**Bracken School Readiness Assessment-Third Edition (BRSA-3)**

<table>
<thead>
<tr>
<th>Name of Measure</th>
<th><strong>Bracken School Readiness Assessment-Third Edition (BRSA-3)</strong></th>
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<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Measures a child’s exposure to concepts necessary for learning at school. Assesses a child’s understanding of 85 foundational academic concepts (i.e., in the categories of colors, letters, numbers/counting, sizes/comparisons, and shapes)</td>
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<td><strong>Population</strong></td>
<td>3 years, 0 months through 6 years, 11 months</td>
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<td><strong>Description of Domains (subscales)</strong></td>
<td>Assesses a child’s understanding of 85 foundational academic concepts within the following categories: colors, letters, numbers/counting, sizes/comparisons, and shapes</td>
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</table>
| **Administration and Test Format** | **Time to complete:** 10-15 minutes to administer  
**Testing format:** 85 items in 5 categories, individually administered, direct assessment  
**Scoring:** Yields a School Readiness Composite as well as Raw scores and percent mastery; Standard scores with a mean of 100 (SD=15). Descriptive classification for relative level of functioning to normative population of children  
**Training:** Manual available; designed for educational professionals (e.g. speech-language pathologists, school psychologists, educational diagnosticians, teachers) |
| **Psychometric Properties** | **Normative sample:** Revised from the BRSA published in 2002; 750 children representative of US population by age, sex, race/ethnicity, geographic region, and parent education level.  
**Reliability:** Test-retest stability found to be adequate to excellent across time for all age groups (.76 to .92). Internal consistency with split-half reliability is excellent (.95) for overall normative sample  
**Validity:** Content was reviewed by panel of experts, also compared to state standards for early childhood curriculum. BRSA-3 was field tested with 529 children ages 3:0-6:11 with 186 professionals; Correlation of BRSA-3 with BRSA was high (.85) Validity studies with clinical samples revealed adequate sensitivity and good specificity  
**Responsiveness:** Measure can be used for pre-and post-testing to assess conceptual knowledge at beginning and end of a school year |
| **How to Order** | Online: [www.pearsonassessment.com](http://www.pearsonassessment.com)  
Phone: 800-627-7271  
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Email: ClinicalCustomerSupport@Pearson.com  
Ellingsen, K., M., Burch-Lewis, A., & Pham, A. (2012). *Learning and Applying Knowledge (d, ICF-CY)*  
In Annette Majnemer (Ed.) Measures of outcomes and their determinants for children and youth with developmental disabilities. |