



Chinese Communicative Development Inventories

User's Guide and Manual

Twila Tardif
Paul Fletcher



(Putonghua and Cantonese versions)

Peking University Medical Press

Chinese Communicative Development Inventories

This Guide for users of the Cantonese and Putonghua (Mandarin) CDIs contains: an account of the standardisation projects undertaken in Hong Kong and Beijing for these parent report instruments; statistical information necessary to interpret the results of applying the CDIs; and, at the end of the book, all the parent report forms, for both languages, for short and long forms of the instruments. (For further statistical information on the long forms, visit wordbank.stanford.edu). The Chinese CDIs are modelled on the original MacArthur-Bates Communicative Development Inventories* but with appropriate adaptation for the cultural and linguistic characteristics of Putonghua and Cantonese. In common with the originals, they are designed to cover the age range from 8 – 30 months.

The parent report forms are freely available to copy for clinical and research purposes. The relevant pages in the Manual where the forms are to be found are:

Putonghua (Mandarin) Words and Gestures (Infant) short form: pp.129-130
Putonghua (Mandarin) Words and Sentences (Toddler) short form: pp. 131-132
Putonghua (Mandarin) Words and Gestures (Infant) long form: pp. 133-142
Putonghua (Mandarin) Words and Sentences (Toddler) long form: pp.143-154

Cantonese Words and Gestures (Infant) short form: pp.155-156
Cantonese Words and Sentences (Toddler) short form: pp.157-158
Cantonese Words and Gestures (Infant) long form: pp. 159-168
Cantonese Words and Sentences (Toddler) long form: pp.169-180

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See also:

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*Fenson, L., Marchman, V.A., Thal, D.J., Dale, P.S. Reznick, J.S., and Bates, E. (2007). *MacArthur-Bates Communicative Development Inventories: User's Guide and Technical Manual*. Baltimore: Paul H. Brookes Publishing Co.

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It will be apparent that the parent report instrument detailed in this Manual is modeled very closely on the MacArthur-Bates CDI described in Fenson et. al. 1993, as is the structure of the manual itself. Imitation, it is said, is the sincerest form of flattery, and we were fortunate to be able to draw on the experience and achievements of those who devised the original procedure, in constructing the Chinese forms. We are grateful to the CDI Advisory Board for authorizing our development and norming of both Putonghua and Cantonese versions of the CDI.

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User's Guide and Manual for the Chinese Communicative Development Inventories (Putonghua and Cantonese)

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Part One: Introduction to the MacArthur-Bates Communicative Development Inventories and to the Chinese Communicative Development Inventories

1.1 Background and Overview

In this Manual we report on the construction and norming of parent report instruments for typically-developing Putonghua- and Cantonese-speaking children between 8 and 30 months of age. The Manual provides all the information that users will need to apply and interpret these procedures. However, as this type of assessment is new in China, before turning to the procedures themselves, we will provide some background. We will review the major features of spoken language development in children, and compare different ways of investigating language development. We will also introduce the original procedures, devised for English-speaking children, on which our protocols are based.

The modern study of children's language development begins with English in the 1960s, in Boston, USA. This work, summarized in Brown (1973) investigated in detail the development over time of the language of three children. The age range covered was from around 18 months to around 54 months. The focus of the study was the children's grammatical development, and the data used for analysis was recordings of conversations between the children and their mothers. This database, and many others in English and other languages, is now available for scrutiny at this website:

www.childes.psy.cmu.edu

Aside from the details of the development of English grammar, two major conclusions can be drawn from Brown's work and from that of those who came after him:

- Between 12 months and 60 months, the pre-school child, without the benefit of literacy, learns an extensive vocabulary, and the major grammatical principles of her native language.
- Children vary, sometimes dramatically, in the rate at which their language develops, especially in the early stages.

Following Brown's pioneering work, the last four decades have seen an explosion of activity in the study of language, arguably the most crucial aspect of children's development, in English and in other languages. Three areas in which progress has been made are:

- The study of early language development and the precursors of language development
- The study of the child's comprehension, or understanding of language (Brown dealt only with the child's language production)
- The exploration of alternative methodologies for the study of children's language. Brown and many of those who followed him had relied mainly on naturalistic conversational data. Later studies extended the range of approaches to the investigation of children's language.

We devote a section below to early language development and its precursors. The study of the child's understanding of language is important, especially in the early stages, because it is often the case that the child can understand more than she can say – sometimes a great deal more. Even before the child uses her first recognizable word, which is on average around 10 to 12 months, we can demonstrate that she will make a discriminable response to words when she is presented with them. That is, if the child is asked for the 'cup', she will be able to touch, point to or pick up the cup from among an array of objects – cup, keys, spoon, plate – that are in front of her. In assessing the very young child's level of language ability, it is important for us to investigate both comprehension and production.

Alternative methodologies to naturalistic recording and observation are of course required for the study of comprehension, which is not as accessible as the child's language production. But alternative procedures to the recording of naturalistic conversation are also useful for investigating the child's language production. There are two drawbacks to naturalistic data for assessing language production, especially in the early stages. Typical intervals of two weeks or a month between recording sessions mean that a limited range of the child's language knowledge, especially vocabulary, is sampled. And the labour-intensive nature of data-collection and analysis for spontaneous speech research usually entails that the number of children in any one study is small. Inferences from sample to population are therefore unreliable, within and between children. In a radical departure, a group of US researchers in the early 1990s addressed the issue of children's early vocabulary resources by systematically questioning parents about their children's early words (Fenson, Dale, Reznick, Thal, Bates, Hartung, Pethick, & Reilly, 1994). They developed the MacArthur-Bates Communicative Development Inventory for US English (henceforth, the CDI), a parent report instrument. Instead of examining what children say directly, parents are asked to complete a checklist of vocabulary items, organized into categories. There are two sub-forms, one for normally-developing children between 8 and 16 months (CDI: Words and Gestures) and another for those from 16 – 30 months (CDI: Words and Sentences). In the CDI: Words and Gestures parents are asked to identify words that their child understands and words the child can say. These responses are recorded separately. The form contains 396 items organized into 19 se-

semantic categories. In addition, the CDI: Words and Gestures asks parents about several different types of communicative gestures and imitations of daily routines. In the CDI: Words and Sentences, the checklist is for production only. It has 680 items in 22 semantic categories. Parents are asked to go through the list and ‘mark the words you have heard your child use’. The CDI: Words and Sentences also asks parents about some specific aspects of their children’s language use such as typical sentences and grammatical markers that currently appear in the children’s sentences.

This approach to the measurement of children’s language development has now been extended to around 20 languages worldwide (for details see the website www.sci.sdsu.edu/cdi). In this Manual we describe in detail parent report instruments which have been normed for Putonghua and Cantonese. The forms are closely modeled on the original MacArthur-Bates CDI, but adapted linguistically and culturally for Chinese children from Hong Kong and mainland China.

1.2 Early Language Development

From one perspective learning our mother tongue is a routine accomplishment. Most children in all cultures pass rapidly from the early non-speaking stage, before the age of one year, to the verbally adept achievements of the five year old. There is a small minority, perhaps up to seven per cent, for whom learning to speak may be more of a problem than it is for their peers. But for the majority of children and their parents language is simply another part of growing-up. From another perspective, the child’s word-perfect learning of her mother tongue is a remarkable achievement. Many of us will have had the often frustrating experience of trying to learn a foreign language as adults. Hours in the classroom, and more hours of practice, may bring us to a point where we can manage some degree of communication in the new language. But not many of us achieve the fluency and grammatical ability of the average five year old native speaker.

The CDI concentrates on the child’s early language development, from before she begins to produce the first recognizable words (first words appear on average at about 12 months) through to the middle of the third year of life. At this point the child’s vocabulary has grown considerably, and she has learned enough of the grammar of her language to be able to take part in simple conversations. In measuring the early stages of the child’s developing abilities it is important to attend to the precursors of expressive language. So the first sections of the CDI: Words and Gestures review the child’s early comprehension abilities, and also communicative and representational skills that emerge before the child is 12 months old, and seem to be necessary for language proper to develop.

Prelinguistic development: the infrastructure for language

Learning a language, for the child, involves much more than learning how to talk. As we have already seen, it also involves learning to understand. And there are several steps in this process, as the first year of life proceeds, which culminate in the child being able to understand a number of different words. The child has to appreciate that language is for intentional communication; she has to form concepts – to recognize and identify people, objects, events and activities in the world around her; and she has to become aware that words are symbols that stand for these concepts. She also has to segment words from the stream of speech directed to her, and recognize the specific sounds from which words are formed in the language she is learning. Much of this infrastructure for language has to develop in the first year of life.

The child's understanding that specific vocal signals can achieve an effect on another person seems to develop between 6 and 11 months (Golinkoff & Hirsh-Pasek 1999, 65 ff). Significant conceptual changes, such as the child's realization that an object continues to exist even when it is hidden from her sight, occur between 6 and 9 months (Gopnik et al., 1999: 71 ff). Another cognitive development which is significant for language development is the child's understanding of other persons as intentional agents at nine months (Tomasello 1999: 81). Word segmentation skills begin to develop between 6 and 7.5 months (Jusczyk 1997: 100). Infants show a preference for the vowels of their own language by 6 months of age (Kuhl et al., 1992), and between 6 and 12 months of age, their sensitivity to phonetic contrasts which are not used in their native language declines (Jusczyk 1997: 84). Evidence that children understand that words stand for objects comes with evidence of comprehension towards the end of the first year, from 8 to 10 months of age (Benedict 1979; Huttenlocher 1974).

In the second half of the first year we also see precursors to language production by the child, in the form of gestural communication, and in vocal expression which increasingly resembles speech. The types of communicative gestures that young American children use are documented in detail by Acredolo and Goodwyn (1992). The types of gestures used will differ from culture to culture. However, general gestures such as pointing, and the child's use of pointing to objects to request, for example, food or drink, are likely to be widespread across cultures. Waving the hand, as a greeting or farewell, is another good example of a sign which would be used cross-culturally. Other signs will be culture-specific.

At the same time the child is engaging in a considerable amount of vocalization. Infants begin to engage in reduplicated babbling – sequences of syllables often consisting of a stop consonant followed by an open vowel – at around the age of six months (Jusczyk 1997: 174). From then until the end of the first year the syllables that the child is producing become more differentiated, in terms of both consonants and vowels, and the sounds produced become

more and more similar to the sounds of the language she is learning, even though the syllables she is vocalizing are not yet meaningful.

The transition to grammar

As we have seen, a good deal of cognitive infrastructure development, receptive language learning, and gestural and vocal preparation for expressive language, takes place before a child's first word. Indeed by the time the child produces her first recognisable word, the total number of words comprehended may be considerable. For example, the median production vocabulary score for 12 month old girls on the MacArthur-Bates CDI is just 7 words, whereas the median comprehension vocabulary score at the same age is 87 words (Fenson et al. 1993: 86 ff). Nevertheless the first meaningful word spoken by the child, like the point at which the infant takes her first faltering steps unassisted, is an important milestone for parents. The date of utterance of the first word is often recorded for posterity. The word itself may become part of family folklore. Both events – walking and talking – are seen as significant because they signal that important developmental thresholds have been crossed.

Progress in word production tends initially to be slow. By 16 months, the median word production score for girls on the MacArthur-Bates CDI is 49. The rate of growth then accelerates: by 20 months, the median figure (again for girls) is 181, and four months later, at the age of two years, the figure is 371 words. Aside from an accelerating trend of vocabulary growth, the other important feature of expressive language in the period up to 30 months is the child's development of word combinations – sentences of increasing complexity. From the MacArthur-Bates CDI in English, it is clear that word combinations can appear quite early: around 20% of children in the sample use some word combinations before they have reached a production vocabulary of 50 words, and around 50% of the sample use at least some word combinations when they have reached between 50 and 100 words. However, we know from other sources that there is considerable variability in individual performance in word combinations, just as there is in rate of vocabulary growth. Clark (1993) reports on one child learning English who began to combine words when she had only a 15 word productive vocabulary, whereas another child learning Hebrew only attempted word combinations when she had amassed over 300 words (Dromi, 1987/1996). From the age of 24 months on, the child's word combinations are also likely to include some grammatical words or morphemes – for example past tense such as “-ing” in English, perfective aspect markers such as “le” (了) or “dzo2” (咗) in Mandarin and Cantonese, respectively.

1.3 Measuring Language Development

Three distinct approaches have been used to measure children's language development. The first approach uses standardized structured tests. To date no such tests exist in China

for young children speaking Putonghua or Cantonese, and in any case experience in the West has shown that such tests are of limited practicality and validity for children below 30 months of age. The second approach, and one that has been widely used in studying language development in the languages of the world, relies on language samples collected in interactions with the child. These may be observed interactions with the mother or other caregiver, or an investigator may herself converse with the child. Analyses of recorded language samples, and comparisons of results with samples from other children of the same age, can provide a great deal of information about a child's grasp of the language she is learning. However assessment by language sample analysis (recording, transcription and analysis) is very time-consuming and requires specialist expertise. Additionally there is at present somewhat limited information of this type available for both Putonghua (see Erbaugh, 1982, 1992; Cheng, 1986, 1988; Chang, 1992; Lee, 1996; Miao & Zhu, 1992; Tardif, 1996; Wu & Ku, 1979; Zhou, 2002) and Cantonese (see Cheung, 1998; Lee et al., 1995; So & Dodd, 1995; Tam & Stokes, 2001), although natural language corpora for adult-to-child and child speech in both of these languages can now be found at the CHILDES website (www.childes.psy.cmu.edu). Nonetheless, the value of language sample analysis for Chinese children, especially for assessment purposes, is restricted given the relatively small sizes of the corpora that have been collected to date.

The third approach to the assessment of language in young children is parent report. Information from parents is of course a routine part of any case history obtained for assessment purposes in relation to the child's health. Before the development of the MacArthur-Bates Communicative Development Inventories, parental report was not systematically used as an assessment procedure for language development, though there are many examples in the literature of parents keeping detailed diaries of their children's speech and providing revealing analyses (a recent example is Tomasello, 1992; an older analysis for Putonghua was done by Chen, 1925). Such parents were generally psychologists or linguists who had a particular academic interest in children's language development. Until Fenson et al. developed the MacArthur-Bates CDI in English, it was not felt that parents were 'expert' enough to give accurate information on their children's language development. However, the success of that instrument, and its validation against standardized procedures and observational data (see Fenson et al 1993: 72 and Part Four of this Manual), has dispelled concerns about the validity of parental report, in the early stages of children's language, as an indicator of what a child knows. The important feature of the CDI, and what seems to make it a valid and reliable measure, is that it requires only recognition by caregivers of salient linguistic features. Caregivers need only identify current and emerging gestures, words and grammatical forms that the child uses. They are not required to recall behaviors from earlier periods of the child's development.

Fenson et al. (1993) list several advantages of standardized parent report instruments

for the 8–30 month age range, over other procedures for assessing the language of children at this age:

1. The data obtained are more representative of children's linguistic behaviors than laboratory samples of naturalistic speech, because the parent or other caregiver observes the child over a much wider range of situations, on a daily basis. Laboratory samples are liable to be collected at weekly or monthly intervals, and to be restricted in time and topic.
2. Parent report is a cost-effective means of providing an overall assessment of the child's language in a relatively short time. The report can be used for assessment purposes by teachers, speech therapists or researchers.
3. Once available, a CDI assessment can be used as a benchmark for assessing change in the child's language over time. It may be especially useful for monitoring the effects of intervention in a clinical context.

The original CDI forms for English contained 396 vocabulary items (Words and Gestures) and 680 vocabulary items (Words and Sentences). These forms can take up to forty minutes to complete, and so are not suitable for screening purposes. Fenson et al. (2000) report on the development of short versions of the CDI forms, containing around 100 items, based on the original forms but separately standardized, which are more suitable for screening within the kind of general developmental assessment that is carried out in a health clinic at a specific age, say eighteen months. Both sets of forms have been developed for Putonghua and Cantonese and these are described briefly in the next section and in detail in Parts Four and Five of this Manual.

Scope of the Forms

The schedule of language development outlined above reveals a period of considerable change in what we can observe in the child's communicative repertoire, from non-verbal gestural signals, through a rapidly growing vocabulary, to early sentences that include some grammatical markers. In common with Fenson et al. (1993) we devised two separate forms for this period, one covering the 8–16 month period (the Words and Gestures forms), and the other the 16–30 month period (the Words and Sentences forms).

The infant (Words and Gestures) form requests the caregiver to provide information on both words the child understands, and words the child says. Particularly in the period up to around 14 months, the number of words the child understands can be considerably greater than those produced. The infant form also asks for information on what we referred to earlier as the precursors to language – communicative and symbolic gestures which are used by the child.

The toddler (Words and Sentences) form seeks information on the child's knowledge of vocabulary, and on early grammatical ability – the ability to combine words into utterances,

and the ability to use grammatical markers in these utterances. Because the child's vocabulary increases at a rapid rate from eighteen months on, it is difficult for caregivers to make reliable judgements about the child's comprehension. Accordingly, the toddler form only asks respondents to report on words their children can say.

Following the standardization of the Words and Gestures and Words and Sentences forms, we devised and standardized shorter versions of each of these, based on the long forms, containing around 100 items each. We now provide further detail on the contents of these forms.

1.4 Description of the Forms: Long Versions

There was an important difference between the procedures followed by Fenson et al. (1993) in their norming study, and the norming of the Putonghua (PCDI) and Cantonese (CCDI) forms. For the English-speaking respondents, the forms were sent out by mail. However, in our study, face-to-face interviews were conducted with the child's "primary caregiver," as defined by the family members. The Putonghua interviews were conducted by a medical professional who was herself a mother, whereas, in Hong Kong, the interviews were conducted by a research assistant who was studying either child development or speech and hearing sciences at a local university.

The time taken to complete the forms depends on how advanced the child is, but for a toddler who is relatively advanced, the interview could take up to 60 minutes. We recommend that for a reliable comparison with the norming sample, parents should complete the form via interview. Details of the interview procedure are given at the beginning of Part Two.

Words and Gestures

The Words and Gestures form is designed for use with 8–16 month old infants, and is divided into two parts, each of which has sub-sections. Part One begins with a short section with three questions which check if the child has begun to give any obvious signs of *paying attention to language*, for example by turning his head in response to hearing his name. This is followed by *understanding common phrases*, including 27 common phrases that are used with infants, for example 'hug/hold' (抱抱), 'clap' (拍手), and 'don't touch' (别摸). The third section (4 items) of Part One asks about whether the child is *using words or phrases*, either imitatively or spontaneously.

The rest of Part One of the Words and Gestures form is a *list of words* (PCDI 411 words; CCDI 388 words) divided into semantic or syntactic categories (PCDI has 20; CCDI has 19). Ten of these categories consist of nouns (people, food and drink, body parts, animals, household items, toys, clothes, furniture, outside things and places to go, and vehi-

cles). The other categories include sound imitations and exclamations, games and routines, verbs, adjectives, locative terms, quantifiers, question words, pronouns, classifiers (PCDI only) and time words. For each of the items in this section, respondents are asked whether the child can *understand* the word, as well as whether the child can *say* the word. If the respondent indicates that the child can *say* the word, we assume that, at least to a limited extent, they can also understand the word and so these criteria are additive, rather than mutually exclusive.

Part Two of the Words and Gestures form concentrates on the child's symbolic communicative acts and gestures, in five sections. This part of the form may be useful for assessing the 'readiness' for language of a child who falls within the age range of the Infant form but is so far neither using nor understanding words. In the first section, there are 11 items which sample the child's first intentional communicative gestures, which are an important prerequisite for language (Fenson et al., 1993). They include nodding or shaking the head to indicate agreement or disagreement(点头或摇头表示:好/不好); pointing to desired objects(指向一些有趣的物件或事件); and holding the arms out to indicate that the child wants to be lifted up(伸展他/她的手臂,表示想要抱抱). For the PCDI, it also includes the conventional Mainland Chinese gesture for 'thank you': clapping one hand over the other fist and shaking them in front of the chest(抱拳表示:谢谢), and for the CCDI, it includes smacking one's lips to show that something tastes good("咪咪"嘴表示好味道). The second section of this part of the form addresses games and routines. These can be interactive routines that the child and adult play together. Or they can be spontaneous actions that are recognised by both child and adult as regular game-like activities that the child engages in for an adult's benefit, such as singing or dancing. In both the PCDI and the CCDI, there are a total of 5 items in this section. Together, Sections A and B comprise 'Early Gestures.' Sections C, D and E explore the child's developing understanding, as revealed in play, of objects and what they are used for, and of actions commonly undertaken by parents towards the child or in other household activity, that the child may then imitate, and these are referred to as 'Later Gestures.' Examples of later gestures include: closing the eyes to pretend sleep(闭上眼睛装睡觉); wearing glasses(戴眼镜); holding and rocking a doll(抱娃娃轻摇). In piloting the instrument with Beijing and Hong Kong parents, care was taken to ensure that all the items in these sections reflected actual day-to-day gestures and activities in contemporary Beijing (for the PCDI) and Hong Kong (for the CCDI).

Words and Sentences

The Words and Sentences form is for reports on the language development of children between 16 and 30 months of age. (For children who are exactly 16 months, either form can be used. The decision will depend on whether information is required on both comprehension and production, or just on production, and also on how advanced the child is considered to

be. If relatively advanced for his age, then the Words and Sentences form will provide more detail within the categories). The Words and Sentences form has two parts. The first part, Vocabulary, consists of a list of words that caregivers are asked if children "can say." The PCDI has 801 words and the CCDI has a total of 800 words, both organized into 24 semantic or syntactic categories. Eleven of these categories are nouns (people, food and drink, body parts, animals, household items, toys, clothes, furniture, outside things, vehicles, and places to go). Additional categories include games and routines, a long list of verbs (194 items on the PCDI and 172 on the CCDI), as well as adjectives, locatives, quantifiers, pronouns, classifiers, question words, sentence final particles, time words, auxiliary verbs and conjunctions.

The second part of the Words and Sentences form, Sentences and Grammar, begins with five general questions about displacement in the child's language, that is the extent to which he may respond or refer to absent objects, people or events. For example, the caregiver is asked if the child talks about something that happened previously, or about a visit to Grandpa that had taken place before the time of speaking. There are three possible responses to these questions – no, sometimes and often. The next series of questions, via similar responses, address more specific questions, about particular grammatical features that the child may use. Caregivers are asked, by means of examples, whether the child uses serial verbs, the possessive marker de/ge (的/嘅), noun classifiers, or aspect markers le(了)/guo(过). Next the questions turn to word combinations. Parents are asked if the child combines words into sentences, and then are required to list the three longest sentences they have heard their child say recently.

The final part of this section of the form is a series of items (27 for PCDI, 26 for CCDI) which address the child's use of phrases and sentences of increasing grammatical complexity. Examples of the features covered are: progressive and perfective aspect markers, possessive, temporal adverbs, auxiliary verbs, modals, sentence final particles, and negation. Each of these items presents the caregiver with a choice of examples, in increasing order of complexity, and s/he is required to identify the example which is most like the structure that the child is currently using. As with the Words and Gestures form, initial, pilot data with Beijing and Hong Kong parents of young children, as well as available reports on, and data from, Puyonghua and Cantonese language development studies served to validate the Words and Sentences form. Information from these sources was used to inform the selection of individual words and grammatical structures for inclusion in the forms.

Table 1.1 Items per Section on Cantonese and Putonghua long forms

	PCDI (Beijing)	CCDI (Hong Kong)
Words and Gestures		
<i>Part One</i>		
A. First Signs of Understanding	3	3
B. Understand Phrases	27	27
C. Starting to Talk	4	4
D. Vocabulary Checklist	411 words (20 categories) “understand”/“can say”	388 words (19 categories) “understand”/“can say”
<i>Part Two</i>		
A. Early Communicative Gestures	11	11
B. Games and Routines	5	5
C. Interactive Actions	15	14
D. Pretend Play	5	9
E. Imitate Adult Behaviors	7	15
Words and Sentences		
<i>Part One</i>		
Vocabulary Checklist	799(24 categories)	800 (24 categories)
<i>Part Two</i>		
A. How children use words	5	5
B. Sentences & Phrases	4	5
C. Combining Words	Mean of longest utterances	Mean of longest utterances
D. Complexity	27	26

1.5 Description of the Forms: Short Versions

In a similar fashion to the procedure described in Fenson et al. (2000), we devised ‘short forms’ from the Infant and Toddler long forms by identifying items from the long forms that were of moderate difficulty across the age range. (Full details of the selection procedure for items appear in Part Five). The selection procedure resulted in a Words & Gestures (8 to 16 months) short form with 106 items for Mandarin and 95 items for Cantonese, and a Words & Sentences (16 to 30 months) short form with 113 items for Mandarin and 133 items for Cantonese. In the (separate) standardization study for the short forms, caregiver respondents, in interviews conducted in a similar fashion to those for the long form, were asked to indicate which of the items on the Words and Gestures form children

could understand, and which they could say. For the Words and Sentences form, respondents were asked which items the child could say. For both forms, criteria for "can understand" and "can say" were the same as those for the long forms.

Short form interviews took between 10 and 15 minutes to complete. This makes these forms suitable as screening instruments for infants who are undergoing a routine developmental check at any point within the 8 - 30 month range.

Part Two : Administration, Scoring, and Interpretation

2.1 Administering the Inventories

Although the CDI forms are self-explanatory, it is often difficult to determine what is meant by “understands” or “can say” spontaneously as well as how to specify which words a child knows or does not know.

In the norming studies described in Parts Four and Five, trained interviewers conducted in-depth interviews with children’s parents and other caregivers to ensure that the children’s language abilities were tested reliably and parents’ responses were accurate reflections of the children’s knowledge. The time required to complete the long forms is about 20 – 60 minutes, depending on the child’s stage of language development, and for the short forms is about 10 – 15 minutes.

In order to facilitate accurate and reliable administration and scoring, special notes concerning the administration of each section are listed below, together with information on how to score each section. Since the “short forms” are just abbreviated versions of the long forms, no separate scoring instructions are given. Instead, users of the forms should refer to the appropriate sections of the Words and Gestures and Words and Sentences long forms.

2.2 Scoring the CDI (Words and Gestures)

Part One: Early Language

Section A: First Signs of Understanding

This section involves *simple* responses to the items, indicating simply that the child is reacting “as if” she might understand that the phrase is relevant to her. Ask the parent to reflect upon these situations and to comment on what the child does when her name is called, when told “no”, or asked “where’s mama?”

Add the number of “Yes” (有) responses in this section. Total possible score is 3.

Section B: Understanding Phrases

This section involves more than simple responses, but does not yet require that the child understand each and every word of the phrase involved, simply that she reacts appropriately

to the situation. For instance, if the item is "mama's home!" does the child look towards the door to see mama or do some other behavior to indicate understanding that her mother has returned? If so, then score "yes" (有). If the child's behavior is completely irrelevant to what is said or there is no reaction at all, then score "no" (没有).

Add the number of phrases that the caregiver indicates the child can understand. Total possible score for this section is 27 for both the PCDI and CCDI.

Section C: Starting to Talk

This section involves some common behaviors (e.g., pointing and grunting, parroting what they hear, etc.) that children sometimes engage in when they are just beginning to talk. Treat each "sometimes" (有时会) response as 1 and each "often" (经常会) response as 2. "Not yet" (从不) responses score zero. The total possible score in this section is 8.

Section D: Vocabulary Checklist

This section requires information by the parents on the child's understanding of words and production of words. In relation to understanding, it is important that caregivers realize that children should give clear behavioral evidence of comprehension if they are to be credited with a word. Such evidence would be for example the child pointing to an object whose name they heard, or going towards the place where an object is ordinarily kept, or performing an appropriate action in response to an action word the caregiver says. To be credited with understanding (听懂), children must demonstrate that they can keep related concepts apart. In scoring "1" for understanding the word "motorcycle" for example, the child needs to show that she can distinguish this word from "bicycle" and "car".

To be credited with "can say" (会说), it is not necessary for the child to pronounce the word accurately, as an adult would. Children of this age only approximate adult pronunciations of words. Provided that the caregiver recognizes the child's form as an attempt to say the word, this is sufficient for crediting "can say". However, the caregiver needs to be satisfied that the child *produces the word spontaneously*, and not just in immediate imitation of the word just spoken by an adult. No credit should be given for the child saying "cup" (杯子), for example, immediately after her mother says it. The child should be able to say the word on her own when asked a question or when responding spontaneously to an object or event in her environment.

Sometimes in the early stages of vocabulary development a child will use one word for both its usual referent and for other, semantically related referents for which she has not yet acquired the words. So "car (车)" may be used to refer to a car, but also to a truck, a bus, or other vehicles. In such a case the child only gets "can say" credit for "car (车)".

If the child uses a dialect word which is not listed in the vocabulary checklist, but uses it appropriately, then "can say" credit is given for the Putonghua/Cantonese word that the dia-

lect word is closest to in meaning.

In order to compute the total number of words a child can “understand,” use the total from the “understands and can say” score and all additional items for which the caregiver has marked that the child “can understand.”

In order to compute the total number of words a child “understands and can say,” add up only the items that the caregiver has checked off as “can say” across all 20 categories of words for the PCDI and 19 categories of words for the CCDI. If the caregiver has marked both “understands” and “can say” for an item, treat that item as “can say” and add it to the total score.

The “understands” score will be higher than the “understands and can say” score since we assume that children who “can say” a word also understand that word. The total possible score for both of these criteria is 411 for PCDI and 388 for CCDI.

Part Two: Actions and Gestures

This entire part can be scored as a whole, adding the scores for all sections for a total of 54 possible points on the PCDI and 61 on the CCDI, or separately for more diagnostically-sensitive information. Separate scoring is recommended for children who have low scores in Part One or who appear to have difficulty in one or more of the following areas. Note that it is important to be aware of and to highlight children’s strengths as well as their weaknesses and delineating scores across sections can help provide a more accurate profile of a child’s abilities.

Section A: Early Communicative Gestures

This section involves 11 simple gestures that are used routinely for communicative purposes.

Examples include the hand and body gestures for “thank you”, “no”, and “blow a kiss”. Caregivers are asked to score the children’s performance of these gestures as “not yet having occurred,” “sometimes occurring in the appropriate context,” or as “often occurring in the appropriate context.” Treat each “sometimes” response as 1 and each “often” response as 2. “Not yet” responses score zero. The total possible score in this section is 22 for both the PCDI and the CCDI. Note that prompting by parent/caregiver is an acceptable “appropriate context” for the child to use a gesture.

Section B: Games and Routines

This section involves everyday games and routines that parents often play with their infants, and they are somewhat different for the Putonghua and Cantonese forms, although the total number of items is the same. Treat each positive response as “1” and sum the scores. The total score for this section is 5. However, if there are other games that the parent and

child play together, one or more of these games could be substituted for the ones listed with a maximum total score of 5. Note that it is not required that the child initiate these activities, just that they participate in them. Similarly, for items such as "chase games(追逐游戏)," if the child is not able to walk independently but does play such games from inside of a walker, or is able to "sing" by just producing nonsense sounds with a pronunciation that is different from her "words," these are acceptable enough to count as a "yes" response.

Section C: Interactive Actions

For this section, it does not matter if the child carries out the actions with real objects or with toy objects. In addition, the actions do not have to be perfect, all that is needed for a positive response is for the child to try to carry out these actions in some form. For example, for the item "wear a hat," it is not necessary that the child wears the hat properly, just that she knows it goes on her head.

Again, each positive response should be treated as "1" here and the total possible score is 15 for this section on the PCDI and 14 on the CCDI.

Section D: Pretend Play

This section involves actions that the child carries out on dolls, stuffed animals, or even pets, other children or adults. The essence of these behaviors is that the child is imitating and performing care-giving activities on others that adults typically perform on the child herself. If a child does not have any dolls or stuffed toys, the interviewer should ask the caregiver if the child ever does these activities on another person. The total score for this section is a sum of all positive responses, with a highest possible score of 5 on PCDI and 9 on CCDI. Note that there are substantial gender differences for this section and so one should not be alarmed if a boy scores low on this section as long as he has scores that are in the normal range on the other sections of Part Two.

Section E: Imitating Adult Behaviors

This section involves actions that the child carries out on herself or on objects within her daily environment. If the caregiver says that the child is not allowed to touch some of these objects, the caregiver should be probed for other objects and activities that the child is allowed to perform. As with section C on Interactive Actions, above, it is not necessary for the child to perform the actions perfectly, just that the child tries to carry out the actions with the appropriate objects.

The total possible score for this section is 7 on the PCDI and 15 on the CCDI, summing across all positive responses.

2.3 Scoring the CDI (Words and Sentences)

Part One: Words Children Use – Vocabulary Checklist

This part of the form consists of a list of words (799 for PCDI, 800 for CCDI), organized into 24 separate categories. For the Words and Sentences form, caregivers are asked only about the words that the child is able to *produce spontaneously*. To be credited with “can say” (会说), it is not necessary for the child to pronounce the word accurately, as an adult would. Children of this age only approximate adult pronunciations of words. Provided that the caregiver recognizes the child’s form as an attempt to say the word, this is sufficient for crediting “can say.” However, the caregiver needs to be satisfied that the child *produces the word spontaneously*, and not just in immediate imitation of the word just spoken by an adult. No credit should be given for the child saying “cup,” for example, immediately after her mother says it. The child should be able to say the word on her own when asked a question or when responding spontaneously to an object or event in her environment. Credit is not given for words that the children are only able to imitate (i.e., mother says “cup,” child says “cup” immediately afterwards). Rather, the child must be able to produce the word on his own when asked a question or when spontaneously responding to their environment.

The total score for this section is a sum of all “can say” responses, with a maximum score of 799 for the PCDI and 800 for the CCDI.

Part Two: From Words to Sentences

In this part of the form, caregivers are asked about how children use their words and about the specific types of sentences that the child is currently producing.

Section A: How Children Use Words

This section involves 5 questions about the types of things children talk about and includes questions involving talk about non-present objects, and about past and future events. The main aim of this section is to see whether the child is able to talk about things that go beyond the “here and now.”

Each “sometimes” response is given a score of 1, and “frequently” is given a score of 2, with a maximum score of 10 for this section.

Section B: Sentences and Phrases

In this section, caregivers are asked not just about the types of things children talk about, but about specific grammatical function words that are needed to talk about objects and events in a more complex way. Included are 2 questions about function words used for talk-

ing about objects (classifiers and possessive markers) and 2 questions about words for talking about events (aspect markers). The CCDI has one additional question for event-related grammatical words.

Again, each “sometimes” response is given a score of 1, and “frequently” is given a score of 2, with a maximum score of 8 for this section on the PCDI. On the CCDI, the maximum score is 10.

Section C: Combining Words

There are two parts to this section. The first is a question about whether or not the child has started to combine words, or to use 2 or more words together in a sentence (e.g., “drink milk”/“喝奶”). If the answer is “sometimes” or “often,” then the caregiver is asked to provide 3 examples of the most complicated sentence a child has produced recently. It is important to emphasize, however, that the sentences listed here are all spontaneous productions –i.e., that they are not repetitions of something that the parent is asking the child to say and that they are also not fragments of poems or songs.

Scoring for this section involves counting the words (not characters) in each of the examples provided by the parent and then dividing by the number of example sentences to produce an average length of sentence for the child.

Section D: Complexity of Children's Sentences

This section involves 27 questions on the PCDI (26 on the CCDI) which explore different grammatical functions and the ways that the child is currently using to express these functions. Each question lists between 2 and 5 different ways of expressing the function and also has an option if the child is not yet producing sentences to express the idea involved in the function. For each question, the caregiver is asked to check the sentence that most closely resembles the way the child is currently expressing the function in question. If the caregiver provides an example that is not close to the examples listed, the interviewer should write it down in the space provided for that question and also examine which and how many of the grammatical function words relevant to the question are being used, then make a judgment about which example it is closest to. Note that this section should be completed only for those children who are already listed as “sometimes” or “often” combining words into sentences in Section C.

In this section, all “not yet” responses are scored as 0, and then each incremental example is scored as 1, 2, 3, 4, or 5. The total maximum score for this section is 81 for the PCDI and 84 for the CCDI.

2.4 CDI Scoring Options

Hand Scoring

Most users score the CDIs by hand. This option is convenient when the objective is to obtain totals for the various components for the inventories as reflected on the Child Report Forms. Scoring the inventory by hand and completing the Child Report Form typically requires only about 10 minutes.

Hand scoring the CDI typically includes the following steps:

1. Obtaining a count of the totals for each section. For the vocabulary section, it is recommended that totals be obtained for each of the 20 (19 for CCDI) subsections on the Words and Gestures forms (separately for comprehension and production) and for the 24 subsections on the Words and Sentences (for production) and then summed to obtain overall totals for word comprehension and word production. Totals should also be recorded for the other sections on each form.
2. Entering these raw scores on the Child Report Forms (pp. 32, 33).
3. Following the scoring directions to determine the percentiles scores or other comparative values for the various components using the relevant tables in Appendices A through F and other appropriate tables, as specified on the Child Report Form.
4. The information on the completed Child Report Forms can then be used to prepare an individual report on the child's communicative competence and/or can be used to enter the child's scores into a data set for a group of children.
5. If one wishes to compare a child's score to the language development age which he/she is functioning, the percentile tables should be used. Instead of using the child's age as a reference and finding the appropriate percentile ranking for the score, the 50th percentile ranking should be used to find the appropriate age in months for the score.

Machine Scoring

Machine scoring requires a scanner connected to a computer and a software program compatible with the scanner. Scanning the forms creates a data file in an ASCII format, essentially a single long row of 1s and 0s for each scanned inventory. These files can then be converted to meaningful CDI categories with the use of a computer program designed for or adapted to that purpose. For the infant form, for example, the converted categories would include the number of words in each child's receptive and expressive vocabularies, the number of gestures, and so forth.

Choosing a Scoring Option

Three factors should be considered when making a decision about whether to hand score or scan the CDI forms: (a) the availability of computer support personnel and equipment or outside scanning services; (b) the number of forms to be processed; and (c) the level of data description and analyses of interest.

Support Personnel, Equipment and Outside Services

As the preceding descriptions suggests, scanning requires an investment in hardware and software as well as someone to do the initial programming. Once a system has been set up, processing the forms is a clerical level task, although technical advice is likely to be necessary from time to time for hardware and software problems.

Many schools, hospitals, and universities have the equipment necessary for scanning data forms and may be able to scan the inventories on a contract basis. This option may significantly reduce the start-up costs associated with scanning.

Number of Forms

Given the necessary equipment and technical support or the possibility of outside scanning arrangements, machine scanning should be considered when a large number of forms are to be scored. Given the wide range of potential uses of the MacArthur Communicative Development Inventories, it is difficult to determine a precise number of forms for which scanning would become more expedient than hand scoring, although 150 – 200 would be a rough estimate.

Types of Analyses

Scanning is a particularly attractive option when the user is interested in analyses at the individual item level as well as at the category level. The alternative to scanning when individual item data are of interest is to enter data points by keyboard. Entering data at the individual item level into a computer file requires over 800 data points per child for the Words and Gestures form (27 values for comprehension of phrases, 411/388 values for word comprehension, 411/388 values for word production, and 54/65 values for gestures for the PC-DI/CCDI), plus additional columns for designating the child's subject number, birth date, and so forth. The Words and Sentences form also requires over 800 data points.

It should be kept in mind that, prior to scanning, a few minutes of preparation time are generally required for each form, checking to be sure that each response circle is fully filled in (as opposed to being marked by a check mark or an "x"), penciling over responses marked in ink, erasing stray pencil marks, making sure that no pages have been inadvertently skipped, separating the pages for insertion into the scanner, copying the subject number onto

each page (in case the stack of forms should be dropped), and preparing the header sheets. The preparation time may equal that required for hand scoring. Nonetheless, when the individual item data are of interest, scanning is strongly recommended for data sets in excess of 50 to 100 inventories. Machine scoring eliminates possible keyboard entry errors and produces a computer-readable data file.

Of course, a clinician or researcher interested in examining item data for an individual child would not need to scan forms for this purpose. A child's knowledge of specific words or types of words could be easily evaluated by hand tabulation.

2.5 Using the Norms

The fitted percentile scores provided in Appendices A (PCDI) and B (CCDI) enable assessment of the status of individual children, relative to their age-mates, on each major section of the infant and toddler forms. Because the raw data are necessarily variable, despite our large sample size, we recommend using the tables in these Appendices which are "smoothed" scores derived by plotting the best-fitting logistic curve through the mean scores for each inventory component. This procedure compensates for irregularities in raw scores produced by random variation. However, this procedure is not perfect and for some measures, we also report the raw scores in Appendices C (PCDI) and D (CCDI). Fitted percentile scores for the PCDI and CCDI short forms can be found in Appendices E and F.

For most measures on both the infant and toddler forms, mean scores tended to be higher for females than for males of the same age. As a consequence, females often reached various milestones (e.g., age at which 50% of the sample were reported to exhibit a given behavior) one or two months earlier than males. Because sex differences may be of importance in evaluating the pace of development of an individual child, separate tables are provided for the two sexes for most of the measures designed to assess individual development.

Finally, it is important that one compares a child's performance only to the norming data for the checklist that was completed. Although we provide norms for both Putonghua and Mandarin-speaking children in this manual, only the PCDI forms and norms should be used with Putonghua-speaking children and only the CCDI forms and norms should be used with Cantonese-speaking children. For bilingual Putonghua-Cantonese children, both forms could be used to assess linguistic competence in each language, but the appropriate norms should be used for each form. Similar procedures can be used for assessing bilingual English-Mandarin or English-Cantonese speaking children. There are many reasons why norms may differ for different forms or different languages and cursory examination of the norms for these two languages reveal surprising and consistent differences across them. Nonetheless, comparing a child who speaks one language to norms for the other is simply inappropriate and would result in an inaccurate assessment of that child's abilities.

Interpreting a Child's Score

Percentile rank tables provide a convenient method for identifying where an individual child falls within a group. It is important to use only the tables associated with the instrument that a child was tested on. For example, Table A3 shows the percentile scores associated with vocabulary comprehensions totals for Putonghua-speaking girls for each month on the PCDI "Words and Gestures" form. A 12-month-old Putonghua-speaking girl reported as understanding 200 words would have a percentile score of 50 (i.e., at the middle of the distribution for her age and language). A girl of the same age with a score of 300 would fall at the 90th percentile, placing her in the top 10% of her age group. However, a 15-month-old girl with the same score would be at the 50th percentile for her age group.

