

The *Large Muscle Skills* subscale assesses gross motor skills, which require movement of large muscles (e.g., walking, throwing, crawling, climbing, etc.).

Austin scored within one standard deviation below the mean on the *Large Muscle Skills* subscale. The following are primary behaviors of concern:

14. Kicks a large ball while standing in place
15. Independently jumps in place on toes with both feet off the ground
18. Walks up stairs alternating feet

The *Small Muscle Skills* subscale assesses fine motor skills, which require use of small muscles (e.g., grasping, writing, cutting, stacking, etc.).

Austin scored more than one standard deviation below the mean on the *Small Muscle Skills* subscale. The following are primary behaviors of concern:

28. Can correctly complete a three-piece form board consisting of a circle, square, and triangle
29. Imitates drawing a circular and vertical stroke after seeing a demonstration
30. Can unscrew bottle lids approximately two inches in diameter
31. Builds a tower of eight blocks
32. Uses a thumb and forefinger grasp in holding a pencil, instead of using a fist
33. Builds a tower of ten blocks
34. Can cut a piece of paper from one side to the other with scissors

The *Cognitive Thinking* subscale assesses mental development including basic sensorimotor skills and concept development.

Austin scored within one standard deviation below the mean on the *Cognitive Thinking* subscale. The following are primary behaviors of concern:

46. Points to pictures in a book when asked
48. Points to four body parts when named
49. Points to three pictures of common actions such as running, eating, sleeping, crying, etc.
50. Can point to an object by its usage, such as what we eat with, sit on, ride in, etc.
51. Points to ten pictures of common objects when asked

The *Expressive Language Skills* subscale assesses receptive and expressive communication skills.

Austin scored within one standard deviation below the mean on the *Expressive Language Skills* subscale. The following are primary behaviors of concern:

62. Has fifty words or more in spoken vocabulary
63. Uses three-word sentences when communicating
64. Can name five pictures when asked, "What is this?"
65. Names a preferred object when asked, "Do you want the ball or the car?"
66. Speaks intelligibly, can be understood by someone who is not familiar with him/her

The *Social/Emotional* subscale assesses skills related to social interactions.

Austin scored within one standard deviation below the mean on the *Social/Emotional* subscale. The following are primary behaviors of concern:

77. Is beginning associative play (e.g., actively plays with another child)
78. Verbalizes displeasure rather than physically hurting peers
79. Can share toys in a reciprocal fashion

The *Self-Help Skills* subscale assesses skills related to independent daily functioning.

Austin scored within one standard deviation below the mean on the *Self-Help Skills* subscale. The following are primary behaviors of concern:

86. Uses a spoon with minimal spilling
87. Unzips zippers
88. Indicates toileting needs by squatting, holding self, or verbalizing
90. Puts on coat independently
92. Unties and removes shoes
93. Can independently put on shoes although they are often on incorrect feet
94. Snaps front snaps

PRESCHOOL EVALUATION SCALE

HOME VERSION RATING FORM

Stephen B. McCarney, Ed.D.

PROFILE SHEET

SUMMARY OF SCORES

Name of student: Thomas Andrews

Gender: Male

Subscales

Raw Score	Standard Score	Standard Score SEM
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School:

Large Muscle Skills	33	11	0.75
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Class:

Small Muscle Skills	21	8	0.94
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City: Midvale

State: PA

Cognitive Thinking	34	12	0.92
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Date of rating:	1998	9	15	
	(year)	(month)	(day)	

Expressive Language Skills	28	11	0.98
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Date of birth:	1996	2	13	
	(year)	(month)	(day)	

Social/Emotional	25	12	1.26
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Self-Help Skills	24	10	1.06
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Age at rating in months: 31
(months)

Total Scale

Rated by (observer's name): M. Jackson

Sum of Subscale SS	Percentile	Quotient	Quotient SEM	Confidence Interval
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Dates during which observation of child occurred:

From: 02/13/1996 To: 09/15/1998

64	55	102	2.42	68%
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Standard Scores	SUBSCALE						Quotients	Quotient	Percentiles	Percentile Rank
	Large Muscle Skills	Small Muscle Skills	Cognitive Thinking	Expressive Language Skills	Social/Emotional	Self-Help Skills				
20							150		≥99	
19							145		95	
18							140		90	
17							135		85	
16							130		80	
15							125		75	
14							120		70	
13							115		65	
12			X		X		110		60	
11	X			X			105	X	55	X
10						X	100		50	
9							95		45	
8		X					90		40	
7							85		35	
6							80		30	
5							75		25	
4							70		20	
3							65		15	
2							60		10	
1							55		5	
0							50		≤1	

The *Large Muscle Skills* subscale assesses gross motor skills, which require movement of large muscles (e.g., walking, throwing, crawling, climbing, etc.).

Thomas scored within one standard deviation above the mean on the *Large Muscle Skills* subscale. The following are primary behaviors of concern:

11. Seldom falls when walking alone
15. Independently jumps in place on toes with both feet off the ground
18. Walks up stairs alternating feet

The *Small Muscle Skills* subscale assesses fine motor skills, which require use of small muscles (e.g., grasping, writing, cutting, stacking, etc.).

Thomas scored within one standard deviation below the mean on the *Small Muscle Skills* subscale. The following are primary behaviors of concern:

20. Enjoys watching his/her hands move and putting them in mouth
24. Lines up a small object in one hand with an object in the other hand
26. Can insert a circular block in a form board
28. Can correctly complete a three-piece form board consisting of a circle, square, and triangle
29. Imitates drawing a circular and vertical stroke after seeing a demonstration
30. Can unscrew bottle lids approximately two inches in diameter
31. Builds a tower of eight blocks
33. Builds a tower of ten blocks
34. Can cut a piece of paper from one side to the other with scissors

The *Cognitive Thinking* subscale assesses mental development including basic sensorimotor skills and concept development.

Thomas scored within one standard deviation above the mean on the *Cognitive Thinking* subscale. The following are primary behaviors of concern:

The *Expressive Language Skills* subscale assesses receptive and expressive communication skills.

Thomas scored within one standard deviation above the mean on the *Expressive Language Skills* subscale. The following are primary behaviors of concern:

62. Has fifty words or more in spoken vocabulary
63. Uses three-word sentences when communicating

The *Social/Emotional* subscale assesses skills related to social interactions.

Thomas scored within one standard deviation above the mean on the *Social/Emotional* subscale. The following are primary behaviors of concern:

74. Predominately plays side-by-side with peers with very little interaction with them

The *Self-Help Skills* subscale assesses skills related to independent daily functioning.

Thomas scored at the mean on the *Self-Help Skills* subscale. The following are primary behaviors of concern:

84. Independently pulls off socks
88. Indicates toileting needs by squatting, holding self, or verbalizing
90. Puts on coat independently
92. Unties and removes shoes
93. Can independently put on shoes although they are often on incorrect feet
94. Snaps front snaps