

DAYC

Developmental Assessment of Young Children

COGNITIVE SUBTEST SCORING FORM

Section I. Identifying Information			
Child's Name _____			
Male _____ Female _____			
Parent/Guardian _____			
School/Daycare _____			
Respondent's Name _____			
Relationship to Child _____			
Length of Time Respondent Has Known Child _____			
Examiner's Name and Title _____			
Date of Testing	Year	Month	Day
Date of Birth			
Age			
Age in Months			

Section II. Record of Scores		Section III. Summary of Other Test Results	
Raw Score	_____	Test Name	Date
Age Equivalent	_____		Test Score
Percentile	_____		DAYC Score Equivalent
Standard Score	_____	1. _____	
Rating	_____	2. _____	
		3. _____	
		4. _____	
		5. _____	

Section IV. Administration Conditions			
A. Testing conducted in:			
one session	Administration time _____		
two sessions	Administration time _____		
three or more	Administration time _____		
B. Testing Location _____			
C. Describe administration (individual, arena, observation, interview, and/or direct) in detail.			

D. Environmental Characteristics			
Noise level	Interfering	Noninterfering	
Interruptions	_____	_____	
Distractions	_____	_____	
Lighting	_____	_____	
Temperature	_____	_____	
Other	_____	_____	
E. Personal or physical characteristics that may affect the child's test results.			

Section V. Interpretation and Recommendations	

Section VI. Cognitive Subtest

Instructions:

Starting points are determined by the child's age. Score 1 for those items that the child can do right now, is beginning to do, or did when he or she was younger but has outgrown. Score 0 for those items that the child cannot do.

Basal and Ceiling:

Begin at the suggested starting point. Continue items (by observation, interview, or direct administration) until 3 of 5 items receive a score of 0 (i.e., a ceiling). If the child does not receive a score of 1 on 3 consecutive items, administer (by observation, interview, or direct administration) the items in reverse until a basal of 3 scores of 1 is reached.

Item #	Score 1 or 0	Item
Start Age: Birth		
1		moves hand to mouth
2		watches an object moved slowly through his or her line of sight
3		looks back and forth between 2 objects
4		holds toy placed in hand for 10 to 15 seconds
5		alternatively glances from hand to an object or from one hand to another
6		repeats arm or leg movements to cause an action to occur again (e.g., shakes arm with rattle attached to wrist; kicks leg to move mobile attached to crib)
7		mouths toys
8		explores objects in a variety of ways; visually; turning it around; feeling all surfaces; banging and shaking
9		pulls cloth from face
10		imitates familiar actions after observing caregiver doing that action (e.g., claps hands)
11		finds an object that is partially hidden
12		intentionally drops an object and watches it fall
13		retrieves an object seen hidden under or behind a single barrier
14		touches adult to have that person start or continue interesting game or action
Start Age: 12 months		
15		transfers an object from one hand to the other to pick up second object
16		hands an object to an adult to have that person repeat or start a desired action (e.g., start windup toy)
17		imitates scribbling
18		demonstrates understanding of functional relationships (e.g., puts person in car and pushes car; combs hair with brush)
19		attempts to start toy if he or she has seen someone else make it work (e.g., a windup toy)
Start Age: 24 months		
20		demonstrates use of everyday items (e.g., pretends to drink from a cup)
21		places a small object into small container (e.g., a raisin into a small bottle)
22		rolls wheeled toys
Page 2 Total		

Item #	Score 1 or 0	Item
23		manages 3 to 4 toys by setting one aside when given a new toy
24		looks at storybook pictures with adult, naming or pointing to simple objects upon request
25		spontaneously names object
26		matches an object to its picture
27		sequences related action in play (e.g., feeds doll with bottle, pats it on the back, puts it to bed)
28		uses pretend objects in play
29		understands concept of "one" (e.g., "Give me one block.") and "all" (e.g., "Give me all the blocks.")
Start Age: 36 months		
30		stacks 6 to 7 blocks
31		matches simple shapes, such as circle, square, triangle
32		responds to "one" and "one more" (e.g., "Give me one block." "Give me one more.")
33		puts graduated sizes in order (e.g., nests four boxes or stacks rings on peg in order of size)
34		matches objects by color, shape, and size
35		repeats finger plays with words and actions
36		counts by rote to 5
37		matches objects that have the same function (e.g., comb and brush)
38		tells if an object is "heavy" or "light"
39		counts up to 5 objects
40		builds bridge using 3 blocks; adult models 
41		understands "same" and "different" (e.g., "Are these two colors the same or different?")
42		sorts objects by one criterion (Give child pictures or objects across at least two categories—e.g., shape, color—and state, "Put these into groups that are alike.")
43		understands concept of the number 3 (e.g., "Give me three blocks.")
44		understands "more," "less," "same" (e.g., "Which pile has more?")
Start Age: 48 months		
45		imitates drawing of a face
46		sorts objects into categories (Give child pictures or objects—e.g., toys, animals—and state, "Put these into groups that are alike."); may not be able to label the categories
47		identifies objects that do not belong in a group (e.g., recognizes that dog does not belong with food items)
48		knows sequence of reading a book, from left to right; top to bottom
49		sorts groups of objects in more than one way (Give child pictures or objects across at least two categories—e.g., color, size, shape—and state, "Put these into groups that are alike. Now sort them in another way.")
50		builds pyramid of 6 blocks; adult models 
51		identifies "first," "last," "middle" (e.g., "Point to the child who is first in line.")
Page 3 Total		