In evaluating a child's percentile scores, it is important to also examine the distribution of the raw scores at the child's age. At ages where the skills in question are just emerging, very small differences in raw scores can sometimes produce large shifts in percentile scores. As can be seen in Table A6 (Vocabulary Production), for example, for 8-month-old boys, the entire span from the 5th to the 99th percentile encompasses a range of only 3 words. At 12 months, the addition of 3 words would move a boy from the 40th to the 50th percentile, whereas at 9 months, it would move him all the way to the 90th percentile. Vocabulary production presents the most extreme instances of this nature, but there are several other measures where a restricted range in raw score when a skill is just emerging creates unstable percentile levels, most notably Gestures and Sentence Complexity. For this reason, we also present several tables of raw values and percentiles for the long forms in Appendices C and D.

The Child Report Forms for the CDI/Words and Gestures and CDI/Words and Sentences, which appear at the end of Part 2, provide a convenient way to summarize the scores for a given child. For all of the percentile tables, children should be assigned the highest rank that applies. For example, in Table A6, an 8-month-old boy with a raw score of 0 should be assigned a percentile score of 45%. A 9-month-old boy with a raw score of 2 should be assigned a percentile score of 80%.

The following section provides directions for deriving a quantitative or qualitative description of the child's score on each measure. The reader should refer to the section "Description of the Instruments" in Part One for information on the significance of each of these measures and the section on "Developmental Trends" in Part Four for a description of how each measure changes with age.

Interpreting the CDI/Words and Gestures

Three major features of communicative development can be derived from the Words and Gestures form, two assessing vocabulary (comprehension and production) and one character-

izing nonverbal aspects of communication (actions and gestures). The inventory also includes two subsidiary measures, which are discussed below.

First Signs of Understanding

Overall, responses to the "First signs" section should be high and children 10 months and over whose parents answer "no" to more than one of these questions should be considered for further evaluation. In both of our norming samples, only two children (out of over 1200) were reported not to respond to their own names, and more children were said not to respond to "No!" or to "Where's Mama?" Table 2.1 shows the percentage of children in each sample who were said to respond to each of these questions.

Table 2.1 Percentage of Beijing and Hong Kong children reported to respond to "No!" and "Where's mama?" in "First Signs of Understanding" on CDI

Age in Months	Beijing		Hong Kong	
	"No!"	"Where's Mama?"	"No!"	"Where's Mama?"
8	61	87	78	68
9	76	99	87	76
10	86	96	99	89
11	91	97	92	85
12	93	100	99	84
13	96	100	99	96
14	100	100	99	92
15	100	100	99	96
16	100	100	99	97

Comprehension of Phrases

Children may show understanding of commonly repeated multiword phrases at an early point in language acquisition. Separate percentile tables (Tables A1 and A2, B1 and B2) are provided for girls and for boys for comprehension of the 27 phrases appearing in Section 1B, and mean results for the Beijing and Hong Kong norming samples on this section are presented below in Figure 2.1.

Starting to Talk

The parents' categorical answers to the questions in Part 1C (Starting to Talk) may also be useful in the evaluation of individual children. Pointing should be well-established by 10 months of age, when over 80% of children in both samples were reported to be pointing. However, the other questions showed considerable development over the ages sampled for the Words and Gestures forms, with imitating and labeling not reported for roughly half of the children even at 16 months of age. Detailed graphs for these questions can be found in Part Four.

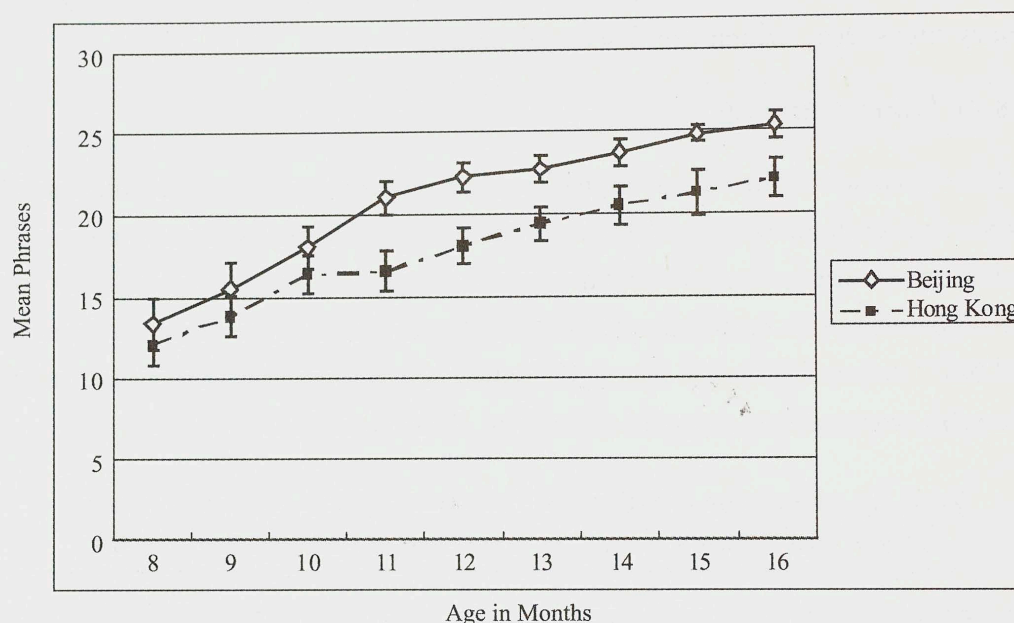


Figure 2.1 Chronological growth for Understanding Phrases in Beijing (PCDI) and Hong Kong (CCDI)

Vocabulary

Separate percentile tables are provided for girls and for boys for comprehension (Tables A3, A4 and B3, B4) and for production (Tables A5, A6 and B5, B6) of the words on the vocabulary checklist. Note that for both hand-and machine-scoring the “comprehension” scores for infants must include both the number of words a child “can understand” and the number of words he/she “can say”.

It is important to realize that Mandarin- and Cantonese-speaking children typically produce a larger proportion of verbs, particularly at early stages of language learning, than English-speaking children and children from many other language groups (Tardif, 1996; 2006; Tardif et al., 2008). Figures 2.2 and 2.3, below, show the relative proportions of verbs as a function of children’s total comprehension and production vocabularies for both Mandarin- and Cantonese-speaking children. Thus, assessors who are familiar with English-speaking populations should take care in examining this for Mandarin- and Cantonese-speaking children, particularly for production. What may be a “normal” proportion of nouns and verbs for English- may be quite abnormal for Mandarin- or Cantonese-speaking children, and vice versa.

Actions and Gestures

Separate percentile tables for each sex are provided for Total Gestures as well as for Early Gestures and Later Gestures. It is recommended that the interpretation of this section begin with the determination of the child’s percentile score for Total Gestures (see Tables A7, A8 or B7, B8). Depending on the pace of development, assignment of percentile scores for

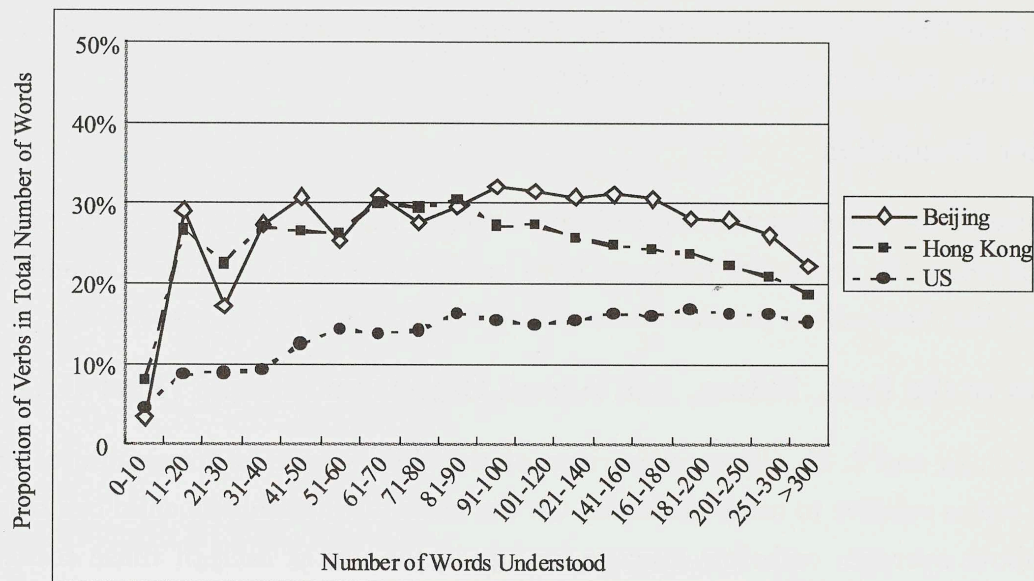


Figure 2.2 Proportion of Verbs in Comprehension Vocabularies of Mandarin-, Cantonese-, and English-speaking infants as a function of Total Number of Words Understood on CDI Words and Gestures forms

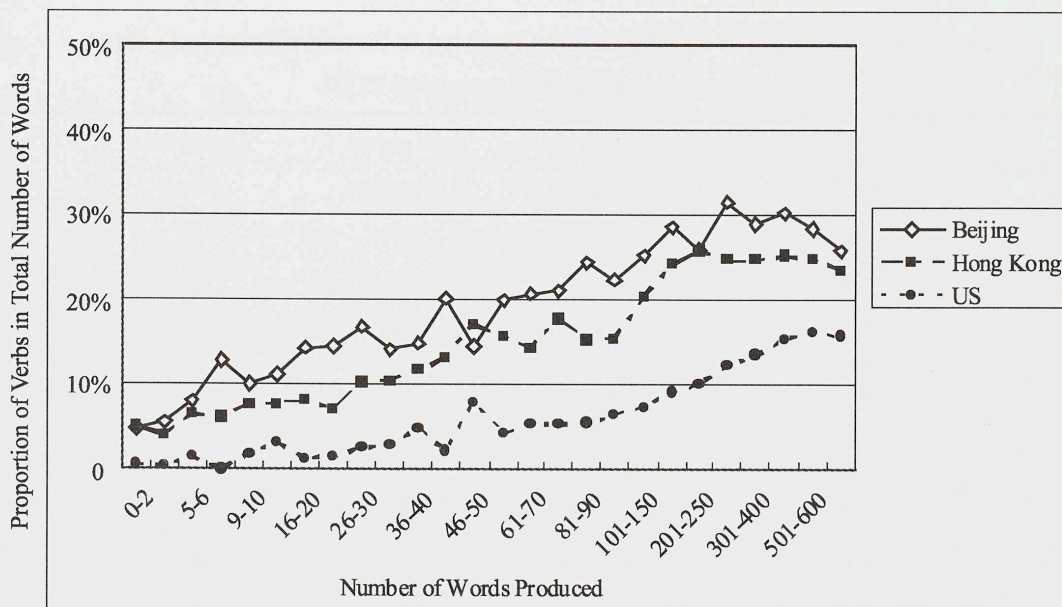


Figure 2.3 Proportion of Verbs in Production Vocabularies of Mandarin-, Cantonese-, and English-speaking children as a function of Total Number of Words Produced on Words and Gestures or Words and Sentences forms

the Early and Later Gestures sections (Tables A9 through A12, B9 through B12) may offer more detailed information on the child's status within his or her age group.

Interpreting the CDI/Words and Sentences

The Words and Sentences form contains five sections. Two of the sections yield percentile scores: productive vocabulary and sentence complexity. In developing profiles for indi-

vidual children, the user can also make use of scores on the additional features of communicative competence represented on the inventory.

Vocabulary Production

The size of the checklist and the children's range of scores made it possible to construct a full set of percentile scores for girls and boys in 5% increments. Tables A13 and A14 (B13 and B14) in the Appendices provide these values for girls and boys, respectively.

References to the Past, Future, and Absent Objects and People (Part IIA)

Tables 2.2a and 2.2b allow comparison of the child's pace of acquisition of these displacement terms relative to other children. On the basis of this table, a child can be scored as average, above average, or below average for age in the use of each of these concepts. For example, a child of 28 months who has not begun to make reference to past events would be slower to do so than 97% of the children in the Beijing sample and 80% of children in the Hong Kong sample.

Table 2.2a Percentage of Beijing children reported to be referring to past, future, and absent objects and people on PCDI

Age in Months	Absent Things (look for)	Absent Things (talk about)	Talk about Possession	Talk about Past	Talk about Future
16	97	27	67	21	27
17	99	29	69	31	26
18	100	42	82	49	48
19	100	46	81	59	46
20	100	59	94	69	68
21	100	67	94	69	70
22	100	83	96	82	83
23	100	81	97	86	86
24	100	93	93	86	86
25	100	94	100	97	93
26	100	91	99	93	93
27	100	94	99	96	94
28	100	96	100	97	94
29	100	98	100	99	99
30	100	97	99	99	99

Table 2. 2b Percentage of Hong Kong children reported to be referring to past, future, and absent objects and people on CCDI

Age in Months	Absent Things (look for)	Absent Things (talk about)	Talk about Possession	Talk about Past	Talk about Future
16	96	29	40	18	13
17	97	29	43	29	18
18	97	45	50	21	9
19	94	30	51	20	18
20	99	52	64	37	27
21	99	39	71	35	32
22	98	54	78	48	38
23	97	57	77	47	28
24	98	68	87	62	44
25	100	75	89	68	48
26	100	75	85	67	49
27	100	84	98	80	64
28	100	82	98	79	62
29	100	80	100	90	72
30	98	88	96	87	62

Use of Grammatical Markers (Part IIB)

Tables 2. 3a and 2. 3b summarize the scores of the normative sample for grammatical markers specific to Putonghua and Cantonese. For the Putonghua-speaking children, parents were asked about their children's productions of serial verbs (e.g., zou3-shang4-qu4 走上去), possessive markings "de"(的), noun classifiers (e.g., 个) and the past markers "le"(了) or "guo"(过). Cantonese-speaking parents were asked about these same markers, as well as a question about the "completion" complements "jun5"(完) and "sai3"(晒). As in the prior section, the child's performance can be compared to that of other children's to make a judgment concerning the child's pace of acquisition of these features of language.

Table 2.3a Percentage of Beijing children reported to use grammatical markings for possession, classifiers, serial verbs, and past on PCDI

Age in Months	Possession (de)	Classifiers	Serial Verbs	Past (le or guo)
16	1	1	6	1
17	19	8	18	15
18	18	13	21	15
19	41	26	39	30
20	55	37	52	49
21	57	49	61	50
22	70	59	75	62
23	81	73	79	80
24	84	74	83	81
25	91	84	91	91
26	93	86	94	87
27	93	89	93	93
28	94	93	97	94
29	99	93	100	99
30	96	90	96	94

Table 2.3b Percentage of Hong Kong children reported to use grammatical markings for possession, classifiers, serial verbs, completion complements, and past on CCDI

Age in Months	Possession (ge)	Classifiers	Serial Verbs	Completion complement	Past (dzo2 or gwo4)
16	2	2	0	2	0
17	10	5	3	13	3
18	11	11	11	8	9
19	11	12	6	8	4
20	31	15	27	26	14
21	36	21	29	36	12
22	36	27	24	24	14
23	55	36	40	48	30
24	56	53	50	62	46
25	72	66	73	68	49
26	76	63	66	64	52
27	77	71	77	82	74
28	85	82	83	86	68
29	89	83	87	87	76
30	87	76	87	88	75

Word Combinations

Table 2.4 summarizes the data for this measure for both the Beijing and the Hong Kong samples. In developing a profile for an individual child, the “Sometimes” and “Often” columns should be combined to determine the percent of children who were reported to be combining at the age of the child being evaluated. For example, 29% of the 18-month-olds in the PCDI normative sample and 33% of the CCDI sample had reportedly begun to combine words. It will be useful to remember that boys are often, but not reliably, a month or two behind girls on this measure as well as other measures. This should be taken into account, in particular, when evaluating whether or not a boy is delayed for his age.

Table 2.4 Percent of children combining words as reported on the PCDI/CCDI Words and Gestures

Age	PCDI (Beijing)			CCDI (Hong Kong)		
	Not Yet	Sometimes	Often	Not Yet	Sometimes	Often
16	86	11	3	93	4	2
17	75	14	11	77	20	3
18	70	11	18	65	24	9
19	55	11	33	71	17	12
20	35	20	45	52	23	25
21	29	16	57	44	25	31
22	18	10	72	41	30	29
23	11	11	77	28	35	37
24	11	4	84	19	29	52
25	3	3	94	9	22	69
26	6	4	90	18	13	69
27	3	1	96	3	21	76
28	0	3	97	6	14	80
29	0	0	100	4	4	92
30	0	3	97	6	12	82

Length of the Three Longest Sentences

For children who are combining words, this section yields a quantitative index. Scoring these sentences is somewhat difficult without a linguistics background as the length of utterance is not directly determined by the number of “characters” or syllables a child produces, even though this is commonly what is referred to as a “word” in Chinese (Chao, 1968).

Rather, one needs to consider whether or not the combinations are “word” combinations and whether or not they are “productive” combinations. For instance, “baba” (爸爸) is two characters, but only one “word,” as is “pingguo” (苹果). Similarly, “chi fan” (吃饭) is not typically considered a “productive” combination because people often say “chi fan” when they mean just “chi” and could be eating any number of things other than rice (“fan”). However, “chi pingguo” (吃苹果) would be considered to be a combination of two words and “baba chi pingguo” (爸爸吃苹果) would be considered a combination of 3 words. It is possible to look through the vocabulary sections (all except “games and routines”) of the PCDI and CCDI for ideas as to what are considered “words.” Mean results from the norming studies are presented in Part Four of this manual.

Sentence Complexity

For children who are combining words, this section provides a relative index of the grammatical sophistication of the child's utterances. Mean scores at each month are shown in Part Four and Tables A15, A16 (B15, B16) furnish percentile scores. After about 24 months, a child's percentile rank will be less influenced by minor variations in raw scores. Nevertheless, the margin of error should be regarded as relatively wide at all ages and importance should not be attributed to relatively small differences in percentile rankings between individual children or between groups of children.

2.6 Use of the Norms with Low Socioeconomic Status Children

The CDI normative study described in Part Four, although relatively large in size, was primarily middle class in composition, particularly for the Beijing sample. The proportion of children from low education/low income families was significantly lower than in the population of the China. Until additional data are available, we strongly advise users to exercise caution in applying the norms provided in this manual to children from very low education/low income or rural households as these norms may not be applicable. In addition, these norms will not necessarily apply to immigrant populations of Chinese children in the US and other countries who have varied linguistic experiences and may only be hearing Chinese from certain caregivers for certain parts of the day. Certain applications carry higher risk of inaccuracy than others. The greatest care needs to be exercised when the focus is on the score of an individual child from a low education/low income or rural backgrounds. The underrepresentation of children from similar backgrounds means that the true percentile rank of the child with respect to the population as whole may well be higher than the score obtained by reference to the tables provided in the manual. That is, there is danger of significantly underestimating the percentile rank of children from underprivileged backgrounds or of those from more complex linguistic environments than the ones we sampled in Beijing and Hong

Kong.

2.7 Evaluation of Older, Impaired Children

Many speech-language pathologists as well as specialists in related fields are using the CDI forms with children whose chronological ages exceed the upper limits of the inventories but whose language skills are comparable to the age range covered by the inventories. For many applications, use of the inventories for evaluating older children with language impairments is quite appropriate (e.g., for identifying areas of strength and weakness for intervention and for assessing response to treatment.) Caution should be exercised, however, in characterizing the language level of an older child to avoid both under- and overestimations of the child's communication skills. For example, suppose the CDI/Words and Sentences vocabulary production score for a 42 month-old Putonghua-speaking boy was found to be 330. The most appropriate reference level is always the median or 50% level. Referring to Table A - 14, it would be appropriate to say that the child's productive vocabulary is equivalent to that of an average boy of age 21 - 22 months of age. If the child had the same number of words on the CCDI, we find from Table B - 14 that the child's productive vocabulary is equivalent to the average 26-month-old boy. In a sense, we are justified in saying that this child has a "language age" equivalent to the 22 month level for the Putonghua-speaking child or a 26-month-old for a Cantonese-speaking child. Suppose, however, that the same 42-month-old is reported to produce 770 words (i.e., near the Words and Sentences ceiling). It would not be appropriate to say that this child's language is equivalent to a precocious 30-month-old; nor would it be appropriate to conclude that the child is doing well. In short, use of the CDIs with developmentally delayed children older than 30 months is recommended only when the child's scores do not exceed the median 30-month scores on the CDI/Words and Sentences (or the median scores for 16-month-olds if the CDI/Words and Gestures is used). Literal interpretation of scores for children beyond these levels could result in serious underestimation of communicative skills due to ceiling effects.

2.8 CDI (Words and Gestures) Report Form

Child's name _____		Report Date _____	
Sex	M F	Date of Birth _____	Age (in months) _____
Name of caregiver _____		Relation to child _____	
Language(s) spoken at home: _____			

Background Information

Age of first word (in months) _____			
Personality (circle one):	Introvert	Extrovert	Neither
Temperament (circle one):	Easygoing	Irritable	Neither
Health (circle one)	No health problems	Some health problems (specify): _____	
Have any family members had speech and/or language problems? NO YES (if yes, please specify person(s), relationship to child and nature of problem): _____			
Do you have any concerns about your child's language development? NO YES (if yes, please specify): _____			

CDI Summary

Section	Raw Score	Percentile Score
Early Gestures	_____	_____
Later Gestures	_____	_____
Total Gestures	_____	_____
Phrases Understood	_____	_____
Vocabulary Comprehension	_____	_____
Vocabulary Production	_____	_____

2.9 CDI (Words and Sentences) Report Form

Child's name _____	Report Date _____
Sex M F Date of Birth _____	Age (in months) _____
Name of caregiver _____	Relation to child _____
Language(s) spoken at home: _____	

Background Information

Age of first word (in months) _____			
Personality (circle one):	Introvert	Extrovert	Neither
Temperament (circle one):	Easygoing	Irritable	Neither
Health (circle one)	No health problems	Some health problems (specify): _____	
Have any family members had speech and/or language problems? NO YES (if yes, please specify person(s), relationship to child and nature of problem): _____			
Do you have any concerns about your child's language development? NO YES (if yes, please specify): _____			

CDI Summary

Section	Raw Score	Percentile Score
Total Verbs	_____	_____
Total Locatives	_____	_____
Total Classifiers	_____	_____
Total Vocabulary Production	_____	_____
Total Sentence Complexity	_____	_____

2.10 Administering the Inventories (Short Forms)

The Words and Gestures Short Form

For children between 8 and 16 months, caregivers will be asked to complete the Words and Gestures short form. As with the long form, there are separate entries for each word on the list for “can understand” and “can say.” Criteria for what should count as a word understood by the child, and a word said, are as for the long form.

In order to compute the total number of words a child “understand,” use the total from the “understands and can say” score and all additional items for which the caregiver has marked that the child “can understand.”

In order to compute the total number of words a child “understands and can say” add up only the items that the caregiver has checked off as “can say” among the 106 items on the list for the PCDI or 95 items for the CCDI. If the caregiver has marked both “understands” and “can say” for an item, treat that item as “can say” and add it to the total score.

The Words and Sentences Short Form

For children between 16 and 30 months, caregivers will be asked to complete the Words and Sentences short form at interview. As with the long form, caregivers are asked to estimate whether the toddler “can say” each of the words on the list. Criteria for what should count as “can say” are as for the long form. Total possible score is 113 for the PCDI and 133 for the CCDI.

Part Three: Clinical and Research Applications

3.1 Clinical Applications

Screening for Language Delay

There are certain identifiable syndromes or disabilities such as Down and Williams Syndromes, or hearing impairment, which predictably involve language delay and impairment. Such developmental syndromes are usually readily diagnosed. However a significant proportion of children (perhaps up to 7%—Tomblin et al. 1997) have problems acquiring language, yet show no obvious evidence of physical or cognitive impairment.

The CDI (PCDI/CCDI) provides a method for first of all screening for language delay via a short form, and then if a child is screened in, using the long form for more detailed investigation. Using the 10th percentile as a cut-off for screening in via the short form that is appropriate for the child's age, would seem to be a suitably conservative criterion. The child's language status can then be checked in more detail on the long form.

While the child's language status is important, factors other than language status need to be taken into account. Studies of late talkers in English have shown predictive validity for the CDI for groups of children, but have had limited success in accurate prediction of individual language impaired children. Thal et al. (1997) find evidence for continuity of language status over 6-month periods at a group level, but are not able to predict outcomes for individual children. Other studies indicate that while not all children who are initially slow language learners are at risk for later language impairment, children who have delayed comprehension, as well as a familial history of language problems, appear to be most at risk. This suggests that Bishop (2001: 378) is right in advocating an approach to language impairment in terms of multiple risk factors. One factor, demonstrated in twin studies, familial aggregation studies and pedigree analysis, is genetic. But environmental factors also play a role, as shown in heritability studies by Bishop (2001), and by Dale et al. (1998), and in prospective longitudinal studies such as that by Weismer et al. (1994). Klee et al. (2000) have also indicated that parental concern, in combination with limited vocabulary and a failure to combine words at 24 months is a reliable cluster predicting continuing language problems. The two Child Report Forms at the end of the previous section are designed among other things to identify the relevant risk factors for language impairment. They can be used in conjunction with estimates of language status provided by the CDI to make informed decisions on intervention for

a particular child.

Individual Profile

The structure of the forms allows for individual profiles to be constructed which examine both overall scores (e.g., total gestures, total words understood, total words said, total grammar complexity score) and patterns of performance on different components of the forms. This information can be used both to identify children for whom intervention would be appropriate, and to design specific intervention targets. The performance patterns identified can be at a general level –e.g., the relationship between words understood and words said on the Words and Gestures form. For normally developing children, comprehension is generally well in advance of production in the period 12 – 16 months. Low comprehension scores in this period would suggest that particular attention be paid to improving the child's ability to understand language. It is also possible to use the Words and Sentences form in particular for a more detailed inspection of inter-component relations. For example the overall correlation for total words and total grammar complexity is high suggesting that for the majority of children in the 16 – 30 month range vocabulary and grammar grow in tandem. Departures from this pattern (e.g., a vocabulary that was more advanced than grammar) would indicate intervention concentrating on grammatical forms.

Monitoring Progress and Evaluation of Intervention

Once a child is identified as a slow language learner, and features of her individual profile revealed, then the relevant long form can be used for regular monitoring either of her unaided developmental progress or, if intervention resources are available, the results of treatment. Regular parental report using the CDI (at e.g., six month intervals) would be a valuable addition to observational data and test measures.

3.2 Research Applications

There is now an extensive body of research using the CDI, and its adaptations in other languages, to address issues in both normal and non-normal populations. As yet no detailed research on speech and language disorders in Putonghua or Cantonese from the CDI is available to us, and until such information is available, caution needs to be observed in the direct application of the results of Western studies to Chinese-speaking clinical populations. Nevertheless the Western studies can be useful as a point of departure and for the purposes of eventual comparison. Below we present a selection of the studies that have been performed, on a range of topics.

Validity

A number of studies have examined the validity of the CDI. Reese and Read (2000) explored the predictive validity of a New Zealand English version of the Words and Sentences form with normally developing children. They found excellent reliability and good predictive validity, for expressive and receptive language tests, over a 21 month period from the time of parental report. Researchers have also examined the validity of the instruments with populations whose language development is atypical. Miller et al. (1995) reviewed the concurrent validity and predictive validity of the CDI by comparing results from parental report with laboratory measures of vocabulary in 44 children with Down syndrome with mental ages from 12 to 27 months, and 46 normally developing children of the same mental age. Significant correlations, with values between .70 and .82, were obtained. Predictive validity was examined by measuring the vocabulary of 20 children with Down syndrome and 23 typically developing children first at approximately 20 months mental age and later at a mental age of approximately 28 months. Significant correlations were obtained between the MCDI at Time A and all but one of the vocabulary measures at Time B.

Thal et al. (1999) addressed the validity of parent report for measuring language in children with specific language delay who are older than 30 months, the maximum age for the Words and Sentences form, but who have a language age within the range measured by the instrument. Scores on the MCDI Words and Sentences were compared to behavioral measures of production of vocabulary and grammar in 39-to 49-month-old children with language delay. Results indicated moderately high to high concurrent validity correlations in both domains.

The Miller et al. and Thal et al. studies provide support for the use of parent report inventories with populations whose language learning is atypical. Provided it is possible via observational or test measures to establish an approximate language age which falls within the range of the PCDI, parental report can be informative in the assessment of language status in these children.

Late Talkers

The CDI and its adaptations into other languages have been used to identify 'late talkers' and follow their developmental progress. English-speaking children with language impairment (ESLI) tend to be identified clinically quite late in the pre-school years. Because of this very little is known about an impaired child's early linguistic history. We tend not to know the time at which they spoke their first words, the rate at which their vocabulary developed, or the time of onset of word combinations. We do know however what happens to those children whose language impairment is not resolved. Bishop and Edmundson (1987) identified a large group of ESLI children at four years of age, whose impairment persisted at

five and a half. These individuals were still linguistically challenged, on oral and literacy tasks, more than a decade later, when they were 15–16 years of age (Stothard et al. 1998). As language impairment is well established for some children by the age of four years, and is apparently not easy to remediate, early identification of individuals at risk becomes an important research aim, with a view to possible intervention. The PCDI and CCDI would allow the identification of Putonghua- and Cantonese-speaking children at the low end of the distribution (typically, scoring below the tenth percentile). Studies which have used the CDI or its adaptations to identify and track late talkers in English include a number of studies by Thal and colleagues (1997, 1999, 2004) and by Klee, Pearce, and Carson (2000).

Preliminary information on late talkers identified via the CCDI is now available for Cantonese-speaking children from our norming study. The findings so far parallel those for English (Thal & Fletcher, 2004; Fletcher, Chan, Stokes, Tardif, & Leung, 2004). One year after the initial CCDI norming in Hong Kong, around 300 children were followed up. There were three groups involved—the top 10% of the original norming sample, the 10% in the middle of the distribution, and the 10% of children scoring lowest ($n = 118$). One year later, 38% of the children originally identified as Late Talkers continued to perform below the 10th percentile for age. Their short form scores were significantly lower than a further 31% who fell between the 10th and 25th percentiles for age, and the remainder of the children whose scores were above the 50th percentile. Additionally, 10 children from the Middle group (45–55%ile in norming study), as well as a single child from the High group, fell below the 10th percentile on the short form. These results underline the difficulty of predicting outcomes for an individual child, solely on the basis of CDI performance. But as with the data on English, the Cantonese data indicates that for a substantial proportion of children identified by the CCDI as late talkers, problems with language development persist. Performance on a naming task revealed that the three groups distinguished by vocabulary levels at follow-up also differed significantly in the mean number of initial Cantonese consonants that they had mastered. Moreover, the group of children whose short form vocabulary score was below the 10th percentile also had very limited phonetic abilities.

The Influence of Inherent and External Variables on Language Development

The use of CDIs in the establishment of relatively large samples of children allows researchers to assess the effects of both inherent and external variables on language development. In the PCDI and CCDI norming studies reported in Part Four, we asked caregivers to complete an extensive questionnaire about the children and their families, in addition to the relevant CDI form. Fletcher et al. (2001) report on the relationship between some of these variables and vocabulary scores on the Toddler forms and Hao et al. (2004) report on these variables for the entire Beijing sample. While age is the most important independent variable in accounting for vocabulary scores, family education level, personality characteristics, and

gender are also significant variables. In Western studies maternal education level has been identified as a factor that influences rate of language development (Weismer et al. 1994). For Putonghua-speaking families in Beijing, in which childcare is a grandparental as well as parental responsibility, it is the overall educational level of the extended family which seems to influence language development. Gender is also significant – at the age levels with which the PCIDI is concerned, girls generally score higher than boys of the same age (see also Liang et al. 2001; Hao et al., 2004). This accords with findings in other languages.

3.3 Versions of the CDI in Other Languages

The CDI website (see www.sci.sdsu.edu/cdi/foreign.html) lists around twenty adaptations of the original MCDI. There are several English versions, covering different varieties of the language (in the USA, in Britain, New Zealand etc.). Many European languages are represented, including Icelandic. Outside Europe there are Hebrew and Japanese adaptations. As the original authors of the MCDI emphasize, while these versions in other languages may maintain the structure of the original CDI, in content they must reflect the characteristics of the language and culture they are designed for.

Part Four: Technical Information for Long Forms

4.1 Form Development

The Putonghua and Cantonese versions of the CDI have been under development for over 10 years. They have taken as their foundations research on children's early language development in English, the English versions of the CDI, and multiple naturalistic and experimental studies of Putonghua- and Cantonese-speaking children's language development. From these, a total sample of 2,762 words were collected as potential items in a Putonghua CDI and a comparable number for the Cantonese CDI. Initial piloting and discussions with caregivers about Putonghua- and Cantonese-speaking children's early words reduced this list to an initial set of forms used in pilot studies in 1994 and 1998—1999.

Preliminary Studies

An early version of the Putonghua Toddler form was used in a study of 24 20-month-old Beijing toddlers and their caregivers in 1994, with results from the form examined for their reliability and validity with laboratory observations of the same children. A detailed discussion of these results and the differences between the original English Words and Sentences MCDI and this interim version of the Putonghua CDI can be found in Tardif, Gelman, and Xu (1999). Following this study, the form was again revised in a pilot study of 30 20-month olds in Beijing. In addition, a Words and Gestures form was developed based on the naturalistic data, the English CDI, and naturalistic data. A similar procedure was followed to develop a preliminary version of the CCDI in Hong Kong (Wu, 1997). Each of the pilot forms was tested on 30 12-month olds in Beijing and Hong Kong, respectively, and again examined for reliability. In addition to examining the performance of children on items listed on the form, we also asked caregivers to write in other words that their children could say which were not listed on the forms and added or substituted words which appeared across multiple respondents to the original forms. In some cases, we also deleted words deemed to be idiosyncratic or too abstract for young children. The types of changes that we made to the CDI are described below.

Cultural and Linguistic Adaptations of the CDI

Adaptations for Words

Adaptations of the words on the PCDI involved several different types of processes. The

most straightforward was a simple translation and organization of everyday words into the basic categories of “Sounds,” “People,” “Action Words,” and so on into Putonghua or Cantonese. In the final version of the forms, all but one of the categories (Quantifiers and Articles) in the English MCDI were preserved, and this category was changed to “Classifiers” which was more appropriate for the grammar of Chinese languages. Overall, the total number of categories in the English and Putonghua Words and Gestures (Infant) and Words and Sentences (Toddler) CDIs are identical. The Cantonese version of the “Words and Gestures” forms does not include a section for “Classifiers” because this section consistently received zero scores in our pilot testing.

The second type of process involved substitution of words that were appropriate for one culture, but not for the other. This was particularly true for food items (e.g., *cha2* 茶, tea, instead of coffee; *zhou1* 粥, congee, instead of sandwich), kinship terms (which are more specific in Chinese), and action words (which are also more numerous in both Putonghua and Cantonese, as seen in Figures 2.2 and 2.3).

In addition, we both added and deleted words that were appropriate for one culture but not for the other, based on the availability of words and concepts and also the results from the preliminary pilot studies. Additions included commonly appearing words from existing databases: (1) of ten 20–26 month old Putonghua-speaking children; and (2) two databases of 78 Cantonese-speaking children in Hong Kong who ranged from 12 to 66 months of age (see the Beijing transcripts in the Mandarin corpus and the two Cantonese corpora on the CHILDES database—Tardif, 1993; Lee et al., 1994; Fletcher et al., 2000; MacWhinney & Snow, 1990). In particular, when we tried to translate items from the PCDI, we discovered there were many English verbs which could not be translated adequately into a single Putonghua or Cantonese verb. Examples of this include “give,” which translates into two commonly used Chinese verbs, 给/*bei2* and 送, which differ in the intentions of the giver, and “wear,” which translates as either 戴, to wear a hat versus 穿/*zheuk*, to wear clothes. The reverse was true of other items such as several animal names which differ in English for juvenile and adult forms such as “puppy” or “pony” versus “dog” or “horse,” but reduced to just one form in Chinese since the juvenile forms simply take “small” as a prefix. Nonetheless, we did include some commonly used variations such as “chick” (小鸡) vs. “hen” (母鸡) or “rooster” (公鸡), even though the general process for these items is the same as for ones we excluded. Another example of deletions occurred in the category of Furniture and Rooms since almost no Beijing or Hong Kong families have a basement and the number of different types of rooms and furniture in the average family’s house is more limited than in the United States. A number of differences occur between the PCDI and CCDI forms and for these our selections and substitutions of items were based on the same principles as the variations from the English forms, with differences sensitive to dialect and children’s daily experiences.

Finally, based on the frequency results from the pilot studies and comparing these fre-

quencies to English, we also modified the order of presentation of categories and items on the PCDI and CCDI from the English version of the CDI. In particular, because the Putonghua-speaking children had a much higher number of Action Words and Games and Routines than categories such as Rooms and Furniture, we re-ordered the appearance of the categories so that the most frequently endorsed words would appear earlier in the form. For the English form, the categories appear in frequency order, but the items appear alphabetically. For Chinese, there is no reason to order the items alphabetically using the *pinyin* or Cantonese Romanization systems since the words appeared as Chinese characters. Thus, we grouped items in each category into semantic subsets and then ordered the words within each semantic subset according to frequency. For example, for Outside Things, we grouped "flower" (花), "tree" (树), "leaf" (叶子/树叶), and "grass" (草) together and put these earlier in the list than "wind" (风), "snow" (雪), and "rain" (雨) because their frequencies were higher.

Adaptations for Gestures

In the original English CDI, the Words and Gestures version ends with 5 sections of communicative gestures, including: First Communicative Gestures (Section A) such as "extends arm to show you something he/she is holding"; Games and Routines (Section B), such as "play peekaboo"; Actions with Objects (Section C), such as "eat with a spoon or fork"; Pretending to be a Parent (Section D), such as "put [doll or stuffed animal] to bed"; and Imitating Other Adult Actions (Section E), such as "sweep with broom or mop." In addition, a sixth section, asking about Pretend Objects – children using one object as a replacement for another – was also asked about and parents were asked to provide examples of such instances.

In the PCDI and CCDI, we preserved the first 5 sections of this portion, but deleted the Pretend Objects section because pilot testing of this section found that parents, even with substantial explaining and coaching from the interviewers, had a very difficult time understanding what was meant by "pretend" object substitutions. In the English norming study, this section was also found to be fraught with difficulties and responses deemed to be not very reliable, with the developers suggesting that this section not be used or be used with great caution.

In the CDI, Section A consisted of 12 communicative gestures, whereas the PCDI and CCDI each consists of 11 gestures. Of the original 12 gestures in English, 9 appeared in roughly identical form on the PCDI/CCDI, and 1 (shrugs to indicate all gone) was modified (changed to opens empty hands to indicate "all gone" to take Chinese body language into account. For the PCDI, 2 items (gestures "hush" and requests by opening and closing hand) were dropped because they are not used frequently with children in this age range, and 1 item (express "thanks" by clasping fists in front of chest) was added to take into account typical gestures used by young Chinese children. For the CCDI, "hush" was kept instead of the

“thank you” gesture because this gesture is not used in Hong Kong but the “hush” gesture is. In Section B, the CDI contained 6 items, whereas the PCDI and CCDI contain only 5 items. Again, some items (sing, dance, play peekaboo) were preserved, whereas others were dropped (play “so big”) or substituted, based on the types of communicative games infants and their caregivers engaged in. In Section C, the MCDI contained 17 items, whereas the PCDI contains 15 and the CCDI 14, with similar processes of adaption, deletion, and substitution. Section D, Pretending to be a Parent, was a section that involved many more deletions, from 13 items in the MCDI to just 5 items in the PCDI and 9 on the CCDI, because pilot testing found that Chinese children and their caregivers engage in much less of this type of behavior than American children and caregivers. Nonetheless, the items that were preserved (put to bed, feed with bottle, rock, kiss or hug, and talk to doll) were almost identical on the two forms. Section E was also shortened significantly, with 15 items on the MCDI and just 7 on the PCDI, again because many of the items were simply inappropriate (e.g., vacuum, “drive” car) for the majority of Chinese children at this age. Of these 7 items, 6 were nearly identical to the MCDI items, whereas 1 (use a remote control/beeper/cell phone) was a substitution that caregivers had suggested during pilot testing. In contrast, the CCDI preserved many more of the MCDI items and substituted others from the PCDI for a total of 15 in this section.

Adaptations for Sentences

The Words and Sentences/Toddler version of the English MCDI ends with 6 sections, each measuring different aspects of a child’s early use of morphological markers, sentences and complex speech. In the first section, caregivers are asked 5 questions about children’s references to the past, future, and absent objects and events. In the second, (Part II), there are 5 sections, designed to measure children’s use of regular and irregular bound morphemes (e.g., -ing, -ed, -s as well as irregular plurals and past tense forms), and on the structure of children’s multiword utterances.

The general structure and intent of the MCDI were preserved in the PCDI, but because of large differences in the grammatical structures of English and Chinese (e.g., English is an inflectional language with tense and plural markers appearing on verbs and nouns themselves, whereas Chinese is an analytic language with verb and noun markings appearing as separate morphemes), there were a number of changes to this section of the instrument. As with the MCDI, however, the first section following the vocabulary checklist asked caregivers about their children’s references to past, future, and absent objects and events – in essence, to see if children are talking about things that are beyond the “here and now” and, if so, how frequently they are doing so. In the second section (B), caregivers are asked about grammatical morphemes, including resultative verb complements (e.g., 走上去; walk-ascend-go), the possessive marker (的), noun classifiers (e.g., 个, 辆), and the past perfect mark-

ers (了 and 过). Although these markers are quite different from the English forms asked for on the MCDI, they are similarly important grammatical morphemes that appear on nouns and verbs in Putonghua and Cantonese. Unlike English, however, neither Putonghua nor Cantonese has irregular markings on nouns or verbs, nor do children tend to "overregularize" markings for these nouns and verbs, thus this entire section of the English MCDI was deleted for the PCDI and CCDI. An additional item on the CCDI in this section was a question about "completion" complements in Cantonese, as these are used much more frequently to mark "past" in Cantonese, especially in children's speech.

Section C is similar to the MCDI, and asks whether and how often the child has begun to combine words to make sentences of 2 or more words, and to provide examples of the 3 longest sentences that the child has said recently. Finally, Section D presents a series of items intended to express various communicative ideas with grammatical devices. Unlike the English MCDI, where forced choice pairs are presented, both the PCDI and CCDI present a list of possible ways that a child could say each sentence (varying from lesser to greater complexity) and the caregiver is asked to choose the form that most closely resembles how the child would currently express that phrase, or a similar phrase with the same types of grammatical structures. For example, if trying to express an inability to do something, would the child simply use a negative marker (不), or a negative marker and the verb (不拿), or would they use the full resultative verb structure (不+拿起来) with an appropriately placed negative marker (拿不起来)? Although the types of structures tested are almost identical across the two forms (PCDI and CCDI), this section is quite different for the two forms because of the numerous differences in how these grammatical features are expressed. As with the vocabulary section, it would be completely inappropriate to test children who speak one of these languages (e.g., Putonghua) on the grammar section of the other (e.g., Cantonese).

