Battelle® Developmental Inventory 3rd Edition™

Name _____ (Last / First / MI)

Sex ❑M ❑F ID# _____

Examiner _____

School/Program _____

Teacher _____ Classroom/Grade _____

Assessment Period: ❑Beginning of year ❑Mid-year ❑End of year

Developmental Record Form

Summary Profile

Domains and Subdomains	Subdomain Raw Score (from pages 3–38)	Subdomain Scaled Score (see Appendix A)	Subdomain Percentile Rank (see Appendix A)	Age Equivalent (see Appendix B)	Sums of Subdomain Scaled Scores
Adaptive (ADP)					
Self-Care (SC)					
Personal Responsibility (PR)		+			
					=
Social-Emotional (S-E)					
Adult Interaction (AI)					
Peer Interaction (PI)		+			
Self-Concept and Social Role (SR)		+			
					=
Communication (COM)					
Receptive Communication (RC)					
Expressive Communication (EC)		+			
					=
Motor (MOT)					
Gross Motor (GM)					
Fine Motor (FM)		+			
Perceptual Motor (PM)		+			
					=
Cognitive (COG)					
Attention and Memory (AM)					
Reasoning and Academic Skills (RA)		+			
Perception and Concepts (PC)		+			
					=
BDI-3 Total					=

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

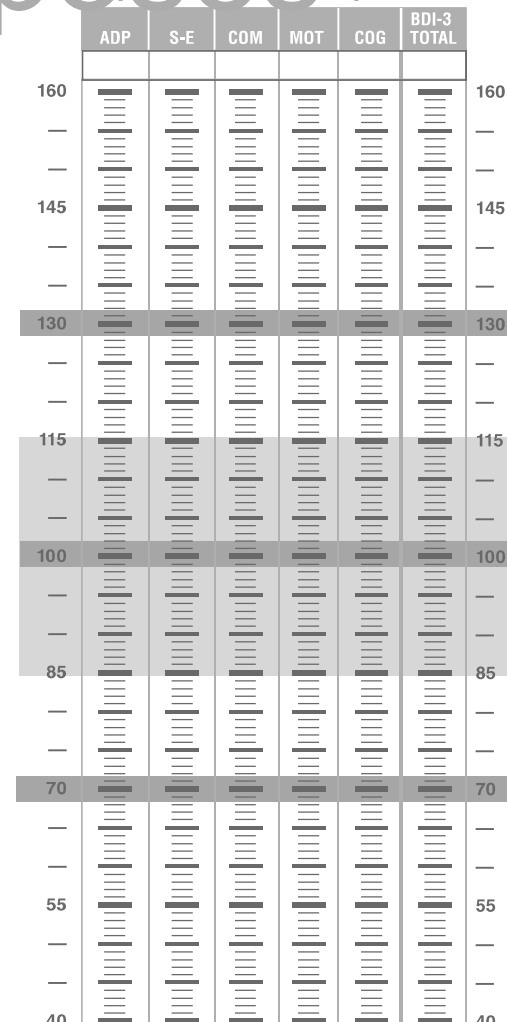
***Number of years (*) x 12 + number of months (**). Ignore all days.

Conversion Table for Sum of Scaled Scores (Appendix C)

	Sum of Scaled Scores	Developmental Quotient	Percentile Rank	95% Confidence Interval
Adaptive				
Social-Emotional				
Communication				
Motor				
Cognitive				
BDI-3 Total				___% Confidence Interval

For Training Purposes

Developmental Quotient Composite Profile



Subdomain Profile–Scaled Scores

SC	PR	AI	PI	SR	RC	EC	GM	FM	PM	AM	RA	PC
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
Adaptive		Social-Emotional			Communication		Motor			Cognitive		

19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Adaptive (ADP)

Basal: A score of **2** on the *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 the *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								
SC 1	The child sucks with smooth, coordinated movements.	✓	1	0		O	I	
SC 2	The child closes his or her lips when swallowing.	✓	1	0		O	I	
SC 3	The child opens his or her mouth and holds it open as the spoon approaches.	✓	1	0		O	I	
12–23 months								
SC 4	The child mouths soft food using up-and-down jaw movements and pushing the food against the top of the mouth with his or her tongue.	✓	1	0		O	I	
SC 5	The child eats semisolid food when it is placed in his or her mouth.	✓	1	0		O	I	
SC 6	The child bites through soft food.	✓	1	0		O	I	
SC 7	The child feeds himself or herself bite-sized pieces of food.	✓	1	0		O	I	
SC 8	The child participates in dressing by holding out his or her arms or legs.	✓	1	0		O	I	
SC 9	The child dips a spoon in food and brings the spoon to his or her mouth.	✓	1	0		O	I	
SC 10	The child communicates the need or desire for food.	✓	1	0		O	I	
2 years								
SC 11	The child washes his or her hands.	✓	1	0		O	I	
SC 12	The child distinguishes between food items and nonfood items.	✓	1	0		O	I	
SC 13	The child removes his or her shoes by untying or unfastening them without assistance.	✓	1	0	S		I	
SC 14	The child participates in brushing his or her teeth with assistance.	✓	1	0		O	I	
SC 15	The child drinks from a cup independently and with little spilling.	✓	1	0		O	I	
3 years								
SC 16	The child shows signs of pretoileting readiness.	✓	1	0			I	
SC 17	The child removes clothing without fasteners independently.	✓	1	0		O	I	
SC 18	The child washes and dries his or her hands independently.	✓	1	0		O	I	
SC 19	The child expresses a need to use the toilet.	✓	1	0		O	I	
SC 20	The child puts on lower-body clothing.	✓	1	0		O	I	
SC 21	The child has bowel movements in the toilet regularly.	✓	1	0			I	
SC 22	The child puts on shoes independently.	✓	1	0	S	O	I	

For Training Purposes

Subdomain continues on next page

Self-Care (SC) *(Continued)*

Item	Item Description / *Subtrial*	Score 2	Score 1	Score 0	Procedure S	Procedure O	Procedure I	Comments
4 years								
SC 23	The child chooses the appropriate utensil for the food he or she is eating. *knife* ○ Correct ○ Incorrect *fork* ○ Correct ○ Incorrect *spoon* ○ Correct ○ Incorrect *knife* ○ Correct ○ Incorrect	○	○	○	○			
SC 24	The child sleeps through the night without wetting the bed.	○	○	○			○	
SC 25	The child dresses and undresses independently.	○	○	○			○	
SC 26	The child takes care of his or her own toileting needs.	○	○	○		○	○	
5 years								
SC 27	The child puts on clothing right-side out and front-side forward and puts shoes on the correct feet without assistance.	○	○	○		○	○	
SC 28	The child places toothpaste on a toothbrush and brushes his or her teeth.	○	○	○		○	○	
6–7 years								
SC 29	The child engages and zips a zipper independently.	○	○	○		○	○	
SC 30	The child combs or brushes his or her own hair.	○	○	○		○	○	
SC 31	The child uses a dull knife to cut and spread food.	○	○	○		○	○	
SC 32	The child cuts soft foods with the side of a fork.	○	○	○		○	○	
SC 33	The child takes a bath or shower independently.	○	○	○			○	
SC 34	The child prepares a simple food or snack.	○	○	○		○	○	
SC 35	The child uses a knife and fork to cut food into smaller pieces.	○	○	○		○	○	
SC 36	The child prepares a simple meal.	○	○	○		○	○	
SC 37	The child cleans and cuts his or her fingernails and toenails.	○	○	○			○	

For Training Purposes

☐ + ☐ = ☐ Self-Care (SC) Raw Score Total

Sum 2s Sum 1s

Adaptive (ADP)

Basal: A score of **2** on the *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 the *three consecutive* highest-numbered items administered or the last item in the subdomain if a ceiling cannot be established.

