

QUALITY OF SCHOOLWORK TASK PERFORMANCE PROGRESS REPORT

Student: Brianna Sample

Date Time 1: 09/17/2013

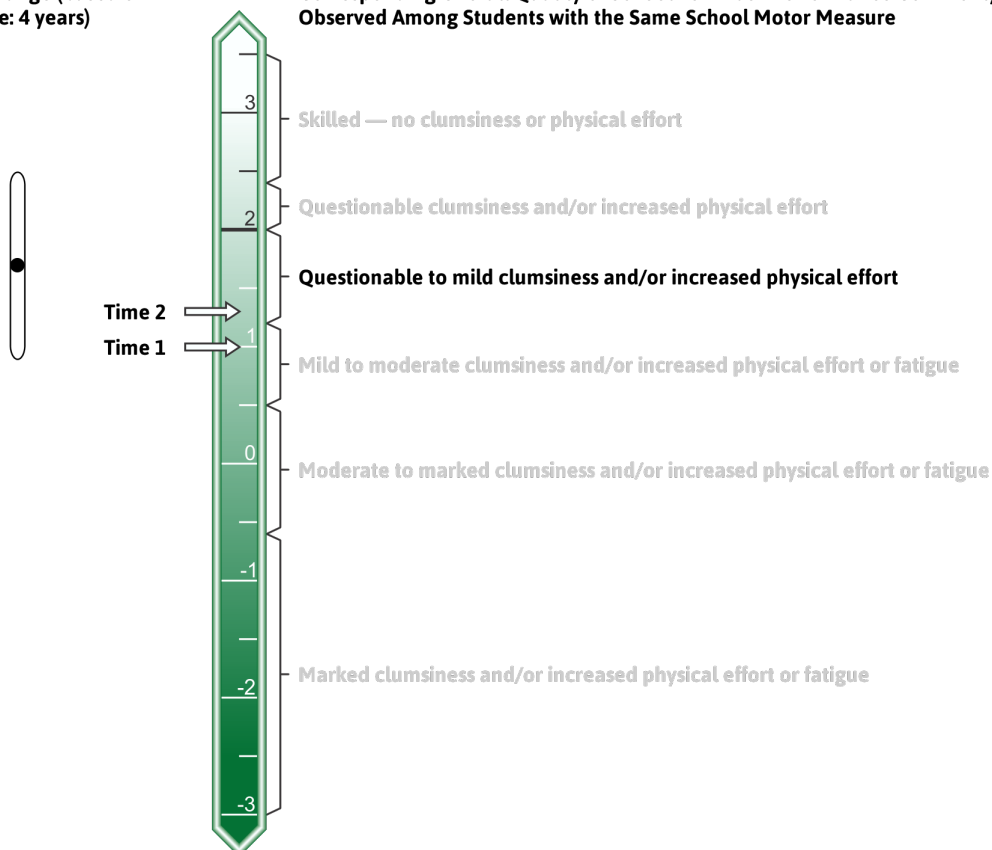
Date Time 2: 12/13/2013

The School AMPS is a standardized evaluation of a student’s quality of schoolwork task performance. More specifically, when a student is evaluated using the School AMPS, the occupational therapist observes the student perform at least two relevant schoolwork tasks assigned by the teacher. Scoring the School AMPS is criterion-referenced, based on how much clumsiness or physical effort, time and space inefficiency, safety risk, and/or need for assistance the student demonstrated when performing schoolwork tasks. When the School AMPS is used to evaluate change, the student performs at least two schoolwork tasks for each School AMPS observation, and the Time 1 and Time 2 School AMPS measures are compared. These school motor and school process measures of the student’s quality of schoolwork task performance are reported in the table. Their locations are indicated by white arrows on the School AMPS scales and they illustrate the student’s observed change in quality of schoolwork task performance.

