

Name _____

Age _____ YEARS _____ MONTHS

Examiner _____

	Year	Month	Day
Date of Testing			
Date of Birth			
Age at Testing			

(Disregard the Days)

Verbal Comprehension

Materials	Suggested Start Points	Administration Points	Decision Points	Alternative Stop Point
Teddy Bear photo Box of toys Primary grip pencil Inset tray of wooden figures Nine colored chips Stimulus Book 3	Ages 2:6–3:11 Item 1 Ages 4:0–5:11 Item 6 Ages 6:0–7:11 Item 13 Ages 8:0–8:11 Item 24	You may repeat an item only once if the child asks or appears not to understand.	Fewer than 3 wrong: Continue to next decision point. Fewer than 3 right: Go Back to previous start point if applicable.	Items 1–23: 5 consecutive failures Items 24–36: 3 failures in 4 consecutive items Items 37–42: None


General Instructions	Item	Score 0–1
2:6–3:11 Teddy Bear: Show the picture of the teddy bear to the child and say: What is this? (pause) Yes, it's a teddy bear. Have a good look at it.	1 Show me teddy's eyes.	
	2 Show me teddy's mouth.	
	3 Show me teddy's arms.	
	4 Show me teddy's ears.	
	5 Show me teddy's legs.	
4:0–5:11 Toys: Take the toys out of the box and place the open box, the toys, and the primary grip pencil in a row in front of the child. Say: Look at these toys. (Examiner does not name toys.) After administering each item, place the toy(s) back in the row.	6 Give me the car.	
	7 Give me the horse.	
	8 Give me the watch.	
	9 Put the horse in the box.	
	10 Give me the one we draw with. (pencil)	
	11 Give me the one that shows the time. (watch)	
	12 Give me all the animals. (dog, cat, horse)	
	6:0–7:11 Inset Tray: Place the inset tray, with the figures in position, in front of the child. Say: Look at all these. Point in turn to each object in the inset tray and name the objects as follows: bridge, house, car, tree, truck, tree, child, house, child. Then say: Show me the car; stand it up. After administering each item, put the figures(s) back in the tray.	13 Put a tree behind your back.
14 Make the truck move to me.		
15 Make a child stand on the bridge.		
16 Put the car under the bridge.		
17 Make the two children face each other.		
18 When I put down the tree, pick up the car. (Pause 2 seconds before putting down tree.)		
19 Put the tree that is little next to the house that is big.		
20 While you touch the truck, give me the car.		
21 Put a house on each side of the car.		
22 Before you give me the truck, give me the little house.		
23 Put a child between the trees.		

(Use this table to calculate Ability Score on next page.)

Verbal Comprehension					
Raw Score to Ability Score					
Raw Score	Item Set				
	1–12	1–23	6–23	13–36	24–42
0	10 ⁽¹²⁾	10 ⁽¹²⁾			
1	14 ⁽¹¹⁾	14 ⁽¹¹⁾	35 ⁽¹²⁾	78 ⁽¹¹⁾	116 ⁽¹¹⁾
2	24 ⁽⁹⁾	24 ⁽⁹⁾	47 ⁽¹¹⁾	88 ⁽⁹⁾	124 ⁽⁸⁾
3	31 ⁽⁸⁾	31 ⁽⁸⁾	58 ⁽¹⁰⁾	95 ⁽⁸⁾	130 ⁽⁷⁾
4	37 ⁽⁸⁾	37 ⁽⁸⁾	68 ⁽¹⁰⁾	100 ⁽⁷⁾	135 ⁽⁷⁾
5	43 ⁽⁸⁾	42 ⁽⁷⁾	76 ⁽⁹⁾	106 ⁽⁷⁾	140 ⁽⁶⁾
6	48 ⁽⁸⁾	48 ⁽⁸⁾	82 ⁽⁸⁾	110 ⁽⁷⁾	144 ⁽⁶⁾
7	55 ⁽⁹⁾	54 ⁽⁸⁾	88 ⁽⁷⁾	115 ⁽⁷⁾	148 ⁽⁶⁾
8	63 ⁽¹⁰⁾	61 ⁽⁹⁾	92 ⁽⁷⁾	119 ⁽⁶⁾	152 ⁽⁶⁾
9	74 ⁽¹¹⁾	69 ⁽⁹⁾	97 ⁽⁷⁾	123 ⁽⁶⁾	156 ⁽⁷⁾
10	87 ⁽¹¹⁾	77 ⁽⁸⁾	101 ⁽⁷⁾	127 ⁽⁶⁾	161 ⁽⁷⁾
11	99 ⁽¹²⁾	83 ⁽⁷⁾	106 ⁽⁷⁾	130 ⁽⁶⁾	166 ⁽⁸⁾
12		88 ⁽⁷⁾	111 ⁽⁷⁾	133 ⁽⁶⁾	175 ⁽¹¹⁾
13		92 ⁽⁷⁾	116 ⁽⁸⁾	136 ⁽⁵⁾	157 ⁽⁶⁾
14		97 ⁽⁷⁾	123 ⁽⁸⁾	139 ⁽⁵⁾	160 ⁽⁶⁾
15		101 ⁽⁷⁾	129 ⁽⁸⁾	142 ⁽⁵⁾	164 ⁽⁶⁾
16		106 ⁽⁷⁾	137 ⁽⁹⁾	145 ⁽⁵⁾	168 ⁽⁷⁾
17		111 ⁽⁷⁾	147 ⁽¹¹⁾	148 ⁽⁶⁾	173 ⁽⁸⁾
18		116 ⁽⁸⁾		151 ⁽⁶⁾	182 ⁽¹¹⁾
19		123 ⁽⁸⁾		154 ⁽⁶⁾	187 ⁽¹⁶⁾
20		129 ⁽⁸⁾		158 ⁽⁶⁾	
21		137 ⁽⁹⁾		162 ⁽⁷⁾	
22		147 ⁽¹¹⁾		168 ⁽⁸⁾	
23				176 ⁽¹¹⁾	
24					

(Continues on next page.)


Item Set 1–12
Item Sets 1–23, 6–23

Item		Response	Score 0-1
8:0-8:11  <i>Responses are presented from the child's view.</i> Stimulus Book: Open Stimulus Book 3 and place it in front of the child. Say: Listen carefully to what I say, and show me the picture in this book that goes best with the story.	24	If Jasmine wears her coat, she doesn't zip the zipper, but she always wears her hat. Show me the picture that goes best with the story.	1 2 3 4
	25	In the summertime when Mary's father works in the yard, he puts on his shorts and shirt, but never wears a hat. Show me the picture that goes best with the story.	1 2 3 4
	26	Zachary wanted a skateboard for his birthday, but got a soccer ball instead.	1 2 3 4
	27	Rosa's mother promised to take Rosa and her friend to the zoo for a birthday treat. However, when Rosa's birthday finally arrived, it was raining. Rosa's mother smiled and said she had another plan. What do you think happened then?	1 2 3 4
	28	After lunch, Mom said to David and Rachel, "Even though it's a nice day, I want you children to help me wash all these dishes." The children got it finished really quickly. What happened then?	1 2 3 4
	29	Mom said to Khalid, "You should have put your jacket on this morning."	1 2 3 4
	30	Show me the picture where the cat was followed by the dog.	1 2 3 4
	31	Derek loved playing with his truck. One day in the park he talked with some friends about his truck. When he arrived home, he realized he had left the truck in the park. Show me what you think happened then.	1 2 3 4
	32	When Tyler's dad came home, Tyler forgot to warn him about the broken chair. Then he was really sorry about what happened. Show me what did happen.	1 2 3 4
	33	The boy Sarah waved to was sitting down.	1 2 3 4
	34	Just as Megan was leaving for school it started to rain. Her mom told her not to get wet and Megan did as she was told.	1 2 3 4
	35	John was disappointed to learn that he was not tall enough to ride the roller coaster. Show me what happened next.	1 2 3 4
	36	Madison's and Christopher's father was pleased that he had told the children never to run into the road.	1 2 3 4
	Chips Pretest	Colors: Child correctly identifies blue chips, red chips, and yellow chips.	
Shapes: Child correctly identifies square chips, circle chips, and triangle chips.		P / F	
Colored Chips: Child must pass pretest items on Colors and Shapes in order to be given Items 37-42. If the child fails the Chips Pretest, discontinue the subtest.	Sample Put the circle farther away from you than the square.		
	37	Give me the chips that are blue but not round. (blue square and blue triangle)	
	38	Pick up the circles if they are blue or yellow. (blue circle and yellow circle)	
	39	Give me all the red chips except the square. (red circle and red triangle)	
	40	Give me not only all the red but also all the round chips. (all three red chips, yellow circle, and blue circle)	
	41	Give me all the chips that are neither yellow nor blue. (all three red chips)	
	42	Give me all the chips that are neither red nor square. (blue circle, blue triangle, yellow circle, and yellow triangle)	

Item Sets
13-36,
24-36

Item Set
24-42

Raw Score	<input type="text"/>
Item Set Administered	<input type="text"/> to <input type="text"/>
Ability Score	<input type="text"/>

	Item	Response	Score 0-1	
<p>8:0-8:11 </p> <p><i>Responses are presented from the child's view.</i></p> <p>Stimulus Book: Open Stimulus Book 3 and place it in front of the child. Say: Listen carefully to what I say, and show me the picture in this book that goes best with the story.</p>	24 If Jasmine wears her coat, she doesn't zip the zipper, but she always wears her hat. Show me the picture that goes best with the story.	1 2 3 4		
	25 In the summertime when Mary's father works in the yard, he puts on his shorts and shirt, but never wears a hat. Show me the picture that goes best with the story.	1 2 3 4		
	26 Zachary wanted a skateboard for his birthday, but got a soccer ball instead.	1 2 3 4		
	27 Rosa's mother promised to take Rosa and her friend to the zoo for a birthday treat. However, when Rosa's birthday finally arrived, it was raining. Rosa's mother smiled and said she had another plan. What do you think happened then?	1 2 3 4		
	28 After lunch, Mom said to David and Rachel, "Even though it's a nice day, I want you children to help me wash all these dishes." The children got it finished really quickly. What happened then?	1 2 3 4		
	29 Mom said to Khalid, "You should have put your jacket on this morning."	1 2 3 4		
	30 Show me the picture where the cat was followed by the dog.	1 2 3 4		
	31 Derek loved playing with his truck. One day in the park he talked with some friends about his truck. When he arrived home, he realized he had left the truck in the park. Show me what you think happened then.	1 2 3 4		
	32 When Tyler's dad came home, Tyler forgot to warn him about the broken chair. Then he was really sorry about what happened. Show me what did happen.	1 2 3 4		
	33 The boy Sarah waved to was sitting down.	1 2 3 4		
	34 Just as Megan was leaving for school it started to rain. Her mom told her not to get wet and Megan did as she was told.	1 2 3 4		
	35 John was disappointed to learn that he was not tall enough to ride the roller coaster. Show me what happened next.	1 2 3 4		
	36 Madison's and Christopher's father was pleased that he had told the children never to run into the road.	1 2 3 4		
	Chips Pretest	Colors: Child correctly identifies blue chips, red chips, and yellow chips.		P / F
		Shapes: Child correctly identifies square chips, circle chips, and triangle chips.		P / F
	<p>Colored Chips: Child must pass pretest items on Colors and Shapes in order to be given Items 37-42. If the child fails the Chips Pretest, discontinue the subtest.</p>	Sample Put the circle farther away from you than the square.		
37 Give me the chips that are blue but not round. (blue square and blue triangle)				
38 Pick up the circles if they are blue or yellow. (blue circle and yellow circle)				
39 Give me all the red chips except the square. (red circle and red triangle)				
40 Give me not only all the red but also all the round chips. (all three red chips, yellow circle, and blue circle)				
41 Give me all the chips that are neither yellow nor blue. (all three red chips)				
42 Give me all the chips that are neither red nor square. (blue circle, blue triangle, yellow circle, and yellow triangle)				

Item Sets
13-36,
24-36

Item Set
24-42

Raw Score	<input type="text"/>
Item Set Administered	<input type="text"/> to <input type="text"/>
Ability Score	<input type="text"/>

Naming Vocabulary

Materials	Suggested Start Points	Administration Points	Decision Points	Alternative Stop Point
Stimulus Book 3	Ages 2:6–4:5 Item 1 Ages 4:6–5:11 Item 8 Ages 6:0–8:11 Item 18	☛ = Teaching item	Fewer than 3 wrong: Continue to next decision point. Fewer than 3 right: Go Back to previous start point if applicable.	5 consecutive failures

Item/ Target Response	Response	Score 0–1
2:6–4:5 ☛ 1 Nose (Point to your own nose)		
2 Eye (Point to your own eye)		
3 Kitten (First item in Stimulus Book 3)		
4 Ball		
5 Shoe		
6 Fish		
7 Spoon		
4:6–5:11 ☛ 8 Chair		
9 Key		
10 Scissors		
11 Rainbow		
12 Watch		
13 Window		
14 Triangle		
15 Sink		
16 Brush		
17 Helicopter		
6:0–8:11 ☛ 18 Ring		
19 Feather		
20 Shell		
21 Chain		
22 Jar		
23 Lock		
24 Igloo		
25 Measuring cup		
26 Paper clip		
27 Thermometer		
28 Hourglass		
29 Funnel		
30 Easel		
31 Erupting (<i>What is the volcano doing?</i>)		
32 Rapid, Speedy, Quick (<i>Airplanes fly very fast. Tell me another word for fast.</i>)		
33 Summit, Peak (<i>What is the top of a mountain called?</i>)		
34 Ancient, Antique, Vintage (<i>This coin is very old. Tell me another word that means old.</i>)		

Item Set
1–17

Item Sets
1–22, 8–22

Item Sets
1–29, 8–29,
18–29

Item Sets
8–34, 18–34

Naming Vocabulary Raw Score to Ability Score

Raw Score	Item Set								
	1–17	1–22	1–29	8–22	8–29	8–34	18–29	18–34	18–34
0	10 ⁽¹²⁾	10 ⁽¹²⁾	10 ⁽¹²⁾						
1	19 ⁽¹¹⁾	19 ⁽¹¹⁾	19 ⁽¹¹⁾	44 ⁽¹³⁾	44 ⁽¹³⁾	44 ⁽¹³⁾	94 ⁽¹¹⁾	94 ⁽¹¹⁾	94 ⁽¹¹⁾
2	28 ⁽⁸⁾	28 ⁽⁸⁾	28 ⁽⁸⁾	57 ⁽¹⁰⁾	57 ⁽¹⁰⁾	57 ⁽¹⁰⁾	104 ⁽⁹⁾	104 ⁽⁹⁾	104 ⁽⁹⁾
3	34 ⁽⁷⁾	34 ⁽⁷⁾	34 ⁽⁷⁾	66 ⁽⁹⁾	66 ⁽⁹⁾	66 ⁽⁹⁾	112 ⁽⁸⁾	112 ⁽⁸⁾	112 ⁽⁸⁾
4	39 ⁽⁷⁾	39 ⁽⁷⁾	38 ⁽⁷⁾	73 ⁽⁸⁾	73 ⁽⁸⁾	73 ⁽⁸⁾	119 ⁽⁸⁾	118 ⁽⁸⁾	118 ⁽⁸⁾
5	43 ⁽⁷⁾	43 ⁽⁷⁾	43 ⁽⁷⁾	79 ⁽⁷⁾	79 ⁽⁷⁾	79 ⁽⁷⁾	125 ⁽⁸⁾	125 ⁽⁸⁾	125 ⁽⁸⁾
6	48 ⁽⁷⁾	48 ⁽⁷⁾	48 ⁽⁷⁾	84 ⁽⁷⁾	84 ⁽⁷⁾	84 ⁽⁷⁾	131 ⁽⁸⁾	130 ⁽⁸⁾	130 ⁽⁸⁾
7	52 ⁽⁷⁾	52 ⁽⁷⁾	52 ⁽⁷⁾	89 ⁽⁷⁾	89 ⁽⁷⁾	89 ⁽⁷⁾	137 ⁽⁸⁾	136 ⁽⁸⁾	136 ⁽⁸⁾
8	58 ⁽⁷⁾	57 ⁽⁷⁾	58 ⁽⁷⁾	93 ⁽⁷⁾	93 ⁽⁷⁾	93 ⁽⁷⁾	144 ⁽⁸⁾	142 ⁽⁸⁾	142 ⁽⁸⁾
9	64 ⁽⁸⁾	63 ⁽⁸⁾	63 ⁽⁸⁾	98 ⁽⁷⁾	97 ⁽⁷⁾	97 ⁽⁷⁾	151 ⁽⁹⁾	148 ⁽⁸⁾	148 ⁽⁸⁾
10	70 ⁽⁸⁾	69 ⁽⁸⁾	69 ⁽⁸⁾	102 ⁽⁷⁾	102 ⁽⁷⁾	102 ⁽⁷⁾	161 ⁽¹¹⁾	154 ⁽⁸⁾	154 ⁽⁸⁾
11	76 ⁽⁸⁾	75 ⁽⁷⁾	75 ⁽⁷⁾	107 ⁽⁷⁾	106 ⁽⁷⁾	106 ⁽⁷⁾	176 ⁽¹⁴⁾	160 ⁽⁸⁾	160 ⁽⁸⁾
12	82 ⁽⁸⁾	80 ⁽⁷⁾	80 ⁽⁷⁾	113 ⁽⁸⁾	111 ⁽⁷⁾	111 ⁽⁷⁾		167 ⁽⁸⁾	167 ⁽⁸⁾
13	87 ⁽⁸⁾	85 ⁽⁷⁾	85 ⁽⁷⁾	120 ⁽⁹⁾	116 ⁽⁷⁾	116 ⁽⁷⁾		174 ⁽⁸⁾	174 ⁽⁸⁾
14	93 ⁽⁸⁾	89 ⁽⁷⁾	89 ⁽⁷⁾	129 ⁽¹¹⁾	121 ⁽⁷⁾	121 ⁽⁷⁾		181 ⁽⁹⁾	181 ⁽⁹⁾
15	100 ⁽⁹⁾	94 ⁽⁷⁾	93 ⁽⁶⁾		126 ⁽⁷⁾	126 ⁽⁷⁾		189 ⁽⁹⁾	189 ⁽⁹⁾
16	109 ⁽¹¹⁾	98 ⁽⁷⁾	98 ⁽⁶⁾		132 ⁽⁸⁾	131 ⁽⁷⁾		198 ⁽¹¹⁾	198 ⁽¹¹⁾
17		102 ⁽⁷⁾	102 ⁽⁷⁾		137 ⁽⁸⁾	136 ⁽⁷⁾		214 ⁽¹¹⁾	214 ⁽¹¹⁾
18		107 ⁽⁷⁾	106 ⁽⁷⁾		144 ⁽⁸⁾	142 ⁽⁸⁾			
19		113 ⁽⁸⁾	111 ⁽⁷⁾		151 ⁽⁹⁾	148 ⁽⁸⁾			
20		120 ⁽⁹⁾	116 ⁽⁷⁾		161 ⁽¹¹⁾	154 ⁽⁸⁾			
21		129 ⁽¹¹⁾	121 ⁽⁷⁾		176 ⁽¹⁴⁾	160 ⁽⁸⁾			
22			126 ⁽⁷⁾			167 ⁽⁸⁾			
23			132 ⁽⁸⁾			174 ⁽⁸⁾			
24			137 ⁽⁸⁾			181 ⁽⁹⁾			
25			144 ⁽⁸⁾			189 ⁽⁹⁾			
26			151 ⁽⁹⁾			198 ⁽¹¹⁾			
27			161 ⁽¹¹⁾			214 ⁽¹⁶⁾			
28			176 ⁽¹⁴⁾						
29									


