

Name _____

Address _____

Age _____ Gender F M Year Group _____ 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 Memory		Working Memory
		9–12	13–16	9–12	13–16	9–16	9	10–12	13–16	9–12	13–16	9–16
Concepts & Following Directions	C&FD											
Recalling Sentences	RS											
Formulated Sentences	FS											
Word Classes–Receptive	WC–R											
Word Classes–Expressive	WC–E											
Word Classes–Total	WC–T											
Expressive Vocabulary	EV											
Word Definitions	WD											
Understanding Spoken Paragraphs	USP											
Sentence Assembly	SA											
Semantic Relationships	SR											
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)		to	to	to	to	to	to	to	to	to	to	to
Percentile Rank												
Percentile Rank Confidence Interval		to	to	to	to	to	to	to	to	to	to	to
		Core Language		Receptive Language		Expressive Language	Language Content			Language Memory		Working Memory

*See Appendix D in Examiner's Manual.

Composite Score Chart						
Score	CLS	RLI	ELI	LCI	LMI	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–Memory Index*							.15/.05

*See Tables 3.5–3.6.

Notes:

National Curriculum Test Scores (SATS)

Baseline	Maths	English	Science
KS 1			
KS 2			
KS 3			



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	
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	
Word Definitions WD				to		to	
Expressive Vocabulary EV				to		to	
Understanding Spoken Paragraphs** USP				to		to	
Sentence Assembly SA				to		to	
Semantic Relationships SR				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	

**There are no age equivalents available for USP

Score	C&FD	RS	FS	WC–R	WC–E	WC–T	WD	EV	SA	SR	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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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. See Examiner's Manual page 15 for reversal rules.

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 examinee 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

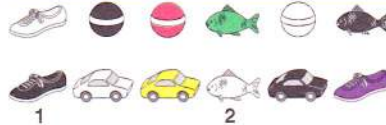
Example 1



Trial 1



Example 2



Trial 2



Example 3

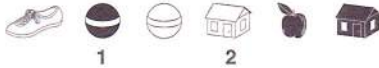


Trial 3



Set 2

Example 1



Trial 1



Example 2



Trial 2



Response Key

1, 2, 3 = specified order of individual responses

★ = any order of response

and = both must be selected












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

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





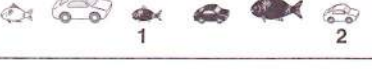
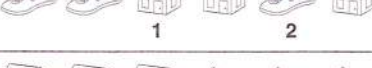

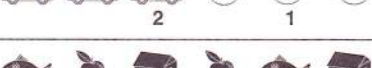



Concepts & Following Directions continued on next page.

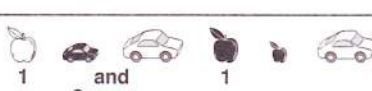


Concepts & Following Directions (C&FD) *continued*

	Score
15. 	1 0
16.  1 2	1 0
17.  1 and 1	1 0
18.  1	1 0
19. 	1 0
20.  1 and 1 2	1 0
21.  2 1	1 0
22.  ★ and ★	1 0
23.  1	1 0

Start counting zero scores to meet the discontinue rule for children aged 5–8, beginning with Item 24.

9–12

24.  2 1	1 0
25.  1	1 0
26.  2 3 1	1 0
27.  1 2	1 0
28.  1 2	1 0
29.  1 2	1 0
30.  2 1	1 0
31.  2 1	1 0
32.  1	1 0
33.  1	1 0
34.  1	1 0

	Score
35.  1 and 1	1 0
36.  1 2 and 1	1 0
37.  1	1 0
38.  3 1 2	1 0
39.  2 1	1 0
40.  1 and 1 and 2 1	1 0
41.  1 2 3	1 0
42.  1 2 3	1 0
43.  1 and 1 2	1 0
44.  3 1 2	1 0
45.  3 1 2	1 0
46.  2 1 and 1 and 2	1 0
47.  3 2 1 4	1 0
48.  1 3 2	1 0
49.  2 1 1	1 0
50.  1 3 2	1 0
51.  1 2	1 0
52.  2 3 1	1 0
53.  3 2 1	1 0
54.  2 3 4 1	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. See Examiner's Manual
page 15 for reversal rules.

Materials Needed

Record Form
Examiner's Manual

Repetitions

None



Discontinue Rule

After 5 consecutive
zero scores

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 ^{say} watched

Trial 1 My sister is in year ⁷. **Trial 2** Does Mr. Richards teach reading?

5–8

9–13

14–16

	OK	1 Error	2–3 Errors	4+ Errors
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
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
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
Column Subtotals				

Recalling Sentences continued on next page.

Recalling Sentences (RS) *continued*

	Ok	1 Error	2-3 Errors	4+ Errors
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
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 assignments.	3	2	1	0
Column Subtotals				
Sum of Column Subtotals = Raw Score				

Formulated Sentences (FS)



Start Point

Ages 5-8 take Set 1 Examples and Trials, start at Item 1, and do not take Items 25-28.
 Ages 9-14 take Set 2 Examples and Trials, and start at Item 8.
 Ages 15-16 take Set 2 Examples and Trials, and start at Item 10.
 See Examiner's Manual page 15 for reversal rules.

Materials Needed

Stimulus Book 1
 Tape recorder (optional)

Repetitions

Allowed



Discontinue Rule

After 5 consecutive zero scores

Write the examinee'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:



Set 1

Example book The girl is reading a book.

