

CAP-Digital Scorer – *a digital tool to support the use of the Cognitive Abilities Profile*

[LINK TO ONLINE ORDERING FORM HERE](#)

CAP-Digital Scorer is a digital tool for scoring, calculating, and compiling graphic profiles from CAP.

CAP-Digital Scorer was developed in collaboration between Neuroguide.dk and Ruth Deutsch and is sold as an independent supplement to the CAP material. It is not a stand-alone tool.

Advantages using CAP-Digital Scorer

With only one data entry, it....:

- Saves you time calculating profile scores
- Minimizes possible errors of manual scoring procedures
- Provides you with a full range of graphic overviews of item, domain, phase and modality scores. This enables you to easily choose what you want to share. The digital scorer supports your analysis of trends and interrelations between item and domain scores, refining your goals and intervention planning
- Lets you save digital data for each child, making it easy and time saving to add follow up review scores and track cognitive progress and development
- Provides you with a colour-coded graphic overview of progress at an item or domain level
- Provides you with easy ready-to-print options, supporting your feedback process
- Makes it easy to import and integrate user-friendly CAP graphics and overviews into written reports and intervention plans as well as on-screen presentation of profiles.

Prerequisites

It is a prerequisite for using CAP-Digital Scorer that you have Microsoft Excel (not included) that can be used on PC or Mac computers.

The CAP-Digital Scorer tool is not a stand-alone tool. It is intended for use after the first baseline consultation, for which the printed CAP Record Form is required. Subsequently, the CAP-Digital Scorer can be used to generate digital profiles for print or insertion into reports. Additionally, one copy of the manual Summary Form should be placed in the learner's file¹.

Ordering

CAP-Digital can be ordered online by using this link: <https://neuroguide.nemtilmeld.dk/23/>. Or it can be ordered by email correspondence: cap@neuroguide.dk After email ordering you will receive an invoice with payment information.

Pricing

CAP-Digital Scorer single-user license costs 140 Euro + VAT. Price in total: 175 Euro

CAP-Digital Scorer multi-user license (covers up to 5 users from the same office) costs 360 Euro + VAT. Price in total: 450 Euro

¹ (For ordering and information on copyright for the printed manual and forms, please refer to <https://www.dynamicassessment.co.uk/cognitive-abilities-profile/>).

Support and Contact information

We are available to support you in using the CAP Digital Scorer, and for questioning and further information. Please feel free to contact us, using the contact information below:

Ruth Deutsch

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Jens Wilbrandt

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Overview of selected graphics from CAP-Digital Scorer

(includes domain profiles, phase profiles, modality profiles item score overview and progress profiles)



USING THE CAP-DIGITAL SCORING TOOL

The CAP-Digital Scorer is intended for use after consultation. Data is entered on the error-protected Data Entry Sheet in the yellow fields. All other fields, scores and charts are auto-calculated based on entries. The scoring tool only calculates average profile scores if enough data are provided to ensure reliability.

Along with the CAP-Digital Scorer, your order includes step-by-step instructions, which can also be found here: [LINK TO DOWNLOAD OF CAP-DIGITAL SCORER INSTRUCTIONS IN PDF](#)

DATA ENTRY

The screenshot shows the 'CAP scoring and profile sheet v8 - protected.xlsm' Excel file. The 'Data Entry' sheet is active, showing a table with columns for Name, Baseline Date, Review 1 Date, Review 2 Date, and scores for various CAP-Digital Scorer domains. The scores are entered in yellow cells. The domains and their sub-domains are: Attention (AA1-AA4), Perception (AP1-AP6), Memory (AM1-AM6), Language & Communication (AL1-AL4), Reasoning/Logic (AR1-AR6), Strategic thinking/Metacognition (AS1-AS8), and Behaviors affecting learning (AB1-AB8). The scores are entered in the 'Scores baseline', 'Scores review 1', and 'Scores review 2' columns.

