

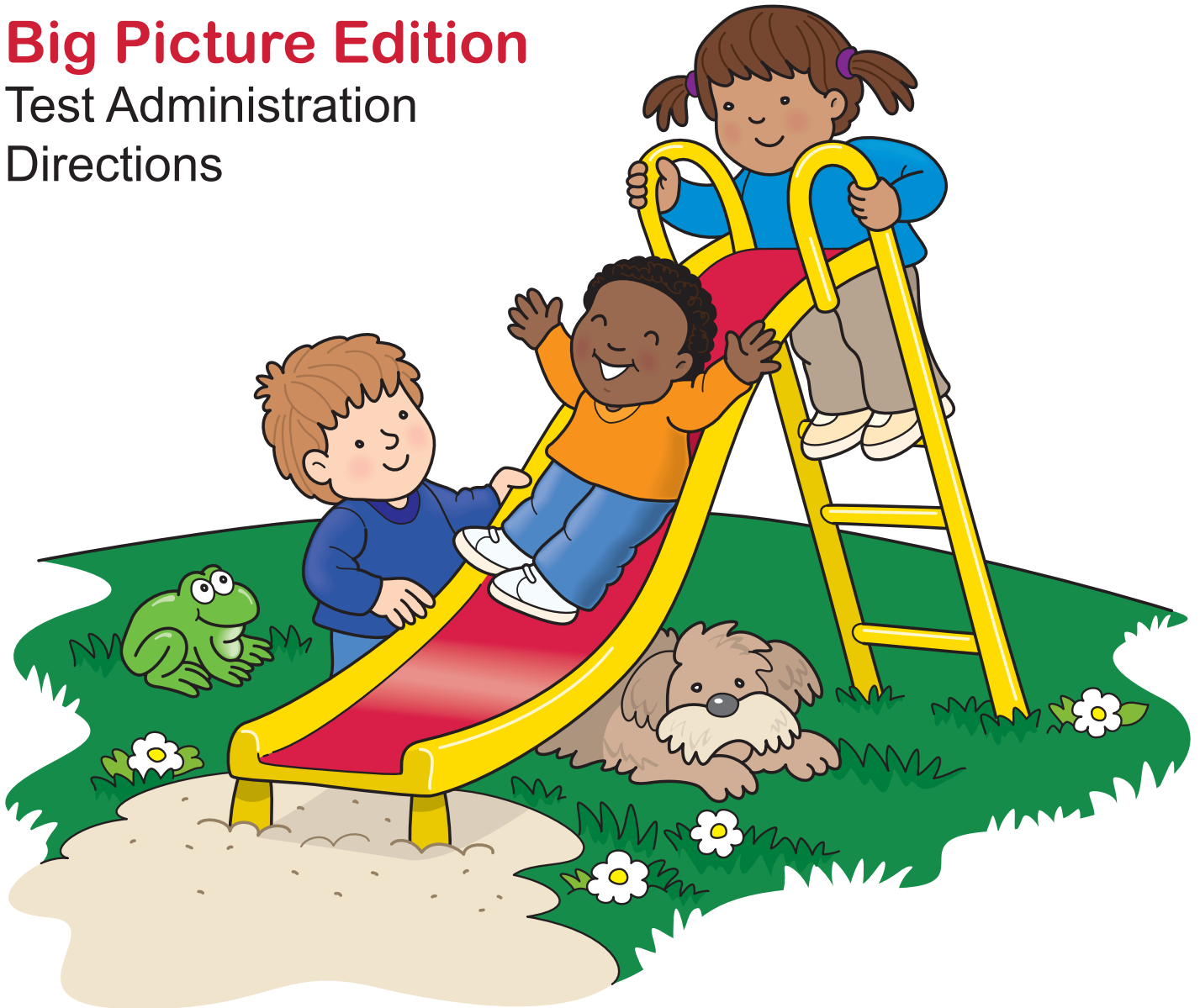
# Boehm•3 P r e s c h o o l

Boehm Test of Basic Concepts • Third Edition

**Ann E. Boehm**

## Big Picture Edition

Test Administration  
Directions



PEARSON



American Printing House  
for the Blind, Inc.



