



AMERICAN
SPEECH-LANGUAGE-
HEARING
ASSOCIATION

Directory of Speech-Language Pathology Assessment Instruments

V. Developmental Scales

**American Speech-Language-Hearing Association
2007**

Note: Descriptions for each assessment instrument are adapted from publishers' own information sources.

Title: Ages and Stages Questionnaires (ASQ):
A Parent-Completed, Child-Monitoring System,
Second Edition

Author: Diane Bricker and Jane Squires, with assistance
from Linda Mounts, LaWanda Potter, Robert
Nickel, Elizabeth Twombly, and Jane Farrell

Publisher: Brookes Publishing Company

Year: 1999

Age range: 4 months–5 years

Administration time (minutes): 10–15 per questionnaire

Language(s): English, Spanish, French, and Korean. Translations
are in development in other languages, including
Mandarin and Arabic.

Computerized scoring: Yes

Description: A reliable way to screen infants and young children
for developmental delays. Parents complete the 30-
item questionnaires at designated intervals in a
natural environment to ensure valid results. Covers
five key developmental areas: communication,
gross motor, fine motor, problem solving, and
personal–social. Individual progress is monitored
and risk levels identified. Planning, monitoring, and
evaluating the program are included in the ASQ
system.

Title: Bayley Scales of Infant and Toddler Development—
Third Edition (Bayley-III)

Author: Nancy Bayley

Publisher: Harcourt Assessment

Year: 2005

Age range: 1 month to 42 months

Administration time: 30 minutes to 1 hour (depending on age of child)

Language(s): English

Computerized scoring Optional

Description: A comprehensive tool for identifying, measuring, and assessing a child's development. Core battery of five scales:

- Three scales administered with child interaction—cognitive, motor, language.
- Two scales conducted with parent questionnaires—social-emotional, adaptive behavior.

Title:	Bilingual Health and Developmental History Questionnaire
Author:	Cristina Gómez-Valdez
Publisher:	Academic Communication Associates
Year:	1985
Age range (years):	3–11
Administration time (minutes):	25
Language(s):	Spanish and English
Computerized scoring:	N/A
Description:	Parent interview questionnaire to gather developmental history that obtains information about the child's acquisition of developmental milestones and identifies specific handicapping conditions that may require special education intervention. Examines hearing loss, communication problems, problems during pregnancy, family customs, cultural beliefs relevant to the treatment of illness, and other factors.

Title: Bilingual Language Proficiency Questionnaire

Author: Larry J. Mattes and George Santiago

Publisher: Academic Communication Associates

Year: 1985

Age range (years): 3 and up

Administration time (minutes): Varies

Language(s): Spanish/English. Contact company if interested in Vietnamese edition.

Computerized scoring: N/A

Description: Parent interview questionnaire to gather developmental history about bilingual children's development and functional use of speech and language skills in English and Spanish. Examines articulation, language, voice, fluency, and pragmatic communication. Helps distinguish children who are developing language normally from children with communication disorders.

Title: Birth to Three Assessment and Intervention System, Second Edition (BTAIS-2)

Author: Jerome J. Ammer and Tina Bangs

Publisher: PRO-ED

Year: 2000

Age range (years): Birth–3

Administration time (minutes): Varies

Language(s): English

Computerized scoring: No

Description: Screens language comprehension and expression, nonverbal thinking, and motor development.

Title: Bracken Basic Concept Scale: Expressive (BBCS: E)

Author: Bruce A. Bracken

Publisher: Harcourt Assessment

Year: 2006

Age range (years;months): 3;0–6;11

Administration time (minutes): 30

Language(s): English

Computerized scoring: Yes

Description: A developmentally sensitive measure of children's basic concept knowledge. Acquisition of basic concepts is strongly related to cognitive and language development as well as to early childhood academic achievement.

Title: Bracken Basic Concept Scale–Revised (BBCS-R)

Author: Bruce A. Bracken

Publisher: Harcourt Assessment

Year: 1998

Age range (years;months): 2;6–8;0

Administration time (minutes): 30

Language(s): English and Spanish (test forms for a criterion-referenced test)

Computerized scoring: No

Description: Assesses children’s basic concept acquisition and receptive language skills. Measures 258 basic concepts in 11 areas: color, quantity, comparisons, shapes, social/emotional, direction/ position, numbers/counting, letter identification, size, texture/material, and time/sequence.

