

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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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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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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School Readiness Assessment—Third Edition

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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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

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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

Bracken

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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

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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	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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School Readiness Assessment—Third Edition

(%) 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

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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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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

Bracken

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 resultado 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.

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 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	

Bracken

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	

Bracken

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.

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 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

Bracken

School Readiness Assessment—Third Edition

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	

Bracken

School Readiness Assessment—Third Edition

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

Bracken

School Readiness Assessment—Third Edition

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

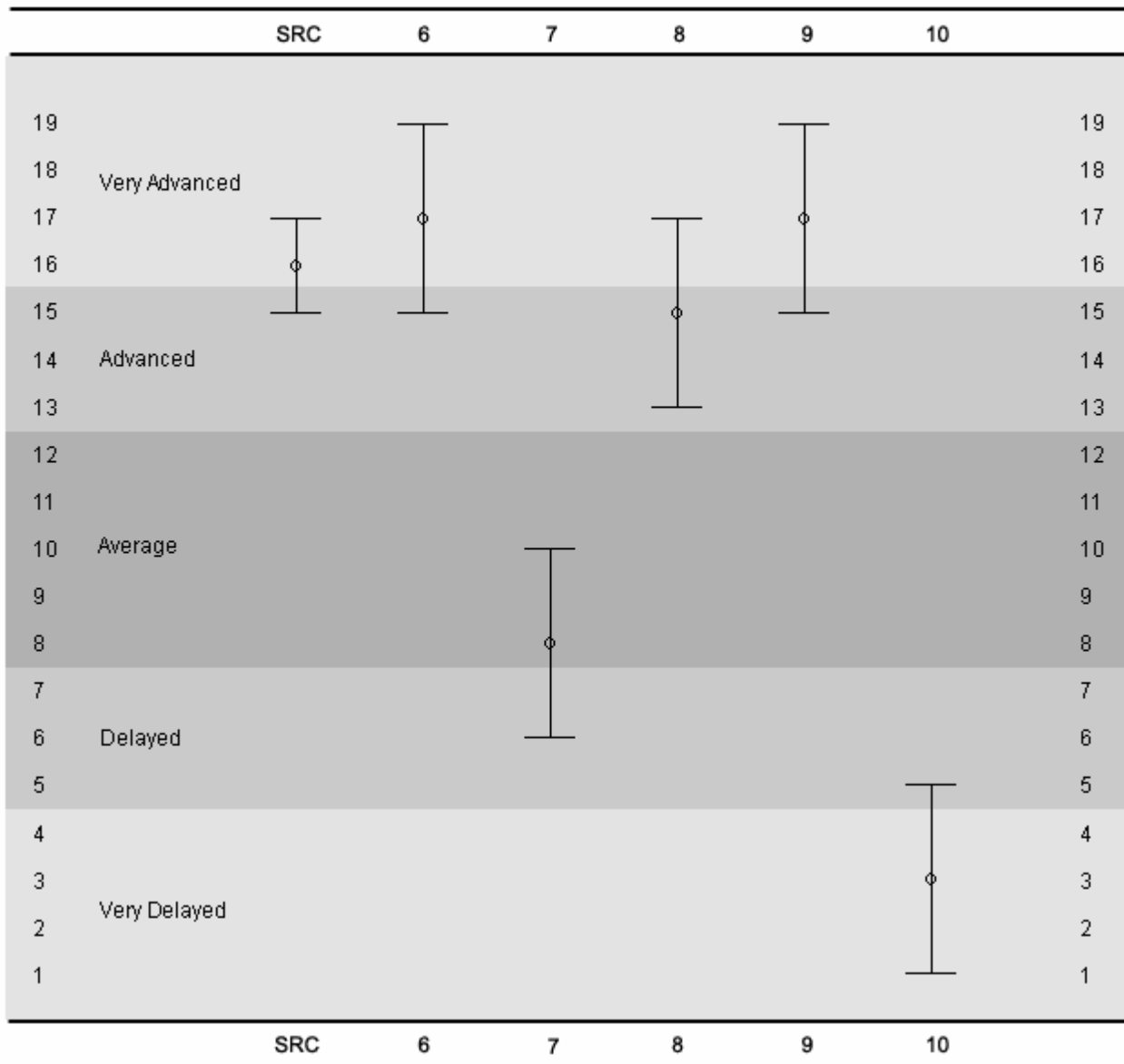
Expressive TC		Expressive SRC
160		160
155		155
150		150
145	Very Advanced	145
140		140
135		135
130		130
125		125
120	Advanced	120
115		115
110		110
105		105
100	Average	100
95		95
90		90
85		85
80	Delayed	80
75		75
70		70
65		65
60		60
55	Very Delayed	55
50		50
45		45
40		40

