



Child Observation Data Recording Form with Criteria II Three to Six Years

Child's name: _____

Child's date of birth: _____

Today's date: _____

Family's name and address: _____

Name of person completing form: _____

Directions: Before using the Child Observation Data Recording Form, it is necessary to review the material beginning on page 45 of Volume 1 and the material beginning on page 21 of Volume 2. Methods of collecting child performance data as well as scoring procedures and guidelines are described. Child Observation Data Recording Form items should only be scored by comparing a child's performance on each item with each item's stated associated criterion. To score items without comparing a child's performance with stated criteria will invalidate the test results.

SOCIAL-COMMUNICATION AREA

S = Scoring key	N = Notes
2 = Consistently meets criterion	A = Assistance provided
1 = Inconsistently meets criterion	B = Behavior interfered
0 = Does not meet criterion	D = Direct test
	M = Modification/adaptation
	Q = Quality of performance
	R = Report

Name: _____

Test period: _____

Test date: _____

Examiner: _____

IFSP/ IEP	S	N	S	N	S	N	S	N
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A. Social-Communicative Interactions								
<p>1. Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions</p> <p>CRITERION Child uses words, phrases, or sentences to do the following:</p> <ul style="list-style-type: none"> Express anticipated outcomes Describe pretend objects, events, or people Label own or others' affect/emotions Describe past events Make commands to and requests of others Obtain information Inform <p>Errors in syntax are acceptable.</p> <p>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</p>								
<p>1.1 Uses words, phrases, or sentences to express anticipated outcomes</p> <p>CRITERION Child uses words, phrases, or sentences to express anticipated outcome (e.g., child says, "Look out," when an object falls from the table; child predicts the ending of a familiar story, child says, "Santa will come on my roof at Christmas"; while reading a story, adult pauses and says, "Uh-oh, I wonder what happens next," child says, "I think the giant will wake up"; adult asks, "What will you do this weekend?"; child says, "My daddy is going to take me fishing"). Errors in syntax are acceptable.</p>								
<p>1.2 Uses words, phrases, or sentences to describe pretend objects, events, or people</p> <p>CRITERION Child uses words, phrases, or sentences to tell about pretend objects, events, or people (e.g., child says, "I am Superman"; child says, "Let's build a campfire. You go get some wood," and acts out a camping scenario; adult says, "Let's play going to the beach," child says, "I'll get the towels and suntan lotion," and gathers pretend objects; child says, "Let's pretend this is a hospital. I'll be the doctor. Who do you want to be?"). Errors in syntax are acceptable.</p>								

Name: _____

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	IFSP/ IEP	_____		_____		_____		_____	
		S	N	S	N	S	N	S	N
<p>1.3 Uses words, phrases, or sentences to label own or others' affect/emotions</p> <p>CRITERION Child uses words, phrases, or sentences to label own or others' affect/emotions (e.g., child begins crying and says, "I don't like that"; child watches an adult laugh and says, "You're happy"; adult says, "The boy can't find his puppy. I wonder how he feels?"; child says, "I think he's sad" or "He's sad"). Errors in syntax are acceptable.</p>									
<p>1.4 Uses words, phrases, or sentences to describe past events</p> <p>CRITERION Child uses words, phrases, or sentences to describe actions and events that occurred in the immediate and distant past (e.g., child says, "The bad guy chased him and he fell down" when telling about a movie previously viewed; child says, "I made a hat" when telling parent about an earlier art activity; adult asks child what was done in school, child says, "I painted a picture of a boat"). Errors in syntax are acceptable.</p>									
<p>1.5 Uses words, phrases, or sentences to make commands to and requests of others</p> <p>CRITERION Child uses words, phrases, or sentences to make commands to and requests of others (e.g., child says, "Give me the red one"; When playing on a swing set, child says, "Push me"). Errors in syntax are acceptable.</p>									
<p>1.6 Uses words, phrases, or sentences to obtain information</p> <p>CRITERION Child uses words, phrases, or sentences to obtain information (e.g., child can't locate coat and asks, "My coat?" [with rising intonation]; child watches peer eating and says, "That your cookie?"; child asks classroom teachers, "Mommy comes back?") Errors in syntax are acceptable.</p>									
<p>1.7 Uses words, phrases, or sentences to inform</p> <p>CRITERION Child uses words, phrases, or sentences to describe objects, actions, and events and to relay plans, intentions, and experiences to others (e.g., child calls to parent, "I'm going outside"; child approaches a peer and says, "I have red shoes"; child points to truck and says, "That's my daddy's truck"; child is drawing and adult says, "Oh, that's a nice picture" and child says, "It's my house"; adult asks, "What color do you want?" and child says, "Red"). Errors in syntax are acceptable.</p>									
<p>2. Uses conversational rules</p> <p>CRITERION Child uses conversational rules to initiate and maintain communicative exchanges for two or more consecutive exchanges. An exchange includes a response from both the child and another person. Conversational rules include the following:</p>									

Child Observation Data Recording Form with Criteria II: Social-Communication Area

Name: _____ Test period: _____
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	IFSP/ IEP	S		N		S		N	
		S	N	S	N	S	N	S	N
<ul style="list-style-type: none"> • Alternating between speaker/listener role • Responding to topic changes • Asking questions for clarification • Responding to contingent questions • Initiating context-relevant topics • Responding to others' topic initiations <p><i>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</i></p>									
<p>2.1 Alternates between speaker/listener role</p> <p>CRITERION Child uses appropriate responses in conversation to alternate between speaker/listener role (e.g., child pauses after making a comment or asking a question and looks toward communicative partner; child asks, "Where's my book?", mother says, "Here," child asks, "Where?").</p>									
<p>2.2 Responds to topic changes initiated by others</p> <p>CRITERION Child responds to conversational topic changes initiated by others with a comment, answer, or question related to the new topic (e.g., child says, "I want to play outside some more," and adult says, "We need to go inside now to fix a special snack," child responds, "What is it?"; child says, "I like to play with cars"; adult says, "Look, it's raining," child responds, "I need my rain boots"; during classroom circle activity, child says, "I like the farm animals"; adult says, "It's time for snack," child responds, "Juice and crackers").</p>									
<p>2.3 Asks questions for clarification</p> <p>CRITERION Child indicates a need for clarification (i.e., repetition, elaboration, confirmation) by commenting or questioning during communicative exchanges (e.g., child says, "What?" when child does not understand what another person said; child asks, "What one?" when unsure about which object was indicated by another; adult points to a shelf of dolls and asks, "Can you give me the doll?"; child asks, "Which one?").</p>									
<p>2.4 Responds to contingent questions</p> <p>CRITERION Child supplies relevant information following another person's request for clarification, repetition, elaboration, or confirmation of child's previous statement (e.g., child says, "They threw it," adult asks, "Who threw it?"; child answers, "Rachel. Rachel threw it"; child says, "These shoes," adult asks, "Are those your shoes?"; child nods affirmatively and says, "Yep"; adult asks, "Why do you have your coat on?"; child says, "It's cold"; child says, "I'm going shopping with my mom after school," adult says, "What are you going to buy?"; child says, "Cereal").</p>									

