



Record Form

	Year	Month	Day
Test Date			
Birth Date			
Chronological Age			

Auditory Comprehension	Raw Score Calculation		Norm-Referenced Scores					
	Last AC item administered		Standard Score (SS)	SS Confidence Interval (____% level)	Percentile Rank (PR)	PRs for SS Confidence Interval Values	Age Equivalent	
	Minus (-) number of 0 scores	-						
	AC Raw Score	2	73	to	1	to	1 - 5	
Expressive Communication	Last EC item administered							
	Minus (-) number of 0 scores	-						
	EC Raw Score	19			69	to		
	AC Standard Score							
Total Language Score	Plus (+) EC Standard Score	+	Standard Score Total	69	to	to	1 - 2	1 - 3
	Standard Score Total	142						
	AC Raw Score + EC Raw Score	60						

Standard Scores	Score Summary		
	AC	EC	TLS
150	—	—	—
+3SD	—	—	—
145	—	—	—
140	—	—	—
135	—	—	—
+2SD	—	—	—
130	—	—	—
125	—	—	—
120	—	—	—
+1SD	—	—	—
115	—	—	—
110	—	—	—
105	—	—	—
Mean	100	—	—
95	—	—	—
90	—	—	—
-1SD	—	—	—
85	—	—	—
80	—	—	—
-2SD	—	—	—
75	—	—	—
70	—	—	—
65	—	—	—
-3SD	—	—	—
60	—	—	—
55	—	—	—
50	—	—	—

Discrepancy Comparison	AC Standard Score	EC Standard Score	Difference	Critical Value	Significant Difference? (Y or N)*	Prevalence in the Normative Sample**	Level of Significance
	[]	- []	= []		Y or N		.15 / .05
*See Table D.1 in the Administration and Scoring Manual to determine if the difference between AC and EC scores is significant.							
**See Table D.2 to determine prevalence in the normative sample.							
Supplemental Measures							
Articulation Screener Raw Score []							
<input type="checkbox"/> Typical <input type="checkbox"/> Further evaluation indicated <input type="checkbox"/> Further evaluation strongly indicated							
Language Sample Checklist							
<input type="checkbox"/> Reinforces PLS-5 results <input type="checkbox"/> Differs greatly from PLS-5 results							
Home Communication Questionnaire							
<input type="checkbox"/> Reinforces PLS-5 results <input type="checkbox"/> Differs greatly from PLS-5 results							
Growth Scale Values (GSV)							
Date: / /	Date: / /	Date: / /	Date: / /				
[AC] [EC]	[AC] [EC]	[AC] [EC]	[AC] [EC]				
1st administration		2nd administration					
3rd administration		4th administration					
Notes:							

General Directions

Suggested Start Point: Start at the  corresponding to the child's chronological age.

Basal: Three consecutive scores of 1. Reverse to the previous age start point until 3 consecutive scores of 1 are achieved.
Continue testing from this point forward.

Ceilings: 6 consecutive scores of 0.

Scoring: Record a response for each part of the item. (+) = Correct; (-) = Incorrect. For each item, add the number of correct responses and compare to the pass criteria. Then, circle the appropriate score (1 or 0) in the score area. For AC1–19, EC1–25, and EC27, circle the method(s)¹ of assessment used to score the item: CR (Caregiver Report), O (Observation) and/or E (Elicitation).

See the Administration and Scoring Manual for detailed scoring and recording information.

Auditory Comprehension

Score

Expressive Communication

Score

Developmental Tasks for Ages 0:0–0:2

Start: Ages 0:0–0:2 and 0:3–0:5

1. Glances momentarily at a person who talks to him or her

CR 0 E 1 0

Materials: none

Score: 1 = Glances at the speaker for one second

2. Enjoys caregiver's attention

CR 0 E 1 0

Materials: none

Score: 1 = Smiles, coos, relaxes

3. Reacts to sounds other than voices in the environment

CR 0 E 1 0

Materials: loud squeaky toy

Score: 1 = Reacts to the sound (startles, eyes open wide, etc.)

4. Turns head to locate the source of sound

CR 0 E 1 0

Materials: loud squeaky toy

Score: 1 = Turns head to locate the sound

5. Responds to a new sound

CR 0 E 1 0

Materials: sheet of paper, keys on a key ring

Score: 1 = Blinks, startles, or searches for the new sound

Start: Ages 0:0–0:2 and 0:3–0:5

1. Has a suck/swallow reflex

CR 0 E 1 0

Materials: bottle and nipple or pacifier provided by caregiver

Score: 1 = Has coordinated suck/swallow sequence;
no coughing/choking/spilling

2. Vocalizes soft, throaty sounds

CR 0 E 1 0

Materials: none

Score: 1 = Makes soft, throaty, gurgling sounds

3. Varies pitch, length, or volume of cries

CR 0 E 1 0

Materials: none

Score: 1 = Vocalizes or cries with varying pitch, duration, or volume

Developmental Tasks for Ages 0:3–0:5

Start: Ages 0:6–0:8 and 0:9–0:11

4. Responds to speaker by smiling

CR 0 E 1 0

Materials: none

Score: 1 = Smiles in response to speaker leaning toward,
holding or talking to him or her

5. Vocalizes pleasure and displeasure sounds

CR 0 E 1 0

Materials: infant toys provided by the caregiver

Score: 1 = Two correct (1 pleasure sound and 1 displeasure sound)

Start: Ages 0:6–0:8 and 0:9–0:11

6. Actively searches to find a person who is talking

CR O E 1 0

Materials: none

Score: 1 = Looks from face to face or turns head to find the voice

7. Mouths objects

CR O E 1 0

Materials: rattle, loud squeaky toy

Score: 1 = Takes the toy or rattle and mouths it

8. Shakes and bangs objects in play

CR O E 1 0

Materials: rattle, spoon, keys on a key ring, bowl, infant toy

Score: 1 = Shakes or bangs one or more objects

9. Anticipates what will happen next

CR O E 1 0

Materials: none

Score: 1 = Laughs, closes eyes, tenses body, etc., in anticipation

10. Looks for object that has fallen out of sight

CR O E 1 0

Materials: toys or objects the child has previously shown an interest in (e.g., rattle, loud squeaky toy)

Show the child the toy/object and say, *Oops!* while dropping it, so the child has to look for it.

Score: 1 = Looks for dropped or fallen object

11. Understands what you want when you extend your hands and say, *Come here*

Materials: none

Hold out your hands, palms up, and say, *Come here*.

Score: 1 = Responds by moving forward into your arms or clinging to the caregiver

Developmental Tasks for Ages 0:6–0:8

6. Vocalizes when talked to, moving arms and legs during vocalizations

CR O E 1 0

Materials: none

Score: 1 = Vocalizations paired with arm flapping, leg churning, or other involuntary arm and leg movements

7. Protests by gesturing or vocalizing

CR O E 1 0

Materials: toy of interest to child

Child's behavior: _____

Score: 1 = One example of protesting behavior or vocalization

CR O E 1 0

8. Attempts to imitate facial expressions and movements

CR O E 1 0

Materials: none

Score: 1 = Attempts to move face or tongue in response to caregiver's facial expressions and movements

Auditory Comprehension

Score

 **Start: Ages 1:0–1:5****12. Interrupts activity when you call his or her name**

Materials: toys or objects that the child has previously shown an interest in (e.g., rattle, loud squeaky toy)

Score: 1 = Stops playing and looks or moves toward the person who called his or her name

CR 0 E 1 0

CR 0 E 1 0

 **Start: Ages 1:0–1:5****12. Seeks attention from others**

Materials: none

Child's behavior: _____

Score: 1 = Acts to gain or maintain attention

10. Vocalizes two different vowel sounds

Materials: toy of interest to child

Vowels the child produced: _____

Score: 1 = Produces two different vowel sounds

CR 0 E 1 0

CR 0 E 1 0

11. Combines sounds

Materials: infant toys (e.g., ball, bubbles)

Sound combinations the child produced: _____

Score: 1 = Produces a sound combination or syllable (V-V, C-V, or V-C)

13. Looks at objects or people the caregiver points to and names

CR 0 E 1 0

CR 0 E 1 0

Materials: toys or objects that the child has previously shown an interest in (e.g., rattle, loud squeaky toy)

Ask the caregiver to point to an object or family member and say,
Look at _____ (name of the object or person).