4.2 The PCDI Norming Study (Beijing)

Sampling Procedure

Beijing is one of several major cosmopolitan centers of China with a population of 13,820,000, based on the 2000 census (National Bureau of Statistics, People's Republic of China, 2001), almost all of whom are Putonghua speakers. When we conducted our norming study, the 2000 census data was not yet available and thus we used the 1990 census data to inform our selection of districts in which to conduct the study. Beijing has 4 municipal districts, Western (西城), Eastern (东城), Chongwen (崇文), and Xuanwu (宣武). According to these data, the Western and Eastern districts, which lie closest to the center of the city have higher overall levels of population, education, and salaries and include a mix of elite government officials, well educated urbanites, as well as local and migrant working class

families. In contrast, the two less central districts represented more working class populations with lower average levels of education and salary. Given that we wished to obtain a population sample, we chose to sample from one of the more affluent inner city districts and one of the more working class districts. Out of convenience because our research office was located there and because Eastern district now includes large populations of foreigners and multinational firms, Western district was chosen to represent the more affluent district and, by straws, Xuanwu was chosen to represent the more working class district.

In order to ensure population sampling, we collaborated with local Mother-Child Health Clinics to obtain a list of potential participants of the right age. Once children of the appropriate age and sex were identified, we obtained printed lists of the children's names and contact information by district and by month of birth, but not by neighbourhood within each district. Since each list was more comprehensive than the total number of participants we needed, we started calling parents by calling every fifth parent in Western district and every third parent in Xuanwu, starting at the top again if this sampling method was exhausted and we had not yet obtained the total number of participants. Our goal was to achieve a total of 70 children in each age group from 8-to 16 months for the Words and Gestures form and 16-to 30 months for the Words and Sentences form, half male and half female, and half from each district. Our final breakdown of children and their ages, sex, and district is presented in Tables 4.1 and 4.2, for each of the two forms.

**Table 4.1a Age and Gender Distribution of PCDI Normative
Sample for Words and Gestures, by District of Beijing**

Words and Gestures Age in Months	Western District		Xuanwu District		TOTAL
	Males	Females	Males	Females	
8	18	17	17	18	70
9	18	17	17	19	71
10	18	17	17	19	71
11	18	17	17	18	70
12	19	16	17	18	70
13	18	18	17	19	72
14	18	19	17	18	72
15	18	17	17	18	70
16	19	16	17	18	70
TOTAL	164	154	153	165	636

Table 4. 2a Age and Gender Distribution of PCDI Normative Sample for Words and Sentences, by District of Beijing

Words and Sentences Age in Months	Western District		Xuanwu District		TOTAL
	Males	Females	Males	Females	
16	18	17	17	18	70
17	18	17	19	18	72
18	19	17	17	18	71
19	19	17	16	18	70
20	18	17	18	18	71
21	18	17	18	18	71
22	19	17	17	18	71
23	18	17	16	17	68
24	18	18	17	18	71
25	18	17	17	18	70
26	19	17	16	19	71
27	18	17	17	17	69
28	18	17	17	19	71
29	18	17	17	18	70
30	18	17	17	18	70
TOTAL	274	256	256	270	1056

Medical Exclusion Criteria

Three phases of medical exclusion were applied to the sample. First, if it was evident from the child's district health records that the child was rated as "normal" on the 6-and/or 12-month Denver Developmental Screening tests, of normal birthweight (2,500 grams is the definition of low birthweight in China), full-term (at least 36 weeks and no more than 40 weeks gestational age at birth), had no record of oxygen deprivation during birth, and had no congenital malformations, including cleft palate, or family history of deafness, the child's name was included on the list obtained from the District Health Office. Once researchers contacted the parents by telephone, parents were again asked about these general screening questions, the mother and father's level of education (few adults have been officially identified as mentally retarded in China, but we took as a proxy that adults of this generation who were unable to complete 4 or more years of primary education were most likely to have severe cognitive deficits), the native language of the child's primary caregivers, and their child's general developmental progress. From this telephone screening, any children who were

found to not to fit the above criteria, be developmentally delayed, have severe feeding problems, or long hospitalization histories, or had parents who were congenitally deaf, fell below our educational cutoff, or were not native speakers of Putonghua were excluded from the study. During our face-to-face interviews, we again asked these questions in our detailed background questionnaires and collected data on all children whose homes we visited, but dropped roughly a dozen children from our final norming sample because they met our medical and demographic exclusion criteria.

Demographic Description of the Sample

The final sample consisted of 636 8 – 16 month old infants, and 1,056 16 – 30 month old toddlers, roughly half male and female and approximately 70 children in each monthly age group, as indicated in Tables 4.1 and 4.2.

As mentioned earlier, the people who were identified as “primary caregivers” and with whom we conducted the interviews were primarily mothers, although a significant number of fathers and both maternal and paternal grandparents, as well as other relatives or combinations of parental and other caregivers also participated. The exact breakdown of respondents is shown below, in Figure 4.1a.

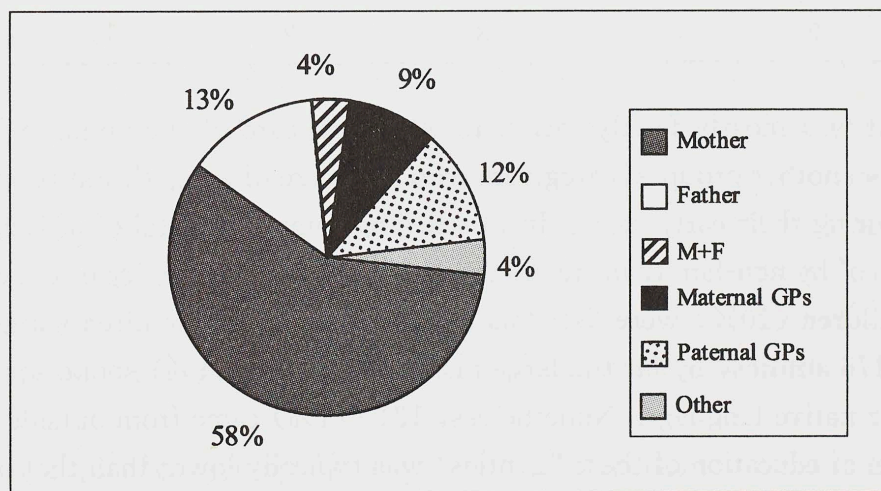


Figure 4.1a Beijing Norming Study Interview Respondents

The educational levels of these caregivers were generally high and in keeping with age trends for the city of Beijing, with the vast majority of both mothers and fathers having at least a high school education. Educational levels for grandparents, however, were not as high, again in keeping with age trends for Beijing and China as a whole. In Table 4.3, we list frequencies for each level of education of the children’s parents and grandparents. An interesting feature of the families in this sample and, most likely Chinese families more generally, is that the correlations between levels of education for couples in each generation was consistently very high (hovering around .70) for both the mothers and fathers of the children

and for each set of grandparents. However, the correlations between the parents and their own parents were more moderate, ranging from .33 to .40, and correlations between in-laws ranging from .26 to .29. Interestingly, the lowest correlations were between the children's mothers and the paternal grandmothers (.26), the mother-daughter-in-law relationship that has oft been cited as a source of tension in many Chinese families.

Table 4. 3a Educational Levels for Parents and Grandparents of Children in Beijing Norming Sample

Education Level	Mother	Father	Maternal GMother	Maternal GFather	Paternal GMother	Paternal GFather
<3 Years	2	0	239	103	371	145
4 - 6 Years	7	4	320	254	331	296
7 - 9 Years	191	187	495	466	431	460
10 - 12 Years	696	648	399	378	321	345
Tech College	437	355	72	174	75	139
University	297	377	153	305	146	290
Post-Univers	62	122	1	3	4	5
Missing	0	0	13	9	13	12

Although it was mostly family members who took care of the children in this Beijing sample, there is another group of caregivers who take care of a significant proportion of Chinese children during their early years. In this Beijing sample, a total of 394 children (23%) were taken care of by non-family members during the day. The identity of the caregivers varied, but 176 children (10%) were listed as being taken care of by hired nannies, or "aunties." Of these 176 aunties, by far the large majority (166, or 94%) spoke some form of Putonghua as their native language. Nonetheless, 131 (74%) came from outside of Beijing and the general level of education of these "aunties" was typically lower than that of the parents, with 88 (50%) having only received a junior middle school (7 - 9 years) education, 43 (24%) with 6 years of primary education or less, and only 41 (23%) with a high school (12 years) education. Interestingly, although there were high correlations between education levels of various family members, the correlations between family members and hired nannies' educational levels failed to reach significance.

Income levels for both the mothers and fathers of this study were between 1,000 to 1,999 Chinese yuan each per month, above the national average, but only slightly above Beijing's average standard of living at the time the data were collected. On average, the families were composed of 4.2 people, with a mean of 52.4 square meters of living space and 50% of the families had purchased their own homes either through their work units or private

purchases. Although families had an average of 4 people, 3- and 5-person families were more common than any other type, making up 37.4% and 26.8% of the sample, respectively. In other words, the children tended to live in either nuclear families with one child or nuclear families with one child and either the maternal or paternal grandparents. Of the 1692 children, 1658 children were only-children, 20 were twins, and only 14 children came from multiple child families. Three of these 14 children were first born and 11 were second born.

The mean maternal gestation period for the children was 39.56 weeks ($SD = 1.05$ weeks) and the mean birthweight was 3.43 kilograms ($SD = 0.43$ kgs). All children were healthy and had normal births, and although a small proportion of the children, ($N = 213$, or 12.6%) had been hospitalized at some point before the study was conducted, over 80 percent of these hospitalizations were for 2 weeks or less. None of the children were reported to have hearing problems and only 2 children had a history of otitis media.

Exposure to a Second Language

One of the selection criteria for our norming study was that the child be exposed to Putonghua as a native language in the home. Thus, it is not surprising that although 145 (8.6%) of the mothers did not list Putonghua as their native language, all but one of the mothers spoke Putonghua as the only language to their child and the one mother who reported speaking another language to her child spoke both Putonghua and Mongolian, her native language, to the child. Similarly, a total of 99.2% of the fathers spoke Putonghua to their child even though a full 10.9% of them spoke languages other than Putonghua as their native language. Of the non-Putonghua speakers, most spoke other dialects of Chinese, although 3 of the fathers spoke Mongolian and one spoke Japanese as their native languages. In total, roughly 94% of the children were exposed only to Putonghua, whereas 11 children (0.7%) were also exposed to English and 94 children (5.6%) were exposed to other languages, including Mongolian, Japanese, and other dialects of Chinese in the home.

4.3 The CCDI Norming Study (Hong Kong)

Sampling Procedure

Hong Kong is one of the most cosmopolitan cities in the world with a population of 6.8 million and a total area of just 420 square miles and now 3 official languages – English, Cantonese, and Putonghua. Despite the linguistic complexity of the territory, over 95% of Hong Kong residents consider themselves to be native-speakers of Cantonese, with high concentrations of English- and Putonghua-speakers living on Hong Kong island and in the northern New Territories, respectively. To obtain a representative population of native Cantonese-speakers, we collaborated with the Department of Health's Maternal and Child Health Divi-

sion, statisticians on their staff and chose to sample at random from healthy infants and toddlers at five Maternal and Child Health Clinics on Hong Kong island (1), Kowloon (2), and the New Territories (2).

Once the MCHCs were chosen, our researchers worked together with local health workers to obtain a list of potential participants of the right age. Since each list was more comprehensive than the total number of participants we needed, we started calling parents by calling every second or third parent on our lists (depending on the population at the local MCHC), starting at the top again if this sampling method was exhausted and we had not yet obtained the total number of participants. Our goal was to achieve a total of 70 children in each age group from 8 to 16 months for the Words and Gestures form and 16 to 30 months for the Words and Sentences form, half male and half female, and sampled at rates that were representative of the populations in each MCHC. Our final breakdown of children and their ages, sex, and district is presented in Tables 4.1b and 4.2b, for each of the two forms.

Table 4.1b Age and Gender Distribution of CCDI Normative Sample for Words and Gestures, by District of Hong Kong SAR

Words and Gestures	Hong Kong District		Kowloon District		New Territories District		TOTAL
	Males	Females	Males	Females	Males	Females	
Age in Months							
8	7	7	11	12	18	16	71
9	6	6	13	11	13	21	70
10	5	8	10	12	20	17	72
11	7	7	11	14	18	15	72
12	4	7	15	13	18	19	76
13	4	6	12	7	19	19	67
14	7	6	10	11	20	19	73
15	7	5	11	11	18	16	68
16	5	7	7	9	21	20	69
TOTAL	52	59	100	100	165	162	638

**Table 4. 2b Age and Gender Distribution of CCDI Normative Sample for Words and Sentences,
by District of Hong Kong SAR**

Words and Gestures	Hong Kong District		Kowloon District		New Territories District		TOTAL
	Males	Females	Males	Females	Males	Females	
Age in Months							
16	3	5	7	3	12	15	45
17	8	7	11	11	12	12	61
18	6	7	14	17	13	9	66
19	7	7	14	12	15	11	66
20	7	7	17	12	12	18	73
21	3	6	11	15	18	19	72
22	6	3	9	13	17	15	63
23	5	7	14	13	18	17	74
24	6	6	14	15	17	11	69
25	5	5	14	14	16	13	65
26	6	5	15	10	17	15	68
27	6	5	11	11	12	15	60
28	7	2	13	11	15	18	66
29	7	6	10	15	18	15	71
30	7	7	17	12	13	12	68
TOTAL	89	83	191	184	225	215	987

Medical Exclusion Criteria

Three phases of medical exclusion were applied to the sample. First, if it was evident from the child's district health records that the child was rated as "normal" across multiple pediatric visits (did not enter into the "referral" range on more than one visit for any area of development), of normal birthweight ($>2,500$ grams), full-term (at least 36 weeks and no more than 40 weeks gestational age at birth), had no record of oxygen deprivation during birth, and had no congenital malformations, including cleft palate, or family history of deafness, the child's name was included on the list obtained from the MCHC. Once researchers contacted the parents by telephone, parents were again asked about these general screening questions, the native language of the child's primary caregivers, and their child's general developmental progress. From this telephone screening, any children who were found to not fit the above criteria, be developmentally delayed, have severe feeding problems, long hospitali-

zation histories, had parents who were congenitally deaf, or were not native speakers of Cantonese were excluded from the study. During our face-to-face interviews, we again asked these questions in our detailed background questionnaires and collected data on all children whose homes we visited, but dropped seven children from our final norming sample because they met our medical and/or demographic exclusion criteria.

Demographic Description of the Sample

The final sample consisted of 638 8 – 16 month old infants, and 937 16 – 30 month old toddlers, roughly half male and female and approximately 70 children in each monthly age group, as indicated in Tables 4. 1b and 4. 2b.

As mentioned earlier, the people who were identified as “primary caregivers” and with whom we conducted the interviews were primarily mothers (75%), although a significant number of fathers (12% total) and other relatives (9%) also participated. The exact breakdown of respondents is shown below, in Figure 4. 1b.

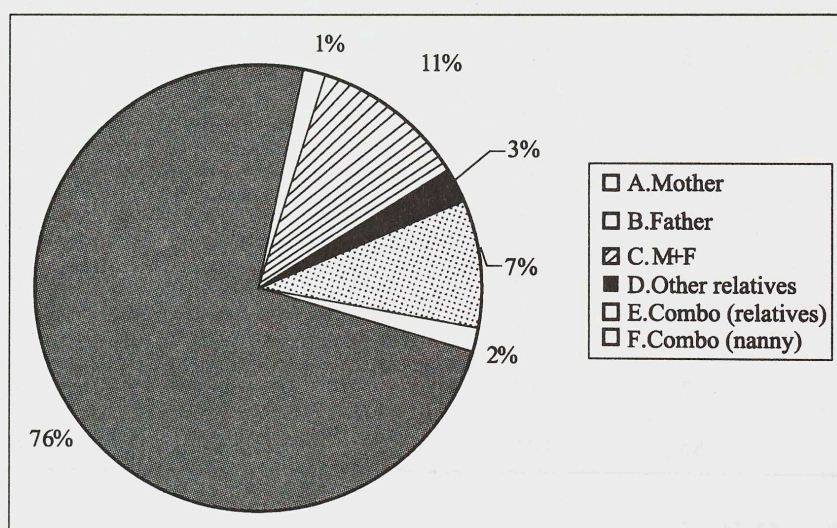


Figure 4. 1b Hong Kong Norming Study Interview Respondents

The educational levels of these caregivers was typical for age trends in Hong Kong, with the vast majority of both mothers and fathers having at least a high school education (Form 5). Educational levels for grandparents, however, were not as high, again in keeping with age trends for Hong Kong. In Table 4. 3b, we list frequencies for each level of education of the children's parents and grandparents.

Table 4.3b Educational Levels for Parents and Grandparents of Children in Hong Kong Norming Sample

Education Level	Mother	Father	Maternal GMother	Maternal GFather	Paternal GMother	Paternal GFather
< 3 Years	10	21	786	597	860	686
4 - 6 Years	85	105	472	490	347	380
7 - 9 Years (Form 5)	1021	828	238	308	206	253
10 - 12 Years (Form 7)	119	109	22	37	13	27
Tech College	137	167	16	30	15	28
University	221	327	31	75	27	55
Post-University	32	60	0	0	1	0
Missing	0	8	60	88	156	196

In Hong Kong, a total of 1,060 children (65%) were taken care of by somebody other than their parents during the day. The identity of the caregivers varied, but 342 children (21%) were taken care of by hired helpers, or "maids." Of these, 336 (98%) came from outside of Hong Kong, with the majority (204, or 61%) from the Philippines. The mean education level of the majority of the "maids" is similar to that of the majority of the children's parents. As in Beijing, there was a high correlation between the education levels of mothers and fathers. In Hong Kong, however, there was also a significant correlation between the education levels of parents and "maids."

The majority (93%) of the households in which the children lived comprised between 3 and 6 people. Half of the children (812) were only children, another 84 (5.2%) were first-borns, 573 (35%) were second-borns, and 156 (9.6%) were third- to sixth-born children in their family. Fourteen of the children were twins.

The mean maternal gestation period for the children was 39.6 weeks ($SD = 1.5$ weeks) and the mean birthweight was 3.28 kilograms ($SD = 0.48$ kgs). All children were healthy and had normal births, although a very small proportion of the children, ($N = 24$) had been hospitalized for more than a month at some point before the study was conducted. Forty-four (2.7%) had a history of otitis media, 1 child had hearing problems, 6 children had visual impairments, 1 child had a repaired cleft palate, and another 60 children (3.7%) were reported to have other abnormalities.

Exposure to a Second Language

One of the selection criteria for our norming study was that the child be exposed to Cantonese as a native language in the home. Nonetheless, 252 mothers (15.5%) did not list Cantonese as their native language and 154 (9.5%) of the fathers were not native-speakers of

Cantonese. However, only 99 mothers (6.1%) and 69 fathers (4.3%) reported that they did not speak Cantonese to their child. In all, 103 children lived in households where neither parent spoke Cantonese as a native language. Of the total sample, 971 children (61%) were exposed only to Cantonese, 343 (21%) were exposed to both Cantonese and English, 78 children (4.9%) had Putonghua, as well as Cantonese, spoken at home, and there were 196 children (12.1%) who had languages other than Cantonese, English, or Putonghua in the home.

4.4 Developmental Trends in Communicative Skills

Developmental Trends for the Components of the CDI (Words and Gestures)

Part One: Early Language

Section A: First Signs of Understanding

This section involved 3 questions about phrases that children should understand in order to demonstrate rudimentary comprehension in their earliest stages of language development: responding to their own name, responding to “no,” and responding when asked to look for mommy or daddy. At 8 months of age, all of the children were reported to respond to their own name, over half were responding to “no” and almost 90% of the children were also responding when asked to look for mommy or daddy. By 11 months of age, over 90% of children responded appropriately to all 3 types of questions.

Although it may seem not so useful to ask these questions given such a high rate of positive responding, it is important, especially for the youngest children and children with language delay, to include items to reassure parents that their children are at least showing the rudimentary understandings of language. In addition, children who do not show any of these early signs of understanding may be at risk for language and/or hearing development and should be followed up for further testing immediately.

Section B: Understanding Phrases

In this section, a total of 27 short phrases commonly used with young children were listed and caregivers were asked to say if their child “understood” or “did not understand” each of the phrases if used in context, as indicated by the infant’s responding appropriately to the phrase. As can be seen in Figure 4.2, the number of phrases that infants can understand ranges from about 13 at 8 months, to over 25 phrases at 16 months, with quite a bit of variation in the first year of life and less variability after 12 months, but much similarity across the 2 samples.

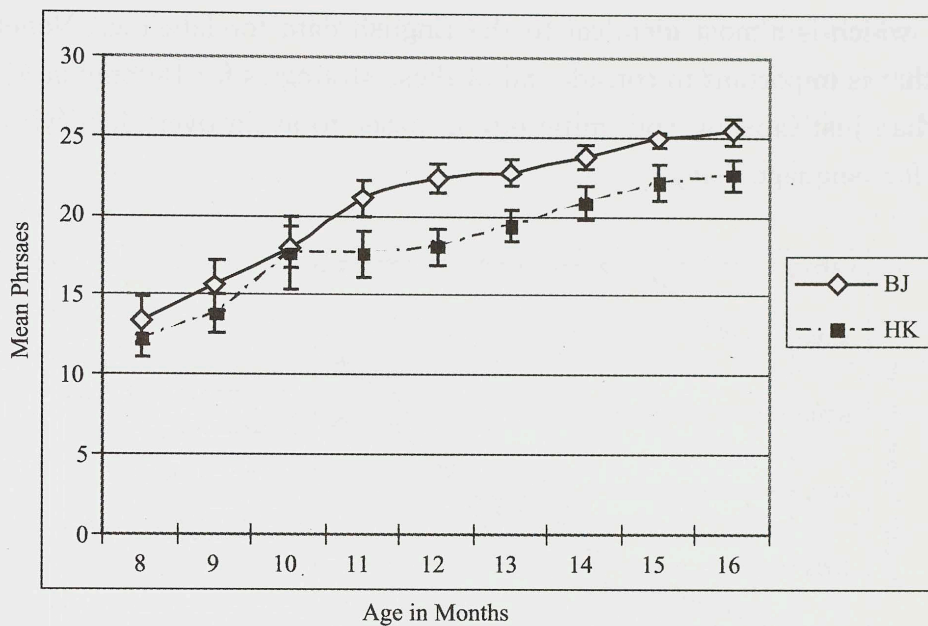


Figure 4.2 Number of Phrases children can understand as reported on PCDI/CCDI, Words and Gestures

Section C: Starting to Talk

This section contains 4 questions, 2 of which are identical to the English MCDI, and 2 of which were added as a result of observations of and suggestions by Mandarin-speaking caregivers and their children. In this section, what is of interest is whether the child is beginning to express him/herself through verbal means and, if so, how. In the original MCDI, caregivers were asked how often the child “imitates” words or parts of sentences spoken by the parents and how often the child names or labels things. In the PCDI, we also asked how often the child makes vocalizations (grunts) together with a point, as well as how often they use the verb “want” (要) to refer to an object of desire. As can be seen from Figure 4.3, over 70% of the 8-month-olds were already expressing communicative intentions with points and vocalizations, and this became nearly universal by the age of 11 months. Unlike English, however, the Beijing children in our norming study were not reported to be “imitating” words or phrases said by their parents at high rates until they were over a year old. In addition, in keeping with other findings on the use of nouns and verbs in Mandarin-speaking children’s early language (Tardif, 1996; Tardif, Gelman, & Xu, 1999) they began to use the word “want” to refer to objects of desire at the same time or earlier than they used the object labels themselves. Nonetheless, by 16-months of age, over 70% of children were imitating and using “want” and over 50% of these Mandarin-speaking children were using object names to label objects. Although these percentages are somewhat lower than the English-speaking norming sample reported by Fenson et al. (1993), the general trajectory is similar and, if both using the term “want” and labeling are taken together, by 14 months of age, over 50% and over 75% of the 16-month-olds are using one of these linguistic strategies to

communicate, which is almost identical to the English data for labeling. Nonetheless, our data suggest that it is important to consider all of these strategies for Putonghua-speaking children, rather than just labeling and imitating, in order to avoid over-identifying children at potential risk for language delay.

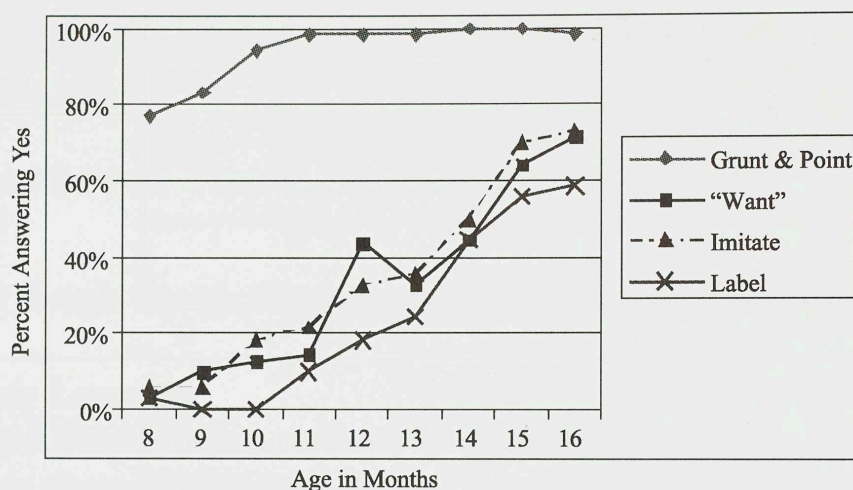


Figure 4.3a Percent of children reported to use Linguistic Forms of Communication on PCIDI (BJ), Words and Gestures

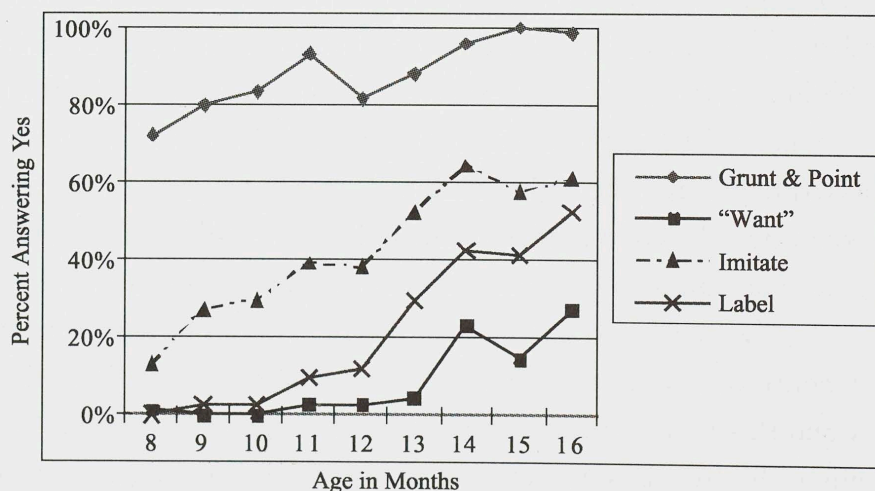


Figure 4.3b Percent of children reported to use Linguistic Forms of Communication on CCDI (HK), Words and Gestures

Section D: Vocabulary

In the Words and Gestures form, a total of 411 words were listed and caregivers were asked if their child could either "understand" or could both "understand and say" each of the words in the list. As with English and other languages, young Chinese-speaking children's abilities to comprehend ("understand") language far exceed their abilities to actually use it productively. In Figure 4.4, the mean number of words that a child could understand are

plotted for each age group, with 8-month-olds reported to understand a mean of 100 words, and 16-month-olds reported to understand over 300 words. While these numbers are much higher than (roughly double) those reported for English-speaking children in Fenson et al.'s (1993) norming study of the MCDI, the general pattern of growth is similar. Although we were very careful in our interviews to stress strict criteria for "understanding" of individual words, it is possible that caregivers nonetheless overestimated the proportions of words understood by their children. Interestingly, however, this phenomenon was also reported for a small group of English-speaking mothers in the MCDI norming study, suggesting that maybe infants actually do understand more words than previous research had indicated, even by this very early age.

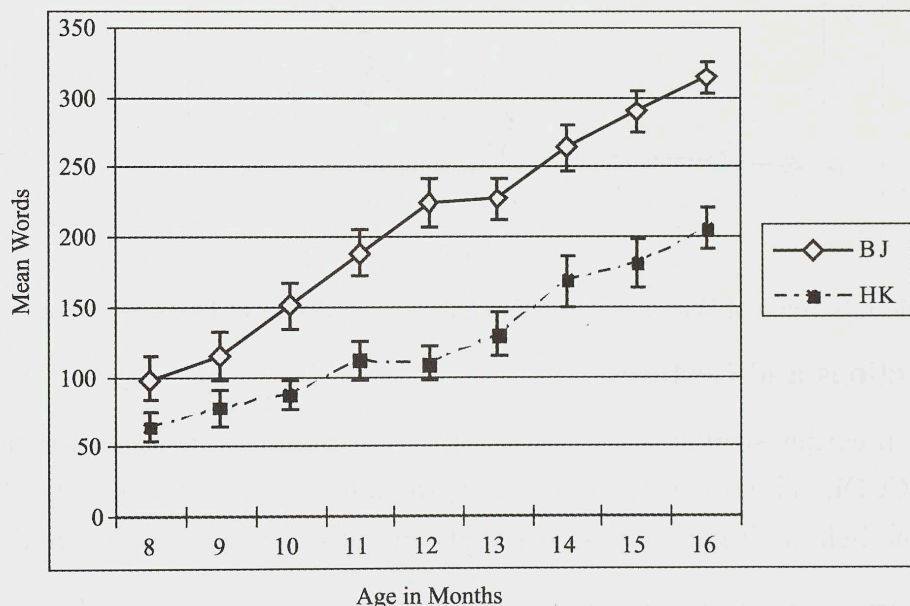


Figure 4.4 Mean Number of Words children Can Understand as reported on PCDI/CCDI, Words and Gestures

Figure 4.5(below), shows the number of words that children were reported to be able to "say" at each of the monthly age groups tested. As with English, 8-month-olds were reported to be able to say only 1 or 2 words, whereas the number steadily increased with age for both the PCDI and CCDI norming samples. Since there were considerable gender differences in the number of words that boys and girls were reported to be able to say, with girls noticeably outperforming boys from 12 months of age onwards, caution should be taken to use the percentile tables that are separated by gender when interpreting a child's "can say" score.

In addition, note the considerable variability in the numbers of words children are reported to both "understand" and "can say" that was present in our sample as well as the English MCDI norming sample. Again, although this variability may reflect differences in caregivers' understandings of what constitutes being able to "say" a word, because of our careful inter-

viewing procedures, we believe they are more reflective of the actual variability in children's very early linguistic comprehension and production abilities and, quite likely, reflective also of the variety of childcare circumstances and direct linguistic interaction children are exposed to.

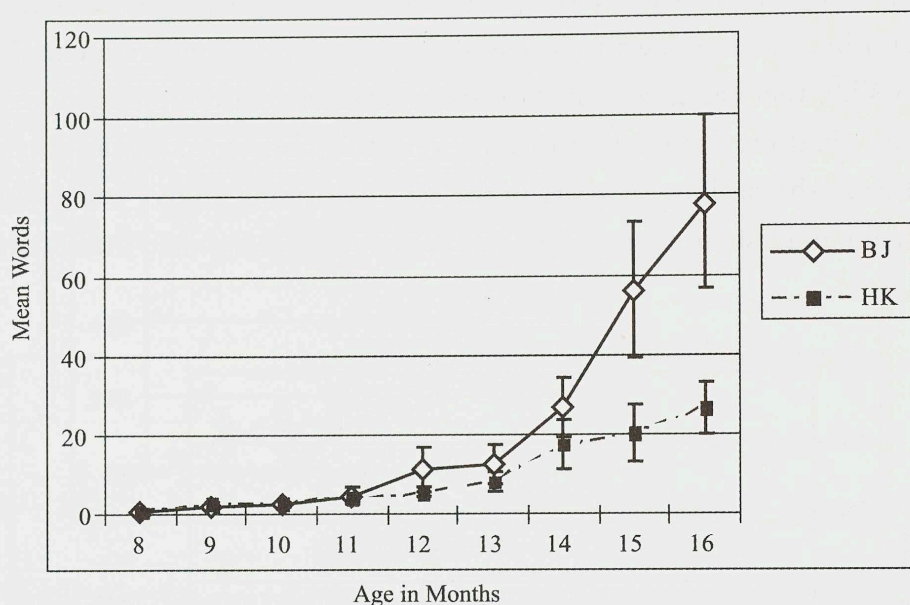


Figure 4.5 Mean Number of Words children Can Say as reported on PCDI/CCDI, Words and Gestures

Part Two: Actions and Gestures

As noted in earlier sections, there were different numbers of items for this portion on the PCDI and CCDI. Thus, comparisons across samples for this portion of the form are inappropriate. Nonetheless, Figure 4.6 shows that, in both samples, as the children got older,

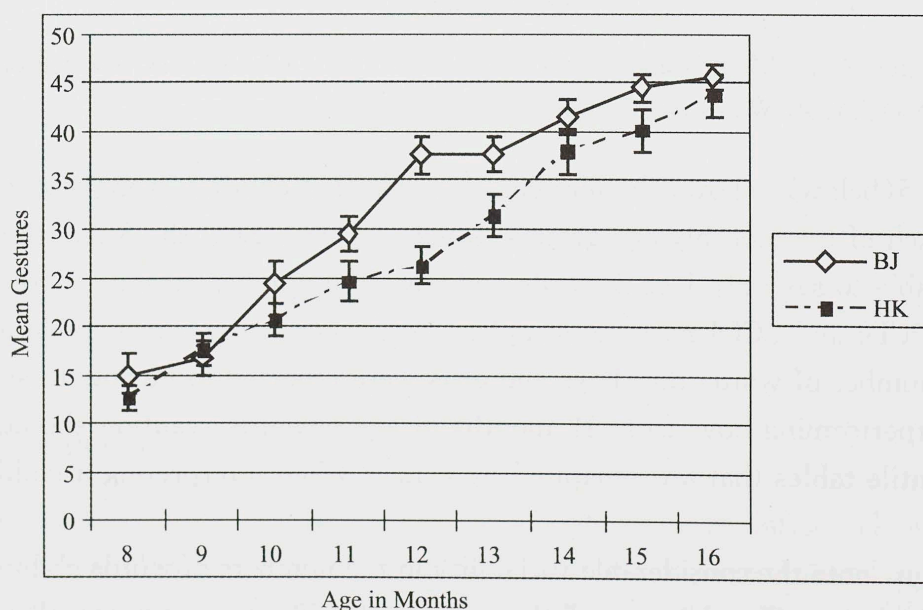


Figure 4.6 Mean Number of Communicative Gestures children reported to use on PCDI/CCDI, Words and Gestures

they used more and more of these gestures. As with the words, girls were slightly better overall, but this was most pronounced in only 2 of the sections – “early gestures” (Section A) and “pretend play” (Section D). Thus, caution should be used and the percentile tables by gender should be consulted when interpreting children’s gesture scores.

A clear pattern, shown in Figure 4. 7a and 4. 7b, also emerged across the 5 different types of communicative gestures. As with the English MCDI results and suggestions from the literature, the items in Sections A and B (Early Gestures and Games and Routines) were the easiest for the children, followed by those in Sections C and E (Actions on Objects and Imitate Adult Actions), with Section D (Pretend) being the hardest and items from this section acquired by the smallest number of children.

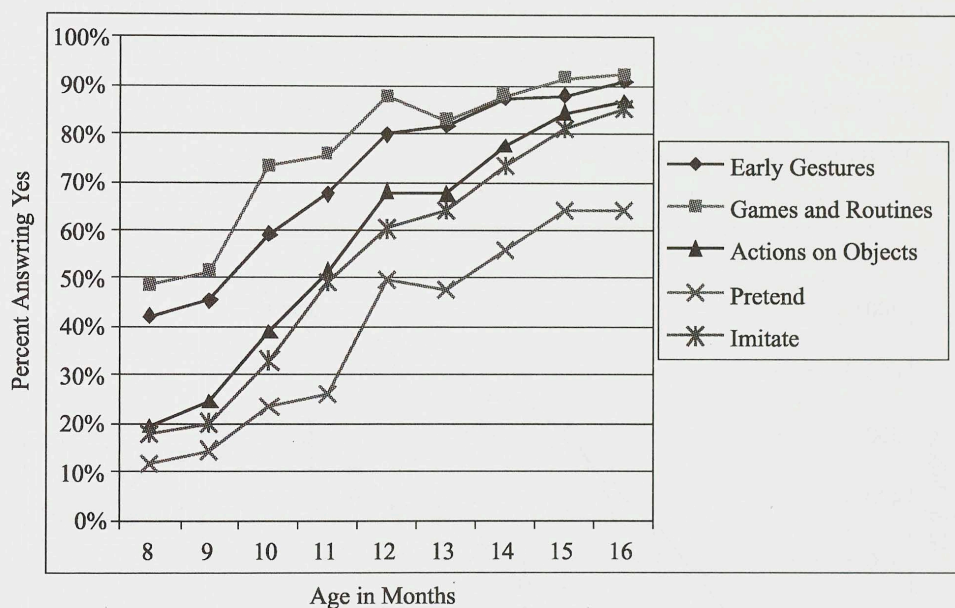


Figure 4. 7a Percent of Communicative Actions and Gestures, by Section, on PCDI Words and Gestures

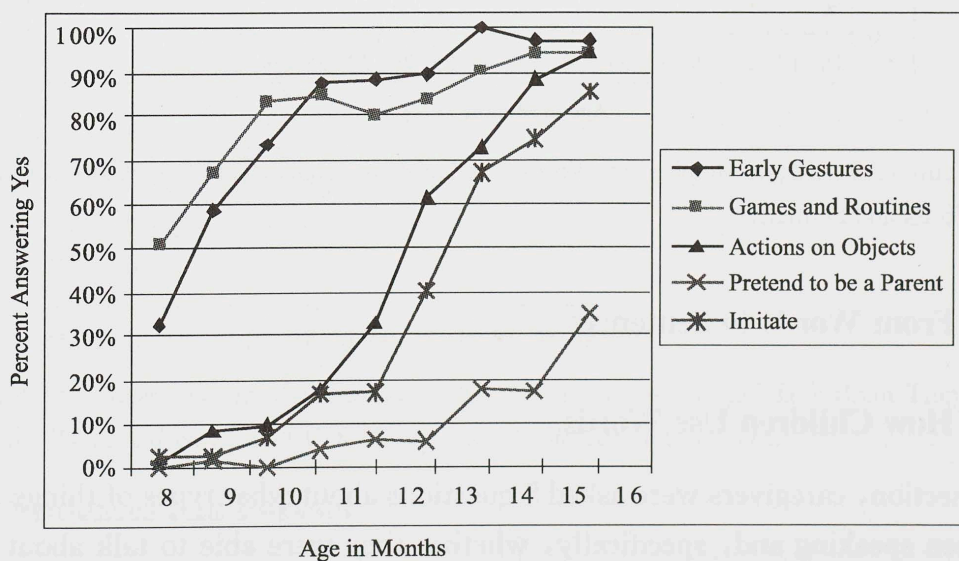


Figure 4. 7b Percent of Communicative Actions and Gestures, by Section, on CCDI Words and Gestures

Developmental Trends for the Components of the CDI (Words and Sentences)

Part One: Vocabulary

As with the Infant (Words and Gestures) data, the number of words 16-to 30-month-old children were reported to “say” on the Toddler (Words and Sentences) version of the PCDI increased consistently with age, reaching a plateau, near the total possible score of 799, at 29 to 30 months of age. Hong Kong children had lower means for the entire age range of the form. In addition, like the Infant data, and the English MCDI norming study data, girls tended to outperform boys on this measure, reaching equivalent levels of vocabulary performance 1 to 2 months ahead of the boys, on average. The mean levels of performance, overall, for both boys and girls are shown in Figure 4. 8, but the percentile tables for each gender in Appendices A and B should be consulted for interpreting individual children’s results for all sections of the Words and Sentences Inventory.

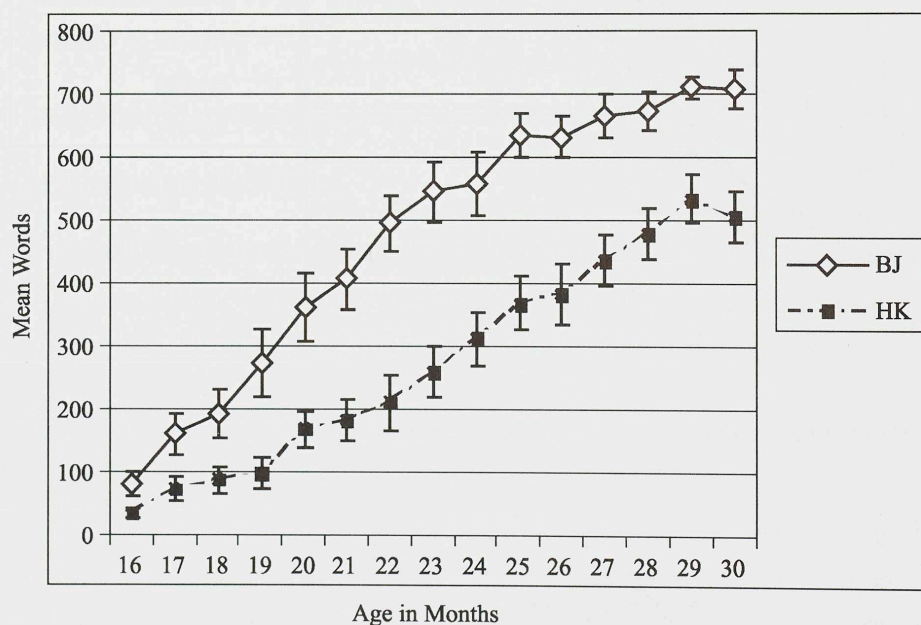


Figure 4. 8 Mean Number of Words Produced as reported on the PCDI/CCDI, Words and Sentences

Part Two: From Words to Sentences

Section A: How Children Use Words

In this section, caregivers were asked 5 questions about what types of things children referred to when speaking and, specifically, whether they were able to talk about objects, events, and people that were not present in the “here and now.” As shown in Figures 4. 9a and

4. 9b, at 16 months of age, almost all children are able to look for objects or people that were not present in the environment when asked to by an adult and most children are also able to refer to an object by its owner, even when the owner of the object is not present. It is not until children start to combine words, however, that they also start to refer to things that are absent, or to talk about past or future events. In fact, these 3 types of talk functions appear to develop in parallel at exactly the time that children are beginning to combine sentences, with some children developing one of these functions earlier and others later and vice versa. As with English, by 24 months of age, almost all children were able to extend beyond the “here and now” using all of these different types of references at least “some of the time” and most children did this “frequently.”

