

# Bracken

## Basic Concept Scale: **RECEPTIVE**<sup>™</sup>

BBCS-4:R<sup>™</sup>

Bracken Basic Concept Scale (4th ed.): Receptive<sup>™</sup>

Score Report

*Bruce A. Bracken*

---

Name:	Sam D. Sample	Date of birth:	01/01/2019
ID:	44444	Age:	3:9
Color blindness:	No	Examiner:	Jane Smith
Teacher:	Mrs. Cruz	Date of test:	05/10/2022
School/agency:	Rainbow Academy	Grade:	Preschool/prekindergarten 3
School/agency address:	123 Main Street Anytown, USA	Sex:	Female

Reason for testing: Evaluation for school readiness.

Comments:

Copyright © 2023 NCS Pearson, Inc. All rights reserved.

**Warning:** This report contains copyrighted material and trade secrets. The qualified licensee may excerpt portions of this output report, limited to the minimum text necessary to accurately describe their significant core conclusions, for incorporation into a written evaluation of the examinee, in accordance with their profession's citation standards, if any. No adaptations, translations, modifications, or special versions may be made of this report without prior written permission from Pearson.

**Pearson, BBCS-4:R, and Bracken Basic Concept Scale (4th ed.): Receptive** are trademarks, in the U.S. and/or other countries, of Pearson PLC or its affiliates.

[ 1.0 / RE1 / QG1 ]

## SUMMARY OF SUBTEST SCORES

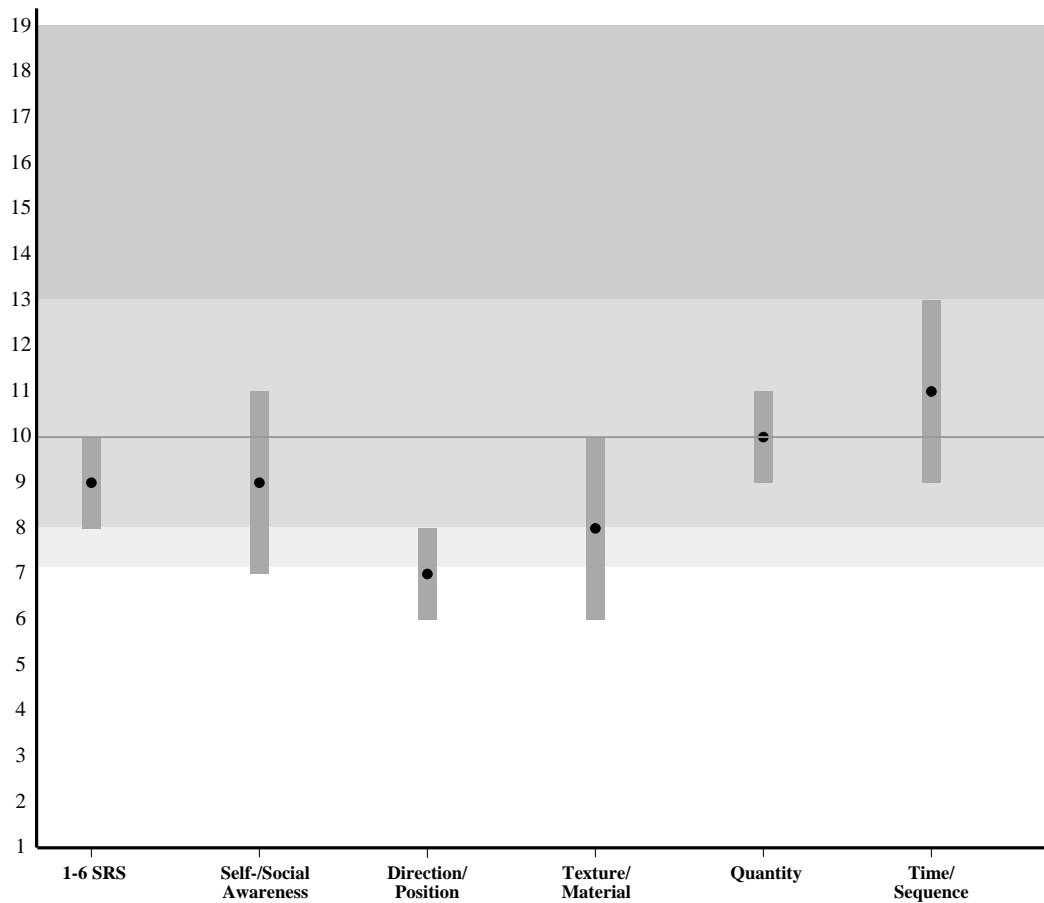
The following scores are the result of Sam's performance on the Bracken Basic Concept Scale (4th ed.): Receptive™ (BBCS-4:R™).

