

CAS in Norway

- Translated and tried out in School Psychology Services 1998-2007
- Norwegian version available November 2007
- First training workshop February 2008
- Workshop participant no 500 in June 2010
- Ca 250 certified for use
- Certification includes two days workshop, completion of 3 CAS, one report submitted for coaching
- Extensive use
- US standardization → Evaluate related to standardization sample

CAS Standardization

- 2,200 children aged 5-17 years
- 1,600 children given WJ-R Achievement
- 872 children for special studies
- Carefully selected sample closely matches U.S. population
- Stratified on
 - Age
 - Gender
 - Race
 - Hispanic Origin
 - Region
 - Parental Education
 - Community Size
 - Educational Placement

Wasserman & Becker, 2000

Group Means for Matched Samples by Race

Test	Black	White	Diff
Binet 4	94.4	107.0	12.6
WJ-R BCogA	90.9	102.6	11.7
WISC-III	89.9	100.9	11.0
K-ABC	91.5	97.6	6.1
CAS	95.0	99.9	4.9

Norwegian version:

- Well above average
- Above average
- High Average
- Average
- Low average
- Below average
- Well below average

It is recommended to use these categories instead of numbers

APPENDIX C

Descriptive Categories of PASS and Full Scale Standard Scores

Table C.1 Descriptive Categories of PASS and Full Scale Standard Scores

Standard Score	Classification	Percent Included	
		Theoretical Normal Curve	Standardization Sample
130 and above	Very Superior	2.2%	1.8%
120-129	Superior	6.7%	7.8%
110-119	High Average	16.1%	17.9%
80-109	Average	50.0%	50.0%
80-89	Low Average	16.1%	14.5%
70-79	Below Average	6.7%	6.8%
69 and below	Well Below Average	2.2%	2.9%

Note: The percentages shown are for the Full Scale and are based on the total standardization sample (N=2,000).

Anna, 9 years

- Referred to school psychology service autumn, fourth grade
- Reading problems
- Social problems related to peers, she tells stories that peers interpret to be lies
- Teacher concerned about social conditions at home
- Considered to be a slow learner, little motivation

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Cognitive Assessment System
Rapid Score

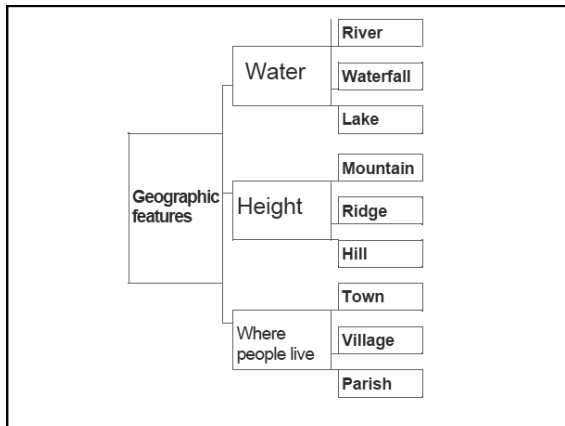
Jack A. Naglieri

Client Name: **JOHN DOE** Age: **09**
Sex: **M** Date: **08/08/10**
DOB: **08/08/01** Date of Birth: **08/08/01**
Age: **8** Height: **117** Weight: **110**

Subtest	Raw Score	Standard Score	Percentile Rank		
Matching Numbers	6	7	1		
Planned Codes	23	8	1		
Planned Connections	7	1	1		
Nonverbal Matrices	24	12	1		
Verbal Spatial Relations	17	12	1		
Figure Memory	14	13	1		
Expressive Attention	23	7	1		
Number Detection	13	9	1		
Sequential Associations	17	10	1		
Word Series	9	8	1		
Sentence Repetition	5	8	1		
Speech Fluency	4	9	1		
Spoken Questions	4	9	1		
Sum of Subtest Scores	22	40	26	110	
PASS Scale Standard Scores	69	120	92	84	93
Academic Skills	69	120	92	84	93
Reading Skills	69	120	92	84	93
Writing Skills	69	120	92	84	93
Math Skills	69	120	92	84	93
Language Skills	69	120	92	84	93

Strength in simultaneous processing
Weakness in planning and successive processing
Need:

- planning facilitation
- tuition focusing simultaneous processing in successive tasks



Nicolay, 11 years

- Nicolay is a wanderer in the classroom, gets little done
- He likes English, but struggles with math
- In his classroom there is a lot of independent work, and the children often can choose to work in the classroom or go to the computer room

Cognitive Assessment System
Rapid Score
Jack A. Naglieri

Subtest	Raw Score	Standard Score
Planning	4	10
Working Memory	5	10
Fluency	5	10
Nonverbal Matrices	17	50
Visual-Spatial Relations	13	40
Figure Memory	13	40
Expressive Attention	26	60
Number Attention	25	55
Receptive Attention	17	40
Word Series	8	20
Seriousness/Perseverance	4	10
Speech Fluency	16	35
Sentence Questions	16	35

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Client Name: Last: First
Age: 11.00
Sex: Male
School: Grade
Examiner: [Name]

Date Tested: 2010-08-10
Date of Birth: 1999-07-10
Age: 11.00

Strength in simultaneous processing
Weakness in planning and successive processing
Need:
■ experience of mastering
■ Planning facilitation
■ tuition focusing simultaneous processing in successive tasks

Nicolay, 11 years (continued..)

- A year later the teacher was worried, she perceived him as depressed. Her concern also was that they did not succeed in teaching him how to tell the time
- Nicolai himself had one big issue: "Do I have ADHD, or do I not?" He thought, yes, and someone had let him know that was the worst to happen.
- Tuition was designed, informed by task analyses and knowledge of his strengths and weaknesses, and he succeeded in learning to tell the time.
- He changed school, and the new school did not take well enough account of his strengths and weaknesses

Ruth Elise, 13 years

- Referred by teacher, 8th grade, referral question: general learning problems?
- Mother tells about a girl who is busy with practical tasks: looking after children, helping out with animals at the farm etc. Earlier smiling and lively girls, recently more sulky

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Cognitive Assessment System
Rapid Score

Jack A. Naglieri

Subtest	Raw Score	Standard Score	Percentile Rank
Math	9	7	1
Reading	10	8	2
Writing	12	10	5
Spelling	9	7	1
Verbal Reasoning	14	12	8
Quantitative Reasoning	18	15	12
Nonverbal Reasoning	27	23	19
Visual Spatial Reasoning	27	23	19
Figure Memory	8	7	1
Expressive Attention	47	40	10
Number Detection	68	58	9
Relational Reasoning	48	40	7
Word Series	4	3	1
Sentence Repetition	4	3	1
Speech Fluency	4	3	1
Spelling Questions	9	7	1
Sum of Subject Standard Scores	31	28	19

PSID Scale Standard Scores (Appendix B)	PLN	SM	ATT	SPR	FL
Percentile Rank (Appendix B)	66	58	34	4	28
IQ %	84	80	67	72	83
Confidence Interval (Appendix B)	200P	199	193	192	191

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- Strength in planning
- Weakness in successive processing
- Need:
 - tuition focusing simultaneous processing in successive tasks
 - awareness of place in a sequence

Flanagan & Kaufman (2009): Essentials of WISC IV

In the end, any and all interpretations of test performance gain diagnostic meaning when they are corroborated by other data sources and when they are empirically or logically related to the areas of difficulty specified in the referral (s 134).
