SPATIAL AWARENESS SKILLS PROGRAM (SASP)

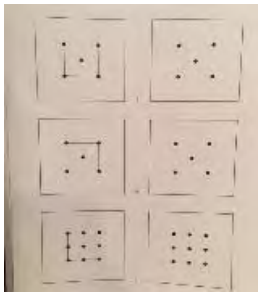
Purpose:
Spatial awareness refers to the ability to recognize what one sees. These skills allow the child to recognize the logic of coding systems (reading, writing, spelling, and math). At the conceptual level, it helps a child recognize how information can be analyzed and organized. These skills are important to students because they serve as precursors that help children with reading, spelling, writing, and arithmetic. The Spatial Awareness Skills Program Test measures spatial awareness skills in students ages 4 – 10. It may also be used with older students if they are expected to demonstrate difficulties that may place them with skills in a lower age range. The SASP test not only identifies those students who are demonstrating deficits in spatial awareness skills, it also directly connects with the included remedial training program, the Spatial Awareness Skills Program Curriculum.

Time to administer:
The test usually takes about 5 minutes to administer, however there are no time limits on the test and it may take longer for students who are hyper-focused on their precision or those who are struggling to complete the tasks.

Time to score:
Less than 5 minutes

Format:
The student is given a Student Response Booklet. This booklet contains 15 items. Scores are recorded on the first page of the Student Response Booklet. Each item has a drawing with a blank template for the student to copy the drawing next to it. Items 1-9 have templates that are identical to the picture drawn. Items 10-15 have templates that are missing "dots". Students are instructed to "Make your map look just like mine". Erasures are allowed but not to be encouraged. When the student gets to item 10, they are instructed "Notice that now some of the dots are missing on your map. Don't draw in the dots. Just draw your lines as though all the dots are there. Pretend that the dots are there". The test is discontinued when the child makes two consecutive errors.

Scoring:



- Responses to items 1 – 9 are considered correct if they meet the following criteria:
    - The drawing contains the same number of lines as the model
    - The lines begin and end at the same dots as shown on the model
    - The lines avoid distracting dots.
- Responses to Items 10 – 15 are scored using an included transparency. The transparency is positioned precisely over the child's response. If the lines end on or within the circles and the drawing meets the criteria for Items 1-9, consider the response correct.
- ***The child's raw score is the number of the last item copied correctly before making two consecutive errors.*** This is important, because a child may make one mistake, but it is included in the score if the next item is copied correctly.
- The scoring manual contains examples for scoring, as well as visual scoring examples for items.

Interpretation:

- The SASP Test yields a score that can be translated into an age equivalent score and is used further to identify the level within the SASP Curriculum where the student should begin working.
- The test probes three basic, interconnected abilities:
    - The ability to analyze geometric designs into their separate structural elements
    - The ability to use a mapping strategy to plot out relative size and position of those elements
    - The ability to organize concrete information spatially.
- Author notes that because interpolation, extrapolation and smoothing were used to create age equivalent scores, scores should be interpreted with caution.
- Reliability: Content Sampling Reliability = .75, Scorer Reliability = .96, and Average Reliability = .86
- Validity: Content Description Validity = .33 - .50 and Construct Validity (correlation with age) = .78

Note: According to the author in February of 2016, this item is out of print. As of June 2016, it can be ordered on amazon.com and pro-ed.inc

Reference:

Rosner, Jerome. (1999). *Spatial awareness skills program: Curriculum manual.* Austin, TX: Pro-Ed, Inc.