Best Practices in Early Childhood Assessment

Agenda
- Overview of Early Childhood Assessment Current Landscape
- Review Assessment Options:
  - Play-Based Assessment
  - Norm-Referenced Assessments for Early Childhood:
    - Battelle Developmental Inventory 2 NU (BDI 2 NU)
    - Early Cognitive and Academic Development Test (ECAD)
- Summary and Q&A

Let me Introduce Myself…

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- Consultant with Houghton Mifflin Harcourt, now known as Riverside Assessments
- Woodcock Johnson IV, Bateria IV, BDI 2, WIIIP, WJ ECAD, WMLS III, BVAT
- Trained as a School Psychologist in Connecticut
- Practiced as a School Psychologist, specializing in early intervention and elementary levels in Connecticut

The Many Reasons We Assess
- Screening: To identify potential problems in development; ensure development is on target.
- Instructional: To inform, support, and monitor learning.
- Diagnostic: To diagnose strengths and areas of need to support development, instruction, and/or behavior. To diagnose the severity and nature of special needs, and establish program eligibility.
- Program Evaluation/Accountability: To evaluate programs and provide accountability data on program outcomes for the purpose of program improvement.
Pennsylvania

• GUIDING PRINCIPLES ON EARLY CHILDHOOD ASSESSMENTS FOR EDUCATORS AND PROFESSIONALS (2017)
  1. Screening tools/Screeners (BDI 2)
  2. Diagnostic assessments (BDI 2, Possible ECAD)
  3. Formative assessments (Informal- Play Based Assessment)
  4. Summative assessments

Assessment = Getting to Know the Child
- We know the goals, but how do we get there???
- What types of assessments can help me to answer questions about the child and their development?

Challenges of Early Childhood Assessment
• There isn’t ONE tool that can do it all
• Each child has different needs
• Development plays a huge role
• Reliability of scores
• Enough “data” to support identification/services
• The role of behavior
• Early life experience- Pre K?, daycare?, TV or iPad?
• Early Intervention Services provided?
  • Etc.
  • Etc.
  • Etc.…….

Best Practice:
• Multiple sources of data should be utilized in order to obtain a comprehensive picture of the child’s abilities. The following types of data should be considered and integrated to get a complete picture of the child:
  – Observational data
  – Parent Interviews/checklists
  – Teacher Checklists
  – Play-based assessment data
  – Child’s performance in a structured vs unstructured environments
  – Standardized assessments
The Benefits of Play

• Play is a universal and vital process for the healthy development of every child.

• Benefits:
  – Social and Emotional Learning
  – Physical Development
  – Cognitive- Problem Solving, Fluid Reasoning
  – Language Development
  – Language and Literacy
  – Mathematics
  – Science
  – Creative Arts
  – Better mental health

What is Play-Based Assessment

• Play is used as the context for evaluating a child’s current level of functioning and determining whether there are areas that require intervention.

• Natural context for children- ecologically valid, flexible and motivating to children. Can easily be integrated into a full evaluation with standardized testing.

Cognitive Observations

• Cognitive
  – Categories of Play
  – Attention Span
  – Early object use
  – Symbolic and representational play
  – Imitation
  – Problem-solving approaches
  – Discrimination/classification
  – One-to-one correspondence
  – Sequencing Ability
  – Drawing Ability

Social-Emotional Observations

• Temperament
• Mastery motivation
• Social interactions with parent, facilitator and peers
• Characteristics of Dramatic Play
• Humor and Social Conventions
Communication & Language

- Communication Modalities
- Pragmatics
  - Stages
  - Range of meaning
  - Functions
  - Discourse Skills
  - Imitation
- Phonology
- Semantic and Syntactic Understanding in verbal expression
- Comprehension of language
- Oral Motor

Sensorimotor

- General appearance of movement
- Muscle Tone/Strength and endurance
- Reactivity to sensory input
- Stationary play positions
- Mobility in play
- Motor planning

Benefits of Play-Based Assessment

- Play assessment observes a child in their natural environment
- Play assessment has been used for years—especially during therapy sessions with younger children
- No specific materials or procedures are required in most cases
- Observe the child’s interactions and communication with parent, teacher, or other students
- View student’s adaptive and coping skills
- Flexible settings: structured/unstructured

