

BRITISH ABILITY SCALES

Central Survey Number

Name

Child's Birth Date

Date of Assessment *I3503/I3503M/I3503Y (DD/MM/YY)*

School.....

NFER Publishing Company



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BRITISH ABILITIES SCALES

Modified administration and answer form

There are four scales to be given to the child. Please introduce the scales in the following way:

1. I'D LIKE YOU TO TRY THESE *GAMES AND PUZZLES*.
2. YOU SHOULDN'T WORRY IF YOU CAN'T DO THEM ALL. YOU MAY NOT BE OLD ENOUGH . . . WE'LL SEE HOW FAR YOU CAN GET ON EACH GAME.
3. When a child has failed *four consecutive* items in any one scale, say casually and light-heartedly: LET'S LEAVE THAT GAME. YOU'VE DONE WELL SO FAR. NOW WE'LL TRY ANOTHER ONE.
4. If a child cannot decide how to answer an individual *item*, go on to the next item when you feel that further delay may be discouraging.

The scales are the following:

1. Word definitions
2. Recall of digits
3. Similarities
4. Matrices

WORD DEFINITIONS

The words used in this scale appear on the following answer form.

LET'S SEE HOW MANY WORDS YOU KNOW. I SHALL SAY A WORD AND I WANT YOU TO TELL ME WHAT IT MEANS.

In turn, read out each word on the list.

“ ” WHAT DOES MEAN?

Please write the child's answer or answers verbatim on the following three pages. It is important that everything the child says should be recorded (whether correct or otherwise).

- a. If the child merely repeats the indicated word when trying to define it, this is incorrect and the child should be asked, without giving any further clues: TELL ME MORE *or* WHAT DO YOU MEAN BY?
- b. If the response is ambiguous or on the right lines but not fully correct, use non-directional questioning such as: YES? or TELL ME A BIT MORE or CAN YOU THINK OF ANYTHING ELSE?
- c. All responses, correct or incorrect, should be greeted with mild encouragement, such as YES or GOOD!
- d. If the child's response on the *first* item is incorrect, the incorrect response(s) should be written down and the child should then be told what would be the correct responses. (Correct responses: any games such as football, racing or similar diversions. Incorrect responses: School sports, snakes and ladders.)

Note: This help is given only with the first item and *not* with any subsequent items.

Use your judgment to decide when the child has failed to give correct or partly correct definitions of *four successive* words. If you are sure that there have been four successive incorrect definitions, move on to the next scale (recall of digits).

Answer form for Word Definitions

Sport I3504
.....

Travel I3505
.....

Splash I3506
.....

Army I3507
.....

Beard I3508
.....

Invite I3509
.....

Harvest I3510
.....

Lullaby I3511
.....

Collect I3512
.....

Wheel I3513
.....

Massive I3514
.....

Refund I3515
.....

Purpose I3516
.....

Trade I3517
.....

Curiosity I3518
.....

Transparent I3519
.....
Leather I3520
.....
Error I3521
.....
Victorious I3522
.....
Tentacle I3523
.....
Consent I3524
.....
Counterfeit I3525
.....
Unique I3526
.....
Drab I3527
.....
Nomadic I3528
.....
Universal I3529
.....
Lethal I3530
.....
Pessimistic I3531
.....
Adjacent I3532
.....

Exert I3533
(ensure that child
does not mistake
this for *except*)

Novice I3534

Velocity I3535

Divulge I3536

Longevity I3537

Ostracise I3538

Alacrity I3539

Hirsute I3540

RECALL OF DIGITS

The answer form is on the opposite page.

LET'S SEE HOW WELL YOU CAN REMEMBER:
GET READY TO LISTEN.

When child is attending, start: SAY THIS AFTER ME.

Read out the digits in each number in an even monotone at *half-second intervals*.

Drop voice slightly on last digit. If necessary, say: NOW YOU SAY THEM.

If the child asks for a number to be repeated, do so, *but do not credit the child's answer as correct*. Immediately thereafter, urge the child: NEXT TIME, YOU TRY TO SAY IT ON YOUR OWN, WITHOUT ASKING ME.

Put a circle around any item number that has been answered *correctly*, e.g. ① Put a neat line through items answered *incorrectly*, e.g. §. Try to avoid letting the child see your marks.

When four consecutive items have been answered incorrectly, reassure the child (THOSE NUMBERS ARE MUCH TOO LONG, AREN'T THEY!, or comment in some other way) and then conclude the administration of this scale.

Administration form for Recall of Digits

Item	Digits			Item	Digits								
1	I3541	4	4	21	I3561	9	2	2	8	2	8		
2	I3542	2	3	22	I3562	5	4	5	4	5	7		
3	I3543	5	4	23	I3563	1	6	2	9	9	7		
4	I3544	9	2	24	I3564	4	1	7	4	3	2		
5	I3545	7	5	25	I3565	7	5	1	9	4	6		
6	I3546	8	6	26	I3566	8	8	4	5	5	1	7	
7	I3547	2	4	27	I3567	2	4	3	8	2	2	4	
8	I3548	5	6	28	I3568	2	9	1	4	1	3	9	
9	I3549	7	5	29	I3569	2	5	6	9	8	7	4	
10	I3550	4	8	30	I3570	5	8	1	4	7	2	6	
11	I3551	5	8	31	I3571	2	3	3	3	6	2	6	
12	I3552	3	2	32	I3572	5	8	8	7	8	4	4	6
13	I3553	8	9	33	I3573	3	8	8	9	6	1	5	2
14	I3554	8	4	34	I3574	2	5	8	3	7	4	6	1
15	I3555	6	1										
16	I3556	5	7										
17	I3557	5	7										
18	I3558	5	6										
19	I3559	2	3										
20	I3560	9	5										

SIMILARITIES

The answer form is on the page opposite.

