The DAYC 2: Overview

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Learning Objectives

- Discuss the use of the DAYC-2 in the Early Intervention system including how to use in Telehealth approach.
- Identify the components of the DAYC-2.
- Calculate a child's chronological age in order to establish the start point for administering the DAYC-2.
- Find the basal and ceiling in order to calculate DAYC-2 raw scores.
- Convert raw scores into standard scores, percentiles, standard deviations, and determine the child's DAYC-2 results in relation to his or her chronological age.
- Summarize and apply DAYC-2 results in the MDE/IFSP.

Information About DAYC-2

DAYC-2: Developmental Assessment of Young Children–Second Edition

By Judith K. Voress + Taddy Maddox

Available by Pro-Ed.com

Cost:

$363.00 for basic Kit (manual and testing protocols)

$515.00 complete test kit (manual, testing protocols and on-line scoring)

$209.00-on-line scoring program

DAYC-2

The DAYC-2 is a comprehensive tool for infants and young children. The 2nd Edition was published in October 2012.

- Norm-Referenced / Provides Standard Scores

- Materials and toys must be assembled by the examiner – these cannot be ordered as a supplement to the kit. Evaluators need to obtain testing materials based on the test items.

Validity

- The DAYC-2 was normed on a national sample of 1,832 children; characteristics of the normative sample approximate the 2010 census. Standard scores, percentile ranks, and age equivalents are provided for each domain, and for overall general development if all five domains are tested.

What is the DAYC II designed to do?

The DAYC-2 is used to:

- Identify typical and atypical developmental abilities in the 5 developmental domains.
- Determine specific developmental strengths and weaknesses
- Document progress in attaining developmental milestone skills as a consequence of intervention
- To measure developmental abilities in research studies.

Administration

As there are no specific requirements for any items to be completed by direct assessment, if a child does not get credit on an item during direct assessment, credit can be given at a later time in the assessment process if the child is observed demonstrating the skill during another activity.

- For example: If the child does not stack 8 blocks on request for the examiner, but is later observed to stack 10 blocks in the play center or the teacher reports that the child is consistently able to stack 8 to 10 blocks as part of the preschool activities; then the examiner should go back and give credit for the test item.

Format allows you to obtain information through **observation, interview of caregivers, and direct assessment**; may be used in arena assessment so that each discipline can use the evaluation tool independently.

Examiner Qualifications

The following is a list of Professionals who are qualified to administer DAYC-2

- Early Childhood Specialists
- School Psychologists
- Speech-Language Pathologists
- Occupational Therapist
- Physical Therapist
- Other professionals who have some formal training in assessment

The Five Domains

The DAYC-2 consists of 5 Domains:

- Cognition
- Communication
- Social-Emotional
- Physical Development
- Adaptive Behavior

Cognition

Consists of 88 items that measure skills and abilities that are conceptual in nature.

Cognitive development entails “progressive changes in children’s perceptions, knowledge, understanding, reasoning, and judgment, and the use of these competencies in everyday situations.

Cognitive skills include abilities such as attention, memory, purposive planning, decision making and discrimination.

Communication

Consists of 2 sub-domains (Receptive and Expressive language).

Standard Scores are give for each subdomain and a Total Communication Standard Score is also given

Communication is a broad term that refers to the exchange of ideas, information, and feelings. Communication skills involve both receptive and expressive language and verbal or non-verbal expression.

The Receptive Language subdomain consists of 37 items and the Expressive sub-domain consists of 41 items.

Social Emotional

Consists of 63 items that measure the child's social awareness, interactions with others (peers and adults) and social competence.

Physical Development

Consists of 2 subdomains (gross and fine motor development).

Motor skills involve the use of the body's large and small muscles to perform basic movements.

Standard Scores are given for each Subdomain and a Total Motor Standard Score is also given

The Gross Motor development subdomain consists of 54 items and the Fine Motor development subdomain consists of 33 items.

Adaptive

Consists of 64 items that measure a child's independent functioning in his or her environment.

Self-help skills include toileting, feeding, dressing, and personal responsibility.

Adaptive

Sample questions:

- Purposely pulls off own socks (#14)
- Drinks from open cup or glass held by adult – not a sippy cup (#19)
- Opens door by using handle or knob (#25)
- Sits on toilet for at least 1 minute supervised (#29)

Q: What if the child cannot reach any door handles or knobs within his natural environments of home and school? Should you hold him up to see if he can turn the handle?

A: Consider that this is a question about adaptive skills and not motor skills (turning an object). If the child cannot turn the door handles to enter and leave rooms independently, or cannot use a stool independently to reach the knob and open the door – then I would score a "0".

Administering the DAYC II

Can the DAYC-2 be administered to children/families whose native language is not English?

This assessment tool has not been standardized on the bilingual/bicultural background of children. However, it is acceptable to use the social, adaptive, and physical subtests on a bilingual child. The cognitive and communication sections should only be used on a bilingual child who is younger than 9 months old, and even then, another assessment tool should also be utilized.

Administering the DAYC II

Do you need to adjust for a child who was born pre-mature?

When testing a child who was born premature, use the child's chronological age for the purpose of using the normative tables.

p.15 DAYC manual

Important information

This test is based on an average score of 100. Every 15 points is 1 standard deviation. So a developmental quotient of 85 is equal to – 1 (minus one) standard deviation below the mean.

