The Children's Language Institute Preschool Placement Test (CLIPPT) identifies children, aged 2.6 to 4 years, with mild to moderate language/learning deficits, to determine which children would benefit from a language intervention preschool program. The test is presented in three sections: (1) the Informational Manual which provides theoretical and statistical information on standardization, administration, scoring, and materials necessary to administer the test, and lists guidelines for successfully testing the young child and for keeping young children on task; (2) the Procedural Manual which is to be used with the Test Record Form during administration; and (3) the Test Record Form which is used to document single item responses, along with worksheets for score analysis and interpretation. The CLIPPT evaluates language processing and production in the areas of pronouns, prepositions, color recognition, adjectives, personal data, semantics and expressive language, following directions, body parts vocabulary, morphology, story narration, pragmatics, numeration, irregular verbs, and two-step directions. Phase I provides a quick instrument to identify preschoolers with language impairment, regardless of degree. Phase II is administered to students who fail Phase I and is used to more clearly delineate those who are "at risk" for developing debilitating language/learning problems from those with more severe language impairments. (JDD)
CHILDREN'S LANGUAGE INSTITUTE PRESCHOOL PLACEMENT TEST

(CLIPPT)

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1986

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Funding for development of this placement test has been provided by the United States Department of Education, Handicapped Children's Early Education Program, grant number GOO 8401387. The authors and project personnel appreciate the financial support and philosophical commitment to identifying preschool children "at risk" for future language/learning problems.

The time, knowledge and guidance of the Advisory Committee of this grant have been invaluable to the completion of the development of this test. The following members are to be commended for their donation of time and talents, as well as the direction they provided:

Albert Bail, Special Education Director, Ludlow Public Schools, Ludlow, Massachusetts
Dr. Arthur Bertrand, Grant Specialist, Professor of Psychology, American International College, Springfield, Massachusetts
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Linda Pollak, School Psychologist, Longmeadow, Massachusetts
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Janis Santos, Executive Director, Holyoke/Chicopee Head Start, Holyoke, Massachusetts
Joy Staples, Early Childhood Specialist, Greater Springfield Regional Education Center, Massachusetts Department of Education, West Springfield, Massachusetts
Betsy Talbot, Parent

The development of two nonstandardized screening instruments used to identify a target population was accomplished by two consultants to the project.

Frank Wilson, Ph.D., developed a behavioral check list to eliminate children with moderate to severe behavioral problems from the project. Anne Milkowski, O.T.R., developed a motor screening instrument to identify children with moderate to severe motor problems. These instruments were not standardized as part of this project and are not reported with this test. They are discussed in Chapter Three of "A Classroom-Home Language Intervention Program for
Preschool Children 'At Risk' for Language/Learning Disabilities" (Quin, Bergman, Gianni and Zellan, 1986).

Mark Frost, a graphic artist, donated his time and skills to produce the picture test plates for the CLIPPT. His artistic talent produced realistic drawings to achieve the best test responses possible on those particular items.

The standardization of the CLIPPT could not have been completed without the work of Donna Bisbee, Speech-Language Pathologist. She was employed to locate and test the vast number of children used for the standardization. Her consistent efforts and organizational skills aided in the gathering of data used in this test.

When all information was gathered, Peter Hainsworth, Ph.D., was employed for statistical analysis. The results of his work are the basis for the reporting of the validity, reliability and normative tables in the Informational Manual of this test.

The initial research and development of the test items was done by Holly Ferris and William Sibley. Test philosophy and adaptations of test items were gathered from a variety of sources included in the Test Item Bibliography. Subsequent revisions of test items and restructuring of the test were accomplished by Judith Berman and Paul Quin.

The staff, administration and Board of Directors of the Children's Language Institute have provided knowledge for the development of this test, as well as support for the continued activities required to complete the standardization process. Their expertise in language remediation and grant management has greatly augmented this product.

Paul E. Quin, Program Coordinator
This test was developed to identify children with mild to moderate language/learning deficits. It is called a placement test because children so identified would benefit from a language intervention preschool classroom described in "A Classroom-Home Language Intervention Program for Preschool Children 'At Risk' for Language/Learning Disabilities" (Quin, Bergman, Gianni and Zellan, 1986). It was used in its nonstandardized form as part of a test battery prior to admission to the program described in that text.

Given the breadth of language areas addressed by the test items, the authors felt that the test was more comprehensive than most screening tests. It is not, however, a truly diagnostic test, as the behaviors sampled provide a cursory estimate of the child's abilities in the language areas described.

The purpose of developing this test was to identify children with mild language handicaps who were previously not identified or served at a preschool age. It may also be used to identify preschool children with more severe language handicaps, as described in the Informational Manual.

The test is presented in three sections for ease of use by the examiner:

1. The Informational Manual provides theoretical and statistical discussion.
2. The Procedural Manual should be used with the Test Record Form during administration, giving the examiner directions for specific test items.
3. The Test Record Form to document single item responses, Analysis Score Sheets for each phase of the test, and interpretation information for ease of use by the examiner.

It is the hope of the authors that use of this test in widespread screening activities in public schools will aid in the identification of preschool children "at risk" for future language/learning difficulties in the elementary grades. Once identified, it is hoped that these children will receive appropriate services to substantially reduce or
eliminate the need for special services in the elementary grades. The authors recommend a program such as the one described by Quin, Bergman, Gianni, and Zellan (1986) for children so identified.

Paul E. Quin, Program Coordinator
CHILDREN'S LANGUAGE INSTITUTE PRE-SCHOOL PLACEMENT TEST (CLIPPT)

INFORMATIONAL MANUAL

PHASES I + II
INTRODUCTION

Objective

The primary purpose of this test is to identify children between the ages of 21 and 4 years of age who are "at risk" for developing debilitating language/learning problems in their elementary school years. The population identified as "at risk" by this test exhibit a deviant or disordered pattern of language skills, rather than a delayed language development. Some language skills are six to twelve months below chronological age, while others may be at or above age level. Many may be at or approximating -1 standard deviation on some testing, but not be significantly below that reference. Clinically, they would be termed "mildly" or "mildly to moderately language impaired" and may pass a typical preschool screening.

During the development of the test, it became apparent that Phase I of the test could provide a quick instrument to identify those preschoolers with language impairment, regardless of degree. Phase II can be used to more clearly delineate those who are "at risk" from those with more severe language impairments.

Definitions

Wiig and Semel's (1980) definitions of oral language, language production and language processing are appropriate to the identification purposes of this test.

Oral language is any spoken language. . . Language processing refers to the act of listening to and interpreting spoken language. Language production refers to the act of formulating and using spoken language . . . A child can have a problem processing (understanding) oral language and/or producing it (speaking) (p. 3).

An operational definition of language learning (Kemp, 1983) on which the specific sections of this placement test are based includes five linguistic
patterns of organization: phonology, morphology, syntax, semantics and pragmatics. A child is considered to be normally acquiring language if he/she is uniformly acquiring age-appropriate skills across the five patterns of linguistic organization. A child is considered language delayed if his/her language skills are uniformly below chronological age expectations. A child is language disordered or language deviant if his/her development indicates significant differences in acquisition within a pattern of linguistic organization or an asynchronism of acquisition among the patterns, or both, and if development of at least one of the patterns of linguistic organization is at or near chronological age level. (Kemp, 1983, p. 186).