Trial 1 playing _____

Trial 2 when _____



Set 2

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

Trial 1 reading _____

Trial 2 when _____

Formulated Sentences (FS) *continued*

Score

5-8	1. children	2	1	0	
	2. always	2	1	0	
	3. car	2	1	0	
	4. forgot	2	1	0	
	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 2 (WC2, Ages 8–16)



Start Point

Ages 8–14 start at Item 1.
Ages 15–16 start at Item 3.
See Examiner's Manual page 15
for reversal rules.

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 using the word pair the student chooses.

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

15-16

				Receptive Score	Expressive Score
1.	a) pillow b) door c) blanket d) lamp	they go on a bed/sleep on/with them	1 0	1 0	
2.	a) school b) teacher c) cake d) road	teachers work in/are at school	1 0	1 0	
3.	a) fence b) window c) glass d) rug	window is made of glass, glass is part of a window	1 0	1 0	
4.	a) smooth b) wise c) rough d) heavy	textures, tell how something feels, describes surfaces	1 0	1 0	
5.	a) minute b) decade c) hour d) winter	measures of time, minute is part of an hour, both measured with a clock/watch	1 0	1 0	
6.	a) thick b) empty c) clean d) full	tell how much is in an object, describe amount in container	1 0	1 0	
7.	a) lorry b) floor c) star d) broom	broom is used to clean/sweep the floor	1 0	1 0	
8.	a) crooked b) connected c) joined d) rotated	to join or put things together, attached, hooked, fused	1 0	1 0	
9.	a) dancing b) caring c) hearing d) smelling	senses	1 0	1 0	
10.	a) popular b) disaster c) catastrophe d) marathon	bad things/events have happened, big problems, terribly wrong	1 0	1 0	
11.	a) affirming b) achieving c) appointing d) accomplishing	reaching a goal	1 0	1 0	
12.	a) enthusiastic b) envious c) effective d) eager	willingness/desire/interest; someone is excited/looking forward to something	1 0	1 0	
13.	a) permanent b) faulty c) temporary d) stereo	how long something lasts/endures, time that something exists	1 0	1 0	
14.	a) disagree b) persuade c) urge d) compound	talking someone into/convincing someone of something	1 0	1 0	
15.	a) noon b) sunset c) dusk d) yesterday	the same time of day, the time of day when it's getting dark	1 0	1 0	
16.	a) occupied b) relevant c) vacant d) complicated	a space/place/location and what is in it	1 0	1 0	
Receptive and Expressive Score Subtotals					

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

				Receptive Score	Expressive Score	
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						

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 examinee'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 examinee'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

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
6.	stamp· postage		2 1 0
7.	calculator	adding machine	2 1 0
8.	branch		2 1 0
9.	telescope		2 1 0
Subtotal			



Expressive Vocabulary continued on next page.

Expressive Vocabulary (EV) *continued*

2 Points	1 Point	Score
10. binoculars· 'noculars· binoculars· 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
Subtotal		
Sum of Subtotals = Raw Score		

Word Definitions (WD)



Start Point

Ages 10-16 start at Item 1.

Materials Needed

Record Form
Examiner's Manual

Repetitions

Allowed



Discontinue Rule

After 7 consecutive zero scores

Record the examinee's response in the space provided. If a response is vague or incomplete, but you think the examinee is on the right track, you may prompt for a more complete response by saying, **Tell me more.**

Example The word is *giraffe*, as in: The children said, "The *giraffe* is over there."

Trial 1 The word is *ketchup*, as in: Mum asked, "Would you like *ketchup* on your hot dog?"

Define the word *ketchup*. _____

Trial 2 The word is *tidy*, as in: Grandad said, "You keep your room very *tidy*."

Define the word *tidy*. _____

Word Definitions (WD) *continued*

Score

1. guitar The salesperson said, "This old guitar is very valuable."	

<ul style="list-style-type: none"> • a stringed instrument • musical/makes music: played with the hands/strummed/ play chords/ has strings: acoustic or electric/ in a band/ any other appropriate descriptor 	
² points: both of above	
¹ point: one of above or musical instrument	2 1 0
2. award The coach said, "You each deserve this award."	

<ul style="list-style-type: none"> • prize/something (<i>something</i> is acceptable because there are many possibilities—trip/ money) • given based on performance/merit/need 	
² points: both of above	
¹ point: one of above or an example (trophy/certificate)	2 1 0
3. echo Josh asked, "Is there an echo in here?"	

<ul style="list-style-type: none"> • a voice/sound/noise • repetition/reverberation/imitation/recurrence/comes or bounces back/goes on and on 	
² points: both of above	
¹ point: one of above or an example (hello/ hello/ hello)	2 1 0
4. cactus Grandpa said, "Don't touch the cactus."	

<ul style="list-style-type: none"> • plant: grows in hot/ arid/dry/desert climates • has spines or needles (instead of leaves) • spikey/ with spikes 	
² points: both of above	
¹ point: one of above	2 1 0
5. tease My Dad said, "Don't tease your brother."	

<ul style="list-style-type: none"> • taunt/pick on/make fun of/mess around with/pester/mock/ belittle/aggravate/tantalise/bother/antagonise/annoy 	
² points: one of above	
¹ point: an example (name-calling/ making faces/animal sounds)	2 1 0
6. souvenir Mum said, "Everyone will get a souvenir."	