I AM GOING TO SAY THE NAMES OF THREE THINGS, AND I WANT YOU TO TELL ME ANOTHER THING THAT GOES WITH THEM. LISTEN CAREFULLY.

(unscored)

ORANGE, STRAWBERRY, BANANA.

WHAT WOULD GO WITH THESE?

Encourage child to respond; if no response is made, say:

WHAT ABOUT AN APPLE? WOULD THAT GO WITH ORANGE, STRAWBERRY AND BANANA?

When correct response has been made or agreed to, say:

WHY DO ORANGE, STRAWBERRY, BANANA AND APPLE ALL GO TOGETHER?

Whether child's response is correct or not, say: THE BEST WAY OF SAYING HOW THEY GO TOGETHER IS TO SAY THEY ARE ALL FRUIT.

No further teaching is given. For each question, read out a group of words from the list given on the next page, and ask:

WHAT WILL GO WITH THESE?

Whether a response is obtained or not, ask:

WHY DO THEY ALL GO TOGETHER?

Some children may respond in the reverse order, e.g. animals dog. This is acceptable.

Please write down the child's answers in the space provided on the answer form. Note that group *example* implies 'things that belong' such as apple, whereas group *name* implies a collective category such as fruit.

When the child has answered incorrectly, or been unable to describe *both* a group example and a group name in four successive items, move on to the next scale. However, if *one* part has been answered correctly (i.e. an example or the group name), continue with further items *until the child fails in both parts of four successive items*.

Item		Group Example	Group Name
1	Red, blue, brown	I3575	I3576
2	Milk, lemonade, coffee	I3577	I3578
3	Skirt, hat, trousers	I3579	I3580
4	Lion, mouse, cow	I3581	I3582
5	Daisy, rose, dandelion	I3583	I3584
6	Rectangle, hexagon, circle	I3585	I3586
7	Cod, shark, pilchard	I3587	I3588
8	Peas, cabbage, carrots	I3589	I3590
9	Cupboard, table, bed	I3591	I3592
10	Sandal, slipper, boot	I3593	I3594
11	Measles, chickenpox, mumps	I3595	I3596
12	Steel, silver, copper	I3597	I3598
13	Mosque, chapel, synagogue	I3599	I3600
14	Water, oil, blood	I3601	I3602
15	Sad, worried, happy	I3603	I3604
16	Ice, steam, snow	I3605	I3606
17	Book, telephone, newspaper	I3607	I3608
18	Sun, wood, oil	I3609	I3610
19	Poem, song, statue	I3611	I3612
20	Hotter, fatter, cleverer	I3613	I3614
21	Democracy, justice, equality	I3615	I3616

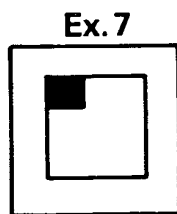
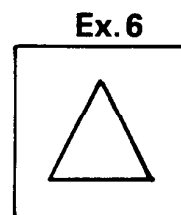
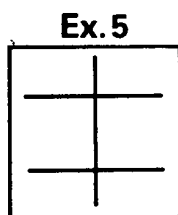
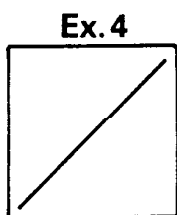
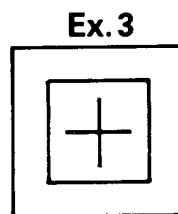
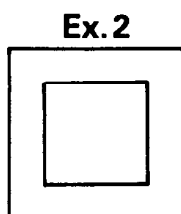
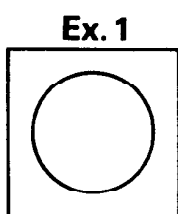
MATRICES

The child has to complete each pattern by drawing the appropriate shape in the empty square (see pages 13 and 14).

For each *example* item (some of which occur later), say:

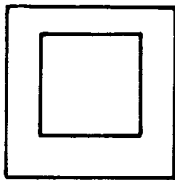
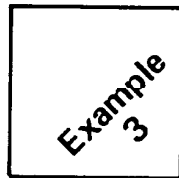
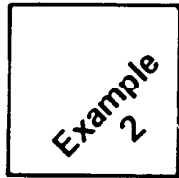
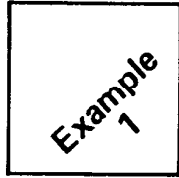
LOOK AT THESE PATTERNS. YOU CAN SEE THERE IS A PART MISSING (*indicate bottom right*). YOU DRAW IT IN.

Help the child to complete the example items, explaining in your own words why a particular shape should be drawn to complete the pattern. (Solutions to the example items appear below.)

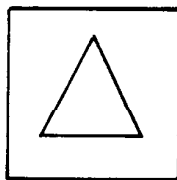


When the child has drawn four successive items incorrectly, or when it is apparent from several periods of lengthy indecision that the level of difficulty is too great, conclude the activity after reassuring the child that she or he has done well on this difficult game. (Solutions to the scored items appear on the next two pages).

