



Name [REDACTED] Last First MI
 Sex ☐ M ☐ F ☐ ID# _____
 Examiner _____
 School/Program _____ Classroom/Grade _____
 Teacher _____
 Items Administered in: ☐ English Only ☐ Spanish Only ☐ Mixed English and Spanish
 Assessment Period: ☐ Beginning of year ☐ Mid-year ☐ End of year

Summary Profile

Domains and Subdomains	Age Equivalent (see Appendix A)	Subdomain Raw Score Totals (from pgs 4-28)	Subdomain Percentile Rank (See Appendix B)	Subdomain Scaled Score (See Appendix B)	Sums of Subdomain Scaled Scores
Adaptive (ADP)					
Self-Care (SC)					
Personal Responsibility (PR)				+	
Total				→	=
Personal-Social (P-S)					
Adult Interaction (AI)					+
Peer Interaction (PI)				+	
Self-Concept and Social Role (SR)				+	
Total				→	=
Communication (COM)					
Receptive Communication (RC)					+
Expressive Communication (EC)				+	
Total				→	=
Motor (MOT)					
Gross Motor (GM)					+
Fine Motor (FM)				+	
Perceptual Motor (PM)				+	
Total				→	=
Cognitive (COG)					
Attention and Memory (AM)					+
Reasoning and Academic Skills (RA)				+	
Perception and Concepts (PC)				+	
Total				→	=
BDI-2 Total				→	=

	Year	Month	Day
Date of Testing	19	5	7
Date of Birth			
Chronological Age	*	**	
Age in Months***			

***Number of years(*) × 12 + number of months(**). Ignore all days.

Conversion Table for Sum of Scaled Scores (Appendix C)

Sum of Scaled Scores	Developmental Quotient	Percentile Rank	% Confidence Interval
Adaptive			to
Personal-Social			to
Communication			to
Motor			to
Cognitive			to
BDI-2 Total			to

Developmental Quotient Composite Profile

	ADP	P-S	COM	MOT	COG	BDI-2 TOTAL	
160							160
145							145
130							130
115							115
100							100
85							85
70							70
55							55
40							40

Subdomain Profile - Scaled Scores

	Self-Care	Personal Responsibility	Adult Interaction	Peer Interaction	Self-Concept and Social Role	Receptive Communication	Expressive Communication	Gross Motor	Fine Motor	Perceptual Motor	Attention and Memory	Reasoning and Academic Skills	Perception and Concepts	
	SC	PR	AI	PI	SR	RC	EC	GM	FM	PM	AM	RA	PC	
	Adaptive		Personal-Social			Communication		Motor			Cognitive			
19	•	•	•	•	•	•	•	•	•	•	•	•	•	19
18	•	•	•	•	•	•	•	•	•	•	•	•	•	18
17	•	•	•	•	•	•	•	•	•	•	•	•	•	17
16	•	•	•	•	•	•	•	•	•	•	•	•	•	16
15	•	•	•	•	•	•	•	•	•	•	•	•	•	15
14	•	•	•	•	•	•	•	•	•	•	•	•	•	14
13	•	•	•	•	•	•	•	•	•	•	•	•	•	13
12	•	•	•	•	•	•	•	•	•	•	•	•	•	12
11	•	•	•	•	•	•	•	•	•	•	•	•	•	11
10	•	•	•	•	•	•	•	•	•	•	•	•	•	10
9	•	•	•	•	•	•	•	•	•	•	•	•	•	9
8	•	•	•	•	•	•	•	•	•	•	•	•	•	8
7	•	•	•	•	•	•	•	•	•	•	•	•	•	7
6	•	•	•	•	•	•	•	•	•	•	•	•	•	6
5	•	•	•	•	•	•	•	•	•	•	•	•	•	5
4	•	•	•	•	•	•	•	•	•	•	•	•	•	4
3	•	•	•	•	•	•	•	•	•	•	•	•	•	3
2	•	•	•	•	•	•	•	•	•	•	•	•	•	2
1	•	•	•	•	•	•	•	•	•	•	•	•	•	1

TEST SESSION BEHAVIORAL OBSERVATIONS

Provide additional information for each item under Notes & Observations (below), if needed.

Test Session Validity

- ☐ Yes ☐ No All test items were administered using the standard Structured, Observation, or Interview procedure, as appropriate, for the item.
- ☐ Yes ☐ No Only used standard administration procedures during item administration. (Accommodations were **not** used when items were administered.)

Structured Items (Items were administered directly to the child by the examiner[s].)

- ☐ Yes ☐ No Child's English proficiency was sufficient for testing.
- ☐ Yes ☐ No Child understood instructions.
- ☐ Yes ☐ No Child's vision was within normal range or corrected.
- ☐ Yes ☐ No Child's hearing was within normal range or corrected.
- ☐ Yes ☐ No Child's motor functioning was conducive to valid and reliable results.
- ☐ Yes ☐ No Child's health was good, and was conducive to valid and reliable results.
- ☐ Yes ☐ No Child was cooperative.
- ☐ Yes ☐ No Testing environment (i.e., ventilation, temperature, lighting, etc.) was satisfactory.
- ☐ Yes ☐ No Testing session is considered a valid representation of child's current functioning.

Observation Items (Examiner has observed the child in the relevant activities.)

Child was observed _____ times over _____ days (approximately _____ minutes total).

- ☐ Yes ☐ No Observations were adequate to make reliable and valid scoring judgments.

Interview Items (Parent[s], caregiver, or teacher familiar with the child was interviewed by the examiner.)

- ☐ Yes ☐ No Interview items were presented in English.
- ☐ Yes ☐ No Person understood the questions asked.
- ☐ Yes ☐ No Person provided information sufficient for scoring test items.
- ☐ Yes ☐ No Information about the child's abilities provided from Interview items is generally consistent with information obtained through Structured or Observation procedures.
- ☐ Yes ☐ No All test items that needed to be assessed using the Interview procedure were administered.

Notes & Observations

Child's Physical Appearance (health, nutrition, dress): _____

Testing Situation (rapport, environment, attitude toward testing): _____

Mood and Activity Level (affect, interest, off-task behaviors): _____

Attention and Concentration (focus, distractibility, sustained effort): _____

Problem-Solving Behaviors (persistence, forethought, organization): _____

Language Usage (preferred language, spontaneous verbalizations, second language): _____

Accommodations Used During Administration of Items: _____

Current Medications: _____

Other Information: _____

ADAPTIVE (ADP)

Basal = a score of 2 on three consecutive lowest-numbered items administered or the first item in the subdomain if a basal cannot be established

Ceiling = a score of 0 on three consecutive highest-numbered items administered or the last item in the subdomain if a ceiling cannot be established

Self-Care (SC)

Item	Item Description	Score**	Procedure	Comments
		2 1 0	S O I	
* 0-11 months				

Subdomain continues on next page

*Boxed ages indicate suggested starting points for typically developing students.