Example of a full CAP data entry:

	A	B	C	D	E	F	G	K	L	P	Q	R	S	T	X
7															
8							Scores baseline		Scores review 1				Scores review 2		
9	AA1	Regulation of attention					1.5		3.0	AA1	Regulation of attention		3.0		
10	AA2	Selective attention					2.0		2.0	AA2	Selective attention		3.0		
11	AA3	Shifting attention					3.0		3.0	AA3	Shifting attention		3.0		
12	AA4	Sustained attention					3.0		3.0	AA4	Sustained attention		3.5		
13	AP1	Perceiving visual information					3.0		3.0	AP1	Perceiving visual information		4.0		
14	AP2	Perceiving auditory information					3.0		3.0	AP2	Perceiving auditory information		3.0		
15	AP3	Perceiving kinaesthetic information					2.5		2.5	AP3	Perceiving kinaesthetic information		3.0		
16	AP4	Perceiving spatial relationships					2.5		3.0	AP4	Perceiving spatial relationships		3.0		
17	AP5	Perceiving temporal relationships (sequencing)					1.5		2.0	AP5	Perceiving temporal relationships (sequencing)		2.0		
18	AP6	Noting more than one source of information					3.0		4.0	AP6	Noting more than one source of information		4.0		
19	AM1	Short-term memory					2.0		3.5	AM1	Short-term memory		3.5		
20	AM2	Using working memory					2.0		2.0	AM2	Using working memory		2.0		
21	AM3	Memory of visual information					4.0		4.0	AM3	Memory of visual information		4.0		
22	AM4	Memory of auditory information					2.0		2.5	AM4	Memory of auditory information		3.0		
23	AM5	Memory of kinaesthetic information					4.0		4.0	AM5	Memory of kinaesthetic information		4.0		
24	AM6	Long-term memory					2.5		3.0	AM6	Long-term memory		3.0		
25	AL1	Receptive language (content)					3.5		3.5	AL1	Receptive language (content)		3.5		
26	AL2	Expressive language (content)					1.5		1.5	AL2	Expressive language (content)		2.5		
27	AL3	Communicating a response taking account of the needs of the listener (function)					3.0		3.0	AL3	Communicating a response taking account of the needs of the listener (function)		3.0		
28	AL4	Language structures (form)					1.0		2.0	AL4	Language structures (form)		3.0		
29	AR1	Comparing items and concepts					4.0		4.0	AR1	Comparing items and concepts		4.0		
30	AR2	Classifying and grouping					4.0		4.0	AR2	Classifying and grouping		4.0		
31	AR3	Conserving constancies					4.0		4.0	AR3	Conserving constancies		4.0		
32	AR4	Establishing cause and effect relationships					3.0		3.0	AR4	Establishing cause and effect relationships		3.0		
33	AR5	Using analogy					2.0		2.5	AR5	Using analogy		2.5		
34	AR6	Using inference					2.0		3.0	AR6	Using inference		3.0		
35	AS1	Understanding what to do					3.0		3.0	AS1	Understanding what to do		3.0		
36	AS2	Selecting what is relevant to the task					4.0		4.0	AS2	Selecting what is relevant to the task		4.0		
37	AS3	Creating and testing a hypothesis					2.0		2.0	AS3	Creating and testing a hypothesis		3.0		
38	AS4	Systematic/ Planning behaviour					2.0		2.0	AS4	Systematic/ Planning behaviour		2.5		
39	AS5	Precision and accuracy					2.0		2.5	AS5	Precision and accuracy		2.5		
40	AS6	Flexibility/ Generating alternative solutions					2.0		2.0	AS6	Flexibility/ Generating alternative solutions		3.0		
41	AS7	Transfer and generalisation					2.5		2.5	AS7	Transfer and generalisation		3.0		
42	AS8	Self-evaluation					2.0		2.5	AS8	Self-evaluation		3.0		
43	AB1	Openness to intervention of adults					4.0		4.0	AB1	Openness to intervention of adults		4.0		
44	AB2	Openness to intervention of peers					4.0		4.0	AB2	Openness to intervention of peers		4.0		
45	AB3	Self-regulation of emotions including overcoming blocking					2.0		2.5	AB3	Self-regulation of emotions including overcoming blocking		3.0		
46	AB4	Self-regulation of movement					3.0		3.0	AB4	Self-regulation of movement		3.0		
47	AB5	Motivation					2.0		3.0	AB5	Motivation		3.5		
48	AB6	Curiosity					4.0		4.0	AB6	Curiosity		4.0		
49	AB7	Response to challenge					1.0		2.0	AB7	Response to challenge		3.0		
50	AB8	Persistence and task completion					2.0		2.0	AB8	Persistence and task completion		3.0		

