Overview

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Agenda

• describe the purpose of the DAS-II;
• describe the structure of the DAS-II and features of the subtests;
• describe the general directions for administration; and
• describe scoring and interpretation.

The Author

Dr. Colin D. Elliott
Author's Perspective

“The Differential Ability Scales—Second Edition (DAS-II) helps you find out why a child isn’t learning, and targets the specific nature of the problem, so that appropriate intervention strategies can be identified.”

Description of DAS-II

- Individually administered clinical instrument consisting of 20 subtests.
- Designed to assess cognitive abilities of children and adolescents from 2 years 6 months through 17 years 11 months.

Purposes and Uses

Classification
The composite score can be used in making classification and placement decisions.

Diagnostic
A reliable profile of intra-individual cognitive strengths and weaknesses is needed to determine, for example, why a child is struggling to learn to read and what methods we can use to improve learning.
Overview of the Differential Ability Scales-Second Edition
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Historical Perspective


2012  Publication of DAS-II Early Years Spanish Supplement.

Structure of Abilities

G

Ok  Df  Or  Dm  Or  Ds

Ok: Copy Patter Intelligence
Df: Fluid Intelligence
Or: Visual-Spatial Processing
Dm: Short-Term Memory
Or: Long-Term Storage and Retrieval
Ds: Cognitive Processing Speed
Gs: Auditory Processing

Early Years Battery
School-Age Battery
Core Subtests
Diagnostic Subtests
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Gloria Maccow, Ph.D., Assessment Training Consultant

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DAS-II: Batteries

<table>
<thead>
<tr>
<th>Battery</th>
<th>Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years</td>
<td>2:6 - 6:11</td>
</tr>
<tr>
<td>Lower Level</td>
<td>2:6 - 3:5</td>
</tr>
<tr>
<td>Upper Level</td>
<td>3:6 - 6:11</td>
</tr>
<tr>
<td>School-Age</td>
<td>7:0 - 17:11</td>
</tr>
</tbody>
</table>

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Early Years Battery
Ages 2:6 - 3:5 (Lower Level)

- Core Subtests
  - Verbal Comprehension
  - Naming Vocabulary
  - Picture Similarities
  - Pattern Construction

- Diagnostic Subtests
  - Recall of Digits Forward
  - Recognition of Pictures
  - Early Number Concepts

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Early Years Battery
Ages 3:6 - 6:11 (Upper Level)

- Core Subtests
  - Verbal Comprehension
  - Naming Vocabulary
  - Picture Similarities
  - Matrices
  - Pattern Construction
  - Copying

- Supplemental Score
  - Special Nonverbal Composite
    - PSim + PCon + Mat + Copy

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Early Years Battery
Ages 3:6 - 6:11 (Upper Level)

Diagnostic Subtests
- Early Number Concepts
- Matching Letter-Like Forms
- Phonological Processing
- Speed of Information Processing
- Rapid Naming
- Recall of Sequential Order
- Recall of Digits Backward
- Recall of Objects-Immediate
- Recall of Objects-Delayed
- Recall of Digits Forward
- Recognition of Pictures

Early Years Battery
Diagnostic Subtests by Age Group

Ages 5:0 - 6:11 only
- Recall of Objects-Immediate
- Recall of Objects-Delayed
- Recognition of Pictures

Ages 4:0 - 4:11 only
- Recall of Objects-Immediate
- Recall of Objects-Delayed
- Recall of Digits Forward
- Recognition of Pictures
- Early Number Concepts

Ages 3:6 - 3:11 only
- Recall of Digits Forward
- Recognition of Pictures
- Early Number Concepts

School-Age Battery
Ages 7:0 - 17:11

Core Subtests
- Word Definitions
- Verbal Similarities
- Matrices
- Sequential and Quantitative Reasoning
- Recall of Designs
- Pattern Construction

Supplemental Score
- Special Nonverbal Composite
  RDes + PCon + Mat + SQR

Verbal Ability
- GCA
- Nonverbal Reasoning Ability
- Spatial Ability
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School-Age Battery
Ages 7:0 - 17:11 (Upper Level)

Diagnostic Subtests
- Recall of Sequential Order
- Recall of Digits Backward
- Speed of Information Processing
  - Rapid Naming
- Phonological Processing
- Recall of Objects-Immediate
- Recall of Objects-Delayed
- Recall of Digits Forward
- Recognition of Pictures

Working Memory
- Recall of Digits Forward
- Recall of Digits Backward
- Recall of Objects-Immediate
- Recall of Objects-Delayed
- Recall of Digits Forward
- Recognition of Pictures

Note: Phonological Processing may be administered up to age 12:11 as a diagnostic subtest.

