



Name: Ruby Mayer

Child ID:

Date of Testing: 09/02/2020

Chronological Age: 3 years, 1 month, 3 days

Gender: Female

Location: Riverside Early Intervention

Date of Birth: 07/30/2017

Label: Initial Eval

The *Battelle® Developmental Inventory, Third Edition™ (BDI-3™)* is an early childhood instrument based on the concept of developmental milestones. As a child develops, he or she typically attains critical skills and behaviors sequentially, from simple to complex. The BDI-3 measures a child's progress along this developmental continuum in global domains and discrete skill sets in the following areas: Adaptive, Social-Emotional, Communication, Motor, and Cognitive.

Domain(s)/Subdomain(s) Administered

BDI-3 Developmental Record Form

Examiner(s)

Date(s) of Testing

Adaptive		
Self-Care	Jonathan Blake	09/02/2020
Personal Responsibility	Jonathan Blake	09/02/2020
Social-Emotional		
Adult Interaction	Jonathan Blake	09/02/2020
Peer Interaction	Jonathan Blake	09/02/2020
Self-Concept and Social Role	Jonathan Blake	09/02/2020
Communication		
Receptive Communication	Jonathan Blake	09/02/2020
Expressive Communication	Jonathan Blake	09/02/2020
Motor		
Gross Motor	Jonathan Blake	09/02/2020
Fine Motor	Jonathan Blake	09/02/2020
Perceptual Motor	Jonathan Blake	09/02/2020
Cognitive		
Attention and Memory	Jonathan Blake	09/02/2020
Reasoning and Academic Skills	Jonathan Blake	09/02/2020
Perception and Concepts	Jonathan Blake	09/02/2020

Table of Scores

Domain / Subdomain	Sum of Scaled Scores	Developmental Quotient	Percentile Rank	95% Confidence Interval
Adaptive	18	94	34	87-101
Social-Emotional	28	96	39	92-100
Communication	12	76	5	72-82
Motor	26	91	27	85-97
Cognitive	19	78	7	74-84
Domain / Subdomain	Sum of Scaled Scores	Developmental Quotient	Percentile Rank	90% Confidence Interval
BDI-3 Total	103	86	18	84-88

Domain / Subdomain	RS	SS	PR	Z-Score	AE	RDI	CSS	CSS 90%	T-Score	NCE
Adaptive			34	- 0.40		82/90			46	42
Self-Care	37	8	25	- 0.67	31	73/90	495	488 - 502	43	36
Personal Responsibility	12	10	50	0.00	36	88/90	500	491 - 508	50	50
Social-Emotional			39	- 0.27		82/90			47	44
Adult Interaction	37	10	50	0.00	40	89/90	504	496 - 512	50	50
Peer Interaction	15	9	37	- 0.33	30	81/90	495	488 - 502	47	43
Self-Concept and Social Role	31	9	37	- 0.33	28	73/90	494	487 - 501	47	43
Communication			5	- 1.60		25/90			34	16
Receptive Communication	28	7	16	- 1.00	27	32/90	478	468 - 487	40	29
Expressive Communication	30	5	5	- 1.67	23	19/90	469	461 - 477	33	15
Motor			27	- 0.60		68/90			44	37
Gross Motor	58	8	25	- 0.67	30	68/90	494	487 - 502	43	36
Fine Motor	32	10	50	0.00	35	85/90	498	486 - 511	50	50
Perceptual Motor	12	8	25	- 0.67	24	42/90	480	460 - 500	43	36
Cognitive			7	- 1.47		32/90			35	19
Attention and Memory	24	6	9	- 1.33	17	21/90	472	462 - 481	37	22
Reasoning and Academic Skills	7	6	9	- 1.33	<24	53/90	479	469 - 488	37	22
Perception and Concepts	14	7	16	- 1.00	28	25/90	471	459 - 484	40	29

Score Descriptors

Raw Score (RS) - A raw score is the summation of the points given for each item within a subdomain or area.