Overview of graphics provided by CAP-Digital Scorer

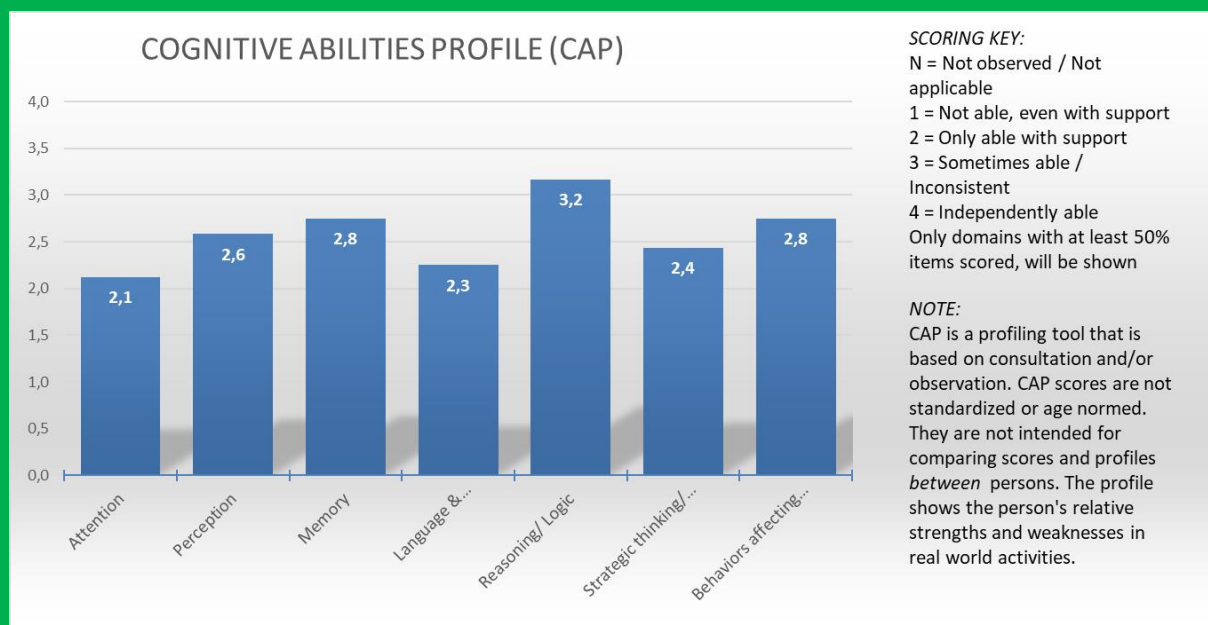
The CAP Digital Scorer provides you with the following graphics and overviews:

	Baseline (green section)	Review (blue section)
Domain scores	<p>A. Uni colour bar chart of average domain scores</p> <p>B. Colour coded bar chart, emphasizing stronger (green), weaker (yellow) or low functioning (red) domains</p>	<p>F. Bar chart of average domain scores for ease of comparison of progress over time</p>
Phase (optional)	<p>C. Average phase score bar chart according to Feuerstein's phase model (input – elaboration – output)</p>	<p>G. Bar chart of average phase scores, comparing baseline and review(s)</p>
Modality (optional)	<p>D. Average modality scores bar chart (visual – auditory – kinaesthetic)</p>	<p>H. Bar chart of average modality scores, comparing baseline and review(s)</p>
Item overview	<p>E. Overview of colour coded item scores, showing stronger and less adequate items on an individual basis</p>	<p>I. Overview of colour coded item scores, with baseline and review scores next to each other, for easy comparison of progress over time</p>

