



Knowing What They Know: Using the Boehm-3 Preschool for Progress Monitoring

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Validation Study of the
Tactile Version



Learning Objectives

- Participants will identify the term “authentic assessment” and the different uses of assessments in education
- Participants will observe a demonstration of the materials in the big picture and tactile version of the Boehm-3 Preschool Assessment from APH
- Participants will discuss the history and various uses of Boehm-3 Preschool Assessment from APH for young children and children with additional differences with visual impairment



Educational Assessment: How Do We Use It?



Where does the Boehm-3 Preschool fit in?

1. Developmental Screening (Level of Functioning or Medical Risks)
2. Progress Monitoring (Identification of Skills or what do the children know?)
3. Program Evaluation (Performance of Classrooms or Schools and can be high stakes)





Authentic Assessment

- Observations of performance
- Developmental age-expected behavior
- Measurement of skills
- Progress over time

The Boehm-3 Preschool Tactile and Big Picture Versions



What does the Boehm-3
Preschool tell us?

- Basic Relational Concepts
- Early Literacy Skills
- Early Numeracy Skills

Following Directions



Who can Administer the Boehm-3 Preschool?

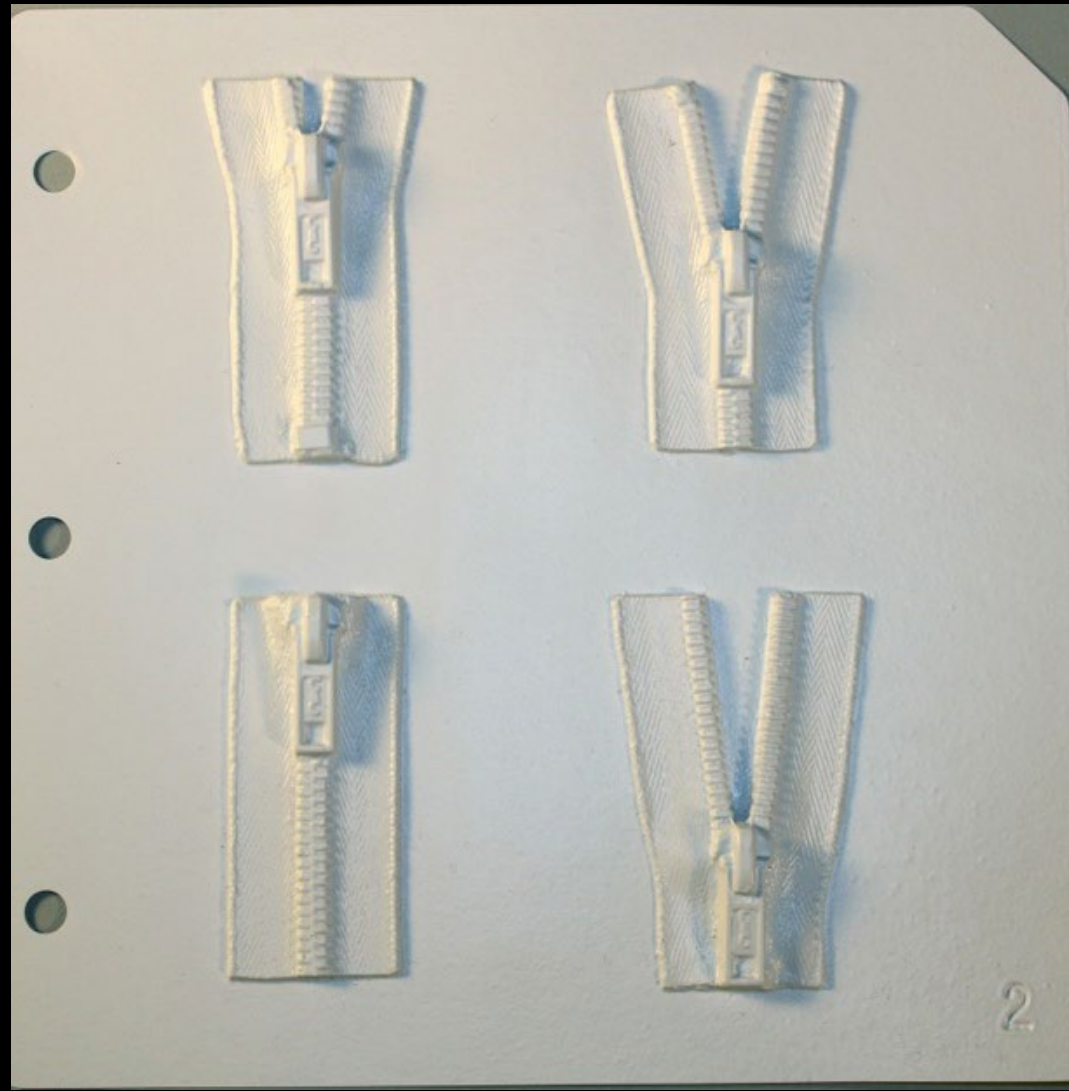
- Teachers of students with visual impairment
- Certified Orientation and Mobility specialists
- Early Childhood and Early Childhood Special Education teachers
- School Psychologists
- Speech Language Pathologists



