

Seymour • Roeper • de Villiers



Diagnostic Evaluation of Language Variation™

## SCREENING TEST



# DELVA™ - Screening Test Case Studies

The section that follows presents the case studies of 5 children with different response patterns on Part I and different levels of language ability on Part II of the Diagnostic Evaluation of Language Variation (DELV)-Screening Test. Each case is discussed briefly, and clinical recommendations are made based on the results obtained on the DELV-Screening Test combined with other known information.



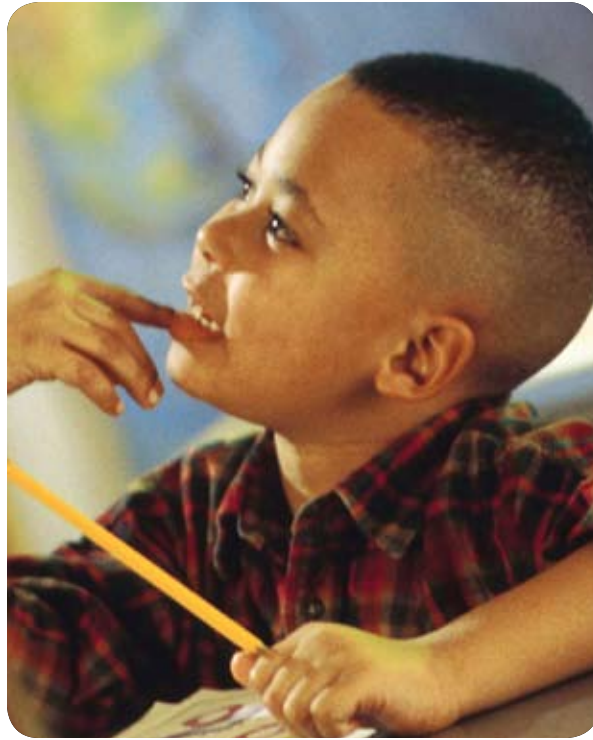
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# PEARSON

# Avery

6 years, 5 months

**Reason for Testing:** Avery was previously diagnosed with, and is currently receiving services for, a mild-to-moderate articulation disorder. Academically, he is not progressing as rapidly as his peers despite classroom intervention, and his teacher requested a language screening. Because Avery lives in a community where several varieties of American English (e.g., African-American English, Mainstream American English) are spoken, the DELV–Screening test is considered the most appropriate screening instrument to determine language status.



**Background Information:** Background information was collected from conversations with Avery's parents and teacher.

**Family:** Avery is a 6 year, 5 month old African-American male. Since birth Avery has lived in a working-class African-American community in a large urban area.

**Health and Development:** Avery's mother reported that she experienced a normal pregnancy and delivery with Avery. He weighed 7 pounds, 8 ounces at birth. Avery said his first words and took his first steps at 12 months of age.

**School:** Avery attended a full-day Head Start program when he was 4 years old, and has been enrolled in the neighborhood public school since he turned 5 years old.

**Standardized Assessment Results:** Avery's speech and language skills were screened using the DELV–Screening Test on May 21, 2007.

## Part I: Language Variation Status

Avery's responses on Part I of the DELV–Screening Test, on the whole, corresponded with the column A (Variation From Mainstream American English) responses, although he did have several column B (Mainstream American English) responses. Avery's ten column A responses and four column B responses placed him above the column A criteria and below the column B criteria for his age. Scoring above the criteria in column A (i.e., Column A = +) placed him in the Strong Variation From MAE category.

**Clinician's Note:** *Avery's articulation disorder is evidenced on several of his productions on the Phonology Items. He produced "tee" for "teeth" (Item 1) and "bweave" for "breathe" (Item 4). Although it was not necessary for the examiner to note the production of "w" for "r" in the target word "breathe," doing so provides additional information about Avery's articulation skills.*

## Part II: Diagnostic Risk Status

Avery had only two 2+ errors on the Non-Word Repetition Items on Part II of the screening test. Avery's Diagnostic Error score of 2 placed him in the Lowest Risk for Language Disorder category.

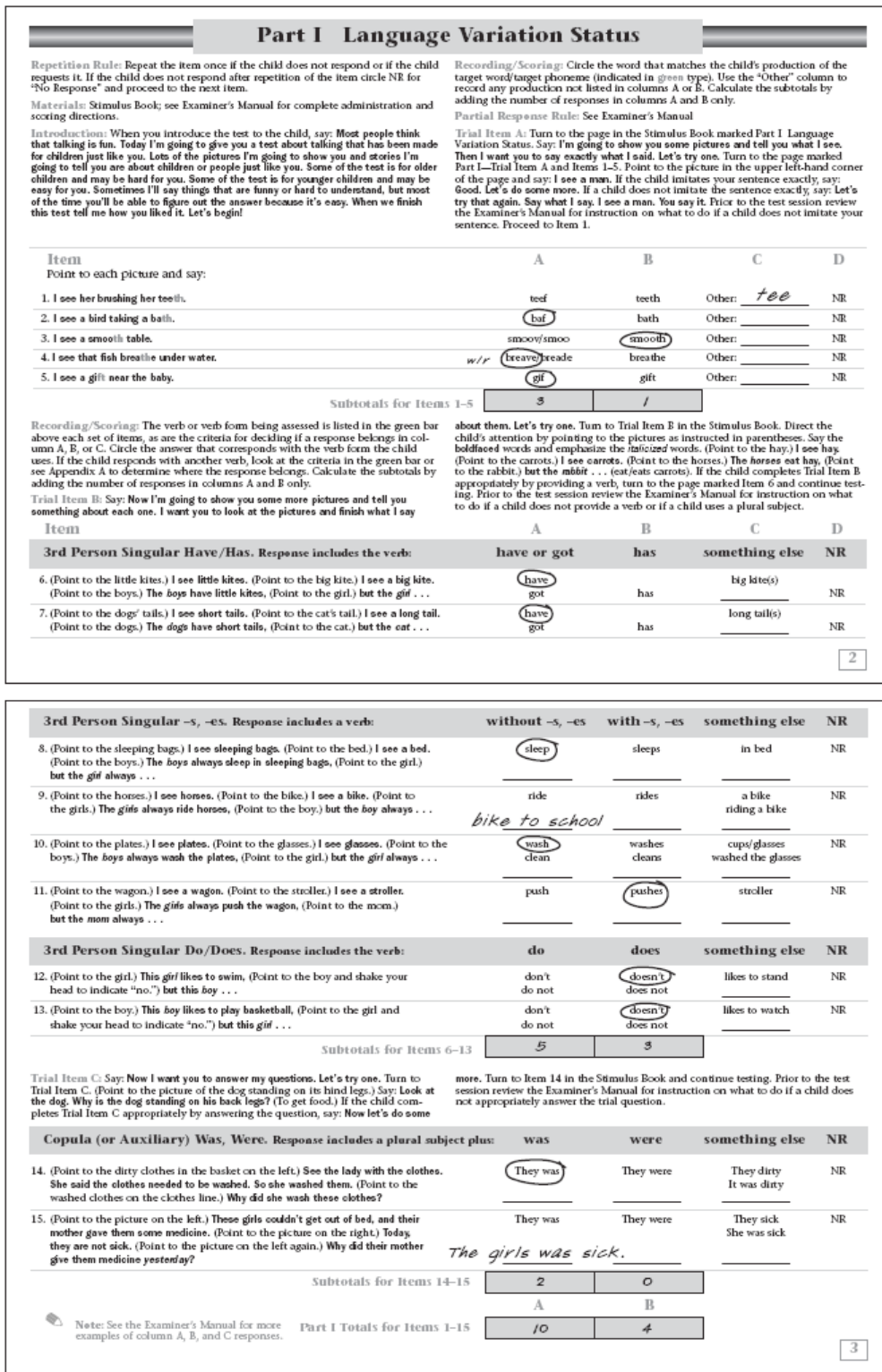


Figure 1 Case Study 1: Avery

### Part II Diagnostic Risk Status

**Recording/Scoring:** The structure being assessed is listed in the green bar above each set of items, as are the criteria for deciding if a response belongs in column A, B, or C. Circle the answer that corresponds with the response the child uses. Only the most frequently occurring responses are listed. If a child responds with something not listed, look at the criteria in the green bar or see Appendix A in the Examiner's Manual to determine where the response belongs. Calculate the subtotals by adding the number of responses for columns B, C, and D only.

**Note:** For the picture stimuli on Items 1-3 and 8-11, point from right to left instead of the usual left to right. This is to help the child understand that events happened in the past so he or she will supply a past tense verb.

**Introduce these items by saying: Now I want you to answer a few more questions.**

Item	A	B	C	D
<b>Copula (or Auxiliary) Was. Response includes:</b>	<b>was</b>	<b>omits was or uses is</b>	<b>something else</b>	<b>NR</b>
1. (Point to the sunny day on the right.) I see a sunny day. (Point to the windy day on the left.) I see a windy day. (Point to the picture on the right again.) Today it is sunny, and the children have their homework. (Point to the picture on the left again.) but yesterday their homework blew away. Why?	It was windy. The wind was blowing.	It windy. It is windy. The wind blowing.	because of the wrnd the wind windy	NR
2. (Point to the warm soup on the right.) I see warm soup. (Point to the hot soup on the left.) I see hot soup. (Point to the picture on the right again.) Today the boy is eating his soup. (Point to the picture on the left again.) but yesterday he couldn't eat his soup. Why?	It was (too) hot. The soup was hot.	It (too) hot. It is hot.	hot too hot	NR
3. (Point to the blond-haired boy on the right.) Today this boy is at school. (Point to the same boy in the picture on the left.) But yesterday he could not get out of bed, and his mother gave him some medicine. Why?	He was sick. He wasn't feeling good.	He sick. He's sick.	to make him feel better	NR
<b>Wh-Question. Response includes:</b>	<b>both paired groups</b>	<b>1-3 elements</b>	<b>something else</b>	<b>NR</b>
4. This boy and this girl got new presents from their grandmother. Here are the children playing with their toys. (Pause for 1-2 seconds.) Who played with what?	The boy played with the ball and the girl with the yo-yo.	boy and girl play toys yo-yo and ball toys		NR
5. This girl played different things in different ways. She played the drums with her feet and the piano with her hands. (Pause for 1-2 seconds.) How did the girl play what?	She played the drums with her feet and piano with her hands.	with her hands and feet drum with feet piano		NR
<b>Wh-Question. Response tells:</b>	<b>who the boy asked</b>	<b>what the boy bought</b>	<b>something else</b>	<b>NR</b>
6. These children were planning a surprise party for their favorite teacher. Everyone was going to bring some food for the party, but the boy didn't know what to bring. He asked the woman at the grocery store, "What shall I bring my teacher?" The woman told him his teacher loved bologna, so that's what the boy decided to bring her. (Pause for 1-2 seconds.) Who did the boy ask what to bring?	the store lady the grocery lady the lady at the store	bologna a sandwich	her the teacher	NR
<b>Wh-Question. Response tells:</b>	<b>how the girl asked</b>	<b>where the girl rode</b>	<b>something else</b>	<b>NR</b>
7. This little girl wanted to ride her horse, but she didn't want to take him on the road. She called her dad on the phone and asked, "Where can I ride my horse safely?" Her dad said, "On the beach would be a good, safe place." So here she is riding safely on the beach. (Pause for 1-2 seconds.) How did the girl ask where to ride?	on the phone She called her dad. calling	on the beach at the beach the beach	her dad asked her dad	NR
				4

Auxiliary (or Copula) Was. Response includes:	was	omits was or uses is	something else	NR
8. (Point to the picture on the right.) Today the sun is shining very brightly. (Point to the picture on the left.) But yesterday this boy had his umbrella open because . . .	it was raining	it's raining	rained/raining	NR
9. (Point to the picture on the right.) Today these girls are playing outside. (Point to the picture on the left.) But yesterday they had to stay in the house because . . .	it was snowing it was cold	it snowing it's snowing	snowed/snowing	NR
<b>Possessive Pronoun. Response includes:</b>	<b>his/hers/theirs</b>	<b>something else</b>	<b>NR</b>	
10. (Point to the boy.) He has a kite. (Point to the girl.) She has a ball. (Point to the kite.) The kite is his. (Point to the ball.) The ball is . . .	hers his	her/she/him/the girl's	NR	
11. (Point to the boy on the left.) He has a cookie. (Point to the boy and girl.) They have popcorn. (Point to the cookie.) The cookie is his. (Point to the popcorn.) The popcorn is . . .	his theirs his and hers	thems/thes/hims/both		
<b>Subtotals for Items 1-11</b>				0 0 0

**Recording/Scoring:** Put a slash mark (/) through all sounds that are repeated in excess and add any additional sounds the child produces. Put a check mark in the column that corresponds to the number of errors a child makes. Calculate the subtotals by adding the number of responses in columns C and D only. Practice non-word pronunciations before you administer this section. (See Examiner's Manual.)

