

**Section 1. Identifying Information**

Name _____

Female ☐ Male ☐

Year _____ Month _____ Day _____

Date Tested _____

Date of Birth _____

Age _____

Age in Months _____

Examiner's Name _____

Examiner's Title _____

Parent/Guardian _____

School/Day Care _____

Respondent's Name _____

Relationship to Child _____

Length of Time Respondent Has Known Child _____

Section 2. Record of Scores

Domain	Raw Score	Age Equivalent	%ile Rank	Standard Score	SEM	Descriptive Term
Cognitive	_____	_____	_____	_____	3	_____
Communication	_____	_____	_____	_____	3	_____
Social-Emotional	_____	_____	_____	_____	3	_____
Physical Development	_____	_____	_____	_____	3	_____
Adaptive Behavior	_____	_____	_____	_____	3	_____



Composite	%ile Rank	Sum of Standard Scores	Standard Score	SEM	Descriptive Term
General Development Index	_____	_____	_____	2	_____

Section 3. Descriptive Terms

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Standard Score	< 70	70–79	80–89	90–110	111–120	121–130	> 130

Section 4. Observations and Recommendations

Communication Domain Scoring Form

Judith K. Voress Taddy Maddox

**Section 1. Identifying Information**

Name _____

Examiner's Name _____

Female ☐ Male ☐

Examiner's Title _____

Year _____ Month _____ Day _____

Parent/Guardian _____

Date Tested _____

School/Day Care _____

Date of Birth _____

Respondent's Name _____

Age _____

Relationship to Child _____

Age in Months _____

Length of Time Respondent Has Known Child _____

Section 2. Record of Scores

Subdomain	Raw Score	Age Equivalent	%ile Rank	Standard Score	SEM	Descriptive Term	Standard Score Difference
Receptive Language	_____	_____	_____	<input type="text"/>	5	_____	<input type="text"/> <ul style="list-style-type: none"> <input type="radio"/> Not important <input type="radio"/> Statistical 12 or above <input type="radio"/> Clinical 22 or above
Expressive Language	_____	_____	_____	<input type="text"/>	4	_____	
Domain	Sum of Raw Scores	Age Equivalent	%ile Rank	Sum of Standard Scores	Standard Score	SEM	Descriptive Term
Communication	_____	_____	_____	_____	<input type="text"/>	3	_____

Section 3. Descriptive Terms

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Standard Score	< 70	70–79	80–89	90–110	111–120	121–130	> 130

Section 4. Observations and Recommendations

Section 5. Record of Performance

Communication Domain

Receptive Language Subdomain

Instructions: Starting points are determined by the child's age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

Basal and Ceiling: Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

*Entry Points:	Birth–11 months: Item 1 12–23 months: Item 8	24–35 months: Item 16 36–47 months: Item 23	48–59 months: Item 27 60 months and older: Item 31
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Item #	Score (1 or 0)	Item
*1.		normal breathing rate
2.		reacts to loud noise by blinking, moving arms or legs, or stopping movement
3.		quieted by music
4.		turns head toward voice when someone speaks to him or her
5.		smiles at person who is talking or gesturing
6.		turns and looks toward noise
7.		briefly stops activity when name is called
*8.		responds with appropriate gestures to "up," "bye-bye," or other routines
9.		moves body to music
10.		briefly stops activity when told "no"
11.		follows simple spoken commands (e.g., "Give Mommy the cup.")
12.		responds to "where" questions (e.g., "Where is the ball?" May point, state the location, or go get the ball.)
13.		when asked, will point to five or more familiar persons, animals, or toys
14.		follows directions about placing one item "in" and "on" another
15.		indicates "yes" or "no" (or appropriate head movement) in response to questions
*16.		points to three body parts when asked
17.		carries out two-step directions that are related (e.g., "Go to the table and bring me the toy.")
18.		points to six body parts when asked

*Entry Points:	Birth–11 months: Item 1	24–35 months: Item 16	48–59 months: Item 27
	12–23 months: Item 8	36–47 months: Item 23	60 months and older: Item 31