### Subtest Scaled Scores

	Raw score	Scaled score	Confidence interval 95% level	Percentile rank	Percentile rank CI	Age equivalent	GSV	Descriptive classification
1-6 SRS*	51	9	8 to 10	37	25 to 50	3:8	478	Average
Self-/Social Awareness	12	9	7 to 11	37	16 to 63	3:5	471	Average
Direction/Position	9	7	6 to 8	16	9 to 25	<=3:2	454	Delayed
Texture/Material	9	8	6 to 10	25	9 to 50	<=3:2	467	Average
Quantity	13	10	9 to 11	50	37 to 63	3:11	480	Average
Time/Sequence	10	11	9 to 13	63	37 to 84	4:2	485	Average

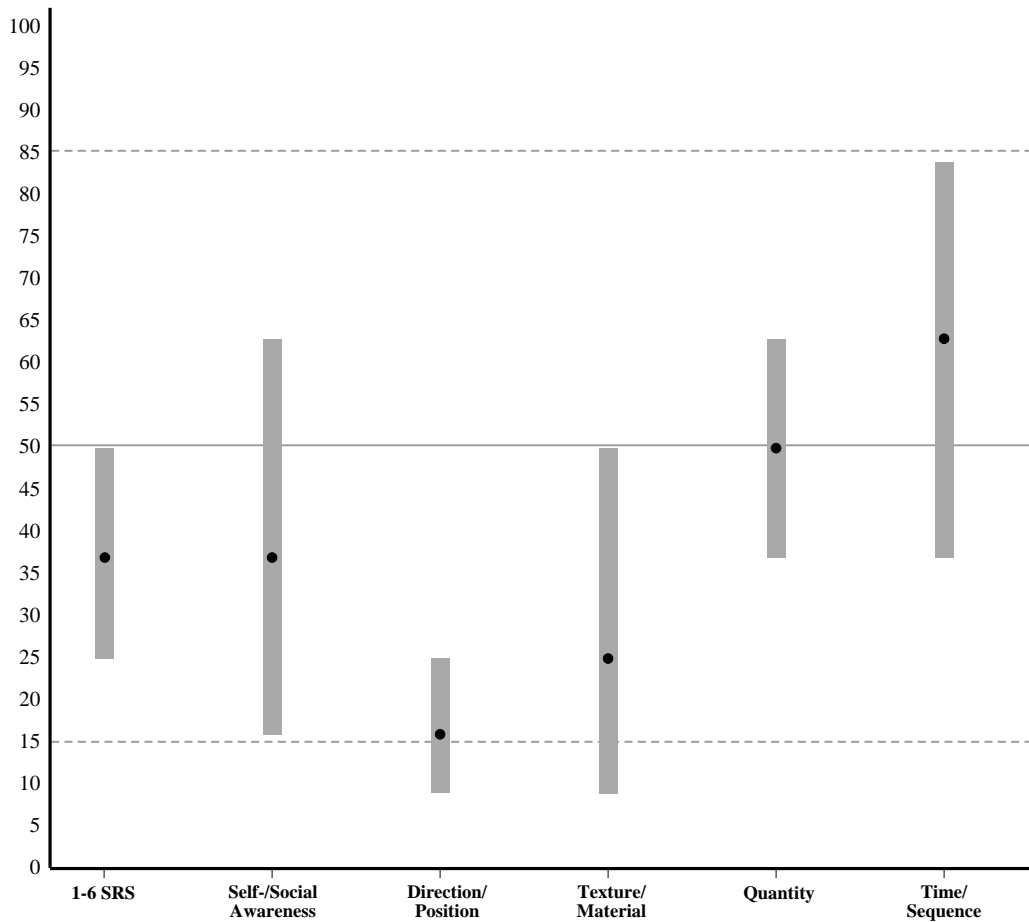
\*Individual scaled scores are not calculated for the first five BBCS-4:R subtests (i.e., Colors, Letters, Numbers/Counting, Sizes/Comparisons, and Shapes).