Item Development with APH

- Worked with experts at APH
- Removed shadows, backgrounds
- Increased contrast, changed colors





Engaging Children in the Assessment

- Functional and Familiar Items
Buttons, zippers, spoons, beads
- Shapes and Representation
Circles, boxes, stars
- Engagement
Gingerbread cookie, car

Getting Ready

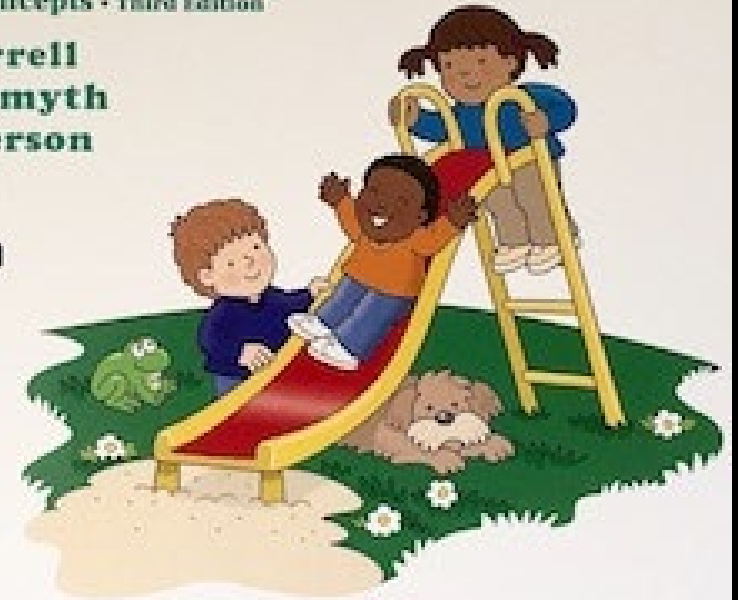
- Introducing items
- Making choices
- Considering version