You can also incorporate clinical opinion to indicate a 25% or 33% delay for a child. Generally, a score of -1.5SD is 25% delay and -2 SD or greater is a 33% delay

Informed clinical opinion

- Is used by professionals in the evaluation and assessment process in order to make a recommendation as to initial and continuing eligibility for services and as a basis for planning services to meet the child and family needs. In essence, the multidisciplinary team, including parents, seek to answer the question, what are the child's abilities and needs within his/her natural environment? Thus, appropriate training, previous experience with evaluation and assessment, sensitivity to cultural needs and the ability to elicit and include family perceptions are all important elements of informed clinical opinion.

Administering the DAYC II

As an evaluator, how much time is authorized for the administration of the DAYC II?

The amount of time may vary depending on the family and the evaluator. Typically, each DAYC-2 subset takes an experienced evaluator approximately 15-20 minutes to administer.

Suggested Toys & Activities (in-person evaluation)

- Blocks, nesting cups, puzzles (interlocking and knob)
- Crayons, paper, and/or writing tablet
- Stacking rings, broken toy, baby doll
- Telephone, car, sorting activity, stringing beads
- Mirror, flash cards, baby book

It is important to look through the tasks in the DAYC-2 to see what items you may need.

Examples of Difficult Testing Items

What is the difference between these two items:

Match circle, square, and triangle

Match objects by color, shape, and size

What toys would you need to test these?

What do I do FIRST When Using the DAYC II?

- To obtain accurate results, the examiner must determine the child's age to the month. (45 months) • This is necessary for scoring the assessment AND for establishing a starting point for administering the DAYC-2. • This can be calculated by hand or by using an online application •
- This Child is 2 years, 6 months and 5 days old

	Year	Month	Day
Date of Testing	2011	9	18
Date of Birth	2009	3	13
Age	2	6	5
Age in Months		30	

Chronological Age

You may not round when computing the age, as this violates the test protocols. So if the child is 23 months, and 29 days you may not round the age to 24 months; for the DAYC-2, the child's age would be 23 months. However, in this instance clinical opinion could utilized to say that the child will be 24 months in one day and will be expected to achieve the following tasks.

The resulting chronological age is used to establish the starting point on each subtest. The DAYC-2 does not allow for adjusted age and scoring is based solely on chronological age.

What are Entry Points, Ceilings and Basals?

Entry point: Designates where to start the assessment.

Select the start age that is closest to, but not older than, the child's chronological age. The item listed immediately following this "Entry Point" is where you will begin the assessment. Entry Points are listed at the top of each Protocol. Also, directions for calculating the basal and Ceiling is at the top of each form.

As an example, for a 22 month old child, the DAYC-2 subtest administration begins at Entry Point: 12-23months.

Section 5. Record of Performance

Cognitive Domain

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**
12–23 months: **Item 19**
24–35 months: **Item 29**
36–47 months: **Item 40**
48–59 months: **Item 53**
60 months and older: **Item 65**

Item #	Score (1 or 0)	Item
*1.		turns head or moves eyes to visually explore surroundings
2.		moves hand to mouth
3.		looks at object for at least 3 seconds
4.		watches an object moved slowly through his or her line of sight
5.		looks back and forth between two objects
6.		inspects own hands

Instructions are Given on each page

Basal

You will need to find the Basal and Ceiling in order to calculate the Raw Scores. The Raw Scores are transferred to the front of the scoring form at the end of the assessment of each domain.

- Begin administering the assessment at the designated starting point. If the child receives a “0” for any of the first 3 items administered – the examiner should then test backward until the child scores a 1 on three items in a row.

- The BASAL is established when the child receives a score of 1 on three items in a row.

- All questions “below” the BASAL (the questions that come BEFORE the three 1’s on the form – are each scored as a 1, even if the child would have scored a 0 if the items was administered.

Ceiling

Where a child is no longer able to perform skills with mastery within a certain age range – demonstrated by three 0's in row. This is the stopping point.

- Occasionally, you will have some items "above" or past the ceiling (past the three 0's) that the child would have received a 1 on if the item has been administered. Or the child may have already received a 1 on the item past the ceiling if the evaluator has administered the items. These items are not counted toward the Raw Score but account for scattered skills the child may have

- There can be several basals and ceilings. Always pick the basal and the ceiling that are closest together when computing the raw score.

Scoring

• “Passed” = Mastered Skill = 1 point • “Not Passed” = Skill Not Mastered = 0

• There is no credit given for emerging skills – if skills are still emerging but not mastered, the item should be marked as “0” and a notation made that the child has emerging skills or partial skills in this area.

• The goal is to determine if an ability is sufficiently mastered so that continued instruction on this skill level is not necessary – if a student still requires additional work on this skill – it is not mastered.

• If a child can only do a skill with one person, in one location and with one set of materials, consider not marking the skill as mastered if the team feels the child will require significant instruction on the specific skill to generalize the skills to other settings, materials and/or people.

• If a child has not had the opportunity to develop a skill (i.e.- has never had the opportunity to use scissors or drink from an open top cup), then the child cannot demonstrate the skill and a “0” is awarded

What are the important scoring considerations?

