

Description

The APRS is a 19-item scale that was developed to reflect teachers' perceptions of children's academic performance and abilities in classroom settings (see Appendix A). Thirty items were initially generated based on suggestions provided by several classroom teachers, school psychologists, and clinical child psychologists. Of the original 30 items, 18 were retained based on feedback from a separate group of classroom teachers, principals, and school and child psychologists, regarding item content validity, clarity, and importance. The final version included items directed towards work performance in various subject areas (e.g., "Estimate the percentage of written math work completed relative to classmates") academic success (e.g., "What is the quality of this child's reading skills?"), behavioral control in academic situations (e.g., "How often does the child begin written work prior to understanding the directions?"), and attention to assignments (e.g., "How often is the child able to pay attention without you prompting him/her?"). Two additional items were included to assess the frequency of staring episodes and social withdrawal. Although the latter are only tangentially related to the aforementioned constructs, they were included because "overfocused" attention (Kinsbourne & Swanson, 1979) and reduced social responding (Whalen, Henker, & Granger, 1989) are emergent symptoms associated with psychostimulant treatment. Teachers answered each item using a 1 (never or poor) to 6 (very often or excellent) Likert scale format. Seven APRS items (ie., nos. 12, 13, 15-19) were reverse-keyed in scoring so that a higher total score corresponded with a positive academic status.

Item

1. Math work completed
2. Language Arts completed
3. Math work accuracy
4. Language Arts accuracy
5. Consistency of work
6. Follows group instructions
7. Follows small-group instructions
8. Learns material quickly
9. Neatness of handwriting
10. Quality of reading
11. Quality of Speaking
12. Careless work completion
13. Time to complete work
14. Attention without prompts
15. Requires assistance
16. Begins work carelessly
17. Recall difficulties
18. Stares excessively
19. Social withdrawal

Title

Teacher ratings of academic skills: The development of the academic performance rating scale.

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Year	
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