Impact of Oral Language Deficits

Wiig and Semel (1980) point out the "widespread impact" of oral language deficits on a child:

They may affect other language abilities including reading, a particularly critical skill. Reading depends upon oral language and knowledge of the native language (p. 3).

...The difficulties may also be reflected in academic retardation in subject areas such as reading, spelling, writing, mathematics and other academic areas that require adequate language abilities (p. 11).

The language and communication deficits associated with learning disabilities are often subtle. They are, therefore, too frequently overlooked in the education of the youngster. Some observers suggest that the language deficits commonly associated with learning disabilities may be predicted on the basis of the youngster's rate of acquisition of the linguistic rules for word and sentence formation. The warning signs are very frequently overlooked or underrated, however. It is often not until after the learning disabled child has failed to acquire basic skills in reading, spelling and writing that the question of whether he may have deficits in understanding and using spoken language arises (p. 12).

...He may not acquire some of the pre-academic skills necessary for first grade work. This may leave the child at an early disadvantage and open to academic and social failures and frustrations. Again, these problems may influence interpersonal relationships negatively during the school years (p. 18).

This test will help identify those children described above. It is hoped that appropriate services can then be provided before the child enters the elementary school years.
STANDARDIZATION OF THE CLIPPT

During 1985-86, test scores for the CLIPPT were collected on 288 children between the ages of two years five months and four years five months. These children were located in day care centers, clinics and preschools in Western Massachusetts, or by parents who brought their children to a central site to be tested.

Test-Retest and Inter-Rater Reliability data was collected on 18 and 22 children respectively. Scores for the Sequenced Inventory of Communication Development-Revised (SICD-R, Hedrick, et al., 1984) were obtained for validity purposes. This information was provided to the consultant statistician, Dr. Peter Hainsworth, for analysis. The following information is a summary of Dr. Hainsworth's analysis.

Test-Retest and Inter-Rater Reliability

The Pearson product moment correlation figures in Table 1 indicate that the CLIPPT has extremely high reliability. Two examiners obtain the same results on scoring the child. Test and retest two-four weeks apart indicate good stability of scores.

<table>
<thead>
<tr>
<th>CLIPPT PHASE</th>
<th>N</th>
<th>INTER-RATER r</th>
<th>N</th>
<th>TEST RETEST r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase I</td>
<td>18</td>
<td>r = .90</td>
<td>22</td>
<td>r = .99</td>
</tr>
<tr>
<td>Phase II</td>
<td>18</td>
<td>r = .96</td>
<td>22</td>
<td>r = .99</td>
</tr>
<tr>
<td>Phase I + II</td>
<td>18</td>
<td>r = .95</td>
<td>22</td>
<td>r = .995</td>
</tr>
</tbody>
</table>

Concurrent Test Validity

The SICD-R (Hedrick, 1984) was administered at the time of the first administration of the CLIPPT. Predicted age score for Mean Length of Utterance (MLU) (Miller, 1981, p. 26) was determined from language sampling obtained during testing. The SICD-R yields an age in months for Receptive Communication and for Expressive Communication. Table 2 indicates the relationship for the 22 children tested. These children included eight "normal
language" (language scores within six months of chronological age-C.A.), seven "at risk" children (language scores six-twelve months depressed in at least one language area), and seven children with more severe language problems (language scores more than twelve months depressed).

TABLE 2: CONCURRENT VALIDITY MEASURES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Phase I</th>
<th>Phase II</th>
<th>Phases I+II</th>
</tr>
</thead>
<tbody>
<tr>
<td>SICD-R Receptive Age</td>
<td>$r = .88$</td>
<td>$r = .78$</td>
<td>$r = .86$</td>
</tr>
<tr>
<td>SICD-R Expressive Age</td>
<td>$r = .84$</td>
<td>$r = .87$</td>
<td>$r = .89$</td>
</tr>
<tr>
<td>SICD-R Receptive + Expressive Age</td>
<td>$r = .89$</td>
<td>$r = .87$</td>
<td>$r = .92$</td>
</tr>
<tr>
<td>MLU Predicted Age</td>
<td>$r = .62$</td>
<td>$r = .71$</td>
<td>$r = .69$</td>
</tr>
</tbody>
</table>

The CLIPPT correlates fairly well with the SICD-R as seen on the above table. While the correlation is lower for the MLU Predicted Age, it must be noted that this measure addresses one limited behavior, Mean Length of Utterance, while the CLIPPT measures a broad spectrum of language behaviors. In view of this comparison, the MLU Predicted Age correlation is good.

Norm Table Development

Based on the 288 children tested with the CLIPPT, a norm table was developed for Phase I, Phase II, and a combined score from Phases I + II. The number of children in the sample and the scores representing the 10th percentile and the 35th percentile in the distribution are reported. This percentile range was determined based on the following rationale. Many school systems and clinicians, as well as most writing in special education, support the notion that the lowest 10th percentile of the population is in need of special services, as they present significant deviations from the "norm." The upper percentile of 35% was used as it approaches -1 standard deviation from the mean of the population. Those scoring above -1 S.D. would be considered within normal limits by many.

Although the ranges are reported in this summary, the examiner is reminded to follow the scoring instructions on the Analysis Sheets of the Test.
Record Form. Phase I is a pass/fail test, so the 35th percentile is used as the comparison score. Phase II and the combined Phases I + II are reported in the designated ranges.

**TABLE 3: NORM TABLES FOR EIGHT AGE GROUPS ON THE CLIPPT**

<table>
<thead>
<tr>
<th>Age of Child</th>
<th>Phase I</th>
<th>Phase II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N 10% 35%</td>
<td>N 10% 35%</td>
</tr>
<tr>
<td>2-5 to 2-7</td>
<td>14 5 7</td>
<td>14 11 19</td>
</tr>
<tr>
<td>2-8 to 2-10</td>
<td>18 6 10</td>
<td>18 13 23</td>
</tr>
<tr>
<td>2-11 to 3-1</td>
<td>19 7 12</td>
<td>19 15 28</td>
</tr>
<tr>
<td>3-2 to 3-4</td>
<td>49 8 14</td>
<td>49 19 30</td>
</tr>
<tr>
<td>3-5 to 3-7</td>
<td>49 9 16</td>
<td>49 23 30.5</td>
</tr>
<tr>
<td>3-8 to 3-10</td>
<td>59 10 18</td>
<td>59 25.5 31.5</td>
</tr>
<tr>
<td>3-11 to 4-1</td>
<td>65 11 19</td>
<td>65 27.5 31.5</td>
</tr>
<tr>
<td>4-2 to 4-5</td>
<td>15 12 20</td>
<td>15 28 32</td>
</tr>
</tbody>
</table>

**Age of Child** | **Phase I + II**
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N 10% 35%</td>
</tr>
<tr>
<td>2-5 to 2-7</td>
<td>14 15 26</td>
</tr>
<tr>
<td>2-8 to 2-10</td>
<td>18 19 33</td>
</tr>
<tr>
<td>2-11 to 3-1</td>
<td>19 22 40</td>
</tr>
<tr>
<td>3-2 to 3-4</td>
<td>49 27 44</td>
</tr>
<tr>
<td>3-5 to 3-7</td>
<td>49 32 46.5</td>
</tr>
<tr>
<td>3-8 to 3-10</td>
<td>59 35.5 49.5</td>
</tr>
<tr>
<td>3-11 to 4-1</td>
<td>55 38.5 50.5</td>
</tr>
<tr>
<td>4-2 to 4-5</td>
<td>15 40 52</td>
</tr>
</tbody>
</table>

Relationship of CLIPPT scores to Socio-economic Status, Sex, Community, Race and Age

Mean scores for Phase I, Phase II, and Phases I + II were computed for the following variables and are reported in Table 4.

