| 31 | joven | | NS |
| 32 | correcto | | NS |
| 33 | tiene curiosidad | S | |

Bracken

Basic Concept Scale—Third Edition:Receptive

| TEXTURE/MATERIAL | | S | NS |
|------------------|---------------|---|----|
| 1 | mojado | | NS |
| 2 | pesado | | NS |
| 3 | ruido fuerte | | NS |
| 4 | oscura | | NS |
| 5 | quieto | | NS |
| 6 | suave | | NS |
| 7 | madera | | NS |
| 8 | filoso | | NS |
| 9 | duro | S | |
| 10 | vidrio | | NS |
| 11 | brillante | | NS |
| 12 | claro | | NS |
| 13 | hirviendo | | NS |
| 14 | plano | | NS |
| 15 | brillante | | NS |
| 16 | gas | | NS |
| 17 | metal | | NS |
| 18 | reflejo | | NS |
| 19 | lisa | | NS |
| 20 | tela | | NS |
| 21 | áspero | | NS |
| 22 | clara | | NS |
| 23 | seco | | NS |
| 24 | estirada/o | | NS |
| 25 | floja/o | S | |
| 26 | ligero | | NS |
| 27 | sólido | | NS |
| 28 | no tiene filo | S | |
| 29 | líquido | S | |

Bracken

Basic Concept Scale–Third Edition:Receptive

| QUANTITY | | S | NS |
|----------|-------------|---|----|
| 1 | muchas | S | NS |
| 2 | entera | | NS |
| 3 | vacía | | NS |
| 4 | lleno | S | |
| 5 | ninguno | S | |
| 6 | nada | S | |
| 7 | ambos | S | |
| 8 | todas | S | |
| 9 | más | S | |
| 10 | suficiente | | NS |
| 11 | sola | S | |
| 12 | todos | S | |
| 13 | con | | NS |
| 14 | falta | | NS |
| 15 | pedazo | | NS |
| 16 | casi | | NS |
| 17 | cada | | NS |
| 18 | sobra | S | |
| 19 | mayor | | NS |
| 20 | parte | S | |
| 21 | poca | | NS |
| 22 | excepto | | NS |
| 23 | docena | S | |
| 24 | sin | S | |
| 25 | mitad | | NS |
| 26 | más que | S | |
| 27 | varias | S | |
| 28 | menos | | NS |
| 29 | menos | | NS |
| 30 | par | | NS |
| 31 | otro | S | |
| 32 | dividido | | NS |
| 33 | doble | | NS |
| 34 | solo | | NS |
| 35 | suma | S | |
| 36 | ninguno | | NS |
| 37 | par | S | |
| 38 | algunos | | NS |
| 39 | pocas | S | |
| 40 | peso | | NS |
| 41 | sustracción | S | |
| 42 | tantos | | NS |
| 43 | triple | | NS |

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Basic Concept Scale–Third Edition:Receptive

| TIME/SEQUENCE | | S | NS |
|---------------|-------------|---|----|
| 1 | nuevos | | NS |
| 2 | viejo | S | |
| 3 | terminado | S | |
| 4 | última | S | |
| 5 | de día | S | |
| 6 | esperando | S | |
| 7 | terminado | | NS |
| 8 | comenzando | S | |
| 9 | saltado | S | |
| 10 | dejado | S | |
| 11 | después | S | |
| 12 | empezando a | S | |
| 13 | orden | S | |
| 14 | mañana | S | |
| 15 | antes | S | |
| 16 | primera | | NS |
| 17 | lento | S | |
| 18 | dos veces | S | |
| 19 | tercera | S | |
| 20 | siempre | S | |
| 21 | segunda | S | |
| 22 | nunca | | NS |
| 23 | tarde | S | |
| 24 | después | S | |
| 25 | llegando | S | |
| 26 | apenas | | NS |
| 27 | terminado | S | |
| 28 | cuarto | | NS |
| 29 | temprano | S | |
| 30 | casi | | NS |

Notas:

Jane no le fue dada el sub-examen Colors porque nuestros expedientes/papeles de ella indican que ella no puede ver colores. Las calificaciones/marcas de Jane en este sub-examen no le darían una buena indicación de su habilidad de conocer colores. En este caso la calificación en el sub-examen Colors será una calificación llamada "Expectancy score." El "expectancy score" representa la calificación (promedio) de los niños que tomaros los sub-exámenes 2–5.

