

RAPID SCREENING TEST  
SCORE SHEET

RST

NAME \_\_\_\_\_

DATE OF TEST \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_

AGE \_\_\_\_\_

Level of Comprehension

(eg 1, 2, 3, 4 or 4+

Highest level with a

half or more correct) \_\_\_\_\_

CONTENT		SCORE	PASS	STARTING POINT DTC
<u>SINGLE WORD LEVEL</u>				
Item 1	Real objects	/6	5/6	SINGLE WORD - SUBTEST1 REAL OBJECTS
Item 2	Pictures of actions	/6	4/6	SINGLE WORD - SUBTEST 4 PICTURE TEST
<u>TWO WORD LEVEL</u>				*
* Item 3	Command - two information carrying words	/3	2/3	TWO WORD - SUBTEST 1 TOY PLAY TEST
<u>THREE WORD LEVEL</u>				
Item 4	Command - three information carrying words	/3	2/3	THREE WORD - SUBTEST 1 TOY PLAY SUBTEST
<u>FOUR WORD LEVEL AND ABOVE</u>				
Item 5				
5(a)	Command - including 'and'	/1	1/1	THREE WORD - SUBTEST 1 TOY PLAY TEST
5(b)	List of three objects	} /3	1/3	} FOUR WORD - TOY PLAY TEST & LEVELS 5 - 10
5(c)	Command - two separate actions			
5(d)	Sequence of two commands			

\*If the child passes this item easily (ie no demonstrations or prompts) and then only manages one request on the next item, try the Three Word Level Subtests of the DTC; drop back to Two Word Level if there are more than 50% failed items.

*It is not the intention of the authors for this test to form the sole basis for a decision about the child's language comprehension. It is intended to be used in conjunction with the Detailed Test of Comprehension(DTC).*



DERBYSHIRE LANGUAGE SCHEME

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**TAL EQUIPMENT NEEDED:**

ects: Cup, teaspoon, brick, key, fork, pencil,  
 Small doll, box large enough to contain the doll  
 Child's knife, plate  
 If you use alternative items 3-5 you will also need a teddy bear and a toy bed, chair and table  
 the same scale as the teddy.

tures: Drinking, sleeping, washing, running (Philip & Tacey's 'Actions'-picture &  
 eating, sitting down word making cards R83-1)

**GENERAL PROCEDURE:** Replace the equipment in its original position,  
 after the child has completed each request.

**Item 1: Procedure:** Place objects marked (A) below near child and ask him/her to give you  
 or show you the one you name.  
 Remove group (A) from table when completed and try  
 group (B) using same procedure.

**Wording of Requests:** "Where's the \_\_\_\_\_?"  
 or "Show me the \_\_\_\_\_"  
 or "Give me the \_\_\_\_\_"

**Equipment:** (A) Cup, Spoon, Brick  
 (B) Key, Fork, Pencil

*Needs to get 5 or more to pass - 2 false in a row already*  
*child is able to understand test of 1 word was removed out of 3.*

**Score** /6

*Because of order left out*  
*Don't look at*

**Item 2: Procedure:** As for Item 1

**Wording of Requests:** "Who's washing?"  
 or "Which one's washing?"  
 or "Give me the one who's washing"

**Equipment:** Pictures of children carrying out simple actions  
 (A) Eating, Sleeping, Washing  
 (B) Drinking, Running, Sitting down

**Score** /6

**Item 3: Equipment:** (A) Brick, Spoon, Doll, Knife  
 (B) Box, Plate, Cup

**Procedure:** Put items (A) near the child  
 and items (B) about 6' further away

**Requests:** (a) "Put the spoon in the cup"  
 (b) "Put the brick on the plate"  
 (c) "Put the doll in the box"

**Score** /3

**GENERAL PROCEDURE:**

*Replace the equipment in its original position, after the child has completed each request.*

Item 4: **Equipment:** *As for Item 3*

*Procedure:* *As for Item 3*

- Requests:**
- (a) Put the knife under the plate
  - (b) Put the brick in the cup
  - (c) Put the spoon under the box

Score /3

Item 5: **Equipment:** *As for Item 3 PLUS A PENCIL*

*Procedure:* *As for Item 3*

**Lead-in-item:**

- |                                                                         |            |
|-------------------------------------------------------------------------|------------|
| Put the doll in the box<br><i>(Leave it there)</i>                      | Not scored |
| Now, put the spoon in the box<br><i>(Replace in original positions)</i> | Not scored |
| Now, put the doll <u>and</u> spoon in the box                           | Not scored |

***GIVE THE REQUEST AS A SINGLE UNIT. DO NOT BREAK INTO PARTS.***

**Test Request:** (a) Put the spoon and knife on the plate      Score 5(a) /1

(b) Give me the cup, the box, and the doll

(c) Put the pencil in the box and the knife in the cup

(d) Put the brick under the box and give me the plate

Score 5(b)-(d) /3

ALTERNATIVE ITEMS FOR TESTER WHO FEELS THAT THE USE OF TOYS WILL PROVIDE A MORE ACCURATE RESULT BECAUSE OF INCREASED MOTIVATION.

GENERAL PROCEDURE: *Replace the equipment in its original position, after the child has completed each request.*

Item 3: *Equipment:* *Doll, teddy bear, toy chair, bed, table.*

- Requests
- (a) Put dolly on the bed
  - (b) Put teddy on the table
  - (c) Put teddy on the chair

Score /3

Item 4: *Equipment:* *Doll, teddy bear, bed, box (upside down), table*

- Requests:
- (a) Put the doll under the table
  - (b) Put the teddy on the bed
  - (c) Put the teddy under the box

Score /3

Item 5: *Equipment:* (A) *Brick, spoon, doll, knife, pencil*  
(B) *Box (open at top), plate, cup*

*Procedure:* *Put items (A) near the child and items (B) 6' further away.*

Lead-in-item:

- |                                                             |            |
|-------------------------------------------------------------|------------|
| Put the doll in the box<br>(Leave it there)                 | Not scored |
| Put the spoon in the box<br>(Replace in original positions) | Not scored |
| Put the doll and spoon in the box                           | Not scored |

**GIVE THE REQUEST AS A SINGLE UNIT. DO NOT BREAK INTO PARTS**

Requests: (a) Put the spoon and knife on the plate

Score  
5(a)

/1

(b) Give me the cup, the box and the doll

(c) Put the pencil in the box and the knife in the cup

Score  
5(b)-(d)

(d) Put the brick in the box and give me the plate

/3