**Socio-economic Status:**

1 = Parent education of less than high school
2 = Parent finished high school
3 = Parent completed one-three years college
4 = Parent is college graduate
### TABLE 4: Relationships of CLIPPT Scores to Sample Variables

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase I + II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>13</td>
<td>50</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>94</td>
<td>131</td>
<td>94</td>
</tr>
<tr>
<td>3</td>
<td>131</td>
<td>131</td>
<td>131</td>
</tr>
<tr>
<td><strong>SEX</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>138</td>
<td>138</td>
<td>138</td>
</tr>
<tr>
<td>Females</td>
<td>150</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td><strong>COMMUNITY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Suburb</td>
<td>165</td>
<td>165</td>
<td>165</td>
</tr>
<tr>
<td>Rural</td>
<td>33</td>
<td>33</td>
<td>33</td>
</tr>
</tbody>
</table>

These variables were chosen for comparison based on those reported in the *Kaufman Assessment Battery for Children* (Kaufman and Kaufman, 1983).

It may be seen that the usual relationships reported in the literature prevail in the CLIPPT. Higher socio-economic children do better than lower, females than males (although the difference is not as great as expected), suburb than city or rural dwellers (although it is remarkably close) and white than other groups. The eight age groups show an increasing mean score as expected.
ADMINISTRATION AND SCORING

This test is designed to be administered by a speech-language pathologist. The majority of the test is language oriented, knowledge of phonetic transcription is required, and expertise in the field is warranted in order for the responses to be correctly scored and interpreted.

The test covers five linguistic patterns of organization (Phonology, Semantics, Morphology, Syntax and Pragmatics), as well as General Knowledge. While the standardization procedure did not provide norms for each area, a cursory examination of the Analysis Score Sheets will provide some guidance for determining areas of weakness.

Phase I should be given to all children whose language is to be tested. It consists of the most challenging items and is designed to separate the children with NORMALLY developing language from those that may be language IMPAIRED. Since the CLIPPT is designed to identify those children with mild language impairment without other interfering factors contributing to this impairment, those children failing Phase I should be given a hearing screening, a motor screening, and a behavioral/emotional screening to rule those areas as contributing to the language impairment.

Phase II should be given to all who do not pass Phase I. If Phase I raw scores are questionable based on clinical judgment, administer Phase II. This section is designed to separate those children with severe language delay or deviance from those "at risk." The "at risk." group is that showing subtle language deviance who may be identified for future language/learning problems if remediation is not provided. Children who fail Phase II should be referred for further evaluation to determine the need for clinical and/or educational intervention.

If a child's raw scores are borderline, the
examiner may total the raw scores of Phase I and Phase II and determine the child's category on the appropriate table on the Record Form. The combined table is provided for use only with borderline scores. In most instances, the score ranges for Phase I and Phase II will suffice.

Each phase of this test takes approximately 10-15 minutes to administer. Proper use of this instrument will allow large groups of children to be tested to determine if they have language problems (Phase I) and to determine the extent of their language difficulties (Phase II).

This instrument is not a comprehensive diagnostic tool. It will suggest to the speech-language pathologist who uses it the areas in need of further testing. The development of a language intervention plan, including educational and therapeutic objectives to be implemented, should be based on a comprehensive assessment. This should include a carefully analyzed language sample derived both from 1:1 interaction with the examiner and/or parent and from peer group interaction in a play setting.

**Scoring**

Follow the procedures from the CLIPPT Procedural Manual for examiner stimuli and anticipated responses. Mark + for correct response in the space provided on the Test Record Form. Mark 0 for incorrect response and NR for no response. Tape record the child's story narration, speech motor and vocabulary items as indicated in the Procedural Manual. Transcribe the tape immediately after the child leaves the testing room, if possible. Otherwise, clearly identify the child by name on each taped segment, especially when testing large numbers of children at one site.

All items should be attempted with all ages, unless otherwise indicated, since there is no basal
or ceiling. On completion of the particular Phase, transfer the responses to the appropriate Analysis Score Sheet (following each Phase on the Test Record Form). Compare the child's raw score with those shown for the appropriate age group. Select the appropriate category and circle it on the sheet of the Test Record Form.

When in doubt about the correctness of a child's response, consult the Procedural Manual. If the child's total raw score on Phase I is borderline, administer Phase II. If the score on Phase II is borderline, combine both raw scores and consult the table for Phases I + II.

Order of Test Items

Follow the order of test items exactly. They have been arranged in each Phase so that tasks requiring only processing and/or motor responses are first, on the assumption that these will be less threatening to the child. The items requiring oral language responses are given in the second half of each Phase, after the child has become accustomed to the test situation and is more at ease.

Materials

In addition to the Informational Manual, the Procedural Manual, and the Test Record Form (which may be duplicated), the following Picture Plates are provided:

- Plate 1 - Bicycle and airplane
- Plate 2 - Boys at beach
- Plate 3 - Children in activities
  - Boy running
  - Girl reading
  - Boy swimming
- Plate 4 - Birthday party
- Plate 5 - Pig
- Plate 6 - Cup
- Plate 7 - Monkey
- Plate 8 - Comb
- Plate 9 - Bathtub
- Plate 10 - Doll
- Plate 11 - Bed
- Plate 12 - Fork
- Plate 13 - Knife
- Plate 14 - Rabbit
- Plate 15 - Leaf
- Plate 16 - Soap
Materials that the examiner must gather include:

- A large tray on which objects can be conveniently arrayed for quick selection by examiner
- Four each: Teacups, saucers, spoons
- Teapot
- Boy doll, Girl doll (as realistic as possible)
- Box of 8 primary crayons, 4 of which must include 1 red, 1 green, 1 blue, 1 yellow
- Square container with lid
- Toy car
- Four each: Plates, cups, napkins
- Child's book
- Basket of small crackers
- Small pitcher of fruit juice
- Small cups and extra napkins
- Small wastebasket
- Small white paper plate, two white plastic spoons
- 8" x 11" sheets of paper, primary pencil
- Tape Recorder

SUCCESSFULLY TESTING THE YOUNG CHILD

In order for the test results to reflect as accurate a representation as possible of the child's competence, the child must be at ease with the examiner. When testing large numbers of children at a preschool site, the examiner should spend at least thirty minutes in the classroom with the entire group. The testing location should be as distraction free as possible, but should also be in a familiar and non-threatening location. Some children may feel more comfortable if a class aide accompanies them to the test site with the examiner and may later consent to have the aide leave, once they are engrossed in the test activities.