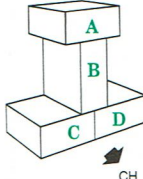

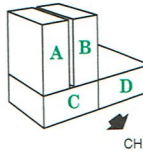
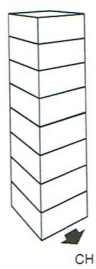

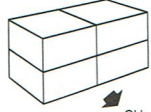
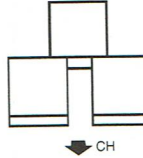
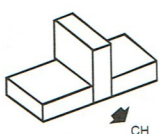
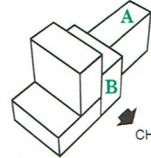
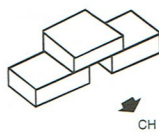
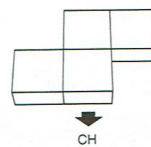
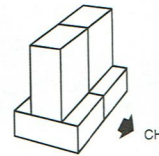
Raw Score	<input type="text"/>
Item Set Administered	<input type="text"/> to <input type="text"/>
Ability Score	<input type="text"/>

Pattern Construction—Set A

Materials	Administration Points	◆ Decision Points	Alternative Stop Point	Standard Scoring Rules
Eight natural-finish wooden blocks	Arrows on diagrams indicate the child's location relative to the model. Items are presented from the child's view.	Fewer than 4 consecutive failures in Set A, proceed to Set B.	4 consecutive failures	All blocks are correctly positioned. Vertical structure stands for at least 3 seconds. Overlaps and gaps between blocks are no greater than 1/4".
🕒 Suggested Start Points Ages 2:6–3:5 Item 1			🕒 Time Limit None	

Set A

Alternative Procedure—Sets A, B, & C		
Scoring	🕒 Suggested Start Points	◆ Decision Point
For items with 2 trials: Score 2 points for a correct response on the first trial; 1 point for a correct response on the second trial.	Ages 2:6–3:5 Item 1	Item 12 or 19
	Ages 3:6–6:11 Sample A, Item 13	Item 22 or 28
	Ages 7:0–12:11 Sample C, Item 20	Item 32 or 35
	Ages 13:0–17:11 Sample D, Item 26	Item 35 or 38

Item	Scoring Rules	Score	Item	Scoring Rules	Score								
2:6–3:5 1 Trial 1  CH	See Manual for scoring rules.	2	7  CH	Standard scoring rules PLUS: • Block B overlaps both blocks C and D	1 0								
	Trial 2  CH	See Manual for scoring rules.		1 0	8  CH	Standard scoring rules PLUS: • Blocks A and B both rest on C; and • No more than half of B rests on D	1 0						
2  CH	See Manual for scoring rules. Record number of successfully stacked blocks: <table border="1" data-bbox="493 1097 760 1187"> <tr> <th>Score</th> <th>0</th> <th>1</th> <th>2</th> </tr> <tr> <td>Child Stacks</td> <td>0–3</td> <td>4–7</td> <td>8</td> </tr> </table>	Score	0	1		2	Child Stacks	0–3	4–7	8	2 1 0	9  CH	Standard scoring rules apply.
Score	0	1	2										
Child Stacks	0–3	4–7	8										
3  CH	Standard scoring rules apply.	1 0	10  CH	Standard scoring rules apply. Note: blocks lying flat	1 0								
4  CH	Standard scoring rules apply.	1 0	11  CH	Standard scoring rules PLUS: • Block A roughly at center of block B (1/4" or more from edges of B)	1 0								
5  CH	Standard scoring rules apply.	1 0	12  CH	Standard scoring rules PLUS: • Edges line up evenly (within 1/4") Note: blocks lying flat	1 0								
6  CH	Standard scoring rules apply.	1 0											

Pattern Construction—Sets B and C

Materials	Suggested Start Points	Administration Points	Decision Points	Alternative Stop Point	Recording and Scoring
Set B Stimulus Book 2 Six black-and-yellow crepe foam squares Set C Stimulus Book 1 Nine black-and-yellow plastic blocks Stopwatch (for both sets)	Ages 3:6–6:11 Sample A, then Item 13 Ages 7:0–12:11 Sample C, then Item 20 Ages 13:0–17:11 Sample D, then Item 26	Items are presented from the child's view. On items with 2 trials, do not give a second trial if the child passes the first. Alternative Procedure If using the alternative procedure, use the shaded column to record item scores.	Fewer than 3 items with less than maximum score: Continue to next decision point. Fewer than 3 first-trial passes: Go Back to previous start point if applicable. Do not count scores on Sample Items A, B, C, or D when applying decision point criteria.	4 first-trial failures in 5 consecutive items Time Limit See item-specific time limits with each item.	For each item: Record Completion Time. Record pass (P) or fail (F). If P, give score based on response time. Do not fail a pattern that is rotated but otherwise correct.

Set B (foam squares; Stimulus Book 2)

Item	Child's View	Incorrect	Time (Limit)	P/F	Alt. Score	Score for Response Time	Score (Circle one)
3:6–6:11 A	Trial 1 Model			(30")			
	Trial 2 Model, Demonstration			(30")			
13	Trial 1 Model, Picture			(30")	2		2
	Trial 2 Model, Picture, Demonstration			(30")	1 0		1 0
B	Trial 1 Picture			(30")			
	Trial 2 Picture, Demonstration			(30")			
14	Trial 1 Picture, Demonstration			(30")	2	1-8 9-30	31+
	Trial 2 Picture, Demonstration			(30")	1 0		1-30 31+
15	Picture			(45")	2 0	1-9 10-15 16-45	46+
16	Trial 1 Picture, Demonstration			(45")	2	1-15 16-45	46+
	Trial 2 Picture, Demonstration			(45")	1 0		1-45 46+
17	Picture			(60")	2 0	1-15 16-20 21-30 31-60	61+
18	Picture			(60")	2 0	1-15 16-20 21-30 31-60	61+
19	Picture			(60")	2 0	1-15 16-25 26-40 41-60	61+

(Continues on next page.) **Item Sets 1-19, 13-19**

Set C (plastic blocks; Stimulus Book 1)

7:0-12:11

Item		Child's View	Incorrect	Time (Limit)	P/F							
C	Trial 1	Model, Picture			(30")							
	Trial 2	Model, Picture, Demonstration			(30")	Alt. Score	Score for Response Time					Score 0-4
20	Trial 1	Picture			(30")	2	1-4	5-8	9-30		31+	
	Trial 2	Picture, Demonstration			(30")	1 0				1-30	31+	
21	Trial 1	Picture			(30")	2	1-4	5-8	9-30		31+	
	Trial 2	Picture, Demonstration			(30")	1 0				1-30	31+	
22		Picture			(30")	2 0	1-4	5-8	9-12	13-30	31+	
23		Picture			(30")	2 0	1-4	5-8	9-12	13-30	31+	
24		Picture			(45")	2 0	1-4	5-8	9-12	13-45	46+	
25		Picture			(45")	2 0	1-4	5-8	9-12	13-45	46+	

13:0-17:11

Item		Child's View	Incorrect	Time (Limit)	P/F							
D	Trial 1	Picture, Demonstration			(60")							
	Trial 2	Picture, Demonstration			(60")	Alt. Score	Score for Response Time					Score 0-5
26	Trial 1	Picture			(60")	2	1-10	11-15	16-22	23-60		61+
	Trial 2	Picture, Demonstration			(60")	1 0					1-60	61+
27	Trial 1	Picture			(90")	2	1-14	15-22	23-40	41-90		91+
	Trial 2	Picture, Demonstration			(90")	1 0					1-90	91+
28		Picture			(90")	2 0	1-12	13-17	18-25	26-45	46-90	91+

Item		Child's View	Incorrect	Time (Limit)	P/F	Alt. Score	Score for Response Time						Score 0-5
							5	4	3	2	1	0	
29	Picture			(90")		2 0	1-12	13-17	18-25	26-45	46-90	91+	
30	Picture			(90")		2 0	1-12	13-17	18-25	26-45	46-90	91+	
31	Picture			(90")		2 0	1-12	13-17	18-25	26-45	46-90	91+	
32	Picture			(90")		2 0	1-12	13-17	18-25	26-45	46-90	91+	
33	Picture			(120")		2 0	1-30	31-40	41-50	51-80	81-120	121+	
34	Picture			(120")		2 0	1-20	21-30	31-45	46-60	61-120	121+	
35	Picture			(120")		2 0	1-20	21-30	31-45	46-60	61-120	121+	
36	Picture			(120")		2 0							
37	Picture			(120")		2 0							
38	Picture			(120")		2 0							

Item Sets
20-32,
26-32

Item Sets
20-35,
26-35

Alternative Procedure

Raw Score	<input type="text"/>
Item Set Administered	<input type="text"/> to <input type="text"/>
Ability Score	<input type="text"/>

(Refer to table on next page.)

Alternative Procedure	Raw Score	<input type="text"/>
Items Administered	<input type="text"/> to <input type="text"/>	
Ability Score	<input type="text"/>	

(Refer to table on next page.)

Pattern Construction

Raw Score to Ability Score

Raw Score	Item Set									
	1-12	1-19	13-19	13-22	13-28	20-28	20-32	20-35	26-32	26-35
0	10(15)	10(15)								
1	17(13)	17(13)	76(14)	75(14)	75(14)	130(12)	130(12)	130(12)	173(11)	173(11)
2	32(12)	32(12)	92(12)	92(12)	91(12)	143(10)	143(10)	143(10)	182(8)	182(8)
3	45(11)	44(11)	104(10)	103(10)	103(10)	151(9)	151(9)	151(8)	189(7)	188(7)
4	59(12)	55(10)	113(9)	112(9)	112(9)	158(7)	157(7)	157(7)	193(7)	193(6)
5	71(10)	65(9)	121(8)	118(8)	118(8)	163(7)	162(7)	162(7)	197(6)	197(6)
6	81(9)	73(8)	127(8)	124(7)	124(7)	167(6)	166(6)	166(6)	201(6)	200(6)
7	89(9)	79(8)	133(7)	128(7)	128(7)	170(6)	170(6)	170(6)	204(5)	203(5)
8	97(8)	85(7)	139(7)	133(6)	132(6)	173(5)	173(5)	173(5)	207(5)	206(5)
9	104(8)	90(7)	143(7)	137(6)	136(6)	176(5)	176(5)	176(5)	209(5)	208(5)
10	111(9)	95(7)	148(7)	140(6)	140(6)	179(5)	178(5)	178(5)	212(5)	210(5)
11	119(9)	100(7)	152(6)	144(6)	143(6)	181(5)	181(5)	181(5)	214(5)	213(5)
12	128(10)	104(7)	156(6)	147(6)	146(5)	184(5)	183(5)	183(5)	216(5)	215(5)
13	140(12)	108(6)	159(6)	150(5)	149(5)	186(5)	185(5)	185(5)	219(5)	217(4)
14		112(6)	163(6)	153(5)	152(5)	189(5)	187(5)	187(5)	221(5)	219(4)
15		116(6)	166(6)	156(5)	154(5)	191(5)	190(5)	189(4)	223(5)	220(4)
16		120(6)	170(6)	158(5)	157(5)	193(5)	192(4)	191(4)	225(5)	222(4)
17		124(6)	173(6)	161(5)	159(5)	195(5)	193(4)	193(4)	228(5)	224(4)
18		127(6)	177(6)	163(5)	161(5)	198(5)	195(4)	195(4)	230(5)	226(4)
19		131(6)	181(7)	165(5)	163(4)	200(5)	197(4)	197(4)	232(5)	228(4)
20		135(6)	186(7)	168(5)	165(4)	202(5)	199(4)	199(4)	234(5)	229(4)
21		139(6)	192(8)	170(5)	166(4)	205(5)	201(4)	200(4)	237(5)	231(4)
22		143(6)	201(11)	172(5)	168(4)	207(5)	203(4)	202(4)	239(5)	233(4)
23		146(6)		175(5)	170(4)	209(5)	204(4)	204(4)	242(5)	235(4)
24		150(6)		177(5)	172(4)	212(5)	206(4)	205(4)	244(5)	236(4)
25		153(6)		180(5)	173(4)	214(5)	208(4)	207(4)	247(5)	238(4)
26		157(6)		182(5)	175(4)	217(5)	209(4)	209(4)	250(5)	240(4)
27		160(6)		185(5)	177(4)	220(5)	211(4)	210(4)	253(6)	242(4)
28		163(6)		188(6)	178(4)	222(5)	212(4)	212(4)	256(6)	244(4)
29		167(6)		192(6)	180(4)	225(5)	214(4)	213(4)	259(6)	245(4)
30		170(6)		196(7)	181(4)	228(6)	216(4)	215(4)	263(6)	247(4)
31		174(6)		201(7)	183(4)	231(6)	217(4)	216(4)	267(7)	249(4)
32		177(6)		207(9)	185(4)	235(6)	219(4)	217(4)	272(7)	251(4)
33		181(7)		217(10)	186(4)	238(6)	221(4)	219(4)	279(9)	253(4)
34		186(7)		229(13)	188(4)	242(6)	222(4)	220(4)	288(11)	255(4)
35		192(8)			189(4)	246(7)	224(4)	222(4)		257(5)
36		201(11)			191(4)	251(7)	225(4)	223(4)		259(5)
37					193(4)	257(8)	227(4)	224(4)		261(5)
38					195(4)	266(11)	229(4)	226(4)		263(5)
39					196(4)		230(4)	227(4)		266(5)
40					198(4)		232(4)	229(4)		268(5)
41					200(4)		234(4)	230(4)		271(5)
42					202(4)		236(4)	231(4)		274(6)
43					204(4)		237(4)	233(4)		278(6)
44					206(5)		239(4)	234(4)		282(7)
45					208(5)		241(4)	236(4)		286(7)
46					210(5)		243(5)	237(4)		293(8)
47					213(5)		245(5)	238(4)		301(10)
48					215(5)		247(5)	240(4)		314(13)
49					218(5)		250(5)	241(4)		337(18)
50					220(5)		252(5)	243(4)		350(23)
51					223(5)		255(5)	244(4)		
52					226(5)		258(5)	246(4)		
53					229(5)		261(6)	247(4)		
54					232(6)		264(6)	249(4)		
55					235(6)		268(7)	251(4)		
56					238(6)		273(7)	252(4)		
57					242(6)		279(8)	254(4)		
58					246(7)		288(11)	256(4)		
59					251(7)			258(4)		
60					257(8)			260(4)		
61					266(11)			262(5)		
62								264(5)		
63								266(5)		
64								269(5)		
65								272(5)		
66								275(6)		
67								278(6)		
68								282(7)		
69								287(7)		
70								293(8)		
71								301(10)		
72								314(13)		
73								337(18)		
74								350(23)		