There can be several basals and ceilings. Always pick the basal and the ceiling **that are closest together** when computing the raw score. Basals and ceilings can also overlap. In general the ceiling and basal would not overlap when administering the DAYC-2. However, if the child displays scattered abilities, then the ceiling and basal may overlap in order to establish the true basal. Evaluators need to carefully review items achieved or missed to determine if the child is lacking opportunity to achieve the skill.

Evaluators can test above the Basal and Below the ceiling in order to see if the child has scattered skills. These scores are not calculated in the Raw Score (see example D)

Computing the Raw Score

The points scored after the basal and through to the end of the ceiling are totaled. *Note: Any 1's that follow the ceiling range are NOT counted. Add these two numbers and you have the child's raw score.*

Let's work on some examples.
Handout Number 1

Basal and Ceiling Examples for the DAYC-2 Domains and Subdomains

Item #	Examples				Item #
	A	B	C	D	
1			1		1
2			1		2
3			0		3
4			1		4
5			0		5
6			0		6
7			1		7
8			0		8
9			1		9
10			0		10
11			0		11
12		1	0		12
13		1	1		13
14		1	1		14
15		0	0		15
16		1	0		16
17		0	1	1	17
18		1	0	1	18
19		1	1	1	19
20	1	0	0	0	20
21	1	0	1	1	21
22	1	0	1	0	22
23	1		0	1	23
24	1		1	1	24
25	0		0	1	25
26	0		0	0	26
27	1		0	1	27
28	1			0	28
29	1			0	29
30	0			0	30
31	1			0	31
32	1			1	32
33	1			0	33
34	1			1	34
35	1			0	35
36	0			0	36
37	0				37
38	0				38
Raw score					Raw score

Note. The entry point for each example is item 20.

19		
20	Entry →	1
21		1
22		1
23		1
24		1
25		0
26		0
27		1
28		1
29		1
30		0
31		1
32		1
33	basal	1
34		1
35		1 → last numbe
36		0
37		0 ceiling
38		0
Raw score		35

Note. The entry point for each example is Item 20.