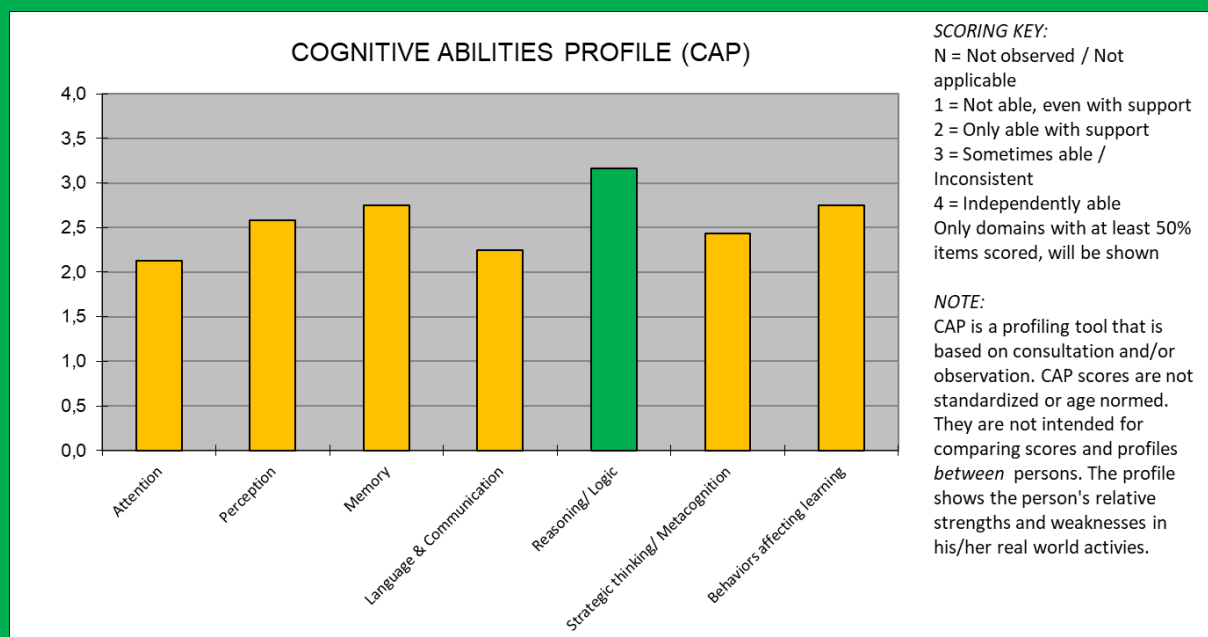
Examples

Below you can see examples of the different graphics, all available for direct print or import and integration into reports.