If testing an individual child brought by a parent, the examiner should interact informally with the child for at least ten minutes in a preschool environment. DO NOT use the same toys and materials that are part of the test. Then the
A child should not be urged to separate from a parent. Older children may do so willingly and naturally. The test is not invalidated by a parent who remains quietly in the background. On the contrary, the results may be more valid, since the child will not be anxious.

Individual children may be motivated by stars or stickers. Brief breaks between groups of items will not invalidate the test.

Remember that very young children may have no previous experience being in a 1:1 situation involving toys in which they are not in control or playing spontaneously. The examiner must be comfortable with clearly being in control of all the materials, procedures and events that occur during testing. He/she can do this in a calm and natural way, maintaining the child's involvement with each succeeding task. A simple explanation such as, "This is what we do in school," or "I'm the teacher," or "Now we work. Afterwards, we can play." should suffice.

SPECIFIC SUGGESTIONS TO KEEP YOUNG CHILDREN ON TASK

1) Work at an empty, low table placed against a blank wall with only the necessary items for a particular test item in your hands. If you are right-handed, sit to the immediate right of the child with the Test Record Form to the right, the large tray of test items on the floor to your right, and test items in your left hand. Reverse this if you are left-handed. YOUR CONTROL WILL BE MUCH BETTER THAN IF YOU ARE SITTING ACROSS A TABLE, NOT IN PHYSICAL CONTACT WITH THE CHILD. Tables and chairs should be child-sized.
2) Praise the child for "good looking" or "good listening" frequently, whether or not he/she is right. The child should be verbally rewarded for his/her interest and involvement, not for correctness of responses.

3) If the child gestures or says, "I don't know," gently probe (see specific item instructions for probes). Say, "Take a guess" or "Tell me" if child gestures. Pause, then try the item again.

4) Speak slowly and make your intonational patterns as "dramatic" and "exciting" as possible.

5) When giving directions, keep your hands on the test items, removing them only when you are finished speaking. This way, the child will not begin to manipulate them before you are finished with the stimulus.
CHILDREN'S LANGUAGE INSTITUTE PRESCHOOL PLACEMENT TEST (CLIPPT)

PROCEDURAL MANUAL

PHASES I + II
CLIPPT PROCEDURAL MANUAL - PHASE I

Pronouns: Processing

Materials: Four of each: teacups, saucers, spoons.
Boy doll. Girl doll.

Procedure: Say, "We are going to have a tea party. We need lots of things. We need some teacups (Put items on table as you name them but do not pass them out.), saucers and spoons." (Show dolls and sit them on table.) Say, "This boy and this girl want to come too."

Scoring:

1. (Place spoons within C's reach.)
   E says, "YOU need a spoon." + if C takes spoon for self only.

2. E says, "THEY need spoons."
   E or C passes out cups and saucers.
   Observations:
   C's symbolic behavior should be noted on test form: pretending to drink? pouring tea?
   + if C pours tea for dolls only.

3. E says, "THEIR tea is finished. Pour THEM some more."

Prepositions and Color Recognition: Processing

Materials: Square container with lid. Primary crayons: red, blue, yellow and green.

Procedure: Put box directly in front of C.
Put all four crayons in front of box.

Scoring:

4. Say, "Put the GREEN crayon BEHIND the box."
   + C puts BEHIND box (preposition) and GREEN (color).

5. Say, "Put the YELLOW crayon NEXT TO the box."
   + C puts NEXT TO box (preposition) and YELLOW (color).
Adjectives, Basic Concepts: Processing

Materials: Picture Plate 1: bike and airplane. Two white plastic spoons, small white paper plate.

Procedure:

6. E shows Picture Plate 1.
   E says, "Which one is faster?"

7. E puts one spoon and paper plate on table. Hold up other spoon and say, "See this. You find one that's the SAME as this."

Scoring:

+ if C points to picture of airplane.

+ if C points to spoon on table.

Personal Data: Processing and Production

Procedure:

8. Say, "How many brothers and sisters do you have?"

Scoring:

+ if C's answer corresponds to information supplied on questionnaire by parents or teacher.

+ if C gives separate number for each sex, i.e. "I have one sister and one brother."

Semantics and Expressive Language: Processing and Production

Procedure:

9. Say, "Tell me, what are mittens for?"

Scoring:

+ "Wear them on hands." 
  "For your hands." 
  "Keep hands warm." 
  "Hands."

0 Does not respond to probe Gestures "Winter"

Probe Shows hands (E: "Tell me") "To keep warm" (E: "What do you keep warm?") "Wear them" (E: "You wear them on what?")
### Procedure: Naming Body Parts: Production

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Scoring:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Say, &quot;What is this called (CHIN)?&quot;</td>
<td>+ if C says, &quot;CHIN.&quot;</td>
</tr>
<tr>
<td>11. Say, &quot;What is this called (KNEE)?&quot;</td>
<td>+ if C says, &quot;KNEE.&quot; Probe: If C says leg, E says, &quot;This is my leg (E shows whole leg). What part of my leg is this (E points to knee)?&quot;</td>
</tr>
<tr>
<td>12. Say, &quot;What is this called (ARM)?&quot;</td>
<td>+ if C says, &quot;ARM.&quot; Probe: If C says sleeve, E rubs whole arm and says, &quot;What's under?&quot;</td>
</tr>
</tbody>
</table>

---

### Morphology: Production

**Materials:** Teacup, crayon, plate.
- Picture Plate 3: boy running, girl reading, boy swimming
- Toy car

**Procedure:**

**Copula IS**

13. E puts cup and crayon on table as they are named. Shows plate for C to name. E says, "That is a cup. That is a crayon. That..."

**Present Progressive**

14. E holds up Picture Plate 3 and points appropriately while saying, "He is running. She is reading. He..."

**Future**

15. E drives toy car precariously close to edge of table. E says, "Oh-oh. He'd better watch out. How come?" or "Why?"

**Scoring:**

- + if C says, "IS a plate." (Must use IS)
- + if C says, "IS swimming." (Must use IS and ING)
- + if C includes in response, "WILL fall" or "GONNA fall."
Morphology: Production (continued)

Procedure:  Third Person Singular
16.  E shows Picture Plate 3 and points appropriately while saying, "Every day he runs. Every day she reads. Every day he. . . ."

Scoring:
+ if C says, "Swims" (Must use final S. Note on test form if you have observed that C omits final S habitually, but do not credit score.)

Syntax, Story Narration: Production

Materials:  Picture Plate 4: Birthday Party
Tape Recorder

Procedure:  E says, "I am going to tell you a story. Wait until I'm done and you tell it back to me."

E says, while covering picture B:
  a.  Jimmy is five years old today.
  b.  Mother lights the candles on his birthday cake.
E says, while covering picture A:
  c.  Jimmy got a new bike.
  d.  But it was too big for him.
  e.  Mother said, "I have to take it back to the store."

Tape record C retelling story. Score all items in this section after transcribing C's narration on the test form in the space provided.

