

### Parent Assessment of Language (PAL) Age 3

This is a parent-administered screening test for language development. Results obtained from this test may eventually aid in the diagnosis and remediation of childhood language disorders. Please remember when administering the test not to give your child hints or feedback. If you find that you need to give your child encouragement to help him/her continue with the test, please respond the *same way* whether s/he answers *correctly* or *incorrectly*. This will help us to obtain the best information from your child. Thank you, and have fun!

**Child's Name (First & Last):** \_\_\_\_\_

**Today's Date:** \_\_\_\_\_ **Child's Birthdate:** \_\_\_\_\_

**Child's grade in school:**  Not in school yet     Nursery: \_\_\_\_\_ hours/day, \_\_\_\_\_ days/week     Other

**Adult's Name:** \_\_\_\_\_ **Relationship to child:** \_\_\_\_\_

**Saying Sounds:** Ask your child to repeat each of the following words. For each word, if your child says the underlined sounds (e.g., the hard 'th' sound in "that") correctly, mark it "Correct." If your child says the underlined sounds wrong (e.g., says "dat" for "that"), then mark it "Incorrect." If your child says nothing, mark it "No response." **Say each word only once.**

	Correct	Incorrect	No response		Correct	Incorrect	No response
<u>Fat</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Ship</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Soap</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Cheek</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Yuck</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Zip</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Van</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Jeep</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Rat</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>That</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Lip</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Thin</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List any sounds that your child regularly says wrong and give a typical mispronounced word

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**Naming Animals:** For this section you will need a watch with a second hand because you will be timing how many animals your child names in 30 seconds. Start timing right after you finish reading the instructions to your child. Write down all the things your child says in 30 seconds (including things that are *not* animals).

**Instructions to read to your child:** "A dog is an animal. Name as many other animals as you can."

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**Naming Letters:** Write an uppercase version of the first letter of your child's name, and ask your child to name the letter. Does your child correctly name this letter?    Yes     No     No Response   
If your child knows any additional letters, please list them:

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**Understanding Sentences:** In this task, you will read 12 sentences that correspond to 12 pairs of pictures in the test booklet (i.e., sentence 1 corresponds to picture pair 1). On the first page (the “Animal Intro” page), all of the animals are shown so that you may familiarize your child with the animals in the task.

- Step 1)** Separate the first 2 pages of the test booklet from the picture section of the test booklet
- Step 2)** Introduce your child to the animals on the Animal Intro page in pairs. For example, for the first two animals, point to the fox and say, “This is a fox” Point to the lion and say, “and THIS is a lion.” Then ask, “Can you point to the FOX? Now, can you point to the LION?” Start the next step when your child can identify all of the animals. If there are any animals that you are not confident your child can identify correctly *after* being introduced to them, please circle them.
- Step 3)** Now we are ready for the Understanding Sentences task. On the next page (after the Animal Intro page) you’ll find the pairs of animals corresponding to the sentences below. Cover up all of the pictures except the pair of pictures that correspond to the sentence you are about to read (HINT: use books or pieces of paper to do this).
- Step 4)** Read each sentence to your child once, and ask your child to point to the picture that matches the sentence. Say "I am going to read you a sentence, and you have to pick the picture that matches the sentence. Some of the sentences are tricky so listen very carefully. Are you ready for the first one?"
- Step 5)** Circle the picture your child points to. If your child does not respond, write "No response" next to the pair of pictures.
- Step 6)** When you are done with this section, re-attach the set of pictures to the test booklet.

**Hint:** Some of the sentences are a bit tricky, so read each sentence silently to yourself before reading the sentence aloud to your child. **Remember, read each sentence to your child only once.**

1. The lion combed the fox
2. The mouse bit him.
3. The frog hid himself
4. The dog was licked by the bear.
5. The bunny patted the duck
6. The sheep was kissed by the pig.
7. The fox tickled the lion.
8. The monkey splashed himself.
9. The bear was slapped by the dog.
10. The duck washed the bunny.
11. The pig was scrubbed by the sheep.
12. The cat scratched him.

Child's Name \_\_\_\_\_

ANIMAL INTROS



FOX



LION



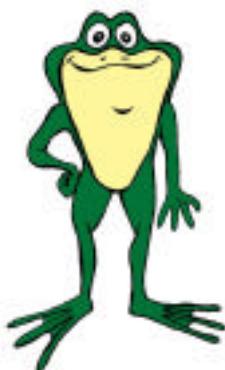
CAT



MOUSE



MONKEY



FROG



DOG



BEAR



DUCK



BUNNY



SHEEP



PIG

1.



2.



3.

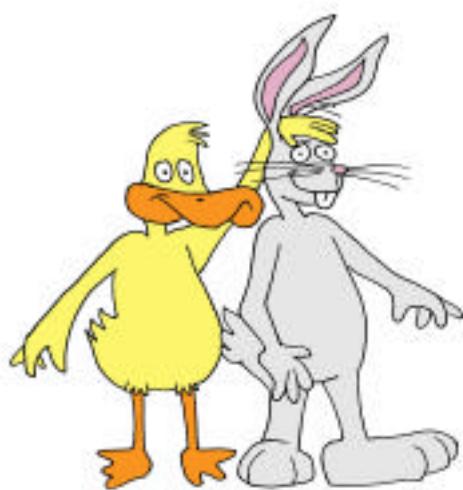
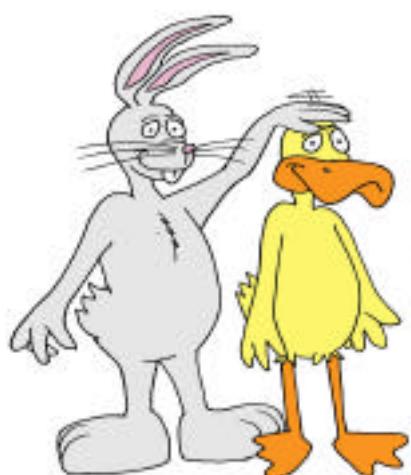


4.



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5.



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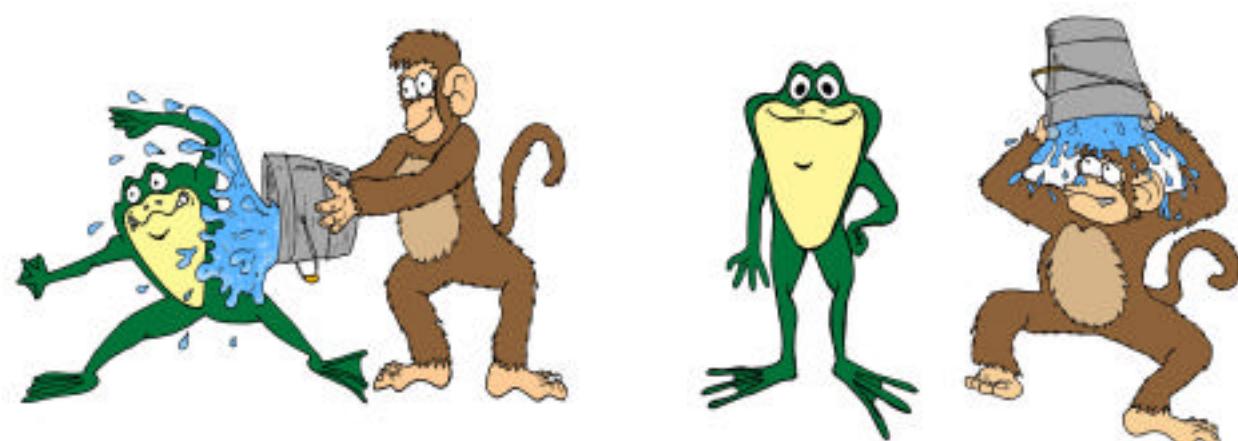
6.



7.



8.



9.



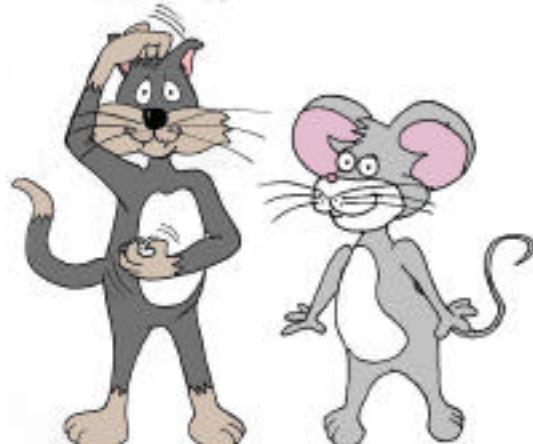
10.



11.



12.



## **Parent Assessment of Language (PAL) Age 4**

This is a parent-administered screening test for language development. Results obtained from this test may eventually aid in the diagnosis and remediation of childhood language disorders. Please remember when administering the test not to give your child hints or feedback. If you find that you need to give your child encouragement to help him/her continue with the test, please respond the *same way* whether s/he answers *correctly* or *incorrectly*. This will help us to obtain the best information from your child. Thank you, and have fun!

**Child's Name (First & Last):** \_\_\_\_\_

**Today's Date:** \_\_\_\_\_ **Child's Birthdate:** \_\_\_\_\_

**Child's Grade in School:**  Not in school yet  Nursery: \_\_\_\_\_ hours/day, \_\_\_\_\_ days/week  
 Pre-Kindergarten  Kindergarten  Other

**Adult's Name:** \_\_\_\_\_ **Relationship to child:** \_\_\_\_\_

**Saying Sounds:** Ask your child to repeat each of the following words. For each word, if your child says the underlined sounds (e.g., the hard 'th' sound in "that") correctly, mark it "Correct." If your child says the underlined sounds wrong (e.g., says "dat" for "that"), then mark it "Incorrect." If your child says nothing, mark it "No response." **Say each word only once.**

	Correct	Incorrect	No response		Correct	Incorrect	No response
<u>Rat</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>That</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Lip</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Thin</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Ship</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Spit</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Cheek</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Trick</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Zip</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Clock</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Jeep</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Frog</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List any sounds that your child regularly says wrong and give a typical mispronounced word:

**Naming Foods:** For this section you will need a watch with a second hand because you will be timing how many foods your child names in 30 seconds. Start timing right after you finish reading the instructions to your child. Write down all the things your child says in 30 seconds (including things that are *not* foods). **Instructions to read to your child:** "Bread is a type of food. Name as many other types of foods as you can."

**Naming Letters:** Point to each letter and ask your child to name it. If your child gives the wrong answer or doesn't respond, circle the letter.

T O M Z S

**Understanding Sentences:** In this task, you will read 12 sentences that correspond to 12 pairs of pictures in the test booklet (i.e., sentence 1 corresponds to picture pair 1). On the first page (the “Animal Intro” page), all of the animals are shown so that you may familiarize your child with the animals in the task.

- Step 1)** Separate the first 2 pages of the test booklet from the picture section of the test booklet
- Step 2)** Introduce your child to the animals on the Animal Intro page in pairs. For example, for the first two animals, point to the fox and say, “This is a fox” Point to the lion and say, “and THIS is a lion.” Then ask, “Can you point to the FOX? Now, can you point to the LION?” Start the next step when your child can identify all of the animals. If there are any animals that you are not confident your child can identify correctly *after* being introduced to them, please circle them.
- Step 3)** Now we are ready for the Understanding Sentences task. On the next page (after the Animal Intro page) you’ll find the pairs of animals corresponding to the sentences below. Cover up all of the pictures except the pair of pictures that correspond to the sentence you are about to read (HINT: use books or pieces of paper to do this).
- Step 4)** Read each sentence to your child once, and ask your child to point to the picture that matches the sentence. Say "I am going to read you a sentence, and you have to pick the picture that matches the sentence. Some of the sentences are tricky so listen very carefully. Are you ready for the first one?"
- Step 5)** Circle the picture your child points to. If your child does not respond, write "No response" next to the pair of pictures.
- Step 6)** When you are done with this section, re-attach the set of pictures to the test booklet.