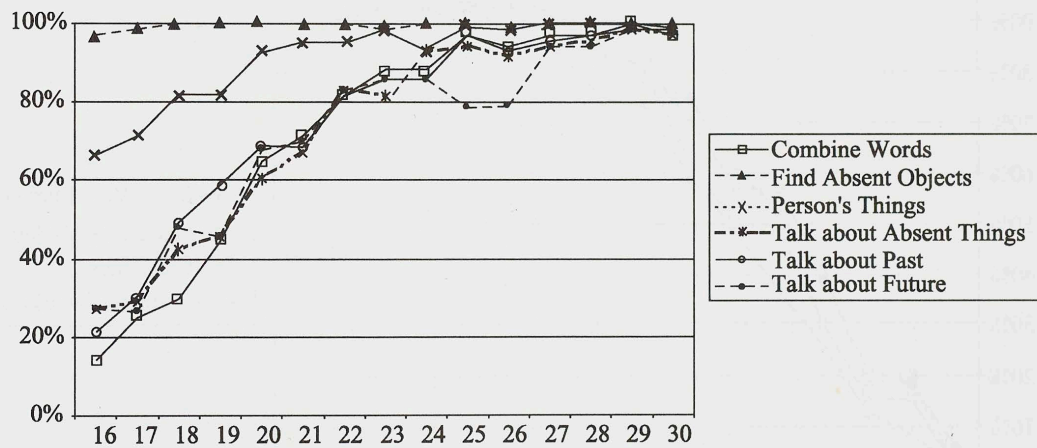


Figure 4. 9a Mean Percent of children reported to Combine Words and Talk about Things Beyond the “Here and Now” on PCDI (Beijing), Words and Sentences

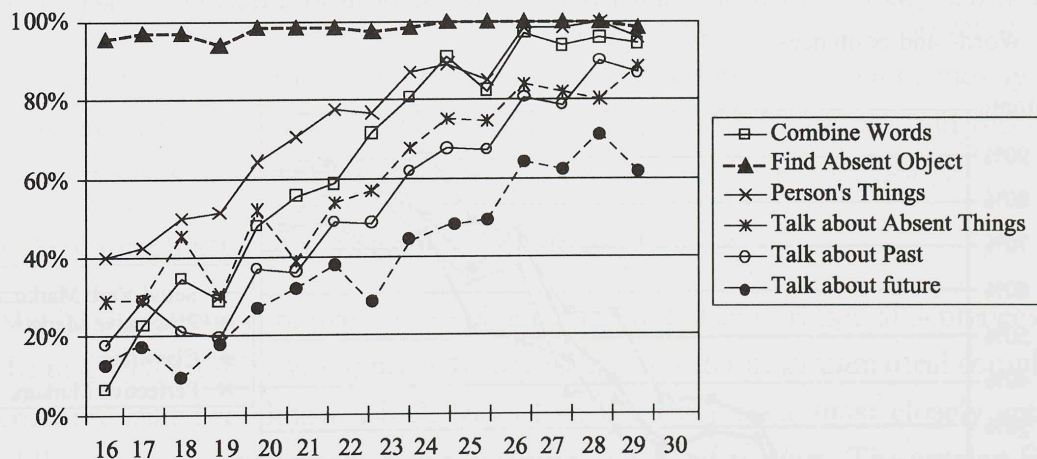


Figure 4. 9b Mean Percent of children reported to Combine Words and Talk about Things Beyond the “Here and Now” on CCDI (Hong Kong), Words and Sentences

Section B: Sentences and Phrases

In this section, caregivers were asked not about the *functions* of their children’s speech

(referring to past events, etc.), but about their *forms*—the grammatical words used to perform these functions. As shown in Figures 4.10a and 4.10b, the four different forms measured in this section all tended to develop at roughly the same ages, with most children using all 4 forms by 24 months of age and over 90% of children using them by 28 months of age. Interestingly, these data are somewhat different from English in that markings on nouns (plurals and possessives in English, classifiers and possessives in Putonghua and Cantonese) appeared no earlier than markings on verbs (-ing and -ed for English, resultative complements and perfective “guo” or “le” for Putonghua). In fact, the classifiers appeared to be slightly slower to develop than any of the other markings.

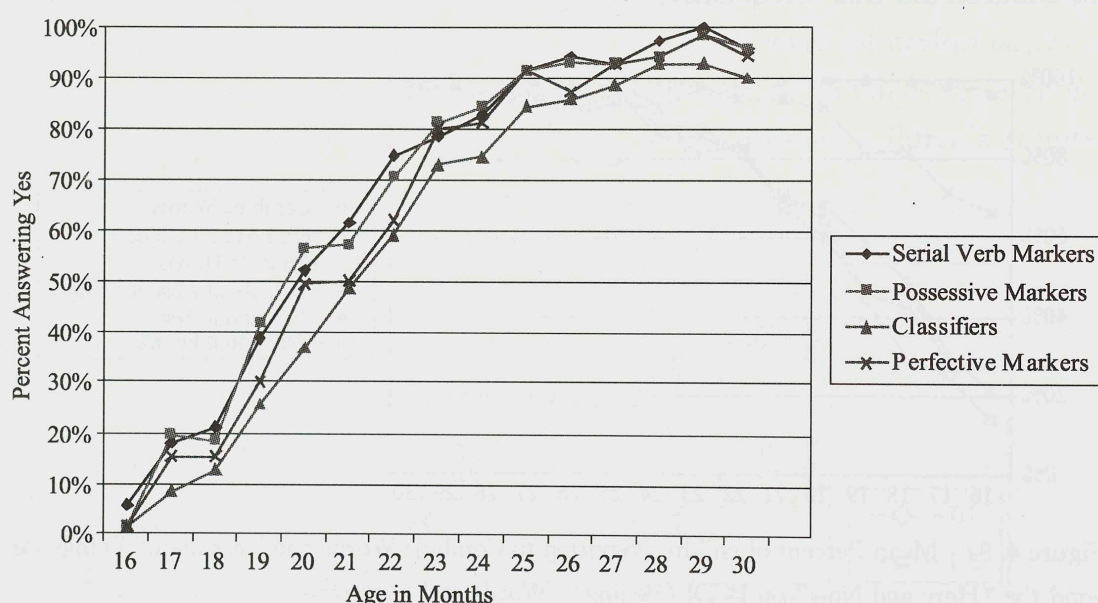


Figure 4.10a Mean Percent of children reported to Use Sentence Structure Markers on PCIDI (BJ), Words and Sentences

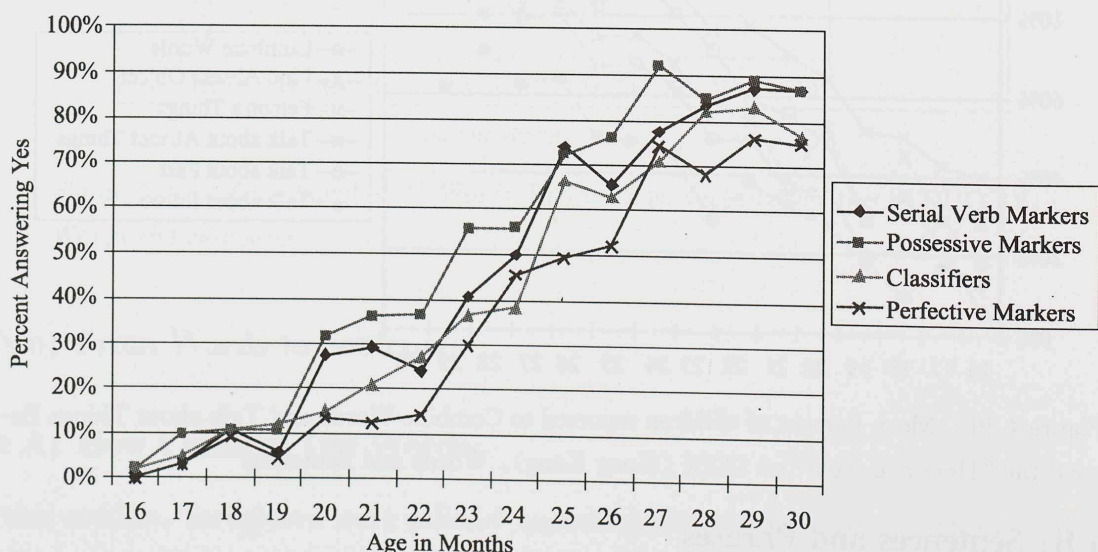


Figure 4.10b Mean Percent of children reported to Use Sentence Structure Markers on CCDI (HK), Words and Sentences

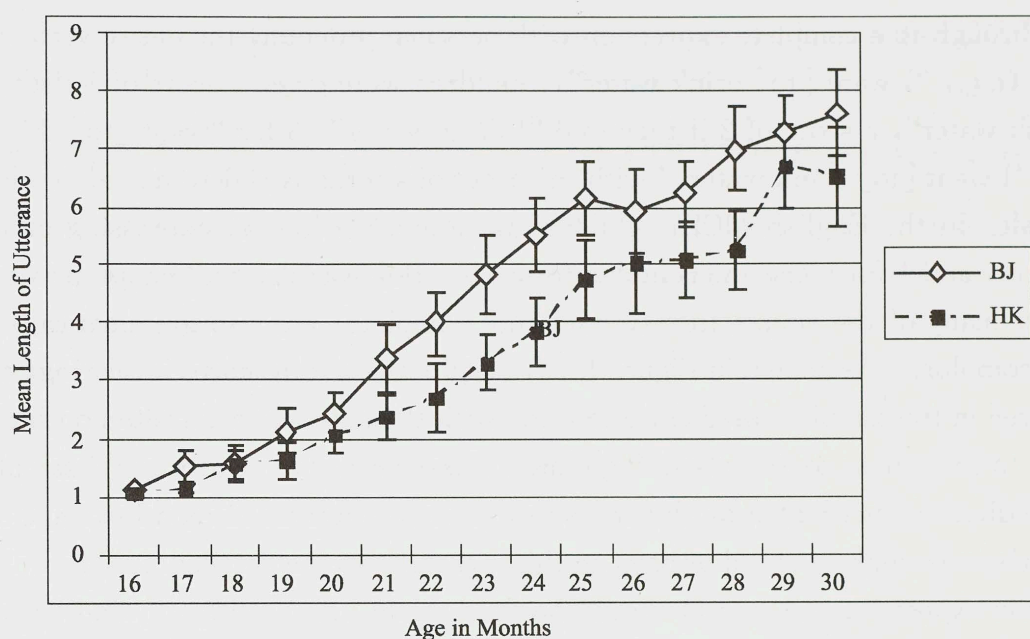


Figure 4.11 Mean Length of Longest Sentences children reported to produce on PCDI/CCDI

Section C: Combining Words

In this section, caregivers were asked whether their child had started combining words to form sentences and, if so, to provide 3 examples of the longest sentences that their child had uttered recently. As shown above, in Figure 4.8, by 20 months of age, just over 50% of children had started to combine words into sentences, and by 24 months of age, roughly 90% were doing so. Interestingly, despite the enormous differences between the grammatical structures of English, Putonghua, and Cantonese, the lengths of sentences at various ages throughout the 16-to 30-month-old span were nearly identical for these norming study samples, with all groups of children starting out with utterances that were mostly 1 word in length at 16 months, growing to 4 to 5 words in length at 24 months, and reaching 8 to 9 words by 30 months of age (see Fenson et al., 1993, p. 61 for comparison).

Section D: Complexity of Children's Sentences

In the final section, caregivers were given a list of 27 (26) groups of sentences. For each group, from 2 to 5 alternatives appeared, increasing in order of grammatical complexity, and caregivers were asked to choose which way of saying the phrase most closely approximated their child's way of expressing the given meaning at time of testing. The scoring for this section is somewhat different from the English MCDI, in that we scored a "0" if the caregiver claimed that the child did not yet express this type of meaning and form or if the form was simpler than the simplest listed for an item, and then increments of "1" were used for each more complex form. Thus, for question 5, which asks about how children express desires and lists 4 alternative expressions, from a simple expression of what is desired (e.g., "drink

water”) through to a complete expression with personal pronoun, the desire verb, and what is desired (e.g., “I want [to] drink water”), children were given a score of 1 if they simply said “drink water”, a score of 2 if they said “I drink water”, 3 for “want [to] drink water” and 4 for “I want [to] drink water,” with the order of alternatives determined in pilot testing of this scale. In the English MCDI, children were given 0 for not expressing or using the simple form, and 1 for using the complex form, but this was deemed inappropriate for Chinese where many of the simple forms, while not complete, are also grammatically correct, just not “complex.” As shown in Figure 4.12, despite these differences in scoring, the youngest children in the sample scored close to zero, with the older children (30-month-olds) scoring close to the ceiling of 81 points. Significant differences obtained for our 2 samples, with Beijing toddlers scoring higher on this measure, particularly from 21 months of age onwards. Again, girls were slightly ahead of boys on this measure, so the detailed Tables broken down by gender in Appendixes A and B should be used when interpreting any individual child's scores.

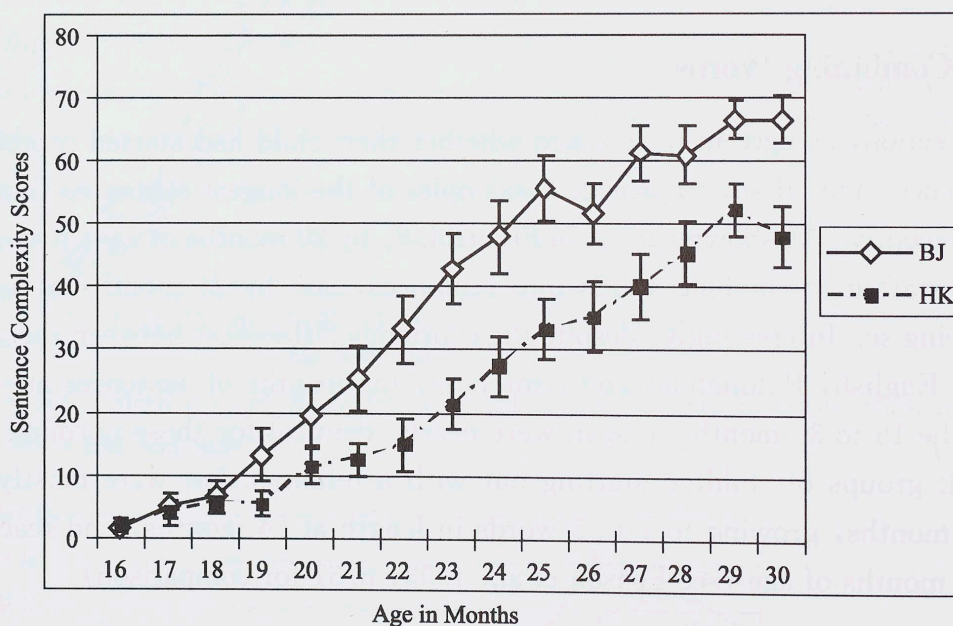


Figure 4.12 Sentence Complexity Scores on Words and Sentences, PCDI/CCDI

4.5 Relations Among the CDI Subscales

An important question to ask about the CDI measures is how children's performance on one portion of the scale may be related to other portions. If all of the different sections of the CDI are highly related to each other, then there would be no reason to include all sections. In contrast, if the different sections were not at all related to each other, then it would not be clear if they were all measures of children's early language development. Ideally, the different sections of the instruments should be related to each other, but modestly so. In order to

examine this, we looked at the correlations between different sections of the CDI Words and Gestures and Words and Sentences forms in our norming study.

Intercorrelations Among the Components of the CDI (Words and Gestures)

As shown in Tables 4.4a and 4.4b, there are rather modest correlations between some components of the CDI and relatively high correlations between other components. Not too surprisingly, the highest correlations exist between similar types of measures – the early understanding of phrases in part one of the PCDI Words and Gestures and being able to “understand” (comprehension) of vocabulary items. Interestingly, however, children’s production of communicative gestures is more highly related to children’s vocabulary comprehension than it is to what they can actually say at this early stage of language development. Note, however, that this is consistent with data from the English MCDI norming study and from suggestions in the literature (e.g., Bates et al., 1989; Thal & Bates, 1988; Tamis-Lamonda & Bornstein, 1990) that children’s early use of gestures are much more closely related to their ability to understand language and communicative intents than their abilities to produce it when they are at the beginning stages of language development. Relations between vocabulary comprehension and vocabulary production were significant, even when age was partialled out, but it is clear that these two components of language development are also somewhat independent.

In general, then, this suggests that children who score high on measures of comprehension are also likely to score high on gesture use. Nonetheless, children who understand a lot of language early on are *not necessarily* the same children who will be “early talkers,” although some children will certainly be both early comprehenders and early talkers (or late comprehenders and late talkers).

When interpreting discrepancies between individual children’s percentile scores across the various components of the PCDI/CCDI, consideration should be made of the general relationships across scales. Thus, it would be more surprising if a child had percentile scores that varied dramatically between the gesture and comprehension portions of the scale than if the child’s scores differed between the comprehension and production portions of the scale. In making these interpretations, care should also be taken, especially for children at the extreme ends of the age group for which the scale was normed, that no “floor” or “ceiling” effects are present. Remember that the “understanding phrases” section is a relatively easy portion of the scale, with even the 8-month-olds able to understand roughly half the items in this section (see Figure 4.2), whereas vocabulary production is something that develops later and doesn’t really start to take off until 14- or 15-months of age.

Table 4. 4a Intercorrelations (Simple and with Age Partialled Out) Between Major Sections of the Words and Gestures PCDI (Beijing) Subsections (n=636)

	Style of Starting to Talk	Vocabulary Comprehension	Vocabulary Production	Gestures
Understanding Phrases	.50/.19	.80/.65	.29/.00 ⁺	.76/.55
Vocabulary Comprehension	.60/.30	—/—	.48/.24	.85/.67
Vocabulary Production	.63/.49		—/—	.41/.09*
Gestures	.60/.25			—/—

All correlations significant at $p < .001$, except as marked. ⁺ not significant, * $p < .05$. First value in each pair represents simple bivariate correlations, second value is correlation with age partialled out.

Table 4. 4b Intercorrelations (Simple and with Age Partialled Out) Between Major Sections of the Words and Gestures CCDI (Hong Kong) Subsections (n=638)

	Style of Starting to Talk	Vocabulary Comprehension	Vocabulary Production	Gestures
Understanding Phrases	.40/.21	.88/.84	.41/.32	.53/.32
Vocabulary Comprehension	.44/.22	—/—	.45/.36	.61/.37
Vocabulary Production	.18/.04 ⁺		—/—	.33/.18
Gestures	.62/.44			—/—

All correlations significant at $p < .001$, except as marked. ⁺ not significant. First value in each pair represents simple bivariate correlations, second value is correlation with age partialled out.

Intercorrelations Among the Components of the CDI (Words and Sentences)

As can be seen below, in Tables 4. 5a and 4. 5b, the relationships between all components of the Words and Sentences scales for both the PCDI and the CCDI are high and significant, even with age partialled out. The highest correlations exist between the 3 major components of the instrument (vocabulary, complexity, and the combined talk functions and sentence structure scores), with somewhat lower but still extremely high correlations between the length of children's sentences and their vocabulary production. However, even though these very high correlations are suggestive of significant overlap in constructs measured, they do not mean that portions of the instrument can be deleted entirely. Rather, children for whom language delay or disorder may be suspected should be tested on all portions of the instrument, and disproportional scores on the various aspects should be examined carefully as they may have strong clinical implications.

Table 4. 5a Intercorrelations (Simple and with Age Partialled Out) Between Major Sections of the Words and Sentences PCDI (Beijing) Subsections (n=636)

	Mean Length of Longest Sentence	Talk Functions & Sentence Structure	Sentence Complexity
Vocabulary Production	.77/.53	.92/.84	.90/.76
Talk Functions & Sentence Structure	.76/.54	—/—	.88/.75
Sentence Complexity	.85/.71		—/—

All correlations significant at $p < .001$. First value in each pair represents simple bivariate correlations, second value is correlation with age partialled out.

Table 4. 5b Intercorrelations (Simple and with Age Partialled Out) Between Major Sections of the Words and Sentences CCDI (Hong Kong) Subsections (n=638)

	Mean Length of Longest Sentence	Talk Functions & Sentence Structure	Sentence Complexity
Vocabulary Production	.67/.55	.90/.74	.93/.81
Talk Functions & Sentence Structure	.62/.50	—/—	.89/.74
Sentence Complexity	.72/.61		—/—

All correlations significant at $p < .001$. First value in each pair represents simple bivariate correlations, second value is correlation with age partialled out.

4.6 Reliability of the CDI Forms

Reliability refers to how consistent a test is at resulting in the same measurement. For the PCDI norming study, 3 methods of reliability were assessed: internal consistency (how likely each of the items on the scale are measuring the same ability); test-retest reliability (how likely one is to receive a similar ability ranking when the same test is used at different times); and standard error of the mean (how much a “normal” sample is likely to vary from the mean). Because the standard error of the mean has been presented in many of the preceding descriptions and graphs of our findings, it will not be discussed in detail here.

Internal Consistency

Internal consistency was calculated by computing Cronbach’s alpha for individual items within every subsection of the Words and Gestures and Words and Sentences PCDI forms, as well as for subscales of the vocabulary and other sections of the forms. Individual item reliabilities for the Infant (Words and Gestures) and Toddler (Words and Sentences) Vocabulary Production categories ranged from .84 (Infant “Can Say” for Vehicles) to .99 (Infant “Can Say” Verbs; Toddler “Can Say” Verbs, Things to Eat/Drink, Adjectives, and Household I-

tems).

In addition, each of the vocabulary categories was then treated as an "item" to examine the consistency of the vocabulary scale across the 20 Infant categories and 24 Toddler categories of words. For infants, alpha values were .93 for both Vocabulary Comprehension and Vocabulary Production, and they were also .93 for Toddler Vocabulary Production, suggesting extremely high reliability across the categories and across the entire age range for which the instrument was normed. Nonetheless, item-total correlations were best for categories in the middle of the scale than for the very first portion (Sounds) and for the final portions of the scales (Direction Words, Numerals/Quantifiers, Question Words, Pronouns, Classifiers, Sentence Final Particles, Time Words, Auxiliaries, and Conjunctions). This is because of both ceiling and floor effects, with the first category acquired early and almost completely, and the latter categories completely acquired by only a few children even for the oldest group in our norming study. Thus, these findings do not speak to a lack of reliability, as much as how predictive each of the categories is at different stages in children's language development, with early categories being predictive primarily at the youngest ages and the latter categories more predictive at the oldest ages for which the instruments were normed.

For Part I (Understanding of Simple Phrases and Style of Beginning to Talk) of the Infant Scale, an alpha of .92 was obtained, with separate alphas of .93 for the Understanding Phrases (27 items) section and .71 for Style of Talking (4 items). Overall, the Gestures portion of the scale yielded an alpha of .95, when items were treated individually, and .83 when the 5 gesture subscales were treated as items. Individual reliabilities for each of the gesture subscales were .82 for Simple Gestures, .70 for Interactive Games, .90 for Actions on Objects, .78 for Pretending to be a Parent, and .82 for Imitating Adult Actions, which are significantly higher than those found for the English CDI.

For Part II of the Toddler form, alphas of .82 and .94 were found for the Talk Functions (5 items) and Sentence Structure Markers (4 items) sections, respectively, and .93 for these 2 sections combined. The Complexity scale, consisting of 27 items, yielded an even higher alpha of .99, suggesting that even though the form of our scale differed significantly from that of the English scale and the items themselves were created to reflect various levels of grammatical complexity in Putonghua, items on this newly created scale were highly consistent and yielded reliable scores for individual children.

Test-Retest Reliability

A total of 240 children were retested on the same PCDI form 4 to 6 weeks after the original testing date in order to examine the test-retest reliability of both the Infant and Toddler infants. In each age group, 10 children were tested, half male and half female, with 20 children in the 16-month group, 10 with the Infant and 10 with the Toddler forms.

Overall, simple bivariate correlations between the various sections of each of the instru-

ments were high for both the Infant and Toddler inventories. When age was partialled out^①, the correlations decreased somewhat, but all yielded acceptable indices. For Infants ($n=90$), the test-retest correlations are listed in Table 4.6, below. For Toddlers, the correlations were even higher, with $r=.94$ (.89 with age partialled out) for Vocabulary Production, .81 (.71) for Talk Functions, .90 (.81) for Sentence Structure Markers, .85 (.76) for Combine Words, and .94 (.86) for Complexity of Sentences.

In Hong Kong, a total of 142 children, half male and half female, were retested on the same CCDI form approximately one month after the original testing date. Test-retest correlations for these forms were also high and were higher than Beijing for some sections, but lower for others. The most likely explanation for this is simply random variation around the mean.

Table 4.6 Test-Retest Correlations for Words and Gestures PCDI/CCDI Subsections

	PCDI (Beijing) ($n=90$)		CCDI (Hong Kong) ($n=48$)	
	Bivariate Correlation	Partial Correlation	Bivariate Correlation	Partial Correlation
<i>Part One: Words</i>	.74	.53	.81	.73
A. First Signs of Understanding	.45	.42	.56	.50
B. Understand Phrases	.67	.53	.76	.69
C. Starting to Talk	.76	.57	.58	.42*
D. Vocabulary Checklist				
Comprehending Words	.75	.76	.80	.73
Producing Words	.93	.91	.89	.77
<i>Part Two: Gestures</i>	.87	.64	.87	.75
A. Early Communicative Gestures	.79	.60	.70	.48
B. Games and Routines	.69	.62	.63	.60
C. Interactive Actions	.82	.56	.88	.77
D. Pretend Play	.77	.63	.65	.55
E. Imitate Adult Behaviors	.81	.56	.81	.68

All correlations significant at $p < .001$, except as marked. * $p < .05$.

^① Note that in the English MCDI norming study, a total of 500 children were retested on the original instrument, and individual correlations across each monthly age group were thus possible. Given the interview method in the PCDI norming study, however, this was not feasible and thus monthly correlations with an $n=10$ were also not statistically advisable. Thus, we examined correlations with age partialled out, a rather conservative method of assessing test-retest reliability for our sample.

Table 4.7 Test-Retest Correlations for Words and Sentences PCDI/CCDI Subsections

	PCDI (Beijing) (n=150)		CCDI (Hong Kong) (n=94)	
	Bivariate Correlation	Partial Correlation	Bivariate Correlation	Partial Correlation
<i>Part One: Words</i>				
Vocabulary Production	.94	.89	.95	.90
<i>Part Two: Sentences</i>				
A. How Children use words	.81	.71	.75	.64
B. Sentences and Phrases	.90	.81	.88	.77
C. Sentence Complexity	.94	.86	.93	.87

All correlations significant at $p < .001$.

4.7 Validity of the CDI Forms

Face Validity

A test is said to have face validity if it appears to measure the targeted domain. Face validity is very important for gaining and maintaining a concerted effort by the parent completing a CDI form. The professional appearance of the CDI encourages the parent to take the form seriously. Parents will probably be more influenced, however, by the structure and content of the form. Most parents will want to provide a detailed and full account of their child's communicative skills. The parent will notice that the form samples a wide range of communicative skills in considerable depth. That impression should, in turn, increase the probability that the parent will regard the form as presenting an opportunity to portray their child's communicative skills accurately and completely.

Content Validity

Another important type of validity is content validity, defined as the extent to which the content of the scale maps onto the content that the investigator hopes to assess. Content validity is determined by examining the features of an instrument to determine whether the components relate to the skills the instrument is designed to measure. The case for content validity of the CDIs rests on the assertion that the two forms sample the major features of communicative development across the 8-to 30-month age range. The items within each subscale were drawn from the developmental literature, and from suggestions made by parents in response to earlier versions of the instrument. For infants, the major domains include language comprehension, language production, and actions or gestures. For toddlers the two

main portions of the form center around vocabulary production and a range of grammatical skills.

Convergent Validity

Additional evidence of validity rests on the fact that the developmental functions obtained with the various subscales correspond closely to the developmental functions that have been reported for the same variables in observational studies. We regard the close parallels between CDI data and developmental patterns reported in the laboratory as extremely important evidence of validity. Although the parallels between CDI growth curves and patterns reported in the literature do not quite fit the traditional meaning of convergent validity (Anastasi, 1988), the term fits better than do others.

The developmental functions are monotonic (i.e., they increase regularly across the relevant age range), the "floor" for each measure corresponds closely to the age of onset reported in the literature, and rates of development correspond to longitudinal and cross-sectional findings reported in studies using other techniques. With a few exceptions, the range of variation observed around each function also appears to be quite credible, based on what is known from observational studies. Exceptions include the variation in word comprehension observed at 8 months of age (when approximately 10% of the parents report receptive vocabularies that are much larger than estimates in prior studies) and the very early age of onset of certain types of pretend actions reported by some parents. In these cases, we suspect that some parents have applied a different and more liberal definition of the behavior in question than we had in mind. Overall, however, there appears to be an excellent match between our intent and the parents' interpretations.

We were particularly surprised at the impressive validity obtained with the grammatical assessments contained in the CDI/Words and Sentences (Part II) for two reasons. First, in contrast with the gestural and lexical assessments obtained with other sections of the two inventories, we had little experience in the use of parental report to assess grammar. Second, some investigators have reported that phonological and grammatical skills are particularly difficult for non-experts to define, and for laymen to "think about" independent of the particular contexts in which those skills are used (e.g., Gleitman & Gleitman, 1970). In designing the CDIs, we tried to circumvent those problems by using a recognition format in which parents were asked to identify grammatical forms that their child was using or to select sentences matching the level of their child's speech.

The developmental functions obtained for the grammar scales correspond closely to reports in the literature. This includes the relative time of onset for word combinations as well as the acceleration in grammatical complexity observed between 18 months (when very few children use grammatical inflections) and 30 months (when most children use a variety of grammatical inflections and function words). It also includes the rank orders observed among

specific grammatical morphemes (e.g., noun inflections tend to come in before verb inflections, irregular past tense verbs tend to come in before regular past tense verbs) and the age of onset and relative frequency of overgeneralizations (i.e., incorrect forms like “foots” and “eated”). Because we can assume that very few parents have “textbook” knowledge of child language, we conclude that the developmental functions obtained with the CDI forms correspond to reports in the literature because parents and psycholinguists are listening to and reporting the same developmental phenomena. Importantly, the grammatical assessments in our scales for Putonghua and Cantonese result in curves that are very similar to those reported for English, despite enormous differences in the items themselves.

Nevertheless, it is important to determine whether the scores obtained for individual children with the CDIs correspond to scores the same children might obtain in laboratory testing and/ or home observations. This brings us to correlational studies of the concurrent and predictive validity of the CDIs and their predecessors.

Concurrent Validity

Concurrent validity was determined by assessing the relation between parent report (i.e., CDI scores) and child performance on associated measures. For the PCDI, children's scores were compared to the Gesell Developmental Quotient Language Scale. For the CCDI, scores were compared to the Reynell test of language development.

Relations between PCDI (Words and Gestures) and Gesell Developmental Quotients: Performance and Verbal

A total of 38 12-month-old children, 18 males and 20 females, were also tested individually with the Gesell Developmental Scales. Scores were obtained for both “performance” (adaptability) and “verbal” portions of the test. Two children did not complete the test. Overall, children performed at the mean) on both the Performance (Mean DQ=97.33, SD = 6.52 and Verbal (Mean DQ=103.56, SD = 12.61) portions of the test.

Relations between children's performance on the PCDI and the Gesell measures were higher for the Gesell Verbal scores than they were for the Gesell Performance scores, as would be expected for a test that measures language abilities. Table 4.8a presents the simple bivariate correlations between components of the PCDI—Words and Sentences and the two Gesell indices.

Table 4. 8a Relations between PCDI (Words and Gestures) and Gesell Developmental Quotients: Performance and Verbal (n=36)

	Performance	Verbal
Part One: Words		
Understand or "Can Say"	.27	.36 *
"Can Say" Only	.08	.55 * *
Part Two: Gestures	.18	.30 ^a

^a $p < .10$, * $p < .05$, * * $p < .01$. Note that the Pearson correlation for the performance and verbal sections of the Gesell was only 0.39, $p < .05$.

Relations between PCDI (Words and Sentences) and Gesell Developmental Quotients: Performance and Verbal

A total of 60 children, 30 males and 30 females, were also tested individually with the Gesell Developmental Scales. These children included ten male and female children from each of the 18, 24, and 30 month-old age groups. Scores were obtained for both "performance" (adaptability) and "verbal" portions of the test. Overall, children performed at the mean (Mean DQ=100.47, $SD = 13.11$) for the Performance portion and slightly above the mean (Mean DQ=105.63, $SD = 15.33$), $p < .01$, for the Verbal portion of test.

Relations between children's performance on the PCDI and the Gesell measures were high and significant for all aspects of the PCDI, and were higher for the Gesell Verbal scores than they were for the Gesell Performance scores, as would be expected for a test that measures language abilities. Table 4. 8b presents the simple bivariate and partial correlations (age of the child controlled) between components of the PCDI—Words and Sentences and the two Gesell indices.

Table 4. 8b Relations between PCDI (Words and sentences) and Gesell Developmental Quotients: Performance and Verbal (n=60)

	Performance	Verbal
Part One: Words		
Vocabulary Checklist	.11 ^a /.51 *	.32 * /.76 *
Part Two: Sentences		
A. How children use words	.20 ^a /.39 *	.42 * /.60 *
B. Sentences & Phrases	.20 ^a /.54 *	.37 * /.69 *
C. Complexity	.12 ^a /.50 *	.36 * /.78 *

^a not significant, * $p < .05$. First value in each pair represents simple bivariate correlations, second value is correlation with age partialled out.

Note that the simple bivariate correlation and partial correlation between receptive scores and expressive scores are .46 and .29, respectively.

Relations between CCDI (Words and Gestures) and Reynell Language Development Scales Receptive and Expressive Scores

In Hong Kong, a total of 99 children were tested individually on the Reynell Language Development Scales, which is the only language development instrument normed for this age group in Hong Kong. These children included 42 children, 20 males and 22 females, from the 11, 12, and 15 month-old age groups. Scores were obtained for both "receptive" and "expressive" scores. The mean for the Receptive scores is 6.05 ($SD=3.16$), and the mean for the Expressive scores is 8.33 ($SD=2.12$). Table 4.8c presents the simple and partial correlations between the components of CCDI-Words and Gestures and the two Reynell scores. In general, results are comparable to the validity measures of the PCDI with the Gesell language scores.

Table 4.8c Relations between Reynell Scores and Words and Gestures CCDI (Hong Kong) Subsections (n=42)

	Receptive Scores	Expressive Scores
<i>Part 1: Words</i>	.45/.32*	.37/.24 ^a
A. First Signs of Understanding	.07 ^a /-.06 ^a	.03 ^a /-.07 ^a
B. Understanding Phrases	.42/.32	.27 ^a /.15 ^a
C. Starting to Talk	.32* /.18 ^a	.48/.39
D. Vocabulary Checklist		
Comprehending Words	.43/.30*	.41/.30
Producing Words	.43/.28 ^a	.64/.57
<i>Part 2: Gestures</i>	.47/.16 ^a	.53/.35
A. Early Communicative Gestures	.46/.21 ^a	.59/.46
B. Games and Routines	.37* /.29*	.45/.39
C. Interactive Actions	.51/.24 ^a	.41/.20 ^a
D. Pretend Play	.02 ^a /-.22 ^a	.20 ^a /.06
E. Imitate Adult Behaviors	.44/.09 ^a	.40/.16 ^a

All correlations significant at $p < .01$, except as marked. First value in each pair represents simple bivariate correlations, second value is correlation with age partialled out.

Note that the simple bivariate correlation and partial correlation between receptive scores and expressive scores are .46 and .29, respectively.

Relations between CCDI (Words and Sentences) and Reynell Language Development Scales: Receptive and Expressive Scores

Table 4.8d presents the simple and partial correlations between the components of CCDI-Words and Sentences and the two Reynell scores. Fifty-seven children, 28 males and 29 females, from the 18, 24, and 30 month-old age groups were tested individually on the Reynell test. The mean for the Receptive scores is 19.95 ($SD = 8.51$), and the mean for the

Expressive scores is 25.16 ($SD = 11.78$).

Table 4.8d Correlations between Reynell Scores and Words and Sentences CCDI (Hong Kong) Subsections (n=42)

	Receptive Scores	Expressive Scores
<i>Part One: Words</i>		
Vocabulary Checklist	.82/.47	.86/.60
<i>Part Two: Sentences</i>		
A. How children use words	.61/.35	.69/.53
B. Sentences & Phrases	.76/.37	.79/.47
C. Complexity	.79/.46	.82/.56

First value in each pair represent simple bivariate correlations, second value is correlation with age partialled out. All correlations significant at $p < .001$. Note that the simple bivariate correlation and partial correlation between receptive scores and expressive scores are .89 and .63 respectively.

Part Five: Technical Information for Short Forms

5.1 Form Development

The PCDI and CCDI short-forms were developed in response to pediatric and researchers' concerns for providing a brief screening instrument which could evaluate infants' and toddlers' early vocabularies without the extensive word list involved in the long-forms. As with the English short-forms (described in Fenson et al., 2000), the short-forms for Putonghua and Cantonese were developed from a subset of the long-form items in each language that showed good distribution and reliability characteristics across age groups.

Words and Gestures Short Form

Following the procedure described in Fenson et al. (2000), we established a short form from the Words and Gestures long forms by identifying 106 (95) items according to the following criteria:

1. Roughly 50% of the 8-month olds (and not $>80\%$) were reported to "comprehend" the item.
2. Roughly 30 - 50% of the 16-month olds were reported to be able to "comprehend and say" the item.
3. The item shows a gradual increase in both "comprehends" and "comprehends and says" across the entire 8-to 16-month age range.
4. Items that overlap in both categories are chosen EXCEPT if they already appeared in another section of the form or if they are ambiguous words (e.g., *niao4* 尿 "pee") or if they are too close, conceptually, to other words in the same category (e.g., 吃 eat, 喝 drink, 饱 full - drink and full were chosen).
5. If there were not enough items that fell into these categories, then additional items were chosen that fell into the same comprehension range for 10 - 12 month olds or that are still among the more frequently "said" items of the 16-month olds, but didn't quite reach the 30% criterion.
6. From the "Vehicles" category onward, performance on comprehends at 12 months (instead of 8 months) was used as a criterion for selection.

Words and Sentences Short Form

Items for the Words and Sentences short forms were selected for long form items if their score was between 45% and 50%, in the age ranges 16–18 months, 22–24 months and 28–30 months. If there were not sufficient items within categories at these ages, the list was supplemented by items which fell between 45 and 50% in adjacent months, e.g. 21 months and 27 months for verbs, 19–21 and 25 for body parts. This process resulted in 2 lists of 196 items each, which were further reduced by eliminating items that were closely ranked or often confused by respondents. The PCDI Words and Sentences short form consisted of 113 items and the CCDI Words and Sentences short form consisted of 133 items. All items are scored 1, for child ‘says’ except for two grammatical items (about classifier and aspect marker use) for which there are two possible scores above 0: ‘sometimes uses’—score 1, and ‘often uses’—score 2. The maximum possible score on the Words and Sentences short form is therefore 113 for the PCDI and 133 for the CCDI, with the two grammatical items having a maximum score of 4 on each of these forms.

5.2 The PCDI Short Form Norming Study (Beijing)

Sampling Procedure

As with the long form norming study, short-form data were collected in the Western district of Beijing in collaboration with local Mother Child Health Clinics.

As with the long forms, our goal for the short form was to sample across the entire range of ages for which the form would be used. However, in order to provide reliable norms at each age, we did not sample each age group and, because the short form was based on items culled from the long forms, we did not require as extensive a sampling procedure as with the long forms. Instead, we chose to sample a total of 280 children, with 40 children (half male, half female) in each sampled age group for the Words and Sentences form and 400 children, 40 per age group, for the Words and Sentences short form. Our final breakdown of children and their ages, sex, and district is presented in Tables 4.1 and 4.2, for each of the two forms.

Medical exclusion criteria were identical to those used in the norming study for the long form and are described in detail in section 4.2.

**Table 5. 1a Age and Gender Distribution of Normative Sample
for Words and Gestures Short Form (Beijing)**

Words and Gestures	Western District		TOTAL
Age in Months	Males	Females	
8	20	20	40
9	20	20	40
10	20	20	40
11	20	20	40
12	20	20	40
14	20	20	40
16	20	20	40
TOTAL	140	140	280

**Table 5. 2a Age and Gender Distribution of Normative Sample
for Words and Sentences Short Form (Beijing)**

Words and Sentences	Western District		TOTAL
Age in Months	Males	Females	
16	21	20	41
17	20	20	40
18	20	20	40
19	20	20	40
20	20	20	40
21	20	20	40
22	20	20	40
23	21	20	41
25	20	20	40
28	19	21	40
TOTAL	201	201	402

Demographic Description of the Sample

The final sample consisted of 280 8 – 16 month old infants, and 402 16 – 28 month old toddlers, roughly half male and female and approximately 40 children in each monthly age group, as indicated in Tables 5. 1 and 5. 2.

As mentioned earlier, the people who were identified as “primary caregivers” and with

whom we conducted the interviews were primarily mothers, although a significant number of fathers and both maternal and paternal grandparents, as well as other relatives or combinations of parental and other caregivers also participated. The exact breakdown of respondents is shown below, in Figure 5. 1a.

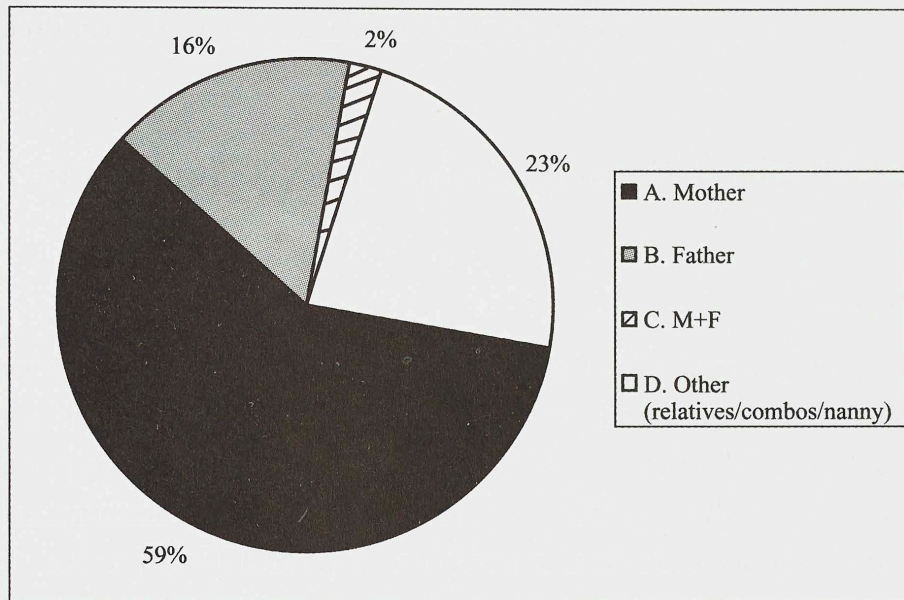


Figure 5. 1a Beijing Short Form Norming Study Interview Respondents

As with the larger norming study, the educational levels of these caregivers were generally high and in keeping with age trends for the city of Beijing, with the vast majority of both mothers and fathers having at least a high school education. Educational levels for grandparents, however, were not as high, again in keeping with age trends for Beijing and China as a whole. In Table 5. 3a, we list frequencies for each level of education of the children's parents and daytime caregiver.