## SUBTEST SCALED SCORE PROFILE



Subtest	Scaled score	Confidence interval 95% level
1-6 SRS	9	8 to 10
Self-/Social Awareness	9	7 to 11
Direction/Position	7	6 to 8
Texture/Material	8	6 to 10
Quantity	10	9 to 11
Time/Sequence	11	9 to 13

## SUBTEST PERCENTILE RANK PROFILE



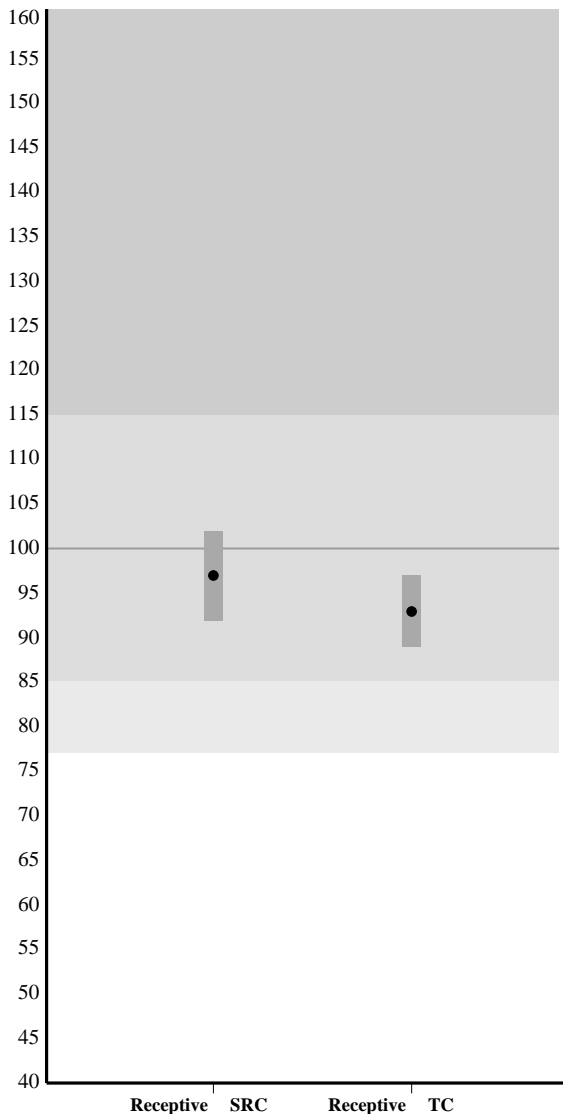
Subtest	Percentile rank	Percentile rank CI
1-6 SRS	37	25 to 50
Self-/Social Awareness	37	16 to 63
Direction/Position	16	9 to 25
Texture/Material	25	9 to 50
Quantity	50	37 to 63
Time/Sequence	63	37 to 84