Item #	Score 1 or 0	Item
52		retells story from picture book with reasonable accuracy
53		identifies the larger of two numbers (e.g., "Which is more, 2 or 3?")
54		draws a stick figure
55		identifies abstract characteristics (e.g., real and make-believe; living and nonliving; e.g., "Is the truck alive?")
56		copies own name; may use large, irregular letters
57		predicts what may happen next (e.g., child predicts what will happen next in a story)
58		points to "half" or "whole" objects
59		names most letters
60		puts three pictures in a sequence to tell a story
61		matches the number of items in a set to the correct numeral
62		understands concept of "zero" (e.g., "Which cup has zero cubes?")
63		draws person with 6 recognizable parts
64		prints first name legibly without a model
65		draws identifiable objects without a model
66		counts up to 20 objects
67		tells month and day of birth
68		arranges numbered tiles or cards in proper sequence
69		tells own street name and town
70		names the days of the week in order
71		states preceding and following days of the week (e.g., "What day comes after Sunday?")
72		points to coins when named (i.e., penny, nickel, dime, quarter)
73		states preceding and following numbers (e.g., "What number comes before 19?")
74		writes first and last name from memory
75		calculates single-digit addition and subtraction problems
76		counts by rote from 1 to 100
77		writes numerals 1 to 19 without model
78		reads 10 printed words
		Page 4 Total
		Page 3 Total
		Page 2 Total
		Total Subtest Raw Score (Page 2 + 3 + 4)

DAYC

Developmental Assessment of Young Children

COMMUNICATION SUBTEST SCORING FORM

Section I. Identifying Information				
Child's Name _____				
Male _____ Female _____				
Parent/Guardian _____				
School/Daycare _____				
Respondent's Name _____				
Relationship to Child _____				
Length of Time Respondent Has Known Child _____				
Examiner's Name and Title _____				
Year Month Day				
Date of Testing _____		_____		
Date of Birth _____		_____		
Age _____		_____		
Age in Months _____		_____		
Section III. Summary of Other Test Results				
Test Name	Date	Test Score	DAYC Score Equivalent	
1. _____	_____	_____	_____	
2. _____	_____	_____	_____	
3. _____	_____	_____	_____	
4. _____	_____	_____	_____	
5. _____	_____	_____	_____	
Section IV. Administration Conditions				
A. Testing conducted in:				
one session _____	Administration time _____			
two sessions _____	Administration time _____			
three or more _____	Administration time _____			
B. Testing Location _____				
C. Describe administration (individual, arena, observation, interview, and/or direct) in detail.				

D. Environmental Characteristics				
Noise level _____	Interfering _____	Noninterfering _____		
Interruptions _____	_____	_____		
Distractions _____	_____	_____		
Lighting _____	_____	_____		
Temperature _____	_____	_____		
Other _____	_____	_____		
E. Personal or physical characteristics that may affect the child's test results.				

Section V. Interpretation and Recommendations				

Section VI. Communication Subtest

Instructions: Starting points are determined by the child's age. Score 1 for those items that the child can do right now, is beginning to do, or did when he or she was younger but has outgrown. Score 0 for those items that the child cannot do.

Basal and Ceiling: Begin at the suggested starting point. Continue to administer items (by observation, interview, or direct administration) until 3 of 5 items receive a score of 0 (i.e., a ceiling). If the child does not receive a score of 1 on 3 consecutive items, administer (by observation, interview, or direct administration) the items in reverse until a basal of 3 scores of 1 is reached.