<ul style="list-style-type: none"> • item given/kept/bought as a reminder/remembrance/keepsake • remembrance/reminder/keepsake of a special occasion/event 	
² points: one of above	
¹ point: an example (T-shirt/cup/stickers/ postcard)	2 1 0
Subtotal	

Score

7. emotion The drama teacher said, "This part requires a lot of emotion."	

<ul style="list-style-type: none"> • the idea of feelings/ a state of feeling/ a strong feeling 	
² points: one of above	
¹ point: an example (sadness/sad/happiness/happy/passion)	2 1 0
8. committee The club secretary said, "We will form a committee to solve this problem."	

<ul style="list-style-type: none"> • group/panel of people • meeting for a purpose/action/goal (can be specific; e.g. to decide on zoning rules/ to make decisions) 	
² points: both of above	
¹ point: one of above	
⁰ points: group (alone)	2 1 0
9. coward My teacher asked the class, "Is the main character a coward?"	

<ul style="list-style-type: none"> • scaredy-cat/chicken/person who feels fear/lacks courage/ is gutless/afraid of many things/not brave • excessive/unusual 	
² points: both of above	
¹ point: person who is scared/fearful/afraid (no mention of degree)	2 1 0
10. pedestrian The driver asked, "Where did the pedestrian go?"	

<ul style="list-style-type: none"> • person/someone who walks/goes on foot/ a walker 	
² points: one of above	
	2 1 0
11. decade The reporter said, "It's been a decade since the last snowfall."	

<ul style="list-style-type: none"> • ten years/ ten of something 	
² points: one of above	
¹ point: an example (the 1990s)	2 1 0
12. immigrant Aunt Mary said, "My new neighbour is an immigrant."	

<ul style="list-style-type: none"> • person who comes from one country/region • person who comes to live in a different country/region 	
² points: resident foreigner or both of above	
¹ point: foreigner (alone) or one of above	2 1 0
Subtotal	



Word Definitions continued on next page.

Word Definitions (WD) *continued*

		Score
13.	fable My friend said, "That was an interesting fable." _____	
	<ul style="list-style-type: none"> • story/tale/book • untrue/myth/legend/made-up/fictional • teaches a lesson/has a moral 	
	² points: two of above	
	¹ point: one of above or an example (story in which animals talk; e.g. <i>Tortoise and the Hare</i>)	2 1 0
14.	autobiography The librarian said, "Look in the autobiography section." _____	
	<ul style="list-style-type: none"> • a person's life story/story of a person's life • written by that person/self-written 	
	² points: both of above	
	¹ point: an example that is autobiographical in nature (diary/memoirs)	2 1 0
15.	priority The boss said, "We need to make this a priority." _____	
	<ul style="list-style-type: none"> • of most importance/first/superior/top of the list 	
	² points: one of above	
	¹ point: mention of something important (a goal)	2 1 0
16.	negotiation The car dealer said, "Some people avoid negotiation." _____	
	<ul style="list-style-type: none"> • discussing/bargaining/bartering/haggling • to reach an agreement/to make a deal 	
	² points: both of above	
	¹ point: discussing/bargaining/bartering/haggling or compromise (end result)	2 1 0
17.	riddle The girl asked, "Do you know a good riddle?" _____	
	<ul style="list-style-type: none"> • puzzle/word problem/brain teaser (not joke) • must be solved/guessed at/be figured out • in the form of a question 	
	² points: two of above	
	¹ point: one of above or an example (What is black and white and read all over?)	2 1 0
18.	loyalty The new captain said, "Thank you for your loyalty." _____	
	<ul style="list-style-type: none"> • faithfulness/fidelity/allegiance/unwavering support/dedication 	
	² points: one of above	
	¹ point: an example (be true to)	2 1 0
Subtotal		

		Score
19.	valley Grandma said, "They went to the valley." _____	
	<ul style="list-style-type: none"> • low area of land • (land) between two mountains/higher areas 	
	² points: both of above	
	¹ point: one of above	2 1 0
20.	treaty The general announced, "We signed the treaty." _____	
	<ul style="list-style-type: none"> • an agreement • between two entities/nations or their representatives/political authorities (not two individuals) 	
	² points: both of above	
	¹ point: an agreement or other example (a contract)	
	⁰ points: two nations/countries (alone) doing something (nonspecific)	2 1 0
21.	perseverance The team leader said, "We accomplished our goals with perseverance." _____	
	<ul style="list-style-type: none"> • never giving up on/sticking to/keep trying/steadfastness • to a goal/purpose/task 	
	² points: both of above	
	¹ point: one of above	2 1 0
22.	conservation My teacher said, "Conservation will help our world." _____	
	<ul style="list-style-type: none"> • preserving/protecting/saving • from loss/being used up/harm/decay 	
	² points: both of above	
	¹ point: one of above or an example (recycling)	2 1 0
23.	metamorphosis The science teacher said, "We will be observing a metamorphosis." _____	
	<ul style="list-style-type: none"> • change • of form/character/structure/appearance into another form/something else 	
	² points: both of above	
	¹ point: transformation/change or an example (butterfly from a caterpillar)	2 1 0
24.	acknowledgement The instructor said, "The author did not get the proper acknowledgement." _____	
	<ul style="list-style-type: none"> • given credit/something • in recognition of an act/achievement 	
	² points: both of above	
	¹ point: one of above or an example (clapping for somebody who won a race)	2 1 0
Subtotal		
Sum of Subtotals = Raw Score		

