

Name _____

Address _____

Age _____ Gender F M Year _____ School _____

Teacher _____

Examiner _____

	Year	Month	Day
Date Tested			
Date of Birth			
Chronological Age			

Subtest Scaled Score	Core Language	Receptive Language		Expressive Language	Language Content		Language Structure	Working Memory
	5-8	5-7	8	5-8	5-7	8	5-8	5-8
Concepts & Following Directions C&FD								
Word Structure WS								
Recalling Sentences RS								
Formulated Sentences FS								
Word Classes-Receptive WC-R								
Word Classes-Total WC-T								
Sentence Structure SS								
Expressive Vocabulary EV								
Number Repetition-Total NR-T								
Familiar Sequences FSq								
Core Language Score and Indexes								
Sum of Subtest Scaled Scores								
Standard Score*								
Standard Score Points +/-								
Confidence Interval (_____ % Level)								
Percentile Rank								
Percentile Rank Confidence Interval								
	Core Language	Receptive Language		Expressive Language	Language Content		Language Structure	Working Memory

*See Appendix D in Examiner's Manual.

Composite Score Chart							
Score	CLS	RLI	ELI	LCI	LSI	WMI	
160	*	*	*	*	*	*	*
155	*	*	*	*	*	*	*
150	*	*	*	*	*	*	*
145	*	*	*	*	*	*	*
140	*	*	*	*	*	*	*
135	*	*	*	*	*	*	*
130	*	*	*	*	*	*	*
125	*	*	*	*	*	*	*
120	*	*	*	*	*	*	*
115	*	*	*	*	*	*	*
110	*	*	*	*	*	*	*
105	*	*	*	*	*	*	*
100	*	*	*	*	*	*	*
95	*	*	*	*	*	*	*
90	*	*	*	*	*	*	*
85	*	*	*	*	*	*	*
80	*	*	*	*	*	*	*
75	*	*	*	*	*	*	*
70	*	*	*	*	*	*	*
65	*	*	*	*	*	*	*
60	*	*	*	*	*	*	*
55	*	*	*	*	*	*	*
50	*	*	*	*	*	*	*
45	*	*	*	*	*	*	*
40	*	*	*	*	*	*	*

Discrepancy Comparisons	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence in Standardisation Sample	Statistically Significant Level
Receptive-Expressive Language Index*							.15/.05
Language Content-Structure Index*							.15/.05

*See Tables 3.5-3.6.

Notes:

National Curriculum Test Scores (SATS)

Baseline	Maths	English	Science
KS 1			
KS 2			

Subtest Score		Raw Score	Scaled Score	Scaled Score Points +/-	Confidence Interval % level	Percentile Rank	Percentile Rank Confidence Interval	Age Equivalent
Concepts & Following Directions	C&FD				to		to	
Word Structure	WS				to		to	
Recalling Sentences	RS				to		to	
Formulated Sentences	FS				to		to	
Word Classes–Receptive	WC–R				to		to	
Word Classes–Expressive	WC–E				to		to	

Sum of WC–R + WC–E scaled scores*

*Add WC–R and WC–E scaled scores. Use the Examiner's Manual Appendix C, section b to convert the sum to the WC–T scaled score.

Word Classes–Total	WC–T				to		to	
Sentence Structure	SS				to		to	
Expressive Vocabulary	EV				to		to	
Understanding Spoken Paragraphs*	USP				to		to	
Number Repetition–Forwards	NR–F				to		to	
Number Repetition–Backwards	NR–B				to		to	
Number Repetition–Total	NR–T				to		to	
Familiar Sequences	FSq				to		to	

*An age equivalent is not available for USP.

Scaled Score Chart														
Score	C&FD	WS	RS	FS	WC–R	WC–E	WC–T	SS	EV	USP	NR–F	NR–B	NR–T	FSq
19	*	*	*	*	*	*	*	*	*	*	*	*	*	*
18	*	*	*	*	*	*	*	*	*	*	*	*	*	*
17	*	*	*	*	*	*	*	*	*	*	*	*	*	*
16	*	*	*	*	*	*	*	*	*	*	*	*	*	*
15	*	*	*	*	*	*	*	*	*	*	*	*	*	*
14	*	*	*	*	*	*	*	*	*	*	*	*	*	*
13	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Criterion-Referenced Score Chart	
Subtest	Criterion
Phonological Awareness (PA)	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Word Associations (WA)	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Pragmatics Profile (PP)	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Rapid Automatic Naming (RAN)	Criterion
Time	<input type="checkbox"/> Normal <input type="checkbox"/> Slower Than Normal <input type="checkbox"/> Non-Normal
Errors	<input type="checkbox"/> Normal <input type="checkbox"/> More Than Normal <input type="checkbox"/> Non-Normal

Concepts & Following Directions (C&FD)



Start Point

Ages 5–8 take Set 1 Examples and Trials, start at Item 1, and must take Items 1–23.
Ages 9–12 take Set 2 Examples and Trials and start at Item 24.

Materials Needed

Stimulus Book 1
C&FD Stimulus Sheet

Repetitions

None



Discontinue Rule

For ages 5–8, start counting zero scores with Item 24. Discontinue testing after 7 consecutive zero scores.

Special Considerations: Wait until you are CERTAIN that the child has completed his or her response to each item before presenting the next item.

Circle 1 for a correct response and 0 for an incorrect response.



Set 1

Example 1



Trial 1



Set 2

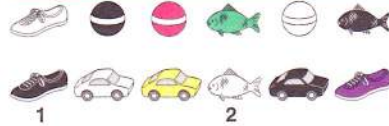
Example 1



Trial 1



Example 2



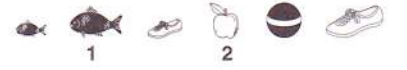
Trial 2



Example 3



Trial 3



Response Key

1, 2, 3 = specified order of individual responses

★ = any order of response

and = both must be selected



	Score
1.	1 0
2.	1 0
3.	1 0
4.	1 0
5.	1 0
6.	1 0
7.	1 0

Score

8.	1 0
9.	1 0
10.	1 0
11.	1 0
12.	1 0
13.	1 0
14.	1 0

Concepts & Following Directions continued on next page.

Concepts & Following Directions (C&FD) *continued*

Score

15.		1	0
16.		1	0
17.		1	0
18.		1	0
19.		1	0
20.		1	0
21.		1	0
22.		1	0
23.		1	0

Start counting zero scores to meet the discontinuity rule for children ages 5-8, beginning with Item 24.