Title: Bracken Basic Concept Scale–Third Edition: Receptive (BBCS-3:R)

Author: Bruce A. Bracken

Publisher: Harcourt Assessment

Year: 2006

Age range (years;months): 3;0–6;11

Administration time (minutes): 30–45

Language(s): English

Computerized scoring: Yes

Description: A developmentally sensitive measure of children’s basic concept knowledge. Acquisition of basic concepts is strongly related to cognitive and language development as well as to early childhood academic achievement. Building on the strength of the Bracken Basic Concept Scale–Revised, the BBCS-3:R includes updated norms and improved items.

Title: BRIGANCE Inventory of Early Development–II (IED-II)

Author: Albert H. Brigance

Publisher: Curriculum Associates

Year: 2004

Age range (years): Birth–Developmental Age 7

Administration time (minutes): Varies

Language(s): English

Computerized scoring: Yes

Description: Identifies developmental age, pinpoints learning problems, monitors and documents progress, and creates instructional objectives.

Title: Cognitive, Linguistic, and Social-Communicative Scales, Second Edition (CLASS-2)

Author: Dennis C. Tanner, Wendy M. Lamb, and Wayne Secord

Publisher: Academic Communication Associates

Year: 1997

Age range (years): 3–6

Administration time (minutes): 15

Language(s): English

Computerized scoring: No

Description: Uses a parent interview format to assess development of basic concepts, comprehension and production of grammar, and communicative effectiveness.

Title: Communication and Symbolic Behavior Scales (CSBS), Normed Edition

Author: Amy Miller Wetherby and Barry Prizant

Publisher: Paul H. Brookes Publishing

Year: 1992

Age range: Up to 72 months if developmental delays are present

Administration time (minutes): 50–75

Language(s): English

Computerized scoring: No

Description: Examines communication, social-affective, and symbolic abilities of children whose functional communication age is between 8 months and 2 years. Early identification of children who have or who are at risk for developing communication impairment. Establishes a profile of communication, social-affective, and symbolic functioning to monitor changes in behavior and plan treatment. Uses standard but flexible format for sampling behavior. Materials include action-based toys to elicit spontaneous communication, books designed for young children, and play materials that assess how a child uses and plays with objects symbolically and constructively.

Title: Communication Solutions for Older Students

Author: Vicki Lord Larson and Nancy McKinley

Publisher: Thinking Publications

Year: 2003

Age range (years): 9–19

Administration time (minutes): Varies

Language(s): English

Computerized scoring: No

Description: Covers virtually every aspect of normal and disordered development across the areas of thinking, listening, speaking, reading, and writing. Includes 24 reproducible appendixes (nearly 100 pages in all) for clinical use.

Title: Developmental Assessment of Young Children (DAYC)

Author: Judith Voress and Taddy Maddox

Publisher: PRO-ED

Year: 1998

Age range (years;months): Birth–5;11

Administration time (minutes): 10–20

Language(s): English

Computerized scoring: No

Description: Identifies delays in the domains of cognition, communication, social-emotional development, physical development, and adaptive behavior.

Title: Developmental Indicators for the Assessment of Learning—Third Edition (DIAL-3)

Author: Carol Mardell-Czudnowski and Dorothea S. Goldenberg

Publisher: AGS Publishing/Pearson Assessments

Year: 1998

Age range (years;months): 3;0–6;11

Administration time (minutes): 20–30

Language(s): English and Spanish (in the same kit)

Computerized scoring: Yes (optional)

Description: A standardized screening tool that measures development in motor, concept, language, self-help, and social function areas. Identifies children who are likely to need follow-up services.