**Trial Item A:** There are no picture stimuli for Items 12-17. Close the Stimulus Book and move it away from you and the child. Say: Now I'm going to say some funny words that you've probably never heard before. After I say each funny word, I want you to say it just like I did. Let's try one. Say "poodle." (Sounds like "poodle," but say it with even stress on both syllables). If the child imitates all phonemes exactly, say: Good! Let's do some more. Proceed to Item 12. Prior to the test session review the Examiner's Manual for instruction on what to do if a child does not imitate all phonemes exactly.

Non-Word Repetition	A	B	C	D
Say:	0-1 Errors	N/A	2+ Errors	NR
12. Non-Word Target: <b>guyfovm</b> Vowels same as: <b>guy-fovm</b>	g oy f ov m	N/A		NR
13. Non-Word Target: <b>dahfighbame</b> Vowels same as: <b>dah-figh-ba-me</b>	d ah f igh b a me	N/A		NR
14. Non-Word Target: <b>kighbeeowfoup</b> Vowels same as: <b>kigh-bee-cow-soup</b>	k igh g ee f ow f ou f	N/A		NR
15. Non-Word Target: <b>daykighchoip</b> Vowels same as: <b>day-thigh-coin</b>	d ay k igh ch oi p	N/A		NR
16. Non-Word Target: <b>koebowfawp</b> Vowels same as: <b>new-cow-inw</b>	k oo b ow f aw p	N/A		NR
17. Non-Word Target: <b>foybaygowhipe</b> Vowels same as: <b>boy-day-cow-ripe</b>	f oy b ay g ow ch i pe	N/A		NR
<b>Subtotals for Items 12-17</b>				2 0
<b>Part II Totals for Items 1-17</b>				0 x 2 = 0 2 0
				5

**Note:** See the Examiner's Manual for non-word pronunciation instructions.

Figure 1 Case Study 1: Avery (continued)

### Part I Language Variation Status

Step 1: Calculate the child's degree of language variation by transferring the child's column A and B total scores from page 3 of the Record Form to the appropriate rows for his or her age in the Criterion Table below.

Step 2: Compare the child's score to the criterion score and circle the + or the -.

Criterion Table					
Age	Column	Child's Score	Criterion Score	At or Above Criteria	Below Criteria
4	A		9	+	-
	B		7	+	-
5	A		9	+	-
	B		7	+	-
6	A	10	8	+	-
	B	4	8	+	-
7	A		7	+	-
	B		9	+	-
8	A		7	+	-
	B		11	+	-
9	A		5	+	-
	B		12	+	-
10	A		4	+	-
	B		12	+	-
11	A		4	+	-
	B		13	+	-
12	A		4	+	-
	B		13	+	-

Step 3: Circle the statement that corresponds to the child's scores.

Results Table: Degree of Variation		
Column A = + (at or above criteria) ✓	Columns A & B = - (both columns below criteria)	Column B = + (at or above criteria)
Strong Variation From MAE	Some Variation From MAE	Mainstream American English (MAE)

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### Part II Diagnostic Risk Status

Step 1: Calculate the sum of columns B, C, and D from page 5 (the column B score must be multiplied by 2). This is the child's Diagnostic Error Score.

$$\text{(B)} \ 0 + \text{(C)} \ 2 + \text{(D)} \ 0 = \text{Diagnostic Error Score} \ 2$$

Step 2: Find the child's age in the table below. Scan across the row and make an X in the column that corresponds to the child's Diagnostic Error Score.

		Diagnostic Error Score														
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14+
Age 4																
Age 5																
Age 6				X												
Age 7																
Age 8																
Age 9																

**Legend**

X	Child is at the lowest risk for language disorder.
	Child is at a low to medium risk for language disorder.
	Child is at a medium to high risk for language disorder.
	Child is at the highest risk for disorder.

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Figure 1 Case Study 1: Avery (continued)

Additional Student Information	
1. Does the child primarily speak with the speech and language pattern of other community members, such as peers or family?	
Peers:	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no      Family: <input checked="" type="checkbox"/> yes <input type="checkbox"/> no
2. How does the child's homeroom teacher perceive the child's speech and language pattern?	
<input checked="" type="checkbox"/> a. African American English <input type="checkbox"/> b. Appalachian English <input type="checkbox"/> c. Mainstream American English <input type="checkbox"/> d. Southern English <input type="checkbox"/> e. Other (describe) _____	
3. Has the homeroom teacher observed other patterns in speech and language use beyond the pattern indicated in question 2?	
Describe:	<i>some speech (articulation) errors noted; Avery has been receiving services for an articulation disorder for 3 months.</i>
4. How long has the child lived in this community (e.g., school, neighborhood)? <i>since birth</i>	
NOTES: _____ _____ _____ _____ _____	
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Figure 1 Case Study 1: Avery (continued)

## Interpretation of the Standardized Assessment Results

Avery's score on Part I (Strong Variation From MAE) is consistent with the teacher's observation of his typical speech and language pattern; in addition, the articulation errors noted on the Phonology Items are also consistent with his previous diagnosis of articulation disorder.

### ■ Impressions and Recommendations

Avery should continue to receive services for his articulation disorder; however, there does not appear to be a need for further evaluation of his language at this time. In light of teacher concerns, screening to rule out other problems is recommended.

# Ashante

5 years, 11 months



**Reason for Testing:** Ashante's teacher is concerned about her lack of participation in classroom and small group discussions. Ashante sometimes seems confused about what to do, she does not ask questions, and talks very little with her peers during learning center time and recess. Because Ashante lives in a neighborhood where several varieties of American English (i.e., African-American English (AAE), Spanish Influenced English, Mainstream American English (MAE) are spoken, the DELV–Screening Test was chosen as the most appropriate instrument to determine language status.

**Background Information:** Background information was collected from conversations with Ashante's parents and teacher.

**Family:** Ashante is a 5 year, 11 month old African-American female. Since birth she has lived in a working-class neighborhood in a mid-sized urban area. The racial/ethnic make-up of the neighborhood is mixed, with African American, Hispanic, and White families.

**Health and Development:** Ashante's parents report that she was the product of a normal pregnancy and delivery. Ashante weighed 7 pounds, 2 ounces at birth. She was a very active toddler but did not say her first words until 15 months of age.

**School:** Ashante was cared for at home by her grandmother prior to enrollment in kindergarten.

**Standardized Assessment Results:** Ashante's speech and language skills were screened using the DELV–Screening Test on January 21, 2007.

## ■ Part I Language Variation Status

Ashante's responses on Part I of the DELV–Screening Test were almost equally divided between column A and column B. For her age, her totals for columns A and B placed her below the criteria in each column (i.e., Columns A & B = –) and into the Some Variation From MAE category.

## ■ DELV–Screening Test Part II Diagnostic Risk Status

On Part II, Ashante had several column B responses (responses that are more indicative of a language disorder); one of those was on a *Wh*-Question Item and two were instances of "is" for "was." Ashante also had one 2+ error on a Non-Word Repetition Item. Her Diagnostic Error Score of 7 placed her in the Medium To High Risk for Language Disorder category.

### Part I Language Variation Status

**Repetition Rule:** Repeat the item once if the child does not respond or if the child requests it. If the child does not respond after repetition of the item circle NR for "No Response" and proceed to the next item.

**Materials:** Stimulus Book; see Examiner's Manual for complete administration and scoring directions.

**Introduction:** When you introduce the test to the child, say: *Most people think that talking is fun. Today I'm going to give you a test about talking that has been made for children just like you. Lots of the pictures I'm going to show you and stories I'm going to tell you are about children or people just like you. Some of the test is for older children and may be hard for you. Some of the test is for younger children and may be easy for you. Sometimes I'll say things that are funny or hard to understand, but most of the time you'll be able to figure out the answer because it's easy. When we finish this test tell me how you liked it. Let's begin!*

**Recording/Scoring:** Circle the word that matches the child's production of the target word/target phoneme (indicated in green type). Use the "Other" column to record any production not listed in columns A or B. Calculate the subtotals by adding the number of responses in columns A and B only.

**Partial Response Rule:** See Examiner's Manual

**Trial Item A:** Turn to the page in the Stimulus Book marked Part I Language Variation Status. Say: *I'm going to show you some pictures and tell you what I see. Then I want you to say exactly what I said. Let's try one. Turn to the page marked Part I—Trial Item A and Items 1–5. Point to the picture in the upper left-hand corner of the page and say: I see a man. If the child imitates your sentence exactly, say: Good. Let's do some more. If a child does not imitate the sentence exactly, say: Let's try that again. Say what I say. I see a man. You say it. Prior to the test session review the Examiner's Manual for instruction on what to do if a child does not imitate your sentence. Proceed to Item 1.*

Item	A	B	C	D		
<b>Point to each picture and say:</b>						
1. I see her brushing her teeth.	teef	teeth	Other: _____	NR		
2. I see a bird taking a bath.	bat	bath	Other: _____	NR		
3. I see a smooth table.	smooov/smoo	smooth	Other: _____	NR		
4. I see that fish breathe under water.	breave/breade	breathe	Other: _____	NR		
5. I see a gift near the baby.	gif	gift	Other: _____	NR		
<b>Subtotals for Items 1–5</b>						
<table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; width: 50%; text-align: center;">1</td> <td style="border: 1px solid black; width: 50%; text-align: center;">4</td> </tr> </table>					1	4
1	4					

**Recording/Scoring:** The verb or verb form being assessed is listed in the green bar above each set of items, as are the criteria for deciding if a response belongs in column A, B, or C. Circle the answer that corresponds with the verb form the child uses. If the child responds with another verb, look at the criteria in the green bar or see Appendix A to determine where the response belongs. Calculate the subtotals by adding the number of responses in columns A and B only.

