DAFFODIL Summer Course
Innovative Assessment of Functioning Oriented at Development and Inclusive Learning

Das•Naglieri
Cognitive Assessment System (CAS)

Colégio Luís Antonio Verney
5-11 September 2010

Vitor Cruz
vcruz@fmh.utl.pt

“The mind is a wonderful thing. It starts working the minute you’re born and never stops until you get to speak in public.”

Roscoe Drummond

... Specially in English...
Cognitive Assessment System (Rapid Reference)

Authors: Jack A. Naglieri and J. P. Das

Publication Date: 1997

What the Test Measures: PASS Theory of Cognitive Processing

Age Range: 5 years through 17 years 11 months

Two Versions of CAS: **Standard Battery**: includes three subtests in each of the four PASS scales; **Basic Battery**: includes two subtests from each of the four PASS scales

Administration Time: **Standard Battery** = 60 minutes; **Basic Battery** = 40 minutes

Guidelines for Development of the CAS (Naglieri, 1999)

1. A test of intelligence should be based on a theory of ability.

2. A theory of ability should be based on the view that intelligence is best described as cognitive processes, and the term **cognitive processes** should replace the term **intelligence**.

3. A theory of cognitive processes should:
   (a) inform the user about those specific abilities that are related to academic and job successes and difficulties,
   (b) have relevance to differential diagnosis, and
   (c) provide guidance to the selection and/or development of effective programming for intervention.
Guidelines for Development of the CAS (Naglieri, 1999)

4. A theory of cognitive functioning should be firmly based on a sizable research base and should have been proposed, tested, modified, and shown to have several kinds of validity.

5. A test of cognitive processing should follow closely from the theory of cognition on which it is based.

6. A test of cognitive processing should evaluate an individual through items that are as free from acquired knowledge as possible.

Structure of the CAS Scales and Subtest (Naglieri, 1999)

<table>
<thead>
<tr>
<th>Planning</th>
<th>Matching Numbers</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Planned Codes</td>
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<td>Planned Connections</td>
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<tr>
<td>Simultaneous</td>
<td>Nonverbal Matrices</td>
<td>✓</td>
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<td></td>
<td>Verbal-Spatial Relations</td>
<td>✓</td>
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<td></td>
<td>Figure Memory</td>
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<tr>
<td>Attention</td>
<td>Expressive Attention</td>
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<tr>
<td></td>
<td>Number Detection</td>
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<tr>
<td></td>
<td>Receptive Attention</td>
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<tr>
<td>Successive</td>
<td>Word Series</td>
<td>✓</td>
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<td></td>
<td>Sentence Repetition</td>
<td>✓</td>
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<td></td>
<td>Speech Rate or Sentence Questions</td>
<td>✓</td>
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</tbody>
</table>
Planning - Matching Numbers (Naglieri & Das, 1997)

Planning - Planned Codes (Naglieri & Das, 1997)
Strategy Assessment CAS (Naglieri, 1999)

- All the CAS Planning subtests include an observational phase called Strategy Assessment: The examiner observes if the child uses strategies to complete the items.

- Strategy Assessment was developed to obtain information about how the child completes the items. This information allows the examiner to look beyond the score and understand the methods the child used during planning.

- Strategy Assessment includes two parts:
  - *Observed Strategies*: those seen by the examiner through nonobtrusive means while the child completes the items.
  - *Reported Strategies*: obtained following completion of the item(s), by saying “Tell me how you did these”, or making a similar statement.
Simultaneous - Nonverbal Matrices (Naglieri & Das, 1997)

This subtest is included in the Naglieri and Das (1997) test. It involves a 3 X 3 matrix that best completes the task. The child's task is to choose from among six options, the picture that shows the arrow pointing towards a circle that is in a square. 

Simultaneous - Verbal-Spatial Relations (Naglieri & Das, 1997)

This subtest is also included in the Naglieri and Das (1997) test. It involves a 3 X 3 matrix that best completes the task. The child's task is to choose from among six options, the picture that shows the arrow pointing towards a circle that is in a square.
Simultaneous - Figure Memory (Naglieri & Das, 1997)

This subtest is composed of two sets of items. The first set is administrated to children ages 5-7. The second set of items is administrated to children ages 8-17.

Attention - Expressive Attention (Naglieri & Das, 1997)

The child’s task is to identify the stimulus pictures as either large or small animals, regardless of the relative size of the pictures on the page.

The three items represent the animals in the same size (Item 1), in a size relative to actual size (Item 2), and in a size usually opposite actual size (Item 3). Only Item 3 is used for scoring purposes.

This subtest is included in Standard and Basic Batteries.
Attention - Expressive Attention (Naglieri & Das, 1997)

This subtest is composed of two sets of items. The first set is administrated to children ages 5-7. The second set of items is administrated to children ages 8-17.

Attention - Number Detection (Naglieri & Das, 1997)

Find the numbers that look like this: 1 2 3

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</tbody>
</table>
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Materials:
- Administration and Scoring Manual, pages 59-64
- Information Book for Ages 5-7, page 2
- Information Book for Ages 8-17, page 16-23

Instructions:
- For Item 1, select the numbers that match the stimuli.
- For Item 2, select the numbers that do not match the stimuli.
- For Item 3, select the stimuli and distractors (numbers that match the targets (numbers that match the standards and basic batteries).
**Attention - Receptive Attention** (Naglieri & Das, 1997)

Each item consists of rows of pictures or pairs of letters that are physically the same. The child’s task is to find and underline that match) and distractors (pairs that do not match).

**Successive - Word Series** (Naglieri & Das, 1997)

The child’s task is to repeat a series of words in the same order in which the examiner says them.

This subtest is included in Standard and Basic Batteries.
Successive - Sentence Repetition
(Naglieri & Das, 1997)

The child’s task is to repeat a series of sentences spoken by the examiner.

Each sentence contains color names in place of content words.

This subtest is included in Standard and Basic Batteries.

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Successive - Speech Rate
(Ages 5-7 Only)
(Naglieri & Das, 1997)

This subtest requires the child to say a series of words as fast as possible ten times.

There are eight items, each of which contains a series of one- or two-syllable words.

This subtest is included in Standard Battery only.
Successive - Sentences Questions (Ages 8-17 Only)  
(Naglieri & Das, 1997)

The child’s task is to answer a question about a sentence read by the examiner. Each sentence contains color names in place of content words. This subtest is included in Standard Battery only.

<table>
<thead>
<tr>
<th>Item</th>
<th>Sentences and Questions</th>
<th>Correct Response</th>
<th>Score 1 or 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-17 Years</td>
<td></td>
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<tr>
<td>Sample A</td>
<td>The blue is yellowing. Who is yellowing?</td>
<td>(The) blue</td>
<td></td>
</tr>
<tr>
<td>Sample B</td>
<td>The red browned. What did the red do?</td>
<td>Brown(ed)</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The white is blue. What is blue?</td>
<td>(The) white</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The reds are black. What are black?</td>
<td>(The) red(s)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The pinks are yellowing the tans. What are the pinks doing?</td>
<td>Yellow(ing)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The yellow greened the blue. Who greened the blue?</td>
<td>(The) yellow</td>
<td></td>
</tr>
</tbody>
</table>

CAS in Portugal

- Cruz, V. (2005). *Cognitive Education and Reading Disabilities*. PhD in Special Education.


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Thank You!

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