Score: 1 = Looks at the toys, objects, or people the caregiver indicates

Items 14 and 15. Administer simultaneously, using the same procedure.

Materials: toys or objects that caregiver thinks the child knows words for

Note. Refer to the Administration and Scoring Manual for complete administration directions.

14. Responds to an inhibitory word (e.g., No)

CR 0 E 1 0

CR 0 E 1 0

Score: 1 = Stops, withdraws, or pauses briefly before reaching for object

15. Understands a specific word or phrase without the use of gestural cues

CR 0 E 1 0

Score: 1 = Responds appropriately to one word/phrase

Developmental Tasks for Ages 1:0–1:5**12. Takes multiple turns vocalizing**

Materials: none

Score: 1 = Takes two turns vocalizing in response to caregiver's vocalizations

13. Plays simple games with another while using appropriate eye contact

CR 0 E 1 0

Materials: infant toys (e.g., blocks, cat, ball, bubbles, box, book, cloth)

Score: 1 = Participates with another in play while using appropriate eye contact

 **Start: Ages 1:6–1:11****14. Vocalizes two different consonant sounds**

Materials: infant toys (e.g., teddy bear, rattle)

Circle the consonant sounds the child produced: b d m n p

Other: _____

Score: 1 = Produces two different consonant sounds

Start: Ages 1:6–1:11

Items 16–18 Administer simultaneously, using the same procedure.

Materials: 2 cups, spoon, car, 6 blocks, comb, ball

Note. Refer to the Administration and Scoring Manual for complete administration directions.

Place the objects in front of the child. Say, Look at all these things.
I'm going to play with the blocks. Stack three blocks. Gesture and say,
You play too. If necessary, demonstrate playing with the car.

16. Demonstrates functional play

CR O E 1 0

Score: 1 = One example of using objects appropriately

17. Demonstrates relational play

CR O E 1 0

Score: 1 = One example of using two objects together in play

18. Demonstrates self-directed play

CR O E 1 0

Score: 1 = One example of using objects toward self

Note. If the child demonstrates other-directed play (e.g., feeding the caregiver, combing the caregiver's hair), credit the child for self-directed play.

Start: Ages 2:0–2:5

19. Follows routine, familiar directions with gestural cues

CR O E 1 0

Materials: ball, box without lid, keys on a key ring

- a. Put the ball in the box (point to where the ball goes).
- b. Throw the ball (model throwing the ball).
- c. Give me the keys (hold out your hand).
- d. other: _____

Score: 1 = Two correct

15. Babbles two syllables together

Materials: bubbles, infant toys the child has previously shown an interest in

Two syllable combinations the child produced: _____

Score: 1 = Babbles a two-syllable combination (e.g., mama, bada)

CR O E 1 0

16. Uses a representational (symbolic) gesture

Materials: infant toys and objects

Score: 1 = Uses one representational gesture
(e.g., waves bye-bye, claps hands, moves body)

Note. Refer to the Administration and Scoring Manual for complete administration directions.

CR O E 1 0

17. Uses at least one word

Materials: toys and objects the child has previously shown an interest in

Words the child produced: _____

Score: 1 = Demonstrates meaningful use of one word

Developmental Tasks for Ages 1:6–1:11

18. Demonstrates self-directed play

CR O E 1 0

Score: 1 = One example of using objects toward self

Note. If the child demonstrates other-directed play (e.g., feeding the caregiver, combing the caregiver's hair), credit the child for self-directed play.

Start: Ages 2:0–2:5

18. Produces syllable strings (two to three syllables) with inflection similar to adult speech

CR O E 1 0

Materials: toys and objects the child has previously shown an interest in

Syllable strings the child produced: _____

Score: 1 = Produces one two- to three-syllable string with inflection similar to adult speech

19. Participates in a play routine with another person for at least 1 minute while using appropriate eye contact

CR O E 1 0

Materials: stopwatch or watch with second hand

Score: 1 = Attends, using appropriate eye contact for 1 minute

Auditory Comprehension

Score

Expressive Communication

CR O E 1 0

20. Imitates a word**Materials:** bubbles, teddy bear, crayon and paper

a. bubble _____

b. bear _____

c. crayon/paper _____

d. other: _____

Score: 1 = Imitates one word**21. Produces different types of consonant-vowel (C-V) combinations**

CR O E 1 0

Materials: toys and objects the child has previously shown an interest in

Consonant-vowel combinations the child produced:

a. C-V: _____

b. C-V-C: _____

c. C-V-C-V: _____

d. other: _____

Score: 1 = Produces three different consonant-vowel combinations
(e.g., C-V, C-V-C, C-V-C-V) **Start: Ages 2:6–2:11****22. Initiates a turn-taking game or social routine**

CR O E 1 0

Materials: cloth, ball, teddy bear

Child's behavior: _____

Score: 1 = One instance of child-initiated activity with you, caregiver, or other person**23. Uses at least five words**

CR O E 1 0

Materials: toys and objects the child has previously shown an interest inWhile playing with the child, point to objects and ask, **What is this?**

Words the child produced: _____

Score: 1 = Produces five or more words

Developmental Tasks for Ages 2:0–2:5

20. Identifies familiar objects from a group of objects without gestural cues

1 0

Materials: (first set) car, ball, cup, keys on key ring, spoon; (replacement objects) block, bowl, duck, loud squeaky toy

Line up the first set of objects in front of the child. Extend your hand palm up and say, Give me the

Note. After the child gives you an object, say, **Thank you**, and remove it from sight. Replace each object that the child gives you with one of the replacement objects.

Note. Refer to the Administration and Scoring Manual for complete administration directions.

- a. ball b. cup c. car d. spoon

Score: 1 = Two correct

21. Identifies photographs of familiar objects

1 0

Materials: Picture Manual pp. 1–3

(practice) Tell the caregiver, I'm going to ask you to point to some pictures, so your child can see what to do. Turn to the caregiver and say, _____ (child's name for the caregiver), look at these pictures; point to the ball. Wait for the caregiver to point. Point to the spoon. Wait for the caregiver to point. Turn the page and tell the child, Your turn. Look at all these pictures! Point to the...

- a. cookie b. bird c. balloon
 d. kitty e. shoe f. apple

Score: 1 = Four correct

22. Follows commands with gestural cues

1 0

Materials: book, duck, teddy bear



- a. Get the book and bring it here please. Hold out your hand.

As the child picks up the book, hold up your hand to signal stop, and say,

- b. Wait!

- c. I meant to say, the duck. Get the duck and bring it here please.

- d. After the child gives you the duck, say, Now get the bear and give it to _____ (point to and name the person in the room, for example, *mama, daddy*).

Score: 1 = One correct

Items 24 and 25 Administer simultaneously, using the same play activity.

Materials: windup toy, bubbles, book

Place 2 or 3 objects near the child but out of reach. Say, **Look at these things.** Observe the child to see if he or she points or reaches for the object, vocalizes, and looks back and forth between the object and person.