Item #	Score 1 or 0	Item
Start Age: Birth		
1		reacts to loud noise by blinking, moving arms or legs, or stopping movement
2		turns head toward voice when someone speaks to him or her
3		makes noises other than crying (e.g., cooing, gurgling)
4		smiles at person who is talking or gesturing
5		produces vocal gurgle in response to soothing voice
6		has different cries for pain, hunger, and discomfort
7		produces single vowel sounds (e.g., ah, eh, uh)
8		laughs out loud
9		produces some consonants such as /k/, /g/, or /h/
10		turns and looks toward noise
11		produces two-syllable, one-consonant sound strings repetitively (e.g., a-ba)
12		stops activity when name is called
13		produces consonants such as /b/, /m/, /w/, /d/, /n/, /r/
14		responds with appropriate gestures to "up," "bye-bye," or other routines
Start Age: 12 months		
15		briefly stops activity when told "no"
16		produces string of consonants and word-like double consonants (e.g., ba-ba, da-da)
17		uses inflection patterns when vocalizing (e.g., raises pitch as if asking a question)
18		moves body to music
19		says "Mama" or "Dada" discriminately
20		locates familiar objects on request (e.g., "Where is your blanket?")
21		follows simple spoken commands (e.g., "Give Mommy the cup.")
22		when asked, will point to familiar persons, animals, and toys
23		responds to "where" questions (e.g., "Where is the ball?")
		Page 2 Total

Item #	Score 1 or 0	Item
24		follows directions about placing one item "in" or "on" another
25		has a word or sound for drink
26		spontaneously says familiar greetings and farewells
27		carries out 2-step directions that are related (e.g., "Go to the table and bring me the toy.")
28		points to 3 body parts when asked
29		says one word that conveys entire thought; meaning depends on context (e.g., "cookie" may mean "wants more" or "the cookie broke")
Start Age: 24 months		
30		uses at least 5 words (vocabulary is similar to age peers)
31		identifies familiar characters or items seen on TV (e.g., Big Bird)
32		refuses by saying "no"
33		indicates "yes" or "no" (or appropriate head movement) in response to questions
34		knows names of playmates
35		understands possessives ("mine," "yours," and "his"; e.g., "Where is your ball?" "Whose ball is this?")
36		produces some 2-word phrases (e.g., more cookie)
37		points to 6 body parts when asked
38		points to 15 or more pictures of common objects when they are named
39		uses 10 to 15 words spontaneously (vocabulary is similar to age peers)
40		whispers
41		names 8 or more pictures of familiar objects
42		points to common objects described by their use (e.g., "Show me what you eat with.")
43		knows "big" and "little" (e.g., "Throw the big ball to me.")
44		carries out 2-step unrelated commands (e.g., "Put the ball on the shelf and then clap your hands.")
Start Age: 36 months		
45		follows directions about placing one item "beside" or "under" another
46		uses at least 50 different words in spontaneous speech (vocabulary is similar to age peers)
47		uses 3-word sentences
48		demonstrates understanding of passive sentences (e.g., "Show me the train was pushed by the car.")
49		describes what he or she is doing (e.g., responds to "What are you doing?")
Start Age: 48 months		
50		asks "what" or "where" questions (e.g., "Where is my ball?")
51		uses some plurals
		Page 3 Total

Item #	Score 1 or 0	Item
52		tells whether two words rhyme
53		responds to "who" and "whose" questions (e.g., "Who has on a red shirt today?")
54		gives full name on request (e.g., "What is your name?")
55		asks questions beginning with "When," "Who," "Why," "How many" (e.g., "When will we eat?")
56		understands "in front of" and "behind" (e.g., "What is behind the screen?")
57		changes speech depending on listener (e.g., talks differently to babies than to adults)
58		uses 300 to 1,000 words in spontaneous speech (vocabulary is similar to age peers)
59		uses contractions (e.g., "I'll," "can't")
60		carries out 3-step commands that are not related (e.g., "Put the ball on the table, shut the door, and turn around.")
61		completes simple verbal analogies (e.g., "Daddy is a man; Mommy is a _____.")
62		uses comparatives (e.g., "big," "bigger," "biggest"; "Which one is bigger?")
63		defines 2 simple words (e.g., "What is a cat?")
64		makes statements about cause and effect (e.g., "It won't roll because the wheel is off.")
65		answers question, "What happens if . . ." (e.g., "you drop an egg.")
66		defines 5 simple words (e.g., "What is a block?")
67		tells familiar stories without picture cues
68		answers comprehension questions when told a short story
69		defines 10 simple words (e.g., "What is a ____?")
70		understands seasons of the year and what you do in each (e.g., "What do we do in the summer?")
71		uses irregular plurals (e.g., foot/feet)
72		responds to questions involving time concepts (e.g., "When do we eat lunch?")
73		states similarities (i.e., "How are shoes and boots alike?") and differences (e.g., "How are milk and water different?") between objects
74		responds to "Tell me the opposite of ____."
75		tells simple jokes
76		identifies left and right on own body (e.g., "Raise your right hand.")
77		uses irregular comparatives correctly (e.g., "good," "better," "best")
78		uses "yesterday" and "tomorrow" meaningfully
		Page 4 Total
		Page 3 Total
		Page 2 Total
		Total Subtest Raw Score (Page 2 + 3 + 4)

