Test of problem solving adolescent sample report

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Problem Solving and Data Analysis Sample Question (Calculator)

SAT

Of the 18- to 34-year-olds who reported voting, 500 people were selected at random to do a follow-up survey where they were asked which candidate they voted for. There were 287 people in this follow-up survey sample who said they voted for Candidate A, and the other 213 people voted for someone else. Using the data from both the follow-up survey and the initial survey, which of the following is most likely to be an accurate statement?

A) About 123 million people 18 to 34 years old would report voting for Candidate A in the November 2012 presidential election.
B) About 76 million people 18 to 34 years old would report voting for Candidate A in the November 2012 presidential election.
C) About 36 million people 18 to 34 years old would report voting for Candidate A in the November 2012 presidential election.
D) About 17 million people 18 to 34 years old would report voting for Candidate A in the November 2012 presidential election.

CollegeBoard

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Division of Pupil Personnel Services

Speech and Language Triennial Evaluation Report

Name: Student
School: School
Grade:
Teacher:
Date(s) of Evaluation:
Date of Report:
Date of Birth: Chronological Age:
Evaluator:

Reason for Testing:
The purpose of this triennial evaluation is to assess Student's current problem solving skills which may be considered in his educational planning.

Background Information:
Student, age 10 years, 1 month, is currently in fourth grade at Elementary School. A file review was conducted. For a complete developmental history please refer to Student's most recent triennial evaluation. Student currently receives special education services for an hour a week, math 30 minutes a week as well as speech and language services an hour a week. Student has been working on the following goals in the area of expressive and receptive language: will follow 2-3 step verbal directions independently; will listen to a paragraph of 5-7 sentences at his instructional level and answer inferential questions independently; will listen to a paragraph of 5-7 sentences at his instructional level and determine the main idea independently; after listening to a 5-7 sentence paragraph at his instructional level, Student will recall key details independently and after listening to a 5-7 sentence paragraph at his instructional level, Student will identify the problem and provide two possible solutions given the choice of two possible options.

Observations during Testing:
Student was seen over multiple 45-60 minute testing sessions. Standardized tests and descriptive measures were administered to evaluate Student's spoken language and comprehension as well as his listening comprehension skills, global language skills and narrative language skills. The following skills were informally assessed during testing sessions: Attention and focus, pragmatics, articulation, voice, and fluency. Student had occasional difficulty paying attention to tasks, he was polite and pleasant and had no difficulty transitioning into testing. He maintained adequate eye contact with the examiner and responded appropriately to questions (i.e. "What is your favorite color?" "Blue"). Student exhibited age-appropriate articulation abilities and overall intelligibility both in response to stimuli presented and during spontaneous conversation. Auditory memory was difficult for Student and he often needed repetition of test items and directions. Many answers to test items that were difficult were irrelevant or off-topic indicating difficulty comprehending the test items. At times, as tasks got harder, it appeared that Student was guessing on certain test items. Student required multiple reminders to remain focused falling asleep/bored between test items and subtests. At times his answers appeared to be impulsive and they contained multiple revisions. Throughout testing, Student's responses contained frequent grammatical errors consisting of the use of incorrect verb tense, occasionally omitting articles "a" or "the" and using incorrect syntax or word order.

A farmer has to fill a new fishpond with water.



a) What information does the farmer need to fill the fishpond? For example, you need to know where the water comes from. Write three other useful pieces of information.

A1 a) IG

Score 0 = No response
Score 1 = Gives one or no relevant factors
Score 2 = Gives two different factors related to filling the fish pond
Score 3 = Gives three different factors related to filling the fish pond

Examples of useful information:
How to get the water into the pond (from the source) e.g. hose, pipe, dig a channel etc
How large the pond is (or how much water it holds)
How much water is already in it (or how much more it needs)
- *How long it will take to fill*
- *How much it will cost to fill*
- *Whether it needs to be kept full*
- *How much water will drain away through the walls and bottom of the pond*
- *How the fish will get into the pond (not directly related to filling it, but an important point)*

b) A hose can pump 300 litres of water a minute. How many litres of water does this hose pump in half an hour?

