



## SCERTS® Assessment Process (SAP) Scoring Criteria & Checklist

The following guidelines were developed to assist team members in applying the 0, 1, 2 scoring system utilized in the SAP for the SC and ER domains. When completing the SAP, each objective must be rated using the 0, 1, 2 point scoring system by referring to the criterion for each objective.

Give a rating of 0 unless all of the following are observed for either a 1 or 2 rating to ensure accuracy:

<b>"2" Rating</b>	<b>"1" Rating</b>
Are <b>ALL</b> of the following observed? If NO, consider 1 →	Are <b>ALL</b> of the following observed? If NO, score 0
<input type="checkbox"/> The child meets criterion for the objective <b>independently</b> (i.e., without verbal or physical cues).	<input type="checkbox"/> The child meets all of the components in the criterion for the objective (not just 1 or 2 items in a list of behaviors), but continues to <b>need partial assistance</b> (i.e., partial verbal cues, partial physical cues, or gestural cues).
<input type="checkbox"/> The child meets criterion for the objective <b>regularly</b> (e.g., skill is displayed at least two times during the assessment observations for low frequency behaviors; skill is displayed often for high frequency behaviors). Low frequency behaviors are those behaviors that you would not expect to occur often even when the child is in an optimal state of arousal and appropriate transactional supports are in place (e.g., greetings) while high frequency behaviors are those behaviors that you would expect to occur often (e.g., requesting and engaging in reciprocal interaction).	<input type="checkbox"/> The child meets criterion for the objective, but does so <b>irregularly or on an occasional basis</b> (e.g., skill is displayed fewer than two times during the assessment observations for low frequency behaviors; skill is displayed infrequently for high frequency behaviors).
<input type="checkbox"/> The child meets criterion for the objective <b>consistently</b> (e.g., skill is displayed in at least 4 out of 5 opportunities, at least 80% of the time) and skill is displayed across three or more activities.	<input type="checkbox"/> The child meets criterion for the objective, but does so <b>inconsistently</b> (e.g., in fewer than 4 out of 5 opportunities, less than 80% of the time), in fewer than two activities, or with a limited number of partners).
<i>For the Social Partner Stage</i>	
<input type="checkbox"/> The child meets criterion for the objective <b>across two contexts</b> (e.g., home, school, & playground) and <b>across two different partners</b> .	<input type="checkbox"/> The child meets criterion for the objective <b>in at least one context</b> (e.g., home, school, & playground) and <b>with at least one partner</b> .
<i>For the Language Partner Stage</i>	
<input type="checkbox"/> The child meets criterion for the objective <b>across two contexts</b> (e.g., home, school, & playground) and <b>across three different partners</b> .	<input type="checkbox"/> The child meets criterion for the objective <b>in at least one context</b> (e.g., home, school, & playground) and <b>with at least one partner</b> .
<i>For the Conversational Partner Stage</i>	
<input type="checkbox"/> The child meets criterion for the objective <b>across two contexts</b> (e.g., home, school, and community) and <b>across three different partners including a peer</b> .	<input type="checkbox"/> The child meets criterion for the objective <b>in at least one context</b> (e.g., home, school, and playground) and <b>with at least one partner</b> .

Please keep in mind that when providing a rating, this is a performance-based assessment so a rating reflects not only the child's behavior but also whether the transactional supports in place create favorable conditions for fostering that child's independence, regular use of a skill, and consistency across partners, settings, and contexts. The definitions for each objective are located in Volume I; Ch. 8 of the SCERTS<sup>®</sup> manuals.

## **Frequently asked questions about the 0, 1, 2 ratings**

### **1) What if the child does not display the skill during the assessment observations, but a team member (including a parent) reports that the child displays the skill at other times?**

Information should also be gathered from the SAP-R and behavior sampling techniques can be used to supplement the observation in an effort to gather information about behaviors that did not occur at all or rarely occurred during the observation (refer to Volume I; Chapter 7, step 5). It may also be necessary to gather additional information by parent or teacher report on the use of certain behaviors across contexts or partners that are not observed or could not be sampled. The score of 0, 1, or 2 should then be based on the combined information from the observation, SAP-R, parent and teacher report, and behavior sampling. Keep in mind, however, that achieving a rating of a "2" should still be provided only after answering the questions above. If a behavior is not observed in the assessment observations and is only seen in behavior sampling, it may not be a consistent or regularly used skill in a child's repertoire and may be more appropriately rated as a "1".

### **2) What if there is a lack of agreement among team members on specific ratings?**

The SAP is designed to be a multidisciplinary team assessment. Implementation of the SAP includes discussion and consensus building, thus differences in ratings should be resolved based on team consensus. If one or two team members rated a child's skill as a "2" and one or two team members rated a child's skill as a "1", this may be attributed to that child's inconsistency across activities, contexts, and partners and/or reliance on specific verbal or physical cues. Thus, in these cases, this skill may most appropriately be rated a "1."

### **3) Does a rating of "2" necessarily mean that the skill is no longer targeted as part of a child's program? For example, what if an objective is scored as a "2," but the educational team believes that it is important to continue working on that developmental skill?**

In such cases, it is likely that either the skill was inaccurately rated a "2", or that the child had recently made sufficient progress such that the skill is relatively new and team members do not feel it is as "robust" or "solid" as the "2" rating implies. In such cases, there may be later developing objectives in a goal area that can be addressed that are related to the recently achieved objective, but that allows the team to "up the ante" the next developmental level (e.g., engaging in brief reciprocal interaction to engaging in extended reciprocal interaction). The team may also continue to provide many opportunities for practicing the skill in daily activities but not necessarily identify the skill as a current objective.

### **4) The child has remained at a "1" for a number of re-assessments. Although progress has been made, a "2" is not yet accurate. How can we describe or show progress?**

If the objective has been included in a child's individualized educational plan (IEP or IFSP), benchmarks could be written to show the child's progress by recognizing gains in independence (i.e., a higher frequency of spontaneous displays without verbal or physical cues), by recognizing gains in the regular use of the skill (i.e., noting that the child is now using the skill across 1, 2, 3, and > 4 activities and contexts), and by recognizing gains in the consistency of a skill (i.e., noting the frequency of displays per opportunities, moving from 1 out of 5 to 4 out of 5 opportunities). This is often referred to as "horizontal" growth as opposed to "vertical growth" and is a very critical measure of a child's competence with a particular skill. In circumstances when a child truly has "plateaued" at a "1" rating, with little further progress over a number of reassessments, it may indicate to the team that changes in interpersonal or learning supports may be needed to support child's movement to a "2".