24. Uses gestures and vocalizations to request objects

CR O E 1 0

Score: 1 = Two instances of using gestures and vocalization to request objects

25. Demonstrates joint attention

CR O E 1 0

Score: 1 = Looks back and forth between person and object

Start: Ages 3:0–3:5

1 0

26. Names objects in photographs

Materials: Picture Manual pp. 50–52

Point to each picture and say, **Look at this picture. What is this?**

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> a. ball | <input type="checkbox"/> b. baby |
| <input type="checkbox"/> c. bird | <input type="checkbox"/> d. cookie |
| <input type="checkbox"/> e. shoe | <input type="checkbox"/> f. dog/doggie/puppy/puppy-dog |
| <input type="checkbox"/> g. balloon | <input type="checkbox"/> h. spoon |
| <input type="checkbox"/> i. apple | <input type="checkbox"/> j. cat/kitty/kitten/kitty-cat |

Score: 1 = Five correct

Score

Auditory Comprehension**Start: Ages 2:6-2:11**

1 0

23. Identifies basic body parts**Materials:** teddy bear

Using the wording the child is most comfortable with, say, Show me your ;

Point to my ; or Where's the bear's ?

- a. nose
- b. eye(s)
- c. foot/feet
- d. hand(s)
- e. mouth

Score: 1 = Four correct

1 0

24. Identifies things you wear**Materials:** none

Using the wording the child is most comfortable with, say, Show me your ;

Point to my/Mommy's ; or Where are/is your Mommy's ?

- a. shoes
- b. shirt
- c. socks
- d. shorts/pants
- e. other (e.g., hat, coat, skirt):

Score: 1 = Three correct

Developmental Tasks for Ages 2:6-2:11

Items 25 and 26 Administer simultaneously, using the same procedure.

Materials: teddy bear, cloth, spoon, cup, bowl

25. Understands the verbs *eat*, *drink*, and *sleep* in context

Here's my friend Mr. Bear. Mr. Bear is...

- a. hungry. Give him something to eat.
- b. thirsty. Give him something to drink.
- c. tired. Make him go to sleep.

Score: 1 = One correct

26. Engages in pretend play

Score: 1 = One example of pretend play

1 0

27. Uses words more often than gestures to communicate

Materials: toys and objects the child has previously shown an interest in

Note. Refer to the Administration and Scoring Manual for complete administration directions.

- a. uses neither words nor gestures
- b. uses gestures only
- c. uses gestures more often than words to communicate
- d. uses gestures about as often as words
- e. uses words more often than gestures to communicate

Score: 1 = Uses words more often than gestures to communicate. (e)

1 0

28. Uses words for a variety of pragmatic functions

Materials: sealable bag with a snack provided by caregiver or a toy inside; a windup toy; toys and objects

Note. Refer to the Administration and Scoring Manual for complete administration directions.

- a. requests actions or objects: _____
- b. labels actions or objects: _____
- c. requests repetition: _____
- d. requests assistance: _____
- e. answers yes/no questions: _____
- f. uses a word to get attention: _____

Score: 1 = Uses words to express five pragmatic functions

29. Uses different word combinations *Verbalizing word combinations*

Materials: toy or objects the child has previously shown an interest in

Word combinations the child produced:

- a. noun/pronoun + verb: _____
- b. verb + noun/pronoun: _____
- c. noun/pronoun + verb + location: _____
- d. noun/pronoun + verb + adjective: _____
- e. other (noun/pronoun + noun, possessive + noun, etc.);
e.g., *Dog animal*: _____

Score: 1 = Verbalizes three different word combinations

CR O E 1 0

1 0

1 0

Auditory Comprehension**Score****Expressive Communication****Start: Ages 3:0-3:5****Items 27-29** Administer simultaneously, using the same procedure.**Materials:** teddy bear, 3 cups, box with lid, small pitcher, spoon, bowl, 8 blocks**Note:** Do not use gestures when presenting the item directions.

If you are continuing administration from Items 25 and 26 say, Mr. Bear is finished with his nap. Now Mr. Bear wants to play hide-and-seek. He's going to hide now.

If you are beginning test administration with Item 27, say, Here is my friend Mr. Bear. Mr. Bear wants to play hide-and-seek. He's going to hide now.

Put the pitcher and teddy bear inside the box and replace the lid. Make sure the child watches you do this and also sees the bear and pitcher inside the box before you replace the lid. Then put the box, cups, and spoon on the table.

- a. Open the box and give Mr. Bear to me.

Say, We found Mr. Bear!

Put Mr. Bear on the table. Take the pitcher out of the box and put it next to the cups and spoon.

Say, Now let's get something to drink. You pour.

Encourage the child to use the pitcher and cups.

Mr. Bear says he likes cold drinks. Here are some ice cubes.

Show the blocks in your open hand and then put them on the table.

- b. Get an ice cube and put it in a cup for Mr. Bear.

Say, I want a drink too.

- c. Please give me a cup. d. Put an ice cube in my cup. e. Where's your cup?

Say, Put an ice cube in your cup. (Do not score.)

- f. Let's drink. Pretend to drink.



Say, Mmmmm. That was good. Please help me clean up now.

1 0

27. Understands pronouns (me, my, your)**Score:** 1 = Two correct on parts c, d, e

1 0

28. Follows commands without gestural cues**Score:** 1 = Two correct on parts a, b, c, d

29. Engages in symbolic play

Score: 1 = Two examples of symbolic play

30. Recognizes action in pictures

Materials: Picture Manual pp. 4–5

Look at all of the children. Show me the child who is...

- a. sleeping b. eating c. playing

Now look at all these children. Show me the child who is...

- d. drinking e. washing f. running

Score: 1 = Four correct

31. Understands use of objects

Materials: Picture Manual p. 6

Look at all of these pictures. Show me what you...

- a. use to drink water. b. wear on your foot.
c. can ride. d. use to watch cartoons.

Score: 1 = Three correct

1 0



Start: Ages 3:6–3:11

1 0

30. Names a variety of pictured objects

Materials: Picture Manual pp. 53–54

Look at these pictures. Point to each and ask, **What is this?**

- a. teddy bear/bear b. scissors
c. cookie/star d. banana
e. refrigerator/fridge f. spoon
g. fish h. elephant

Score: 1 = Five correct

1 0

31. Combines three or four words in spontaneous speech

1 0

Materials: toys and objects the child has previously shown an interest in

Three- or four-word combination the child produced: _____

Score: 1 = Produces one three- or four-word combination

0

32. Uses a variety of nouns, verbs, modifiers, and pronouns in spontaneous speech

1 0

Materials: toys and objects the child has previously shown an interest in

- a. 10 nouns the child produced:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- b. 10 verbs the child produced:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- c. 2 modifiers the child produced:

_____	_____
-------	-------

- d. 1 pronoun the child produced:

Score: 1 = Produces required number of words for 3 of the 4 word categories

Score: 1 = Three correct



Start: Ages 3:6–3:11

32. Understands spatial concepts (*in, on, out of, off*) without gestural cues

Materials: teddy bear, cloth, box with lid, duck, ball

Put the ball in the box, and place the box with the lid on your lap so the child can see and touch the box. Put the bear, covered with the cloth, on the table.

This is Ms. Duck and this is Mr. Bear. We are going to play with them.

Mr. Bear is sleeping. Let's wake him up.

- a. Take the blanket off Mr. Bear. b. Put Ms. Duck in the box.
c. Put the box on the table. d. Now take the ball out of the box.

Score: 1 = Three correct

Auditory Comprehension**Score****Expressive Communication****Score**

- 33. Understands quantitative concepts (one, some, rest, all)**

Materials: teddy bear, 8 blocks in sealable plastic bag

Sit the bear on the table and hold out the open bag of blocks to the child.

- a. Give Mr. Bear one block.
 - b. Give me some blocks.
- If the child gives you all of the blocks, place some of them back in the bag.
- c. You take the rest of the blocks.
 - d. Now put all the blocks in the baggie.

Score: 1 = Two correct

- 34. Makes inferences**

Materials: Picture Manual pp. 7-9

Look at these pictures. Show me which picture answers my question.