Boehm·3 **Preschool**

Boehm Test of Basic Concepts · Third Edition

Kay Alicyn Ferrell
Catherine A. Smyth
Barbara Henderson
Ann E. Boehm

Tactile Edition



Getting Ready

Catalog # 1-03882-00

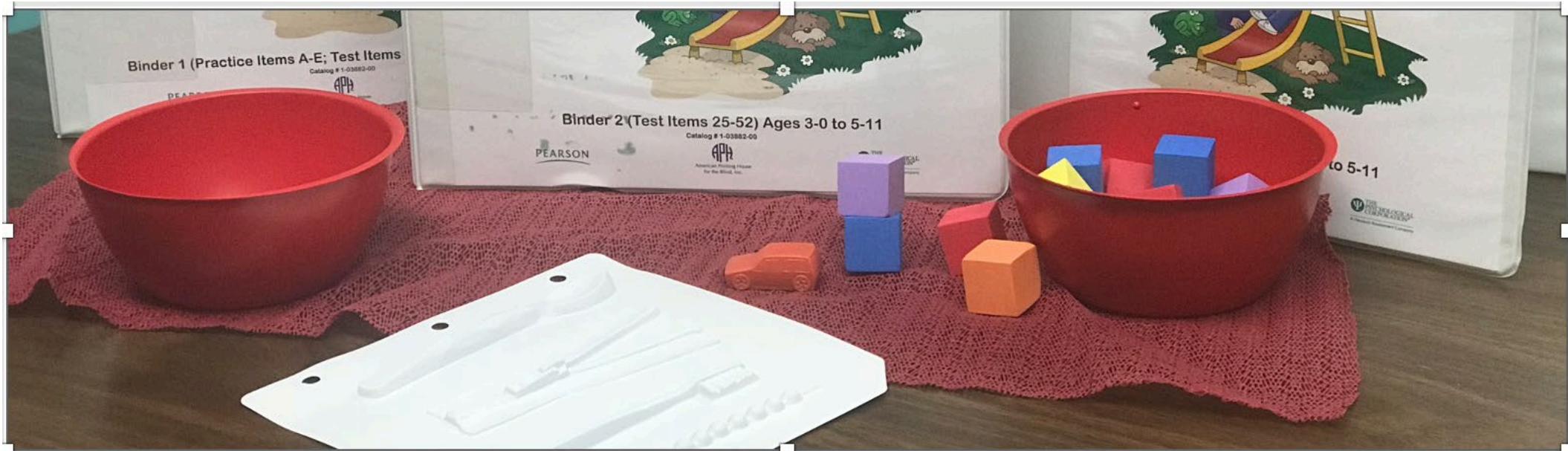
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Collect All the Materials



Tips for Setting the Scene

Teacher viewpoint:

- Sit across from the child
- Use a mirror

Children should be comfortable:

- Stand or sit
- Take movement breaks
- Try another day



Tips for Administering the Test

- HAVE FUN!
- Take time to connect with the child
- Social and emotional experiences improve memory
- Use the script
- Use hand-under-hand guidance when indicated



Filling Out the Record Form



Computing Chronological Age

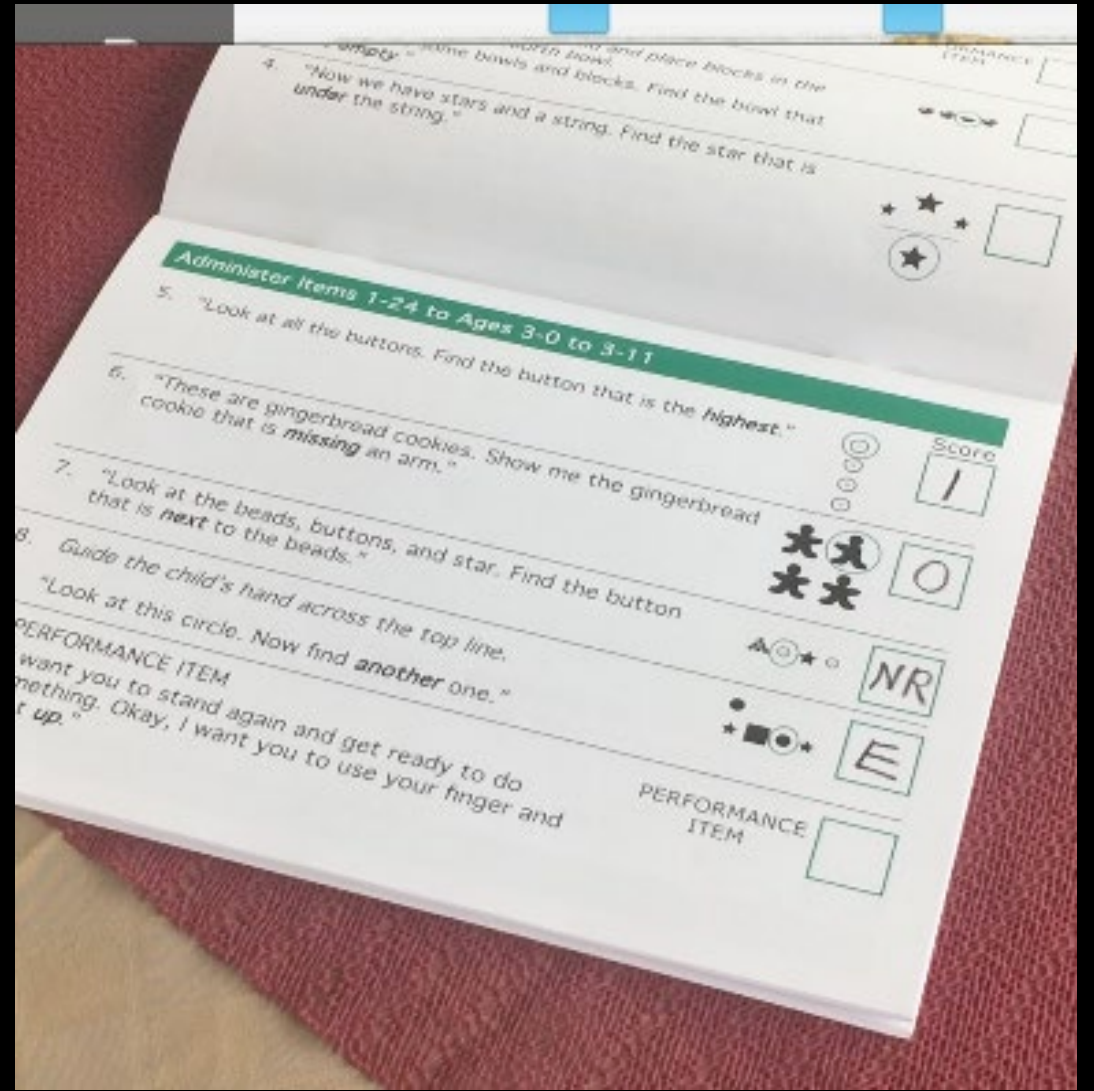
	Year	Month	Date
Date of Test	2015 16	13 1 2	35 5
Date of Birth	2012	3	8
Chronological Age	3	10	27