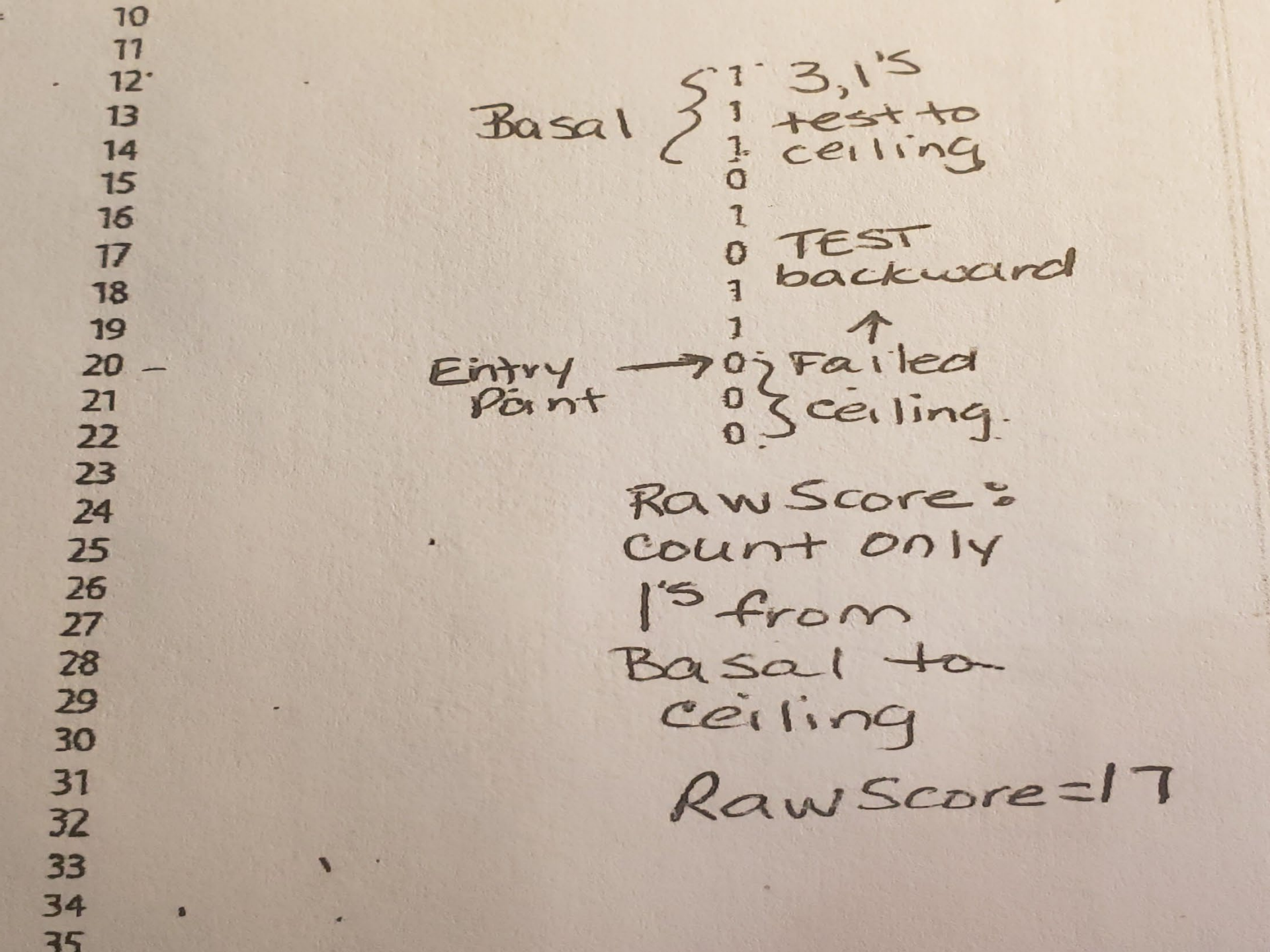
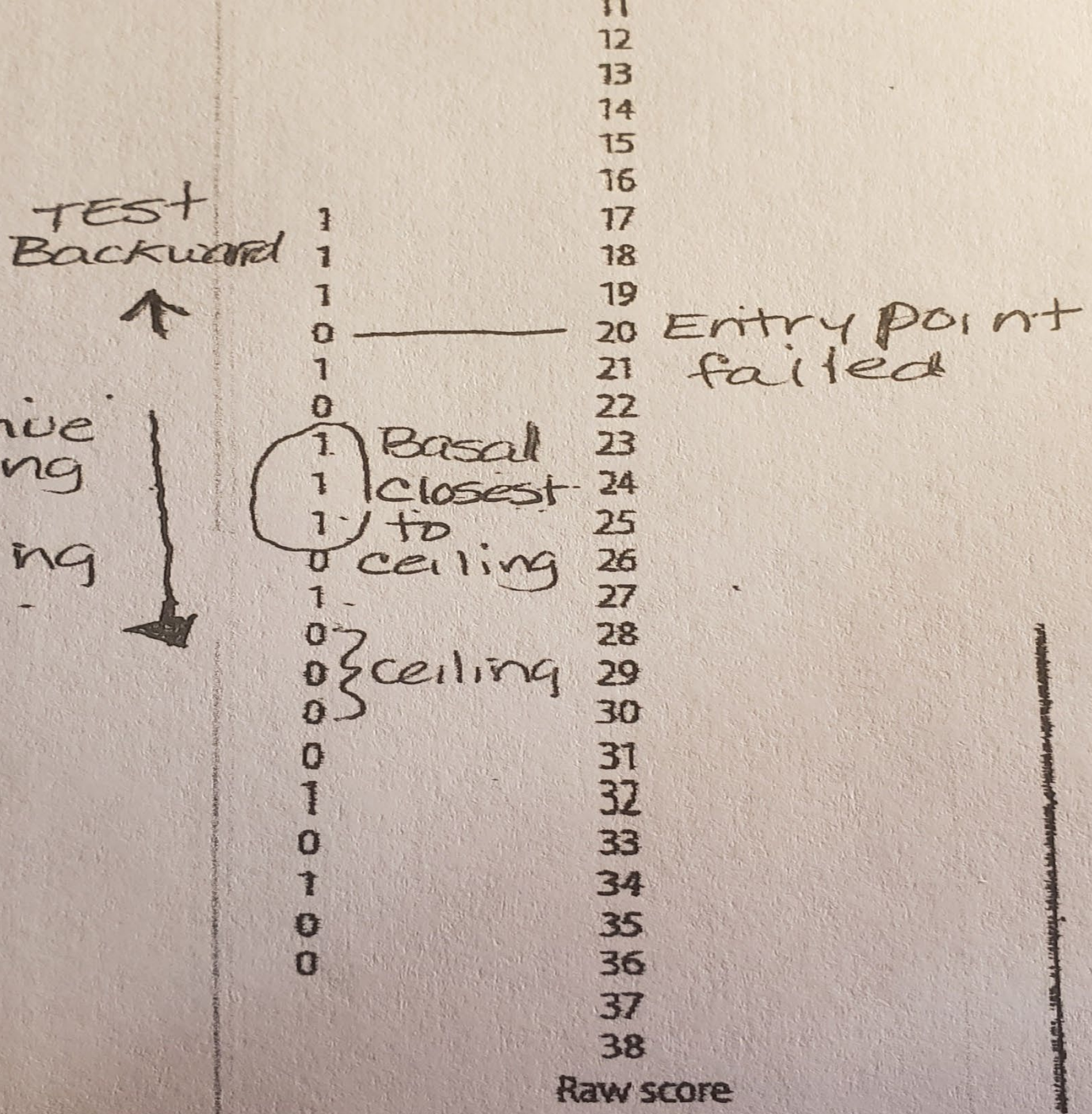

Basal
1 3, 1's
1 test to
1 ceiling
0
1
0 TEST
1 backward
1
1
Entry Point
0 Failed
0 ceiling.
0
Raw Score:
Count only
1's from
Basal to
ceiling
Raw Score = 17

Table 2.2
l and Ceiling Examples for the DAYC-2 Domains and Subdomains

Examples				
A	B	C	D	Item #
		1		1
		1	NO	2
		0	Basal	3
		1		4
		0		5
		0		6
		1		7
		0		8
		1		9
		0		10
	Ceiling	0		11
		0		12
		1		13
		1		14
		0	TEST	15
		0	Backward	16
		1	until you	17
		0	get 3-1's	18
		1		19
1		0	— Entry Point	20
1		1	Failed	21
1		1		22
1		0		23
1		1		24
0		0		25
		0		26
		0		27
				28
				29
				30
				31
				32
				33
				34
				35
				36
				37
				38

Count only 1's to ceiling
Raw Score = 5


TEST Backward
Continue testing to ceiling
1 1 1 0 1 0 1 1 1 0 1 0 0 0 0 0 1 0 1 0 0
Basal closest to ceiling
ceiling
Entry Point failed
11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38
Raw score

Converting Raw Scores to Standard Scores

After determining the basal, ceiling and raw score for each domain Use Appendix B in the Examiner's manual (p. 63) to Convert Raw Scores to Standard scores.