Understanding Spoken Paragraphs (USP)

 Start Point Ages 9–10 take Trial Paragraph A and proceed to the three age-appropriate paragraphs. Ages 11–16 take Trial Paragraph B and proceed to the 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.
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How to Read Response Choices: A slash (/) indicates that either word or phrase is correct (see Trial Paragraph A, Item 1). Words or phrases in parentheses mean the information is optional and the item is correct without it (see Trial Paragraph B, Item 2). Information in brackets indicates directions to the examiner (see Paragraph 1 for Ages 9–10, Item 2).

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 A (Ages 9–10)

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 |

Trial Paragraph B (Ages 11–16)

The Cinema

North Star Cinema is celebrating its grand opening next Sunday. Two classic films, *Robin Hood* and *Comet Riders*, will be shown. Each feature film will be followed by two *Rizzy and Razzy* cartoons. The snack bar will sell popcorn and drinks. Tickets are on sale now at the box office.

- | | | |
|--------|---|---|
| 1. | What is this announcement about? | (New) cinema opening/first or opening day at the cinema |
| 2. | What films will be shown? | <i>Robin Hood</i> and <i>Comet Riders</i> (and two <i>Rizzy and Razzy</i> cartoons) |
| 3. (P) | What kind of drinks do you think will be sold? | Encourage and accept any logical response (lemonade/cola, etc.) |
| 4. | What will follow each feature film? | (Two) (<i>Rizzy and Razzy</i>) cartoons |
| 5. (I) | How many screens do you think the new cinema has? | At least two (because two films are being shown) |

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.

1. The Reading Challenge

Mrs Dessai, Headteacher of Fern Bank Primary School, challenged her pupils to read 5,000 books between 1st of February and 1st of May. She promised them a special surprise if they met their goal. When 1st of May arrived, the pupils had read 5,100 books and it was time for the surprise! The pupils were treated to a pizza party for lunch. Afterwards, each pupil received a new book with a bookmark. The headteacher presented a certificate to the child from each class who had read the most books.

	Score
1. What did this story tell about? A reading challenge/contest at 'Fern Bank Primary' School	1 0
2. What did Mrs Dessai challenge her pupils to do? Read 5,000 books/read a lot of books between 1st of February and 1st of May [must have either number of books or dates]	1 0
3. (I) When did the pupils receive their surprise? 1st of May or later/at the end of the challenge/lunchtime	1 0
4. What did each pupil get after the pizza party? A new book and bookmark	1 0
5. (P) What do you think would have happened if the pupils had not read 5,000 books? They would have no surprise or pizza (party)/new book and bookmark/they would not have met the challenge	1 0

2. Making an Animal House

As Eliza waited for the bus, she thought about the animal house she was going to make for her science project. She knew her father had an old fish tank he might give her if she cleaned out the garage for him. She could get soil from the back garden, but where was she going to get something to live in it? Just then, out of the corner of her eye, she saw a flash of green on her neighbour's fence. A lizard sat looking at her with its beady, black eyes. She pulled her lunchbox out of her rucksack, removed the sandwich, and slowly crept forward.

	Score
6. What was Eliza planning as she waited for the bus? How to make her science project/animal house/what to put in the animal house	1 0
7. What did Eliza need to do before she could get the fish tank? Clean the garage	1 0
8. (I) What was going to live in the animal house? A lizard	1 0
9. Where was the lizard? On the neighbour's fence	1 0
10. (P) What do you think Eliza was going to do with the lunchbox? Catch the lizard/put the lizard in it	1 0

3. The Headteacher's House

Each day as Jamie was on the school bus, he saw a large, empty plot on the high street. One day, large machines cleared and levelled the land, and a large hole was dug. Several days later, Jamie saw a cement lorry and workmen pouring cement for the foundation of a building. Another day, workmen nailed a wooden frame together and stacked bricks with mortar to build the outside walls. When Jamie returned to school after his two-week winter break, he was surprised to see that the building turned out to be a house and that a family had moved in. He got an even bigger surprise when he saw his headteacher walk out the front door.

	Score
11. What did Jamie see on his way to school each day? An empty plot/building on an empty plot/construction work	1 0
12. Why didn't Jamie see the building site for two weeks? He was on winter/holiday break/he didn't go to school for two weeks	1 0
13. What did the workmen do after the cement foundation was finished? Built the frame/stacked bricks/built walls	1 0
14. (I) What happened to the building during winter break? It was finished/people moved in	1 0
15. (P) Where do you think the headteacher was going? To his car/to school	1 0

Understanding Spoken Paragraphs (USP) *continued*

Ages 11–12

11–12

1. Lunchtime Hero

Fourteen-year-old James Flowers is a hero. The Carver School student was enjoying his lunch on Wednesday when he saw classmate Robby Harris choking. James quickly performed the Heimlich manoeuvre on Robby, dislodging a large bite of apple. James had just learned first aid in his health class.

