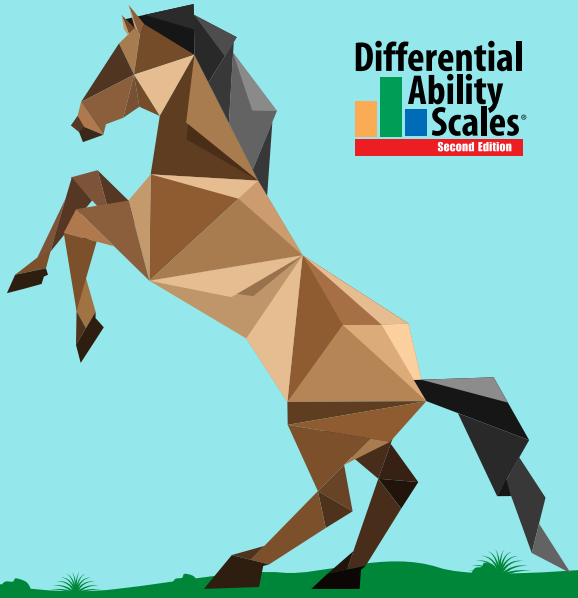
Horsing around has never been this much fun!



Differential Ability Scales® Second Edition

The Differential Ability Scales™ (2nd ed., DAS™–II) gives you the power to understand more diverse populations and guides more effective interventions. DAS–II has an established history of clinical utility and meeting government mandates while providing support for special populations.

Using profile analysis, you can:

- Identify the child's strengths and needs
- Develop appropriate IEP goals
- Target effective intervention
- Aid progress monitoring

DAS–II features

- More engaging, child-friendly artwork and assessment materials suited for children from diverse backgrounds
- Extended age range: 2:6–17:11 years
- Subtests reflect research in working memory and reading acquisition
- Major CHC broad abilities are represented in the subtests and composites
- Tailored testing procedures reduce overall administration time, make maximum use of the child's energy, and facilitate rapport
- State-of-the-art psychometric techniques that make the instrument time-efficient yet produce the highest reliable subtest specificity of any cognitive battery
- Early Years Spanish Supplement available for Spanish-speaking children

OVERVIEW

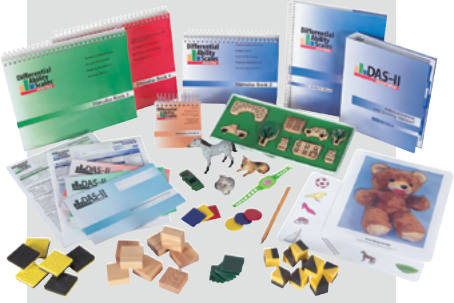
Ages
2:6–17:11 years

Norms
Standard Scores and Percentiles by Age

Administration Core Battery:
45–60 minutes

Diagnostic Subtests:
30 minutes

Qualification Level
C



Child-friendly artwork and assessment materials help maintain a child's attention and build rapport throughout the assessment process

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Get and keep children on the right track!

DAS–II consists of 20 subtests covering a range of abilities and processes, including many types of verbal and nonverbal reasoning, visual and auditory memory, language expression and comprehension, perceptual-motor skills, and speed of-information processing tasks. All subtests designed for ages 2:6–6:11 are also available for Spanish-speaking children in the Early Years Spanish Supplement.

All subtests available involve activities that are appropriate to the developmental level of every child. The subtests are grouped into the Early Years and School-Age cognitive batteries with subtests that are common to both batteries and those that are unique to each battery.

These batteries provide the General Conceptual Ability score (GCA), which is a composite score focusing on reasoning and conceptual abilities and a Special Nonverbal Composite (SNC).

Early Years Cognitive Battery

The Early Years core battery includes verbal, nonverbal, and spatial ability subtests appropriate for ages 2:6 through 6:11 years. There are 11 optional diagnostic subtests and three optional diagnostic clusters: Working Memory, Processing Speed, and School Readiness.

School-Age Cognitive Battery

The School-Age core battery contains verbal, nonverbal reasoning, and spatial ability subtests that can reliably be used to assess children ages 7:0 through 17:11 years. In addition, there are nine optional diagnostic subtests for this age group that feed into two optional diagnostic cluster scores: Working Memory, and Processing Speed.

Out of Level Testing

The Early Years and School-Age batteries were originally normed for overlapping age ranges, and both were standardized with children ages 5:0–8:11 years. This overlap permits out-of-level testing and ensures that bright younger children and less able older children can be given subtests appropriate for their abilities.

Comprehensive special population coverage

- Spanish directions have been standardized for the administration of the nonverbal subtests and an Early Years Spanish Supplement kit is available.
- Standard administration directions in American Sign Language are included on a Q-global® link for administration to the deaf and hard of hearing.
- Gifted students with unique backgrounds may be assessed by administering the appropriate Verbal, Nonverbal Reasoning, and/or Spatial Ability subtests.

Results are intended to inform treatment planning and placement decisions in clinical and educational settings and can provide useful clinical information for neuropsychological evaluation and research purposes.

Explore possibilities to focus on their potential!

"The Differential Ability Scales–Second Edition (DAS–II) helps you find out why a child isn't learning, and targets the specific nature of the problem, so that appropriate intervention strategies can be identified."

— Dr. Colin D. Elliott,
author of DAS and DAS–II

Save valuable time with Q-global web-based scoring and reporting!

Save time and increase accuracy with automated scoring

- Cuts an examiner's scoring time dramatically by automating scoring of the 20 subtests rather than requiring them to do it by hand
- Includes many error-proofing techniques so common scoring errors can be avoided

Report Results: include what you need and nothing more

- Customize summary information by importing into any word processing program
- Use the results to analyze ability-achievement with the WIAT®–4 and KTEA™–3 achievement scores (ages 7:0–17:11)
- Tailor report content to your needs by selecting tables and text desired

Focus on interpretation instead of scoring

- Easily access the diagnostic power of the test
- Quickly identify a child's strengths and needs with subtest and cluster comparisons

The DAS–II provides a variety of norm-referenced scores to describe and interpret a child's performance.

Score type	Description
Ability score	Indicates raw level of performance on the subtest, based on the number of correct responses and the difficulty of the items administered. Found on the Record Forms.
Standard error of the ability score	An index of the variability of each ability score. Found on the Record Forms, in parentheses next to the ability score.
Age equivalent	Age at which the child's ability score is the median score. Found in Table A.6 of the Early Years Normative Data Tables Manual.
T score	An age-based standard score with a mean of 50 and a standard deviation of 10, with a range from 10 to 90, indicating the child's level of performance on a subtest relative to same-age peers. Found in Table A.1.
Standard score	An age-based standard score with a mean of 100 and a standard deviation of 15, with a range from 30 to 170, indicating the child's level of performance on cluster and composite measures relative to same-age peers. Found in Tables A.2–A.4.
Percentile	Indicates the percentage of children of the same age who score the same as or lower than the examinee. Found in Table A.1 for subtest *T* Scores, and Tables A.2–A.4 for clusters and composites.
Confidence Interval	A range of scores that is likely to include the child's true normative score. Tables A.2–A.4 provide this index of the precision of cluster and composite scores.

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