## SUMMARY OF COMPOSITE SCORES

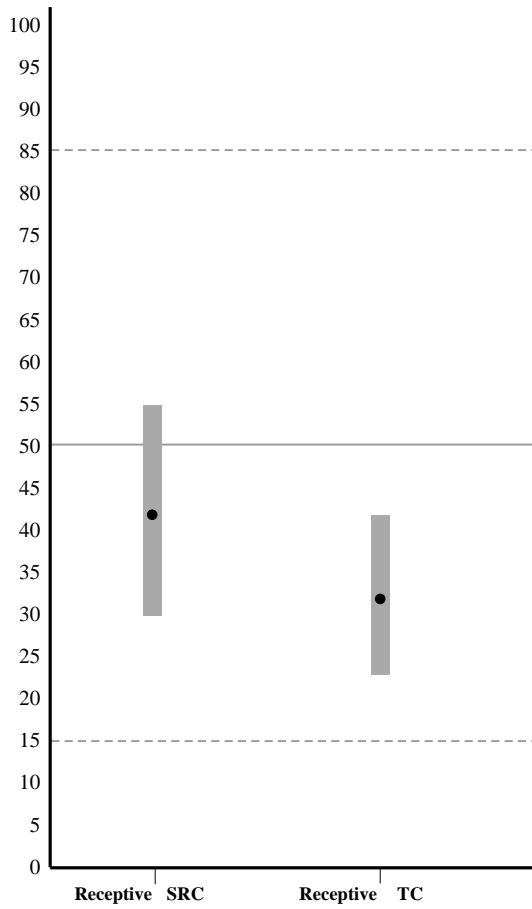
### Composite Standard Scores

	Standard score	Confidence interval 95% level	Percentile rank	Percentile rank CI	Descriptive classification
Receptive SRC	97	92 to 102	42	30 to 55	Average
Receptive TC	93	89 to 97	32	23 to 42	Average

### COMPOSITE STANDARD SCORE PROFILE



## COMPOSITE PERCENTILE RANK PROFILE



Composite score	Percentile rank	Percentile rank CI
Receptive SRC	42	30 to 55
Receptive TC	32	23 to 42

## NARRATIVE REPORT

### Subtests

#### School Readiness Subtest (SRS)

The SRS is a measure of a child's understanding of academic and social concepts and provides an easy and reliable way to assess the child's ability to identify relevant concepts traditionally needed to be successful in school. The SRS is composed of the first six BBCS-4:R subtests: Colors, Letters, Numbers/Counting, Sizes/Comparisons, Shapes, and Self-/Social Awareness. The first five SRS subtests do not report individual scaled scores. The SRS has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 9 (confidence interval = 8 to 10, percentile rank = 37) on the SRS, which places Sam in the average range of performance.

#### Colors

The Colors subtest measures the child's ability to identify primary colors, secondary colors, and basic color terms. The Colors subtest has a maximum raw score of 12. For a child with color blindness, the Colors subtest will not be administered. Rather, the child's score for the SRS will be prorated.

#### Letters

The Letters subtest measures the child's ability to identify uppercase and lowercase letters. The Letters subtest has a maximum raw score of 17.

#### Numbers/Counting

The Numbers/Counting subtest measures the child's ability to identify one-, two-, and three-digit numbers; decimals; and fractions. In addition, the child is presented with items that assign value to a set of objects. The Numbers/Counting subtest has a maximum raw score of 25.

#### Sizes/Comparisons

The Sizes/Comparisons subtest measures the child's ability to identify one-, two-, or three-dimensional concepts as well as the ability to match, differentiate, or compare objects based on one or more of their characteristics. The Sizes/Comparisons subtest has a maximum raw score of 23.

#### Shapes

The Shapes subtest measures the child's ability to identify one-, two-, and three-dimensional shapes. One-dimensional shapes include curve and angle, two-dimensional shapes include circle and triangle, and three-dimensional shapes include cylinder and cube. The Shapes subtest has a maximum raw score of 23.