- a. Anna hurt her knees and elbows. How do you think Anna got hurt?
- b. Charlie played outside and got his shoes wet. How do you think Charlie's shoes got wet?
- c. Sandra was very hungry when she came home after school. What do you think Sandra did when she got home?

Score: 1 = Two correct

Start: Ages 4:0-4:5

- 35. Understands analogies**

Materials: Picture Manual pp. 10-12

Look at these pictures and show me which one finishes my sentence.

- a. You sleep in a bed. You sit on a _____ (chair)
- b. You eat with a fork. You cut with a _____ (knife)
- c. You hear with your ears. You see with your _____ (eyes)

Score: 1 = Two correct

Developmental Tasks for Ages 3:6-3:11

1 0

- 33. Produces one four- or five-word sentence**

Materials: none

Do you have any pets/friends/toys? Tell me about them.

Sentence the child produced:

Score: 1 = Produces one four- or five-word sentence

Start: Ages 4:0-4:5 and 4:6-4:11

1 0

- 34. Uses present progressive (verb + -ing)**

Materials: Picture Manual p. 55

(practice) Point to the picture of the girl in the sandbox and say, This girl is playing.

- a. Tell me about this girl (point). She is _____ (eating)
- b. Now tell me about this girl (point). She is _____ (sleeping)

Score: 1 = Two correct

Response influenced by dialect

Note. Refer to Appendix E of the Administration and Scoring Manual for correct dialectal variations.

1 0

- 35. Uses plurals**

Materials: Picture Manual p. 56

Point to each picture and ask, What are these?

- a. babies _____
- b. horses _____
- c. cats/kitties _____

Score: 1 = Two correct

Response influenced by dialect

Note. Refer to Appendix E of the Administration and Scoring Manual for correct dialectal variations.

36. Understands negatives in sentences

Materials: Picture Manual pp. 13–15

- a. Look at all the babies. Show me the baby who is not crying.
- b. Look at all the chickens and the nests. Show me the nest with no eggs.
- c. Look at all the toys. Show me a toy that is not in the basket.
(Child must point to one or both of the toys outside of the basket.)

Score: 1 = Two correct

1 0

36. Answers what and where questions

Materials: Picture Manual p. 57

- a. Look at this boy. What is he doing? (washing/drying dishes)

- b. He is not in the bathroom (point to the boy). Where is he? (kitchen)

If the child says here/there, prompt with, What room is he in? _____

Now I want you to answer some other questions.

Note. There are no visual stimuli for c and d.

- c. What did you eat for breakfast (or lunch)? _____

- d. Where did you eat breakfast (or lunch)? _____

Score: 1 = Three correct

Developmental Tasks for Ages 4:0–4:5

37. Identifies colors

1 0

Materials: 8 crayons (red, yellow, blue, green, black, brown, orange, purple)

Note. If the child has partial or total color blindness, do not administer this item and do not include it when applying the discontinue rule.

Scatter the crayons on the table.

Say, Look at these crayons. Show me...

- | | | |
|------------|-------------|-------------|
| — a. blue | — b. purple | — c. red |
| — d. green | — e. orange | — f. yellow |

Score: 1 = Four correct

37. Names described object

1 0

Materials: none

(practice) Now I want you to try to figure out what I'm talking about.
What animal chases mice and has whiskers? It says meow. (cat)

Cue as needed for practice only. Let's try some more.

- a. What toy is round and bounces? You play catch with it. (ball)
- b. What do you use after a bath or shower? You dry yourself with it. (towel)
- c. What do you use to draw a picture? They come in a box. (crayons, markers, pencils)

Score: 1 = Two correct

Auditory Comprehension**Score**

1 0

38. Understands sentences with post-noun elaboration**Materials:** Picture Manual pp. 16-17

(practice) Look at this picture. Point to each kitten and say, This kitten is black, this kitten is orange, and this kitten is white. Show me the orange kitten. Show me the black kitten. Show me the white kitten. Cue as needed for practice only.

Now look at these kittens. Point to...

- a. the white kitten that is sleeping.
- b. a kitten that is not black.
(Child may point to any kitten that is not black.)
- c. the small black kitten that is in the box.

Score: 1 = Two correct**Start: Ages 4:6-4:11 and 5:0-5:5**

1 0

39. Understands spatial concepts (*under, in back of, next to, in front of*)**Materials:** teddy bear

If this is the first time you are presenting the bear to the child, introduce it by saying, Here is Mr. Bear. I'm going to put Mr. Bear on the table.
Now I want you to put Mr. Bear...

- a. under the table/chair
- b. in back of you
- c. next to you
- d. in front of me

Score: 1 = Three correct**Expressive Communication**

1 0

38. Answers questions logically**Materials:** none

(practice) What do you do when you are hungry? (eat)
Cue as needed for practice only.

- a. What do you do if your hands are dirty? (clean them/wash them)

- b. What do you do when you are cold? (get a blanket /wear a jacket)

If the child says "shiver," ask, What do you do when you shiver?

- c. What do you do when you are tired? (go to bed/sleep)

Score: 1 = Two correct**39. Uses possessives**

1 0

Materials: Picture Manual p. 58

- a. Look at the children. This is the boy's cat. Whose cat is this? (the girl's, hers)

- b. Look at the animals. This is the dog's food. Whose food is this? (the cat's)

Score: 1 = Two correct

Response influenced by dialect

Note. Refer to Appendix E of the Administration and Scoring Manual for correct dialectal variations.

Developmental Tasks for Ages 4:6–4:11

40. Understands pronouns (*his, her, he, she, they*)

1 0

Materials: Picture Manual pp. 18–20

(practice) Look at these children. They are wearing shoes. Show me his shoes. Show me her shoes. Cue as needed for practice only.

Let's try some more. Show me...

- a. her shirt. b. his toys.

Now look at these children. Show me...

- c. she is on the stairs.

Show me...

- d. they are in the pool. e. he is in the pool.

Score: 1 = Four correct

41. Understands quantitative concepts (*more, most*)

1 0

Materials: teddy bear, 8 crayons (red, yellow, blue, green, black, brown, orange, purple)

Here are some crayons for you (put 6 crayons in front of the child) and some for me (put 2 crayons in front of you.)

- a. Who has more crayons?

Gather and redistribute the crayons. Give the child 3 crayons and yourself 5.

- b. Who has more crayons now? *Start e T*

Here's my friend Mr. Bear. He likes crayons too. I'll give him some.

Redistribute the crayons so the bear has 5, you have 1, and the child has 2.

- c. Who has the most crayons?

Redistribute the crayons so the child has 4, you have 2, and the bear has 2.

- d. Who has the most crayons now?

Score: 1 = Three correct

Start: Ages 5:0–5:5

1 0

40. Tells how an object is used

Materials: Picture Manual p. 59

(practice) Look at this picture. It's a pencil. What do you do with a pencil? Cue as needed for practice only.

Now look at this picture. This is a _____. What do you do with a ____?

- a. coat (put it on/wear it) _____

- b. towel (dry off/wipe) _____

- c. cup/glass (drink with it) _____

Score: 1 = Three correct

41. Answers questions about hypothetical events

1 0

Materials: none

(practice) Ask, What would you do if you couldn't find your shoes in the morning? (ask Mom or Dad)
Cue as needed for practice only.

What would you do if...

- a. you felt sick? (take medicine, go to the doctor) _____

- b. you got food on your shirt? (clean it, get a new shirt) _____

- c. you want to play with your friend's toy? (ask, tell them to share, grab it) _____

Score: 1 = Two correct

Auditory Comprehension**Score**

1 0

- 42. Identifies shapes (star, circle, square, triangle)**

Materials: Picture Manual pp. 21–22

Look at all of these pictures. These things are different shapes.

For a–d, prompt one time if the child points to only one or two pictures by asking, Is that all of them?