Why does chronological age matter?

- Determines where to begin in the assessment
- Critical information for scoring, developmental expectations, and reporting

Scoring Part 1

- Performance items
- Answer is either right or wrong
- There is no ceiling
- Zero is a score



Test Results			
	Raw Score	Percent Correct	Concept Score
Items 1-24	20		
Items 25-52	22		
Items 53-82			
Total	42	81	

$42 \times 100 = 4200$
 $4200 \div 52 = 81$

Scoring Part 2

- Each concept has two items
- Count up correct answers in each binder
- Total score (developmental)
- Concept score is optional

Performance Summary

- Categories or patterns
- Numbers that match concept
- Highlight correct answer
- Circle missed answers
- Parent report has similar chart

**Boehm-3
Preschool**
Boehm Test of Basic Concepts - Third Edition

Test Summary and

Child's Test Performance

• Using the child's score as a guide, circle the correct answer. If the child missed one or both of the items.

Child's Age	Items	Space (where?)	Items	Quantity (how many?)	
37 mos.	1/13	Top	3/15	Empty	
	2/14	Down	10/22	Full	
	4/16	Under	12/24	All	
	5/17	Highest			
	7/19	Next			
	9/21	Up			
	11/23	Outside			
	25/39	Nearest	27/41	Smallest	26/40
	28/42	Across	30/44	Longest	
	31/45	In front	32/46	Both	
	33/47	Around	34/48	Tallest	
		35/49	Many		
		37/51			

Sharing Results

- Tactile version is a valid assessment
- Scores- documentation for Learning Media Assessment
- Progress over the course of a year
- Performance Range without a score



Parent Letter - Performance Range

Your child knows most of the basic concepts that other children his or her age know.

Your child knows many of the basic concepts that other children his or her age know, but lacks understanding of some key concepts.

Your child's knowledge of basic concepts is extremely low for his or her age. Therapist/teacher and parent help is needed for the child's success with language skills at home and in school.



Lessons Learned



How did we get here?

- Tactile Analog to the Boehm Test of Basic Concepts (Hilda Caton, 1975; *Tactile Test of Basic Concepts*, APH, 1983)
- Prototype Development: 2009-2012
- Final Preschool Version: Summer 2014
- Validation of the Tactile version: December 2017
- Kindergarten through second grade adaptation





Three Year Olds

- May not be able to take assessment
- Getting Ready Binder
- Centers with stimuli
- Vocabulary
- 6-month progress monitoring
- Parent input