Title: Developmental Observation Checklist System (DOCS)

Author: Wayne P. Hresko, Shirley A. Miguel, Rita J. Sherbenou, and Steve D. Burton

Publisher: PRO-ED

Year: 1994

Age range (years): Birth–6

Administration time (minutes): Varies

Language(s): English

Computerized scoring: No

Description: Measures general development of language, motor, social, and cognitive skills; adjustment behavior; and parent stress and support. Features items that control for discrimination on the basis of race and sex.

Title: Developmental Profile II

Author: Gerald Alpern, Thomas Boll, and Marsha Shearer

Publisher: Western Psychological Services

Year: 1986

Age range (years;months): Birth–9;6

Administration time (minutes): 20–40

Language(s): English

Computerized scoring: Yes

Description: Standardized developmental screening test uses parent reports to evaluate child's functioning in five key areas: physical, self-help, social, academic, and communication skills.

Title: Early Screening Profiles (ESP)

Author: Patti L. Harrison, Alan S. Kaufman, Nadeen L. Kaufman, Robert Bruininks, John Rynders, Steven Imer, Sara Sparrow, and Domenic Cicchetti

Publisher: AGS Publishing/Pearson Assessments

Year: 1990

Age range (years;months): 2;0–6;11

Administration time (minutes): 15–40

Language(s): English

Computerized scoring: No

Description: Assessment battery measures the cognitive, language, motor, self-help/social, articulation, health development, and home environment of young children. Helps identify children at risk for later learning problems.

Title: FirstSTEp: Screening Test for Evaluating Preschoolers

Author: Lucy J. Miller

Publisher: Harcourt Assessment

Year: 1999

Age range (years;months): 2;9–6;2

Administration time (minutes): 15

Language(s): English and Spanish (PrimerPASO)

Computerized scoring: No

Description: Identifies children who need in-depth diagnostic testing for developmental delays.

Title: Individual Growth and Development Indicators—Early Literacy (IGDIs-EL)

Authors: S. R. McConnell, M. A. McEvoy, J. S. Priest, & K. M. Missall

Publisher: Early Childhood Research Institute on Measuring Growth and Development . *Individual Growth and Development Indicators for Preschool Children*. Minneapolis: Center for Early Education and Development, University of Minnesota.
<http://education.umn.edu/ceed/projects/ecri/default.html>

Year: 1998–2001

Age range: Birth through 3 years

Administration time (minutes): 1–2 each

Language(s): English (Spanish experimental version only)

Computerized scoring: Yes

Description: A Web-based tool for downloading assessment materials and stimulus items, and for managing child data. IGDIs are performance measures designed to reflect individual children's progress toward outcomes in the areas of communication, movement/motor, social competency, problem solving, and parent–child interaction. IGDIs display an individual growth trend over time compared to normative growth. They are standardized and replicable so that the data from separate administrations are comparable.

Title: Kaufman Survey of Early Academic and Language Skills (K-SEALS)

Author: Alan S. Kaufman and Nadeen L. Kaufman

Publisher: AGS Publishing/Pearson Assessments

Year: 1993

Age range (years;months): 3;0–6;11

Administration time (minutes): 15–25

Language(s): English

Computerized scoring: No

Description: A measure of children's language skills (expressive and receptive vocabulary), numerical skills, and articulation.

Title: Mullen Scales of Early Learning: AGS Edition

Author: Eileen M. Mullen

Publisher: AGS Publishing/Pearson Assessments

Year: 1995

Age range (years;months): Birth–5;8

Administration time (minutes): 15 for 1-year-olds
25–35 for 3-year-olds
40–60 for 5-year-olds

Language(s): English

Computerized scoring: Yes (optional)

Description: A diagnostic battery that measures expressive and receptive language skills, gross and fine motor skills, and visual reception skills. Assesses readiness for school and produces a baseline to track the effectiveness of teaching methods and interactions.

Title: Peabody Developmental Motor Scales–Second Edition (PDMS-2)

Author: M. Rhonda Folio and Rebecca Fewell

Publisher: PRO-ED

Year: 1983

Age range (years): Birth–5

Administration time (minutes): 45–60

Language(s): English

Computerized scoring: No

Description: Early childhood motor development program. Provides both in-depth assessment and instructional programming for gross and fine motor skills.