Personal Responsibility (PR)

Item	Item Description / *Subtrial*	Score 2	Score 1	Score 0	Procedure S	Procedure O	Procedure I	Comments
2–3 years								
PR 1	The child explores his or her environment safely and independently.	○	○	○		○	○	
PR 2	The child understands that hot is dangerous.	○	○	○	○		○	
4 years								
PR 3	The child indicates or describes an illness, ailment, or injury to an adult.	○	○	○			○	
PR 4	The child shows care when handling something delicate or fragile.	○	○	○		○	○	
PR 5	The child uses appropriate behavior in public settings.	○	○	○		○	○	
5 years								
PR 6	The child demonstrates caution and avoids common dangers.	○	○	○		○	○	
PR 7	The child responds to instructions given in a small group and begins the task without being reminded.	○	○	○		○	○	
PR 8	The child accesses a computer, tablet, or other electronic device independently.	○	○	○		○	○	
PR 9	The child initiates and organizes his or her own activities.	○	○	○		○	○	
PR 10	The child follows established rules when playing simple games.	○	○	○		○	○	
6 years								
PR 11	The child continues to work on a learning task with minimal guidance.	○	○	○		○	○	
PR 12	The child speaks up for himself or herself.	○	○	○		○	○	
PR 13	The child asks permission to use others' possessions.	○	○	○		○	○	
PR 14	The child answers "what-to-do-if" questions involving personal responsibility. *What would you do if you saw smoke and fire coming from a house?* ○ Correct ○ Incorrect *What would you do if you were playing at the park and someone you did not know asked if you wanted to go for a ride in his or her car?* ○ Correct ○ Incorrect	○	○	○	○			
7 years								
PR 15	The child performs common household tasks using appropriate items or tools.	○	○	○		○	○	
PR 16	The child takes care of personal belongings independently.	○	○	○		○	○	
PR 17	The child goes to bed without assistance.	○	○	○			○	
PR 18	The child crosses the street safely.	○	○	○		○	○	

For Training Purposes

Subdomain continues on next page

Personal Responsibility (PR) *(Continued)*

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
PR 19	The child uses emergency phone numbers.	②	①	⓪	Ⓢ			
PR 20	The child handles money responsibly.	②	①	⓪			Ⓘ	
PR 21	The child understands how to make a purchase in a store.	②	①	⓪	Ⓢ			
PR 22	The child knows his or her own home phone number or the phone number of a parent or caregiver.	②		⓪	Ⓢ			
PR 23	The child knows his or her address.	②	①	⓪	Ⓢ			
PR 24	The child is able to identify the correct amount of money needed to make a small purchase. *What is the price of the item?* Ⓒ Correct Ⓘ Incorrect *How much money is here?* Ⓒ Correct Ⓘ Incorrect *If I used this money to purchase this item, how much change would I get back?* Ⓒ Correct Ⓘ Incorrect	②	①	⓪	Ⓢ			

For Training Purposes

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

Social-Emotional (S-E)

Basal: A score of **2** on the *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 the *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	The child looks at an adult's face.	✓	1	0	S		I	
AI 2	The child relaxes when being held.	✓	1	0	S	O	I	
AI 3	The child responds to a familiar adult voice.	✓	1	0	S	O		
AI 4	The child shows awareness of other people.	✓	1	0	S	O	I	
AI 5	The child tracks an adult with his or her eyes as the adult moves from side to side.	✓	1	0	S			
AI 6	The child shows a desire for social attention.	✓	1	0		O	I	
AI 7	The child explores adult facial features.	✓	1	0	S		I	
12–17 months								
AI 8	The child reacts to positive adult attention and the withdrawal of attention.	✓	1	0	S	O	I	
AI 9	The child expresses enjoyment of or preference for certain things, activities, or situations.	✓	1	0	S	O	I	
18–23 months								
AI 10	The child discriminates between familiar and unfamiliar people.	✓	1	0	S	O	I	
AI 11	The child plays peekaboo.	✓	1	0	S			
2 years								
AI 12	The child shows appropriate affection toward people, pets, or possessions.	✓	1	0		O	I	
AI 13	The child shows appropriate signs of separation anxiety when removed from his or her parent or caregiver.	✓	1	0	S	O	I	
3 years								
AI 14	The child responds positively to adult recognition and encouragement.	✓	1	0		O	I	
AI 15	The child mimics a familiar adult's facial expressions.	✓	1	0	S	O	I	
AI 16	The child responds positively when familiar adults or adults in authority initiate social contact.	✓	1	0		O	I	
4 years								
AI 17	The child recognizes an adult's happy or sad emotions.	✓	1	0		O	I	
AI 18	The child initiates social contact or interactions with familiar adults.	✓	1	0		O	I	
5–7 years								
AI 19	The child joins in or imitates an adult's performance of simple tasks.	✓	1	0		O	I	
AI 20	The child seeks help from adults other than his or her parents or caregiver.	✓	1	0		O	I	

For Training Purposes

Subdomain continues on next page

Adult Interaction (AI) *(Continued)*

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
AI 21	The child follows adult directions with little or no resistance.	2	1	0		O	I	
AI 22	The child follows the rules given by an adult for playing simple group games with peers.	2	1	0		O	I	
AI 23	The child solicits feedback from adults.	2	1	0		O	I	
AI 24	The child waits patiently for a teacher's or other adult's attention.	2	1	0		O	I	
AI 25	The child accepts constructive criticism from an adult.	2	1	0		O	I	
AI 26	The child recognizes an adult's expressed complex emotions.	2	1	0			I	
AI 27	The child recognizes traits of positive role models.	2	1	0	S			

☐ + ☐ = ☐ Adult Interaction (AI) Raw Score Total

Sum 2s Sum 1s

For Training Purposes

Social-Emotional (S-E)

Basal: A score of **2** on the *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 the *three consecutive* highest-numbered items administered or the last item in the subdomain if a ceiling cannot be established.