Challenges of Play-Based Assessment

- Could be limited by socio-economic factors
- Require a larger investment in establishing criteria for judging development and evaluator training
- Can be impacted by the child’s disabilities
- Is sensitive to the people present and toys available
- Interpretations can be subjective.
- Bray & Cooper 2007 - attitudes of the adults present, temperament of the child, and the child’s previous experiences with play-based programs all can impact the effectiveness of this type of assessment.
- Standard scores/normative performance is not obtained using play-based assessment practices.
Transdisciplinary Play-Based Assessment (TPBA) and Play Assessment and Intervention System (PLAIS)

- TPBA:
  - Toni Linder developed this system to use on children from infancy to age 6.
  - The team consists of parents and educators familiar with the child who observe them for 1 hour of play.
  - The TPBA approach was created by Toni Linder to "create an accurate, intricate, dynamic portrait of the child".
  - The areas of cognitive abilities, social-emotional, communication, language and sensorimotor skills and performance can be observed.

  - Play in Early Childhood Evaluation System (PIECES)
  - Child Learning in Play System-Interventions (CLIPS)

TPBA: The Assessment

- There are several different phases of play during TPBA:
  - Phase 1: Unstructured facilitation. Child takes the lead and the facilitator follows that lead.
  - Phase 2: Structured facilitation. More directive, asking child to perform a certain activity.
  - Phase 3: Child-Child interaction. Unstructured play, but with another child in the play environment.
  - Phase 4: Parent-Child interaction. Parents are asked to engage in play with their child in a typical manner (how they play at home).
  - Phase 5: Motor Play- begins unstructured, then moves to more structured.
  - Phase 6: Snack.

Transdisciplinary Play-Based Assessment (TPBA)

- The evaluation includes at least 3 people other than the parent, the parent is included as well.
- Recommended team members: SPL, OT, PT Teacher, Psychologist.
- The following roles will be assumed by the team members:
  - 1. Play facilitator who interacts with the child.
  - 2. Parent facilitator who interacts with parent(s).
  - 3. Observers.
  - 4. Video camera operator (*).

Play in Early Childhood Evaluation System (PIECES)

- The PIECES grew out of empirical work originally based on Linder’s TPBA cognitive development assessment guidelines. It primarily focuses on cognitive development.
- Similar to TPBA in that it includes observations of the child during play, and can also be used in any settings with any toys as long as the toy set is large and varied.
- Dissimilar in that in PIECES, the child plays alone and not with the adult observers. Adults cannot ask questions or suggest new play for the child, but they can praise the child or repeat what the child says.
- Because the focus is on cognitive development, you do not need multiple observers for PIECES.
- Coding is available for the observation.
- Peer interaction is not necessary as we are primarily focused on the cognitive domain.
Benefits of Merging Play-Based & Standardized Test Data

• Obtain a more comprehensive picture of the student’s social, communication, behavior, and gross/fine motor skills
• Consider and report student’s performance in different settings (unstructured, semi-structured, structured)
• Encourages collaboration amongst evaluators
• Determine child’s interaction & communication in a one-on-one setting vs setting with multiple people
• Combines data from multiple sources: checklists, observations, standardized assessment
• Collaborative approach that involves parents, teachers, evaluators

Standardized Assessment Tools

• Assessment tools provide a structure for accessing and organizing information about early learning and development.
• Structured, norm-referenced assessments.
• Student’s developmental performance can be compared to same age peers.
• Test scores can be used as part of eligibility determination.
• Test scores can be obtained to report to state for accountability.
• Analysis of task demands can be conducted.
• Evaluator can test the limits to obtain additional information about the child’s developmental functioning.

Bridging Play-Based with Standardized Testing

Ideally, the utilization of a standardized assessment within a play-based environment is efficient and allows the evaluator to collect multiple forms of data.

• The Battelle Developmental Inventory (BDI-2 NU) is ideal for utilization in a play-based environment.