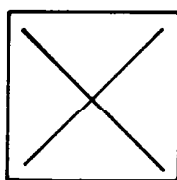
Scoring key for *Matrices*



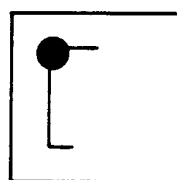
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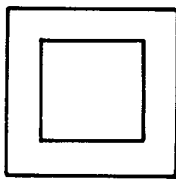
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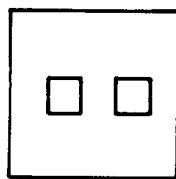
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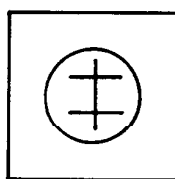
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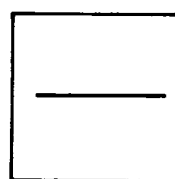
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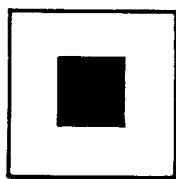
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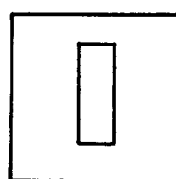
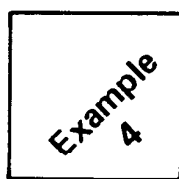
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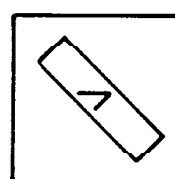
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9

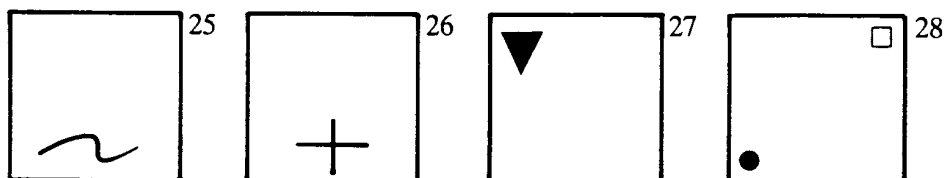
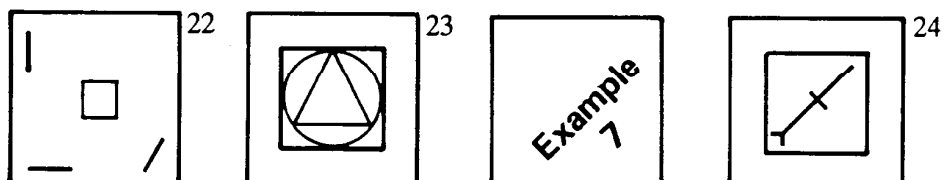
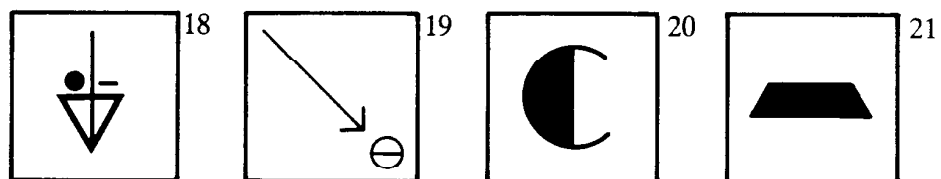
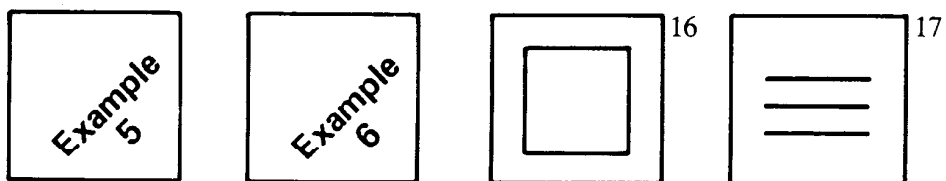
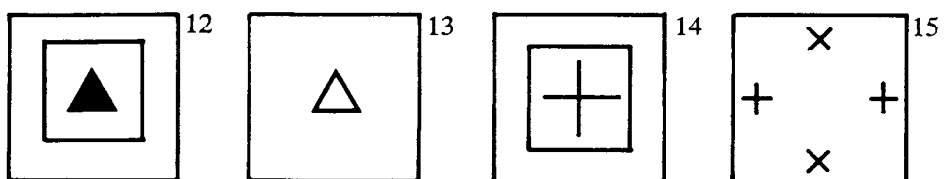


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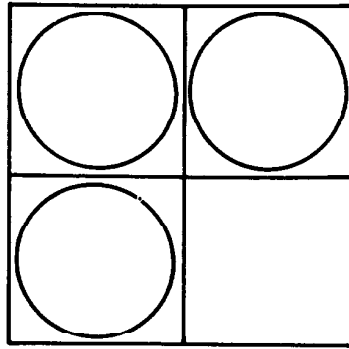


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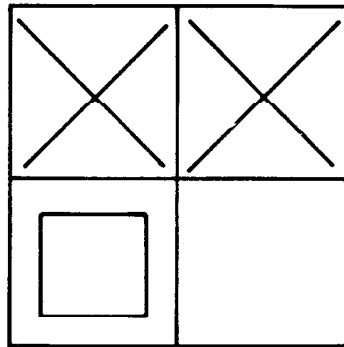
Scoring key (continued)