Pattern Construction (Alternative)

Raw Score to Ability Score

Raw Score	Item Set									
	1-12	1-19	13-22	13-28	20-32	20-35	26-35	26-38		
0	10(16)	10(16)								
1	15(13)	15(13)	78(14)	78(14)	136(13)	136(13)	199(12)	199(12)		
2	30(12)	30(12)	94(12)	94(12)	153(13)	153(13)	209(9)	209(9)		
3	43(12)	42(11)	106(10)	106(10)	166(10)	166(10)	217(8)	216(8)		
4	57(12)	54(11)	115(9)	115(9)	174(8)	174(8)	222(7)	222(7)		
5	70(11)	65(9)	121(8)	121(8)	180(7)	180(7)	227(7)	227(7)		
6	80(9)	73(8)	127(7)	126(7)	184(7)	184(7)	232(7)	232(7)		
7	88(9)	79(8)	131(7)	131(7)	188(6)	188(6)	236(6)	236(6)		
8	95(8)	85(7)	136(7)	136(7)	192(6)	192(6)	240(6)	240(6)		
9	103(8)	90(7)	140(7)	140(7)	196(6)	196(6)	244(6)	244(6)		
10	110(9)	95(7)	144(7)	144(7)	200(6)	200(6)	247(6)	247(6)		
11	118(9)	100(7)	149(7)	149(7)	203(6)	203(6)	251(6)	251(6)		
12	127(10)	104(7)	154(7)	153(7)	207(6)	207(6)	255(6)	255(6)		
13	140(13)	109(7)	159(7)	158(7)	211(7)	211(6)	259(7)	259(6)		
14		113(6)	164(7)	162(7)	216(7)	216(7)	264(7)	263(7)		
15		117(6)	169(7)	167(7)	220(7)	220(7)	270(8)	268(7)		
16		121(6)	174(8)	171(7)	225(7)	224(7)	276(8)	273(7)		
17		125(6)	180(8)	175(6)	229(6)	229(6)	284(9)	278(7)		
18		129(6)	187(9)	179(6)	233(6)	233(6)	293(10)	283(7)		
19		133(6)	197(11)	183(6)	237(6)	237(6)	304(12)	287(7)		
20		137(6)		187(6)	241(6)	240(6)		292(7)		
21		141(7)		190(6)	245(6)	244(6)		296(7)		
22		145(7)		194(6)	249(7)	248(6)		300(7)		
23		150(7)		197(6)	254(7)	251(6)		305(7)		
24		155(7)		201(6)	259(8)	255(6)		311(8)		
25		161(8)		204(6)	268(11)	259(7)		319(11)		
26		169(9)		208(7)		264(7)		323(13)		
27		179(11)		213(7)		270(8)				
28				218(7)		276(8)				
29				224(8)		284(9)				
30				231(9)		293(10)				
31				240(11)		304(12)				
32										

Matrices

Materials	Suggested Start Points	Administration Points	Decision Points	Alternative Stop Point
Set A Stimulus Book 3 Set B Stimulus Book 2	Set A Ages 3:6–6:11 Item 1 Set B Ages 7:0–10:11 Samples A–C, then Item 20 Ages 11:0–13:11 Samples A–D, then Item 28 Ages 14:0–17:11 Samples A–D, then Item 35	🍏 = Teaching item Responses are presented from the child's view. Provide teaching on Sample D regardless of whether the item was passed or failed.	Fewer than 3 wrong: Continue to next decision point. Fewer than 3 right: Go Back to previous start point if applicable. Do not count scores on Sample Items A, B, C, or D when applying decision point criteria.	Set A 4 failures in 5 consecutive items Set B 5 failures in 6 consecutive items

Set A (Stimulus Book 3)

	Item	Response				Score 0–1
3:6–6:11 ➡	1	1	2	3	4	
	2	1	2	3	4	
	3	1	2	3	4	
	4	1	2	3	4	
	5	1	2	3	4	
	6	1	2	3	4	
	7	1	2	3	4	
	8	1	2	3	4	
	9	1	2	3	4	
	10	1	2	3	4	
	11	1	2	3	4	
	12	1	2	3	4	
	13	1	2	3	4	
	14	1	2	3	4	
	15	1	2	3	4	
	16	1	2	3	4	
	17	1	2	3	4	
	18	1	2	3	4	
	19	1	2	3	4	

(Continues on next page.)

Item Set
1–19

Set B (Stimulus Book 2)

Item	Response	Score 0-1
All Ages ▶ A	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
7:0-10:11 ▶ 20	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
All Ages ▶ D	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	

Item	Response	Score 0-1
14:0-17:11 ▶ 35	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
Item Set 1-27 ▶ 36	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
Item Set 20-41, 28-41 ▶ 37	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
Item Set 28-49, 35-49 ▶ 38	1 2 3 4 5 6	
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	1 2 3 4 5 6	
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	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
Item Set 1-34, 20-34 ▶ 39	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
Item Set 35-56 ▶ 40	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	
	1 2 3 4 5 6	

Matrices

Raw Score to Ability Score

Raw Score	Item Set									
	1-19	1-27	1-34	20-34	20-41	28-41	28-49	35-49	35-56	
0	10 ⁽¹⁵⁾	10 ⁽¹⁵⁾	10 ⁽¹⁵⁾							
1	18 ⁽¹¹⁾	16 ⁽¹¹⁾	16 ⁽¹¹⁾	26 ⁽¹¹⁾	26 ⁽¹¹⁾	53 ⁽¹¹⁾	53 ⁽¹¹⁾	70 ⁽¹¹⁾	69 ⁽¹¹⁾	
2	27 ⁽⁹⁾	24 ⁽⁸⁾	24 ⁽⁸⁾	35 ⁽⁹⁾	35 ⁽⁸⁾	62 ⁽⁸⁾	61 ⁽⁸⁾	78 ⁽⁸⁾	77 ⁽⁸⁾	
3	35 ⁽⁸⁾	30 ⁽⁷⁾	30 ⁽⁷⁾	42 ⁽⁸⁾	41 ⁽⁸⁾	67 ⁽⁷⁾	67 ⁽⁷⁾	83 ⁽⁷⁾	83 ⁽⁷⁾	
4	41 ⁽⁸⁾	35 ⁽⁷⁾	35 ⁽⁷⁾	47 ⁽⁷⁾	47 ⁽⁷⁾	72 ⁽⁶⁾	71 ⁽⁶⁾	88 ⁽⁶⁾	87 ⁽⁶⁾	
5	48 ⁽⁸⁾	40 ⁽⁶⁾	39 ⁽⁶⁾	52 ⁽⁷⁾	51 ⁽⁷⁾	76 ⁽⁶⁾	75 ⁽⁶⁾	92 ⁽⁶⁾	91 ⁽⁶⁾	
6	54 ⁽⁸⁾	44 ⁽⁶⁾	43 ⁽⁶⁾	57 ⁽⁷⁾	56 ⁽⁶⁾	79 ⁽⁶⁾	78 ⁽⁶⁾	95 ⁽⁶⁾	94 ⁽⁶⁾	
7	59 ⁽⁷⁾	47 ⁽⁶⁾	47 ⁽⁶⁾	61 ⁽⁷⁾	60 ⁽⁶⁾	83 ⁽⁶⁾	81 ⁽⁵⁾	99 ⁽⁶⁾	97 ⁽⁶⁾	
8	64 ⁽⁶⁾	51 ⁽⁶⁾	50 ⁽⁶⁾	65 ⁽⁶⁾	63 ⁽⁶⁾	86 ⁽⁶⁾	84 ⁽⁵⁾	102 ⁽⁶⁾	100 ⁽⁵⁾	
9	67 ⁽⁶⁾	54 ⁽⁶⁾	53 ⁽⁵⁾	69 ⁽⁶⁾	67 ⁽⁶⁾	90 ⁽⁶⁾	87 ⁽⁵⁾	106 ⁽⁶⁾	103 ⁽⁵⁾	
10	71 ⁽⁶⁾	57 ⁽⁵⁾	56 ⁽⁵⁾	74 ⁽⁶⁾	70 ⁽⁶⁾	94 ⁽⁶⁾	90 ⁽⁵⁾	110 ⁽⁶⁾	106 ⁽⁵⁾	
11	74 ⁽⁶⁾	60 ⁽⁵⁾	58 ⁽⁵⁾	78 ⁽⁷⁾	73 ⁽⁵⁾	98 ⁽⁷⁾	92 ⁽⁵⁾	113 ⁽⁶⁾	109 ⁽⁵⁾	
12	77 ⁽⁶⁾	62 ⁽⁵⁾	61 ⁽⁵⁾	82 ⁽⁷⁾	76 ⁽⁵⁾	103 ⁽⁸⁾	95 ⁽⁵⁾	118 ⁽⁷⁾	111 ⁽⁵⁾	
13	80 ⁽⁶⁾	65 ⁽⁵⁾	63 ⁽⁵⁾	88 ⁽⁸⁾	79 ⁽⁵⁾	112 ⁽¹¹⁾	98 ⁽⁵⁾	124 ⁽⁸⁾	114 ⁽⁵⁾	
14	84 ⁽⁶⁾	67 ⁽⁵⁾	65 ⁽⁵⁾	97 ⁽¹¹⁾	82 ⁽⁵⁾		101 ⁽⁵⁾	132 ⁽¹¹⁾	117 ⁽⁵⁾	
15	88 ⁽⁶⁾	70 ⁽⁵⁾	67 ⁽⁴⁾		85 ⁽⁵⁾		104 ⁽⁶⁾		120 ⁽⁵⁾	
16	92 ⁽⁷⁾	72 ⁽⁵⁾	69 ⁽⁴⁾			88 ⁽⁶⁾	107 ⁽⁶⁾		123 ⁽⁶⁾	
17	97 ⁽⁸⁾	75 ⁽⁵⁾	71 ⁽⁴⁾			91 ⁽⁶⁾	110 ⁽⁶⁾		126 ⁽⁶⁾	
18	106 ⁽¹¹⁾	77 ⁽⁵⁾	73 ⁽⁴⁾			95 ⁽⁶⁾	114 ⁽⁶⁾		130 ⁽⁶⁾	
19		79 ⁽⁵⁾	75 ⁽⁴⁾			99 ⁽⁷⁾	119 ⁽⁷⁾		134 ⁽⁷⁾	
20		82 ⁽⁵⁾	76 ⁽⁴⁾			104 ⁽⁸⁾	124 ⁽⁸⁾		139 ⁽⁸⁾	
21		85 ⁽⁵⁾	78 ⁽⁴⁾			112 ⁽¹¹⁾	132 ⁽¹¹⁾		147 ⁽¹¹⁾	
22		87 ⁽⁶⁾	80 ⁽⁴⁾						155 ⁽¹⁷⁾	
23		91 ⁽⁶⁾	82 ⁽⁴⁾							
24		95 ⁽⁷⁾	84 ⁽⁴⁾							
25		100 ⁽⁸⁾	86 ⁽⁴⁾							
26		108 ⁽¹¹⁾	88 ⁽⁵⁾							
27			90 ⁽⁵⁾							
28			92 ⁽⁵⁾							
29			95 ⁽⁵⁾							
30			98 ⁽⁶⁾							
31				101 ⁽⁶⁾						
32				106 ⁽⁸⁾						
33				114 ⁽¹⁰⁾						
34										

Raw Score	<input type="text"/>
Item Set Administered	<input type="text"/> to <input type="text"/>
Ability Score	<input type="text"/>

Recall of Objects—Delayed





















Materials	Start Point	Administration Points	Decision Points	Alternative Stop Point	Time Limit
Recall of Objects card Stopwatch	Ages 4:0–17:11 Delayed Trial	This delayed trial should be administered immediately after administering Pattern Construction and Matrices. Do not allow an excessive time delay. Do not give credit for second or further naming of any object.	None	None Administer Delayed Trial.	Exposure: No exposure Recall: 45 seconds

Time Delayed Trial Started

4:0–17:11

Delayed Trial

Exposure: No exposure
Recall: 45 seconds

		Response	Score 0–1
ball			
basket			
bicycle			
bird			
boat			
bottle			
bowl			
bus			
clock			
cup			
fire			
fish			
hat			
horse			
ladder			
mouse			
ring			
shoe			
tractor			
zipper			

Recall of Objects—Immediate

Raw Score to Ability Score

Raw Score	Item Set	Raw Score	Item Set
	1–60		1–60
0	10 ⁽¹³⁾	31	162 ⁽⁶⁾
1	22 ⁽¹¹⁾	32	166 ⁽⁶⁾
2	32 ⁽⁹⁾	33	170 ⁽⁶⁾
3	39 ⁽⁸⁾	34	174 ⁽⁶⁾
4	45 ⁽⁸⁾	35	178 ⁽⁶⁾
5	51 ⁽⁷⁾	36	182 ⁽⁷⁾
6	56 ⁽⁷⁾	37	187 ⁽⁷⁾
7	61 ⁽⁷⁾	38	191 ⁽⁷⁾
8	66 ⁽⁷⁾	39	195 ⁽⁷⁾
9	71 ⁽⁷⁾	40	200 ⁽⁷⁾
10	75 ⁽⁷⁾	41	204 ⁽⁷⁾
11	80 ⁽⁷⁾	42	208 ⁽⁷⁾
12	85 ⁽⁷⁾	43	213 ⁽⁷⁾
13	89 ⁽⁷⁾	44	217 ⁽⁷⁾
14	94 ⁽⁷⁾	45	222 ⁽⁷⁾
15	98 ⁽⁷⁾	46	226 ⁽⁷⁾
16	103 ⁽⁷⁾	47	231 ⁽⁷⁾
17	107 ⁽⁷⁾	48	236 ⁽⁷⁾
18	111 ⁽⁶⁾	49	241 ⁽⁷⁾
19	116 ⁽⁶⁾	50	246 ⁽⁷⁾
20	120 ⁽⁶⁾	51	251 ⁽⁷⁾
21	124 ⁽⁶⁾	52	256 ⁽⁷⁾
22	128 ⁽⁶⁾	53	261 ⁽⁷⁾
23	132 ⁽⁶⁾	54	267 ⁽⁸⁾
24	136 ⁽⁶⁾	55	273 ⁽⁸⁾
25	139 ⁽⁶⁾	56	279 ⁽⁸⁾
26	143 ⁽⁶⁾	57	286 ⁽⁹⁾
27	147 ⁽⁶⁾	58	296 ⁽¹⁰⁾
28	151 ⁽⁶⁾	59	307 ⁽¹²⁾
29	155 ⁽⁶⁾	60	321 ⁽¹⁵⁾
30	158 ⁽⁶⁾		

Delayed Raw Score (Max. = 20)	<input type="text"/>
T Score for Delayed Trial	<input type="text"/>
Immediate Raw Score (Trial 1 + Trial 2 + Trial 3)	<input type="text"/>
Ability Score for Immediate Trials	<input type="text"/>
T Score for Immediate Trials	<input type="text"/>

If the difference between *T* scores is 11 points or more, interpret both the Delayed and Immediate *T* scores.

If the difference is less than 11 points, interpret only the Immediate *T* score.