Battelle Developmental Inventory 2 NU
BDI History and Background

- Developed at the Battelle Memorial Institute Columbus Laboratories in 1973
  - Contract with U.S. Department of Education
  - Evaluate Early Childhood Programs (HCEEP)
  - Assess developmental progress of children with handicaps
- Riverside under license with the Battelle Trust developed current BDI2 in 2004 and has exclusive licensing and distribution rights through 2019 under current contract. BDI 2 NU released in 2016. BDI 3 is currently in development.
- Used over the past 40 years—one of the standards in early childhood empirical based assessment

Features of the BDI-2

- Based on the concept of Developmental Milestones of Typically Developing Children
- Ranges from birth through 7 years, 11 months
- Comprehensive Measurement of all 5 IDEA Developmental Areas
- Evaluates the “Whole Child” by Assessing 5 Domains and 13 Subdomains
- Provides both a screening tool and a comprehensive assessment
- Flexible administration options (structured, observation, interview)
- Multiple-point scoring (2,1,0)
- Manipulatives engage the child
- All items selected are “actionable”
Examiner Qualifications: BDI 2 NU

- Bachelor's degree
- Experience in psychology, speech-language pathology, social work, education, or related fields

Uses of the BDI-2

- Identification of strengths & developmental needs
- Identification of specific domain delays
- Program eligibility
- Team assessment and development of Individualized Educational Plans (IEPs)
- Planning and instruction
- Monitoring student progress on a short- and long-term basis
- Program evaluation and Accountability
- General developmental screening of infants, toddlers, preschool and kindergarten children

Reliability

- Subdomains (.85 to .95)
- Domains (.90 to .96)
- Total BDI-2 Score (.98 to .99)
- Screening Test Total (.91)

Domains and Subdomains

<table>
<thead>
<tr>
<th>Adaptive Domain</th>
<th>Personal-Social Domain</th>
<th>Communication Domain</th>
<th>Motor Domain</th>
<th>Cognitive Domain</th>
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<tbody>
<tr>
<td>Adult Interaction</td>
<td>Peer Interaction</td>
<td>Self-Concept and Social Role</td>
<td>Receptive Communication</td>
<td>Motor Skills</td>
</tr>
<tr>
<td>Fine Motor</td>
<td>Expressive Communication</td>
<td>Perceptual Motor</td>
<td>Reasoning and Academic Skills</td>
<td>Perception and Concepts</td>
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### BDI-2 Domains and Subdomains

<table>
<thead>
<tr>
<th>Domain</th>
<th>Number of Items</th>
<th>0 - 23 Months</th>
<th>24 - 71 Months</th>
<th>72 - 95 Months</th>
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<td><strong>Adaptive (ADP)</strong></td>
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<td>Self-Care (SC)</td>
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<td>Personal Responsibility (PR)</td>
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<td>Personal-Social (P-S)</td>
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<td>Adult Interaction (AI)</td>
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<td>Peer Interaction (PI)</td>
<td>25</td>
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<tr>
<td>Self-Concept and Social Role (SR)</td>
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<tr>
<td><strong>Communication (COM)</strong></td>
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<tr>
<td>Receptive Communication (RC)</td>
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<td>Expressive Communication (EC)</td>
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<td><strong>Motor (MOT)</strong></td>
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<td>Gross Motor (GM)</td>
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<td>Fine Motor (FM)</td>
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<td>Perceptual Motor (PM)</td>
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<td><strong>Cognitive (COG)</strong></td>
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<tr>
<td>Attention and Memory (AM)</td>
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<td>Reasoning and Academic Skills (RA)</td>
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<tr>
<td>Perception and Concepts (PC)</td>
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<td><strong>TOTAL</strong></td>
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</table>

*Administered at the Following Age Levels*

### Content Coverage by Age

- **Adaptive Domain (ADP)**
  - **2 Subdomains**
    - **Self-Care (SC)**
      - 35 items
      - Areas: eating, dressing, toileting, grooming, preparing for sleep
    - **Personal Responsibility (PR)**
      - 25 items
      - Areas: performing simple chores, making a phone call, initiating play, avoiding dangers, exhibiting care/caution, amount of prompting