**Trial Item B:** Say: *Now I'm going to show you some more pictures and tell you something about each one. I want you to look at the pictures and finish what I say*

Item	A	B	C	D
<b>3rd Person Singular Have/Has. Response includes the verb:</b>				
	have or got	has	something else	NR
6. (Point to the little kites.) I see little kites. (Point to the big kite.) I see a big kite. (Point to the boys.) The boys have little kites. (Point to the girl.) but the girl . . .	have got	has	big kite(s)	NR
7. (Point to the dogs' tails.) I see short tails. (Point to the cat's tail.) I see a long tail. (Point to the dogs.) The dogs have short tails. (Point to the cat.) but the cat . . .	have got	has	long tail(s)	NR

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3rd Person Singular –s, –es. Response includes a verb:	without –s, –es	with –s, –es	something else	NR		
8. (Point to the sleeping bags.) I see sleeping bags. (Point to the bed.) I see a bed. (Point to the boys.) The boys always sleep in sleeping bags. (Point to the girl.) but the girl always . . .	sleep	sleeps	in bed	NR		
9. (Point to the horses.) I see horses. (Point to the bike.) I see a bike. (Point to the girls.) The girls always ride horses. (Point to the boy.) but the boy always . . .	ride	rides	a bike riding a bike	NR		
10. (Point to the plates.) I see plates. (Point to the glasses.) I see glasses. (Point to the boys.) The boys always wash the plates. (Point to the girl.) but the girl always . . .	wash clean	washes cleans	cups/glasses washed the glasses	NR		
11. (Point to the wagon.) I see a wagon. (Point to the stroller.) I see a stroller. (Point to the girls.) The girls always push the wagon. (Point to the mom.) but the mom always . . .	push	pushes	stroller	NR		
<b>3rd Person Singular Do/Does. Response includes the verb:</b>						
	do	does	something else	NR		
12. (Point to the girl.) This girl likes to swim. (Point to the boy and shake your head to indicate "no.") but this boy . . .	don't do not	doesn't does not	likes to stand	NR		
13. (Point to the boy.) This boy likes to play basketball. (Point to the girl and shake your head to indicate "no.") but this girl . . .	don't do not	doesn't does not	likes to watch	NR		
<b>Subtotals for Items 6–13</b>						
<table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; width: 50%; text-align: center;">5</td> <td style="border: 1px solid black; width: 50%; text-align: center;">2</td> </tr> </table>					5	2
5	2					

**Trial Item C:** Say: *Now I want you to answer my questions. Let's try one. Turn to Trial Item C. (Point to the picture of the dog standing on its hind legs.) Say: Look at the dog. Why is the dog standing on his back legs? (To get food.) If the child completes Trial Item C appropriately by answering the question, say: Now let's do some more. Turn to Item 14 in the Stimulus Book and continue testing. Prior to the test session review the Examiner's Manual for instruction on what to do if a child does not appropriately answer the trial question.*

Copula (or Auxiliary) Was, Were. Response includes a plural subject plus:	was	were	something else	NR		
14. (Point to the dirty clothes in the basket on the left.) See the lady with the clothes. She said the clothes needed to be washed. So she washed them. (Point to the washed clothes on the clothes line.) Why did she wash these clothes?	They was	They were	They dirty It was dirty	NR		
15. (Point to the picture on the left.) These girls couldn't get out of bed, and their mother gave them some medicine. (Point to the picture on the right.) Today, they are not sick. (Point to the picture on the left again.) Why did their mother give them medicine yesterday?	They was	They were	They sick She was sick	NR		
<b>Subtotals for Items 14–15</b>						
<table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; width: 50%; text-align: center;">2</td> <td style="border: 1px solid black; width: 50%; text-align: center;">0</td> </tr> </table>					2	0
2	0					
<table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; width: 50%; text-align: center;">A</td> <td style="border: 1px solid black; width: 50%; text-align: center;">B</td> </tr> </table>					A	B
A	B					
<table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; width: 50%; text-align: center;">5</td> <td style="border: 1px solid black; width: 50%; text-align: center;">6</td> </tr> </table>					5	6
5	6					

Note: See the Examiner's Manual for more examples of column A, B, and C responses.

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Figure 2 Case Study 2: Ashante

### Part II Diagnostic Risk Status

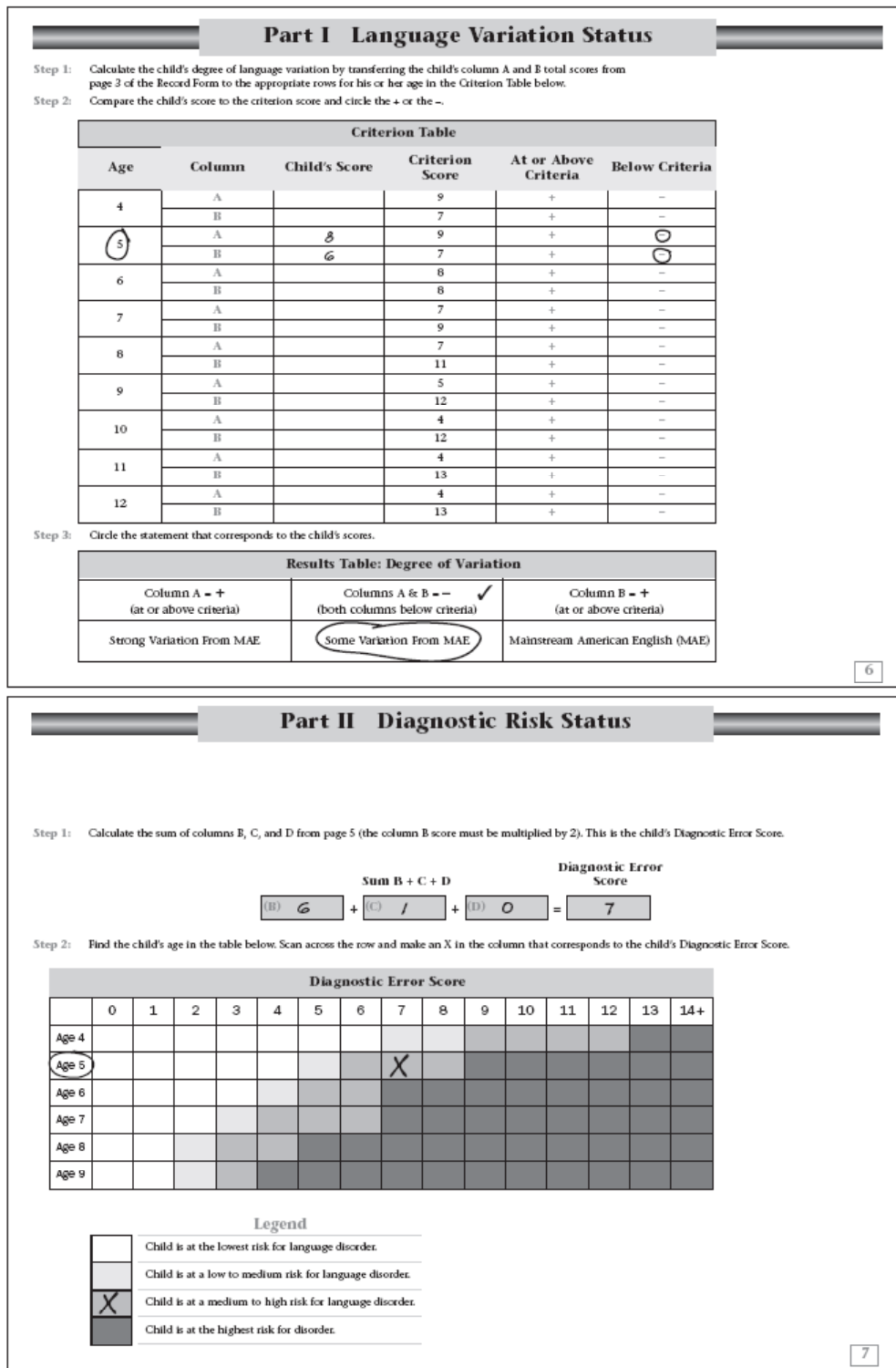
**Recording/Scoring:** The structure being assessed is listed in the green bar above each set of items, as are the criteria for deciding if a response belongs in column A, B, or C. Circle the answer that corresponds with the response the child uses. Only the most frequently occurring responses are listed. If a child responds with something not listed, look at the criteria in the green bar or see Appendix A in the Examiner's Manual to determine where the response belongs. Calculate the subtotals by adding the number of responses for columns B, C, and D only.

**Note:** For the picture stimuli on Items 1–3 and 8–11, point from right to left instead of the usual left to right. This is to help the child understand that events happened in the past so he or she will supply a past tense verb.

Introduce these items by saying: **Now I want you to answer a few more questions.**

Item	A	B	C	D
<b>Copula (or Auxiliary) Was.</b> Response includes:	was	omits was or uses is	something else	NR
1. (Point to the sunny day on the right.) I see a sunny day. (Point to the windy day on the left.) I see a windy day. (Point to the picture on the right again.) Today it is sunny, and the children have their homework. (Point to the picture on the left again.) but yesterday their homework blew away. Why?	It was windy. The wind was blowing.	It windy. It is windy. The wind blowing.	because of the wind the wind windy	NR
2. (Point to the warm soup on the right.) I see warm soup. (Point to the hot soup on the left.) I see hot soup. (Point to the picture on the right again.) Today the boy is eating his soup. (Point to the picture on the left again.) but yesterday he couldn't eat his soup. Why?	It was (too) hot. The soup was hot.	It (too) hot. It is hot.	hot too hot	NR
3. (Point to the blond-haired boy on the right.) Today this boy is at school. (Point to the same boy in the picture on the left.) But yesterday he could not get out of bed, and his mother gave him some medicine. Why?	He was sick. He wasn't feeling good.	He sick. He's sick.	to make him feel better	NR
<b>Wh-Question.</b> Response includes:	both paired groups	1–3 elements	something else	NR
4. This boy and this girl got new presents from their grandmother. Here are the children playing with their toys. (Pause for 1–2 seconds.) Who played with what?	She played with the ball and she played with the yo-yo.	boy and girl play toys yo-yo and ball toys		NR
5. This girl played different things in different ways. She played the drums with her feet and the piano with her hands. (Pause for 1–2 seconds.) How did the girl play what?	She played the drums with her feet and piano with her hands.	with her hands and feet drum with feet piano		NR
<b>Wh-Question.</b> Response tells:	who the boy asked	what the boy bought	something else	NR
6. These children were planning a surprise party for their favorite teacher. Everyone was going to bring some food for the party, but the boy didn't know what to bring. He asked the woman at the grocery store, "What shall I bring my teacher?" The woman told him his teacher loved bologna, so that's what the boy decided to bring her. (Pause for 1–2 seconds.) Who did the boy ask what to bring?	the store lady the grocery lady the lady at the store	bologna a sandwich	her the teacher	NR
<b>Wh-Question.</b> Response tells:	how the girl asked	where the girl rode	something else	NR
7. This little girl wanted to ride her horse, but she didn't want to take him on the road. She called her dad on the phone and asked, "Where can I ride my horse safely?" Her dad said, "On the beach would be a good, safe place." So here she is riding safely on the beach. (Pause for 1–2 seconds.) How did the girl ask where to ride?	on the phone She called her dad. "Can I ride my horse on the beach?"	on the beach at the beach the beach	her dad asked her dad	NR
				4
<b>Auxiliary (or Copula) Was.</b> Response includes:	was	omits was or uses is	something else	NR
8. (Point to the picture on the right.) Today the sun is shining very brightly. (Point to the picture on the left.) But yesterday this boy had his umbrella open because . . .	it was raining	it's raining it is raining	rained/raining	NR
9. (Point to the picture on the right.) Today these girls are playing outside. (Point to the picture on the left.) But yesterday they had to stay in the house because . . .	it was snowing it was cold	it snowing it's snowing it is snowing	snowed/snowing	NR
<b>Possessive Pronoun.</b> Response includes:	his/hers/theirs	something else	NR	
10. (Point to the boy.) He has a kite. (Point to the girl.) She has a ball. (Point to the kite.) The kite is his. (Point to the ball.) The ball is . . .	hers his	her/she/him/the girl's	NR	
11. (Point to the boy on the left.) He has a cookie. (Point to the boy and girl.) They have popcorn. (Point to the cookie.) The cookie is his. (Point to the popcorn.) The popcorn is . . .	theirs theirs his and hers	thems/shes/hims/both		
				Subtotals for Items 1–11
				3 0 0
Non-Word Repetition	A	B	C	D
Say:	0–1 Errors	N/A	2+ Errors	NR
12. Non-Word Target: govfwam Vowels same as: boy-down	g oy f ow m	N/A		NR
13. Non-Word Target: dahfighbame Vowels same as: dot-high-lame	d a b f i g h b a m e	N/A		NR
14. Non-Word Target: kighgeebowfoup Vowels same as: high-bee-cow-soup	k i g h g e e b o w f o u p	N/A		NR
15. Non-Word Target: daykighchoip Vowels same as: day-high-coin	d a y k i g h c h o i p	N/A		NR
16. Non-Word Target: koobowfawp Vowels same as: new-cow-raw	k o o b o w f a w p	N/A		NR
17. Non-Word Target: foybaygewchipe Vowels same as: boy-day-cow-ripe	f o y b a y g o w c h i p e	N/A		NR
				Subtotals for Items 12–17
				/ 0
				B C D
				3 X 2 = 6 / 0
				5