A. 10 L
B. 150 L
C. 9,000 L
D. 18,000 L

c) The farmer finds another hose and uses it for 5 minutes. It pumped about 1,000 litres. Is this hose faster than the first hose (300 litres per minute)? Give a reason for your answer.

d) The fishpond needs 36,000 litres of water to fill it. Using the hose that pumps 300 litres per minute, how many hours will it take to fill the pond?

e) The farmer wants to put 1,000 fish in the pond, but he thinks that the pond might overflow. What should he do?

A1 d) IG-Oi-Ana/Des

Score 0 = No response
Score 1 = Incorrect or insufficient response
- *Yes, 1,000 is more than 300 (incorrect answer)*
- *No, it is not faster (correct answer, but no reason given)*

Score 2 = Explains why it is NOT faster, showing that it has a lower flow rate
- *1,000 litres in 5 minutes is the same as 200 litres in 1 minute, which is less than the first hose*
- *The first hose can do 1,500 litres in 5 minutes, so it is faster*
- *No. 5 x 300 = 1,500 is more than 1,000*

Test Booklet Code | Problem Solving Assessment | No. : 9999999

A1

Sample Question Paper

Class-IX

Time Allowed: Two hours | Maximum Marks: 90

This Test Booklet contains 21 pages. Do not open this Test Booklet until you are asked to do so.

Important Instructions:

01. The Answer Sheet is inside this Test Booklet. When you are directed to open the Test Booklet, take out the Answer Sheet and fill in the particulars on Side-1 and Side-2 carefully with blue/black ball point pen only.

02. The Test Booklet Code for this Test Booklet is A1. The Candidate should check carefully that the Test Booklet Code printed on Side-2 of the Answer Sheet is the same as printed on Test Booklet. In case of discrepancy, the candidate should immediately report the matter to the invigilator for replacement of both the Test Booklet and the Answer Sheet.

03. The Test Booklet contains 60 questions divided into three sections A, B and C. A candidate is required to attempt all the three sections. There are 24 questions in section A, 18 Questions in section B and 18 questions in section C.

    Section A : Language Conventions (Question Nos 1 to 24)
    To be attempted either from English Language or from Hindi Language

    Section B : Qualitative Reasoning (Questions 25 to 42)

    Section C : Quantitative Reasoning (Questions 43 to 60)

04. All the three sections contain Multiple Choice Questions (MCQs). Some of these questions are passage based MCQs whereas others are stand alone MCQs. Each of these questions has four options out of which only ONE option is correct. A candidate has to select the correct option and fill the corresponding number in the Answer Sheet against the question.

05. Each Question carries 1 ½ marks. For each correct response, the candidate will get 1 ½ marks. There is no negative marking for any of the questions and unattempted question earns no mark.

06. The candidates should not leave the Examination Hall without handing over their Answer Sheet to the Invigilator on duty and sign the Attendance Sheet. Cases where a candidate has not signed the Attendance Sheet or the Answer Sheet not handed over to the Invigilator shall be dealt as an Unfair means case.

07. On completion of the test, the candidates MUST HAND OVER THE ANSWER SHEET TO THE INVIGILATOR in the room/hall. The candidates are allowed to take away this Test Booklet with them.

08. Use blue/ black ball point pen only for writing particulars on this page and writing or marking responses on Answer Sheet.