Copying

Materials	Suggested Start Points	Administration Points	Decision Points	Alternative Stop Point
Stimulus Book 1 Pencil with eraser Blank sheets of paper (approx. 4" x 5") Scoring Templates A and B	Ages 3:6–4:11 Item 1 Ages 5:0–5:11 Item 5 Ages 6:0–8:11 Item 11	After each item, remove the child's drawing and give the child a new sheet of paper before presenting the next item. Allow the child to erase. Allow the child to make a second attempt.	Use P/F column for Decision Point. If only 1 or 2 items apparently earn less than maximum scores: Continue to next decision point. Fewer than 3 apparent passes (at least 1 point): Go Back to previous start point if applicable.	5 consecutive failures

Item	P/F*	Score
3:6–4:11 1		0 1
2		0 1 2
3		0 1 2
4		0 1 2
5:0–5:11 5		0 1 2
6		0 1 2
7		0 1 2
8		0 1 2
9		0 1 2
10		0 1 2
6:0–8:11 11		0 1 2
12		0 1 2 3
13		0 1 2
14		0 1 2
15		0 1 2

Item	P/F*	Score
16		0 1 2 3
17		0 1 2 3
18		0 1 2 3
19		0 1 2
20		0 1 2

Item Sets
5–20,
11–20

*Record tentative scores in this column for Decision Point and Alternative Stop Point rules as follows:

- F = Apparent failure (0 points)
- P = Apparent pass (at least 1 point)
- P+ = Apparent maximum score

Copying

Raw Score to Ability Score

Raw Score	Item Set				
	1–12	1–15	5–15	5–20	11–20
0	10 ⁽¹²⁾	10 ⁽¹²⁾			
1	23 ⁽¹²⁾	23 ⁽¹²⁾	49 ⁽¹¹⁾	49 ⁽¹¹⁾	80 ⁽¹¹⁾
2	34 ⁽¹⁰⁾	34 ⁽¹⁰⁾	58 ⁽⁸⁾	58 ⁽⁸⁾	89 ⁽⁹⁾
3	43 ⁽⁸⁾	43 ⁽⁸⁾	63 ⁽⁷⁾	63 ⁽⁷⁾	96 ⁽⁷⁾
4	49 ⁽⁷⁾	49 ⁽⁷⁾	68 ⁽⁶⁾	68 ⁽⁶⁾	101 ⁽⁷⁾
5	54 ⁽⁷⁾	54 ⁽⁷⁾	72 ⁽⁶⁾	72 ⁽⁶⁾	105 ⁽⁶⁾
6	58 ⁽⁶⁾	58 ⁽⁶⁾	76 ⁽⁶⁾	75 ⁽⁶⁾	109 ⁽⁶⁾
7	62 ⁽⁶⁾	62 ⁽⁶⁾	79 ⁽⁶⁾	79 ⁽⁶⁾	112 ⁽⁶⁾
8	65 ⁽⁶⁾	65 ⁽⁶⁾	83 ⁽⁶⁾	82 ⁽⁶⁾	115 ⁽⁶⁾
9	68 ⁽⁶⁾	68 ⁽⁵⁾	86 ⁽⁶⁾	85 ⁽⁶⁾	118 ⁽⁵⁾
10	71 ⁽⁵⁾	71 ⁽⁵⁾	89 ⁽⁶⁾	89 ⁽⁶⁾	121 ⁽⁵⁾
11	74 ⁽⁵⁾	74 ⁽⁵⁾	93 ⁽⁶⁾	92 ⁽⁶⁾	124 ⁽⁵⁾
12	77 ⁽⁵⁾	77 ⁽⁵⁾	96 ⁽⁶⁾	95 ⁽⁶⁾	127 ⁽⁵⁾
13	80 ⁽⁵⁾	79 ⁽⁵⁾	100 ⁽⁶⁾	98 ⁽⁵⁾	130 ⁽⁵⁾
14	83 ⁽⁵⁾	82 ⁽⁵⁾	103 ⁽⁶⁾	101 ⁽⁵⁾	133 ⁽⁵⁾
15	86 ⁽⁶⁾	85 ⁽⁵⁾	107 ⁽⁶⁾	104 ⁽⁵⁾	136 ⁽⁵⁾
16	89 ⁽⁶⁾	88 ⁽⁵⁾	111 ⁽⁶⁾	106 ⁽⁵⁾	139 ⁽⁵⁾
17	93 ⁽⁶⁾	91 ⁽⁶⁾	115 ⁽⁷⁾	109 ⁽⁵⁾	142 ⁽⁶⁾
18	96 ⁽⁶⁾	94 ⁽⁶⁾	120 ⁽⁷⁾	112 ⁽⁵⁾	145 ⁽⁶⁾
19	100 ⁽⁷⁾	97 ⁽⁶⁾	125 ⁽⁷⁾	115 ⁽⁵⁾	148 ⁽⁶⁾
20	105 ⁽⁷⁾	101 ⁽⁶⁾	131 ⁽⁸⁾	117 ⁽⁵⁾	152 ⁽⁶⁾
21	111 ⁽⁸⁾	104 ⁽⁶⁾	139 ⁽¹⁰⁾	120 ⁽⁵⁾	156 ⁽⁷⁾
22	118 ⁽⁹⁾	108 ⁽⁶⁾	151 ⁽¹²⁾	122 ⁽⁵⁾	162 ⁽⁸⁾
23	128 ⁽¹²⁾	111 ⁽⁶⁾		125 ⁽⁵⁾	170 ⁽¹¹⁾
24		115 ⁽⁷⁾		128 ⁽⁵⁾	181 ⁽¹²⁾
25		120 ⁽⁷⁾		130 ⁽⁵⁾	
26		125 ⁽⁷⁾		133 ⁽⁵⁾	
27		131 ⁽⁸⁾		136 ⁽⁵⁾	
28		139 ⁽¹⁰⁾		139 ⁽⁵⁾	
29		151 ⁽¹²⁾		142 ⁽⁶⁾	
30				145 ⁽⁶⁾	
31				148 ⁽⁶⁾	
32				152 ⁽⁶⁾	
33				156 ⁽⁷⁾	
34				162 ⁽⁸⁾	
35				170 ⁽¹¹⁾	
36				181 ⁽¹²⁾	


Raw Score	<input type="text"/>
Item Set Administered	<input type="text"/> to <input type="text"/>
Ability Score	<input type="text"/>

Recall of Digits Forward

Materials	Start Point	Administration Points	Decision Points	Discontinue Rule
None	Ages 2:6–17:11 Item 1	Read numbers at 2 per second.	None	Discontinue after a ceiling has been reached. See below for basal and ceiling rules.

Establishing Basal and Ceiling Levels

- Administer Item 1. If the child passes, proceed to the first item of the next block (Item 6). Continue with the first item of each block until an item is failed or until you reach Item 35.
- If the child successfully completes Item 35, administer Items 36–38. (Be sure to establish a basal before discontinuing.)
- When a child fails the first item in a block, move back one block and administer the remaining items in that block. After completing the block, if the child has failed more than one item in that block, immediately move back to the previous block. Continue until a basal is established (**Basal Level: no more than one failure in a block**).
- Go forward to the block in which the first item was failed. Administer the remaining items in that block. If the child passes more than one item in that block, continue on and administer items until the ceiling is established (**Ceiling Level: no more than one pass in a block**).
- Give credit for all items below the basal block and obtain the raw score.

	Item	Response	Score 0–1
All Ages 	1	4–4	<input type="checkbox"/>
	2	2–3	<input type="checkbox"/>
	3	5–4	<input type="checkbox"/>
	4	9–2	<input type="checkbox"/>
	5	7–5	<input type="checkbox"/>
	6	8–6–6	<input type="checkbox"/>
	7	2–4–2	<input type="checkbox"/>
	8	5–6–4	<input type="checkbox"/>
	9	7–5–6	<input type="checkbox"/>
	10	4–8–3	<input type="checkbox"/>
	11	5–8–7–7	<input type="checkbox"/>
	12	3–2–3–8	<input type="checkbox"/>
	13	8–9–5–6	<input type="checkbox"/>
	14	8–4–9–5	<input type="checkbox"/>
	15	6–1–5–9	<input type="checkbox"/>
	16	5–7–6–6–7	<input type="checkbox"/>
	17	5–7–7–3–6	<input type="checkbox"/>
	18	5–6–9–6–4	<input type="checkbox"/>
	19	2–3–7–4–6	<input type="checkbox"/>
	20	9–5–2–4–7	<input type="checkbox"/>

(Continues on next page.)

Item	Response	Score 0-1
21	9-2-2-8-2-8	<input type="checkbox"/>
22	5-4-5-4-5-7	<input type="checkbox"/>
23	1-6-2-9-9-7	<input type="checkbox"/>
24	4-1-7-4-3-2	<input type="checkbox"/>
25	7-5-1-9-4-6	<input type="checkbox"/>

26	8-8-4-5-5-1-7	<input type="checkbox"/>
27	2-4-3-8-2-2-4	<input type="checkbox"/>
28	2-9-1-4-1-3-9	<input type="checkbox"/>
29	2-5-6-9-8-7-4	<input type="checkbox"/>
30	5-8-1-4-7-2-6	<input type="checkbox"/>

31	2-3-2-3-3-6-2-6	<input type="checkbox"/>
32	5-8-8-7-8-4-4-6	<input type="checkbox"/>
33	3-8-8-9-6-1-5-2	<input type="checkbox"/>
34	2-5-8-3-7-4-6-1	<input type="checkbox"/>

35	4-4-7-5-7-5-6-1-6	<input type="checkbox"/>
36	9-2-8-4-1-4-3-7-5	<input type="checkbox"/>
37	5-7-5-7-7-8-5-9-7-2	<input type="checkbox"/>
38	6-1-4-9-2-5-7-3-1-8	<input type="checkbox"/>



Number Correct

(Give credit for all items below the basal.)

Ability Score

Recall of Digits Forward			
Raw Score to Ability Score			
Raw Score	Item Set	Raw Score	Item Set
0	10 ⁽¹⁵⁾	21	163 ⁽⁸⁾
1	18 ⁽¹¹⁾	22	168 ⁽⁷⁾
2	28 ⁽⁹⁾	23	174 ⁽⁷⁾
3	36 ⁽⁹⁾	24	179 ⁽⁷⁾
4	43 ⁽⁹⁾	25	184 ⁽⁷⁾
5	53 ⁽⁹⁾	26	189 ⁽⁷⁾
6	62 ⁽⁹⁾	27	194 ⁽⁷⁾
7	69 ⁽⁸⁾	28	199 ⁽⁷⁾
8	76 ⁽⁸⁾	29	204 ⁽⁷⁾
9	84 ⁽⁹⁾	30	210 ⁽⁷⁾
10	91 ⁽⁹⁾	31	215 ⁽⁸⁾
11	99 ⁽⁹⁾	32	221 ⁽⁸⁾
12	106 ⁽⁸⁾	33	228 ⁽⁸⁾
13	113 ⁽⁸⁾	34	235 ⁽⁹⁾
14	120 ⁽⁸⁾	35	245 ⁽¹⁰⁾
15	126 ⁽⁸⁾	36	257 ⁽¹¹⁾
16	133 ⁽⁸⁾	37	271 ⁽¹³⁾
17	139 ⁽⁸⁾	38	280 ⁽¹⁶⁾
18	145 ⁽⁸⁾		
19	151 ⁽⁸⁾		
20	157 ⁽⁸⁾		

Recognition of Pictures

Materials	Suggested Start Points	Administration Points	Decision Points	Alternative Stop Point
Stimulus Book 4 Stopwatch	Ages 2:6–4:11 Samples A–B, then Item 1 Ages 5:0–8:11 Samples A–B, then Item 5 Ages 9:0–17:11 Samples A–B, then Item 9	 = Teaching item Correct responses appear in color.	Fewer than 3 wrong: Continue to next decision point. Fewer than 3 right: Go Back to previous start point if applicable. Do not count scores on Sample Items A and B when applying decision point criteria.	4 consecutive failures <hr/>  Time Limit Exposure: 5 seconds

	Item	Child's View	Opposite View	Score 0–1
All Ages	A			
	B			
2:6–4:11	1			
	2			
	3			
	4			
5:0–8:11	5			
	6			
	7			
	8			
9:0–17:11	9			
	10			
	11			
	12			
	13			
	14			

Item	Child's View	Opposite View	Score 0–1
15			
16			
17			
18			
19			
20			

Item Sets 5–20, 9–20

Raw Score

Item Set Administered to

Ability Score

Recognition of Pictures Raw Score to Ability Score

Raw Score	Item Set				
	1–9	1–14	5–14	5–20	9–20
0	10 ⁽¹⁶⁾	10 ⁽¹⁶⁾			
1	24 ⁽¹²⁾	24 ⁽¹²⁾	60 ⁽¹²⁾	60 ⁽¹²⁾	83 ⁽¹²⁾
2	36 ⁽¹⁰⁾	36 ⁽¹⁰⁾	71 ⁽¹⁰⁾	71 ⁽¹⁰⁾	94 ⁽⁹⁾
3	46 ⁽¹⁰⁾	46 ⁽¹⁰⁾	80 ⁽⁹⁾	79 ⁽⁹⁾	101 ⁽⁸⁾
4	55 ⁽¹⁰⁾	55 ⁽¹⁰⁾	87 ⁽⁸⁾	86 ⁽⁸⁾	107 ⁽⁷⁾
5	65 ⁽¹⁰⁾	64 ⁽⁹⁾	94 ⁽⁸⁾	93 ⁽⁸⁾	112 ⁽⁷⁾
6	74 ⁽⁹⁾	73 ⁽⁹⁾	100 ⁽⁸⁾	98 ⁽⁷⁾	117 ⁽⁷⁾
7	83 ⁽¹⁰⁾	80 ⁽⁹⁾	107 ⁽⁸⁾	104 ⁽⁷⁾	122 ⁽⁷⁾
8	94 ⁽¹²⁾	87 ⁽⁸⁾	114 ⁽⁹⁾	108 ⁽⁷⁾	126 ⁽⁷⁾
9		94 ⁽⁸⁾	123 ⁽¹¹⁾	113 ⁽⁷⁾	131 ⁽⁷⁾
10		100 ⁽⁸⁾		117 ⁽⁷⁾	138 ⁽⁸⁾
11		107 ⁽⁸⁾		122 ⁽⁷⁾	146 ⁽¹¹⁾
12		114 ⁽⁹⁾		126 ⁽⁷⁾	158 ⁽¹⁶⁾
13		123 ⁽¹¹⁾		132 ⁽⁷⁾	
14				138 ⁽⁸⁾	
15				146 ⁽¹¹⁾	
16				158 ⁽¹⁶⁾	

Item Set 1–9

Item Sets 1–14, 5–14

Early Number Concepts

Materials	Suggested Start Points	Administration Points	Decision Points	Alternative Stop Point
Stimulus Book 2 Ten green plastic squares	Ages 2:6–4:11 Item 1 Ages 5:0–5:11 Item 4 Ages 6:0–6:11 Item 12 Ages 7:0–8:11 Item 18	<p>● = Teaching item Responses are presented from the child's view.</p> <p>Item 3 Directions Read the Manual carefully before administering Item 3. Item 3 is failed only if a score of 0 is received on both parts of item.</p>	<p>Fewer than 3 wrong: Continue to next decision point. Fewer than 3 right: Go Back to previous start point if applicable.</p>	After 5 failures in 6 consecutive items

Item	Response	Score 0–1
2:6–4:11 → 1 1 green square		
2 2 green squares		

	0	1	2	3	Score 0–3
3 Recites	0 1 2	3 4 5	6 7 8 9	10	
Points with reciting	0 1 2	3 4 5	6 7 8 9	10	

Item	Response	Score 0–1
5:0–5:11 → 4 Points to big shovel	1 2 3 4	
5 Points to little bucket	1 2 3 4	
6 Points to largest fish	1 2 3 4	
7 Points to smallest ball	1 2 3 4 5 6	
8 Points to full glass	1 2 3 4 5	
9 Points to empty glass	1 2 3 4 5	
10 Points to plant with many flowers	1 2 3 4 5	
11 Points to plant with no flowers	1 2 3 4 5	
6:0–6:11 → 12 Points to whole orange	1 2 3 4	
13 Points to girl with the most balloons	1 2 3 4	
14 Five		
15 Points to bowl with few strawberries	1 2 3 4	
16 Points to glass with least juice	1 2 3 4	
17 Nine		
7:0–8:11 → 18 Points to numeral 2	9 4 6 2 7 5	
19 Points to numeral 9	9 4 6 2 7 5	

Item Set 1–11

Item Sets 1–19, 4–19

Item	Response	Score 0-1
20 Says numeral 5	5 10	
21 Says numeral 10	5 10	
22 (Examiner points to 2 boxes) Points to person with 3 boxes	1 2 3 4 5 6	
23 (Examiner points to 2 boxes) Points to person with 1 box	1 2 3 4 5 6	
24 Points to both people with 4 boxes	1 2 3 4 5 6	
25 (Examiner points to 2 boxes) Points to fifth person with 4 boxes	6 5 4 3 2 1	
26 Points to snails and bottles	1 2 3 4 5 6	
27 Points to numeral 28	208 28 82 88	
28 Points to numeral 16	12 13 14 15 16 17 18 19	
29 Says numeral 100	31 100	
30 Says numeral 31	31 100	
31 Sixteen		
32 Eight		
33 Fifty-three		

Item Sets
4-25,
12-25

Item Sets
12-33,
18-33

Raw Score	<input type="text"/>
Item Set Administered	<input type="text"/> to <input type="text"/>
Ability Score	<input type="text"/>