Figure 2 Case Study 2: Ashante (continued)



**Figure 2** Case Study 2: Ashante (continued)

Additional Student Information	
1. Does the child primarily speak with the speech and language pattern of other community members, such as peers or family?	Peers: <input checked="" type="checkbox"/> yes <input type="checkbox"/> no      Family: <input checked="" type="checkbox"/> yes <input type="checkbox"/> no
2. How does the child's homeroom teacher perceive the child's speech and language pattern?	<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"><i>and</i></div> <div> <input checked="" type="checkbox"/> a. African American English  <input type="checkbox"/> b. Appalachian English  <input checked="" type="checkbox"/> c. Mainstream American English  <input type="checkbox"/> d. Southern English  <input type="checkbox"/> e. Other (describe) _____                 </div> </div>
3. Has the homeroom teacher observed other patterns in speech and language use beyond the pattern indicated in question 2?	Describe: <u>Ashante seems confused about what to do sometimes &amp; has a difficult time asking for helping and expressing herself.</u>
4. How long has the child lived in this community (e.g., school, neighborhood)?	<u>she was born here</u>
NOTES:	_____ _____ _____ _____ _____
	8

**Figure 2** Case Study 2: Ashante (continued)

## Interpretation of the Standardized Assessment Results

Ashante's Part I score, combined with additional information provided by her teacher, indicates that she is using some MAE and some non-MAE speech and language patterns; this result needs to be considered when testing Ashante with other instruments. Her score on Part II placed Ashante in the Medium to High Risk for Language Disorder category. This result should be considered in light of the information provided by her classroom teacher.

### ■ Impressions and Recommendations

Ashante should undergo further evaluation with the DELV–Norm Referenced test or the DELV–Criterion

# Allan

4 years, 7 months



Referenced test to determine if a language disorder or delay is present.

**Reason for Testing:** Allan's teacher referred him for screening because he struggles to keep up with his peers during routine class activities (e.g., singing simple songs, naming body parts). Although the primary variety of American English spoken by the community is Mainstream American English (MAE), Allan's teacher has noted that he prefers using African-American English (AAE) when conversing with his peers. For this reason, the DELV–Screening Test has been chosen as the most appropriate instrument to determine language status.

**Background Information:** Background information was collected from conversations with Allan's father and teacher.

**Family:** Allan is a 4 year, 7 month old African-American male. Allan has lived in a large middle-class, mixed-race suburb for 3 years; prior to that he lived on an American Army base in a mid-size city.

**Health and Development:** Allan's father reports that he was the product of a normal pregnancy and delivery. Allan weighed 8 pounds, 7 ounces at birth. He exhibited normal developmental milestones (e.g., first steps at 11 months, first words at 13 months).

**School:** Prior to enrollment in kindergarten, Allan attended various day-care facilities.

**Standardized Assessment Results:** Allan's speech and language skills were screened using the DELV–Screening Test on March 18, 2007.

## Part I Language Variation Status

Although Allan's responses on Part I of the DELV–Screening Test were almost equally divided between columns A and B, he fell below the criteria for his age in column A and at the criteria for his age in column B. Therefore, he fell in the MAE category.

## Part II Diagnostic Risk Status

On Part II, Allan had five column B responses (i.e., responses considered to be more indicative of language disorder) on Items 1–11 and he also had several 2+ errors on the Non-Word Repetition Items. His Diagnostic Error Score of 13 placed him in the Highest Risk For Language Disorder category.

### Part I Language Variation Status

**Repetition Rule:** Repeat the item once if the child does not respond or if the child requests it. If the child does not respond after repetition of the item circle NR for "No Response" and proceed to the next item.

**Materials:** Stimulus Book; see Examiner's Manual for complete administration and scoring directions.

**Introduction:** When you introduce the test to the child, say: Most people think that talking is fun. Today I'm going to give you a test about talking that has been made for children just like you. Lots of the pictures I'm going to show you and stories I'm going to tell you are about children or people just like you. Some of the test is for older children and may be hard for you. Some of the test is for younger children and may be easy for you. Sometimes I'll say things that are funny or hard to understand, but most of the time you'll be able to figure out the answer because it's easy. When we finish this test tell me how you liked it. Let's begin!

**Recording/Scoring:** Circle the word that matches the child's production of the target word/target phoneme (indicated in green type). Use the "Other" column to record any production not listed in columns A or B. Calculate the subtotals by adding the number of responses in columns A and B only.

**Partial Response Rule:** See Examiner's Manual

**Trial Item A:** Turn to the page in the Stimulus Book marked Part I Language Variation Status. Say: I'm going to show you some pictures and tell you what I see. Then I want you to say exactly what I said. Let's try one. Turn to the page marked Part I—Trial Item A and Items 1–5. Point to the picture in the upper left-hand corner of the page and say: I see a man. If the child imitates your sentence exactly, say: Good. Let's do some more. If a child does not imitate the sentence exactly, say: Let's try that again. Say what I say. I see a man. You say it. Prior to the test session review the Examiner's Manual for instruction on what to do if a child does not imitate your sentence. Proceed to Item 1.

Item	A	B	C	D
Point to each picture and say:				
1. I see her brushing her teeth.	teef	teeth	Other: _____	NR
2. I see a bird taking a bath.	bat	bath	Other: _____	NR
3. I see a smooth table.	smoooy smoo	smooth	Other: _____	NR
4. I see that fish breathe under water.	breaove breade	breathe	Other: _____	NR
5. I see a gift near the baby.	gif	gift	Other: _____	NR
Subtotals for Items 1–5		4	1	

**Recording/Scoring:** The verb or verb form being assessed is listed in the green bar above each set of items, as are the criteria for deciding if a response belongs in column A, B, or C. Circle the answer that corresponds with the verb form the child uses. If the child responds with another verb, look at the criteria in the green bar or see Appendix A to determine where the response belongs. Calculate the subtotals by adding the number of responses in columns A and B only.

**Trial Item B:** Say: Now I'm going to show you some more pictures and tell you something about each one. I want you to look at the pictures and finish what I say

Item	A	B	C	D
<b>3rd Person Singular Have/Has. Response includes the verb:</b>	<b>have or got</b>	<b>has</b>	<b>something else</b>	<b>NR</b>
6. (Point to the little kites.) I see little kites. (Point to the big kite.) I see a big kite. (Point to the boys.) The boys have little kites. (Point to the girl.) but the girl . . .	have got	has	big kite(s)	NR
7. (Point to the dogs' tails.) I see short tails. (Point to the cat's tail.) I see a long tail. (Point to the dogs.) The dogs have short tails. (Point to the cat.) but the cat . . .	have got	has	long tail(s)	NR

2

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3rd Person Singular –s, –es. Response includes a verb:	without –s, –es	with –s, –es	something else	NR
8. (Point to the sleeping bags.) I see sleeping bags. (Point to the bed.) I see a bed. (Point to the boys.) The boys always sleep in sleeping bags. (Point to the girl.) but the girl always . . .	sleep	sleeps	in bed	NR
9. (Point to the horses.) I see horses. (Point to the bike.) I see a bike. (Point to the girls.) The girls always ride horses. (Point to the boy.) but the boy always . . .	ride	rides	a bike riding a bike	NR
10. (Point to the plates.) I see plates. (Point to the glasses.) I see glasses. (Point to the boys.) The boys always wash the plates. (Point to the girl.) but the girl always . . .	wash clean	washes cleans	cups/glasses washed the glasses	NR
11. (Point to the wagon.) I see a wagon. (Point to the stroller.) I see a stroller. (Point to the girls.) The girls always push the wagon. (Point to the mom.) but the mom always . . .	push	pushes	stroller	NR
<b>3rd Person Singular Do/Does. Response includes the verb:</b>	<b>do</b>	<b>does</b>	<b>something else</b>	<b>NR</b>
12. (Point to the girl.) This girl likes to swim. (Point to the boy and shake your head to indicate "no.") but this boy . . .	don't do not	doesn't does not	likes to stand	NR
13. (Point to the boy.) This boy likes to play basketball. (Point to the girl and shake your head to indicate "no.") but this girl . . .	don't do not	doesn't does not	likes to watch	NR
Subtotals for Items 6–13		4	4	

**Trial Item C:** Say: Now I want you to answer my questions. Let's try one. Turn to Trial Item C. (Point to the picture of the dog standing on its hind legs.) Say: Look at the dog. Why is the dog standing on his back legs? (To get food.) If the child completes Trial Item C appropriately by answering the question, say: Now let's do some

more. Turn to Item 14 in the Stimulus Book and continue testing. Prior to the test session review the Examiner's Manual for instruction on what to do if a child does not appropriately answer the trial question.

Copula (or Auxiliary) Was, Were. Response includes a plural subject plus:	was	were	something else	NR
14. (Point to the dirty clothes in the basket on the left.) See the lady with the clothes. She said the clothes needed to be washed. So she washed them. (Point to the washed clothes on the clothes line.) Why did she wash these clothes?	They was	They were	They dirty It was dirty	NR
15. (Point to the picture on the left.) These girls couldn't get out of bed, and their mother gave them some medicine. (Point to the picture on the right.) Today, they are not sick. (Point to the picture on the left again.) Why did their mother give them medicine yesterday?	They was	They were	They sick She was sick	NR
Subtotals for Items 14–15		0	2	
Part I Totals for Items 1–15		8	7	

Note: See the Examiner's Manual for more examples of column A, B, and C responses.