Item #	Score (1 or 0)	Item
19.		points to 15 or more pictures of common objects when they are named
20.		understands at least three possessives (e.g., mine, yours, and boy's; "Is this your ball?" "Show me the dog's food.")
21.		points to five or more common objects described by their use (e.g., "Show me what you eat with.")
22.		carries out two-step unrelated commands (e.g., "Put the ball on the shelf and then clap your hands.")
*23.		understands negative (e.g., "Which is not . . . red, the dog?")
24.		knows "big" and "little" (e.g., "Throw the big ball to me.")
25.		responds to "who" and "whose" questions (e.g., "Who has on a red shirt today?")
26.		follows directions about placing one item "beside" and "under" another
*27.		understands "in front of" and "behind" (e.g., "What is behind the screen?")
28.		answers comprehension questions when told a short story
29.		demonstrates understanding of passive sentences (e.g., "Show me the train was pushed by the car.")
30.		carries out three-step commands that are not related (e.g., "Put the ball on the table, shut the door, and turn around.")
*31.		tells whether two words rhyme or have the same ending sound for at least three word pairs (e.g., "Do <i>cat</i> and <i>pat</i> have the same ending sound?")
32.		responds to questions involving time concepts (e.g., "When do we eat lunch?")
33.		understands all four seasons of the year and what you do in each (e.g., "What do we do in the summer?")
34.		can identify at least three opposites using pictures or objects ("Show me the opposite of . . . big/little, hot/cold, tall/short.")
35.		identifies "left" and "right" on own body (e.g., "Raise your right hand.")
36.		can identify at least three units of currency (e.g., "Point to the . . . penny, dollar, quarter")
37.		can identify at least three complete sentences ("Tell me if this is a complete sentence." e.g., brown dog; The boy ran away.)

RECEPTIVE LANGUAGE SUBDOMAIN RAW SCORE

Continues with
Expressive Language →

Expressive Language Subdomain

Instructions: Starting points are determined by the child's age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

Basal and Ceiling: Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

***Entry Points:** Birth–11 months: **Item 1** 24–35 months: **Item 16** 48–59 months: **Item 30**
12–23 months: **Item 8** 36–47 months: **Item 24** 60 months and older: **Item 34**

Item #	Score (1 or 0)	Item
*1.		has a strong cry
2.		makes sucking noises
3.		cries when hungry or uncomfortable
4.		makes noises other than crying (e.g., cooing, gurgling)
5.		has different cries for pain, hunger, or discomfort
6.		produces three or more single vowel sounds (e.g., ah, eh, uh)
7.		laughs out loud
*8.		produces three or more consonants, such as /b/, /m/, or /d/
9.		produces string of consonant–vowel sounds (e.g., ba-ba, da-da)
10.		uses word for parent or caregiver discriminately (e.g., mama, dada, nana)
11.		uses inflection patterns when vocalizing (e.g., raises pitch as if asking a question)
12.		spontaneously says familiar greetings and farewells
13.		has a word, sound, or sign for “drink”
14.		uses at least five words
15.		says one word that conveys entire thought; meaning depends on context (e.g., “cookie” may mean “wants more” or “the cookie fell”)
*16.		can name familiar characters or items seen on TV or in movies (e.g., Big Bird)
17.		knows names of two or more playmates
18.		uses 10 to 15 words spontaneously
19.		produces three or more two-word phrases (e.g., more juice)

***Entry Points:** Birth–11 months: **Item 1** 24–35 months: **Item 16** 48–59 months: **Item 30**
 12–23 months: **Item 8** 36–47 months: **Item 24** 60 months and older: **Item 34**

Item #	Score (1 or 0)	Item
20.		names eight or more pictures of familiar objects
21.		whispers
22.		uses sentences of three or more words
23.		uses at least 50 different words in spontaneous speech
*24.		describes what he or she is doing (e.g., responds to "What are you doing?")
25.		asks "what" or "where" questions (e.g., "Where is my ball?")
26.		uses five or more regular plurals (e.g., boys, toys)
27.		changes speech depending on listener (e.g., talks differently to babies than to adults)
28.		gives full name on request (e.g., "What is your name?")
29.		answers question, "What happens if . . ." (e.g., " . . . you drop an egg.")
*30.		uses five or more contractions (e.g., I'll, can't)
31.		uses facial expressions and body language to demonstrate at least five emotions (e.g., "Show me how you would look if you were . . . angry, proud, frightened, scared.")
32.		makes statements about cause and effect (e.g., "It won't roll because the wheel is off.")
33.		defines five simple words (e.g., "What is a car?")
*34.		completes at least three simple verbal analogies (e.g., "Daddy is a man; Mommy is a _____.")
35.		states similarities between objects for at least three object pairs (e.g., "How are shoes and boots alike?")
36.		responds to "Tell me the opposite of _____" for at least three words
37.		uses irregular plurals correctly (e.g., foot/feet, goose/geese)
38.		tells simple jokes
39.		states differences between objects for at least three object pairs (e.g., "How are milk and water different?")
40.		uses "yesterday" and "tomorrow" meaningfully
41.		uses irregular comparatives correctly (e.g., good, better, best)



