

# SCHOOL VERSION RATING FORM

Stephen B. McCarney

## RATING GUIDELINES

- The student should be rated by educational personnel with primary observational opportunities who work directly with the student during instructional situations.
- The rater should conduct his/her ratings independently, without conferring with others.
- The rater should rely on his/her observation of the student's behavior as it occurs naturally in the educational environment.
- It is recommended that the rater read each quantifier with the item, before rating the item. Using item 13 as an example, the rater would first read, "Not developmentally appropriate for age to lose place when reading (e.g., too young to read)," then "Not observed losing place when reading," then "One to several times per month loses place when reading," then "One to several times per week loses place when reading," then "One to several times per day loses place when reading," and finally, "One to several times per hour loses place when reading."
- It is not necessary to complete the rating of a student in one day. Several days may elapse before the rater is able to complete the scale.
- If the behavior/skill is developmentally beyond what is expected for the student's age, the rating should be **0**  
NOT DEVELOPMENTALLY APPROPRIATE FOR AGE.
- If the rater has not personally observed the student display a specific behavior(s), the rating should be **1**  
NOT OBSERVED.
- If the rater has had the opportunity to observe the student for more than one month and has observed the behavior one to several times (i.e., one to three times), the rating should be **2**  
ONE TO SEVERAL TIMES PER MONTH.
- If the behavior has been observed one or more times per week, even several times per week (i.e., one to three times), the rating should be **3**  
ONE TO SEVERAL TIMES PER WEEK.
- If the behavior has been observed at least once a day or more than one time a day (i.e., one to three times), the rating should be **4**  
ONE TO SEVERAL TIMES PER DAY.
- If the behavior has been observed at least once an hour or multiple times per hour, the rating should be **5**  
ONE TO SEVERAL TIMES PER HOUR.

### IMPORTANT \*\*\* PLEASE NOTE: \*\*\* IMPORTANT

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Item #05810

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**TO RATER:** Rate each item using the quantifiers (0-5) provided.  
Every item must be rated. Do not leave any boxes blank.

NOT  
DEVELOPMENTALLY  
APPROPRIATE  
FOR AGE

0

NOT OBSERVED

1

ONE TO  
SEVERAL  
TIMES PER  
MONTH

2

ONE TO  
SEVERAL  
TIMES PER  
WEEK

3

ONE TO  
SEVERAL  
TIMES PER  
DAY

4

ONE TO  
SEVERAL  
TIMES PER  
HOUR

5

### SUBSCALE 1

- ☐ 1. Rushes through assignments with little or no regard for accuracy or quality of work
- ☐ 2. Is easily distracted by other activities in the classroom, other students, the teacher, etc.
- ☐ 3. Does not listen to what other students are saying
- ☐ 4. Does not hear all of what is said (e.g., misses word endings, misses key words such as "do not," etc.)
- ☐ 5. Does not direct attention or fails to maintain attention to important sounds in the immediate environment (e.g., teacher directions, public address system, etc.)
- ☐ 6. Is unsuccessful in activities requiring listening (e.g., games, following oral directions, etc.)
- ☐ 7. Needs oral questions and directions frequently repeated (e.g., student says, "I don't understand," needs constant reminders, etc.)
- ☐ 8. Attends more successfully when close to the source of sound (e.g., when seated close to the teacher, etc.)
- ☐ 9. Requires eye contact in order to listen successfully (e.g., one-to-one situation, etc.)
- ☐ 10. Fails to demonstrate short-term memory skills (e.g., does not remember two- or three-step directions, does not remember materials needed for a task, etc.)
- ☐ 11. Fails to remember sequences (e.g., events in a daily routine, days of the week, months of the year, etc.)
- ☐ 12. Has difficulty concentrating (e.g., staying on an assigned task, following a conversation, etc.)
- ☐ 13. Loses place when reading (e.g., leaves out words, lines, or sentences when reading, etc.)
- ☐ 14. Omits, adds, substitutes, or reverses letters, words, or sounds when reading

- ☐ 15. Fails to copy letters, words, sentences, and numbers from a textbook, chalkboard, etc.
- ☐ 16. Omits, adds, or substitutes words when writing
- ☐ 17. Fails to complete homework assignments and return them to school
- ☐ 18. Does not perform or complete classroom assignments during class time (e.g., does not perform the assignment or does not use the time provided, will go on to another assignment before completing the first, etc.)
- ☐ 19. Is disorganized to the point of not having necessary materials, losing materials, failing to find completed assignments, failing to follow the steps of the assignment in order, etc.
- ☐ 20. Completes assignments with little or no regard to neatness (e.g., rushes through tasks, does not care to do well, etc.)
- ☐ 21. Fails to perform assignments independently (e.g., continually asks for assistance or reassurance; does not begin, work on, or complete assignments without assistance; etc.)
- ☐ 22. Does not prepare for school assignments (e.g., does not study for tests or quizzes, does not read assigned material, etc.)
- ☐ 23. Does not remain on task (e.g., is more interested in other activities, sits and does nothing, etc.)
- ☐ 24. Does not perform academically at his/her ability level (i.e., performs below ability level or at a failing level)
- ☐ 25. Does not listen to or follow verbal directions
- ☐ 26. Fails to make appropriate use of study time (e.g., does not read, study, work on assignments, etc.)
- ☐ 27. Fails to follow necessary steps in math problems (e.g., does steps in the wrong order, omits a step, etc.)

NOT  
DEVELOPMENTALLY  
APPROPRIATE  
FOR AGE

0

NOT OBSERVED

1

ONE TO  
SEVERAL  
TIMES PER  
MONTH

2

ONE TO  
SEVERAL  
TIMES PER  
WEEK

3

ONE TO  
SEVERAL  
TIMES PER  
DAY

4

ONE TO  
SEVERAL  
TIMES PER  
HOUR

5

☐ 28. Does not read or follow written directions (e.g., instructions for homework, assignment directions, etc.)