Table 5. 3a Educational Levels for Parents and Grandparents of Children in Beijing Short-Form Norming Samples (Words and Gestures, Words and Sentences)

Education Level	Mother	Father	Daytime Caregiver
<3 Years	2	0	47
4 - 6 Years	2	3	86
7 - 9 Years	73	72	186
10 - 12 Years	245	196	257
Tech College	182	163	72
University	146	181	29
Post-University	32	67	5

As with the larger norming study, grandparents were most frequently named as being the primary daytime caregivers of these infants and young toddlers (56 and 60%, respectively), followed by mothers (31 and 22%), then various others, including hired nannies, or "aunties" (8 and 11%, respectively). Again, the vast majority of mothers, fathers, and daytime caregivers spoke some form of Putonhua to their children (92% of caregivers in both samples), and very few were reported to speak other languages to the children (6 and 5%, respectively).

5.3 The CCDI Short Form Norming Study (Hong Kong)

Sampling Procedure

The sampling procedure for the Hong Kong short form norming study was identical to that of the Beijing short form norming study, with the exception that children in the Hong Kong study came from all districts sampled in the larger study. The same procedure was followed in the short form study as in the long form norming study for selecting our final participants and, in doing so, we again worked with the local MCHCs to reduce the number of children on our lists. As with the Beijing short form study, our goal was to achieve a total of 40 children in each age of the relevant age groups from 8-to 16 months for the Words and Gestures form and 16-to 30 months for the Words and Sentences form, half male and half female, and sampled at rates that were representative of the populations in each MCHC. Our final breakdown of children and their ages, sex, and district is presented in Tables 5.1b and 5.2b, for each of the two forms. Medical exclusion criteria and procedures were identical to the Hong Kong CCDI long form norming study.

Table 5.1b Age and Gender Distribution of Short form Norming Sample for Words and Gestures, by District (HONG KONG)

Words and Gestures	Hong Kong District		Kowloon District		New Territories District		TOTAL
	Males	Females	Males	Females	Males	Females	
Age in Months							
8	10	5	0	0	10	15	40
9	7	12	0	0	13	8	40
10	11	10	0	0	9	10	40
11	10	9	2	1	8	10	40
12	6	7	5	1	10	12	41
14	11	12	3	3	6	5	40
16	9	10	4	5	7	5	40
TOTAL	64	65	14	10	63	65	281

**Table 5. 2b Age and Gender Distribution of Normative Sample for
Words and Sentences, by District (Hong Kong)**

Words and Gestures	Hong Kong District		Kowloon District		New Territories District		TOTAL
	Males	Females	Males	Females	Males	Females	
Age in Months							
16	8	6	5	8	7	6	40
17	6	5	2	6	12	9	40
18	5	9	5	2	11	9	41
19	8	7	4	4	9	9	41
20	7	8	2	1	12	11	41
21	7	7	1	5	12	8	40
22	7	10	3	1	10	9	40
23	7	7	4	3	9	10	40
25	6	6	6	1	8	13	40
28	12	8	0	2	8	10	40
TOTAL	73	73	32	33	98	94	403

Demographic Description of the Sample

The final sample consisted of 281 8 – 16 month old infants, and 403 16 – 28 month old toddlers, roughly half male and female and approximately 40 children in each monthly age group, as indicated in Tables 5. 1b and 5. 2b, above.

As with the long form study, the people who were identified as “primary caregivers” and with whom we conducted the interviews were primarily mothers (93%), although some fathers (2%) and other relatives (2%) also participated. And again, the educational levels of these caregivers were typical for age trends in Hong Kong, with the vast majority of both mothers and fathers having at least a high school education (Form 5). Educational levels for grandparents, however, were not as high, again in keeping with age trends for Hong Kong. In Table 5. 3b, we list frequencies for each level of education of the children’s parents and grandparents.

Table 5.3b Educational Levels for Parents and Daytime Caregivers of Children in Hong Kong Short Form Norming Sample

Education Level	Mother	Father	Daytime Caregiver
<3 Years	4	4	38
4 - 6 Years	21	37	71
7 - 9 Years (Form 5)	456	384	199
10 - 12 Years (Form 7)	64	55	25
Technical College	59	67	33
University	74	114	39
Post-University	6	21	0
Missing	0	8	9

5.4 Developmental Trends in Communicative Skills

Developmental Trends for the Components of the Short Form (Words and Gestures)

Section A: Understanding Phrases

In this section, a total of 5 short phrases commonly used with young children and culled from the 27 phrases of the PCDI and CCDI long forms Words and Gestures questionnaire were listed and caregivers were asked to say if their child “understood” or “did not understand” each of the phrases if used in context, as indicated by the infant’s responding appropriately to the phrase. As can be seen in Figure 5.2, the number of phrases that infants can understand ranges from under 2 (of the 5) at 8 months, to a mean very close to ceiling at 16 months, with much similarity across the two samples.

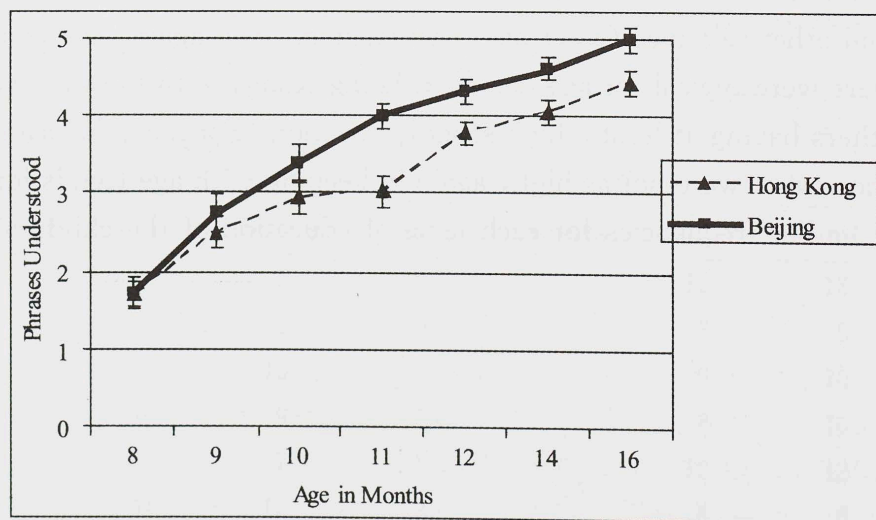


Figure 5.2 Number of Phrases children can understand as reported on PCDI/CCDI Short Forms (Words and Gestures)

Section B: Communicative Gestures

A total of 5 items were chosen from each of the PCDI (bye-bye, thank you, point, head shake for “no,” and “all gone”) and CCDI (bye-bye, head nod for “yes,” point, head shake for “no,” and “all gone”) long forms to make up the “gestures” component of the Words and Gestures short forms. As with the long forms, these were reported as “never” having occurred, “sometimes” occurring, or “often” occurring. As shown in Figure 4, in both samples, as the children got older, they used more and more of these gestures. Nonetheless, despite having almost identical gestures on the PCDI and CCDI short forms, there were small but significant differences for the number of gestures reported in the Beijing vs. Hong Kong samples at all but the youngest age group.

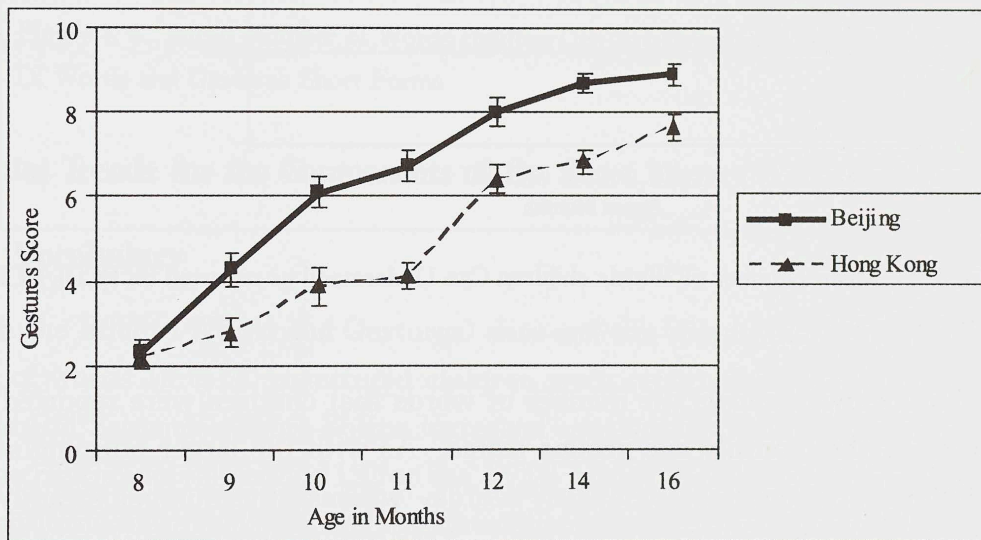


Figure 5.3 Mean Number of Communicative Gestures children reported to use on PCDI/CCDI Short Form (Words and Gestures)

Section C: Vocabulary

In the Words and Gestures Short forms, a total of 106 words were listed for the Putonghua version and 95 words for the Cantonese version. As with the Words and Sentences long forms, caregivers were asked if their child could either “understand” or could both “understand and say” each of the words in the list. Again, young children’s abilities to comprehend (“understand”) language far exceed their abilities to actually use it productively. In Figure 5.4, the mean number of words that a child could understand are plotted for each age group, with 8-month-olds reported to understand roughly one third of these words, and 16-month-olds reported to understand almost all of the words on the list. Nonetheless, as with the long forms, the Beijing children were reported to understand more words (and a higher proportion of words on the list) than the Hong Kong children at almost every age group reported. Al-

though numerous factors may account for this (exposure to second language, number of children in the family, differences in the words chosen for each list, differences in the languages themselves), it is an intriguing finding and is worthy of further exploration.

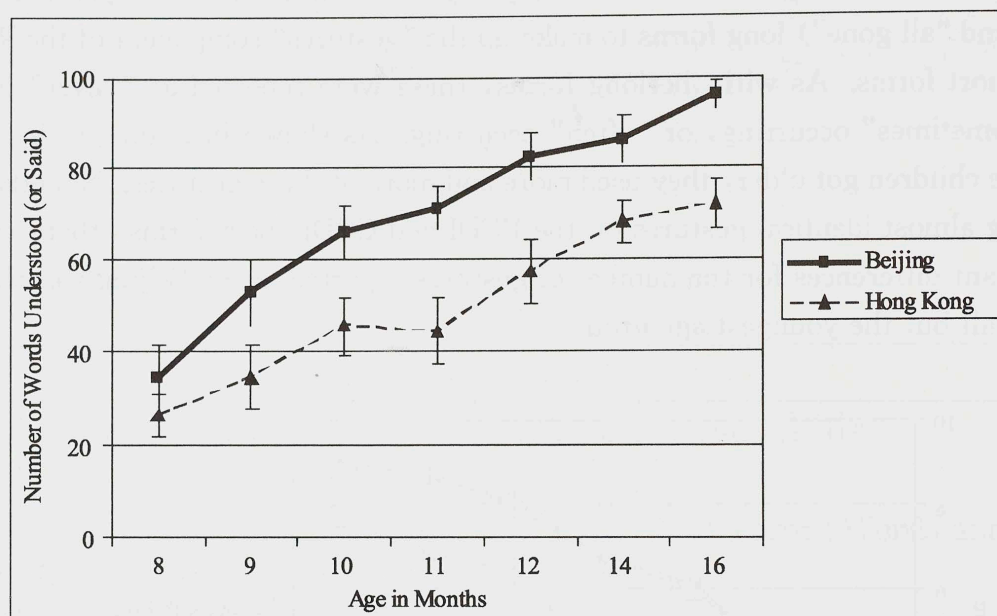


Figure 5.4 Mean Number of Words children Can Understand as reported on PCDI/CCDI, Words and Gestures

Figure 5.5 (below), shows the number of words that children were reported to be able to “say” at each of the monthly age groups tested. As with the larger norming study, very few 8-month-olds were reported to say any words, whereas the number steadily increased with age for both the PCDI and CCDI norming samples. Since there were considerable gender differences in the number of words that boys and girls were reported to be able to say, with girls noticeably outperforming boys from 12 months of age onwards, caution should be taken to use the percentile tables when interpreting a child’s “can say” score.

In addition, note the considerable variability in the numbers of words children are reported to both “understand” and “can say” that was present in our long form norming sample as well as the short form and the English MCDI norming samples. Although this variability may reflect differences in caregivers’ understandings of what constitutes being able to “say” a word, because of our careful interviewing procedures, we believe they are more reflective of the actual variability in children’s very early linguistic comprehension and production abilities and, quite likely, reflective also of the variety of childcare circumstances and direct linguistic interaction children are exposed to.

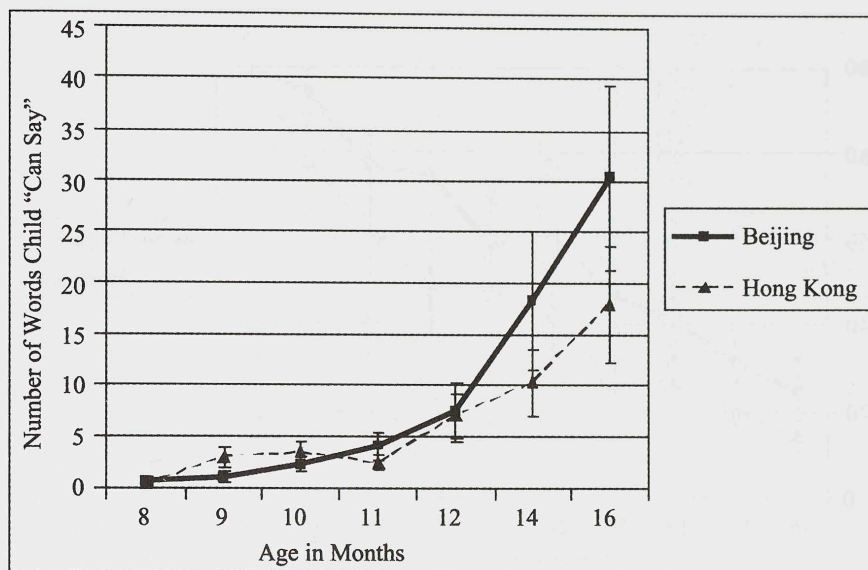


Figure 5.5 Mean Number of Words children Can Say as reported on PCDI/CCDI Words and Gestures Short Forms

Developmental Trends for the Components of the Short Form (Words and Sentences)

Part One: Vocabulary

As with the Infant (Words and Gestures) data and the Words and Sentences long forms, the number of words 16-to 30-month-old children were reported to “say” on the PCDI and CCDI Words and Sentences Short Forms increased consistently with age, although they did not reach the maximum values of 113 for the PCDI or 134 for the CCDI by 28 months. As with the long form and the Words and Gestures short forms, Hong Kong children had lower means for the entire age range of the form, including the 28 month olds who had 134 possible items on the CCDI instead of the 113 on the PCDI. In addition, like the Infant data, and the English MCDI norming study data, girls tended to outperform boys on this measure, reaching equivalent levels of vocabulary performance 1 to 2 months ahead of the boys, on average. The mean levels of performance, overall, for both boys and girls are shown in Figure 5.6, but the percentile tables should be consulted for interpreting individual children’s results.

Part Two: From Words to Sentences

In this section, caregivers were asked two questions about grammatical words—whether they “never,” “sometimes,” or “often” used classifiers (Figure 5.7) and aspect markers (Figure 5.8). As with the long form norming studies, these grammatical words were reported to develop gradually with most children using both forms by 24 months of age and over 90% of children using them by 28 months of age.

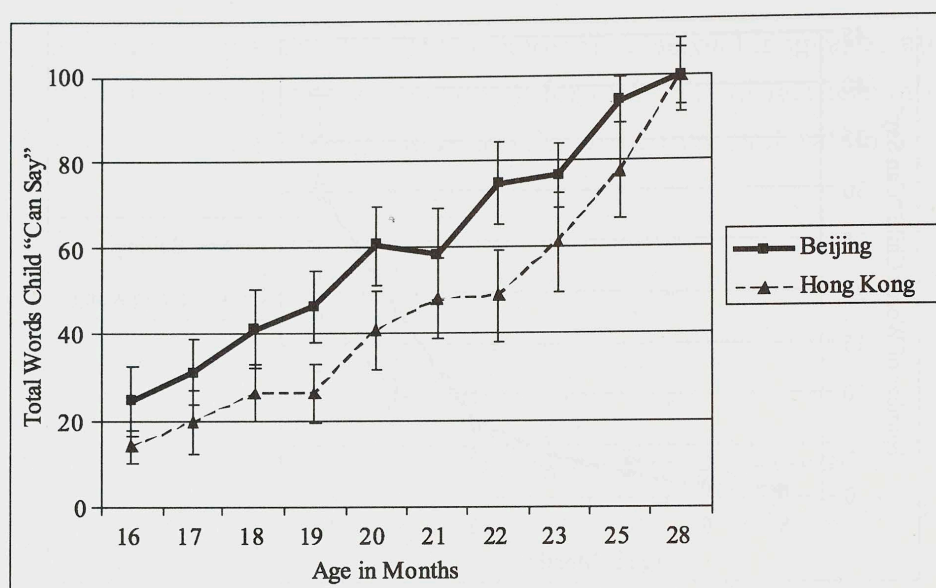


Figure 5.6 Mean number of children's vocabulary production, by age group, as reported on the PCDI and CCDI Words and Sentences Short Forms

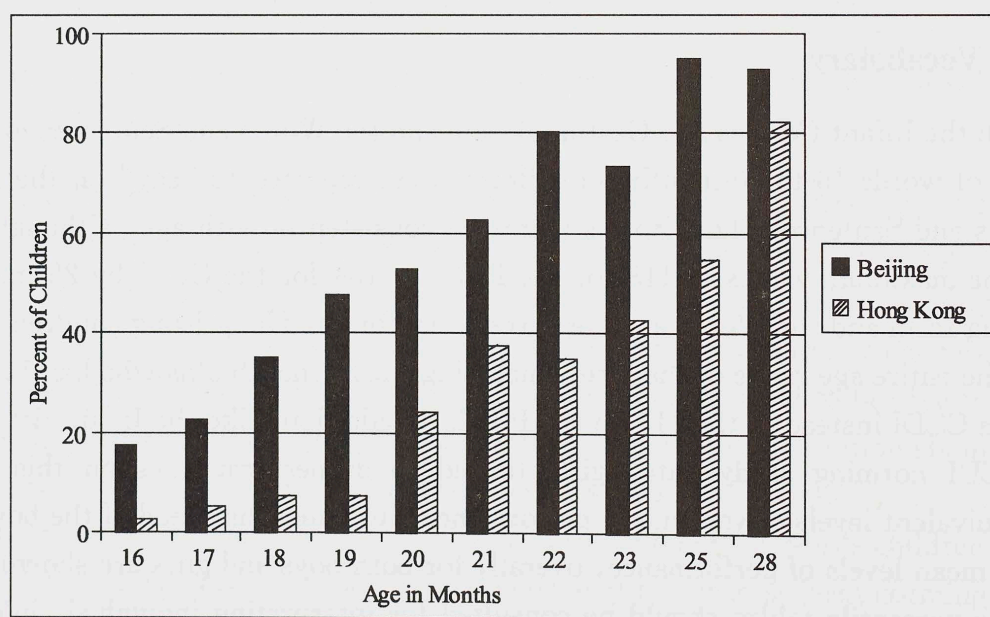


Figure 5.7 Percent of children reported to produce classifiers at each age in Beijing and Hong Kong Words and Sentences Short Form Norming Studies

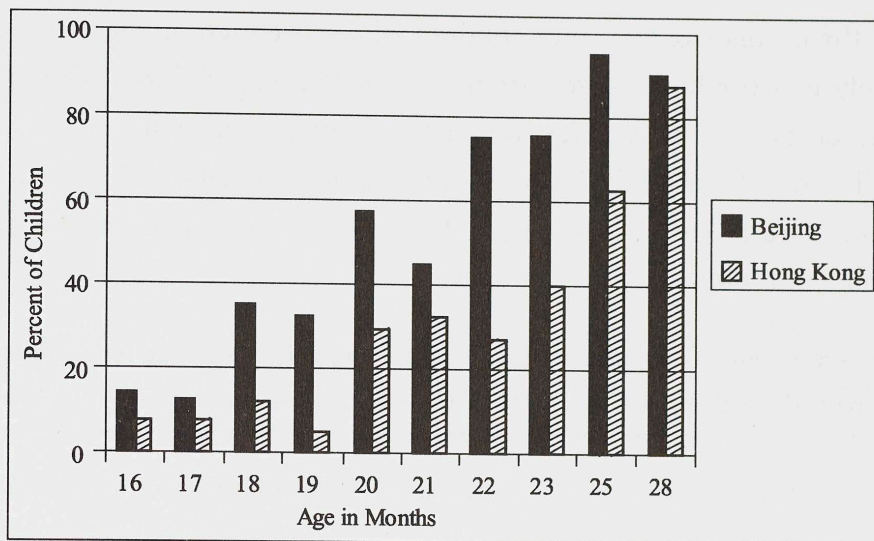


Figure 5.8 Percent of children at each age reported to Use Aspect Markers in Beijing and Hong Kong Words and Sentences Short Form Norming Studies

5.5 Relations Among the Short Form Subscales

As with the long forms, an important question to ask about the CDI short forms is how children's performance on one portion of the scale may be related to other portions. If all of the different sections of the CDI are highly related to each other, then there would be no reason to include all sections. In contrast, if the different sections were not at all related to each other, then it would not be clear if they were all measures of children's early language development.

Intercorrelations Among the Components of the CDI Short Form (Words and Gestures)

As shown in Tables 5.4a and 5.4b, there are rather modest correlations between some components of the CDI and relatively high correlations between other components. Not too surprisingly, the highest correlations exist between similar types of measures – the early understanding of phrases in part one of the PCDI Words and Gestures and being able to “understand” (comprehension) of vocabulary items. As with the long form samples, children's production of communicative gestures is more highly related to children's vocabulary comprehension than it is to what they can actually say at this early stage of language development, and this pattern is highly consistent across the two languages and with data from the English MCDI norming study and other suggestions in the literature (e.g., Bates et al., 1989; Thal & Bates, 1988; Tamis-Lamonda & Bornstein, 1990). Nonetheless, relations between vocabulary comprehension and vocabulary production were significant, even when age was partialled out, but it is clear that these two components of language development are also somewhat independent.

In general, then, this suggests that children who score high on measures of comprehension are also likely to score high on gesture use. Nonetheless, children who understand a lot of language early on are *not necessarily* the same children who will be "early talkers," although some children will certainly be both early comprehenders and early talkers (or late comprehenders and late talkers). Moreover, the short form data show this pattern just as clearly as the long form data.

Table 5.4a Intercorrelations (Simple correlations above diagonal, controlling for age below diagonal)
Between Major Sections of the PCDI Words and Gestures Short Forms (N=280)

	Phrases Understood	Gestures	Words Understood	Words Child "Can Say"
Age in Months	.63***	.65***	.70***	.58***
Phrases Understood	—	.67***	.79***	.37***
Gestures	.43***	—	.70***	.42**
Words Understood	.63***	.46***	—	.50***
Words "Can Say"	.01	.08	.16**	—

* $p < .05$, ** $p < .01$, *** $p < .005$

Table 5.4b Intercorrelations (Simple correlations above diagonal, controlling for age below diagonal)
Between Major Sections of the CCDI Words and Gestures Short Forms (N=279)

	Phrases Understood	Gestures	Words Understood	Words Child "Can Say"
Age in Months	.60***	.65***	.62***	.48***
Phrases Understood	—	.60***	.70***	.39***
Gestures	.36***	—	.66***	.48**
Words Understood	.53***	.44***	—	.50***
Words "Can Say"	.14*	.26***	.29***	—

* $p < .05$, ** $p < .01$, *** $p < .005$

Intercorrelations Among the Components of the CDI Short Form (Words and Sentences)

As with the long forms of the PCDI and CCDI Words and Sentences norming studies, the correlations between the number of words children are reported to be able to "say" and their use of grammatical markers like classifiers and aspect markers is high, even when age is partialled out. For the Beijing short form, the simple correlation was .82 and it reduced to .71, $ps < .001$, when the child's age in months was entered as a control variable. For Hong

Kong, the correlations were almost identical at .83 for the simple correlation and .73, $ps < .001$, when the child's age in months was entered as a control variable.

5.6 Reliability of the Short Forms

Reliability refers to how consistent a test is at resulting in the same measurement. For the short form studies, three methods of reliability were assessed: internal consistency (how likely each of the items on the scale are measuring the same ability); test-retest reliability (how likely one is to receive a similar ability ranking when the same test is used at different times); and comparison statistics for a "fake" short form based on analyzing the same subset of items in the larger norming study sample. Because we achieved excellent and comparable results on the first measure for both the Beijing and Hong Kong short form samples and for test-retest reliability in the long form norming studies in both locations, the latter two measures are described only for the Beijing samples. However, results for the Hong Kong sample are assumed to be nearly identical. In addition, as with the long forms, standard errors of the mean were computed for all measures and all age groups and are reported above in the descriptive statistics for these forms so will not be further discussed.

Internal Consistency

Internal consistency was calculated by computing Cronbach's alpha for each of the short form subscales and are listed below.

Table 5.5 Internal Consistency (Cronbach's alpha) of each section on the PCDI and CCDI Short Forms

	Beijing	Hong Kong
	(N=279)	(N=281)
Words and Gestures		
Understand Phrases	.77	.63
Gestures	.77	.73
Understand Words	.98	.98
Can Say Words	.98	.96
Words and Sentences	(N=402)	(N=391)
Can Say Words	.99	.99
Grammatical Markers	.82	.76

Test-Retest Reliability

A total of 56 children, half male and half female, drawn from the entire range of the PCDI "Words and Gestures" short form sample and 81 children (40 male, 41 female) from the entire range of the PCDI "Words and Sentences" short form sample were retested on the

identical PCDI short form 4 to 6 weeks after the original testing date in order to examine the test-retest reliabilities for the short forms. Overall, simple bivariate correlations between the various sections of each of the instruments were high for both the W&G and W&S short forms. When age was partialled out, the correlations decreased somewhat, but all yielded acceptable indices.

In addition to examining the test-retest reliabilities for the short form sample, we also examined the test-retest reliabilities for children in the full PCDI norming studies by creating a "fake" version of the short form which included the data from only the items that appeared on the final short form. As can be seen below, there were minimal differences in the test-retest reliabilities in these two samples with differences in the precise correlations obtained, but not in the overall pattern of results and both samples showed highly consistent responding upon a retest with the same form with both the Words and Gestures and Words and Sentences PCDI.

Table 5.6 Test-Retest Correlations for PCDI Short Forms

	Short Form (Beijing)		"Fake" Short Form culled from long form study	
	Bivariate Correlation	Partial Correlation	Bivariate Correlation	Partial Correlation
Words and Gestures	(N=53)		(N=78)	
Understand Phrases	.72***	.63***	.44***	.29*
Gestures	.78***	.58***	.59***	.43***
Understand Words	.86***	.74***	.73***	.56***
Can Say Words	.76***	.56***	.91***	.87***
Words and Sentences	(N=78)		(N=147)	
Can Say Words	.90***	.80***	.92***	.83***
Grammatical Markers	.67***	.42***	.83***	.68***

* $p < .05$, ** $p < .01$, *** $p < .001$

Conclusion

Many studies and clinical uses of the CDI in English and other languages have supported the reliability, validity, and clinical utility of these scales. We firmly believe that because of the careful adaptation and norming procedures used in developing the PCDI and CCDI, that similar results will obtain. Our research team is following longitudinally children from each of these initial norming studies and will be able to report long-term validity results from this sample. The Short Form versions in both Putonghua and Cantonese also show strong promise of being useful and convenient devices for pediatricians and others who desire a briefer version of the inventory for initial screening purposes.

Finally, we have found these forms to be useful in our own research in Beijing and Hong Kong, but understand that the enormous differences across dialect groups and across urban and rural populations may mean that the forms are not suitable, as developed, for other populations. We thus fully encourage the development of versions of the CDI appropriate for use in other Chinese dialect groups, as well as immigrant and rural populations who may have different norms for Chinese language development. Obviously, no instrument is perfect and we look forward to your comments and suggestions as you use and modify these forms.

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Appendix A: PCDI (Beijing) Fitted Percentile Scores

Table A1 PCDI (Beijing) Words and Gestures Percentile Scores for Phrases (Fitted) Girls

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	26	27	27	27	27	27	27	27	27
95	26	26	26	26	27	27	27	27	27
90	23	24	25	26	26	27	27	27	27
85	22	23	24	25	26	26	27	27	27
80	21	22	24	24	25	26	26	27	27
75	20	21	23	24	25	25	26	26	27
70	19	21	22	23	25	25	26	26	27
65	18	20	22	23	24	25	26	26	27
60	16	18	20	22	23	24	25	26	26
55	16	18	20	21	23	24	25	26	26
50	15	17	19	21	22	24	25	26	26
45	14	17	19	21	22	24	25	26	26
40	13	16	18	20	22	23	25	25	26
35	12	14	17	19	21	22	24	25	26
30	11	13	16	18	20	22	23	25	25
25	10	12	15	17	19	21	23	24	25
20	8	10	13	15	18	20	22	24	25
15	6	9	11	14	17	19	21	23	25
10	5	7	9	12	15	18	21	23	24
5	2	4	5	8	11	15	18	21	23

Table A2 PCDI (Beijing) Words and Gestures Percentile Scores for Phrases (Fitted) Boys

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	27	27	27	27	27	27	27	27	27
95	25	25	26	26	27	27	27	27	27
90	24	24	25	26	26	27	27	27	27
85	22	23	24	25	26	26	27	27	27
80	21	22	23	24	25	26	26	27	27
75	19	21	22	24	25	26	26	27	27
70	18	20	22	23	24	25	26	26	27
65	17	19	21	23	24	25	26	26	27
60	16	18	20	22	24	25	26	26	27
55	16	18	20	21	23	24	25	26	26
50	15	17	19	21	22	24	25	25	26
45	14	16	18	20	22	23	24	25	26
40	13	15	17	20	21	23	24	25	26
35	11	13	16	18	21	22	24	25	26
30	10	13	15	18	20	22	23	25	26
25	8	11	14	16	19	21	23	24	25
20	7	10	12	15	18	20	22	24	25
15	6	9	11	14	17	19	21	23	25
10	5	7	9	12	15	18	21	23	24
5	4	5	7	9	12	15	18	20	22

**Table A3 PCDI (Beijing) Words and Gestures Percentile Scores
for Vocabulary Comprehension (Fitted) Girls**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	267	309	342	367	383	394	401	405	408
95	209	251	288	321	346	366	380	390	397
90	176	214	251	286	316	341	360	375	386
85	159	194	230	265	296	323	345	362	376
80	152	185	218	251	282	309	332	351	367
75	144	175	207	240	271	298	323	343	359
70	132	162	193	225	256	285	310	332	350
65	112	141	172	205	239	270	299	323	344
60	104	131	162	194	227	259	289	315	336
55	97	123	152	184	217	250	280	307	330
50	84	110	139	172	207	242	275	304	329
45	78	102	130	163	198	233	267	298	324
40	66	88	116	148	184	221	257	290	318
35	59	80	106	137	172	210	247	281	312
30	54	73	97	127	160	196	233	268	300
25	42	59	81	109	143	181	220	259	294
20	32	47	66	92	124	162	203	245	283
15	23	35	52	75	106	144	187	232	275
10	16	25	38	58	86	122	165	213	260
5	8	14	22	35	55	84	122	169	221

**Table A4 PCDI (Beijing) Words and Gestures Percentile Scores
for Vocabulary Comprehension (Fitted) Boys**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	251	281	307	330	349	364	376	385	392
95	229	256	282	305	326	343	358	369	379
90	216	241	266	289	310	328	344	357	368
85	198	224	250	274	296	316	334	349	361
80	180	206	231	256	280	301	320	337	351
75	158	185	212	239	265	290	311	330	346
70	131	160	190	220	250	279	304	326	345
65	121	148	177	208	238	267	294	317	337
60	113	140	168	199	230	259	287	311	332
55	106	132	160	190	221	252	280	305	327
50	97	122	150	181	213	244	274	301	324
45	87	111	138	169	201	233	264	292	317
40	84	106	132	161	192	224	255	283	309
35	73	94	119	147	178	210	242	272	300
30	65	84	107	135	165	198	230	262	291
25	52	70	92	119	149	183	218	253	285
20	39	55	75	102	134	170	209	248	284
15	31	44	63	87	118	154	195	236	274
10	21	31	45	65	92	125	164	207	250
5	10	16	26	40	62	92	132	179	229

**Table A5 PCIDI (Beijing) Words and Gestures Percentile Scores
for Vocabulary Production (Fitted) Girls**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	8	16	32	62	113	183	259	322	364
95	3	7	15	31	63	118	193	271	333
90	2	4	9	18	35	67	117	185	259
85	2	3	6	12	24	44	78	130	195
80	2	3	5	10	18	33	57	96	149
75	2	3	5	9	15	26	43	70	108
70	1	2	4	7	13	22	39	65	105
65	1	2	3	6	10	18	32	54	90
60	1	2	3	5	9	16	27	46	75
55	0	0	1	2	5	12	27	59	117
50	0	0	1	2	4	9	22	49	103
45	0	0	1	1	3	8	17	38	79
40	0	0	0	1	2	5	14	38	93
35	0	0	0	1	2	4	12	31	75
30	0	0	0	0	1	3	9	24	58
25	0	0	0	0	1	2	5	14	36
20	0	0	0	0	1	1	4	10	25
15	0	0	0	0	0	1	3	8	23
10	0	0	0	0	0	1	2	6	18
5	0	0	0	0	0	1	1	4	9

**Table A6 PCIDI (Beijing) Words and Gestures Percentile Scores
for Vocabulary Production (Fitted) Boys**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	3	6	12	23	42	75	123	186	253
95	3	5	10	18	33	60	102	161	228
90	2	3	6	10	19	33	58	96	148
85	2	3	5	8	14	24	39	64	98
80	1	2	4	7	11	18	30	48	75
75	1	2	4	6	9	15	24	38	59
70	1	2	3	5	8	13	20	31	48
65	1	2	3	5	7	11	17	25	38
60	1	2	3	4	6	10	16	25	38
55	1	2	2	4	6	9	14	21	32
50	1	1	2	3	5	7	12	18	28
45	0	0	0	1	2	4	10	26	61
40	0	0	0	1	1	3	8	20	48
35	0	0	0	0	1	3	7	18	41
30	0	0	0	0	1	2	5	12	28
25	0	0	0	0	1	2	5	11	24
20	0	0	0	0	1	1	3	7	15
15	0	0	0	0	0	1	2	5	12
10	0	0	0	0	0	0	1	3	8
5	0	0	0	0	0	0	0	1	1

**Table A7 PCDI (Beijing) Words and Gestures Percentile Scores
for Total Gestures (Fitted) Girls**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	34	40	45	49	51	53	53	54	54
95	29	36	42	46	49	51	53	54	54
90	25	31	37	42	46	49	51	53	54
85	24	30	36	41	45	48	50	52	53
80	22	28	33	38	42	46	48	50	52
75	20	25	31	36	41	45	48	50	52
70	18	23	29	34	39	43	47	49	51
65	17	22	28	33	38	43	46	49	51
60	17	22	27	32	37	42	45	48	50
55	16	21	26	31	36	40	44	47	49
50	14	19	24	30	35	39	43	47	49
45	14	18	23	28	33	38	42	46	48
40	13	17	22	27	33	37	42	45	48
35	12	16	20	25	30	35	40	43	46
30	12	15	20	24	29	34	38	42	45
25	11	14	19	23	28	33	37	41	45
20	10	13	17	22	27	32	37	41	44
15	8	11	15	20	25	30	35	40	43
10	7	10	13	17	22	27	32	37	41
5	3	5	8	11	16	22	28	34	40

**Table A8 PCDI (Beijing) Words and Gestures Percentile Scores
for Total Gestures (Fitted) Boys**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	38	42	46	48	50	52	53	53	54
95	33	38	43	46	49	51	52	53	54
90	29	34	38	42	45	48	50	51	52
85	24	30	35	39	43	47	49	51	52
80	21	27	32	37	41	45	48	50	51
75	20	25	30	35	39	43	46	49	50
70	19	23	28	33	37	41	44	47	49
65	17	21	26	31	36	40	43	46	49
60	16	20	25	30	34	39	43	46	48
55	15	19	23	28	33	37	41	45	47
50	14	18	23	27	32	37	41	44	47
45	13	17	21	26	31	36	40	43	46
40	11	15	19	24	29	34	39	43	46
35	11	14	19	23	28	33	38	42	45
30	10	14	18	23	28	33	37	41	45
25	9	12	16	21	26	31	36	40	44
20	8	11	14	19	24	29	34	39	43
15	7	9	13	17	22	27	33	38	42
10	5	7	10	14	18	24	29	35	40
5	4	5	8	11	14	19	24	30	35

**Table A9 PCDI (Beijing) Words and Gestures Percentile Scores
for Early Gestures (Fitted) Girls**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	22	24	25	25	26	26	27	27	27
95	20	22	23	25	25	26	27	27	27
90	18	20	22	24	25	26	27	27	27
85	16	19	21	23	24	25	26	27	27
80	15	18	20	22	24	25	26	26	27
75	14	17	19	21	23	24	25	26	27
70	13	16	18	21	22	24	25	26	26
65	12	15	17	20	22	23	25	26	26
60	11	13	16	18	21	23	24	25	26
55	10	13	15	18	20	22	24	25	26
50	10	13	15	18	20	22	24	25	26
45	10	12	15	17	19	21	23	24	25
40	10	12	14	16	18	20	22	23	25
35	9	11	14	16	18	20	21	23	24
30	9	10	13	15	17	19	20	22	23
25	9	11	12	14	16	18	20	21	22
20	8	9	11	13	15	18	19	21	22
15	7	8	10	12	14	16	18	20	22
10	5	7	8	10	12	14	16	18	20
5	3	5	6	8	10	12	14	17	19

**Table A10 PCDI (Beijing) Words and Gestures Percentile Scores
for Early Gestures (Fitted) Boys**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	24	25	26	26	26	27	27	27	27
95	23	24	25	26	26	27	27	27	27
90	19	21	23	24	25	26	27	27	27
85	16	19	21	23	24	25	26	27	27
80	14	17	20	22	24	25	26	27	27
75	13	16	19	21	23	24	26	26	27
70	11	14	17	20	22	24	25	26	27
65	11	14	16	19	21	23	24	26	26
60	11	13	16	18	20	22	24	25	26
55	10	12	15	17	19	21	23	24	25
50	10	12	14	16	18	20	22	23	24
45	9	11	13	15	18	20	22	23	24
40	8	10	12	14	17	19	21	22	24
35	7	9	11	13	15	18	20	21	23
30	7	8	10	13	15	17	19	21	22
25	6	8	10	12	14	16	18	20	22
20	6	7	9	11	13	15	17	19	21
15	5	7	8	10	12	14	15	17	19
10	4	5	7	9	10	13	15	17	19
5	3	4	6	7	9	11	13	16	18

**Table A11 PCDI (Beijing) Words and Gestures Percentile Scores
for Later Gestures (Fitted) Girls**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	18	21	23	24	25	26	27	27	27
95	14	17	20	22	24	25	26	27	27
90	10	14	17	20	22	24	26	26	27
85	9	12	15	18	21	23	25	26	27
80	8	11	14	17	20	22	24	25	26
75	8	10	13	16	19	22	24	25	26
70	7	9	12	15	18	20	23	24	25
65	6	8	11	14	17	20	22	24	25
60	5	7	10	13	16	19	21	23	25
55	5	7	9	12	15	18	21	23	25
50	4	6	8	11	14	17	20	23	24
45	4	5	8	10	13	17	20	22	24
40	4	5	7	10	13	16	19	22	24
35	3	4	6	9	12	16	19	21	23
30	2	4	6	8	11	14	18	21	23
25	2	3	5	7	10	14	17	20	23
20	1	2	4	6	9	13	17	20	23
15	0	0	1	2	5	10	16	21	25
10	0	0	0	1	3	7	14	21	25
5	0	0	0	1	2	5	11	18	24

**Table A12 PCDI (Beijing) Words and Gestures Percentile Scores
for Later Gestures (Fitted) Boys**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	17	19	21	23	24	25	26	27	27
95	14	17	19	22	23	25	26	27	27
90	11	14	17	19	22	23	25	26	26
85	9	12	15	18	20	22	24	25	26
80	8	10	13	16	19	21	23	25	26
75	7	10	12	15	18	20	22	24	25
70	7	9	12	15	17	20	22	24	25
65	6	8	10	13	16	19	21	23	24
60	5	7	10	12	15	18	20	22	24
55	5	6	9	11	14	17	20	22	24
50	4	6	8	11	14	17	19	22	23
45	4	6	8	10	13	16	19	21	23
40	3	5	7	10	13	16	19	21	23
35	3	5	6	9	12	15	17	20	22
30	3	4	6	8	11	14	17	20	22
25	2	3	4	6	9	13	16	19	22
20	1	1	3	4	7	11	15	19	22
15	0	0	1	2	5	9	14	20	24
10	0	0	1	2	4	8	13	19	23
5	0	0	0	1	2	4	9	16	22