Early Years Record Form

Early Years and School-Age Battery normed for ages 5:0 - 8:11 years.

School-Age Record Form

Early Years and School-Age Battery normed for ages 5:0 - 8:11 years.
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Early Years Spanish Record Form

Median Administration Time

Core Subtests
- Early Years (Ages 2:6-3:5): 20 min.
- School Age (7:0-17:11): 39 min.

Diagnostic Subtests
- Working Memory: 12 min.
- Processing Speed: 9 min.
- School Readiness: 17 min.

Test Materials
p. 14 ADM. Manual
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DAS-II Kit

- Training and Phonological Processing Audio CD
  (For Examiner Use Only)

DAS-II Early Years Spanish Supplement Kit

- Administration and Technical Manual.
- DAS-II Early Years Spanish Supplement Stimulus Book.
- DAS-II Early Years Spanish Supplement Record Forms (25).
- DAS-II Early Years Spanish Supplement Interpreter’s Handbook.
- DAS-II Early Years Spanish Supplement Recall of Objects Card.
- Phonological Processing and Training CD.

General Information

- Battery Selection
- Subtest Selection
Ensure understanding of the task

- Repeat or rephrase directions or items
  - Not for short-term/working memory tasks
- Demonstrate with samples
- Teach after failure on designated items
- Question or encourage more elaborate responses

Item Sets

- All core subtests
- Diagnostic Subtests
  - Recognition of Pictures
  - Early Number Concepts
  - Matching Letter-Like Forms

In general, use set of items with at least 3 passes and at least 3 failures - (3x3 rule).
Using Item Sets

**Naming Vocabulary**

<table>
<thead>
<tr>
<th>Material</th>
<th>Supposed Start Points</th>
<th>Starting point for given age</th>
<th>Last item in selected item set</th>
</tr>
</thead>
</table>

**Decision Points**

When decision point reached, either
1. Stop,
2. Continue, or
3. Go back.

**Decision Points**

When decision point reached
1. **Stop** subtest when child has failed at least 3 items of all items administered and has passed at least 3 items of all items administered.
**Decision Points**

When decision point reached

1. Continue with subtest and administer more difficult items if the child has not failed at least 3 items prior to reaching the item set decision point.
   (Fewer than 3 failures, continue)

2. Continue with subtest and administer more difficult items if the child has not failed at least 3 items prior to reaching the item set decision point.
   (Fewer than 3 failures, continue)

**Clarifying Alternative Stop Rules**

When alternative stop point criterion met

- if at least 3 passes on all items, STOP
- if fewer than 3 passes on all items given, GO BACK to an earlier start point.
Alternative Stop Point Rule

When using alternative stop point, score remaining unadministered items as if administered and failed (p. 37 Adm. Manual).

Appropriate Item Set

- p. 41 Adm. Manual

Item Set - Ability Score
**Item Set - Ability Score**

- Use item set with items that are moderately difficult for the child.
- Do not choose an item set if the ability score is shaded – indicates a more accurate item set is available.
- If choice between 2 item sets, choose set with ability score with lowest SEM.
- If 2 item sets give scores with same SEM, choose the longer one in which score is based on more items.

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**Basal and Ceiling**

- **Recall of Digits Forward**
- **Recall of Digits Backward**
- **Recall of Sequential Order**

**Basal Level:** No more than one failure in a block.

**Ceiling Level:** No more than one pass in a block.

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**Recall of Digits Forward**

<table>
<thead>
<tr>
<th>Materials</th>
<th>Start Page</th>
<th>Administration Notes</th>
<th>Option Notes</th>
<th>Scoring Notes</th>
</tr>
</thead>
</table>
| New       | 61-62      | 2 test numbers on 2 per page | New | New instructions to be read aloud in block:

- If child successfully completes 12, administer Item 13. If not, re-administer Item 12.
- If child successfully completes 24, administer Item 13. If not, re-administer Items 23.
- If child successfully completes 36, administer Item 13. If not, re-administer Items 35.
- If child successfully completes 48, administer Item 13. If not, re-administer Items 47.
- If child successfully completes 60, administer Item 13. If not, re-administer Items 59.
- If child successfully completes 72, administer Item 13. If not, re-administer Items 71.
- If child successfully completes 84, administer Item 13. If not, re-administer Items 83.
- If child successfully completes 96, administer Item 13. If not, re-administer Items 95.
- If child successfully completes 108, administer Item 13. If not, re-administer Items 107.
- If child successfully completes 120, administer Item 13. If not, re-administer Items 119.
- If child successfully completes 132, administer Item 13. If not, re-administer Items 131.
- If child successfully completes 144, administer Item 13. If not, re-administer Items 143.
- If child successfully completes 156, administer Item 13. If not, re-administer Items 155.
- If child successfully completes 168, administer Item 13. If not, re-administer Items 167.
- If child successfully completes 180, administer Item 13. If not, re-administer Items 179.
- If child successfully completes 192, administer Item 13. If not, re-administer Items 191.
- If child successfully completes 204, administer Item 13. If not, re-administer Items 203.
- If child successfully completes 216, administer Item 13. If not, re-administer Items 215.
- If child successfully completes 228, administer Item 13. If not, re-administer Items 227.
- If child successfully completes 240, administer Item 13. If not, re-administer Items 239.
- If child successfully completes 252, administer Item 13. If not, re-administer Items 251.
- If child successfully completes 264, administer Item 13. If not, re-administer Items 263.
- If child successfully completes 276, administer Item 13. If not, re-administer Items 275.
- If child successfully completes 288, administer Item 13. If not, re-administer Items 287.
- If child successfully completes 300, administer Item 13. If not, re-administer Items 299.
- If child successfully completes 312, administer Item 13. If not, re-administer Items 311.
- If child successfully completes 324, administer Item 13. If not, re-administer Items 323.
- If child successfully completes 336, administer Item 13. If not, re-administer Items 335.
- If child successfully completes 348, administer Item 13. If not, re-administer Items 347.
- If child successfully completes 360, administer Item 13. If not, re-administer Items 359.
- If child successfully completes 372, administer Item 13. If not, re-administer Items 371.
- If child successfully completes 384, administer Item 13. If not, re-administer Items 383.
- If child successfully completes 396, administer Item 13. If not, re-administer Items 395.
- If child successfully completes 408, administer Item 13. If not, re-administer Items 407.
- If child successfully completes 420, administer Item 13. If not, re-administer Items 419.
- If child successfully completes 432, administer Item 13. If not, re-administer Items 431.
- If child successfully completes 444, administer Item 13. If not, re-administer Items 443.
- If child successfully completes 456, administer Item 13. If not, re-administer Items 455.
- If child successfully completes 468, administer Item 13. If not, re-administer Items 467.
- If child successfully completes 480, administer Item 13. If not, re-administer Items 479.
- If child successfully completes 492, administer Item 13. If not, re-administer Items 491.
- If child successfully completes 504, administer Item 13. If not, re-administer Items 503.
- If child successfully completes 516, administer Item 13. If not, re-administer Items 515.
- If child successfully completes 528, administer Item 13. If not, re-administer Items 527.
- If child successfully completes 540, administer Item 13. If not, re-administer Items 539.
- If child successfully completes 552, administer Item 13. If not, re-administer Items 551.
- If child successfully completes 564, administer Item 13. If not, re-administer Items 563.
- If child successfully completes 576, administer Item 13. If not, re-administer Items 575.
- If child successfully completes 588, administer Item 13. If not, re-administer Items 587.
- If child successfully completes 600, administer Item 13. If not, re-administer Items 599.
- If child successfully completes 612, administer Item 13. If not, re-administer Items 611.
- If child successfully completes 624, administer Item 13. If not, re-administer Items 623.
- If child successfully completes 636, administer Item 13. If not, re-administer Items 635.
- If child successfully completes 648, administer Item 13. If not, re-administer Items 647.
- If child successfully completes 660, administer Item 13. If not, re-administer Items 659.
- If child successfully completes 672, administer Item 13. If not, re-administer Items 671.
- If child successfully completes 684, administer Item 13. If not, re-administer Items 683.
- If child successfully completes 696, administer Item 13. If not, re-administer Items 695.
- If child successfully completes 708, administer Item 13. If not, re-administer Items 707.
- If child successfully completes 720, administer Item 13. If not, re-administer Items 719.
- If child successfully completes 732, administer Item 13. If not, re-administer Items 731.
- If child successfully completes 744, administer Item 13. If not, re-administer Items 743.
- If child successfully completes 756, administer Item 13. If not, re-administer Items 755.
- If child successfully completes 768, administer Item 13. If not, re-administer Items 767.
- If child successfully completes 780, administer Item 13. If not, re-administer Items 779.
- If child successfully completes 792, administer Item 13. If not, re-administer Items 791.
- If child successfully completes 804, administer Item 13. If not, re-administer Items 803.
- If child successfully completes 816, administer Item 13. If not, re-administer Items 815.
- If child successfully completes 828, administer Item 13. If not, re-administer Items 827.
- If child successfully completes 840, administer Item 13. If not, re-administer Items 839.
- If child successfully completes 852, administer Item 13. If not, re-administer Items 851.
- If child successfully completes 864, administer Item 13. If not, re-administer Items 863.
- If child successfully completes 876, administer Item 13. If not, re-administer Items 875.
- If child successfully completes 888, administer Item 13. If not, re-administer Items 887.
- If child successfully completes 900, administer Item 13. If not, re-administer Items 899.
- If child successfully completes 912, administer Item 13. If not, re-administer Items 911.
- If child successfully completes 924, administer Item 13. If not, re-administer Items 923.
- If child successfully completes 936, administer Item 13. If not, re-administer Items 935.
- If child successfully completes 948, administer Item 13. If not, re-administer Items 947.
- If child successfully completes 960, administer Item 13. If not, re-administer Items 959.
- If child successfully completes 972, administer Item 13. If not, re-administer Items 971.
- If child successfully completes 984, administer Item 13. If not, re-administer Items 983.
- If child successfully completes 996, administer Item 13. If not, re-administer Items 995.
Fixed Start Point and Discontinue Rule

