OUTCOME MEASURES RATING FORM
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To be used with: Outcome Measures Rating Form Guidelines (CanChild, 2004)

| Name and initials of measure: | _____________________________________ |
| Author(s): | _____________________________________ |
| Source and year published: | _____________________________________ |
| Date of review: | _____________________________________ |
| Name of Reviewer: | _____________________________________ |

1. FOCUS

a. Focus of measurement – Using the ICF framework
   □ Body Functions……………… are the physiological functions of body systems (includes psychological functions)
   □ Body Structures……………… are anatomical parts of the body such as organs, limbs, and their components
   □ Activities and Participation…. Activity is the execution of a task or action by an individual. Participation is involvement in a life situation.
   □ Environmental Factors……… make up the physical, social and attitudinal environment in which people live and conduct their lives.
b. Attribute(s) being measured – Check as many as apply.

*This list is based on attributes cited in the ICF, 2001: WHO.*

**Body Functions**

### Global Mental Functions
- □ consciousness
- □ orientation
- □ sleep
- □ intellectual
- □ global psychosocial
- □ energy and drive
- □ temperament and personality

### Specific Mental Functions
- □ attention
- □ memory
- □ psychomotor
- □ calculation
- □ thought
- □ higher level cognitive
- □ perceptual
- □ mental functions of language
- □ experience of self and time
- □ mental function of sequencing complex measurements

### Sensory Functions and Pain
- □ seeing and related
- □ hearing and vestibular

### Voice and Speech Functions
- □ voice
- □ articulation
- □ fluency and rhythm of speech
- □ alternative vocalization

### Functions of the Cardiovascular, Hematological, Immunological and Respiratory Systems
- □ cardiovascular
- □ haematological and immunological systems
- □ respiratory system
- □ additional functions and sensations of the cardiovascular and respiratory systems

### Functions of the Digestive, Metabolic and Endocrine Systems
- □ related to the digestive system
- □ related to metabolism and the endocrine system

### Genitourinary and Reproductive Functions
- □ urinary
- □ genital and reproductive

### Neuromuscular and Movement-Related Functions
- **Joints and Bones**
  - □ mobility of joint
  - □ stability of joint
- □ mobility of bone
- **Muscle**
  - □ muscle power
  - □ muscle tone
  - □ muscle endurance
- **Movement**
  - □ motor reflex
  - □ involuntary movement reaction
  - □ involuntary movement
  - □ sensations related to muscle and movement
  - □ control of voluntary movement
  - □ gait patterns
# Functions of the Skin and Related Structures

<table>
<thead>
<tr>
<th>Skin</th>
<th>protection</th>
<th>other functions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>repair</td>
<td>sensations</td>
</tr>
</tbody>
</table>

| Hair                  | function of the hair |

| Nails                 | function of nails |

# Body Structures

## Structures of the Nervous System
- brain
- spinal cord and related structures
- meninges
- sympathetic nervous system
- parasympathetic nervous system

## The Eye, Ear and Related Structures
- eye socket
- around eye
- middle ear
- eyeball
- external ear
- inner ear

## Structures Involved in Voice and Speech
- nose
- pharynx
- mouth
- larynx

## Structures of the Cardiovascular, Immunological and Respiratory Systems

### Cardiovascular System
- heart
- veins
- arteries
- capillaries

### Immune System
- lymphatic vessels
- lymphatic nodes
- thymus
- spleen
- bone marrow

### Respiratory System
- trachea
- lungs
- thoracic cage
- muscles of respiration

## Structures Related to the Digestive, Metabolic and Endocrine Systems
- salivary glands
- pancreas
- intestines
- oesophagus
- liver
- endocrine glands
- stomach
- gall bladder

## Structures Related to the Genitourinary and Reproductive Systems
- urinary system
- pelvic floor
- reproductive system
### Structures Related to Movement

- **head and neck**
- **shoulder region**
- **upper extremity**
- **trunk**
- **lower extremity**
- **pelvic region**
- **additional musculoskeletal structures related to movement**

### Skin and Related Structures

- **skin**
- **skin and glands**
- **nails**
- **hair**

### Activities and Participation

#### Learning and Applying Knowledge

- **Purposeful Sensory Experiences**
  - watching
  - other purposeful sensing
  - listening

- **Basic Learning**
  - copying
  - rehearsing
  - learning to read
  - learning to write
  - learning to calculate
  - acquiring skills

- **Applying Knowledge**
  - focusing attention
  - calculating
  - thinking
  - solving problems
  - reading
  - making decisions
  - writing

#### General Tasks and Demand

- undertaking a single task
- undertaking multiple tasks
- carrying out daily routine
- handling stress and other psychological demands

#### Communication

- receiving (verbal, nonverbal, written, formal sign language)
- producing (verbal, nonverbal, written, formal sign language)
- conversation and use of communication devices and techniques

#### Mobility

- changing and maintaining body position
- carrying, moving and handling objects
- walking and moving
- moving around using transportation