9-12

24.		1	0
25.		1	0
26.		1	0
27.		1	0
28.		1	0
29.		1	0
30.		1	0
31.		1	0
32.		1	0
33.		1	0
34.		1	0

Score

35.		1	0
36.		1	0
37.		1	0
38.		1	0
39.		1	0
40.		1	0
41.		1	0
42.		1	0
43.		1	0
44.		1	0
45.		1	0
46.		1	0
47.		1	0
48.		1	0
49.		1	0
50.		1	0
51.		1	0
52.		1	0
53.		1	0
54.		1	0
Raw Score			

Word Structure (WS)

 Start Point Ages 5-8 start at Item 1.	Materials Needed Stimulus Book 1	Repetitions Allowed	 Discontinue Rule None—administer all items.
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Circle ¹ for a correct response and ⁰ for an incorrect response. (See Examiner's Manual, chapter ².) If the child responds with the appropriate targeted *form* but with a non-targeted noun or verb, credit the response as correct.

Trial 1 Here is a boy [point] and here [point] _____. (is a girl)

Trial 2 This boy [point] is standing and this boy [point] _____. (is sitting)

Trial 3 Lee [point to young girl on the left] said, "Those shoes are yours and these shoes _____." (are mine)

A. Regular Plural	Score
1. books	1 0
2. horses	1 0
B. Irregular Plural	
3. mice	1 0
4. children	1 0
C. Third Person Singular	
5. reads	1 0
6. flies	1 0
D. Possessive Nouns	
7. Paula's boot	1 0
8. king's/queen's	1 0
E. Derivation of Nouns	
9. singer	1 0
F. Contractible Copula	
10. She is/She's happy	1 0
G. Auxiliary + -ing	
11. This girl is listening	1 0
12. This boy is eating	1 0
13. They are swinging	1 0
14. They are skipping	1 0
H. Possessive Pronouns	
15. yours	1 0
I. Regular Past Tense	
16. climbed	1 0

J. Objective Pronouns	Score
17. them	1 0
18. us	1 0
K. Future Tense	
19. will slide/will be sliding	1 0
20. will eat/will be eating	1 0
L. Comparative and Superlative	
21. faster	1 0
22. fastest	1 0
23. better	1 0
24. best	1 0
M. Uncontractible Copula/Auxiliary	
25. She is	1 0
26. They are	1 0
N. Derivation of Adjectives	
27. lucky	1 0
O. Reflexive Pronouns	
28. himself	1 0
29. herself	1 0
P. Subjective Pronouns	
30. She does	1 0
31. They will	1 0
Q. Irregular Past Tense	
32. drew	1 0
Raw Score	

Recalling Sentences (RS)

 Start Point Ages 5-8 start at Item 1. Ages 9-13 start at Item 6. Ages 14-16 start at Item 9.	Materials Needed Record Form Examiner's Manual	Repetitions None	 Discontinue Rule After 5 consecutive zero scores
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Circle ³ if the sentence is repeated exactly, circle ² if there is one error, circle ¹ if there are two or three errors, and circle ⁰ if there are four or more errors. Record errors by marking up the sentences or write the incorrect response verbatim in the space provided. Refer to the Examiner's Manual, chapter ², for more information on how to use editing symbols.

Editing Symbols	omission  watched	repetition  Did the....	addition  word ^{long} the film	transposition  Did the girl	substitution  word ^{saw} watched
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Trial 1 My sister is in year ⁷. **Trial 2** Does Mr. Richards teach reading?

Recalling Sentences continued on next page.

Recalling Sentences (RS) *continued*

OK
1 Error
2-3 Errors
4+ Errors

5-8	1. The tractor was followed by the bus.	3	2	1	0
	2. Did the girl catch the football?	3	2	1	0
	3. Did you remember to bring your lunch?	3	2	1	0
	4. The boy fell and hurt himself.	3	2	1	0
	5. Was the van followed by the ambulance?	3	2	1	0
9-13	6. Didn't the boys eat the apples?	3	2	1	0
	7. The rabbit was not put in the cage by the girl.	3	2	1	0
	8. The big brown dog ate all of the cat's food.	3	2	1	0
14-16	9. Does anyone know who the new teacher is?	3	2	1	0
	10. The toddler cannot cross the road by himself.	3	2	1	0
	11. The book was not returned to the library by the teacher.	3	2	1	0
	12. The play castle was built by the girls and boys.	3	2	1	0
	13. Because tomorrow is Saturday, we can stay up late tonight.	3	2	1	0
	14. The girl stopped to buy some milk even though she was late for school.	3	2	1	0
	15. My mother is the nurse who works at the doctor's surgery.	3	2	1	0
	16. The boy bought a book for his friend who likes short stories.	3	2	1	0
	17. The coach could not find the uniforms that the team wore last year.	3	2	1	0
	18. The computers and printers were donated by the school board.	3	2	1	0
	19. If the rain doesn't stop before noon, the field trip will have to be cancelled.	3	2	1	0
	20. The student who won the award at the art show was very excited.	3	2	1	0
	21. After the children had finished the book, the teacher asked them to write a report.	3	2	1	0
	22. The class that sells the most tickets to the dance will win a prize.	3	2	1	0
	23. The Coach gave the trophy to the team that won the relay race on Saturday.	3	2	1	0
	24. If we had gone straight home after the game, we would not have missed our curfew.	3	2	1	0
	Column Subtotals				

Recalling Sentences (RS) *continued*

	OK	1 Error	2-3 Errors	4+ Errors
25. The children collected and repaired the toys and sold them at the fair.	3	2	1	0
26. Today we must have lunch early, go to the library, and finish our art projects.	3	2	1	0
27. When the children finished studying, they decided to get something to eat before going home.	3	2	1	0
28. The librarian has twelve new year 9 science books reserved for us.	3	2	1	0
29. If I don't have to work this weekend, I should be able to complete my research project for English.	3	2	1	0
30. The maths teacher sorted, labelled, boxed, and delivered the calculators.	3	2	1	0
31. Before they walked across the stage for graduation, the students lined up in alphabetical order.	3	2	1	0
32. Before the children were dismissed for lunch, they were told by the teacher to hand in their projects.	3	2	1	0
Column Subtotals				
Sum of Column Subtotals = Raw Score				

Formulated Sentences (FS)

Start Point

Ages 5–8 take Set 1 Example and Trials, start at Item 1, and do not take Items 25–28.
 Ages 9–14 take Set 2 Example and Trials, and start at Item 8.
 Ages 15–16 take Set 2 Example and Trials, and start at Item 10.

Materials Needed

Stimulus Book 1
 Tape recorder (optional)

Repetitions

Allowed



Discontinue Rule

After 5 consecutive zero scores

Write the child's responses VERBATIM in the spaces provided. Refer to chapter 2 for scoring guidelines and Appendix A in the Examiner's Manual for more examples of scored responses:

5-8

Set 1

Example book The girl is reading a book.