EXPRESSIVE LANGUAGE SUBDOMAIN RAW SCORE

Cognitive Domain Scoring Form

Judith K. Voress Taddy Maddox

**Section 1. Identifying Information**

Name _____ Examiner's Name _____

Female ☐ Male ☐ Examiner's Title _____

Year _____ Month _____ Day _____ Parent/Guardian _____

Date Tested _____ School/Day Care _____

Date of Birth _____ Respondent's Name _____

Age _____ Relationship to Child _____

Age in Months Length of Time Respondent Has Known Child _____

Section 2. Record of Scores

Raw Score	Age Equivalent	%ile Rank	Standard Score	SEM	Descriptive Term
_____	_____	_____	_____	3	_____

Section 3. Descriptive Terms

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Standard Score	< 70	70–79	80–89	90–110	111–120	121–130	> 130

Section 4. Observations and Recommendations

Section 5. Record of Performance

Cognitive Domain

Instructions: Starting points are determined by the child's age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

Basal and Ceiling: Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

***Entry Points:** Birth–11 months: **Item 1** 24–35 months: **Item 29** 48–59 months: **Item 53**
12–23 months: **Item 19** 36–47 months: **Item 40** 60 months and older: **Item 65**

Item #	Score (1 or 0)	Item
*1.		turns head or moves eyes to visually explore surroundings
2.		moves hand to mouth
3.		looks at object for at least 3 seconds
4.		watches an object moved slowly through his or her line of sight
5.		looks back and forth between two objects
6.		inspects own hands
7.		holds toy placed in hand for 10 to 15 seconds
8.		mouths toys
9.		alternatively glances from hand to an object or from one hand to another
10.		repeats arm or leg movements to cause an action to occur again (e.g., shakes arm with rattle attached to wrist, kicks legs to move mobile attached to crib)
11.		gaze lingers where object moved slowly through line of sight disappears from view
12.		explores objects in a variety of ways (e.g., visually, turning it around, feeling all surfaces, banging and shaking)
13.		follows path of fast-moving object
14.		pulls cloth from face
15.		intentionally drops an object and watches it fall (e.g., drops spoon from high-chair tray and watches it fall)
16.		imitates familiar action after observing caregiver doing that action (e.g., claps hands)
17.		finds an object that is partially hidden
18.		transfers an object from one hand to the other to pick up second object
*19.		retrieves an object seen hidden under or behind a single barrier
20.		touches adult to have that person start or continue interesting game or action

*Entry Points:			Birth–11 months: Item 1	24–35 months: Item 29	48–59 months: Item 53
			12–23 months: Item 19	36–47 months: Item 40	60 months and older: Item 65
Item #	Score (1 or 0)	Item			
21.		looks at pictures in a book (may pat or point to the pictures)			
22.		rolls wheeled toys			
23.		hands an object to an adult to have that person repeat or start a desired action (e.g., start windup toy)			
24.		attempts to start toy if he or she has seen someone else make it work (e.g., a windup toy)			
25.		places a small object into small container (e.g., a raisin into a small bottle)			
26.		imitates scribbling			
27.		demonstrates appropriate use of everyday items (e.g., pretends to drink from a cup, sweeps with a broom)			
28.		combines two related objects during play (e.g., bowl and spoon, brush to doll's hair)			
*29.		looks at picture book with adult, may name or point to simple objects			
30.		manages three to four toys by setting one aside when given a new toy			
31.		spontaneously names five or more objects			
32.		stacks six to seven blocks			
33.		imitates activities using substitute object to represent real one (e.g., stick for spoon, washcloth for doll blanket)			
34.		matches five or more objects to a corresponding picture			
35.		sequences related action in play involving two to three steps (e.g., feeds doll with bottle, then pats it on the back, then puts doll to bed)			
36.		repeats finger plays with words and actions			
37.		tells own age (may state or hold up appropriate number of fingers)			
38.		understands concepts of "one" (e.g., "Give me one block."), "one more" (e.g., "Give me one more."), and "all" (e.g., "Give me all the blocks.")			
39.		matches circle, square, and triangle			
*40.		puts graduated sizes in order (e.g., nests four boxes or stacks rings on peg in order of size)			
41.		states accurately whether boy or girl			
42.		counts by rote to five			
43.		counts up to five objects			
44.		builds bridge using three blocks (adult models) 			
45.		matches objects by color, shape, and size			
46.		tells if objects are "heavy" or "light"			
47.		understands concepts of "same" and "different" (e.g., "Are these two colors the same?")			