Scoring:
+ if not more than one fact is left out of a correct narrative sequence. (Jimmy-five years old-Mom-lights candles-cake-bike-too big-back to store)
Syntax, Story Narration: Production (continued)

18. Declarative sentences

**Scoring:**
+ if subject and verb components are present in half or more of C's utterances. Utterances do not have to be grammatically correct.

19. Correct tense

**Scoring:**
+ if C consistently uses either present, present progressive or past tense in two consecutive sentences.

**Story WH Questions**
Tape record C's answers and transcribe on test form in space provided.

20. E says, "WHY did Jimmy have a party?"

**Scoring:**
+ "birthday" "his birthday" "He's five years old."

21. "WHO lit the candles?"

**Scoring:**
+ "Mom, mother, mommy" O "lady, someone, that one"

**Probe:** C points to mother. E: "WHO is that?"

22. "WHAT present did Jimmy get?"

**Scoring:**
+ "bike, bicycle"

Following Directions: Processing

**Materials:** Cup, crayon, book

**Procedure:** E says, "I have something for you to do. Do it just like I tell you."

23. E says, "Put the cup on the chair, give me the book and stand up."

**Scoring:**
+ if C performs all three actions in any order.

Pragmatics, Numeration, Irregular Verbs, Two-Step Directions: Processing and Production

**Materials:** Basket of small crackers. Small covered pitcher of juice filled one-eighth full (small amount) so C can pour from it. Small paper cups out of reach of C. Small waste basket where C can see it.
CLIPPT PROCEDURAL MANUAL -- PHASE I

E = Examiner  C = Child

Pragmatics, Numeration, Irregular Verbs, Two-Step Directions: Processing and Production (continued)

Procedure:  E says, "You've been so good, you can have a snack."

24.  E holds out basket of crackers.  E says, "You can take TWO crackers."

25.  E says, "Here's the pitcher. You can have juice."  E offers the pitcher, but keeps the cups out of reach of C.

26.  Regulates action

27.  After C finishes snack, E says, "What happened to your crackers?"

28.  E says, "What happened to your juice?"

29.  E says, "Please give me the pitcher and put your cup in the waste basket."

Scoring:

24.  + if C takes TWO.
      0 if C takes ONE or a HANDFUL.  (E should not permit C to eat a handful, but should give C two after scoring this response.

25.  + if C asks for a cup or indicates need for one.  "I need a cup.  "How?"  "No cup."
      + "I need that" (points).
      0 if C tries to drink from pitcher (Do not allow) or sits passively.
      After scoring, E should give C a cup if he/she didn't ask for one.

26.  + if C does one of the following:
      - asks for more
      - asks for teacher to pour
      - asks permission to pour
      - asks for help pouring

27.  + if C says, "ATE," "I ATE them."
      0 if C says, "EAT," "I EAT them," "All gone."
      Probe: C says, "In my tummy."  E says, "How did they get there?"

28.  + "DRANK it."
      0 "Drink it up," "All gone."
      Probe: "In my tummy."  (See previous item.)

29.  + if C complies with both parts in any order.

END OF PHASE I:  E should give the child a break in which he/she can play with non-test toys. During this break, quickly score PHASE I in order to decide whether or not administration of PHASE II is warranted.
**Pronouns, WH Questions: Processing**

**Materials:** Four of each: plates, cups, napkins. Boy doll. Girl doll.

**Procedure:** E says, "We are going to have a picnic. We need lots of things. We need some cups (put items on table as they are named, but do not pass them out), plates, and napkins." (Show dolls and sit them on table.) "This boy and this girl want to come too."

E passes out plates and napkins to self, C and dolls. E says, "Let's see. I need a cup." (E takes cup.) "You need a cup." (E gives cup to C.)

**Scoring:**

1. E says, "HE wants a cup." + if C gives cup to boy doll. If C doesn't respond, CUE by saying, "You do it."

2. E says, "SHE wants a cup." + if C gives cup to girl doll.

3. E says, "Where is HIS plate?" + if C points to boy doll's plate.

4. E says, Where is HER plate?" + if C points to girl doll's plate.

5. E says, "What are we EATING on our make-believe picnic?" + if C names any food items.

6. E says, "What are we DRINKING?" + if C names any beverage.

**Prepositions and Color Recognition: Processing**

**Materials:** Square container with lid on loosely. Primary crayons: red, blue, yellow, green.
Prepositions and Color Recognition: Processing (continued)

**Procedure:** Put all four crayons on table in front of the container.

7. Say, "Put the RED crayon IN the box."
   - Scoring: + if C puts crayon IN box, removing lid to do so.
   - + if C selects RED crayon.
   E returns crayon to table and puts lid back on container.

8. Say, "Put the BLUE crayon ON the box."
   - Scoring: + if C puts crayon ON box, with lie on.
   - + if C selects BLUE crayon.

Vocabulary-Body Parts: Processing and Production

**Procedure:**

9. E says, "Show me your ARM."
   - Scoring: + if C holds up arm or touches arm.

10. E says, "Show me your KNEE."
    - Scoring: + if C touches knee.

11. E says, "Show me your CHIN."
    - Scoring: + if C touches chin.

Vocabulary and Articulation: Production

**Materials:** Single item articulation Picture Plates 5-16.

**Procedure:** E presents pictures one at a time and says, "What is this?"

12. Picture Plate 5
    - Scoring: + pig, piggy

13. Picture Plate 6
    - Scoring: + cup, coffee cup, teacup, mug
Vocabulary and Articulation: Production (continued)

Procedure:  
14. Picture Plate 7  
15. Picture Plate 8  
16. Picture Plate 9  
17. Picture Plate 10  
18. Picture Plate 11  
19. Picture Plate 12  
20. Picture Plate 13  
21. Picture Plate 14  
22. Picture Plate 15  
23. Picture Plate 16

Scoring:  
+ monkey  
+ comb, comb your hair  
+ tub, bathtub  
+ doll 0 girl (Probe: "This is a toy. We play with a...")  
+ bed  
+ fork  
+ knife  
+ rabbit, bunny rabbit  
+ leaf  
+ soap, Ivory soap

Personal Data: Processing and Production

Procedure:  
24. E says, "How old are you?"  
25. E says, "Are you a boy or a girl?"

Scoring:  
+ if C gives age. Probe: C holds up fingers. E says, "How many fingers is that?"  
0 if age incorrect or no response to probe.  
+ if C names correct gender.

Speech Motor Skills: Production

Procedure:  

Scoring:  
This is a brief screen for both dysarthria and verbal apraxia. These items are simple tests for articulatory "breakdown" with increasing utterance complexity. These may indicate apraxia when responses are analyzed...
Speech Motor Skills: Production (continued)


PHONETICALLY transcribe responses in spaces provided on test record form. Note if child does NOT use normal intonation patterns.

Scoring: in parts a-d. Diagnosis CANNOT be made on the basis of these items, but further assessment may be indicated. Possible developmental dysarthrias or apraxias may significantly reduce expressive language output and should be noted.

26. E reviews transcriptions after completion of Phase II administration and scores item #26.

Semantics: Processing and Production

Procedure: E says:
27. "Who do you go to when you're sick?"

28. "What do you do when you're sleepy?"

29. "What are books for?"