Please consult in your child's teacher for interpretation of these scores, if necessary.

Resumen:

Este reporte le dará una lista de los sub-exámenes que le fueron administrado a Jane, y las calificaciones/marcas que reflejan su habilidad. La lista de preguntas le dará los conceptos que Jane tuvo correcto y las que ella no tuvo correcto. Puede usar el análisis de preguntas para decidir cuales conceptos usted puede ayudarle a Jane.

Si tiene alguna pregunta o preocupación, por favor hable con J Examiner.

Firma

Fecha

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Basic Concept Scale—Third Edition:Receptive

Name: Quinn G Sample
Date of Birth: 3/5/2001
Gender: Male
Grade: Kindergarten

Test Date: 10/5/2006
Age at Testing: 5 years 7 months
Report Date: 10/5/2006
Examiner: J Examiner
Teacher: Jackie L. King
School/Agency: Lakeside Elementary School

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BBCS–3:R SPANISH PRIMERA/SEGUNDA REPORTE PARA LOS PADRES

Nombre: Quinn Sample Fecha de la Primera Administración: 2/5/2006
Fecha de Nacimiento: 3/5/2001 Fecha de la Segunda Administración: 10/5/2006
Grado Escolar: Kindergarten Edad al tiempo de la Segunda Administración: 5 Years 7 Months
Examinador: J Examiner

Quinn le fue dada primero el Bracken Basic Concept Scale—Third Edition: Receptive, Spanish (BBCS–3:R Spanish) en 2/5/2006 y mas recientemente en 10/5/2006. La comparación de las dos administraciones le ayudara a ver los conceptos que Quinn ha aprendido desde el tiempo cuando la primera administración fue dada hasta ahora.

La BBCS–3:R Spanish es una evaluación para niños que se usa para evaluar el entendimiento de conceptos básicos. El BBCS–3:R incluye 278 conceptos en diez diferentes sub-exámenes: Colors, Letters, Numbers/Counting, Sizes/Comparisons, Shapes, Direction/Position, Self-/Social Awareness, Texture/Material, Quantity, y Time/Sequence.

Quinn le fue dada el BBCS–3:R individualmente. A el le fue preguntado(a) que apuntara a una fotografía entre varias que describen lo que estaba en la fotografía (e.g., “enséñame el color *rojo*”; “enséñame la *estrella*”; “enséñame cual perro esta *chiquito*”). El desempeño de Quinn's resultado en las siguientes calificaciones/marcas.

BBCS–3:R Spanish Resultados de la Primera y Segunda Administración

| Sub-examen | Primera/Segunda Administración | # de Preguntas Correctas | % Correcto |
|--------------------------|--------------------------------|--------------------------|------------|
| 1 Colors | Primera Administración | 2/10 | 20 |
| | Segunda Administración* | 3/10 | 30 |
| 2 Letters | Primera Administración | 4/15 | 27 |
| | Segunda Administración* | 6/15 | 40 |
| 3 Numbers/Counting | Primera Administración | 6/18 | 33 |
| | Segunda Administración* | 9/18 | 50 |
| 4 Sizes/Comparisons | Primera Administración | 8/22 | 36 |
| | Segunda Administración* | 12/22 | 55 |
| 5 Shapes | Primera Administración | 10/20 | 50 |
| | Segunda Administración* | 15/20 | 75 |
| 6 Direction/Position | Primera Administración | 12/60 | 20 |
| | Segunda Administración* | 18/60 | 30 |
| 7 Self-/Social Awareness | Primera Administración | 14/31 | 45 |
| | Segunda Administración* | 21/31 | 68 |
| 8 Texture/Material | Primera Administración | 16/29 | 55 |
| | Segunda Administración* | 24/29 | 83 |
| 9 Quantity | Primera Administración | 18/43 | 42 |
| | Segunda Administración* | 27/43 | 63 |
| 10 Time/Sequence | Primera Administración | 20/30 | 67 |
| | Segunda Administración* | 30/30 | 100 |
| Receptive Total** | Primera Administración | 110/278 | 40 |
| | Segunda Administración* | 165/278 | 59 |

*Segunda Administración indica la fecha de la administración presente.