***Entry Points:** Birth–11 months: **Item 1**
12–23 months: **Item 19**

24–35 months: **Item 29**
36–47 months: **Item 40**

48–59 months: **Item 53**
60 months and older: **Item 65**

Item #	Score (1 or 0)	Item
48.		matches three pairs of objects that have the same function (e.g., comb and brush, bowl and plate)
49.		understands “more” and “less” (e.g., “Which pile has more?”)
50.		understands concept of “three” (e.g., “Give me three blocks.”)
51.		sorts objects by physical characteristics (Give child three or more pictures or objects across at least two variables, e.g., shape or color, and state, “Put these into groups that are alike.”)
52.		sorts objects into categories (Give child three or more pictures or objects for at least two categories, e.g., toys or animals, and state, “Put these into groups that are alike.”); may not be able to label the categories
*53.		identifies objects that do not belong in a group (e.g., recognizes that dog does not belong with food items) for three or more object sets
54.		imitates drawing of a face with at least three features
55.		retells story from picture book with reasonable accuracy
56.		builds pyramid of six blocks (adult models) 
57.		draws people, may be stick figures
58.		copies own name; may use large, irregular letters
59.		predicts what may happen next (e.g., ask child what may happen next in a story)
60.		identifies “first,” “last,” and “middle” (e.g., “Point to the child who is first in line.”)
61.		knows sequence of reading a book from left to right, top to bottom
62.		distinguishes between real and make-believe and living and nonliving (e.g., “Is the truck alive?” “Show me which of these things are make-believe.”)
63.		understands concept of “zero” (e.g., “Which cup has zero cubes?”)
64.		identifies “half” and “whole” objects
*65.		names 20 or more letters
66.		draws person with six recognizable parts
67.		prints first name legibly without a model
68.		identifies the larger of two numbers for three or more number sets (e.g., “Which is more, 2 or 3?” “Which is more, 8 or 6?”)
69.		matches the number of items in a set to the correct numeral for three or more sets; does not need to state numeral
70.		sorts groups of objects in more than one way (Give child pictures or objects across at least two categories, e.g., color, size, or shape, and state, “Put these into groups that are alike. Now sort them in another way.”)
71.		puts three pictures in a sequence to tell a story
72.		counts up to 20 objects
73.		draws five or more identifiable objects without a model
74.		arranges numbered tiles or cards (1–10) in sequenced order at least two times

***Entry Points:** Birth–11 months: **Item 1**
12–23 months: **Item 19**

24–35 months: **Item 29**
36–47 months: **Item 40**

48–59 months: **Item 53**
60 months and older: **Item 65**

Item #	Score (1 or 0)	Item
75.		consistently tells month and day of birth
76.		names the days of the week in order
77.		writes first and last name from memory
78.		consistently tells own street name and town
79.		for numbers 1 through 30, can state the preceding and following numbers for three numbers (e.g., "What number comes before 19?" "What number comes after 19?")
80.		can state use of at least three body parts (e.g., "What do you do with your ... eyes, nose, ears?")
81.		reads 10 or more printed words
82.		names the months of the year
83.		writes numerals 1 to 19 without model
84.		counts by rote from 1 to 100
85.		calculates five or more single-digit addition problems
86.		calculates five or more single-digit subtraction problems
87.		writes name, address, and phone number
88.		measures length to the inch and half inch using ruler

TOTAL DOMAIN RAW SCORE

DAYC-2

Physical Development Domain Scoring Form

Judith K. Voress Taddy Maddox



Section 1. Identifying Information

Name _____

Examiner's Name _____

Female ☐ Male ☐

Examiner's Title _____

Year Month Day

Parent/Guardian _____

Date Tested _____

School/Day Care _____

Date of Birth _____

Respondent's Name _____

Age _____

Relationship to Child _____

Age in Months

Length of Time Respondent Has Known Child _____

Section 2. Record of Scores

Subdomain	Raw Score	Age Equivalent	%ile Rank	Standard Score	SEM	Descriptive Term	Standard Score Difference
Gross Motor	_____	_____	_____	<input type="text"/>	3	_____	<input type="radio"/> Not important <input type="radio"/> Statistical 10 or above <input type="radio"/> Clinical 23 or above
Fine Motor	_____	_____	_____	<input type="text"/>	4	_____	
	↓			↓			
Domain	Sum of Raw Scores	Age Equivalent	%ile Rank	Sum of Standard Scores	Standard Score	SEM	Descriptive Term
Physical Development	_____	_____	_____	_____	<input type="text"/>	3	_____

