**Purpose**: to find out what children at an older age will call these pictures that were previously normed with 2;6 year olds; to find out if children are making an association with a novel word, such as, fast mapping a novel word to a novel object

**Materials Needed:**

MP\_Norming closed set binder

Score sheet, TestA or TestB

Pencil

**Procedure**:

***Let’s play a word game. I’m going to show you some pictures that you’ve seen before. Now, I want you to point to the picture that I say! Ready?***

***E2: Set up task.***

1. Open the MP\_Norming Closed Set Task Binder to first set of pictures, and have appropriate score sheet (Test A or Test B) and pencil nearby.
2. Seat child across from you at table.

**Administering Items:**

* Participant is presented with two pictures from the eye tracking MP and NW tasks.
* Initially prompt the child by saying something like “Put your finger on [word]” or “Point to [word].” When the child understands the task, you may just say the word.
* Children point to the pictures to indicate their responses.
* On the Score sheet, circle “1” if the child points to the correct picture and circle “0” if the child points to the incorrect picture. Write “DK” if the child indicates he or she doesn’t know.
* If the child has responded to an item but then spontaneously selects a different response, circle and score the final choice, even if the change is from the correct response to an incorrect one. Be careful not to discourage such changes. On the form, write a slash through the original circled response, and write “SC” next to it or use an arrow to indicate the number to which the child self-corrected.

**Prompting**

* Repetition of stimulus items is allowed if the child requests it or it seems appropriate.
* Do **NOT** provide any clues
  + Do not show the child the word.
  + Do not use the word in a sentence.
  + Do not change the word (e.g., to don’t change tense, singular/plural number)
* Give a child 10 seconds to respond. Then prompt the child to respond again (e.g. “Try one. Point to the one you think it might be.”). If he or she still does not respond, score it as an error and move to the next item.
* Encourage reluctant examinees by saying “It’s alright to guess”. If the examinee is still unwilling to choose, however, score the item as an error and say “That was a difficult one. Let’s try another”, and proceed to the next item.
* Give praise, but not excessively. Be equally positive with correct and incorrect answers. (E.g., say “Good,” “You are doing well,” “That’s fine.”)
* If a child asks if he or she answered correctly, say “That was a good answer.”
* To focus the child’s attention, you may say “Listen carefully” before administering a test item. It is also acceptable for the child to turn the easel pages.

**After the session:**

***E2: Complete the Score sheet***

* Ensure that “Examiner” is filled out with E2’s initials and “Name” contains the participant ID.
* Calculate the Raw Score per the instructions
* If errors/questions in scoring are found, scorers will contact E2 to reach a conclusion.

***E2: Put MP\_Norming Score Sheet in Participant Data Folder.***