Go to the page where you see the Child's Chronological age at the top of the page

The first column lists all the Raw Scores. Look down the column for the raw score in each of the domains and the corresponding score is the Standard Score.

Example

Charlie is a 35 month old child whose Raw scores are as follows:	
Cognitive	24
Receptive Language	15
Expressive Language	13
Social Emotional	41
Gross Motor	40
Fine Motor	12
Adaptive	37

.

Table B.21. Converting Raw Scores to Standard Scores
Age 34–36 Months

Raw score	Standard score							Raw score
	Cognitive	Receptive Language	Expressive Language	Social–Emotional	Gross Motor	Fine Motor	Adaptive Behavior	
<7	<50	<50	<50	<50	<50	<50	<50	<7
7	<50	<50	50	<50	<50	50	<50	7
8	<50	<50	51	50	<50	51	<50	8
9	<50	50	54	51	<50	54	<50	9
10	<50	52	56	52	<50	58	50	10
11	<50	55	59	54	<50	61	51	11
12	<50	58	62	55	<50	65	53	12
13	50	61	64	57	<50	69	55	13
14	52	64	67	58	<50	72	57	14
15	54	67	69	60	<50	76	59	15
16	55	70	72	61	<50	79	61	16
17	57	73	74	63	<50	83	62	17
18	58	76	77	65	<50	87	64	18
19	60	79	79	66	<50	90	66	19
20	62	82	82	68	<50	94	68	20
21	63	85	84	69	<50	97	70	21
22	65	88	87	71	<50	101	71	22
23	66	91	89	72	<50	105	73	23
24	68	94	92	74	<50	108	75	24
25	70	97	95	75	<50	112	77	25
26	71	100	97	77	50	115	79	26
27	73	103	100	78	51	119	80	27
28	74	106	102	80	53	122	82	28
29	76	109	105	81	56	124	84	29
30	78	112	107	83	59	129	86	30
31	79	115	110	84	62	130	88	31
32	81	118	112	86	65	133	90	32
33	82	121	115	87	68	135	91	33
34	84	124	117	89	70	—	93	34
35	86	127	120	90	73	—	95	35
36	87	130	122	92	76	—	97	36
37	89	133	125	93	79	—	99	37
38	90	—	127	95	82	—	100	38
39	92	—	130	96	85	—	102	39
40	94	—	133	98	88	—	104	40
41	95	—	135	100	90	—	106	41

Answers

Standard Scores for Charlie are as follows:	
Cognitive	68
Receptive Language	67
Expressive Language	64
Social Emotional	100
Gross Motor	88
Fine Motor	65
Adaptive	109

Guide to interpreting Standard Scores

>130=Very Superior

121-130=Superior

111-120=Above Average

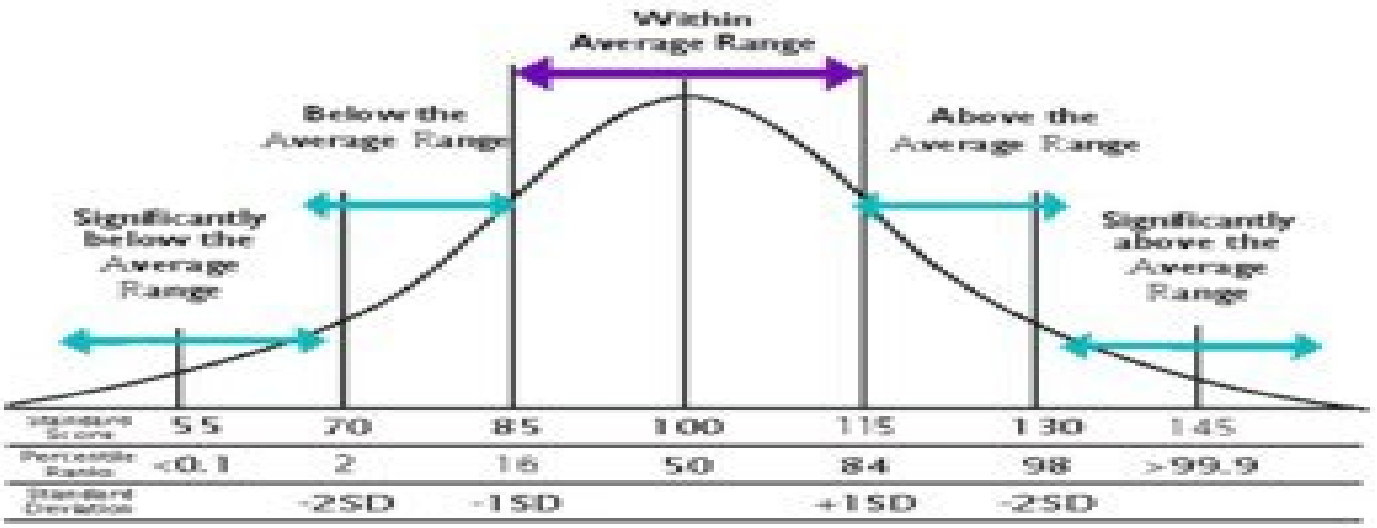
90-110=Average

80-89= Below Average

70-79=Poor

<70=Very Poor

Bell Curve Graph



Standard Score	55	70	85	100	115	130	145
Percentile Ranks	<0.1	2	16	50	84	98	>99.9
Standard Deviation		-2SD	-1SD		+1SD	-2SD	