Name: _____	Test period:	_____	_____	_____	_____				
	Test date:	_____	_____	_____	_____				
	Examiner:	_____	_____	_____	_____				
	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>2.5 Initiates context-relevant topics</p> <p>CRITERION Child initiates topics relevant to the situation or communicative partner (e.g., child sees peer with crayons and says, "I want the red one"; child sees adult wearing sunglasses and says, "You have glasses").</p>									
<p>2.6 Responds to others' topic initiations</p> <p>CRITERION Child responds to another's conversation with a related topic, including an acknowledgment of another's statement, an answer to a question, a request for clarification, or a related comment (e.g., adult says, "It's time to get your coats and hats and line up at the door," child says, "Okay"; adult comments, "You have new shoes on today," child says, "My mommy got them at the store"; adult asks, "What did you do?," child answers, "Fall down"; adult approaches child and says, "Your mom brought you to school today," child says, "Mommy doesn't work today").</p>									
<p>3. Establishes and varies social-communicative roles</p> <p>CRITERION Child changes form, length, and grammatical complexity of phrases and sentences according to the listener's needs and social role (e.g., child says, "I want some gum" to a parent but uses polite form, "Can I have some gum please?" with less familiar adults; child uses shorter and less complex sentences to ask a younger child, "Want a cookie?").</p>									
<p>3.1 Varies voice to impart meaning</p> <p>CRITERION Child uses voice pitch (i.e., high, low) and intensity (i.e., loud, soft) appropriate to the situation, listener, and communicative meaning (e.g., child shouts when playing but whispers after noticing father is sleeping; child uses higher pitch and less intensity when speaking to infants; child raises pitch at the end of sentences that are questions).</p>									
<p>3.2 Uses socially appropriate physical orientation</p> <p>CRITERION Child looks toward speaker's face and establishes appropriate physical proximity and body posture in relation to others during communicative exchange (e.g., when child's name is called, child turns and looks to locate the speaker; child looks at and leans toward a friend who wants to tell a secret).</p>									
B. Production of Words, Phrases, and Sentences									
<p>1. Uses verbs</p> <p>CRITERION Child uses the following verb forms:</p> <ul style="list-style-type: none"> • Auxilliary • Copula verb "to be" • Third person singular • Irregular past tense 									

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	IFSP/ IEP	S		N		S		N	
		S	N	S	N	S	N	S	N
<ul style="list-style-type: none"> Regular past tense Present progressive "ing" <p><i>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</i></p>									
<p>1.1 Uses auxiliary verbs</p> <p>CRITERION Child uses an appropriate form of the following auxiliary (helping) verbs in combination with other verbs:</p> <ul style="list-style-type: none"> To be (e.g., "She is running," "She's jumping," "They were throwing rocks") To want (e.g., "I want to go") Will (e.g., "You will fall," "They won't tell her," "She would go") Can (e.g., "I could eat that," "We can go," "I can't swim") To do (e.g., "I do want that," "They don't go to school," "She doesn't like milk") Shall (e.g., "He should take a nap") May (e.g., "He might not like it") Better (e.g., "You better do it") To have (e.g., "Do I have to do it?") <p>The number of forms the child uses is less important than the child's ability to use a form appropriate to the grammatical and semantic context of the sentence (e.g., adult pushes car along floor and child says, "I want to do it"; adult puts doll in bed and asks, "What is the baby doing?"; child says, "He is sleeping"; adult gets coat and says, "What should we do?"; child says, "We better go"; adult observes child and says, "What are you doing?"; child says, "I'm cutting this").</p>									
<p>1.2 Uses copula verb "to be"</p> <p>CRITERION Child uses an appropriate form of the verb "to be" to link a subject noun to a predicate (e.g., child says, "I'm happy," "They are sick," "He wasn't at home," "She's funny"; when playing with blocks, adult selects a large block and says, "This one is big," adult hands a small block to child and child says, "This one is littler"; adult looks around and asks, "Where are the blocks?" and child says, "They're on the shelf"; adult asks, "How do you feel today?" and child says, "I am tired").</p>									
<p>1.3 Uses third person singular verb forms</p> <p>CRITERION Child uses appropriate regular and irregular third person singular verb forms (e.g., has, was, does, is, come, went, ran, drank, ate, wrote; regular third person: child says, "She plays it," "It jumps," "The dog barks"; irregular third person: child says, "She has a bike," "He does not").</p>									

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Examiner:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>1.4 Uses irregular past tense verbs</p> <p>CRITERION Child uses appropriate irregular forms of past tense verbs (e.g., came, ran, fell, broke, sat, went, told, heard, did, ate, woke, made, drank, wrote; child says, "Mommy went to work," "I ran fast"; when adult says, "I had fun on my vacation. I went to see my mother," child says, "I went to my grandma's, and she made some cookies"; teacher asks, "What did you do before you came to school today?", child says, "I woke up, and I ate breakfast").</p>									
<p>1.5 Uses regular past tense verbs</p> <p>CRITERION Child uses appropriate regular past tense verbs (i.e., verb plus "ed" ending; e.g., child says, "We walked home," "I washed my hands"; adult asks, "What did you do outside today?", child says, "I played on the swings").</p>									
<p>1.6 Uses present progressive "ing"</p> <p>CRITERION Child uses appropriate present progressive verb forms (i.e., verb plus "ing" ending; e.g., child says, "I'm going outside," "Daddy's washing dishes"; adult pretends to feed doll and asks, "What is the baby doing?", child responds, "She's eating").</p>									
<p>2. Uses noun inflections</p> <p>CRITERION Child uses the following noun inflections:</p> <ul style="list-style-type: none"> • Possessive "s" (e.g., Susan's) • Irregular plural (e.g., mice) • Regular plural (e.g., toys) <p><i>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</i></p>									
<p>2.1 Uses possessive "s"</p> <p>CRITERION Child uses nouns with an apostrophe "s" to express possession (e.g., "Mom's hat fell off," "Ann's shoes are lost"; teacher passes out art projects, gives child a peer's drawing, and says, "Here is your picture," child says, "This is Jenny's picture, not mine"; Teacher asks, "Whose coat is this," child says, "It's Mary's").</p>									
<p>2.2 Uses irregular plural nouns</p> <p>CRITERION Child uses irregular plural noun forms (e.g., mice, leaves, geese, feet, teeth; child says, "Those mice are in the cage," "My teeth are brushed"; adult presents three toy mice and asks child, "What are these?", child says "Mice").</p>									

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	IFSP/ IEP	S		N		S		N	
		S	N	S	N	S	N	S	N
<p>2.3 Uses regular plural nouns</p> <p>CRITERION Child uses regular plural noun forms (i.e., noun plus "s" or "es" ending; e.g., child says, "I see the dogs," "I have two glasses"; adult presents blocks and asks child, "What do you want?"; child says, "Blocks, please"; adult says, "I want to light these candles, What do I need?"; child responds, "Matches").</p>									
<p>3. Asks questions</p> <p>CRITERION Child uses the following forms to ask questions:</p> <ul style="list-style-type: none"> • Yes/no questions • Questions with inverted auxiliary • "When" questions • "Why," "who," and "how" questions • "What" and "where" questions • Rising inflection <p>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</p>									
<p>3.1 Asks yes/no questions</p> <p>CRITERION Child asks questions that require a yes or no response from the listener (e.g., child asks, "Am I bigger?"; "Can I go?"; adult is helping child complete a puzzle, child picks up puzzle piece, points to place on puzzle, asks, "Does this one go here?"; adult says, "I have cookies," child asks, "Chocolate?").</p>									
<p>3.2 Asks questions with inverted auxiliary</p> <p>CRITERION Child asks questions by reversing the order of the subject and the auxiliary (helping) verb (i.e., verb precedes the noun; e.g., child asks, "Why can't I go?"; "Is he hiding?"; while playing with miniature animals, adult asks child to find animal that hops, child retrieves frog and asks, "Can he hop?"; adult says, "I am going to the store", child says, "Can I go, too?").</p>									
<p>3.3 Asks "when" questions</p> <p>CRITERION Child asks questions beginning with the word "when" (e.g., child asks, "When can we do it?"; "When will we eat?"; adult plays organized game with a group of children, child asks, "When can I have a turn?"; adult says, "We're going to McDonald's", child asks, "When can we go?").</p>									
<p>3.4 Asks "why," "who," and "how" questions</p> <p>CRITERION Child asks questions beginning with the words "why," "who," and "how" (e.g., child asks, "Why did he do that?"; "Who is it?"; "How do you do that?"; child and adult are playing with dolls, adult says, "We have to take this baby to the</p>									