Early Number Concepts Raw Score to Ability Score

Raw Score	Item Set						
	1-11	1-19	4-19	4-25	12-25	12-33	18-33
0	10 ⁽¹³⁾	10 ⁽¹³⁾					
1	17 ⁽¹¹⁾	17 ⁽¹¹⁾	29 ⁽¹²⁾	29 ⁽¹²⁾	64 ⁽¹¹⁾	64 ⁽¹¹⁾	81 ⁽¹¹⁾
2	27 ⁽⁹⁾	27 ⁽⁹⁾	40 ⁽⁹⁾	40 ⁽⁹⁾	73 ⁽⁹⁾	73 ⁽⁹⁾	90 ⁽⁸⁾
3	34 ⁽⁸⁾	33 ⁽⁷⁾	48 ⁽⁸⁾	48 ⁽⁸⁾	80 ⁽⁷⁾	79 ⁽⁷⁾	96 ⁽⁷⁾
4	39 ⁽⁷⁾	38 ⁽⁷⁾	54 ⁽⁸⁾	54 ⁽⁷⁾	85 ⁽⁷⁾	84 ⁽⁷⁾	101 ⁽⁷⁾
5	43 ⁽⁶⁾	43 ⁽⁶⁾	59 ⁽⁷⁾	59 ⁽⁷⁾	89 ⁽⁶⁾	88 ⁽⁶⁾	105 ⁽⁶⁾
6	47 ⁽⁶⁾	47 ⁽⁶⁾	64 ⁽⁷⁾	64 ⁽⁷⁾	93 ⁽⁶⁾	92 ⁽⁶⁾	109 ⁽⁶⁾
7	51 ⁽⁶⁾	50 ⁽⁶⁾	69 ⁽⁷⁾	68 ⁽⁷⁾	97 ⁽⁶⁾	95 ⁽⁶⁾	113 ⁽⁶⁾
8	55 ⁽⁶⁾	53 ⁽⁶⁾	74 ⁽⁷⁾	72 ⁽⁶⁾	101 ⁽⁶⁾	99 ⁽⁶⁾	117 ⁽⁶⁾
9	58 ⁽⁶⁾	56 ⁽⁶⁾	78 ⁽⁷⁾	76 ⁽⁶⁾	105 ⁽⁷⁾	102 ⁽⁶⁾	121 ⁽⁶⁾
10	61 ⁽⁶⁾	59 ⁽⁵⁾	83 ⁽⁷⁾	80 ⁽⁶⁾	110 ⁽⁷⁾	105 ⁽⁶⁾	125 ⁽⁶⁾
11	65 ⁽⁶⁾	62 ⁽⁵⁾	88 ⁽⁷⁾	84 ⁽⁶⁾	115 ⁽⁷⁾	108 ⁽⁶⁾	129 ⁽⁷⁾
12	69 ⁽⁶⁾	65 ⁽⁵⁾	93 ⁽⁷⁾	87 ⁽⁶⁾	121 ⁽⁸⁾	112 ⁽⁶⁾	133 ⁽⁷⁾
13	73 ⁽⁷⁾	68 ⁽⁵⁾	98 ⁽⁸⁾	91 ⁽⁶⁾	130 ⁽¹¹⁾	115 ⁽⁶⁾	139 ⁽⁸⁾
14	79 ⁽⁸⁾	71 ⁽⁶⁾	105 ⁽⁹⁾	95 ⁽⁶⁾		118 ⁽⁶⁾	145 ⁽⁹⁾
15	87 ⁽¹¹⁾	74 ⁽⁶⁾	114 ⁽¹¹⁾	98 ⁽⁶⁾		122 ⁽⁶⁾	154 ⁽¹¹⁾
16		78 ⁽⁶⁾		102 ⁽⁶⁾		125 ⁽⁶⁾	163 ⁽¹⁶⁾
17		81 ⁽⁶⁾		106 ⁽⁶⁾		129 ⁽⁶⁾	
18		85 ⁽⁶⁾		110 ⁽⁷⁾		134 ⁽⁷⁾	
19		89 ⁽⁷⁾		115 ⁽⁷⁾		139 ⁽⁷⁾	
20		94 ⁽⁷⁾		121 ⁽⁸⁾		145 ⁽⁹⁾	
21		99 ⁽⁷⁾		130 ⁽¹¹⁾		155 ⁽¹¹⁾	
22		105 ⁽⁸⁾				163 ⁽¹⁶⁾	
23		114 ⁽¹¹⁾					
24							

Matching Letter-Like Forms

Materials	Suggested Start Points	Administration Points	Decision Points	Alternative Stop Point
Stimulus Book 2	Ages 4:0–4:11 Sample A, then Item 1 Ages 5:0–8:11 Sample A, then Item 10	● = Teaching item Responses are presented from the child's view.	Fewer than 3 wrong: Continue to next decision point. Fewer than 3 right: Go Back to previous start point if applicable.	5 failures in 6 consecutive items

	Item	Response			Score 0–1	
All Ages →	A	1	2	3		
		4	5	6		
	4:0–4:11 →	1	1	2	3	
			4	5	6	
		2	1	2	3	
			4	5	6	
		3	1	2	3	
			4	5	6	
		4	1	2	3	
			4	5	6	
5		1	2	3		
		4	5	6		
6	1	2	3			
	4	5	6			
7	1	2	3			
	4	5	6			
8	1	2	3			
	4	5	6			
9	1	2	3			
	4	5	6			
5:0–8:11 →	10	1	2	3		
		4	5	6		
	11	1	2	3		
		4	5	6		
	12	1	2	3		
		4	5	6		
	13	1	2	3		
		4	5	6		
	14	1	2	3		
		4	5	6		
	15	1	2	3		
		4	5	6		
16	1	2	3			
	4	5	6			
17	1	2	3			
	4	5	6			
18	1	2	3			
	4	5	6			
19	1	2	3			
	4	5	6			
20	1	2	3			
	4	5	6			

Item Set 1–20

	Item	Response			Score 0–1
21		1	2	3	
		4	5	6	
22		1	2	3	
		4	5	6	
23		1	2	3	
		4	5	6	
24		1	2	3	
		4	5	6	
25		1	2	3	
		4	5	6	
26		1	2	3	
		4	5	6	
27		1	2	3	
		4	5	6	

Item Sets 1–27, 10–27

Raw Score

Item Set Administered to

Ability Score

Matching Letter-Like Forms Raw Score to Ability Score

Raw Score	Item Set		
	1–20	1–27	10–27
0	10 ⁽¹²⁾	10 ⁽¹²⁾	
1	15 ⁽¹¹⁾	15 ⁽¹⁰⁾	31 ⁽¹⁰⁾
2	23 ⁽⁸⁾	22 ⁽⁸⁾	39 ⁽⁸⁾
3	28 ⁽⁷⁾	28 ⁽⁷⁾	44 ⁽⁷⁾
4	32 ⁽⁶⁾	32 ⁽⁶⁾	48 ⁽⁶⁾
5	35 ⁽⁶⁾	35 ⁽⁶⁾	51 ⁽⁶⁾
6	38 ⁽⁵⁾	38 ⁽⁵⁾	54 ⁽⁵⁾
7	41 ⁽⁵⁾	41 ⁽⁵⁾	57 ⁽⁵⁾
8	44 ⁽⁵⁾	43 ⁽⁵⁾	60 ⁽⁵⁾
9	46 ⁽⁵⁾	45 ⁽⁵⁾	63 ⁽⁵⁾
10	49 ⁽⁵⁾	48 ⁽⁵⁾	66 ⁽⁵⁾
11	51 ⁽⁵⁾	50 ⁽⁵⁾	69 ⁽⁵⁾
12	54 ⁽⁵⁾	52 ⁽⁵⁾	72 ⁽⁶⁾
13	56 ⁽⁵⁾	54 ⁽⁵⁾	75 ⁽⁶⁾
14	59 ⁽⁵⁾	56 ⁽⁵⁾	78 ⁽⁶⁾
15	62 ⁽⁶⁾	58 ⁽⁵⁾	82 ⁽⁷⁾
16	65 ⁽⁶⁾	61 ⁽⁵⁾	88 ⁽⁸⁾
17	69 ⁽⁷⁾	63 ⁽⁵⁾	96 ⁽¹¹⁾
18	74 ⁽⁸⁾	65 ⁽⁵⁾	104 ⁽¹⁶⁾
19	82 ⁽¹⁰⁾	67 ⁽⁵⁾	
20		70 ⁽⁵⁾	
21		73 ⁽⁵⁾	
22		76 ⁽⁶⁾	
23		79 ⁽⁶⁾	
24		83 ⁽⁷⁾	
25		88 ⁽⁸⁾	
26		96 ⁽¹¹⁾	
27		104 ⁽¹⁶⁾	

Recall of Sequential Order

Materials	Administration Points	Decision Points
Stimulus Book 2	<p>● = Teaching item</p> <p>For Items 1–12, keep the stimulus picture in front of the child. For Items 13–32, remove the stimulus picture from the child's view.</p> <p>If the child fails Sample Items A–C or D and E, do not administer this subtest.</p>	See below for Items 21–32
<p>➤ Start Point</p> <p>Ages 5:0–17:11 Samples A–E, then Item 1</p>		<p>Discontinue Rule</p> <p>Discontinue after a ceiling has been reached. See below for basal and ceiling rules. Do not count scores on Sample Items D, E, and F toward discontinue rule.</p>

Establishing Basal and Ceiling Levels for Items 1–20

- Administer Item 1. If the child passes, proceed to the first item of the next block (Item 5). Continue with the first item of each block until an item is failed or until you reach Item 17.
- If the child successfully completes Item 17, administer Items 18–20. (Be sure to establish a basal before discontinuing.)
- When a child fails the first item in a block, move back one block and administer the remaining items in that block. After completing the block, if the child has failed more than one item in that block, immediately move back to the previous block. Continue until a basal is established (**Basal Level: no more than one failure in a block**).
- Go forward to the block in which the first item was failed. Administer the remaining items in that block. If the child passes more than one item in that block, continue on and administer items until the ceiling is established (**Ceiling Level: no more than one pass in a block**).
- Give credit for all items below the basal block and obtain the raw score for Items 1–20.

Item	Stimulus	Response	Understanding "Highest" and "Lowest"
All Ages ➤	A Dog jumping high	P F	<p>If the child has demonstrated understanding of the concepts "highest" and "lowest," proceed to Sample D.</p> <p>If the child does not understand these concepts, do not administer this subtest.</p>
	Dog jumping low	P F	
	B Highest flag	P F	
	Lowest flag	P F	
	C Highest	P F	
	Lowest	P F	

Item	Stimulus	Correct Response Order	Response	Score 0–1
All Ages ➤	D Mouth, nose	Nose, mouth		
	E Hand, hair	Hair, hand		

1	Foot, hand	Hand, foot		
2	Chin, nose	Nose, chin		
3	Eyes, shoulder	Eyes, shoulder		
4	Mouth, hair	Hair, mouth		

5	Hand, foot, mouth	Mouth, hand, foot		
6	Shoulder, nose, knee	Nose, shoulder, knee		
7	Foot, eyes, hair	Hair, eyes, foot		
8	Elbow, chin, hand	Chin, elbow, hand		

(Continues on next page.)

Item	Stimulus	Correct Response Order	Response	Score 0-1
9	Eyes, ankle, hand, nose	Eyes, nose, hand, ankle		<input type="checkbox"/>
10	Knee, elbow, neck, hair	Hair, neck, elbow, knee		<input type="checkbox"/>
11	Hand, chin, foot, ankle	Chin, hand, ankle, foot		<input type="checkbox"/>
12	Mouth, knee, shoulder, hand	Mouth, shoulder, hand, knee		<input type="checkbox"/>

For Items 13–32, remove the stimulus picture from the child’s view.

13	Hair, elbow, eyes, chin	Hair, eyes, chin, elbow		<input type="checkbox"/>
14	Hand, elbow, knee, nose	Nose, elbow, hand, knee		<input type="checkbox"/>
15	Ankle, mouth, chin, knee	Mouth, chin, knee, ankle		<input type="checkbox"/>
16	Eyes, neck, hand, shoulder	Eyes, neck, shoulder, hand		<input type="checkbox"/>

17	Neck, knee, nose, foot, chin	Nose, chin, neck, knee, foot		<input type="checkbox"/>
18	Hair, hand, shoulder, ankle, eyes	Hair, eyes, shoulder, hand, ankle		<input type="checkbox"/>
19	Foot, elbow, mouth, neck, nose	Nose, mouth, neck, elbow, foot		<input type="checkbox"/>
20	Eyes, ankle, neck, foot, mouth	Eyes, mouth, neck, ankle, foot		<input type="checkbox"/>

Items 1–20 Raw Score

Should the child go on to Items 21–32?

- If three or more items above have been failed (score 0), score the child on Item Set 1–20 and discontinue.
- If fewer than three items above have been failed, continue as follows:
 1. Administer Sample Item F (see Manual for instructions).
 2. Then, **starting with Item 21, administer all remaining items in order.**
 3. Establish the ceiling (no more than one pass in a block) or continue until Item 32 has been administered.
 4. Add the raw score for Items 1–20 to the raw score for Items 21–32 and score the child on Item Set 1–32.

Item	Stimulus	Correct Response Order	Response	Score 0-1
F	Hand, hair, fish, knee	Hair, hand, knee, fish		<input type="checkbox"/>
21	Chin, hair, cat, knee, nose	Hair, nose, chin, knee, cat		<input type="checkbox"/>
22	Tree, foot, shoulder, mouth, elbow	Mouth, shoulder, elbow, foot, tree		<input type="checkbox"/>
23	Hand, eyes, ankle, bird, neck	Eyes, neck, hand, ankle, bird		<input type="checkbox"/>
24	Elbow, bed, nose, knee, neck	Nose, neck, elbow, knee, bed		<input type="checkbox"/>

Item	Stimulus	Correct Response Order	Response	Score 0-1
25	Ankle, horse, knee, hair, elbow, mouth	Hair, mouth, elbow, knee, ankle, horse		
26	Eyes, chin, foot, nose, bus, shoulder	Eyes, nose, chin, shoulder, foot, bus		
27	Neck, book, hand, mouth, foot, knee	Mouth, neck, hand, knee, foot, book		
28	Shoulder, eyes, elbow, chair, ankle, neck	Eyes, neck, shoulder, elbow, ankle, chair		

See Manual for instructions for Items 29–32

Note. For Items 29–32, the nonbody parts can be recalled in either order.

29	Mouth, ankle, ring, elbow, frog, nose, knee	Nose, mouth, elbow, knee, ankle, frog, ring		
30	Shoulder, pen, neck, foot, spoon, hand, eyes	Eyes, neck, shoulder, hand, foot, pen, spoon		
31	Knee, chin, hair, bike, shoulder, brush, elbow	Hair, chin, shoulder, elbow, knee, bike, brush		
32	Hand, car, nose, ankle, elbow, cow, mouth	Nose, mouth, elbow, hand, ankle, car, cow		

Items 21–32 Raw Score

Recall of Sequential Order

Raw Score to Ability Score

Raw Score	Item Set	
	1–20	1–32
0	10 ⁽¹⁴⁾	10 ⁽¹⁴⁾
1	23 ⁽¹¹⁾	23 ⁽¹¹⁾
2	33 ⁽⁹⁾	33 ⁽⁹⁾
3	41 ⁽⁹⁾	41 ⁽⁹⁾
4	50 ⁽⁹⁾	50 ⁽⁹⁾
5	58 ⁽⁹⁾	58 ⁽⁹⁾
6	66 ⁽⁹⁾	66 ⁽⁹⁾
7	74 ⁽⁹⁾	74 ⁽⁹⁾
8	82 ⁽⁹⁾	82 ⁽⁹⁾
9	89 ⁽⁸⁾	89 ⁽⁸⁾
10	95 ⁽⁷⁾	95 ⁽⁷⁾
11	100 ⁽⁷⁾	100 ⁽⁷⁾
12	105 ⁽⁷⁾	104 ⁽⁷⁾
13	110 ⁽⁷⁾	109 ⁽⁷⁾
14	115 ⁽⁸⁾	114 ⁽⁷⁾
15	122 ⁽⁸⁾	119 ⁽⁷⁾
16	129 ⁽⁹⁾	124 ⁽⁷⁾
17	138 ⁽⁹⁾	129 ⁽⁷⁾
18	147 ⁽¹⁰⁾	134 ⁽⁷⁾
19	157 ⁽¹²⁾	138 ⁽⁷⁾
20		142 ⁽⁶⁾
21		146 ⁽⁶⁾
22		150 ⁽⁶⁾
23		155 ⁽⁶⁾
24		159 ⁽⁷⁾
25		163 ⁽⁷⁾
26		168 ⁽⁷⁾
27		173 ⁽⁷⁾
28		178 ⁽⁷⁾
29		184 ⁽⁸⁾
30		191 ⁽⁹⁾
31		201 ⁽¹¹⁾
32		212 ⁽¹⁴⁾

Number Correct

(Give credit for all items below the basal.)

Ability Score

Speed of Information Processing

Materials	Suggested Start Points	Administration Points	Decision Points	Timing
Response Booklet A, B, or C Stopwatch 2 pencils without erasers	Ages 5:0–8:11 Response Booklet A, Sample A Ages 9:0–12:11 Response Booklet B, Sample C Ages 13:0–17:11 Response Booklet C, Sample E	Do not discontinue. Administer all items in the selected booklet.	See Manual Alternative Stop Point See Manual	Begin timing for each item when the child makes a mark on the first row.