Note: Do not correct the child if he or she points to an incorrect picture. Mark the subitem incorrect (–).

Show me...

- a. all of the things that look like a star. (starfish, badge, cookie)
- b. all of the things that look like a circle. (pot lid, soccer ball, plate)

(Turn the page.) Now look at all of these pictures. These are different shapes too.

Show me...

- c. all of the things that look like a square. (clock, block, slice of bread)
- d. all of the things that look like a triangle. (tree, triangle musical instrument, cookie)

Score: 1 = Two correct

Expressive Communication

1 0

- 42. Uses prepositions (in, on, under)**

Materials: spoon, box with lid

Place the box in front of the child. Put the spoon in, under, and on the box. Each time, ask, Where is the spoon?

- a. in/inside
- b. under/below
- c. on (top of)

Score: 1 = Three correct

Developmental Tasks for Ages 5:0–5:5**Start: Ages 5:6–5:11**

1 0

- 43. Points to letters**

Materials: Picture Manual p. 23

Look at these letters. Show me the letter...

- a. o
- b. X
- c. b
- d. Z
- e. A

Score: 1 = Three correct

Start: Ages 5:6–5:11

1 0

- 43. Uses possessive pronouns (hers, his)**

Materials: Picture Manual pp. 60–62

(practice) This is his ice cream. This is _____ (hers, her ice cream) If the child says "the girl's" or "the boy's," say, Tell me another word, and repeat the prompt.
Cue as needed for practice only.

- a. This is her picture. This is _____ (his, his picture)
- b. This is his ball. This is _____ (hers, her ball)

Score: 1 = Two correct

Response influenced by dialect

Note: Refer to Appendix E of the Administration and Scoring Manual for correct dialectal variations.

44. Identifies advanced body parts

Materials: none

Show me your...

- a. elbow
- b. forehead
- c. eyelashes
- d. wrist

Score: 1 = Three correct

45. Understands quantitative concepts (3, 4)

Materials: Picture Manual pp. 24–25

- a. Look at the baskets. Show me the basket with 3 puppies.
- b. Look at the crayons and paper. Show me the paper with 4 crayons.

Score: 1 = Two correct

1 0

44. Names categories

Materials: none

(practice) Listen: dog, cat, horse, pig, cow. These are all animals.
Now you tell me what these are.

- a. cereal, oranges, mashed potatoes, pizza: these are all _____
(food; things you eat)
- b. blocks, doll, ball, puzzle: these are all _____
(toys; things you play with)
- c. water, milk, juice, soda: these are all _____
(drinks/liquids; things you drink)

Score: 1 = Two correct

1 0

45. Formulates meaningful, grammatically correct questions in response to picture stimuli

Materials: Picture Manual pp. 63–66

(practice) Look at this picture. Luisa is getting ready to go shopping with her mother. She can't find her other shoe! What should she ask her mother? She could ask her mother, "Can you help me find my shoe?"

Let's look at some more pictures.

- a. Darlene wants a cookie. What should she ask her mother?

- b. Kathy wants to play outside. What could she ask her father?

- c. Christopher wants the cereal. What should he ask his mother?

Score: 1 = One grammatically correct and pragmatically appropriate question

Response influenced by dialect

Note. Refer to Appendix E of the Administration and Scoring Manual for correct dialectal variations.

1 0

Auditory Comprehension**Score****Expressive Communication****Score**

1 0

46. Completes analogies**Materials:** none

(practice) Show me your hand. (put your hand next to the child's) Your hand is little; my hand is _____. (big) Let's do some more. Cue as needed for practice only.

- a. Ice is cold; fire is _____ (hot)
- b. I sit on a chair; I sleep in a _____ (bed)
- c. An apple is red; a banana is _____ (yellow)
- d. A turtle is slow; a rabbit is _____ (fast)

Score: 1 = Four correct**Developmental Tasks for Ages 5:6-5:11**

1 0

► Start: Ages 6:0-6:5**46. Understands complex sentences**

1 0

Materials: Picture Manual pp. 26-29

(practice) I'm going to tell you something about these pictures. Find the picture that I'm talking about. Sara was sad because her bicycle had a flat tire and she couldn't go for a ride.

Cue as needed for practice only.

Let's try some more.

- a. While walking home, Nancy saw a dog with white spots.
- b. When he woke up, Steve found his teddy bear that had fallen on the floor.
- c. Because it was cold outside, Sam put on a sweater and closed the window.

Score: 1 = Two correct**47. Uses qualitative concepts (*short, long*)****Materials:** Picture Manual p. 67

(practice) Look at these pictures. This chain is long; this chain is _____ (short)

Cue as needed for practice only. Let's do some more.

- a. This dress is short; this dress is _____ (long)
- b. Her ribbons are long; her ribbons are _____ (short)
- c. This rope is short; this rope is _____ (long)

Score: 1 = Two correct**► Start: Ages 6:0-6:5**

1 0

48. Names letters**Materials:** Picture Manual p. 68

Look at these letters. Point to each letter and ask, What is this letter?

Note. If the child responds with the sound of the letter, ask for the name of the letter.

- a. S b. M
- c. E d. f
- e. T

Score: 1 = Four correct

47. Demonstrates emergent literacy through book handling and concept of word

1 0

Materials: 2 children's books

Show the child the two books. Say, Look at my books. This one is about _____. This one is about _____. Point to the book you like. After the child selects a book, remove the other book from the child's view.

Hand the selected book, upside down and back cover up, to the child.

a. Here, you hold the book. Credit if child corrects orientation of book.

Let's look at the book.

b. Show me the front cover.

c. Show me a page in the book.

Turn to a page in the book.

d. Point to a word on this page.

Score: 1 = Four correct

48. Understands modified nouns

1 0

Materials: Picture Manual p. 30

(practice) I want you to look at all of the dogs. Show me the big brown dog.

Cue as needed for practice only.

Let's try some more. Show me...

a. the small black dog.

If the child points to the small black dog with spots, ask,

Are there any other small black dogs?

b. the big white dog.

If the child points to the big white dog with spots, ask,

Are there any other big white dogs?

c. the small spotted dog.

Score: 1 = Three correct

49. Uses modifying noun phrases

Materials: Picture Manual pp. 69–72

(practice 1) Here's a mouse (point) and here's an elephant (point). I will tell you something about one of the animals, and you point to it. Then, you can tell me something about one of the animals, and I'll point to it. I'll go first. Point to the one with little ears. Wait for the child's response.

(practice 2) OK. Now it's your turn. Tell me something about one of the animals so that I know which one to point to. Say, Point to _____. Wait for the child's request.

If the child names the animal, or says, "the second one," "this one," or "that one," say, Tell me something about it. Let's try again. Say, Point to _____.

Cue as needed for practice only.

a. Here are two cars. Tell me which car to point to. Say, Point to _____

(the dirty/clean one; the car that is dirty/clean)

b. Here are two dogs. Tell me which dog to point to. Say, Point to _____

(the dog that is wet/dry)

c. Here are two girls. Tell me which girl to point to. Say, Point to _____

(the girl with the short/long hair)

Score: 1 = Two correct

1 0

Auditory Comprehension**Score****Expressive Communication****Score****Developmental Tasks for Ages 6:0–6:5****Start: Ages 6:6–6:11**

- 49. Orders pictures by qualitative concept (*biggest, smallest*)**

1 0

Materials: Picture Manual pp. 31–33

(practice) Here are three dogs. I will point to the dogs in order, from the biggest dog to the smallest dog. Point to the dogs in order from biggest to smallest.

Now you try one.

- Here are three elephants. Point to the elephants in order from biggest to smallest.
- Here are three trucks. Point to the trucks in order from smallest to biggest.

Score: 1 = One correct

- 50. Understands quantitative concepts (*each, every*)**

1 0

Materials: Picture Manual p. 34

Look at these pictures. Point to...