**Mark one score per item.

Self-Care (SC) (Continued)

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
4 years								
SC 22	Asks for food at the table.	②	①	①		⓪	①	
SC 23	Blows his or her nose with assistance.	②	①	①			①	
SC 24	Washes and dries his or her hands without assistance.	②	①	①		⓪	①	
SC 25	Obtains a drink from a tap or other source without assistance.	②	①	①		⓪	①	
SC 26	Chooses the appropriate utensil for the food he or she is eating.	②	①	①	Ⓢ			
SC 27	Sleeps through the night without wetting the bed.	②	①	①			①	
5 years								
SC 28	Dresses and undresses without supervision.	②	①	①			①	
SC 29	Takes care of his or her own toileting needs.	②	①	①		⓪	①	
SC 30	Puts on clothing right-side out and front-side forward and puts shoes on the correct feet.	②	①	①			①	
SC 31	Prepares a toothbrush and brushes his or her teeth.	②	①	①			①	
SC 32	Cuts soft foods with the side of a fork.	②	①	①		⓪	①	
SC 33	Chooses clothing that is appropriate for the weather.	②	①	①			①	
SC 34	Chooses clothing that is appropriate for the occasion.	②	①	①			①	
SC 35	Takes a bath or shower without assistance.	②	①	①			①	

+ = Self-Care (SC)
 Sum Sum Raw Score Total
 2's 1's

Examiner's Comments and Notes:

Personal Responsibility (PR)

Item	Item Description	Score	Procedure	Comments
	<i>Subtrial</i>	2 1 0	S O I	



- PR 8 Uses appropriate behavior and voice in public settings.
 PR 9 Continues to work on a learning task with minimal guidance.
 PR 10 Initiates and organizes his or her own activities.

② ① ① ① ①
 ② ① ① ① ①
 ② ① ① ① ①

6-7 years

- PR 11 Answers "what-to-do-if" questions involving personal responsibility.

② ① ① S

You saw smoke and fire

☐ Pass ☐ Fail

A stranger asked you to go for a ride

☐ Pass ☐ Fail

- PR 12 Follows rules when playing simple games.

② ① ① ① ①

- PR 13 Asks permission to use others' possessions.

② ① ① ① ①

- PR 14 Answers "what-to-do-if" questions involving personal responsibility.

② ① ① S

Your friend fell and broke a leg

☐ Pass ☐ Fail

You want to play longer

☐ Pass ☐ Fail

- PR 15 Regularly performs 2 or more household chores.

② ① ① ①

- PR 16 Crosses the street safely.

② ① ① ① ①

- PR 17 Knows his or her own phone number.

② ① S

- PR 18 Goes to bed without assistance.

② ① ① ①

- PR 19 Uses the telephone to place a call.

② ① ① S ①

- PR 20 Uses emergency phone numbers.

② ① ① S

- PR 21 Knows his or her address.

② ① ① S

- PR 22 Makes a purchase in a store by himself or herself.

② ① ① ①

- PR 23 Handles small sums of money responsibly.

② ① ① ①

- PR 24 Builds or repairs with appropriate tools or implements.

② ① ① ①

- PR 25 Handles his or her money.

② ① ① ①

+ = Personal Responsibility (PR)
 Sum Sum Raw Score Total
 2's 1's

PERSONAL-SOCIAL (P-S)

Basal = a score of 2 on three consecutive lowest-numbered items administered or the first item in the subdomain if a basal cannot be established

Ceiling = a score of 0 on three consecutive highest-numbered items administered or the last item in the subdomain if a ceiling cannot be established

Adult Interaction (AI)

Item	Item Description	Score**			Procedure			Comments
		2	1	0	S	O	I	
* 0-11 months								
AI 1	Looks at an adult's face.	2	1	0	S			
AI 2	Responds physically when held.	2	1	0		O	I	
AI 3	Shows awareness of other people.	2	1	0		O	I	
AI 4	Shows a desire to be picked up or held by familiar people.	2	1	0		O	I	
12-17 months								
AI 5	Explores adult facial features.	2	1	0	S		I	
AI 6	Shows a desire for social attention.	2	1	0		O	I	
AI 7	Expresses displeasure for or dislike of certain activities or situations.	2	1	0		O	I	
AI 8	Expresses enjoyment of or preference for certain activities or situations.	2	1	0		O	I	
AI 9	Plays peekaboo.	2	1	0	S			
AI 10	Discriminates between familiar and unfamiliar people.	2	1	0	S		I	

Subdomain continues on next page

*Boxed ages indicate suggested starting points for typically developing students.

**Mark one score per item.

Adult Interaction (AI) (Continued)

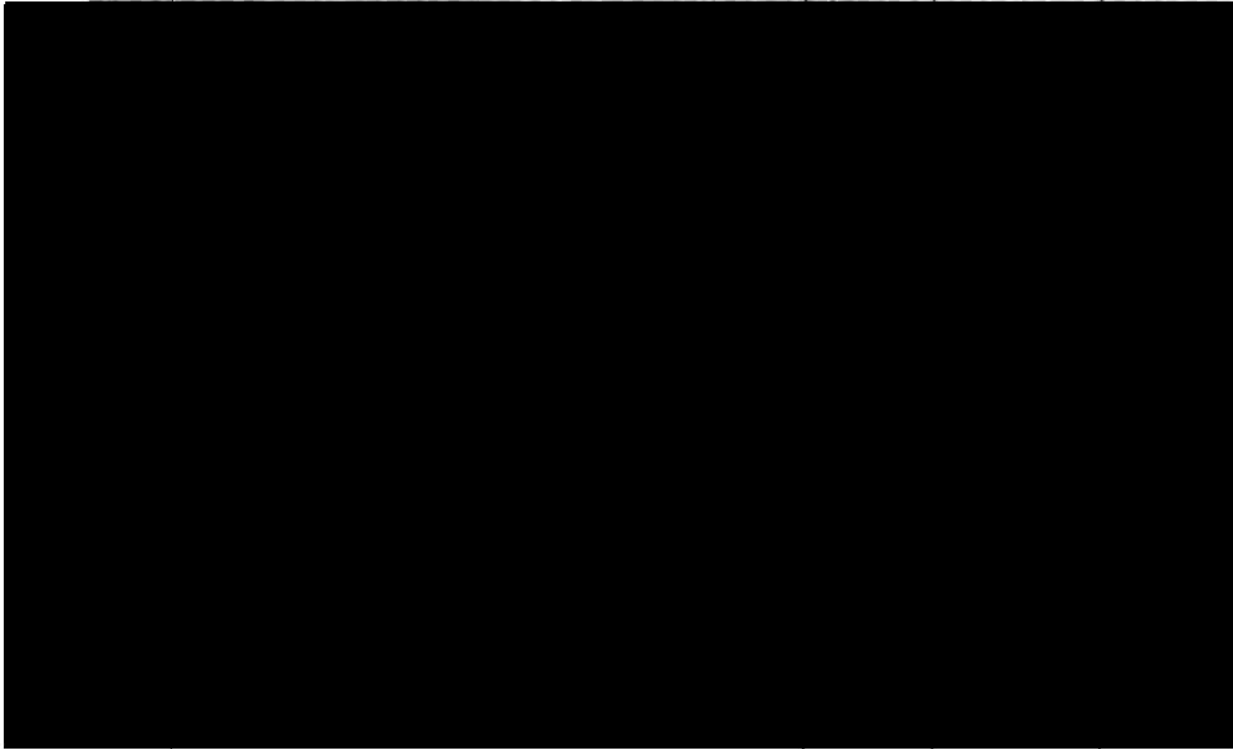
Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
<div>5 years</div>								
AI 23	Asks for adult help when needed.	②	①	①	⊙	①		
AI 24	Follows adult directions with little or no resistance.	②	①	①	⊙	①		
AI 25	Follows the rules given by an adult for playing simple childhood games with peers.	②	①	①	⊙	①		
AI 26	Follows classroom rules and regulations.	②	①	①	⊙	①		
AI 27	Attempts to be humorous.	②	①	①		①		
AI 28	Recognizes an adult's feelings.	②	①	①		①		
AI 29	Trusts familiar adults and accepts explanations from them.	②	①	①	⊙	①		
AI 30	Waits his or her turn for a teacher's or adult's attention.	②	①	①	⊙	①		