SS - Standard Score or Scale Score - Domain Standard Scores (SS), also called Developmental Quotients (DQ), have a mean of 100 and standard deviation of 15. A Domain SS of 85 falls at the 16th percentile, 100 at the 50th, and a SS of 115 falls at the 84th percentile. Subdomain scaled scores have a mean of 10 and standard deviation of 3. A scaled score of 7 falls at the 16th percentile, a scaled score of 10 falls at the 50th, and a scaled score of 13 falls at the 84th percentile.

PR - Percentile Rank scores reflect a child's relative position within the normative sample for his or her age group.

Z-Score - A Z-Score is a score that is measured in terms of standard deviations from the average, or mean, and is expressed as 0, positive numbers, or negative numbers. A Z-score of 0 falls at the mean.

AE - Age Equivalent indicates the age at which a specific raw score is equal to the median (50th percentile) obtained by children of a given age.

CSS - Change Sensitive Score the CSS represents a discrete point on the developmental milestone continuum underlying each subdomain. The CSS scale is centered so that a score of 500 on each subdomain represents the developmental level of a typical 36-month-old child and is best used to compare two administrations of the BDI-3 in order to assess change over time.

RDI - The Relative Developmental Index (RDI) is expressed as a fraction, with the bottom number as 90, or 90% proficiency for the examinee's age group. The numerator is a number ranging from 0 to 100 and expresses the examinee's proficiency.

T-Score - A T-Score is a score that has a mean of 50 and a standard deviation of 10.

NCE - The Normal Curve Equivalent is another commonly reported type of standard score that has a mean of 50 and a standard deviation of 21.06.

Item Level Scores



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DOMAIN: SUBDOMAIN	SKILL	MASTERY
Adaptive: Self-Care	Washes his or her hands.	MASTERED
Adaptive: Self-Care	Distinguishes between food items and nonfood items.	MASTERED
Adaptive: Self-Care	Removes his or her shoes by untying or unfastening them without assistance.	MASTERED
Adaptive: Self-Care	Participates in brushing his or her teeth with assistance.	EMERGING
Adaptive: Self-Care	Drinks from a cup independently and with little spilling.	MASTERED
Adaptive: Self-Care	Shows signs of pretoileting readiness.	EMERGING
Adaptive: Self-Care	Removes clothing without fasteners independently.	MASTERED
Adaptive: Self-Care	Washes and dries his or her hands independently.	EMERGING
Adaptive: Self-Care	Expresses a need to use the toilet.	FUTURE LEARNING OBJECTIVE
Adaptive: Self-Care	Puts on lower-body clothing.	MASTERED
Adaptive: Self-Care	Has bowel movements in the toilet regularly.	FUTURE LEARNING OBJECTIVE
Adaptive: Self-Care	Puts on shoes independently.	MASTERED
Adaptive: Self-Care	Chooses the appropriate utensil for the food he or she is eating.	FUTURE LEARNING OBJECTIVE
Adaptive: Self-Care	Sleeps through the night without wetting the bed.	FUTURE LEARNING OBJECTIVE
Adaptive: Self-Care	Dresses and undresses independently.	FUTURE LEARNING OBJECTIVE

