Battelle® Developmental Inventory 3rd Edition™

Name: Darnell Lewis
Child ID: 000101
Date of Testing: 07/09/2020
Chronological Age: 5 years, 0 months, 28 days

Gender: Male
Location: Jacqueline Kilburn BDI-3
Date of Birth: 06/11/2015
Label:

The *Battelle® Early Academic Survey* (BEAS) is a standardardized, individually administered assessment battery of academic foundcational skills in literacy and mathematics for children ages 3 years, 6 months through 7 years. The BEAS contains subdomains and areas within both the literacy and mathematics domains, and the information obtained can help to determine whether the child requires support, monitoring, or is on track.

Test Session Observations	Yes	No
Were all test items administered in a standardized manner, according to test instructions?	●	○
Is the testing session considered a valid representation of the child's current functioning?	●	○
Does the child wear glasses?	○	●
Were they used during testing?	○	○
Does the child have a hearing aid?	○	●
Was it used during testing?	○	○

Table of Scores

On Track · Monitor · Support · Not Applicable

Domain: Subdomain	Examiner	Test Date	RS	Scaled Score	Standard Score	Percentile Rank	Performance Level
Literacy							**SUPPORT**
Print Concepts	Jacqueline Kilburn	07/09/2020	7			63	**ON TRACK**
Phonological Awareness							**SUPPORT**
Rhyming	Jacqueline Kilburn	07/09/2020	7	11		63	**ON TRACK**
Syllables	Jacqueline Kilburn	07/07/2020	6	10		50	**ON TRACK**
Onset Rime	Jacqueline Kilburn	07/08/2020	4	11		63	**ON TRACK**
Phoneme Identification	Jacqueline Kilburn	07/07/2020	3	11		63	**ON TRACK**
Phoneme Blending and Segmenting	Jacqueline Kilburn	07/08/2020	3	12		75	**ON TRACK**
Phoneme Manipulation							
Phonics and Word Recognition							**SUPPORT**
Letter Identification	Jacqueline Kilburn	07/07/2020	42	10		50	**ON TRACK**
Letter-Sound Correspondence	Jacqueline Kilburn	07/08/2020	7	10		50	**ON TRACK**
Early Decoding	Jacqueline Kilburn	07/08/2020	5	11		63	**ON TRACK**
Sight Words	Jacqueline Kilburn	07/07/2020	2	13		84	**ON TRACK**
Nonsense Words							
Long Vowel Patterns							
Inflectional Endings							
Listening Comprehension	Jacqueline Kilburn	07/09/2020	7			50	**ON TRACK**
Fluency	Jacqueline Kilburn	07/08/2020	29			50	**ON TRACK**

Table of Scores

On Track · Monitor · Support · Not Applicable

Domain: Subdomain	Examiner	Test Date	RS	Scaled Score	Standard Score	Percentile Rank	Performance Level
Mathematics					103	58	ON TRACK
Numbers, Counting, and Sets	Jacqueline Kilburn	07/09/2020	15	103		63	ON TRACK
Geometry	Jacqueline Kilburn	07/07/2020	7	103		50	ON TRACK
Measurement and Data	Jacqueline Kilburn	07/09/2020	6	103		75	ON TRACK
Operations and Algebraic Thinking	Jacqueline Kilburn	07/09/2020	2	103		63	ON TRACK

*Support indicates scores that fall below the 25th percentile. Monitor indicates scores falling within the 25th-49th percentile. On track indicates scores falling at the 50th percentile or above.

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Score Descriptors

Raw Score (RS) - A raw score is the summation of the points given for each item within a subdomain or area.

SS - Standard Score or Scale Score - Domain Standard Scores (SS), also called Developmental Quotients (DQ), have a mean of 100 and standard deviation of 15. A Domain SS of 85 falls at the 16th percentile, 100 at the 50th, and a SS of 115 falls at the 84th percentile. Subdomain scaled scores have a mean of 10 and standard deviation of 3. A scaled score of 7 falls at the 16th percentile, a scaled score of 10 falls at the 50th, and a scaled score of 13 falls at the 84th percentile.

PR - Percentile Rank scores reflect a child's relative position within the normative sample for his or her age group.

Performance Levels - provide a qualitative description of a child's performance. Support level is defined as performance below the 25th percentile, the monitor level is defined as performance between the 25th and 49th percentile, and the on track level is defined as performance at or greater than the 50th percentile.

Domain, Subdomain, and Area Descriptors

Literacy

The development of strong literacy skills in early childhood can be a key to success in reading, writing, and other academic areas later in a child's school career. The Literacy Domain provides an assessment of early literacy skills in five subdomains: Print Concepts, Phonological Awareness, Phonics and Word Recognition, Listening Comprehension, and Fluency.

