

### Assessment Evaluation Programming System (AEPS) Scoring Guide

Score	Observation	Direct Test
<b>2 = Consistently meets criterion</b>	<ul style="list-style-type: none"> <li>• Consistently performance of skill</li> <li>• Independently</li> <li>• Skill is a functional part of child's repertoire</li> <li>• Across time, materials, settings, and people</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently performance of skill</li> <li>• Independently</li> <li>• Across time, materials, settings, and people</li> <li>• 2/3 trials</li> </ul>
<b>1 = Inconsistently meets criterion</b>	<ul style="list-style-type: none"> <li>• Inconsistent performance of skill</li> <li>• With assistance</li> <li>• Can do part of the skill</li> <li>• Can do the skill only under certain conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent performance of skill</li> <li>• With assistance</li> <li>• Can do part of the skill</li> <li>• Can do the skill only under one conditions</li> <li>• 1/3 trials</li> </ul>
<b>0 = Does not meet criterion</b>	<ul style="list-style-type: none"> <li>• After repeated opportunities, the child has not yet performed the skill</li> <li>• Child is not expected to perform the skill based on knowledge of development</li> </ul>	<ul style="list-style-type: none"> <li>• After repeated opportunities, the child has not yet performed the skill</li> <li>• Child is not expected to perform the skill based on knowledge of development</li> <li>• 0/3 trials</li> </ul>

<b>Notes</b>	<b>Description</b>
<b>A = Assistance provided</b>	<ul style="list-style-type: none"> <li>• Any direct verbal or physical cue or model that assists the child in initiating or performing the behavior</li> <li>• Must be scored 1 or 0</li> </ul>
<b>B = Behavior interfered</b>	<ul style="list-style-type: none"> <li>• Child's behavior interfered with his or her ability to perform the skill</li> <li>• Must be scored 1 or 0</li> </ul>
<b>D = Direct test</b>	<ul style="list-style-type: none"> <li>• Rather than observing the child in the natural environment, the examiner directly elicits a behavior</li> <li>• Direct Test scoring guidelines must be used</li> </ul>
<b>M = Modification/ adaptation</b>	<ul style="list-style-type: none"> <li>• Examiner modifies the stated criteria (e.g., rate or mode of response)</li> <li>• Examiner adapts the environment/materials (e.g., adaptive equipment)</li> <li>• May be scored a 2, 1, or 0</li> </ul>
<b>Q = Quality of performance</b>	<ul style="list-style-type: none"> <li>• Child is able to perform skill independently, but team feels the quality of the performance hinders the ability to meet criteria</li> <li>• Child is able to meet or partially meet the stated criteria, but the team wishes to continue strengthening the quality of performance</li> <li>• Must be scored 2 or 1</li> </ul>
<b>R = Report</b>	<ul style="list-style-type: none"> <li>• Assessment information is collected by another person or documented source (scored 2, 1, or 0)</li> <li>• Item is judged inappropriate because it assesses a primitive or developmentally easier response (must be scored 2)</li> <li>• Item is judged inappropriate because it is too advanced or beyond the child's development (must be scored 0)</li> </ul>