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DOMAIN: SUBDOMAIN	SKILL	MASTERY
Adaptive: Personal Responsibility	Explores his or her environment safely and independently.	MASTERED
Adaptive: Personal Responsibility	Understands that hot is dangerous.	MASTERED
Adaptive: Personal Responsibility	Indicates or describes an illness, ailment, or injury to an adult.	MASTERED
Adaptive: Personal Responsibility	Shows care when handling something delicate or fragile.	MASTERED
Adaptive: Personal Responsibility	Uses appropriate behavior in public settings.	EMERGING
Adaptive: Personal Responsibility	Demonstrates caution and avoids common dangers.	EMERGING
Adaptive: Personal Responsibility	Responds to instructions given in a small group and begins the task without being reminded.	EMERGING
Adaptive: Personal Responsibility	Accesses a computer, tablet, or other electronic device independently.	EMERGING
Adaptive: Personal Responsibility	Initiates and organizes his or her own activities.	FUTURE LEARNING OBJECTIVE
Adaptive: Personal Responsibility	Follows established rules when playing simple games.	FUTURE LEARNING OBJECTIVE
Adaptive: Personal Responsibility	Continues to work on a learning task with minimal guidance.	FUTURE LEARNING OBJECTIVE
Social-Emotional: Adult Interaction	Responds positively to adult recognition and encouragement.	MASTERED
Social-Emotional: Adult Interaction	Mimics a familiar adult's facial expressions.	MASTERED
Social-Emotional: Adult Interaction	Responds positively when familiar adults or adults in authority initiate social contact.	MASTERED

Item Level Scores



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DOMAIN: SUBDOMAIN	SKILL	MASTERY
Social-Emotional: Adult Interaction	Recognizes an adult's happy or sad emotions.	FUTURE LEARNING OBJECTIVE
Social-Emotional: Adult Interaction	Initiates social contact or interactions with familiar adults.	FUTURE LEARNING OBJECTIVE
Social-Emotional: Adult Interaction	Joins in or imitates an adult's performance of simple tasks.	EMERGING
Social-Emotional: Adult Interaction	Seeks help from adults other than his or her parents or caregiver.	MASTERED
Social-Emotional: Adult Interaction	Follows adult directions with little or no resistance.	EMERGING
Social-Emotional: Adult Interaction	Follows the rules given by an adult for playing simple group games with peers.	EMERGING
Social-Emotional: Adult Interaction	Solicits feedback from adults.	FUTURE LEARNING OBJECTIVE
Social-Emotional: Adult Interaction	Waits patiently for a teacher's or other adult's attention.	FUTURE LEARNING OBJECTIVE
Social-Emotional: Adult Interaction	Accepts constructive criticism from an adult.	FUTURE LEARNING OBJECTIVE
Social-Emotional: Peer Interaction	Shows awareness of the presence of other children.	MASTERED
Social-Emotional: Peer Interaction	Plays independently in the company of peers.	MASTERED
Social-Emotional: Peer Interaction	Enjoys playing with other children.	MASTERED
Social-Emotional: Peer Interaction	Imitates other children's play activities.	EMERGING
Social-Emotional: Peer Interaction	Mimics or responds to peers' emotions.	EMERGING
Social-Emotional: Peer Interaction	Responds differently to familiar and unfamiliar children.	EMERGING

Item Level Scores



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DOMAIN: SUBDOMAIN	SKILL	MASTERY
Social-Emotional: Peer Interaction	Initiates social contact with peers during play.	MASTERED
Social-Emotional: Peer Interaction	Shows sympathy or concern for peers.	EMERGING
Social-Emotional: Peer Interaction	Plays next to peers, using the same materials, but does not influence or disturb the other children's play.	EMERGING
Social-Emotional: Peer Interaction	Plays cooperatively with peers.	FUTURE LEARNING OBJECTIVE
Social-Emotional: Peer Interaction	Shows interest in being included in peer groups.	EMERGING
Social-Emotional: Peer Interaction	Shares property with peers.	FUTURE LEARNING OBJECTIVE
Social-Emotional: Peer Interaction	Engages in highly coordinated pretend play.	EMERGING
Social-Emotional: Peer Interaction	Willingly takes turns and shares.	FUTURE LEARNING OBJECTIVE
Social-Emotional: Peer Interaction	Actively participates in peer relationships.	FUTURE LEARNING OBJECTIVE
Social-Emotional: Peer Interaction	Plays cooperatively in rule-regulated games with peers.	FUTURE LEARNING OBJECTIVE
Social-Emotional: Self-Concept and Social Role	Appropriately communicates negative emotions.	MASTERED
Social-Emotional: Self-Concept and Social Role	Exhibits apprehension or fear in new situations.	MASTERED
Social-Emotional: Self-Concept and Social Role	Expresses ownership or possession.	MASTERED
Social-Emotional: Self-Concept and Social Role	Identifies himself or herself in a mirror.	EMERGING