Trial 1 playing _____

Trial 2 when _____

9-16

Set 2

Example dictionary The girl is looking up a word in the dictionary.

Trial 1 reading _____

Trial 2 when _____

5-8

	Score		
1. children	2	1	0
2. always	2	1	0
3. car	2	1	0
4. forgot	2	1	0
Column Subtotals			

Formulated Sentences continued on next page.

Formulated Sentences (FS) *continued*

Score

	5. gave	2	1	0
	6. never	2	1	0
	7. finally	2	1	0
9-14	8. running	2	1	0
	9. longest	2	1	0
15-16	10. quickly	2	1	0
	11. best	2	1	0
	12. third	2	1	0
	13. instead	2	1	0
	14. and	2	1	0
	15. if	2	1	0
	16. before	2	1	0
	17. because	2	1	0
	18. until	2	1	0
	19. or	2	1	0
	20. although	2	1	0
	21. otherwise	2	1	0
	22. unless	2	1	0
	23. however	2	1	0
5-8 STOP	24. neither	2	1	0
	25. as soon as	2	1	0
	26. in order to	2	1	0
	27. even though	2	1	0
	28. as a consequence	2	1	0
Column Subtotals				
Raw Score				

Word Classes 1 (WC1, Ages 5–7)



Start Point

Ages 5–7 start at Item 1.

Materials Needed

Stimulus Book 1

Repetitions

Allowed



Discontinue Rule

After zero scores on the receptive part of 7 consecutive items

Receptive: Circle the words that the child gives in response. Circle ¹ for a correct pair and ⁰ for an incorrect pair. The correct choices are in colour. Even if the child gives an incorrect word pair, present the second part of the item using the word pair the child chooses.

Expressive: Ask **How do the words _____ and _____ go together?** Correct responses are listed. If the child's response is similar or close to one of the responses, circle it and score it as ¹ point. If the child gives a response that is not listed, write it in the space provided.

Example

a) **puppy** b) frog c) **dog**
puppy is a young/baby dog

Trial 1

a) egg b) **apple** c) **banana**
they are fruit

Trial 2

a) **cat** b) **whiskers** c) nest
cats have whiskers; whiskers are part of a cat

		Receptive Score	Expressive Score
1.	a) trumpet b) drum c) sign musical instruments; play them; make sound/music; used in a band	1 0	1 0
2.	a) slide b) swing c) flag things/equipment in a playground/park; play on them; together on a climbing frame	1 0	1 0
3.	a) foot b) hand c) belt body parts	1 0	1 0
4.	a) candle b) apple c) torch give/make light; use them to see in the dark	1 0	1 0
5.	a) butterfly b) caterpillar c) kitten caterpillar turns into a butterfly	1 0	1 0
6.	a) pink b) circle c) square shapes	1 0	1 0
7.	a) pen b) bottle c) rattle babies use these	1 0	1 0
8.	a) C b) ³ c) M letters (of the alphabet)	1 0	1 0
9.	a) birdhouse b) helicopter c) kite things in the sky/air; things that fly	1 0	1 0
10.	a) lock b) scissors c) hammer d) nail use a hammer and nail together; you hammer nails	1 0	1 0
11.	a) crocodile b) pig c) cow farm animals; live on a farm; give meat; mammals	1 0	1 0
12.	a) bed b) garage c) pool d) car keep/put car in garage; car goes in/comes out of a garage	1 0	1 0
13.	a) comb b) soap c) brush d) tissues use to brush/comb/style hair	1 0	1 0
Receptive and Expressive Score Subtotals			

Word Classes 1 continued on next page.

Word Classes 1 (WC1, Ages 5–7) *continued*

				Receptive Score	Expressive Score
14.	a) elephant	b) penguin	c) giraffe	1 0	
African animals· jungle animals· have four legs· mammals					1 0
15.	a) picture	b) bed	c) sink	d) sofa	1 0
furniture· can lie on them					1 0
16.	a) school	b) cake	c) road	d) teacher	1 0
teachers work in/are at school					1 0
17.	a) lobster	b) seahorse	c) bat	d) rabbit	1 0
live in the ocean/sea/water· sea animals/creatures					1 0
18.	a) washing line	b) window	c) door	d) postbox	1 0
parts of a house/building/car· open both· ways to get in or out of a house/building/car					1 0
19.	a) book	b) photograph	c) telephone	d) newspaper	1 0
read both of them· have words/sentences in them					1 0
20.	a) basket	b) box	c) boot	d) bell	1 0
containers/use them to carry or store things					1 0
21.	a) rubber	b) glue	c) chalk	d) tape	1 0
used to stick things together· fix/repair/mend things					1 0
Receptive and Expressive Raw Scores					
Sum of Receptive + Expressive Raw Scores = WC1–Total Raw Score					

Word Classes 2 (WC2, Ages 8–16)



Start Point

Ages 8–14 start at Item 1.
Ages 15–16 start at Item 3.

Materials Needed

Record Form
Examiner's Manual

Repetitions

Allowed



Discontinue Rule

After zero scores on the receptive part of 5 consecutive items

Receptive: Circle the words that the examinee gives in response. Circle ¹ for a correct pair and ⁰ for an incorrect pair. The correct choices are in colour. Even if the examinee gives an incorrect word pair, present the second part of the item.

Expressive: Ask **How are the words _____ and _____ related?** Correct responses are listed. If the examinee's response is similar or close to one of the responses, circle it and score it as ¹ point. If the examinee gives a response that is not listed, write it in the space provided.