Section 3. Descriptive Terms

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Standard Score	< 70	70–79	80–89	90–110	111–120	121–130	> 130

Section 4. Observations and Recommendations

Section 5. Record of Performance

Physical Development Domain

Gross Motor Subdomain

Instructions: Starting points are determined by the child's age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

Basal and Ceiling: Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

***Entry Points:** Birth–11 months: **Item 1** 24–35 months: **Item 37** 48–59 months: **Item 43**
12–23 months: **Item 27** 36–47 months: **Item 40** 60 months and older: **Item 47**

Item #	Score (1 or 0)	Item
*1.		normal heart rate (for newborns, above 100 beats per minute)
2.		when lying on back, can turn head to each side
3.		when lying on stomach with head turned to one side, lifts and turns head so opposite cheek touches the surface
4.		when lying on stomach, raises head briefly; weight is on chest, forearms, and hands
5.		when lying on back, kicks reciprocally when excited (e.g., one leg, then the other)
6.		when held upright, will bear some weight on legs
7.		when lying on stomach, lifts head with face at angle of at least 45° from the surface
8.		rolls from side to back
9.		when pulled to sitting, holds head in line with body (i.e., no head lag)
10.		rolls from back to side
11.		sits for at least 5 seconds with hips supported
12.		when lying on stomach, lifts arms and legs off surface
13.		rolls from back to stomach
14.		when lying on back, brings feet to mouth
15.		pulls self to sitting while grasping adult fingers
16.		bounces in standing when supported by adult
17.		when lying on stomach, reaches with one hand while bearing weight on side and other forearm
18.		sits alone for at least 60 seconds while playing with toy

*Entry Points:			Birth–11 months: Item 1	24–35 months: Item 37	48–59 months: Item 43
			12–23 months: Item 27	36–47 months: Item 40	60 months and older: Item 47
Item #	Score (1 or 0)	Item			
19.		uses arms to move forward on belly			
20.		stands alone, holding on to something, for at least 10 seconds			
21.		moves from standing to sitting in controlled fashion			
22.		from sitting position, pivots 180° to retrieve an object			
23.		pulls self to standing position			
24.		moves from back to sitting without assistance			
25.		when falling forward, extends arms to catch self			
26.		walks sideways while holding on to furniture			
*27.		walks three or more steps with assistance			
28.		walks at least 8 ft with one hand held			
29.		pushes or pulls toys while walking			
30.		walks without holding on for at least five steps			
31.		demonstrates controlled starts and stops in walking			
32.		squats during play			
33.		when standing, stoops then stands again without losing balance			
34.		creeps backward down steps			
35.		climbs low play equipment			
36.		runs (may be a hurried walk) at least 10 ft without falling			
*37.		walks up and down stairs with support from rail or wall; may place both feet on each step			
38.		throws a ball overhand with relative accuracy			
39.		walks backward at least 10 ft			
*40.		walks up stairs, alternating feet, in adult fashion while holding on to rail or wall			
41.		walks swinging arms and legs freely in cross pattern similar to adult walk pattern			
42.		catches ball from straight arm position, trapping ball against chest			
*43.		walks forward heel to toe without losing balance for four or more steps			
44.		hops forward on one foot without losing balance for four or more hops			

***Entry Points:** Birth–11 months: **Item 1**
12–23 months: **Item 27**

24–35 months: **Item 37**
36–47 months: **Item 40**

48–59 months: **Item 43**
60 months and older: **Item 47**

Item #	Score (1 or 0)	Item
45.		gallops, leading with one foot and transferring weight smoothly and evenly
46.		jumps over objects up to 6 in high; lands with both feet together
*47.		balances on one foot with hands on hips for at least 10 seconds
48.		swings on swing maintaining own momentum; uses legs to propel
49.		bounces and catches tennis ball (or any ball of similar size)
50.		skips, alternating feet, maintaining balance for 10 ft
51.		drops a ball and kicks it forward before it hits the floor
52.		catches a small ball (about 4 in) in hands only (doesn't trap against chest)
53.		can dribble an 8- to 10-in ball at least four times; uses only one hand and doesn't move feet
54.		jumps rope by self