Score

1.	What is this paragraph about? James and Robby/Robby choking/James saving a friend/Heimlich manoeuvre	1	0
2.	What was Robby choking on? A piece of apple	1	0
3. (I)	Where did James learn the Heimlich manoeuvre? In his first aid class	1	0
4.	What was James doing before Robby started to choke? Eating lunch	1	0
5. (P)	What do you think could have happened if James had not helped Robby? Robby could have passed out/suffocated/died	1	0

2. A Brush With Fire

Sarah Wilson and Mark Rice, two year 7 students, were in the right place at the right time last week. On 7th June, while on a school trip to the Forest Park, they discovered a small, smoldering brush fire. Sarah and Mark, remembering Fire Safety Week at school, quickly began scooping earth and gravel from the trail and throwing it on the fire. Fortunately, they were able to extinguish the fire. According to officials, the fire was caused by someone who had thrown a burning cigarette out of a car window. Sarah and Mark were honoured by the Fire Brigade for their fast action and bravery.

Score

6.	What happened when Sarah and Mark went on a school trip? They put out a fire	1	0
7.	How did Sarah and Mark put out the fire? They threw earth/soil (and gravel) on it	1	0
8.	How did the fire start? Someone threw a burning cigarette (out of a car window)	1	0
9. (I)	Why were Sarah and Mark “in the right place at the right time?” Because they were able to put out the brush fire before it became a huge forest fire	1	0
10. (P)	What do you think Sarah and Mark should have done if they hadn’t been able to put out the fire themselves? Run for help/call for a teacher/yell, “Fire!”	1	0

3. Pepper and Sam

“Here Pepper,” Sam called. “Come here, girl!” Hearing Sam call, the cocker spaniel raced towards the door, expecting dinner to be waiting as usual. Just as Pepper turned the corner, she saw Sam standing by the back door of the house, holding a towel and a bottle of flea shampoo. Behind Sam was a tub of water with the garden hose draped over the side. Pepper stopped suddenly and headed off in the opposite direction. After a short chase, Sam caught her. Pepper barked and wiggled, but Sam held on tightly, smiling down at Pepper as they headed back towards the tub of water. “We’re going to have to do this sooner or later; why don’t you make it easier on both of us?” Sam asked.

Score

11.	Why did Sam call Pepper to come to the door? For a bath	1	0
12.	What two things was Sam holding when Pepper saw him? A towel and (flea) shampoo	1	0
13.	What did Pepper do after she saw Sam? Ran	1	0
14. (I)	Why do you think Pepper turned around and ran in the opposite direction? The dog didn’t want a bath/doesn’t like baths	1	0
15. (P)	What do you think happened after Sam caught Pepper? Pepper got a bath/Sam bathed her	1	0

Ages 11–12 Raw Score

11–12 STOP

Understanding Spoken Paragraphs continued on next page.

Understanding Spoken Paragraphs (USP) *continued*

13-14

Ages 13-14

1. The Talent Show Audition

Deena's throat was dry and her heart was pounding. It would soon be her turn on stage to audition for the school talent show. A boy who juggled had gone first. Now, two older girls were singing, and then it would be her turn. Would she remember the poem she had memorised, or would those two older girls have another reason to laugh at her like they did when she dropped her tray in the canteen? "Not this time!" Deena said to herself. After the audition, Deena ran home to tell her family the good news.

		Score
1.	What did the two older girls do at the audition? Sing	1 0
2.	Why was Deena nervous? She had stage fright/was afraid she would forget her lines/had to speak in front of an audience/thought people would laugh at her	1 0
3.	Who had performed first? A juggler/a boy who juggled	1 0
4. (I)	What kind of act was Deena going to do? Read a poem/Poetry/a reading	1 0
5. (P)	What do you think Deena told her family? She performed well/read her poem/was selected to perform at the talent show	1 0

2. Hurricanes

Hurricanes are severe storms that usually form in the Atlantic Ocean. They rotate in an anti-clockwise direction around a calm, low pressure centre called the eye and travel westwards across the ocean. Hurricanes have wind speeds from 74 miles per hour to greater than 155 miles per hour. Weather forecasters watch a hurricane's progression over time and predict where it is going. If a hurricane heads for a populated area, then weather forecasters can warn people to evacuate.

		Score
6.	In which ocean do most hurricanes develop? Atlantic	1 0
7. (I)	Why do people evacuate before a hurricane? To be safe/hurricanes can cause death/destroy homes, building, electrical wiring, etc.	1 0
8.	What is the purpose of this paragraph? To describe/inform about hurricanes	1 0
9.	What do weather forecasters do when a hurricane heads for a populated area? Warn people to evacuate	1 0
10. (P)	Where do you think people go when they evacuate during a hurricane? Away from the ocean/water/hurricane/inland/out of the path of the hurricane/safe place	1 0

3. Daydreaming

Georgie sat at her desk staring out the window as Mr. Johnson read the list of children whose projects had placed in the local art show. Georgie forgot all about the lesson as she spied two birds building a nest in the tall oak tree outside. "Wow, I wonder what it's like to fly like a bird," thought Georgie. "If I were a bird, I would fly right out of this classroom and soar over the treetops." Suddenly, Georgie heard Mr. Johnson call her name. Georgie was embarrassed as she told Mr. Johnson that she hadn't been listening. Mr. Johnson looked over his glasses at her, cleared his throat, and said, "Please come and see me after the lesson today, Georgie."