DAYC

Developmental Assessment of Young Children

SOCIAL-EMOTIONAL SUBTEST SCORING FORM

Section I. Identifying Information			
Child's Name _____			
Male _____ Female _____			
Parent/Guardian _____			
School/Daycare _____			
Respondent's Name _____			
Relationship to Child _____			
Length of Time Respondent Has Known Child _____			
Examiner's Name and Title _____			
	Year	Month	Day
Date of Testing	_____	_____	_____
Date of Birth	_____	_____	_____
Age	_____	_____	_____
Age in Months	_____		

Section II. Record of Scores		Section III. Summary of Other Test Results		
Raw Score	_____	Test Name	Date	Test Score
Age Equivalent	_____			DAYC Score Equivalent
Percentile	_____	1.		_____
Standard Score	_____	2.		_____
Rating	_____	3.		_____
		4.		_____
		5.		_____

Section IV. Administration Conditions			
A. Testing conducted in:			
one session _____	Administration time _____		
two sessions _____	Administration time _____		
three or more _____	Administration time _____		
B. Testing Location _____			
C. Describe administration (individual, arena, observation, interview, and/or direct) in detail.			

D. Environmental Characteristics			
Noise level _____	Interfering _____	Noninterfering _____	
Interruptions _____			
Distractions _____			
Lighting _____			
Temperature _____			
Other _____			
E. Personal or physical characteristics that may affect the child's test results.			

Section V. Interpretation and Recommendations

Section VI. Social-Emotional Subtest

Instructions:

Starting points are determined by the child's age. Score 1 for those items that the child can do right now, is beginning to do, or did when he or she was younger but has outgrown. Score 0 for those items that the child cannot do.

Basal and Ceiling:

Begin at the suggested starting point. Continue to administer items (by observation, interview, or direct administration) until 3 of 5 items receive a score of 0 (i.e., a ceiling). If the child does not receive a score of 1 on 3 consecutive items, administer (by observation, interview, or direct administration) the items in reverse until a basal of 3 scores of 1 is reached.

Item #	Score 1 or 0	Item
Start Age: Birth		
1		stops crying when talked to, picked up, or comforted
2		looks at adult face for several seconds
3		interacts by smiling and cooing
4		recognizes familiar faces and objects (e.g., parent, bottle); reacts by waving arms and legs or squealing with excitement
5		expresses feelings such as anger, tiredness, excitement, or hunger
6		comforts self (i.e., quits fussing by himself or herself)
7		knows the difference between caregivers and strangers (e.g., smiles at loved ones; stares, quiets, or refuses to smile with stranger)
8		plays alone for short periods (i.e., 5 to 10 seconds)
9		when someone calls the child's name, he or she looks at the person and vocalizes
Start Age: 12 months		
10		extends arms to familiar persons
11		responds differently to children and adults
12		imitates facial expressions, actions, and sounds
13		recognizes self in the mirror
14		plays simple games (e.g., peek-a-boo, pat-a-cake)
15		shows anxiety at separation from caregiver (e.g., refusal to explore the environment, crying, searching)
16		expresses affection (e.g., hugging, patting, special looks, resting head)
17		shows special dependence on primary caregiver (e.g., wants only that person to feed, dress, change, and comfort him or her)
18		laughs at incongruous events (e.g., wearing a bowl as a hat)
19		purposefully refuses to comply with requests (e.g., says "no," shaking head)
Start Age: 24 months		
20		beginning to function on his or her own; may periodically return to the parent for reassurance and attention
21		brings toys to share with caregiver
22		has difficulty sharing with other children
		Page 2 Total