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Figure 3 Case Study 3: Allan

Part II Diagnostic Risk Status							
<p><b>Recording/Scoring:</b> The structure being assessed is listed in the green bar above each set of items, as are the criteria for deciding if a response belongs in column A, B, or C. Click the answer that corresponds with the response the child uses. Only the most frequently occurring responses are listed. If a child responds with something not listed, look at the criteria in the green bar or see Appendix A in the Examiner's Manual to determine where the response belongs. Calculate the subtotals by adding the number of responses for columns B, C, and D only.</p>		<p><b>Note:</b> For the picture stimuli on items 1-3 and 8-11, point from right to left instead of the usual left to right. This is to help the child understand that events happened in the past so he or she will supply a past tense verb.</p> <p>Introduce these items by saying: <b>Now I want you to answer a few more questions.</b></p>					
<b>Item</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>			
<b>Copula (or Auxiliary) Was. Response includes:</b>	<b>was</b>	<b>omits was or uses is</b>	<b>something else</b>	<b>NR</b>			
1. (Point to the sunny day on the right.) I see a sunny day. (Point to the windy day on the left.) I see a windy day. (Point to the picture on the right again.) Today it is sunny, and the children have their homework. (Point to the picture on the left again.) But yesterday their homework blew away. Why?	It was windy. The wind was blowing.	It windy. It is windy. The wind blowing.	because of the wind the wind windy	NR			
2. (Point to the warm soup on the right.) I see warm soup. (Point to the hot soup on the left.) I see hot soup. (Point to the picture on the right again.) Today the boy is eating his soup. (Point to the picture on the left again.) But yesterday he couldn't eat his soup. Why?	It was (too) hot. The soup was hot.	It (too) hot. It is hot.	hot too hot	NR			
3. (Point to the blond-haired boy on the right.) Today this boy is at school. (Point to the same boy in the picture on the left.) But yesterday he could not get out of bed, and his mother gave him some medicine. Why?	He was sick. He wasn't feeling good.	He sick. He's sick.	to make him feel better	NR			
<b>Wh-Question. Response includes:</b>	<b>both paired groups</b>	<b>1-3 elements</b>	<b>something else</b>	<b>NR</b>			
4. This boy and this girl got new presents from their grandmother. Here are the children playing with their toys. (Pause for 1-2 seconds.) Who played with what?	The boy played with the ball and the girl with the yo-yo.	boy and girl play toys yo-yo and ball toys		NR			
5. This girl played different things in different ways. She played the drums with her feet and the piano with her hands. (Pause for 1-2 seconds.) How did the girl play what?	She played the drums with her feet and piano with her hands.	with her hands and feet drum with feet piano		NR			
<b>Wh-Question. Response tells:</b>	<b>who the boy asked</b>	<b>what the boy bought</b>	<b>something else</b>	<b>NR</b>			
6. These children were planning a surprise party for their favorite teacher. Everyone was going to bring some food for the party, but the boy didn't know what to bring. He asked the woman at the grocery store, "What shall I bring my teacher?" The woman told him his teacher loved bologna, so that's what the boy decided to bring her. (Pause for 1-2 seconds.) Who did the boy ask what to bring?	the store lady the grocery lady the lady at the store	bologna a sandwich	her the teacher	NR			
<b>Wh-Question. Response tells:</b>	<b>how the girl asked</b>	<b>where the girl rode</b>	<b>something else</b>	<b>NR</b>			
7. This little girl wanted to ride her horse, but she didn't want to take him on the road. She called her dad on the phone and asked, "Where can I ride my horse safely?" Her dad said, "On the beach would be a good, safe place." So here she is riding safely on the beach. (Pause for 1-2 seconds.) How did the girl ask where to ride?	on the phone She called her dad.	on the beach at the beach the beach	her dad asked her dad	NR			
				4			
<b>Auxiliary (or Copula) Was. Response includes:</b>	<b>was</b>	<b>omits was or uses is</b>	<b>something else</b>	<b>NR</b>			
8. (Point to the picture on the right.) Today the sun is shining very brightly. (Point to the picture on the left.) But yesterday this boy had his umbrella open because . . .	it was raining	it's raining	rained/raining	NR			
9. (Point to the picture on the right.) Today these girls are playing outside. (Point to the picture on the left.) But yesterday they had to stay in the house because . . .	it was snowing (it was cold)	it snowing it's snowing	snowed/snowing	NR			
<b>Possessive Pronoun. Response includes:</b>	<b>his/hers/theirs</b>	<b>something else</b>	<b>NR</b>				
10. (Point to the boy.) He has a kite. (Point to the girl.) She has a ball. (Point to the kite.) The kite is his. (Point to the ball.) The ball is . . .	his his	her/she/him/the girl's	NR				
11. (Point to the boy on the left.) He has a cookie. (Point to the boy and girl.) They have popcorn. (Point to the cookie.) The cookie is his. (Point to the popcorn.) The popcorn is . . .	theirs hers/his his and hers	them/s/he/him/both	NR				
<p><b>Note:</b> See the Examiner's Manual for more examples of column A, B, and C responses.</p> <p><b>Recording/Scoring:</b> Put a slash mark (/) through all sounds that are repeated in error and add any additional sounds the child produces. Put a check mark in the column that corresponds to the number of errors a child makes. Calculate the subtotals by adding the number of responses in columns C and D only. Practice non-word pronunciations before you administer this section. (See Examiner's Manual.)</p> <p><b>Trial Item A:</b> There are no picture stimuli for Items 12-17. Close the Stimulus Book</p>		<p>Subtotals for Items 1-11</p> <table border="1"> <tr> <td>5</td> <td>0</td> <td>0</td> </tr> </table>			5	0	0
5	0	0					
<b>Non-Word Repetition</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>			
<b>0-1 Errors</b>	<b>N/A</b>	<b>2+ Errors</b>	<b>NR</b>				
Say:							
12. Non-Word Target: goyfəwɪn Vowels same as: boy-down	g oy f ow m	✓	N/A	NR			
13. Non-Word Target: dahfɪghbame Vowels same as: dot-thigh-fame	d ah f ɪ gh b a me	✓	N/A	NR			
14. Non-Word Target: kɪghbeɪhəʊfəʊp Vowels same as: high-bee-cow-soup	k ɪ gh ɹ ɪ ɔ b ow f ou p		N/A	NR			
15. Non-Word Target: deɪkɪhtəɪp Vowels same as: day-kigh-choip day-thigh-coin	d ay k ɪ gh ɔ ɪ p		N/A	NR			
16. Non-Word Target: koobowfəʊp Vowels same as: new-cow-tawp	k oo b ow f aw p	✓	N/A	NR			
17. Non-Word Target: fɔɪbəʊgəʊtɪp Vowels same as: boy-day-cow-ripe	f ɔ ɪ b ɔ ɔ g ow ɹ ɪ p		N/A	NR			
Subtotals for Items 12-17				3 0			
Part II Totals for Items 1-17				5 X 2 = 10 3 0			
<p><b>Note:</b> See the Examiner's Manual for non-word pronunciation instructions.</p>				5			

Figure 3 Case Study 3: Allan (continued)

### Part I Language Variation Status

Step 1: Calculate the child's degree of language variation by transferring the child's column A and B total scores from page 3 of the Record Form to the appropriate rows for his or her age in the Criterion Table below.

Step 2: Compare the child's score to the criterion score and circle the + or the -.

Criterion Table					
Age	Column	Child's Score	Criterion Score	At or Above Criteria	Below Criteria
4	A	8	9	+	-
	B	7	7	-	+
5	A		9	+	-
	B		7	+	-
6	A		8	+	-
	B		8	+	-
7	A		7	+	-
	B		9	+	-
8	A		7	+	-
	B		11	+	-
9	A		5	+	-
	B		12	+	-
10	A		4	+	-
	B		12	+	-
11	A		4	+	-
	B		13	+	-
12	A		4	+	-
	B		13	+	-

Step 3: Circle the statement that corresponds to the child's scores.

Results Table: Degree of Variation		
Column A = + (at or above criteria)	Columns A & B = - (both columns below criteria)	Column B = + (at or above criteria) ✓
Strong Variation From MAE	Some Variation From MAE	Mainstream American English (MAE)

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### Part II Diagnostic Risk Status

Step 1: Calculate the sum of columns B, C, and D from page 5 (the column B score must be multiplied by 2). This is the child's Diagnostic Error Score.

	Sum B + C + D		Diagnostic Error Score
(B)	10	+	(C) 3
		+	(D) 0
		=	13

Step 2: Find the child's age in the table below. Scan across the row and make an X in the column that corresponds to the child's Diagnostic Error Score.

Diagnostic Error Score															
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14+
Age 4														X	
Age 5															
Age 6															
Age 7															
Age 8															
Age 9															

**Legend**

	Child is at the lowest risk for language disorder.
	Child is at a low to medium risk for language disorder.
	Child is at a medium to high risk for language disorder.
X	Child is at the highest risk for disorder.

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Figure 3 Case Study 3: Allan (continued)

Additional Student Information	
1. Does the child primarily speak with the speech and language pattern of other community members, such as peers or family?	
Peers: <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	Family: <input checked="" type="checkbox"/> yes <input type="checkbox"/> no
2. How does the child's homeroom teacher perceive the child's speech and language pattern?	
<input checked="" type="checkbox"/> a. African American English - <i>with friends</i>	
<i>and</i> <input type="checkbox"/> b. Appalachian English	
<input checked="" type="checkbox"/> c. Mainstream American English - <i>in class</i>	
<input type="checkbox"/> d. Southern English	
<input type="checkbox"/> e. Other (describe) _____	
3. Has the homeroom teacher observed other patterns in speech and language use beyond the pattern indicated in question 2?	
Describe: <i>struggles to keep up in class</i>	
4. How long has the child lived in this community (e.g., school, neighborhood)? <i>3 yrs - lived on base prior to this</i>	
NOTES: _____	
_____	
_____	
_____	
_____	
_____	

Figure 3 Case Study 3: Allan (continued)

## Interpretation of the Standardized Assessment Results

While Allan's score on Part I of the DELV–Screening Test placed him in the MAE category, the fact that he responded to several items using AAE features and the information from his teacher, that Allen prefers to speak AAE with his friends, should also be considered when selecting appropriate diagnostic instruments. His performance on Part II placed Allan in the Highest Risk for a Language Disorder category. This result should be considered in addition to the information provided by his classroom teacher.

### ■ Impressions and Recommendations

A full diagnostic language evaluation with the DELV–Norm Referenced test or the DELV–Criterion Referenced test is recommended.

# Ariana

7 years, 6 months



**Reason for Testing:** Ariana's teacher referred her for screening because she is extremely quiet and is behind in reading and language arts despite classroom intervention. Because Ariana's language background is unknown and several varieties of American English (e.g., Mainstream American English (MAE), African-American English (AAE), and Spanish-Influenced English) are spoken in her neighborhood, the DELV-Screening Test has been chosen as the most appropriate instrument to determine language status.

**Background Information:** Background information was collected from conversations with Ariana's foster mother and teacher.

**Family:** Ariana is a 7 year, 6 month old White female. For the last few months, she has lived in a small working-class neighborhood with a foster family.

**Health and Development:** Ariana's foster mother could not provide information about her birth status or developmental milestones.

**School:** Ariana's teacher has noted that because Ariana is an extremely quiet child, she is not sure which peer group Ariana sounds most like. Additional information about her language background was not available because Ariana has moved schools and foster homes several times in the past few years.

**Standardized Assessment Results:** Ariana's speech and language skills were screened using the DELV-Screening Test on June 3, 2007.

## ■ DELV-Screening Test Part I Language Variation Status

Most of Ariana's responses on Part I of the DELV-Screening Test corresponded to those in column B. Her column A total score placed her well below the criteria for her age in that column while her column B total score placed her above the criteria for that column (i.e., Column B = +). This placed her in the MAE category.

## ■ DELV-Screening Test Part II Diagnostic Risk Status

On Part II, Ariana had one column C response on the Morpho-Syntax Items and two 2+ errors on the Non-Word Repetition Items. Her Diagnostic Error Score of 3 placed Ariana in the Low to Medium Risk for Language Disorder category.

### Part I Language Variation Status

**Repetition Rule:** Repeat the item once if the child does not respond or if the child requests it. If the child does not respond after repetition of the item circle NR for "No Response" and proceed to the next item.

**Materials:** Stimulus Book; see Examiner's Manual for complete administration and scoring directions.

**Introduction:** When you introduce the test to the child, say: Most people think that talking is fun. Today I'm going to give you a test about talking that has been made for children just like you. Lots of the pictures I'm going to show you and stories I'm going to tell you are about children or people just like you. Some of the test is for older children and may be hard for you. Some of the test is for younger children and may be easy for you. Sometimes I'll say things that are funny or hard to understand, but most of the time you'll be able to figure out the answer because it's easy. When we finish this test tell me how you liked it. Let's begin!