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DOMAIN: SUBDOMAIN	SKILL	MASTERY
Social-Emotional: Self-Concept and Social Role	Transitions from one activity or setting to another.	MASTERED
Social-Emotional: Self-Concept and Social Role	Shows pride in his or her work or accomplishments.	MASTERED
Social-Emotional: Self-Concept and Social Role	Uses symbolic representation in make-believe play.	EMERGING
Social-Emotional: Self-Concept and Social Role	Recovers from distress in a reasonable amount of time when comforted.	EMERGING
Social-Emotional: Self-Concept and Social Role	Willingly tries new things.	EMERGING
Social-Emotional: Self-Concept and Social Role	Initiates social interactions with others.	EMERGING
Social-Emotional: Self-Concept and Social Role	Engages in adult role-playing and imitation.	FUTURE LEARNING OBJECTIVE
Social-Emotional: Self-Concept and Social Role	Demonstrates knowledge of his or her age.	MASTERED
Social-Emotional: Self-Concept and Social Role	States his or her first <i>and</i> last names.	FUTURE LEARNING OBJECTIVE
Social-Emotional: Self-Concept and Social Role	Follows classroom rules and agreements.	FUTURE LEARNING OBJECTIVE
Social-Emotional: Self-Concept and Social Role	Recognizes another's need for help and offers assistance.	FUTURE LEARNING OBJECTIVE
Communication: Receptive Communication	Identifies family members or pets when named.	MASTERED
Communication: Receptive Communication	Responds to simultaneous verbal and gestural commands.	MASTERED

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DOMAIN: SUBDOMAIN	SKILL	MASTERY
Communication: Receptive Communication	Associates spoken words with familiar objects.	MASTERED
Communication: Receptive Communication	Points to body parts when named.	EMERGING
Communication: Receptive Communication	Looks at or points to an object across the room when it is named.	MASTERED
Communication: Receptive Communication	Understands the simple possessive forms <i>your</i> and <i>my</i> .	EMERGING
Communication: Receptive Communication	Understands simple action verbs.	MASTERED
Communication: Receptive Communication	Responds to the prepositions <i>on</i> and <i>out</i> .	EMERGING
Communication: Receptive Communication	Responds to <i>where</i> and <i>when</i> questions.	FUTURE LEARNING OBJECTIVE
Communication: Receptive Communication	Recognizes actions in pictures.	EMERGING
Communication: Receptive Communication	Understands simple negatives.	FUTURE LEARNING OBJECTIVE
Communication: Receptive Communication	Identifies pictures of objects by their use.	FUTURE LEARNING OBJECTIVE
Communication: Receptive Communication	Understands <i>what</i> and <i>who</i> questions.	FUTURE LEARNING OBJECTIVE
Communication: Expressive Communication	Uses meaningful one-word utterances to express wants or needs.	MASTERED
Communication: Expressive Communication	Uses 10 or more words in a functional way.	MASTERED