Item #	Score 1 or 0	Item
23		has temper tantrums when frustrated
24		insists on trying to do many things without help (e.g., eating with spoon, putting on a coat)
25		shows independence (e.g., runs ahead of parent outdoors, refuses to have hand held)
26		plays well for brief time in groups of two or three children
27		attempts to comfort others in distress (e.g., comforts a child who is hurt or distressed)
28		enjoys simple make-believe
29		says "please" and "thank you"; may need to be reminded
Start Age: 36 months		
30		separates from parent in familiar surroundings without crying
31		sings familiar songs with adult
32		spontaneously greets familiar person by hugging
33		usually takes turns
34		spends most group time in solitary activity, watching other children
35		laughs at combinations of incongruous events and use of words (e.g., milking a dog)
36		asks for assistance when having difficulty
37		shows pride in accomplishments
38		states whether he or she is a boy or a girl
39		plays group games with simple rules
Start Age: 48 months		
40		plays dress-up
41		shows off by repeating rhymes, songs, or dances for others
42		talks about own feelings
43		changes from one activity to another when required by teacher or parent
44		selects own friends
45		waits for turn when playing in group games (e.g., red rover, steal the bacon)
46		knows and follows classroom rules
47		gains attention from peers in appropriate ways
48		understands rules of fair play
49		likes competitive games
50		has best friend of same sex
51		explains rules of a game to others
		Page 3 Total

Item #	Score 1 or 0	Item
52		asks before using another's belongings
53		accepts mild, friendly teasing without becoming too agitated
54		works alone at chore for 20 to 30 minutes
55		expresses anger with nonaggressive words rather than with physical action
56		states goal for himself or herself and carries out activity
57		accepts valid criticism without crying, pouting, or refusing to continue
58		answers the phone, remembers a simple message, and delivers it to the correct person
		Page 4 Total
		Page 3 Total
		Page 2 Total
		Total Subtest Raw Score (Page 2 + 3 + 4)

DAYC

Developmental Assessment of Young Children

PHYSICAL DEVELOPMENT SUBTEST SCORING FORM

Section I. Identifying Information			
Child's Name _____			
Male _____ Female _____			
Parent/Guardian _____			
School/Daycare _____			
Respondent's Name _____			
Relationship to Child _____			
Length of Time Respondent Has Known Child _____			
Examiner's Name and Title _____			
Date of Testing _____		Year _____	Month _____ Day _____
Date of Birth _____			
Age _____			
Age in Months _____			
Section III. Summary of Other Test Results			
Test Name	Date	Test Score	DAYC Score Equivalent
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			
Section IV. Administration Conditions			

Section II. Record of Scores			
Raw Score _____			
Age Equivalent _____			
Percentile _____			
Standard Score _____			
Rating _____			
Section IV. Administration Conditions			
A. Testing conducted in:			
one session _____	Administration time _____		
two sessions _____	Administration time _____		
three or more _____	Administration time _____		
B. Testing Location _____			
C. Describe administration (individual, arena, observation, interview, and/or direct) in detail.			

D. Environmental Characteristics			
Noise level _____	Interfering _____	Noninterfering _____	
Interruptions _____			
Distractions _____			
Lighting _____			
Temperature _____			
Other _____			
E. Personal or physical characteristics that may affect the child's test results.			

Section V. Interpretation and Recommendations			

Section VI. Physical Development Subtest

Instructions:

Starting points are determined by the child's age. Score 1 for those items that the child can do right now, is beginning to do, or did when he or she was younger but has outgrown. Score 0 for those items that the child cannot do.

Basal and Ceiling:

Begin at the suggested starting point. Continue to administer items (by observation, interview, or direct administration) until 3 of 5 items receive a score of 0 (i.e., a ceiling). If the child does not receive a score of 1 on 3 consecutive items, administer (by observation, interview, or direct administration) the items in reverse until a basal of 3 scores of 1 is reached.

Item #	Score 1 or 0	Item
Start Age: Birth		
1		extends both legs when lying on stomach
2		closes fingers when light pressure is applied on open palm
3		kicks reciprocally (e.g., one leg, then the other) when lying on back
4		rolls from side to back
5		when held upright, will bear some weight on legs
6		when lying on stomach, lifts head with support of forearms
7		when pulled to sitting, holds head in line with body (i.e., no head lag)
8		reaches for, but may not actually touch, an object
9		holds objects between fingers and palm of hand
10		brings hands together when lying on back
11		sits with support
12		rolls from back to side
13		holds a small object in each hand at one time
14		reaches for and grasps an object
15		opens hand in anticipation of contact
16		rolls from back to stomach
17		when on stomach, extends arms and legs off mattress
18		when on stomach, reaches with one hand while bearing weight on other forearm
19		when on back, brings feet to mouth
20		transfers an object from one hand to the other
21		holds an object between fingers and opposed thumb and palm of hand
22		bounces in standing when supported by adult
23		sits alone for 30 seconds while playing with toy
24		pulls self to sitting while grasping adult fingers
25		moves body forward to get an object
26		uses raking or scooping motion to pick up a small object
		Page 2 Total