+ = Adult Interaction (AI)
 Sum Sum Raw Score Total
 2's 1's

Examiner's Comments and Notes:

Peer Interaction (PI)

Item	Item Description	Score	Procedure	Comments
		2 1 0	S O I	

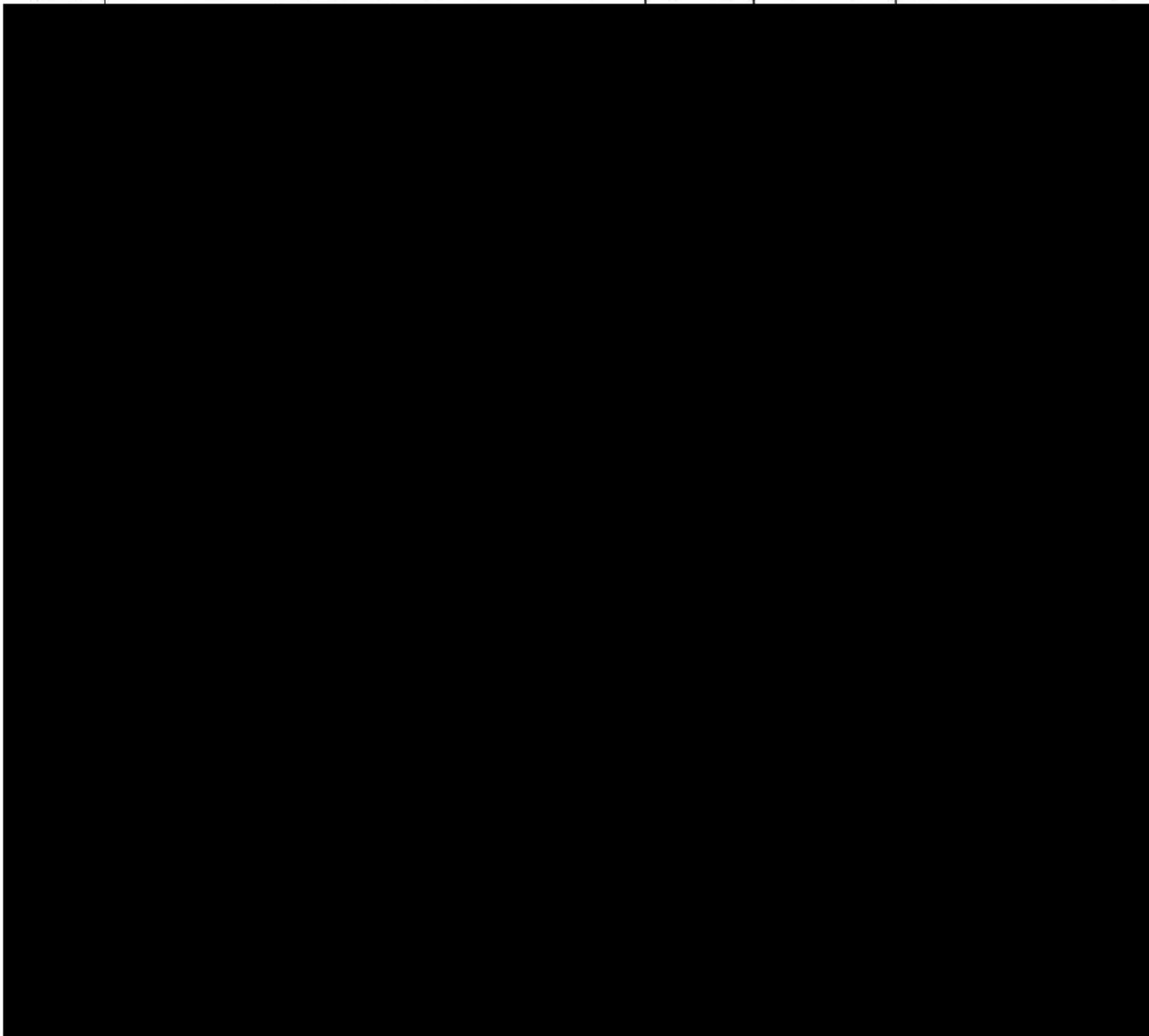


5 years				
PI 13	Initiates social contacts and interactions with peers.	2 1 0	0 1	
PI 14	Has special friends.	2 1 0	0 1	
PI 15	Willingly takes turns and shares.	2 1 0	0 1	
PI 16	Cooperates in group activities.	2 1 0	0 1	
PI 17	Willingly participates in new or unexpected activities or tasks.	2 1 0	0 1	
PI 18	Uses peers as resources.	2 1 0	0 1	
PI 19	Exchanges ideas with other children and goes along with other children's ideas.	2 1 0	0 1	
PI 20	Participates in competitive play activities.	2 1 0	0 1	
PI 21	Resolves a conflict with a peer without using aggression or violence.	2 1 0	0 1	
PI 22	Assumes a leadership role in peer relationships.	2 1 0	0 1	
PI 23	Initiates prosocial interactions.	2 1 0	0 1	
PI 24	Recognizes the basic similarities of all children.	2 1 0	S	
PI 25	Recognizes and accepts diversity among other children.	2 1 0	S	

+ = Peer Interaction (PI)
 Sum Sum
 2's 1's
 Raw Score Total


Self-Concept and Social Role (SR)

Item	Item Description	Score	Procedure	Comments
	<i>Subtrial</i>	2 1 0	S O I	



- SR 22 States whether he or she is male or female.
 SR 23 States his or her first and last names.
 SR 24 Speaks positively about himself or herself.
 SR 25 Recognizes the facial expressions of primary emotions.
 Happy ☐ Pass ☐ Fail
 Mad ☐ Pass ☐ Fail

2	1	0	S		
2	1	0	S		
2	1	0		O	I
2	1	0	S		

Subdomain continues on next page 

Self-Concept and Social Role (SR) (Continued)

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
5 years								
SR 26	Is aware of differences between males and females.	2	1	0	S			
SR 27	Recovers from distress in a reasonable amount of time when comforted.	2	1	0			I	
SR 28	Asserts himself or herself in socially acceptable ways.	2	1	0		O	I	
SR 29	Recognizes another's need for help and offers assistance.	2	1	0		O	I	
SR 30	Shows a positive attitude toward school.	2	1	0		O	I	
6 years								
SR 31	Describes his or her feelings.	2	1	0	S	O	I	
SR 32	Respects property and rights of others.	2	1	0		O	I	
SR 33	Demonstrates the ability to "show and tell" without major discomfort.	2	1	0		O	I	
7 years								
SR 34	Recognizes the feelings of others.	2	1	0	S			
SR 35	Uses adults appropriately to help resolve peer conflict.	2	1	0		O	I	
SR 36	Discriminates between socially acceptable and unacceptable behavior.	2	1	0	S			
SR 37	Shows moral responsibility.	2	1	0	S			
SR 38	Delays gratification until a task is completed.	2	1	0			I	
SR 39	Copes with criticism and teasing.	2	1	0		O	I	
SR 40	Admits responsibility for errors or wrongdoing.	2	1	0		O	I	
SR 41	Considers the emotional or cognitive perspective of another person.	2	1	0	S		I	
SR 42	Seeks alternatives to problems without adult assistance.	2	1	0		O	I	
SR 43	Stays on-task and works through difficulties and frustrations.	2	1	0		O	I	
SR 44	Copes independently and appropriately with peer aggression directed at him or her.	2	1	0		O	I	
SR 45	Describes his or her personality.	2	1	0	S			