**Recording/Scoring:** Circle the word that matches the child's production of the target word/target phoneme (indicated in green type). Use the "Other" column to record any production not listed in columns A or B. Calculate the subtotals by adding the number of responses in columns A and B only.

**Partial Response Rule:** See Examiner's Manual

**Trial Item A:** Turn to the page in the Stimulus Book marked Part I Language Variation Status. Say: I'm going to show you some pictures and tell you what I see. Then I want you to say exactly what I said. Let's try one. Turn to the page marked Part I—Trial Item A and Items 1–5. Point to the picture in the upper left-hand corner of the page and say: I see a man. If the child imitates your sentence exactly, say: Good. Let's do some more. If a child does not imitate the sentence exactly, say: Let's try that again. Say what I say. I see a man. You say it. Prior to the test session review the Examiner's Manual for instruction on what to do if a child does not imitate your sentence. Proceed to Item 1.

Item	A	B	C	D
Point to each picture and say:				
1. I see her brushing her teeth.	teef	teeth	Other: _____	NR
2. I see a bird taking a bath.	baf	bath	Other: _____	NR
3. I see a smooth table.	smooov/smoo	smooth	Other: _____	NR
4. I see that fish breathe under water.	breave/breade	breathe	Other: _____	NR
5. I see a gift near the baby.	gif	gift	Other: _____	NR
Subtotals for Items 1–5	0	5		

**Recording/Scoring:** The verb or verb form being assessed is listed in the green bar above each set of items, as are the criteria for deciding if a response belongs in column A, B, or C. Circle the answer that corresponds with the verb form the child uses. If the child responds with another verb, look at the criteria in the green bar or see Appendix A to determine where the response belongs. Calculate the subtotals by adding the number of responses in columns A and B only.

**Trial Item B:** Say: Now I'm going to show you some more pictures and tell you something about each one. I want you to look at the pictures and finish what I say

Item	A	B	C	D
<b>3rd Person Singular Have/Has. Response includes the verb:</b>	<b>have or got</b>	<b>has</b>	<b>something else</b>	<b>NR</b>
6. (Point to the little kites.) I see little kites. (Point to the big kite.) I see a big kite. (Point to the boys.) The boys have little kites. (Point to the girl.) but the girl . . .	have got	has	big kite(s)	NR
7. (Point to the dogs' tails.) I see short tails. (Point to the cat's tail.) I see a long tail. (Point to the dogs.) The dogs have short tails. (Point to the cat.) but the cat . . .	have got	has	long tail(s)	NR

2

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3rd Person Singular -s, -es. Response includes a verb:	without -s, -es	with -s, -es	something else	NR
8. (Point to the sleeping bags.) I see sleeping bags. (Point to the bed.) I see a bed. (Point to the boys.) The boys always sleep in sleeping bags. (Point to the girl.) but the girl always . . .	sleep	sleeps	in bed	NR
9. (Point to the horses.) I see horses. (Point to the bike.) I see a bike. (Point to the girls.) The girls always ride horses. (Point to the boy.) but the boy always . . .	ride	rides	a bike riding a bike	NR
10. (Point to the plates.) I see plates. (Point to the glasses.) I see glasses. (Point to the boys.) The boys always wash the plates. (Point to the girl.) but the girl always . . .	wash clean	washes cleans	cups/glasses washed the glasses	NR
11. (Point to the wagon.) I see a wagon. (Point to the stroller.) I see a stroller. (Point to the girls.) The girls always push the wagon. (Point to the mom.) but the mom always . . .	push	pushes	stroller	NR

3rd Person Singular Do/Does. Response includes the verb:	do	does	something else	NR
12. (Point to the girl.) This girl likes to swim. (Point to the boy and shake your head to indicate "no.") but this boy . . .	don't do not	doesn't does not	likes to stand	NR
13. (Point to the boy.) This boy likes to play basketball. (Point to the girl and shake your head to indicate "no.") but this girl . . .	don't do not	doesn't does not	likes to watch	NR
Subtotals for Items 6–13	2	6		

**Trial Item C:** Say: Now I want you to answer my questions. Let's try one. Turn to Trial Item C. (Point to the picture of the dog standing on its hind legs.) Say: Look at the dog. Why is the dog standing on his back legs? (To get food.) If the child completes Trial Item C appropriately by answering the question, say: Now let's do some more. Turn to Item 14 in the Stimulus Book and continue testing. Prior to the test session review the Examiner's Manual for instruction on what to do if a child does not appropriately answer the trial question.

Copula (or Auxiliary) Was, Were. Response includes a plural subject plus:	was	were	something else	NR
14. (Point to the dirty clothes in the basket on the left.) See the lady with the clothes. She said the clothes needed to be washed. So she washed them. (Point to the washed clothes on the clothes line.) Why did she wash these clothes?	They was	They were	They dirty It was dirty	NR
15. (Point to the picture on the left.) These girls couldn't get out of bed, and their mother gave them some medicine. (Point to the picture on the right.) Today, they are not sick. (Point to the picture on the left again.) Why did their mother give them medicine yesterday?	They was	They were	They sick She was sick	NR
Subtotals for Items 14–15	0	2		
Part I Totals for Items 1–15	2	13		

3

Note: See the Examiner's Manual for more examples of column A, B, and C responses.

Figure 4 Case Study 4: Ariana

### Part II Diagnostic Risk Status

**Recording/Scoring:** The structure being assessed is listed in the green bar above each set of items, as are the criteria for deciding if a response belongs in column A, B, or C. Circle the answer that corresponds with the response the child uses. Only the most frequently occurring responses are listed. If a child responds with something not listed, look at the criteria in the green bar or see Appendix A in the Examiner's Manual to determine where the response belongs. Calculate the subtotals by adding the number of responses for columns B, C, and D only.

**Note:** For the picture stimuli on Items 1-3 and 8-11, point from right to left instead of the usual left to right. This is to help the child understand that events happened in the past so he or she will supply a past tense verb.

Introduce these items by saying: **Now I want you to answer a few more questions.**

Item	A	B	C	D
<b>Copula (or Auxiliary) Was. Response includes:</b>				
	was	omits was or uses is	something else	NR
1. (Point to the sunny day on the right.) I see a sunny day. (Point to the windy day on the left.) I see a windy day. (Point to the picture on the right again.) Today it is sunny, and the children have their homework. (Point to the picture on the left again.) but yesterday their homework blew away. Why?	It was windy. The wind was blowing.	It windy. It is windy. The wind blowing.	because of the wind The wind windy	NR
2. (Point to the warm soup on the right.) I see warm soup. (Point to the hot soup on the left.) I see hot soup. (Point to the picture on the right again.) Today the boy is eating his soup. (Point to the picture on the left again.) but yesterday he couldn't eat his soup. Why?	(It was <del>also</del> ) hot. The soup was hot.	It (too) hot. It is hot.	hot too hot	NR
3. (Point to the blond-haired boy on the right.) Today this boy is at school. (Point to the same boy in the picture on the left.) But yesterday he could not get out of bed, and his mother gave him some medicine. Why?	He was sick. He wasn't feeling good.	He sick. He's sick.	to make him feel better	NR
<b>Wh-Question. Response includes:</b>				
	both paired groups	1-3 elements	something else	NR
4. This boy and this girl got new presents from their grandmother. Here are the children playing with their toys. (Pause for 1-2 seconds.) Who played with what?	The boy played with the ball and the girl with the yo-yo.	boy and girl play toys yo-yo and ball toys		NR
5. This girl played different things in different ways. She played the drums with her feet and the piano with her hands. (Pause for 1-2 seconds.) How did the girl play what?	She played the drums with her feet and piano with her hands.	with her hands and feet drum with feet piano		NR
<b>Wh-Question. Response tells:</b>				
	who the boy asked	what the boy bought	something else	NR
6. These children were planning a surprise party for their favorite teacher. Everyone was going to bring some food for the party, but the boy didn't know what to bring. He asked the woman at the grocery store, "What shall I bring my teacher?" The woman told him his teacher loved bologna, so that's what the boy decided to bring her. (Pause for 1-2 seconds.) Who did the boy ask what to bring?	the store lady the grocery lady the lady at the store	bologna a sandwich	her teacher	NR
<b>Wh-Question. Response tells:</b>				
	how the girl asked	where the girl rode	something else	NR
7. This little girl wanted to ride her horse, but she didn't want to take him on the road. She called her dad on the phone and asked, "Where can I ride my horse safely?" Her dad said, "On the beach would be a good, safe place." So here she is riding safely on the beach. (Pause for 1-2 seconds.) How did the girl ask where to ride?	on the phone She called her dad.	on the beach at the beach the beach	her dad asked her dad	NR
4				

<b>Auxiliary (or Copula) Was. Response includes:</b>				
	was	omits was or uses is	something else	NR
8. (Point to the picture on the right.) Today the sun is shining very brightly. (Point to the picture on the left.) But yesterday this boy had his umbrella open because . . .	it was raining	it's raining	rained/raining	NR
9. (Point to the picture on the right.) Today these girls are playing outside. (Point to the picture on the left.) But yesterday they had to stay in the house because . . .	it was snowing it was cold	it snowing it's snowing	snowed/snowing	NR
<b>Possessive Pronoun. Response includes:</b>				
	his/hers/theirs		something else	NR
10. (Point to the boy.) He has a kite. (Point to the girl.) She has a ball. (Point to the kite.) The kite is his. (Point to the ball.) The ball is . . .	hers his		her /she/him/the girl's	NR
11. (Point to the boy on the left.) He has a cookie. (Point to the boy and girl.) They have popcorn. (Point to the cookie.) The cookie is his. (Point to the popcorn.) The popcorn is . . .	theirs hers his and hers		them/s/hes/hims/both	NR
Subtotals for Items 1-11				
			0	/
0				

**Note:** See the Examiner's Manual for more examples of column A, B, and C responses.

**Recording/Scoring:** Put a slash mark (/) through all sounds that are repeated in error and add any additional sounds the child produces. Put a check mark in the column that corresponds to the number of errors a child makes. Calculate the subtotals by adding the number of responses in columns C and D only. Practice non-word pronunciations before you administer this section. (See Examiner's Manual.)