- each animal. (giraffe, tiger, elephant, monkey)
- every toy. (blocks, car, doll, ball)

Score: 1 = Two correct

- 51. Identifies initial sounds**

1 0

Materials: Picture Manual pp. 35–38

(practice) Say, Look at the pictures and listen to the words. Point to each picture and say, knot, dog, pig, cap. Show me the picture that begins with /p/ like pot. Emphasize the initial /p/ in pot. Cue as needed for practice only.

Let's try some more.

- frog, nest, door, sticks
Show me the picture that begins with /n/ like nose. (nest)
- sun, girl, book, tree
Show me the picture that begins with /s/ like sit. (sun)
- shoe, feather, car, flower, chair, cat, bear, bed
Show me two pictures that begin with /k/ like cup.
If child points to only one picture, say, Show me another. (car, cat)

Score: 1 = Two correct

- 50. Responds to *why* questions by giving a reason**

1 0

Materials: none

(practice) Now I want you to tell me why we do some things. Why do we wear shoes? (keep our feet clean/protect our feet) Cue as needed for practice only. If the child responds with "Mama told me," ask, What other words can you use to tell me...?

- Why do we brush our teeth? (because teeth are dirty/we don't get cavities)

- Why do we go to sleep? (we're tired/we need to rest)

- Why do we eat? (we're hungry/to get energy)

Score: 1 = Two correct

- 51. Repairs semantic absurdities**

1 0

Materials: none

(practice 1) I'm going to tell you something that doesn't make sense. I want you to change it so that it makes sense. Let's try one. (Child's name) is a (incorrect gender).

Is that right? No! I should have said (Child's name) is a (correct gender).

(practice 2) Let's do another one. The boy drank some frogs. Does that make sense? No! I could say, The boy drank some milk or The boy saw some frogs, right?

Cue as needed for practice only by saying, Does that make sense? Change it so it makes sense.

Let's try some more. Change what I say so it makes sense.

- The boy ate a big car.

- The girl sleeps on a bicycle.

- The boy put a dog on his head.

Score: 1 = Two correct



► Start: Ages 7:0–7:5 and 7:6–7:11

52. Understands time/sequence concepts (*last, first*)

Materials: Picture Manual p. 39

Look. These pictures show a boy who took a bath. The boy filled the tub with water. He washed his face and body. He played with his toys. Then he got out of the tub and dried off. Show me...

- a. what the boy did last.
- b. what the boy did first.

Score: 1 = Two correct

1 0

52. Uses *-er* to indicate *one who*

Materials: none

(practice) A person who works on a farm is a farmer. A person who drives a car is a _____. (driver) Cue as needed for practice only.

Let's do some more.

- a. A person who teaches is a _____ (teacher)
- b. A person who paints is a _____ (painter/artist)
- c. A person who wins a game is the _____ (winner)
- d. A person who swims is a _____ (swimmer)

Score: 1 = Three correct

► Start: Ages 6:6–6:11 and 7:0–7:5 and 7:6–7:11

53. Rhymes words

Materials: none

(practice) Listen to these words. Be, tea, sea. All these words rhyme with me. Now think of words that rhyme with rock. That's right, ____ rhymes with rock. If the child's response is incorrect, say sock, lock, and clock rhyme with rock. Cue as needed for practice only.

Now think of a word that rhymes with...

- a. hat _____
- b. no _____
- c. light _____

Note. Nonsense words and names are acceptable. Two-syllable words are acceptable if the second syllable rhymes with the stimulus word.

Score: 1 = Two correct

54. Deletes syllables (elision)

Materials: none

(practice 1) Do you know what an airplane is? The word airplane has two parts: air and plane. Say the word airplane. Now say airplane without the word plane. (air)

(practice 2) Let's try another one. Say helpful. Now, say helpful without ful. (help) Cue as needed for practice only.

Let's do some more.

- a. Say cowboy. Now say cowboy without boy. _____ (cow)
- b. Say bluebird. Now say bluebird without blue. _____ (bird)
- c. Say walking. Now say walking without ing. _____ (walk)

Score: 1 = Three correct

Auditory Comprehension

Score

Expressive Communication

Score

Developmental Tasks for Ages 6:6–6:11

1 0

55. Completes similes**Materials:** none

(practice) Think of something that is very hot. The sun is hot; a fire is hot.

If something is very hot, I could say that it is as hot as _____.

If the child's response is incorrect, say, A heater is hot. If something is very hot, I could say that it is hot as a heater. Cue as needed for practice only.

Let's do some more.

- a. If I swim really well, I could say I swim like a _____
(fish, shark)
- b. If something is very cold, I could say it is as cold as _____
(ice, inside a freezer)
- c. If something is very sharp, I could say it is as sharp as _____
(knife, thorn, tooth)

Score: 1 = Two correct**56. Repeats nonwords**

1 0

Materials: none

I'm going to say some made-up words for you to repeat. Say it just like I do. Some of the words are short, and some are long. Listen carefully, because I can only say each word one time. Pronounce the nonword vowels using the real-word vowels listed in parentheses.

Note. Verbatim response = +; any errors = -

- a. tay-dah _____ (vowels same as say-ma)
- b. ko-guh-teen _____ (vowels same as so-uh-seen)
- c. dee-po-ness _____ (vowels same as see-go-mess)
- d. kay-do-saff _____ (vowels same as say-go-laugh)
- e. noop-ay-ko-min _____ (vowels same as soup-say-go-in)

Score: 1 = Four correct

Auditory Comprehension
Developmental Tasks for Ages 6:6–6:11
continues on page 24

57. Repeats sentences**Materials:** none(practice 1) Listen and say what I say. *I like ice cream.*(practice 2) Here's another one. *Can I have a drink?*Cue as needed for practice only, by saying **Now you say it.** Record responses by noting changes on the printed sentence or writing the child's response verbatim.**Let's do more.****a. Where is my new marker?**

b. Can my friends come over to watch TV?

c. The girl who is crying is my sister.

d. I like to go swimming with my friends, don't you?

e. When he came home from school, Joey ate a snack.

Score: 1 = Four correct

AC53-57 and EC58-60: Retells a story and answers comprehension questions

Refer to the Administration and Scoring Manual (AC53-57) for the required materials and administration procedures. Use your notes from the child's retelling to score EC58-60.

Materials: Picture Manual pp. 40-41

Tell the story, then flip back to the first page of the story in the Picture Manual (p. 40) and say, Now you tell me the story.

After the child retells the story, close the Picture Manual and ask the comprehension questions (AC53-57).

Note. Circle, underline, and make notes on the story on the Record Form to record the information the child provides. Record a + for each part of the story that the child retells. Use this information to score the child's retelling of the story (EC58-60).

This is a story about two children and their dog Buddy. Listen to the story. I want you to tell me the story after I'm finished.

- _____ (1) Mike and Pam have a dog named Buddy. Buddy liked to sleep on an old, blue blanket by the door.
- _____ (2) One night it rained and rained and Buddy got soaking wet!
- _____ (3) Mike told his sister that Buddy was getting all wet in the rain. "What can we do for Buddy?" he asked Pam. "He's getting all wet."
- _____ (4) The next day, Mike and Pam decided to build a doghouse for Buddy. They found a big, sturdy box they could use.
(Turn the page.)
- _____ (5) They worked hard making the perfect little house. Mike cut a door in the box. Next, they used a piece of metal to make a roof.
- _____ (6) When they finished, Mike called, "Here, boy! Come see your new house!" But when Buddy saw the house he ran away.
- _____ (7) "Maybe he doesn't like it," said Pam. But soon Buddy came back dragging his old, blue blanket to put in his new house.
- _____ (8) The next time it rained, Buddy was warm, dry, and happy in his new house.