Name: _____ Test period: _____
 Test date: _____
 Examiner: _____

	IFSP/ IEP	_____		_____		_____		_____	
		S	N	S	N	S	N	S	N
doctor," child asks, "Why?"; adult hands telephone to child and says, "It's for you," child asks, "Who is it?"; adult shows child a magic trick, child asks, "How did you do that?").									
3.5 Asks "what" and "where" questions CRITERION Child asks questions beginning with the words "what" and "where" (e.g., child asks, "Where is she going?", "Where Mommy going?", "What's that noise?"; adult presents unfamiliar object, child asks, "What is that?"; adult hides object, child asks, "Where is my doll?"; adult says, "Ann is hiding, can you find her?", child asks, "Ann, where are you?").									
3.6 Asks questions using rising inflections CRITERION Child asks questions by using a raised pitch at the end of utterances so that the utterances sound like questions (e.g., child asks, "See that airplane?", "Mommy go too?"; adult and child are playing a game, child asks, "My turn?").									
4. Uses pronouns CRITERION Child uses appropriate pronouns to serve the following functions: <ul style="list-style-type: none"> • As subjects in phrases or sentences • As objects in phrases or sentences • To show possession • To represent indefinite people and objects • To identify or point out objects (demonstrative pronouns) NOTES If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.									
4.1 Uses subject pronouns CRITERION Child uses subject pronouns appropriately as the subject in phrases or sentences (e.g., child asks, "They went home?" "I did it?" "You have ice cream?"; child says, "He is driving fast"; "She is jumping off the boat"; "We are swimming"). The number of different subject pronouns the child uses is less important than the child's ability to use a subject pronoun in the grammatical and semantic context of the sentence. Subject pronouns include the following: I he it they you she we									
4.2 Uses object pronouns CRITERION Child uses object pronouns appropriately as the object (i.e., receives an object or relation) in phrases or sentences (e.g., child says, "John hurt me," "I want you to go," "I gave it to her," "I'll give him some paint," "I'll give her some water," "Give her some paint, too," "Give it to me").									

Child Observation Data Recording Form with Criteria II: Social-Communication Area

Name: _____ Test period: _____
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	IFSP/ IEP	S		N		S		N	
		S	N	S	N	S	N	S	N
<p>The number of different object pronouns used by the child is less important than the child's ability to use an object pronoun appropriate to the grammatical and semantic context of the sentence. Object pronouns include the following: me her it them you mine us</p>									
<p>4.3 Uses possessive pronouns</p> <p>CRITERION Child uses possessive pronouns appropriately to express possession in phrases or sentences (e.g., child says, "Those are her shoes," "I like his toy better"; adult holds up coat and asks, "Whose is this?", child says, "It's mine"). The number of different possessive pronouns used by the child is less important than the child's ability to use a possessive pronoun appropriate to the grammatical and semantic context of the sentence. Possessive pronouns include the following: my/mine his our/ours its your/yours her/hers their/theirs</p>									
<p>4.4 Uses indefinite pronouns</p> <p>CRITERION Child uses indefinite pronouns appropriately to refer to an unspecified person or object (e.g., child says, "Can't I have some?", "Do you want any?", "No one wants more," "There's nothing to do"; adult and child are playing with blocks, adult says, "I need a yellow block," child says, "I have some here"). The number of different indefinite pronouns used by the child is less important than the child's ability to use an indefinite pronoun appropriate to the grammatical and semantic context of the sentence. Indefinite pronouns include the following: all everything some something nothing many more lots any every anything none</p>									
<p>4.5 Uses demonstrative pronouns</p> <p>CRITERION Child uses demonstrative pronouns appropriately to single out or identify objects (e.g., child says, "I want those," "That's not my coat," "Can I have this cookie?", "These are mine," "That one"). The number of different demonstrative pronouns used by the child is less important than the child's ability to use a demonstrative pronoun appropriate to the grammatical and semantic context of the sentence. Demonstrative pronouns include the following: this these that those</p>									
<p>5. Uses descriptive words</p> <p>CRITERION Child uses descriptive, relational, and functional words as</p> <ul style="list-style-type: none"> • Adjectives • Adverbs • Prepositions • Conjunctions • Articles 									

Name: _____

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Examiner: _____

	IFSP/ IEP	S		N		S		N	
		S	N	S	N	S	N	S	N
<p><i>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</i></p>									
<p>5.1 Uses adjectives</p> <p>CRITERION Child uses adjectives to modify nouns and pronouns (e.g., child says, "My hands are cold," "I want the red pepper"; adult comments on child's painting, "You painted a big cat," child says, "I made a little one, too").</p>									
<p>5.2 Uses adjectives to make comparisons</p> <p>CRITERION Child uses adjectives to compare degrees of quality or quantity (e.g., child says, "My truck is best," "The red one is better," "She's the strongest one," "I have the most ice cream"; adult compares shapes child is using to make a collage by saying, "This circle is smaller than this one, and this circle is bigger," child says, "Here is the biggest one").</p>									
<p>5.3 Uses adverbs</p> <p>CRITERION Child uses adverbs to modify verbs (e.g., child says, "That tastes bad," "Let's go fast," "He's talking loudly"; when child is pushing cars around race track, adult comments, "Look at those cars going around the track," child says, "They are going slow."</p>									
<p>5.4 Uses prepositions</p> <p>CRITERION Child uses prepositions or prepositional phrases appropriately (e.g., child says, "Put it in the box," "It's on the table," "She's sitting beside him"; adult says, "The baseball bat is on the chair, but I don't see the ball," child says, "Let's look under the table"). The number of different prepositions used by the child is less important than the child's ability to use prepositions and prepositional phrases appropriate to the grammatical and semantic context of the sentence. Prepositions include the following: up off like in front of near for over at in back of on down of by through under in with to out</p>									
<p>5.5 Uses conjunctions</p> <p>CRITERION Child uses conjunctions to connect words, phrases, and sentences (e.g., child says, "I want juice and a cookie," "We want to play, so we don't want to go to bed," "We could draw or color," "I like you because you're nice"; adult asks child to name all the foods child likes to eat, child says, "I like spaghetti and I like ice cream and pizza"). Conjunctions include the following: and or so only but because if except</p>									

Child Observation Data Recording Form with Criteria II: Social-Communication Area

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	IFSP/ IEP	S		N		S		N	
		S	N	S	N	S	N	S	N
5.6 Uses articles CRITERION Child uses articles (i.e., the, a, an) to precede nouns (e.g., "I want an ice cream cone," "I can't find the ball"; when selecting objects for water play, adult says, "I want the bucket, what do you want?", child says, "I want the sailboat").									

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period.
 To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

RESULTS	Test date	_____	_____	_____	_____
	Area Raw Score	_____	_____	_____	_____
	Area Raw Score Possible	98	98	98	98
	Area Percent Score	_____	_____	_____	_____

SOCIAL-COMMUNICATION AREA

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

SOCIAL-COMMUNICATION OBSERVATION FORM (SCOF)¹

Child's name: _____

Observer/Activity: _____

Others present: _____

Date: _____ Time (start): _____ Time (stop): _____ Total time: _____

Record child utterances word for word u = unintelligible word (u) = unintelligible phrase	Context	Functions				
		Initiation	Response to comment	Response to question	Imitation	Unrelated
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						

¹ Users may need to make multiple copies of this form to accommodate an adequate language sample for individual children.

SOCIAL-COMMUNICATION SUMMARY FORM (SCSF)

Strand B: Production of Words, Phrases, and Sentences

Review each utterance on the Social-Communication Observation Form and record the frequency with which specific types of words, word forms, and types of sentences occur by entering tally marks (|||) in the appropriate spaces below. This information should be used to score all items in Strand B of the Social-Communication Area according to the criterion specified for each individual item. (See Volume 2, Section III.)