+ = Self-Concept and Social Role (SR)
 Sum Sum Raw Score Total
 2's 1's

Examiner's Comments and Notes:

COMMUNICATION (COM)

Basal = a score of 2 on three consecutive lowest-numbered items administered or the first item in the subdomain if a basal cannot be established

Ceiling = a score of 0 on three consecutive highest-numbered items administered or the last item in the subdomain if a ceiling cannot be established

Receptive Communication (RC)

Item	Item Description	Score**			Procedure	Comments
	Subtrial	2	1	0	S O I	
* 0–11 months						
RC 1	Responds to a nonspeech sound outside his or her field of vision.	②		①	Ⓢ	
RC 2	Responds to a voice outside his or her field of vision.	②		①	Ⓢ	
RC 3	Is soothed by a familiar adult's voice.	②	①	①		①
RC 4	Turns his or her head toward the source of a sound outside his or her field of vision.	②	①	①	Ⓢ	
12–23 months						
RC 5	Attends to someone speaking to him or her for at least 10 seconds.	②	①	①	Ⓢ	
RC 6	Responds with awareness, acceptance, and in socially appropriate ways when a familiar person approaches, touches, or talks to him or her.	②	①	①		Ⓢ ①
RC 7	Responds to different tones of a person's voice.	②	①	①	Ⓢ	①
RC 8	Attends to other people's conversation for 30 seconds.	②	①	①	Ⓢ	①
RC 9	Associates spoken words with familiar objects or actions.	②	①	①	Ⓢ	
2 years						
RC 10	Identifies family members or pets when named.	②	①	①	Ⓢ	①
RC 11	Responds to simultaneous verbal and gestural commands.	②	①	①	Ⓢ	
RC 12	Looks at or points to an object across the room when it is named.	②	①	①	Ⓢ	
3 years						
RC 13	Follows 3 or more familiar verbal commands.	②	①	①	Ⓢ	
RC 14	Responds to the prepositions <i>out</i> and <i>on</i> . <i>Out</i> ○ Pass ○ Fail <i>On</i> ○ Pass ○ Fail	②	①	①	Ⓢ	
RC 15	Understands the simple possessive forms <i>your</i> and <i>my</i> . <i>Your foot</i> ○ Pass ○ Fail <i>My foot</i> ○ Pass ○ Fail	②	①	①	Ⓢ	
RC 16	Responds to <i>who</i> and <i>what</i> questions. <i>Who</i> ○ Pass ○ Fail <i>What</i> ○ Pass ○ Fail	②	①	①	Ⓢ	
RC 17	Understands the simple possessive form <i>'s</i> . <i>Baby's mommy</i> ○ Pass ○ Fail <i>Daddy's boy</i> ○ Pass ○ Fail	②	①	①	Ⓢ	

Subdomain continues on next page

*Boxed ages indicate suggested starting points for typically developing students.

**Mark one score per item.

Receptive Communication (RC) (Continued)

Item	Item Description	Score			Procedure	Comments
	Subtrial	2	1	0	S O I	
4 years						
RC 18	Follows 2-step verbal commands.	2	1	0	S	
RC 19	Responds to the prepositions <i>toward</i> and <i>behind</i> .	2	1	0	S	
	<i>Toward</i> <input type="radio"/> Pass <input type="radio"/> Fail					
	<i>Behind</i> <input type="radio"/> Pass <input type="radio"/> Fail					
RC 20	Responds to the adverbs <i>softly</i> and <i>loudly</i> .	2	1	0	S	
RC 21	Understands regular plural forms.	2	1	0	S	
	<i>Boy with the cats</i> <input type="radio"/> Pass <input type="radio"/> Fail					
	<i>Boy in the bathtub</i> <input type="radio"/> Pass <input type="radio"/> Fail					
RC 22	Understands the superlatives <i>biggest</i> and <i>longest</i> .	2	1	0	S	
RC 23	Responds to <i>where</i> and <i>when</i> questions.	2	1	0	S	
	<i>Where</i> <input type="radio"/> Pass <input type="radio"/> Fail					
	<i>When</i> <input type="radio"/> Pass <input type="radio"/> Fail					
5–6 years						
RC 24	Understands simple negations.	2	1	0	S	
RC 25	Associates spoken words with pictures.	2	1	0	S	
	<i>Bird</i> <input type="radio"/> Pass <input type="radio"/> Fail					
	<i>Hen</i> <input type="radio"/> Pass <input type="radio"/> Fail					
	<i>Telephone</i> <input type="radio"/> Pass <input type="radio"/> Fail					
RC 26	Recalls events from a story presented orally—Level 1.	2	1	0	S	
	<i>Ball</i> <input type="radio"/> Pass <input type="radio"/> Fail					
	<i>Tippy (dog)</i> <input type="radio"/> Pass <input type="radio"/> Fail					
	<i>Sat down</i> <input type="radio"/> Pass <input type="radio"/> Fail					
7 years						
RC 27	Converses on topics for more than 5 turn-taking exchanges.	2	1	0	S	
RC 28	Understands irregular plural forms.	2	1	0	S	
	<i>Children</i> <input type="radio"/> Pass <input type="radio"/> Fail					
	<i>Mice</i> <input type="radio"/> Pass <input type="radio"/> Fail					
RC 29	Distinguishes between active and passive voice.	2	1	0	S	
	<i>Dog was chased by</i> <input type="radio"/> Pass <input type="radio"/> Fail					
	<i>the boy</i>					
	<i>Dog chased boy</i> <input type="radio"/> Pass <input type="radio"/> Fail					
RC 30	Understands the future tense of the verb <i>to be</i> .	2	1	0	S	
	<i>Will be wet</i> <input type="radio"/> Pass <input type="radio"/> Fail					
	<i>Will paint</i> <input type="radio"/> Pass <input type="radio"/> Fail					
RC 31	Follows 3-step verbal commands.	2	1	0	S	
RC 32	Recalls events from a story presented orally—Level 2.	2	1	0	S	
	<i>Morning</i> <input type="radio"/> Pass <input type="radio"/> Fail					
	<i>Eggs, toast,</i>					
	<i>and orange juice</i> <input type="radio"/> Pass <input type="radio"/> Fail					
	<i>Proud</i> <input type="radio"/> Pass <input type="radio"/> Fail					

Subdomain continues on next page

Receptive Communication (RC) (Continued)

