DP-4 & DAYC-2 Scoring Guide

This document was developed by the CESA 5 RESource Professional Development team to address scoring questions related to the two supported eligibility evaluation tools for the Wisconsin Birth to 3 Program. There are some key differences in how the DAYC-2 and DP-4 are scored. If you are familiar with one assessment and are trying another, please note these differences in order to get accurate results. You can use this document to check your understanding of scoring, so we suggest (1) reviewing the following chart, (2) reviewing the manual, and (3) looking through the following scoring pages. You can add the domain/subdomain, then check that your total matches the final raw score listed. The following information was gathered via the publisher manual and via email communication with the publisher.

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Comparison Chart: DP-4 and DAYC-2

DEVELOPMENTAL PROFILE 4 (DP-4)	DEVELOPMENTAL ASSESSMENT OF YOUNG CHILDREN 2ND ED. (DAYC-2)
Administration	
"All respondents should have frequent, recent, and prolonged contact with the child. The respondent should have at least one month's experience with the child" (Alpern, 2020, p. 7). "The Parent/Caregiver Interview form is designed to be completed through an in-person interview" (Alpern, 2020, p. 8).	The scores for items can be based on any one or all of (1) observation (2) interview (3) direct assessment (Voress & Maddox, 2013, p. 5).
Entry Point	
"Each DP-4 scale has four age-based start items, clearly labeled on the Parent/Caregiver Interview Form" (Alpern, 2020, p. 8).	"The entry point for each domain is determined by the child's chronological age and will vary from domain to domain" (Voress & Maddox, 2013, p. 7).
Scoring Rules	
The Start/Stop Rule applies to the Parent/Caregiver Interview Form and Clinician Rating Form. **Start Rule** "Begin administration of each scale by selecting the correct start item based on the child's chronological age" (Alpern, 2020, p. 8). "For children aged 0:0 to 1:1, begin the interview by administering Item P1 on the Scale. The Start Rule is satisfied with five consecutive "Yes" responses (Alpern, 2020, p. 9). **Stop Rule** "Stop administering a scale when five consecutive items are scored No" (Alpern, 2020, p. 9). It should be noted that for the Parent/Caregiver Checklist, Teacher Checklist, and Clinician Rating forms have no Start or Stop rules (Alpern, 2020, p. 13).	**Basal** "The basal is established when the child receives a score of 1 on three items in a row. The examiner begins testing with the entry point item. If the child does not score 1 on each of the first three items administered- that is, if the child received a 0 on any of the first three items administered starting from the entry point- the examiner should test backward until the child scores 1 on three items in a row. This is the basal. All items below the basal are scored 1" (Voress & Maddox, 2013, p. 7). **Ceiling** "A ceiling occurs when three consecutive items receive a score of 0. If the child did not receive a 0 on three items in succession during establishment of a basal, return to the highest item number scored and continue testing until a ceiling is established. The true ceiling is the set of three items scored 0 that is closest to the basal" (Voress & Maddox, 2013, p. 7-8).

DP-4	DAYC-2
Scoring Considerations	
"Sometimes deviations from standardization happen during administration like a parent wanting to change a previous answer or a clinician miscounting, and that may result in you administering additional items. You want to avoid such deviations from standardization, but if it does happen you cannot ignore the responses you received from additionally administered items" (research@wpspublish.com personal communication, January 16, 2024).	"Occasionally, items above the ceiling will be administered. Even though the child may have passed some of the items above the ceiling, they are still counted as incorrect" (Voress & Maddox, 2013, p. 8). "Because an examiner may use interview, observation, and direct assessment, establishing basals and ceilings may not proceed directly as stated above. Because items may not be scored in sequential order, it is important to record scores for all skills observed in case the items are needed to determine a ceiling or basal" (Voress & Maddox, 2013, p. 8).
Publisher Contact	
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References

Alpern, G.D. (2020). Developmental Profile 4 (DP-4) [Manual]. Torrence, CA: Western Psychological Services.