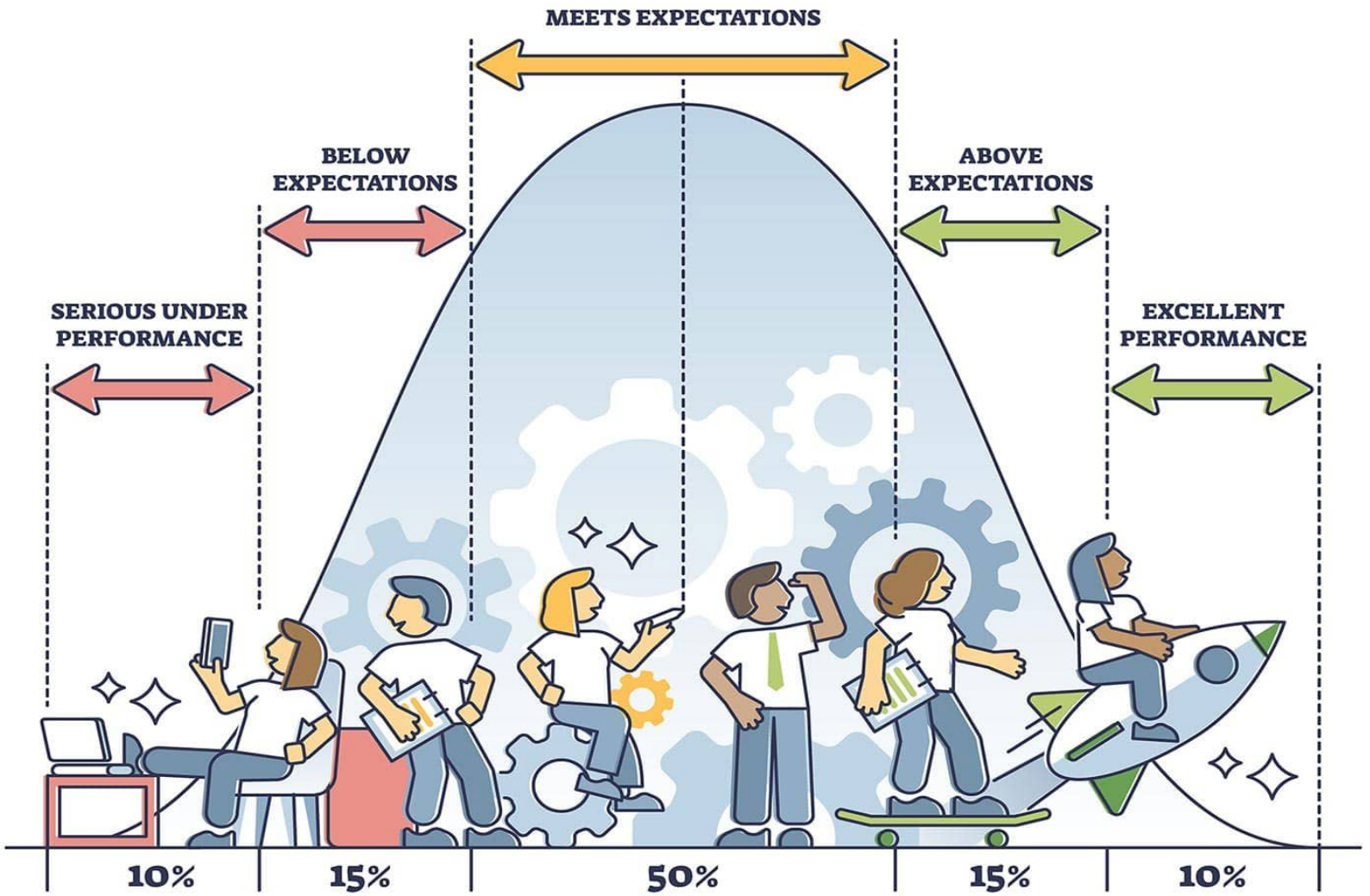
Standard Scores (SS)

- Standard Scores tell us how close to "average" a score is.
- An Average (or Mean) score for most tests is 100.
- Scores between 85 and 115 are considered to be in the average range.
- Each Standard Deviation (SD) is 15 Points from the Mean.

Percentile Rank (PR)

- The Percentile Rank tells us how many children scored the same or lower than the child tested.
- The average percentile is 50.
- Scores between the 16th and 84th percentiles are considered to be in the average range.

BELL CURVE


MEETS EXPECTATIONS
BELOW EXPECTATIONS
ABOVE EXPECTATIONS
SERIOUS UNDER PERFORMANCE
EXCELLENT PERFORMANCE
10%
15%
50%
15%
10%

Converting Standard Scores to Percentile Ranks

Once you've found the Standard Score use Appendix C in the Examiners Manual (page 117) to convert Standard Score to Percentile Rank.