Item	Item Description	Score			Procedure			Comments
	Subtrial	2	1	0	S	O	I	
RC 33	Understands the past tense of the verb <i>to be</i> . <i>Was wet</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>Was dirty</i> <input type="radio"/> Pass <input type="radio"/> Fail	②	①	①	⑤			
RC 34	Selects the word that rhymes from a picture set. <i>Cat</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>Duck</i> <input type="radio"/> Pass <input type="radio"/> Fail	②	①	①	⑤			
RC 35	Selects the word with the same beginning sound from a picture set. <i>Hat</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>Train</i> <input type="radio"/> Pass <input type="radio"/> Fail	②	①	①	⑤			
RC 36	Identifies the initial sound in words. <i>/s/</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>/t/</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>/p/</i> <input type="radio"/> Pass <input type="radio"/> Fail	②	①	①	⑤			
RC 37	Selects the word with the same ending sound from a picture set. <i>Horse</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>Bath</i> <input type="radio"/> Pass <input type="radio"/> Fail	②	①	①	⑤			
RC 38	Associates pictures with words. <i>Telescope</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>Photograph</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>Identical</i> <input type="radio"/> Pass <input type="radio"/> Fail	②	①	①	⑤			
RC 39	Identifies the final sound in words. <i>/t/</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>/n/</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>/l/</i> <input type="radio"/> Pass <input type="radio"/> Fail	②	①	①	⑤			
RC 40	Associates pictures with words. <i>Arid</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>Canyon</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>Competing</i> <input type="radio"/> Pass <input type="radio"/> Fail	②	①	①	⑤			

+ = Receptive Communication (RC)
 Sum Sum Raw Score Total
 2's 1's

Examiner's Comments and Notes:

Expressive Communication (EC) (Continued)

Item	Item Description	Score			Procedure			Comments
	Subtrial	2	1	0	S	O	I	
4 years								
EC 22	Asks questions that begin with <i>who</i> and <i>where</i> .	2	1	0		0	1	
EC 23	Names his or her creation and labels its elements.	2	1	0	S			
EC 24	Asks questions that begin with <i>why</i> and <i>how</i> .	2	1	0		0	1	
EC 25	Uses the articles <i>the</i> and <i>a</i> .	2	1	0	S			
	<i>I see a cow.</i> <input type="radio"/> Pass <input type="radio"/> Fail							
	<i>I read the book.</i> <input type="radio"/> Pass <input type="radio"/> Fail							
	<i>The bike is red.</i> <input type="radio"/> Pass <input type="radio"/> Fail							
	<i>I am drawing a dog.</i> <input type="radio"/> Pass <input type="radio"/> Fail							
EC 26	Uses 5- or 6-word sentences.	2	1	0	S	0		
5 years								
EC 27	Uses plural forms ending with the /s/ or /z/ sound.	2	1	0	S			
	<i>Cups</i> <input type="radio"/> Pass <input type="radio"/> Fail							
	<i>Dolls</i> <input type="radio"/> Pass <input type="radio"/> Fail							
	<i>Trucks</i> <input type="radio"/> Pass <input type="radio"/> Fail							
	<i>Spoons</i> <input type="radio"/> Pass <input type="radio"/> Fail							
EC 28	Communicates his or her experiences clearly enough for others to understand.	2	1	0	S	0		
EC 29	Repeats familiar words with clear articulation.	2	1	0	S			
	<i>cup</i> ___ /k/ ___ /p/							
	<i>house</i> ___ /h/ ___ /s/							
	<i>window</i> ___ /w/ ___ /d/							
	<i>match</i> ___ /m/ ___ /ch/							
	<i>rabbit</i> ___ /r/ ___ /b/							
	<i>begun</i> ___ /g/ ___ /n/							
	<i>bake</i> ___ /b/ ___ /k/							
	<i>ring</i> ___ /ng/							
	<i>jump</i> ___ /j/							
	<i>plant</i> ___ /pl/							
	<i>draw</i> ___ /dr/							
	<i>shove</i> ___ /sh/ ___ /v/							

Subdomain continues on next page

Expressive Communication (EC) (Continued)

Item	Item Description	Score			Procedure			Comments
	Subtrial	2	1	0	S	O	I	
6-7 years								
EC 30	Follows conventional rules of conversation.	2	1	0	S		1	
EC 31	Engages in meaningful dialogue.	2	1	0	S	O		
EC 32	Identifies a word from its definition.	2	1	0	S			
	Refrigerator <input type="radio"/> Pass <input type="radio"/> Fail							
	Bed <input type="radio"/> Pass <input type="radio"/> Fail							
EC 33	Uses the regular past tense of verbs ending in -ed.	2	1	0	S			
	Hammered <input type="radio"/> Pass <input type="radio"/> Fail							
	Climbed <input type="radio"/> Pass <input type="radio"/> Fail							
EC 34	Uses plural forms ending in the /ēz/ sound.	2	1	0	S			
	Boxes <input type="radio"/> Pass <input type="radio"/> Fail							
	Matches <input type="radio"/> Pass <input type="radio"/> Fail							
	Houses <input type="radio"/> Pass <input type="radio"/> Fail							
EC 35	Describes what is happening in a picture.	2	1	0	S			
EC 36	Uses the irregular past tense of verbs.	2	1	0	S			
EC 37	Uses regular comparative forms.	2	1	0	S			
	Heavier <input type="radio"/> Pass <input type="radio"/> Fail							
	Colder <input type="radio"/> Pass <input type="radio"/> Fail							
EC 38	Communicates his or her feelings.	2	1	0	S			
	Can't play outside <input type="radio"/> Pass <input type="radio"/> Fail							
	Get presents <input type="radio"/> Pass <input type="radio"/> Fail							
	Someone is sick <input type="radio"/> Pass <input type="radio"/> Fail							
EC 39	Talks about things that might be.	2	1	0	S			
	If there were no schools or teachers							
	<input type="radio"/> Pass <input type="radio"/> Fail							
	If there were no TV or radio							
	<input type="radio"/> Pass <input type="radio"/> Fail							
EC 40	Chooses words to complete sentences.	2	1	0	S			
	Pool <input type="radio"/> Pass <input type="radio"/> Fail							
	Address <input type="radio"/> Pass <input type="radio"/> Fail							
EC 41	Gives simple directions.	2	1	0	S			
EC 42	Identifies items by their use.	2	1	0	S			
	Gasoline <input type="radio"/> Pass <input type="radio"/> Fail							
	Oven <input type="radio"/> Pass <input type="radio"/> Fail							
EC 43	Identifies a word from its definition.	2	1	0	S			
	Lightning <input type="radio"/> Pass <input type="radio"/> Fail							
	Helmet <input type="radio"/> Pass <input type="radio"/> Fail							
EC 44	Uses irregular plural forms.	2	1	0	S			
	Deer <input type="radio"/> Pass <input type="radio"/> Fail							
	Mice <input type="radio"/> Pass <input type="radio"/> Fail							
EC 45	Identifies synonyms and antonyms without visual cues.	2	1	0	S			
	Nervous <input type="radio"/> Pass <input type="radio"/> Fail							
	Strange <input type="radio"/> Pass <input type="radio"/> Fail							
	Clean <input type="radio"/> Pass <input type="radio"/> Fail							
	Finish <input type="radio"/> Pass <input type="radio"/> Fail							

+ = Expressive Communication (EC)
 Sum 2's Sum 1's Raw Score Total

MOTOR (MOT)

Basal = a score of 2 on three consecutive lowest-numbered items administered or the first item in the subdomain if a basal cannot be established

Ceiling = a score of 0 on three consecutive highest-numbered items administered or the last item in the subdomain if a ceiling cannot be established