**Trial Item A:** There are no picture stimuli for Items 12-17. Close the Stimulus Book

Non-Word Repetition		A	B	C	D
		0-1 Errors	N/A	2+ Errors	NR
Say:					
12. Non-Word Target:	goyfawn Boy-down	g o y f o w n	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
Vowels same as:					NR
13. Non-Word Target:	dahfighhame dot-thigh-fame	d a h f i g h b a m e	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
Vowels same as:					NR
14. Non-Word Target:	kighgeeshowfoup high-bee-cow-soup	k i g h g e b o w f o u p	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
Vowels same as:					NR
15. Non-Word Target:	daykighchoip day-thigh-coin	d a y k i g h c h o i p	<input type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
Vowels same as:					NR
16. Non-Word Target:	koobowfawp new-caw-raw	k o o b o w f a w p	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
Vowels same as:					NR
17. Non-Word Target:	foybaygswchipe boy-day-cow-ripe	f o y b a y g o w c h i p e	<input checked="" type="checkbox"/>	N/A	<input type="checkbox"/>
Vowels same as:					NR
Subtotals for Items 12-17					
				2	0
Part II Totals for Items 1-17					
			0 x 2 = 0	3	0
5					

**Note:** See the Examiner's Manual for non-word pronunciation instructions.

Figure 4 Case Study 4: Ariana (continued)

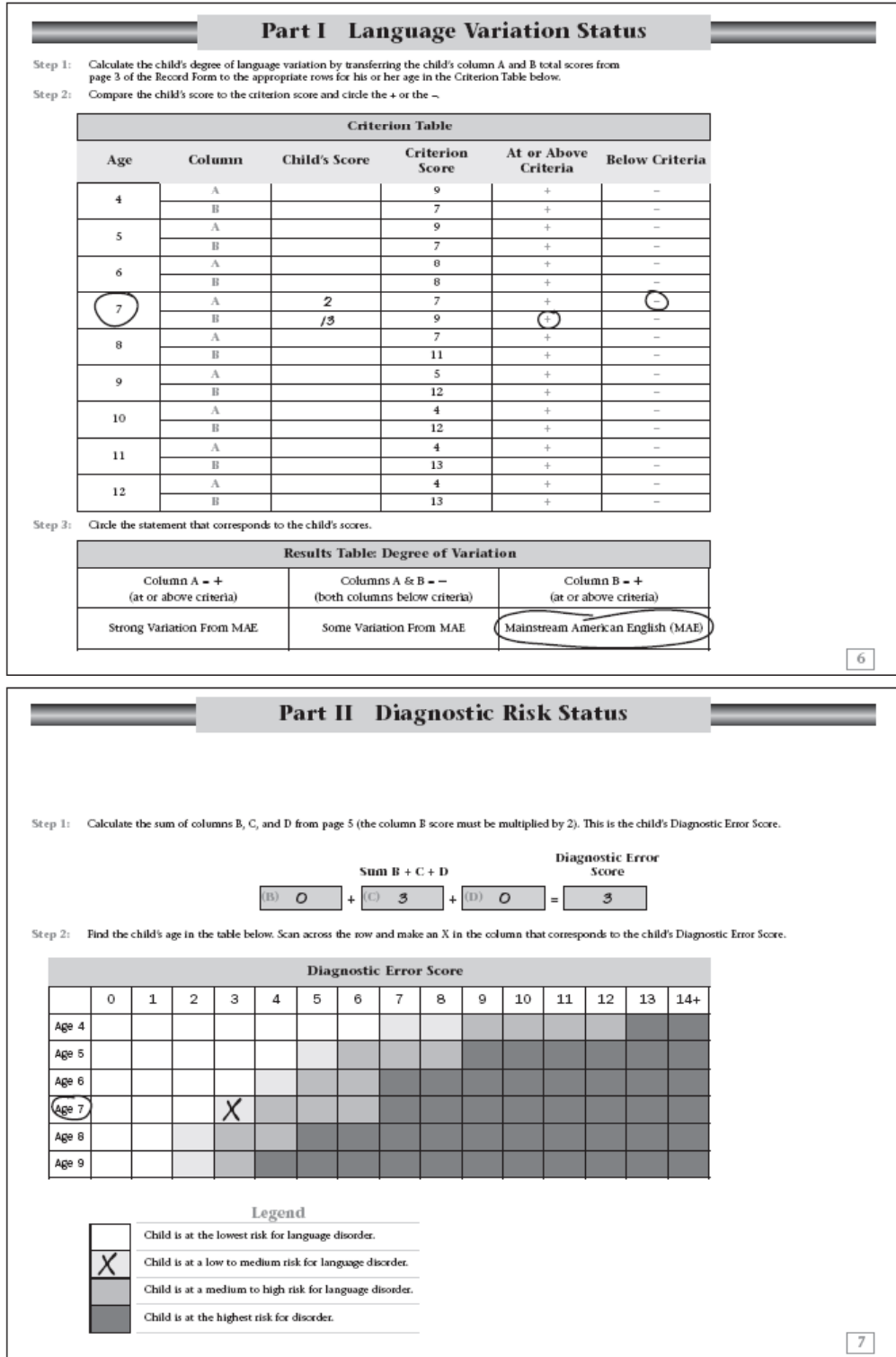


Figure 4 Case Study 4: Ariana (continued)

Additional Student Information	
1. Does the child primarily speak with the speech and language pattern of other community members, such as peers or family?	
Peers:	<input type="checkbox"/> yes <input type="checkbox"/> no ? Family: <input type="checkbox"/> yes <input type="checkbox"/> no ? <i>Teacher's not sure.</i>
2. How does the child's homeroom teacher perceive the child's speech and language pattern?	
<input type="checkbox"/>	a. African American English
<input type="checkbox"/>	b. Appalachian English
<input checked="" type="checkbox"/>	c. Mainstream American English <i>(Probably)</i>
<input type="checkbox"/>	d. Southern English
<input type="checkbox"/>	e. Other (describe) _____
3. Has the homeroom teacher observed other patterns in speech and language use beyond the pattern indicated in question 2?	
Describe:	<i>Ariana is extremely quiet. She is behind in reading &amp; language arts.</i>
4. How long has the child lived in this community (e.g., school, neighborhood)? <i>About 3 mos. Moved frequently in the last few years.</i>	
NOTES: _____	
_____	
_____	
_____	
_____	
_____	
8	

Figure 4 Case Study 4: Ariana (continued)

## Interpretation of the Standardized Assessment Results

Ariana's score on Part I identifies her as an MAE speaker. Her score on Part II placed Ariana in the Low to Medium Risk for Language Disorder category. This result should be considered in light of the information provided by her classroom teacher.

### ■ Impressions and Recommendations

Given the concerns Ariana's teacher has about her academic progress and her Low to Medium Diagnostic Risk Status on Part II of the DELV–Screening Test, an in-depth diagnostic assessment of her language skills appears warranted. Because she is clearly an MAE speaker, an assessment such as CELF–4, DELV–Norm Referenced, or DELV–Criterion Referenced test is appropriate.

## CASE STUDY 5

# Anthony

8 years, 4 months



**Reason for Testing:** Anthony was screened as part of the routine speech and language screening program in his school.

**Background Information:** Background information was collected from school records and Anthony's teachers.

**Family:** Anthony is a 8 year, 4 month old Hispanic male. Anthony has lived in a suburban, middle-class neighborhood since birth. The neighborhood is largely Hispanic, and Spanish and Spanish Influenced English are spoken in the community. Anthony himself does not speak Spanish; he was enrolled in a private preschool near his father's place of employment (and out of the neighborhood) from an early age until he entered kindergarten in the neighborhood school.

**Health and Development:** Typical development noted in school records.

**School:** Although many of his peers speak Spanish and Spanish Influenced English, Anthony's teacher reported that he uses MAE in the classroom and when conversing with his peers.

**Standardized Assessment Results:** Anthony's speech and language skills were screened using the DELV–Screening Test on September 8, 2006

### ■ DELV–Screening Test Part I Language Variation Status

On Part I of the DELV–Screening Test most of Anthony's responses were in column B. This placed Anthony in the MAE category.

### ■ DELV–Screening Test Part II Diagnostic Risk Status

Although Anthony had one column C response on a Morpho-Syntax Item, he did not have any column B responses; that is, those responses considered to be more indicative of language disorder. His Diagnostic Error Score placed Anthony in the Lowest Risk for Language Disorder category.

### Part I Language Variation Status

**Repetition Rule:** Repeat the item once if the child does not respond or if the child requests it. If the child does not respond after repetition of the item circle NR for "No Response" and proceed to the next item.

**Materials:** Stimulus Book; see Examiner's Manual for complete administration and scoring directions.

**Introduction:** When you introduce the test to the child, say: *Most people think that talking is fun. Today I'm going to give you a test about talking that has been made for children just like you. Lots of the pictures I'm going to show you and stories I'm going to tell you are about children or people just like you. Some of the test is for older children and may be hard for you. Some of the test is for younger children and may be easy for you. Sometimes I'll say things that are funny or hard to understand, but most of the time you'll be able to figure out the answer because it's easy. When we finish this test tell me how you liked it. Let's begin!*

**Recording/Scoring:** Circle the word that matches the child's production of the target word/target phoneme (indicated in green type). Use the "Other" column to record any production not listed in columns A or B. Calculate the subtotals by adding the number of responses in columns A and B only.

**Partial Response Rule:** See Examiner's Manual

**Trial Item A:** Turn to the page in the Stimulus Book marked Part I Language Variation Status. Say: *I'm going to show you some pictures and tell you what I see. Then I want you to say exactly what I said. Let's try one.* Turn to the page marked Part I—Trial Item A and Items 1–5. Point to the picture in the upper left-hand corner of the page and say: *I see a man. If the child imitates your sentence exactly, say: Good. Let's do some more. If a child does not imitate the sentence exactly, say: Let's try that again. Say what I say. I see a man. You say it.* Prior to the test session review the Examiner's Manual for instruction on what to do if a child does not imitate your sentence. Proceed to Item 1.

Item	A	B	C	D
Point to each picture and say:				
1. I see her brushing her teeth.	teef	teeth	Other: _____	NR
2. I see a bird taking a bath.	baf	bath	Other: _____	NR
3. I see a smooth table.	smooov/smoo	smooth	Other: _____	NR
4. I see that fish breathe under water.	breave/breade	breathe	Other: _____	NR
5. I see a gift near the baby.	gif	gift	Other: _____	NR
Subtotals for Items 1–5		0	5	

**Recording/Scoring:** The verb or verb form being assessed is listed in the green bar above each set of items, as are the criteria for deciding if a response belongs in column A, B, or C. Circle the answer that corresponds with the verb form the child uses. If the child responds with another verb, look at the criteria in the green bar or see Appendix A to determine where the response belongs. Calculate the subtotals by adding the number of responses in columns A and B only.

**Trial Item B:** Say: *Now I'm going to show you some more pictures and tell you something about each one. I want you to look at the pictures and finish what I say*

Item	A	B	C	D
<b>3rd Person Singular Have/Has. Response includes the verb:</b>	<b>have or got</b>	<b>has</b>	<b>something else</b>	<b>NR</b>
6. (Point to the little kites.) I see little kites. (Point to the big kite.) I see a big kite. (Point to the boys.) The boys have little kites. (Point to the girl.) but the girl . . .	have got	has	big kite(s)	NR
7. (Point to the dogs' tails.) I see short tails. (Point to the cat's tail.) I see a long tail. (Point to the dogs.) The dogs have short tails. (Point to the cat.) but the cat . . .	have got	has	long tail(s)	NR

2

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Item	A	B	C	D
<b>3rd Person Singular –s, –es. Response includes a verb:</b>	<b>without –s, –es</b>	<b>with –s, –es</b>	<b>something else</b>	<b>NR</b>
8. (Point to the sleeping bags.) I see sleeping bags. (Point to the bed.) I see a bed. (Point to the boys.) The boys always sleep in sleeping bags. (Point to the girl.) but the girl always . . .	sleep	sleeps	in bed	NR
9. (Point to the horses.) I see horses. (Point to the bike.) I see a bike. (Point to the girls.) The girls always ride horses. (Point to the boy.) but the boy always . . .	ride	rides	a bike riding a bike	NR
10. (Point to the plates.) I see plates. (Point to the glasses.) I see glasses. (Point to the boys.) The boys always wash the plates. (Point to the girl.) but the girl always . . .	wash clean	washes cleans	cups/glasses washed the glasses	NR
11. (Point to the wagon.) I see a wagon. (Point to the stroller.) I see a stroller. (Point to the girls.) The girls always push the wagon. (Point to the mom.) but the mom always . . .	push	pushes	stroller	NR
<b>3rd Person Singular Do/Does. Response includes the verb:</b>	<b>do</b>	<b>does</b>	<b>something else</b>	<b>NR</b>
12. (Point to the girl.) This girl likes to swim. (Point to the boy and shake your head to indicate "no.") but this boy . . .	don't do not	doesn't does not	likes to stand	NR
13. (Point to the boy.) This boy likes to play basketball. (Point to the girl and shake your head to indicate "no.") but this girl . . .	don't do not	doesn't does not	likes to watch	NR
Subtotals for Items 6–13		2	6	

**Trial Item C:** Say: *Now I want you to answer my questions. Let's try one.* Turn to Trial Item C. (Point to the picture of the dog standing on its hind legs.) Say: *Look at the dog. Why is the dog standing on his back legs? (To get food.)* If the child completes Trial Item C appropriately by answering the question, say: *Now let's do some*

more. Turn to Item 14 in the Stimulus Book and continue testing. Prior to the test session review the Examiner's Manual for instruction on what to do if a child does not appropriately answer the trial question.