Example

a) **fish** b) milk c) **fin** d) spider
fish have fins/use their fins to swim

Trial 1

a) dark b) **hot** c) soft d) **cold**
describe temperature or weather

Trial 2

a) cough b) **smile** c) sleep d) **laugh**
reaction to something funny/shows someone/something is pleasant/happy

8–14

				Receptive Score	Expressive Score
1.	a) pillow	b) door	c) blanket	d) lamp	1 0
they go on a bed/sleep on/with them					1 0
2.	a) school	b) teacher	c) cake	d) road	1 0
teachers work in/are at school					1 0

Word Classes 2 (WC2, Ages 8–16) *continued*

15–16

				Receptive Score	Expressive Score	
3.	a) fence	b) window	c) glass	d) rug	1 0	
window is made of glass· glass is part of a window					1 0	
4.	a) smooth	b) wise	c) rough	d) heavy	1 0	
textures· tell how something feels· describes surfaces					1 0	
5.	a) minute	b) decade	c) hour	d) winter	1 0	
measures of time· minute is part of an hour· both measured with a clock/watch					1 0	
6.	a) thick	b) empty	c) clean	d) full	1 0	
tell how much is in an object· describe amount in container					1 0	
7.	a) lorry	b) floor	c) star	d) broom	1 0	
broom is used to clean/sweep the floor					1 0	
8.	a) crooked	b) connected	c) joined	d) rotated	1 0	
to join or put things together· attached· hooked· fused					1 0	
9.	a) dancing	b) caring	c) hearing	d) smelling	1 0	
senses					1 0	
10.	a) popular	b) disaster	c) catastrophe	d) marathon	1 0	
bad things/events have happened· big problems· terribly wrong					1 0	
11.	a) affirming	b) achieving	c) appointing	d) accomplishing	1 0	
reaching a goal					1 0	
12.	a) enthusiastic	b) envious	c) effective	d) eager	1 0	
willingness/desire/interest; someone is excited/looking forward to something					1 0	
13.	a) permanent	b) faulty	c) temporary	d) stereo	1 0	
how long something lasts/endures· time that something exists					1 0	
14.	a) disagree	b) persuade	c) urge	d) compound	1 0	
talking someone into/convincing someone of something					1 0	
15.	a) noon	b) sunset	c) dusk	d) yesterday	1 0	
the same time of day· the time of day when it's getting dark					1 0	
16.	a) occupied	b) relevant	c) vacant	d) complicated	1 0	
a space/place/location and what is in it					1 0	
17.	a) longitude	b) volume	c) attitude	d) latitude	1 0	
points on a globe/map that measure distances/used for mapping a location					1 0	
18.	a) authentic	b) genuine	c) puny	d) uncontrolled	1 0	
something that is real· not fake					1 0	
19.	a) intellectual	b) essential	c) gradual	d) crucial	1 0	
very important/necessary· high priority· a must					1 0	
20.	a) conservative	b) liberal	c) zealous	d) inoffensive	1 0	
different points of view or values· attitudes· or opinions/political parties/MPs					1 0	
21.	a) repossess	b) recycle	c) renovate	d) restore	1 0	
refer to fixing or making something like new again/renewed/refurbished					1 0	
22.	a) reflect	b) denounce	c) regurgitate	d) meditate	1 0	
to think deeply/hard· extended thought processes					1 0	
23.	a) fragile	b) humble	c) figurative	d) literal	1 0	
types of meanings in language· different meanings of words					1 0	
24.	a) assimilate	b) incorporate	c) retaliate	d) articulate	1 0	
adding something new to the current group/amount· unite/blend/absorb					1 0	
Receptive and Expressive Raw Scores						
Sum of Receptive + Expressive Raw Scores = WC2-Total Raw Score						

Sentence Structure (SS)



Start Point
Ages 5–8 start at Item 1.

Materials Needed
Stimulus Book 2

Repetitions
Allowed



Discontinue Rule
None—administer all items.

Circle the letter corresponding to the child's response. Circle ¹ for a correct response and ⁰ for an incorrect response. Correct responses are in colour.

Example

I can wear this: (B)

Score

1.	A B C D	1 0
2.	A B C D	1 0
3.	A B C D	1 0
4.	A B C D	1 0
5.	A B C D	1 0
6.	A B C D	1 0
7.	A B C D	1 0
8.	A B C D	1 0
9.	A B C D	1 0

Trial 1

I can eat this: (C)

Score

10.	A B C D	1 0
11.	A B C D	1 0
12.	A B C D	1 0
13.	A B C D	1 0
14.	A B C D	1 0
15.	A B C D	1 0
16.	A B C D	1 0
17.	A B C D	1 0
18.	A B C D	1 0

Trial 2

The boy has a ball: (B)

Trial 3

The girl lost her balloon: (A)

Score

19.	A B C D	1 0
20.	A B C D	1 0
21.	A B C D	1 0
22.	A B C D	1 0
23.	A B C D	1 0
24.	A B C D	1 0
25.	A B C D	1 0
26.	A B C D	1 0
Raw Score		

Expressive Vocabulary (EV)



Start Point
Ages 5–7 start at Item 1. Ages 8–9 start at Item 6.
See Examiner's Manual page 15 for reversal rules.

Materials Needed
Stimulus Book 2

Repetitions
Allowed



Discontinue Rule
After 7 consecutive zero scores

If the child's response appears in the ²- or ¹-Point columns, circle it and the corresponding point value in the Score column. Circle ⁰ for an incorrect response. If the child's response is not listed, write it in the space provided, for scoring consideration later. See chapter 2 in the Examiner's Manual for scoring guidelines for responses that are not listed.

Example

This is a picture of a car

Trial 1

What is this? shoe

Trial 2

What is she doing? cutting

2 Points

1 Point

Score

5-7	1.	colouring, drawing, writing	doing homework	2	1	0
	2.	newspaper, the/a paper	paper	2	1	0
	3.	skeleton	bones of a body	2	1	0
	4.	wheelchair		2	1	0
	5.	trophy	cup, award	2	1	0

Expressive Vocabulary (EV) *continued*

8-9

2 Points	1 Point	Score
6. stamp· postage		2 1 0
7. calculator	adding machine	2 1 0
8. branch		2 1 0
9. telescope		2 1 0
10. binoculars· 'noculars· blinoculars· minoculars		2 1 0
11. calendar		2 1 0
12. island· isle		2 1 0
13. addition/adding/plus		2 1 0
14. skittle· bowling pin		2 1 0
15. pyramid· Egyptian pyramid		2 1 0
16. veterinarian· vet	pet doctor· animal doctor	2 1 0
17. audience	spectators· listeners	2 1 0
18. talon/claw· hawk's claw		2 1 0
19. calf	baby cow· cow baby	2 1 0
20. scales· weighing scales· weight scales		2 1 0
21. saxophone· sax	(musical) instrument· horn	2 1 0
22. octagon	polygon	2 1 0
23. thermometer· termometer· 'mometer		2 1 0
24. herd		2 1 0
25. microscope		2 1 0
26. hurdle		2 1 0
27. totem pole	statue· sculpture	2 1 0
Raw Score		

Understanding Spoken Paragraphs (USP)



Start Point

All ages take the Trial Paragraph, then take three age-appropriate paragraphs.

Materials Needed

Record Form
Examiner's Manual

Repetitions

No repetitions of paragraphs.
One repetition of each question is allowed.



Discontinue Rule

None—administer all three paragraphs indicated for each age.