Response Booklet A

5:0–8:11

Item	Time	Errors*	Score							Score
A			Circle appropriate time band. Score 0 if 3 or more errors.							0–6
B			6	5	4	3	2	1	0	
1			1–8	9–10	11–12	13–14	15–18	19–25	26+	
2			1–8	9–10	11–12	13–14	15–18	19–25	26+	
3			1–6	7–8	9–10	11–12	13–15	16–19	20+	
4			1–6	7–8	9–10	11–12	13–15	16–19	20+	
5			1–7	8–9	10–11	12–13	14–16	17–20	21+	
6			1–5	6–7	8–9	10–11	12–13	14–17	18+	

Raw Score (Items 1–6)

Response Booklet B

9:0–12:11

Item	Time	Errors*	Score							Score
C			Circle appropriate time band. Score 0 if 3 or more errors.							0–6
D			6	5	4	3	2	1	0	
7			1–11	12–13	14–16	17–19	20–24	25–29	30+	
8			1–11	12–13	14–16	17–19	20–24	25–29	30+	
9			1–7	8–9	10–11	12–13	14–16	17–21	22+	
10			1–8	9–10	11–12	13–14	15–17	18–23	24+	
11			1–6	7–8	9–10	11–12	13–14	15–19	20+	
12			1–6	7–8	9–10	11–12	13–14	15–19	20+	

Raw Score (Items 7–12)

Response Booklet C

13:0–17:11

Item	Time	Errors*	Score							Score
E			Circle appropriate time band. Score 0 if 3 or more errors.							0–6
F			6	5	4	3	2	1	0	
13			1–11	12–13	14–15	16–17	18–20	21–23	24+	
14			1–11	12–13	14–15	16–17	18–20	21–23	24+	
15			1–11	12–13	14–15	16–17	18–19	20–22	23+	
16			1–13	14–15	16–17	18–19	20–21	22–25	26+	
17			1–11	12–13	14–15	16–18	19–21	22–25	26+	
18			1–13	14–16	17–18	19–20	21–23	24–28	29+	

Raw Score (Items 13–18)

*Number of uncorrected errors.

Speed of Information Processing Raw Score to Ability Score

Raw Score	Item Set		
	1–6	7–12	13–18
0	10 ⁽¹⁵⁾	56 ⁽¹⁷⁾	124 ⁽¹⁵⁾
1	20 ⁽¹²⁾	69 ⁽¹²⁾	134 ⁽¹²⁾
2	32 ⁽¹⁰⁾	80 ⁽¹⁰⁾	144 ⁽⁹⁾
3	40 ⁽⁹⁾	89 ⁽⁹⁾	152 ⁽⁸⁾
4	47 ⁽⁸⁾	96 ⁽⁸⁾	158 ⁽⁷⁾
5	52 ⁽⁷⁾	102 ⁽⁸⁾	163 ⁽⁷⁾
6	57 ⁽⁷⁾	108 ⁽⁷⁾	168 ⁽⁷⁾
7	61 ⁽⁶⁾	113 ⁽⁷⁾	172 ⁽⁶⁾
8	65 ⁽⁶⁾	118 ⁽⁷⁾	176 ⁽⁶⁾
9	69 ⁽⁶⁾	123 ⁽⁷⁾	180 ⁽⁶⁾
10	73 ⁽⁶⁾	127 ⁽⁷⁾	183 ⁽⁶⁾
11	76 ⁽⁶⁾	132 ⁽⁷⁾	187 ⁽⁶⁾
12	79 ⁽⁶⁾	136 ⁽⁷⁾	190 ⁽⁶⁾
13	82 ⁽⁶⁾	140 ⁽⁷⁾	193 ⁽⁶⁾
14	86 ⁽⁶⁾	145 ⁽⁷⁾	197 ⁽⁶⁾
15	89 ⁽⁶⁾	149 ⁽⁶⁾	200 ⁽⁶⁾
16	92 ⁽⁶⁾	153 ⁽⁶⁾	203 ⁽⁶⁾
17	95 ⁽⁶⁾	157 ⁽⁶⁾	207 ⁽⁶⁾
18	98 ⁽⁶⁾	161 ⁽⁶⁾	210 ⁽⁶⁾
19	101 ⁽⁶⁾	165 ⁽⁶⁾	213 ⁽⁶⁾
20	104 ⁽⁶⁾	168 ⁽⁶⁾	216 ⁽⁶⁾
21	107 ⁽⁶⁾	172 ⁽⁶⁾	220 ⁽⁶⁾
22	110 ⁽⁶⁾	176 ⁽⁶⁾	223 ⁽⁶⁾
23	114 ⁽⁶⁾	179 ⁽⁶⁾	227 ⁽⁶⁾
24	117 ⁽⁶⁾	183 ⁽⁶⁾	230 ⁽⁶⁾
25	121 ⁽⁶⁾	188 ⁽⁷⁾	234 ⁽⁶⁾
26	124 ⁽⁶⁾	192 ⁽⁷⁾	238 ⁽⁶⁾
27	128 ⁽⁶⁾	197 ⁽⁷⁾	242 ⁽⁶⁾
28	133 ⁽⁷⁾	203 ⁽⁸⁾	246 ⁽⁷⁾
29	137 ⁽⁷⁾	209 ⁽⁸⁾	251 ⁽⁷⁾
30	142 ⁽⁷⁾	216 ⁽⁹⁾	256 ⁽⁷⁾
31	148 ⁽⁸⁾	224 ⁽⁹⁾	262 ⁽⁸⁾
32	154 ⁽⁸⁾	231 ⁽⁹⁾	269 ⁽⁹⁾
33	160 ⁽⁸⁾	241 ⁽¹⁰⁾	278 ⁽¹⁰⁾
34	169 ⁽¹⁰⁾	254 ⁽¹³⁾	289 ⁽¹¹⁾
35	180 ⁽¹²⁾	271 ⁽¹³⁾	304 ⁽¹³⁾
36	191 ⁽¹⁸⁾	285 ⁽¹⁹⁾	325 ⁽²⁶⁾

Raw Score

Item Set Administered to

Ability Score

Recall of Digits Backward

Materials	Start Point	Administration Points	Decision Points	Discontinue Rule
None	Ages 5:0–17:11 Sample A, then Item 1	Read numbers at 2 per second.	None	Discontinue after a ceiling has been reached. See below for basal and ceiling rules.

Establishing Basal and Ceiling Levels

1. Administer Sample A and then Item 1. If the child passes, proceed to the first item of the next block (Item 6). Continue with the first item of each block until an item is failed or until you reach Item 26.
2. If the child successfully completes Item 26, administer Items 27–30. (Be sure to establish a basal before discontinuing.)
3. When a child fails the first item in a block, move back one block and administer the remaining items in that block. After completing the block, if the child has failed more than one item in that block, immediately move back to the previous block. Continue until a basal is established (**Basal Level: no more than one failure in a block**).
4. Go forward to the block in which the first item was failed. Administer the remaining items in that block. If the child passes more than one item in that block, continue on and administer items until the ceiling is established (**Ceiling Level: no more than one pass in a block**).
5. Give credit for all items below the basal block and obtain the raw score.

Item	Response	Score 0–1
5:0–17:11 A	5–6	<input type="checkbox"/>
1	5–2	<input type="checkbox"/>
2	4–6	<input type="checkbox"/>
3	5–8	<input type="checkbox"/>
4	1–3	<input type="checkbox"/>
5	7–6	<input type="checkbox"/>
6	4–5–5	<input type="checkbox"/>
7	1–7–6	<input type="checkbox"/>
8	8–4–5	<input type="checkbox"/>
9	8–2–4	<input type="checkbox"/>
10	3–2–9	<input type="checkbox"/>
11	6–4–4–3	<input type="checkbox"/>
12	2–6–1–9	<input type="checkbox"/>
13	6–9–8–6	<input type="checkbox"/>
14	9–7–5–8	<input type="checkbox"/>
15	3–4–5–2	<input type="checkbox"/>

Item	Response	Score 0–1
16	7–7–9–3–8	<input type="checkbox"/>
17	2–4–1–1–5	<input type="checkbox"/>
18	1–4–5–9–8	<input type="checkbox"/>
19	3–5–2–6–9	<input type="checkbox"/>
20	4–8–6–2–3	<input type="checkbox"/>
21	6–7–7–8–1–1	<input type="checkbox"/>
22	4–9–7–3–2–6	<input type="checkbox"/>
23	5–3–2–9–1–3	<input type="checkbox"/>
24	2–4–3–2–9–8	<input type="checkbox"/>
25	7–1–5–6–9–6	<input type="checkbox"/>
26	4–9–2–2–3–1–7	<input type="checkbox"/>
27	9–4–3–2–8–6–1	<input type="checkbox"/>
28	8–3–9–7–1–5–4	<input type="checkbox"/>
29	4–1–2–7–3–1–6	<input type="checkbox"/>
30	2–5–9–3–4–9–5	<input type="checkbox"/>

Recall of Digits Backward

Raw Score to Ability Score

Raw Score	Item Set 1–30	Raw Score	Item Set 1–30
0	10 ⁽¹⁵⁾	16	126 ⁽⁷⁾
1	22 ⁽¹¹⁾	17	131 ⁽⁷⁾
2	32 ⁽⁹⁾	18	136 ⁽⁷⁾
3	40 ⁽⁹⁾	19	141 ⁽⁷⁾
4	49 ⁽⁹⁾	20	146 ⁽⁷⁾
5	61 ⁽⁹⁾	21	151 ⁽⁷⁾
6	73 ⁽⁸⁾	22	155 ⁽⁷⁾
7	81 ⁽⁸⁾	23	160 ⁽⁷⁾
8	87 ⁽⁸⁾	24	165 ⁽⁷⁾
9	93 ⁽⁷⁾	25	170 ⁽⁷⁾
10	98 ⁽⁷⁾	26	175 ⁽⁷⁾
11	103 ⁽⁷⁾	27	181 ⁽⁸⁾
12	108 ⁽⁷⁾	28	187 ⁽⁹⁾
13	113 ⁽⁷⁾	29	197 ⁽¹¹⁾
14	117 ⁽⁷⁾	30	209 ⁽¹⁵⁾
15	122 ⁽⁷⁾		

Number Correct

(Give credit for all items below the basal.)

Ability Score

Phonological Processing

Materials	Start Point	Administration Points	Decision Points
Stimulus Book 4 Phonological Processing CD (for examiner training only)	Ages 5:0–12:11 All children take all four tasks. Start each task with the sample item.	<ul style="list-style-type: none"> ☛ = Teaching item For Rhyming, nonword rhymes are considered correct (e.g., <i>poat</i> as a rhyme for <i>boat</i>). Do not penalize the child for adding a schwa at the end of the target sound. Consult the Manual and CD to resolve scoring dilemmas arising from the child's addition of other vowels at the end of the target sound.	None
			Discontinue Rule
			On each task: 4 consecutive failures

Administration

Listen to the Phonological Processing CD for administration demonstrations and resolutions for common scoring dilemmas.
Produce sounds in isolation; do not name the letter when presenting items (e.g., say *mmm*, not *em*).
Do not pronounce sounds in an exaggerated manner.
Do not add a schwa (an *uh* sound) or other vowel at the end of the sound.
For Blending items, ensure a brief but distinct silence between syllables, sounds, or phonemes.
Instructions and sample items may be repeated as necessary.

Task 1: Rhyming

Record all responses verbatim.

Item	Response	Score 0–1
5:0–12:11 ☛ A hat		
1 chair		
2 book		
3 cake		
4 tree		
5 boat		
6 bed		
7 fan		
8 clock		
9 slide		
10 flower		
11 hatching		

Task 1 Raw Score **1**

Task 2: Blending

Record incorrect responses only.

Item	Response	Score 0–1
5:0–12:11 ☛ B Sun – day		
12 pan – cake		
13 rain – bow		
14 ta – ble		
15 te – le – phone		
16 sp – oon		
17 sk – ip		
18 u – p		
19 sk – ate		
20 k – ard		
21 t – oe		
22 l – o – g		
23 s – k – oo – l		
24 s – a – l – t		
25 t – r – ai – n		
26 s – t – a – m – p		

Task 2 Raw Score **2**

Task 3: Deletion

Record incorrect responses only.

Item	Child Repeats	Don't Say	Target	Response	Score 0-1
5:0-12:11 26 cowboy	Y N	cow	boy		
27 goldfish	Y N	gold	fish		
28 sandwich	Y N	sand	wich		
29 window	Y N	win	dow		
30 tiger	Y N	ti	ger		
31 cat	Y N	k	at		
32 cheese	Y N	ch	eeese		
33 drum	Y N	dr	um		
34 bag	Y N	g	ba		
35 table	Y N	t	able		
36 dish	Y N	sh	di		
37 rope	Y N	ope	r		
38 stove	Y N	ove	st		
39 flag	Y N	lag	f		
40 gate	Y N	ate	g		
41 stream	Y N	tream	s		

Task 3 Raw Score **3**

Task 4: Phoneme Identification and Segmentation

Record incorrect responses only.

Item	Target	Response	Score 0-1
5:0-12:11 40 fish	f		
42 sock	s		
43 bed	b		
44 leaf	l		
45 truck	t		
46 dog	d - o - g		
47 top	t - o - p		
48 blue	b - l - oo		
49 puppy	p - u - p - ee		
50 clock	k - l - o - k		
51 giraffe	j - i - r - a - f		
52 stripes	s - t - r - ie - p - s		
53 crutch	k - r - u - ch or k - r - u - t - ch		
54 twenty	t - w - e - n - t - ee		

Task 4 Raw Score **4**

(Continues on next page.)

Task 1 Use the Item Set 1–11 Column to determine the Ability Score and Standard Error.

1 Task 1 Raw Score **A** Task 1 Ability Score Task 1 Standard Error

Task 2 Use the Item Set 12–26 Column to determine the Ability Score and Standard Error.

2 Task 2 Raw Score **B** Task 2 Ability Score Task 2 Standard Error

Task 3 Use the Item Set 27–41 Column to determine the Ability Score and Standard Error.

3 Task 3 Raw Score **C** Task 3 Ability Score Task 3 Standard Error

Task 4 Use the Item Set 42–53 Column to determine the Ability Score and Standard Error.

4 Task 4 Raw Score **D** Task 4 Ability Score Task 4 Standard Error

Find the difference between Ability Scores for each task pair and determine the critical value in the table below.

Differences Between Ability Scores for Task Pairs Required for Statistical Significance										
		Standard Error of Ability Score on Second Ability Score								
		6	7	8	9	10	11	12	14	16
Standard Error of Ability Score on First Ability Score	6	14	15	17	18	19	21	22	25	28
	7	15	16	18	19	20	22	23	26	29
	8	17	18	19	20	21	22	24	27	30
	9	18	19	20	21	22	23	25	27	30
	10	19	20	21	22	23	25	26	28	31
	11	21	22	22	23	25	26	27	29	32
	12	22	23	24	25	26	27	28	30	33
	14	25	26	27	27	28	29	30	33	35
16	28	29	30	30	31	32	33	35	37	

Observed differences that are greater than or equal to the table value are statistically significant ($p = .10$, 2-tailed).