1.1 Uses auxiliary verbs (e.g., will, can, do, shall, have)	
1.2 Uses copula verb "to be" (e.g., I am, they are, she is)	
1.3 Uses third person singular verb forms (e.g., "She plays it," "He does not")	
1.4 Uses irregular past tense verbs (e.g., went, ran, made, ate, drank)	
1.5 Uses regular past tense verbs (e.g., walked, talked, jumped)	
1.6 Uses present progressive "ing" (e.g., going, washing, dancing)	
2.1 Uses possessive "s" (e.g., Mom's, Ann's, Sammy's)	
2.2 Uses irregular plural nouns (e.g., mice, leaves, geese, feet)	
2.3 Uses regular plural nouns (e.g., dogs, cups, blocks, dresses)	
3.1 Asks yes/no questions	
3.2 Asks questions with inverted auxiliary (e.g., "Can I have one?")	
3.3 Asks "when" questions	
3.4 Asks "why," "who," and "how" questions	
3.5 Asks "what" and "where" questions	
3.6 Asks questions using rising inflections	
4.1 Uses subject pronouns (e.g., I, she, we, you)	
4.2 Uses object pronouns (e.g., me, her, them, us)	
4.3 Uses possessive pronouns (e.g., my, mine, hers, yours)	
4.4 Uses indefinite pronouns (e.g., none, all)	
4.5 Uses demonstrative pronouns (e.g., this, that, these, those)	
5.1 Uses adjectives (e.g., cold, red, big)	
5.2 Uses adjectives to make comparisons (e.g., "The red one is better")	
5.3 Uses adverbs (e.g., "He's over there," "Let's go fast")	
5.4 Uses prepositions (e.g., in, on, for, at, near, through)	
5.5 Uses conjunctions (e.g., and, so, only, if)	
5.6 Uses articles (e.g., the, a, an)	

COGNITIVE AREA

S = Scoring key	N = Notes
2 = Consistently meets criterion	A = Assistance provided
1 = Inconsistently meets criterion	B = Behavior interfered
0 = Does not meet criterion	D = Direct test
	M = Modification/adaptation
	Q = Quality of performance
	R = Report

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	IFSP/ IEP	S	N	S	N	S	N	S	N
A. Concepts									
<p>1. Demonstrates understanding of color, shape, and size concepts</p> <p>CRITERION Child follows directions; answers questions; or identifies objects, people, or events that describe color, shape, and size. Samples of terms for these concepts are described in the underlying objectives.</p> <p><i>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</i></p>									
<p>1.1 Demonstrates understanding of eight different colors</p> <p>CRITERION Child follows directions; answers questions; or identifies objects, people, or events using at least eight different terms that describe color (e.g., child selects a blue cup at snack time and says, "I want the blue cup"; child says, "Look at my purple coat," when getting coat to go outside; child selects the red paint in response to direction, "Get the red paint"). Terms may include, but are not limited to, the following: red blue orange pink yellow black purple gray green white brown</p>									
<p>1.2 Demonstrates understanding of five different shapes</p> <p>CRITERION Child follows directions, answers questions, or identifies objects using at least five different terms that describe shape (e.g., while playing with form boards, child finds the circle and gives it to adult in response to adult's request, "Find a circle"; while gluing triangles on paper, child says, "This triangle is the cat head"). Terms may include, but are not limited to, the following: circle triangle diamond square rectangle star</p>									
<p>1.3 Demonstrates understanding of six different size concepts</p> <p>CRITERION Child follows directions, answers questions, or identifies objects or people using at least six different terms that describe size</p>									

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		S	N	S	N	S	N	S	N
(e.g., while building with blocks of various sizes, child hands adult a small block in response to adult's request to "Give me a small one"; child selects a large car from a group of cars, places a doll in the car, and says, "He wants to ride in the big car"). Terms may include, but are not limited to, the following: big thick small skinny chubby tall thin short tiny itsy bitsy little fat large gigantic long									
<p>2. Demonstrates understanding of qualitative and quantitative concepts</p> <p>CRITERION Child follows directions; answers questions; or identifies objects, people, or events using different terms that describe quality and quantity. Samples of terms for these concepts are described in the underlying objectives.</p> <p>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</p>									
<p>2.1 Demonstrates understanding of 10 different qualitative concepts</p> <p>CRITERION Child follows directions; answers questions; or identifies objects, people, or events using at least 10 different terms that describe quality (e.g., while carrying a full basket of toys, the child says, "This is heavy"; child selects the red block from a group of yellow blocks in response to adult's direction, "Find the one that is different"; child points to spilled paint and says, "It's messy and dirty"). Terms may include, but are not limited to, the following: hot hard light cold different clean soft same loud sour quiet dirty good rough heavy wet slow bad smooth dry sweet fast</p>									
<p>2.2 Demonstrates understanding of eight different quantitative concepts</p> <p>CRITERION Child follows directions, answers questions, or identifies objects or events using at least eight different terms that describe quantity (e.g., at snack time, child takes several raisins and says, "I have a lot of raisins"; on direction to put away all the blocks, child puts all the blocks in the storage bin). Terms may include, but are not limited to, the following: all many none full more few less empty lots some any each</p>									
<p>3. Demonstrates understanding of spatial and temporal relations concepts</p> <p>CRITERION Child follows directions, answers questions, or identifies objects or events using different terms that describe spatial relations and temporal relations. Samples of terms for these concepts are described in the underlying objectives</p>									

Child Observation Data Recording Form with Criteria II: Cognitive Area

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	IFSP/ IEP	S		N		S		N		
		S	N	S	N	S	N	S	N	
<p><i>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</i></p>										
<p>3.1 Demonstrates understanding of 12 different spatial relations concepts</p> <p>CRITERION Child follows directions; answers questions; or identifies objects, people, or events using at least 12 different terms that describe spatial relations (e.g., when lining up to go for a walk, the line leader says, "I am first; you have to get behind me"; child puts crayons in box in response to adult's direction, "Put the crayons in the box"; child follows directions to stand next to the teacher). Terms may include, but are not limited to, the following: into back front behind under here middle last in back of bottom beside down up in front of on next to between there first</p>										
<p>3.2 Demonstrates understanding of seven different temporal relations concepts</p> <p>CRITERION Child follows directions, answers questions, or identifies events using at least seven different terms that describe temporal relations (e.g., child gives appropriate response to adult's question, "What do we do before we have lunch?" ["We wash our hands"]; while building a tower of blocks, child says, "After it gets this big, I'll knock it down," child builds tower to specified height, then knocks it down). Terms may include, but are not limited to, the following: yesterday, early, before, if-then, today, later, after, tomorrow, last, first.</p>										
B. Categorizing										
<p>1. Groups objects, people, or events on the basis of specified criteria</p> <p>CRITERION Child specifies a criterion and places all objects into groups according to that criterion (e.g., category, function, physical attribute). When playing with group of miniature objects, child separates objects into groups of people, animals, and vehicles; child separates objects according to color. Adult may provide general cue (e.g., "Put all the ones together that go together").</p>										
<p>1.1 Groups objects, people, or events on the basis of category</p> <p>CRITERION Child places all objects into groups according to some categorical criterion (e.g., food, animals, clothing). Adult may provide categories (e.g., "Put the food on the table and the clothing in the box").</p>										

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_____	_____	_____	_____
_____	_____	_____	_____