**Hint:** Some of the sentences are a bit tricky, so read each sentence silently to yourself before reading the sentence aloud to your child. **Remember, read each sentence to your child only once.**

1. The dog licked the bear
2. The cat scratched himself
3. The fox was tickled by the lion
  
4. The pig scrubbed the sheep
5. The bear slapped the dog
6. The frog hid him
  
7. The bunny was patted by the duck
8. The mouse bit himself
9. The sheep kissed the pig
  
10. The duck was washed by the bunny
11. The monkey splashed him
12. The lion was combed by the fox

Child's Name \_\_\_\_\_

ANIMAL INTROS

FOX



LION



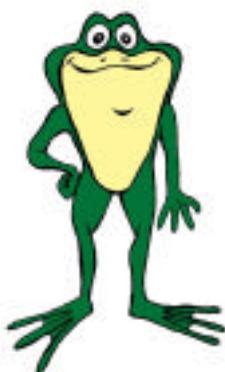
CAT



MOUSE



MONKEY



FROG



DOG



BEAR



DUCK



BUNNY



SHEEP

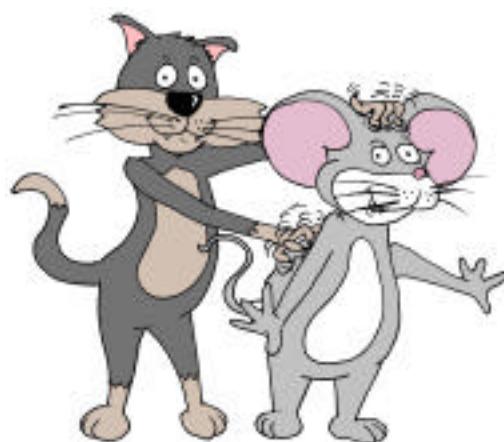
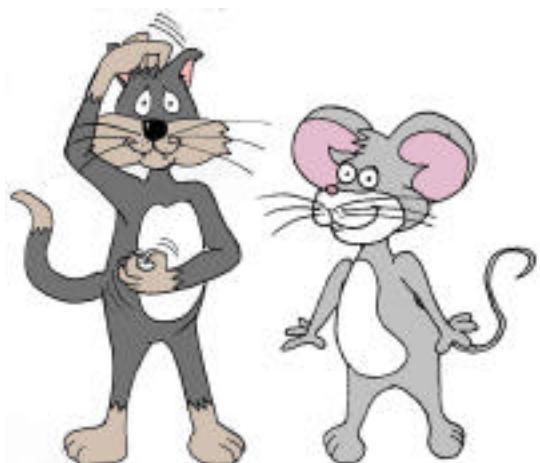


PIG

1.



2.



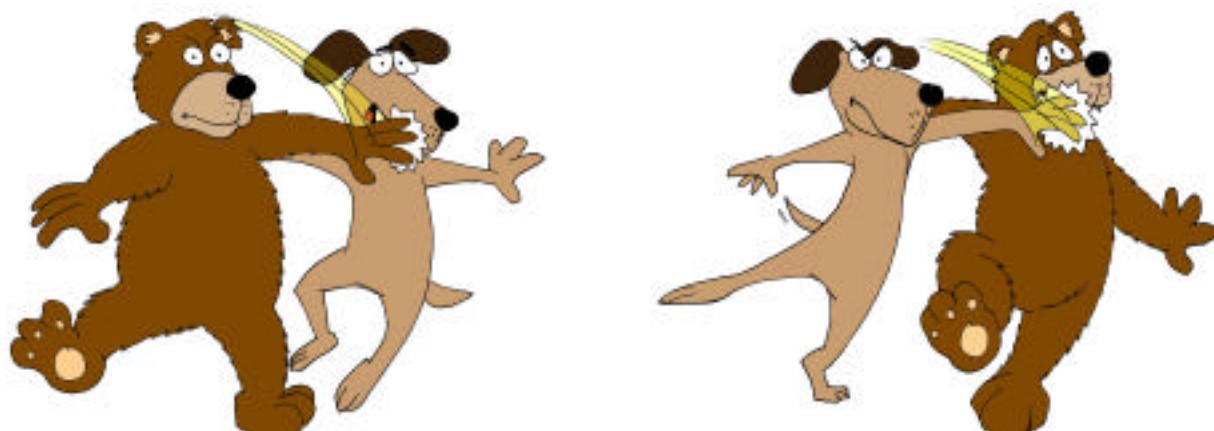
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4.



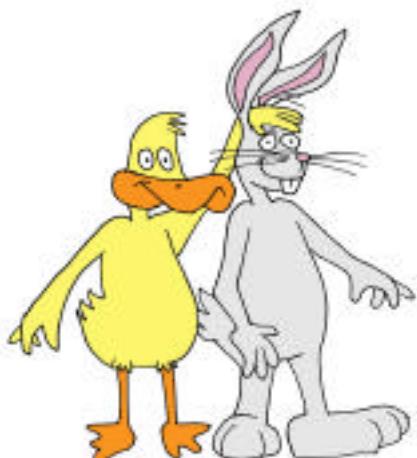
5.



6.



7.



8.



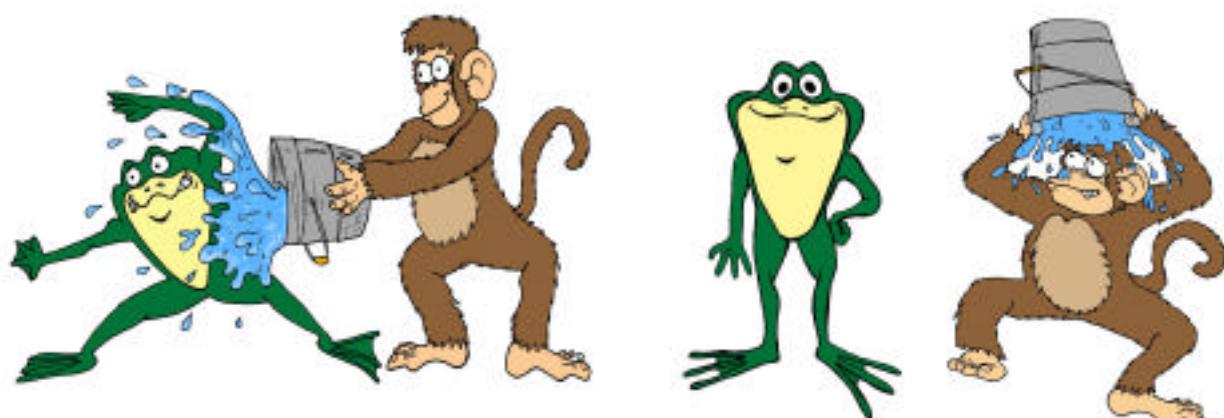
9.



10.



11.



12.



### Parent Assessment of Language (PAL) Age 5

This is a parent-administered screening test for language development. Results obtained from this test may eventually aid in the diagnosis and remediation of childhood language disorders. Please remember when administering the test not to give your child hints or feedback. If you find that you need to give your child encouragement to help him/her continue with the test, please respond the *same way* whether s/he answers *correctly* or *incorrectly*. This will help us to obtain the best information from your child. Thank you, and have fun!

**Child's Name (First & Last):** \_\_\_\_\_  
**Today's Date:** \_\_\_\_\_ **Child's Birthdate:** \_\_\_\_\_  
**Grade in school:**  Not in school yet     Nursery: \_\_\_\_\_ hours/day, \_\_\_\_\_ days/week     Pre-K  
 Kindergarten     Pre-1st/Transitional Year     1st     Other \_\_\_\_\_  
**Adult's Name:** \_\_\_\_\_ **Relationship to child:** \_\_\_\_\_

**Saying Sounds:** Ask your child to repeat each of the following words. For each word, if your child says the underlined sounds correctly (e.g., the hard 'th' sound in "that"), mark it "Correct". If your child says the underlined sounds wrong (e.g., says ""dat" for "that"), then mark it "Incorrect". If your child says nothing, mark it "No response". **Say each word only once.**

	Correct	Incorrect	No response		Correct	Incorrect	No response
<u>Spit</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Brake</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Trick</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Flat</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Clock</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Twin</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Frog</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Street</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Three</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Scrub</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Shrink</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Squat</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List any sounds that your child regularly says wrong and give a typical mispronounced word:

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**Naming Things Quickly:** For this section you will need a watch with a second hand because you will be timing how many items your child answers in 30 seconds. Begin timing right as you begin saying the first item. If your child does not respond to an item within a few seconds or says "I don't know", mark the item "No response" and move on to the next item. If you get through all of the items before 30 seconds are up, you can go back to items you skipped. Mark any items that you don't get to in 30 seconds as "No response." **Instructions to read to your child:** "We're going to play a game where you name things as fast as you can. You ready? Name \_\_\_\_\_"

	Correct	Incorrect	No response		Correct	Incorrect	No response
1. Part of a face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Part of a car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. A fruit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. A letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Something red	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. An animal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. A toy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Something round	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Something big	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Naming Letters.** Point to each letter and ask your child to name it. If your child gives the wrong answer or doesn't respond, circle the letter.

T

Q

M

R

S

b

g

f

i

a

**Understanding Sentences:** In this task, you will read 12 sentences that correspond to 12 pairs of pictures in the test booklet (i.e., sentence 1 corresponds to picture pair 1). On the first page (the "Animal Intro" page), all of the animals are shown so that you may familiarize your child with the animals in the task.

- Step 1)** Separate the first 2 pages of the test booklet from the picture section of the test booklet
- Step 2)** Introduce your child to the animals on the Animal Intro page in pairs. For example, for the first two animals, point to the fox and say, "This is a fox" Point to the lion and say, "and THIS is a lion." Then ask, "Can you point to the FOX? Now, can you point to the LION?" Start the next step when your child can identify all of the animals. If there are any animals that you are not confident your child can identify correctly *after* being introduced to them, please circle them.
- Step 3)** Now we are ready for the Understanding Sentences task. On the next page (after the Animal Intro page) you'll find the pairs of animals corresponding to the sentences below. Cover up all of the pictures except the pair of pictures that correspond to the sentence you are about to read (HINT: use books or pieces of paper to do this).
- Step 4)** Read each sentence to your child once, and ask your child to point to the picture that matches the sentence. Say "I am going to read you a sentence, and you have to pick the picture that matches the sentence. Some of the sentences are tricky so listen very carefully. Are you ready for the first one?"
- Step 5)** Circle the picture your child points to. If your child does not respond, write "No response" next to the pair of pictures.
- Step 6)** When you are done with this section, re-attach the set of pictures to the test booklet.

**Hint:** Some of the sentences are a bit tricky, so read each sentence silently to yourself before reading the sentence aloud to your child. **Remember, read each sentence to your child only once.**

(page 4)

1. The mouse was scratching.
2. The bear was licked.
3. The fox was tickling himself.

(page 6)

7. The dog was slapped by the bear.
8. The duck was washing him.
9. The pig was kissed by the sheep.

(page 5)

4. The bunny was patting him.
5. The monkey was splashed by the frog.
6. The lion was combing himself.

(page 7)

10. The frog was hidden.
11. The sheep was scrubbed.
12. The cat was biting the mouse.

Child's Name \_\_\_\_\_

ANIMAL INTROS



FOX



LION



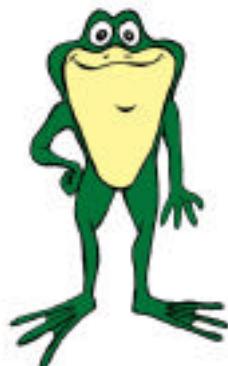
CAT



MOUSE



MONKEY



FROG



DOG



BEAR



DUCK



BUNNY



SHEEP



PIG

1. 1.



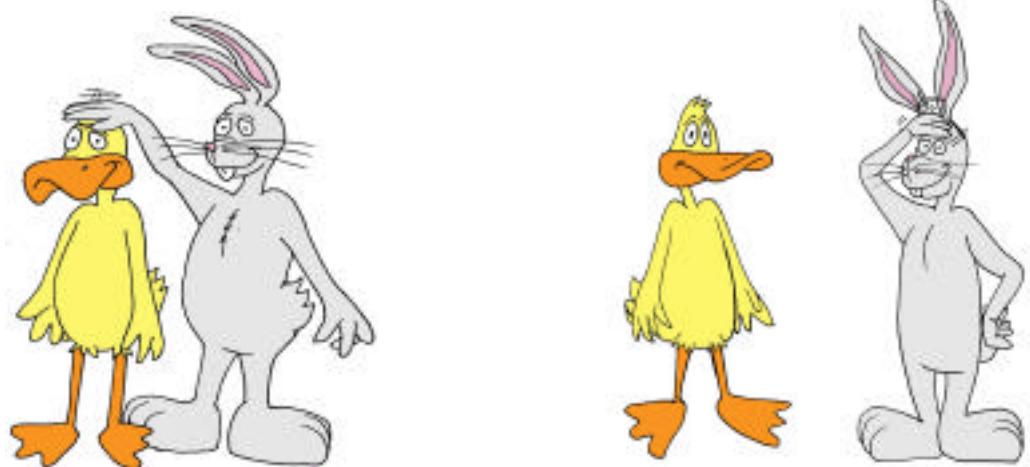
2.



3.



4.



5.



6.