How to Read Response Choices: A slash (/) indicates that either word/phrase is correct (see Trial Paragraph Item 1). Words or phrases in parentheses mean the information is optional and the item is correct without it (see Paragraph 1 for Ages 5–6, Item 3). Information in brackets indicates directions to the examiner (see Paragraph 2 for Ages 5–6, Item 9). Circle 1 for a correct response and 0 for an incorrect response. For an ambiguous but possibly correct response, probe once with **Can you tell me more?**

Trial Paragraph

The Surprise

David's grandfather lived far away on a farm. The last time David had seen his grandfather, he had promised to send David a surprise. David was excited because his mum said the surprise would arrive today. After breakfast, David's dad brought a big basket into the kitchen. David heard a "meow" and saw a long, furry tail coming from inside the basket. David was happy that he got just what he'd been wishing for.

- | | | |
|--------|---|--|
| 1. | Why was David excited? | He was going to get a surprise/he got a kitten/cat |
| 2. | What happened after breakfast? | David's dad brought a basket/cat into the kitchen |
| 3. | What did David hear coming from the basket? | Meow/cat/kitten |
| 4. (I) | What was David's surprise? | A cat/kitten/animal |
| 5. (P) | What do you think David will name his kitten? | Encourage and accept any logical response |

Test Paragraphs

Present the three test paragraphs that are appropriate for the examinee's age. Introduce each paragraph by saying, **Listen carefully to what I read next. I can only read the story once. Then I will ask you questions about it.** Read each title and test paragraph at a conversational level and rate, and then read the associated questions. You may read the test paragraphs only once. However, you may present the questions a second time if the examinee asks for a repetition or fails to respond to the question within 10 seconds.

Ages 5–6

5–6

1. Max and Lewis

It had been raining for two days, and the twins were tired of playing indoors. They wished it would stop raining. Max wanted to play football. Lewis wanted to play on the new swings at the playground. As they got ready for bed that night, they could still hear the rain coming down on the roof. When they woke up the next morning, they didn't hear the rain. Instead, they heard birds chirping outside their window.

		Score
1.	Why were the brothers unhappy? Because it had been raining (for two days)/they couldn't play outside	1 0
2. (I)	When did it stop raining? During the night/by the next morning	1 0
3.	What did the brothers hear before they went to bed? Rain (on the roof)	1 0
4.	What did the twins wish for? That it would stop raining	1 0
5. (P)	What do you think Max and Lewis will do now that the rain has stopped? Play outside/play football/play on the swings	1 0

Understanding Spoken Paragraphs (USP) *continued*

2. A School Trip

Today is a very special day for Mrs. Johnson's class. They are going on a trip to the zoo. Naseem Hussein's mum is going along to help Mrs. Johnson take care of the class. At 9:00, Mrs. Johnson, Mrs. Hussein, and all the children will go to the zoo in a school bus. At the zoo, they will see the lions and tigers. Next, they will see the bears, monkeys, and elephants. Best of all, they will meet a zookeeper and learn all about the animals. Afterwards, they will have a picnic lunch at the park near the zoo.

	Score
6. What is Mrs. Johnson's class going to do? Go (on a school trip) to the zoo	1 0
7. Why is Naseem's mum going on the trip? To help Mrs. Johnson take care of the class	1 0
8. (P) Who takes care of animals at the zoo? A zookeeper	1 0
9. (P) What do you think the pupils will talk about after they leave the zoo? The animals/the zookeeper/lunch [Accept any logical response]	1 0
10. What animals will the children see after they see the lions and tigers? Bears, monkeys, and elephants [must say all three]	1 0

3. Marcus' Big Day

Marcus was already awake when his mum called him to get up. He was excited and afraid at the same time. Summer was over and today was the first day of school. This would be the first time that Marcus would not spend the day with Mrs. Davis at the nursery. To get ready for school, Marcus had gone shopping with his mum and dad. He got some new clothes, a rucksack, crayons, and pencils. Marcus worried about school. Would he be able to find his new classroom?

	Score
11. Why was Marcus feeling frightened and excited? It was the first day of school/he didn't know what school would be like	1 0
12. What did Marcus get when he went shopping? Clothes, pencils, rucksack, crayons [must say three]	1 0
13. Before Marcus started school, where did he spend the day while his mum and dad worked? At the nursery/with Mrs. Davis	1 0
14. (P) Why was Marcus worried? He didn't know if he could find his (class)room	1 0
15. (P) Who do you think Marcus will miss seeing while he's at school on the first day? Mum/Dad/Mrs. Davis	1 0

5-6



Ages 5-6 Raw Score

Ages 7-8



1. Sports Day

King's Primary School's Sports Day will be held on the school grounds this Friday. First there will be a tug-of-war, next there will be relay races. After lunch pupils will play football. Each class will have a red team and a blue team. Pupils should remember to wear their team's colour on Friday. After the last game, all teams will get prizes and have ice cream.

	Score
1. What will happen this Friday at King's Primary School? (Outdoor) Sports Day	1 0
2. What will happen after the last football game? Teams will get prizes/have ice cream [one or both answers]	1 0
3. (P) Why will the pupils wear different coloured T-shirts? To show what team they are on	1 0
4. On which day of the week is Sports Day? Friday	1 0
5. (P) What do you think will happen if it rains on Friday? Games held indoors/Sports Day cancelled/rescheduled [Accept any logical response]	1 0

Ages 7-8 Score Subtotal

Understanding Spoken Paragraphs continued on next page.

Understanding Spoken Paragraphs (USP) *continued*

2. A Lucky Bear		Score
The big, black bear walked slowly through the burned-out forest, sniffing the ground. The bear's stomach growled now as he remembered eating his last meal of berries. That had been before he swam across the river and fell asleep, exhausted. Yesterday, the lightning had come out of the sky, and the animals had to escape from the fire. The bear was very hungry. Suddenly, he caught the faint smell of something familiar. Could it be acorns? The scent led the bear to a hole under a fallen tree.		
6.	What happened to the forest? It burned/forest fire	1 0
7. (P)	Why was the bear sniffing the ground? He was hungry/looking for food	1 0
8.	What had the bear last eaten? Berries	1 0
9.	What did the bear do after he swam across the river? Fell asleep	1 0
10. (P)	What do you think the bear was going to do with the acorns? Eat them	1 0
3. Marcus' Big Day		Score
Marcus was already awake when his mum called him to get up. He was excited and afraid at the same time. Summer was over and today was the first day of school. This would be the first time that Marcus would not spend the day with Mrs. Davis at the nursery. To get ready for school, Marcus had gone shopping with his mum and dad. He got some new clothes, a rucksack, crayons, and pencils. Marcus worried about school. Would he be able to find his new classroom?		
11.	Why was Marcus feeling frightened and excited? It was the first day of school/he didn't know what school would be like	1 0
12.	What did Marcus get when he went shopping? Clothes, pencils, rucksack, crayons [must say three]	1 0
13.	Before Marcus started school, where did he spend the day while his mum and dad worked? At the nursery/with Mrs. Davis	1 0
14. (P)	Why was Marcus worried? He didn't know if he could find his (class)room	1 0
15. (P)	Who do you think Marcus will miss seeing while he's at school on the first day? Mum/Dad/Mrs. Davis	1 0
7-8 STOP		Ages 7-8 Raw Score

Phonological Awareness (PA)



Start Point
All ages start at Item A.