	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>1.2 Groups objects on the basis of function</p> <p>CRITERION Child places all objects into groups according to function (e.g., things to eat with, things that go in water). Before water play activity, child chooses from a group of toys all those appropriate for water play.</p>									
<p>1.3 Groups objects on the basis of physical attribute</p> <p>CRITERION Child places all objects into groups according to some physical attribute (e.g., color, shape, size, texture). When playing with colored blocks, child separates them into groups according to color; after playing with toy vehicles, child puts large vehicles on one shelf and small vehicles on another.</p>									
C. Sequencing									
<p>1. Follows directions of three or more related steps that are not routinely given</p> <p>CRITERION Child responds with actions in correct sequence to a functional three-step direction (i.e., within context) that is not part of the typical routine. During gross motor activity, adult gestures and tells child, "Run to the bench, pick up the ball, and then run to the slide." Contextual cues such as gestures may be given.</p>									
<p>1.1 Follows directions of three or more related steps that are routinely given</p> <p>CRITERION Child responds with actions in correct sequence to a functional three-step direction (i.e., within context) that is part of the usual routine. After being outside, adult gestures and tells child, "Take off your coat, hang it up, and then wash your hands." Contextual cues such as gestures may be given.</p>									
<p>2. Places objects in series according to length or size</p> <p>CRITERION Child places three or more objects in a series according to length or size (e.g., child puts books on shelf in order of height; child stacks dishes with largest on bottom and others progressively smaller). Child may correct self.</p>									
<p>2.1 Fits one ordered set of objects to another</p> <p>CRITERION Child matches two related sets of two or more objects by assigning each object from one set to its matching object from the other set (e.g., child fits a set of two different-size lids to correct bowls; child fits a set of three different bolts to correct nuts). Child may correct self.</p>									

Child Observation Data Recording Form with Criteria II: Cognitive Area

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	IFSP/ IEP	S		N		S		N		
		S	N	S	N	S	N	S	N	
3. Retells event in sequence CRITERION Child retells a sequence of at least three events verbally, through gestures and demonstration or by arranging pictures in correct sequence (e.g., adult tells three-part story and asks child to retell story, child gestures, tells story verbally, or arranges story pictures in correct sequence to retell story; child tells caregiver about a field trip earlier in the day by saying "We went on the bus to the pumpkin farm; first we picked out our pumpkins and then we ate lunch" [Alternately, the child may arrange photographs of the trip in correct sequence.])										
3.1 Completes sequence of familiar story or event CRITERION Child responds appropriately to question about sequence of story or event verbally, through gestures and demonstration, or by arranging pictures in correct sequence (e.g., when telling story, child responds appropriately to adult's question, "Then what happened?"; child responds with appropriate motor action to adult's question, "What do you do next?"; child chooses correct picture to complete sequence in response to adult's request, "Pick the one that goes here").										
D. Recalling Events										
1. Recalls events that occurred on same day, without contextual cues CRITERION Without contextual cues and at least 30 minutes after occurrence of event, child spontaneously and accurately relates (e.g., tells, demonstrates) an event that occurred on the same day. At end of school day, adult asks, "What did you make in art today?" Art project and materials are not present in environment. Child responds by accurately telling what was made during art activity. Child says, "I painted a picture of a dog" or pantomimes making a hat and putting it on.										
1.1 Recalls events that occurred on same day, with contextual cues CRITERION With contextual cues (i.e., being in same setting or with same object) and at least 30 minutes after occurrence of event, child spontaneously and accurately relates (e.g., tells, demonstrates) an event that occurred on the same day (e.g., during circle time in classroom, adult asks, with toys present in the environment, "What did you do to have fun today?", child responds by saying, "I played with the dolls," which had occurred prior to circle time).										
1.2 Recalls events immediately after they occur CRITERION Spontaneously or on request, child accurately relates (e.g., tells, demonstrates) events that occurred immediately before (e.g., child washes hands, walks out of bathroom, and tells adult, "I washed my hands").										

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E. Problem Solving

<p>1. Evaluates solutions to problems</p> <p>CRITERION Spontaneously or on request, child indicates (e.g., tells, demonstrates) why a particular solution to a problem within context would or would not work (e.g., when asked, "What could we use to stick these together?", the child produces reasoned responses ["We could chew up some gum if there's no glue"; "Water won't work; it isn't sticky"]; child stands on chair to reach toys on shelf and says to adult, "This chair is too small. I can't reach," and goes to find a taller chair).</p>									
<p>1.1 Suggests acceptable solutions to problems</p> <p>CRITERION Spontaneously or on request, child indicates (e.g., tells, demonstrates) acceptable solutions to problems (e.g., child who is having difficulty cutting says, "You hold the paper for me," points to a different pair of scissors when asked, "What can we try?"). General cues may be given by adult (e.g. "What can we do?" "What can you try?").</p>									
<p>1.2 Identifies means to goal</p> <p>CRITERION Spontaneously or on request, child names or selects appropriate/functional means to goal when problem and solution have been identified (e.g., child brings a large empty container in response to adult's request, "Find something for carrying the blocks"; child points to chair in response to adult's request, "Find something to stand on that will help you reach the toy").</p>									
<p>2. Makes statements and appropriately answers questions that require reasoning about objects, situations, or people</p> <p>CRITERION Child makes statements and appropriately answers questions that require the child to do the following:</p> <ul style="list-style-type: none"> • Give reason for inference • Make prediction about future or hypothetical event • Give possible cause of some event <p><i>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</i></p>									
<p>2.1 Gives reason for inference</p> <p>CRITERION Spontaneously or on request, child gives plausible reason for making inference (e.g., child says, "She is sad," and adult asks, "How do you know that the girl is sad?", child answers, "Because she's crying"; child looks out the window and says, "I think it's raining, because he has an umbrella"; "I need my warm coat, it's snowing").</p>									

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Child Observation Data Recording Form with Criteria II: Cognitive Area

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_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>2.2 Makes prediction about future or hypothetical events</p> <p>CRITERION Spontaneously or on request, child makes a plausible prediction about future or hypothetical events that take place within context (e.g., adult who is reading unfamiliar story pauses and asks child, "What do you think will happen?", child makes plausible prediction.)</p>									
<p>2.3 Gives possible cause for some event</p> <p>CRITERION Spontaneously or on request, child tells possible cause for observed event (e.g., child tells plausible cause for event in response to adult's question, "Why do you think she is crying?" ["Because she fell down"; "Maybe somebody broke her doll"].)</p>									
F. Play									
<p>1. Engages in cooperative, imaginary play</p> <p>CRITERION Child engages in the following play behaviors with peers:</p> <ul style="list-style-type: none"> • Enacts roles or identities • Plans and acts out recognizable event, theme, or storyline • Uses imaginary props <p><i>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</i></p>									
<p>1.1 Enacts roles or identities</p> <p>CRITERION Child assumes recognizable roles or identities when playing with peers by announcing the role or by changing voice, manner, or behavior to indicate an identity (e.g., child says, "I'll be the bus driver," sits in front seat of pretend bus, and tells other children in an adult voice, "Please sit down and be quiet while I'm driving").</p>									
<p>1.2 Plans and acts out recognizable event, theme, or storyline</p> <p>CRITERION Child uses words and actions to plan and enact a recognizable event, theme, or storyline, alone or with peers (e.g., child says, "I'll be the mommy and I'm going to the store," child puts on hat and takes purse, pretends to go to the store, comes home, and cooks dinner).</p>									
<p>1.3 Uses imaginary props</p> <p>CRITERION Child plays using imaginary props, alone or with peers (e.g., child gallops around room pretending to hold reins and says, "Giddy up, horsie, go fast"; child pretends to feed doll with imaginary spoon).</p>									