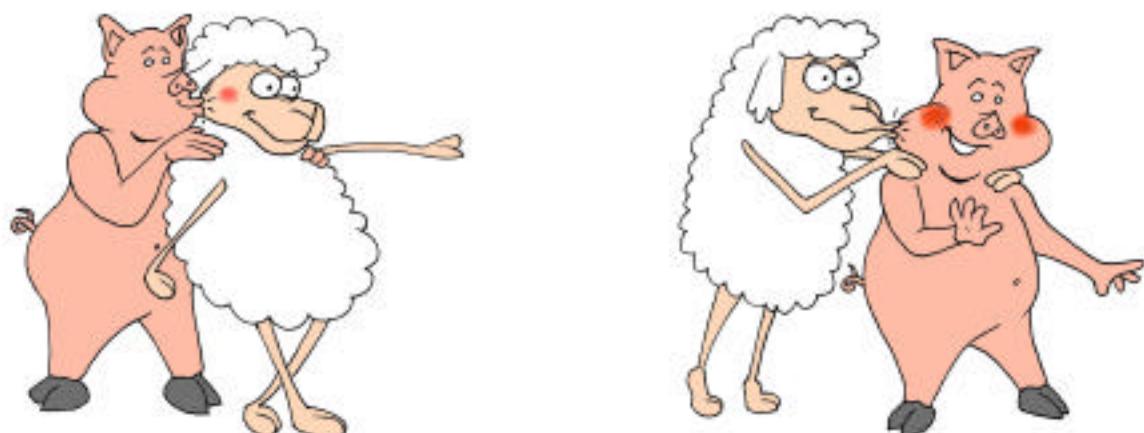
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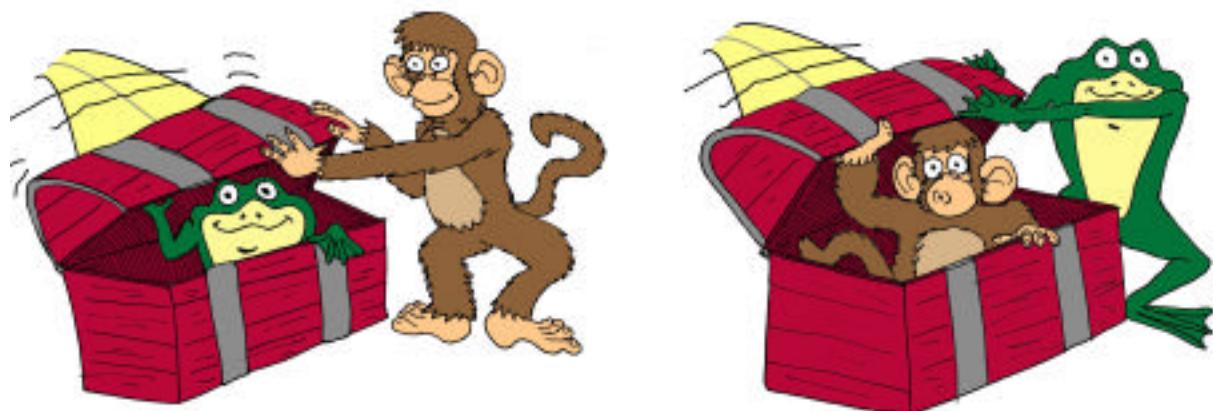
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9.



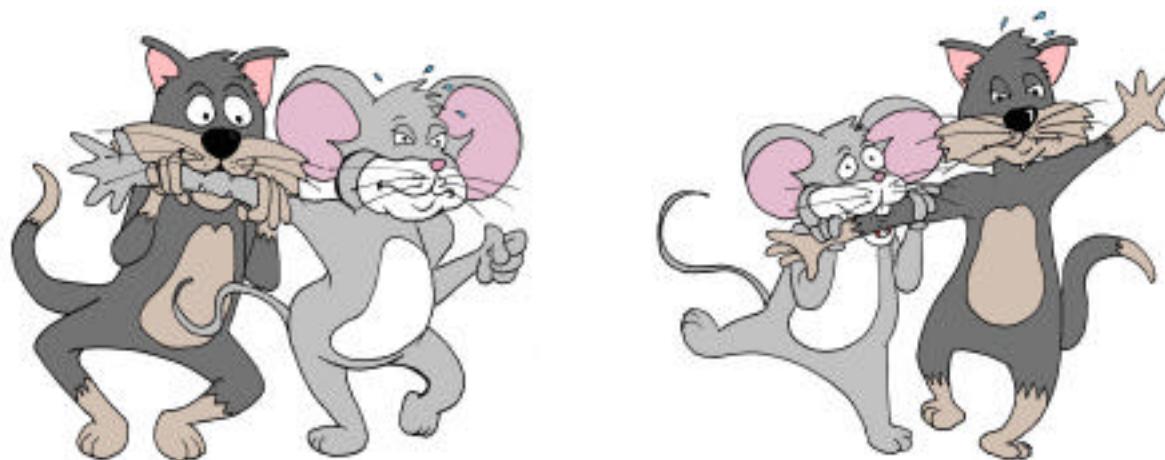
10.



11.



12.



### Parent Assessment of Language (PAL) Age 6

This is a parent-administered screening test for language development. Results obtained from this test may eventually aid in the diagnosis and remediation of childhood language disorders. Please remember when administering the test not to give your child hints or feedback. If you find that you need to give your child encouragement to help him/her continue with the test, please respond the *same way* whether s/he answers *correctly* or *incorrectly*. This will help us to obtain the best information from your child. Thank you, and have fun!

**Child's Name (First & Last):** \_\_\_\_\_

**Today's Date:** \_\_\_\_\_

**Child's Birthdate:** \_\_\_\_\_

**Child's Grade in School:**     Kindergarten     Pre-1st/ Transitional Year     1st     2nd  
 Homeschooled     Other \_\_\_\_\_

**Adult's Name:** \_\_\_\_\_      **Relationship to child:** \_\_\_\_\_

**Saying Sounds:** Ask your child to repeat each of the following words. For each word, if your child says the underlined sounds correctly (e.g., the hard 'th' sound in "that"), mark it "Correct". If your child says the underlined sounds wrong (e.g., says "dat" for "that"), then mark it "Incorrect". If your child says nothing, mark it "No response". **Say each word only once.**

	Correct	Incorrect	No response		Correct	Incorrect	No response
<u>Sweet</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Brake</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Trick</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Flat</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Clock</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Scrub</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Frog</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Split</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Three</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Spray</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Shrink</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Street</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List any sounds that your child regularly says wrong and give a typical mispronounced word:

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**Naming Things Quickly:** For this section you will need a watch with a second hand because you will be timing how many items your child answers in 30 seconds. Begin timing right as you begin saying the first item. If your child does not respond to an item within a few seconds or says "I don't know", mark the item "No response" and move on to the next item. If you get through all of the items before 30 seconds are up, you can go back to items you skipped. Mark any items that you don't get to in 30 seconds as "No response." **Instructions to read to your child:** "We're going to play a game where you name things as fast as you can. You ready? Name \_\_\_\_\_"

	Correct	Incorrect	No response		Correct	Incorrect	No response
1. Part of a clock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Part of a person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. A vegetable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. A dessert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Something white	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A pet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Piece of clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Something plastic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Something heavy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Reading Letters and Words.** Point to each item and ask your child to read it. If your child gives the wrong answer or doesn't respond, circle the item.

r

a

b

e

w

cup

mitten

basket

ant

water

**Understanding Sentences:** In this task, you will read 12 sentences that correspond to 12 pairs of pictures in the test booklet (i.e., sentence 1 corresponds to picture pair 1). On the first page (the "Animal Intro" page), all of the animals are shown so that you may familiarize your child with the animals in the task.

**Step 1)** Separate the first 2 pages of the test booklet from the picture section of the test booklet.

**Step 2)** Introduce your child to the animals on the Animal Intro page in pairs. For example, for the first two animals, point to the fox and say, "This is a fox." Point to the lion and say, "and THIS is a lion." Then ask, "Can you point to the FOX? Now, can you point to the LION?" Start the next step when your child can identify all of the animals. If there are any animals that you are not confident your child can identify correctly *after* being introduced to them, please circle them.

**Step 3)** Now we are ready for the Understanding Sentences task. On the next page (after the Animal Intro page) you'll find the pairs of animals corresponding to the sentences below. Cover up all of the pictures except the pair of pictures that correspond to the sentence you are about to read (HINT: use books or pieces of paper to do this).

**Step 4)** Read each sentence to your child once, and ask your child to point to the picture that matches the sentence. Say "I am going to read you a sentence, and you have to pick the picture that matches the sentence. Some of the sentences are tricky so listen very carefully. Are you ready for the first one?"

**Step 5)** Circle the picture your child points to. If your child does not respond, write "No response" next to the pair of pictures.

**Step 6)** When you are done with this section, re-attach the set of pictures to the test booklet.

**Hint:** Some of the sentences are a bit tricky, so read each sentence silently to yourself before reading the sentence aloud to your child. **Remember, read each sentence to your child only once.**

(page 4)

1. The monkey was splashing.
2. The sheep was scrubbing him.
3. The cat was bitten.

(page 6)

7. The frog was hiding the monkey.
8. The lion was combed.
9. The dog was slapping himself.

(page 5)

4. The bear was licking himself.
5. The fox was tickled by the lion.
6. The bunny was patted by the duck.

(page 7)

10. The mouse was scratched by the cat.
11. The pig was kissing him.
12. The duck was washed.

Child's Name \_\_\_\_\_

ANIMAL INTROS



FOX



LION



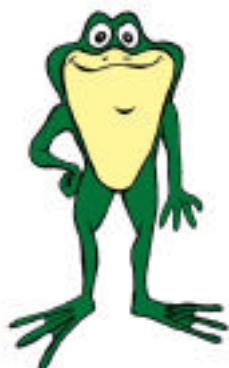
CAT



MOUSE



MONKEY



FROG



DOG



BEAR



DUCK



BUNNY



SHEEP



PIG

1.



2.



3.



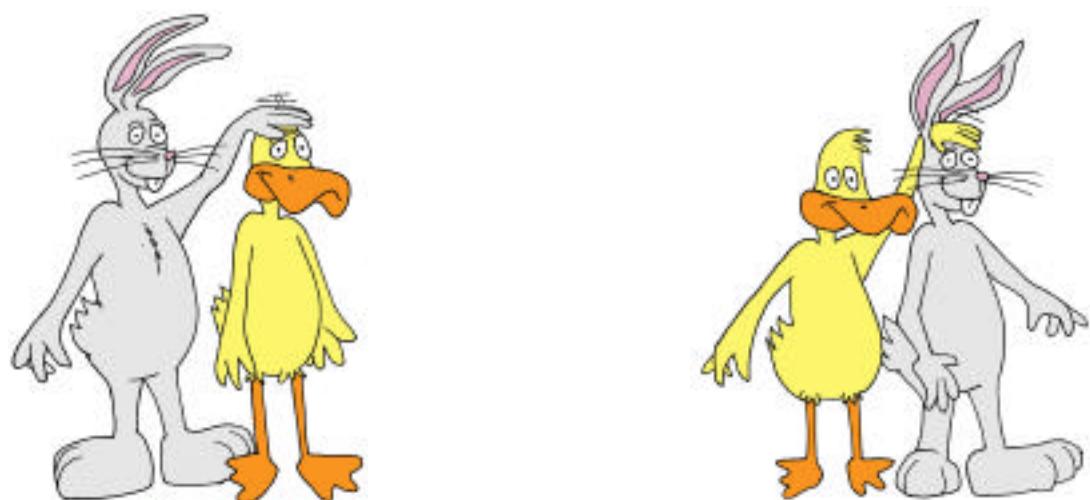
4.



5.



6.



7.



8.



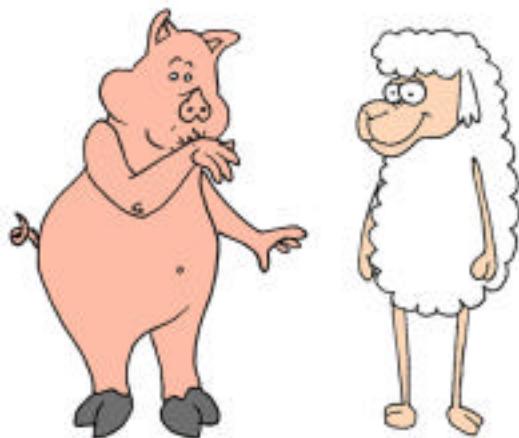
9.



10.



11.



12.



**Parent Assessment of Language (PAL) Age 7**

This is a parent-administered screening test for language development. Results obtained from this test may eventually aid in the diagnosis and remediation of childhood language disorders. Please remember when administering the test not to give your child hints or feedback. If you find that you need to give your child encouragement to help him/her continue with the test, please respond the *same way* whether s/he answers *correctly* or *incorrectly*. This will help us to obtain the best information from your child. Thank you, and have fun!

**Child's Name (First & Last):** \_\_\_\_\_

**Today's Date:** \_\_\_\_\_ **Child's Birthdate:** \_\_\_\_\_

**Child's Grade in School:**      Pre-1st/ Transitional Year      1st      2nd      3rd  
 Homeschooled      Other \_\_\_\_\_

**Adult's Name:** \_\_\_\_\_ **Relationship to child:** \_\_\_\_\_

**Saying Words:** Ask your child to repeat each of the following words. For each word, if your child says the underlined sounds correctly (e.g., the hard 'th' sound in "that"), mark it "Correct". If your child says the underlined sounds wrong (e.g., says "dat" for "that"), then mark it "Incorrect". If your child says nothing, mark it "No response". **Say each word only once.**

	Correct	Incorrect	No response		Correct	Incorrect	No response
Swap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stripe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Three	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Splash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Square	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Brick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fresh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Scrape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List any sounds that your child regularly says wrong and give a typical mispronounced word:

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**Naming Things Quickly:** For this section you will need a watch with a second hand because you will be timing your child to see how many items your child answers in 30 seconds. Begin timing right as you begin saying the first item. If your child does not respond to an item within a few seconds or says "I don't know", mark the item "No response" and move on to the next item. If you get through all of the items before 30 seconds are up, you can go back to items you skipped. Mark any items that you don't get to in 30 seconds as "No response."

