

ASSESSMENT DATA:

The **Bracken Basic Concept Scale-III (School Readiness)** was administered in order to determine [redacted] receptive knowledge of basic concepts, especially those directly related to school readiness skills. The area "school readiness" requires students to identify colors, letters, numbers and shapes. Children must also demonstrate understanding of size and comparison concepts. [redacted] was required to point to the items requested by the examiner. On the Bracken, [redacted] achieved the following scores:

<u>Subtests</u>	<u>Standard Score*</u>	<u>Percentile</u>	<u>Age Equivalent</u>	<u>Range</u>
SRC (School Readiness Concepts)	50	<0.1	3-7	Very Delayed

- [redacted] knew the following colors: red, blue, green, black, yellow, pink, orange, white, brown...not purple
- [redacted] knew the following letters: X and K
- [redacted] knew the following numbers: none but she counted 1-2
- [redacted] knew the following sizes/comparisons: big/little, small/large, long, match, deep
- [redacted] knew the following shapes: star, heart, circle, round, diamond, oval, cube...not square, triangle, rectangle

*Average standard scores range from 90-110, average percentiles are from the 25th to the 75th percentile.

SUMMARY AND RECOMMENDATIONS:

[redacted] was referred for an observation and an evaluation of her preacademic skills. The results of this assessment suggest that [redacted] is just beginning to develop basic academic skills. She primarily identifies colors. She also is developing her ability to identify shapes and is able to understand basic language concepts. This level of educational functioning is significantly delayed (approximately two years) in comparison to students her age/grade. In the classroom at the BCA, [redacted] was able to follow a routine, comply with teacher directions, attend to instruction and demonstrate appropriate social behaviors with a peer. She is noncompliant at times, but responds appropriately to redirection and choices.

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