**Table A13 PCDI (Beijing) Words and Sentences Percentile Scores for
Vocabulary Production (Fitted) Girls**

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
99	515	583	640	685	719	744	761	774	782	788	792	794	796	797	798
95	463	528	586	635	676	708	732	751	764	774	782	787	791	793	795
90	397	460	520	574	622	662	694	720	740	756	767	776	782	787	790
85	309	374	441	505	564	616	659	693	721	742	757	769	778	784	788
80	286	349	414	478	539	593	639	677	707	731	749	763	773	780	786
75	249	309	373	439	504	562	614	657	692	719	740	756	768	777	783
70	224	280	342	407	471	532	587	634	673	704	728	747	761	772	779
65	205	259	320	385	450	513	570	620	662	696	722	742	758	769	777
60	186	236	295	358	424	488	548	601	646	683	712	735	752	765	774
55	162	209	264	326	392	458	521	578	627	668	701	726	746	760	771
50	145	189	242	302	368	435	500	560	613	656	692	720	741	757	769
45	124	164	213	271	336	404	472	536	593	641	681	712	735	753	766
40	92	126	169	222	285	354	426	497	561	617	663	700	727	748	763
35	68	96	134	181	240	309	383	459	531	594	647	689	720	744	761
30	55	78	110	153	207	272	346	424	500	569	627	674	710	737	756
25	44	63	90	126	174	233	303	380	458	532	597	651	693	724	747
20	27	41	61	89	129	181	247	325	409	492	568	631	681	718	744
15	20	31	46	69	102	147	205	278	360	446	528	599	657	701	733
10	13	20	30	46	69	102	147	207	280	363	450	532	604	661	704
5	9	12	18	25	36	51	72	99	136	183	240	306	378	452	522

**Table A14 PCDI (Beijing) Words and Sentences Percentile Scores
for Vocabulary Production (Fitted) Boys**

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
99	555	605	648	683	711	733	750	763	772	780	785	789	792	794	796
95	464	523	578	625	665	697	722	742	757	768	776	783	787	791	793
90	343	408	473	534	589	636	674	705	729	748	762	772	780	785	789
85	281	345	412	479	541	597	644	682	712	735	753	766	775	782	787
80	242	301	366	433	497	557	610	654	689	718	739	755	768	777	783
75	201	257	319	385	452	517	575	626	667	701	727	746	761	772	780
70	157	205	262	327	395	464	530	588	637	678	710	734	752	766	775
65	127	170	222	284	352	423	492	556	612	659	695	724	745	761	772
60	107	146	194	253	320	392	464	532	593	644	685	716	740	757	770
55	89	123	168	223	288	360	435	508	574	630	675	710	736	755	768
50	70	98	137	186	247	317	393	469	541	603	655	695	726	748	764
45	52	75	107	151	206	273	350	430	508	578	636	683	718	743	761
40	40	59	86	123	172	234	307	387	469	545	610	663	704	733	755
35	33	49	72	104	148	205	275	354	437	517	588	646	692	725	749
30	25	37	56	82	120	169	233	309	392	476	554	620	672	712	740
25	17	27	41	63	94	137	195	268	352	440	525	599	658	703	735
20	13	20	32	49	74	110	161	227	307	397	486	567	635	686	724
15	8	12	20	31	48	75	114	168	239	325	418	510	590	655	703
10	6	9	14	21	33	51	78	116	169	237	319	409	498	578	643
5	3	5	7	11	17	25	37	54	79	114	160	219	290	370	452

**Table A15 PCDI (Beijing) Words and Sentences Percentile Scores
for Sentence Complexity (Fitted) Girls**

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
99	40	47	54	60	65	69	72	75	77	78	79	80	81	81	81
95	28	35	43	51	58	64	69	72	75	77	79	80	80	81	81
90	22	29	36	44	51	58	64	69	72	75	77	79	80	80	81
85	15	20	27	34	42	49	57	63	68	72	75	77	78	80	80
80	9	13	19	25	33	42	50	58	64	69	73	76	78	79	80
75	8	11	16	22	29	38	46	54	62	67	72	75	77	79	80
70	6	9	13	18	25	33	42	50	58	65	70	74	76	78	80
65	1	2	4	7	11	18	28	39	51	61	69	74	77	79	81
60	1	2	3	6	10	16	25	36	48	59	67	73	77	79	80
55	1	1	3	5	8	14	22	32	44	56	65	72	76	79	80
50	0	0	1	2	3	6	12	21	35	49	62	71	76	79	81
45	0	0	1	1	3	6	11	20	32	47	60	69	75	79	80
40	0	0	0	1	1	3	7	14	25	41	56	68	75	79	81
35	0	0	0	0	1	2	4	9	18	33	51	65	74	79	81
30	0	0	0	0	1	1	3	7	16	29	47	62	72	78	80
25	0	0	0	0	0	1	2	4	10	21	37	55	69	76	80
20	0	0	0	0	0	1	1	3	8	16	31	50	65	74	79
15	0	0	0	0	0	0	1	2	5	10	22	39	56	69	76
10	0	0	0	0	0	0	1	1	3	7	15	28	45	61	71
5	0	0	0	0	0	0	0	0	1	1	3	6	12	22	35

**Table A16 PCDI (Beijing) Words and Sentences Percentile Scores
for Sentence Complexity (Fitted) Boys**

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
99	36	44	51	58	64	69	72	75	77	79	80	80	81	81	81
95	22	29	36	45	52	59	65	70	74	76	78	79	80	81	81
90	14	19	26	34	42	50	58	64	69	73	76	78	79	80	81
85	9	13	18	25	32	41	49	57	64	69	73	76	78	79	80
80	6	9	13	18	26	34	43	52	60	67	72	75	77	79	80
75	5	7	11	16	23	30	39	48	57	64	69	73	76	78	80
70	3	5	8	12	17	25	34	43	53	61	67	72	76	78	79
65	1	2	3	5	8	14	22	33	45	56	65	72	76	79	80
60	1	1	2	4	7	12	19	29	41	53	63	70	75	78	80
55	0	1	1	3	5	8	14	23	34	47	58	67	73	77	79
50	0	0	0	1	1	3	5	11	22	37	53	66	74	78	80
45	0	0	0	0	1	2	5	10	19	32	48	63	72	77	80
40	0	0	0	0	1	2	4	8	15	28	44	59	70	76	79
35	0	0	0	0	0	1	2	4	10	20	36	53	67	75	79
30	0	0	0	0	0	0	1	2	6	13	27	45	62	73	78
25	0	0	0	0	0	0	1	2	4	9	20	37	55	69	76
20	0	0	0	0	0	0	0	1	3	7	15	29	47	63	73
15	0	0	0	0	0	0	0	1	2	4	10	20	36	54	68
10	0	0	0	0	0	0	0	0	0	1	2	4	7	14	25
5	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1

Appendix B: CCDI (Hong Kong) Fitted Percentile Scores

**Table B1 CCDI (Hong Kong) Words and Gestures Percentile Scores
for Phrases (Fitted) Girls**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	26	26	26	27	27	27	27	27	27
95	21	23	24	25	25	26	26	27	27
90	19	21	23	24	25	26	26	27	27
85	19	20	21	23	24	24	25	26	26
80	18	20	21	22	23	24	25	26	26
75	17	19	20	21	23	24	24	25	26
70	17	18	19	21	22	23	24	24	25
65	15	17	19	20	21	23	24	24	25
60	15	16	18	20	21	22	23	24	25
55	14	16	17	19	20	22	23	24	24
50	13	15	16	18	20	21	22	24	24
45	13	15	16	18	19	21	22	23	24
40	11	13	15	17	18	20	21	23	24
35	11	12	14	16	17	19	20	22	23
30	10	11	13	15	16	18	20	21	22
25	9	10	12	14	15	17	19	20	22
20	8	10	11	13	15	16	18	19	21
15	7	8	10	12	14	16	17	19	21
10	5	6	8	9	11	13	15	17	19
5	4	5	6	7	9	10	12	14	15

**Table B2 CCDI (Hong Kong) Words and Gestures Percentile Scores
for Phrases (Fitted) Boys**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	23	24	24	25	26	26	26	27	27
95	22	23	24	25	25	26	26	27	27
90	19	21	22	23	24	25	25	26	26
85	19	20	21	22	23	24	24	25	26
80	17	18	20	21	22	23	24	25	26
75	15	17	18	20	21	23	24	25	25
70	14	15	17	19	21	22	23	24	25
65	13	15	17	18	20	21	22	23	24
60	13	15	16	18	19	21	22	23	24
55	12	14	16	17	19	20	22	23	24
50	13	14	16	17	18	20	21	22	23
45	12	13	15	16	18	19	20	21	22
40	11	12	14	15	17	18	19	21	22
35	10	11	13	15	16	18	19	20	22
30	9	11	12	14	15	17	18	20	21
25	9	10	11	13	14	16	17	18	20
20	7	9	10	12	13	15	16	18	19
15	7	8	10	11	13	14	16	18	19
10	6	7	8	9	11	12	14	15	17
5	5	6	6	7	8	10	11	12	13

**Table B3 CCDI (Hong Kong) Words and Gestures Percentile Scores
for Vocabulary Comprehension (Fitted) Girls**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	174	202	230	257	281	302	321	336	348
95	149	175	201	227	252	275	296	314	329
90	131	152	174	197	220	242	262	282	299
85	115	135	157	180	203	226	248	269	288
80	103	122	142	164	187	210	232	253	274
75	90	109	129	151	175	199	223	246	268
70	83	100	118	139	161	185	208	231	253
65	78	94	111	131	152	174	197	220	242
60	73	87	103	120	140	160	181	203	225
55	64	78	93	111	130	151	174	196	219
50	57	70	85	103	122	143	166	189	213
45	50	62	76	93	112	133	156	180	204
40	42	53	66	82	100	120	142	166	191
35	36	46	58	73	91	111	133	158	184
30	29	38	50	64	82	103	127	154	183
25	26	34	44	57	73	92	115	140	168
20	21	28	37	50	65	84	108	134	164
15	17	23	32	42	56	74	95	120	148
10	16	21	27	35	46	59	75	94	117
5	10	13	17	23	31	40	53	68	87

**Table B4 CCDI (Hong Kong) Words and Gestures Percentile Scores
for Vocabulary Comprehension (Fitted) Boys**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	201	217	233	248	263	277	290	302	313
95	179	195	211	226	241	256	270	283	295
90	130	150	170	191	212	233	253	272	289
85	106	124	143	164	185	207	228	249	268
80	98	114	132	151	172	192	213	233	253
75	83	98	115	134	154	176	197	219	240
70	68	83	101	120	142	165	188	212	236
65	63	77	92	110	130	151	173	196	219
60	54	67	82	100	120	142	166	191	216
55	50	62	77	94	113	135	158	183	208
50	44	56	70	86	105	126	150	175	201
45	41	52	65	81	100	120	143	168	194
40	38	48	60	75	92	111	133	157	181
35	36	45	56	70	85	104	124	147	171
30	34	42	52	65	79	95	114	134	157
25	31	38	47	58	71	85	102	121	142
20	26	33	41	50	62	76	91	109	129
15	23	28	34	42	51	62	75	89	106
10	18	23	28	35	42	51	62	75	89
5	12	15	18	22	27	32	39	47	57

**Table B5 CCDI (Hong Kong) Words and Gestures Percentile Scores
for Vocabulary Production (Fitted) Girls**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	6	9	14	22	33	50	76	116	176
95	4	7	10	16	24	38	58	90	140
90	3	5	7	11	17	25	38	58	87
85	3	4	6	8	12	18	26	38	55
80	2	3	5	7	10	15	22	32	47
75	2	3	4	6	9	13	19	27	40
70	2	2	3	5	7	11	16	24	36
65	1	2	3	5	7	10	15	22	32
60	1	2	3	4	6	9	13	20	29
55	1	2	3	4	6	8	12	18	26
50	1	1	2	3	5	7	10	15	23
45	1	2	2	3	4	6	9	13	18
40	0	0	1	1	2	5	9	17	31
35	0	0	1	1	2	4	7	14	25
30	0	0	1	1	2	3	6	11	19
25	0	0	0	1	1	3	5	8	15
20	0	0	0	1	1	2	4	7	13
15	0	0	0	1	1	2	3	6	10
10	0	0	0	0	0	1	2	4	8
5	0	0	0	0	0	0	1	3	6

**Table B6 CCDI (Hong Kong) Words and Gestures Percentile Scores
for Vocabulary Production (Fitted) Boys**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	6	9	14	21	32	47	68	96	131
95	4	6	9	14	21	31	45	65	91
90	3	4	5	8	11	17	24	34	47
85	2	3	5	6	9	13	19	26	37
80	2	3	4	5	8	11	15	21	29
75	2	3	4	5	7	9	13	17	24
70	2	2	3	4	6	8	11	15	20
65	1	2	3	3	5	7	9	12	17
60	1	2	2	3	4	5	7	9	12
55	1	2	2	3	4	5	7	9	12
50	1	1	2	2	3	4	6	8	10
45	1	1	2	2	3	4	5	7	9
40	0	0	1	1	2	3	5	9	15
35	0	0	1	1	2	3	5	8	14
30	0	0	0	1	1	2	4	7	12
25	0	0	0	1	1	2	4	6	11
20	0	0	0	0	1	1	3	5	9
15	0	0	0	0	0	1	2	5	12
10	0	0	0	0	0	1	1	3	8
5	0	0	0	0	0	0	0	1	1

**Table B7 CCDI (Hong Kong) Words and Gestures Percentile Scores
for Total Gestures (Fitted) Girls**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	28	33	38	43	47	52	56	59	62
95	26	31	35	40	44	49	53	56	60
90	23	27	31	36	40	45	49	53	57
85	21	24	29	33	38	42	47	51	55
80	20	24	28	32	37	41	46	50	54
75	18	22	26	30	35	40	44	49	53
70	17	20	24	29	33	38	43	47	52
65	16	19	23	27	32	37	42	46	51
60	15	18	22	26	31	35	40	45	49
55	14	17	21	25	29	34	39	44	48
50	13	16	20	24	28	33	38	43	47
45	12	15	18	22	27	32	37	42	47
40	11	14	18	21	26	30	35	40	45
35	11	14	17	21	25	29	34	39	44
30	10	13	16	19	23	28	33	38	43
25	10	12	15	18	22	27	31	36	41
20	8	11	13	17	20	25	29	34	39
15	8	10	13	16	19	23	28	33	38
10	7	9	11	14	17	20	24	29	33
5	7	8	10	11	14	16	19	21	25

**Table B8 CCDI (Hong Kong) Words and Gestures Percentile Scores
for Total Gestures (Fitted) Boys**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	29	33	38	42	46	50	53	57	60
95	25	29	33	37	42	46	50	53	57
90	21	25	29	33	37	41	45	49	53
85	19	22	26	30	34	39	43	47	51
80	18	21	25	28	32	37	41	45	49
75	17	20	23	27	31	35	39	43	47
70	16	19	22	26	29	33	38	42	46
65	15	18	21	25	28	32	37	41	45
60	15	17	21	24	28	32	36	40	44
55	13	16	19	23	26	30	35	39	43
50	12	15	18	21	25	29	33	38	42
45	12	15	17	21	24	28	32	36	41
40	11	14	16	20	23	27	32	36	41
35	11	13	16	19	22	26	30	34	38
30	10	12	15	18	21	25	29	33	37
25	9	11	14	17	20	24	28	32	36
20	8	10	13	15	19	22	26	30	35
15	7	9	11	14	17	20	24	28	32
10	6	8	9	12	15	18	22	26	30
5	4	5	7	9	11	14	18	22	26

**Table B9 CCDI (Hong Kong) Words and Gestures Percentile Scores
for Early Gestures (Fitted) Girls**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	16	18	20	21	23	24	25	26	27
95	15	17	19	20	22	23	25	26	27
90	13	15	16	18	20	21	23	24	25
85	12	14	15	17	19	21	22	24	25
80	10	12	14	16	18	20	22	23	25
75	10	12	14	15	17	19	21	22	24
70	10	11	13	15	16	18	20	21	22
65	10	11	13	14	16	17	19	20	22
60	9	11	12	14	15	17	18	20	21
55	9	10	12	13	15	16	18	20	21
50	9	10	11	13	14	16	18	19	21
45	8	9	10	12	13	15	17	18	20
40	7	9	10	12	13	15	16	18	20
35	7	8	10	11	13	14	16	18	19
30	7	8	9	11	12	14	15	17	19
25	6	7	9	10	12	13	15	16	18
20	6	7	8	9	11	12	14	16	17
15	5	6	7	9	10	11	13	15	16
10	4	5	6	7	8	9	11	12	14
5	3	4	4	5	6	6	7	8	9

**Table B10 CCDI (Hong Kong) Words and Gestures Percentile Scores
for Early Gestures (Fitted) Boys**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	15	17	18	20	22	23	24	26	27
95	14	16	17	19	21	22	23	25	26
90	12	14	16	17	19	21	22	23	25
85	11	13	14	16	18	19	21	22	23
80	10	12	13	15	17	18	20	21	23
75	10	11	13	14	16	18	19	21	22
70	9	10	12	13	15	17	18	20	22
65	8	10	11	13	15	16	18	20	21
60	8	10	11	13	14	16	17	19	21
55	8	9	11	12	14	15	17	18	20
50	8	9	10	12	13	15	16	18	19
45	8	9	10	11	12	14	15	17	18
40	7	8	9	11	12	13	15	16	18
35	6	7	9	10	11	13	14	16	17
30	6	7	8	10	11	12	14	15	17
25	5	6	7	9	10	11	13	14	16
20	5	6	7	8	9	11	12	14	15
15	5	5	6	7	9	10	11	13	14
10	4	4	5	6	7	9	10	11	13
5	3	4	4	5	6	7	8	9	11

**Table B11 CCDI (Hong Kong) Words and Gestures Percentile Scores
for Later Gestures (Fitted) Girls**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	15	18	21	24	27	30	33	35	37
95	13	16	19	22	25	28	31	34	36
90	11	13	16	19	22	25	28	31	34
85	10	12	15	17	20	23	26	29	32
80	8	10	13	15	18	22	25	28	31
75	8	10	12	15	18	21	24	28	31
70	7	9	12	14	17	20	23	26	29
65	7	9	11	14	17	20	23	26	29
60	6	8	10	13	15	18	22	25	28
55	6	8	10	12	15	18	21	24	27
50	5	7	9	11	14	17	20	23	27
45	5	6	8	10	13	16	19	22	26
40	4	6	8	10	12	15	18	22	26
35	4	5	7	9	12	15	18	22	25
30	3	5	6	8	11	14	17	21	25
25	3	4	5	7	10	12	16	20	23
20	3	4	5	7	9	12	15	19	22
15	2	3	5	6	8	11	14	18	22
10	1	2	3	4	6	8	12	15	20
5	1	2	2	3	4	6	8	11	14

**Table B12 CCDI (Hong Kong) Words and Gestures Percentile Scores
for Later Gestures (Fitted) Boys**

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
99	15	17	20	23	25	28	30	33	35
95	13	16	18	20	23	25	27	30	32
90	11	13	15	17	20	23	25	28	30
85	9	11	13	15	18	20	23	26	28
80	8	10	12	14	16	19	22	24	27
75	8	9	11	13	16	18	21	23	26
70	7	9	10	13	15	17	20	23	25
65	6	8	10	12	14	16	19	22	25
60	6	8	9	11	13	16	18	21	24
55	5	7	8	10	13	15	18	21	24
50	5	7	8	10	12	15	17	20	23
45	4	6	7	9	11	14	17	20	23
40	4	6	7	9	11	13	16	19	22
35	4	5	6	8	10	12	15	18	21
30	4	5	6	8	9	12	14	17	20
25	4	4	6	7	9	11	13	16	19
20	3	4	5	6	8	10	12	15	18
15	2	3	4	5	7	9	12	15	18
10	1	2	2	4	5	8	11	15	19
5	0	0	1	1	3	5	9	16	24

**Table B13 CCDI (Hong Kong) Words and Sentences Percentile Scores
for Vocabulary Production (Fitted) Girls**

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
99	216	273	336	403	470	534	591	639	679	711	735	754	768	778	786
95	212	260	314	371	430	487	541	590	633	669	699	723	742	757	769
90	158	196	240	289	342	397	452	506	556	601	640	673	701	724	742
85	120	152	191	235	286	341	398	455	510	562	607	647	680	707	730
80	98	126	160	200	247	299	355	413	471	525	576	620	658	690	715
75	85	110	140	177	220	269	324	381	439	496	549	597	639	674	703
70	75	98	126	160	200	247	300	356	415	473	528	578	622	660	692
65	62	81	106	136	173	217	267	322	381	441	499	553	601	643	678
60	52	69	90	117	150	191	238	291	349	409	469	526	578	623	662
55	49	64	84	108	139	175	218	268	322	379	438	495	548	596	638
50	44	58	75	97	125	158	197	243	294	349	406	463	518	568	613
45	39	51	66	86	110	140	177	219	268	322	378	436	492	545	593
40	29	38	51	67	89	115	148	188	235	288	346	406	467	524	576
35	23	31	42	56	75	98	129	166	210	261	319	380	442	502	558
30	19	26	35	47	63	83	110	143	184	232	287	347	410	473	532
25	14	19	26	36	50	68	91	121	160	206	261	322	388	454	517
20	11	16	22	30	41	57	77	103	137	180	230	289	353	420	486
15	8	11	15	21	29	40	54	74	99	132	172	222	279	342	408
10	6	8	11	15	21	30	41	56	76	102	136	179	230	288	353
5	3	4	5	7	11	15	21	30	42	59	81	111	150	198	256

**Table B14 CCDI (Hong Kong) Words and Sentences Percentile Scores
for Vocabulary Production (Fitted) Boys**

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
99	155	202	257	319	385	453	517	576	627	669	703	729	749	765	776
95	150	191	239	293	352	413	474	531	583	629	667	699	724	744	759
90	135	168	207	251	299	351	405	458	510	558	601	639	672	699	721
85	106	133	166	205	249	298	350	405	459	511	560	604	642	674	701
80	76	98	125	159	199	245	296	351	409	466	521	571	616	654	686
75	52	70	92	121	157	200	250	307	368	430	492	549	600	644	680
70	46	61	80	105	136	174	220	271	329	389	451	510	564	612	653
65	35	47	63	84	111	145	187	236	292	353	416	479	538	592	637
60	28	38	52	70	95	126	165	212	267	328	394	459	522	579	629
55	22	31	42	58	79	107	142	186	238	299	364	432	498	559	613
50	19	27	37	51	70	94	126	167	216	273	336	404	471	534	591
45	17	23	32	44	60	82	110	146	191	244	304	370	438	503	563
40	13	18	25	35	48	67	91	124	164	214	273	339	408	477	541
35	10	15	21	29	40	55	76	103	139	183	236	297	364	433	501
30	9	12	17	24	34	47	65	89	120	160	209	267	331	400	469
25	7	9	13	19	27	38	53	73	101	136	181	236	300	369	440
20	5	7	10	14	20	29	40	56	77	106	143	189	245	308	378
15	4	6	8	12	16	23	32	44	60	82	111	148	194	249	311
10	3	4	6	8	11	15	21	29	39	53	72	96	127	165	211
5	1	1	1	2	3	4	6	9	13	19	28	40	57	81	114

**Table B15 CCDI (Hong Kong) Words and Sentences Percentile Scores
for Sentence Complexity (Fitted) Girls**

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
99	17	23	30	39	48	56	63	68	72	75	78	79	80	81	81
95	13	18	25	32	40	48	55	62	67	71	75	77	78	80	80
90	8	12	16	22	29	37	45	53	60	66	70	74	76	78	79
85	6	9	12	17	23	29	37	45	52	59	65	69	73	76	78
80	6	8	11	15	20	26	32	39	46	53	59	64	69	72	75
75	5	7	9	13	17	22	28	35	42	49	55	61	66	70	73
70	4	6	8	11	14	19	24	31	37	44	51	57	63	67	71
65	4	5	7	9	12	16	21	26	33	39	46	53	59	64	68
60	3	4	5	7	10	13	18	23	29	35	42	49	56	61	66
55	2	3	4	6	8	11	15	20	25	32	39	46	53	59	64
50	2	3	4	5	7	10	14	18	24	30	37	44	51	57	63
45	2	2	3	5	7	9	12	16	21	27	34	41	48	55	61
40	2	2	3	4	6	8	11	14	19	24	31	37	44	51	58
35	0	1	1	2	3	4	6	9	14	20	27	36	45	54	61
30	0	1	1	2	2	4	6	8	13	18	25	33	42	51	59
25	0	1	1	1	2	3	5	7	11	16	22	30	39	48	57
20	0	0	0	1	1	2	3	4	7	11	17	25	35	45	55
15	0	0	0	0	1	1	2	3	6	9	14	21	29	40	50
10	0	0	0	0	0	1	1	2	3	5	9	15	24	35	47
5	0	0	0	0	0	0	0	0	1	2	4	7	12	21	33

**Table B16 CCDI (Hong Kong) Words and Sentences Percentile Scores
for Sentence Complexity (Fitted) Boys**

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
99	11	16	22	30	38	47	55	62	68	72	75	77	79	80	81
95	11	15	20	25	31	38	45	52	58	64	68	72	74	76	78
90	7	9	13	17	22	28	35	42	50	56	62	67	71	74	76
85	5	7	9	13	17	21	27	34	40	47	54	59	64	69	72
80	4	5	7	10	14	18	23	29	36	43	50	56	62	67	70
75	3	4	6	8	11	15	20	26	32	39	46	53	59	65	69
70	2	3	5	7	9	13	17	23	29	36	43	51	57	63	68
65	2	3	4	6	9	12	16	20	26	33	40	47	54	60	65
60	2	3	4	5	7	9	13	17	22	28	35	42	49	56	62
55	2	3	3	5	6	9	12	15	20	25	31	38	44	51	57
50	1	2	2	3	5	7	9	13	17	22	28	35	42	50	56
45	0	0	1	1	2	3	4	7	11	17	25	34	44	54	62
40	0	0	1	1	1	2	4	6	9	14	21	30	40	50	59
35	0	0	0	0	1	1	2	4	7	11	18	27	38	49	59
30	0	0	0	0	1	1	2	3	6	10	15	23	33	45	55
25	0	0	0	0	0	0	1	2	3	6	11	20	32	46	59
20	0	0	0	0	0	0	1	1	3	5	9	16	26	40	53
15	0	0	0	0	0	0	0	1	1	3	5	10	17	28	42
10	0	0	0	0	0	0	0	0	1	1	3	5	9	15	24
5	0	0	0	0	0	0	0	0	0	0	0	1	1	2	3

Appendix C: PCDI (Beijing) Raw Scores

**Table C1 PCDI (Beijing) Words and Gestures Percentile Scores
for Vocabulary Comprehension (Raw)**

Girls

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
95	251	245	280	288	335	308	372	343	337
90	176	208	269	249	313	288	334	339	318
75	157	156	229	225	283	264	299	261	283
50	97	100	147	165	233	218	251	223	237
25	44	48	88	116	185	174	206	158	188
10	12	21	39	72	123	121	165	106	64
5	5	18	25	28	100	86	110	71	33
Mean	95	104	148	163	224	211	245	209	219
SD	75	66	78	70	66	60	63	77	84

Boys

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
95	210	275	248	295	348	332	336	354	349
90	198	271	230	287	310	322	324	338	317
75	173	209	210	265	261	283	297	311	304
50	96	115	159	211	209	227	242	264	266
25	48	49	106	164	158	169	186	221	228
10	21	24	42	99	101	119	138	176	188
5	14	9	28	73	46	105	88	162	92
Mean	100	120	148	204	203	219	230	259	253
SD	63	84	66	66	79	68	69	55	63

**Table C2 PCDI (Beijing) Words and Gestures Percentile Scores
for Vocabulary Production (Raw)**

Girls

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
95	5	9	9	22	104	76	99	300	371
90	3	7	7	11	35	46	83	223	304
75	2	4	4	7	17	18	61	128	139
50	0	1	2	2	7	7	28	38	63
25	0	0	1	1	3	3	8	18	19
10	0	0	0	0	2	2	3	6	11
5	0	0	0	0	1	1	1	4	7
Mean	1	2	3	5	17	16	33	74	95
SD	2	3	3	10	32	27	30	89	104

Boys

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
95	5	4	6	23	23	39	136	144	267
90	3	3	5	7	14	23	52	130	178
75	2	2	4	5	8	13	32	57	84
50	1	1	2	3	4	6	9	19	43
25	0	0	1	2	2	3	4	8	8
10	0	0	0	0	0	1	3	3	2
5	0	0	0	0	0	0	2	3	1
Mean	1	1	3	4	6	10	21	37	60
SD	2	1	2	5	6	12	34	43	73

**Table C3 PCDI (Beijing) Words and Sentences Percentile Scores
for Vocabulary Production (Raw)**

Girls

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
95	293	457	598	732	712	719	734	756	766	785	773	772	788	794	796
90	229	401	520	651	666	694	687	744	760	777	765	761	776	784	788
75	140	278	337	558	615	652	650	714	741	748	734	755	753	777	781
50	86	153	204	347	480	462	573	674	657	704	686	711	732	742	760
25	37	72	46	106	200	344	430	549	536	617	590	663	673	712	712
10	21	13	14	11	107	153	352	372	263	455	540	480	616	645	644
5	15	6	10	8	18	43	269	274	99	338	451	278	445	539	148
Mean	97	166	204	318	408	440	537	610	592	656	658	661	694	726	711
SD	79	131	178	247	224	195	130	151	181	139	97	148	99	65	154

Boys

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
95	281	599	492	671	671	727	741	764	755	781	758	772	795	780	791
90	186	390	436	544	654	628	719	752	750	767	747	765	786	771	784
75	113	283	325	379	590	588	657	705	710	733	735	755	761	763	772
50	28	106	159	193	310	360	561	598	588	668	697	727	696	728	747
25	8	27	41	46	136	235	312	273	369	528	518	678	608	678	692
10	4	18	13	8	23	85	93	140	150	397	330	523	497	601	599
5	3	6	12	6	12	41	25	48	37	241	247	229	305	480	362
Mean	59	157	179	226	316	372	454	489	515	609	603	669	652	697	704
SD	84	166	152	203	233	205	226	233	224	159	174	152	152	84	106

**Table C4 PCDI (Beijing) Words and Sentences Percentile Scores
for Sentence Complexity (Raw)**

Girls

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
95	10	25	46	54	65	68	71	78	77	81	75	80	80	81	79
90	8	23	34	44	60	67	66	77	75	79	72	79	79	80	79
75	3	6	15	30	43	57	56	72	71	74	67	77	75	78	77
50	0	1	2	8	23	30	37	56	60	66	62	70	70	73	74
25	0	0	0	0	2	7	25	41	37	55	45	53	56	62	70
10	0	0	0	0	0	0	9	14	21	15	29	35	37	50	46
5	0	0	0	0	0	0	0	4	0	10	26	21	29	36	5
Mean	1.7	4.8	8.5	15.7	23.5	31.1	37.5	50.5	51.9	59.3	55.0	63.4	63.1	68.3	67.4
SD	3.2	8.2	13.8	19.0	21.3	24.0	20.0	21.5	22.5	20.6	15.7	18.4	15.2	12.8	18.4

Boys

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
95	12	32	31	47	50	62	70	76	77	76	78	78	81	80	80
90	6	22	19	37	43	52	68	74	74	75	72	77	79	79	80
75	2	10	6	22	32	37	53	63	68	71	70	74	76	77	77
50	0	1	1	3	7	16	34	43	46	64	56	68	65	68	70
25	0	0	0	0	0	0	3	5	29	34	32	53	50	56	63
10	0	0	0	0	0	0	0	1	0	16	0	19	22	47	43
5	0	0	0	0	0	0	0	0	0	0	0	5	0	42	23
Mean	1.6	5.8	4.9	11.0	15.6	19.8	29.4	36.1	42.9	51.9	48.2	59.2	58.5	65.1	65.5
SD	3.7	10.2	9.0	15.7	18.4	19.8	25.8	26.8	25.8	22.9	24.3	20.3	22.1	12.5	15.6

Appendix D: CCDI (Hong Kong) Raw Scores

**Table D1 CCDI (Hong Kong) Words and Gestures Percentile Scores
for Vocabulary Comprehension (Raw)**

Girls

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
95	168	185	192	206	241	239	327	322	325
90	140	160	180	192	175	213	305	279	300
75	101	123	123	135	159	179	234	250	280
50	59	83	71	108	119	128	161	206	215
25	24	37	50	59	63	74	128	149	168
10	15	27	23	30	54	56	84	77	129
5	8	20	21	23	17	38	63	55	110
Mean	68	86	87	107	116	128	179	197	219
SD	49	54	53	57	57	61	78	71	64

Boys

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
95	159	215	193	235	237	261	311	261	279
90	127	155	150	213	183	240	303	254	271
75	88	87	121	156	123	180	201	233	232
50	44	51	78	102	88	119	144	188	201
25	31	28	57	74	66	81	102	113	146
10	21	16	37	41	42	42	64	46	130
5	17	6	27	30	39	19	46	24	89
Mean	62	67	87	116	103	132	158	168	193
SD	42	56	44	61	55	68	78	74	58

**Table D2 CCDI (Hong Kong) Words and Gestures Percentile Scores
for Vocabulary Production (Raw)**

Girls

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
95	4	9	9	13	19	31	85	132	101
90	3	6	8	9	16	16	53	66	87
75	2	4	5	5	6	10	26	35	38
50	1	2	2	3	4	6	15	13	28
25	0	1	2	1	2	3	6	6	6
10	0	1	0	0	1	2	4	3	5
5	0	0	0	0	1	1	2	2	4
Mean	1	3	3	4	6	8	21	26	31
SD	1	3	3	4	6	8	25	40	28

Boys

% Rank	Child's Age in Months								
	8	9	10	11	12	13	14	15	16
95	3	8	7	19	14	39	55	39	112
90	2	5	5	11	10	15	23	31	51
75	2	3	4	6	5	7	12	23	26
50	1	1	2	3	4	4	6	8	9
25	0	1	1	1	2	3	4	4	6
10	0	0	0	0	1	2	3	3	3
5	0	0	0	0	1	1	0	1	1
Mean	1	2	3	4	5	8	13	13	20
SD	1	3	2	5	6	11	26	12	28

**Table D3 CCDI (Hong Kong) Words and Sentences Percentile Scores
for Vocabulary Production (Raw)**

Girls

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
95	125	321	359	274	392	411	616	651	729	684	731	693	730	757	738
90	91	213	295	223	321	382	592	566	612	589	648	628	712	732	703
75	45	111	159	159	251	266	407	448	508	473	573	571	654	667	645
50	28	49	101	75	148	184	224	267	322	401	437	441	522	553	540
25	10	17	37	26	62	65	85	152	180	282	210	338	434	450	416
10	4	7	23	15	32	14	35	74	56	106	139	181	287	332	278
5	3	2	7	6	28	6	28	36	37	43	70	157	216	218	170
Mean	34	80	117	94	169	179	264	301	335	378	403	443	516	546	517
SD	33	89	100	81	113	128	185	184	201	171	201	164	152	150	166

Boys

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
95	87	224	193	372	434	479	429	563	539	632	677	718	699	733	760
90	75	186	161	310	382	433	380	453	515	600	632	640	604	697	713
75	34	66	66	131	227	270	222	339	413	454	514	553	581	631	637
50	18	26	28	39	108	121	97	145	297	322	366	403	478	496	542
25	10	14	11	11	36	21	44	63	99	204	132	309	316	432	378
10	6	6	3	6	11	8	16	32	32	132	62	175	127	175	133
5	2	5	0	3	8	2	11	10	14	56	23	88	35	75	74
Mean	28	57	51	93	147	161	145	199	269	330	347	407	429	496	480
SD	26	68	59	115	134	152	129	165	169	164	213	172	183	177	198

**Table D4 CCDI (Hong Kong) Words and Sentences Percentile Scores
for Sentence Complexity (Raw)**

Girls

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
95	9	32	33	21	37	32	66	61	67	63	80	76	77	80	80
90	6	11	20	19	29	28	57	55	67	63	72	70	76	79	78
75	4	7	14	16	25	27	51	48	62	58	69	65	71	75	76
50	4	6	12	13	22	25	48	43	57	56	64	55	67	72	71
25	4	5	11	7	22	22	38	39	53	50	61	52	64	70	70
10	3	5	10	7	16	22	28	34	48	45	59	50	63	68	64
5	3	5	8	6	12	19	19	33	38	39	53	48	60	65	62
Mean	2	5	8	6	12	14	21	27	32	33	39	43	50	56	54
SD	3	10	9	6	11	10	21	18	22	20	24	17	17	17	18

Boys

% Rank	Child's Age in Months														
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
95	14	20	14	33	52	53	41	58	61	73	73	73	79	81	81
90	13	14	11	32	38	45	32	49	60	67	69	72	74	79	74
75	7	7	9	23	30	38	18	36	50	62	67	71	72	74	71
50	6	6	8	9	23	23	17	34	45	54	58	67	66	68	63
25	4	5	6	8	19	19	16	31	40	49	52	63	66	64	62
10	3	4	5	6	18	14	16	27	35	47	48	62	61	63	59
5	2	4	4	5	15	13	11	25	33	44	46	59	58	61	58
Mean	2	3	3	5	11	11	9	16	24	34	32	38	41	48	43
SD	3	4	4	9	12	13	9	15	18	18	22	23	23	19	20

Appendix E: PCDI Short Form (Beijing) Fitted Percentile Scores

**Table E1 PCDI Beijing Words & Gestures Short Form Percentile Scores
for Vocabulary Comprehension (N=280)**

% Rank	Child's Age in Months						
	8	9	10	11	12	14	16
99	87	99	97	101	105	105	106
95	80	90	95	96	103	105	106
90	69	82	90	93	99	105	106
85	59	74	84	84	96	103	105
80	55	68	82	83	94	102	105
75	51	67	80	82	93	101	103
70	48	65	76	80	92	100	103
65	42	65	73	79	91	98	102
60	38	62	70	76	91	96	101
55	35	59	67	75	88	95	100
50	30	57	66	73	86	89	97
45	28	54	64	69	84	83	96
40	25	48	63	66	82	80	95
35	22	46	61	64	79	78	94
30	20	42	59	63	77	76	93
25	18	35	58	62	76	73	87
20	17	33	56	59	74	71	86
15	8	31	53	56	69	68	84
10	6	20	44	52	60	60	79
5	4	9	22	41	45	57	77
Mean	37.1	55.2	68.1	72.7	84.1	87.2	96.3
SD	24	22.7	17.8	15.2	14.6	15.9	9.2

**Table E2 PCDI Beijing Words & Gestures Short Form Percentile Scores
for Vocabulary Production (N=280)**

% Rank	Child's Age in Months						
	8	9	10	11	12	14	16
99	3	9	9	18	39	86	90
95	3	4	8	17	39	71	87
90	2	3	5	10	14	55	82
85	2	2	4	7	11	39	62
80	2	2	4	6	10	35	52
75	2	2	4	5	7	21	43
70	1	2	3	4	7	19	40
65	0	1	3	4	6	17	37
60	0	1	2	4	5	16	36
55	0	0	2	3	5	14	30
50	0	0	2	2	5	10	24
45	0	0	2	2	4	6	18
40	0	0	1	2	4	6	14
35	0	0	1	2	3	5	10
30	0	0	1	2	3	4	7
25	0	0	0	2	3	3	6
20	0	0	0	2	2	2	4
15	0	0	0	1	2	2	3
10	0	0	0	0	2	2	2
5	0	0	0	0	1	1	1
Mean	0.7	1.3	2.5	4.6	8.6	20.7	32.4
SD	1.1	2.2	2.5	5	10.8	24.4	29.2

**Table E3 PCDI Beijing Words & Sentences Short Form Percentile Scores
for Vocabulary Production (N=402)**

% Rank	Child's Age in Months									
	16	17	18	19	20	21	22	23	25	28
99	93	93	102	108	111	113	113	113	113	113
95	88	80	99	86	109	107	113	113	113	113
90	63	73	93	78	94	104	109	108	113	113
85	47	56	77	75	91	94	105	104	111	113
80	40	46	64	73	89	92	105	100	109	112
75	35	42	61	65	86	85	100	97	107	111
70	29	41	55	62	81	82	99	93	105	109
65	26	38	50	56	74	74	96	89	104	108
60	20	36	48	55	69	70	91	84	102	107
55	19	32	43	50	65	68	84	83	99	106
50	17	31	40	44	62	62	80	77	96	105
45	17	29	32	39	56	58	75	75	95	104
40	13	25	31	36	54	56	68	70	93	102
35	9	20	23	34	48	50	64	63	91	101
30	7	17	19	31	41	43	62	60	88	99
25	5	10	16	27	30	38	55	59	83	98
20	3	4	15	22	22	33	46	57	80	95
15	2	2	9	20	14	26	39	47	78	91
10	2	2	4	5	5	17	25	42	66	90
5	1	0	0	2	3	11	16	34	60	60
Mean	27.5	33.7	44	48.9	61.1	63.1	77.1	78.4	95.2	101.6
SD	29.1	26.3	31.2	26.7	29.1	33.8	29.5	24	15.6	16.3

Appendix F: CCDI Short Form (Hong Kong) Fitted Percentile Scores

Table F1 CCDI Hong Kong Words & Gestures Short Form Percentile Scores
for Vocabulary Comprehension (N=281)

% Rank	Child's Age in Months						
	8	9	10	11	12	14	16
99	75	81	86	89	92	94	95
95	63	71	78	83	86	91	94
90	58	66	72	77	82	88	92
85	53	61	68	74	79	86	91
80	46	54	61	68	74	84	89
75	39	48	56	64	71	82	89
70	36	44	51	59	66	77	85
65	33	40	48	55	63	75	84
60	30	37	45	53	60	73	83
55	29	35	42	49	56	69	79
50	27	33	40	47	54	67	77
45	25	31	37	44	50	63	74
40	22	27	33	39	46	59	71
35	21	26	31	37	44	57	69
30	18	23	28	34	41	54	67
25	16	20	25	31	38	52	65
20	13	17	22	27	34	48	63
15	11	14	18	23	29	43	59
10	8	11	15	20	26	40	57
5	5	7	10	13	18	32	49
Mean	26.25	34.53	45.65	44.48	57.44	68.03	71.95
SD	14.78	21.46	20.21	22.50	21.77	14.58	16.43

**Table F2 CCDI Hong Kong Words & Gestures Short Form Percentile Scores
for Vocabulary Production (N=281)**

% Rank	Child's Age in Months						
	8	9	10	11	12	14	16
99	4	7	12	19	29	54	76
95	2	3	6	10	17	40	67
90	2	3	4	6	10	22	42
85	1	2	3	5	8	19	37
80	1	2	3	4	6	15	32
75	1	1	2	3	5	11	22
70	0	0	1	1	3	11	35
65	0	0	0	1	1	9	39
60	0	0	0	0	1	7	32
55	0	0	0	0	1	6	26
50	0	0	0	0	1	5	24
45	0	0	0	0	0	2	13
40	0	0	0	0	0	2	11
35	0	0	0	0	0	1	10
30	0	0	0	0	0	1	5
25	0	0	0	0	0	1	3
20	0	0	0	0	0	1	3
15	0	0	0	0	0	1	3
10	0	0	0	0	0	0	1
5	0	0	0	0	0	0	0
Mean	0.28	1.05	1.93	1.83	5.8	9.45	14.03
SD	0.51	2.99	3.33	2.45	7.05	10.29	17.98

**Table F3 CCDI Hong Kong Words & Sentences Short Form Percentile Scores
for Vocabulary Production (N=403)**

% Rank	Child's Age in Months									
	16	17	18	19	20	21	22	23	25	28
99	80	91	101	109	116	121	125	127	131	133
95	47	59	71	83	94	104	112	118	126	131
90	33	42	54	66	78	89	99	108	120	129
85	28	37	46	56	68	79	89	98	113	125
80	23	30	39	49	59	71	82	92	109	123
75	20	27	34	43	54	64	75	86	104	121
70	18	24	31	40	49	60	71	82	101	120
65	16	21	27	35	44	55	65	76	96	117
60	14	18	24	31	40	49	60	71	92	114
55	12	16	21	28	35	44	54	65	85	110
50	11	15	20	26	33	41	51	61	82	108
45	10	13	17	22	29	37	46	56	77	104
40	8	11	15	19	25	33	41	51	72	101
35	7	9	12	17	22	28	36	45	66	96
30	6	8	10	14	19	24	32	40	61	92
25	5	6	8	11	14	19	24	31	47	77
20	4	5	7	9	12	15	19	24	37	63
15	3	4	5	7	9	11	15	19	30	53
10	2	3	4	5	6	8	11	14	22	42
5	1	1	2	3	3	4	6	7	12	25
Mean	13.9	19.7	26.3	26.2	40.7	48.0	48.7	60.8	77.3	99.4
SD	12.0	23.2	20.7	21.4	29.2	29.0	33.8	35.9	35.2	26.7

Dedication

We dedicate this manual to the memory of Tracy CHAN Lai—Sze for her tireless efforts in working on this project and her endless good cheer.