**Instructions to read to your child:** "We're going to play a game where you name things as fast as you can. You ready? OK, Name \_\_\_\_\_"

	Correct	Incorrect	No response		Correct	Incorrect	No response
1. Room in a house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Piece of furniture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. A game with a ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. An insect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Opposite of hot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Part of a train	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A city	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. A drink	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Something wet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Something yellow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Reading Words.** Point to each word and ask your child to read it. If your child makes a mistake or doesn't respond, circle the word.

skunk	talk	mash	whole	bring
tough	kitchen	circus	cable	sugar

**Understanding Sentences:** In this task, you will read 12 sentences that correspond to 12 pairs of pictures in the test booklet (i.e., sentence 1 corresponds to picture pair 1). On the first page (the "Animal Intro" page), all of the animals are shown so that you may familiarize your child with the animals in the task.

- Step 1)** Separate the first 2 pages of the test booklet from the picture section of the test booklet.
- Step 2)** Introduce your child to the animals on the Animal Intro page in pairs. For example, for the first two animals, point to the fox and say, "This is a fox." Point to the lion and say, "and THIS is a lion." Then ask, "Can you point to the FOX? Now, can you point to the LION?" Start the next step when your child can identify all of the animals. If there are any animals that you are not confident your child can identify correctly *after* being introduced to them, please circle them.
- Step 3)** Now we are ready for the Understanding Sentences task. On the next page (after the Animal Intro page) you'll find the pairs of animals corresponding to the sentences below. Cover up all of the pictures except the pair of pictures that correspond to the sentence you are about to read (HINT: use books or pieces of paper to do this).
- Step 4)** Read each sentence to your child once, and ask your child to point to the picture that matches the sentence. Say "I am going to read you a sentence, and you have to pick the picture that matches the sentence. Some of the sentences are tricky so listen very carefully. Are you ready for the first one?"
- Step 5)** Circle the picture your child points to. If your child does not respond, write "No response" next to the pair of pictures.
- Step 6)** When you are done with this section, re-attach the set of pictures to the test booklet.

**Hint:** Some of the sentences are a bit tricky, so read each sentence silently to yourself before reading the sentence aloud to your child. **Remember, read each sentence to your child only once.**

(page 4)

1. The mouse was scratching.
2. The sheep was scrubbed by the pig.
3. The monkey was splashed by the frog.

(page 6)

7. The bear was licked by the dog.
8. The frog was hidden.
9. The pig was kissed.

(page 5)

4. The lion's friend was tickling him.
5. The cat was biting the mouse.
6. The duck's friend was patting himself.

(page 7)

10. The duck was washing himself.
11. The lion was combing him.
12. The dog was slapped.

Child's Name \_\_\_\_\_

ANIMAL INTROS

FOX



LION



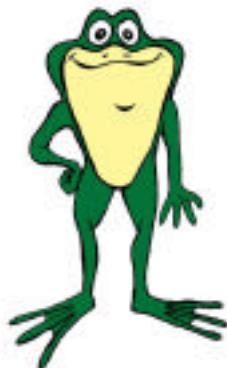
CAT



MOUSE



MONKEY



FROG



DOG



BEAR



DUCK



BUNNY

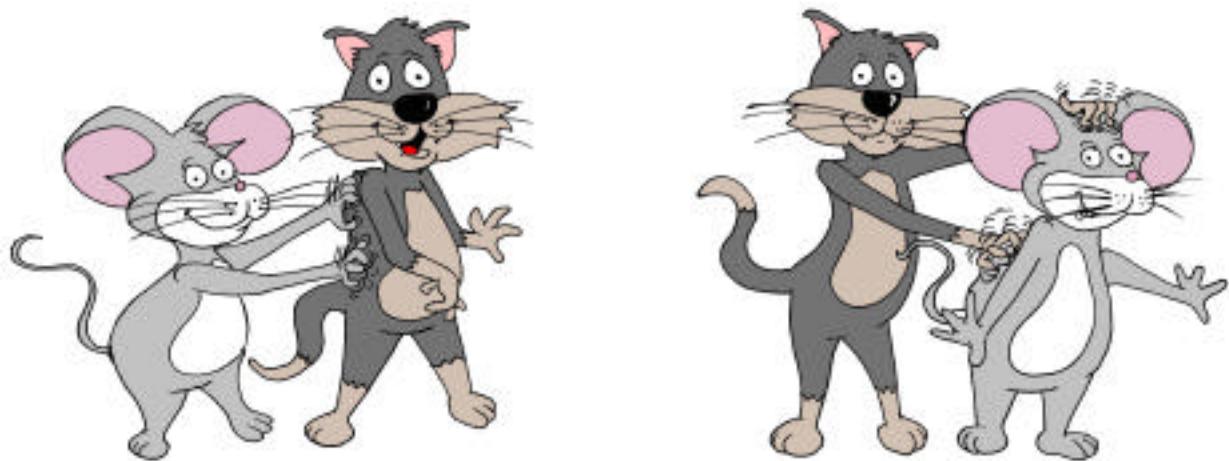


SHEEP



PIG

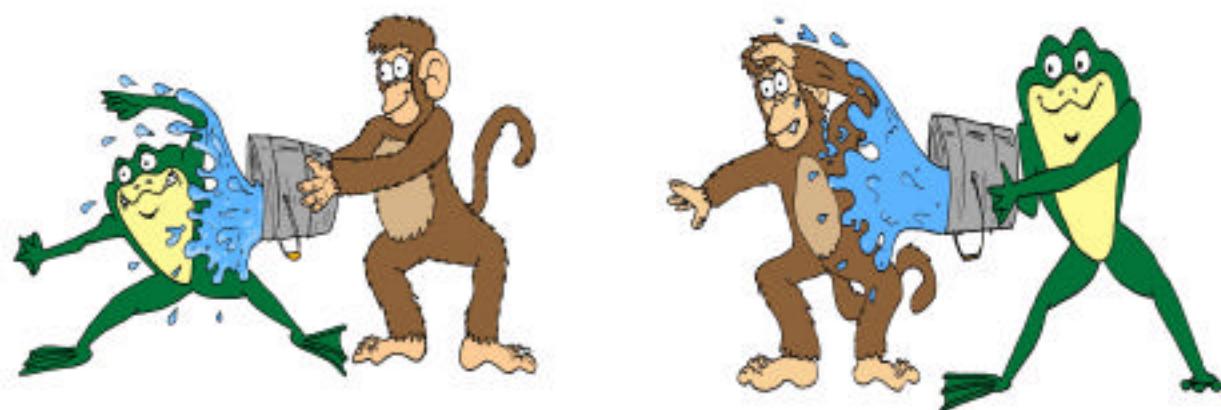
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2.



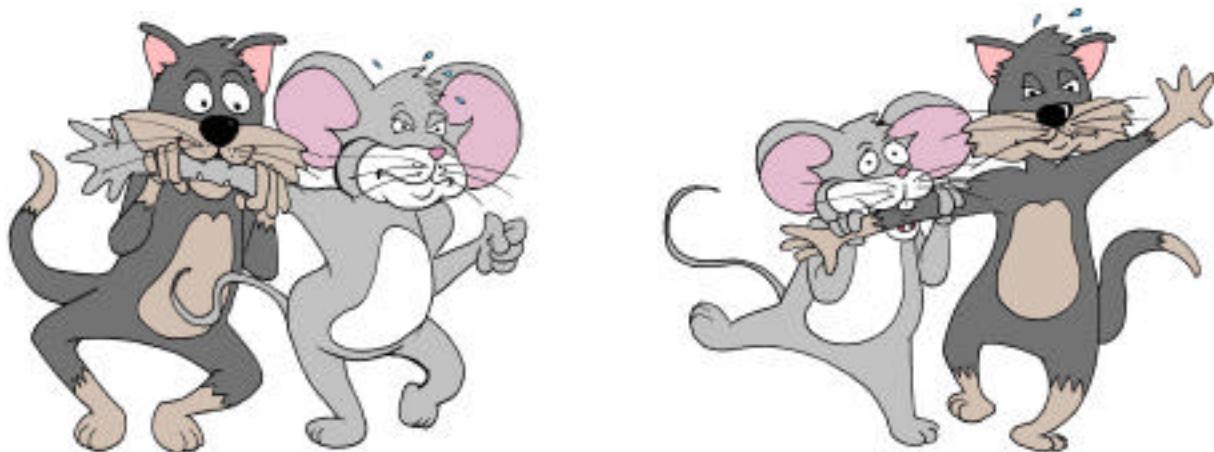
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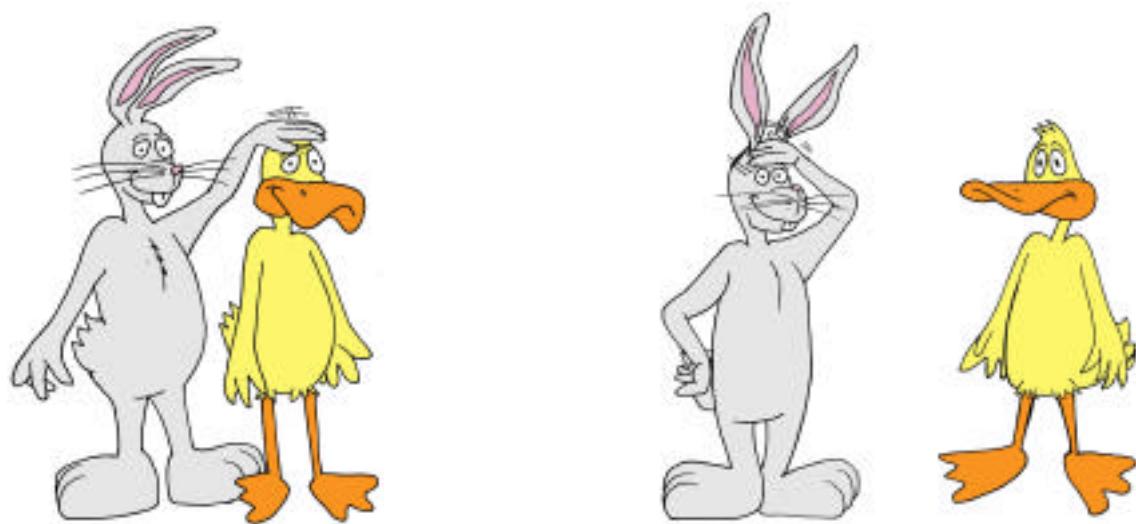
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5.