#### Self-/Social Awareness

The Self-/Social Awareness subtest is used to evaluate the child's ability to identify concepts referencing emotional states as well as items describing kinship, relative ages, and social appropriateness. The Self-/Social Awareness subtest has a maximum raw score of 34. *Note.* The Self-/Social Awareness subtest is included in the SRS. In addition, a scaled score is provided for this subtest as an indication of the child's mastery of social concepts.

Sam received a scaled score of 9 (confidence interval = 7 to 11, percentile rank = 37) on the Self-/Social Awareness subtest, which places Sam in the average range of performance.

#### Direction/Position

The Direction/Position subtest is used to evaluate the child's sense of relational terms describing object placement in relation to another, the position of an object relative to itself, or a direction of placement. The Direction/Position subtest has a maximum raw score of 70.

Sam received a scaled score of 7 (confidence interval = 6 to 8, percentile rank = 16) on the Direction/Position subtest, which places Sam in the delayed range of performance.

### **Texture/Material**

The Texture/Material subtest is used to evaluate the child's ability to identify concept terms describing salient characteristics or attributes of an object or the basic composition of an object. The Texture/Material subtest has a maximum raw score of 34.

Sam received a scaled score of 8 (confidence interval = 6 to 10, percentile rank = 25) on the Texture/Material subtest, which places Sam in the average range of performance.

### **Quantity**

The Quantity subtest is used to evaluate the child's ability to identify quantity terms including those which describe the degree to which objects exist, the space they occupy, and how quantity can be manipulated. The Quantity subtest has a maximum raw score of 44.

Sam received a scaled score of 10 (confidence interval = 9 to 11, percentile rank = 50) on the Quantity subtest, which places Sam in the average range of performance.

### **Time/Sequence**

The Time/Sequence subtest is used to evaluate the child's ability to identify terms for occurrences along a temporal or sequential continuum and the degree of speed and/or order with which those events occur on the continuum. The Time/Sequence subtest has a maximum raw score of 38.

Sam received a scaled score of 11 (confidence interval = 9 to 13, percentile rank = 63) on the Time/Sequence subtest, which places Sam in the average range of performance.



## Composites

### Receptive School Readiness Composite (Receptive SRC)

The Receptive School Readiness Composite (Receptive SRC) is composed of Subtests 1-6 and represents conceptual knowledge that is closely aligned with early childhood experiences and curricula. As such, the Receptive SRC is a good descriptor of children's school-related concept development and a good indicator of the academic preparation a child has received. That is, it is more common for children who have attended preschool programs or who have parents/caregivers who have systematically exposed their children to rudimentary educational concepts to demonstrate advanced concept development on the Receptive SRC. The Receptive SRC has a mean of 100 and a standard deviation of 15.

Sam received a Receptive SRC standard score of 97 (confidence interval = 92 to 102, percentile rank = 42). This places Sam in the average range of school readiness.

### Receptive Total Composite (Receptive TC)

The Receptive Total Composite (Receptive TC) score provides information about a child's overall conceptual development as assessed receptively. The Receptive TC score is formed by summing the scaled scores of the SRS and remaining subtests (7-10) and converting the sum to a composite score.

Sam received a Receptive TC standard score of 93 (confidence interval = 89 to 97, percentile rank = 32). This places Sam in the average range of school readiness.

## STEAM Items

STEAM concepts are associated with science, technology, engineering, arts, and math curricula. The 159 STEAM items in the BBCS-4:R that correspond to STEAM curricula are underlined in the Concept Development Guide/Guía del desarrollo de conceptos. STEAM items for each subtest are identified in the Correct and Incorrect Responses section of this report.

## Additional Resources

The Concept Development Guide/Guía del desarrollo de conceptos provides item checklists of the concepts that Sam identified correctly versus incorrectly within each concept category. The General Guidelines for Instruction and Remediation section in the BBCS-4:R Manual lists 20 principles that may be useful to incorporate into instructional lessons that teach basic concepts to young children.

## End of Report