

UNIVERSAL ASSESSMENT SCREENING REPORT

The Figure below illustrates the findings/results following a Universal Screening period. This graph is generated dynamically, it refreshes itself, as new data are coming in from the various schools. This information can serve as **benchmark data**, it can/should be repeated at a minimum of 2 or 3 times a year in alignment with academic benchmarks.

 EXPORT AS .PDF

RISK LEVEL PYRAMIDS

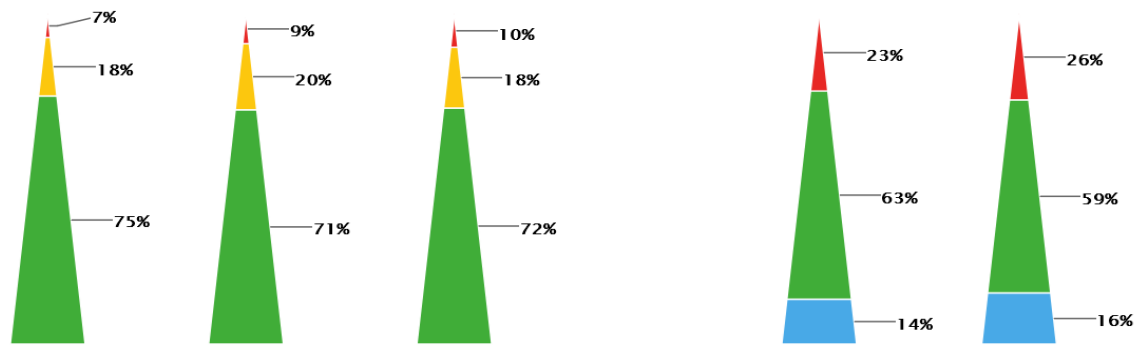
UA Period:

Spring Screening

School(s):

All

Grade:



Levels Of Risk	Conduct	Negative Affect	Cognitive/ Attention	Levels Of Functioning	Social	Academic Functioning
High Risk	668 (7%)	843 (9%)	948 (10%)	Concern	2202 (23%)	2456 (26%)
Some Risk	1675 (18%)	1897 (20%)	1742 (18%)	Typical	5969 (63%)	5534 (59%)
Low Risk	7115 (75%)	6718 (71%)	6768 (72%)	Strength	1287 (14%)	1468 (16%)
Total	9458 (100%)	9458 (100%)	9458 (100%)	Total	9458 (100%)	9458 (100%)

Behavioral Concern Scale	Common Characteristics of High Scorers	
Conduct	Problems with physical and/or verbal aggression; may fight or bully. May be defiant and/or manipulative. May have problems controlling temper. May be dishonest. May use alcohol, drugs, or tobacco. May engage in risky behavior.	
Negative Affect	Shows symptoms of depression and/or anxiety. Mood problems may include sadness, negativity, anhedonia, shamefulness, and nervousness. May be tearful. Ideation about hurting self may be present. May be fearful or worry a lot. Feelings may be easily hurt.	
Cognitive/ Attention	Difficulty with control of attention and/or behavior. May have poor concentration or be easily distracted. May lose interest quickly or have difficulty finishing things. May have high activity levels, impulsivity, and difficulty staying seated. May talk too much. May be fidgety or easily excited. May have difficulty organizing and planning.	
Adaptive Scale	Common Characteristics of Low Scorers	Common Characteristics of High Scorers
Social	Poor social skills. May have difficulty with friendships, body language, social cues, or emotions. May be socially awkward. May appear disinterested in social interactions. May seem rude or unfriendly. May have difficulty with expressing thoughts or emotions. May have no or very few friends; may be unpopular, unaccepted, or ignored by peers. May be teased by other youth.	Good social skills. May excel at making friends, reading body language and social cues, and/or understanding emotions. Friendly and comfortable in expressing thoughts or emotions. May have many friends.
Academic Functioning	May have difficulty following directions. May receive failing grades at school. May not work up to academic potential and may not be well-prepared for class. May be absent from school on a frequent basis.	Follows directions well. Receives good grades at school. Works up to academic potential and comes to class prepared. Is rarely absent from class.