- **Personal-Social Domain (PS)**
  - **3 Subdomains**
    - **Adult Interaction (AI)**
      - 30 items
      - Areas: infant attachment & interaction, response to & initiation of adult contact, using adults as resource to solve problems
    - **Peer Interaction (PI)**
      - 25 items
      - Areas: ability to form friendships & associations, response to & initiation of social contacts, small group interactions, cooperation
    - **Self-Concept & Social Role (SR)**
      - 45 items
      - Areas: self-awareness, personal knowledge, self-worth, pride, moral development, sensitivity to others, coping skills

- **Communication Domain (COM)**
  - **2 Subdomains**
    - **Receptive Communication (RC)**
      - 40 items
      - Areas: discriminate, recognize, and understand sounds and words, gestures, other nonverbal means; understand conversational skills
    - **Expressive Communication (EC)**
      - 45 items
      - Areas: production and use of sounds, words, gestures; use of simple grammar rules; use of language as a social tool
Motor Domain (MOT)
3 Subdomains
Gross Motor (GM)
• 45 items
  • Areas: walking, running, jumping, throwing
Fine Motor (FM)
• 30 items
  • Areas: picking up objects, tracing, tying, cutting
Perceptual-Motor (PM)
• 25 items
  • Areas: integrating fine motor and perceptual skills (stacking, copying, drawing, printing, writing)

Cognitive Domain (COG)
3 Subdomains
Attention and Memory (AM)
• 30 items
  • Areas: visually and audibly attend to stimuli; retrieve information given relevant clues (short and long term)
Reasoning and Academic Skills (RA)
• 35 items
  • Areas: critical thinking skills, problem-solving, analyzing, appraising, scholastic abilities
Perception and Concepts (PC)
• 40 items
  • Areas: sensorimotor interactions, conceptualize and discriminate object features

BDI-2 Screening Instrument
• Separate Screening Test book and Record Form
• Covers all five domains
• 100 Items (2 items per domain for 10 age groups)
• No subdomain scores
• Basal/Ceiling rules apply to domains
  Included in Comprehensive test kit, or available separately.

Administration Procedures
• Structured: Uses materials or stimuli to elicit a response in a controlled, one-on-one setting
• Observation: Uses normal activities in natural settings to observe the behavior over time (requires sufficient observation time)
• Interview: Provides scripted, open-ended questions for obtaining information about the child from the parent, caregiver, or teacher
Administration

- Begin with any of the five domains (any order)
- Within domains, administer each subdomain in the order it appears
- Use age or estimated ability level to determine start point

Administration Time

- Screening Test (10-30 minutes)
  - 10-15 minutes for children <2 or >5
  - 20-30 minutes for 2-5 year olds
- Full BDI-2 Test (60-90 minutes)
  - 60 minutes for children <2 or >5
  - 90 minutes for 2-5 year olds

Item Scoring

- Score each item 2, 1, or 0
  2 = Milestone Achieved
  1 = Milestone Emerging
  0 = Milestone Not Yet Evident
- Use the scoring criteria to rate each item

Scores Available

- Scores for each item 2, 1, or 0 (2 = Milestone Achieved, 1 = Milestone Emerging, 0 = Milestone Not Yet Evident)
- Subdomains
  - Age Equivalents
  - Scaled Scores (M=10, SD=3)
  - Percentile Ranks
  - Change Sensitive Scores- Available only in Data Manager
- Domains & BDI-2 Total Score
  - Developmental Quotients (M=100, SD=15)
  - Percentile Ranks
  - Confidence Intervals
  - Change Sensitive Scores- Available only in Data Manager
- Screening Test
  - Cutoff Score
  - Cutoff levels at the 16th, 7th, & 2nd percentiles (-1.0, -1.5, -2.0)
  - Age Equivalent for total screening score
Scoring and Reporting Options

• Choice of either computer or hand scoring
• Data Manager (Web-based scoring, reporting and data archiving)
• MDS™ (Mobile Data Solution for Windows)
  – Used in conjunction with ERFs (Electronic Record Forms)
  – Record observations directly onto laptop or netbook

BDI-2 Data Manager

Provides an easy way to:

• Enter raw scores or item details and generate individual child reports,
• Track individual and/or classroom progress and aggregate hierarchical data to generate group reports, and
• Plan effective strategies for enhancing the child's development.