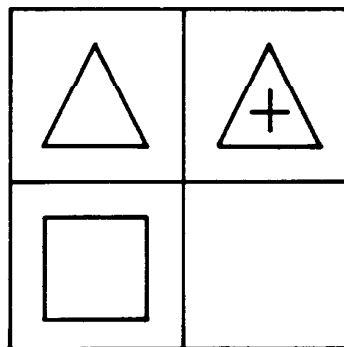
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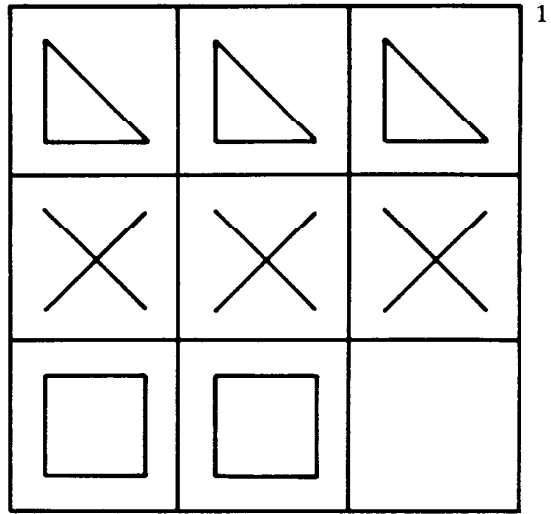
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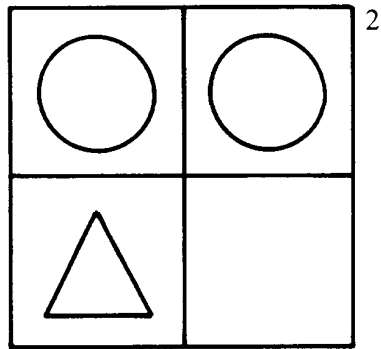
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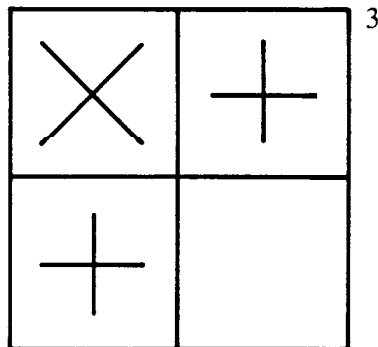
I3617