REPORTS

FORM TYPE: TEACHER

CLASS/GROUP STUDENT SCORES

SCHOOLS:

UA PERIOD:

GRADE:

TEACHERS:

Winter 2017

Taylor Prairie
Elementary

All

All

Student Name	MTSS	Conduct	Negative Affect	Cognitive/ Attention	Social	Academic Functioning
Ako , Choho	1	69	67	50	35	48
Alexander, Xavier	1	66	63	72	34	40
Anthony Hillman, Armanyi	1	65	64	58	44	42
Bean, Asher	1	64	66	49	50	51
Benson, Aiden	1	58	54	67	44	48
Bentler, Karah	1	53	49	64	50	51
Bernhard, Noah	1	63	69	45	53	42
Blair Derr, Natalya	1	77	72	66	40	45
Brinkmeier, Kiara	1	75	72	56	31	31
Broom, Sadie	1	63	61	54	44	48
Burmeister,						

Total in High Risk	7 (16%)	11 (24%)	4 (9%)	-	-
Total in Some Risk	20 (44%)	23 (51%)	19 (42%)	-	-
Total in Low Risk	18 (40%)	11 (24%)	22 (49%)	-	-
Total in Concern	-	-	-	22 (49%)	10 (22%)
Total in Typical	-	-	-	23 (51%)	35 (78%)
Total in Strength	-	-	-	0 (0%)	0 (0%)

ADMINISTRATION

Schools

Staff

Students

Universal Assessments

Progress Monitoring

Reports

Resources

RATERS

Universal Assessments

Progress Monitoring

Resources

My Account | Log Out

ITEM SCORE LEGEND

- 0 = **Never** (Observed 0 times)
- 1 = **Rarely** (Observed 1-2 times or to a minimum extent)
- 2 = **Sometimes** (Observed 3-4 times or to a moderate extent)
- 3 = **Often** (Observed 5-6 times or to a significant extent)
- 4 = **Very Often** (Observed 7 or more times or to an extreme extent)

UA T-SCORE LEGEND

Conduct, Negative Affect, Cognitive/Attention	Social, Academic Functioning
Low Risk	Strength
Some Risk	Typical
High Risk	Concern

BAA SAMPLE WINDOW UA RESULTS, RATER: FRANCIS GRIMES

BEHAVIORAL CONCERN SCALES			
CONDUCT			
T-Score	Scale Descriptor		
62	Some Risk		
Item	Score	Descriptor	
2	appeared angry	0	No Concern
9	engaged in risk-taking behavior	1	Mild Concern
13	fought with others (verbally, physically, or both)	1	Mild Concern
17	lied or cheated	1	Mild Concern
21	lost his/her temper when upset	1	Mild Concern
25	was aggressive (threatened or bullied others)	1	Concern
29	was suspected of using alcohol and/or drugs	1	Concern
31	was sent to an authority for discipline	1	Concern
32	was suspected of smoking or chewing tobacco	1	Concern
NEGATIVE AFFECT			
T-Score	Scale Descriptor		
60	Some Risk		
Item	Score	Descriptor	
5	appeared sleepy or tired	1	No Concern
8	appeared depressed	1	Mild Concern
12	acted sad or withdrawn	1	No Concern
16	was easily embarrassed or felt ashamed	1	No Concern
20	appeared anxious (worried or nervous)	1	No Concern
24	expressed thoughts of hurting himself/herself	1	Concern
27	was emotional or upset	1	No Concern
COGNITIVE ATTENTION			
T-Score	Scale Descriptor		
52	Low Risk		
Item	Score	Descriptor	
3	had trouble paying attention	0	No Concern
6	was impulsive	1	No Concern
10	had problems staying on task	1	No Concern
14	acted without thinking	1	No Concern
18	had trouble remembering	1	No Concern
22	had trouble with organizing and planning	1	No Concern
28	fidgeted	1	No Concern
ADAPTIVE SCALES			
SOCIAL			
T-Score	Scale Descriptor		
21	Concern		
Item	Score	Descriptor	
1	shared what he/she was thinking about	0	Concern
7	spoke clearly with others	1	Concern
11	maintained friendships	1	Concern
15	appeared comfortable when relating to others	1	Concern
19	was generally friendly with others	1	Concern
23	worked out problems with others	1	Concern
ACADEMIC FUNCTIONING			
T-Score	Scale Descriptor		
32	Concern		
Item	Score	Descriptor	
4	followed directions	1	Concern
26	received failing grades at school	1	Mild Concern
30	worked up to his/her academic potential	1	Concern
33	was prepared for class	1	Concern
34	was absent from school	1	No Concern

