

Section I. Identifying Information

Name Margaret Schaeffer Female Male Grade 4

Date Tested Year 98 Month 11 Day 16 School Jones Elementary

Date of Birth Year 90 Month 7 Day 8 Examiner's Name Dr. Elizabeth Allen

Age 8 4 8 Examiner's Title Psychologist

Section II. Record of Scores

Converting SASP Scores to Age Equivalents and Instructional Levels

SASP Score	Age Equivalent	Start Instruction in SASP Level	SASP Score	Age Equivalent	Start Instruction in SASP Level
0	< 4-0	A	9	7-6 to 7-11	E
1	4-0 to 4-5	B	10	8-0 to 8-5	E
2	4-6 to 4-11	C	11	8-6 to 8-11	F
3	5-0 to 5-5	C	12	9-0 to 9-5	F
4	5-6 to 5-11	C	13	9-6 to 9-11	G
5-6	6-0 to 6-5	D	14	10-0 to 10-5	G
7	6-6 to 6-11	D	15	> 10-5	—
8	7-0 to 7-5	D			

SASP Score Summary

SASP Raw Score 8

SASP Age Equivalent 7-0 to 7-5

SASP Level for Remediation D

Other Test Data

Name of Test	Date	Score	SASP Equivalent
1. <u>TONI</u>	<u>10/10/98</u>	<u>94</u>	<u>7-3</u>
2. _____	_____	_____	_____
3. _____	_____	_____	_____

Section III. Record of Item Performance

Instructions The child should be seated comfortably at a desk with good lighting. Provide a pencil with an eraser. Begin with Item 1 and say to the child, "Make your map (point to incomplete design) look just like mine." Erasers are allowed, but do not prompt the child. The same instructions may be repeated through Item 9. Beginning with Item 10, add these words to the instructions: "Notice that now some of the dots are missing on your map." Point to Item 10 and say, "Don't draw in the dots. Just draw your lines as though all the dots were there. Pretend that all the dots are there."

Scoring Responses to Items 1 through 9 are considered correct if they meet the following criteria:

- The drawing contains the same number of lines as in the model.
- The lines begin and end at the same dots as shown in the model.
- The lines avoid distracting dots.

Responses to Items 10 through 15 are scored using the transparency. Position the transparency precisely over the child's response. If the lines end on or within the circles and the drawing meets the criteria for Items 1 through 9, consider the response correct.

The child's raw score is the number of the last item copied correctly before making 2 consecutive errors.

Ceiling Discontinue when the child makes 2 consecutive errors.

Record of Scores In the blanks below, record the child's score for each item. Write a 1 if the item is correct and write a 0 if the item is incorrect.

1. <u>1</u>	4. <u>1</u>	7. <u>0</u>	10. <u>0</u>	13. _____
2. <u>1</u>	5. <u>1</u>	8. <u>1</u>	11. _____	14. _____
3. <u>1</u>	6. <u>1</u>	9. <u>0</u>	12. _____	15. _____

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Figure 2.2. Completed page 1 of the SASP Test Student Response Booklet.