School AMPS Motor Scale

Expected Range (based on current age: 4 years)

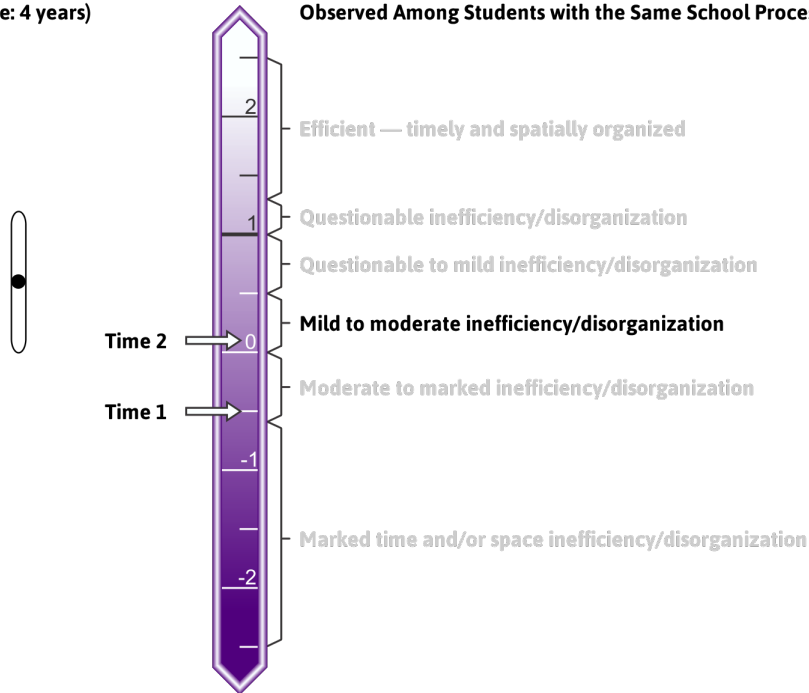
Corresponding Overall Quality of Schoolwork Task Performance Commonly Observed Among Students with the Same School Motor Measure



School AMPS Process Scale

Expected Range (based on current age: 4 years)

Corresponding Overall Quality of Schoolwork Task Performance Commonly Observed Among Students with the Same School Process Measure



The student's Time 2 school motor and school process measures can be compared to the vertical bands to the left of the respective scale. These vertical bands illustrate the normative mean (dark dot) and range (± 2 SD) of typically-developing students the same age as the student who was tested. The Time 2 School AMPS measures can also be compared to a criterion-referenced description (bold text) to the right of the respective scale. This description represents the quality of schoolwork task performance commonly demonstrated by students who have the same School AMPS measures as the student who was tested.

Evaluation Results

Schoolwork tasks performed (Time 1):

- DC-2: Coloring shapes and spaces
- CP-3: Pasting with no cutting

Schoolwork tasks performed (Time 2):

- DC-2: Coloring shapes and spaces
- CP-4: Cutting with no pasting - simple straight lines

Summary of main findings: The results of the Time 1 and Time 2 School AMPS observations are reported in logits. In the table below, they also have been transformed into standardized z scores (mean = 0.0, $SD = 1.0$), normalized standard scores (mean = 100, $SD = 15$), and percentile ranks (percentage of students with lower School AMPS measures).

	School AMPS measure (in logits)	Standardized z score	Normalized standard score	Percentile rank	Change (in logits)
Motor					
Time 1:	1.0	-1.7	74	4.2	
Time 2:	1.3	-1.0	85	15.8	0.3
Process					
Time 1:	-0.5	<-3.0	<55	<1	
Time 2:	0.1	-1.7	75	4.7	0.6

Interpretation of Findings

A change of at least 0.3 logit indicates that there has been an observable change in the student's quality of schoolwork task performance; a higher School AMPS measure for the second observation indicates improved quality of schoolwork task performance. Based on the sum of the standard errors of measurement (*SE*) for each of the student's School AMPS measures, the school motor measures must differ by at least 0.6 and/or the school process measures must differ by at least 0.4 to indicate that this student's quality of schoolwork task performance has a high likelihood of having changed significantly ($p \leq .15$) between two School AMPS observations. The results in this report indicate that:

- There was an observable increase in the school motor measure of the student's quality of schoolwork task performance, but the increase was not statistically significant.
- There was an observable increase in the school process measure of the student's quality of schoolwork task performance, and it is likely that the increase was statistically significant.

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