Item #	Score 1 or 0	Item
27		uses arms to move forward on belly
28		sits alone steadily, initially with wide base of support
29		stands alone by holding on to something
30		from sitting position, turns 90 degrees to retrieve an object
31		walks 3 or more steps with assistance
32		pulls self to standing position
33		when falling forward, extends arms to catch self
34		bangs 2 objects together
Start Age: 12 months		
35		moves from back to sitting without assistance
36		picks up a small object using thumb and forefinger
37		walks sideways while holding on to furniture
38		scoots toward an object while maintaining sitting position
39		moves from standing to sitting in controlled fashion
40		pokes with index finger
41		walks with one hand held
42		pushes or pulls toys while walking
43		walks without holding on, may fall easily
44		starts and stops in walking
Start Age: 24 months		
45		when standing, stoops, then stands again without losing balance
46		holds crayon, pencil, and so on, in fist with thumb up
47		creeps backward down steps
48		squats during play
49		runs (may be a hurried walk)
50		scribbles spontaneously
51		throws a ball overhand with relative accuracy
52		walks up and down stairs placing both feet on each step, without assistance
53		holds crayon with fingers, hand on top, forearm turned so thumb is directed downward
54		uses hand to hold paper in place when drawing
Start Age: 36 months		
55		walks backward
56		uses one hand consistently in most activities
57		walks up stairs, alternating feet, in adult fashion while holding on
		Page 3 Total

Item #	Score 1 or 0	Item
58		climbs low play equipment
59		imitates circular, vertical, and horizontal strokes
60		holds pencil between first 2 fingers and thumb (i.e., adult grasp)
61		uses vertical, horizontal, and circular motions when drawing
62		walks swinging arms and legs freely in cross pattern similar to adult walk pattern
63		catches ball from straight arm position, trapping ball against chest
64		makes several snips on paper using scissors
Start Age: 48 months		
65		hops on 1 foot a few steps
66		turns somersault
67		walks forward heel to toe without losing balance
68		copies a cross
69		balances on one foot for 5 to 10 seconds without support
70		jumps over objects up to 6 inches high; lands with both feet together
71		cuts with scissors following a line
72		copies a square
73		copies a rectangle
74		gallops, leading with one foot and transferring weight smoothly and evenly
75		swings on swing maintaining own momentum; uses legs to propel
76		bounces and catches tennis ball (or any ball of similar size)
77		colors within lines
78		cuts out simple geometric shapes with scissors
79		skips, alternating feet, maintaining balance
80		rapidly touches each finger to thumb
81		hops in straight line on one foot without losing balance
82		places paper clips on paper
83		turns 3 consecutive somersaults
84		pastes or glues neatly
85		copies a diamond with straight, connected lines
86		drops a ball and kicks it forward before it hits the floor
87		jumps rope by self
		Page 4 Total
		Page 3 Total
		Page 2 Total
		Total Subtest Raw Score (Page 2 + 3 + 4)



Developmental Assessment of Young Children

ADAPTIVE BEHAVIOR SUBTEST SCORING FORM

Section I. Identifying Information		Section II. Record of Scores		Section III. Summary of Other Test Results			
Child's Name _____ Male _____ Female _____ Parent/Guardian _____ School/Daycare _____ Respondent's Name _____ Relationship to Child _____ Length of Time Respondent Has Known Child _____ Examiner's Name and Title _____	Date of Testing _____ Date of Birth _____ Age _____ Age in Months 	Raw Score _____ Age Equivalent _____ Percentile _____ Standard Score _____ Rating _____	DAYC Score Equivalent _____	Test Name _____ Date _____ Test Score _____	DAYC Score Equivalent _____		

Section IV. Administration Conditions

A. Testing conducted in:

one session	Administration time
two sessions	Administration time
three or more	Administration time