Peer Interaction (PI)

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
2 years								
PI 1	The child shows awareness of the presence of other children.	✓	1	0		O	I	
PI 2	The child plays independently in the company of peers.	✓	1	0		O	I	
3 years								
PI 3	The child enjoys playing with other children.	✓	1	0		O	I	
PI 4	The child imitates other children's play activities.	✓	1	0		O	I	
PI 5	The child mimics or responds to peers' emotions.	✓	1	0		O	I	
PI 6	The child responds differently to familiar and unfamiliar children.	✓	1	0			I	
PI 7	The child initiates social contact with peers during play.	✓	1	0		O	I	
4 years								
PI 8	The child shows sympathy or concern for peers.	✓	1	0		O	I	
PI 9	The child plays next to peers using the same materials but does not influence or disturb the other children's play.	✓	1	0		O	I	
5 years								
PI 10	The child plays cooperatively with peers.	✓	1	0		O	I	
PI 11	The child shows interest in being included in peer groups.	✓	1	0		O	I	
PI 12	The child shares property with peers.	✓	1	0		O	I	
6 years								
PI 13	The child engages in highly coordinated pretend play.	✓	1	0		O	I	
PI 14	The child willingly takes turns and shares.	✓	1	0		O	I	
7 years								
PI 15	The child actively participates in peer relationships.	✓	1	0		O	I	
PI 16	The child plays cooperatively in rule-regulated games with peers.	✓	1	0		O	I	
PI 17	The child appropriately uses peers as resources.	✓	1	0		O	I	
PI 18	The child offers to help peers.	✓	1	0		O	I	
PI 19	The child resolves conflict with peers in a peaceful manner.	✓	1	0		O	I	
PI 20	The child identifies the traits of a valued friend.	✓	1	0	S			
PI 21	The child understands when peers make requests or demands that are not reasonable.	✓	1	0		O	I	
PI 22	The child self-discloses to a peer.	✓	1	0	S		I	

For Training Purposes

Subdomain continues on next page

Peer Interaction (PI) *(Continued)*

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
PI 23	The child understands the positive and negative impact of peer pressure.	2	1	0	S			
PI 24	The child seeks out friends for guidance and advice on personal matters.	2	1	0		O	I	

☐ + ☐ = ☐ Peer Interaction (PI) Raw Score Total

Sum 2s Sum 1s

For Training Purposes

Social-Emotional (S-E)

Basal: A score of **2** on the *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 the *three consecutive* highest-numbered items administered or the last item in the subdomain if a ceiling cannot be established.

Self-Concept and Social Role (SR)

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
0–11 months								
SR 1	The child smiles or vocalizes in response to adult attention.	✓	1	0	S	O	I	
SR 2	The child expresses emotions.	✓	1	0			I	
SR 3	The child shows awareness of his or her hands.	✓	1	0		O	I	
12–23 months								
SR 4	The child shows awareness of his or her feet.	✓	1	0		O	I	
SR 5	The child responds to his or her name.	✓	1	0	S	O		
SR 6	The child self-soothes.	✓	1	0		O	I	
2 years								
SR 7	The child appropriately communicates positive emotions.	✓	1	0		O	I	
SR 8	The child appropriately communicates negative emotions.	✓	1	0		O	I	
SR 9	The child exhibits apprehension or fear in new situations.	✓	1	0		O	I	
SR 10	The child expresses ownership or possession.	✓	1	0	S	O	I	
SR 11	The child identifies himself or herself in a mirror.	✓	1	0	S		I	
SR 12	The child transitions from one activity or setting to another.	✓	1	0		O	I	
3 years								
SR 13	The child shows pride in his or her work or accomplishments.	✓	1	0		O	I	
SR 14	The child uses symbolic representation in make-believe play.	✓	1	0		O	I	
SR 15	The child recovers from distress in a reasonable amount of time when comforted.	✓	1	0			I	
SR 16	The child willingly tries new things.	✓	1	0		O	I	
4 years								
SR 17	The child initiates social interactions with others.	✓	1	0		O	I	
SR 18	The child engages in adult role-playing and imitation.	✓	1	0		O	I	
SR 19	The child demonstrates knowledge of his or her age.	✓	1	0	S			
5 years								
SR 20	The child states his or her first *and* last names.	✓	1	0	S			
SR 21	The child follows classroom rules and agreements.	✓	1	0		O	I	
SR 22	The child recognizes another's need for help and offers assistance.	✓	1	0		O	I	

For Training Purposes

Subdomain continues on next page

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

Item	Item Description / *Subtrial*	Score 2	Score 1	Score 0	Procedure S	Procedure O	Procedure I	Comments
6–7 years								
SR 23	The child asserts himself or herself in socially and culturally acceptable ways.	②	①	⓪		Ⓞ	Ⓘ	
SR 24	The child respects the property and rights of others.	②	①	⓪		Ⓞ	Ⓘ	
SR 25	The child demonstrates the ability to "show and tell" without major discomfort.	②	①	⓪		Ⓞ	Ⓘ	
SR 26	The child describes his or her feelings.	②	①	⓪	Ⓢ		Ⓘ	
SR 27	The child shows moral responsibility. *broke something* Ⓒ Correct Ⓘ Incorrect *taking something* Ⓒ Correct Ⓘ Incorrect *calling names* Ⓒ Correct Ⓘ Incorrect	②	①	⓪	Ⓢ			
SR 28	The child waits patiently for a desired item or event.	②	①	⓪		Ⓞ	Ⓘ	
SR 29	The child makes social comparisons.	②	①	⓪	Ⓢ			
SR 30	The child stays on task and works through difficulties and frustrations.	②	①	⓪		Ⓞ	Ⓘ	
SR 31	The child independently seeks alternatives to problems.	②	①	⓪		Ⓞ	Ⓘ	
SR 32	The child demonstrates the ability to set and reach goals.	②	①	⓪			Ⓘ	
SR 33	The child describes his or her personality.	②	①	⓪	Ⓢ			

For Training Purposes

☐ + ☐ = ☐ Self-Concept and Social Role (SR) Raw Score Total

Sum 2s Sum 1s

Communication (COM)

Basal: A score of **2** on the *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 the *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 *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
0–11 months								
RC 1	The child startles to loud sounds.	✓	↑	↓	S	O		
RC 2	The child quiets or smiles when spoken to by a familiar voice.	✓	↑	↓		O	I	
RC 3	The child turns his or her head toward a source of sound outside his or her field of vision.	✓	↑	↓	S			
RC 4	The child pays attention to music.	✓	↑	↓		O	I	
12–23 months								
RC 5	The child responds to his or her name.	✓	↑	↓	S	O	I	
RC 6	The child responds to different tones of a person's voice.	✓	↑	↓		O	I	
RC 7	The child responds to being told no.	✓	↑	↓		O	I	
RC 8	The child identifies family members or pets when named.	✓	↑	↓	S		I	
RC 9	The child responds to simultaneous verbal and gestural commands.	✓	↑	↓	S			
2 years								
RC 10	The child associates spoken words with familiar objects.	✓	↑	↓	S	O		
RC 11	The child points to body parts when named.	✓	↑	↓	S		I	
3 years								
RC 12	The child looks at or points to an object across the room when it is named.	✓	↑	↓	S			
RC 13	The child understands the simple possessive forms *your* and *my*. *your* O Correct I Incorrect *my* O Correct I Incorrect	✓	↑	↓	S			
RC 14	The child understands simple action verbs.	✓	↑	↓	S	O	I	
RC 15	The child responds to the prepositions *on* and *out*.	✓	↑	↓	S	O		
RC 16	The child responds to *where* and *when* questions. *bed* O Correct I Incorrect *sun high in the sky* O Correct I Incorrect	✓	↑	↓	S	O		
RC 17	The child recognizes actions in pictures.	✓	↑	↓	S			