**Receptive Total es derivada de la suma de los puntos de los sub-exámenes 1–10.

Descripción de las Calificaciones/Marcas

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Basic Concept Scale—Third Edition:Receptive

de Preguntas Correctas: El Número de Preguntas Correctas identifica el número de respuestas correctas en un sub-examen. El interpretar el desempeño basado solamente en el número de respuestas correctas en un sub-examen, provee información limitada porque las preguntas en el sub-examen no son iguales, algunas de las preguntas fueron echas intencionalmente mas difíciles que otras. Por eso, es necesario convertir el número de puntos correctos a una medida estándar métrica.

% Correcto: El por ciento correcto indica el porcentaje de preguntas que el niño(a) contesto correctamente. Cada Porcentaje Correcto es calculado dividiendo el número de preguntas que el niño(a) contesto correctamente por el número total de preguntas y multiplicando el resultado por 100.

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Basic Concept Scale–Third Edition:Receptive

Análisis de Preguntas

Bracken Basic Concept Scale–Third Edition: Receptive, Spanish determina el conocimiento de conceptos importantes. La siguiente tabla de análisis de las preguntas, identifica los conceptos que Quinn ha respondido correctamente y las que el respondido correctamente y las que el no respondió correctamente.

S = El niño(a) probalmente entiende los conceptos la mayor parte del tiempo (Sabe).

NS = El niño(a) probalmente no entiende los conceptos la mayor parte del tiempo (Sabe).

Enseñe los conceptos usado situaciones naturales (durante la comida, cuando el niño juega).

| COLORS | | S | NS |
|--------|--------------------|---|----|
| 1 | rojo | | NS |
| 2 | azul | S | |
| 3 | verde | S | |
| 4 | negro | | NS |
| 5 | amarillo | | NS |
| 6 | rosa | | NS |
| 7 | anaranjado/naranja | | NS |
| 8 | morado/violeta | S | |
| 9 | blanco | | NS |
| 10 | café/marrón | | NS |

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

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| NUMBERS/COUNTING | | S | NS |
|------------------|------------------|---|----|
| 1 | uno | | NS |
| 2 | tres | | NS |
| 3 | dos | | NS |
| 4 | cuatro | S | |
| 5 | cero | | NS |
| 6 | tres | | NS |
| 7 | seis | S | |
| 8 | nueve | | NS |
| 9 | cinco | | NS |
| 10 | siete | | NS |
| 11 | ocho | S | |
| 12 | seis | S | |
| 13 | nueve | | NS |
| 14 | cuarenta y uno | S | |
| 15 | once | S | |
| 16 | noventa y cinco | S | |
| 17 | veintisiete | S | |
| 18 | cincuenta y tres | S | |

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| SIZES/COMPARISONS | | S | NS |
|-------------------|----------------|---|----|
| 1 | grande | | NS |
| 2 | chiquito | | NS |
| 3 | largo | | NS |
| 4 | pequeña | | NS |
| 5 | no son iguales | S | |
| 6 | cortos | S | |
| 7 | hacen el par | S | |
| 8 | diferentes | S | |
| 9 | alta | S | |
| 10 | profunda | S | |
| 11 | grande | | NS |
| 12 | iguales | S | |
| 13 | se parecen | | NS |
| 14 | ancho | S | |
| 15 | exactamente | | NS |
| 16 | algo que no es | | NS |
| 17 | similares | S | |
| 18 | igual | | NS |
| 19 | delgado | S | |
| 20 | angosto | | NS |
| 21 | desiguales | S | |
| 22 | poco profunda | S | |