Ability Score Comparisons

First Task Ability Score	Second Task Ability Score	Observed Difference	Critical Value	Significant? (check one)
A <input type="text"/>	– B <input type="text"/>	= <input type="text"/>	<input type="text"/>	<input type="checkbox"/> Y <input type="checkbox"/> N
A <input type="text"/>	– C <input type="text"/>	= <input type="text"/>	<input type="text"/>	<input type="checkbox"/> Y <input type="checkbox"/> N
A <input type="text"/>	– D <input type="text"/>	= <input type="text"/>	<input type="text"/>	<input type="checkbox"/> Y <input type="checkbox"/> N
B <input type="text"/>	– C <input type="text"/>	= <input type="text"/>	<input type="text"/>	<input type="checkbox"/> Y <input type="checkbox"/> N
B <input type="text"/>	– D <input type="text"/>	= <input type="text"/>	<input type="text"/>	<input type="checkbox"/> Y <input type="checkbox"/> N
C <input type="text"/>	– D <input type="text"/>	= <input type="text"/>	<input type="text"/>	<input type="checkbox"/> Y <input type="checkbox"/> N

Phonological Processing Raw Score to Ability Score

Raw Score	Item Set				
	1–11	12–26	27–41	42–53	1–53
0	31 ⁽¹⁶⁾	15 ⁽¹⁶⁾	29 ⁽¹⁶⁾	35 ⁽¹⁶⁾	10 ⁽¹⁶⁾
1	43 ⁽¹¹⁾	27 ⁽¹¹⁾	41 ⁽¹¹⁾	49 ⁽¹²⁾	21 ⁽¹⁰⁾
2	51 ⁽⁸⁾	36 ⁽⁸⁾	51 ⁽⁹⁾	60 ⁽¹⁰⁾	29 ⁽⁸⁾
3	56 ⁽⁷⁾	42 ⁽⁷⁾	57 ⁽⁷⁾	68 ⁽⁹⁾	34 ⁽⁶⁾
4	61 ⁽⁷⁾	47 ⁽⁷⁾	62 ⁽⁷⁾	76 ⁽⁹⁾	37 ⁽⁶⁾
5	65 ⁽⁶⁾	51 ⁽⁷⁾	66 ⁽⁶⁾	83 ⁽⁸⁾	40 ⁽⁵⁾
6	69 ⁽⁶⁾	56 ⁽⁷⁾	70 ⁽⁶⁾	90 ⁽⁸⁾	43 ⁽⁵⁾
7	73 ⁽⁷⁾	60 ⁽⁷⁾	74 ⁽⁶⁾	97 ⁽⁸⁾	45 ⁽⁵⁾
8	78 ⁽⁷⁾	64 ⁽⁷⁾	77 ⁽⁶⁾	103 ⁽⁸⁾	47 ⁽⁴⁾
9	83 ⁽⁸⁾	69 ⁽⁷⁾	81 ⁽⁶⁾	110 ⁽⁸⁾	49 ⁽⁴⁾
10	92 ⁽¹¹⁾	74 ⁽⁷⁾	85 ⁽⁶⁾	117 ⁽⁹⁾	51 ⁽⁴⁾
11	100 ⁽¹⁴⁾	79 ⁽⁷⁾	89 ⁽⁷⁾	127 ⁽¹¹⁾	52 ⁽⁴⁾
12		85 ⁽⁸⁾	93 ⁽⁷⁾	141 ⁽¹⁴⁾	54 ⁽⁴⁾
13		92 ⁽⁹⁾	99 ⁽⁸⁾		55 ⁽⁴⁾
14		101 ⁽¹¹⁾	107 ⁽¹¹⁾		57 ⁽⁴⁾
15		110 ⁽¹⁴⁾	115 ⁽¹⁴⁾		58 ⁽⁴⁾
16					60 ⁽⁴⁾
17					61 ⁽⁴⁾
18					62 ⁽⁴⁾
19					63 ⁽³⁾
20					64 ⁽³⁾
21					66 ⁽³⁾
22					67 ⁽³⁾
23					68 ⁽³⁾
24					69 ⁽³⁾
25					70 ⁽³⁾
26					72 ⁽³⁾
27					73 ⁽³⁾
28					74 ⁽³⁾
29					75 ⁽³⁾
30					76 ⁽⁴⁾
31					78 ⁽⁴⁾
32					79 ⁽⁴⁾
33					80 ⁽⁴⁾
34					81 ⁽⁴⁾
35					83 ⁽⁴⁾
36					84 ⁽⁴⁾
37					86 ⁽⁴⁾
38					87 ⁽⁴⁾
39					89 ⁽⁴⁾
40					90 ⁽⁴⁾
41					92 ⁽⁴⁾
42					94 ⁽⁴⁾
43					96 ⁽⁴⁾
44					98 ⁽⁵⁾
45					100 ⁽⁵⁾
46					102 ⁽⁵⁾
47					105 ⁽⁵⁾
48					108 ⁽⁶⁾
49					112 ⁽⁶⁾
50					116 ⁽⁷⁾
51					121 ⁽⁸⁾
52					130 ⁽¹¹⁾
53					141 ⁽¹⁴⁾

Note. The shaded item sets are provided solely for the purpose of comparing scores between different types of items. The ability estimate for the subtest as a whole should be obtained from the unshaded column after all item sets have been administered.

Phonological Processing Subtest Score Use the Item Set 1–53 Column to determine the Ability Score.

Use the Total Raw Score (Task 1 + 2 + 3 + 4) to estimate the child's Phonological Processing ability score for the purpose of calculating the *T* score. If there is a significant difference between ability scores between any pairs of tasks, interpret the *T* score for the subtest with this caveat.

Task 1 Raw Score **1**

Task 2 Raw Score **2**

Task 3 Raw Score **3**

Task 4 Raw Score **4**

Tasks 1 + 2 + 3 + 4 Total Raw Score

Total Raw Score

Item Set Administered 1 to 53

Phonological Processing Ability Score

Rapid Naming

Materials	Start Point	Administration Points	Discontinue Rule	Time Limit
Stimulus Book 4 Stopwatch	Ages 5:0–17:11 Sample A	Administer each sample. If the child successfully completes the sample, administer the associated item set.	If either Item 1 or Item 2 is not administered due to failure of the sample item, do not administer Item 3.	120 seconds per item Begin timing when you say "Go."

All Ages

A Color Naming						
red	orange	brown	yellow	blue	green	

Item 1						
brown	red	yellow	blue	green	red	orange
orange	green	brown	yellow	orange	blue	red
brown	blue	orange	red	green	yellow	brown
blue	yellow	green	brown	blue	red	orange
green	red	yellow	blue	orange	green	brown
Completion Time (seconds)						/120
Number Correct						/35

Color Naming
Converted
Raw Score

1

Use the table on the top of the next page to determine the Converted Raw Score.

B Picture Naming					
dog	rabbit	duck	fish	cow	cat

Item 2						
rabbit	fish	duck	cow	cat	fish	dog
cat	dog	rabbit	duck	dog	cow	fish
rabbit	cow	dog	fish	cat	duck	rabbit
cow	duck	cat	rabbit	cow	fish	dog
cat	fish	duck	cow	dog	cat	rabbit
Completion Time (seconds)						/120
Number Correct						/35

Picture Naming
Converted
Raw Score

2

Use the table on the top of the next page to determine the Converted Raw Score.

C Color–Picture Naming					
yellow cat	green cow	brown fish	orange duck	blue rabbit	red dog

Item 3						
orange rabbit	brown cat	red cow	brown duck	blue fish	green dog	yellow cat
red duck	yellow dog	blue rabbit	green cow	orange cat	brown rabbit	red fish
green cat	orange fish	brown cow	red dog	blue duck	yellow fish	orange dog
yellow duck	blue dog	green duck	brown fish	orange cow	red rabbit	blue cat
brown dog	green fish	red cat	orange duck	green rabbit	blue cow	yellow rabbit
Completion Time (seconds)						/120
Number Correct						/35

Color–Picture
Naming
Converted
Raw Score

3

Use the table on the top of the next page to determine the Converted Raw Score.

Raw Score Conversions

Number Correct	Completion Time (seconds)															
	120	100-119	80-99	60-79	55-59	50-54	45-49	40-44	35-39	32-34	29-31	26-28	23-25	20-22	15-19	0-14
0-4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5-9	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10-15	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16-25	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
26-30	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
31-35	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Simple Naming Use the Items 1 & 2 Column to determine the Simple Naming Ability Score and Standard Error.

1
 +
2 = Simple Naming Converted Raw Score
A Simple Naming Ability Score
B Simple Naming Standard Error

Complex Naming Use the Item 3 Column to determine the Complex Naming Ability Score and Standard Error.

3 = Complex Naming Converted Raw Score
C Complex Naming Ability Score
D Complex Naming Standard Error

Determine the critical value (F) in the table below and find the difference between Ability Scores (E).

Differences Between Ability Scores for Simple versus Complex Naming Required for Statistical Significance

		Standard Error of Ability Score for Complex Naming D <input type="text"/>					
		9	10	11	12	14	15
Standard Error of Ability Score for Simple Naming B <input type="text"/>	6	18	19	21	22	25	27
	7	19	20	22	23	26	27
	8	20	21	22	24	27	28
	9	21	22	23	25	27	29
	10	22	23	25	26	28	30
	11	23	25	26	27	29	31
	12	25	26	27	28	30	32
	13	26	27	28	29	32	33
	14	27	28	29	30	33	34
18	33	34	35	36	38	39	

Observed differences that are greater than or equal to the table value are statistically significant ($p = .10$, 2-tailed).

A - **C** = **E** Observed Difference

Rapid Naming Subtest Score

Use the Items 1, 2, & 3 Column to determine the Rapid Naming Ability Score.

Use the Total Converted Raw Score (Item 1 + 2 + 3) to estimate the child's Rapid Naming ability score for the purpose of calculating the *T* score. If there is a significant difference between ability scores for Simple and Complex Naming, interpret the *T* score for the subtest with this caveat.

Color Naming (1)
 Converted Raw Score
 Picture Naming (2)
 Converted Raw Score
 Color-Picture Naming (3)
 Converted Raw Score
 Items 1 + 2 + 3 Total
 Converted Raw Score

Total Converted Raw Score
 Item Set Administered 1 to 3
 Rapid Naming Ability Score

Rapid Naming

Raw Score to Ability Score

Raw Score	Items 1 & 2	Item 3	Items 1, 2, & 3
0	10 ⁽¹³⁾	69 ⁽¹³⁾	10 ⁽¹³⁾
1	16 ⁽¹²⁾	82 ⁽¹²⁾	16 ⁽¹²⁾
2	27 ⁽⁹⁾	95 ⁽¹¹⁾	27 ⁽⁹⁾
3	35 ⁽⁹⁾	108 ⁽¹¹⁾	35 ⁽⁸⁾
4	42 ⁽⁸⁾	121 ⁽¹¹⁾	42 ⁽⁸⁾
5	48 ⁽⁸⁾	132 ⁽¹⁰⁾	48 ⁽⁸⁾
6	54 ⁽⁸⁾	142 ⁽⁹⁾	54 ⁽⁷⁾
7	60 ⁽⁸⁾	150 ⁽⁹⁾	59 ⁽⁷⁾
8	65 ⁽⁷⁾	158 ⁽⁹⁾	64 ⁽⁷⁾
9	70 ⁽⁷⁾	167 ⁽¹⁰⁾	69 ⁽⁷⁾
10	75 ⁽⁷⁾	177 ⁽¹⁰⁾	73 ⁽⁶⁾
11	79 ⁽⁶⁾	188 ⁽¹¹⁾	77 ⁽⁶⁾
12	83 ⁽⁶⁾	201 ⁽¹¹⁾	80 ⁽⁶⁾
13	87 ⁽⁶⁾	215 ⁽¹²⁾	83 ⁽⁵⁾
14	90 ⁽⁶⁾	230 ⁽¹³⁾	86 ⁽⁵⁾
15	94 ⁽⁶⁾	249 ⁽¹⁴⁾	89 ⁽⁵⁾
16	97 ⁽⁶⁾	271 ⁽¹⁴⁾	91 ⁽⁵⁾
17	100 ⁽⁶⁾	293 ⁽¹⁴⁾	94 ⁽⁵⁾
18	103 ⁽⁶⁾	312 ⁽¹⁵⁾	97 ⁽⁵⁾
19	107 ⁽⁶⁾	330 ⁽¹⁵⁾	99 ⁽⁵⁾
20	110 ⁽⁶⁾	344 ⁽¹⁵⁾	102 ⁽⁵⁾
21	113 ⁽⁶⁾		104 ⁽⁵⁾
22	117 ⁽⁶⁾		107 ⁽⁵⁾
23	120 ⁽⁶⁾		110 ⁽⁵⁾
24	124 ⁽⁶⁾		112 ⁽⁵⁾
25	128 ⁽⁶⁾		115 ⁽⁵⁾
26	132 ⁽⁶⁾		118 ⁽⁵⁾
27	136 ⁽⁷⁾		121 ⁽⁵⁾
28	140 ⁽⁷⁾		123 ⁽⁵⁾
29	145 ⁽⁷⁾		126 ⁽⁵⁾
30	150 ⁽⁷⁾		129 ⁽⁵⁾
31	156 ⁽⁸⁾		132 ⁽⁵⁾
32	162 ⁽⁸⁾		135 ⁽⁵⁾
33	169 ⁽⁹⁾		138 ⁽⁵⁾
34	177 ⁽⁹⁾		141 ⁽⁵⁾
35	187 ⁽¹⁰⁾		144 ⁽⁶⁾
36	198 ⁽¹¹⁾		147 ⁽⁶⁾
37	213 ⁽¹³⁾		150 ⁽⁶⁾
38	230 ⁽¹⁴⁾		153 ⁽⁶⁾
39	255 ⁽¹⁸⁾		157 ⁽⁶⁾
40	277 ⁽¹⁸⁾		160 ⁽⁶⁾
41			164 ⁽⁶⁾
42			168 ⁽⁶⁾
43			172 ⁽⁷⁾
44			177 ⁽⁷⁾
45			182 ⁽⁷⁾
46			187 ⁽⁸⁾
47			193 ⁽⁸⁾
48			200 ⁽⁸⁾
49			206 ⁽⁸⁾
50			214 ⁽⁹⁾
51			222 ⁽⁹⁾
52			230 ⁽⁹⁾
53			240 ⁽¹⁰⁾
54			251 ⁽¹¹⁾
55			264 ⁽¹²⁾
56			278 ⁽¹²⁾
57			295 ⁽¹³⁾
58			312 ⁽¹³⁾
59			330 ⁽¹⁴⁾
60			344 ⁽¹⁵⁾

Note. The shaded item sets are provided solely for the purpose of comparing scores on Item 3 with those on Items 1 and 2. The ability estimate for the subtest as a whole should be obtained from the unshaded column after all items have been administered.

Ages at Which Each Subtest is Normed

Usual Age Range
Extended Age Range
Out of Level { **H** For use with children of average or high ability
 L For use with children of average or low ability

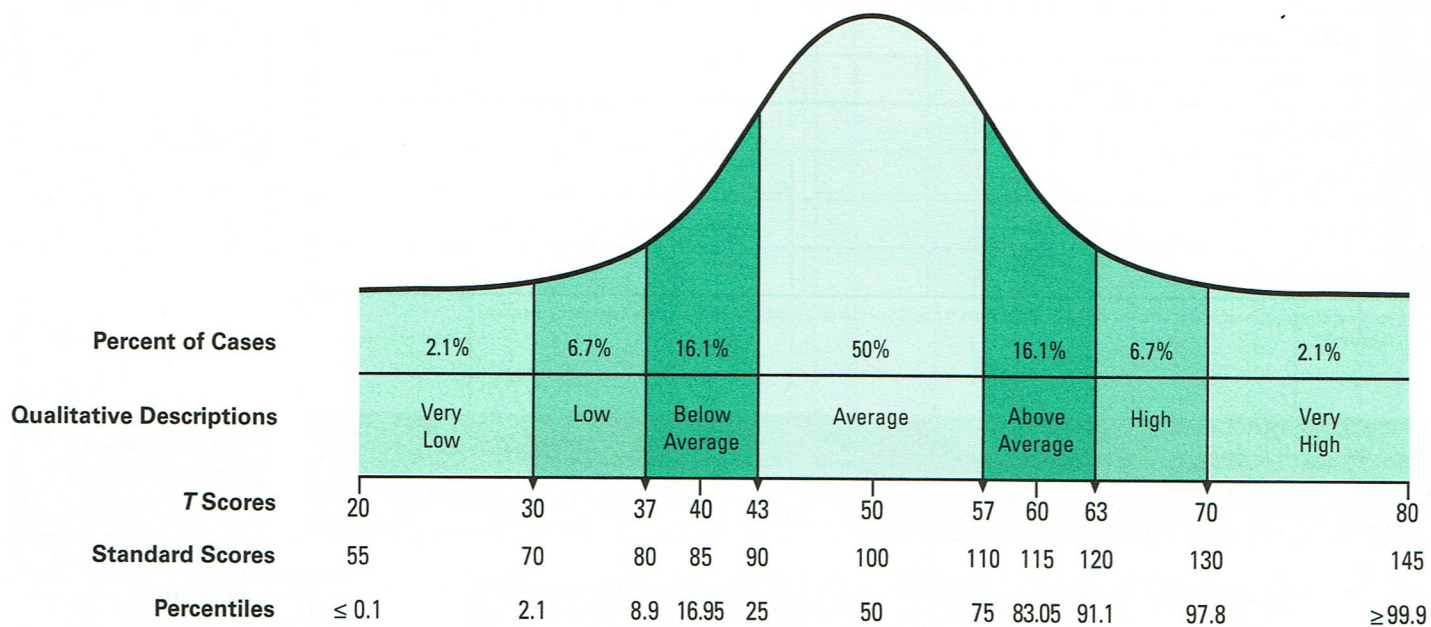
Core Subtests	2;6-2;11	3;0-3;5	3;6-3;11	4;0-4;5	4;6-4;11	5;0-5;5	5;6-5;11	6	7	8	9	10	11	12	13;0-13;5	13;6-13;11	→ 17
Verbal Comprehension	GCA		GCA					Extended		Extended							
Picture Similarities	GCA		GCA					Extended		Extended							
Naming Vocabulary	GCA		GCA					Extended		Extended							
Pattern Construction (Std.)	GCA		GCA					Extended		Extended		GCA					
Pattern Construction (Alt.)	GCA		GCA					Extended		Extended		GCA		L			
Copying	GCA		GCA					Extended		Extended							
Matrices	GCA		GCA					Extended		Extended		GCA					
Recall of Designs	GCA		GCA					Extended		Extended		GCA					
Word Definitions	GCA		GCA					Extended		Extended		GCA					
Verbal Similarities	GCA		GCA					Extended		Extended		GCA					
Sequential & Quantitative Reasoning	GCA		GCA					Extended		Extended		GCA					
Diagnostic Subtests																	
Recall of Digits Forward	GCA																
Recognition of Pictures	GCA															L	
Early Number Concepts	GCA							L		GCA							
Recall of Objects	GCA			GCA													
Matching Letter-Like Forms	GCA			GCA				L		GCA							
Phonological Processing	GCA					GCA											
Recall of Sequential Order	GCA					H		GCA									
Recall of Digits Backward	GCA					H		GCA									
Speed of Information Processing	GCA					H		GCA									
Rapid Naming	GCA					GCA											

Abilities Measured by the Subtests

See Table 1.1 in the Manual for a key of the CHC Abilities.