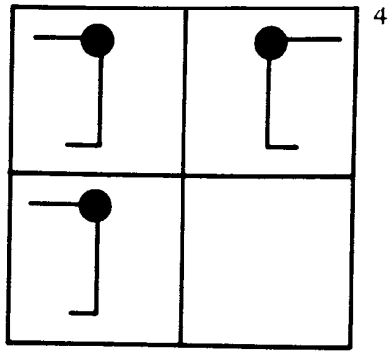
I3618



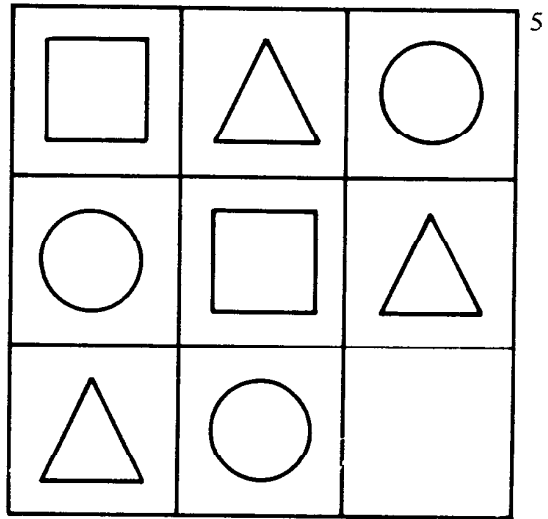
I3619



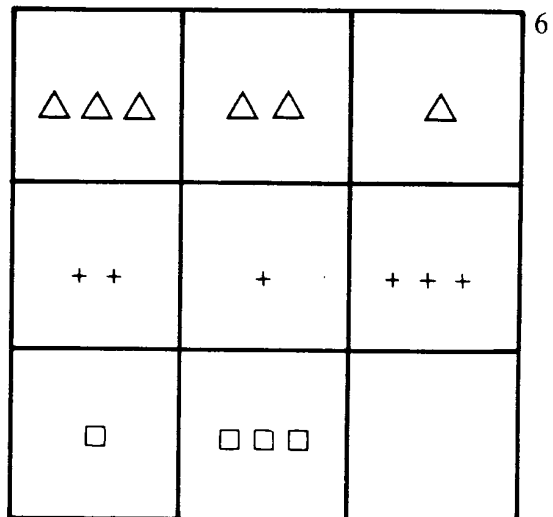
I3620



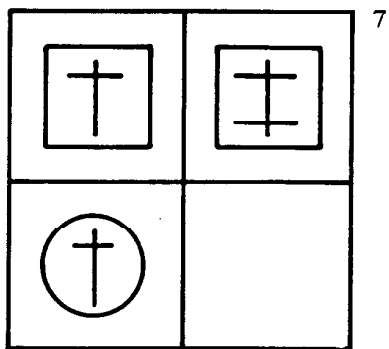
I3621



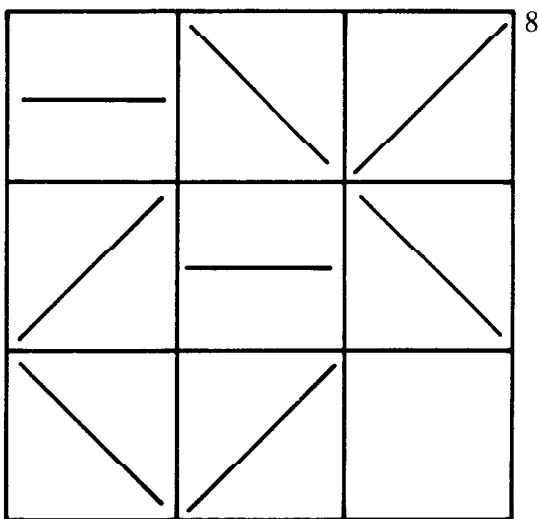
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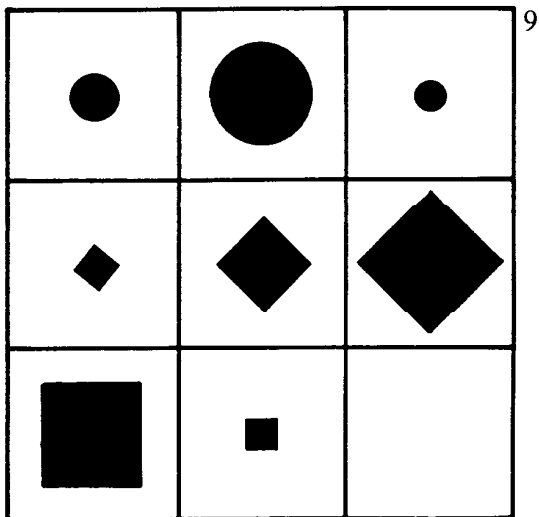
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I3624

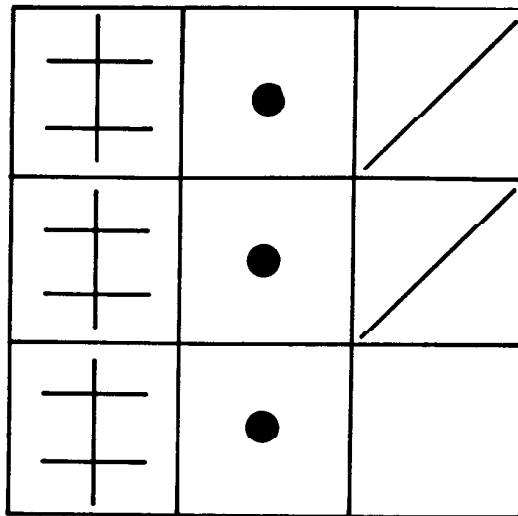


I3625

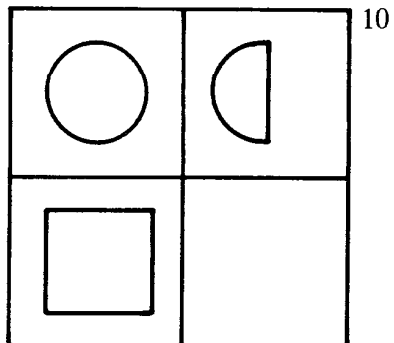


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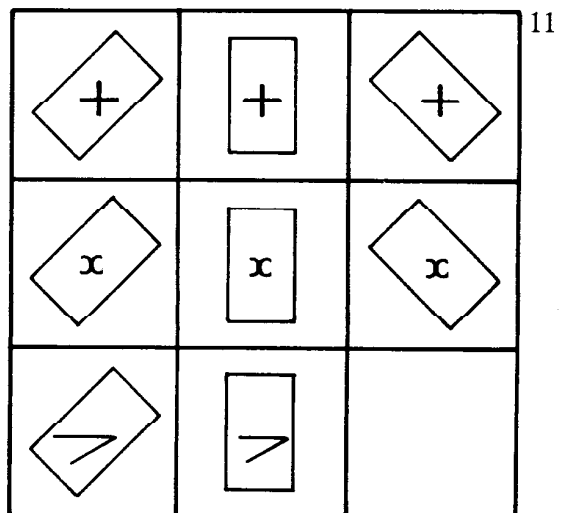
(first try this puzzle yourself, then ask to be shown the correct answer)