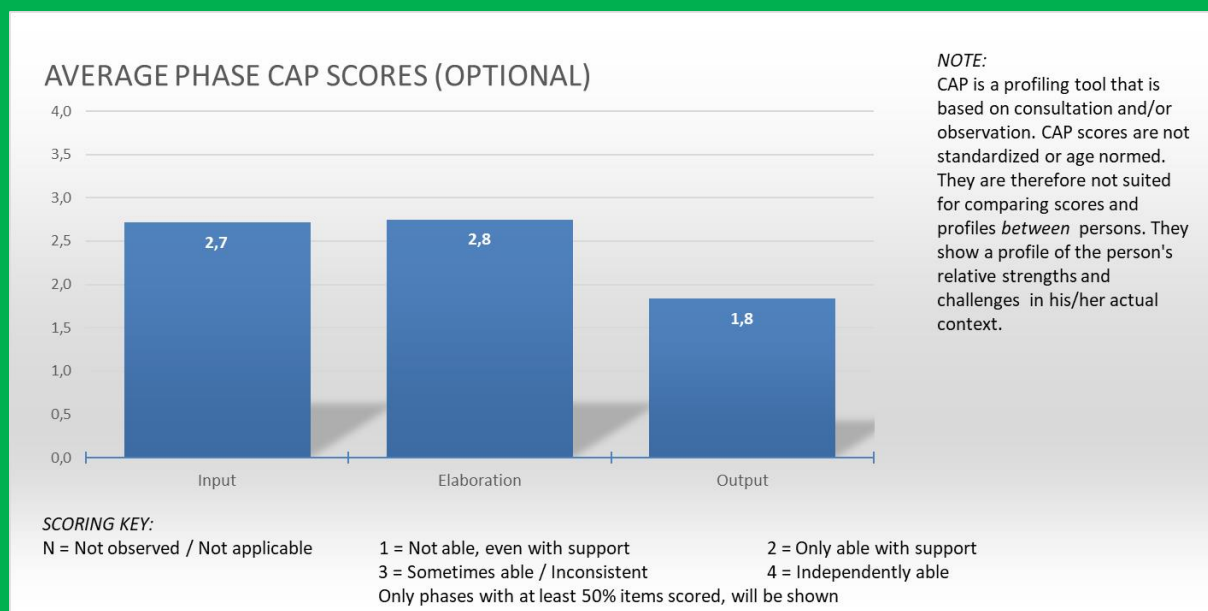
A. Uni-colour bar chart of average domain scores



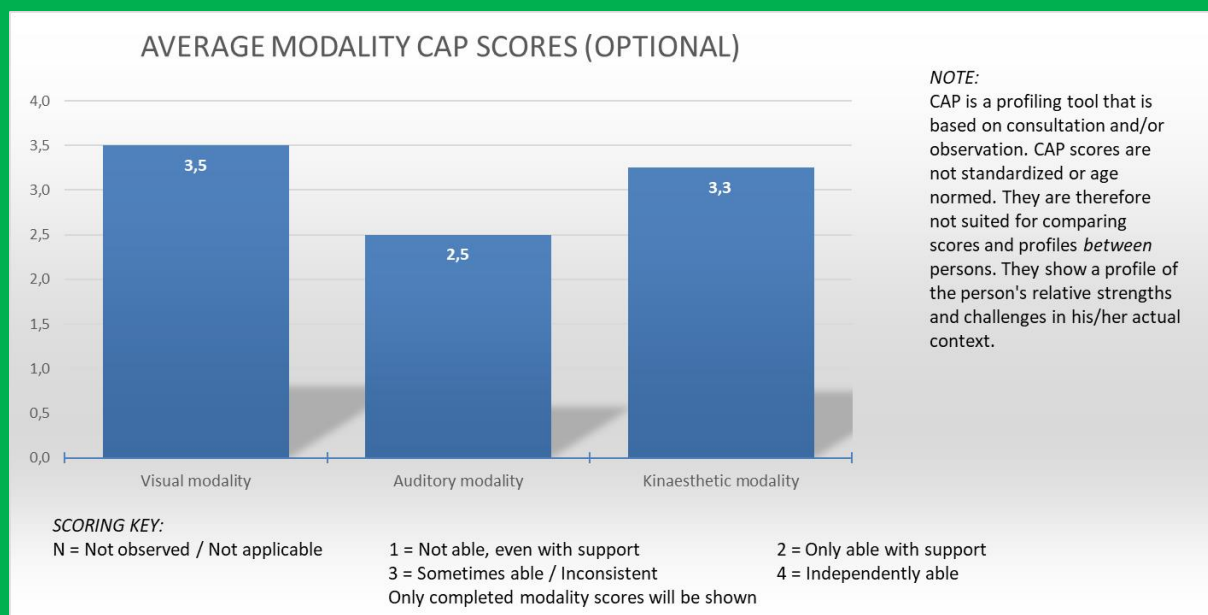
B. Colour coded bar chart, emphasizing stronger (green), weaker (yellow) or low functioning (red) domains



