



Self-Regulation Assessment-Assessor Report (SRA-AR)

A. Description of the SRA-AR

The SRA-AR asks you to observe and assess children's behavior during the assessments you have done on that day. Therefore, it will be the last thing you do for each child assessment, after the child assessment has been completed and the child has left. The questions in the SRA-AR are designed to capture the children's ability to control their emotions and impulse and pay attention. Children's behavior during the assessment mirrors how they behave at school, and can help us to understand how they usually behave, not just in tests, but also in real life.

B. Preparing for the SRA-AR

The SRA-AR is part of the ODK. All you need is a tablet, charged and loaded with ODK, with the correct IDs for students! You can even have the child leave after all the other assessments are complete, if it is safe to have the child go back to his/her classroom by himself.

C. How to administer the SRA-AR

In order to fill out the SRA-AR, it is very important to pay attention to how children behave during the assessment. Here is the list of behaviors the SRA-AR asks about:

1. Pays attention to instructions and demonstration
2. Careful, interested in accuracy
3. Sustains concentration; willing to try repetitive tasks
4. Is careless or destructive with test materials
5. Can wait during and between tasks
6. Remains in seat appropriately during test
7. Alert and interactive; is not withdrawn
8. Cooperates; complies with tester's requests
9. Shows pleasure in accomplishment and active task mastery
10. Confident
11. Defiant
12. Passively noncompliant
13. Modulates and regulates arousal level in self.

For each of the behaviors listed above, the SRA-AR will give descriptions of different levels of such behavior the child might display. Rate each child on each of the following based on your observations during **the ENTIRE** assessment period. Check the one that corresponds to the statement that best describes the child's behavior.

D. Important points keep in mind during the SRA-AR

- Be honest and try to be as objective as possible. This is not a test for children. There's no benefit or harm to the child based on your assessment.
- Pay attention to children's behavior **THROUGHOUT** the assessment. Do not rely on just the beginning or the end unless the question specifically asks to do so.



- Be sensitive to the child's needs throughout the assessment. When the child is not paying attention and acting out, provide encouragement and support. Then record such behavior in the relevant SRA-AR item.
- Even if the assessment had to stop in the middle for whatever reason, you can still fill out the SRA-AR. Make a note of what happened if you couldn't finish.

E. SRA-AR items

What does each of the behavior descriptions mean to you, for each behavior? Try to visualize what it would look like during the assessment you will be conducting. It is **VERY IMPORTANT that everyone has the same understanding** of the statements and answers the same way. If you have any questions or need clarification, ask your trainer.

1. Pays attention to instructions and demonstration
 - a) Child spends most of the time off-task, inattentive.
 - b) Child's attention frequently drifts and requires frequent prompts.
 - c) Child's attention occasionally drifts, particularly at the end of activities, but is responsive to prompts.
 - d) Child looks closely at pictures to distinguish between them. Child attends to and complies with the interviewer.
2. Careful, interested in accuracy
 - a) Child is frequently haphazard and unfocused when answering items.
 - b) Child is careless at times.
 - c) Child is generally careful but interest flags, particularly at end of the testing session
 - d) Child takes the time to look and appears to make thoughtful choices, particularly on hard items.
3. Sustains concentration; willing to try repetitive tasks
 - a) Child is not able to concentrate or persist on much of the assessment.
 - b) Child is frequently distracted, requires multiple prompts from the tester.
 - c) Child is occasionally distracted but generally persistent, but does not require prompts from the tester.
 - d) Child is able to concentrate and persist with tasks, even toward the end of tasks and with distractions.
4. Is careless or destructive with test materials
 - a) Child gets too "rowdy" with materials and breaks or damages test materials.
 - b) Child is **repeatedly** careless but does not damage materials, paper. Needs repeated reminders.
 - c) Child is careless or slightly destructive **one time**. Can include kicking, dropping objects on the floor "by mistake."
 - d) Child is not careless and is not destructive.
5. Can wait during and between tasks
 - a) Child is impulsive throughout the assessment, needs lots of boundary-setting; transitions between tasks are made difficult because of the child's activity level/impulsivity.



- b) Child is often impulsive across multiple tasks or highly impulsive during one activity; child needs multiple prompts to wait while the tester gathers materials for a new task.
 - c) A few instances of impulsive behavior; child sometimes shows anticipation for interesting task materials but rarely needs a reminder.
 - d) Child waits before pointing to materials, reaching for blocks, etc., and waits patiently for new tasks to begin; no ambiguous or impulsive behaviors.
6. Remains in seat appropriately during test
- a) Child is out of seat frequently or difficult to manage (e.g., runs around the room, climbs on furniture).
 - b) Child needs multiple reminders to return to his/her seat, sits up but listens and responds to prompts.
 - c) Child gets out of seat 1x (including sliding off the chair), returns to seat when prompted.
 - d) Child does not climb, open closets, grab objects. (Occasional adjustment in body position is appropriate)
7. Alert and interactive; is not withdrawn
- a) Child seems “shut down” and difficult to engage in starting tasks.
 - b) Child repeatedly withdraws from the testing situation and needs encouragement to finish tasks.
 - c) Child generally interacts, but at times turns away, lowers head, takes a “break” from interaction.
 - d) Child participates in interaction; body posture suggests relaxed engagement with the interviewer
8. Cooperates; complies with tester’s requests
- a) Child does not cooperate even when tasks are easy.
 - b) Child shows significant resistance, noncompliance and needs multiple prompts to get through the assessment.
 - c) Child shows minor indications of resistance, boredom (e.g. frowns, sighs) but completes tasks.
 - d) Child attempts to do tasks as instructed even if the task is difficult.
9. Shows pleasure in accomplishment and active task mastery
- a) Child makes negative comments or negative expressions when completing tasks.
 - b) Child is neutral when getting tasks right.
 - c) Child appears slightly pleased in completing tasks.
 - d) Child appears happy after completing tasks. May show excited body movements (e.g., “alright!” clapping)
10. Confident
- a) Child shows hesitation or reluctance on easy items, gives up easily (e.g., “I can't do this.”).
 - b) Less confident child shows repeated hesitation or asks questions that indicate a lack of confidence.
 - c) Child is diligent, straightforward in answering the tester's questions.



- d) Child shows confidence by comments such as “I know this one.” Child is eager, energetic.

11. Defiant

- a) Child actively, directly refuses to comply with the tester's request or direction.
- b) Child tests limits but responds to the tester's prompt or restatement of request.
- c) Child says “no,” but then follows the tester's initial request. Tester does not have to “say it again.”
- d) Child never exhibits active defiance.

12. Passively noncompliant

- a) Child appears not to hear instructions, even when the tester repeats requests.
- b) Child ignores the tester but responds to prompts when the tester repeats requests/directives.
- c) Child seems slow to comply. The tester does not restate requests, but wonders if the child heard.
- d) Child hears requests and responds appropriately.

13. Modulates and regulates arousal level in self.

- a) Child becomes over-aroused and has difficulty regaining self-control.
- b) Child becomes over-aroused (sad, frustrated, silly) and needs prompts from the tester but is able to calm down.
- c) Child becomes briefly over-aroused (sad, frustrated, silly) but quickly calms down without help from the adult tester.
- d) Child is highly regulated. Never becomes sad, frustrated, or silly.