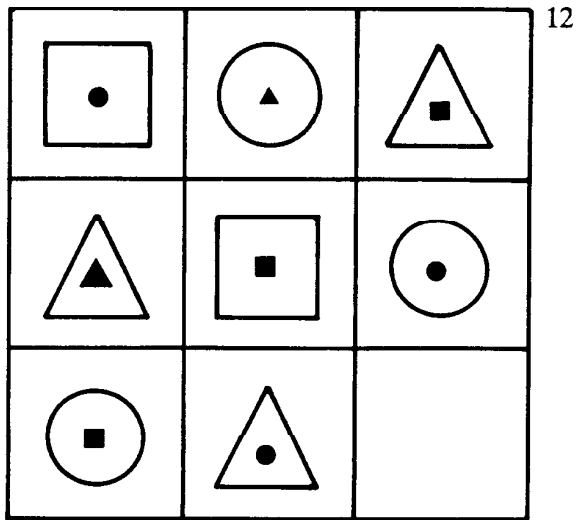
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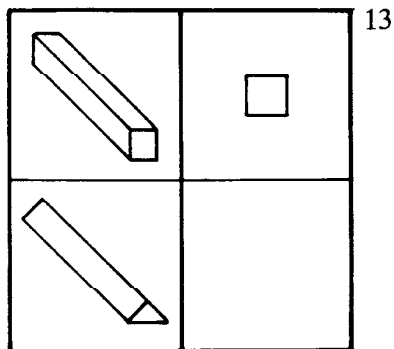
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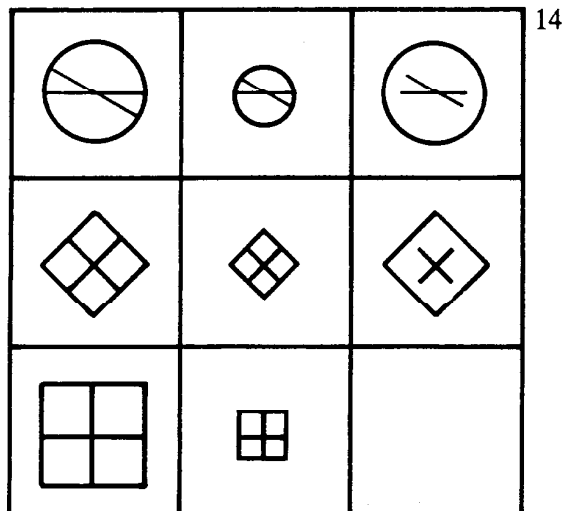
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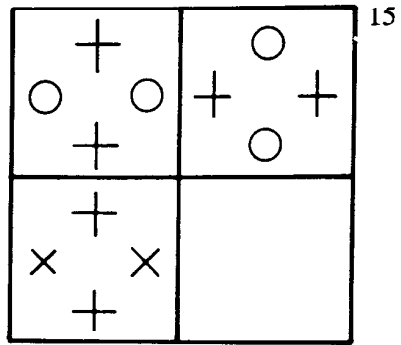
I3629



I3630

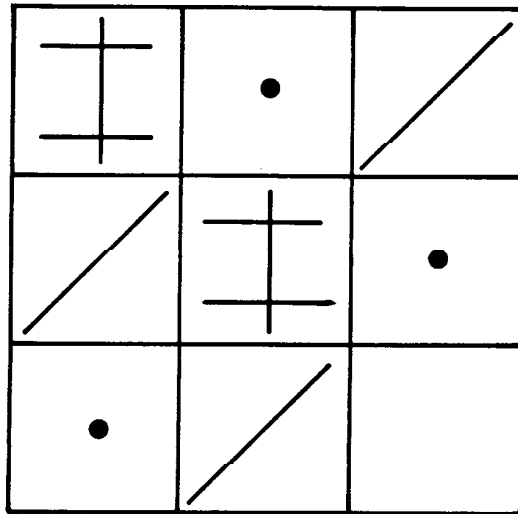


I3631



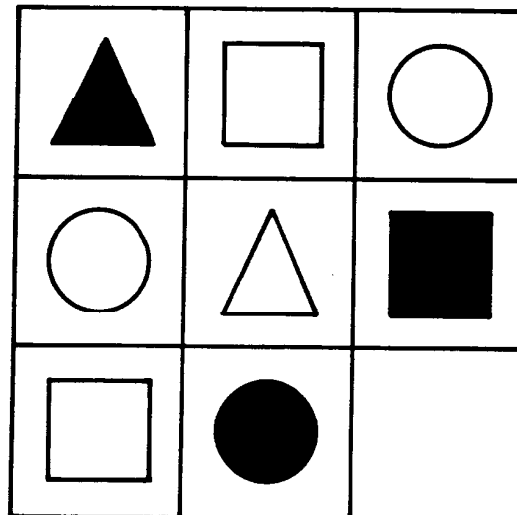
Example 5

(first try this puzzle yourself, then ask to be shown the correct answer)

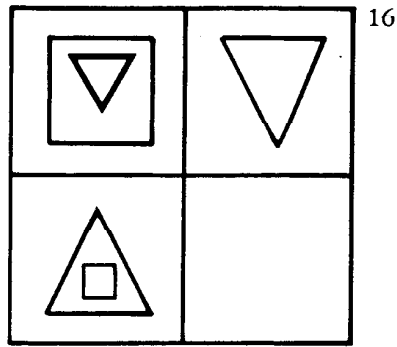


Example 6

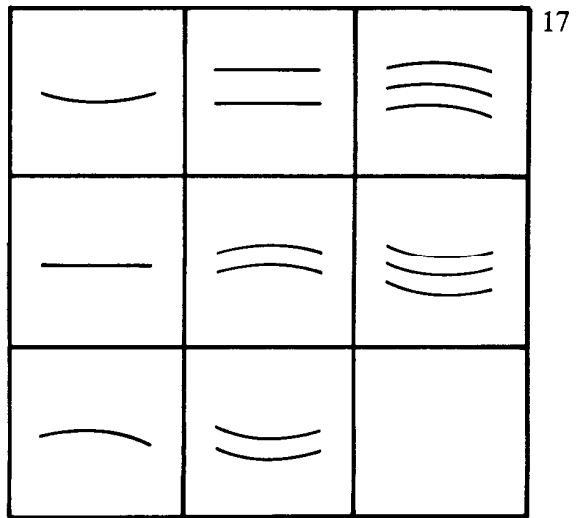
(first try this puzzle yourself, then ask to be shown the correct answer)