For Training Purposes

Subdomain continues on next page

Receptive Communication (RC) *(Continued)*

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
RC 18	The child understands simple negatives. *no shoes* ◯ Correct ◯ Incorrect *not dirty* ◯ Correct ◯ Incorrect *no frosting* ◯ Correct ◯ Incorrect	◯	◯	◯	◯	◯		
4 years								
RC 19	The child identifies pictures of objects by their use.	◯	◯	◯	◯			
RC 20	The child understands *what* and *who* questions. *what* ◯ Correct ◯ Incorrect *who* ◯ Correct ◯ Incorrect	◯	◯	◯	◯			
RC 21	The child responds to the prepositions *over* and *behind*. *over* ◯ Correct ◯ Incorrect *behind* ◯ Correct ◯ Incorrect	◯	◯	◯	◯	◯		
RC 22	The child responds to the adverbs *softly* and *loudly*. *hands softly* ◯ Correct ◯ Incorrect *hands loudly* ◯ Correct ◯ Incorrect *feet loudly* ◯ Correct ◯ Incorrect *feet softly* ◯ Correct ◯ Incorrect	◯	◯	◯	◯			

For Training Purposes

Subdomain continues on next page

Receptive Communication (RC) *(Continued)*

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
5–6 years								
RC 23	The child follows two-step verbal commands. *Command 1* ○ Correct ○ Incorrect *Command 2* ○ Correct ○ Incorrect *Command 3* ○ Correct ○ Incorrect	○	○	○	○			
RC 24	The child associates spoken words with pictures. *bird* ○ Correct ○ Incorrect *hen* ○ Correct ○ Incorrect *telephone* ○ Correct ○ Incorrect	○	○	○	○			
RC 25	The child understands regular plural forms. *cats* ○ Correct ○ Incorrect *boats* ○ Correct ○ Incorrect	○	○	○	○			
RC 26	The child follows three-step verbal commands. *Command 1* ○ Correct ○ Incorrect *Command 2* ○ Correct ○ Incorrect	○	○	○	○			
7 years								
RC 27	The child reads nonverbal cues from others.	○	○	○		○	○	
RC 28	The child understands irregular plural forms. *children* ○ Correct ○ Incorrect *mice* ○ Correct ○ Incorrect	○	○	○	○			
RC 29	The child distinguishes between active and passive voice. *was chased* ○ Correct ○ Incorrect *chased* ○ Correct ○ Incorrect	○	○	○	○			

For Training Purposes

Subdomain continues on next page

Receptive Communication (RC) *(Continued)*

Item	Item Description *Subtrial*	Score 2	1	0	Procedure S	O	I	Comments
RC 30	The child understands the future tense of the verb *to be*. *will be wet* Ⓒ Correct Ⓘ Incorrect *will paint* Ⓒ Correct Ⓘ Incorrect	②	①	⓪	Ⓢ			
RC 31	The child responds to the adverbs *nearest* and *farthest*. *nearest* Ⓒ Correct Ⓘ Incorrect *farthest* Ⓒ Correct Ⓘ Incorrect	②	①	⓪	Ⓢ			
RC 32	The child understands the past tense of the verb *to be*. *was wet* Ⓒ Correct Ⓘ Incorrect *was dirty* Ⓒ Correct Ⓘ Incorrect	②	①	⓪	Ⓢ			
RC 33	The child associates pictures with words—Level 1. *life cycle* Ⓒ Correct Ⓘ Incorrect *temperature* Ⓒ Correct Ⓘ Incorrect *precipitation* Ⓒ Correct Ⓘ Incorrect	②	①	⓪	Ⓢ			
RC 34	The child associates pictures with words—Level 2. *solid* Ⓒ Correct Ⓘ Incorrect *force* Ⓒ Correct Ⓘ Incorrect *erosion* Ⓒ Correct Ⓘ Incorrect	②	①	⓪	Ⓢ			

For Training Purposes

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

Communication (COM)

Basal: A score of **2** on the *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 the *three consecutive* highest-numbered items administered or the last item in the subdomain if a ceiling cannot be established.

Expressive Communication (EC)

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
0–11 months								
EC 1	The child produces differentiated cries.	2	1	0		O	I	
EC 2	The child makes noncrying vocalizations.	2	1	0		O	I	
EC 3	The child produces one or more vowel sounds.	2	1	0		O	I	
EC 4	The child vocalizes to express his or her feelings.	2	1	0		O	I	
12–17 months								
EC 5	The child babbles.	2	1	0		O	I	
EC 6	The child produces one or more single-syllable consonant-vowel sound combinations.	2	1	0		O	I	
EC 7	The child babbles with inflection.	2	1	0		O	I	
18–23 months								
EC 8	The child uses gestures to indicate his or her wants or needs.	2	1	0		O	I	
EC 9	The child waves bye-bye.	2	1	0		O	I	
EC 10	The child imitates speech sounds.	2	1	0	S	O	I	
EC 11	The child uses meaningful one-word utterances to express wants or needs.	2	1	0		O	I	
EC 12	The child uses 10 or more words in a functional way.	2	1	0		O	I	
2 years								
EC 13	The child uses lip sounds (/p/, /m/, /b/).	2	1	0	S	O		
EC 14	The child uses two-word utterances to express meaningful relationships.	2	1	0		O	I	
EC 15	The child answers *what* questions.	2	1	0	S		I	
EC 16	The child uses speech sounds (/k/, /d/, /g/).	2	1	0	S	O		
EC 17	The child has a functional vocabulary of at least 100 words.	2	1	0		O	I	
EC 18	The child communicates using simple sentences.	2	1	0		O	I	
3 years, 0 months–3 years, 5 months								
EC 19	The child uses three-word phrases meaningfully.	2	1	0		O	I	
EC 20	The child asks questions that begin with *what*.	2	1	0		O	I	

For Training Purposes

Subdomain continues on next page

Expressive Communication (EC) *(Continued)*

Item	Item Description *Subtrial*	Score 2	1	0	Procedure S	O	I	Comments
EC 21	The child repeats familiar words with clear articulation. *cut* ◯ Correct ◯ Incorrect *make* ◯ Correct ◯ Incorrect *wipe* ◯ Correct ◯ Incorrect *home* ◯ Correct ◯ Incorrect *buy* ◯ Correct ◯ Incorrect *tear* ◯ Correct ◯ Incorrect *pot* ◯ Correct ◯ Incorrect *man* ◯ Correct ◯ Incorrect *foot* ◯ Correct ◯ Incorrect	◯	◯	◯	◯			
3 years, 6 months–3 years, 11 months								
EC 22	The child actively participates in conversations with adults and other children.	◯	◯	◯		◯	◯	
EC 23	The child uses the pronouns *I*, *you*, and *me*.	◯	◯	◯		◯	◯	
EC 24	The child has established digraph speech sounds (/ch/ and /sh/).	◯	◯	◯	◯	◯		
EC 25	The child produces the /s/ and /z/ sounds in words.	◯	◯	◯	◯	◯		

For Training Purposes

Subdomain continues on next page

Expressive Communication (EC) *(Continued)*

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
4 years, 0 months–4 years, 5 months								
EC 26	The child responds yes or no appropriately. *dogs* ○ Correct ○ Incorrect *building* ○ Correct ○ Incorrect *chair* ○ Correct ○ Incorrect *elephant* ○ Correct ○ Incorrect	○	○	○	○	○		
EC 27	The child uses five- or six-word sentences.	○	○	○	○	○		
4 years, 6 months–4 years, 11 months								
EC 28	The child asks questions that begin with *why* and *how*.	○	○	○		○	○	
EC 29	The child has established blending speech sounds (/br/, /kw/, /sl/).	○	○	○	○	○		
EC 30	The child identifies the use of everyday objects. *jacket* ○ Correct ○ Incorrect *cup* ○ Correct ○ Incorrect *crayon* ○ Correct ○ Incorrect *phone* ○ Correct ○ Incorrect	○	○	○	○			
5–7 years								
EC 31	The child engages in meaningful dialogue.	○	○	○	○	○		
EC 32	The child follows conventional rules of conversation.	○	○	○	○		○	
EC 33	The child communicates his or her experiences clearly enough for others to understand.	○	○	○	○	○		
EC 34	The child communicates his or her feelings. *outside* ○ Correct ○ Incorrect *present* ○ Correct ○ Incorrect *sick* ○ Correct ○ Incorrect	○	○	○	○			
EC 35	The child uses regular past tense verbs ending in *-ed*. *painted* ○ Correct ○ Incorrect *washed* ○ Correct ○ Incorrect	○	○	○	○			
EC 36	The child describes what is happening in a picture.	○	○	○	○			

