

## Communication Domain Scoring Form

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### Section 1. Identifying Information

Name \_\_\_\_\_

Female  Male

Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_

Date Tested \_\_\_\_\_

Date of Birth \_\_\_\_\_

Age \_\_\_\_\_

Age in Months

Examiner's Name \_\_\_\_\_

Examiner's Title \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

School/Day Care \_\_\_\_\_

Respondent's Name \_\_\_\_\_

Relationship to Child \_\_\_\_\_

Length of Time Respondent Has Known Child \_\_\_\_\_

### Section 2. Record of Scores

Subdomain	Raw Score	Age Equivalent	%ile Rank	Standard Score	SEM	Descriptive Term	Standard Score Difference
Receptive Language	_____	_____	_____	<input type="text"/>	5	_____	<input type="text"/> <ul style="list-style-type: none"> <li><input type="radio"/> Not important</li> <li><input type="radio"/> Statistical 12 or above</li> <li><input type="radio"/> Clinical 22 or above</li> </ul>
Expressive Language	_____	_____	_____	<input type="text"/>	4	_____	
	↓			↓			
Domain	Sum of Raw Scores	Age Equivalent	%ile Rank	Sum of Standard Scores	Standard Score	SEM	Descriptive Term
Communication	_____	_____	_____	_____	<input type="text"/>	3	_____

### Section 3. Descriptive Terms

Descriptive Term	Very Poor	Poor	Below Average	Average	Above Average	Superior	Very Superior
Standard Score	< 70	70–79	80–89	90–110	111–120	121–130	> 130

### Section 4. Observations and Recommendations

\_\_\_\_\_

\_\_\_\_\_



## Section 5. Record of Performance

### Communication Domain

#### *Receptive Language Subdomain*

**Instructions:** Starting points are determined by the child's age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

**Basal and Ceiling:** Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

**\*Entry Points:** Birth–11 months: **Item 1**                      24–35 months: **Item 16**                      48–59 months: **Item 27**  
 12–23 months: **Item 8**                                      36–47 months: **Item 23**                      60 months and older: **Item 31**

Item #	Score (1 or 0)	Item
*1.		normal breathing rate
2.		reacts to loud noise by blinking, moving arms or legs, or stopping movement
3.		quieted by music
4.		turns head toward voice when someone speaks to him or her
5.		smiles at person who is talking or gesturing
6.		turns and looks toward noise
7.		briefly stops activity when name is called
*8.		responds with appropriate gestures to “up,” “bye-bye,” or other routines
9.		moves body to music
10.		briefly stops activity when told “no”
11.		follows simple spoken commands (e.g., “Give Mommy the cup.”)
12.		responds to “where” questions (e.g., “Where is the ball?” May point, state the location, or go get the ball.)
13.		when asked, will point to five or more familiar persons, animals, or toys
14.		follows directions about placing one item “in” and “on” another
15.		indicates “yes” or “no” (or appropriate head movement) in response to questions
*16.		points to three body parts when asked
17.		carries out two-step directions that are related (e.g., “Go to the table and bring me the toy.”)
18.		points to six body parts when asked

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Item #	Score (1 or 0)	Item
19.		points to 15 or more pictures of common objects when they are named
20.		understands at least three possessives (e.g., mine, yours, and boy's; "Is this your ball?" "Show me the dog's food.")
21.		points to five or more common objects described by their use (e.g., "Show me what you eat with.")
22.		carries out two-step unrelated commands (e.g., "Put the ball on the shelf and then clap your hands.")
*23.		understands negative (e.g., "Which is not . . . red, the dog?")
24.		knows "big" and "little" (e.g., "Throw the big ball to me.")
25.		responds to "who" and "whose" questions (e.g., "Who has on a red shirt today?")
26.		follows directions about placing one item "beside" and "under" another
*27.		understands "in front of" and "behind" (e.g., "What is behind the screen?")
28.		answers comprehension questions when told a short story
29.		demonstrates understanding of passive sentences (e.g., "Show me the train was pushed by the car.")
30.		carries out three-step commands that are not related (e.g., "Put the ball on the table, shut the door, and turn around.")
*31.		tells whether two words rhyme or have the same ending sound for at least three word pairs (e.g., "Do <i>cat</i> and <i>pat</i> have the same ending sound?")
32.		responds to questions involving time concepts (e.g., "When do we eat lunch?")
33.		understands all four seasons of the year and what you do in each (e.g., "What do we do in the summer?")
34.		can identify at least three opposites using pictures or objects ("Show me the opposite of . . . big/little, hot/cold, tall/short.")
35.		identifies "left" and "right" on own body (e.g., "Raise your right hand.")
36.		can identify at least three units of currency (e.g., "Point to the . . . penny, dollar, quarter")
37.		can identify at least three complete sentences ("Tell me if this is a complete sentence." e.g., brown dog; The boy ran away.)