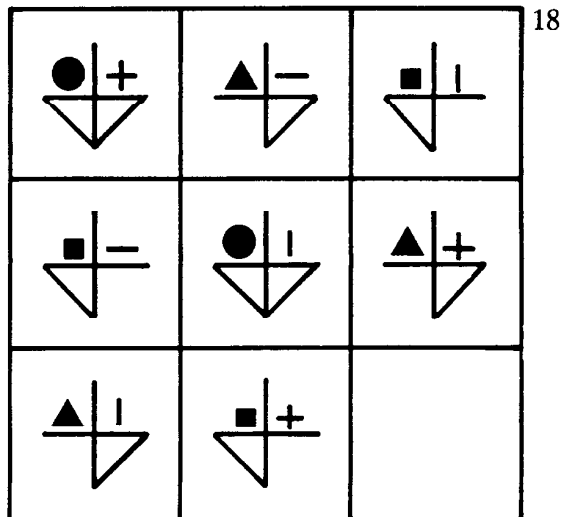
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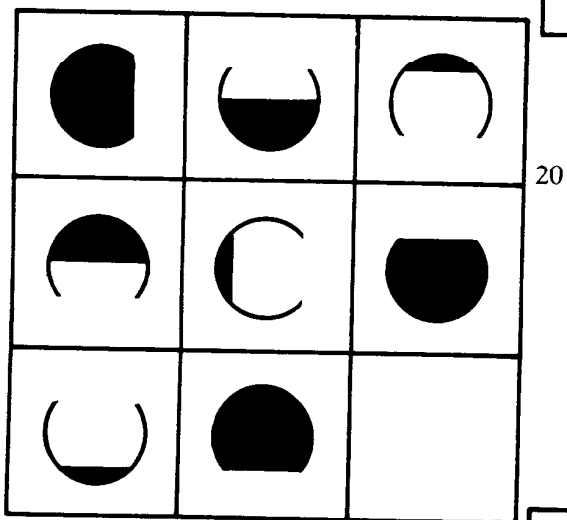
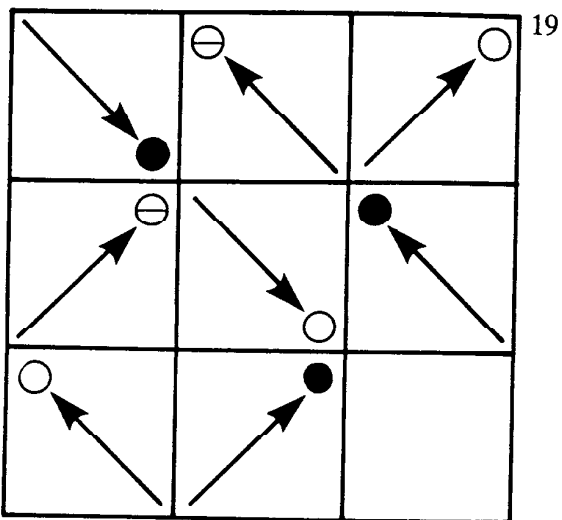
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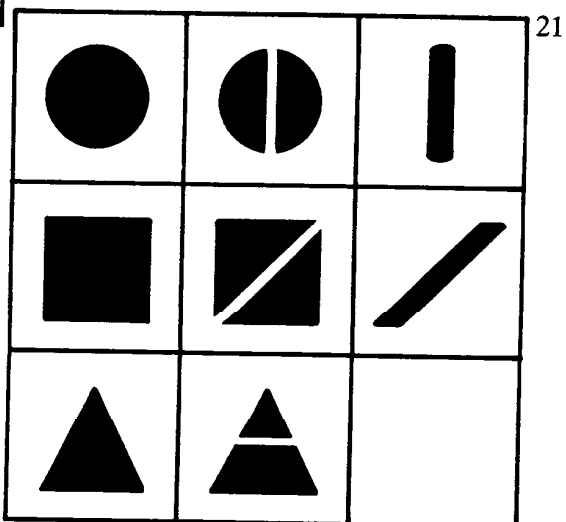
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I3635