Scoring:
+ doctor, nurse, Dr. Smith (etc.).
0 hospital, Aunt Jane's, sitter's house, I take medicine.
+ go to sleep, sleep, go to bed, take a nap, suck my thumb (or other idiosyncratic, but accurate responses).
0 sleepy, wake up.
+ read, read them, Dad or Mom reads them, look at pictures, tells stories
0 I have books at home, Bugs Bunny books, etc.

Morphology: Processing and Production

Materials: Two cups

Procedure: E puts two cups on table. E says, "Here is one cup." (Holds up one cup.) "There are two..."

Scoring:
+ if C says, "cups" (MUST USE PLURAL S).
Syntax: Processing and Production

Materials: Picture Plate 1: Bike and Airplane
Picture Plate 2: Boys at Beach

Procedure:
31. E elicits YES based on C's gender.
   E says, "Are you a (boy, girl)"
   scoring: + if C answers "YES."

32. E shows picture of bike (cover airplane on Plate 1).
    E says, "This is an airplane, isn't it?"
    scoring: + if C says "NO."

33. E shows boys at beach (Plate 2).
    E says, "Show me: The boy is NOT swimming."
    scoring: + if C points to boy digging in sand.

34. E shows picture of bike and airplane (Plate 1).
    E says, "Which one is NOT a bike?"
    scoring: + if C points to airplane.

Pragmatics-Requests: Production

Materials: 8" x 11" paper, thick primary pencil on table out of C's reach.

Procedure:
35. E puts paper on table.
    E says, "You can draw a person/boy/girl."
    scoring: + "I need a pencil," "no pencil," "How?", "I need that" (points to pencil).
    0 sits passively or pretends to draw with finger.

General Knowledge: Production

Materials: Five primary crayons.

Procedure:
36. E puts out five crayons.
    E says, "Let's count to five."
    scoring: + if C counts to five with no errors and no prompts.
    E may guide C's finger from crayon to crayon to make the task concrete. This item is not testing 1:1 correspondence, but rather automatic serial counting.
CLIPPT PROCEDURAL MANUAL - PHASE II

E = Examiner  C = Child

General Knowledge: Production (continued)

Procedure:
37. E puts three crayons in open hand. E says, "How many crayons do I have?"

Scoring:
+ if C says "three" or accurately counts the crayons.

Following Directions: Processing

Materials: Eight crayons: five in crayon box, three on table from item #37.

Procedure:
38. E says, "We're ready to clean up." E says, "Please put these crayons in this box and give the box to me." E puts the crayons and box on table.

39. E says, "All done. You can stand up and push in your chair."

Scoring:
+ if C follows direction as given.

+ if C follows direction as given.

END OF PHASE II
REFERENCES FOR INFORMATIONAL MANUAL


TEST ITEM BIBLIOGRAPHY - SOME TEST ITEMS
ADAPTED FROM THE FOLLOWING SOURCES:
(ADDITIONAL READINGS)


TEST ITEM BIBLIOGRAPHY - SOME TEST ITEMS
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(ADDITIONAL READINGS) (continued)

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Children's Language Institute, 1982.
CHILDREN'S LANGUAGE INSTITUTE PRESCHOOL PLACEMENT TEST (CLIPPT)

TEST RECORD FORM

Child's Name: __________________________

Parents' Names: __________________________

Address: __________________________________

________________________________________

Phone: __________________________

Test Date: ___ ___ ___

Date of Birth: ___ ___ __________

Chronological Age: ___ ___ ___

Primary Language: __________________________

Examiner: __________________________

RESULTS

Raw Score: ___

Circle appropriate category below

Phase I  Phase II  Phase I + II
Pass  Pass  Pass
Fail*  At Risk  At Risk
Unable to test  Fail**  Fail**

*If Phase I is failed, administer Phase II.

**If Phase II or combined scores of Phase I + Phase II are failed, administer complete language evaluation.

COMMENTS: ____________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
Child's Name: ________________________________

Comments: ________________________________

Parents' Names: ________________________________

Address: ____________________________________

Phone: ___________________________________

Test Date: ________ ________ ________

Date of Birth: ________ ________ ________

Chronological Age: ________ ________ ________

Primary Language: ________________________________

Examiner: ________________________________

RESULTS

Raw Score: ________

Circle appropriate category below

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase I + II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
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</tr>
<tr>
<td>Fail*</td>
<td>At Risk</td>
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</tr>
<tr>
<td>Unable to test</td>
<td>Fail**</td>
<td>Fail**</td>
</tr>
</tbody>
</table>

*If Phase I is failed, administer Phase II.

**If Phase II or combined scores of Phase I + Phase II are failed, administer complete language evaluation.
CLIPPT RECORD FORM: PHASE I  E = Examiner  C = Child

SEE PROCEDURAL MANUAL FOR COMPLETE INSTRUCTIONS

PRONOUNS: PROCESSING

Materials: 4 each: teacups, saucers, spoons
              Teapot, boy doll, girl doll

E: "We are going to have a tea party. We need lots of things. We need some teacups (puts items on table as they are named but does not pass them out), saucers, and spoons and a teapot." (Shows dolls and sits them on the table.) "This boy and this girl want to come too." E places spoons within C's reach.

1. E: "YOU need a spoon."               ________

2. E: "THEY need spoons."               ________

E takes own spoon and passes out cups and saucers.

(E or C gives other cups to dolls. Observe C's symbolic behavior pretending to drink, pouring tea, etc.)

3. E: "THEIR tea is finished. Pour THEM some more." ________

Comment on symbolic play during tea party and/or note any spontaneous utterances: ____________________________________________
__________________________________________________________________________
__________________________________________________________________________

ADJECTIVES, BASIC CONCEPTS: PROCESSING

Materials: Plate 1 (of bike and airplane), 8 crayons, two 4" x 6" cards, two white plastic spoons, small white paper plate.

E shows pictures.

6. "Which one is FASTER?" ________

E puts one spoon and plate on the table. E holds up other spoon and says, "See this."

7. "You find one that's the same." ________

PERSONAL DATA: PROCESSING AND PRODUCTION

8. "How many brothers and sisters do you have?" ________ Response: _________________________________

SEMANTICS: PROCESSING AND REDUCTION

9. "Tell me, what are mittens for?" ________ C's response: _________________________________

(See manual for scoring key and probe instructions.)

VOCABULARY: NAMING BODY PARTS: PRODUCTION

E points to parts on own body and says:

10. "What is this part called?" (CHIN) ________

11. "What is this part called?" (KNEE) ________

12. "What is this part called?" (ARM) ________

Probe: If C says, "sleeve," rub whole arm and say, "What's under?"

PREPOSITIONS AND COLOR RECOGNITION: PROCESSING

Materials: 4-sided container with loose lid. Red, blue, yellow, and green crayons.

4. "Put the GREEN crayon BEHIND the box." Prep | Color ________

5. "Put the YELLOW crayon NEXT TO the box." ________

SCORE PREPOSITIONS AS 4 + 5
SCORE COLORS AS ITEMS 30 + 31 on score sheet
CLIPPT RECORD FORM: PHASE I   E = Examiner   C = Child

MORPHOLOGY: PRODUCTION

Materials: See list before each item.

