

SCHOOL VERSION RATING FORM

Stephen B. McCarney

COVER SHEET

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 item/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 demonstrate 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 four 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 four times), the rating should be
- 4**
- ONE TO SEVERAL TIMES PER DAY .**
- If the behavior has been observed at least once an hour and included behaviors with unlimited frequency which may even defy accurate counting at extremely high rates, the rating should be
- 5**
- ONE TO SEVERAL TIMES PER HOUR .**

IMPORTANT *** PLEASE NOTE: *** IMPORTANT

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(800) 542-1673



TO RATER: Rate every 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

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> 1. Rushes through assignments with little or no regard for accuracy or quality of work <input type="checkbox"/> 2. Is easily distracted by other activities in the classroom, other students, the teacher, etc. <input type="checkbox"/> 3. Does not listen to what other students are saying <input type="checkbox"/> 4. Does not hear all of what is said (e.g., misses word endings, misses key words such as "do not," etc.) <input type="checkbox"/> 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.) <input type="checkbox"/> 6. Is unsuccessful in activities requiring listening (e.g., games, following oral directions, etc.) <input type="checkbox"/> 7. Needs oral questions and directions frequently repeated (e.g., student says, "I don't understand," needs constant reminders, etc.) <input type="checkbox"/> 8. Attends more successfully when close to the source of sound (e.g., when seated close to the teacher, etc.) <input type="checkbox"/> 9. Requires eye contact in order to listen successfully (e.g., one-to-one situation, etc.) <input type="checkbox"/> 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.) <input type="checkbox"/> 11. Fails to remember sequences (e.g., events in a daily routine, days of the week, months of the year, etc.) <input type="checkbox"/> 12. Has difficulty concentrating (e.g., staying on an assigned task, following a conversation, etc.) <input type="checkbox"/> 13. Loses place when reading (e.g., leaves out words, lines, or sentences when reading, etc.) <input type="checkbox"/> 14. Omits, adds, substitutes, or reverses letters, words, or sounds when reading | <ul style="list-style-type: none"> <input type="checkbox"/> 15. Fails to copy letters, words, sentences, and numbers from a textbook, chalkboard, etc. <input type="checkbox"/> 16. Omits, adds, or substitutes words when writing <input type="checkbox"/> 17. Fails to complete homework assignments and return them to school <input type="checkbox"/> 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.) <input type="checkbox"/> 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. <input type="checkbox"/> 20. Completes assignments with little or no regard to neatness (e.g., rushes through tasks, does not care to do well, etc.) <input type="checkbox"/> 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.) <input type="checkbox"/> 22. Does not prepare for school assignments (e.g., does not study for tests or quizzes, does not read assigned material, etc.) <input type="checkbox"/> 23. Does not remain on-task (e.g., is more interested in other activities, sits and does nothing, etc.) <input type="checkbox"/> 24. Does not perform academically at his/her ability level (i.e., performs below ability level or at a failing level) <input type="checkbox"/> 25. Does not listen to or follow verbal directions <input type="checkbox"/> 26. Fails to make appropriate use of study time (e.g., does not read, study, work on assignments, etc.) <input type="checkbox"/> 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

NOT OBSERVED

ONE TO
SEVERAL
TIMES PER
MONTH

ONE TO
SEVERAL
TIMES PER
WEEK

ONE TO
SEVERAL
TIMES PER
DAY

ONE TO
SEVERAL
TIMES PER
HOUR

0

1

2

3

4

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 ball-point 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

SUMMARY OF SCORES

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 student:
Per day _____ Per week _____

Subscales	Raw Score	Standard Score <small>(Appendix A)</small>	Standard Score SEM <small>(Appendix C)</small>
1. Inattentive	_____	_____	_____
2. Hyperactive-Impulsive	_____	_____	_____
.....			
Total Score	_____	_____	_____
Sum of		Quotient	Confidence
Subscale SS	Quotient	%ile	SEM Interval
	<small>(Appendix B)</small>	<small>(Appendix B)</small>	<small>(Appendix C)</small>
			_____ %

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.

ADDES-3 SV
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