Expressive TC	Expressive SRC
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Subtest Scaled Scores



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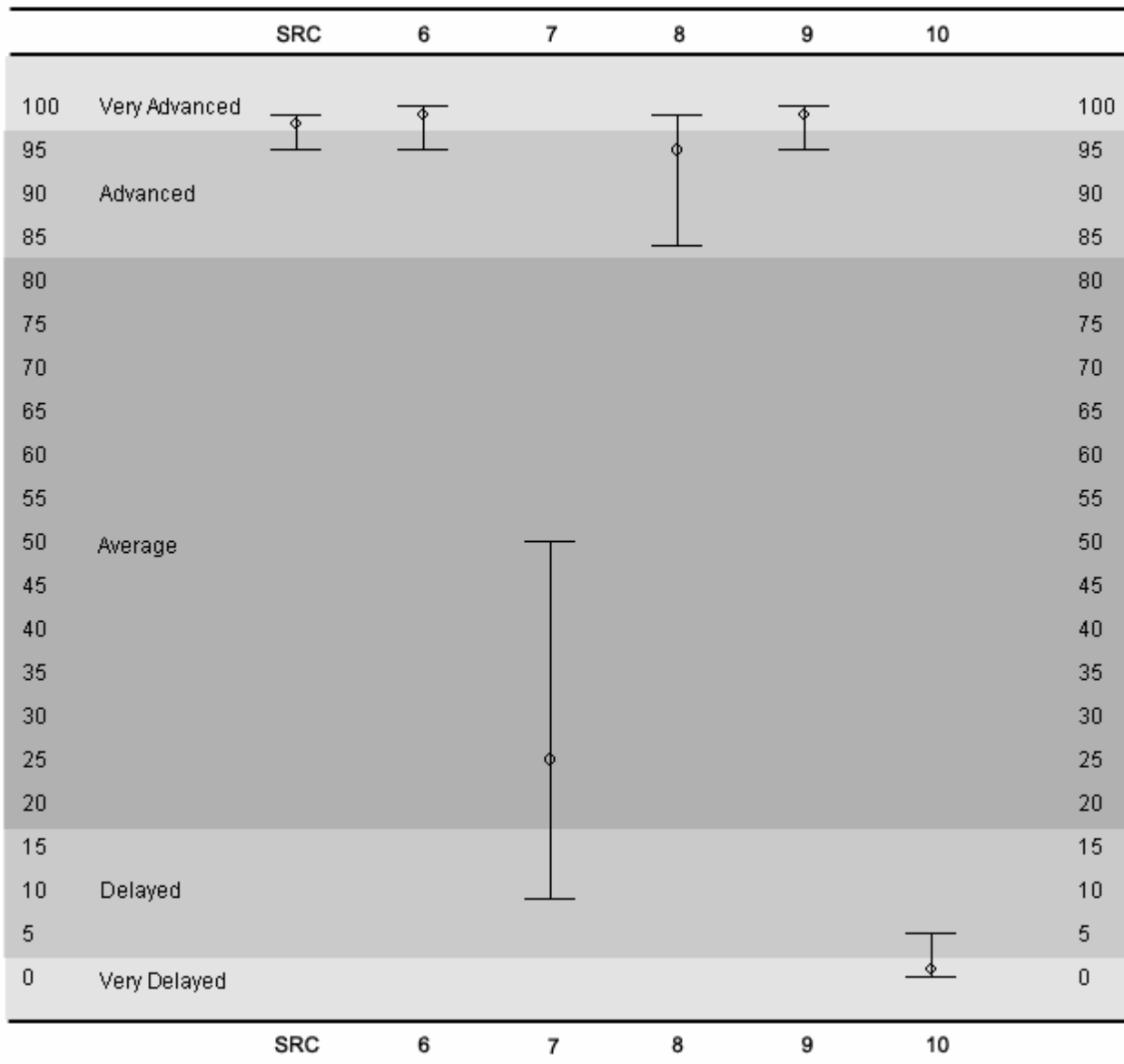
Expressive TC and Expressive SRC Percentile Ranks

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

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Basic Concept Scale: Expressive

Subtest Percentile Ranks



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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

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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

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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

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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.

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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).

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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	

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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

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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 ten 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 más 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.