C. Average phase score bar chart according to Feuerstein´s phase model (input – elaboration – output)



D. Average modality score bar chart (visual – auditory – kinaesthetic)



E. Overview of colour-coded item scores, showing stronger and less adequate items on an individual basis

CAP ITEM SCORES			
Strategic thinking/ Metacognition		Behaviors affecting learning	
Understanding what to do	3	Openness to intervention of adults	4
Selecting what is relevant to the task	4	Openness to intervention of peers	4
Creating and testing a hypothesis	2	Self-regulation of emotions including overcoming blocking	2
Systematic/ Planning behaviour	2	Self-regulation of movement	3
Precision and accuracy	2	Motivation	2
Flexibility/ Generating alternative solutions	2	Curiosity	4
Transfer and generalisation	2.5	Response to challenge	1
Self-evaluation	2	Persistence and task completion	2

NN	
BASELINE DATE	AGE
2016-24-08	7

SCORING KEY:
0 = Not observed / Not applicable
1 = Not able, even with support
2 = Only able with support
3 = Sometimes able / Inconsistent
4 = Independently able

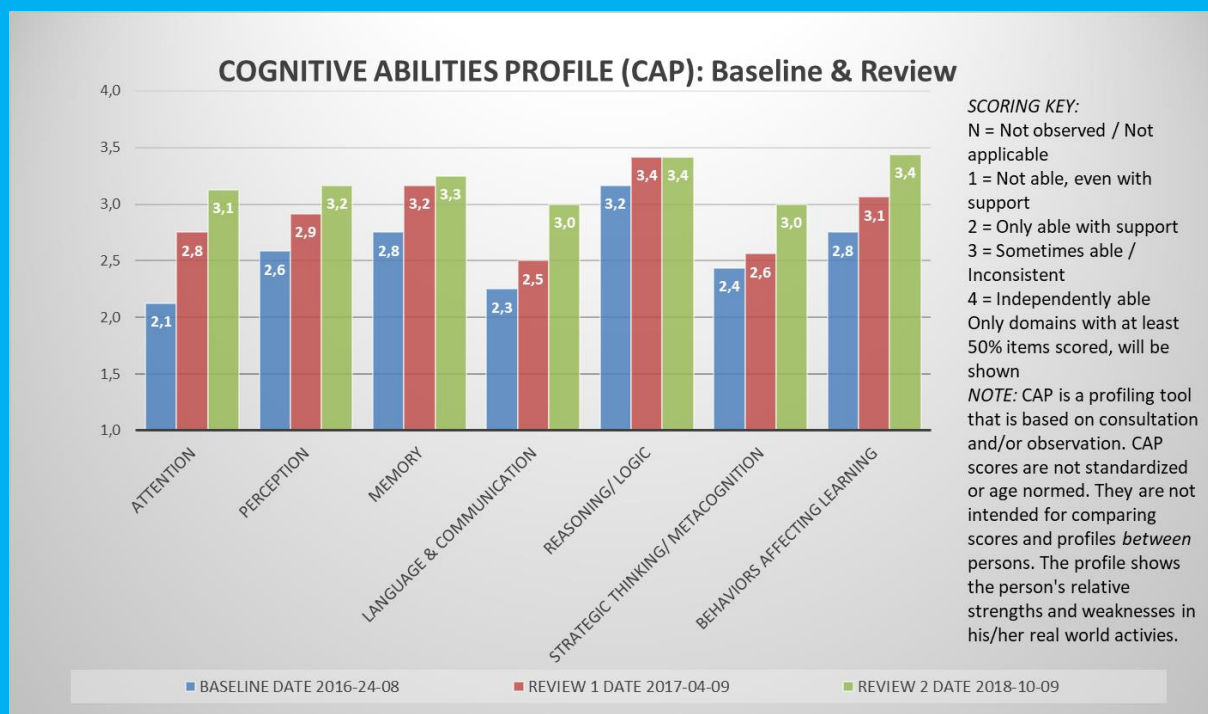
NOTE:
CAP is a profiling tool that is based on consultation and/or observation. CAP scores are not standardized or age normed. They are not intended for comparing scores and profiles between persons. The profile shows the person's relative strengths and weaknesses in his/her real world activities.