#### Self-Care

- washing oneself
- toileting
- eating
- carrying for body parts
- dressing
- drinking
- ensuring oneself physical comfort
- managing diet and fitness
- maintaining one's health
### Domestic Life

**Acquisition of Necessities**
- □ acquiring a place to live
- □ acquisition of goods and services

**Household Tasks**
- □ preparing meals
- □ doing housework
- □ caring for household objects and assisting others

### Interpersonal Interactions and Relationships

**General**
- □ general interpersonal interactions
  - (basic and complex)

**Particular Interpersonal Relationships**
- □ informal social relationships
- □ relating with strangers
- □ family relationships
- □ formal relationships
- □ intimate relationships

### Major Life Areas

**Education**
- □ informal
- □ preschool
- □ school

**Work and Employment**
- □ apprenticeship
- □ acquiring, keeping and terminating a job
- □ renumerative employment
- □ non-renumerative employment

**Economic Life**
- □ basic economic transactions
- □ complex economic transactions
- □ economic self-sufficiency

### Community, Social and Civic Life

**Community**
- □ community life

**Recreation and Leisure**
- □ play
- □ sports
- □ arts and culture
- □ socializing

**Civic**
- □ religion and spirituality
- □ political life and citizenship
- □ human rights

### Environmental Factors

**Products and Technology**
- □ communication
- □ culture, recreation and sport
- □ design, construction, and buildings for public use
- □ religion and spirituality
- □ education
- □ products or substances for personal consumption
- □ design, construction, and buildings for private use
- □ land development
- □ employment
- □ products and technology for personal use in daily living
- □ for personal indoor and outdoor mobility and transportation
- □ assets
Natural Environment and Human-Made Changes to Environment

- Physical geography
- Flora and fauna
- Natural events
- Light
- Sound
- Air quality
- Human events
- Time-related changes
- Vibration
- Climate

Support and Relationships

- Immediate family
- Health professionals
- People in positions of authority
- Acquaintances, peers, colleagues, neighbors and community members
- Extended family
- Other professionals
- People in subordinate positions
- Domesticated animals
- Friends
- Strangers
- Personal care providers and personal assistants

Attitudes

- Of immediate family
- Of extended family
- Of friends
- Of health professionals
- Of people in subordinate positions
- Of health-related professionals
- Of personal care providers and personal assistants
- Of societal attitudes
- Of social norms, practices and ideologies

Services, Systems and Policies

- Production of consumer goods
- Architecture and construction
- Associations and organizations
- Social security
- Civil protection
- Economic
- Health
- Labor and employment
- General social support
- Housing
- Education and training
- Communication
- Political

C. Does this measure assess a single attribute or multiple attributes?

- Single
- Multiple

D. Check purposes that apply and indicate (*) primary purpose of the measure

- To describe or discriminate
- To predict
- To evaluative

Comments: ______________________________________________________________
____________________________________________________________
____________________________________________________________
e. Perspective - Indicate possible respondents:

- Client
- Caregiver/parent
- Service provider
- Other professional
- Other

f. Population measure designed for:

**Age:** Please specify all applicable ages if stated in the manual

- Infant (birth - < 1 year)
- Adult (> 18 years - < 65 years)
- Child (1 year - < 13 years)
- Senior (> 65 years)
- Adolescent (13 - < 18 years)
- Age not specified

**Diagnosis:**
List the diagnostic group(s) for which this measure is designed to be used:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

g. Evaluation context - Indicate suggested/possible environments for this assessment

- Home
- Workplace
- Education setting
- Community
- Community agency
- Rehabilitation centre/
  health care setting
- Other

2. CLINICAL UTILITY

a. Clarity of Instructions: (check one of the ratings)

- Excellent: clear, comprehensive, concise, and available
- Adequate: clear, concise, but lacks some information
- Poor: not clear and concise or not available

Comments:___________________________________________________________
____________________________________________________________________

b. Format (check applicable items)

- Interview
- Task performance
- Naturalistic observation
- Questionnaire:
- Self completed
- Interview administered
- Caregiver completed
- Other

Physically invasive: □ Yes □ No
Active participation of client: □ Yes □ No
Special Equipment Required: □ Yes □ No

- Administration: □ Easy □ More complex (Consider time,
- Scoring: □ Easy □ More complex amount of training
- Interpretation: □ Easy □ More complex and ease)
d. Examiner Qualifications: Is formal training required for administering and/or interpreting?
- Required
- Recommended
- Not required
- Not addressed

e. Cost (Cdn. Funds)
- manual: $__________
- score sheets: $__________ for ___________ Sheets
  Indicate year of cost information:________________________
  Source of cost information:_____________________________

3. SCALE CONSTRUCTION

a. Item Selection (check one of the ratings)
  - Excellent: included all relevant characteristics of attribute based on comprehensive literature review and survey of experts
  - Adequate: included most relevant characteristics of attribute
  - Poor: convenient sample of characteristics of attribute