Materials Needed
Record Form
Examiner's Manual

Repetitions
Allowed—demonstrate tapping or clapping if necessary.



Discontinue Rule
After 4 incorrect responses on three consecutive item sets

Circle ¹ for a correct response and ⁰ for an incorrect response.

A. Syllable Blending		Score
1. rain coat	1 0	/5
2. ta ble	1 0	
3. cow boy	1 0	
4. news pa per	1 0	
5. chim pan zee	1 0	

B. Initial Phoneme Identification		Score
1. sit	1 0	/5
2. bill	1 0	
3. mop	1 0	
4. cat	1 0	
5. fix	1 0	
Subtotal		/10

Phonological Awareness (PA) *continued*

Score

Score

C. Rhyme Detection		
1. cake-lake	1 0	/5
2. nut-hut	1 0	
3. man-fin	1 0	
4. bike-kind	1 0	
5. kiss-miss	1 0	
D. Final Phoneme Identification		
1. him	1 0	/5
2. miss	1 0	
3. trip	1 0	
4. sack	1 0	
5. lid	1 0	
E. Two Syllable Deletion		
1. star ^(f) ish	1 0	/5
2. ^(p) an ^(c) ake	1 0	
3. in ^(s) ide	1 0	
4. ^(w) in ^(d) ow	1 0	
5. pur ^(p) le	1 0	
F. Rhyme Production		
1. book	1 0	/5
2. bed	1 0	
3. meat	1 0	
4. fan	1 0	
5. lip	1 0	
G. Syllable Segmentation		
1. rainbow ⁽²⁾	1 0	/5
2. man ⁽¹⁾	1 0	
3. October ⁽³⁾	1 0	
4. remembering ⁽⁴⁾	1 0	
5. hippopotamus ⁽⁵⁾	1 0	
H. Phoneme Blending		
1. c-a-ke	1 0	/5
2. s-a-t	1 0	
3. m-e	1 0	
4. n-e-s-t	1 0	
5. b-r-i-c-k-s	1 0	
I. Initial Phoneme Substitution		
1. ^(p) ap ⁽ⁿ⁾ ____ (nap)	1 0	/5
2. ^(b) all ^(k) ____ (kall/call)	1 0	
3. ^(h) ope ^(r) ____ (rope)	1 0	
4. ^(m) ane ^(sh) ____ (shane)	1 0	
5. ^(b) ike ^(h) ____ (hike)	1 0	
J. Sentence Segmentation		
1. See me play. ⁽³⁾	1 0	/5
2. He wants chocolate biscuits. ⁽⁴⁾	1 0	
3. The truck is blue. ⁽⁴⁾	1 0	
4. I like to eat fudge. ⁽⁵⁾	1 0	
5. The rabbit is jumping around. ⁽⁵⁾	1 0	
Subtotal		/40

K. Three Syllable Deletion		
1. ^(s) un ^(f) lower	1 0	/5
2. butter ^(f) ly	1 0	
3. ^(g) rand ^(m) other	1 0	
4. Septem ^(b) er	1 0	
5. ^(r) ug ^(b) y ball	1 0	
L. Final Syllable Deletion		
1. exer ^(c) ise	1 0	/5
2. wonder ^(f) ul	1 0	
3. xylo ^(p) hone	1 0	
4. alpha ^(b) et	1 0	
5. daffo ^(d) il	1 0	
M. Medial Phoneme Identification		
1. make	1 0	/5
2. dog	1 0	
3. bike	1 0	
4. fed	1 0	
5. cup	1 0	
N. Initial Phoneme Deletion		
1. ^(s) eat	1 0	/5
2. ^(m) an	1 0	
3. ^(s) nap	1 0	
4. ^(f) lip	1 0	
5. ^(b) rake	1 0	
O. Medial Phoneme Substitution		
1. h ^(u) t ^(o) ____ (hot)	1 0	/5
2. b ^(a) t ^(a) ____ (bat)	1 0	
3. ph ^(o) ne ^(u) ____ (fun)	1 0	
4. m ^(u) tt ⁽ⁱ⁾ ____ (mitt)	1 0	
5. b ⁽ⁱ⁾ ll ^(e) ____ (bell)	1 0	
P. Final Phoneme Substitution		
1. ma ^(k) e ^(l) ____ (male)	1 0	/5
2. lo ^(g) ^(t) ____ (lot)	1 0	
3. wi ^(g) ⁽ⁿ⁾ ____ (win)	1 0	
4. sli ^(c) e ^(d) ____ (slide)	1 0	
5. ca ⁽ⁿ⁾ e ^(p) ____ (cape)	1 0	
Q. Phoneme Segmentation		
1. bike ⁽³⁾	1 0	/5
2. toe ⁽²⁾	1 0	
3. chip ⁽³⁾	1 0	
4. spot ⁽⁴⁾	1 0	
5. strap ⁽⁵⁾	1 0	
Subtotal		/35
Raw Score		/85
Criterion Score for Age (See Appendix G in the Examiner's Manual.)		M / DNM

Word Associations (WA)



Start Point

All ages start at Item 1.



Materials Needed

Record Form
Examiner's Manual
Stopwatch

Repetitions

Allowed



Discontinue Rule

None—administer all items.

Allow the examinee 60 seconds to respond to each item. Write their responses in the spaces provided. Refer to chapter 4 for scoring guidelines and to Appendix A in the Examiner's Manual for scored examples.

Trial Name different kinds of clothing people wear. Name as many as you can in one minute. For example, you can say *shirt* and *hat*. Now you name some more. I'll tell you when to stop. Start now.

1. Name as many animals as you can in 1 minute. For example, you can say <i>dog</i> and <i>tiger</i> . Now you name some more. Start now.	
Subtotal	
2. Name foods people eat. Name as many as you can in 1 minute. For example, you can say <i>pizza</i> and <i>apple</i> . Now you name some more. Start now.	
Subtotal	
3. Name jobs or occupations that people do. Name as many as you can in 1 minute. For example, you can say <i>babysitter</i> and <i>mechanic</i> . Now you name some more. Start now.	
Subtotal	
Raw Score	
(See Appendix G in the Examiner's Manual.) Criterion Score for Age	
M / DNM	

Number Repetition (NR, Ages 5–16)



Start Point

All ages start at Item 1.