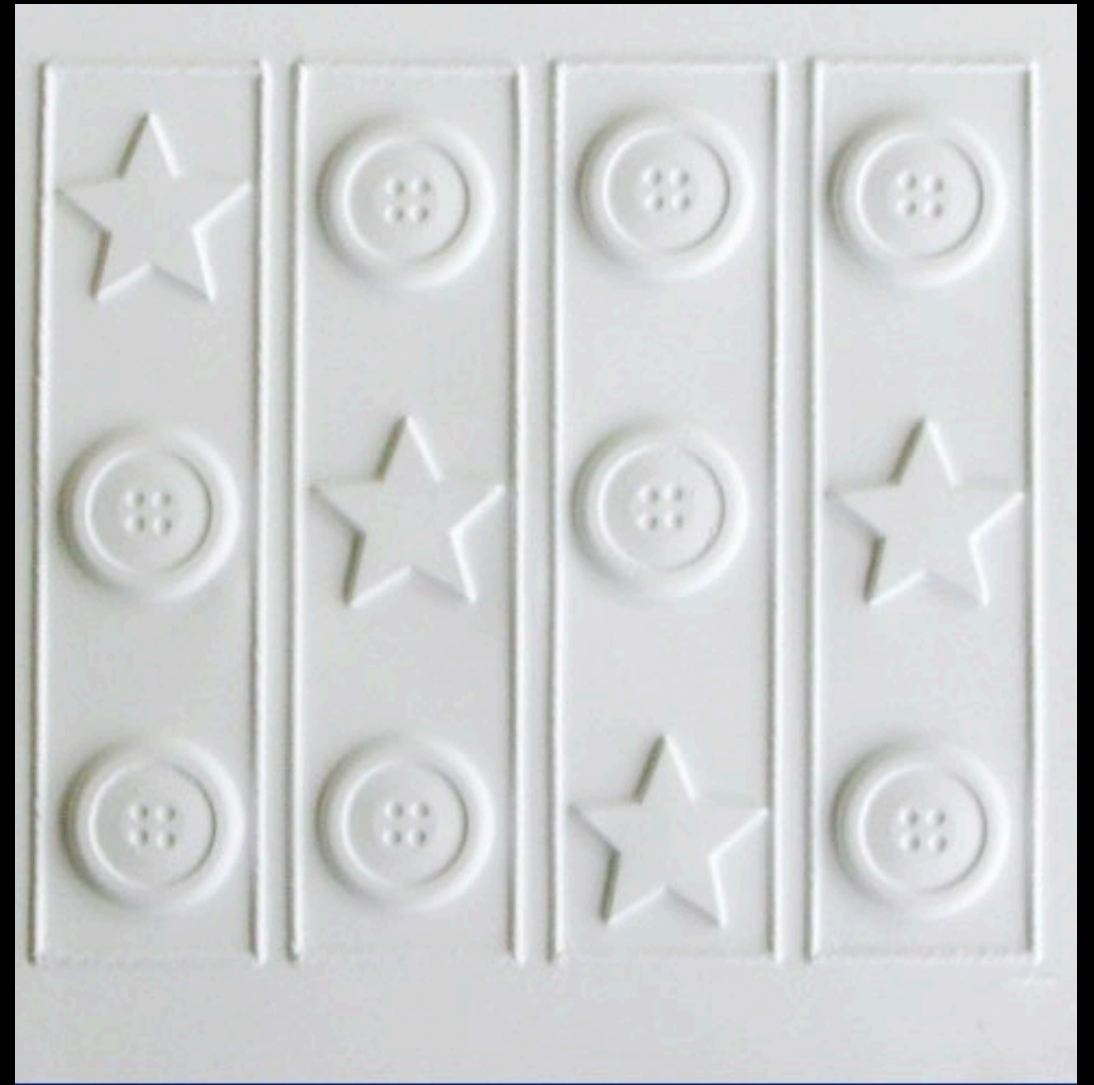
Children with Additional Differences

- Can they make choices? A critical skill
- Positioning is everything
- Monitor for fatigue
- Benefit from exposure to stimuli
- May help to determine sensory preferences
- Always try!



Learning Media Decisions

- Big Picture and tactile versions are different
- Contribute to a body of evidence
- Time and fatigue factors
- Can give over more than one session





A Bridge to Kindergarten

- What do children know?
- Show progress over time
- Skills: concepts, directions, choices, early learning

Resources:

- [Boehm-3 Preschool Assessment Kits](#)
- [Boehm-3 Validation Study](#)



Contact Information

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