Copula IS
E puts cup and crayon on table as they are named. Shows plate for C to name. E says, "That is a cup. That is a crayon. That. . . ."
13. (C - IS a plate.)

Present Progressive
E shows Plate 3 of boy running, girl reading, boy swimming, pointing appropriately and saying, "He is swimming. She is reading. He. . . ."
14. (C - IS runnING.)

Future
E drives toy car precariously close to table edge. E says, "Oh-oh, he'd better watch out. How come?" or "Why?" (DON'T use WILL as part of probe).
15. (C - WILL fall or GONNA fall.)

Third person singular
E shows Plate 3 of boy running, girl reading, boy swimming and pointing appropriately, saying, "Every day he runs. Every day she reads. Every day he. . . ."
16. (C - swimS.)

SYNTAX, STORY NARRATION: PRODUCTION

Materials: Story Plate 4 of birthday party and bike as gift. Tape recorder.

E: "I am going to tell you a story. Wait until I'm done and you tell it back to me." E presents story pictures one at a time and then leaves both on the table after reading the five sentence story below. TAPE RECORD C retelling the story. Score items 17-19 after transcribing and consulting the test manual.
E: a) Jimmy is five years old today.
   b) Mother lights the candles on his birthday cake.
   c) Jimmy got a new bike.
   d) But it was too big for him.
   e) Mother said, "I have to take it back to the store."

Story retelling checklist
17. Correct sequencing (see manual)   ______
18. Declarative sentences   ______
19. Correct tense   ______

Story WH Questions
20. "WHY did Jimmy have a party?"
   C response: ____________________________
21. "WHO lit the candles?"
   C response: ____________________________
22. "WHAT present did Jimmy get?"
   C response: ____________________________

FOLLOWING DIRECTIONS: PROCESSING

Materials: Cup, crayon, book.

E says, "I have some things for you to do. Do them just like I tell you."

23. "Put the cup on the chair, give me the book, and stand up."
CLIPPT RECORD FORM: PHASE I  E = Examiner  C = Child

PRAGMATICS, NUMERATION, IRREGULAR VERBS, TWO-STEP DIRECTIONS: PROCESSING AND PRODUCTION

Materials: Basket of small crackers, small covered pitcher of juice filled one-quarter full, so child can pour from it, small paper cups out of reach, small waste basket or bag where child can see it.

E says, "You've been so good, you can have a snack." E holds out basket of crackers.

24. "You can have TWO crackers." If child takes a handful, do not permit him/her to eat them, but give him/her two, after scoring response.

E says, "Here's the pitcher. You can pour juice." Offer pitcher but keep cups out of reach.

25. C ASKS FOR CUP.

26. Other requests that regulate action
   Asks for more
   Asks 'teacher to pour
   Asks for help pouring
     (after child finishes snack)
   Asks for more crackers

E says, "What happened to your crackers?" (See manual for probe instructions.)

27. C ATE.

E says, "What happened to your juice?"

28. C DRANK.

29. C follows both parts of direction.

END OF PHASE I
CLIPPT ANALYSIS SCORE SHEET: PHASE I

PRONOUNS (3)
1. _____you
2. _____they
3. _____their

PREPOSITIONS (2)
4. _____behind
5. _____next to

ADJECTIVES, CONCEPTS (2)
6. _____faster
7. _____same

PERSONAL DATA (1)
8. _____siblings

SEMANTICS (1)
9. _____wear/cold

VOCABULARY, BODY PARTS (3)
10. _____chin
11. _____knee
12. _____arm

MORPHOLOGY (4)
13. _____is
14. _____is verbing
15. _____future
16. _____3rd person singular

SYNTAX, STORY NARRATION (6)
17. _____sequencing
18. _____declarative sentence
19. _____tense
20. _____WHY
21. _____WHO
22. _____WHAT

FOLLOWING DIRECTIONS (1)
23. _____three step

PRAGMATICS, NUMERATION, ETC. (6)
24. _____two
25. _____requests item
26. _____regulates action
27. _____ate
28. _____drank
29. _____two step direction

COLORS (2) from items 4 + 5
30. _____green
31. _____yellow

PHASE I RAW SCORES
TOTAL + (raw score) _____
TOTAL 0
TOTAL NR _____

PHASE I TABLE
Locate age and raw score category. If child failed Phase I, administer Phase II.

<table>
<thead>
<tr>
<th>C.A.</th>
<th>RAW SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr./Mo.</td>
<td>Fail</td>
</tr>
<tr>
<td>2/5-2/7</td>
<td>0-7</td>
</tr>
<tr>
<td>2/8-2/10</td>
<td>0-10</td>
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<td>2/11-3/1</td>
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<td>0-19</td>
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<tr>
<td>4/2-4/5</td>
<td>0-20</td>
</tr>
</tbody>
</table>

Circle category on Page 1 of Test Record Form.
CLIPPT RECORD FORM: PHASE II  E = Examiner  C = Child

SEE PROCEDURAL MANUAL FOR COMPLETE INSTRUCTIONS

6. PRONOUNS, WH QUESTIONS: PROCESSING AND PRODUCTION
Materials: 4 plates and 4 cups. Boy and girl dolls.
E says, "We are going to have a picnic. We need lots of things. We need some cups (puts items on table as they are named but does not pass them out), and plates. (Shows dolls and puts them on the table.) This boy and this girl want to come too." E passes out plates to self, child and dolls and puts cups on the table stacked together.

1. E says, "HE wants a cup."

2. E says, "SHE wants a cup."

3. E says, "WHERE is HIS plate?"

4. E says, "WHERE is HER plate?"

5. E says, "WHAT are we EATING on our make-believe picnic?" C response: __________________________

6. E says, "WHAT are we DRINKING?"
C response: __________________________

VOCABULARY: BODY PARTS: PROCESSING AND PRODUCTION
9. "Show me your ARM."

10. "Show me your KNEE."

11. "Show me your CHIN."

VOCABULARY AND ARTICULATION: PRODUCTION
Materials: Single item pictures (Plates 5-16).
E presents pictures and points to each picture and asks, "What is this?" If C does not name or incorrectly names item, mark "J" for vocabulary and name the item for C to imitate. Transcribe phoneme errors on record form below.

12. ________ pig

13. ________ cup

14. ________ monkey

15. ________ comb

16. ________ tub

17. ________ doll

18. ________ bed

19. ________ fork

20. ________ knife

21. ________ rabbit

22. ________ leaf

23. ________ soap

PREPOSITIONS AND COLOR RECOGNITION: PROCESSING
Materials: 4-sided container with lid on loosely. Red, blue, green and yellow crayons.

7. "Put the RED crayon IN the box."

8. "Put the BLUE crayon ON the box"

SCORE PREPOSITIONS AS ITEMS 7 + 8.
SCORE COLORS AS ITEMS 40 + 41 on score sheet.
VOCABULARY AND ARTICULATION: PRODUCTION (continued)

TOTAL NUMBER OF ARTICULATION ERRORS:

- 3 or fewer errors = 2 points
- 4 to 6 errors = 1 point
- more than 7 errors = 0 points

ARTICULATION SCORE =

(Personal data: processing and production)

24. "How old are you?" (See manual.)

25. "Are you a boy or a girl?"