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	IFSP/ IEP	S		N		S		N		S		N	
		S	N	S	N	S	N	S	N	S	N		
2. Engages in games with rules CRITERION Child engages in games with rules by • Maintaining participation • Conforming to game rules NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.													
2.1 Maintains participation CRITERION Child continues to participate in organized game until completion of game (e.g., child rolls ball back and forth to adult until adult says, "It's time for snack"). Group directions may be provided by adult.													
2.2 Conforms to game rules CRITERION Child follows rules in organized games (e.g., child waits for turn, follows appropriate sequence of steps in game, and knows beginning and end of game). Group directions may be provided by adult.													
G. Premath													
1. Counts at least 20 objects CRITERION Child counts 20 or more objects, assigning numbers to objects in the correct order, and counting each object only once (e.g., child correctly counts 22 of 25 crayons, moving each one to a pile on the side of the table as it is counted; the child may make mistakes above 20 and still be scored a 2 on this item; for example, the child counts crayons correctly to 22, but then counts 20, 21, 22 again for the remaining three crayons). The child touches, points to, or moves each object while counting.													
1.1 Counts at least 10 objects CRITERION Child counts between 10 and 20 objects, assigning numbers to objects in the correct order, and counting each object only once (e.g., child correctly counts 13 of 15 chairs, pointing to each one in turn while counting; the child may make mistakes above 10 and still be scored a 2 on this item; for example, the child counts chairs correctly to 13, but then counts 16, 17 for the remaining two chairs). The child touches, points to, or moves each object while counting.													
1.2 Counts three objects CRITERION Child counts at least three and up to nine objects, assigning numbers to objects in the correct order, and counting each object only once (e.g., child counts four of six puppies, touching each one in turn while counting; the child may make mistakes between three and nine and still be scored													

Child Observation Data Recording Form with Criteria II: Cognitive Area

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	IFSP/ IEP	S	N	S	N	S	N	S	N
a 2 on this item; for example, the child correctly counts four puppies but then touches two of the same puppies again and skips five, ending up at seven but having missed two puppies). The child touches, points to, or moves each object while counting.									
2. Demonstrates understanding of printed numerals CRITERION Child correctly discriminates numerals from letters (e.g., child correctly uses the word <i>number</i> only when identifying numerals and never for letters), uses number symbols to represent quantity (e.g. child says, "There are four apples"), and uses numbers as identifiers for daily events, objects, and personal information (e.g., child says, "I am 5 years old"; "There is Room 6").									
2.1 Labels printed numerals up to 10 CRITERION Child associates number words with the correct printed numeral (e.g., child says "one" when presented with the numeral 1, "two" when presented with the numeral 2, and so forth up to 10).									
2.2 Recognizes printed numerals CRITERION Child discriminates numbers from letters and other symbols by matching and sorting printed numerals from letters and finding numbers when asked (e.g., when asked to find something with numbers, the child identifies a calendar, the room number over the door, the house number).									

H. Phonological Awareness and Emergent Reading

1. Demonstrates phonological awareness skills CRITERION Child demonstrates awareness of the component sounds of his or her primary language by <ul style="list-style-type: none"> • Rhyming words (e.g., child can say <i>hat, cat, bat</i> when asked to rhyme words) • Segmenting sentences and words (e.g., child can divide words into component sounds/syllables or sentences into words) • Blending sounds into words (e.g., child says, "C-A-T is cat") • Identifying same and different sounds at beginning and end of words (e.g., given the word "snake," the child can say words that start with the /s/ sound and end with the /s/ sound) NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.									
1.1 Uses rhyming skills CRITERION Child uses rhyming skills by recognizing words that do and do not rhyme and filling in									

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	Test date:	_____		_____		_____		_____	
	Examiner:	_____		_____		_____		_____	
	IFSP/ IEP	S	N	S	N	S	N	S	N
missing words in rhymes (e.g., child says, "boy-girl" do not rhyme and says "bear-chair" do rhyme; adult asks for a word that rhymes with "dog" and the child says, "frog" or for a word that rhymes with "mat" and child says, "pat"). The word produced can be a nonsense word if it rhymes.									
<p>1.2 Segments sentences and words</p> <p>CRITERION Child identifies each word in multiple four- to six word utterances by saying each word separately and in the correct sequence and identify each separate sound or syllable of words (e.g., child says, "We-want-to-go-outside" when an adult says the sentence and asks the child, "Can you say each word by itself?"; adult says, "Tell me the sounds in the word hop." The child says, "h - o - p," with each sound identifiable and in the correct sequence).</p>									
<p>1.3 Blends single sounds and syllables</p> <p>CRITERION Child blends two to three syllables into a word and three to four separate sounds into words, when the sounds and syllables are provided slowly and in the correct order (e.g., adult says, "Tell me what word these sounds make: "b - a - t" and the child says, "bat"; adult says, "bi - cy - cle" and child says, "bicycle"; adult says "ba - na - na" and child says "banana").</p>									
<p>1.4 Identifies same and different sounds at the beginning and end of words</p> <p>CRITERION Child identifies same and different sounds in words by recognizing words with the same/different initial and ending sounds and producing words with same initial sounds (e.g., adult says, "Tell me some other words that start with the same sound as "bear," and the child says "ball," "bagel," "baby"; adult says, "Tell me some words that start with different sounds than "bear" and child says, "cow" and "dog").</p>									
<p>2. Uses letter-sound associations to sound out and write words</p> <p>CRITERION Child uses at least 20 individual letter sounds to sound out words and write words (e.g., child sounds out and/or writes the word "map" by blending the sounds m - a - p; inaccurate pronunciations and invented spellings are acceptable, as long as correct letter-sound associations are used in attempts to read and write; child might read "soap" as "so - ap" or write party as "p - r - t - e"). The child's attempts to sound out words do not need to be completely accurate, and invented spellings are acceptable.</p> <p>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</p>									

Child Observation Data Recording Form with Criteria II: Cognitive Area

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	IFSP/ IEP	S		N		S		N		S		N	
		S	N	S	N	S	N	S	N	S	N		
2.1 Writes words using letter sounds CRITERION Child assigns appropriate sounds to letters as he or she attempts to write words (e.g., child might spell "house" as h - o - w - s). Invented spellings are acceptable, as are any sounds that can reasonably be associated with letters.													
2.2 Sounds out words CRITERION Child produces correct sounds in sequence as he or she attempts to sound out words (e.g., child might sound out "boat" as "bow - at"; child looks at a restroom sign and sounds out "B - o - y - s, boys"). The child does not actually need to decode the word correctly as long as plausible sounds are assigned to each letter.													
2.3 Produces correct sounds for letters CRITERION Given books, letter puzzles, alphabet cards, or similar materials, the child matches sounds to printed letters by producing correct sounds for at least 15 letters.													
3. Reads words by sight CRITERION Spontaneously or on request, child reads at least five common words by sight (e.g., child says, "That says 'Stop'" after seeing a stop sign while riding in car; says, "Men" after seeing a restroom sign). One of the words may be the child's first name.													
3.1 Identifies letter names CRITERION Spontaneously or on request, child names at least 20 letters of the alphabet (e.g., adult shows child printed letters and asks, "Can you name any of these letters?").													

