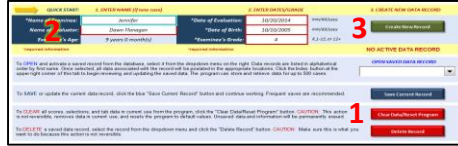


# XBASS Step by Step

1. **Input your student**
  - 1.1. Clear data
  - 1.2. Input student information
  - 1.3. Create new record



## 2. Input Cognitive battery

- 2.1. **Either** checkmark- on gray column (for follow up analyses, if your scores are not cohesive, if based on clinical judgement you decide to follow up or if the G is underrepresented)

Area	Score	Count	Checkmark	Notes
Long-Term Retrieval (Glr)	90	25	<input checked="" type="checkbox"/>	The difference between the scores that comprise the composite is significant and occurs in less than 10% of the general population which makes it relatively uncommon. The composite is, therefore, not cohesive meaning that it is not a good summary of the theoretically related abilities it was intended to represent and should not be interpreted.
Story Recall (MM)	72	3	<input checked="" type="checkbox"/>	
Visual-Auditory Learning (MA)	101	53	<input checked="" type="checkbox"/>	


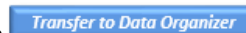
**or** click Transfer to Data Organizer (blue button- when no follow up analyses is needed)



- 2.2. At the end click Transfer to Data Organizer (black button- should take you to the XBA Analyzer)



## 3. XBA Analyzer

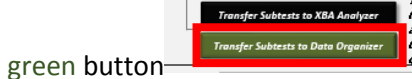
- 3.1. Click transfer to data organizer (blue button) for each area that you followed up on  
 once you are done with follow up analyses
- 3.2. \*\*\*For ELL assessments- go to CLIM Summary **now**—(after you have finished your follow up analyses)
  - 3.2.1. **For bilingual evaluations---if Gc is AVERAGE based on the CLIM**
    - 3.2.1.1. **Go back to the cognitive battery to change your score to a 90**
    - 3.2.1.2. **Transfer to the data organizer again** 
    - 3.2.1.3. **Go to step 4**

## 4. Achievement

- 4.1. Checkmark **and** click on Transfer to Data Organizer (purple button)

Area	Score	Count	Checkmark	Notes
Basic Reading Skills (Grw-R)	80	9	<input checked="" type="checkbox"/>	The difference between the scores that comprise the composite is not significant and a difference of this size occurs in more than 10% of the general population which makes it relatively common. The composite is, therefore, cohesive and should be interpreted because it provides a good summary of the theoretically related abilities it was intended to represent.
Letter-Word Identification (BRS)	80	9	<input checked="" type="checkbox"/>	
Word Attack (BRS;Ga:PC)	90	25	<input checked="" type="checkbox"/>	

at the end once all your scores are in the program click on the Transfer to Data Organizer—



green button---this should take you to the Data organizer automatically

## 5. Data Organizer

- 5.1. Click on each area that you want to use for your G Value (make them active-highlight them)

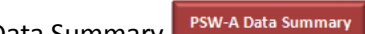
Area	Score	Test Comp	Buttons
WISC-V Verbal Comprehension Index (Gc:VL)	84	<input type="checkbox"/>	Clear Test Comp
Crystallized Intelligence - XBA Gc	74	<input checked="" type="checkbox"/>	Clear XBA Comp(s)
Crystallized Intelligence - XBA Gc	97	<input checked="" type="checkbox"/>	

## 6. S&W Indicator

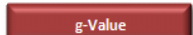
- 6.1. select whether the score is a strength or a weakness

Area	Score	Strength/Weakness
Crystallized Intelligence - XBA Gc Comp A	74	<input type="radio"/> strength <input checked="" type="radio"/> weakness
Crystallized Intelligence - XBA Gc Comp B	97	<input checked="" type="radio"/> strength <input type="radio"/> weakness

## 7. PSW A Data Summary



## 8. G Value



## 9. PSW Analyzer