Voress, J.K. & Maddox, T. (2013). Developmental Assessment of Young Children, Second Edition (DAYC-2) [Examiner's Manual]. Austin, TX: PRO-ED, Inc.

Legend for the following scoring page examples

9*	Highlighted Yellow, bolded, and with an asterisk* indicates the designated starting item per the entry point instructions.
Y (1)	Question was asked and answer was yes, indicating 1 point.
N (0)	Question was asked and answer was no, indicating 0 points.
-	Question was not asked.
]	Bracket indicates either start/stop rule (for DP-4) or basal/ceiling (for DAYC-2)

Developmental Profile 4 (DP-4) Scoring Example

Physical Scale		Adaptive Behavior Scale		Social-Emotional Scale		Cognitive Scale		Communication Scale	
1	-	1	-	1	-	1	-	1	Y (1)
2	-	2	-	2	-	2	-	2	Y (1)
3	-	3	-	3	-	3	-	3	Y (1)
4	-	4	Y (1)	4	-	4	-	4	Y (1)
5	-	5	Y (1)	5	-	5	-	5	Y (1)
6	-	6	Y (1)	6	Y (1)	6	-	6	N (0)
7	-	7	Y (1)	7	Y (1)	7	-	7	N (0)
8	Y (1)	8	Y (1)	8	Y (1)	8	-	8	N (0)
9*	Y (1)	9*	N (0)	9*	Y (1)	9*	Y (1)	9*	Y (1)
10	Y (1)	10	Y (1)	10	Y (1)	10	Y (1)	10	N (0)
11	Y (1)	11	Y (1)	11	N (0)	11	Y (1)	11	Y (1)
12	Y (1)	12	Y (1)	12	Y (1)	12	Y (1)	12	N (0)
13	N (0)	13	Y (1)	13	N (0)	13	Y (1)	13	N (0)
14	Y (1)	14	Y (1)	14	Y (1)	14	N (0)	14	Y (1)
15	Y (1)	15	N (0)	15	Y (1)	15	Y (1)	15	N (0)
16	Y (1)	16	Y (1)	16	Y (1)	16	N (0)	16	N (0)
17	Y (1)	17	N (0)	17	N (0)	17	Y (1)	17	Y (1)
18	Y (1)	18	N (0)	18	N (0)	18	Y (1)	18	Y (1)
19	N (0)	19	Y (1)	19	Y (1)	19	Y (1)	19	N (0)
20	N (0)	20	Y (1)	20	Y (1)	20	Y (1)	20	N (0)
21	Y (1)	21	Y (1)	21	Y (1)	21	Y (1)	21	N (0)
22	N (0)	22	Y (1)	22	Y (1)	22	N (0)	22	N (0)
23	N (0)	23	Y (1)	23	Y (1)	23	Y (1)	23	N (0)
24	N (0)	24	Y (1)	24	Y (1)	24	Y (1)	24	-
25	N (0)	25	N (0)	25	N (0)	25	N (0)	25	-
26	N (0)	26	N (0)	26	N (0)	26	Y (1)	26	-
27	-	27	N (0)	27	N (0)	27	Y (1)	27	-
28	-	28	N (0)	28	N (0)	28	Y (1)	28	-
29	-	29	N (0)	29	N (0)	29	N (0)	29	-
30	-	30	-	30	-	30	N (0)	30	-
31	-	31	-	31	-	31	N (0)	31	-
32	-	32	-	32	-	32	N (0)	32	-
33	-	33	-	33	-	33	N (0)	33	-
34	-	34	-	34	-	34	-	34	-
35	-	35	-	35	-	35	-		
36	-	36	-	36	-	36	-		
37	-	37	-			37	-		
		38	-			38	-		
		39	-			39	-		
		40	-			40	-		
		41	-			41	-		
						42	-		

Physical Scale score: **18**

Adaptive Behavior Scale score: **20**

Social-Emotional Scale score: **20**

Cognitive Scale score: **24**

Communication Scale score: **10**

Developmental Assessment of Young Children Second Edition (DAYC-2) Scoring Example