Materials Needed

Record Form
Examiner's Manual

Repetitions

Repeat the directions if necessary.
Do not repeat the items.



Discontinue Rule

After zero scores on both parts (a & b) of an item

Administer both the Forwards and the Backwards portions of this subtest. If the examinee discontinues on Forwards, continue administration of Backwards.

Record the examinee's response VERBATIM for each item. Circle 1 for each correctly recalled sequence and 0 for each incorrectly recalled sequence.

Number Repetition (NR, Ages 5–16) *continued*

Forwards		
Item	Response	Score
1. a.	3_5	1 0
	b. 7_2	1 0
2. a.	2_8_6	1 0
	b. 6_3_4	1 0
3. a.	6_2_5_8	1 0
	b. 2_4_1_7	1 0
4. a.	9_5_1_4_8	1 0
	b. 5_8_2_1_6	1 0
5. a.	4_7_8_1_6_3	1 0
	b. 7_3_9_8_6_4	1 0
6. a.	6_1_7_4_2_3_8	1 0
	b. 9_3_8_6_5_1_2	1 0
7. a.	5_3_8_7_2_1_6_4	1 0
	b. 2_4_9_5_7_1_6_3	1 0
8. a.	1_6_4_5_9_7_2_8_3	1 0
	b. 4_5_2_3_6_8_9_7_1	1 0
Forwards Raw Score		

Backwards			
Item	Correct Response	Response	Score
1. a.	(8_3)		1 0
	(4_7)		1 0
2. a.	(3_8_4)		1 0
	(8_6_3)		1 0
3. a.	(6_9_2_5)		1 0
	(9_4_3_8)		1 0
4. a.	(3_5_1_7_4)		1 0
	(8_5_7_2_9)		1 0
5. a.	(2_5_9_6_8_1)		1 0
	(1_7_9_6_4_3)		1 0
6. a.	(2_3_9_4_5_2_8)		1 0
	(9_2_7_8_5_1_4)		1 0
7. a.	(3_6_2_1_5_9_8_6)		1 0
	(4_9_5_7_8_1_2_3)		1 0
Backwards Raw Score			
NR-Total Raw Score			

Familiar Sequences (FSq, Ages 5–16)



Start Point
All ages start at Item 1.



Materials Needed
Record Form
Examiner's Manual

Repetitions

Repeat the directions if necessary.
Do not repeat the items.



Discontinue Rule
After 4 consecutive zero scores

For each item, cross out any elements omitted and write in any elements said in the wrong sequence. Record the response time for each item in seconds in the column marked Time, circle the number of errors in the column marked Errors, and circle the corresponding score in the column marked Accuracy Score. Circle 0 if the examinee gives no response. If the examinee makes an error within a sequence, but subsequent responses are consistent within the new sequence, count it as only one error.

Bonus Points: Only items that receive a score of 3 points may be awarded Bonus Points. Circle the number of Bonus Points that correspond to the response time in seconds (e.g., "5+" means the examinee took 5 or more seconds to respond).

	Time	Errors	Accuracy Score	(response time in seconds)	+ Bonus Points	=	Item Score	
1. 1 2 3 4 5 6 7 8 9 10		3+ 2 1 0	0 1 2 3	(5+) 1	(3-4) 2	(2) 3	(1) 4	7 6 5 4 3 2 1 0
2. 10 9 8 7 6 5 4 3 2 1		3+ 2 1 0	0 1 2 3	(4+) 1	(3) 2	(2) 3	(1) 4	7 6 5 4 3 2 1 0
3. Sunday Monday Tuesday Wednesday Thursday Friday Saturday		3+ 2 1 0	0 1 2 3	(4+) 1	(3) 2	(2) 3	(1) 4	7 6 5 4 3 2 1 0
4. 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1		3+ 2 1 0	0 1 2 3	(8+) 1	(5-7) 2	(4) 3	(1-3) 4	7 6 5 4 3 2 1 0
5. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z		3+ 2 1 0	0 1 2 3	(9+) 1	(6-8) 2	(4-5) 3	(1-3) 4	7 6 5 4 3 2 1 0
6. Sunday Saturday Friday Thursday Wednesday Tuesday Monday		3+ 2 1 0	0 1 2 3	(14+) 1	(8-13) 2	(6-7) 3	(1-5) 4	7 6 5 4 3 2 1 0
7. 1 3 5 7 9 11 13 15		3+ 2 1 0	0 1 2 3	(13+) 1	(8-12) 2	(7) 3	(1-6) 4	7 6 5 4 3 2 1 0
8. January February March April May June July August September October November December		3+ 2 1 0	0 1 2 3	(8+) 1	(5-7) 2	(4) 3	(1-3) 4	7 6 5 4 3 2 1 0
Subtotal								

Familiar Sequences (FSq, Ages 5–16) *continued*

	Time	Errors	Accuracy Score	(response time in seconds)	+ Bonus Points	=	Item Score
9. 0 4 8 12 16 20 24 28 32 36 40		3+	0				
		2	1				
		1	2	(22+)	(14–21)	(9–13)	(1–8)
		0	3	1	2	3	4
							7 6 5 4 3 2 1 0
10. 0 6 12 18 24 30 36 42 48 54 60		3+	0				
		2	1				
		1	2	(29+)	(19–28)	(13–18)	(1–12)
		0	3	1	2	3	4
							7 6 5 4 3 2 1 0
11. December November October September August July June May April March February January		3+	0				
		2	1				
		1	2	(31+)	(22–30)	(14–21)	(1–13)
		0	3	1	2	3	4
							7 6 5 4 3 2 1 0
12. A ¹ B ² C ³ D ⁴ E ⁵ F ⁶ G ⁷ H ⁸ I ⁹ J ¹⁰ K ¹¹ L ¹² M ¹³ N ¹⁴ O ¹⁵ P ¹⁶ Q ¹⁷ R ¹⁸ S ¹⁹ T ²⁰ U ²¹ V ²² W ²³ X ²⁴ Y ²⁵ Z ²⁶		3+	0				
		2	1				
		1	2	(99+)	(70–98)	(51–69)	(1–50)
		0	3	1	2	3	4
							7 6 5 4 3 2 1 0
Raw Score							

Rapid Automatic Naming (RAN)

Start Point All ages start at Item 1.	Materials Needed Stimulus Book 2 Stopwatch	Repetitions None	Discontinue Rule None—administer all items.
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Special Considerations: Do not administer this subtest if the examinee has a history of fluency disorder, is colour-blind, or does not know the colours or shapes presented.