Recall of Objects
Phonological Processing
Rapid Naming

Recall of Objects—Immediate

<table>
<thead>
<tr>
<th>Trial</th>
<th>Exposure</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial 1</td>
<td>45 seconds</td>
<td>45 seconds</td>
</tr>
<tr>
<td>Trial 2</td>
<td>20 seconds</td>
<td>40 seconds</td>
</tr>
<tr>
<td>Trial 3</td>
<td>20 seconds</td>
<td>40 seconds</td>
</tr>
</tbody>
</table>

Start Point Ages 4:0 - 17:11: Trial 1.
Do not discontinue. Administer all three trials.
EXCEPTION: If child recalls all 20 objects in both Trials 1 and 2, do not administer Trial 3. Instead, award 20 points for Trial 3.

Trial 1: Exposure 45 seconds; Recall 45 seconds.
Trial 2: Exposure 20 seconds; Recall 40 seconds.
Trial 3: Exposure 20 seconds; Recall 40 seconds.
Subtest Administration
Specific Directions - See RF and Administration and Scoring Manual

DAS-II Translations
Administration directions for all nonverbal subtests are translated into:
- Spanish language
- American Sign Language

DAS-II Early Years Spanish Supplement published Fall 2012.

Seating Arrangement

Figure 2.1 - Recommended testing and materials arrangement
Calculating Chronological Age

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>2001</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>24</td>
</tr>
</tbody>
</table>

(Disregard the Days)

Table 2.2. Acceptable Substitutions for Core Subtests by Battery

<table>
<thead>
<tr>
<th>Core Subtests</th>
<th>Acceptable Substitute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years Battery (5:0 – 8:11)</td>
<td></td>
</tr>
<tr>
<td>Verbal Comprehension</td>
<td>Verbal Similarities</td>
</tr>
<tr>
<td>Naming Vocabulary</td>
<td>Word Definitions</td>
</tr>
<tr>
<td>Picture Similarities</td>
<td>Sequential and Quantitative Reasoning</td>
</tr>
<tr>
<td>Copying</td>
<td>Recall of Designs</td>
</tr>
<tr>
<td>School-Age Battery (7:0 – 17:11)</td>
<td></td>
</tr>
<tr>
<td>Word Definitions</td>
<td>Naming Vocabulary</td>
</tr>
<tr>
<td>Verbal Similarities</td>
<td>Verbal Comprehension</td>
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<tr>
<td>Recall of Designs</td>
<td>Copying</td>
</tr>
<tr>
<td>Sequential and Quantitative Reasoning</td>
<td>Picture Similarities</td>
</tr>
</tbody>
</table>

Verbal Ability Subtests

Verbal Comprehension (Early Years)
Naming Vocabulary (Early Years)

Word Definitions (School-Age)
Verbal Similarities (School-Age)
Verbal Comprehension

The child points to pictures or manipulates objects in response to oral instructions from the examiner.