Physical Scale				Adaptive Behavior Scale		Social-Emotional Scale		Cognitive Scale		Communication Scale			
GM		FM								EL		RL	
1	-	1	-	1	-	1	Y (1)	1	-	1	Y (1)	1	Y (1)
2	-	2	-	2	-	2	Y (1)	2	-	2	Y (1)	2	Y (1)
3	-	3	-	3	-	3	N (0)	3	-	3	N (0)	3	Y (1)
4	-	4	-	4	-	4	Y (1)	4	-	4	Y (1)	4	N (0)
5	-	5	-	5	-	5	N (0)	5	-	5	N (0)	5	Y (1)
6	-	6	-	6	-	6	N (0)	6	-	6	N (0)	6	Y (1)
7	-	7	-	7	-	7	Y (1)	7	Y (1)	7	Y (1)	7	N (0)
8	-	8	Y (1)	8	-	8	N (0)	8	-	8*	N (0)	8*	Y (1)
9	-	9	Y (1)	9	-	9	Y (1)	9	-	9	Y (1)	9	Y (1)
10	-	10	Y (1)	10	-	10	N (0)	10	-	10	N (0)	10	Y (1)
11	-	11	N (0)	11	-	11	N (0)	11	-	11	N (0)	11	N (0)
12	-	12	Y (1)	12	Y (1)	12	N (0)	12	Y (1)	12	N (0)	12	Y (1)
13	-	13*	N (0)	13	Y (1)	13	Y (1)	13	-	13	-	13	Y (1)
14	-	14	N (0)	14*	Y (1)	14	Y (1)	14	-	14	-	14	N (0)
15	-	15	Y (1)	15	N (0)	15	N (0)	15	Y (1)	15	-	15	N (0)
16	-	16	N (0)	16	Y (1)	16*	Y (1)	16	Y (1)	16	-	16	N (0)
17	-	17	Y (1)	17	N (0)	17	N (0)	17	Y (1)	17	-	17	-
18	-	18	N (0)	18	Y (1)	18	N (0)	18	N (0)	18	-	18	-
19	-	19	N (0)	19	Y (1)	19	Y (1)	19*	Y (1)	19	-	19	-
20	Y (1)	20	N (0)	20	N (0)	20	N (0)	20	Y (1)	20	-	20	-
21	Y (1)	21	-	21	N (0)	21	Y (1)	21	N (0)	21	-	21	-
22	Y (1)	22	-	22	N (0)	22	N (0)	22	Y (1)	22	-	22	-
23	Y (1)	23	-	23	-	23	N (0)	23	Y (1)	23	-	23	-
24	Y (1)	24	-	24	-	24	N (0)	24	Y (1)	24	-	24	-
25	N (0)	25	-	25	-	25	-	25	N (0)	25	-	25	-
26	N (0)	26	-	26	-	26	-	26	Y (1)	26	-	26	-
27*	Y (1)	27	-	27	-	27	-	27	Y (1)	27	-	27	-
28	Y (1)	28	-	28	-	28	-	28	N (0)	28	-	28	-
29	Y (1)	29	-	29	-	29	-	29	N (0)	29	-	29	-
30	N (0)	30	-	30	-	30	-	30	N (0)	30	-	30	-
31	Y (1)	31	-	31	-	31	-	31	-	31	-	31	-
32	Y (1)	32	-	32	-	32	-	32	Y (1)	32	-	32	-
33	Y (1)	33	-	33	-	33	-	33	-	33	-	33	-
34	Y (1)	34	-	34	-	34	-	34	-	34	-	34	-
35	Y (1)	35	-	35	-	35	-	35	-	35	-	35	-
36	N (0)	36	-	36	-	36	-	36	-	36	-	36	-
37	N (0)	37	-	37	-	37	-	37	Y (1)	37	-	37	-
38	N (0)	38	-	38	-	38	-	38	-	38	-	38	-
Raw Score	35		13								5		12
	48			**17**		**5**		**26**		**17**			