Developmental Observation Checklist System - DOCS
(Please consult the test manual and protocols for exact instructions. It is important that you have appropriate training in the administration of this particular assessment and are familiar with ALL testing requirements before administration, scoring and interpretation of the assessment.)

1. What is the purpose of the assessment?
   • Identify infants and children with cognitive, developmental delays or at risk for developmental problems, family concerns, or stress or lack of support. Referrals for additional assessments, as a research tool, give direction to instructional practice and to show educational progress.

2. What is the age range for the assessment?
   • Birth to 6 years
   • English speaking who live in United States

3. Who can administer the assessment?
   • Training required for administration, scoring and interpretation.
   • Knowledge about developmental evaluations
   • Check with LEA policies

4. How often can it be administered?
   • One time per year
   • Or repeated “periodically”

5. Is it formal or informal?
   • Formal – Norm and criterion referenced

6. How are scores reported and what do they mean?
   • Standard scores, raw percentiles, component quotients in language, social, motor, cognitive and overall domains.

7. How do you know where to start/stop for a particular child?
   • Begin at chronological age
   • Ceiling – 5 consecutive errors or no responses

8. Are you allowed to give repetitions?
   • Not addressed
9. Can you adapt the test?
   • No

10. Is there a script to follow?
    • No

11. What other questions do we need answered BEFORE administering the assessment?
    • What is child’s mode of communication?