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Basic Concept Scale—Third Edition:Receptive

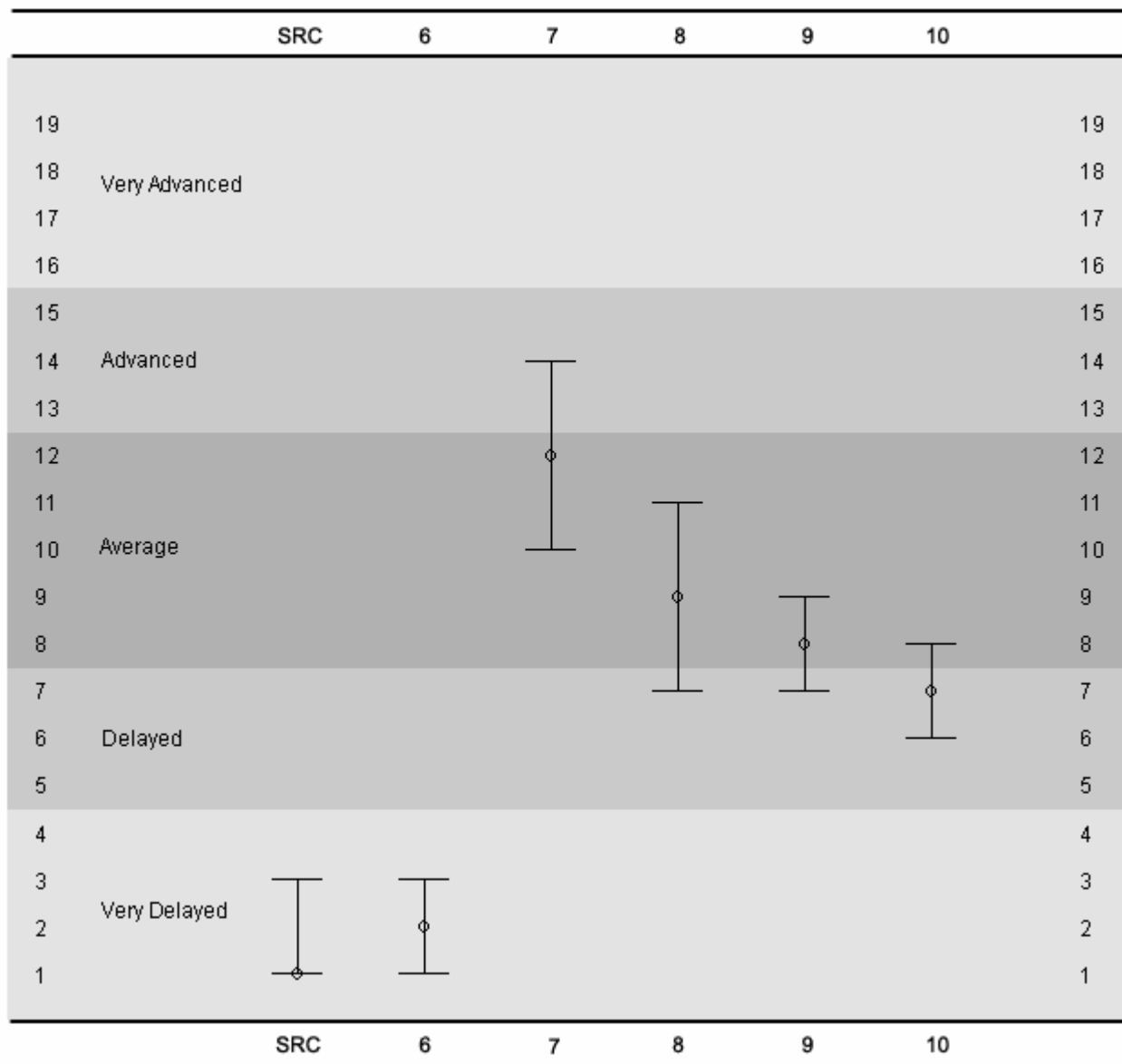
Receptive TC and Receptive SRC Composite Scores

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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Basic Concept Scale—Third Edition:Receptive

Subtest Scaled Scores



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Basic Concept Scale—Third Edition:Receptive