B. Testing Location

C. Describe administration (individual, arena, observation, interview, and/or direct) in detail.

D. Environmental Characteristics

Interfering	Noninterfering
1. Interfering 2. Interfering 3. Interfering 4. Interfering 5. Interfering 6. Interfering 7. Interfering 8. Interfering 9. Interfering 10. Interfering 11. Interfering 12. Interfering 13. Interfering 14. Interfering 15. Interfering 16. Interfering 17. Interfering 18. Interfering 19. Interfering 20. Interfering 21. Interfering 22. Interfering 23. Interfering 24. Interfering 25. Interfering 26. Interfering 27. Interfering 28. Interfering 29. Interfering 30. Interfering 31. Interfering 32. Interfering 33. Interfering 34. Interfering 35. Interfering 36. Interfering 37. Interfering 38. Interfering 39. Interfering 40. Interfering 41. Interfering 42. Interfering 43. Interfering 44. Interfering 45. Interfering 46. Interfering 47. Interfering 48. Interfering 49. Interfering 50. Interfering 51. Interfering 52. Interfering 53. Interfering 54. Interfering 55. Interfering 56. Interfering 57. Interfering 58. Interfering 59. Interfering 60. Interfering 61. Interfering 62. Interfering 63. Interfering 64. Interfering 65. Interfering 66. Interfering 67. Interfering 68. Interfering 69. Interfering 70. Interfering 71. Interfering 72. Interfering 73. Interfering 74. Interfering 75. Interfering 76. Interfering 77. Interfering 78. Interfering 79. Interfering 80. Interfering 81. Interfering 82. Interfering 83. Interfering 84. Interfering 85. Interfering 86. Interfering 87. Interfering 88. Interfering 89. Interfering 90. Interfering 91. Interfering 92. Interfering 93. Interfering 94. Interfering 95. Interfering 96. Interfering 97. Interfering 98. Interfering 99. Interfering 100. Interfering	1. Noninterfering 2. Noninterfering 3. Noninterfering 4. Noninterfering 5. Noninterfering 6. Noninterfering 7. Noninterfering 8. Noninterfering 9. Noninterfering 10. Noninterfering 11. Noninterfering 12. Noninterfering 13. Noninterfering 14. Noninterfering 15. Noninterfering 16. Noninterfering 17. Noninterfering 18. Noninterfering 19. Noninterfering 20. Noninterfering 21. Noninterfering 22. Noninterfering 23. Noninterfering 24. Noninterfering 25. Noninterfering 26. Noninterfering 27. Noninterfering 28. Noninterfering 29. Noninterfering 30. Noninterfering 31. Noninterfering 32. Noninterfering 33. Noninterfering 34. Noninterfering 35. Noninterfering 36. Noninterfering 37. Noninterfering 38. Noninterfering 39. Noninterfering 40. Noninterfering 41. Noninterfering 42. Noninterfering 43. Noninterfering 44. Noninterfering 45. Noninterfering 46. Noninterfering 47. Noninterfering 48. Noninterfering 49. Noninterfering 50. Noninterfering 51. Noninterfering 52. Noninterfering 53. Noninterfering 54. Noninterfering 55. Noninterfering 56. Noninterfering 57. Noninterfering 58. Noninterfering 59. Noninterfering 60. Noninterfering 61. Noninterfering 62. Noninterfering 63. Noninterfering 64. Noninterfering 65. Noninterfering 66. Noninterfering 67. Noninterfering 68. Noninterfering 69. Noninterfering 70. Noninterfering 71. Noninterfering 72. Noninterfering 73. Noninterfering 74. Noninterfering 75. Noninterfering 76. Noninterfering 77. Noninterfering 78. Noninterfering 79. Noninterfering 80. Noninterfering 81. Noninterfering 82. Noninterfering 83. Noninterfering 84. Noninterfering 85. Noninterfering 86. Noninterfering 87. Noninterfering 88. Noninterfering 89. Noninterfering 90. Noninterfering 91. Noninterfering 92. Noninterfering 93. Noninterfering 94. Noninterfering 95. Noninterfering 96. Noninterfering 97. Noninterfering 98. Noninterfering 99. Noninterfering 100. Noninterfering

E. Personal or physical characteristics that may affect the child's test results.

Section V. Interpretation and Recommendations

Section VI. Adaptive Behavior Subtest

Instructions:

Starting points are determined by the child's age. Score 1 for those items that the child can do right now, is beginning to do, or did when he or she was younger but has outgrown. Score 0 for those items that the child cannot do.

Basal and Ceiling:

Begin at the suggested starting point. Continue to administer items (by observation, interview, or direct administration) until 3 of 5 items receive a score of 0 (i.e., a ceiling). If the child does not receive a score of 1 on 3 consecutive items, administer (by observation, interview, or direct administration) the items in reverse until a basal of 3 scores of 1 is reached.