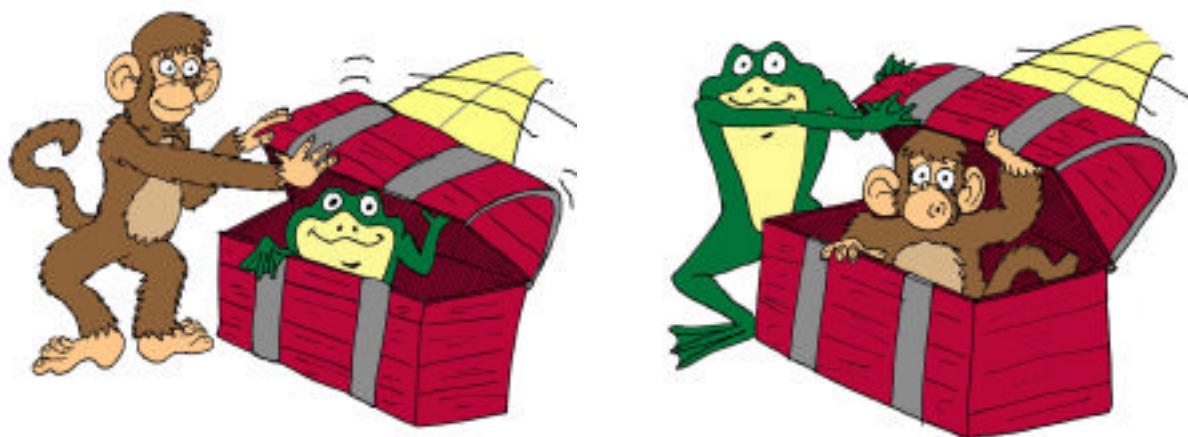
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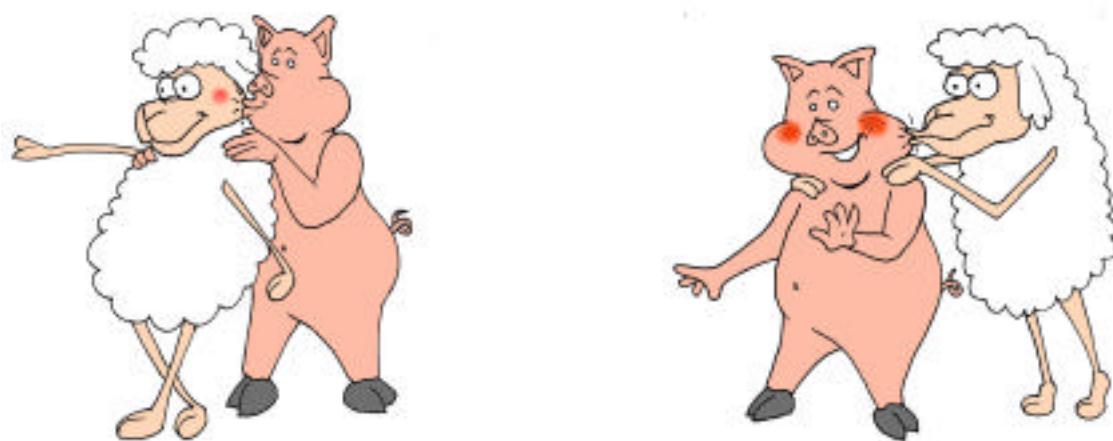
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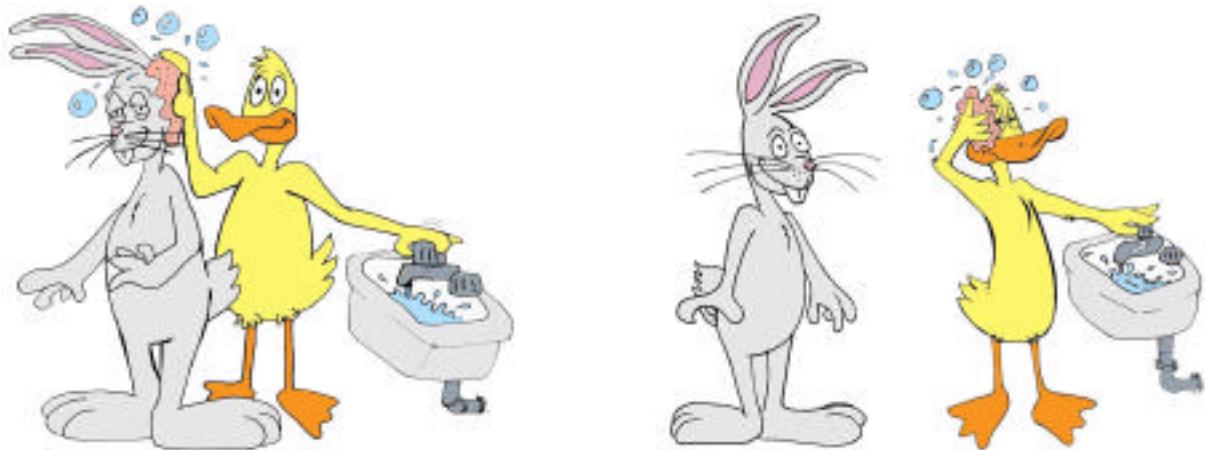
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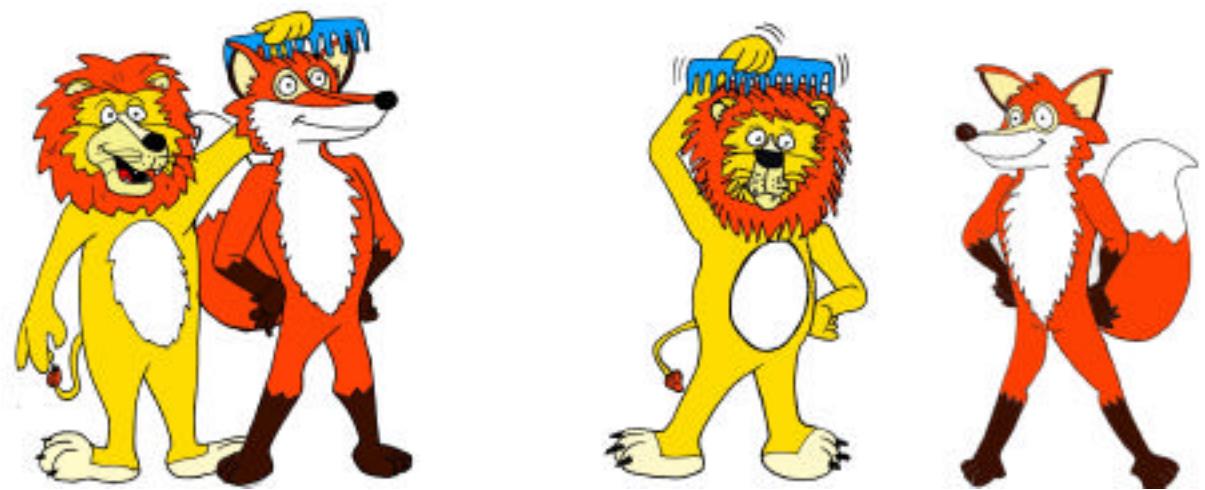
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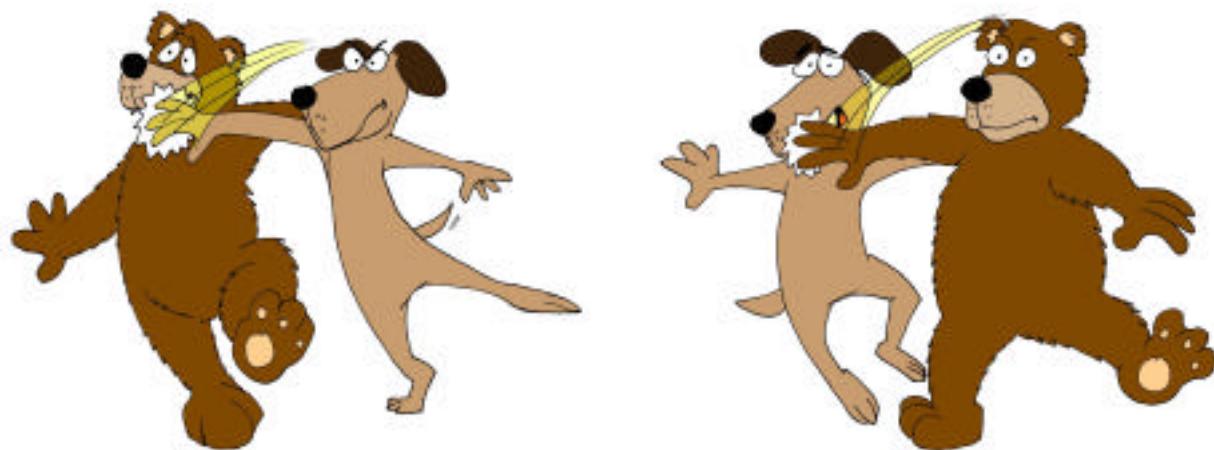
10.



11.



12.



### Parent Assessment of Language (PAL) Age 8

This is a parent-administered screening test for language development. Results obtained from this test may eventually aid in the diagnosis and remediation of childhood language disorders. Please remember when administering the test not to give your child hints or feedback. If you find that you need to give your child encouragement to help him/her continue with the test, please respond the *same way* whether s/he answers *correctly* or *incorrectly*. This will help us to obtain the best information from your child. Thank you, and have fun!

**Child's Name (First & Last):** \_\_\_\_\_

**Today's Date:** \_\_\_\_\_

**Child's Birthdate:** \_\_\_\_\_

**Grade in School:**  1st     2nd     3rd     4th     Homeschooled     Other \_\_\_\_\_

**Adult's Name:** \_\_\_\_\_

**Relationship to child:** \_\_\_\_\_

**Saying Words:** Ask your child to repeat each of the following words. For each word, if your child says the underlined sounds (e.g., the hard 'th' sound in "that") correctly, mark it "Correct." If your child says the underlined sounds wrong (e.g., says "dat" for "that"), then mark it "Incorrect." If your child says nothing, mark it "No response." **Say each word only once.**

	Correct	Incorrect	No response		Correct	Incorrect	No response
<u>Swear</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Strap</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Train</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Throat</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Shrink</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Squad</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Clear</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Braid</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Sprout</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Frame</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Floor</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Screw</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List any sounds that your child regularly says wrong and give a typical mispronounced word:

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**Naming Things Quickly:** For this section you will need a watch with a second hand because you will be timing your child to see how many items your child answers in 30 seconds. Begin timing right as you begin saying the first item. If your child does not respond to an item within a few seconds or says "I don't know", mark the item "No response" and move on to the next item. If you get through all of the items before 30 seconds are up, you can go back to items you skipped. Mark any items that you don't get to in 30 seconds as "No response."

Instructions to read to your child: "We're going to play a game where you name things as fast as you can. You ready? OK, Name \_\_\_\_\_"

	Correct	Incorrect	No response		Correct	Incorrect	No response
1. Part of a kitchen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. A month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Something sour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Something you read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Opposite of tall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. A farm animal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Something with wings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Something soft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. A shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Opposite of heavy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Something green	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Reading Words.** Point to each word and ask your child to read it. If your child makes a mistake or doesn't respond, circle the word.

habit	island	pocket	center	monkey
rough	candle	salmon	computer	sword

**Understanding Sentences:** In this task, you will read 12 sentences that correspond to 12 pairs of pictures in the test booklet (i.e., sentence 1 corresponds to picture pair 1). On the first page (the "Animal Intro" page), all of the animals are shown so that you may familiarize your child with the animals in the task.

- Step 1)** Separate the first 2 pages of the test booklet from the picture section of the test booklet.
- Step 2)** On the Animal Intro page, have your child read each animal's name aloud and look carefully at their pictures (some of the animals look very similar). Start the next step when your child can identify all of the animals. If there are any animals that you are not confident your child can identify correctly *after* being introduced to them, please circle them.
- Step 3)** Now you are ready for the Understanding Sentences task. On the next page (after the Animal Intro page) you'll find the pairs of animals corresponding to the sentences below. Cover up all of the pictures except the pair of pictures that correspond to the sentence you are about to read (HINT: use books or pieces of paper to do this).
- Step 4)** Read each sentence to your child once, and ask your child to point to the picture that matches the sentence. Say "I am going to read you a sentence, and you have to pick the picture that matches the sentence. Some of the sentences are tricky so listen very carefully. Are you ready for the first one?"
- Step 5)** Circle the picture your child points to. If your child does not respond, write "No response" next to the pair of pictures.
- Step 6)** When you are done with this section, re-attach the set of pictures to the test booklet.

**Hint:** Some of the sentences are a bit tricky, so read each sentence silently to yourself before reading the sentence aloud to your child. **Remember, read each sentence to your child only once.**

(page 4)

1. The monkey was splashing.
2. The pig was kissing himself.
3. The duck was washed by the bunny.

(page 6)

7. The bunny was patted.
8. The mouse was scratched by the cat.
9. The dog was slapping him.

(page 5)

4. The frog was hiding the monkey.
5. The fox was tickled.
6. The dog's friend was licking him.

(page 7)

10. The pig's friend was scrubbing himself.
11. The lion was combed by the fox.
12. The cat was bitten.

Child's Name \_\_\_\_\_

ANIMAL INTROS

FOX



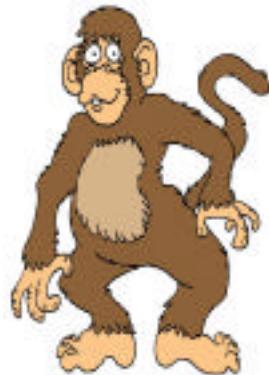
LION



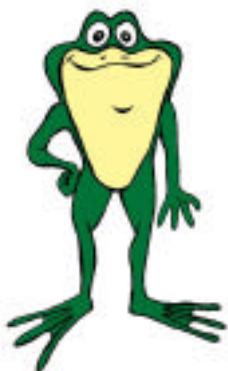
CAT



MOUSE



MONKEY



FROG



DOG



BEAR



DUCK



BUNNY



SHEEP

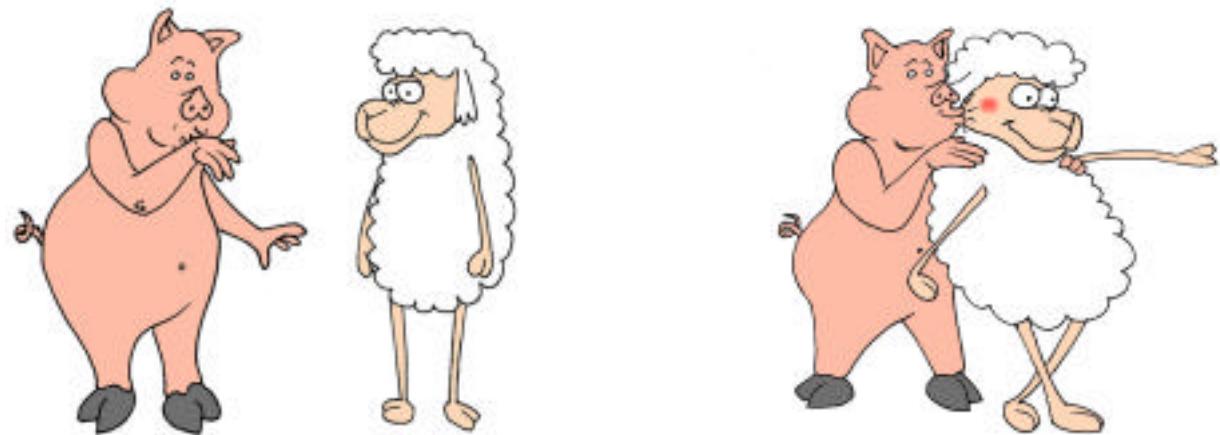


PIG

1.