For Training Purposes

Subdomain continues on next page

Expressive Communication (EC) *(Continued)*

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
EC 37	The child identifies a word from its definition. *lightning* Ⓒ Correct Ⓘ Incorrect *library* Ⓒ Correct Ⓘ Incorrect	Ⓢ						
EC 38	The child talks about things that might be. *talking animals* Ⓒ Correct Ⓘ Incorrect *no computers, books, or paper* Ⓒ Correct Ⓘ Incorrect	Ⓢ						
EC 39	The child uses irregular plural forms. *deer* Ⓒ Correct Ⓘ Incorrect *mice* Ⓒ Correct Ⓘ Incorrect	Ⓢ						
EC 40	The child provides synonyms and antonyms without visual cues. *nervous* Ⓒ Correct Ⓘ Incorrect *strang* Ⓒ Correct Ⓘ Incorrect *clean* Ⓒ Correct Ⓘ Incorrect *finish* Ⓒ Correct Ⓘ Incorrect	Ⓢ						
EC 41	The child gives accurate directions.	Ⓢ						

For Training Purposes

☐ + ☐ = ☐ Expressive Communication (EC) Raw Score Total

Sum 2s Sum 1s

Motor (MOT)

Basal: A score of **2** on the *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 the *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	The child lifts his or her head 45 degrees and holds it for 5 seconds while lying in a prone position (on stomach).	2	1	0	S	O		
GM 2	The child holds his or her head erect for 1 minute when placed in a seated position.	2	1	0	S	O		
GM 3	The child turns his or her head freely from side to side while supported in a sitting position.	2	1	0	S	O		
GM 4	The child lifts and turns his or her head from side to side while lying in a prone position (on stomach).	2	1	0	S	O		
GM 5	The child brings his or her hands together at the midline.	2	1	0	S	O	I	
6–11 months								
GM 6	The child holds his or her head in a straight line with the body when pulled from a supine position (on back) to a seated position.	2	1	0	S			
GM 7	The child uses his or her hand to place an object in the mouth.	2	1	0	S	O	I	
GM 8	The child brings his or her feet to the hands or mouth while in a supine position (on back).	2	1	0	S	O	I	
GM 9	The child turns from a prone position (on stomach) to a supine position (on back) unassisted.	2	1	0	S	O	I	
GM 10	The child sits without assistance for at least 1 minute.	2	1	0	S	O	I	
GM 11	The child intentionally raises his or her upper body, shifts his or her weight to one side, and reaches for a nearby object while in a prone position (on stomach).	2	1	0	S	O	I	
GM 12	The child makes stepping movements when held in an upright position.	2	1	0	S			
GM 13	The child moves 3 or more feet by crawling on his or her hands and knees.	2	1	0	S	O	I	
GM 14	The child pulls himself or herself up to a standing position while holding on to a stationary object without adult assistance.	2	1	0	S	O	I	
GM 15	The child moves from a standing position to a sitting position while holding on to a stationary object.	2	1	0	S	O	I	
GM 16	The child walks three or more steps with assistance.	2	1	0	S	O	I	
12–17 months								
GM 17	The child creeps or crawls up four steps without assistance.	2	1	0	S		I	
GM 18	The child stands in an upright position without support for 30 or more seconds.	2	1	0	S	O		
GM 19	The child moves from a sitting position to a standing position without support or assistance.	2	1	0	S	O	I	

For Training Purposes

Subdomain continues on next page

Gross Motor (GM) *(Continued)*

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
18–23 months								
GM 20	The child moves from a supine position (on back) to a standing position using smooth, coordinated movements without support or assistance.	2	1	0	S	O	I	
GM 21	The child walks without support for 10 feet while maintaining balance.	2	1	0	S	O	I	
GM 22	The child maintains or corrects his or her balance when challenged to move the body out of midline.	2	1	0	S	O	I	
2 years								
GM 23	The child walks up four stairs with support.	2	1	0	S		I	
GM 24	The child walks down four stairs with support.	2	1	0	S		I	
3 years								
GM 25	The child runs 10 feet while maintaining balance.	2	1	0	S	O	I	
GM 26	The child kicks a ball forward while maintaining balance.	2	1	0	S	O	I	
GM 27	The child throws a ball 5 feet forward with direction.	2	1	0	S	O	I	
GM 28	The child walks backward 10 or more steps.	2	1	0	S	O		
GM 29	The child walks up stairs, alternating feet, without assistance from a person.	2	1	0	S	O	I	
GM 30	The child jumps forward with both feet together.	2	1	0	S			
GM 31	The child walks forward two or more steps in a straight line, alternating feet.	2	1	0	S			
4 years								
GM 32	The child imitates the bilateral movements of an adult.	2	1	0	S			
GM 33	The child walks down stairs, alternating feet, without assistance from a person.	2	1	0	S	O	I	
5 years								
GM 34	The child jumps forward three or more times with his or her feet together.	2	1	0	S			
GM 35	The child catches a large ball from 5 feet away, using both hands.	2	1	0	S			
6–7 years								
GM 36	The child hops forward on one foot without support.	2	1	0	S			
GM 37	The child stands on each foot alternately with his or her eyes closed.	2	1	0	S			
GM 38	The child catches a tennis ball, tossed from 5 feet away, with two hands.	2	1	0	S			
GM 39	The child skips, alternating feet, for at least 20 feet.	2	1	0	S			
GM 40	The child walks forward 6 feet, heel-to-toe.	2	1	0	S			

For Training Purposes

Subdomain continues on next page

Gross Motor (GM) *(Continued)*

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
GM 41	The child catches a tennis ball, tossed from 10 feet away, with two hands.	2	1	0	S			
GM 42	The child throws a ball overhand with the dominant hand and hits a target from 5 feet away.	2	1	0	S			
GM 43	The child throws a ball overhand with the dominant hand and hits a target from 10 feet away.	2	1	0	S			
GM 44	The child catches a tennis ball, tossed from 5 feet away, with one hand.	2	1	0	S			
GM 45	The child catches a tennis ball, tossed from 10 feet away, with one hand.	2	1	0	S			

____ + ____ = ____ Gross Motor (GM) Raw Score Total

Sum 2s Sum 1s

For Training Purposes

Motor (MOT)

Basal: A score of **2** on the *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 the *three consecutive* highest-numbered items administered or the last item in the subdomain if a ceiling cannot be established.