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## **Big Picture Edition** **Test Administration Directions**

**Project Leaders:**

Kay Alicyn Ferrell  
Barbara Henderson

**Advisors:**

Catherine A. Smyth  
Elaine Kitchel

**Graphic Designers:**

Terri Gilmore  
Anthony Slowinski

**Research Assistant:**

Laura Zierer

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## Acknowledgements

Patricia J. Beecher, Coordinator, Early Childhood Program, New Mexico School for the Blind and Visually Impaired, Albuquerque, NM

Kat Boisvert, Ed.D., Northeast Regional Center for Vision Education, University of Massachusetts at Boston

Sue Chisolm, New Mexico School for the Blind and Visually Impaired, Early Childhood Programs, Albuquerque, NM

Kara Conroy, Principal, The Ethel and Samuel J. LeFrak School, Lighthouse International Child Development Center, New York, NY

Joanne Devine, Pittsburgh Public Schools, PA

Coleen Donaldson, Carroll County Public Schools, Westminster, MD

Jane E. Farber, Prince Georges County Public Schools, MD

Joanne Garrety, Philadelphia, PA

Karen Karnes, Harford County Public Schools, Bel Air, MD

Linda Lyle, Superintendent, New Mexico School for the Blind and Visually Impaired, Alamogordo, NM

Traci Moretto, Lighthouse International Child Development Center, New York, NY

Kim Perlono, Lavelle School for the Blind Preschool Program, Bronx, NY

Dawn Regan, Lavelle School for the Blind Preschool Program, Bronx, NY

Regina Rizzo, Lighthouse International Child Development Center, New York, NY

Catherine A. Smyth, Anchor Center for Blind Children, Denver, CO

Ellen Trief, Ed.D., Hunter College, City University of New York, New York, NY

The Team from Visually Impaired Preschool Services, Louisville, KY

Dena Zorbach, Harford County Public Schools, Bel Air, MD

# General Instructions

The *Boehm Test of Basic Concepts—3 Preschool* (Boehm—3 Preschool) was designed to assess young children’s understanding of the basic relational concepts important for language and cognitive development, as well as for later success in school. The concepts assessed are fundamental to understanding directions, classroom routines, and are an important aspect of emerging literacy. Developed as a downward extension of the *Boehm Test of Basic Concepts* (BTBC) (Boehm, 1971), Boehm—3 Preschool is individually administered to children ages 3 years 0 months to 5 years 11 months.

The test graphics in the *Big Picture Edition* were adapted to meet the needs of young children with low vision. Detailed drawings were simplified, colors were considered, and contrast was heightened whenever possible. The original graphics from the Boehm-3 Preschool were for the most part maintained.

This administration manual is not meant to be comprehensive regarding the Boehm-3 Preschool. For additional information, the Examiner’s Manual is available for purchase separately at [www.pearsonassessments.com](http://www.pearsonassessments.com).

## Administration and Scoring

### General Information

Administering the Boehm—3 Preschool is simple and straightforward. Each child is administered 4 practice items

in the *Big Picture Manual*, and 52 test items. There are two starting points to begin administration; where the test begins will depend on the child's age.

- Children who are 3 years 0 months to 3 years 11 months begin at item 1 and proceed to item 52.
- Children who are 4 years 0 months to 5 years 11 months begin at item 25 and proceed to item 76.

There are three item sets:

The first set contains 12 concepts (24 items); the second set contains 14 concepts (28 items); and the third set contains 12 concepts (24 items), with each concept tested in two different contexts. Each age group (3-0 to 3-11, 4-0 to 5-11) is tested with two sets of items. The item set common to both age groups includes items 25 through 52.

|            | Number of<br>Concepts | Item Numbers | For children ages |
|------------|-----------------------|--------------|-------------------|
| Item Set 1 | 12                    | 1-24         | 3-0 to 3-11 years |
| Item Set 2 | 14                    | 25-52        | 3-0 to 5-11 years |
| Item Set 3 | 12                    | 52-76        | 4-0 to 5-11 years |

Each concept is tested in two different contexts. In the *Big Picture* edition, the pages are placed easel style in a binder/ bookstand combination that can be placed on the floor, on a desk, folded or flat -- anywhere that the child works best.

The *Big Picture Record Form* is designed in such a way to make scoring an easy task. Each item set is printed on two pages that open flat in landscape format. The two items measuring the same concept are next to each other.

Easier items are interspersed with more difficult items in order to increase a child's sense of success and enhance attention. Most children become interested in the test and enjoy taking it, so holding the child's attention is usually not difficult. During the field test, the younger children using the *Big Picture Manual* needed at least one break, but most of the children did not need a break at all.