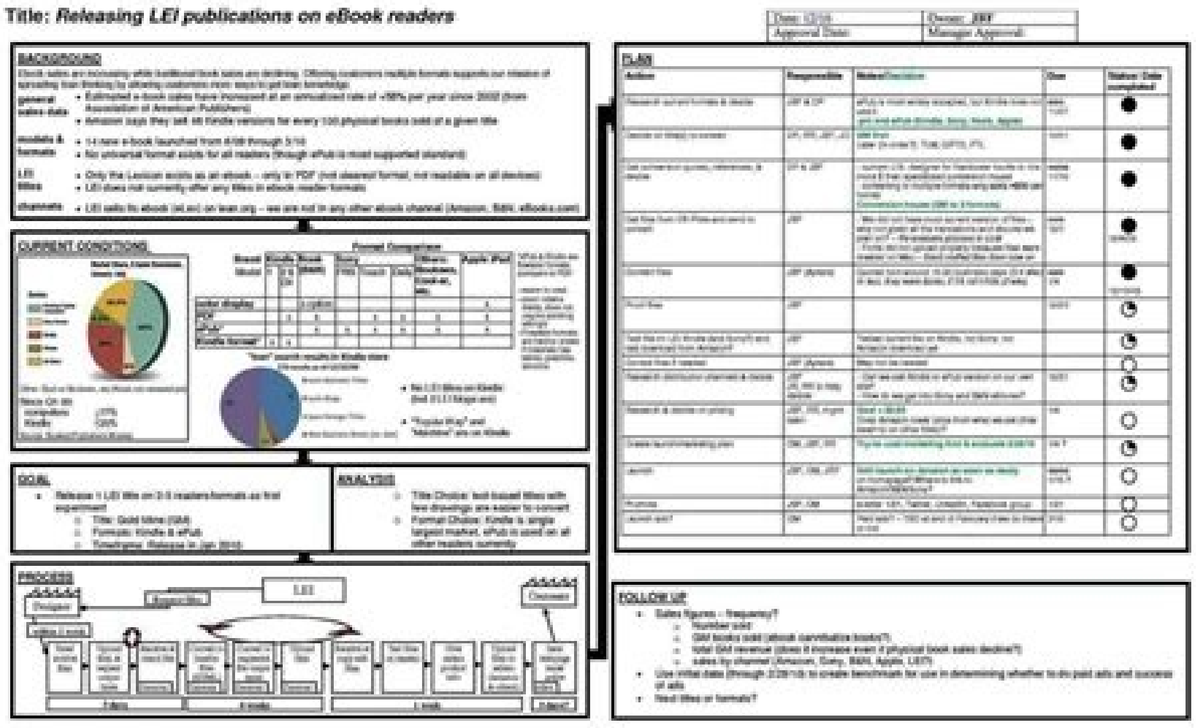
09. The candidates should ensure that the answer sheet is not folded or damaged. Do not make any stray marks on the answer sheet.

10. The candidates are governed by all Rules and Regulations of the Board with regard to their conduct in the Examination Hall. All cases of unfair means will be dealt with as per Rules and Regulations of the Board