Speech Motor Skills: Production

E says, "I want you to say some words after me. Say..." (Phonetically transcribe below word.):

- "cup"
- "pick"
- "pick a cup"

- "pock"
- "kit"
- "book"
- "pocketbook"

- "peek"
- "cub"
- "boo"
- "peek a boo"

Check those that apply to above performance:

- a) phoneme substitutions are inconsistent
- b) phoneme errors occur in 3 syllable words which were not made in 1 syllable words or articulation testing
- c) phoneme errors are characterized by CVC reversals (cop for pock)
- d) phoneme errors are perseverations of initial sound (pop for pock)

See Procedural Manual for complete instructions.
CLIPPT RECORD FORM: PHASE II  
E = Examiner  C = Child

SYNTAX: PROCESSING AND PRODUCTION (continued)

Negatives:

Materials: Plate 2 of boy swimming and boy digging.
Plate 1 of bike and airplane.

E shows picture of boys at beach.

33. "Show me: The boy is NOT swimming."

E shows pictures of bike and airplane.

34. "Which one is NOT a bike?"

PRAGMATICS-REQUESTS: PRODUCTION

Materials: 8" x 10" paper, "primary" (thick) pencil or crayon on table out of child's reach.

E gives child paper. E says, "You can draw a person."

35. Child requests pencil or crayon (see manual)

GENERAL KNOWLEDGE: PRODUCTION

Materials: 5 crayons, drawing paper

E says, "Before you draw a picture, let's count these."
E puts out five crayons. (See manual.)

36. Child counts to five.

E puts three crayons in his/her open hand.

37. "How many crayons do I have?" (3)

E should take all crayons out of box. Allow child to draw for 2-3 minutes.

FOLLOWING DIRECTIONS: PROCESSING

Materials: Crayons, box

38. "Please put these crayons in this box and give the box to me."

39. "All done. You can stand up and push in your chair."

END OF PHASE II
**CLIPPT ANALYSIS SCORE SHEET: PHASE II**

<table>
<thead>
<tr>
<th>PRONOUNS (6)</th>
<th>SEMANTICS (3)</th>
<th>PREPOSITIONS (2)</th>
<th>MORPHOLOGY (1)</th>
<th>SYNTAX (4)</th>
<th>VOCABULARY-BODY PARTS(3)</th>
<th>PRAGMATICS (1)</th>
<th>VOCABULARY (1/2 pt. each)</th>
<th>GENERAL KNOWLEDGE (2)</th>
<th>FOLLOWING DIRECTIONS (2)</th>
<th>COLORS (2)</th>
<th>ARTICULATION (total score 2)</th>
<th>PHASE II RAW SCORES</th>
<th>TOTAL VOCABULARY</th>
<th>PERSONAL DATA (2)</th>
<th>SPEECH MOTOR SKILLS (1)</th>
<th>INTERPRETATION (See manual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.____he</td>
<td>27.____doctor</td>
<td>7.____in</td>
<td>30.____noun plural S</td>
<td>31.____yes</td>
<td>12.____pig (Total = 6)</td>
<td>35.____requests</td>
<td>13.____cup</td>
<td>36.____counts to five</td>
<td>38.____two step</td>
<td>40.____red</td>
<td>42.____(0, 1, or 2: See test form and manual)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.____she</td>
<td>28.____go to sleep</td>
<td>8.____on</td>
<td></td>
<td>32.____no</td>
<td>14.____monkey</td>
<td></td>
<td>15.____comb</td>
<td>37.____gives three</td>
<td>39.____two step</td>
<td>41.____blue</td>
<td></td>
<td></td>
<td></td>
<td>24.____age</td>
<td>26.____(See manual and test form)</td>
<td></td>
</tr>
<tr>
<td>3.____his</td>
<td>29.____to read/reading</td>
<td>9.____arm</td>
<td></td>
<td>33.____not + verb</td>
<td>16.____tub</td>
<td></td>
<td>17.____doll</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25.____sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.____her</td>
<td></td>
<td>10.____knee</td>
<td></td>
<td>34.____not + noun</td>
<td>18.____bed</td>
<td></td>
<td>19.____fork</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.____food</td>
<td></td>
<td>11.____chin</td>
<td></td>
<td></td>
<td>20.____knife</td>
<td></td>
<td>21.____rabbit</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>6.____beverage</td>
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<td></td>
<td></td>
<td></td>
<td>22.____leaf</td>
<td></td>
<td>23.____soap</td>
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</table>

**Phase II Table**

<table>
<thead>
<tr>
<th>C.A.</th>
<th>RAW SCORES</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Yr./Mo.</td>
<td>Fail</td>
<td>At Risk</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>2/5 - 2/7</td>
<td>0-10.5</td>
<td>11 - 19</td>
<td>19.5+</td>
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</tr>
<tr>
<td>2/8 - 2/10</td>
<td>0-12.5</td>
<td>13 - 23</td>
<td>23.5+</td>
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</tr>
<tr>
<td>2/11- 3/1</td>
<td>0-14.5</td>
<td>15 - 28</td>
<td>28.5+</td>
<td></td>
</tr>
<tr>
<td>3/2 - 3/4</td>
<td>0-18.5</td>
<td>19 - 30</td>
<td>30.5+</td>
<td></td>
</tr>
<tr>
<td>3/5 - 3/7</td>
<td>0-22.5</td>
<td>23 - 30.5</td>
<td>31+</td>
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<tr>
<td>3/8 - 3/10</td>
<td>0-25</td>
<td>25.5- 31.5</td>
<td>32+</td>
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<tr>
<td>3/11- 4/1</td>
<td>0-27</td>
<td>27.5- 31.5</td>
<td>32+</td>
<td></td>
</tr>
<tr>
<td>4/2 - 4/5</td>
<td>0-27.5</td>
<td>28 - 32</td>
<td>32.5+</td>
<td></td>
</tr>
</tbody>
</table>

**Phase I Raw Score**

**Phase II Raw Score**

**Total Raw Score**

**Phase I + II Table**

<table>
<thead>
<tr>
<th>C.A.</th>
<th>RAW SCORES</th>
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<th></th>
<th></th>
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<tr>
<td>Yr./Mo.</td>
<td>Fail</td>
<td>At Risk</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>2/5 - 2/7</td>
<td>0-14.5</td>
<td>15 - 26</td>
<td>26.5+</td>
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<tr>
<td>2/8 - 2/10</td>
<td>0-18.5</td>
<td>19 - 33</td>
<td>33.5+</td>
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<tr>
<td>2/11- 3/1</td>
<td>0-21.5</td>
<td>22 - 40</td>
<td>40.5+</td>
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<td>0-26.5</td>
<td>27 - 44</td>
<td>44.5+</td>
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<tr>
<td>3/5 - 3/7</td>
<td>0-31.5</td>
<td>32 - 46.5</td>
<td>47+</td>
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<tr>
<td>3/8 - 3/10</td>
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<td>3/11- 4/1</td>
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<td>4/2 - 4/5</td>
<td>0-39.5</td>
<td>40 - 52</td>
<td>52.5+</td>
<td></td>
</tr>
</tbody>
</table>

Circle category on Page 1 of Test Record Form.