		Score
11.	What happened to Georgie in this story? She was daydreaming when the teacher called her/wasn't paying attention in the lesson	1 0
12. (I)	What class was Georgie in? Art/Mr. Johnson's	1 0
13.	What happened while Georgie was daydreaming? Teacher/Mr. Johnson called her name	1 0
14.	What was Mr. Johnson talking about while Georgie was watching the birds? Children whose projects had placed in the art show	1 0
15. (P)	What do you think Mr. Johnson talked to Georgie about after the lesson? Daydreaming in her lesson/her art project/about paying attention	1 0

13-14 STOP

Ages 13-14 Raw Score

Understanding Spoken Paragraphs (USP) *continued*

15-16

Ages 15-16

1. Hurricanes

Hurricanes are severe storms that usually form in the Atlantic Ocean. They rotate in an anti-clockwise direction around a calm, low-pressure centre called the eye and travel westward across the ocean. Hurricanes have wind speeds from 74 miles per hour to greater than 155 miles per hour. Weather forecasters watch a hurricane's progression over time and predict where it is going. If a hurricane heads for a populated area, then weather forecasters can warn people to evacuate.

		Score
1.	In which ocean do most hurricanes develop? Atlantic	1 0
2. (P)	Why do people evacuate before a hurricane? To be safe/hurricanes can cause death/destroy homes, building, electrical wiring, etc.	1 0
3.	What is the purpose of this paragraph? To describe/inform about hurricanes	1 0
4.	What do weather forecasters do when a hurricane heads for a populated area? Warn people to evacuate	1 0
5. (P)	Where do you think people go when they evacuate during a hurricane? Away from the ocean/water/hurricane/inland/out of the path of the hurricane/safe place	1 0

2. Posters for the Dance

The Dance Committee met on Monday, with two members absent. Shannon had been ill with the flu since last week, and Billy just forgot about the meeting and went to a friend's house after school to play football. At dinner, Billy's father told him that the chairman had called to see why Billy hadn't attended the meeting and to remind him about the posters. After dinner, Billy went to his room and looked at the stack of half-finished posters. He remembered that Shannon was supposed to help him. They were responsible for putting up the posters Tuesday morning. He couldn't work out what to do, so he said, "Dad, can I talk to you about something?"

		Score
6.	What problem was Billy having? Posters not finished/he missed the meeting	1 0
7.	Who missed the committee meeting? Shannon and Billy [must name both]	1 0
8. (P)	Why wasn't Shannon at the meeting? She was ill/had the flu	1 0
9.	What did Billy do before dinner? Played football/went to a friend's (house/place)	1 0
10. (P)	What do you think Billy talked to his father about? Meeting his responsibilities/working out what he should do	1 0

3. Canteen Scandal

The Secondary School magazine won another School News Award yesterday. The magazine won the award for its investigation of school canteens. The student journalists uncovered an illegal operation in which meat and produce meant for local schools instead were sold to a group of traders. The traders then sold the food to local restaurants.

		Score
11.	What was the purpose of this paragraph? To announce the school's award/School News Award (for the uncovering of an illegal operation)	1 0
12.	What award did the students win? School News Award/a newspaper award	1 0
13. (P)	Why do you think the students wrote the article? To expose the scandal/it was assigned to them	1 0
14.	What did the traders do with the food after they had illegally purchased it? Sold it to local restaurants	1 0
15. (P)	What do you think will happen to the traders involved in the illegal operation? Go to jail/be put on trial	1 0

15-16

STOP

Ages 15-16 Raw Score

Sentence Assembly (SA)



Start Point

All ages start at Item 1.

Materials Needed

Stimulus Book 2

Repetitions

Allowed



Discontinue Rule

After 5 consecutive zero scores

Tick the blanks next to the examinee's responses. Circle 1 for a correct response and 0 for an incorrect response. The examinee must give TWO correct responses for each item to be scored as correct.

Example

- a) The boy is tall.
b) Is the boy tall?

Trial 1

- a) The girl saw the boy.
b) The boy saw the girl.

Trial 2

- a) The kitten is on the chair.
b) Is the kitten on the chair?

	Score
1. ___ a) The man was followed by the dog. ___ b) The dog was followed by the man. ___ c) Was the man followed by the dog? ___ d) Was the dog followed by the man?	1 0
2. ___ a) He finished his homework before he played hockey. ___ b) He played hockey before he finished his homework. ___ c) Before he played hockey, he finished his homework. ___ d) Before he finished his homework he played hockey.	1 0
3. ___ a) She bought the car after she got the job. ___ b) She got the job after she bought the car. ___ c) After she got the job, she bought the car. ___ d) After she bought the car, she got the job.	1 0
4. ___ a) Will you put the ball in the basket? ___ b) You will put the ball in the basket. ___ c) Put the ball in the basket, will you?	1 0
5. ___ a) Did the boy buy the girl an ice-cream cone? ___ b) The boy did buy the girl an ice-cream cone. ___ c) The girl did buy the boy an ice-cream cone. ___ d) Did the girl buy the boy an ice-cream cone?	1 0
6. ___ a) Could you fix that with glue? ___ b) You could fix that with glue. ___ c) With glue, you could fix that.	1 0
7. ___ a) We shouldn't cross the road here. ___ b) Shouldn't we cross the road here?	1 0
8. ___ a) The runner isn't going to win the race. ___ b) Isn't the runner going to win the race?	1 0
9. ___ a) The woman didn't put the lamp on the table. ___ b) Didn't the woman put the lamp on the table?	1 0
Subtotal	