GROSS MOTOR SUBDOMAIN RAW SCORE

Continues with
Fine Motor →

Fine Motor Subdomain

Instructions: Starting points are determined by the child's age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

Basal and Ceiling: Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

***Entry Points:** Birth–11 months: **Item 1** 24–35 months: **Item 17** 48–59 months: **Item 22**
 12–23 months: **Item 13** 36–47 months: **Item 19** 60 months and older: **Item 26**

Item #	Score (1 or 0)	Item
*1.		closes fingers when examiner's finger is placed on palm
2.		hands usually open or loosely fisted
3.		when lying on back, brings hands together at midline; may not clasp hands
4.		grasps cloth in hand when hand is placed on cloth draped across examiner's arm
5.		in supported sitting position, reaches for and grasps an object, holding it for several seconds
6.		holds a small object in each hand at one time
7.		holds objects between fingers and palm of hand
8.		transfers an object from one hand to the other
9.		uses raking or scooping motion to pick up a small object
10.		bangs two objects together
11.		holds an object between fingers and opposed thumb and palm of hand
12.		picks up a small object using thumb and forefinger
*13.		pokes with index finger
14.		turns pages in book; may be thick pages
15.		scribbles spontaneously
16.		holds crayon, pencil, etc., in adaptive fashion (e.g., in fist with thumb up, forearm turned so thumb is directed downward)
*17.		uses one hand consistently in most activities
18.		uses hand to hold paper in place when drawing
*19.		imitates circular, vertical, and horizontal strokes
20.		uses vertical, horizontal, and circular motions when drawing

***Entry Points:** Birth–11 months: **Item 1** 24–35 months: **Item 17** 48–59 months: **Item 22**
 12–23 months: **Item 13** 36–47 months: **Item 19** 60 months and older: **Item 26**

Item #	Score (1 or 0)	Item
21.		holds pencil between first two fingers and thumb (i.e., adult grasp)
*22.		cuts with scissors, making several snips on paper
23.		copies a cross
24.		pastes or glues neatly
25.		copies a square
*26.		cuts a 6-in straight line with scissors within ¼ in of the line
27.		places at least five paper clips on paper
28.		rapidly touches each finger to thumb
29.		colors within lines
30.		cuts out simple geometric shapes (e.g., circle, square, triangle) with scissors within ¼ in of the line
31.		folds paper in half with edges parallel
32.		copies a diamond with straight, connected lines
33.		cuts intricate shapes within ¼ in of the line

FINE MOTOR SUBDOMAIN RAW SCORE

Social–Emotional Domain Scoring Form

Judith K. Voress Taddy Maddox



Section 1. Identifying Information

Name _____	Examiner's Name _____
Female <input type="checkbox"/> Male <input type="checkbox"/>	Examiner's Title _____
Year _____ Month _____ Day _____	Parent/Guardian _____
Date Tested _____	School/Day Care _____
Date of Birth _____	Respondent's Name _____
Age _____	Relationship to Child _____
Age in Months <input type="text"/>	Length of Time Respondent Has Known Child _____

Section 2. Record of Scores

Raw Score	Age Equivalent	%ile Rank	Standard Score	SEM	Descriptive Term
_____	_____	_____	_____	3	_____

Section 3. Descriptive Terms

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Standard Score	< 70	70–79	80–89	90–110	111–120	121–130	> 130

Section 4. Observations and Recommendations

Section 5. Record of Performance

Social-Emotional Domain

Instructions: Starting points are determined by the child's age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

Basal and Ceiling: Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

*Entry Points:	Birth–11 months: Item 1	24–35 months: Item 28	48–59 months: Item 46
	12–23 months: Item 16	36–47 months: Item 38	60 months and older: Item 51