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period. To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

	Test date	_____	_____	_____	_____
RESULTS	Area Raw Score	_____	_____	_____	_____
	Area Raw Score Possible	108	108	108	108
	Area Percent Score	_____	_____	_____	_____

COGNITIVE AREA

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

Child Observation Data Recording Form with Criteria II: Social Area

SOCIAL AREA

S = Scoring key	N = Notes
2 = Consistently meets criterion	A = Assistance provided
1 = Inconsistently meets criterion	B = Behavior interfered
0 = Does not meet criterion	D = Direct test
	M = Modification/adaptation
	Q = Quality of performance
	R = Report

Name: _____ Test period: _____
 Test date: _____
 Examiner: _____

	IFSP/ IEP	S		N		S		N		S		N	
		S	N	S	N	S	N	S	N	S	N		
A. Interaction with Others													
1. Interacts with others as play partners CRITERION Child interacts with others as play partners during daily activity by doing the following: • Responding to others in distress or need • Establishing and maintaining proximity to others • Initiating greeting to others who are familiar • Responding to affective initiations from others Interactions may be brief and the daily activities may be unstructured (e.g., child holds hand with peer and walks around the room singing a favorite song). Others may include peers, siblings, or familiar adults (e.g., family members, family friends, baby sitters). NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.													
1.1 Responds to others in distress or need CRITERION Child responds appropriately to others in distress or need (e.g., child pats peer who is crying; child helps peer move box of toys that is too heavy to move alone; child helps baby sitter clean up spilled juice).													
1.2 Establishes and maintains proximity to others CRITERION Establishes and maintains proximity to others during unstructured, child-directed activity (e.g., child moves toward peer playing with blocks and plays with cars and a ramp next to peer; child moves toward peer playing in playhouse and plays with toys next to peer; child goes over to sandbox where older brother is playing and begins digging).													
1.3 Takes turns with others CRITERION Child takes turns with others during daily activities (e.g., as timer sounds, child gets off bike and lets peer get on; child hands the watering can to a peer at the water table; child pushes sister on swing and then asks sister to give him a push; child waits with his or her hand raised while adult finishes story about a family trip.													

Name: _____ Test period: _____
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	IFSP/ IEP	Test period 1		Test period 2		Test period 3		Test period 4	
		S	N	S	N	S	N	S	N
<p>1.4 Initiates greetings to others who are familiar</p> <p>CRITERION Child greets others with whom he or she is familiar by vocalizing, verbalizing, hugging, patting, touching, or smiling (e.g., child says, "Hi" to child care provider when he or she arrives in the morning; child squeals with pleasure when friend arrives at school; child runs and hugs dad when he sees him get out of his car).</p>									
<p>1.5 Responds to affective initiations from others</p> <p>CRITERION Child demonstrates socially appropriate response to other's affective initiation (e.g., child smiles in response to peer's smile; child says, "Hi" in response to mom's greeting; child frowns and turns away in response to peer's anger; child hugs sister in response to sister snuggling close to the child).</p>									
<p>2. Initiates cooperative activity</p> <p>CRITERION Child uses verbal or nonverbal strategies to initiate cooperative activity and encourage peer(s) to participate. Cooperative activities are those that 1) require one or more peers; 2) encourage children to share/exchange or assist one another with materials; 3) contain jobs, roles, or identities for children to assume; and 4) often lead to mutual benefit for those participating (e.g., child says, "Come on, let's build a house" to group of peers; child assigns jobs, roles, or identities and encourages peers to carry them out; child says, "You play with this truck," while handing truck to peer as child pushes another truck; child says, "It's time to clean up" to group of peers, assigns jobs to be done, encourages peers to carry them out).</p>									
<p>2.1 Joins others in cooperative activity</p> <p>CRITERION Child uses socially appropriate verbal or nonverbal strategies to join others engaged in cooperative activities (e.g., child approaches group of peers building a sand castle, sits next to them for a while, then begins to help peer who is digging a tunnel to the castle; child approaches peers playing house and says, "Hey, I could be the baby!"; peer says, "Okay"; child approaches peers playing doctor and says, "Could I be the doctor?"; peers say, "Well, okay").</p>									
<p>2.2 Maintains cooperative participation with others</p> <p>CRITERION Child maintains job, role, or identity that supplements another child's job, role, or identity during a cooperative activity (e.g., peer says, "You hold these"; child holds two blocks together while peer puts a third block on top to build a house; child holds truck axle while peer puts a wheel on the axle).</p>									

Child Observation Data Recording Form with Criteria II: Social Area

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	IFSP/ IEP	S		N		S		N		
		S	N	S	N	S	N	S	N	
2.3 Shares or exchanges objects CRITERION During daily activities, child shares or exchanges objects with other(s) engaged in the same activity (e.g., child shares glue bottle with peer when both are gluing leaves and flowers onto paper; child shares watercolor box with peer when both are painting pictures; child passes the juice to a peer at snack time; child trades puppets during circle time).										
3. Resolves conflicts by selecting effective strategy CRITERION Child selects appropriate strategies to resolve conflicts. Strategies include the following: <ul style="list-style-type: none"> • Negotiating • Using simple strategies • Claiming and defending possessions NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.										
3.1 Negotiates to resolve conflicts CRITERION Child initiates a solution to bring about agreement when in conflict with a peer or adult (e.g., child says to a peer, "I'll dig here, and you dig there," when both want to dig in same corner of sandbox; child says to another child, "I'll play with the hammer, and you play with the saw," when both want to play with saw; child says, "I can play with it later," when asked by the teacher how to solve the problem of two children wanting to play with the same toy).										
3.2 Uses simple strategies to resolve conflicts CRITERION Child uses variety of simple strategies (e.g., makes demands, walks/runs away, reports to adult) to resolve conflicts with another person (e.g., when peer hits child, child turns to adult and says, "Susan hit me"; child moves away from peer; when peer grabs toy from child, child says, "Give me").										
3.3 Claims and defends possessions CRITERION Child uses verbal or nonverbal strategies to claim and defend possessions (e.g., child grabs back a toy from sister who has taken it; child says, "I had the block first," or "That toy is mine," takes toy from peer).										
B. Participation										
1. Initiates and completes age-appropriate activities CRITERION Child initiates and completes age-appropriate activities without adult prompting										

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	IFSP/ IEP	Test period 1		Test period 2		Test period 3		Test period 4	
		S	N	S	N	S	N	S	N
(e.g., during free play, child gets out puzzle, puts it together, then puts it away; during free play, child goes to easel, paints picture, then hangs picture to dry).									
1.1 Responds to request to finish activity CRITERION Child responds to first request to finish an activity (e.g., child carries out adult's request to pick up all of the blocks, to finish putting together a puzzle).									
1.2 Responds to request to begin activity CRITERION Child responds to first request to begin an activity (e.g., child is sitting at table watching peers draw with crayons; child begins to draw with paper and crayons in response to adult's first request to do so).									
2. Watches, listens, and participates during small group activities CRITERION Child engages in the following behaviors during structured small group activities (i.e., group of five or fewer children): <ul style="list-style-type: none"> • Interacts appropriately with materials • Responds appropriately to directions • Looks at appropriate object, person, or event • Remains with group Adult may provide group directions to help the child. <i>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</i>									
2.1 Interacts appropriately with materials during small group activities CRITERION Child interacts with materials in functional or demonstrated fashion during structured small group activities (i.e., group of five or fewer children). Adult may provide group directions.									
2.2 Responds appropriately to directions during small group activities CRITERION Child responds with appropriate verbal or motor action to group directions provided by adult during structured small group activities (i.e., group of five or fewer children; e.g., during painting activity, child follows directions to dip paintbrush in paint and brush it across paper).									
2.3 Looks at appropriate object, person, or event during small group activities CRITERION Child looks at object, person, or event that is focus of activity during structured small group activities (i.e., group of five or fewer children; e.g., child looks at adult while adult is talking; child looks at toy train that is topic of adult's conversation). Adult may provide group directions.									