Print Concepts

Items in the Print Concepts Subdomain focus on understanding the features of standard English print through the analysis of a picture book. The child is given a picture book and asked to identify elements such as the title, the first page, specific text on the page, and the direction in which the text should be read. Further, the child is asked to follow along in the text as the examiner reads it and to identify individual sentences and punctuation marks. An understanding of basic concepts of print is essential for the child to move forward as a reader.

Phonics and Word Recognition

Items in the Phonics and Word Recognition Subdomain focus on connecting symbols (letters) to the sounds they represent. The child begins by identifying uppercase and lowercase letters by name and then matching letters to their sounds. The child is then asked to match illustrations with printed words and to read words in isolation without pictorial support. The child is also asked to read printed nonsense words, relying solely on the letters and knowledge of the sounds those letters make; to match words with pictures, focusing on demonstrating understanding of words with long and short vowels; and to read words without pictures to demonstrate knowledge of inflectional endings. A strong foundation in phonics and the ability to recognize and decode words are essential elements in becoming a proficient reader.

Listening Comprehension

The Listening Comprehension Subdomain has items that focus on the ability to listen and demonstrate understanding of what has been heard. The child listens to stories and selects responses to questions about those stories. Items progress from short stories with picture-choice answers to longer passages with text-based answer choices, some of which require inference. Performance on these items can reveal an examinee's auditory processing ability and offer information about listening comprehension skills, which are critical to overall reading comprehension.

Fluency

Items in the Fluency Subdomain focus on fluency and automaticity in picture naming. The child is shown illustrations and asked to identify the objects pictured, under timed conditions. Fluency measurement ensures that children are reading at an appropriate rate and degree of accuracy for a particular stage of reading development. Fluency is also a critical element of reading comprehension.

Domain, Subdomain, and Area Descriptors

Mathematics

The development of strong math skills in early childhood can be a key to success in math and other academic areas later in a child's school career. Children are often naturally curious about mathematical concepts and gain knowledge about math through their everyday lives. The BEAS Mathematics Domain provides assessment across four subdomains critical for early mathematics skill development: Numbers, Counting, and Sets; Geometry; Measurement and Data; and Operations and Algebraic Thinking.

Numbers, Counting, and Sets

Items in the Numbers, Counting, and Sets Subdomain focus on knowledge of numerals, counting, one-to-one correspondence, the ability to compare numbers and quantities, and the ability to extend and complete patterns. Mastering these skills allows children to understand the foundation of computation, and performance in this area reflects the development of number sense.

Geometry

Items in the Geometry Subdomain focus on identifying, describing, classifying, and composing shapes. These skills relate to more advanced topics in geometry, such as understanding fractional portions of shapes, reasoning with and comparing shapes and their attributes, and in later years, working with lines, angles, and their properties. They also relate to other spatial reasoning skills as students develop various ways of composing, partitioning, and transforming shapes.

Measurement and Data

Items in the Measurement and Data Subdomain focus on comparing and sorting sets of objects, describing and comparing measurable attributes of objects, telling time to the hour, and answering questions about data represented in a picture graph. The skills assessed in this subdomain are the precursors to more advanced skills in data representation and analysis as well as in the measurement and estimation of time, mass, length, and volume.

Operations and Algebraic Thinking

Items in the Operations and Algebraic Thinking Subdomain focus on early computation tasks- adding and subtracting up to 10 both with and without illustrations to support these calculations. The skills assessed in this subdomain are the foundation for computation with larger numbers, more complex problem solving, and connecting real-world contexts to mathematical representations.

Phonological Awareness

Items in the Phonological Awareness Subdomain focus on identifying, analyzing, and manipulating sounds within words. This includes identifying rhyming and nonrhyming words using illustrations as well as by listening to words; breaking spoken words into syllables; blending word parts to create whole words; and identifying initial, medial, and final sounds within words. In addition, this subdomain examines the child's ability to build words based on the sounds of their component letters and then to reverse the process, identifying individual sounds within words. Finally, this subdomain assesses the ability to hear words and replace the initial, medial, or final sounds to create new words. A solid foundation of phonological awareness skills leads to mastery of phonics, which, in turn, leads to being able to read print with confidence.

Record Form Notes

Darnell was given the series academic subdomain tests over a 3 day period. Darnell is a 5-year-old male who was first evaluated as a 3-year-old to determine whether he was eligible for special education and related services. At that time, Darnell presented with delays in the areas of motor skills and communication skills.