Gross Motor (GM)

Item	Item Description	Score**			Procedure			Comments
		2	1	0	S	O	I	
* 0–5 months								
GM 1	Maintains an upright posture at adult's shoulder without assistance for at least 2 minutes.	②	①	①	Ⓢ	Ⓞ	①	
GM 2	Holds his or her head erect for 1 minute when held.	②	①	①	Ⓢ			
GM 3	Lifts his or her head and holds it up for 5 seconds while lying in a prone position.	②	①	①	Ⓢ	Ⓞ	①	
GM 4	Lifts and turns his or her head from side to side while lying in a prone position.	②	①	①	Ⓢ	Ⓞ	①	
GM 5	Brings his or her hands together at the midline.	②	①	①		Ⓞ	①	
6–11 months								
GM 6	Turns his or her head freely from side to side while supported in a sitting position.	②	①	①	Ⓢ			
GM 7	Holds his or her head parallel to the body when pulled from a supine to a seated position.	②	①	①	Ⓢ		①	
GM 8	Moves his or her arms when a toy is in sight.	②	①	①	Ⓢ		①	
GM 9	Puts objects into his or her mouth.	②	①	①			①	
GM 10	Moves an object from hand to mouth.	②	①	①	Ⓢ		①	
GM 11	Turns from a prone to a supine position unassisted.	②	①	①	Ⓢ	Ⓞ	①	
GM 12	Intentionally secures a nearby object while in a prone position.	②	①	①	Ⓢ	Ⓞ	①	
GM 13	Sits without assistance for at least 5 seconds.	②	①	①	Ⓢ		①	
GM 14	Makes stepping movements when held in an upright position.	②	①	①	Ⓢ			
12–17 months								
GM 15	Moves 3 or more feet by crawling.	②	①	①		Ⓞ	①	
GM 16	Pulls himself or herself to a standing position while holding on to a solid object without adult assistance.	②	①	①	Ⓢ	Ⓞ	①	
GM 17	Moves from a standing position to a sitting position while holding on to a solid object.	②	①	①	Ⓢ	Ⓞ	①	
GM 18	Walks 3 or more steps with assistance.	②	①	①	Ⓢ		①	
GM 19	Stands in an upright position without support for 30 or more seconds.	②	①	①	Ⓢ		①	
18–23 months								
GM 20	Creeps or crawls up 4 steps without assistance.	②	①	①	Ⓢ		①	
GM 21	Walks without support for 10 feet without falling.	②	①	①	Ⓢ		①	
GM 22	Moves from a sitting position to a standing position without support.	②	①	①	Ⓢ		①	
GM 23	Moves from a supine to a standing position using smooth, coordinated movements without support or assistance.	②	①	①	Ⓢ	Ⓞ	①	

Subdomain continues on next page

*Boxed ages indicate suggested starting points for typically developing students.

**Mark one score per item.

Gross Motor (GM) (Continued)

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
2 years								
GM 24	Maintains or corrects his or her balance when moving from a standing position to other, nonvertical positions.	2	1	0	S	O	I	
GM 25	Walks up 4 stairs with support.	2	1	0	S		I	
GM 26	Walks down 4 stairs with support.	2	1	0	S		I	
3 years								
GM 27	Runs 10 feet without falling.	2	1	0	S			
GM 28	Kicks a ball forward without falling.	2	1	0	S		I	
GM 29	Walks up and down stairs without assistance.	2	1	0	S	O	I	
GM 30	Walks backward 5 feet.	2	1	0	S	O	I	
GM 31	Throws a ball 5 feet forward with direction.	2	1	0	S			
GM 32	Jumps forward with both feet together.	2	1	0	S			
4 years								
GM 33	Walks forward 2 or more steps on a line on the floor, alternating feet.	2	1	0	S			
GM 34	Walks down stairs without assistance, alternating feet.	2	1	0	S	O		
GM 35	Imitates the bilateral movements of an adult.	2	1	0	S			
5 years								
GM 36	Bends over and touches the floor with both hands.	2	1	0	S			
GM 37	Catches an 8-inch ball from 5 feet away using both hands.	2	1	0	S			
GM 38	Walks in a straight line, heel-to-toe, for 4 or more steps.	2	1	0	S			
GM 39	Hops forward on one foot without support.	2	1	0	S			
GM 40	Stands on each foot alternately with eyes closed.	2	1	0	S			
GM 41	Walks a 6-foot line on the floor, heel-to-toe, with eyes open.	2	1	0	S			
GM 42	Skips on alternate feet for 20 feet.	2	1	0	S			
GM 43	Throws a ball and hits a target with the dominant hand.	2	1	0	S			
GM 44	Jumps rope without assistance.	2	1	0	S			
GM 45	Throws a ball and hits a target with the nondominant hand.	2	1	0	S			

+ = Gross Motor (GM)
 Sum Sum Raw Score Total
 2's 1's

Examiner's Comments and Notes:

Fine Motor (FM)

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
0–11 months								
FM 1	Holds hands in an open, loose-fisted position when not grasping an object.	2	1	0		○		
FM 2	Holds his or her hands together at the midline.	2	1	0		○		
FM 3	Holds an object with his or her fingers against the heel of the palm (ulnar-palmar prehension).	2	1	0	Ⓢ			
FM 4	Holds an object for 1 minute.	2	1	0	Ⓢ			
FM 5	Holds hands in an open position when not grasping an object.	2	1	0		○		
12–17 months								
FM 6	Retrieves a small object by raking it with his or her fingers and pulling it into the palm of the hand.	2	1	0	Ⓢ	○		
FM 7	Transfers an object from one hand to the other.	2	1	0	Ⓢ			
FM 8	Picks up a raisin with several fingers opposed to the thumb (partial finger prehension).	2	1	0	Ⓢ			
18–23 months								
FM 9	Drops an object intentionally with demonstration.	2	1	0	Ⓢ			
FM 10	Picks up a raisin with the ends of the thumb and index finger in an overhand approach (neat pincer grasp).	2	1	0	Ⓢ			
2 years								
FM 11	Extends a toy to a person and releases it from his or her grasp.	2	1	0	Ⓢ	○	①	
FM 12	Intentionally propels or throws an object.	2	1	0	Ⓢ		①	
3 years								
FM 13	Removes forms from a form board.	2	1	0	Ⓢ			
FM 14	Extends or points with his or her index finger independent of the thumb and other fingers.	2	1	0	Ⓢ	○		
FM 15	Scribbles linear and/or circular patterns spontaneously.	2	1	0		○	①	
FM 16	Uses pads of fingertips to grasp pencil.	2	1	0	Ⓢ	○		
4 years								
FM 17	Strings 4 large beads.	2	1	0	Ⓢ			
FM 18	Holds paper with one hand while drawing or writing with the other hand.	2	1	0	Ⓢ	○		
FM 19	Fastens clothing without assistance.	2	1	0		○	①	
FM 20	Wiggles his or her thumb in bending, circular, and back-and-forth movements.	2	1	0	Ⓢ			
FM 21	Traces designs with curved edges.	2	1	0	Ⓢ			

Subdomain continues on next page

Fine Motor (FM) (Continued)