Fine Motor (FM)

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
0–11 months								
FM 1	The child grasps a caregiver's finger.	2	1	0	S		I	
FM 2	The child holds his or her hands in an open, loose-fisted position when not grasping an object.	2	1	0		O		
FM 3	The child maintains his or her hands together at the midline.	2	1	0		O		
FM 4	The child holds an object with his or her fingers against the heel of the palm (ulnar-palmar prehension).	2	1	0	S			
FM 5	The child shakes a toy.	2	1	0	S			
FM 6	The child bangs an object on a table.	2	1	0	S			
12–17 months								
FM 7	The child retrieves a small object by raking it with his or her fingers and pulling it into the palm of the hand.	2	1	0	S	O		
FM 8	The child picks up a small object with several fingers opposed to the thumb (partial finger prehension).	2	1	0	S	O		
18–23 months								
FM 9	The child transfers an object from one hand to the other.	2	1	0	S			
FM 10	The child removes forms from a form board.	2	1	0	S			
2 years								
FM 11	The child picks up a small object with the ends of the thumb and index finger in an overhand approach (neat pincer grasp).	2	1	0	S	O		
FM 12	The child turns pages in a book.	2	1	0	S	O	I	
3 years								
FM 13	The child scribbles.	2	1	0	S		I	
FM 14	The child extends or points with his or her index finger independent of the thumb and other fingers.	2	1	0	S	O		
FM 15	The child scribbles linear and/or circular patterns.	2	1	0	S		I	
FM 16	The child uses his or her fingertips to grasp a pencil or crayon.	2	1	0	S	O		
4 years								
FM 17	The child cuts paper with scissors.	2	1	0	S			
FM 18	The child holds paper with one hand while drawing or writing with the other hand.	2	1	0	S	O		
FM 19	The child imitates finger movements.	2	1	0	S			
5 years								
FM 20	The child strings four large beads.	2	1	0	S			
FM 21	The child folds a sheet of paper.	2	1	0	S			

For Training Purposes

Subdomain continues on next page

Fine Motor (FM) *(Continued)*

Item	Item Description	Score 2	Score 1	Score 0	Procedure S	Procedure O	Procedure I	Comments
6–7 years								
FM 22	The child cuts with scissors following a line.	✓	1	0	S			
FM 23	The child rotates a pencil in one hand.	✓	1	0	S			
FM 24	The child traces designs with curved edges.	✓	1	0	S			
FM 25	The child traces designs with corners.	✓	1	0	S			
FM 26	The child touches the fingertips of each hand successively with the thumb of the same hand.	✓	1	0	S			
FM 27	The child cuts out a shape with scissors—Level 1.	✓	1	0	S			
FM 28	The child cuts out a shape with scissors—Level 2.	✓	1	0	S			
FM 29	The child ties a single overhand knot.	✓	1	0	S			
FM 30	The child ties a bow.	✓	1	0	S		I	

☐ + ☐ = ☐ Fine Motor (FM) Raw Score Total

Sum 2s Sum 1s

For Training Purposes

Motor (MOT)

Basal: A score of **2** on the *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 the *three consecutive* highest-numbered items administered or the last item in the subdomain if a ceiling cannot be established.

Perceptual Motor (PM)

Item	Item Description	Score			Procedure			Comments
		2	1	0	S	O	I	
2 years, 0 months–2 years, 5 months								
PM 1	The child intentionally drops a block into a cup.	2	1	0	S			
PM 2	The child uses one hand to reach for and touch an object placed in front of him or her.	2	1	0	S	O		
2 years, 6 months–3 years, 11 months								
PM 3	The child dumps an object from a bottle.	2	1	0	S			
PM 4	The child places two objects in a bottle.	2	1	0	S			
PM 5	The child places four rings on a post in any order.	2	1	0	S			
4 years								
PM 6	The child stacks four blocks vertically.	2	1	0	S	O		
PM 7	The child imitates a vertical line.	2	1	0	S			
PM 8	The child imitates a horizontal line.	2	1	0	S			
5 years								
PM 9	The child builds a three-block bridge.	2	1	0	S	O		
PM 10	The child copies a circle.	2	1	0	S			
PM 11	The child writes his or her first name.	2	1	0	S	O		
PM 12	The child copies a cross.	2	1	0	S			
PM 13	The child imitates a six-block design.	2	1	0	S			
6–7 years								
PM 14	The child copies the letters *O*, *S*, and *P*.	2	1	0	S			
PM 15	The child copies the letters *T*, *H*, and *F*.	2	1	0	S			
PM 16	The child copies numerals 1 through 5.	2	1	0	S			
PM 17	The child copies a square.	2	1	0	S			
PM 18	The child copies a triangle.	2	1	0	S			
PM 19	The child copies the letters *A*, *V*, and *X*.	2	1	0	S			
PM 20	The child copies a diamond.	2	1	0	S			
PM 21	The child copies words with uppercase and lowercase letters.	2	1	0	S			
PM 22	The child copies two tilted triangles.	2	1	0	S			
PM 23	The child copies a two-dimensional design.	2	1	0	S			
PM 24	The child copies a three-dimensional cylinder design.	2	1	0	S			

For Training Purposes

____ + ____ = ____ Perceptual Motor (PM) Raw Score Total

Sum 2s Sum 1s

Cognitive (COG)

Basal: A score of **2** on the *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 the *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 / *Subtrial*	Score 2	Score 1	Score 0	Procedure S	Procedure O	Procedure I	Comments
0–5 months								
AM 1	The child visually attends to a light source moving in a 180-degree arc.	✓	1	0	S			
AM 2	The child turns his or her eyes toward a light source moving from the side to the midline.	✓	1	0	S			
AM 3	The child visually attends to a familiar person who is 4 to 6 feet away for 5 or more seconds.	✓	1	0	S			
6–11 months								
AM 4	The child visually attends to a light source moving in a vertical direction.	✓	1	0	S			
AM 5	The child follows an auditory stimulus.	✓	1	0	S			
AM 6	The child follows a visual stimulus.	✓	1	0	S			
12–17 months								
AM 7	The child attends to an ongoing activity for 15 or more seconds.	✓	1	0	S	O	I	
AM 8	The child occupies himself or herself for 5 minutes.	✓	1	0	S	O	I	
18 months–2 years, 11 months								
AM 9	The child recognizes that a person still exists when out of view.	✓	1	0	S			
AM 10	The child uncovers a hidden toy.	✓	1	0	S			
AM 11	The child searches for a removed object.	✓	1	0	S			
3 years								
AM 12	The child remains engaged in an activity for at least 5 minutes.	✓	1	0		O	I	
AM 13	The child looks at, points to, touches, or names pictures in a book.	✓	1	0	S	O	I	
AM 14	The child occupies himself or herself for 10 or more minutes without demanding attention.	✓	1	0		O	I	
AM 15	The child finds an object hidden under one of two cups following a 3-second delay.	✓	1	0	S			
AM 16	The child selects the hand hiding a toy following a 10-second delay.	✓	1	0	S			
4–5 years								
AM 17	The child locates hidden items in a picture scene—Level 1. Time: _____ sec. Items found within 60 seconds: ○ *blue bird* ○ *garden hose* ○ *ladder*	✓	1	0	S			