BDI-2™ Mobile Data Solution for Windows®

The MDS provides electronic data collection for the BDI2, screener and complete assessment

The MDS provides instant access, flexibility, and convenience in gathering information to assess infant, toddler, and child development

MDS Product Highlights

• Eliminates common administration and scoring errors with chronological age calculation and guided administration
• Provides a flexible alternative to paper-based administration
• Increases speed of administration with guided and unguided mode options
• Gives instant access to assessment performance information with the Score View and a Report to Family
• Offers full reporting options with secure and reliable upload to BDI-2 Data Manager
• Keeps software up-to-date with automatic updates
Integrating Play Based Assessment in the BDI 2 Framework

- Structured observation, observation and interview lends well to the format of the TPBA (unstructured and structured facilitation) and the PIECES cognitive observations
- BDI and TPBA cover important developmental areas with overlap in Cognitive, Social-Emotional, Communication and Motor Domains. BDI covers adaptive as well. PIECES covers Cognitive
- The data collection approach is similar—more than one adult and different disciplines represented for TPBA and BDI. PIECES cognitive examiner can also integrate data
- BDI provides reporting based on a very measured and trusted standardization

When more data is needed—An exploration of Pre-Academic and Cognitive Abilities in Early Childhood

The WJ IV Early Cognitive and Academic Development Test (ECAD)

- WJIV Tests of Early Cognitive and Academic Development
- Age Range: 2:6-7:11
- Extended Age Range: 8-9:11
- Items and artwork specifically designed for young children.
- Better item density than the WJIV.
- Single-Easel test book
- Normed on 2,378 children matched to the census
- NOT a “pull out” of the WJIV.
  - Downward extensions of WJIV tests
  - Unique tests

Why use ECAD and not WJ IV?

- More items written specifically for young children
- More items at the lower end of the ability level
- With ECAD you can measure, with greater precision, early cognitive and academic skills in younger children or low-functioning children through age 9
- The GIA-EDev:
  - Includes measures that demand less cognitive processing than the WJIV Tests of Cognitive Ability
  - Designed to be less cognitively complex than the WJ-IV GIA
  - Makes it more appropriate for young children and for children with an intellectual disability or cognitive delay
  - Presentation is more “friendly” for young children.
Purposes of the ECAD

- **Assess**
  - Emergent Cognitive Abilities
  - Early Academic Skills
  - Expressive Language Skills

- **Determine**
  - Patterns of Strengths and Weaknesses
  - Presence and severity of cognitive delay/impairment
  - Growth over time
  - Eligibility for services (e.g. DD exceptionality)

- **Evaluate/Develop**
  - Develop Individual Education Programs
  - Program Evaluation/Research

Organization of the ECAD:

- **General Intellectual Ability – Early Developmental (GIA-Edev)**
  - Test 1: Memory for Names
  - Test 2: Sound Blending*
  - Test 3: Picture Vocabulary*
  - Test 4: Verbal Analogies
  - Test 5: Visual Closure
  - Test 6: Sentence Repetition*
  - Test 7: Rapid Picture Naming*

- **Early Academic Skills**
  - Test 8: Letter Word Identification*
  - Test 9: Number Series
  - Test 10: Writing

- **Expressive Language**
  - Test 3: Picture Vocabulary
  - Test 6: Sentence Repetition

Cognitive Cluster and CHC Theory

National Normative Sample

- The ECAD was co-normed with the WJ IV
- ECAD/WJ IV norming included 7,416 examinees across the entire age range (2 through 90+)
- The norms for only ages 2-6 through 9-11 are utilized for the ECAD
- The Standards for Educational and Psychological Testing (2014) guided the norming and technical analyses.
**Characteristics of the Norming Sample - Age Group**

<table>
<thead>
<tr>
<th>Age</th>
<th>Score</th>
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<tr>
<td>2</td>
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<td>3</td>
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<td>9</td>
<td>306</td>
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<tr>
<td>10</td>
<td>314</td>
</tr>
</tbody>
</table>