Now you tell me the story.

Auditory Comprehension**Developmental Tasks for Ages 6:6-6:11****Items 53-57 Comprehension Questions****53. Recalls story detail**

What color is Buddy's blanket? (blue)

Score: 1 = Identifies correct color

Score

Expressive Communication

Score

Developmental Tasks for Ages 7:0-7:11**Items 58-60 Retells a Story**

1 0

58. Retells a story with introduction

Score: 1 = Introduces story/characters (including information from story parts #1 and/or #2)

1 0

59. Retells a story with four sequenced events

Score: 1 = Includes 4 events from story parts #2-7 in a logical sequence

1 0

60. Retells a story with a logical conclusion

Score: 1 = Concludes story logically (including information from story part #8)

54. Identifies a story sequence

What do Mike and Pam do first to solve the problem?
(They get a box to make a doghouse for Buddy/make him a house)

Score: 1 = Identifies what's done first to solve problem

1 0

55. Identifies the main idea

What is Buddy's problem?
(Buddy doesn't have a house/bed; Buddy gets wet when it rains.)

1 0

Score: 1 = Identifies the main idea/problem

86. Makes an inference

How do you think Buddy feels about his new home? (happy/glad)

Score: 1 = Identifies a logical feeling or condition

57. Makes a prediction

What do you think Buddy will do the next time it rains? (sleep in his box/doghouse)

Score: 1 = Makes a logical prediction

58. Identifies a picture that does not belong

Materials: Picture Manual pp. 42–45

(practice) Look at these pictures: cookie, t-shirt, shorts, dress. Show me the one that doesn't belong with the others. Cue as needed for practice only.

Let's try some more.

- Look at these pictures: car, truck, boat, chair. Show me the one that doesn't belong with the others. (chair)
- Look at these pictures: paintbrush, pencil, ruler, marker. Show me the one that doesn't belong with the others. (ruler)
- Look at these pictures: screwdriver, spoon, wrench, hammer. Show me the one that doesn't belong with the others. (spoon)

Score: 1 = Three correct

59. Identifies words that rhyme

1 0

Materials: Picture Manual pp. 46–48

Words that rhyme sound almost the same at the end, like *dog* and *log* or *bake* and *cake*. Now I want you to find the words that rhyme. Look at these pictures. Point to each picture as you say the word.

- sun, fork, bird, lamp
Find the one that rhymes with *fun*. (sun)
- train, fan, match, frog
Find the one that rhymes with *man*. (fan)
- dog, ball, pan, cat
Find the one that rhymes with *bat*. (cat)

Score: 1 = Two correct

1 0

61. Formulates sentences

Materials: none

(practice 1) I'm going to make a sentence about a cat and a mouse. Listen. *The cat is chasing the mouse.* Now you make a sentence about a dog and a cat. Cue as needed for practice only.

Let's try some more. Make a sentence with the words _____ and _____.

a. girl, running

b. boy, bicycle

(practice 2) Now I'm going to make a sentence with three words: *milk, little, and brother*. Listen. *My little brother drank milk.* Now you make a sentence with these words: *cookies, sisters, big*.

Cue as needed for practice only.

Let's try some more. Make a sentence with the words _____, _____, and _____.

c. school, boy, late

d. Billy, hungry, very

Score: 1 = Three correct

1 0

**Auditory Comprehension****Score****Developmental Tasks for Ages 7:0-7:11****60. Follows multistep directions****1 0****Materials:** 4 blank sheets of paper, box of crayons or markers, book (opened)

(practice) I am going to ask you to follow some directions with these things: a book, some paper, and crayons/markers. Listen carefully and do what I say in the order I say. Are you ready? Close the book, give it to me, and stand up. Cue as needed for practice only. Once the child has finished, put the closed book on the table away from the child but still in his or her line of vision.

Say, You can sit down now. Let's try some more.

- Get the book. Open it to page _____ (name a page that includes a sentence) and point to the first word on the page.**
- Get a sheet of paper, write your name on it, and then raise your hand.**
- Before you give me the paper with your name on it, write an X in the middle of the page and fold the paper in half. It does not matter if the child folds the paper from top to bottom or from right to left.**

Score: 1 = Two correct

61. Understands false beliefs**1 0****Materials:** teddy bear, box with lid, ball

Here's my friend Mr. Bear. Mr. Bear is playing with his favorite ball. He needs to go eat lunch, so he put his ball in this box. That way it won't roll away, and he can find it when he wants to play again.

Have the bear put the ball in the box and replace the lid. Then put the bear behind you. Mr. Bear has gone to eat. I'm going to move his ball and put it under the table. Take the ball out of the box and place it under the table, either in your lap or on the floor. Move Mr. Bear out from behind you and say, Here comes Mr. Bear!

- Where do you think he will look for his ball? (in the box)**

- Why will he look there? (That's where he put it.)**

Now, you tell Mr. Bear where the ball really is. Do not score.

Score: 1 = Two correct

Expressive Communication**1 0****62. Uses synonyms****Materials:** Picture Manual pp. 73-74

(practice) Look at this elephant. Elephants are really large animals. What's another word for *large*? (big, huge, gigantic, enormous) If the child responds correctly, say, You're right, _____ is another word for *large*.

If the child responds incorrectly, or does not respond, say, Other words for *large* are *big, huge, gigantic, and enormous*. Cue as needed for practice only.

Let's try these. Point to each picture as you read the corresponding sentence. After reading each sentence, say, What's another word for _____?

Note. Italics are used to indicate the target words. Do not emphasize the target words when you say them.

- a. He was *really angry*. _____ (mad, furious)**
- b. We watched the *small bird*. _____ (little, tiny)**
- c. I gave my mom some *beautiful flowers*. _____ (pretty, lovely)**
- d. The puzzle was *simple*. _____ (easy)**

Score: 1 = Three correct

63. Uses irregular plurals**1 0****Materials:** Picture Manual pp. 75-76

(practice) Look at these pictures and finish my sentence. Point to the pictures as you say each sentence. Here is one glass. Here are two glasses. Cue as needed for practice only.

Point to the appropriate part of each picture as you describe it. Say, Here is...

- a. one leaf. Here are three _____ (leaves)**
- b. one child. Here are three _____ (children)**
- c. one foot. Here are two _____ (feet)**

Score: 1 = Two correct

Response influenced by dialect

Note. Refer to Appendix E of the Administration and Scoring Manual for correct dialectal variations.

62. Makes grammaticality judgments

1 0

Materials: Picture Manual p. 49

Here's a picture of a girl named Mary and her little brother. He just learned how to talk and sometimes he says things wrong. I'm going to tell you something he said, and let's talk about if it sounds right or wrong. Listen: Mary's little brother said, *I eated*. That sounds wrong, doesn't it? He should have said *I ate*.

(practice) Say, Mary's little brother said, *My puppy am eating*. Does that sound right or wrong? (wrong) Say, *My puppy am eating* sounds wrong. How would you say it? Pause for the child's response. *My puppy is eating* sounds right. Cue as needed for practice only.

Listen to what Mary's little brother said. Tell me if it is right or wrong. If it is wrong, tell me how to say it right. If the child says the sentence is wrong, ask, How would you say it? Do not provide any additional cues.

Note. Examples of correct response are provided in the parenthesis. Refer to the Administration and Scoring Manual for the scoring guidelines and additional examples of correct responses.

- a. *They are going to the store.* Does that sound right or wrong? If the child says the sentence is wrong, ask, How would you say it?
- b. *Her can eat cookies.* Does that sound right or wrong? If the child says the sentence is wrong, ask, How would you say it?

(She can eat cookies. /She ate cookies.) _____

- c. *Did the girl saw him walking?* Does that sound right or wrong? If the child says the sentence is wrong, ask, How would you say it?