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CCDI FORMS

1001-1002

孩子的姓名：_____ 性别：_____

填表日期：_____ 出生日期：_____ 实际年龄：_____

汉语沟通发展量表 普通话版（短表）：词汇及手势

请用铅笔填写

正确填写



不正确填写



这个词汇表是用于不同年龄的孩子，我们请您来填这个词汇表的唯一目的就是想了解孩子们一般什么时候才开始讲话。因此，您的孩子现在完全有可能只知道这表上很少的词，甚至根本不知道，这也是正常的，绝对不要为孩子究竟知道其中多少个字词而担心。

甲、请指出哪些是您孩子可以听懂的句子（有适当的反应）。

听不懂	听懂	听不懂	听懂	听不懂	听懂
别动！	☐	☐	吐出来。	☐	☐
张嘴。	☐	☐	扔球。	☐	☐

乙、当婴儿刚开始学习沟通的时候，他们经常用手势去表达他们的思想和愿望。选出以下哪些项目可以是您孩子平时所做的动作。

（“有时”指孩子用过一次以上；“经常”指需要用的时候大部分会用到）

	还没有	有时会	经常会
1. 当有人离开时，做“再见”的手势。	☐	☐	☐
2. 抱拳表示“谢谢！”	☐	☐	☐
3. 指（包括手臂及手指一起伸展）向一些有趣的物件或事件。	☐	☐	☐
4. 摇头表示“不好/不要/不想”。	☐	☐	☐
5. 摊开双手表示“没有”。	☐	☐	☐

丙、词汇量表

当您说出该词时，孩子虽然还不能说出来，但能正确地反应，请填第一项（听懂）。若孩子又能听懂又能够自己说出该字，请填第二项（能说）。假如您的孩子对该字的发音不准（例如：火车说成“火些”）或他的说法有所不同（例一：葡萄说：“萄”；例二：老鼠说成“耗子”），请填第二项（能说）。

	不懂	听懂	能说		不懂	听懂	能说		不懂	听懂	能说
喂	○	○	○	背	○	○	○	碗	○	○	○
旺旺（狗叫）	○	○	○	掉	○	○	○	被子	○	○	○
嘀嘀（汽车声）	○	○	○	牛奶	○	○	○	枕头	○	○	○
哎哟	○	○	○	水	○	○	○	纸	○	○	○
妈妈	○	○	○	蛋	○	○	○	球	○	○	○
爸爸	○	○	○	鱼	○	○	○	小娃娃	○	○	○
奶奶	○	○	○	饭	○	○	○	帽子	○	○	○
爷爷	○	○	○	肉	○	○	○	衣服	○	○	○
宝宝	○	○	○	饼干	○	○	○	袜子	○	○	○
自己的名字	○	○	○	香蕉	○	○	○	鞋	○	○	○
阿姨	○	○	○	鼻子	○	○	○	电视	○	○	○
姑姑	○	○	○	嘴（口）	○	○	○	镜子	○	○	○
叔叔	○	○	○	屁股	○	○	○	床	○	○	○
姐姐	○	○	○	手	○	○	○	门	○	○	○
妹妹	○	○	○	脚	○	○	○	家	○	○	○
哥哥	○	○	○	猫	○	○	○	外面	○	○	○
弟弟	○	○	○	小白兔/兔子	○	○	○	花	○	○	○
孩子/小孩/小朋友	○	○	○	狗	○	○	○	树	○	○	○
要	○	○	○	马	○	○	○	天空	○	○	○
吃饭	○	○	○	鱼	○	○	○	车	○	○	○
你拍一，我拍一	○	○	○	鸟	○	○	○	飞机	○	○	○
真棒！	○	○	○	小鸡	○	○	○	这边	○	○	○
抱	○	○	○	鸭子	○	○	○	那边	○	○	○
打	○	○	○	烫	○	○	○	上（面）	○	○	○
吃	○	○	○	臭	○	○	○	下（面）	○	○	○
喝	○	○	○	漂亮/美	○	○	○	一	○	○	○
走	○	○	○	脏	○	○	○	二	○	○	○
给	○	○	○	饱	○	○	○	多	○	○	○
拿（过来）	○	○	○	渴	○	○	○	在哪里/哪儿呢？	○	○	○
亲（一个）	○	○	○	好	○	○	○	誰	○	○	○
戴	○	○	○	生气	○	○	○	我	○	○	○
看/瞅	○	○	○	乖	○	○	○	这个	○	○	○
摸	○	○	○	灯	○	○	○	早上	○	○	○
来	○	○	○	钟/表	○	○	○	晚上	○	○	○
踢	○	○	○	瓶子	○	○	○				
飞	○	○	○	勺	○	○	○				

孩子的姓名：_____ 性别：_____

填表日期：_____ 出生日期：_____ 实际年龄：_____

汉语沟通发展量表 普通话版（短表）：词汇及句子

请用铅笔填写

正确填写



不正确填写



这是了解幼儿词汇量的表。如果您的孩子还不会说该词或者只是重复别人，请填“不能说”（涂黑第一个圆圈）；如果您的孩子会说该词而不是马上重复别人说过的词，请填“能说”（可涂黑第二个圆圈）。假如您的孩子对该词的发音不准（例如：火车说成“火些”）或他的说法有所不同（例一：葡萄说成“萄”；例二：老鼠说成“耗子”），也算能说。这个词表是用于不同年龄的孩子，完全有可能您的孩子现在只知道这个词表中较少的词，甚至根本不知道，也属于正常范围，请不要为孩子究竟知道其中多少个词而担心。

甲、词汇记

	不会说	会说		不会说	会说		不会说	会说
喵（猫叫）	○	○	你好	○	○	送	○	○
哎哟	○	○	请	○	○	掉	○	○
宝宝	○	○	（真）棒！	○	○	拍	○	○
阿姨	○	○	坐	○	○	等	○	○
弟弟	○	○	有	○	○	揉	○	○
老师	○	○	玩	○	○	翻	○	○
要	○	○	给	○	○	摘（揪）	○	○

甲、词汇 (续)								
	不会说	会说		不会说	会说		不会说	会说
记 (得)	○	○	好	○	○	底下	○	○
用	○	○	香	○	○	旁边	○	○
拧	○	○	烫	○	○	朝	○	○
游泳	○	○	可怜	○	○	二	○	○
贴	○	○	生气	○	○	全部	○	○
套	○	○	够了	○	○	自己	○	○
躲	○	○	小心	○	○	那个	○	○
问	○	○	卡了	○	○	我们的	○	○
悠	○	○	碗	○	○	人家	○	○
绑	○	○	电扇	○	○	条	○	○
搅	○	○	盆	○	○	块	○	○
试	○	○	笤扫	○	○	位	○	○
假装	○	○	簸箕	○	○	些	○	○
希望	○	○	东西	○	○	在哪儿/哪儿呢?	○	○
水	○	○	球	○	○	哪个	○	○
粥	○	○	棋子	○	○	多少	○	○
饺子	○	○	背心	○	○	嘛	○	○
肉	○	○	上衣	○	○	噢	○	○
豆芽	○	○	拉锁	○	○	今天	○	○
木耳	○	○	鞋	○	○	已经	○	○
水果	○	○	床	○	○	以前	○	○
梨	○	○	茶几	○	○	能	○	○
辣椒	○	○	炉子/灶	○	○	肯	○	○
头发	○	○	抽屉	○	○	不许	○	○
舌头	○	○	花	○	○	跟	○	○
手	○	○	树枝	○	○	因为	○	○
膝盖	○	○	棍子	○	○			
狗	○	○	云	○	○			
动物	○	○	车	○	○			
鸟	○	○	卡车	○	○			
孔雀	○	○	动物园	○	○			
蚊子	○	○	幼儿园/托儿所	○	○			
恐龙	○	○	中国	○	○			
乙、句子与语句								
注: “有时” 即指孩子用过一次以上; “经常” 即指需要用的时候大部分用到								
						还没有	有时会	经常会
1. 当讲起名词的时候, 您的孩子有没有开始使用量词? (例: 个、辆等。注: 不需要很准, 只要他开始用了)						○	○	○
2. 当讲过去发生的事时, 您的孩子有没有开始使用 “过” 或 “了” 字? (例: “去过”, “吃了”)						○	○	○
2								

孩子的姓名：_____ 性别：_____

填表日期：_____ 出生日期：_____ 实际年龄：_____

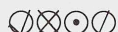
汉语沟通发展量表 (普通话版)：词汇及手势

请用铅笔填写

正确填写



不正确填写



这个词汇表是用于不同年龄的孩子，我们请您来填这个词汇表的唯一目的就是想了解孩子们一般什么时候才开始讲话，什么时候会讲什么话。因此，您的孩子现在完全有可能只知道这表上很少的词，甚至根本不知道，这也是正常的，绝对不要为孩子究竟知道其中多少个词而担心。

第一部份：早期对语言的反应

甲、初期对语言的反应标

孩子开始讲话之前，会对一些字句有反应。以下有一些普通的例子。您的孩子有没有像以下的反应？

	没有	有
1. 叫他的名字时会有反应（例如：转向及看声音来源的方向）。	☐	☐
2. 别人说“别××/不许××”时会有反应（例如：暂停做某件事）。	☐	☐
3. 当听到“妈妈/爸爸在哪哩？”会向周围找。	☐	☐

乙、听短句 (27)					
在以下的行列中, 指出那些是您孩子可以听懂的句子 (有适当的反应)。					
听不懂		听懂	听不懂		听懂
爸爸/妈妈回家了	○	○	睡觉觉。	○	○
抱抱!	○	○	看看!	○	○
亲亲。	○	○	起来。	○	○
拍手!	○	○	别动!	○	○
给 (妈妈)。	○	○	别摸!	○	○
拿 (某东西)。	○	○	张嘴。	○	○
过来!	○	○	吐出来。	○	○
走啦!	○	○	扔球。	○	○
外外	○	○	要不要?	○	○
坐下。					
乖/真乖。					
别哭!					
换尿布/尿裤。					
别闹!					
小心!					
安静点!					
饿不饿?					
累不累?					
丙、开始说话的方式					
您的孩子是否做过下面的言语行为? 如果还没有或不是这样说, 请填“从不”; 如果做过一两次但不是天天做, 请填“有时”; 如果他是经常或每天都会做, 请填“经常”。					
从不 有时 经常					
1. 有些孩子看到想要的东西就会用手指并发出些“嗯”的声音。您的孩子有没有这样做?			○	○	○
2. 看到想要的东西就会直接说“要”/“拿”。			○	○	○
3. 有些孩子喜欢“像鹦鹉般地复述”或模仿一些他们刚刚听过的声音 (包括他们刚刚学到的新字, 以及/部分句子, 例如: 当妈妈说: “我上班啦! 之后, 孩子重复“班啦!”) 你的孩子有多少模仿别人说话的时候呢?			○	○	○
4. 某些孩子一看到东西, 就喜欢叫出它的名字。您的孩子会这样做吗?			○	○	○
丁、词汇量表					
以下是孩子常用的词汇量表。当您说出该词时, 孩子虽然还不能说出来, 但能正确地反应, 请填第一项 (听懂)。若孩子又能听懂又能够自己说出该字, 请填第二项 (能说)。假如您的孩子对该字的发音不准 (例如: 火车变为“火些”) 或他的说法有所不同 (例一: 葡萄说: “萄”; 例二: 老鼠变为“耗子”), 请填第二项 (能说)。当遇到“面/面条”这种中间划有“/”的词汇时, 对会说“/”两侧中的一个词即为“会说”。					
2					

1. 象声和感叹词 (11)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
喂	○	○	○	嘎嘎 (鸭子叫)	○	○	○	梆梆 (打枪)	○	○	○
旺 (狗叫)	○	○	○	喳喳 (鸟叫)	○	○	○	呀	○	○	○
喵 (猫叫)	○	○	○	嘎嘎达 (鸡叫)	○	○	○	哎哟	○	○	○
嘀嘀 (汽车声)	○	○	○	咩咩 (羊叫声)	○	○	○				
2. 人名 (26)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
妈妈	○	○	○	姑姑	○	○	○	大妈	○	○	○
爸爸	○	○	○	叔叔	○	○	○	人	○	○	○
奶奶	○	○	○	伯伯/大大	○	○	○	米老鼠	○	○	○
爷爷	○	○	○	舅舅	○	○	○	唐老鸭	○	○	○
姥姥	○	○	○	姐姐	○	○	○	孙悟空	○	○	○
姥爷	○	○	○	妹妹	○	○	○	猪八戒	○	○	○
宝宝	○	○	○	哥哥	○	○	○	医生/大夫	○	○	○
自己的名字	○	○	○	弟弟	○	○	○	警察	○	○	○
阿姨	○	○	○	孩子/小孩/小朋友	○	○	○				
3. 游戏和常做的事 (22)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
再见/Byebye	○	○	○	藏猫猫	○	○	○	对了!	○	○	○
谢谢	○	○	○	你拍一, 我拍一	○	○	○	是	○	○	○
要	○	○	○	休息/歇会儿	○	○	○	请	○	○	○
不要	○	○	○	真棒!	○	○	○	快点	○	○	○
吃饭	○	○	○	不行!	○	○	○	轻点	○	○	○
撒尿/尿尿	○	○	○	等等!	○	○	○	一岁	○	○	○
拉尿/拉臭臭	○	○	○	你好	○	○	○				
洗澡	○	○	○	(某某某) 好	○	○	○				

4. 动词 (78)									
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说			
抱	○	○	○	开 (门)	○	○	○	拉/拽	○ ○ ○
打	○	○	○	撕 (开)	○	○	○	趴	○ ○ ○
吃	○	○	○	踢	○	○	○	打开	○ ○ ○
喝	○	○	○	扔	○	○	○	画画	○ ○ ○
走	○	○	○	玩	○	○	○	开 (车)	○ ○ ○
给	○	○	○	摔	○	○	○	转	○ ○ ○
拿 (过来)	○	○	○	飞	○	○	○	倒 (水)	○ ○ ○
亲 (一个)	○	○	○	追	○	○	○	跑	○ ○ ○
睡觉	○	○	○	过	○	○	○	蹬	○ ○ ○
出去	○	○	○	跳舞	○	○	○	骑	○ ○ ○
尿	○	○	○	跳/蹦	○	○	○	推	○ ○ ○
戴	○	○	○	蹲	○	○	○	碰	○ ○ ○
洗	○	○	○	背	○	○	○	撞	○ ○ ○
坐	○	○	○	上	○	○	○	倒了	○ ○ ○
起来	○	○	○	下	○	○	○	动	○ ○ ○
爬	○	○	○	听	○	○	○	停	○ ○ ○
站	○	○	○	哭	○	○	○	逗	○ ○ ○
看/瞅	○	○	○	放	○	○	○	做饭	○ ○ ○
摸	○	○	○	盖上	○	○	○	是 (什么)	○ ○ ○
来	○	○	○	关	○	○	○	有	○ ○ ○
回来	○	○	○	闭 (眼、嘴)	○	○	○	说	○ ○ ○
要	○	○	○	吹	○	○	○	讲	○ ○ ○
穿	○	○	○	擦	○	○	○	写	○ ○ ○
喂	○	○	○	去	○	○	○	帮助/帮忙	○ ○ ○
咬	○	○	○	掉	○	○	○	带	○ ○ ○
唱	○	○	○	扶	○	○	○	打破	○ ○ ○
4									

5. 吃和喝的 (29)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
牛奶	○	○	○	肉	○	○	○	桔子	○	○	○
水	○	○	○	面/面条	○	○	○	香蕉	○	○	○
果汁	○	○	○	饺子	○	○	○	西瓜	○	○	○
茶	○	○	○	汤	○	○	○	蛋糕	○	○	○
汽水	○	○	○	黄瓜	○	○	○	面包	○	○	○
蛋	○	○	○	白菜	○	○	○	糖	○	○	○
鱼	○	○	○	鸡 (肉)	○	○	○	果冻	○	○	○
菜	○	○	○	玉米	○	○	○	薯条	○	○	○
饭	○	○	○	饼干	○	○	○	冰淇淋	○	○	○
粥	○	○	○	苹果	○	○	○				
6. 身体的部分 (18)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
头/脑袋	○	○	○	嘴/口	○	○	○	屁股	○	○	○
头发	○	○	○	牙	○	○	○	手	○	○	○
脸	○	○	○	舌头	○	○	○	手指头	○	○	○
眼睛	○	○	○	脸蛋	○	○	○	胳膊	○	○	○
耳朵	○	○	○	脖子	○	○	○	腿	○	○	○
鼻子	○	○	○	肚子	○	○	○	脚	○	○	○
7. 动物 (真的或玩具的均可) (33)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
猫	○	○	○	狮子	○	○	○	虫子	○	○	○
小白兔/兔子	○	○	○	熊猫	○	○	○	蝴蝶	○	○	○
狗	○	○	○	老鼠	○	○	○	乌龟	○	○	○
老虎	○	○	○	鹿	○	○	○	青蛙	○	○	○
猴子	○	○	○	狼	○	○	○	蛇	○	○	○
熊	○	○	○	鱼	○	○	○	恐龙	○	○	○
牛	○	○	○	鸟	○	○	○	蚂蚁	○	○	○
马	○	○	○	小鸡	○	○	○	蚰蚴	○	○	○
猪	○	○	○	鸭子	○	○	○	蜻蜓	○	○	○
大象	○	○	○	鹅	○	○	○	龙	○	○	○
羊	○	○	○	鸽子	○	○	○	动物	○	○	○
5											

10. 玩具和娱乐用品 (8)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
球	○	○	○	笔	○	○	○	枪	○	○	○
气球	○	○	○	小娃娃	○	○	○	玩具	○	○	○
书	○	○	○	积木	○	○	○				
11. 衣服 (15)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
帽子	○	○	○	大衣	○	○	○	裤子	○	○	○
衣服	○	○	○	扣子	○	○	○	皮带	○	○	○
围嘴	○	○	○	(裤) 兜	○	○	○	袜子	○	○	○
项链	○	○	○	拉锁	○	○	○	鞋	○	○	○
毛衣	○	○	○	背心	○	○	○	拖鞋	○	○	○
12. 家具、屋子等 (19)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
电视	○	○	○	柜子	○	○	○	冰箱	○	○	○
镜子	○	○	○	抽屉	○	○	○	洗衣机	○	○	○
床	○	○	○	门	○	○	○	炉子/灶	○	○	○
沙发	○	○	○	窗户	○	○	○	厕所	○	○	○
凳子	○	○	○	楼梯	○	○	○	澡盆	○	○	○
椅子	○	○	○	屋子	○	○	○				
桌子/饭桌	○	○	○	厨房	○	○	○				
13. 外面的东西和地方 (22)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
家	○	○	○	天(空)	○	○	○	石头	○	○	○
外面	○	○	○	月亮	○	○	○	公园	○	○	○
花	○	○	○	星星	○	○	○	花园	○	○	○
树	○	○	○	风	○	○	○	滑梯	○	○	○
叶子/树叶	○	○	○	雪	○	○	○	沙子	○	○	○
草	○	○	○	雨	○	○	○	麦当劳/肯德基	○	○	○
水	○	○	○	(雨) 伞	○	○	○				
太阳	○	○	○	房子	○	○	○				
7											

14. 车 (真的或玩具的均可) (9)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
车	○	○	○	飞机	○	○	○	火车	○	○	○
公共汽车	○	○	○	自行车	○	○	○	摩托车	○	○	○
小轿车	○	○	○	船	○	○	○	救护车	○	○	○
15. 方向词 (11)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
这边	○	○	○	外面	○	○	○	后面	○	○	○
那边	○	○	○	里面	○	○	○	挨	○	○	○
上 (面)	○	○	○	底下	○	○	○	在	○	○	○
下 (面)	○	○	○	前面	○	○	○				
16. 数量词 (6)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
一	○	○	○	三	○	○	○	多	○	○	○
二	○	○	○	一样	○	○	○	有的	○	○	○
17. 疑问词 (6)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
在哪里/哪儿呢?	○	○	○	干嘛	○	○	○	什么	○	○	○
谁	○	○	○	怎么	○	○	○	哪个	○	○	○
18. 代词 (7)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
我	○	○	○	你的	○	○	○	这个	○	○	○
我的	○	○	○	人家	○	○	○	那个	○	○	○
你	○	○	○								
19. 量词 (6)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
个	○	○	○	只	○	○	○	口	○	○	○
本	○	○	○	辆	○	○	○	张	○	○	○

20. 时间词 (6)											
不懂 听懂 能说			不懂 听懂 能说			不懂 听懂 能说					
早上	○	○	○	天	○	○	○	明天	○	○	○
晚上	○	○	○	今天	○	○	○	昨天	○	○	○
第二部份 动作及手势											
A. 初期沟通手势											
当婴儿刚开始学习沟通的时候，他们经常用手势去表达他们的思想和愿望。选出以下哪些项目可以是您孩子平时所做的动作。 (“有时”指孩子用过一次以上；“经常”指需要用的时候大部分会用到)											
									还没有	有时会	经常会
1. 举高他/她的手表示想要抱抱。									○	○	○
2. 当有人离开时，做“再见”的手势。									○	○	○
3. 抱拳表示“谢谢!”									○	○	○
4. 指(包括手臂及手指一起伸展)向一些有趣的对象或事件。									○	○	○
5. 把他手中的玩具或对象交给你。									○	○	○
6. “咂咂”嘴表示好吃。									○	○	○
7. 伸展他/她的手臂，显示手中握着一些东西。									○	○	○
8. 摇头表示“不好/不要/不想”。									○	○	○
9. 摊开双手表示“没有”。									○	○	○
10. 飞吻。									○	○	○
11. 点头表示“好/同意”。									○	○	○
B. 游戏和常做的事(自发或引导的均可)											
您的孩子有没有做过以下事情?									还没有	有	
1. 玩“猫儿”。(双手掩面，然后突然打开给人惊喜。)									○	○	
2. 追逐游戏。									○	○	
3. 唱歌。									○	○	
4. 跳舞。									○	○	
5. 虫虫飞									○	○	
											9

C. 动作		
您的孩子做过或尝试做以下的事情吗?	还没有	有
1. 把电话放在耳边。	☐	☐
2. 扔球。	☐	☐
3. 自己戴帽子。	☐	☐
4. 用杯喝东西。	☐	☐
5. 推车。	☐	☐
6. 用梳子梳自己的头发。	☐	☐
7. 自己穿袜或鞋。	☐	☐
8. 用勺或叉吃东西。	☐	☐
9. 用毛巾抹脸或手。	☐	☐
10. 遇到烫的食物, 他会用嘴吹凉。	☐	☐
11. 用勺在杯子/碗内装作搅动。	☐	☐
12. 闻花的香味。	☐	☐
13. 自己戴手表/项链/手链/发卡。	☐	☐
14. 用牙刷刷牙。	☐	☐
15. 闭上眼装睡觉。	☐	☐
D. 模仿做父母		
这里有些动作是孩子会对毛毛动物或布娃娃做的。请指出您曾否见过您的孩子做以下的动作。		
	还没有	有
1. 用奶瓶、杯子或勺喂。	☐	☐
2. 吻它或拥抱它。	☐	☐
3. 拍睡觉。	☐	☐
4. 抱娃娃轻摇。	☐	☐
5. 跟它说话/叨叨。	☐	☐
E. 模仿成人的动作 (无论用真的对象或玩具)		
您的孩子有没有做或尝试做以下的动作?	还没有	有
1. “看书”(拿起书一页一页地翻)。	☐	☐
2. 用 BB 机/手机/遥控器。	☐	☐
3. 用笔画。	☐	☐
4. 用抹布擦桌。	☐	☐
5. 戴眼镜。	☐	☐
6. 用钥匙开门。	☐	☐
7. 用扫把扫地。	☐	☐
对此问卷的其它意见:		
10		

孩子的姓名：_____ 性别：_____

填表日期：_____ 出生日期：_____ 实际年龄：_____

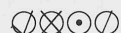
汉语沟通发展量表 (普通话版)：词汇及句子

请用铅笔填写

正确填写



不正确填写



第一部份

这是了解幼儿词汇量的表。如果您的孩子还不会说该词或者只是重复别人，请填“不能说”（涂黑第一个圆圈）；如果您的孩子会说该词而不是马上重复别人说过的词，请填“能说”（可涂黑第二个圆圈）。假如您的孩子对该词的发音不准（例如：火车说成“火些”）或他的说法有所不同（例一：葡萄说成“萄”；例二：老鼠说成“耗子”），也算能说。当遇到“面/面条”这种中间划有“/”的词汇时，对会说“/”两侧中的一个词即为“会说”。这个词汇表示用于不同年龄的孩子，完全有可能您的孩子现在只知道这个词表中较少的词，甚至根本不知道，也属于正常范围，请不要为孩子究竟知道其中多少个词而担心。

1. 象声和感叹词 (12)								
不会说		会说	不会说		会说	不会说		会说
喂?	○	○	哎哟	○	○	嘎嘎达 (鸡叫)	○	○
旺旺 (狗叫)	○	○	呀	○	○	梆梆 (打枪)	○	○
喵喵 (猫叫)	○	○	咩咩 (羊叫声)	○	○	喳喳 (鸟叫)	○	○
嘀嘀 (汽车声)	○	○	嘎嘎 (鸭子叫)	○	○	嗷 (狮子叫)	○	○
2. 人名 (32)								
不会说		会说	不会说		会说	不会说		会说
妈妈	○	○	伯伯/大大	○	○	男孩	○	○
爸爸	○	○	舅舅	○	○	男人	○	○
奶奶	○	○	姐姐	○	○	老师	○	○
姥姥	○	○	妹妹	○	○	警察	○	○
爷爷	○	○	哥哥	○	○	医生/大夫	○	○
姥爷	○	○	弟弟	○	○	唐老鸭	○	○
宝宝	○	○	小朋友的名字	○	○	米老鼠	○	○
自己的名字	○	○	大妈	○	○	孙悟空	○	○
阿姨	○	○	人	○	○	猪八戒	○	○
姑姑	○	○	孩子/小孩/小朋友	○	○	朋友	○	○
叔叔	○	○	女孩	○	○			
3. 游戏和常做的事 (28)								
不会说		会说	不会说		会说	不会说		会说
要	○	○	打 (电话)	○	○	是	○	○
不要	○	○	藏猫猫	○	○	对了	○	○
再见/Byebye	○	○	抓 (逮) 住了!	○	○	不行	○	○
谢谢	○	○	你拍一, 我拍一	○	○	快点	○	○
撒尿/尿尿	○	○	你好	○	○	等等	○	○
拉屎/拉臭臭	○	○	(某某某) 好	○	○	轻点	○	○
吃饭	○	○	请	○	○	听话	○	○
洗澡	○	○	(真) 棒!	○	○	上学	○	○
休息/歇会儿	○	○	好吧	○	○	一岁/两岁	○	○
买 (东西)	○	○						
4. 动词 (194)								
不会说		会说	不会说		会说	不会说		会说
抱	○	○	尿	○	○	要	○	○
拿 (过来)	○	○	上	○	○	有	○	○
来	○	○	下	○	○	睡觉	○	○
走	○	○	喝	○	○	盖上	○	○
坐	○	○	吃	○	○	玩	○	○
站	○	○	喂	○	○	开 (门)	○	○
蹲	○	○	爬	○	○	关	○	○

□—□—□—□□—□—□□

	不会说	会说		不会说	会说		不会说	会说
画画	○	○	追	○	○	搬	○	○
打	○	○	摔	○	○	端	○	○
背	○	○	是(什么)	○	○	揉	○	○
戴	○	○	想	○	○	转	○	○
洗	○	○	知道	○	○	爱	○	○
擦	○	○	梳	○	○	乐(一个)	○	○
亲(一个)	○	○	刷	○	○	数数	○	○
飞	○	○	唱	○	○	磕	○	○
亮了	○	○	听	○	○	翻	○	○
打开	○	○	听见	○	○	夹	○	○
起来	○	○	扎	○	○	闻	○	○
剥	○	○	推	○	○	尝	○	○
叫	○	○	捡	○	○	咽	○	○
看	○	○	找	○	○	做饭	○	○
跑	○	○	倒了	○	○	跳舞	○	○
跳	○	○	进去	○	○	换	○	○
踢	○	○	出去	○	○	抹(油等)	○	○
倒(水)	○	○	过	○	○	装	○	○
买	○	○	回来	○	○	摘(揪)	○	○
摸	○	○	踩	○	○	让	○	○
穿	○	○	藏	○	○	修	○	○
给	○	○	拉/拽	○	○	使劲	○	○
送	○	○	讲	○	○	举	○	○
掉	○	○	握(手)	○	○	挂	○	○
笑	○	○	敲	○	○	滚	○	○
哭	○	○	闭(眼、嘴)	○	○	挖	○	○
拍	○	○	丢	○	○	扶	○	○
会	○	○	喜欢	○	○	学	○	○
写	○	○	动	○	○	记(得)	○	○
躺	○	○	等	○	○	打破/打碎	○	○
趴	○	○	醒	○	○	扭	○	○
骑	○	○	滑	○	○	停	○	○
开(车)	○	○	切(菜)	○	○	压	○	○
蹦	○	○	剪	○	○	撞	○	○
扫(地)	○	○	撕	○	○	插	○	○
去	○	○	洒	○	○	搂	○	○
放	○	○	撒	○	○	带	○	○
咬	○	○	响	○	○	搭	○	○
扔	○	○	接	○	○	跟着	○	○
吐	○	○	碰	○	○	拨(电话)	○	○
说	○	○	蹬	○	○	逗	○	○
吹	○	○	抓	○	○	排(队)	○	○

□—□—□—□—□—□

	不会说	会说		不会说	会说		不会说	会说
干(什么)	○	○	套	○	○	绑	○	○
用	○	○	拆	○	○	搅	○	○
舔	○	○	读	○	○	绕	○	○
嚼	○	○	搁	○	○	摁/按	○	○
拐(弯)	○	○	瞅	○	○	做梦	○	○
弯	○	○	逮(坏蛋)	○	○	工作	○	○
抢	○	○	躲	○	○	试	○	○
眨(眼)	○	○	待(一会儿)	○	○	卖	○	○
拧	○	○	嚷	○	○	掸掸	○	○
叫唤	○	○	问	○	○	收拾	○	○
瞧	○	○	告诉	○	○	忘记	○	○
弄	○	○	捋/挽(袖子)	○	○	假装	○	○
游泳	○	○	冲	○	○	希望	○	○
贴	○	○	帮助/帮忙	○	○	抖搂	○	○
拔(草)	○	○	拖	○	○	蹭	○	○
长(大)	○	○	悠	○	○			

5. 吃和喝的(69)

	不会说	会说		不会说	会说		不会说	会说
水	○	○	肝儿(猪肝、鸡肝)	○	○	西瓜	○	○
牛奶	○	○	菜	○	○	草莓	○	○
粥	○	○	豆子	○	○	梨	○	○
汤	○	○	扁豆	○	○	糖	○	○
酸奶	○	○	豆芽	○	○	饼	○	○
乐百氏	○	○	瓜	○	○	饼干	○	○
果汁	○	○	白菜	○	○	面包	○	○
可乐	○	○	菠菜	○	○	蛋糕	○	○
汽水	○	○	萝卜	○	○	果冻	○	○
茶	○	○	土豆	○	○	瓜子	○	○
饮料	○	○	西红柿	○	○	花生	○	○
饭	○	○	黄瓜	○	○	核桃	○	○
米	○	○	玉米	○	○	巧克力	○	○
饺子	○	○	豆腐	○	○	薯条	○	○
面条	○	○	葱	○	○	冰棍儿	○	○
包子	○	○	蘑菇	○	○	糖葫芦	○	○
馒头	○	○	木耳	○	○	冰淇淋	○	○
馄饨	○	○	水果	○	○	油条	○	○
肉	○	○	苹果	○	○	面/面粉	○	○
鱼	○	○	香蕉	○	○	辣椒	○	○
蛋	○	○	橘子	○	○	盐	○	○
虾	○	○	橙子	○	○	醋	○	○
鸡肉	○	○	葡萄	○	○	酱油	○	○

6. 身体的部分 (27)

	不会说	会说		不会说	会说		不会说	会说
头	○	○	嘴(口)	○	○	手指头	○	○
脑袋	○	○	嘴唇	○	○	大拇指	○	○
头发	○	○	牙	○	○	肚子	○	○
脸	○	○	舌头	○	○	肚脐眼	○	○
眼睛	○	○	下巴	○	○	屁股	○	○
眉毛	○	○	脖子	○	○	腿	○	○
脸蛋	○	○	肩膀	○	○	脚/脚丫丫	○	○
耳朵	○	○	胳膊	○	○	膝盖	○	○
鼻子	○	○	手	○	○	脚腕	○	○

7. 动物 (真的或玩具的均可) (49)

	不会说	会说		不会说	会说		不会说	会说
猫	○	○	斑马	○	○	猫头鹰	○	○
小白兔/兔子	○	○	长颈鹿	○	○	鱼	○	○
马	○	○	骆驼	○	○	虫子	○	○
羊	○	○	刺猬	○	○	乌龟	○	○
狗	○	○	动物	○	○	青蛙	○	○
猴子	○	○	鸭子	○	○	蚂蚁	○	○
老虎	○	○	鸟	○	○	龙	○	○
牛	○	○	小鸡	○	○	蝴蝶	○	○
熊	○	○	燕子	○	○	蜻蜓	○	○
猪	○	○	鸽子	○	○	蚊子	○	○
大象	○	○	鹅	○	○	苍蝇	○	○
熊猫	○	○	企鹅	○	○	蛇	○	○
狮子	○	○	喜鹊	○	○	鳄鱼	○	○
老鼠	○	○	孔雀	○	○	蚰蚰	○	○
猩猩	○	○	乌鸦	○	○	恐龙	○	○
鹿	○	○	老鹰	○	○	蟑螂	○	○
狼	○	○						

8. 形容词和副词 (66)

	不会说	会说		不会说	会说		不会说	会说
没了	○	○	冷	○	○	害怕	○	○
大	○	○	饱	○	○	疼	○	○
小	○	○	饿	○	○	乖	○	○
好	○	○	渴	○	○	坏了	○	○
坏	○	○	甜	○	○	破了	○	○
香	○	○	辣	○	○	淘气/调皮	○	○
臭	○	○	酸	○	○	讨厌	○	○
烫	○	○	咸	○	○	快	○	○
热	○	○	脏	○	○	慢/慢点	○	○
凉	○	○	干净	○	○	可爱/好玩儿	○	○

□—□—□—□□—□—□□

	不会说	会说		不会说	会说		不会说	会说
可怜	○	○	湿	○	○	不错	○	○
累	○	○	干	○	○	粘糊	○	○
困了	○	○	响	○	○	卡了	○	○
病	○	○	长	○	○	白	○	○
高	○	○	硬	○	○	黑	○	○
漂亮/美	○	○	软	○	○	红(色)	○	○
喜欢	○	○	完了	○	○	绿	○	○
新	○	○	够了	○	○	黄	○	○
老	○	○	空	○	○	蓝(色)	○	○
高兴/乐/开心	○	○	满	○	○	黑乎乎	○	○
生气	○	○	重	○	○	第一	○	○
委屈	○	○	小心	○	○	最后	○	○

9. 家里的小东西 (56)

	不会说	会说		不会说	会说		不会说	会说
碗	○	○	音响	○	○	包	○	○
杯子	○	○	VCD机	○	○	书包	○	○
瓶子	○	○	被子	○	○	钱包	○	○
勺	○	○	枕头	○	○	口袋	○	○
筷子	○	○	药	○	○	扇子	○	○
盘	○	○	梳子/梳子	○	○	(抹)布	○	○
锅	○	○	盆	○	○	盒子	○	○
刀	○	○	肥皂/香皂	○	○	篮子	○	○
茶杯	○	○	牙刷	○	○	桶	○	○
灯	○	○	毛巾	○	○	刷子	○	○
钟/表	○	○	手纸	○	○	笤帚	○	○
电话	○	○	画	○	○	托把/墩布	○	○
电扇	○	○	纸	○	○	垃圾	○	○
电池	○	○	剪刀	○	○	簸箕	○	○
手表	○	○	绳	○	○	锤子	○	○
收音机	○	○	眼镜	○	○	钉子	○	○
照相机	○	○	报纸	○	○	木头	○	○
(钢)琴	○	○	钥匙	○	○	东西	○	○
录音机	○	○	钱	○	○			

10. 玩具和娱乐用品 (18)

	不会说	会说		不会说	会说		不会说	会说
球	○	○	汽球	○	○	故事	○	○
书	○	○	枪	○	○	风筝	○	○
小娃娃	○	○	积木	○	○	歌	○	○
笔	○	○	玩具	○	○	铃铛	○	○

□—□—□—□□—□—□□

不会说	会说	不会说	会说	不会说	会说
铅笔	○	○	车轮/轱辘	○	○
蜡笔	○	○	游戏	○	○
棋子	○	○	礼物	○	○
11. 衣服 (28)					
不会说	会说	不会说	会说	不会说	会说
帽子	○	○	毛衣	○	○
手套	○	○	背心	○	○
围巾	○	○	上衣	○	○
手绢	○	○	(裤)兜	○	○
围嘴	○	○	扣子	○	○
项链	○	○	拉锁	○	○
衣服/衣裳	○	○	袖子	○	○
大衣/外套	○	○	裤子	○	○
棉袄	○	○	毛裤	○	○
夹克	○	○	裤衩	○	○
12. 家具、屋子 (29)					
不会说	会说	不会说	会说	不会说	会说
楼梯	○	○	茶几	○	○
门	○	○	电视	○	○
窗户	○	○	冰箱	○	○
床	○	○	炉子/灶	○	○
桌子/饭桌	○	○	洗衣机	○	○
尿盆	○	○	屋子	○	○
镜子	○	○	柜子	○	○
凳子	○	○	抽屉	○	○
椅子	○	○	澡盆	○	○
沙发	○	○	厕所	○	○
13. 外面的东西 (32)					
不会说	会说	不会说	会说	不会说	会说
花	○	○	山	○	○
树	○	○	棍子	○	○
叶子/树叶	○	○	沙子	○	○
树枝	○	○	铲子	○	○
草	○	○	梯子	○	○
土	○	○	滑梯	○	○
水	○	○	转椅	○	○
雨	○	○	秋千	○	○
雪	○	○	蹦蹦床	○	○
风	○	○	太阳	○	○
石头	○	○	月亮	○	○
星星	○	○	天(空)	○	○
云彩	○	○	房顶	○	○
街(道)/大街	○	○	路	○	○
红绿灯	○	○	(雨)伞	○	○
雪人	○	○	游泳池	○	○

14. 车（真的或玩具的均可）（14）								
不会说		会说	不会说		会说	不会说		会说
车	○	○	小轿车	○	○	老吊车	○	○
飞机	○	○	自行车	○	○	三轮车	○	○
火车	○	○	公共汽车	○	○	吉普车	○	○
船	○	○	卡车	○	○	救护车	○	○
摩托车	○	○	出租车/的	○	○			
15. 外面的地方（17）								
不会说		会说	不会说		会说	不会说		会说
家	○	○	动物园	○	○	学校	○	○
外头/外面/外外	○	○	花园	○	○	天安门	○	○
班儿/单位	○	○	麦当劳/肯德基	○	○	中国	○	○
房子	○	○	医院	○	○	游乐园	○	○
楼房	○	○	商店	○	○	超市	○	○
公园	○	○	幼儿园/托儿所	○	○			
16. 方向词（21）								
不会说		会说	不会说		会说	不会说		会说
这边/这儿	○	○	底下	○	○	边上	○	○
那边/那儿	○	○	前面	○	○	跟	○	○
上（面）	○	○	后面	○	○	到	○	○
下（面）	○	○	中间	○	○	往	○	○
外面	○	○	旁边	○	○	朝	○	○
里面	○	○	挨着	○	○	向	○	○
在	○	○	一边	○	○	上（哪儿去）	○	○
17. 数量词（9）								
不会说		会说	不会说		会说	不会说		会说
一	○	○	一样	○	○	全部	○	○
二	○	○	多	○	○	所有	○	○
三	○	○	有的	○	○	另外	○	○
18. 代词（24）								
不会说		会说	不会说		会说	不会说		会说
我	○	○	这个	○	○	他们	○	○
我的	○	○	那个	○	○	我们的	○	○
自己	○	○	那些	○	○	咱们的	○	○
自己的	○	○	这些	○	○	你们的	○	○
你	○	○	别的	○	○	他们的	○	○
你的	○	○	我们	○	○	人家	○	○
他（她、它）	○	○	咱们	○	○	其它	○	○
他的	○	○	你们	○	○	别人	○	○
								8