Language & Communication		Reasoning/ Logic	
Receptive language (content)	3.5	Comparing items and concepts	4
Expressive language	1.5	Classifying and grouping	4
Communicating a response taking account of the needs of the listener (function)	3	Conserving constancies	4
Language structures (form)	1	Establishing cause and effect relationships	3
		Using analogy	2
		Using inference	2

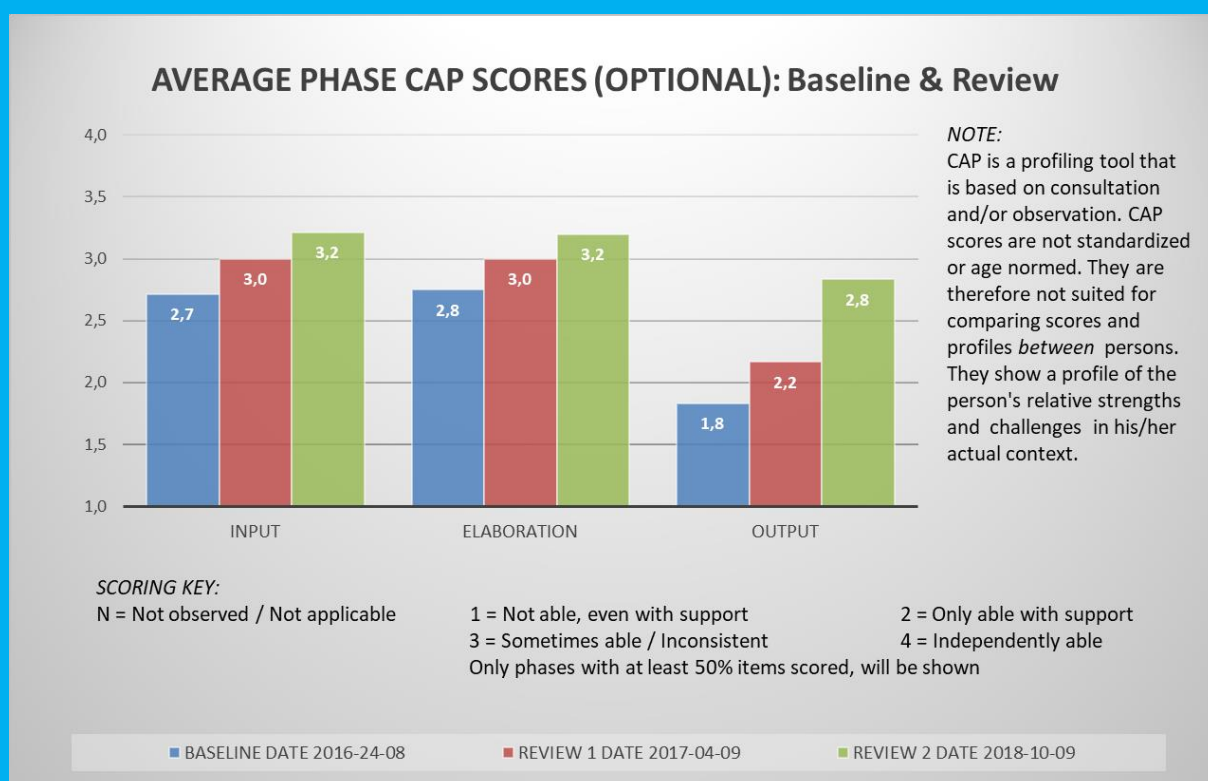
Attention		Perception		Memory	
Regulation of attention	1.5	Perceiving visual information	3	Short-term memory	2
Selective attention	1	Perceiving auditory information	3	Using working memory	2
Shifting attention	3	Perceiving kinaesthetic information	2.5	Memory of visual information	4
Sustained attention	3	Perceiving spatial relationships	2.5	Memory of auditory information	2
		Perceiving temporal relationships (sequencing)	1.5	Memory of kinaesthetic information	4
		Noting more than one source of information	3	Long-term memory	2.5