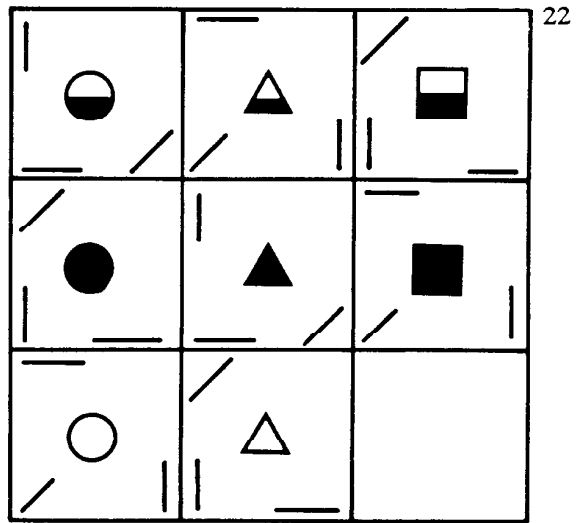


I3636

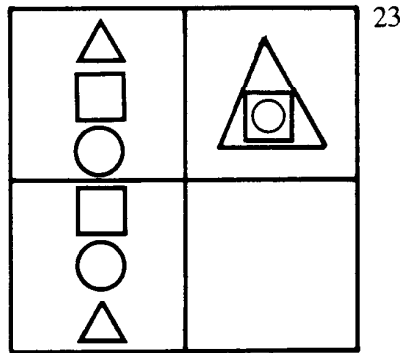


I3637

I3638

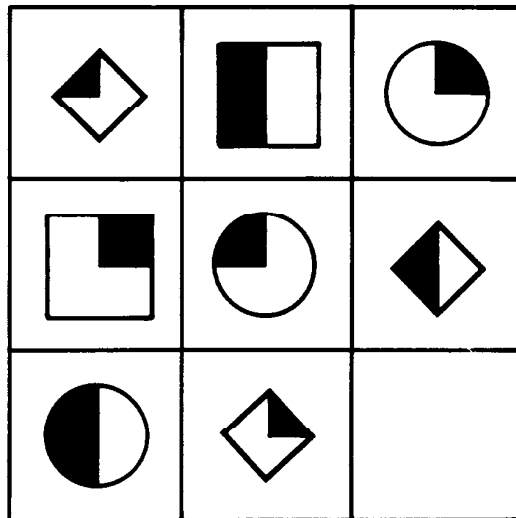


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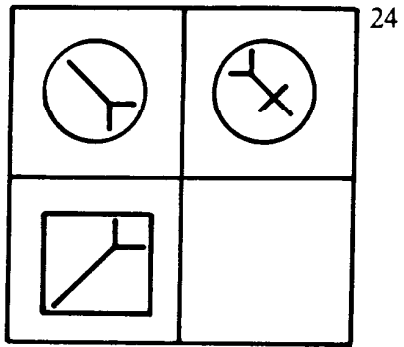


Example 7

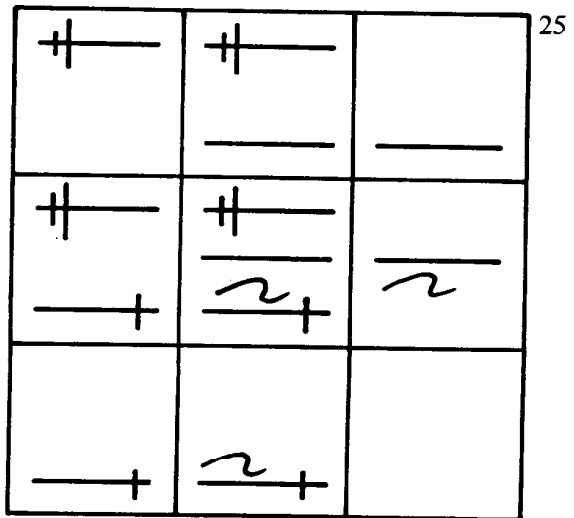
(first try this puzzle yourself, then ask to be shown the correct answer)



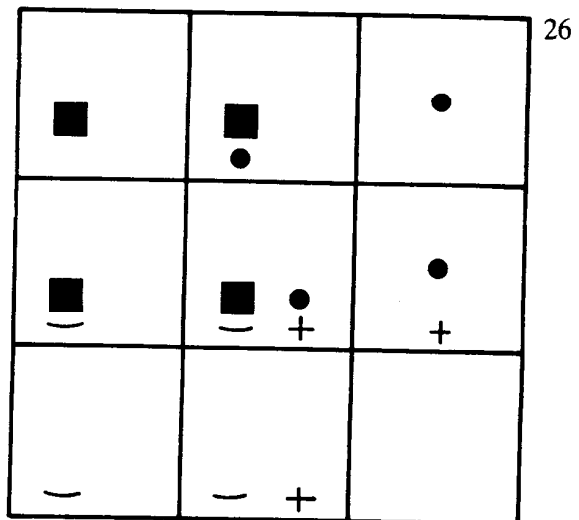
I3640



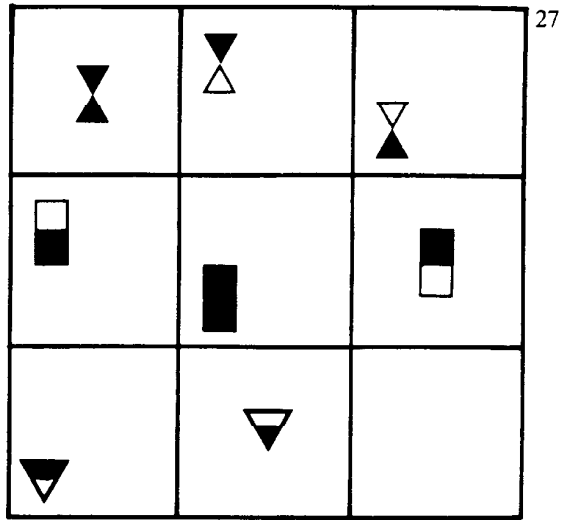
I3641



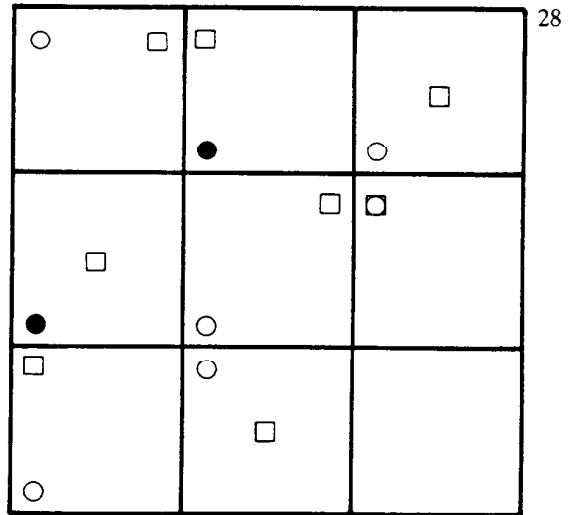
I3642



I3643



I3644



CODER B.A.S.: I3645