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DOMAIN: SUBDOMAIN	SKILL	MASTERY
Communication: Expressive Communication	Uses lip sounds (/p/, /m/, /b/).	MASTERED
Communication: Expressive Communication	Uses two-word utterances to express meaningful relationships.	EMERGING
Communication: Expressive Communication	Answers <i>what</i> questions.	EMERGING
Communication: Expressive Communication	Uses speech sounds (/k/, /d/, /g/).	EMERGING
Communication: Expressive Communication	Has a functional vocabulary of at least 100 words.	EMERGING
Communication: Expressive Communication	Communicates using simple sentences.	FUTURE LEARNING OBJECTIVE
Communication: Expressive Communication	Uses three-word phrases meaningfully.	FUTURE LEARNING OBJECTIVE
Communication: Expressive Communication	Asks questions that begin with <i>what</i> .	FUTURE LEARNING OBJECTIVE
Motor: Gross Motor	Runs 10 feet while maintaining balance.	MASTERED
Motor: Gross Motor	Kicks a ball forward while maintaining balance.	MASTERED
Motor: Gross Motor	Throws a ball 5 feet forward with direction.	MASTERED
Motor: Gross Motor	Walks backward 10 or more steps.	FUTURE LEARNING OBJECTIVE
Motor: Gross Motor	Walks up stairs, alternating feet, without assistance from a person.	EMERGING
Motor: Gross Motor	Jumps forward with both feet together.	FUTURE LEARNING OBJECTIVE

Item Level Scores



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Objective

DOMAIN: SUBDOMAIN	SKILL	MASTERY
Motor: Gross Motor	Walks forward two or more steps in a straight line, alternating feet.	EMERGING
Motor: Gross Motor	Imitates the bilateral movements of an adult.	EMERGING
Motor: Gross Motor	Walks down stairs, alternating feet, without assistance from a person.	EMERGING
Motor: Gross Motor	Jumps forward three or more times with his or her feet together.	FUTURE LEARNING OBJECTIVE
Motor: Gross Motor	Catches a large ball from 5 feet away, using both hands.	FUTURE LEARNING OBJECTIVE
Motor: Gross Motor	Hops forward on one foot without support.	FUTURE LEARNING OBJECTIVE
Motor: Fine Motor	Scribbles.	MASTERED
Motor: Fine Motor	Extends or points with his or her index finger independent of the thumb and other fingers.	MASTERED
Motor: Fine Motor	Scribbles linear and/or circular patterns.	MASTERED
Motor: Fine Motor	Uses his or her fingertips to grasp a pencil or crayon.	EMERGING
Motor: Fine Motor	Cuts paper with scissors.	EMERGING
Motor: Fine Motor	Holds paper with one hand while drawing or writing with the other hand.	FUTURE LEARNING OBJECTIVE
Motor: Fine Motor	Imitates finger movements.	FUTURE LEARNING OBJECTIVE
Motor: Fine Motor	Strings four large beads.	FUTURE LEARNING OBJECTIVE
Motor: Perceptual Motor	Dumps an object from a bottle.	MASTERED

Item Level Scores



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DOMAIN: SUBDOMAIN	SKILL	MASTERY
Motor: Perceptual Motor	Places two objects in a bottle.	MASTERED
Motor: Perceptual Motor	Places four rings on a post in any order.	MASTERED
Motor: Perceptual Motor	Stacks four blocks vertically.	EMERGING
Motor: Perceptual Motor	Imitates a vertical line.	EMERGING
Motor: Perceptual Motor	Imitates a horizontal line.	FUTURE LEARNING OBJECTIVE
Motor: Perceptual Motor	Builds a three-block bridge.	FUTURE LEARNING OBJECTIVE
Motor: Perceptual Motor	Copies a circle.	FUTURE LEARNING OBJECTIVE
Cognitive: Attention and Memory	Recognizes that a person still exists when out of view.	MASTERED
Cognitive: Attention and Memory	Uncovers a hidden toy.	MASTERED
Cognitive: Attention and Memory	Searches for a removed object.	MASTERED
Cognitive: Attention and Memory	Remains engaged in an activity for at least 5 minutes.	EMERGING
Cognitive: Attention and Memory	Looks at, points to, touches, or names pictures in a book.	EMERGING
Cognitive: Attention and Memory	Occupies himself or herself for 10 or more minutes without demanding attention.	FUTURE LEARNING OBJECTIVE
Cognitive: Attention and Memory	Finds an object hidden under one of two cups following a 3-second delay.	FUTURE LEARNING OBJECTIVE