Measures receptive language: understanding of oral instructions involving basic language concepts.

Word Definitions

The child is asked to tell the meaning of individual words.

“I will say a word, and you tell me what it means.”

What does ____ mean? or
Tell me what ____ is. or
What is a ____?

Measures knowledge of word meanings as demonstrated through spoken language.
Word Definitions

The child describes how three things are similar or go together.

Measures verbal reasoning and verbal knowledge.

Verbal Similarities

Nonverbal Ability

Picture Similarities (2:6 - 3:5)

Pattern Construction (2:6 - 3:5)
Picture Similarities

- The examiner shows the child a row of four pictures in the Stimulus Book and gives the child a card with a fifth picture.
- The child places the card under the picture that shares an element or concept.

Measures nonverbal reasoning.

Pattern Construction

The child copies a two- or three-dimensional design with wooden blocks.

Nonverbal Reasoning Ability Subtests

- Picture Similarities (3:6 - 6:11)
- Matrices
- Sequential and Quantitative Reasoning
Matrices

Shown an incomplete matrix, the child selects from among four or six choices the figure that correctly completes the matrix.

Measures nonverbal reasoning: perception and application of relationships among abstract figures.

Sequential & Quantitative Reasoning

- In Set A, the child is shown a series of items, and then completes the series by providing the missing figure.
- In Set B, the child finds a relationship within each of two pairs of numbers, applies the relationship to an incomplete pair of numbers, and provides the missing number.

Spatial Ability Subtests

Pattern Construction (3:6 - 17:11)
Copying
Recall of Designs
Pattern Construction

The child constructs a design by putting together flat squares or solid blocks with black and yellow patterns on each side. Sets B and C have timed and untimed options.

Measures nonverbal reasoning and spatial visualization in reproducing designs with colored blocks.

Alternative Scoring Procedure

- Either before or during administration, you may decide to score the child’s performance according to the alternative scoring method.
- This method allows you to calculate a score that reflects information about accuracy without taking speed into account.
- The decision to score the test using the alternative scoring method does not affect how the items are administered.
Copying

The child copies a simple line drawing that is first made by the examiner or shown in a picture.

Measures visual-perceptual matching and fine-motor coordination in copying line drawings.

Recall of Designs

The child reproduces an abstract line drawing that is presented for 5 seconds and then removed.

Working Memory Subtests

Recall of Sequential Order
Recall of Digits Backward
Recall of Sequential Order

- A measure of visual-verbal working memory (short-term recall).

  The child hears a list of parts of the body and is asked to order the list from highest to lowest (head to toe).

Recall of Sequential Order

- Age range 5:0 through 17:11
- A measure of working memory
- Requires verbal-visual processing
- Child hears a list of parts of the body and has to order the parts from highest to lowest
- Three conditions:
  - Recall of body parts with picture as aid
  - Recall of body parts without picture
  - Recall of body parts and other object names

Recall of Digits Backward

- Age range 5:0 through 17:11.
- A measure of working memory.
- Presentation rate—2 per second.
- Basal and ceiling rules the same as for Recall of Digits Forward.
Recall of Digits Backward

- Recall of Digits–Backward
  - Working memory, short-term auditory memory and oral recall of sequences of numbers
- Child repeats in reverse order a sequence of digits presented orally
  - 986543 - 345689
- Read at 2 per second

Recall of Digits Backward

Say: I am going to say some numbers. When I stop, I want you to say the numbers backwards. If I say 9–1, you would say 1–9. So, if I say 5–6, what would you say?

If the child repeats the digits in a different way (e.g., "twenty-five" instead of "two-five") give credit but say: Try to say them just like I do.

Processing Speed

Speed of Information Processing
Rapid Naming
**Speed of Information Processing**

In Booklet A, the child scans rows of circles containing small boxes and indicates, within a specified time limit, which circles have the most boxes.

In Booklets B and C, the child scans rows of numbers and circles the highest number within a specified time limit.