Registration No : ----------

Candidate's Name : ----------

Candidate's Signature : ---------- Invigilator's Signature :----------



$10.99Earn 22 Reward Points This 7-page fully editable report template discusses the results of the Test of Problem Solving-2 Adolescent It includes the following components: Table of testing results Recommendations for using severity ratings of standard scores Information regarding assessment strengths and limitations Recommendations of which information to include in the background history section of the report Adaptive behavior section Assessment findings Test description All subtests descriptions including numerous examples of difficulties the students may present with Testing Summary Section Impressions Section ICD-10 Diagnoses Section Accommodations vs. Remediation Section Adaptive Recommendations Section Maintaining Factors Section Suggested Therapy Goals Reward System and Rationale Expected duration of treatment Prognosis Therapy Discharge Recommendations Page 2 Authors: Linda Bowers, MA, CCC-SLP / Rosemary Huisingh, MA, CCC-SLP / Carolyn LoGiudice, MA, CCC-SLP Problem SolvingIndividual AdministrationAges 12 through 17Norm-ReferencedQualification Level B DescriptionThe TOPS-2 Adolescent assesses critical thinking abilities based on the student's language strategies and use of logic and experience. The test uses problem-solving situations related to adolescent experiences and assesses five decision-making skill areas critical to success in the academic, problem-solving, and social arenas. The TOPS-2 Adolescent is intended for use by speech-language pathologists, psychologists, and other professionals familiar with language disorders. Based on the research of Richard Paul, the TOPS-2 Adolescent focuses on the cognitive processes of Understanding/comprehension, analysis, interpretation, self-regulation, evaluation, explanation, inference, insight, decision making, intent/purpose, problem solving, and acknowledgment. Five subtests with 18 written passages make up the assessment and require the student to carefully attend to, process, and think about what is heard and read; to think with a purpose in mind; to resist the urge to be impulsive; and to express answers verbally. The subtests are:Subtest A: Making Inferences: Give a logical explanation about a situation, combining CURRENT information with background knowledgeSubtest B: Determining Solutions: Provide a logical solution for some aspect of a situation presentedSubtest C: Problem Solving: Recognize the problem, find alternate solutions, evaluate options, and state an appropriate solutionSubtest D: Interpreting Perspectives: Evaluate other points of view to draw a conclusionSubtest E: Transferring Insights: Compare analogous situations by using information stated in the passageThe test was normed on a nationally representative sample of 1,051 individuals, and an additional 138 students with language disorders were included in the validity studies. Statistical analysis showed strong reliability, with a test-retest coefficient of .91 for the total test; and good validity, with t-values for differences between normal and language-disordered subjects significant at the .01 level for all age levels.Administration and ScoringAdministration takes about 40 minutes. There are no basals or ceilings. Acceptable responses are listed on the Test Form. Raw scores are converted to standard scores, percentile ranks, and age equivalents.The Manual includes recommendations for remediation based on subtest performance, and details what the student needs to do to be successful with each task, how the tasks relate to academic performance, the specific steps to complete each thinking task, and what the student's responses reflect about his or her thinking skills. Bowers, L., Huisingh, R., Barrett, M., Orman, J., & LoGiudice, C. (1992). TOPS-Adolescent Kit: Tasks of Problem Solving. East Moline: IL: LinguiSystems. Bowers, L., Huisingh, R., & LoGiudice, C. (2007). The Test of Problem Solving 2: Adolescent. East Moline, IL: LinguiSystems.Griswold, D. E., Barnhill, G. P., Myles, B. S., Hagiwara, T., & Simpson, R. L. (2002). Asperger syndrome and academic achievement. Focus on Autism and Other Developmental Disabilities, 17(2), 94-102. This product provides descriptions of the Test of Problem Solving-2 Adolescent (TOPS-2) and each of its tests. The specific test descriptions utilize information from the TOPS-2 manual to describe the subtests and educational impact. It allows users to easily write comprehensive, detailed evaluation and eligibility reports to provide thorough analysis and synthesis of test results. Home / Achievement / Development / Communication/Speech–Language / TOPS-2 Test of Problem Solving 2: Adolescent Description Additional information Use the TOPS-2: Adolescent to determine how to help teens with language impairments related to the process of thinking, for whom making good decisions and solving problems appropriatelymay be difficult tasks. Focuses on the following cognitive processes: understanding/comprehension, analysis, interpretation, self-regulation, evaluation, explanation, inference, insight, decision making, intent/purpose, problem solving, and acknowledgment. Uses a natural context of problem-solving situations related to adolescent experiences: Making Inferences, Determining Solutions, Problem Solving, Interpreting Perspectives, and Transferring Insights. Test items presented verbally with the printed stimulus from the Reading Passages Book visible to students. The Examiner’s Manual contains a Discussion of Performance section, which merges test results with remediation strategies. Item pool (N = 526) and standardization (N = 1,051) studies represent the U.S. Census for race, gender, age, and educational placement. An additional 138 individuals with language disorders were included in the validity studies.

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