*Characteristics of group based on 2010 Census*

**Examiner Qualifications: WJ ECAD**

- GIA = .96
- Academic = .96
- Expressive Language = .93

Reliability of the ECAD

- GIA = .96
- Academic = .96
- Expressive Language = .93

**Test 1: Memory for Names**

CHC Broad Ability: Long Term Retrieval (Glr)
CHC Narrow Ability: Associative Memory (MA)

- Controlled learning task
- Ability to remember previously unrelated information as having been paired.
Say I am going to show you a space creature and tell you its name. Then I will show you a page with more space creatures and ask you to point to the one I named. Remember to point every time I tell you a name.

Do not discuss any drawing or allow child to review or practice names.

Point to drawing on child's page and say:

Look at Jawf (id). Point to Jawf.

Pause for child to respond.

Turn immediately to next page after child points to Jawf.

Test 1: Memory for Names

1. **New point to Jawf.**
   - **Correct:** points to Jawf

2. **New point to Kiptron.**
   - **Correct:** points to Kiptron

3. **Point to Jawf.**
   - **Correct:** points to Jawf

Turn immediately to next page.
### Test 2: Sound Blending

**CHC Broad Ability:** Auditory Processing (Ga)
**CHC Narrow Ability:** Phonetic Coding: Synthesis (PC:S)

- Ability to blend phonemes and syllables together

#### Sample Items

I am going to say a word one part at a time. Then you tell me the word I said. For example, if I say, “breadly” (pause about 1 second between parts of word), you would say, “bready.”

A. **Now try this one:** “Fling ger” (pause about 1 second between parts of word). What word was that?
   - **Correct:** finger (pronounced as unbroken word)

   That is correct. If I say, “Fling ger,” you would say, “Finger.” This time you will hear the word; one part at a time, from this recording. Then you will hear two haplos. After the two haplos, tell me the whole word.

   1. Start audio recording and present Sample item 8.
   2. **Item:** “Hon-or” After the two haplos, stop the recording and say: What was that word?
   - **Correct:** honor (pronounced as unbroken word)

### Test 3: Picture Vocabulary

**CHC Broad Ability:** Comprehension/Knowledge (Gc)
**CHC Narrow Ability:** Language Development (LD)

- Lexical Knowledge (VL)

- Ability to identify pictured objects
- Word knowledge/Correct word meanings

<table>
<thead>
<tr>
<th>Test Items</th>
<th>1. hat</th>
<th>2. apple</th>
<th>3. mother</th>
<th>4. car</th>
<th>5. window</th>
<th>6. hot</th>
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<tbody>
<tr>
<td>Correct:</td>
<td>hat</td>
<td>apple</td>
<td>mother</td>
<td>car</td>
<td>window</td>
<td>hot</td>
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<td>Correct:</td>
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<td>son</td>
<td>dad</td>
<td>pope</td>
<td>got</td>
<td>fed</td>
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</table>
Test 4: Verbal Analogies *

CHC Broad Ability: Fluid Reasoning (Gf) / Comprehension Knowledge (Gc)

CHC Narrow Ability: General Sequential Reasoning (RG) / Language Development (LD)

- Ability to comprehend and complete logical word relationship.
- Use inductive reasoning to map the structure of the first part of the analogy onto the second (incomplete) part.
- Discover the underlying characteristic (e.g., rule, concept, process) that governs a problem or set of materials.

Say: Finish what I say—a bird flies; a fish . . . (pause expectantly).

▲ Correct: swims, swim

Finish what I say—mother is to father, as sister is to . . . (pause).

▲ Correct: brother
Test 5: Visual Closure*

CHC Broad Ability: Visual Spatial Thinking (Gv)
CHC Narrow Ability: Closure Speed (CS)

• Ability to identify a drawing that has been altered or distorted.

Point to picture and say: What picture is this?

Correct: airplane, plane

What is this?

Correct: spoon

Incorrect:Terminal, but, hard

After child responds, say: Go ahead.