Title: Prescreening Developmental Questionnaire (PDQ II)

Author: William K. Frakenburg

Publisher: Denver Developmental Materials, Inc.

Year: 1998

Age range (years): Birth–6

Administration time (minutes): 10

Language(s): English, Spanish, French (original PDQ available upon request)

Computerized scoring: No

Description: Parent-answered questionnaire used as a first step in assessing a child's development. Encourages parent discussion of child development with professionals.

Title: PrimerPASO

Author: Lucy J. Miller

Publisher: Harcourt Assessment

Year: 2003

Age range (years;months): 2;9–6;2

Administration time (minutes): 15

Language(s): Spanish and English (FirstSTEp™: Screening Test for Evaluating Preschoolers [FirstSTEp])

Computerized scoring: No

Description: A screener that is the Spanish version of FirstSTEp. Identifies children who need in-depth diagnostic testing for developmental delays.

Title:	Rossetti Infant-Toddler Language Scale
Author:	Louis Rossetti
Publisher:	LinguiSystems
Year:	1990
Age range (years):	Birth–3
Administration time (minutes):	Varies
Language(s):	English
Computerized scoring:	No
Description:	Assesses preverbal and verbal areas of communication and interaction: Interaction-Attachment, Pragmatics, Gesture, Play, Language Comprehension, and Language Expression. May be scored through parent/caregiver report, examiner observation, or examiner elicitation. Provides presentation and scoring guidelines for each item. Includes a separate Parent Questionnaire and an expanded version of the Parent Questionnaire in the manual.

Title: Scales of Early Communication Skills (SECS)

Author: Jean S. Moog and Ann E. Geers

Publisher: Central Institute for the Deaf

Year: 1975

Age range (years): 2–8

Administration time (minutes): Varies

Language(s): English

Computerized scoring: No

Description: Evaluates development of receptive and expressive language skills in children with hearing loss.

Title: Scales of Independent Behavior–Revised (SIB-R)

Author: Robert H. Bruininks, Richard W. Woodcock,
Richard F. Weatherman, and Bradley K. Hill

Publisher: Riverside Publishing Company

Year: 1996

Age range (years): Birth–adult

Administration time (minutes): Full Scale: 45–60
Short Form or Early Development Form: 15–20

Language(s): English

Computerized scoring: No

Description: Assesses 14 areas of adaptive behavior and 8 areas of maladaptive behavior. May be administered in a structured interview or by a checklist procedure.

Title: Speech and Language Evaluation Scale

Author: Diane R. Fressola and Sandra Ciponeri Hoerchler

Publisher: Hawthorne Educational Services

Year: 1989

Age range (years): 4.5–adult

Administration time (minutes): 20

Language(s): English

Computerized scoring: Yes

Description: The SLES Speech subscales are Articulation, Voice, and Fluency; the Language subscales are Form, Content, and Pragmatics.

Title: Speed DIAL: Developmental Indicators for the Assessment of Learning

Author: Carol Mardell-Czudnowski and Dorothea S. Goldenberg

Publisher: AGS Publishing/Pearson Assessments

Year: 1998

Ages range (years;months): 3;0–6;11

Administration time (minutes): 15–20

Language(s): English and Spanish (in the same kit)

Computerized scoring: No

Description: A shortened version of the Developmental Indicators for the Assessment of Learning–3rd Edition (DIAL-3). Identifies children in need of further diagnostic assessment for developmental delays. Screens three early childhood areas: motor, concepts, and language.

Title: Work Sampling System

Author: Samuel Meisels, Judy R. Jablon, Margo L. Dichtelmiller, Aviva B. Dorfman, and Dorthea B. Marsden

Publisher: Pearson Early Learning

Year: 1991

Age range (years): Pre-K–Grade 6

Administration time: 15 minutes for screening

Language(s): English; some Spanish components

Computerized scoring: Yes

Description: A performance assessment, including guidelines, checklists, and summary reports for use with students in pre-kindergarten through Grade 6. Intended to help teachers systematically document children’s skills, knowledge, behavior, and academic accomplishments. The developmental guidelines cover seven domains, based on national standards (personal/social development, language/literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development/health).