(Did the girl see him walking?) _____

- d. *The girl rans fast.* Does that sound right or wrong? If the child says the sentence is wrong, ask, How would you say it?

(The girl ran fast./The girl is running fast./The girl runs fast.) _____

Score: 1 = Three correct

Response influenced by dialect

Note. Refer to Appendix E of the Administration and Scoring Manual for correct dialectal variations

64. Uses past tense forms

Materials: none

Now I want you to tell me about things you have done.
Record the child's past tense verbs.

- a. If the child goes to school say, Tell me what you did to get ready for school this morning.

If the child does not go to school, say, Tell me what you did after you woke up this morning.

Prompt for response with these questions: What did you do first?

What did you do next?

- b. Have you ever made a sandwich?

If the child says "yes," say, What type of sandwich did you make? Tell me how you made the sandwich. If the child does not know how to make a sandwich, say, What do you know how to make? Tell me how you made it.

Prompt for response with these questions. What did you do first?

What did you do next?

Score: 1 = Two different past tense verbs in either description

Response influenced by dialect

Note. Refer to Appendix E of the Administration and Scoring Manual for correct dialectal variations.

Auditory Comprehension	Score	Expressive Communication	Score
63. Demonstrates emergent literacy through book handling and print awareness Materials: 2 children's books Look at my books. This one is about _____. This one is about _____. Pick the book you like. Let's look at the book you picked. Show me... a. the author's name. b. the title of the book. c. who wrote the book. Turn to a page in the book. Show me... d. where I would start reading on this page. e. where I would stop reading on this page. (the child points to the last word or the punctuation mark at the end of the sentence)	1 0	65. Describes similarities Materials: none (practice) We're going to talk about how two things are alike or how they are the same. A spoon and a fork are alike or the same because _____ (you eat with them) Cue as needed for practice only. Let's do some more. How are... a. a bird and an airplane alike or the same? (fly/in the sky/have wings) b. a rock and a brick alike or the same? (hard/heavy) c. milk and juice alike or the same? (drinks/liquid)	1 0
Score: 1 = Four correct		Score: 1 = Three correct	
64. Identifies a word that does not belong in a semantic category Materials: none I am going to say some words. One of the words does not belong. Listen to the words and tell me the word that does not belong: yellow, green, blue, eat. If the child does not respond correctly, say Eat. Eat does not belong because eat is not a color. Listen to some more words. a. banana, milk, orange juice, water (banana) b. soft, green, sticky, rough (green) c. newspaper, eraser, book, magazine (eraser)	1 0	66. Uses quantitative concepts (<i>empty, more</i>) Materials: Picture Manual p. 77 Now I'm going to start a sentence and I want you to finish it. Point to the appropriate part of each picture as you describe it. a. This boy's glass is full. This boy's glass is _____ (empty) b. The boy didn't get a lot of noodles (or spaghetti). He got less than she did. She got _____ (more)	1 0
Score: 1 = Two correct		Score: 1 = Two correct	
65. Understands prefixes Materials: none Listen to this sentence: The baby is crying. Is he happy or unhappy? If the child does not respond correctly, say, The baby is unhappy. Let's try some more. a. It is not too hot or too cold outside. Is the temperature comfortable or uncomfortable? (comfortable) b. The child never saw the mouse again. Did the mouse reappear or disappear? (disappear) c. The boy repeated the song. Did he play the song more than one time or just one time (more than one time)	1 0	67. Uses time/sequence concepts (<i>late, before</i>) Materials: Picture Manual pp. 78-79 Now I'm going to start a sentence and I want you to finish it. Point to the appropriate part of each picture as you describe it. a. This boy got to school early. This boy got to school _____ (late) b. Both girls brushed their teeth in the morning. This girl brushed her teeth after she got dressed for school, but this girl brushed her teeth _____ (before/before she got dressed for school)	1 0
Score: 1 = Three correct		Score: 1 = Two correct	

Scoring: 1 = Three correct

Articulation Screener

Administer all items to children ages 2:6–7:11.

Note: Some words have more than one target sound.

Turn to the Articulation Screener section of the Picture Manual.

Point to each picture and ask the child, **What is this?**

For Item 3, ask, **What are these?**

For Item 14, point to the car and ask, **What color is this?** For children who have color blindness, say, **This car is red. Say red.**

Item	Score	Response
1. p an / p ot	—	
2. b ir d	— —	
3. t eeth (What are these?)	— —	
4. d og	— —	
5. m onkey	— —	
6. h or s e	— — —	
7. f ea th er	— — —	
8. c hicken	—	
9. sh oe	—	
10. l amp	—	
11. s un	—	
12. z ebra	— —	
13. c ar	—	
14. r ed (What color is this? [point to car])	—	

Age	Articulation Screener Raw Scores		
	Performance Typical of Age-Level Peers	Further Evaluation Indicated	Further Evaluation Strongly Indicated
2:6–2:11	6 or more	1–5	0
3:0–3:5	10 or more	5–9	4 or less
3:6–3:11	13 or more	5–12	4 or less
4:0–4:5	14 or more	12–13	11 or less
4:6–4:11	15 or more	12–14	11 or less
5:0–5:5	16 or more	12–15	11 or less
5:6–5:11	17 or more	15–16	14 or less
6:0–6:5	17 or more	15–16	14 or less
6:6–6:11	18 or more	16–17	15 or less
7:0–7:5	20 or more	18–19	17 or less
7:6–7:11	21 or more	19–20	18 or less

Score 1 if the target sound (indicated by bold type) is articulated correctly.
Score 0 if the child substitutes, distorts, or omits the target sound.

Articulation Screener Raw Score

PLS-5 Profile

Directions: Draw a line across the profile at the child's chronological age. Circle the items failed.

Age	Auditory Comprehension												
	Attention		Semantics		Language Structure		Expressive Communication						
Age	Attention to Environment	Attention to People	Gesture	Play	Vocabulary/Connected Speech	Qualitative Concepts	Spatial Concepts	Quantitative Concepts	Time/Sequence Concepts	Morphology	Syntax	Integrative Language Skills	Emergent Literacy Skills
0:0-0:2	3	1, 2											
0:3-0:5	4, 5	6		7									
0:6-0:8	10	9		8									
0:9-0:11		12	11										
1:0-1:5		13		16, 17	14, 15								
1:6-1:11			19	18									
2:0-2:5			22		20, 21, 22, 23, 24								
2:6-2:11				26	25, 27, 28				27				
3:0-3:5				29	30, 31		32						
3:6-3:11						33		36		34, 35			
4:0-4:5					37	39			38				
4:6-4:11				40	42	(41)		40					
5:0-5:5					44		45				43		
5:6-5:11					48				46		47		
6:0-6:5						50	52			49	51		
6:6-6:11							54			56, 57, 58	53, 54, 55, 59		
7:0-7:11									65	62	60, 61, 64	63	

Age	Expressive Communication											
	Vocal Development		Social Communication		Semantics		Language Structure					
Age	Vocal Development	Social Communication	Semantics	Language Structure								
0:0-0:2	1, 2, 3											
0:3-0:5	5		4									
0:6-0:8			6, 7									
0:9-0:11	10, 11		8, 9									
1:0-1:5	14, 15	16	12, 13	17								
1:6-1:11	18, 21		19, 22	20, 23								
2:0-2:5		24, 25	25	26								
2:6-2:11			28	27						29		
3:0-3:5			30, 31, 32									
3:6-3:11			36				34, 35	33				
4:0-4:5							39		37, 38			
4:6-4:11							42 X		40, 41			
5:0-5:5							43	45	44, 46			
5:6-5:11							47		49	48		
6:0-6:5							52		50, 51	53, 54		
6:6-6:11								57	55	56		
7:0-7:11							66	58, 59, 60, 67	63, 64	61, 64	62, 65	58, 59, 60

Note. Some item numbers are included in more than one category.