ADMINISTRATION

- Schools
- Staff
- Students
- Universal Assessments
- Reports
- Progress Monitoring
- Resources

SALLY ALVAREZ

Student ID: 442117
 School: Sunnyside Elementary
 Grade: 4
 Teacher for UA: Grimes, Francis
 Gender: Female
 Race: African American/Black
 Hispanic/Latino? No

- Deactivate
- Edit Information
- Complete Student Self Form
- Complete Brenda Alvarez Self Form
- Complete John Alvarez Self Form

SCHOOL ADMINISTRATIVE/SERVICE INFO +

PARENT/GUARDIAN INFORMATION -

Parent/Guardian:
 Brenda Alvarez
 Biological Mother
 brenda.alvarez@gmail.com

Parent/Guardian:
 John Alvarez
 Biological Father
 johnalvarez@example.com

MONITORING PLANS

SALLY ALVAREZ

Case Manager: James Coleman
 i-Teacher: James Coleman
 Rater: Francis Grimes
 Rater: Brenda Alvarez

Results

BULLYING PLAN FOR AUGUST

Case Manager: James Coleman
 i-Teacher: James Coleman
 Rater: Francis Grimes

Results

UA T-SCORE LEGEND

Conduct, Negative Affect, Cognitive/Attention	Social, Academic Functioning
Low Risk	Strength
Some Risk	Typical
High Risk	Concern

UNIVERSAL ASSESSMENT T-SCORE DATA - TEACHER

Scales	Spring 2018 (v1) 01/05/18	Summer 2017 07/01/17	Summer 2016 07/01/16	Spring 2016 03/01/16	Winter 2015 12/01/15
Conduct		51	56	50	54
Negative Affect		41	54	54	43
Cognitive Attention		36	47	43	49
Social		19	52	52	52
Academic Functioning		35	49	55	58

- Conduct
- Negative Affect
- Cognitive Attention
- Social
- Academic Functioning

SOCIAL -

Indicators	Overall	Spring 2018 (v1) 01/05/18	Summer 2017 07/01/17	Summer 2016 07/01/16	Spring 2016 03/01/16	Winter 2015 12/01/15
Raw Score			0	20	20	20
T-Score			19	52	52	52
90% CI			13-25	46-58	46-58	46-58
Percentile			1	58	58	58
Level of Functioning			concern	typical	typical	typical
Significant Change Reliable Change Index (RCI)	Much Worse		Much Worse	No Change	No Change	

UNIVERSAL ASSESSMENT T-SCORE DATA - SELF

Scales	Spring 2018 (v1) 01/05/18	Summer 2017 07/01/17	Summer 2016 07/01/16	Spring 2016 03/01/16	Winter 2015 12/01/15
Conduct			42	48	50
Negative Affect			42	39	47
Cognitive Attention			44	37	39
Social			72	60	57
Academic Functioning			49	65	52

- Conduct
- Negative Affect
- Cognitive Attention
- Social
- Academic Functioning