Correct: scissors, cutters, snippers

Incorrect: eat, fork, knife
Test 6: Sentence Repetition

CHC Broad Ability: Short Term Working Memory (Gwm)
CHC Narrow Ability: Auditory Memory Span (MS)

Ability to remember and repeat single words, phrases and sentences from an audio recording

Sample Item

Say: "I'm going to say something, then I want you to say it back to me.

A. hot food
   ▲ Correct: hot food
   ▲ Error or No Response: Score item 0. Repeat Sample Item A. If child does not respond, discontinue testing and try again later when child is willing to participate.

B. Her car needs gas.
   ▲ Correct: repeats exactly as presented
   ▲ Error or No Response: Score item 0. Repeat Sample Item B. If child does not respond, administer Sample Item A and continue testing starting with item 1, unless already administered.

28. Please hang up your coat in the closet.
   ▲ Correct: repeats exactly as presented

29. Grocery stores sell many kinds of food.
   ▲ Correct: repeats exactly as presented

30. She put the bag of food in the kitchen.
   ▲ Correct: repeats exactly as presented

31. The spider caught a moth in its web.
   ▲ Correct: repeats exactly as presented
Test 7: Rapid Picture Naming

CHC Broad Ability: Long Term Retrieval (Glr)
CHC Narrow Ability: Speed of Lexical Access (LA)

- Ability to quickly recall the names of simple pictures
- Speed of lexical retrieval
- Important factor related to reading often called rapid automatized naming.
- 2 minute timed test

Sample Items

Run your finger across top row of pictures on child’s page from left to right and say, Look at these pictures, Tell me the names of these pictures as fast as you can. When you finish the first row, start with the next row right away. Go ahead.

Academic Subtests

- Reading
- Math
- Written Language
Test 8: Letter-Word Identification

- CHC Broad Ability: Reading & Writing (Grw)
- CHC Narrow Ability: Reading Decoding (RD)

- Ability to recognize letters and read words correctly.
- Print Awareness and Letter Word Identification Skills
- Better item density than the WJIV
  - 8 print awareness items (versus 1 on the WJIV)
  - 8 letter recall items (versus 3 on the WJIV)
Test 9: Number Sense *

- CHC Broad Ability: Quantitative Knowledge (Gq)
- CHC Narrow Ability: Mathematical Achievement (A3)
  Quantitative Reasoning (RQ)

- Counting
- Problem Solving
- Mathematical Knowledge
- Basic Computation
Test 10: Writing

• CHC Broad Ability: Reading & Writing (Grw)
• CHC Narrow Ability: Spelling Ability (SG)

• Draw lines
• Trace Letters
• Produce upper and lower case letters
• Spell single word responses
Scoring and Reporting

- Scoring and Interpretation Program
  - Similar to the WJ IV online scoring and reporting system
  - Also NOW Available in our WIIP software for WJ IV products
- Age-based Norms
  - Scores
    - Raw scores
    - AE
    - W difference, RPI & Developmental Zones
    - Percentile Ranks, Standard Scores
  - Months delay
  - Percent delay
  - SD delay

Months Delay
- Uses the Age Equivalent for the calculation
- Example:
  - David: 3 years – 11 months (47 months)
  - Sound Blending: AE 39 months
  - Months Delay: 39–47 = -8

Cognitive Complexity

More Complex
- ECAD Test
- Verbal Analogies
- Picture Vocabulary
- Sentence Repetition
- Memory for Names
- Visual Closure
- Rapid Picture Naming
- Sound Blending

Language Demands
- Stimulus
  - Oral
  - Oral Sentences
- Pictures
  - Oral
  - Expressive
- Pictures
  - Expressive

Less Complex
- Phonemes
  - Receptive/Expressive
  - Receptive/Expressive
Assessment = Getting to Know the Child

- There are many options: It’s all about finding the “right” option for each child
- Play based and informal observational techniques can easily be blended into early developmental assessments
- The WJ ECAD provides you with a new option to better grasp what a student knows and does not know in order to fulfill our goals:
  - Screening
  - Instructional
  - Diagnostic
  - Program Evaluation
Questions???

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