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Basic Concept Scale—Third Edition:Receptive

| SHAPES | | S | NS |
|--------|-------------------------|---|----|
| 1 | estrella | | NS |
| 2 | corazón | S | |
| 3 | círculo | S | |
| 4 | fila | S | |
| 5 | cuadrado | S | |
| 6 | triángulo | | NS |
| 7 | cono | S | |
| 8 | redondo | | NS |
| 9 | diamante/rombo | S | |
| 10 | óvalo | | NS |
| 11 | rectángulo | S | |
| 12 | signo de marca/palomita | S | |
| 13 | línea | | NS |
| 14 | pirámide | S | |
| 15 | cilindro | S | |
| 16 | cubo | S | |
| 17 | curva | S | |
| 18 | columna | S | |
| 19 | diagonal | S | |
| 20 | ángulo | S | |

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Basic Concept Scale—Third Edition:Receptive

| DIRECTION/POSITION | | S | NS |
|--------------------|------------------|---|----|
| 1 | en | | NS |
| 2 | abierta | | NS |
| 3 | dentro de | | NS |
| 4 | cerrada | | NS |
| 5 | SKIP | | |
| 6 | debajo de | | NS |
| 7 | subiendo | S | |
| 8 | de cabeza | | NS |
| 9 | detrás de | | NS |
| 10 | parte de arriba | | NS |
| 11 | fuera | S | |
| 12 | en lo alto | | NS |
| 13 | desarmado | S | |
| 14 | cerca | S | |
| 15 | alrededor | | NS |
| 16 | al lado de | S | |
| 17 | afuera | S | |
| 18 | cerca | S | |
| 19 | en frente | S | |
| 20 | juntos | | NS |
| 21 | se está alejando | S | |
| 22 | en medio | S | |
| 23 | el fondo | S | |
| 24 | al | S | |
| 25 | bajando | S | |
| 26 | siguiendo | S | |
| 27 | el lado | S | |
| 28 | por | S | |
| 29 | entre | | NS |
| 30 | parte delantera | | NS |
| 31 | hacia atrás | | NS |
| 32 | al lado | S | |
| 33 | orilla | S | |
| 34 | parte trasera | | NS |
| 35 | baja | | NS |
| 36 | estirada/o | | NS |
| 37 | esquina | | NS |
| 38 | hacia | | NS |
| 39 | cayendo | | NS |
| 40 | al final | | NS |
| 41 | quieto | | NS |
| 42 | unidos | | NS |
| 43 | debajo | | NS |
| 44 | sobre | | NS |
| 45 | SKIP | | |
| 46 | hacia adelante | | NS |
| 47 | voltear | | NS |
| 48 | espacio | | NS |
| 49 | encima | | NS |
| 50 | subrayado | | NS |
| 51 | de lado | | NS |
| 52 | al revés | | NS |
| 53 | adelante | | NS |
| 54 | centro | | NS |
| 55 | a nivel | | NS |
| 56 | separadas | | NS |

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| | | | |
|----|-----------|--|----|
| 57 | subiendo | | NS |
| 58 | altura | | NS |
| 59 | opuesta | | NS |
| 60 | derecha | | NS |
| 61 | lo largo | | NS |
| 62 | izquierdo | | NS |

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| SELF-/SOCIAL AWARENESS | | S | NS |
|------------------------|------------------|---|----|
| 1 | llorando | S | |
| 2 | riéndose | | NS |
| 3 | triste | S | |
| 4 | hombre | S | |
| 5 | niña | S | |
| 6 | niño | S | |
| 7 | miedo | | NS |
| 8 | enojada | S | |
| 9 | hermanos | S | |
| 10 | lastimado | S | |
| 11 | hermanas | S | |
| 12 | feliz | S | |
| 13 | relajándose | S | |
| 14 | descansando | S | |
| 15 | cansada | S | |
| 16 | mujer | S | |
| 17 | vieja | S | |
| 18 | emocionado | S | |
| 19 | madre | S | |
| 20 | SKIP | | |
| 21 | tiene sueño | | NS |
| 22 | padre | | NS |
| 23 | amigables | S | |
| 24 | SKIP | | |
| 25 | preocupado | | |
| 26 | lo debido | | NS |
| 27 | saludable | | NS |
| 28 | fácil | | NS |
| 29 | difícil | | NS |
| 30 | decepcionado | | NS |
| 31 | joven | S | |
| 32 | correcto | S | |
| 33 | tiene curiosidad | S | |