Item #	Score (1 or 0)	Item
*1.		relaxes body when held
2.		stops crying when talked to, picked up, or comforted
3.		establishes eye contact for at least a few seconds
4.		looks at adult face for several seconds
5.		smiles reflexively
6.		interacts by smiling and cooing
7.		recognizes familiar faces and objects (e.g., parent, bottle); reacts by waving arms and legs or squealing with excitement
8.		expresses feelings such as anger, tiredness, excitement, and hunger
9.		laughs, squeals, or shows enjoyment when caregiver involves child in play (e.g., moves hands to act out pat-a-cake, bounces on knee)
10.		comforts self (i.e., quits fussing by himself or herself)
11.		laughs when head is covered with cloth
12.		knows the difference between caregivers and strangers (e.g., smiles at loved ones; stares, quiets, or refuses to smile with stranger)
13.		smiles at or pats own image in the mirror
14.		when someone calls the child's name, he or she looks at the person and vocalizes
15.		extends arms to familiar persons
*16.		shows preference for certain toys, activities, or places (e.g., interacts positively vs. negative response)
17.		expresses affection (e.g., hugging, patting, special looks, resting head)
18.		plays simple games (e.g., peek-a-boo, pat-a-cake)
19.		imitates facial expressions, actions, and sounds
20.		repeats activity that elicits laughter or positive response from others

***Entry Points:** Birth–11 months: **Item 1** 24–35 months: **Item 28** 48–59 months: **Item 46**
12–23 months: **Item 16** 36–47 months: **Item 38** 60 months and older: **Item 51**

Item #	Score (1 or 0)	Item
21.		brings toys to share with caregiver
22.		plays well for brief time in groups of two or three children; at least some interaction among children
23.		spontaneously greets familiar person by hugging or other appropriate gesture
24.		separates from parent in familiar surroundings without crying
25.		attempts to comfort others in distress (e.g., comforts a child who is hurt or distressed)
26.		insists on trying to do many things without help (e.g., eating with spoon, putting on a coat)
27.		enjoys simple make-believe play (e.g., pretends he or she is the parent, is an animal, doll is a baby)
*28.		shows pride in accomplishments
29.		quietly listens to story, music, movie, or TV
30.		sings familiar songs with adult
31.		uses "please" and "thank you" appropriately; may need to be reminded
32.		asks for assistance when having difficulty
33.		looks at person when speaking with him or her
34.		usually takes turns
35.		recognizes when another person is happy or sad
36.		avoids common dangers (e.g., sharp knives, fire, hot stove)
37.		plays dress-up
*38.		shows off by repeating rhymes, songs, or dances for others
39.		changes from one activity to another when required by teacher or parent
40.		interacts appropriately with others during group games or activities
41.		knows and follows classroom rules
42.		gains attention from peers in appropriate ways
43.		plays group board or card games
44.		volunteers for tasks
45.		quiets down after active play
*46.		likes competitive games
47.		returns objects to their appropriate place

***Entry Points:** Birth–11 months: **Item 1** 24–35 months: **Item 28** 48–59 months: **Item 46**
 12–23 months: **Item 16** 36–47 months: **Item 38** 60 months and older: **Item 51**

Item #	Score (1 or 0)	Item
48.		accepts mild, friendly teasing
49.		explains rules of a game to others
50.		expresses anger with nonaggressive words rather than with physical action
*51.		offers item or activity to another in exchange for an item or activity
52.		accepts valid criticism without crying, pouting, or refusing to continue
53.		asks before using another's belongings
54.		provides or offers assistance to others when appropriate
55.		helps with group projects
56.		ends conversations with "good-bye" or other appropriate phrase
57.		apologizes if he or she hurts someone's feelings
58.		remains calm when small requests are denied (e.g., cannot have a snack)
59.		works alone at chore for 20 to 30 minutes
60.		completes pencil/paper games (e.g., dot-to-dot, hidden pictures, mazes)
61.		initiates group activities
62.		congratulates others when appropriate
63.		answers the phone, remembers a simple message, and delivers it to the correct person

TOTAL DOMAIN RAW SCORE

Adaptive Behavior Domain Scoring Form

Judith K. Voress Taddy Maddox

**Section 1. Identifying Information**

Name _____ Examiner's Name _____

Female ☐ Male ☐ Examiner's Title _____

Year Month Day Parent/Guardian _____

Date Tested _____ School/Day Care _____

Date of Birth _____ Respondent's Name _____

Age _____ Relationship to Child _____

Age in Months Length of Time Respondent Has Known Child _____

Section 2. Record of Scores

Raw Score	Age Equivalent	%ile Rank	Standard Score	SEM	Descriptive Term
_____	_____	_____	_____	3	_____

Section 3. Descriptive Terms

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Standard Score	< 70	70–79	80–89	90–110	111–120	121–130	> 130