2.



3.



4.



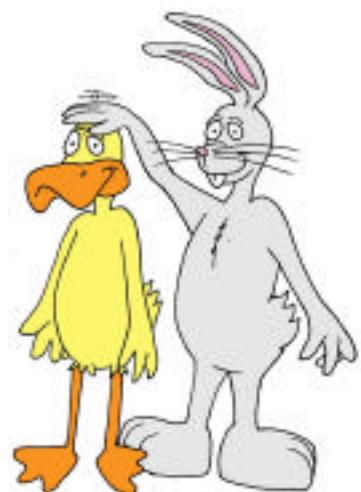
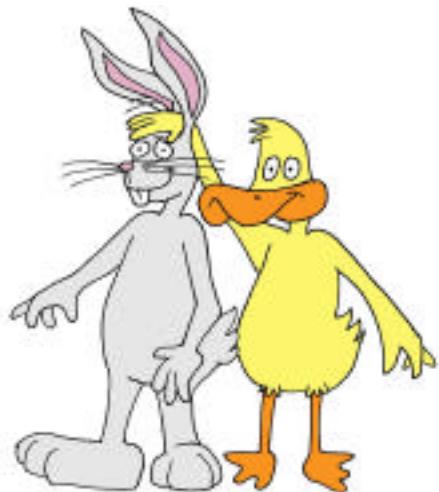
5.



6.



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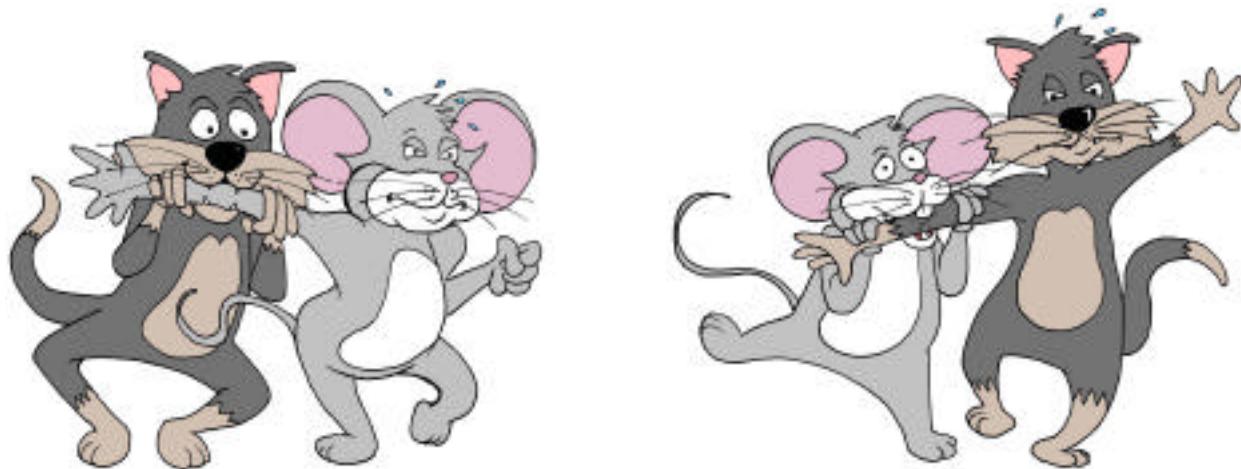
10.



11.



12.



### Parent Assessment of Language (PAL) Age 9

This is a parent-administered screening test for language development. Results obtained from this test may eventually aid in the diagnosis and remediation of childhood language disorders. Please remember when administering the test not to give your child hints or feedback. If you find that you need to give your child encouragement to help him/her continue with the test, please respond the *same way* whether s/he answers *correctly* or *incorrectly*. This will help us to obtain the best information from your child. Thank you, and have fun!

**Child's Name (First & Last):** \_\_\_\_\_

**Today's Date:** \_\_\_\_\_

**Child's Birthdate:** \_\_\_\_\_

**Grade in School:**  2nd     3rd     4th     5th     Homeschooled     Other \_\_\_\_\_

**Adult's Name:** \_\_\_\_\_

**Relationship to child:** \_\_\_\_\_

**Saying Words:** Ask your child to repeat each of the following words. For each word, if your child says the underlined sounds (e.g., the hard 'th' sound in "that") correctly, mark it "Correct." If your child says the underlined sounds wrong (e.g., says "dat" for "that"), then mark it "Incorrect." If your child says nothing, mark it "No response." **Say each word only once.**

	Correct	Incorrect	No response		Correct	Incorrect	No response
<u>Swell</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Straw</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Troll</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Threw</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Shrill</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Squirt</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Clue</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Bride</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Spread</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Frail</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Flower</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Screen</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List any sounds that your child regularly says wrong and give a typical mispronounced word:

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**Naming Things Quickly:** For this section you will need a watch with a second hand because you will be timing your child to see how many items your child answers in 30 seconds. Begin timing right as you begin saying the first item. If your child does not respond to an item within a few seconds or says "I don't know", mark the item "No response" and move on to the next item. If you get through all of the items before 30 seconds are up, you can go back to items you skipped. Mark any items that you don't get to in 30 seconds as "No response."

**Instructions to read to your child:** "We're going to play a game where you name things as fast as you can. You ready? OK, Name \_\_\_\_\_"

	Correct	Incorrect	No Response		Correct	Incorrect	No Response
1. Part of a phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. A holiday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Something long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Something smelly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Opposite of thin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. A zoo animal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Something with wheels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Something light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Part of a bathroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Opposite of bumpy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Something purple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Reading Words:** Point to each word and ask your child to read it. If your child makes a mistake or doesn't respond, circle the word.

responsible      certain      attitude      canoe      napkin

thorough      elevator      neighbor      disturb      social

**Yes, No, Maybe Test.** Circle your child's response. **Read each sentence and question once.**

**Instructions to read to your child:** "I am going to read you some sentences that are tricky. So listen very carefully. I will read each sentence *once* and then ask you a question about it." Let's try one together: Joe might come home early today. Will Joe come home early today? (Correct Answer: Maybe).

1. The teacher who was tutoring the student likes ice cream. Does the teacher like ice cream?      Yes    No    Maybe
2. Sarah knows whether Bill plays basketball. Does Bill play basketball?      Yes    No    Maybe
3. Steve promised Mark who was thirsty to buy the juice. Did Mark say *he* would buy the juice? Yes    No    Maybe
4. Ann knows that Jill plays the piano. Does Jill play the piano?      Yes    No    Maybe
5. David won't go to the movie unless Emily goes. Will David stay home?      Yes    No    Maybe
6. Tiffany persuaded Kathy, who was hungry, to eat a sandwich. Did Kathy eat a sandwich?      Yes    No    Maybe
7. The nurse bandaged the girl who has long hair. Does the girl have short hair?      Yes    No    Maybe
8. Tom said to Mary, "Aren't you going to the party with me?" Did Tom expect Mary to go to the party with *him*?      Yes    No    Maybe

**Understanding Sentences:** In this task, you will read 12 sentences that correspond to 12 pairs of pictures in the test booklet (i.e., sentence 1 corresponds to picture pair 1). On the first page (the “Animal Intro” page), all of the animals are shown so that you may familiarize your child with the animals in the task.

- Step 1)** Separate the first 3 pages of the test booklet from the picture section of the test booklet.
- Step 2)** On the Animal Intro page, have your child read each animal's name aloud and look carefully at their pictures (some of the animals look very similar). Start the next step when your child can identify all of the animals. If there are any animals that you are not confident your child can identify correctly *after* being introduced to them, please circle them.
- Step 3)** Now you are ready for the Understanding Sentences task. On the next page (after the Animal Intro page) you'll find the pairs of animals corresponding to the sentences below. Cover up all of the pictures except the pair of pictures that correspond to the sentence you are about to read (HINT: use books or pieces of paper to do this).
- Step 4)** Read each sentence to your child once, and ask your child to point to the picture that matches the sentence. Say "I am going to read you a sentence, and you have to pick the picture that matches the sentence. Some of the sentences are tricky so listen very carefully. Are you ready for the first one?"
- Step 5)** Circle the picture your child points to. If your child does not respond, write "No response" next to the pair of pictures.
- Step 6)** When you are done with this section, re-attach the set of pictures to the test booklet.

**Hint:** Some of the sentences are a bit tricky, so read each sentence silently to yourself before reading the sentence aloud to your child. **Remember, read each sentence to your child only once.**

