Item #	Name	Short Description
1	Block building	Child copies block structures built by examiner
2	puzzle solving	He assembles cut-up pictures of common animal foods
3	pictorial memory	child recalls names of objects pictured on card
4	word knowledge	he identifies common objects (Part I), and defines words (Part II)
5	number questions	child answers questions involving number information or basic arithmetical computation
6	tapping sequence	he copies sequences of notes tapped by the examiner on a xylophone
7	verbal memory	he repeats word series and sentences (Part I), and retells a story read by examiner (Part II)
8	right-left orientation (for children >=5yrs)	he demonstrates his knowledge of right and left (for children aged 5 and above)
9	leg coordination	child performs motor tasks which involve the lower extremities, such as walking backwards or standing on one foot
10	arm coordination	he bounces a rubber ball (Part I), catches a beanbag (Part II), and throws a beanbag through a hole in a target (Part III)
11	imitative action	He copies simple movements, such as folding one's hands or looking through a tube.
12	draw-a-design	He copies geometrical designs.
13	draw-a-child	He draws a picture of a child of the same sex.
14	numerical memory	He repeats a series of digits in the order presented by the examiner (Part I), and in reverse order (Part II)
15	verbal fluency	He names as many articles as he can in a given category within 20 seconds.
16	counting and sorting	He is asked to count, and to sort blocks into equal groups.
17	opposite analogies conceptual	He completes sentences by providing "opposites" (e.g., "the sun is Hot, and ice is___.")
18	groupings	He classifies blocks on the basis of size, color, and shape.

Scale	Associated Items
Verbal	3, 4, 7, 15, 17
Perceptual	
Performance	1,2,6,8,12,13,18
Quantitative	5,14,16
General Cognitive	[1:8], [12:18]
Memory	3,6,7,14
Motor	9,10,11,12,13

Title	McCarthy Scales of Children's Abilities, Manual
Author	Dorothea McCarthy
Year	1972

Scale	Description

12. Draw-a-design (P, GC, Mot)	Discontinue after 3 consecutive failures	The copying of designs has long been a popular task with psychologists, and is frequently used clinically to assess the presence of perceptual or other neurological disabilities that may hinder a child's ability to learn. In the first 3 items, the child copies a circle, a vertical line, and a horizonal line, after each is drawn by the examiner. This type of imitative drawing is developmentally easier than drawing from a model, which is required in the next 6 items. In the Drawing Booklet, used for this and the following test, the upper half of each page is used for the model, and the child does his drawing in the lower half of the same page. A child's drawing is particularly valuable because it afords a permanent record of fleeting movements which are too rapid for the eye to catch. His perception of the real world is reflected in his analysis of a design and his ability to treat it as a whole figure. Actual samples from children's drawings are included in the scoring system, to aid the examiner in the objective scoring of each design.
13. Draw-a-child(P, GC, Mot)	Administered only if child scored 1 or more points on draw-a-design	In this test, boys are asked to draw a boy and girls are asked to draw a girl. Human figure drawings have been extremely useful in clinical work, since they provide information about the child's intelligence as well as his personality. A relatively short, objective scoring system was considered desirable for Draw-a-child in the MSCA, since it constitutes but one portion of the total battery. The system presented in this manual should serve well to evaluate the drawings of children aged 2.5 to 8.5 years. After scoring the drawing for psychometric purposes, the skilled clinician may wish to make a more qualitative and complete interpretation of the drawing.

	Perceptual
P	Performance
GC	General Cognitive
Mot	Motor

Draw-a-Design

Description: Child draws 9 pictures

Picture	Description	Point Range
1	Circle	0 to 1
2	vertical line	0 to 1
3	horizontal line	0 to 1
4	backward L (right angle)	0 to 2
5	X with vertical line	0 to 2
6	vendiagram (with horizontal line across overlapping region)	0 to 3
7	Rectange, split in half vertical, with diagonal line going from top right to bottom left	0 to 3
8	parallelogram	0 to 3

9	hexagon (with X in the middle, touching the corners of the inner square of the hexagon)	0 to 3