Look for the Standard Score in the list and the Percentile Rank for that score is the number directly next to it. This is repeated for all standard scores in each Developmental Domain.

Table C.1
Converting Standard Scores to Percentile Ranks

Standard score	Percentile rank	Standard score	Percentile rank	Standard score	Percentile rank
160	>99.9	119	90	78	7
159	>99.9	118	88	77	6
158	>99.9	117	87	76	5
157	>99.9	116	86	75	5
156	>99.9	115	84	74	4
155	>99.9	114	82	73	4
154	>99.9	113	81	72	3
153	>99.9	112	79	71	3
152	>99.9	111	77	70	2
151	>99.9	110	75	69	2
150	>99.9	109	73	68	2
149	>99.9	108	70	67	1
148	99.9	107	68	66	1
147	99.9	106	66	65	1
146	99.9	105	63	64	1
145	99.9	104	61	63	1
144	99.8	103	58	62	1
143	99.8	102	55	61	0.5
142	99.7	101	53	60	0.4
141	99.7	100	50	59	0.3
140	99.6	99	47	58	0.3
139	99.5	98	45	57	0.2
138	99	97	42	56	0.2
137	99	96	39	55	0.1
136	99	95	37	54	0.1
135	99	94	34	53	0.1
134	99	93	32	52	0.1
133	99	92	30	51	<0.1
132	98	91	27	50	<0.1
131	98	90	25	49	<0.1
130	98	89	23	48	<0.1
129	97	88	21	47	<0.1
128	97	87	19	46	<0.1
127	96	86	18	45	<0.1
126	96	85	16	44	<0.1
125	95	84	14	43	<0.1
124	95	83	13	42	<0.1
123	94	82	12	41	<0.1
122	93	81	10	40	<0.1
121	92	80	9		
120	91	79	8		

Percentile Rank for Charlie

Cognitive	2nd
Receptive Language	1st
Expressive Language	1st
Social Emotional	50th
Gross Motor	21st
Fine Motor	1st
Adaptive	73rd

Calculating Total Communication Standard Score for the Communication Domain

Add the Standard Score for Expressive Language subdomain and Receptive language subdomain to come up with the Total Standard Score for the communication subdomain (p. 121 in Manual).

Next look up the Total Standard Score on Table D.1- Converting Sums of Subdomain Standard Scores to Domain Standard Scores.

Charlie's scores

According

- According to what we found, Charlie achieved the following standard scores: 67 in Receptive Language, 64 in Expressive Language. Therefore, the sum of the Standard Scores would be 67+64= 131.

Looking

- Looking on Table D.1 the Standard Score for the sum 131. Therefore this child's Total Language Standard Score is 65.

Table D.1
Converting Sums of Subdomain Standard Scores to Domain Standard Scores

Sum of RL + EL or GM + FM	Standard score	Sum of RL + EL or GM + FM	Standard score	Sum of RL + EL or GM + FM	Standard score
100–101	49	166–167	83	227–229	117
102	50	168–170	84	230–231	118
103	51	171–172	85	232–233	119
104–105	52	173–174	86	234–235	120
106–107	53	175–176	87	236–237	121
108–109	54	177–178	88	238–239	122
110–111	55	179–180	89	240–241	123
112–113	56	181–182	90	242–243	124
114–115	57	183–184	91	244–245	125
116–117	58	185–186	92	246–247	126
118–119	59	187–188	93	248–249	127
120–121	60	189–190	94	250–251	128
122–123	61	191–192	95	252–253	129
124–125	62	193–195	96	254–255	130
126–127	63	196–197	97	256	131
128–129	64	198	98	257–258	132
130–131	65	199	99	259–260	133
132–133	66	200	100	261–262	134
134–135	67	201	101	263–264	135
136–137	68	202	102	265–266	136
138–139	69	203–204	103	267–268	137
140–141	70	205	104	269–270	138
142–143	71	206–207	105	271–272	139
144	72	208–209	106	273–274	140
145–146	73	210–211	107	275–276	141
147–148	74	212	108	277–278	142
149–150	75	213–214	109	279–280	143
151	76	215–216	110	281–282	144
152–153	77	217–218	111	283–284	145
154–155	78	219	112	285–286	146
156–158	79	220–221	113	287–288	147
159–160	80	222–223	114	289–292	148
161–163	81	224	115	293–296	149
164–165	82	225–226	116	297–300	150

Note. RL = Receptive Language; EL = Expressive Language; GM = Gross Motor; FM = Fine Motor.

Calculating Total Motor Standard Score for the Physical Domain

Add the Standard Score for Gross Motor sub-domain and Fine Motor sub-domain to come up with the Total Standard Score for the Physical sub-domain.

Next look up the Total Standard Score on Table D.1- Converting Sums of Sub-domain Standard Scores to Domain Standard Scores.

Charlie's Score

According to what we found, Charlie achieved the following standard score of 88 in Gross Motor, 65 in Fine Motor. Therefore, the sum of the Standard Scores would be:

88+65= 153.

Looking on Table D.1 the Standard Score for the sum 153. Therefore this child's Total Motor Standard Score is 77.