**Rapid Naming (Ages 5:0 - 17:11)**

Assesses automaticity of integration of visual symbols with phonologically referenced naming.

**Rapid Naming**

- Item types:
  - Color Naming
  - Picture Naming
  - Color-Picture Naming
- 120 seconds per task
- Between-task performance comparisons
The Recall of Objects subtest consists of two parts:
- Recall of Objects–Immediate, and
- Recall of Objects–Delayed.

For each of the three Immediate Recall trials, the child views a card with pictures of 20 objects for a specified amount of time - examiner pts to and names each picture.

After the card is removed, the child recalls as many objects as possible.
Recall of Objects

During the Recall of Objects-Delayed, the Recall of Objects card is placed face down in front of the child, but the pictures are not exposed again.

The child recalls as many objects as possible.

Recall of Digits Forward

- Recall of Digits-Forward
  - short-term auditory memory and oral recall of sequences of numbers
- Child repeats a sequence of digits presented orally
- Read at rate of 2 per second

Recognition of Pictures

- The child is shown a picture of one or more objects for 5 seconds.
- The child then selects the previously viewed object(s) from a second pictorial array that includes distracters.
Phonological Processing
(Ages 5:0 - 12:11)

Assesses knowledge of sound structure of the English language and the ability to manipulate sound.

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Phonological Processing

Four components:
- Rhyming
- Blending
- Deletion
- Phoneme identification and segmentation

Between-component comparisons

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Scoring and Interpretation
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Scoring

- Sum correct responses for each subtest.
- Use Record Form to ID corresponding ability score (with SeM).
- Use table (scoring software) to convert to T-score.
- Sum core subtest T-scores and convert to standard score for cluster.

Item Set - Ability Score

<table>
<thead>
<tr>
<th>Core Subtest/Item Set</th>
<th>Standard Form</th>
<th>90-110</th>
<th>105-120</th>
<th>110-115</th>
<th>115-120</th>
<th>120-125</th>
<th>125-130</th>
<th>130-135</th>
<th>135-140</th>
<th>140-145</th>
<th>145-150</th>
<th>150-155</th>
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</thead>
<tbody>
<tr>
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<td>Total</td>
<td>108</td>
<td>103</td>
<td>100</td>
<td>97</td>
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<td>91</td>
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<td>85</td>
<td>82</td>
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<td>76</td>
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<tr>
<td></td>
<td>Spatial Thinking</td>
<td>104</td>
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<td>100</td>
<td>97</td>
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<td>91</td>
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<td>Special Meaning</td>
<td>90</td>
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<td>73</td>
<td>70</td>
<td>68</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Gm/General Intellectual Growth</td>
<td>90-110</td>
<td>105-120</td>
<td>110-115</td>
<td>115-120</td>
<td>120-125</td>
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Interpretation

1. Report and describe the General Conceptual Ability score or the Special Nonverbal Composite.
2. Report and describe the cluster scores.

Definition of Cluster Scores

<table>
<thead>
<tr>
<th>Cluster Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>Spatial Ability</td>
<td>Measure of complex visual-spatial processing</td>
</tr>
<tr>
<td>Nonverbal Reasoning Ability</td>
<td>Measure of nonverbal, inductive reasoning</td>
</tr>
<tr>
<td>Nonverbal Ability</td>
<td>Measure of nonverbal mental processing</td>
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<tr>
<td>Verbal Ability</td>
<td>Measure of acquired verbal concepts and knowledge</td>
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</table>

Differential Ability Scales-Second Edition (DAS-II)

<table>
<thead>
<tr>
<th>Composite/Cluster/Core Subtest</th>
<th>Standard Score (Mean=100)</th>
<th>T-Score (Mean= 50)</th>
<th>Percentile Rank</th>
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<tbody>
<tr>
<td>General Conceptual Ability</td>
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<tr>
<td>Verbal Similarities</td>
<td>50</td>
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<td>50</td>
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<tr>
<td>Word Definitions</td>
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<td>Nonverbal Reasoning Ability</td>
<td>89</td>
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<td>Matrices</td>
<td>43</td>
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<td>Sequential &amp; Quantitative Reasoning</td>
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<td>Recall of Designs</td>
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<td>Pattern Construction</td>
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Interpretation