Item #	Score 1 or 0	Item
Start Age: Birth		
1		enjoys bath; keeps eyes open and indicates pleasure when placed in warm water
2		opens mouth and sticks out tongue in anticipation of feeding (sight of breast or bottle)
3		expresses displeasure when clothes are pulled over head
4		sleeps for 4- to 10-hour intervals
5		sleeps through the night; takes 2 to 3 naps during the day
6		uses tongue to reject pureed foods
7		holds or supports a bottle to feed self
8		closes lips when swallowing
9		brings food to mouth with whole hand
Start Age: 12 months		
10		drinks from cup held by adult
11		shows definite likes and dislikes of various foods
12		pulls off own socks
13		feeds self finger foods
14		fusses when diaper needs to be changed
15		sleeps through the night; takes one nap during the day
16		cooperates in dressing and undressing (e.g., helps put arms in holes)
17		chews textured foods
18		willingly allows caregiver to wipe nose
19		brushes teeth with assistance
Start Age: 24 months		
20		tries to wash own hands and face
21		sips liquid from glass or cup using a straw
22		helps with simple household tasks (e.g., helps put things away)
		Page 2 Total

Item #	Score 1 or 0	Item
23		removes loose clothing such as a jacket, shorts, or a shirt without assistance
24		puts on simple clothing (e.g., hat, pants, shoes, socks)
25		squats, holds self, or verbalizes bowel and bladder needs most of the time
26		opens door by turning handle
27		independently eats entire meal with spoon
28		sits on toilet for at least 1 minute supervised
29		wipes own nose; may need to be reminded
Start Age: 36 months		
30		hangs clothing on hook
31		sleeps through the night; no naps during the day
32		tells adult of toilet needs in time to get to toilet
33		washes and dries hands and face without assistance
34		pours milk and juice with some assistance
35		drinks from water fountain independently
36		gets drink of water from tap unassisted (may need help getting cup from cupboard)
37		takes responsibility for toileting; may require assistance in wiping
38		cleans up spills, getting own cloth
39		manipulates large buttons and snaps
Start Age: 48 months		
40		sets table with assistance (plates, glasses, silverware); direction may be provided
41		uses all eating utensils
42		sleeps through the night without wetting
43		brushes teeth independently
44		dresses self completely, except for tying shoelaces (includes underwear; clothes must be on correctly, including all fasteners)
45		covers mouth and nose when coughing and sneezing (hand, tissue, or handkerchief may be used)
46		serves self at the table (adult may need to hold serving dish)
47		zippers efficiently
48		puts shoes on correct feet without assistance
49		often wants privacy in bathroom
50		fastens seat belt in automobile independently
51		uses table knife for spreading soft butter, jelly, and peanut butter
		Page 3 Total

Item #	Score 1 or 0	Item
52		crosses street safely
53		plans ahead to meet toileting needs before beginning an activity
54		blows nose independently; no reminder needed
55		selects clothing appropriate for temperature and occasion
56		hangs up clothes on a hanger
57		brushes and combs hair with neat results without assistance
58		makes own bed; may need to be reminded
59		makes simple breakfast and lunch
60		sets and clears table without assistance
61		ties shoelaces into a bow without assistance
62		adjust water temperature for shower or bath
Page 4 Total		
Page 3 Total		
Page 2 Total		
Total Subtest Raw Score (Page 2 + 3 + 4)		

DAYC

Developmental Assessment of Young Children

PROFILE/EXAMINER SUMMARY SHEET

Section I. Identifying Information			
Child's Name _____			
Male _____ Female _____			
Parent/Guardian _____			
School/Daycare _____			
Respondent's Name _____			
Relationship to Child _____			
Length of Time Respondent Has Known Child _____			
Examiner's Name and Title _____			
Date of Testing _____		Year _____	Month _____ Day _____
Date of Birth _____			
Age _____			
Age in Months _____			

Section II. Record of DAYC Scores			
Cognitive	Raw Score	Age Equiv.	Std. Score
Communication	12	2;11	111
Social—Emotional	12	2;11	111
Physical Development	12	2;11	111
Adaptive Behavior	12	2;11	111
Sum of Standard Scores		444	
General Development Quotient		111	

Section III. Summary of Other Test Results			
Test Name	Date	Test Score	DAYC Score Equivalent
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			
6. _____			
7. _____			

Section IV. Profile of Standard Scores			
DAYC Scores		Other Test Scores	
Quotient	150 145 140 135 130 125 120 115 110 105 100 95 90 85 80 75 70 65 60 55	General Development	111
		Adaptive Behavior	111
		Physical Development	111
		Social-Emotional	111
		Communication	111
		Cognitive	111

Section V. Referral Information

Handwritten text in Section V:

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Section VI. Interpretation and Recommendations

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