Developmental Assessment of Young Children
Second Edition
(DAYC-2)
Summary Report

Section 1. Identifying Information

Name: Marcos Sanders
Gender: M
Date of Testing: 05-10-2011
Date of Birth: 09-15-2009
Age: 19 months

Examiner's Name: Temp User
Examiner's Title:
Parent/Guardian:
School/Daycare:
Respondent's Name: Catherine Sanders
Relationship to Child: Mother
Length of Time Respondent Has Known Child: 1 year

Section 2. Description of the DAYC-2

The Developmental Assessment of Young Children-Second Edition (DAYC-2) is an individually administered, norm-referenced measure of early childhood development in the following domains: cognition, communication, social-emotional development, physical development, and adaptive behavior for children from birth through age 5 years 11 months.

Cognitive Domain (COG): This domain measures conceptual skills. These include skills that measure memory, purposive planning, decision making, and discrimination.

Communication Domain (COM): This domain measures skills related to sharing ideas, information, and feelings with others, both verbally and nonverbally. It is divided into two subdomains: Receptive Language and Expressive Language.

Social-Emotional Domain (SE): This domain measures social awareness, social relationships, and social competence. These skills enable children to engage in meaningful social interactions with parents, caregivers, peers, and others in their environment.

Physical Development Domain (PD): This domain measures motor development. The domain is divided into two subdomains: Gross Motor and Fine Motor.

Adaptive Behavior Domain (AB): This domain measures independent, self-help functioning. Skills include toileting, feeding, dressing, and personal responsibility.

The normative score for the composite of all five domains is called the General Development Index (GDI). The index corresponds to the sum of the standard scores of all five domains. The GDI is the most reliable score on the test and provides an overall level of development.

The DAYC-2 was normed on a sample of 1,832 children residing in 20 states. Testing was conducted from the fall of 2009 through the spring of 2011. The normative sample is representative of the nation as a whole regarding geographic region, gender, race, Hispanic status, family income, and educational attainment of parents. The percentages for these demographic characteristics were compared with those reported in the Statistical Abstract of the United States (U.S. Bureau of the Census, 2010).

Reliability refers to the consistency with which a test measures a specific ability. Three types of correlation coefficients - coefficient alpha, test-retest, and scorer difference - are reported to measure these three sources of error. The coefficient alpha reliability ranged from .98 to .91. Test-retest reliability coefficients ranged from .91 to .70. Scorer difference coefficients were all .99. These findings strongly suggest that the DAYC-2 possesses little test error and that test users can have confidence in its results.

Validity refers to the degree to which a test measures what it purports to measure, and the degree to which decisions made on the basis of test scores are appropriate. Three types of validity are reported. Content-description validity of the

DAYC-2 was demonstrated by showing that the abilities measured by the domains are consistent with current knowledge regarding developmental abilities. In addition, indices of item discrimination and difficulty are reported in the test manual. Finally, differential item functioning analysis procedures were used to provide evidence that the DAYC-2 is unbiased with respect to race, ethnicity, and gender.

Criterion-prediction validity was examined by reporting significant correlations between the DAYC-2, the Battelle Developmental Inventory-Second Edition, and the Developmental Observation Checklist System-Second Edition. The magnitude of the correlations between the DAYC-2 and the criterion measures was very large. The DAYC-2's sensitivity, specificity, and false-positive rate were also reported. The analysis provided strong evidence of the DAYC-2's criterion-prediction validity.

Construct-identification validity was examined by showing that performance on the DAYC-2 reflects developing abilities and that the DAYC-2 differentiates between individuals known to be average and those expected to be low average or below average. Further, the domain scores intercorrelate as expected.

Section 3. Record of DAYC-2 Domain Scores

Domain	Raw Score	Age Equivalent in Months	%ile Rank	SEM	Standard Score	Descriptive Term
Cognitive (COG):	26	13	19	3	87	Below Average
Communication (COM):	26	14	16	3	85	Below Average
Social-Emotional (SE):	27	17	37	3	95	Average
Physical Development (PD):	56	19	39	3	96	Average
Adaptive Behavior (AB):	21	15	19	3	87	Below Average

Section 4. Profile of DAYC-2 Domain Scores

Std. Score	COG	COM	SE	PD	AB	Std. Score
150						150
145						145
140						140
135						135
130						130
125						125
120						120
115						115
110						110
105						105
100						100
95			*	*		95
90						90
85	*	*			*	85
80						80
75						75
70						70
65						65
60						60
55						55
50						50

Section 5. Record of DAYC-2 Subdomain Scores

Domain	Raw Score	Age Equivalent in Months	%ile Rank	SEM	Standard Score	Descriptive Term
Receptive Language (RL):	14	14	21	5	88	Below Average
Expressive Language (EL):	12	12	14	4	84	Below Average
Gross Motor (GM):	38	19	5	3	98	Average
Fine Motor (FM):	18	17	37	4	95	Average

Section 6. Comparison of DAYC-2 Domain Scores for Significant Differences

This section is used to determine if the difference between two domain scores is large enough to be important. The first comparison will tell if the difference score is statistically significant; the second comparison will tell if the difference is large enough to be considered clinically useful.

Domain

Cognitive (COG)
Communication (COM)
Social-Emotional (SE)
Physical Development (PD)
Adaptive Behavior (AB)

Comparisons

Domains	S Sig/C Sig	Domains	S Sig/C Sig	Domains	S Sig/C Sig
COM vs. COG	No	SE vs. COM	S Sig	PD vs. SE	No
SE vs. COG	No	PD vs. COM	S Sig	AB vs. SE	No
PD vs. COG	S Sig	AB vs. COM	No	AB vs. PD	S Sig
AB vs. COG	No				

S Sig. = Statistical significance
C Sig = Clinical significance
NA = Not available

Section 7. Comparison of DAYC-2 Subdomain Scores for Significant Differences

This section is used to determine if the differences between scores on the Communication subdomains (Receptive Language, Expressive Language) or the Physical Development subdomains (Gross Motor, Fine Motor) are statistically significant or clinically useful.

