

DAYC-2**Communication Domain Scoring Form**

Judith K. Voress Taddy Maddox

**Section 1. Identifying Information**

Name _____

Examiner's Name _____

Female ☐ Male ☐

Examiner's Title _____

Year Month Day

Parent/Guardian _____

Date Tested _____

School/Day Care _____

Date of Birth _____

Respondent's Name _____

Age _____

Relationship to Child _____

Age in Months

Length of Time Respondent Has Known Child _____

Section 2. Record of Scores

| Subdomain | Raw Score | Age Equivalent | %ile Rank | Standard Score | SEM | Descriptive Term | Standard Score Difference |
|---------------------|-------------------|----------------|-----------|------------------------|----------------------|------------------|--|
| Receptive Language | _____ | _____ | _____ | <input type="text"/> | 5 | _____ | <input type="radio"/> Not important <input type="radio"/> Statistical 12 or above <input type="radio"/> Clinical 22 or above |
| Expressive Language | _____ | _____ | _____ | <input type="text"/> | 4 | _____ | |
| | ↓ | | | ↓ | | | |
| Domain | Sum of Raw Scores | Age Equivalent | %ile Rank | Sum of Standard Scores | Standard Score | SEM | Descriptive Term |
| Communication | _____ | _____ | _____ | _____ | <input type="text"/> | 3 | _____ |

Section 3. Descriptive Terms

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

Section 4. Observations and Recommendations

Section 5. Record of Performance

Communication Domain

Receptive Language Subdomain

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

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

| *Entry Points: | | | Birth–11 months: Item 1 | 24–35 months: Item 16 | 48–59 months: Item 27 |
|----------------|----------------|---|--------------------------------|------------------------------|-------------------------------------|
| | | | 12–23 months: Item 8 | 36–47 months: Item 23 | 60 months and older: Item 31 |
| Item # | Score (1 or 0) | Item | | | |
| *1. | | normal breathing rate | | | |
| 2. | | reacts to loud noise by blinking, moving arms or legs, or stopping movement | | | |
| 3. | | quieted by music | | | |
| 4. | | turns head toward voice when someone speaks to him or her | | | |
| 5. | | smiles at person who is talking or gesturing | | | |
| 6. | | turns and looks toward noise | | | |
| 7. | | briefly stops activity when name is called | | | |
| *8. | | responds with appropriate gestures to "up," "bye-bye," or other routines | | | |
| 9. | | moves body to music | | | |
| 10. | | briefly stops activity when told "no" | | | |
| 11. | | follows simple spoken commands (e.g., "Give Mommy the cup.") | | | |
| 12. | | responds to "where" questions (e.g., "Where is the ball?" May point, state the location, or go get the ball.) | | | |
| 13. | | when asked, will point to five or more familiar persons, animals, or toys | | | |
| 14. | | follows directions about placing one item "in" and "on" another | | | |
| 15. | | indicates "yes" or "no" (or appropriate head movement) in response to questions | | | |
| *16. | | points to three body parts when asked | | | |
| 17. | | carries out two-step directions that are related (e.g., "Go to the table and bring me the toy.") | | | |
| 18. | | points to six body parts when asked | | | |

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

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



RECEPTIVE LANGUAGE SUBDOMAIN RAW SCORE

Continues with
Expressive Language →

Expressive Language Subdomain

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

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

***Entry Points:** Birth–11 months: **Item 1** 24–35 months: **Item 16** 48–59 months: **Item 30**
 12–23 months: **Item 8** 36–47 months: **Item 24** 60 months and older: **Item 34**

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

***Entry Points:** Birth–11 months: **Item 1**
12–23 months: **Item 8**

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

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

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



EXPRESSIVE LANGUAGE SUBDOMAIN RAW SCORE