Subtest	Abbreviation	CHC Abilities		Abilities Measured
		Broad	Narrow	
Copying	Copy	<i>Gv</i>	<i>Vz</i>	Visual-perceptual matching and fine-motor coordination in copying line drawings
Early Number Concepts	ENC	<i>Gc/Gf</i>	<i>LD/KO/RP</i>	Knowledge of prenumerical and numerical concepts
Matching Letter-Like Forms	MLLF	<i>Gv</i>	<i>Vz</i>	Visual discrimination among similar shapes
Matrices	Mat	<i>Gf</i>	<i>I</i>	Nonverbal reasoning; perception and application of relationships among abstract figures
Naming Vocabulary	NVoc	<i>Gc</i>	<i>VL</i>	Expressive language; knowledge of names
Pattern Construction	PCon	<i>Gv/Gf</i>	<i>SR</i>	Visual-perceptual matching, especially of spatial orientation, in copying block patterns. Nonverbal reasoning and spatial visualization in reproducing designs with colored blocks
Pattern Construction (Alternative)	PCon(A)	<i>Gv/Gf</i>	<i>SR</i>	The same abilities for Pattern Construction without a time constraint
Phonological Processing	PhP	<i>Ga</i>	<i>PC</i>	Knowledge of sound structure of the English language and the ability to manipulate sound
Picture Similarities	PSim	<i>Gf</i>	<i>I</i>	Nonverbal reasoning shown by matching pictures that have a common element or concept
Rapid Naming	RNam	<i>Gs</i>	<i>Pc</i>	Automaticity of integration of visual symbols with phonologically referenced naming
Recall of Designs	RDes	<i>Gv</i>	<i>MV</i>	Short-term recall of visual and spatial relationships through reproduction of abstract figures
Recall of Digits Forward	DigF	<i>Gsm</i>	<i>MS</i>	Short-term auditory memory and oral recall of sequences of numbers
Recall of Digits Backward	DigB	<i>Gsm</i>	<i>MW</i>	Short-term auditory memory and oral recall of sequences of numbers
Recall of Objects—Immediate	RObI	<i>Glr</i>	<i>M6</i>	Short-term recall of verbal and pictorial information
Recall of Objects—Delayed	RObD	<i>Glr</i>	<i>M6</i>	Intermediate-term recall of verbal and pictorial information
Recall of Sequential Order	SeqO	<i>Gsm</i>	<i>MW</i>	Short-term recall of verbal and pictorial information
Recognition of Pictures	RPic	<i>Gv</i>	<i>MV</i>	Short-term, nonverbal visual memory measure through recognition of familiar objects
Sequential and Quantitative Reasoning	SQR	<i>Gf</i>	<i>I/RQ</i>	Detection of sequential patterns in figures or numbers
Speed of Information Processing	SIP	<i>Gs</i>	<i>Ps</i>	Quickness in performing simple mental operations
Verbal Comprehension	VCom	<i>Gc</i>	<i>LS</i>	Receptive language: understanding of oral instructions involving basic language concepts
Verbal Similarities	VSim	<i>Gc</i>	<i>LD</i>	Verbal reasoning and verbal knowledge
Word Definitions	WDef	<i>Gc</i>	<i>LD/VL</i>	Knowledge of word meanings as demonstrated through spoken language

Normal Curve



Optional Core Analysis Page

All tables required for completing this page are found in section B of the norms tables.

Discrepancy Comparisons							
	Clusters/Subtests	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y) or (N)	Base Rate
Cluster Level	Verbal – Nonverbal ^a						
	Verbal – Nonverbal Reasoning						
	Verbal – Spatial						
	Nonverbal Reasoning – Spatial						
Subtest Level	VCom – NVoc						
	PSim – PCon ^a						
	PSim – Mat						
	PCon – Copy						

Note. For discrepancy comparisons, refer to Tables B.1 and B.5 for critical values, B.2 and B.6 for base rates by overall sample, and C.1 for base rates by ability level.

^a Lower level only

Basis for Comparison
Check one:
<input type="checkbox"/> Overall Sample
<input type="checkbox"/> Ability Level (Cluster level only)
Statistical Significance Level
<input type="checkbox"/> .15
<input type="checkbox"/> .05
<input type="checkbox"/> .01

Determining Strengths and Weaknesses						
Subtest	T Score	Mean Core T Score	Difference	Critical Value	H = High L = Low	Base Rate
VCom						
PSim						
NVoc						
PCon						
Mat						
Copy						

Note. For strengths and weaknesses, refer to Tables B.7 for critical values and B.8 for base rates by overall sample.

Basis for Comparison
Check one:
<input type="checkbox"/> Mean T for GCA
<input type="checkbox"/> Mean T for SNC
Statistical Significance Level
<input type="checkbox"/> .15
<input type="checkbox"/> .05
<input type="checkbox"/> .01

Out-of-Level Subtest Discrepancy Comparisons						
Subtests	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y) or (N)	Base Rate
VCom – VSim						
PSim – SQR						
NVoc – WDef						
Copy – RDes						

Note. For out of level discrepancy comparisons, refer to Tables B.9 for critical values and B.10 for base rates by overall sample.

Basis for Comparison
Overall Sample
Statistical Significance Level
<input type="checkbox"/> .15
<input type="checkbox"/> .05
<input type="checkbox"/> .01

Optional Diagnostic Analysis Page

All tables required for completing this page are found in section B of the norms tables.

Discrepancy Comparisons							
	Clusters/Subtests	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y) or (N)	Base Rate
Composite Level	SchR – GCA						
	WMem – GCA						
	PSP – GCA						
Cluster Level	SchR – WMem						
	SchR – PSP						
	WMem – PSP						
Subtest Level	ENC – MLLF						
	ENC – PhP						
	MLLF – PhP						
	SeqO – DigB						
	SIP – RNam						

Note. For discrepancy comparisons, refer to Tables B.1, B.3, and B.5 for critical values; B.2, B.4, and B.6 for base rates by overall sample; C.1 and C.3 for base rates by ability level.

Basis for Comparison
GCA
Check one:
<input type="checkbox"/> Overall Sample
<input type="checkbox"/> Ability Level (Cluster and Composite level only)
Statistical Significance Level
<input type="checkbox"/> .15
<input type="checkbox"/> .05
<input type="checkbox"/> .01

Determining Strengths and Weaknesses						
Subtest	T Score	Mean Core T Score	Difference	Critical Value	H = High L = Low	Base Rate
RObl						
DigF						
RPic						
ENC						
MLLF						
SeqO						
SIP						
DigB						
PhP						
RNam						

Note. For strengths and weaknesses, refer to Tables B.7 for critical values and B.8 for base rates by overall sample.

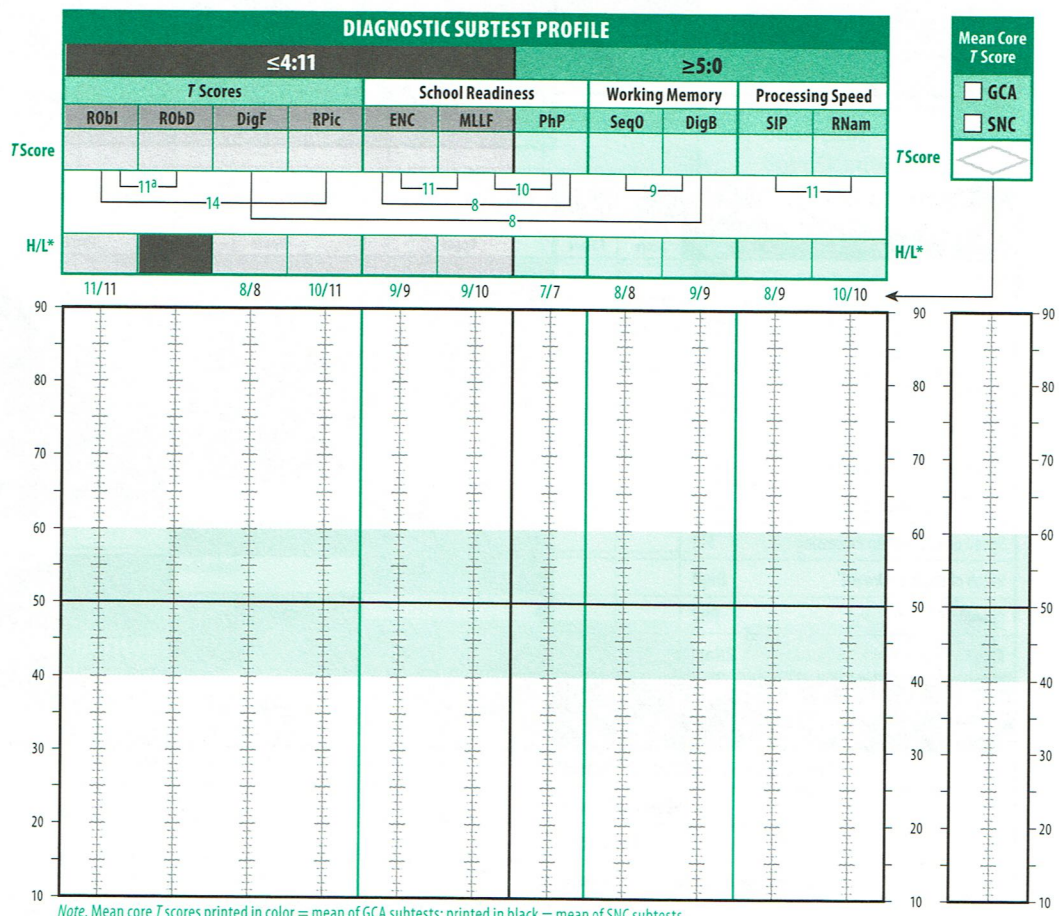
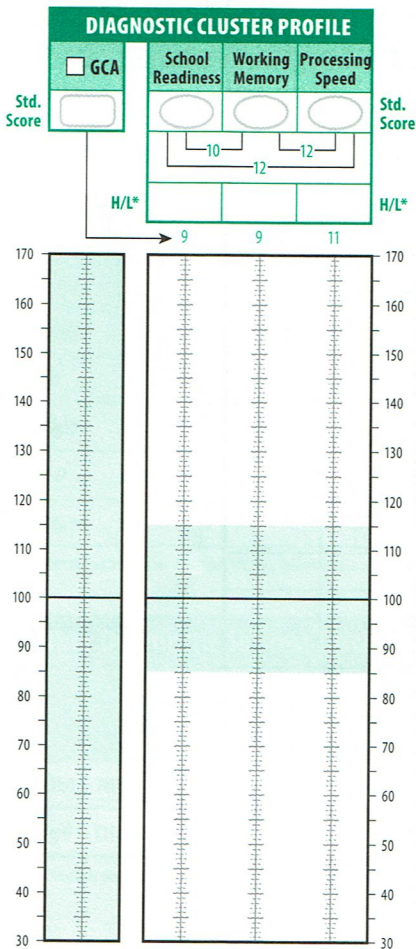
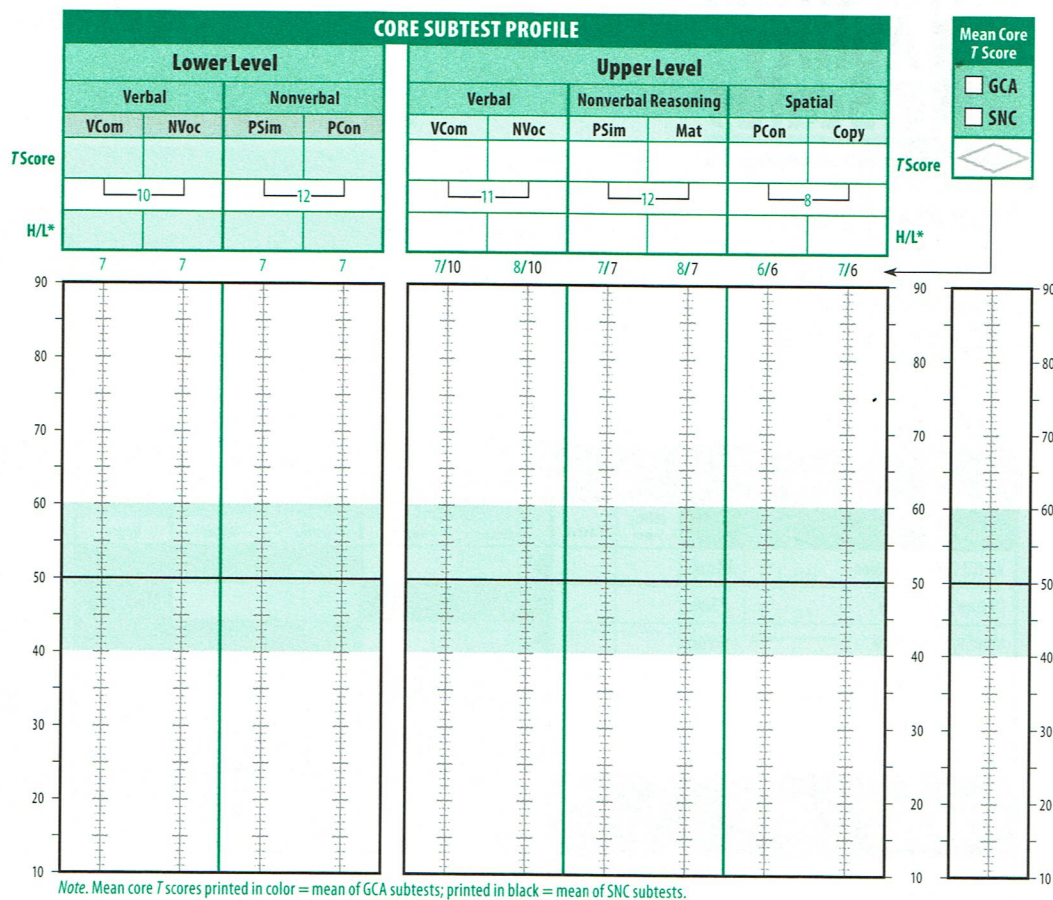
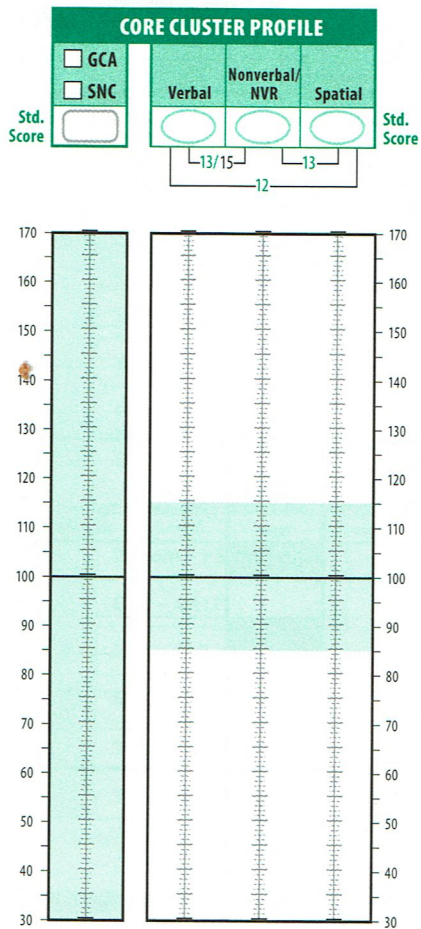
Basis for Comparison
Check one:
<input type="checkbox"/> Mean T for GCA
<input type="checkbox"/> Mean T for SNC
Statistical Significance Level
<input type="checkbox"/> .15
<input type="checkbox"/> .05
<input type="checkbox"/> .01

Other Diagnostic Subtest Discrepancy Comparisons						
Subtests	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y) or (N)	Base Rate
RObl – RPic						
DigF – DigB						

Note. For other discrepancy comparisons, refer to Tables B.9 for critical values and B.10 for base rates by overall sample.

Basis for Comparison
Overall Sample
Statistical Significance Level
<input type="checkbox"/> .15
<input type="checkbox"/> .05
<input type="checkbox"/> .01

Normative Score Profiles Page



Behavioral Observations

Referral source/Reason for referral/Presenting complaint(s)

Language (e.g., first/native/other language, English fluency, articulation)

Physical appearance

Visual/Auditory/Motor problems (Were problems corrected, e.g., with glasses, assistive listening devices?)

Attention and concentration (e.g., normal, hyperactive, remains in/out of seat)

Attitude toward testing (e.g., rapport, eager to speak, working habits, interest, motivation, reaction to success/failure)

Affect/Mood

Unusual behaviors/Verbalizations (e.g., perseverations, stereotypic movements, bizarre and atypical verbalizations)

Other notes