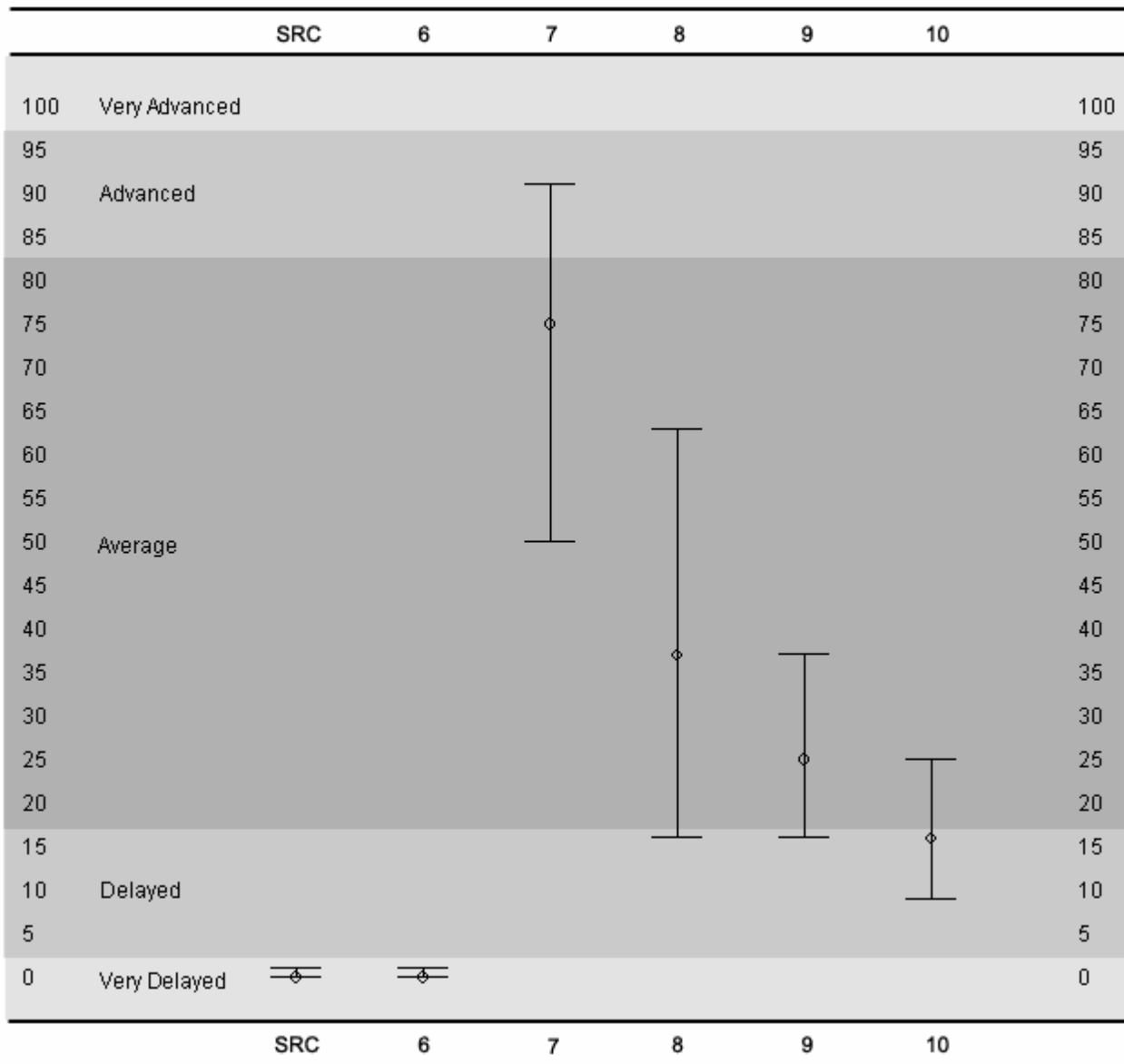
Receptive TC and Receptive SRC Percentile Ranks

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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Basic Concept Scale—Third Edition:Receptive

Subtest Percentile Ranks



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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	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

Bracken

Basic Concept Scale—Third Edition:Receptive

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

Bracken

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

Bracken

Basic Concept Scale—Third Edition:Receptive

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

Bracken

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

Bracken

Basic Concept Scale–Third Edition:Receptive

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

Bracken

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

Bracken

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

Bracken

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

Bracken

Basic Concept Scale—Third Edition:Receptive

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

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

BBCS–3:R PARENT REPORT

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

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

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

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

BBCS–3:R Results

Subtest	Raw Score	Scaled Score	Percentile Rank	Descriptive Classification
1-5 SRC**	16	1	0.1	Very Delayed
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.

Bracken

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).

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 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

Bracken

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	

Bracken

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

Bracken

Basic Concept Scale—Third Edition:Receptive

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

Bracken

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

Bracken

Basic Concept Scale—Third Edition:Receptive

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

Bracken

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	NM	Lesson 17
2	abierto	M		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

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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

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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

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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

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:

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	

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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

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

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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	

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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

Bracken

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

Bracken

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

Bracken

Basic Concept Scale—Third Edition:Receptive

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 más 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 él 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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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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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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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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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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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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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

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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