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
5 years								
FM 22	Traces designs with corners.	②	①	①	⑤			
FM 23	Folds a sheet of paper.	②	①	①	⑤			
FM 24	Folds a piece of paper twice—once horizontally and again vertically at right angles.	②	①	①	⑤			
FM 25	Opens a small padlock with a key.	②	①	①	⑤			
FM 26	Cuts with scissors, following a line.	②	①	①	⑤			
FM 27	Crumples pieces of paper into balls with each hand.	②	①	①	⑤			
FM 28	Touches the fingertips of each hand successively with the thumb of the same hand.	②	①	①	⑤			
FM 29	Ties a single overhand knot around a crayon with a string.	②	①	①	⑤			
FM 30	Catches a tennis ball, tossed from 6 feet away, with one hand.	②	①	①	⑤			

+ = Fine Motor (FM)
 Sum Sum Raw Score Total
 2's 1's

Examiner's Comments and Notes:

Perceptual Motor (PM)

Item	Item Description	Score			Procedure	Comments
		2	1	0	S O I	
2 years						
PM 1	Reaches for and touches an object placed in front of him or her.	②	①	①	⑤	
PM 2	Reaches for an object with one hand.	②	①	①	⑤	
2½ years						
PM 3	Intentionally drops a cube into a cup with demonstration.	②	①	①	⑤	
PM 4	Places a raisin in a bottle.	②	①	①	⑤	
3 years						
PM 5	Dumps a raisin from a bottle.	②	①	①	⑤	
PM 6	Places 4 rings on a post in any order.	②	①	①	⑤	
4 years						
PM 7	Stacks 2 cubes.	②	①	①	⑤	
PM 8	Imitates circular markings.	②	①	①	⑤	
PM 9	Stacks 8 cubes vertically.	②	①	①	⑤ ①	
5 years						
PM 10	Imitates vertical and horizontal markings.	②	①	①	⑤	
PM 11	Copies a circle.	②	①	①	⑤	
6 years						
PM 12	Copies a cross.	②	①	①	⑤	
PM 13	Copies the letters V, H, and T.	②	①	①	⑤	
PM 14	Draws a person with 6 parts.	②	①	①	⑤	
7 years						
PM 15	Copies the numerals 1 through 5.	②	①	①	⑤	
PM 16	Copies simple words.	②	①	①	⑤	
PM 17	Copies a triangle.	②	①	①	⑤	
PM 18	Copies words with uppercase and lowercase letters.	②	①	①	⑤	
PM 19	Copies directional arrows.	②	①	①	⑤	
PM 20	Copies a diamond.	②	①	①	⑤	
PM 21	Copies 2 tilted triangles.	②	①	①	⑤	
PM 22	Copies a 2-dimensional design.	②	①	①	⑤	
PM 23	Copies a 3-dimensional cylinder design.	②	①	①	⑤	
PM 24	Copies a 3-dimensional box design.	②	①	①	⑤	
PM 25	Writes in script (cursive) rather than printing.	②	①	①	① ①	

+ = Perceptual Motor (PM)
 Sum Sum Raw Score Total
 2's 1's

Examiner's Comments and Notes:

COGNITIVE (COG)

Basal = a score of 2 on three consecutive lowest-numbered items administered or the first item in the subdomain if a basal cannot be established

Ceiling = a score of 0 on three consecutive highest-numbered items administered or the last item in the subdomain if a ceiling cannot be established

Attention and Memory (AM)

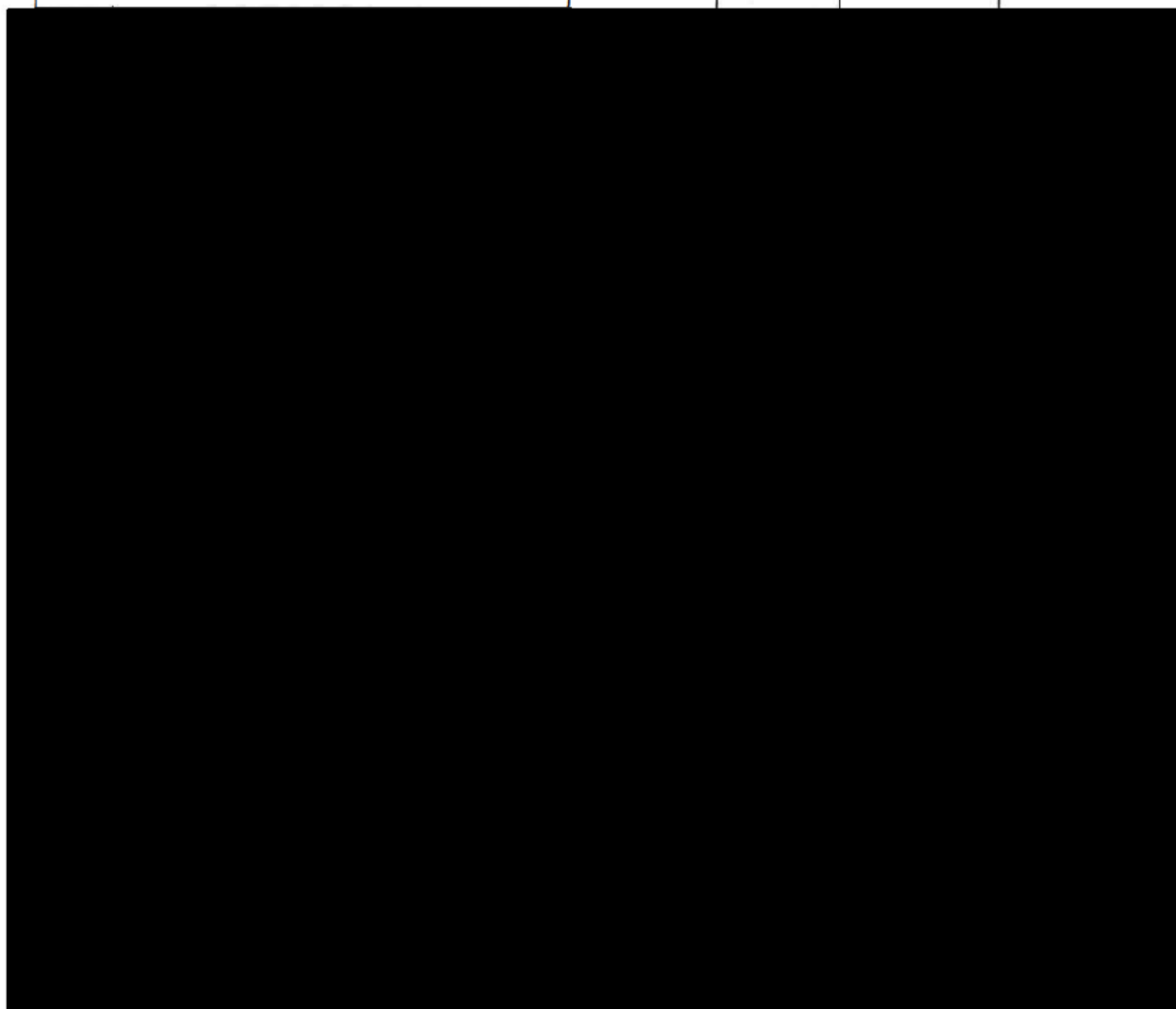
Item	Item Description	Score**			Procedure			Comments
		2	1	0	S	O	I	
* 0–5 months								
AM 1	Visually attends to a light source moving in a 180-degree arc.	②	①	①	Ⓢ			
AM 2	Turns his or her eyes toward a light source.	②	①	①	Ⓢ			
AM 3	Visually attends to a light source moving in a vertical direction.	②	①	①	Ⓢ			
AM 4	Shows anticipatory excitement.	②	①	①		⓪	①	
6–11 months								
AM 5	Visually attends to an object for 5 or more seconds.	②	①	①	Ⓢ			
AM 6	Follows an auditory stimulus.	②	①	①	Ⓢ			
12–17 months								
AM 7	Follows a visual stimulus.	②	①	①	Ⓢ			
AM 8	Attends to an ongoing sound or activity for 15 or more seconds.	②	①	①		⓪	①	
18–23 months								
AM 9	Occupies himself or herself for 5 minutes.	②	①	①		⓪	①	
AM 10	Attends to a game of peekaboo for 1 minute.	②	①	①	Ⓢ			
AM 11	Uncovers a hidden toy.	②	①	①	Ⓢ			
AM 12	Occupies himself or herself for 10 or more minutes without demanding attention.	②	①	①		⓪	①	

*Boxed ages indicate suggested starting points for typically developing students.