Item Level Scores



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DOMAIN: SUBDOMAIN	SKILL	MASTERY
Cognitive: Attention and Memory	Selects the hand hiding a toy following a 10-second delay.	FUTURE LEARNING OBJECTIVE
Cognitive: Reasoning and Academic Skills	Reaches around a barrier to obtain a toy.	MASTERED
Cognitive: Reasoning and Academic Skills	Experiments with variations of causal behavior.	MASTERED
Cognitive: Reasoning and Academic Skills	Pulls a cloth to obtain an object.	MASTERED
Cognitive: Reasoning and Academic Skills	Shows interest and enjoyment in age-appropriate books or printed materials.	EMERGING
Cognitive: Reasoning and Academic Skills	Matches colors.	FUTURE LEARNING OBJECTIVE
Cognitive: Reasoning and Academic Skills	Demonstrates how to hold a book in preparation for reading.	FUTURE LEARNING OBJECTIVE
Cognitive: Reasoning and Academic Skills	Names the colors red, yellow, and blue.	FUTURE LEARNING OBJECTIVE
Cognitive: Perception and Concepts	Visually explores the environment.	MASTERED
Cognitive: Perception and Concepts	Shows awareness of new situations.	MASTERED
Cognitive: Perception and Concepts	Feels and explores objects.	MASTERED
Cognitive: Perception and Concepts	Imitates simple facial gestures.	EMERGING
Cognitive: Perception and Concepts	Places a circle and a square in a form board.	EMERGING

Item Level Scores



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DOMAIN: SUBDOMAIN	SKILL	MASTERY
Cognitive: Perception and Concepts	Matches a circle, square, and triangle.	EMERGING
Cognitive: Perception and Concepts	Identifies familiar objects by their use.	EMERGING
Cognitive: Perception and Concepts	Identifies big and little shapes.	MASTERED
Cognitive: Perception and Concepts	Identifies colors of familiar objects not in view.	FUTURE LEARNING OBJECTIVE
Cognitive: Perception and Concepts	Identifies the longer of two lines.	FUTURE LEARNING OBJECTIVE
Cognitive: Perception and Concepts	Sorts by color with a demonstration.	FUTURE LEARNING OBJECTIVE



Help Your Child Learn and Grow

You can help your child learn and grow. Talk, read, sing, and play together every day. Below are some activities to enjoy with your 3-year-old child today.

What You Can Do for Your 3-Year-Old:

- | | |
|---|--|
| <ul style="list-style-type: none">• Go to play groups with your child or other places where there are other children, to encourage getting along with others.• Work with your child to solve the problem when he is upset.• Talk about your child's emotions. For example, say "I can tell you feel mad because you threw the puzzle piece." Encourage your child to identify feelings in books.• Give your child instructions with 2 or 3 steps. For example, "Go to your room and get your shoes and coat."• Read to your child every day. Ask your child to point to things in the pictures and repeat words after you.• Set rules and limits for your child, and stick to them. If your child breaks a rule, give her a time out for 30 seconds to 1 minutes in a chair or in her room. Praise your child for following the rules.• Give your child an "activity box" with paper, crayons, and coloring books. Color and draw lines and shapes with your child. | <ul style="list-style-type: none">• Play matching games. Ask your child to find objects in books or around the house that are the same.• Play counting games. Count body parts, stairs, and other things you use or see every day.• Hold your child's hand going up and down stairs. When he can go up and down easily, encourage him to use the railing.• Play outside with your child. Go to the park or hiking trail. Allow your child to play freely and without structured activities. |
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Content source: National Center on Birth Defects and Developmental Disabilities, Center for Disease Control and Prevention. <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

This milestone checklist is not a substitute for a standardized, validated developmental screening tool