Draw a line through omitted or substituted colours/shapes. Note words the examinee adds to items. Record the response time in seconds and the number of errors for each item in the space provided.

Example 1 Colour Naming

Examiner						
Child						

Example 2 Shape Naming

Example 3 Colour-Shape Naming

1. Colour Naming			2. Shape Naming			3. Colour-Shape Naming		
Time		Errors	Time		Errors	Time		Errors
3. Colour-Shape Time Criterion (See Appendix G in the Examiner's Manual.)						Normal	Slower Than Normal	Non-Normal
3. Colour-Shape Error Criterion (See Appendix G in the Examiner's Manual.)						Normal	More Than Normal	Non-Normal
Total Errors								

Pragmatics Profile (PP)

Read each item and circle the number (word) that best describes how often the child demonstrates the skill (1 = never, 2 = sometimes, 3 = often, 4 = always). If you have never observed the skill, circle NO for *not observed*. If the skill is not appropriate for that child, either culturally or for any other reason, circle NA for *not appropriate*. Rate items if you remember occasions when the child demonstrated the targeted behaviour, though you have not necessarily observed the behaviour the day you complete the form.

If you are rating a two-part skill (e.g., Item 11, *asks for/responds to*) and think the child's behaviour is inconsistent across both parts, circle the skill you are rating (e.g., *asks for*).

Rituals and Conversational Skills

The child

	Never	Sometimes	Often	Always	Not Observed	Not Appropriate
1. makes/responds to greetings to/from others	1	2	3	4	NO	NA
2. makes/responds to farewells to/from others	1	2	3	4	NO	NA
3. begins/ends conversations (face-to-face, phone, etc.) appropriately	1	2	3	4	NO	NA
4. observes turn-taking rules in the classroom or in social interactions	1	2	3	4	NO	NA
5. maintains eye contact, appropriate body position during conversations	1	2	3	4	NO	NA
6. introduces appropriate topics of conversation	1	2	3	4	NO	NA
7. maintains topics using appropriate strategies (e.g., nods, responds with "hmmm...")	1	2	3	4	NO	NA
8. makes relevant contributions to a topic during conversation/discussion	1	2	3	4	NO	NA
9. asks appropriate questions during conversations and discussions	1	2	3	4	NO	NA
10. avoids use of repetitive/redundant information	1	2	3	4	NO	NA
11. asks for/responds to requests for clarification during conversations	1	2	3	4	NO	NA
12. adjusts/modifies language based on the communication situation (communication partner[s], topic, place)	1	2	3	4	NO	NA
13. uses the language (jargon/lingo) of his/her peer group appropriately	1	2	3	4	NO	NA
14. tells/understands jokes/stories that are appropriate to the situation	1	2	3	4	NO	NA
15. shows appropriate sense of humour during communication situations	1	2	3	4	NO	NA
16. joins or leaves an ongoing communicative interaction appropriately	1	2	3	4	NO	NA
17. participates/interacts appropriately in structured group activities	1	2	3	4	NO	NA
18. participates/interacts appropriately in unstructured group activities	1	2	3	4	NO	NA
19. uses other media (email, phone, answering machine) appropriately	1	2	3	4	NO	NA
20. responds to introductions and introduces others	1	2	3	4	NO	NA
21. uses appropriate strategies for getting attention	1	2	3	4	NO	NA
22. uses appropriate strategies for responding to interruptions and interrupting others	1	2	3	4	NO	NA
Raw Score Subtotal						

Asking For, Giving, and Responding to Information

The child

	Never	Sometimes	Often	Always	Not Observed	Not Appropriate
23. gives/asks for directions using appropriate language	1	2	3	4	NO	NA
24. gives/asks for the time of events	1	2	3	4	NO	NA
25. gives/asks for reasons and causes for actions/conditions/choices	1	2	3	4	NO	NA
26. asks for help from others appropriately	1	2	3	4	NO	NA
27. offers to help others appropriately	1	2	3	4	NO	NA
28. gives/responds to advice or suggestions appropriately	1	2	3	4	NO	NA
29. asks others for permission when required	1	2	3	4	NO	NA
30. agrees and disagrees using appropriate language	1	2	3	4	NO	NA
31. asks for clarification if he/she is confused or if the situation is unclear	1	2	3	4	NO	NA
32. accepts/rejects invitations appropriately using appropriate language	1	2	3	4	NO	NA
33. starts/responds to verbal and nonverbal negotiations appropriately	1	2	3	4	NO	NA
34. reminds others/responds to reminders appropriately	1	2	3	4	NO	NA
35. asks others to change their actions/states appropriately (please move stop tapping)	1	2	3	4	NO	NA
36. apologises/accepts apologies appropriately	1	2	3	4	NO	NA
37. responds appropriately when asked to change his/her actions (by accepting/rejecting)	1	2	3	4	NO	NA
38. responds to teasing anger failure disappointment appropriately	1	2	3	4	NO	NA
39. offers/responds to expressions of affection appreciation appropriately	1	2	3	4	NO	NA
Raw Score Subtotal						

Nonverbal Communication Skills

Note: Examples of nonverbal skills might include waving to greet someone gesturing to give someone a reminder or nodding to show one's agreement

The child reads and interprets the following nonverbal messages accurately

	Never	Sometimes	Often	Always	Not Observed	Not Appropriate
40. facial cues	1	2	3	4	NO	NA
41. body language	1	2	3	4	NO	NA
42. tone of voice	1	2	3	4	NO	NA

The child demonstrates appropriate use of the following nonverbal support

43. facial cues	1	2	3	4	NO	NA
44. body language	1	2	3	4	NO	NA
45. voice intonation	1	2	3	4	NO	NA
46. appropriately expresses messages nonverbally	1	2	3	4	NO	NA
47. uses nonverbal cues appropriate to the situation	1	2	3	4	NO	NA
48. adjusts body distance (sit/stand) appropriate to the situation	1	2	3	4	NO	NA
49. presents matching nonverbal and verbal messages	1	2	3	4	NO	NA
50. knows how someone is feeling based on nonverbal cues	1	2	3	4	NO	NA
51. reads the social situation (script) correctly and behaves/responds appropriately	1	2	3	4	NO	NA
52. understands posted and implied group/school rules	1	2	3	4	NO	NA
Raw Score Subtotal						
Raw Score						
(See Appendix G in the Examiner's Manual.) Criterion Score for Age						M / DNM