1. The bunny was patting the duck.
2. The monkey was splashed.
3. The pig was kissed by the sheep.
  
4. The friend of the fox was combing himself.
5. The bear was licked.
6. The enemy of the cat was scratching him.
  
7. The duck was washing.
8. The mouse's enemy was biting him.
9. The sheep was scrubbed.
  
10. The dog was slapped by the bear.
11. The lion's friend was tickling himself.
12. The frog was hidden by the monkey.

Child's Name \_\_\_\_\_

ANIMAL INTROS

FOX



LION



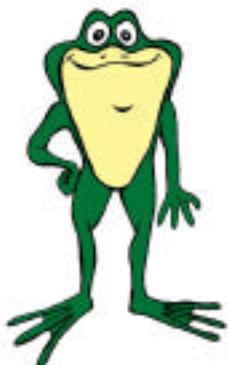
CAT



MOUSE



MONKEY



FROG



DOG



BEAR



DUCK



BUNNY

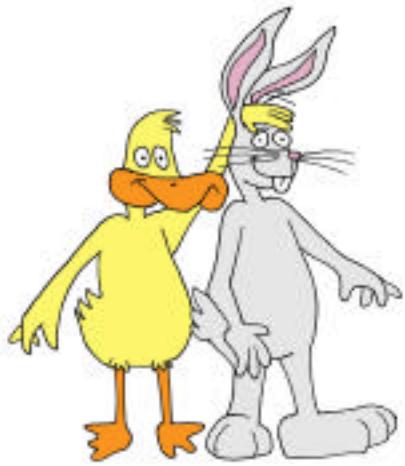


SHEEP



PIG

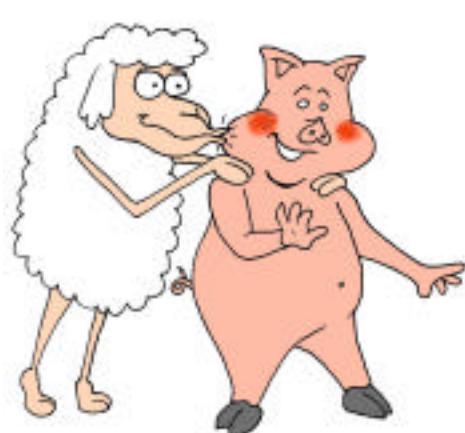
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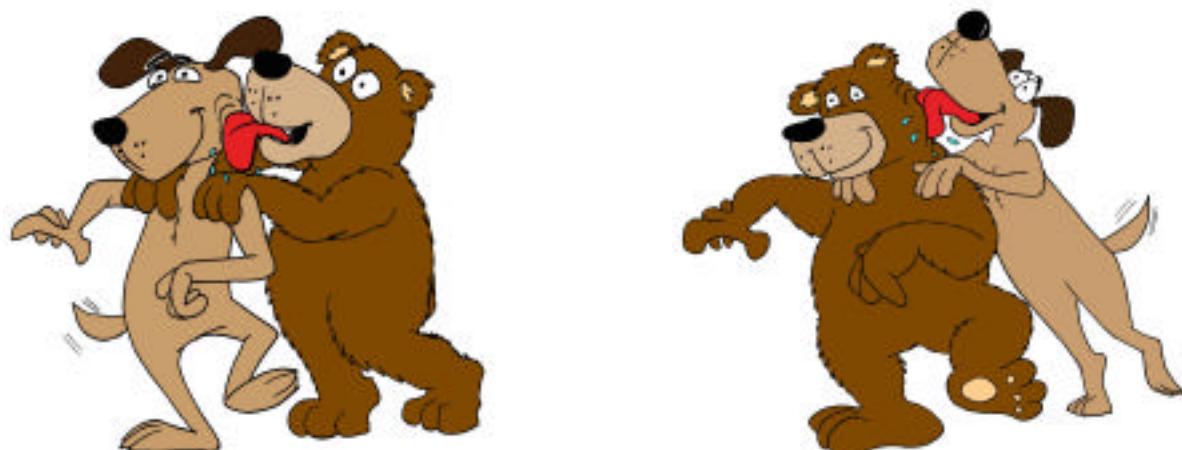
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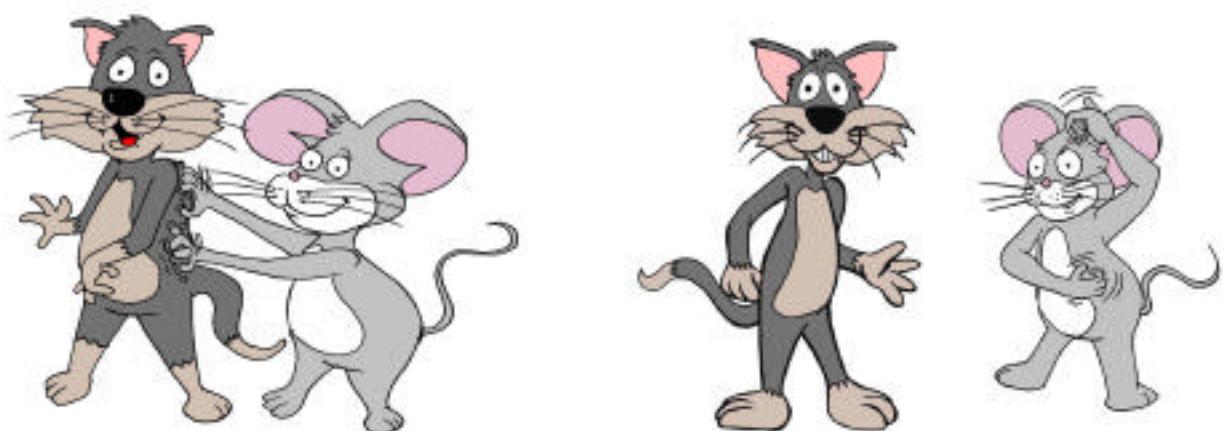
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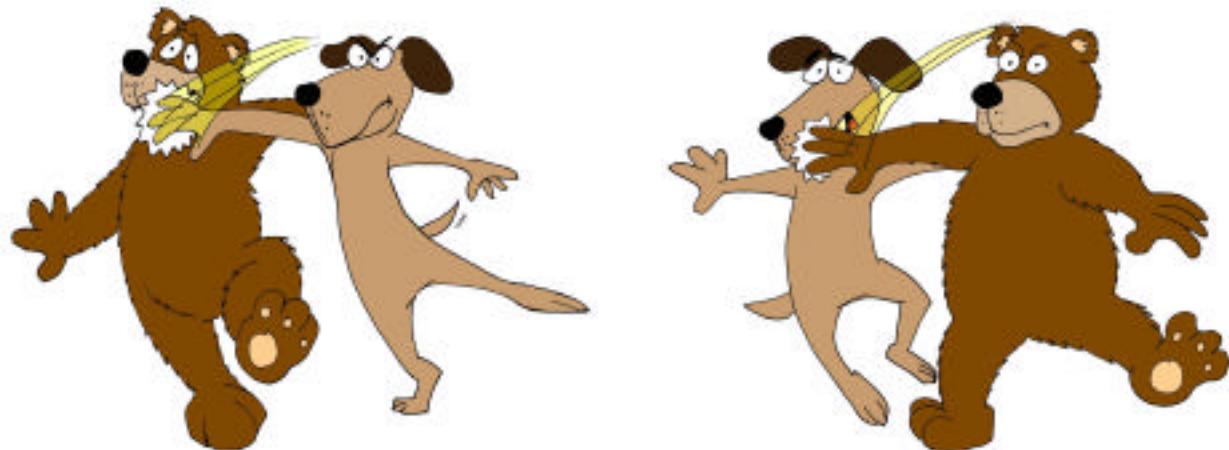
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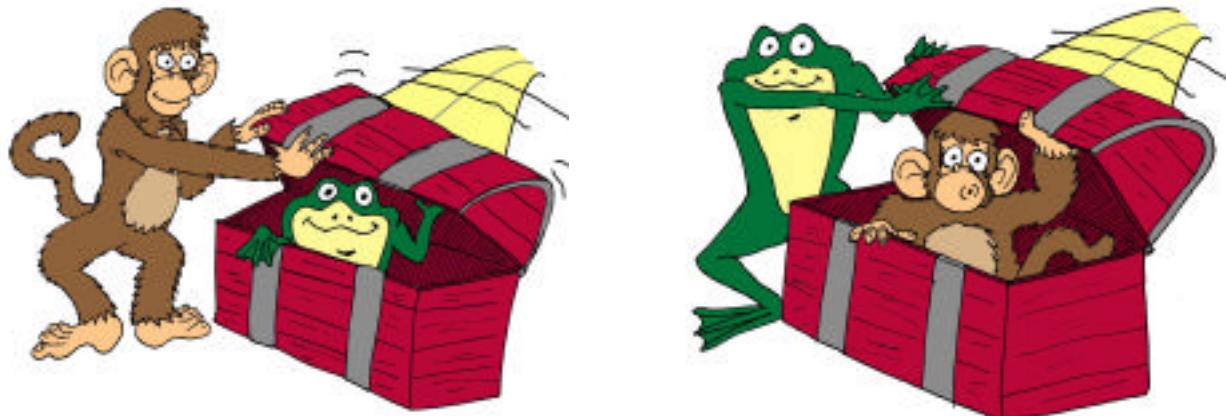
10.



11.



12.



**Parent Assessment of Language (PAL) Age 10**

This is a parent-administered screening test for language development. Results obtained from this test may eventually aid in the diagnosis and remediation of childhood language disorders. Please remember when administering the test not to give your child hints or feedback. If you find that you need to give your child encouragement to help him/her continue with the test, please respond the *same way* whether s/he answers *correctly* or *incorrectly*. This will help us to obtain the best information from your child. Thank you, and have fun!

**Child's Name (First & Last):** \_\_\_\_\_

**Today's Date:** \_\_\_\_\_ **Child's Birthdate:** \_\_\_\_\_

**Grade in School:**  3rd  4th  5th  6th  Homeschooled  Other \_\_\_\_\_

**Adult's Name:** \_\_\_\_\_ **Relationship to child:** \_\_\_\_\_

**Saying Words:** Ask your child to repeat each of the following words. For each word, if your child says the underlined sounds (e.g., the hard 'th' sound in "that") correctly, mark it "Correct." If your child says the underlined sounds wrong (e.g., says "dat" for "that"), then mark it "Incorrect." If your child says nothing, mark it "No response." **Say each word only once.**

	Correct	Incorrect	No response		Correct	Incorrect	No response
Swirl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
True	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Throw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shrewd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Squirrel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Broke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Scroll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List any sounds that your child regularly says wrong and give a typical mispronounced word:

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**Naming Things Quickly:** For this section you will need a watch with a second hand because you will be timing your child to see how many items your child answers in 30 seconds. Begin timing right as you begin saying the first item. If your child does not respond to an item within a few seconds or says "I don't know", mark the item "No response" and move on to the next item. If you get through all of the items before 30 seconds are up, you can go back to items you skipped. Mark any items that you don't get to in 30 seconds as "No response."

**Instructions to read to your child:** "We're going to play a game where you name things as fast as you can. You ready? OK, Name \_\_\_\_\_"

	Correct	Incorrect	No response		Correct	Incorrect	No response
1. Part of a fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. A coin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Something square	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Something hot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Opposite of sweet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. A country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A green vegetable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Something that flies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Something metal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. A room in a school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Opposite of early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. A winter sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. A salty food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. A tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Something white	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. A season	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Reading Words.** Point to each word and ask your child to read it. If your child makes a mistake or doesn't respond, circle the word.

reasonable      crystal      lobster      orchid      impressive  
recipe      attendance      funeral      distressing      character

**Yes, No, Maybe Test. Instructions to read to your child:** "I am going to read you some sentences that are tricky. So listen very carefully. I will read each sentence *once* and then ask you a question about it. Let's try one together: Joe might come home early today. Will Joe come home early today?" (Correct Answer: Maybe).

Circle your child's response. **Read each sentence and question once.**

1. Sally said "Shouldn't you make the knot tight?"  
Did Sally think the knot should be tight?      Yes    No    Maybe
2. Billy won't go to the park unless John goes. Will Billy stay home?      Yes    No    Maybe
3. Katie promised Lucy, who was thirsty, to buy the juice.  
Did Lucy say *she* would buy the juice?      Yes    No    Maybe
4. Mary who goes to the party with Steve does not like to dance. Does Mary enjoy dancing?      Yes    No    Maybe
5. Michael's cat chased the mouse and ran away. Did Michael's cat run away?      Yes    No    Maybe
6. Jim thinks Tom is bad at sports. Is Tom bad at sports?      Yes    No    Maybe
7. Maybe the band would have played last night if the drummer hadn't quit.  
Did the band play last night?      Yes    No    Maybe
8. The doctor who was looking for the nurse walked home from the hospital.  
Did the doctor walk home from the hospital?      Yes    No    Maybe

**Understanding Sentences:** In this task, you will read 12 sentences that correspond to 12 pairs of pictures in the test booklet (i.e., sentence 1 corresponds to picture pair 1). On the first page (the “Animal Intro” page), all of the animals are shown so that you may familiarize your child with the animals in the task.

- Step 1)** Separate the first 3 pages of the test booklet from the picture section of the test booklet.
- Step 2)** Have your child read each animal's name aloud and look carefully at their pictures (some of the animals look very similar). Start the next step when your child can identify all of the animals. If there are any animals that you are not confident your child can identify correctly *after* being introduced to them, please circle them.
- Step 3)** Now you are ready for the Understanding Sentences task. On the next page (after the Animal Intro page) you'll find the pairs of animals corresponding to the sentences below. Cover up all of the pictures except the pair of pictures that correspond to the sentence you are about to read (HINT: use books or pieces of paper to do this).
- Step 4)** Read each sentence to your child once, and ask your child to point to the picture that matches the sentence. Say "I am going to read you a sentence, and you have to pick the picture that matches the sentence. Some of the sentences are tricky so listen very carefully. Are you ready for the first one?"
- Step 5)** Circle the picture your child points to. If your child does not respond, write "No response" next to the pair of pictures.
- Step 6)** When you are done with this section, re-attach the set of pictures to the test booklet.

**Hint:** Some of the sentences are a bit tricky, so read each sentence silently to yourself before reading the sentence aloud to your child. **Remember, read each sentence to your child only once.**

(page 5)

1. The bunny was patted.
2. The cat was bitten by the mouse.
3. The pig was kissing.

(page 7)

7. The enemy of the bear slapped himself.
8. The sheep was scrubbing the pig.
9. The mouse was scratched.

(page 6)

4. The fox was tickled.
5. The duck was washed by the bunny.
6. The friend of the frog splashed him.

(page 8)

10. The lion was combed by the fox.
11. The dog's friend was licking himself.
12. The monkey's friend was hiding him.

Child's Name \_\_\_\_\_

ANIMAL INTROS

FOX



LION



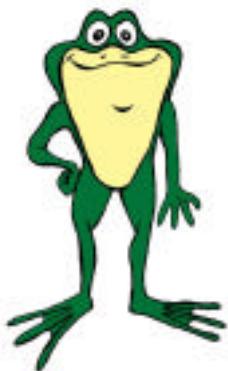
CAT



MOUSE



MONKEY



FROG



DOG



BEAR



DUCK



BUNNY

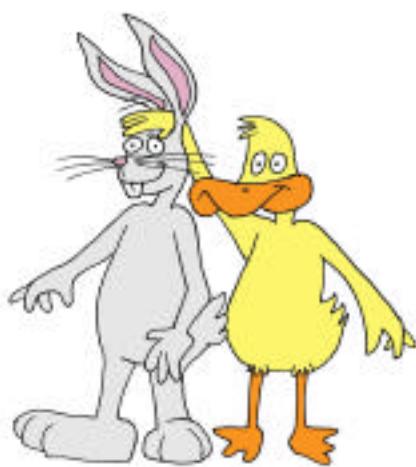
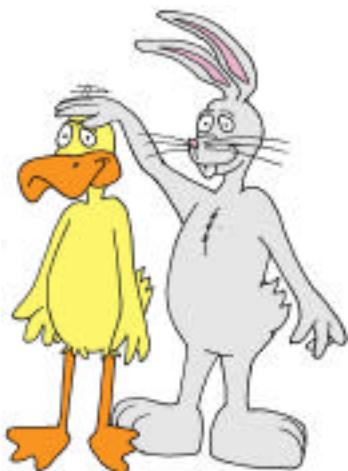