  Comments:___________________________________________________________
  ___________________________________________________________________
  ___________________________________________________________________

b. Weighting
  Are the items weighted in the calculation of total score? □ Yes □ No
  If yes, are the items weighted: □ Implicitly □ Explicitly

c. Level of Measurement
  □ Nominal  □ Ordinal  □ Interval  □ Ratio

  Scaling method (Likert, Guttman, etc.):______________________________

  Number of items:___________________________________________________

  Indicate if subscale scores are obtained: □ Yes □ No
  If yes, can the subscale scores be used alone:  Administered: □ Yes □ No
  Interpreted: □ Yes □ No

<table>
<thead>
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<th>List subscales:</th>
<th>Number of Items:</th>
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4. STANDARDIZATION

a. Manual (check one of the ratings)
   □ Excellent: published manual which outlines specific procedures for administration; scoring and interpretation; evidence of reliability and validity
   □ Adequate: manual available and generally complete but some information is lacking or unclear regarding administration; scoring and interpretation; evidence of reliability and validity
   □ Poor: no manual available or manual with unclear administration; scoring and interpretation; no evidence of reliability and validity

b. Norms available (N/A for instrument whose purpose is only evaluative)
   □ Yes □ No □ N/A

Age: Please specify all applicable ages for which norms are available
   □ Infant (birth - < 1 year) □ Adult (> 18 years - <65 years)
   □ Child (1 year - < 13 years) □ Senior (> 65 years)
   □ Adolescent (13 - < 18 years)

Populations for which it is normed:
____________________________________________________________________
____________________________________________________________________

Size of sample: n = ______

5. RELIABILITY

a. Rigor of standardization studies for reliability (check one of the ratings)
   □ Excellent: more than 2 well-designed reliability studies completed with adequate to excellent reliability values
   □ Adequate: 1 to 2 well-designed reliability studies completed with adequate to excellent reliability values
   □ Poor: reliability studies poorly completed, or reliability studies showing poor levels of reliability
   □ No evidence available

Comments:___________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
b. Reliability Information

<table>
<thead>
<tr>
<th>Type of Reliability</th>
<th>Statistic Used</th>
<th>Value</th>
<th>Rating (excellent, adequate or poor)</th>
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* guidelines for levels of reliability coefficient (see instructions)

Excellent: >.80    Adequate: .60 - .79    Poor: <.60

6. VALIDITY

a. Rigor of standardization studies for validity (check one of the ratings)
   - □ Excellent: more than 2 well-designed validity studies supporting the measure’s validity
   - □ Adequate: 1 to 2 well-designed validity studies supporting the measure’s validity
   - □ Poor: validity studies poorly completed or did not support the measure’s validity
   - □ No evidence available

Comments:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

b. Content Validity (check one of the ratings)
   - □ Excellent: judgmental or statistical method (e.g. factor analysis) was used and the measure is comprehensive and includes items suited to the measurement purpose
     Method: □ judgmental □ statistical
   - □ Adequate: has content validity but no specific method was used
   - □ Poor: instrument is not comprehensive
   - □ No evidence available

b. Construct Validity (check one of the ratings)
   - □ Excellent: more than 2 well-designed studies have shown that the instrument conforms to prior theoretical relationships among characteristics or individuals
   - □ Adequate: 1 to 2 studies demonstrate confirmation of theoretical formulations
   - □ Poor: construct validation poorly completed, or did not support measure’s construct validity
   - □ No evidence available

Strength of Association:_________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
d. Criterion Validity (check ratings that apply)
   - □ Concurrent
   - □ Predictive
     - □ Excellent: more than 2 well-designed studies have shown adequate agreement with a criterion or gold standard
     - □ Adequate: 1 to 2 studies demonstrate adequate agreement with a criterion or gold standard measure
     - □ Poor: criterion validation poorly completed or did not support measure’s criterion validity
     - □ No evidence available

Criterion Measure(s) used: _____________________________________________
__________________________________________________________________
Strength of Association:_______________________________________________
__________________________________________________________________

e. Responsiveness (check one of the ratings)
   - □ Excellent: more that 2 well-designed studies showing strong hypothesized relationships between changes on the measure and other measures of change on the same attribute.
   - □ Adequate: 1 - 2 studies of responsiveness
   - □ Poor: studies of responsiveness poorly completed or did not support the measure’s responsiveness
   - □ N/A
   - □ No evidence available

Comments:
__________________________________________________________________
__________________________________________________________________

7. OVERALL UTILITY (based on an overall assessment of the quality of this measure)
   - □ Excellent: adequate to excellent clinical utility, easily available, excellent reliability and validity
   - □ Adequate: adequate to excellent clinical utility, easily available, adequate to excellent reliability and adequate to excellent validity
   - □ Poor: poor clinical utility, not easily available, poor reliability and validity

Comments/Notes/Explanations:
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
MATERIALS USED FOR REVIEW/RATING

Please indicate the sources of information used for this review/rating:
 □ Manual
 □ Journal articles: (attach or indicate location)
   □ by author of measure
   □ by other authors

List sources:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
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______________________________________________________________________

□ Books - provide reference

□ Correspondence with author – attach

□ Other sources:
______________________________________________________________________
______________________________________________________________________