Child Observation Data Recording Form with Criteria II: Social Area

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_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

	IFSP/ IEP	S		N		S		N	
		S	N	S	N	S	N	S	N
<p>2.4 Remains with group during small group activities</p> <p>CRITERION Child stays in seat or in indicated area for duration of an activity during structured small group activities (i.e., group of five or fewer children; e.g., child remains in seat at table during table activity). Adult may provide group directions.</p>									
<p>3. Watches, listens, and participates during large group activities</p> <p>CRITERION Child engages in the following behaviors during large group activities (i.e., group of six or more children):</p> <ul style="list-style-type: none"> • Interacts appropriately with materials • Responds appropriately to directions • Looks at appropriate object, person, or event • Remains with group <p>Adult may provide group directions to help the child.</p> <p><i>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</i></p>									
<p>3.1 Interacts appropriately with materials during large group activities</p> <p>CRITERION Child interacts with materials in functional or demonstrated fashion during structured large group activities (i.e., group of six or more children; e.g., child passes ball to next child during group game). Adult may provide group directions.</p>									
<p>3.2 Responds appropriately to directions during large group activities</p> <p>CRITERION Child responds with appropriate verbal or motor action to group directions provided by adult during structured large group activities (i.e., group of six or more children; e.g., during music activity, child selects instrument, follows directions to play instrument).</p>									
<p>3.3 Looks at appropriate object, person, or event during large group activities</p> <p>CRITERION Child looks at object, person, or event that is focus of activity during structured large group activities (i.e., group of six or more children; e.g., during show and-tell activity, child looks at person who is talking, showing toy boat). Adult may provide group directions.</p>									
<p>3.4 Remains with group during large group activities</p> <p>CRITERION Child stays in seat or indicated area for duration of an activity during large group activities</p>									

Name: _____

Test period:

Test date:

Examiner:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

	IFSP/ IEP	S	N	S	N	S	N	S	N
(i.e., group of six or more children; e.g., child remains seated in place on floor or in chair during circle time; child remains in seat at table during snack time). Adult may provide group directions.									

C. Interaction with Environment

<p>1. Meets physical needs in socially appropriate ways</p> <p>CRITERION Child uses socially appropriate strategies to meet physical needs such as the following:</p> <ul style="list-style-type: none"> • Physical needs when uncomfortable, sick, hurt, or tired • Observable physical needs • Physical needs of hunger and thirst <p>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</p>									
<p>1.1 Meets physical needs when uncomfortable, sick, hurt, or tired</p> <p>CRITERION: Child uses socially appropriate ways to meet physical needs when uncomfortable, sick, hurt, or tired (e.g., child requests adult help when injured or sick; child takes nap when tired; child puts on coat when cold; child lies down when not feeling well).</p>									
<p>1.2 Meets observable physical needs</p> <p>CRITERION Child uses socially appropriate ways to meet observable physical needs (e.g., child washes hands when hands are dirty; child removes wet or soiled clothing).</p>									
<p>1.3 Meets physical needs of hunger and thirst</p> <p>CRITERION Child uses socially appropriate ways to express or meet physical needs of hunger and thirst (e.g., child requests food, drink; child gets drink of milk when thirsty).</p>									
<p>2. Follows context-specific rules outside home and classroom</p> <p>CRITERION Child follows context-specific rules outside home and classroom (e.g., store, park, doctor's office, restaurant, bus; child follows rule not to touch things when in grocery store; child follows rule to remain in seat during bus ride; during a walk, child holds a peer's hand in response to adult's directions). This item should be scored with parent input to determine how the child follows rules outside of the classroom.</p>									
<p>2.1 Seeks adult permission</p> <p>CRITERION Child asks adult permission in order to engage in established routines at home, at school,</p>									

Child Observation Data Recording Form with Criteria II: Social Area

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	IFSP/ IEP	S		N		S		N	
		S	N	S	N	S	N	S	N
and in the community (e.g., child asks permission to leave the group, go to the bathroom; child asks caregiver for permission to go to neighbor's house; child asks permission to take out the playdough after finishing a group activity). This item should be scored with parent input to determine how the child follows rules outside of the classroom.									
2.2 Follows established rules at home and in classroom CRITERION Child follows established rules at home and in the classroom (e.g., child washes hands before snack time, waits turn to speak; during large group activity, child raises hand to be recognized; child does not run in house). Adult may provide group directions/cues (e.g., "It's story time," "Time to line up"). This item should be scored with parent input to determine how child follows rules outside the classroom.									

D. Knowledge of Self and Others

1. Communicates personal likes and dislikes CRITERION Child uses verbal and/or nonverbal strategies to communicate personal likes and dislikes, including <ul style="list-style-type: none"> • Initiating preferred activities (e.g., child will select puzzle from choice of toys) • Selecting activities or objects (e.g., child says, "I like cake better than apples," "I don't want to play outside today") NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.									
1.1 Initiates preferred activities CRITERION Child initiates preferred purposeful activities during free time (e.g., child goes to shelf, selects book to look at during play; child finishes work, gets paper and markers for coloring; child chooses to play with blocks with a peer). General cues may be provided by adult (e.g., "Find something to do").									
1.2 Selects activities and/or objects CRITERION Child selects an activity or object when given a choice (e.g., child selects crackers from a plate of crackers and cheese; child selects puzzle from a table with books, puzzles, tea set; child chooses to paint from a choice of three activities; child selects an apple from a basket of apples, bananas, oranges).									

Name: _____

Test period: _____

Test date: _____

Examiner: _____

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

	IFSP/ IEP	S	N	S	N	S	N	S	N
<p>2. Understands how own behaviors, thoughts, and feelings relate to consequences for others</p> <p>CRITERION Child demonstrates understanding of how own behaviors, thoughts, and feelings relate to consequences for others (e.g., after grabbing peer's favorite toy, returns toy as peer starts to cry; after noticing that peer did not get a cracker, child passes plate back to peer; child tells sibling as they both run to the car, "You can have the window seat"; child selects peer who is often chosen last as a teammate).</p>									
<p>2.1 Identifies affect/emotions of others</p> <p>CRITERION Child identifies affect/emotions of others that are consistent with behaviors being displayed (e.g., child signs, "He's hurt," in response to a peer's crying after falling on the playground; child says, "She likes it," in response to a peer smiling at getting a favorite cookie during snack time).</p>									
<p>2.2 Identifies own affect/emotions</p> <p>CRITERION Child identifies own affect/emotions that are consistent with displayed behaviors (e.g., child frowns and says, "Yuck, I don't like it," after sampling distasteful food; child cries after losing a doll and says, "I'm sad"; child throws toy and stomps away from play area, teacher asks, "What happened?", child says, "I'm mad").</p>									
<p>3. Relates identifying information about self and others</p> <p>CRITERION Child correctly communicates the following information about self and others:</p> <ul style="list-style-type: none"> • Address (number, street, and town) • Telephone number • Birthday (month and day) • Names of siblings and full name of self • Gender (self and others) • First name and age <p><i>NOTE If a child's performance on all objectives was scored with a 2, then the goal is scored 2. If a child's performance on the objectives was scored with any combination of a 0, 1, and 2, then the goal is scored 1. If a child's performance on all objectives was scored with a 0, then the goal is scored 0.</i></p>									
<p>3.1 States address</p> <p>CRITERION Child correctly states own address (including number, street, and town).</p>									
<p>3.2 States telephone numbers</p> <p>CRITERION Child correctly states at least two telephone numbers (e.g., child recites own telephone number, parent's work number, an emergency number, grandma's house).</p>									

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Child Observation Data Recording Form with Criteria II: Social Area

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	IFSP/ IEP	S		N		S		N	
		S	N	S	N	S	N	S	N
3.3 States birthday CRITERION Child correctly states month and day of own birthday.									
3.4 Names siblings and gives full name of self CRITERION Child correctly states first names of siblings and first and last names of self.									
3.5 States gender of self and others CRITERION Child correctly identifies self and others as a girl or a boy.									
3.6 States name and age CRITERION Child correctly states own first name and age in years.									

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period.
 To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

RESULTS	Test date	_____	_____	_____	_____
	Area Raw Score	_____	_____	_____	_____
	Area Raw Score Possible	94	94	94	94
	Area Percent Score	_____	_____	_____	_____

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Child Observation Data Recording Form with Criteria II: Social Area

SOCIAL AREA

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____

EXAMINER: _____ DATE: _____

COMMENTS: _____