Actual administration of the practice and test items involves the child pointing to a picture as his or her response to the direction you read. Complete administration directions follow.

## *Preparing for Testing*

Before your initial administration of the test, read these instructions and familiarize yourself with all of the test components. When you are ready to begin, assemble the *Big Picture Manual* easel, these *Big Picture Administration Directions*, a *Big Picture Record Form*, and a pen or pencil. Locate the practice items in the beginning of the *Big Picture Manual* and determine the start point for the age of the child you are testing.

## *Testing Environment*

Select a quiet, well-lit, well-ventilated room that is free of distractions. Testing a child while “corner-sitting” at a

child-sized table is the most typical setting. Use your clinical judgment and knowledge of the surroundings to determine the setting that is most conducive to a good testing environment. Be responsive to the child's needs. If necessary, sit on the floor with the child. Make sure that the child has had a recent bathroom break before testing.

Sometimes the Boehm-3 *Preschool* will be the child's first testing experience and may produce a certain amount of anxiety. Before testing begins, it is useful to spend some time playing and getting acquainted with the child, to put him or her at ease. It is important to establish rapport at the outset of the testing sessions and to maintain it by praising the child from time to time, *without indicating whether the child's answers are right or wrong*. For example, you may say "That's very good thinking," or "You are doing just fine." If the child appears reluctant to answer an item, offer encouragement by saying "Give it a try," or "It's alright if you make a mistake." Dealing with the child in an open and friendly manner helps make the testing experience pleasant for both you and the child.

## *Completing the Record Form*

Before you begin testing, complete the demographic information on the front of the *Big Picture Record Form*. This information includes the child's name, gender, grade/class, school/site, teachers, examiner, language(s) spoken in the home, and the child's visual diagnosis.



## Computing the Chronological Age

You can compute the child's chronological age by subtracting his or her date of birth from the date of testing. There are some important steps to remember.

- When you need to borrow days, always borrow 30, regardless of the month.
- When you need to borrow months, always borrow 12.
- Do not round the days up or down. During standardization, the child's age was not rounded.

If the test was given in two sessions, use the date of the initial testing.

Here is an example. A child was tested on February 5, 2013. The child was born on August 16, 2009. Figure 1 illustrates the computation and demonstrates that the child has a chronological age of 3 years, 5 months, and 19 days. The child's age is not rounded to 3 years and 6 months.

|                   | Year                 | Month  | Day             |
|-------------------|----------------------|--------|-----------------|
| Date of Test      | <del>2013</del> 2012 | 2 + 13 | <del>5</del> 35 |
| Date of Birth     | 2009                 | 8      | 16              |
| Chronological Age | 3                    | 5      | 19              |

Figure 1. Computing the Child's Chronological Age

# Administering the Test

## Presenting Practice Items

The practice items are included so that you can show the child what he or she will be expected to do during presentation of the test items. Verify that the child understands what to do and is paying attention before the test begins. All children should complete the practice items.

For the *Big Picture Edition*, position the *Big Picture* easel between you and the child so that the pictured item faces the child, and you can easily see the directions to be read to the child as well as where the child is pointing on the page (most people find it convenient to sit at right angles to the child). When you are ready to begin testing, read the directions aloud to the child. Emphasize the concept words that appear in *italics*. Read the directions exactly as written.

There are 4 practice items that introduce the stimuli. These are included to familiarize the child to the stimuli and the format of the directions you will be reading. Spend as much time as you think necessary to be sure the child you are testing understands what he/she is asked to do.

During presentation of the practice items (a, b, c, d):

- Repeat the directions and/or the practice items and provide additional explanation, if needed, until the child knows what to do.
- Encourage the child to guess if he or she does not know the correct answer.

- Tell the child the correct answer on the practice items if he or she does not point to the correct answer. If after practice the child still does not understand the task demands, discontinue testing.
- Try to put the child at ease and make the testing experience pleasant.

## *Administering Test Items*

When you are ready to begin testing, read the direction aloud to the child. Emphasize the concept words that appear in *italics*. Do not read the test item numbers. Read the directions exactly as written.

During presentation of the test items:

- Make sure the child is attentive when you begin to read a test item. If needed, ask “**Ready?**” Some children are quick to respond and may give an answer before you have given the direction.
- Read the test items exactly as they appear in the *Big Picture Manual*.
- Make sure the child is attentive and ready to go before proceeding to the next test item.
- Provide reinforcing statements to encourage the child.
- Encourage the child to guess.

