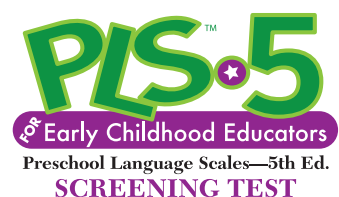




PLS™-5 Screening Test *for* Early Childhood Educators



Emily, age two years, six months

The two-year-olds in a Bloomington Early Head Start program were screened by their teacher for possible speech and language problems using the PLS-5 Screening Test for Early Childhood Educators. Because the teacher has training in administering and scoring standardized assessments, she uses the PLS-5 Screening Test for Early Childhood Educators to screen speech and language skills and identify children who may need to be referred for additional testing.

Emily, a bright, active two-year-old who loves to play with her five-year-old brother, seemed to understand everything you tell her. Her teacher pointed out that her speech wasn't as advanced as that of her classmates. Emily spontaneously said 15 words (no phrases or sentences), and tried to imitate any words spoken to her.



Pearson

Emily’s Performance on the PLS™-5 Screening Test for Early Childhood Educators

Language Section

Emily was able to do the following tasks:

- Language Task 1**—Point to at least three things you wear.
- Language Task 3**—Point to photographs of at least four familiar objects—e.g., cookie, balloon, apple.

The following tasks were scored “0.”:

- Language Task 2**—Name at least five objects in photographs. She named only three: “baby,” “doggie,” and “apple.”
- Language Task 4**—Use different words in at least five social situations. Emily answered questions with a “yes” or “no,” asked for things she wants, used words for actions and objects, and used a word to get attention. She did not ask you to do something again or ask for help.
- Language Task 5**—Use at least three different word combinations. Emily does not combine words to form phrases or sentences.

Because Emily did not earn a score of 4 or more Language items correct, she did not pass the Language section of the screening.

Social/Interpersonal Section

Emily did not demonstrate any of the behaviors that suggest atypical social/interpersonal development. Because none of the atypical behaviors were noted, Emily passed the Social/Interpersonal section of the screening.

Articulation Section

Because Emily was two years, six months old, the Articulation section of the screening was administered. Emily spontaneously named the picture of the dog (“doggie”) correctly saying the “d” sound. She imitated the rest of the words when the examiner told her to say “pan,” “bird,” etc., and correctly said the first sounds in each of those words. Because she was able to say three or more sounds correctly, Emily passed the Articulation section of the screening.

Screening Summary

Because Emily did not pass the Language screening, she was referred to a speech-language pathologist for a comprehensive diagnostic assessment. The teacher discussed her findings and scores on the Language section with the speech-language pathologist before the diagnostic assessment was conducted.

Screening Summary		
Check only one box for each section. If the child does not meet the pass criteria, check “Refer for Additional Testing.”		
Section	Pass	Refer for Additional Testing
Language	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social/Interpersonal	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Articulation (ages 2:6–2:11)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Screening Summary for Emily, Age 2

Visit PearsonAssessments.com/PLS5forEC to learn more.