Subdomain

Receptive Language (RL)
Expressive Language (EL)
Gross Motor (GM)
Fine Motor (FM)

Comparisons

Subdomains	S Sig/C Sig
RL vs. EL	No
GM vs. FM	No

S Sig. = Statistical significance
C Sig = Clinical significance
NA = Not available

Section 8. Record of DAYC-2 GDI Score

	Sum of Standard Scores	%ile Rank	Standard Score	95% Interval		SEM	Descriptive Term
General Development Index (GDI)	450	18	86	82	90	2	Below Average

Section 9. Information About Domain Performance

Cognitive Domain

Marcos's Cognitive Domain standard score of 87 represents Below Average performance. Average to high standard scores for the Cognitive Domain (i.e., 90 and above) are made by children who have attained or exceeded conceptual developmental levels that are expected for their age. They are among the top 75% of children included in the test's norms. Low standard scores (i.e., below 90) are made by children who have not attained conceptual developmental levels that are expected for children their age. They are among the bottom 25% of children in the test's norms.

Communication Domain

Marcos's Communication Domain standard score of 85 represents Below Average performance. Average to high standard scores for the Communication Domain (i.e., 90 and above) are made by children who have attained or exceeded language developmental levels that are expected for their age. They are among the top 75% of children included in the test's norms. Low standard scores (i.e., below 90) are made by children who have not attained language developmental levels that are expected for children their age. They are among the bottom 25% of children in the test's norms.

Social-Emotional Domain

Marcos's Social-Emotional Domain standard score of 95 represents Average performance. Average to high standard scores for the Social-Emotional Domain (i.e., 90 and above) are made by children who have attained or exceeded social competence developmental levels that are expected for their age. They are among the top 75% of children included in the test's norms. Low standard scores (i.e., below 90) are made by children who have not attained social competence developmental levels that are expected for children their age. They are among the bottom 25% of children in the test's norms.

Physical Development Domain

Marcos's Physical Development Domain standard score of 96 represents Average performance. Average to high standard scores for the Physical Development Domain (i.e., 90 and above) are made by children who have attained or exceeded motor developmental levels that are expected for their age. They are among the top 75% of children included in the test's norms. Low standard scores (i.e., below 90) are made by children who have not attained motor developmental levels that are expected for children their age. They are among the bottom 25% of children in the test's norms.

Adaptive Behavior Domain

Marcos's Adaptive Behavior Domain standard score of 87 represents Below Average performance. Average to high standard scores for the Adaptive Behavior Domain (i.e., 90 and above) are made by children who have attained or exceeded adaptive behavior developmental levels that are expected for their age. They are among the top 75% of children included in the test's norms. Low standard scores (i.e., below 90) are made by children who have not attained adaptive behavior developmental levels that are expected for children their age. They are among the bottom 25% of children in the test's norms.

Section 10. Information About Subdomain Performance

Receptive Language Subdomain

Marcos's Receptive Language Subdomain standard score of 88 represents Below Average performance. Average to high standard scores for the Receptive Language Subdomain (i.e., 90 and above) are made by children who have attained or exceeded receptive language developmental levels that are expected for their age. They are among the top 75% of children included in the test's norms. Low standard scores (i.e., below 90) are made by children who have not attained receptive language developmental levels that are expected for children their age. They are among the bottom 25% of children in the test's norms.

Expressive Language Subdomain

Marcos's Expressive Language Subdomain standard score of 84 represents Below Average performance. Average to high standard scores for the Expressive Language Subdomain (i.e., 90 and above) are made by children who have

attained or exceeded expressive language developmental levels that are expected for their age. They are among the top 75% of children included in the test's norms. Low standard scores (i.e., below 90) are made by children who have not attained expressive language developmental levels that are expected for children their age. They are among the bottom 25% of children in the test's norms.

Gross Motor Subdomain

Marcos's Gross Motor Subdomain standard score of 98 represents Average performance. Average to high standard scores for the Gross Motor Subdomain (i.e., 90 and above) are made by children who have attained or exceeded gross motor developmental levels that are expected for their age. They are among the top 75% of children included in the test's norms. Low standard scores (i.e., below 90) are made by children who have not attained gross motor developmental levels that are expected for children their age. They are among the bottom 25% of children in the test's norms.

Fine Motor Subdomain

Marcos's Fine Motor Subdomain standard score of 95 represents Average performance. Average to high standard scores for the Fine Motor Subdomain (i.e., 90 and above) are made by children who have attained or exceeded fine motor developmental levels that are expected for their age. They are among the top 75% of children included in the test's norms. Low standard scores (i.e., below 90) are made by children who have not attained fine motor developmental levels that are expected for children their age. They are among the bottom 25% of children in the test's norms.

Section 11. Information About the GDI

Marcos's GDI of 86 represents Below Average performance. The General Development Index (GDI) is the composite of all five Domains. Average to high standard scores for the index (i.e., 90 and above) are made by children who have attained or exceeded overall developmental levels that are expected for their age. They are among the top 75% of children included in the test's norms. Low standard scores (i.e., below 90) are made by children who have not attained overall developmental levels that are expected for children their age. They are among the bottom 25% of children in the test's norms.