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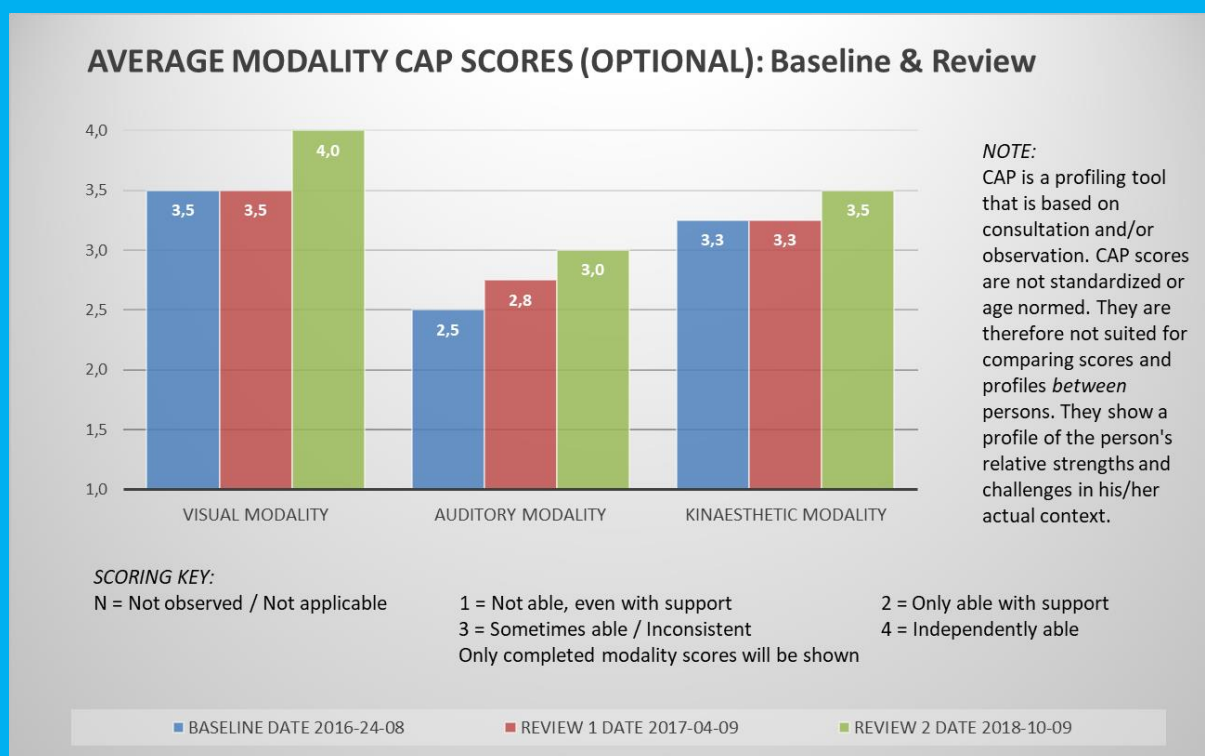
F. Bar chart of average domain scores for ease of comparison of progress over time



G. Bar chart of average phase scores, comparing baseline and review(s)



H. Bar chart of average modality scores, comparing baseline and review(s)



I. Overview of colour coded item scores, with baseline and review scores next to each other, for easy comparison of progress over time

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