☐ 29. Changes from one activity to another without finishing the first, without putting things away, before it is time to move on, etc.

Raw Score

### SUBSCALE 2

☐ 30. Does not follow school rules (e.g., runs in hallways, throws food in cafeteria, is disruptive in library, etc.)

☐ 31. Begins assignments before receiving directions or instructions or does not follow directions or instructions

☐ 32. Does not wait his/her turn in activities or games

☐ 33. Grabs things away from others

☐ 34. Blurts out answers without being called on

☐ 35. Interrupts the teacher (e.g., begins talking while the teacher is talking, goes up to the teacher while the teacher is working with other students, etc.)

☐ 36. Interrupts other students (e.g., talks while they are talking, makes noises, laughs, etc.)

☐ 37. Talks to others during quiet activity periods

☐ 38. Moves about while seated, fidgets, squirms, etc.

☐ 39. Appears restless (e.g., shifts position in seat, paces about, etc.)

☐ 40. Is easily angered, annoyed, or upset (e.g., hits, argues, yells, throws things, cries, withdraws, etc.)

☐ 41. Bothers other students who are trying to work, listen, etc.

☐ 42. Makes unnecessary comments or noises in the classroom (e.g., talks to other students without permission, interrupts, makes fun of others, hums, taps, burps, etc.)

☐ 43. Makes unnecessary physical contact with others (e.g., touches, hugs, etc.)

☐ 44. Is impulsive (e.g., reacts immediately to situations without thinking, is impatient, fails to wait for a turn or for assistance from an instructor, etc.)

☐ 45. Fails to comply with teachers or other school personnel (e.g., refuses to do what he/she is told, goes on doing what he/she was doing, does the opposite of what he/she is told, etc.)

☐ 46. Ignores consequences of his/her behavior (i.e., knows that his/her behavior will result in a negative consequence but engages in the behavior anyway)

☐ 47. Fails to follow a routine (e.g., does things out of order, does not wait for an activity at the scheduled time, etc.)

☐ 48. Does not follow the rules of games

☐ 49. Leaves seat without permission

☐ 50. Does not work in a group situation (e.g., does not stay on task and work productively at a table with peers, at a desk with peers nearby, etc.)

☐ 51. Hops, skips, and jumps when moving from one place to another instead of walking

☐ 52. Handles objects (e.g., twirls pencils, plays with things in desk, spins rulers on pencils, clicks ballpoint pens, repeatedly sharpens pencils, etc.)

☐ 53. Talks beyond what is expected or at inappropriate times

☐ 54. Does not wait appropriately for assistance from instructor

☐ 55. Does not adjust behavior to expectations of different situations (e.g., gets excited at recess and does not settle down, etc.)

☐ 56. Engages in inappropriate behaviors while seated (e.g., tips chair or desk, puts feet on desk, touches others as they walk by, taps and makes noises, etc.)

☐ 57. Becomes overexcited (e.g., loses control in group activities, becomes loud, etc.)

☐ 58. Demonstrates inappropriate behavior when moving with a group (e.g., fails to stay in line, runs, pushes, etc.)

☐ 59. Moves about unnecessarily (e.g., leaves seat, walks around the classroom, rocks, shakes head, etc.)

☐ 60. Engages in nervous habits (e.g., bites fingernails, twirls hair, chews inside of cheek, chews pencils or pens, spins or twirls objects, etc.)

Raw Score

# SCHOOL VERSION RATING FORM

Stephen B. McCarney

## PROFILE SHEET

Name of student: \_\_\_\_\_ Gender: \_\_\_\_\_

School: \_\_\_\_\_

Class: \_\_\_\_\_ Grade: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Date of rating: \_\_\_\_\_ (year) \_\_\_\_\_ (month) \_\_\_\_\_ (day)

Date of birth: \_\_\_\_\_ (year) \_\_\_\_\_ (month) \_\_\_\_\_ (day)

Age at rating: \_\_\_\_\_ (years) \_\_\_\_\_ (months) \_\_\_\_\_ (days)

Rated by (observer's name): \_\_\_\_\_

Dates during which observation of student occurred:  
From \_\_\_\_\_ To \_\_\_\_\_

Amount of time spent with the student:  
Per day \_\_\_\_\_ Per week \_\_\_\_\_

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score (Appendix A)	Standard Score SEM (Appendix C)
1. Inattentive			
2. Hyperactive-Impulsive			

TOTAL SCORE				
Sum of Subscale SS	Quotient (Appendix B)	Percentile (Appendix B)	Quotient SEM (Appendix C)	Confidence Interval (Chapter 2)
				%

How well the student is known by the rater (indicate type of interactions): \_\_\_\_\_

Standard Scores	Subscales		Quotients	Quotient	Percentiles	Percentile Rank
	Inattentive	Hyperactive-Impulsive				
20	•	•	150	•	≥99	•
19	•	•	145	•	95	•
18	•	•	140	•	90	•
17	•	•	135	•	85	•
16	•	•	130	•	80	•
15	•	•	125	•	75	•
14	•	•	120	•	70	•
13	•	•	115	•	65	•
12	•	•	110	•	60	•
11	•	•	105	•	55	•
10	•	•	100	•	50	•
9	•	•	95	•	45	•
8	•	•	90	•	40	•
7	•	•	85	•	35	•
6	•	•	80	•	30	•
5	•	•	75	•	25	•
4	•	•	70	•	20	•
3	•	•	65	•	15	•
2	•	•	60	•	10	•
1	•	•	55	•	5	•
			50	•	≤1	•

Important: Before using this scale, read the section titled *Rating Guidelines* on page one.

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