SHEEP



PIG

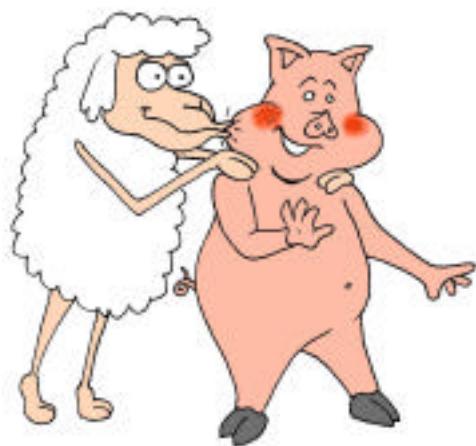
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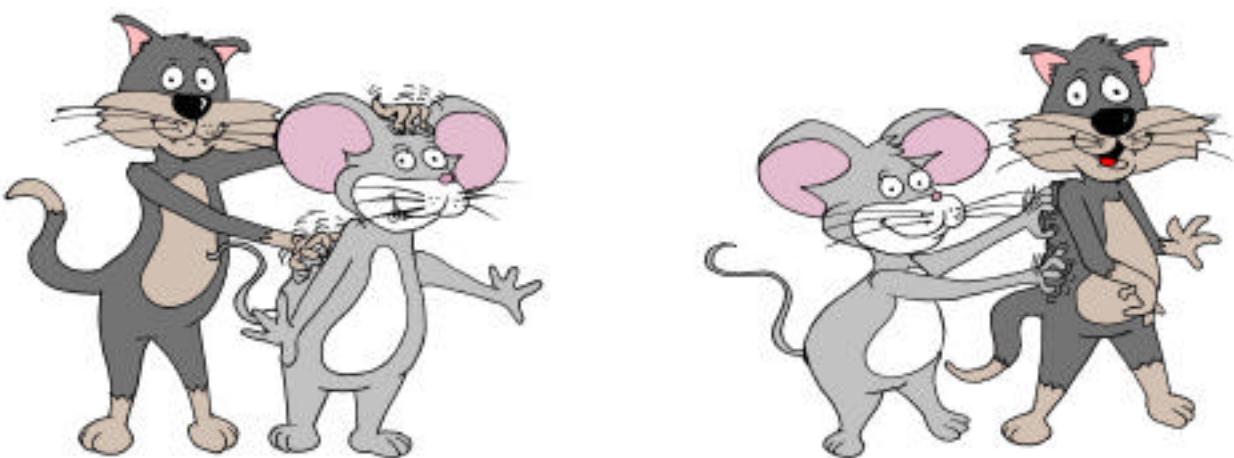
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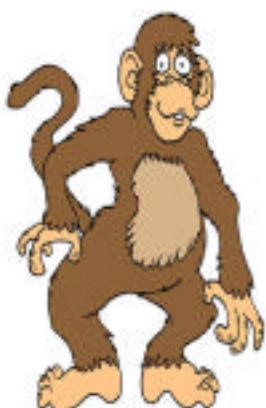
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11.



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12.



**Parent Assessment of Language (PAL) Ages 11 and up****Child's Name (First & Last):** \_\_\_\_\_**Today's Date:** \_\_\_\_\_**Child's Birthdate:** \_\_\_\_\_**Child's Grade in School:**  4th  5th  6th  7th  Homeschooled  Other \_\_\_\_\_**Adult's Name:** \_\_\_\_\_**Relationship to child:** \_\_\_\_\_

**Saying Words:** Ask your child to repeat each of the following words. For each word, if your child says the underlined sounds (e.g., the hard 'th' sound in "that") correctly, mark it "Correct." If your child says the underlined sounds wrong (e.g., says "dat" for "that"), then mark it "Incorrect." If your child says nothing, mark it "No response." **Say each word only once.**

	Correct	Incorrect	No response
<u>Swirl</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>True</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Shrewd</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Claw</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Spray</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Flew</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Stray</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Throw</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Squirrel</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Broke</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Free</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Scroll</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List any sounds that your child regularly says wrong and give a typical mispronounced word:

**Naming Animals:** For this section you will need a watch with a second hand because you will be timing how many animals your child names in 30 seconds. Start timing right after you finish reading the instructions to your child. Write down all the things your child says in 30 seconds (including things that are *not* animals).

**Instructions to read to your child:** "A dog is an animal. Name as many other animals as you can"

**Naming Liquids:** Time how many liquids your child names in 30 seconds. Start timing right after you finish reading the instructions to your child. Write down all the things your child says in 30 seconds (including things that are *not* liquids). **Instructions to read to your child:** "Water is a liquid. Name as many other liquids as you can."

**Naming Things Quickly:** For this section you will need a watch with a second hand because you will be timing your child to see how many items your child answers in 30 seconds. Begin timing right as you begin saying the first item. If your child does not respond to an item within a few seconds or says "I don't know", mark the item "No response" and move on to the next item. If you get through all of the items before 30 seconds are up, you can go back to items you skipped. Mark any items that you don't get to in 30 seconds as "No response." **Instructions to read to your child:** "We're going to play a game where you name things as fast as you can. You ready? Name \_\_\_\_\_"

	Correct	Incorrect	No response		Correct	Incorrect	No response
1. Part of a book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Part of a radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Something slippery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Something you catch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A hot drink	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. A thing with a shell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A round object	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Something cold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Something dark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. An insect that crawls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Opposite of rough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. A bird	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. A game with no ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Opposite of shiny	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Something with fur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. A musical instrument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Yes, No, Maybe Test.** Instructions: "I am going to read you some sentences that are tricky. So listen very carefully. I will read each sentence *once* and then ask you a question about it." Let's try one together: Joe might come home early today. Will Joe come home early today? (Correct Answer: Maybe). Circle your child's response.  
**Read each sentence and question once.**

- |   |     |    |       |
|---|-----|----|-------|
| 1. John said "Shouldn't you make the knot loose?" Did John think the knot should be loose?                        | Yes | No | Maybe |
| 2. Ricky won't go to the party unless Ann goes. Will Ricky stay home?   | Yes | No | Maybe |
| 3. Bob promised Tom, who was hungry, to buy the candy.<br>Did Tom say <i>he</i> would buy the candy?              | Yes | No | Maybe |
| 4. Betty who goes to the beach with Mark does not like to swim. Does Betty enjoy swimming?                        | Yes | No | Maybe |
| 5. Linda's dog chased the kitten and ran away. Did Linda's dog run away?  | Yes | No | Maybe |
| 6. Cathy thinks Sarah is good at sports. Is Sarah good at sports?   | Yes | No | Maybe |
| 7. Chris will be happy unless his school wins the football game. Will Chris be happy if his school wins the game? | Yes | No | Maybe |
| 8. The teacher who was looking for Mike rode his bicycle home from school. Did the teacher go home on a bicycle?  | Yes | No | Maybe |

**Reading Words.** Point to each word and ask your child to read it. If your child makes a mistake or doesn't respond, circle the word.

## episode

champagne

# antelope

yacht

## manual

## receipt

## **talent**

suite

## discovery

statue

**Picture-Sentence Matching:** In this task, you will read 12 sentences that correspond to 12 pairs of pictures in the test booklet (i.e., sentence 1 corresponds to picture pair 1). On the first page (the “Animal Intro” page), all of the animals are shown so that you may familiarize your child with the animals in the task.

- Step 1)** Separate the first 3 pages of the test booklet from the picture section of the test booklet.
- Step 2)** Have your child read each animal's name aloud and look carefully at their pictures (some of the animals look very similar). Start the next step when your child can identify all of the animals.
- Step 3)** Now you are ready for the Picture-Sentences Matching task. On the next page (after the Animal Intro page) you'll find the pairs of animals corresponding to the sentences below. Cover up all of the pictures, except the pair of pictures that correspond to the sentence you are about to read (HINT: use books or pieces of paper to do this).
- Step 4)** Read each of the following sentences and questions to your child once, and then ask your child to point to the requested animal. **Instructions to read to your child:** "I am going to read you a couple of sentences about some animals in some pictures and then I am going to ask you to pick one of the animals. Some of the sentences are tricky so listen very carefully. Are you ready for the first one?"
- Step 5)** Circle the animal that your child points to. If your child does not respond, write "No response" next to the pair of pictures.
- Step 6)** When you are done with this section, re-attach the set of pictures to the test booklet.

**Hint:** Some of the sentences are a bit tricky, so read each sentence silently to yourself before reading the sentence aloud to your child. **Remember, say each sentence and question to your child only once.**

1. One of these two bunnies is crazy. The duck was washing the bunny who is crazy. Which bunny is crazy?
2. One of these two dogs is hot. The bear was slapped by the dog who is hot. Which dog is hot?
3. One of these two monkeys is smart. The monkey who the frog was hidden by is smart. Which monkey is smart?
4. One of these two lions is thirsty. The fox was tickling the lion who is thirsty. Which lion is thirsty?
5. One of these two sheep is clever. The sheep who the pig was scrubbed by is clever. Which sheep is clever?
6. One of these two ducks is lucky. The duck who the bunny was patting is lucky. Which duck is lucky?
7. One of these two foxes is cold. The fox who the lion was combing is cold. Which fox is cold?
8. One of these two pigs is shy. The sheep was kissed by the pig who is shy. Which pig is shy?
9. One of these two cats is stupid. The mouse was scratching the cat who is stupid. Which cat is stupid?
10. One of these two bears is smelly. The bear who the dog was licked by is smelly. Which bear is smelly?
11. One of these two frogs is hungry. The monkey was splashed by the frog who is hungry. Which frog is hungry?
12. One of these two mice is silly. The mouse who the cat was biting is silly. Which mouse is silly?

Child's Name \_\_\_\_\_

ANIMAL INTROS

FOX



LION



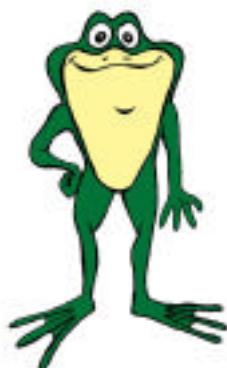
CAT



MOUSE



MONKEY



FROG



DOG



BEAR



DUCK



BUNNY



SHEEP



PIG

1.



2.



3.



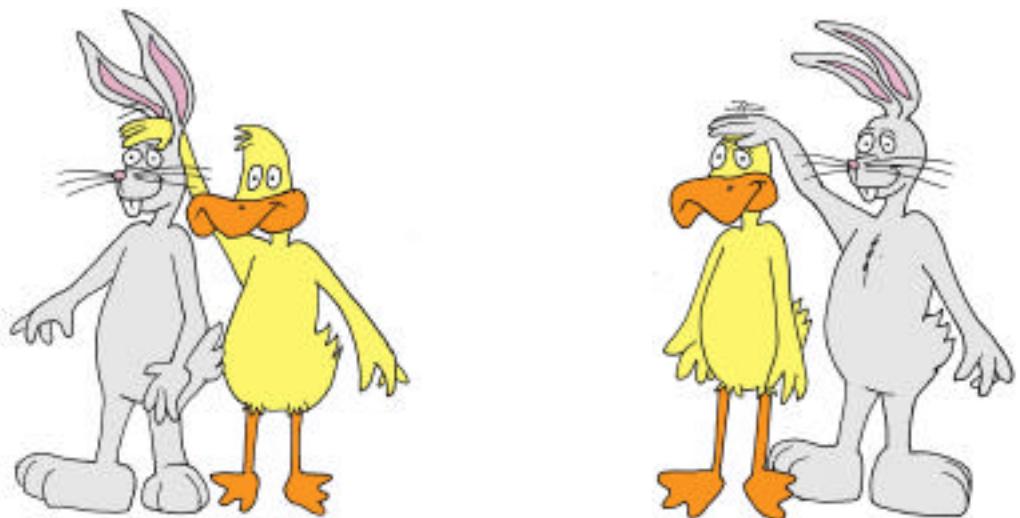
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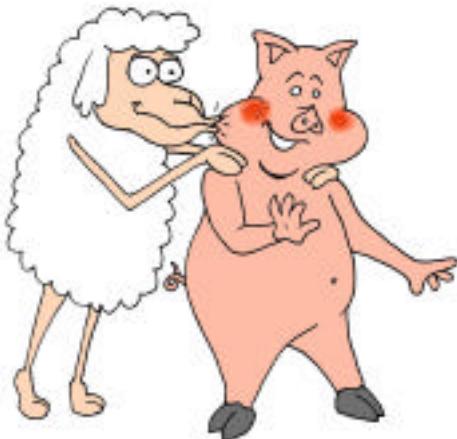
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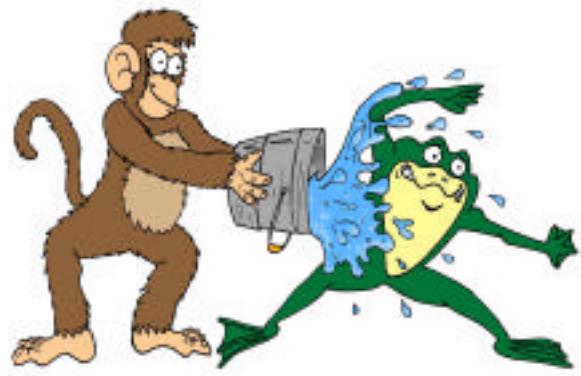
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11.



12.