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Basic Concept Scale–Third Edition:Receptive

| TEXTURE/MATERIAL | | S | NS |
|------------------|---------------|---|----|
| 1 | mojado | | NS |
| 2 | pesado | | NS |
| 3 | ruido fuerte | S | |
| 4 | oscura | | NS |
| 5 | quieto | | NS |
| 6 | suave | S | |
| 7 | madera | S | |
| 8 | filoso | S | |
| 9 | duro | S | |
| 10 | vidrio | S | |
| 11 | brillante | S | |
| 12 | claro | S | |
| 13 | hirviendo | S | |
| 14 | plano | S | |
| 15 | brillante | S | |
| 16 | gas | S | |
| 17 | metal | S | |
| 18 | reflejo | S | |
| 19 | lisa | S | |
| 20 | tela | S | |
| 21 | áspero | S | |
| 22 | clara | S | |
| 23 | seco | S | |
| 24 | estirada/o | S | |
| 25 | floja/o | S | |
| 26 | ligero | S | |
| 27 | sólido | S | |
| 28 | no tiene filo | S | |
| 29 | líquido | | NS |

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Basic Concept Scale–Third Edition:Receptive

| QUANTITY | | S | NS |
|----------|-------------|---|----|
| 1 | muchas | | NS |
| 2 | entera | | NS |
| 3 | vacía | | NS |
| 4 | lleno | | NS |
| 5 | ninguno | | NS |
| 6 | nada | | NS |
| 7 | ambos | S | |
| 8 | todas | S | |
| 9 | más | S | |
| 10 | suficiente | S | |
| 11 | sola | S | |
| 12 | todos | S | |
| 13 | con | S | |
| 14 | falta | S | |
| 15 | pedazo | S | |
| 16 | casi | S | |
| 17 | cada | S | |
| 18 | sobra | S | |
| 19 | mayor | S | |
| 20 | parte | | NS |
| 21 | poca | S | |
| 22 | excepto | S | |
| 23 | docena | S | |
| 24 | sin | S | |
| 25 | mitad | S | |
| 26 | más que | S | |
| 27 | varias | S | |
| 28 | menos | | NS |
| 29 | menos | S | |
| 30 | par | S | |
| 31 | otro | S | |
| 32 | dividido | S | |
| 33 | doble | | NS |
| 34 | solo | S | |
| 35 | suma | | NS |
| 36 | ninguno | | NS |
| 37 | par | S | |
| 38 | algunos | | NS |
| 39 | pocas | | NS |
| 40 | peso | S | |
| 41 | sustracción | | NS |
| 42 | tantos | | NS |
| 43 | triple | | NS |

Bracken

Basic Concept Scale–Third Edition:Receptive

| TIME/SEQUENCE | | S | NS |
|---------------|-------------|---|----|
| 1 | nuevos | S | |
| 2 | viejo | S | |
| 3 | terminado | S | |
| 4 | última | S | |
| 5 | de día | S | |
| 6 | esperando | S | |
| 7 | terminado | S | |
| 8 | comenzando | S | |
| 9 | saltado | S | |
| 10 | dejado | S | |
| 11 | después | S | |
| 12 | empezando a | S | |
| 13 | orden | S | |
| 14 | mañana | S | |
| 15 | antes | S | |
| 16 | primera | S | |
| 17 | lento | S | |
| 18 | dos veces | S | |
| 19 | tercera | S | |
| 20 | siempre | S | |
| 21 | segunda | S | |
| 22 | nunca | S | |
| 23 | tarde | S | |
| 24 | después | S | |
| 25 | llegando | S | |
| 26 | apenas | S | |
| 27 | terminado | S | |
| 28 | cuarto | S | |
| 29 | temprano | S | |
| 30 | casi | S | |

Notas:

Please consult in your child's teacher for interpretation of these scores.

Resumen:

Este reporte le dará una lista de los sub-exámenes que le fueron administrado a Quinn, y las calificaciones/marcas que reflejan su habilidad. La lista de preguntas le dará los conceptos que Quinn tuvo correcto y las que el no tuvo correcto. Puede usar el análisis de preguntas para decidir cuales conceptos usted puede ayudarle a Quinn.

Si tiene alguna pregunta o preocupación, por favor hable con J Examiner.

Firma

Fecha