**Object Test of Basic Concepts**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_         Pre-Test Date:\_\_\_\_\_\_\_\_\_\_\_

Age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_         Post-Test Date:\_\_\_\_\_\_\_\_\_\_

Materials:  1 small box, 1 larger box with 2 open ends, 4 blocks (some of 1 color and some of another). 1 small airplane, 1 sheet of paper

Scoring:  Score each item + or -.  Indicate any observations below the item

Procedure:  Introduce the boxes, blocks, and airplane to the child.  Place the small box before the child.  Other objects may be placed to the side of the child or handed to him as needed.

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| **Pre** | **Post** | Direction |
|  |  | 1. Put a block IN the box |
|  |  | 2. Put a block UNDER the box. |
|  |  | 3.  Put a block ON the box. |
|  |  | 4. Put a block BESIDE the box. |
|  |  | 5. Put a block IN FRONT of the airplane. |
|  |  | 6. Put a block IN BACK of the airplane. |
|  |  | 7.  Put a block INSIDE the box. |
|  |  | 8.  Put a block BEHIND the airplane. |
|  |  | 9. Put a block NEXT TO the airplane. |
|  |  | 10. Put a block BELOW the airplane. |
|  |  | 11.  Put a block ON THE RIGHT of the airplane. |
|  |  | 12.  Put a block ABOVE the airplane. |
|  |  | 13. Put a block ON THE LEFT of the airplane. |
|  |  | 14.  Make the airplane go UP. |
|  |  | 15.  Make the airplane go DOWN. |
|  |  | **Show the child the box with both ends open** |
|  |  | 16. Make the airplane fly THROUGH the box. |
|  |  | 17. Make the airplane fly AROUND the box. |
|  |  | 18.  Make the airplane fly OVER the box. |
|  |  | 19.  Make the airplane fly AWAY FROM the box. |
|  |  | **Remove the box and place 2 blocks before the child**. |
|  |  | 20.  Put the airplane BETWEEN the blocks. |
|  |  | **Place 3 blocks at varying distances from the child**. **Remove the airplane.** |
|  |  | 21.  Which block is FARTHEST from you? |
|  |  | 22.  Which block is NEAREST to you? |
|  |  | **Place a sheet of paper before the child  with blocks at the side.** |
|  |  | 23. Put a block at the BOTTOM of the paper. |
|  |  | 24.  Put a block in a CORNER of the paper. |
|  |  | 25.  Put a block at the SIDE of the paper. |
|  |  | 26.  Put a block at the TOP of the paper. |
|  |  | 27. Put a block in the MIDDLE of the paper. |
|  |  | 28.  Put 2 blocks that are DIFFERENT on the paper. |
|  |  | 29.  Put 2 blocks that are the SAME on the paper. |
|  |  | 30.  Put these blocks in a ROW on the paper. |
|  |  | 31.  Put a block in the CENTER of the paper. |
|  |  | 32.  Put 2 blocks that are ALIKE on the paper. |
|  |  | 33.  Put a PAIR of blocks on the paper. |
|  |  | 34.  Here is a block.  Find a block that MATCHES this one. |
|  |  | **Place 4 blocks before the child arranged in a row.** |
|  |  | 35. Which is the SECOND block? |
|  |  | 36. Which is the THIRD block? |

**Object Test of Basic Concepts (printable; RtI friendly)** [**http://chapelhillsnippets.blogspot.com/2012/04/object-test-of-basic-concepts-printable.html**](http://chapelhillsnippets.blogspot.com/2012/04/object-test-of-basic-concepts-printable.html)

Don't you wish you had more criterion-referenced assessments for progress monitoring at your fingertips? Do you have limited funds to spend on such assessments?  Do you run out of time designing your own assessments?

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| [http://2.bp.blogspot.com/-pbvZQv9ZZ3w/T49Bp7xxzVI/AAAAAAAAFjA/Be35KwNJw5M/s320/objects.JPG](http://2.bp.blogspot.com/-pbvZQv9ZZ3w/T49Bp7xxzVI/AAAAAAAAFjA/Be35KwNJw5M/s1600/objects.JPG) |
| Needed: small box, another box with open ends, airplane, paper, and little blocks-2 colors |

Here is one tool that can be used to monitor growth in children in their mastery of such basic concepts ranging from simple prepositions, to words such as 'through', 'above', 'center', and 'right/left'.  The beauty of this tool is that it involves only very simple objects (which are pictured and easily found), and a test protocol with all of the directions that you read to the child. There are 36 concepts in all.  Some children make it through all of the items.  For some, I stop after the first page.   
  
Generally, I administer this when the child is first seen in therapy.  I try to systematically teach these concepts then in therapy, and reassess later on.  We all love to see progress, and this can show it in with clarity, which is nice to talk about at IEP meetings or when you write progress reports.  For children in RtI, this can be used to develop classroom interventions to be implemented by everyone.   
  
I thought I would mention here that I did not make this test.  A fellow [Chapel Hill City Schools SLP, Jennifer Kirschner](http://www.linkedin.com/pub/jennifer-kirschner/8/957/b58), shared this with everyone she works with (like me!).  She stated that many years ago, when she was a grad student, one of her practicum supervisors had a similar assessment, so Jennifer reworded it a bit and typed it up.  She has given me permission to share it. I'm not sure who the original author actually was, but this doesn't appear online anywhere, or in test catalogs.  Good news for you--you can have it free!  I don't think I'm breaking any copyright laws.  
  
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