For Training Purposes

Subdomain continues on next page

Attention and Memory (AM) *(Continued)*

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
AM 18	The child locates hidden items in a picture scene—Level 2. Time: _____ sec. Items found within 60 seconds: ○ *flipper* ○ *octopus* ○ *clownfish*	②	①	⓪	Ⓢ			
AM 19	The child locates hidden items in a picture scene—Level 3. Time: _____ sec. Items found within 60 seconds: ○ *purple and pink kite tail* ○ *green shoe* ○ *glove*	②	①	⓪	Ⓢ			
AM 20	The child recalls familiar objects. *Set 1* Ⓒ Correct Ⓘ Incorrect *Set 2* Ⓒ Correct Ⓘ Incorrect	②	①	⓪	Ⓢ			
AM 21	The child repeats three-digit sequences in order. *4, 2, 8* Ⓒ Correct Ⓘ Incorrect *3, 7, 6* Ⓒ Correct Ⓘ Incorrect	②	①	⓪	Ⓢ			
6–7 years								
AM 22	The child recites the alphabet.	②	①	⓪	Ⓢ			
AM 23	The child focuses his or her attention on one task while being aware of, but not distracted by, surrounding activities.	②	①	⓪		Ⓞ	Ⓘ	
AM 24	The child sorts by color, shape, and size on command. *color* Ⓒ Correct Ⓘ Incorrect *shape* Ⓒ Correct Ⓘ Incorrect *size* Ⓒ Correct Ⓘ Incorrect	②	①	⓪	Ⓢ			

For Training Purposes

Subdomain continues on next page

Attention and Memory (AM) *(Continued)*

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
AM 25	The child repeats four-digit sequences in order. *3, 1, 4, 8* ○ Correct ○ Incorrect *9, 6, 8, 2* ○ Correct ○ Incorrect	○	○	○	○			
AM 26	The child repeats two-digit sequences backward. *4, 1* ○ Correct ○ Incorrect *2, 5* ○ Correct ○ Incorrect	○	○	○	○			
AM 27	The child repeats sequences of four and five pictures from memory with a 15-second delay.	○	○	○	○			
AM 28	The child repeats sequences of six and seven pictures from memory with a 15-second delay.	○	○	○	○			
AM 29	The child repeats six-digit sequences. *8, 9, 1, 7, 4, 3* ○ Correct ○ Incorrect *7, 2, 6, 4, 8, 5* ○ Correct ○ Incorrect	○	○	○	○			
AM 30	The child repeats four-digit sequences backward. *3, 7, 1, 8* ○ Correct ○ Incorrect *2, 5, 1, 3* ○ Correct ○ Incorrect	○	○	○	○			

For Training Purposes

□ + □ = □ Attention and Memory (AM) Raw Score Total

Sum 2s Sum 1s

Cognitive (COG)

Basal: A score of **2** on the *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 the *three consecutive* highest-numbered items administered or the last item in the subdomain if a ceiling cannot be established.

Reasoning and Academic Skills (RA)

Item	Item Description *Subtrial*	Score 2	1	0	Procedure S	O	I	Comments
2 years								
RA 1	The child reaches around a barrier to obtain a toy.	(2)	(1)	(0)	(S)			
RA 2	The child experiments with variations of causal behavior.	(2)	(1)	(0)		(O)	(I)	
RA 3	The child pulls a cloth to obtain an object.	(2)	(1)	(0)	(S)			
3 years								
RA 4	The child shows interest and enjoyment in age-appropriate books or printed materials.	(2)	(1)	(0)		(O)	(I)	
RA 5	The child matches colors. *red* (O) Correct (I) Incorrect *yellow* (O) Correct (I) Incorrect *green* (O) Correct (I) Incorrect *blue* (O) Correct (I) Incorrect	(2)	(1)	(0)	(S)			
RA 6	The child demonstrates how to hold a book in preparation for reading.	(2)		(0)	(S)			
4 years								
RA 7	The child names the colors red, yellow, and blue. *red* (O) Correct (I) Incorrect *yellow* (O) Correct (I) Incorrect *blue* (O) Correct (I) Incorrect	(2)	(1)	(0)	(S)			
RA 8	The child identifies sources of common actions. *flies* (O) Correct (I) Incorrect *barks* (O) Correct (I) Incorrect *sleeps* (O) Correct (I) Incorrect	(2)	(1)	(0)	(S)			
RA 9	The child responds to *one* and *one more*.	(2)	(1)	(0)	(S)			

For Training Purposes

Subdomain continues on next page

Reasoning and Academic Skills (RA) *(Continued)*

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
RA 10	The child demonstrates understanding of proper reading direction.	○	○	○	○			
5 years								
RA 11	The child recognizes picture absurdities. *boy walking on ceiling* ○ Correct ○ Incorrect *boat on street* ○ Correct ○ Incorrect	○	○	○	○			
RA 12	The child completes a simple pattern.	○	○	○	○			
RA 13	The child completes analogies. *boy* ○ Correct ○ Incorrect *cold* ○ Correct ○ Incorrect *dark* ○ Correct ○ Incorrect	○	○	○	○			
RA 14	The child answers simple logic questions. *clothes* ○ Correct ○ Incorrect *cars* ○ Correct ○ Incorrect	○	○	○	○			
6 years								
RA 15	The child distinguishes between uppercase and lowercase letters. *f* ○ Correct ○ Incorrect *R* ○ Correct ○ Incorrect *h* ○ Correct ○ Incorrect *a* ○ Correct ○ Incorrect *M* ○ Correct ○ Incorrect	○	○	○	○			

For Training Purposes

Subdomain continues on next page

Reasoning and Academic Skills (RA) *(Continued)*

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
RA 16	The child writes letters that stand for sounds. */t/* 2 Correct 1 Incorrect */s/* 2 Correct 1 Incorrect */b/* 2 Correct 1 Incorrect */f/* 2 Correct 1 Incorrect	2	1	0	S			
RA 17	The child counts by rote from 1 to 40.	2	1	0	S		I	
RA 18	The child blends sounds into words. *sat* 2 Correct 1 Incorrect *mop* 2 Correct 1 Incorrect *mud* 2 Correct 1 Incorrect *hen* 2 Correct 1 Incorrect	2	1	0	S			
RA 19	The child expresses his or her thinking in an organized and logical manner.	2	1	0	S			
7 years								
RA 20	The child reads decodable one-syllable, short vowel words. *tap* 2 Correct 1 Incorrect *lot* 2 Correct 1 Incorrect *fed* 2 Correct 1 Incorrect	2	1	0	S			
RA 21	The child adds numbers from 0 through 9.	2	1	0	S			
RA 22	The child produces a word that rhymes with a given word. *man* 2 Correct 1 Incorrect *take* 2 Correct 1 Incorrect *had* 2 Correct 1 Incorrect *fall* 2 Correct 1 Incorrect	2	1	0	S			

For Training Purposes

Subdomain continues on next page

Reasoning and Academic Skills (RA) *(Continued)*

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
RA 23	The child thinks of multiple solutions to a problem.	②	①	⓪	ⓢ			
RA 24	The child solves simple addition word problems. *9 flowers* ○ Correct ① Incorrect *17 birds* ○ Correct ① Incorrect	②	①	⓪	ⓢ			
RA 25	The child distinguishes words as having either long or short vowel sounds. *cake* ○ Correct ① Incorrect *sock* ○ Correct ① Incorrect *phone* ○ Correct ① Incorrect *hug* ○ Correct ① Incorrect *cube* ○ Correct ① Incorrect	②	①	⓪	ⓢ			
RA 26	The child understands commonly used fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) as they relate to pictures. *one third* ○ Correct ① Incorrect *one half* ○ Correct ① Incorrect *one fourth* ○ Correct ① Incorrect	②	①	⓪	ⓢ			
RA 27	The child solves simple subtraction word problems. *6 marbles* ○ Correct ① Incorrect *7 apples* ○ Correct ① Incorrect	②	①	⓪	ⓢ			