3. Evaluate differences between core clusters

<table>
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<th>Discrepancy Comparisons</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Diff.</th>
<th>Critical Value</th>
<th>Sig. Diff.</th>
<th>Y / N</th>
<th>Base Rate</th>
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<td>Verbal - Nonverbal Reasoning</td>
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<td>89</td>
<td>13</td>
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<td>Verbal - Spatial</td>
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<td>0</td>
<td>12</td>
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<tr>
<td>Nonverbal Reasoning - Spatial</td>
<td>89</td>
<td>102</td>
<td>-13</td>
<td>10</td>
<td>Y</td>
<td>10-15%</td>
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Base Rate by Overall Sample
Statistical Significance (Critical Values) at the .05 level

Interpretation

4. Evaluate differences between subtests within core clusters
   - Word Definitions-Verbal Similarities
   - Matrices-Seq/Quantitative Reasoning
   - Recall of Designs-Pattern Construction

5. Evaluate core subtest relative Ss and Ws

Diagnostic Cluster

- Report and Describe
- Compare clusters with GCA
- Evaluate differences between clusters
- Evaluate differences between subtests within cluster
- Evaluate relative Ss and Ws
Overview of the Differential Ability Scales-Second Edition
Gloria Maccow, Ph.D., Assessment Training Consultant

<table>
<thead>
<tr>
<th>Cluster/Diagnostic Subtest</th>
<th>Standard Score (Mean = 100)</th>
<th>T-Score (Mean = 50)</th>
<th>Percentile Rank</th>
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<tr>
<td>Working Memory</td>
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<td>Recall of Sequential Order</td>
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<td>Recall of Digits Backward</td>
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<td>Recall of Objects Immediate</td>
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<td>Recall of Objects Delayed</td>
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<td>Recall of Digits Forward</td>
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<td>Recognition of Pictures</td>
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<td>Phonological Processing</td>
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Types of Scores

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<td>Standardized T-Score</td>
<td>Age-based standardized score; provides another means of comparing the individual's score</td>
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Conclusions

- Cognitive test scores can NEVER lead directly to interventions.
- Clinical judgment is ALWAYS necessary in interpreting cognitive test results.
- The essential role of cognitive test scores is to give us insight or UNDERSTANDING of the way an individual processes information.
- Cognitive test scores are necessary, but not sufficient, for our understanding of the child.

Additional Aids for Examiners

- DAS-II Scoring Assistant
- DVD demonstration of signing for administration in American Sign Language
- DAS-II Website with FAQs (and answers!)

www.DAS-II.com

Available Now: DAS-II Early Years Spanish Supplement

For more Information contact your Pearson Assessment Consultant

<table>
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<tr>
<th>Name</th>
<th>Telephone</th>
<th>Geographic Area</th>
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<tr>
<td>Shane Davidson</td>
<td>800.627.7271 x 262012</td>
<td>CA (Central), NY</td>
</tr>
<tr>
<td>Renée Fawson</td>
<td>800.627.7271 x 262008</td>
<td>AR, TX (South)</td>
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<tr>
<td>Brice Gudier</td>
<td>800.627.7271 x 262267</td>
<td>TX</td>
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<tr>
<td>Michael Greg</td>
<td>800.627.7271 x 262279</td>
<td>CT, MA, NY (Central/Southeast)</td>
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<tr>
<td>John Harris</td>
<td>800.627.7271 x 262259</td>
<td>MI, WI, WI</td>
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<tr>
<td>Peggy Kuy</td>
<td>800.627.7172 x 262498</td>
<td>GA</td>
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<tr>
<td>Trinity Kwan</td>
<td>800.627.7271 x 262762</td>
<td>MO, WI, MO, MN, SD</td>
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<tr>
<td>Chris Keeler</td>
<td>800.627.7271 x 262231</td>
<td>OR, WA, WA</td>
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<tr>
<td>Patrick Kuehne</td>
<td>800.627.7271 x 262235</td>
<td>CA (Central), AZ</td>
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<tr>
<td>Cheryl Londt</td>
<td>800.627.7271 x 262754</td>
<td>AL, MS, AL, MT, VT, WI, NY</td>
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<td>Christina Montgomery</td>
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<td>Paul Moore</td>
<td>800.627.7271 x 262538</td>
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<td>Jim Simonne</td>
<td>800.627.7271 x 262081</td>
<td>KS (Northeast), NY (South)</td>
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<td>Susan Wakeley</td>
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<td>James Westmore</td>
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<td>Sue Zornets</td>
<td>800.627.7271 x 262758</td>
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