**Mark one score per item.

Attention and Memory (AM) (Continued)

Item	Item Description	Score	Procedure	Comments
	<i>Subtrial</i>	2 1 0	S O I	
4 years				

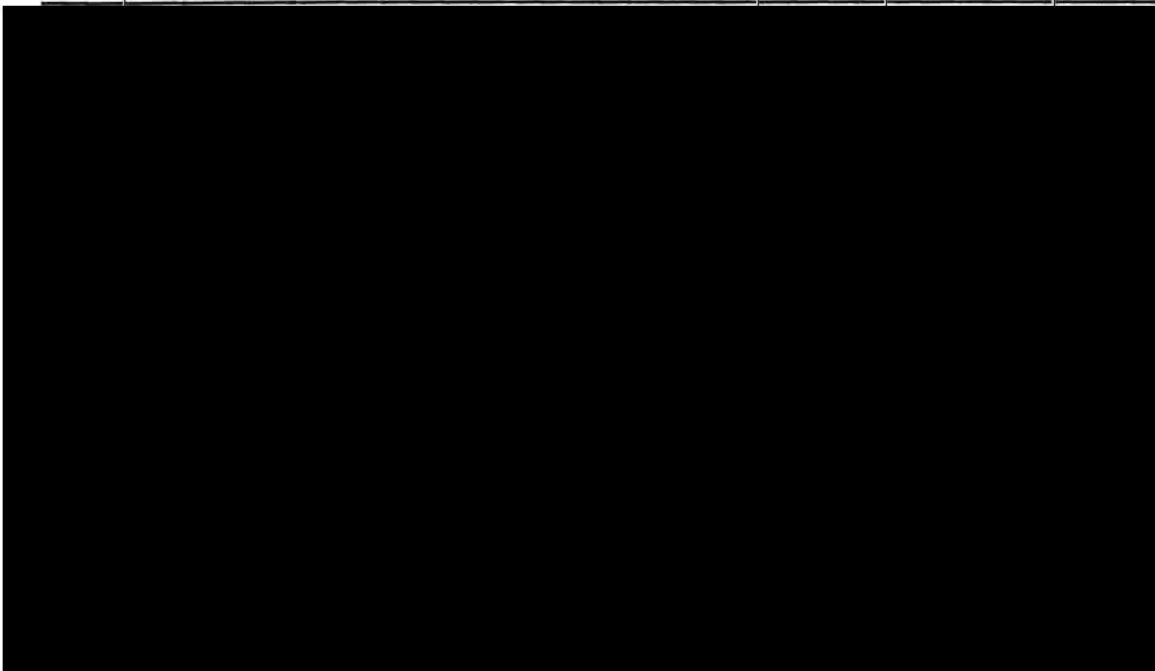


AM 25	Says the alphabet by rote.	2	1	0	S	
AM 26	Repeats 4-digit sequences.	2	1	0	S	
	3, 1, 4, 8					<input type="radio"/> Pass <input type="radio"/> Fail
	9, 6, 8, 2					<input type="radio"/> Pass <input type="radio"/> Fail

Subdomain continues on next page 

Reasoning and Academic Skills (RA)

Item	Item Description	Score	Procedure	Comments
	<i>Subtrial</i>	2 1 0	S O I	



RA 9	Names the colors red, green, and blue. <i>Red</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>Green</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>Blue</i> <input type="radio"/> Pass <input type="radio"/> Fail	② ① ①	⑤	
RA 10	Identifies sources of common actions. <i>What flies?</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>What barks?</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>What sleeps?</i> <input type="radio"/> Pass <input type="radio"/> Fail	② ① ①	⑤	
5 years				
RA 11	Gives three objects on request.	② ① ①	⑤	
RA 12	Finds comical, unexpected, or unusual events humorous.	② ① ①	⑤	①
RA 13	Identifies the larger of two numbers. <i>5 pennies</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>8</i> <input type="radio"/> Pass <input type="radio"/> Fail	② ① ①	⑤	
RA 14	Completes learning tasks having 2 or more steps without assistance.	② ① ①	⑤	①
RA 15	Answers simple logic questions. <i>Why do we have clothes?</i> <input type="radio"/> Pass <input type="radio"/> Fail <i>Why do people have cars?</i> <input type="radio"/> Pass <input type="radio"/> Fail	② ① ①	⑤	

Subdomain continues on next page →

Reasoning and Academic Skills (RA) (Continued)

Item	Item Description	Score			Procedure	Comments
	Subtrial	2	1	0	S O I	
<div>7½ years</div>						
RA 24	Writes letters that stand for sounds. <div><div>E</div><div>○ Pass ○ Fail</div><div>N</div><div>○ Pass ○ Fail</div><div>A</div><div>○ Pass ○ Fail</div></div>	②	①	①	⑤	
RA 25	Adds numbers from 0 through 10 fluently.	②	①	①	⑤	
RA 26	Subtracts numbers from 0 through 10 fluently.	②	①	①	⑤	
RA 27	Solves simple addition word problems. <div><div>9 flowers</div><div>○ Pass ○ Fail</div><div>17 birds</div><div>○ Pass ○ Fail</div></div>	②	①	①	⑤	
RA 28	Solves simple subtraction word problems. <div><div>6 marbles</div><div>○ Pass ○ Fail</div><div>7 apples</div><div>○ Pass ○ Fail</div></div>	②	①	①	⑤	
RA 29	Understands the inverse relationship of addition and subtraction.	②	①	①	⑤	
RA 30	Makes reasonable estimates.	②	①	①	⑤	
RA 31	Subtracts two-digit numbers fluently.	②	①	①	⑤	
RA 32	Understands commonly used fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$). <div><div>$\frac{1}{2}$</div><div>○ Pass ○ Fail</div><div>$\frac{1}{3}$</div><div>○ Pass ○ Fail</div><div>$\frac{1}{4}$</div><div>○ Pass ○ Fail</div></div>	②	①	①	⑤	
RA 33	Solves simple multiplication word problems.	②	①	①	⑤	
RA 34	Solves written division problems.	②	①	①	⑤	
RA 35	Solves written multiplication problems.	②	①	①	⑤	

+ = Reasoning and Academic Skills (RA)
 Sum Sum Raw Score Total
 2's 1's

Examiner's Comments and Notes:

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35 36 37-LSC/O-21 20 19 18