	Score
10. ___ a) Did the student send the manager an application? ___ b) Did the manager send the student an application? ___ c) The student did send the manager an application. ___ d) The manager did send the student an application.	1 0
11. ___ a) She kept it even though it was broken. ___ b) Even though it was broken, she kept it.	1 0
12. ___ a) The girl didn't put the keys in her pocket. ___ b) Didn't the girl put the keys in her pocket?	1 0
13. ___ a) She ate it even though it was hot. ___ b) Even though it was hot, she ate it.	1 0
14. ___ a) The restaurant isn't going to deliver the pizza. ___ b) Isn't the restaurant going to deliver the pizza?	1 0
15. ___ a) Don't you know where you put it? ___ b) You don't know where you put it.	1 0
16. ___ a) Can't he remember if he posted it? ___ b) He can't remember if he posted it.	1 0
17. ___ a) He caught the bus after he left the house. ___ b) After he left the house, he caught the bus.	1 0
18. ___ a) He didn't finish his homework because it was difficult. ___ b) Because his homework was difficult, he didn't finish it. ___ c) Because it was difficult, he didn't finish his homework. ___ d) It was difficult because he didn't finish his homework.	1 0
19. ___ a) The boy who won the contest was clever. ___ b) The boy who was clever won the contest.	1 0
Subtotal	
Sum of Subtotals = Raw Score	

Semantic Relationships (SR)



Start Point

Ages 9–11 start at Item 1.
Ages 12–16 start at Item 3.
See Examiner's Manual page 15 for reversal rules.

Materials Needed

Stimulus Book 2

Repetitions

Allowed



Discontinue Rule

After 5 consecutive zero scores

Tick the blanks next to the examinee's responses. Circle ¹ for a correct response and ⁰ for an incorrect response. Correct responses are indicated in colour. The examinee must give BOTH responses for each item to be scored as correct.

Trial 1 A man is bigger than a

- a) house — c) spoon
— b) **button** — d) plane

Trial 2 Jan saw Peter. Shaun saw Francis. Who was seen?

- a) Jan — c) **Peter**
— b) Shaun — d) **Francis**

9–11

12–16

	Score
1. — a) infants — b) adults — c) grandparents — d) children	1 0
2. — a) minute — b) day — c) second — d) morning	1 0
3. — a) TVs — b) feathers — c) chairs — d) letters	1 0
4. — a) between the 11th and 16th — b) before the 16th — c) between the 13th and 19th — d) after the 11th	1 0
5. — a) between L and Z — b) after C — c) before M — d) between A and E	1 0
6. — a) Emma — b) Richard — c) Ahmed — d) Joe	1 0
7. — a) taller than Lee — b) shorter than Lee — c) the tallest — d) not the shortest	1 0
8. — a) first — b) before the news — c) last — d) after the news	1 0
9. — a) in front of the school — b) in front of the house — c) behind the school — d) behind the house	1 0
10. — a) after they found page 37 — b) last — c) after they put their names on them — d) before they got out their books	1 0
11. — a) March — b) August — c) January — d) October	1 0
Subtotal	

Score

	Score
12. — a) more Cs than As — b) more As than Bs — c) more Bs than Cs — d) six Cs	1 0
13. — a) next to the goal — b) on the left side of the goal — c) in the goal — d) behind the goal	1 0
14. — a) more books on science than art — b) fewer books on history than art — c) the most books on science — d) more books on art than science	1 0
15. — a) in the locker — b) in the bag — c) next to the locker — d) beside the box	1 0
16. — a) Lee — b) Anita — c) Ming — d) Howard	1 0
17. — a) next to the dog — b) above the cat — c) under the table — d) on the table	1 0
18. — a) between South Africa and Taiwan — b) after Turkey — c) before South Africa — d) after Italy	1 0
19. — a) Alex — b) Lewis — c) James — d) Dan	1 0
20. — a) after spelling — b) before lunch — c) between reading and lunch — d) first	1 0
21. — a) autumn and summer — b) autumn and winter — c) winter and summer — d) summer and autumn	1 0
Subtotal	
Sum of Subtotals = 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. Record incorrect responses.

		Score		
A. Syllable Blending				
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				
1.	sit	1	0	/5
2.	bill	1	0	
3.	mop	1	0	
4.	cat	1	0	
5.	fix	1	0	
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(fish)	1	0	/5
2.	'pan'cake	1	0	
3.	in(side)	1	0	
4.	'win'dow	1	0	
5.	pur'ple)	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	
Subtotal				/35

		Score		
H. Phoneme Blending				
1.	ca'ke	1	0	/5
2.	sa't	1	0	
3.	m'e	1	0	
4.	n'es't	1	0	
5.	br'ick's	1	0	
I. Initial Phoneme Substitution				
1.	(t)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	
K. Three Syllable Deletion				
1.	(sun)'flower	1	0	/5
2.	butter'(fly)	1	0	
3.	'grand'mother	1	0	
4.	Septem'ber)	1	0	
5.	(rug)'by ball	1	0	
L. Final Syllable Deletion				
1.	exer'(cise)	1	0	/5
2.	wonder'(ful)	1	0	
3.	xylo'(phone)	1	0	
4.	alpha'(bet)	1	0	
5.	daffo'(dil)	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	
Subtotal				/30

Phonological Awareness (PA) *continued*

		Score
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(ai)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	
Subtotal		/10

		Score
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		/10
Raw Score		/85
Criterion Score for Age <small>(See Appendix G in the Examiner's Manual.)</small>		M / DNM

Word Associations (WA)



Start Point

All ages start at Item 1.