You may not

- Reword directions for the test items; or
- Cue the child, give him or her “hints,” or explain the meaning of the words in the test items.

## Answering a Child’s Questions

During the administration of test items, you may answer a child’s questions about the mechanics of testing. For example, if a child is unsure whether he or she is to point to or say the answer, you may answer his or her question. However, if a child has a question about the content of a test item (e.g., “*Is this one top?*” or “*Does longest mean big?*”), tell the child, “**Point to the answer you think is best.**”

## Correcting Mistakes or Changing Answers

If a child makes a mistake and wants to change a response, he or she may point to the new answer. Please make note of the child’s self-correction to determine if there is a pattern to his or her response.

## Scoring and Recording the Results

There are two key parts of the *Big Picture Record Form* for scoring and recording Boehm-3 *Preschool* results: the *Big Picture Record Form* itself and the Test Summary and Ongoing Observation and Intervention Planning Form.

## Recording the Child’s Scores in the Record Form

The four practice items appear on the front of the *Big Picture Record Form*. Write a “1” in the score box for each practice

item that the child points to correctly. Do not include these points in the child's raw score.

Open the *Big Picture Record Form* so that the first question set (items 1 through 24) is visible. Items 1 through 12 are in the left column, and items 13 through 24 are in the right column. These columns are aligned to position the first and second presentation of the same concept side by side, so that you can compare the child's understanding of the same concept in different contexts. Each item is accompanied by a miniature reproduction of the stimulus picture with which it is tested. The correct response is circled. To the right of each picture is a shaded score box. Write a "1" in the corresponding score box if the child's response was correct. For further analysis, you may also want to indicate if the child self-corrected his or her response. If the child gave no response, leave the score box blank or code it with NR for no response. You can use the following codes to indicate other responses:

- A** for antonym or the opposite of the target concept,
- E** if the child pointed to each of the individual components of the picture that comprised the item, and
- M** for any miscellaneous response

Please note that an additional box is located at the far right side of the page. This is the Concept Score box. Write the total score for the two items that are positioned side by side in this box. For example, if the child received a "1" for Item 1

and a “1” for Item 13, then you would write a “2” in the Concept Score box, indicating that the child responded correctly to both contexts in which the concept was presented.

Proceed to the second item set (#25-52) of the *Big Picture Record Form*. This item set is the starting point for children ages 4-0 to 5-11 and the continuation of items for children ages 3-0 to 3-11. Write the child’s score in each of the score boxes, and the Concept Score as indicated earlier. When you complete this page, you will notice that children ages 3-0 to 3-11 are to stop after responding to Item 52. Beside the shaded box, “Ages 3-0 to 3-11 Stop Here,” record the total number of points earned for the 52 items in the Raw Score box. Return to the Test Results section of the *Big Picture Record Form* and enter the Raw Score in the appropriate box under “Test Results.” Compute the Percent Correct by dividing the Raw Score by 52. To determine the Concept Score, count up the number of “2s” in the Concept Score box. Compute the Percent Correct by dividing the Raw Score by 26.

For children ages 4-0 to 5-11, complete the last item set (items 53 through 76) in the same manner. Record the total points earned for the second and third item sets (52 items) in the Raw Score box by counting up the points. Return to the Test Results section of the *Big Picture Record Form* and enter the Raw Score in the appropriate box under “Test Results.” Compute the Percent Correct by dividing the Raw Score by 52. To determine the Concept Score, count up

the number of “2s” in the Concept Score box. Compute the Percent Correct by dividing the Raw Score by 26.

When you have completed the scoring, you can use the remaining pages of the record form to summarize the child’s knowledge and to design interventions if needed. then complete the Parent Letter, sharing with parents the concepts that were missed by the child. The Parent Letter also gives parents some helpful ways of developing concepts in children who are blind or have low vision.

## References

- Boehm, A. E. (1971). *Boehm test of basic concepts* (manual). New York: The Psychological Corporation.
- Boehm, A. E. (2013). *Basic concepts as building blocks to school success: Assessment to intervention using the Boehm test of basic concepts-third edition* [white paper]. Retrieved from [http://images.pearsonclinical.com/images/Assets/Boehm-3Preschool/Boehm\\_White\\_paper\\_RPT.pdf](http://images.pearsonclinical.com/images/Assets/Boehm-3Preschool/Boehm_White_paper_RPT.pdf)

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