Item	A	B	C	D
<b>Copula (or Auxiliary) Was, Were. Response includes a plural subject plus:</b>	<b>was</b>	<b>were</b>	<b>something else</b>	<b>NR</b>
14. (Point to the dirty clothes in the basket on the left.) See the lady with the clothes. She said the clothes needed to be washed. So she washed them. (Point to the washed clothes on the clothes line.) Why did she wash these clothes?	They was	They were	They dirty It was dirty	NR
15. (Point to the picture on the left.) These girls couldn't get out of bed, and their mother gave them some medicine. (Point to the picture on the right.) Today, they are not sick. (Point to the picture on the left again.) Why did their mother give them medicine yesterday?	They was	They were	They sick She was sick	NR
Subtotals for Items 14–15		0	2	
A		B		
2		15		

Note: See the Examiner's Manual for more examples of column A, B, and C responses.

3

Figure 5 Case Study 5: Anthony

Part II Diagnostic Risk Status				
<p><b>Recording/Scoring:</b> The structure being assessed is listed in the green bar above each set of items, as are the criteria for deciding if a response belongs in column A, B, or C. Circle the answer that corresponds with the response the child uses. Only the most frequently occurring responses are listed. If a child responds with something not listed, look at the criteria in the green bar or see Appendix A in the Examiner's Manual to determine where the response belongs. Calculate the subtotals by adding the number of responses for columns B, C, and D only.</p> <p>Note: For the picture stimuli on Items 1-3 and 8-11, point from right to left instead of the usual left to right. This is to help the child understand that events happened in the past so he or she will supply a past tense verb.</p> <p style="text-align: right;">Introduce these items by saying: <b>Now I want you to answer a few more questions.</b></p>				
Item	A	B	C	D
<b>Copula (or Auxiliary) Was.</b> Response includes:	was	omits was or uses is	something else	NR
1. (Point to the sunny day on the right.) I see a sunny day. (Point to the windy day on the left.) I see a windy day. (Point to the picture on the right again.) Today it is sunny, and the children have their homework. (Point to the picture on the left again.) But yesterday their homework blew away. Why?	It was windy. The wind was blowing.	It windy. It is windy. The wind blowing.	because of the wind the wind windy	NR
2. (Point to the warm soup on the right.) I see warm soup. (Point to the hot soup on the left.) I see hot soup. (Point to the picture on the right again.) Today the boy is eating his soup. (Point to the picture on the left again.) But yesterday he couldn't eat his soup. Why?	It was (too) hot. The soup was hot.	It (too) hot. It is hot.	hot too hot	NR
3. (Point to the blond-haired boy on the right.) Today this boy is at school. (Point to the same boy in the picture on the left.) But yesterday he could not get out of bed, and his mother gave him some medicine. Why?	He was sick. He wasn't feeling good.	He sick. He's sick.	to make him feel better	NR
<b>Wh-Question.</b> Response includes:	both paired groups	1-3 elements	something else	NR
4. This boy and this girl got new presents from their grandmother. Here are the children playing with their toys. (Pause for 1-2 seconds.) Who played with what?	The boy played with the ball and the girl with the yo-yo.	boy and girl play toys yo-yo and ball toys		NR
5. This girl played different things in different ways. She played the drums with her feet and the piano with her hands. (Pause for 1-2 seconds.) How did the girl play what?	she played the drums with her feet and piano with her hands.	with her hands and feet drum with feet piano		NR
<b>Wh-Question.</b> Response tells:	who the boy asked	what the boy bought	something else	NR
6. These children were planning a surprise party for their favorite teacher. Everyone was going to bring some food for the party, but the boy didn't know what to bring. He asked the woman at the grocery store, "What shall I bring my teacher?" The woman told him his teacher loved bologna, so that's what the boy decided to bring her. (Pause for 1-2 seconds.) Who did the boy ask what to bring?	the store lady the grocery lady the lady at the store the girl in the store	bologna a sandwich	her the teacher	NR
<b>Wh-Question.</b> Response tells:	how the girl asked	where the girl rode	something else	NR
7. This little girl wanted to ride her horse, but she didn't want to take him on the road. She called her dad on the phone and asked, "Where can I ride my horse safely?" Her dad said, "On the beach would be a good, safe place." So here she is riding safely on the beach. (Pause for 1-2 seconds.) How did the girl ask where to ride?	on the phone She called her dad. by phoning	on the beach at the beach the beach	her dad asked her dad	NR
				4
<b>Auxiliary (or Copula) Was.</b> Response includes:	was	omits was or uses is	something else	NR
8. (Point to the picture on the right.) Today the sun is shining very brightly. (Point to the picture on the left.) But yesterday the boy had his umbrella open because . . .	it was raining	it's raining	rained/raining	NR
9. (Point to the picture on the right.) Today these girls are playing outside. (Point to the picture on the left.) But yesterday they had to stay in the house because . . .	it was snowing it was cold	it snowing it's snowing	snowed/snowing	NR
<b>Possessive Pronoun.</b> Response includes:	his/hers/theirs	something else	NR	
10. (Point to the boy.) He has a kite. (Point to the girl.) She has a ball. (Point to the kite.) The kite is his. (Point to the ball.) The ball is . . .	hers his	her/she/him/the girl's	NR	
11. (Point to the boy on the left.) He has a cookie. (Point to the boy and girl.) They have popcorn. (Point to the cookie.) The cookie is his. (Point to the popcorn.) The popcorn is . . .	theirs hers/his his and hers	thems/shes/hims/both		
<p>Note: See the Examiner's Manual for more examples of column A, B, and C responses.</p> <p><b>Recording/Scoring:</b> Put a slash (/) through all sounds that are repeated in error and add any additional sounds the child produces. Put a check mark in the column that corresponds to the number of errors a child makes. Calculate the subtotals by adding the number of responses in columns C and D only. Practice non-word pronunciations before you administer this section. (See Examiner's Manual.)</p> <p>Trial Item A: There are no picture stimuli for Items 12-17. Close the Stimulus Book and move it away from you and the child. Say: Now I'm going to say some funny words that you've probably never heard before. After I say each funny word, I want you to say it just like I did. Let's try one. Say "pooie." Sounds like "pooie," but say it with even stress on both syllables). If the child imitates all phonemes exactly, say: Good! Let's do some more. Proceed to Item 12. Prior to the test session review the Examiner's Manual for instruction on what to do if a child does not imitate all phonemes exactly.</p>				
Subtotals for Items 1-11				
		0	/	0
<b>Non-Word Repetition</b>	0-1 Errors	N/A	2+ Errors	NR
Say:				
12. Non-Word Target: <b>gɒfəwɒm</b> Vowels same as: <b>Bay-down</b>	g ɒ y f ɔ w m			NR
13. Non-Word Target: <b>dʌh fɪgh bɑ pɛ</b> Vowels same as: <b>det-thigh-fame</b>	d ə h f ɪ g h b ə p ɛ			NR
14. Non-Word Target: <b>kɪgh tʃee b ɔw f ɔŋ</b> Vowels same as: <b>high-bee-cow-soup</b>	k ɪ g h tʃ e e b ɔ w f ɔ ŋ			NR
15. Non-Word Target: <b>dəy kɪgh tʃeɪp</b> Vowels same as: <b>day-thigh-coin</b>	d ə y k ɪ g h tʃ eɪ p			NR
16. Non-Word Target: <b>k ɔʊ b ɔw f ɔw p</b> Vowels same as: <b>new-cow-raw</b>	k ɔ ʊ b ɔ w f ɔ w p			NR
17. Non-Word Target: <b>f ɔy b ɔy g ɔw tʃɪp</b> Vowels same as: <b>boy-day-cow-nipe</b>	f ɔ y b ɔ y g ɔ w tʃ ɪ p			NR
Subtotals for Items 12-17				
		0	0	
Part II Totals for Items 1-17				
		0 x 2 = 0	/	0
				5
<p>Note: See the Examiner's Manual for non-word pronunciation instructions.</p>				

Figure 5 Case Study 5: Anthony (continued)

### Part I Language Variation Status

Step 1: Calculate the child's degree of language variation by transferring the child's column A and B total scores from page 3 of the Record Form to the appropriate rows for his or her age in the Criterion Table below.

Step 2: Compare the child's score to the criterion score and circle the + or the -.

Criterion Table					
Age	Column	Child's Score	Criterion Score	At or Above Criteria	Below Criteria
4	A		9	+	-
	B		7	+	-
5	A		9	+	-
	B		7	+	-
6	A		8	+	-
	B		8	+	-
7	A		7	+	-
	B		9	+	-
8	A	2	7	+	-
	B	13	11	+	-
9	A		5	+	-
	B		12	+	-
10	A		4	+	-
	B		12	+	-
11	A		4	+	-
	B		13	+	-
12	A		4	+	-
	B		13	+	-

Step 3: Circle the statement that corresponds to the child's scores.

Results Table: Degree of Variation		
Column A = + (at or above criteria)	Columns A & B = - (both columns below criteria)	Column B = + (at or above criteria)
Strong Variation From MAE	Some Variation From MAE	Mainstream American English (MAE)

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### Part II Diagnostic Risk Status

Step 1: Calculate the sum of columns B, C, and D from page 5 (the column B score must be multiplied by 2). This is the child's Diagnostic Error Score.

$$\boxed{11} \text{ } 0 \text{ } + \boxed{13} \text{ } / \text{ } + \boxed{11} \text{ } 0 \text{ } = \boxed{\text{ / }} \text{ } \text{Diagnostic Error Score}$$

Step 2: Find the child's age in the table below. Scan across the row and make an X in the column that corresponds to the child's Diagnostic Error Score.

Diagnostic Error Score															
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14+
Age 4															
Age 5															
Age 6															
Age 7															
Age 8		X													
Age 9															

**Legend**

<input checked="" type="checkbox"/>	Child is at the lowest risk for language disorder.
<input type="checkbox"/>	Child is at a low to medium risk for language disorder.
<input type="checkbox"/>	Child is at a medium to high risk for language disorder.
<input type="checkbox"/>	Child is at the highest risk for disorder.

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Figure 5 Case Study 5: Anthony (continued)

Additional Student Information	
1. Does the child primarily speak with the speech and language pattern of other community members, such as peers or family?	
Peers:	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no      Family: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <i>Parents speak Spanish &amp; English</i>
2. How does the child's homeroom teacher perceive the child's speech and language pattern?	
<input type="checkbox"/> a. African American English <input type="checkbox"/> b. Appalachian English <input checked="" type="checkbox"/> c. Mainstream American English <input type="checkbox"/> d. Southern English <input type="checkbox"/> e. Other (describe) _____	
3. Has the homeroom teacher observed other patterns in speech and language use beyond the pattern indicated in question 2?	
Describe: <i>Performing well in classroom</i>	
4. How long has the child lived in this community (e.g., school, neighborhood)? <i>Since birth</i>	
NOTES: _____ _____ _____ _____ _____	
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Figure 5 Case Study 5: Anthony (continued)

## Interpretation of the Standardized Assessment Results

Anthony appears to be a MAE speaker, even though the primary variety of English spoken in his community is a language variety other than MAE. He is making good progress in the classroom and his responses on Part II of the DELV–Screening Test classify him as being in the Lowest Risk for Language Disorder category.

### ■ Impressions and Recommendations

No further evaluation needed at this time.