Converting Sums of Domain Standard Scores to General Developmental Index

1

Add Standard Scores for all 5 domains

2

Take the Standard Score and refer to Appendix E to convert it to the General Developmental Index on the Examiner Sheet

3

Percentile Rank: Refer back to Appendix C to convert the Standard Score to a Percentile Rank

Charlie achieved the following Standard Scores:	
Cognitive	68
Total Language	65
Total Motor	77
Social	100
Adaptive	109
Total	416
GDI	78

Table E.1
Converting Sums of Domain Standard Scores to General Development Index

Sum of COG + COM + SE + PD + AB	General Development Index	Sum of COG + COM + SE + PD + AB	General Development Index	Sum of COG + COM + SE + PD + AB	General Development Index
250	49	437–440	83	563–565	117
251	50	441–445	84	566–569	118
252–253	51	446–449	85	570–572	119
254–258	52	450–454	86	573–576	120
259–263	53	455–458	87	577–579	121
264–268	54	459–462	88	580–583	122
269–274	55	463–466	89	584–586	123
275–279	56	467–471	90	587–590	124
280–285	57	472–475	91	591–593	125
286–291	58	476–479	92	594–597	126
292–296	59	480–483	93	598–600	127
297–302	60	484–487	94	601–604	128
303–308	61	488–491	95	605–608	129
309–315	62	492–496	96	609–611	130
316–321	63	497	97	612–615	131
322–327	64	498	98	616–619	132
328–334	65	499	99	620–623	133
335–341	66	500–503	100	624–628	134
342–348	67	504–506	101	629–632	135
349–354	68	507–510	102	633–637	136
355–361	69	511–514	103	638–643	137
362–368	70	515–518	104	644–650	138
369–375	71	519–521	105	651–657	139
376–381	72	522–525	106	658–667	140
382–387	73	526–529	107	668–678	141
388–393	74	530–533	108	679–688	142
394–399	75	534–536	109	689–698	143
400–405	76	537–540	110	699–707	144
406–410	77	541–544	111	708–715	145
411–416	78	545–547	112	716–722	146
417–421	79	548–551	113	723–729	147
422–426	80	552–554	114	730–736	148
427–431	81	555–558	115	737–742	149
432–436	82	559–562	116	743–750	150

Note. COG = Cognitive; COM = Communication; SE = Social–Emotional; PD = Physical Development; AB = Adaptive Behavior.

Charlie's Scores

- Taking the total score of 416 and looking on Table E.1 we see that Charlie's General Development Index is 78. Going back to the Converting Standard Scores to Percentile Rank table the Percentile Rank of this child is 7th Percentile.

Table C.1
Converting Standard Scores to Percentile Ranks

Standard score	Percentile rank	Standard score	Percentile rank	Standard score	Percentile rank
160	>99.9	119	90	78	7
159	>99.9	118	88	77	6
158	>99.9	117	87	76	5
157	>99.9	116	86	75	5
156	>99.9	115	84	74	4
155	>99.9	114	82	73	4
154	>99.9	113	81	72	3
153	>99.9	112	79	71	3
152	>99.9	111	77	70	2
151	>99.9	110	75	69	2
150	>99.9	109	73	68	2
149	>99.9	108	70	67	1
148	99.9	107	68	66	1
147	99.9	106	66	65	1
146	99.9	105	63	64	1
145	99.9	104	61	63	1
144	99.8	103	58	62	1
143	99.8	102	55	61	0.5
142	99.7	101	53	60	0.4
141	99.7	100	50	59	0.3
140	99.6	99	47	58	0.3
139	99.5	98	45	57	0.2
138	99	97	42	56	0.2
137	99	96	39	55	0.1
136	99	95	37	54	0.1
135	99	94	34	53	0.1
134	99	93	32	52	0.1
133	99	92	30	51	<0.1
132	98	91	27	50	<0.1
131	98	90	25	49	<0.1
130	98	89	23	48	<0.1
129	97	88	21	47	<0.1
128	97	87	19	46	<0.1
127	96	86	18	45	<0.1
126	96	85	16	44	<0.1
125	95	84	14	43	<0.1
124	95	83	13	42	<0.1
123	94	82	12	41	<0.1
122	93	81	10	40	<0.1
121	92	80	9		
120	91	79	8		

Scoring Activity

Look at the worksheet for the scoring activity.

Take a few minutes to complete.

REMEMBER:

If you have to test backwards, you are adding all the ones. If first 3 skills are passed, you use the last item number as the Basal.

Answers

Activity I

Determine the Chronological Age, Raw Score, Standard Score, and Percentile Rank for the Cognitive Domain Subtest based on the Protocol score sheet #1.

Date of Birth: June 21, 2013

Date of Testing: January 7, 2015

Age: ____1__ years, ___6__ months ___16____days

= Total Months__18_____

Raw Score-Cognitive __23_____

Standard Score: ____84_____

Percentile Rank:____14_____

Answers

Activity II

Determine the Chronological Age, Raw Score, Standard Score, and Percentile Rank for the Cognitive Domain Subtest based on the Protocol score sheet #2.

Date of Birth: February 2, 2012

Date of Testing: January 7, 2015

Age: ___2___ years, __11___ months __5_____days

Total Months_____35_____

Raw Score-Cognitive ____34___

Standard Score: __84_____

Percentile Rank:__14th_____

Questions

- Time to get the answers to all your questions!!