For Training Purposes

Subdomain continues on next page

Reasoning and Academic Skills (RA) *(Continued)*

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
RA 28	The child reads irregularly spelled words. *some* 2 Correct 1 Incorrect *any* 2 Correct 1 Incorrect *again* 2 Correct 1 Incorrect *been* 2 Correct 1 Incorrect *could* 2 Correct 1 Incorrect *were* 2 Correct 1 Incorrect	2	1	0	S			
RA 29	The child determines the meaning of new words when common prefixes are added. *unfair* 2 Correct 1 Incorrect *redraw* 2 Correct 1 Incorrect *misunderstand* 2 Correct 1 Incorrect *precook* 2 Correct 1 Incorrect	2	1	0	S			
RA 30	The child compares and contrasts two things.	2	1	0	S			
RA 31	The child solves simple multiplication word problems. *6 puppies* 2 Correct 1 Incorrect *15 miles* 2 Correct 1 Incorrect	2	1	0	S			
RA 32	The child subtracts two-digit numbers.	2	1	0	S			
RA 33	The child solves written multiplication problems.	2	1	0	S			

For Training Purposes

☐ + ☐ = ☐ Reasoning and Academic Skills (RA) Raw Score Total

Sum 2s Sum 1s

Cognitive (COG)

Basal: A score of **2** on the *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 the *three consecutive* highest-numbered items administered or the last item in the subdomain if a ceiling cannot be established.

Perception and Concepts (PC)

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
0–11 months								
PC 1	The child responds positively to physical contact and tactile stimulation.	✓				○		
PC 2	The child visually explores the environment.	✓				○		
12–23 months								
PC 3	The child shows awareness of new situations.	✓				○		
PC 4	The child feels and explores objects.	✓			✎	○		
2 years								
PC 5	The child imitates simple facial gestures.	✓			✎			
PC 6	The child places a circle and a square in a form board.	✓			✎			
3 years								
PC 7	The child matches a circle, square, and triangle. *circle* ○ Correct ○ Incorrect *square* ○ Correct ○ Incorrect *triangle* ○ Correct ○ Incorrect	✓			✎			
PC 8	The child identifies familiar objects by their use. *shoe* ○ Correct ○ Incorrect *cup* ○ Correct ○ Incorrect *ball* ○ Correct ○ Incorrect *spoon* ○ Correct ○ Incorrect	✓			✎			
PC 9	The child identifies big and little shapes.	✓			✎			

For Training Purposes

Subdomain continues on next page

Perception and Concepts (PC) *(Continued)*

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
PC 10	The child identifies colors of familiar objects not in view. *carrot* ○ Correct ○ Incorrect *sun* ○ Correct ○ Incorrect *apple* ○ Correct ○ Incorrect	○	○	○	○			
4 years								
PC 11	The child identifies the longer of two lines.	○	○	○	○			
PC 12	The child sorts by color with a demonstration.	○	○	○	○			
PC 13	The child sorts forms by shape. *squares* ○ Correct ○ Incorrect *circles* ○ Correct ○ Incorrect *rectangles* ○ Correct ○ Incorrect	○	○	○	○			
PC 14	The child identifies visual differences among similar shapes. *Set A* ○ Correct ○ Incorrect *Set B* ○ Correct ○ Incorrect *Set C* ○ Correct ○ Incorrect	○	○	○	○			
PC 15	The child identifies soft, rough, and smooth textures. *soft* ○ Correct ○ Incorrect *rough* ○ Correct ○ Incorrect *smooth* ○ Correct ○ Incorrect	○	○	○	○			
5 years								
PC 16	The child identifies simple shapes by touch. *Set 1* ○ Correct ○ Incorrect *Set 2* ○ Correct ○ Incorrect	○	○	○	○			
PC 17	The child sorts by size with a demonstration.	○	○	○	○			

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Subdomain continues on next page

Perception and Concepts (PC) *(Continued)*

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
PC 18	The child compares the sizes of familiar objects not in view. *dog* ○ Correct ○ Incorrect *tree* ○ Correct ○ Incorrect *bicycle* ○ Correct ○ Incorrect	○	○	○	○			
6 years								
PC 19	The child identifies visual differences among similar numerals and letters. *Set A* ○ Correct ○ Incorrect *Set B* ○ Correct ○ Incorrect *Set C* ○ Correct ○ Incorrect	○	○	○	○			
PC 20	The child groups objects by shape and color. *shape* ○ Correct ○ Incorrect *color* ○ Correct ○ Incorrect	○	○	○	○			
PC 21	The child identifies past and present activities.	○	○	○	○			
PC 22	The child identifies the picture that is different. *Set A* ○ Correct ○ Incorrect *Set B* ○ Correct ○ Incorrect	○	○	○	○			
PC 23	The child understands relative time. *every year* ○ Correct ○ Incorrect *minutes* ○ Correct ○ Incorrect *every week* ○ Correct ○ Incorrect *one week* ○ Correct ○ Incorrect	○	○	○	○			

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Subdomain continues on next page

Perception and Concepts (PC) *(Continued)*

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
7 years								
PC 24	The child categorizes familiar objects by function. *Things we wear* *shoe* ◎ Correct ⓘ Incorrect *shirt* ◎ Correct ⓘ Incorrect *pants* ◎ Correct ⓘ Incorrect *cap* ◎ Correct ⓘ Incorrect *Things we use for eating* *plate* ◎ Correct ⓘ Incorrect *fork* ◎ Correct ⓘ Incorrect *spoon* ◎ Correct ⓘ Incorrect *cup* ◎ Correct ⓘ Incorrect	②	①	⓪	Ⓢ			
PC 25	The child knows the right and left sides of his or her body.	②	①	⓪	Ⓢ			
PC 26	The child understands that brother/sister is a reciprocal relationship.	②	①	⓪	Ⓢ			
PC 27	The child duplicates 9- and 10-object chains. *Set A* ◎ Correct ⓘ Incorrect *Set B* ◎ Correct ⓘ Incorrect	②	①	⓪	Ⓢ			
PC 28	The child conserves length.	②	①	⓪	Ⓢ			
PC 29	The child conserves two-dimensional space.	②	①	⓪	Ⓢ			
PC 30	The child differentiates present and future social roles.	②	①	⓪	Ⓢ			
PC 31	The child selects a picture using problem-solving strategies. *Characteristic Questions* ◎ ◎ ◎ ◎ ◎ ◎ ◎ *Specific Questions* Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	②	①	⓪	Ⓢ			
PC 32	The child demonstrates the ability to take the perspective of another.	②	①	⓪	Ⓢ			

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Subdomain continues on next page

Perception and Concepts (PC) *(Continued)*

Item	Item Description *Subtrial*	Score 2	 1	 0	Procedure S	 O	 I	Comments
PC 33	The child identifies connections among experiences and concepts. *day and night* 2 Correct 1 Incorrect *length and height* 2 Correct 1 Incorrect	2	1	0	S			

[ ] Sum 2s + [ ] Sum 1s = [ ] Perception and Concepts (PC) Raw Score Total

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