Section 4. Observations and Recommendations

Section 5. Record of Performance

Adaptive Behavior Domain

Instructions: Starting points are determined by the child's age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

Basal and Ceiling: Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

***Entry Points:** Birth–11 months: **Item 1** 24–35 months: **Item 23** 48–59 months: **Item 44**
 12–23 months: **Item 14** 36–47 months: **Item 34** 60 months and older: **Item 50**

Item #	Score (1 or 0)	Item
*1.		maintains body temperature without external assistance
2.		forms a tight seal around nipple when sucking
3.		swallows liquids with no difficulty
4.		coordinates sucking, swallowing, and breathing
5.		opens mouth in anticipation of feeding (sight of breast or bottle)
6.		enjoys bath; keeps eyes open and indicates pleasure when placed in warm water
7.		sleeps for 4- to 10-hour intervals
8.		closes lips when swallowing
9.		swallows pureed foods
10.		uses tongue to move food around in mouth
11.		shows definite likes and dislikes of various foods (e.g., may spit out or refuse to open lips for undesired foods, eagerly opens mouth for desired foods)
12.		sleeps through the night; may take two to three naps during the day
13.		holds or supports a bottle to feed self
*14.		purposely pulls off own socks
15.		feeds self finger foods
16.		chews textured foods
17.		cooperates in dressing and undressing (e.g., helps put arms in holes)
18.		sleeps through the night; may take one nap during the day
19.		drinks from open cup or glass held by adult (not a sippy cup)

***Entry Points:** Birth–11 months: **Item 1** 24–35 months: **Item 23** 48–59 months: **Item 44**
 12–23 months: **Item 14** 36–47 months: **Item 34** 60 months and older: **Item 50**

Item #	Score (1 or 0)	Item
20.		sips liquid from glass or cup using a straw
21.		helps with simple household tasks (e.g., helps put things away)
22.		fusses when diaper needs to be changed
*23.		tries to wash own hands and face
24.		removes loose clothing such as a jacket, shorts, or a shirt without assistance
25.		opens door by using handle or knob
26.		puts on simple clothing independently (e.g., hat, pants)
27.		independently eats entire meal with spoon
28.		wipes own nose; may need to be reminded
29.		sits on toilet for at least 1 minute supervised
30.		squats, holds self, or verbalizes bowel and bladder needs most of the time
31.		washes and dries hands and face without assistance
32.		cleans up spills, getting own cloth
33.		shows care when handling an infant or small animal
*34.		pours milk or juice with some assistance
35.		tells adult of toilet needs in time to get to toilet
36.		takes responsibility for toileting; may require assistance in wiping
37.		gets drink of water from tap unassisted (may need help getting cup from cupboard)
38.		brushes teeth independently
39.		recognizes own home
40.		manipulates large buttons or snaps
41.		covers mouth and nose when coughing and sneezing (hand, elbow, tissue, or handkerchief may be used)
42.		sleeps through the night without wetting
43.		hangs up clothes (hanger, hook, or other designated device)
*44.		dresses self completely, except for tying shoelaces (includes underwear; clothes must be on correctly, including all fasteners)
45.		serves self at the table (adult may need to hold serving dish)
46.		often wants privacy in bathroom

***Entry Points:** Birth–11 months: **Item 1**
12–23 months: **Item 14**

24–35 months: **Item 23**
36–47 months: **Item 34**

48–59 months: **Item 44**
60 months and older: **Item 50**

Item #	Score (1 or 0)	Item
47.		answers what-to-do-if questions (e.g., "What would you do if you cut your finger?")
48.		fastens seat belt in automobile independently
49.		crosses street safely (e.g., looks both ways, uses crosswalks)
*50.		puts dirty dishes in sink or dishwasher
51.		requests food to be passed at the table
52.		selects clothing appropriate for temperature and occasion
53.		makes own bed; may need to be reminded
54.		sets and clears table without assistance
55.		uses table knife for spreading soft butter, jelly, or peanut butter
56.		plans ahead to meet toileting needs before beginning an activity
57.		takes shower or bath independently
58.		cleans counter or work surface with sponge or paper towels
59.		dusts furniture
60.		makes simple breakfast and lunch
61.		washes own hair
62.		takes care of minor cuts (cleans and applies bandage)
63.		rides a bicycle safely without training wheels
64.		cuts food (including meat) into bite-sized pieces



TOTAL DOMAIN RAW SCORE