**RECEPTIVE LANGUAGE SUBDOMAIN RAW SCORE**

Continues with  
Expressive Language →

## Expressive Language Subdomain

**Instructions:** Starting points are determined by the child’s age. Score 1 if the child does exhibit the behavior described most of the time, or did when he or she was younger but has outgrown the behavior. Score 0 if the child does not exhibit the behavior described or exhibits the behavior inconsistently.

**Basal and Ceiling:** Begin at the starting point. Administer items until three consecutive items receive a score of 0 (i.e., to establish a ceiling). If the child receives a score of 0 on any of the first three items, test backward until the child scores a 1 on three items in a row (i.e., to establish a basal). If the child does not receive a score of 0 on three consecutive items while establishing a basal, return to highest item number scored and continue testing until a ceiling is established.

<b>*Entry Points:</b> Birth–11 months: <b>Item 1</b> 12–23 months: <b>Item 8</b>	24–35 months: <b>Item 16</b> 36–47 months: <b>Item 24</b>	48–59 months: <b>Item 30</b> 60 months and older: <b>Item 34</b>
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Item #	Score (1 or 0)	Item
*1.		has a strong cry
2.		makes sucking noises
3.		cries when hungry or uncomfortable
4.		makes noises other than crying (e.g., cooing, gurgling)
5.		has different cries for pain, hunger, or discomfort
6.		produces three or more single vowel sounds (e.g., ah, eh, uh)
7.		laughs out loud
*8.		produces three or more consonants, such as /b/, /m/, or /d/
9.		produces string of consonant–vowel sounds (e.g., ba-ba, da-da)
10.		uses word for parent or caregiver discriminately (e.g., mama, dada, nana)
11.		uses inflection patterns when vocalizing (e.g., raises pitch as if asking a question)
12.		spontaneously says familiar greetings and farewells
13.		has a word, sound, or sign for “drink”
14.		uses at least five words
15.		says one word that conveys entire thought; meaning depends on context (e.g., “cookie” may mean “wants more” or “the cookie fell”)
*16.		can name familiar characters or items seen on TV or in movies (e.g., Big Bird)
17.		knows names of two or more playmates
18.		uses 10 to 15 words spontaneously
19.		produces three or more two-word phrases (e.g., more juice)

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12–23 months: **Item 8**

24–35 months: **Item 16**  
36–47 months: **Item 24**

48–59 months: **Item 30**  
60 months and older: **Item 34**

Item #	Score (1 or 0)	Item
20.		names eight or more pictures of familiar objects
21.		whispers
22.		uses sentences of three or more words
23.		uses at least 50 different words in spontaneous speech
*24.		describes what he or she is doing (e.g., responds to “What are you doing?”)
25.		asks “what” or “where” questions (e.g., “Where is my ball?”)
26.		uses five or more regular plurals (e.g., boys, toys)
27.		changes speech depending on listener (e.g., talks differently to babies than to adults)
28.		gives full name on request (e.g., “What is your name?”)
29.		answers question, “What happens if . . .” (e.g., “. . . you drop an egg.”)
*30.		uses five or more contractions (e.g., I’ll, can’t)
31.		uses facial expressions and body language to demonstrate at least five emotions (e.g., “Show me how you would look if you were . . . angry, proud, frightened, scared.”)
32.		makes statements about cause and effect (e.g., “It won’t roll because the wheel is off.”)
33.		defines five simple words (e.g., “What is a car?”)
*34.		completes at least three simple verbal analogies (e.g., “Daddy is a man; Mommy is a _____.”)
35.		states similarities between objects for at least three object pairs (e.g., “How are shoes and boots alike?”)
36.		responds to “Tell me the opposite of _____” for at least three words
37.		uses irregular plurals correctly (e.g., foot/feet, goose/geese)
38.		tells simple jokes
39.		states differences between objects for at least three object pairs (e.g., “How are milk and water different?”)
40.		uses “yesterday” and “tomorrow” meaningfully
41.		uses irregular comparatives correctly (e.g., good, better, best)



**EXPRESSIVE LANGUAGE SUBDOMAIN RAW SCORE**



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