Materials Needed

Record Form
Examiner's Manual

Repetitions

Allowed



Discontinue Rule

None—administer all items.

Allow the examinee ⁶⁰ seconds to respond to each item. Write the examinee's 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	
Criterion Score for Age <small>(See Appendix G in the Examiner's Manual.)</small>	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.

Forwards (Ages 5–16)					
Item	Response	Score	Item	Response	Score
1.	a. 3_5	1 0	5.	a. 4_7_8_1_6_3	1 0
	b. 7_2	1 0		b. 7_3_9_8_6_4	1 0
2.	a. 2_8_6	1 0	6.	a. 6_1_7_4_2_3_8	1 0
	b. 6_3_4	1 0		b. 9_3_8_6_5_1_2	1 0
3.	a. 6_2_5_8	1 0	7.	a. 5_3_8_7_2_1_6_4	1 0
	b. 2_4_1_7	1 0		b. 2_4_9_5_7_1_6_3	1 0
4.	a. 9_5_1_4_8	1 0	8.	a. 1_6_4_5_9_7_2_8_3	1 0
	b. 5_8_2_1_6	1 0		b. 4_5_2_3_6_8_9_7_1	1 0
Forwards Raw Score					

Backwards (Ages 5–16)				
Item	Correct Response	Response	Score	
1.	a. 3_8	(8_3)	1 0	
	b. 7_4	(4_7)	1 0	
2.	a. 4_8_3	(3_8_4)	1 0	
	b. 3_6_8	(8_6_3)	1 0	
3.	a. 5_2_9_6	(6_9_2_5)	1 0	
	b. 8_3_4_9	(9_4_3_8)	1 0	
4.	a. 4_7_1_5_3	(3_5_1_7_4)	1 0	
	b. 9_2_7_5_8	(8_5_7_2_9)	1 0	
5.	a. 1_8_6_9_5_2	(2_5_9_6_8_1)	1 0	
	b. 3_4_6_9_7_1	(1_7_9_6_4_3)	1 0	
6.	a. 8_2_5_4_9_3_2	(2_3_9_4_5_2_8)	1 0	
	b. 4_1_5_8_7_2_9	(9_2_7_8_5_1_4)	1 0	
7.	a. 6_8_9_5_1_2_6_3	(3_6_2_1_5_9_8_6)	1 0	
	b. 3_2_1_8_7_5_9_4	(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+	0					
	2	1					
	1	2	(5+)	(3-4)	(2)	(1)	
	0	3	1	2	3	4	7 6 5 4 3 2 1 0
2. 10 9 8 7 6 5 4 3 2 1	3+	0					
	2	1					
	1	2	(4+)	(3)	(2)	(1)	
	0	3	1	2	3	4	7 6 5 4 3 2 1 0
3. Sunday Monday Tuesday Wednesday Thursday Friday Saturday	3+	0					
	2	1					
	1	2	(4+)	(3)	(2)	(1)	
	0	3	1	2	3	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+	0					
	2	1					
	1	2	(8+)	(5-7)	(4)	(1-3)	
	0	3	1	2	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+	0					
	2	1					
	1	2	(9+)	(6-8)	(4-5)	(1-3)	
	0	3	1	2	3	4	7 6 5 4 3 2 1 0
6. Sunday Saturday Friday Thursday Wednesday Tuesday Monday	3+	0					
	2	1					
	1	2	(14+)	(8-13)	(6-7)	(1-5)	
	0	3	1	2	3	4	7 6 5 4 3 2 1 0
7. 1 3 5 7 9 11 13 15	3+	0					
	2	1					
	1	2	(13+)	(8-12)	(7)	(1-6)	
	0	3	1	2	3	4	7 6 5 4 3 2 1 0
8. January February March April May June July August September October November December	3+	0					
	2	1					
	1	2	(8+)	(5-7)	(4)	(1-3)	
	0	3	1	2	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+ 2 1 0	0 1 2 3		(22+) 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+ 2 1 0	0 1 2 3		(29+) 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+ 2 1 0	0 1 2 3		(31+) 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+ 2 1 0	0 1 2 3		(99+) 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.

Special Considerations: Do not administer this subtest if the child 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 child 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

Examiner

Child

Example 3 Colour-Shape Naming

Examiner

Child

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		
3. Colour-Shape Error Criterion (See Appendix G in the Examiner's Manual.)			Normal			More Than Normal		
Total Errors								

Pragmatics Profile (PP)

Read each item and circle the number (word) that best describes how often the examinee 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 examinee, either culturally or for any other reason, circle NA for *not appropriate*. Rate items if you remember occasions when the examinee 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 examinee's behavior is inconsistent across both parts, circle the skill you are rating (e.g., *asks for*).

Rituals and Conversational Skills

The examinee

	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						

Pragmatics Profile continued on next page.

Pragmatics Profile (PP) *continued*

Asking For, Giving, and Responding to Information

The examinee

	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 examinee 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 examinee 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

Notes