19. 量词 (20)								
不会说 会说			不会说 会说			不会说 会说		
个	○	○	点	○	○	粒	○	○
口	○	○	块	○	○	头	○	○
只	○	○	件	○	○	匹	○	○
辆	○	○	次	○	○	位	○	○
张	○	○	步	○	○	眼	○	○
本	○	○	层	○	○	些	○	○
条	○	○	堆	○	○			
20. 疑问词 (12)								
不会说 会说			不会说 会说			不会说 会说		
干嘛?	○	○	几点	○	○	几个	○	○
什么	○	○	哪个	○	○	多少	○	○
谁	○	○	为什么	○	○	(行、好) 吗?	○	○
在哪里/哪儿呢?	○	○	怎么	○	○	(还有) 呢?	○	○
21. 句尾虚词 (6)								
不会说 会说			不会说 会说			不会说 会说		
啊/呀	○	○	啦	○	○	呢	○	○
了	○	○	嘛	○	○	噢	○	○
22. 时间词 (15)								
不会说 会说			不会说 会说			不会说 会说		
早上	○	○	后天	○	○	以后	○	○
晚上	○	○	天	○	○	晚(一点)	○	○
今天	○	○	先	○	○	现在	○	○
明天	○	○	已经	○	○	早(一点)	○	○
昨天	○	○	以前	○	○	时间	○	○
23. 助词 (12)								
不会说 会说			不会说 会说			不会说 会说		
爱(听)	○	○	肯	○	○	该(走啦!)/应该	○	○
能	○	○	想	○	○	得(你得去)	○	○
会	○	○	不许	○	○	把(××放...)	○	○
可以(做)	○	○	愿意	○	○	舍不得	○	○
24. 连词 (9)								
不会说 会说			不会说 会说			不会说 会说		
和	○	○	就	○	○	要是	○	○
跟	○	○	可是	○	○	所以	○	○
因为	○	○	如果	○	○	那么	○	○

第二部份

A. 小孩怎么使用词

注：“有时”即指孩子用过一次以上；“经常”即指需要用的时候大部分会用到

	还没有	有时会	经常会
1. 如果您提及一个不在眼前的东西，他会不会明白？（例：您说“小狗熊在哪里”？假如在另外一间屋的话，他会不会去找？）	☐	☐	☐
2. 您的孩子有没有指或拿起人家的东西并说出那人的名字或名称？（例：指一指妈妈的鞋，说“妈妈”）	☐	☐	☐
3. 您的孩子有没有讲过有关不在眼前的玩具或动物？	☐	☐	☐
4. 您的孩子有没有讲过有关过去发生的事或见过的人？（例：昨天去姥姥家，第二天说“姥姥”）	☐	☐	☐
5. 您的孩子有没有讲过有关将要发生的事？（例：您要上外地时，孩子自己说“飞机”、“火车”等）	☐	☐	☐

B. 句子与语句

	还没有	有时会	经常会
1. 您的孩子有没有开始组合几个动词在一起？（例：“出去”，“上来”，“走上去”）	☐	☐	☐
2. 当讲起人们的东两或身体部分的时候，您的孩子有没有开始使用“的”表示所属。（例：“我的！”）	☐	☐	☐
3. 当讲起名词的时候，您的孩子有没有开始使用量词？（例：个、辆等。注：不需要很准，只要他开始用了）	☐	☐	☐
4. 当讲过去发生的事时，您的孩子有没有开始使用“过”或“了”字？（例：“去过”，“吃了”）	☐	☐	☐

	还没有	有时会	经常会
C. 您的孩子有没有开始把几个字组合在一起？（例：“妈妈车”、“吃饼干”）	☐	☐	☐

* 如果您 C 部分答的是“还没有”，请在此停。如果您答的是“有时会”或“经常会”，请继续填。*

您的孩子组合的例子

请列出您孩子最近说过的三个最长的句子

1
2
3

D. 复杂性			
下面每一组里面，请选出最象您孩子现在讲话的样子。如果他讲的话比最后的选择还要复杂，请选最后的一项。如果他讲的话比第一个选择还要简单，请填号码边的圈。			
○ 1. (表示某东西不见了)	○ 9. (如果要人为他做某事)	哥哥打我	○
没	讲	哥哥打我了	○
没了	妈妈讲		
车没(有)了	妈妈讲故事		
	讲故事宝宝	○ 17. (如果又发生某事)	
○ 2. (讲想要的东西)	妈妈给宝宝讲故事	他要	○
球		他还要	○
要	○ 10. (表示是自己的东西)		
要球	我的		
	那我的	○ 18. (如不想让他人做某事)	
○ 3. (表示愿望)	那是我的	不要看书	○
去外外		你不要看书	○
出去	○ 11. (讲想要的东西)	我不要你看书	○
要出去	宝宝要		
我要出去	宝宝要球	○ 19. (如果不希望某事发生)	
	宝宝想要球	不洗小娃娃	○
○ 4. 宝宝车		不能洗小娃娃	○
宝宝的車	○ 12. (如果要再做某件事)		
我的車	吃点	○ 20. (如果又发生某事)	
	再吃点	他来了	○
○ 5. (表示愿望)		他又来	○
喝水		他又来了	○
我喝水	○ 13. (讲过去发生的事)		
要喝水	哥哥摔	○ 21. (讲正在发生的事)	
我要喝水	哥哥摔跤	我吃饭	○
	哥哥摔了	我吃饭呢!	○
○ 6. (表示所属)	哥哥摔跤了	我正吃饭呢!	○
妈妈車			
妈妈的車	○ 14. (讲正在发生的事)		
	娃娃哭	○ 22. (提问)	
○ 7. (讲将要发生的事)	娃娃哭了	这?	○
球掉		这(个)呢?	○
球要掉	○ 15. (如果不想有某事发生)	什么?	○
	不动	这是什么?	○
○ 8. (如果不能做某事)	不许/不能动		
不	别动	○ 23. (讲数量词)	
不拿		一人	○
不拿起来	○ 16. (讲发生过的事)	一个人	○
拿不起来	哥哥打		

□—□—□—□□—□—□□

○ 24. (讲量词)	○ 26. (如果做不了某件事)	○ 27. (提问)
一个车 ○	不 ○	玩? ○
一辆车 ○	不会 ○	能玩? ○
○ 25. (讲以前发生过的事)	我不会 ○	能玩吗? ○
我做 ○	我不会做 ○	
我做过 ○	我做不了 ○	
12		

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□—□—□—□—□—□

小朋友的姓名：_____ 性別：_____

填表日期：20__年__月__日 出生日期：__年__月__日 實際年齡：__個月

漢語溝通發展量表 廣東話版（短表）：詞彙及手勢

請用鉛筆填寫

正確填寫



不正確填寫



甲．請指出哪些是您小朋友可以聽懂的句子（有適當的反應）

聽不懂	聽懂	聽不懂	聽懂	聽不懂	聽懂
唔好拈（觸摸）！	☐	☐	坐低。	☐	☐
行過嚟！	☐	☐	掙波波。	☐	☐

乙．初期溝通手勢

當嬰兒剛開始學習溝通的時候，他們經常用手勢去表達他們의思想和願望。選出以下哪些項目可以形容您小朋友平時所做的動作。

	仲未	有時會	經常會
1. 當有人離開時，做“拜拜”嘅手勢。	☐	☐	☐
2. 搖頭表達“唔好/唔要/唔想”。	☐	☐	☐
3. 指（包括手臂同手指一齊伸出）向一啲有趣嘅對象或事件。	☐	☐	☐
4. 點頭表示“好/同意”。	☐	☐	☐
5. 縮起膊頭同埋攤開雙手表示“冇”。	☐	☐	☐

丙．詞彙量表

以下是小朋友常用詞彙的量表。我們想知道您的小朋友能說或聽懂什麼字詞。“能說”的意思是小朋友見到一種物件時會自己說出該字，而不是只重複別人剛說過的，而且小朋友每次見到該物件時，都會用相同的字詞去代表該物件，例如當您指著一隻杯問小朋友是什麼時，小朋友會自己說“杯”，而不是當您說“杯”時，他就重複您剛說過的“杯”字；又例如小朋友看見杯時會說“杯”，但看見碗時也同樣說“杯”的話，我們就算小朋友能說“杯”而不能說“碗”；假如小朋友對該詞的發音不準確（如：“瓜”說成“加”）或他的說法有所不同（例一：“痾尿”說成“尿”；例二：“甲由”說成“小強”），也算能說。如果小朋友還未能說出該字，我們就想知道他是否能聽懂。聽懂的意思是當您說出該字時，小朋友能正確地反應，例如，將杯和匙羹放在小朋友面前，您對他說：“俾隻杯我”，他懂得分辨而將杯遞給您，便算他聽懂“杯”字；有時候小朋友可能明白一種物件或動作的概念，但他還聽不懂該字詞，例如，小朋友開心的時候會拍手，但當您說“拍手”時，他不能照着做，則視為“聽不懂”。

□—□—□—□□—□—□□

聽不懂 聽懂 能說	聽不懂 聽懂 能說	聽不懂 聽懂 能說
哎咗 ○ ○ ○	開 ○ ○ ○	風扇 ○ ○ ○
Mem Mem (好味)* ○ ○ ○	牛奶/奶奶 ○ ○ ○	杯 ○ ○ ○
喂? / 喂! ○ ○ ○	果汁 ○ ○ ○	樽 ○ ○ ○
婆婆 ○ ○ ○	飯 ○ ○ ○	奶嘴 ○ ○ ○
嫲嫲 ○ ○ ○	粥 ○ ○ ○	(匙)羹 ○ ○ ○
姐姐 ○ ○ ○	面包/包包 ○ ○ ○	電話 ○ ○ ○
哥哥 ○ ○ ○	餅 ○ ○ ○	燈 ○ ○ ○
伯伯 ○ ○ ○	蘋果 ○ ○ ○	被(blanket) ○ ○ ○
BB ○ ○ ○	魚 ○ ○ ○	紙 ○ ○ ○
唔准/唔得 ○ ○ ○	眼 ○ ○ ○	狗 ○ ○ ○
沖涼/洗白白 ○ ○ ○	口/嘴 ○ ○ ○	貓 ○ ○ ○
拜拜/再見 ○ ○ ○	手 ○ ○ ○	鴨 ○ ○ ○
Boo 嘖(掩面遊戲) ○ ○ ○	腳 ○ ○ ○	雀 ○ ○ ○
多謝/謝謝 ○ ○ ○	屁股/Pek Pek ○ ○ ○	豬 ○ ○ ○
等陣 ○ ○ ○	曳 ○ ○ ○	熊仔/啤啤 ○ ○ ○
賴/痾屎/臭臭 ○ ○ ○	乖 ○ ○ ○	白兔/兔仔 ○ ○ ○
食飯 ○ ○ ○	驚 ○ ○ ○	花 ○ ○ ○
飲 ○ ○ ○	痛 ○ ○ ○	樹 ○ ○ ○
咬 ○ ○ ○	好_ (如:好大) ○ ○ ○	屋企 ○ ○ ○
俾 ○ ○ ○	靚 ○ ○ ○	街 ○ ○ ○
錫(吻) ○ ○ ○	污糟/邋邋 ○ ○ ○	遮(雨傘) ○ ○ ○
打 ○ ○ ○	熱 ○ ○ ○	車 ○ ○ ○
跌 ○ ○ ○	飽 ○ ○ ○	巴士 ○ ○ ○
踢 ○ ○ ○	波 ○ ○ ○	的士 ○ ○ ○
瞓覺 ○ ○ ○	書 ○ ○ ○	上面 ○ ○ ○
愛/要 ○ ○ ○	鞋 ○ ○ ○	呢邊/呢度 ○ ○ ○
抱 ○ ○ ○	衫 ○ ○ ○	我 ○ ○ ○
坐 ○ ○ ○	尿片/片片 ○ ○ ○	你 ○ ○ ○
出(去) ○ ○ ○	房 ○ ○ ○	冇 ○ ○ ○
抹 ○ ○ ○	電視 ○ ○ ○	邊度 ○ ○ ○
睇 ○ ○ ○	床 ○ ○ ○	邊個 ○ ○ ○
拍(手) ○ ○ ○	凳/椅 ○ ○ ○	

* 只需考慮小朋友能否聽懂或說出括弧()以外的字詞，括弧以內的只為作輔助了解字詞意思。遇到中間劃有“/”的詞匯時，會說“/”兩側中的一個詞即為“能說”。

小朋友的姓名：_____ 性别：_____

填表日期：20__年__月__日 出生日期：__年__月__日 實際年齡：__個月

漢語溝通發展量表 廣東話版（短表）：詞彙及句子

請用鉛筆填寫

正確填寫 不正確填寫

● ○×○/

這是了解幼兒詞彙量的表。如果您的小朋友還不會說該詞或者只是重複別人，請塗黑“不能說”一欄；如果您的小朋友會說該詞而不是馬上重複別人說過的詞，則屬於“能說”。若他只是聽懂某個詞或知道它的概念，但並不懂得自己講出來，也只算是“不能說”。假如您的小朋友對該詞的發音不準確（例如：“瓜”說成“加”）或他的說法有所不同（例一：“痾尿”說成“尿”；例二：“甲由”說成“小強”），也算能說。這個詞表適用於不同年齡的小朋友，您的小朋友現在完全有可能只知道這個詞表中較少的詞，甚至根本不知道，也屬於正常範圍，請不要為小朋友究竟知道其中多少個詞而擔心。

甲．詞彙								
	不能說	能說		不能說	能說		不能說	能說
喵（貓叫聲）*	○	○	吐/“luer”	○	○	知道	○	○
呶呶（鴨叫聲）	○	○	打	○	○	識	○	○
媽媽/媽咪	○	○	俾	○	○	試	○	○
爸爸/爹哋	○	○	擺	○	○	跔	○	○
BB	○	○	抱	○	○	送	○	○
姨姨/Auntie	○	○	行（路）	○	○	接	○	○
嬌嬌	○	○	學	○	○	冚（蓋上）	○	○
妹妹	○	○	熄（燈）	○	○	揭（開）	○	○
哥哥	○	○	用	○	○	多謝/謝謝	○	○
其他小朋友嘅名	○	○	喊	○	○	唔該	○	○
司機	○	○	問	○	○	刷牙	○	○
水	○	○	唱	○	○	洗手	○	○
湯	○	○	睇	○	○	食飯	○	○
粥	○	○	望	○	○	等陣	○	○
腸粉	○	○	聽	○	○	打電話	○	○
餅	○	○	梳（頭）	○	○	波	○	○
蝦	○	○	擰	○	○	公仔	○	○
豆腐	○	○	摸	○	○	積木/Lego	○	○
蘋果	○	○	拋	○	○	故仔/故事	○	○
芒果	○	○	揼	○	○	冇	○	○
雪糕	○	○	著（衫）	○	○	曳	○	○

* 只需考慮小朋友能否聽懂或說出括弧（）以外的字詞，括弧以內的只為作輔助了解字詞意思。遇到中間劃有“/”的詞匯時，會說“/”兩側中的一個詞即為“能說”。

□—□—□—□□—□—□□

	不能說	能說		不能說	能說		不能說	能說
得意/可愛	○	○	繩	○	○	屋企	○	○
肉酸/核突	○	○	鎖匙	○	○	街市	○	○
凍	○	○	盒	○	○	多啲	○	○
頸渴/口渴	○	○	垃圾	○	○	一樣	○	○
濕	○	○	樹	○	○	個邊/個度	○	○
滑	○	○	石頭/石仔	○	○	前面	○	○
爛(咗)	○	○	遮(雨傘)	○	○	我嘅	○	○
快	○	○	天(空)	○	○	佢	○	○
黑(色)	○	○	海	○	○	我哋	○	○
紅	○	○	襪	○	○	(一)個	○	○
狗	○	○	褸/Jacket	○	○	(一)隻	○	○
魚	○	○	帽	○	○	(一)本	○	○
蛇	○	○	(衫)鈕/扣	○	○	(一)張	○	○
豬	○	○	拉鍊	○	○	乜嘢	○	○
熊仔/啤啤	○	○	頭髮	○	○	得唔得?	○	○
老虎	○	○	牙	○	○	_ _ 啦!	○	○
蝴蝶	○	○	脬	○	○	_ _ 喎!	○	○
車	○	○	屁股/Pek Pek	○	○	想	○	○
飛機	○	○	背脊	○	○	鍾意	○	○
小巴/Van 仔	○	○	房	○	○	依家	○	○
地鐵	○	○	床	○	○	先	○	○
碗	○	○	櫃桶	○	○	同(埋)	○	○
枕頭	○	○	洗衣機	○	○	咁樣(就)	○	○
番枱	○	○	水龍頭/水喉	○	○			

乙．句子與語句

(“有時”即指小朋友用過一次以上;“經常”即指需要用的時候大部份會用到) 仲未 有時會 經常會

- 當講起名詞嘅時候,您嘅小朋友有冇開始使用量詞?(例:“個”、“架”等。注意:唔需要好準確,只要佢有用過) ○ ○ ○
- 當講過去發生嘅事嘅時候,您嘅小朋友有冇開始用“過”或者“咗”字?(例:“去過”,“食咗”) ○ ○ ○

仲未 有時會 經常會

丙．您嘅小朋友有冇開始將幾個字組合埋一齊?(例:“媽咪車”,“食餅乾”) ○ ○ ○

如果您在丙部份答的是“仲未”,請在此停。如果答的是“有時會”或“經常會”,請繼續填。小朋友組合字詞的例子

請列出您小朋友最近講過三個最長嘅句子

- 1.
- 2.
- 3.

小朋友的姓名：_____

□—□—□—□□—□—□□

性別：_____

填表日期：20 年 月 日 出生日期： 年 月 日 實際年齡： 個月

漢語溝通發展量表 (廣東話版)：詞彙及手勢

請用鉛筆填寫

正確填寫



不正確填寫



第一部分：早期對語言的反應

這個詞彙表適用於不同年齡的小朋友，我們請您來填這個詞彙表的唯一目的就是想了解小朋友一般什麼時候才開始講話。因此，您的小朋友現在完全有可能只知道這表上很少的詞，甚至根本不知道，這也是正常的，絕對不要為小朋友究竟知道其中多少個字詞而擔心。

甲．初期對語言的反應

小朋友開始講說話之前，會對一些字句有反應。以下是一些普通的例子。您的小朋友有沒有像以下的反應呢？

	沒有	有
1. 叫佢個名時會有反應（例如：轉向同望向聲音嘅方向）	☐	☐
2. 人哋話“唔好”時會有反應（例如：暫停做某樣嘢）	☐	☐
3. 當聽到“媽媽/爸爸喺邊度？”會四圍望，嘗試搵佢哋。	☐	☐

乙．聽短句 (27)

於以下的字句中，指出那些是您小朋友可以聽懂的句子。

聽不懂	聽懂	聽不懂	聽懂	聽不懂	聽懂
抱抱!	☐	☐	(瞓) 覺覺喇!	☐	☐
爸爸/媽媽返嚟喇!	☐	☐	起身。	☐	☐
拜拜!	☐	☐	換尿片。	☐	☐
去街街。	☐	☐	行過嚟!	☐	☐
拍手!	☐	☐	唔好咁樣!	☐	☐
唔好掂 (觸摸)!	☐	☐	乖仔/女。	☐	☐
俾媽媽。	☐	☐	停!	☐	☐
揸住。	☐	☐	小心!	☐	☐
睇吓/望吓!	☐	☐	要唔要?	☐	☐

丙．開始說話的方式

	從未	有時	經常
1. 有啲小朋友見到想要嘅嘢就會 (用手去指同) 發出“吖吖”聲。您嘅小朋友有冇咁樣做呢?	☐	☐	☐
2. 見到想要嘅嘢就會直接話“要” / “攞” / “俾”。	☐	☐	☐
3. 有啲小朋友鍾意“好似鸚鵡咁複述”或模仿佢哋啱啗聽過嘅聲音 (包括佢哋啱啗學嘅新字，或者部份句子，例如：當媽媽話：「我依家去返工喇!」之後，小朋友會重複「返工喇!」) 您嘅小朋友有幾多時候會模仿人哋講嘢呢?	☐	☐	☐
4. 有啲小朋友鍾意一見到啲嘢，就講出件物件嘅名。您嘅小朋友多唔多咁樣做呢?	☐	☐	☐

丁．詞彙量表

以下是小朋友常用詞彙量表。我們想知道您的小朋友能說或聽懂什麼字詞。“能說”的意思是小朋友見到一種物件時會自己說出該字，而不是只重複別人剛說過的，而且小朋友每次見到該物件時，都會用相同的字詞去代表該物件，例如當您指著一隻杯問小朋友是什麼時，小朋友會自己說“杯”，而不是當您說“杯”時，他就重複您剛說過的“杯”字；又例如小朋友看見杯時會說“杯”，但看見碗時也同樣說“杯”的話，我們就算小朋友能說“杯”而不能說“碗”；假如小朋友對該詞的發音不準確（如：“瓜”說成“加”）或他的說法有所不同（例一：“痾尿”說成“尿”；例二：“甲由”說成“小強”），也算能說。如果您說小朋友“能說”某字，我們會當小朋友能說中文；如果某個字小朋友能說英文，或中英文皆能說，請您特別說明。如果小朋友還未能說出該字，我們就想知道他是否能聽懂。聽懂的意思是當您說出該字時，小朋友能正確地反應，例如，將杯和匙羹放在小朋友面前，您對他說：“俾隻杯我”，他懂得分辨而將杯遞給您，便算他聽懂“杯”字；有時候小朋友可能明白一種物件或動作的概念，但他還聽不懂該字詞，例如，小朋友開心的時候會拍手，但當您說“拍手”時，他不能照著做，則視為“聽不懂”。如果小朋友某些字詞聽懂英文，或中英文皆聽懂，請您特別說明。遇到括弧 () 時，只需考慮小朋友能否聽懂或說出括弧 () 以外的字詞，括弧以內的只為作輔助了解字詞意思。遇到中間劃有“/”的詞匯時，會說“/”兩側中的一個詞即為“能說”。

1. 象聲和感嘆詞 (13)

	聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文
呀	○	○	○	○	○	嘖嘖(槍聲)	○	○	○	○	○	吱吱(雀叫聲)	○	○	○	○	○
哎咁	○	○	○	○	○	啱啱(車聲)	○	○	○	○	○	呷呷(鴨叫聲)	○	○	○	○	○
Mem Mem(好味)	○	○	○	○	○	Wou Wou (狗吠聲)	○	○	○	○	○	咯咯(雞叫聲)	○	○	○	○	○
喂? / 喂!	○	○	○	○	○	喵(貓叫聲)	○	○	○	○	○						
Bom Bang (撞擊聲)	○	○	○	○	○	咩咩(羊叫聲)	○	○	○	○	○						

2. 人名 (24)

	聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文
自己的名字	○	○	○	○	○	妹妹	○	○	○	○	○	BB	○	○	○	○	○
媽媽/媽咪	○	○	○	○	○	哥哥	○	○	○	○	○	細路仔/小朋友	○	○	○	○	○
爸爸/爹哋	○	○	○	○	○	弟弟/細佬	○	○	○	○	○	男(仔)	○	○	○	○	○
婆婆	○	○	○	○	○	姨姨/Auntie	○	○	○	○	○	女(仔)	○	○	○	○	○
嫲嫲	○	○	○	○	○	伯伯	○	○	○	○	○	醫生	○	○	○	○	○
公公	○	○	○	○	○	叔叔/Uncle	○	○	○	○	○	比卡超	○	○	○	○	○
爺爺	○	○	○	○	○	舅父	○	○	○	○	○	得得 B	○	○	○	○	○
姐姐	○	○	○	○	○	工人的名字	○	○	○	○	○	Hello Kitty	○	○	○	○	○

3. 遊戲和常做的事 (25)

	聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文
唔准/唔得	○	○	○	○	○	點蟲蟲	○	○	○	○	○	賴/痢屎/臭臭	○	○	○	○	○
唔好	○	○	○	○	○	Boo 嘖	○	○	○	○	○	拉 Pek Pek/拉屎*	○	○	○	○	○
唔要	○	○	○	○	○	多謝/謝謝	○	○	○	○	○	早晨	○	○	○	○	○
沖涼/洗白白	○	○	○	○	○	唔該	○	○	○	○	○	早抖/Good night	○	○	○	○	○
拜拜/再見	○	○	○	○	○	要	○	○	○	○	○	食飯	○	○	○	○	○
Hello/Hi	○	○	○	○	○	等陣	○	○	○	○	○	好嘢	○	○	○	○	○
係	○	○	○	○	○	快啲	○	○	○	○	○	買(嘢)	○	○	○	○	○
咁喇	○	○	○	○	○	瞓晏覺/覺覺	○	○	○	○	○						
Shh (安靜)	○	○	○	○	○	賴/痢 屎/尿 尿	○	○	○	○	○						

4. 動詞 (64)																	
	聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文
食	○	○	○	○	○	拋	○	○	○	○	○	停	○	○	○	○	○
飲	○	○	○	○	○	掉* / 枕* (垃圾)	○	○	○	○	○	著 (衫)	○	○	○	○	○
餵	○	○	○	○	○	玩	○	○	○	○	○	洗	○	○	○	○	○
咬	○	○	○	○	○	瞓覺	○	○	○	○	○	抹	○	○	○	○	○
吹	○	○	○	○	○	起身	○	○	○	○	○	搽	○	○	○	○	○
咳	○	○	○	○	○	愛/要	○	○	○	○	○	摸	○	○	○	○	○
俾	○	○	○	○	○	有	○	○	○	○	○	擺	○	○	○	○	○
擺	○	○	○	○	○	抱	○	○	○	○	○	睇	○	○	○	○	○
帶	○	○	○	○	○	攬	○	○	○	○	○	望	○	○	○	○	○
錫	○	○	○	○	○	預	○	○	○	○	○	讀 (書)	○	○	○	○	○
笑	○	○	○	○	○	行	○	○	○	○	○	寫	○	○	○	○	○
喊	○	○	○	○	○	走	○	○	○	○	○	畫 (畫)	○	○	○	○	○
打	○	○	○	○	○	去	○	○	○	○	○	講	○	○	○	○	○
打爛/整爛	○	○	○	○	○	跳	○	○	○	○	○	唱 (歌)	○	○	○	○	○
撞	○	○	○	○	○	跳舞	○	○	○	○	○	拍 (手)	○	○	○	○	○
跌	○	○	○	○	○	彈	○	○	○	○	○	ㄞ載* (使發癢)	○	○	○	○	○
踢	○	○	○	○	○	搖	○	○	○	○	○	(打)開/開(燈)	○	○	○	○	○
踩	○	○	○	○	○	飛	○	○	○	○	○	熄 (燈)	○	○	○	○	○
推/掙*	○	○	○	○	○	游水	○	○	○	○	○	門 (門)	○	○	○	○	○
拉	○	○	○	○	○	坐	○	○	○	○	○	鍾意	○	○	○	○	○
揸	○	○	○	○	○	企	○	○	○	○	○						
掙	○	○	○	○	○	出 (去)	○	○	○	○	○						

5. 食物和飲品 (29)																	
	聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文
水	○	○	○	○	○	麵包/包包	○	○	○	○	○	雞 (肉)	○	○	○	○	○
牛奶/奶奶	○	○	○	○	○	餅 (乾)	○	○	○	○	○	菜	○	○	○	○	○
果汁	○	○	○	○	○	蛋糕	○	○	○	○	○	瓜	○	○	○	○	○
茶	○	○	○	○	○	蘋果	○	○	○	○	○	豆	○	○	○	○	○
汽水	○	○	○	○	○	(香) 蕉	○	○	○	○	○	(冬/蘑) 菇	○	○	○	○	○
飯	○	○	○	○	○	橙	○	○	○	○	○	薯條	○	○	○	○	○
麵	○	○	○	○	○	魚	○	○	○	○	○	糖 (果)	○	○	○	○	○
通心粉	○	○	○	○	○	蝦	○	○	○	○	○	雪糕	○	○	○	○	○
粥	○	○	○	○	○	蛋	○	○	○	○	○	啫喱	○	○	○	○	○
湯	○	○	○	○	○	肉	○	○	○	○	○						

6. 身體的部份 (21)

	聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文
頭	○	○	○	○	○	口/嘴	○	○	○	○	○	腳	○	○	○	○	○
頭髮	○	○	○	○	○	牙	○	○	○	○	○	腳趾	○	○	○	○	○
面	○	○	○	○	○	脣	○	○	○	○	○	腳板	○	○	○	○	○
面珠	○	○	○	○	○	頸	○	○	○	○	○	膝頭哥	○	○	○	○	○
眼	○	○	○	○	○	手	○	○	○	○	○	屁股/Pek Pek*	○	○	○	○	○
耳仔	○	○	○	○	○	手指	○	○	○	○	○	肚/肚腩	○	○	○	○	○
鼻	○	○	○	○	○	手臂	○	○	○	○	○	肚臍	○	○	○	○	○

7. 形容詞和副詞 (45)

	聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文
冇晒	○	○	○	○	○	壞	○	○	○	○	○	濕	○	○	○	○	○
曳	○	○	○	○	○	小心	○	○	○	○	○	硬	○	○	○	○	○
乖	○	○	○	○	○	靚	○	○	○	○	○	脰*	○	○	○	○	○
開心	○	○	○	○	○	得意/可愛	○	○	○	○	○	快	○	○	○	○	○
癲	○	○	○	○	○	污糟/邋遢*	○	○	○	○	○	慢	○	○	○	○	○
驚	○	○	○	○	○	乾淨	○	○	○	○	○	空	○	○	○	○	○
眼瞓	○	○	○	○	○	凍	○	○	○	○	○	香	○	○	○	○	○
𩚑	○	○	○	○	○	熱	○	○	○	○	○	臭	○	○	○	○	○
瞓咗	○	○	○	○	○	大	○	○	○	○	○	甜	○	○	○	○	○
痛	○	○	○	○	○	細	○	○	○	○	○	黑	○	○	○	○	○
病	○	○	○	○	○	多	○	○	○	○	○	白	○	○	○	○	○
爛咗	○	○	○	○	○	少	○	○	○	○	○	紅	○	○	○	○	○
壞咗	○	○	○	○	○	肚餓	○	○	○	○	○	黃	○	○	○	○	○
完咗	○	○	○	○	○	飽	○	○	○	○	○	藍	○	○	○	○	○
好	○	○	○	○	○	頸渴/口渴	○	○	○	○	○	綠	○	○	○	○	○

8. 玩具和娛樂用品 (9)

	聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文
玩具	○	○	○	○	○	公仔	○	○	○	○	○	積木/Lego	○	○	○	○	○
波	○	○	○	○	○	筆	○	○	○	○	○	歌	○	○	○	○	○
書	○	○	○	○	○	汽球	○	○	○	○	○	槍	○	○	○	○	○

9. 衣服 (12)																	
	聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文
鞋	○	○	○	○	○	裙	○	○	○	○	○	襖/Jacket	○	○	○	○	○
襪	○	○	○	○	○	尿片/片片	○	○	○	○	○	(衫) 鈕/扣	○	○	○	○	○
衫	○	○	○	○	○	口水肩/Bib	○	○	○	○	○	拉鍊	○	○	○	○	○
褲	○	○	○	○	○	帽	○	○	○	○	○	(頸) 鍊	○	○	○	○	○

10. 傢俬及房間 (20)																	
	聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文
房	○	○	○	○	○	BB 床	○	○	○	○	○	櫃桶	○	○	○	○	○
門	○	○	○	○	○	BB 車	○	○	○	○	○	廁所/浴室	○	○	○	○	○
窗	○	○	○	○	○	凳/椅	○	○	○	○	○	沖涼缸/浴缸	○	○	○	○	○
廳	○	○	○	○	○	檯	○	○	○	○	○	廚房	○	○	○	○	○
電視	○	○	○	○	○	風扇	○	○	○	○	○	雪櫃	○	○	○	○	○
梳化	○	○	○	○	○	鏡	○	○	○	○	○	爐	○	○	○	○	○
床	○	○	○	○	○	櫃	○	○	○	○	○						

11. 日常用品 (34)																	
	聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文
杯	○	○	○	○	○	燈	○	○	○	○	○	較剪	○	○	○	○	○
碗	○	○	○	○	○	鎖匙	○	○	○	○	○	畫	○	○	○	○	○
樽	○	○	○	○	○	眼鏡	○	○	○	○	○	錢	○	○	○	○	○
奶嘴	○	○	○	○	○	被	○	○	○	○	○	銀包	○	○	○	○	○
碟	○	○	○	○	○	枕頭	○	○	○	○	○	袋	○	○	○	○	○
(匙) 羹	○	○	○	○	○	梳	○	○	○	○	○	盒	○	○	○	○	○
叉	○	○	○	○	○	刷	○	○	○	○	○	藥	○	○	○	○	○
刀	○	○	○	○	○	牙刷	○	○	○	○	○	垃圾	○	○	○	○	○
筷子	○	○	○	○	○	毛巾/手巾	○	○	○	○	○	掃把	○	○	○	○	○
電話	○	○	○	○	○	盆	○	○	○	○	○	地拖	○	○	○	○	○
鐘	○	○	○	○	○	番梘	○	○	○	○	○						
(手) 表	○	○	○	○	○	紙	○	○	○	○	○						

12. 動物（真的或玩具的均可）（25）																	
	聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文
動物	○	○	○	○	○	蛇	○	○	○	○	○	大笨象	○	○	○	○	○
狗	○	○	○	○	○	蟲蟲	○	○	○	○	○	獅子	○	○	○	○	○
貓	○	○	○	○	○	蝴蝶	○	○	○	○	○	老虎	○	○	○	○	○
雞	○	○	○	○	○	蜜蜂	○	○	○	○	○	馬騮	○	○	○	○	○
鴨	○	○	○	○	○	豬	○	○	○	○	○	白兔/兔仔	○	○	○	○	○
雀	○	○	○	○	○	馬	○	○	○	○	○	老鼠	○	○	○	○	○
魚	○	○	○	○	○	羊	○	○	○	○	○	恐龍	○	○	○	○	○
青蛙	○	○	○	○	○	牛	○	○	○	○	○						
（烏）龜	○	○	○	○	○	熊仔/啤啤＊	○	○	○	○	○						

13. 外面的東西和地方 (21)																	
	聽 不 懂	聽 懂 英 文	聽 懂 中 文	能 說 英 文	能 說 中 文		聽 不 懂	聽 懂 英 文	聽 懂 中 文	能 說 英 文	能 說 中 文		聽 不 懂	聽 懂 英 文	聽 懂 中 文	能 說 英 文	能 說 中 文
水	○	○	○	○	○	屋	○	○	○	○	○	遮	○	○	○	○	○
花	○	○	○	○	○	外面/出面	○	○	○	○	○	太陽	○	○	○	○	○
草	○	○	○	○	○	街	○	○	○	○	○	星星	○	○	○	○	○
樹	○	○	○	○	○	公園	○	○	○	○	○	月亮/月光	○	○	○	○	○
樹葉	○	○	○	○	○	遊樂場	○	○	○	○	○	天 (空)	○	○	○	○	○
沙	○	○	○	○	○	鞦韆	○	○	○	○	○	酒樓/麥當勞	○	○	○	○	○
屋企	○	○	○	○	○	雨	○	○	○	○	○	學校	○	○	○	○	○

14. 車 (真的或玩具的均可) (11)																
	聽 聽 懂 英 文	聽 聽 懂 中 文	能 說 英 文	能 說 中 文		聽 聽 懂 英 文	聽 聽 懂 中 文	能 說 英 文	能 說 中 文		聽 聽 懂 英 文	聽 聽 懂 中 文	能 說 英 文	能 說 中 文		
車	○	○	○	○	○	的士	○	○	○	○	單車	○	○	○	○	○
飛機	○	○	○	○	○	火車	○	○	○	○	電單車	○	○	○	○	○
船	○	○	○	○	○	地鐵	○	○	○	○	小巴/Van 仔	○	○	○	○	○
巴士	○	○	○	○	○	Bi Boo 車	○	○	○	○						

15. 方向詞 (9)																	
	聽 不 懂	聽 懂 英 文	聽 懂 中 文	能 說 英 文	能 說 中 文		聽 不 懂	聽 懂 英 文	聽 懂 中 文	能 說 英 文	能 說 中 文		聽 不 懂	聽 懂 英 文	聽 懂 中 文	能 說 英 文	能 說 中 文
上 (面/高)	○	○	○	○	○	外面/出面	○	○	○	○	○	前面	○	○	○	○	○
下 (面/低)	○	○	○	○	○	呢邊/呢度	○	○	○	○	○	後面	○	○	○	○	○
裏面/入面	○	○	○	○	○	嗰邊/嗰度	○	○	○	○	○	喺	○	○	○	○	○

16. 代名詞 (8)																	
	聽 懂 不 懂	聽 懂 英 文	聽 懂 中 文	能 說 英 文	能 說 中 文		聽 懂 不 懂	聽 懂 英 文	聽 懂 中 文	能 說 英 文	能 說 中 文		聽 懂 不 懂	聽 懂 英 文	聽 懂 中 文	能 說 英 文	能 說 中 文
我	○	○	○	○	○	我嘅	○	○	○	○	○	呢個	○	○	○	○	○
你	○	○	○	○	○	你嘅	○	○	○	○	○	嗰個	○	○	○	○	○
佢	○	○	○	○	○	我哋	○	○	○	○	○						

17. 數量詞 (8)																	
	聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文		聽不懂	聽懂英文	聽懂中文	能說英文	能說中文
一	○	○	○	○	○	冇	○	○	○	○	○	有啲	○	○	○	○	○
二	○	○	○	○	○	多啲	○	○	○	○	○	好多	○	○	○	○	○
三	○	○	○	○	○	一樣	○	○	○	○	○						

18. 疑問詞 (5)																	
	聽 懂 不 懂	聽 懂 英 文	聽 懂 中 文	能 說 英 文	能 說 中 文		聽 懂 不 懂	聽 懂 英 文	聽 懂 中 文	能 說 英 文	能 說 中 文		聽 懂 不 懂	聽 懂 英 文	聽 懂 中 文	能 說 英 文	能 說 中 文
乜嘢	○	○	○	○	○	邊度	○	○	○	○	○	點解	○	○	○	○	○
做咩/乜	○	○	○	○	○	邊個	○	○	○	○	○						

19. 時間詞 (6)																	
	聽 懂 不 懂	聽 懂 英 文	聽 懂 中 文	能 說 英 文	能 說 中 文		聽 懂 不 懂	聽 懂 英 文	聽 懂 中 文	能 說 英 文	能 說 中 文		聽 懂 不 懂	聽 懂 英 文	聽 懂 中 文	能 說 英 文	能 說 中 文
夜晚	○	○	○	○	○	依家	○	○	○	○	○	今日	○	○	○	○	○
朝早	○	○	○	○	○	遲啲	○	○	○	○	○	聽日	○	○	○	○	○

第二部份：動作及手勢

A. 初期溝通手勢

當嬰兒剛開始學習溝通的時候，他們經常用手勢去表達他們의思想和願望。選出以下哪些項目可以形容您小朋友平時所做的動作。

	仲未	有時會	經常會
1. 舉高佢嘅手，表示要抱抱。	☐	☐	☐
2. 伸出佢嘅手臂，顯示佢手裏面攞住啲嘢。	☐	☐	☐
3. 將佢手裏面嘅玩具或物件交俾您。	☐	☐	☐
4. 當有人離開時，做“拜拜”嘅手勢。	☐	☐	☐
5. 搖頭表達“唔好/唔要/唔想”。	☐	☐	☐
6. 指（包括手臂同手指一齊伸出）向一啲有趣嘅物件或事件。	☐	☐	☐
7. “咪咪”咀表示好味道。	☐	☐	☐
8. 點頭表示“好/同意”。	☐	☐	☐
9. 飛吻。	☐	☐	☐
10. 縮起膊頭同埋攤開雙手表示“冇”。	☐	☐	☐
11. 將手指放喺咀唇前面，表示“肅靜”。	☐	☐	☐

B. 遊戲和常做的事

您的小朋友有沒有做過以下事情？

	冇	有
1. 點蟲蟲。	☐	☐
2. 唱歌。	☐	☐
3. Boo 嘖。（雙手掩面，然後突然打開俾小朋友一個驚喜。）	☐	☐
4. 跳舞。	☐	☐
5. 捉伊人（追逐遊戲）。	☐	☐

C. 物件加上動作

您的小朋友做過或嘗試做以下的事情嗎？

	冇	有
1. 擺電話喺耳邊。	☐	☐
2. 掙波。	☐	☐
3. 用杯飲嘢。	☐	☐
4. 推玩具車。	☐	☐
5. 用羹或叉食嘢。	☐	☐
6. 用梳梳自己啲頭髮。	☐	☐
7. 用羹喺杯/盒內扮攪緊嘢。	☐	☐
8. 將手放喺頭側邊同合理眼扮瞓覺。	☐	☐
9. 用毛巾抹面或手。	☐	☐
10. 自己著襪或鞋。	☐	☐
11. 自己戴帽。	☐	☐
12. 見到熱嘅嘢食，會用口吹凍佢。	☐	☐
13. 自己戴手表，頸鍊或手鐲。	☐	☐

第二部份：動作及手勢

14. 用牙刷刷牙。 ○ ○

D. 假裝做父母		
這裏有些動作是小朋友會對公仔做的。請指出您曾否見過您的小朋友做以下的動作。		
	有	有
1. 輕輕拍吓佢，“暗”佢瞓覺。	○	○
2. 推 BB 車。	○	○
3. 輕輕搖佢。	○	○
4. 錫佢或抱佢。	○	○
5. 同佢講嘢。	○	○
6. 用羹/樽餵嘢食/嘢飲。	○	○
7. 同佢冚（蓋）被。	○	○
8. 梳佢啲頭髮。	○	○
9. 抹佢塊面或咀。	○	○

E. 模仿成人的動作（用真正的物件或玩具）		
您的小朋友有沒有做過或嘗試做以下的動作？		
	有	有
1. 睇書（攤本書一頁一頁咁揭）。	○	○
2. 用遙控控制電器。	○	○
3. 用電話。	○	○
4. 玩樂器（例如：鋼琴，喇叭）。	○	○
5. 用打字機或電腦鍵盤。	○	○
6. 轉軌盤扮“揸車”。	○	○
7. 用筆寫字/畫嘢。	○	○
8. 用鎖匙開門。	○	○
9. 用槌仔揸嘢。	○	○
10. 戴眼鏡。	○	○
11. 用布抹嘢。	○	○
12. 用掃把掃地。	○	○
13. 拎公事包返工。	○	○
14. 淋花。	○	○
15. 洗碗碟。	○	○

F. 假裝		
玩遊戲嗰陣，小朋友有時會用一啲嘢去代替另一啲嘢。例如：小朋友會將積木當做蘋果，用嚟餵公仔食；又或者小朋友會用碗當帽。您有冇見過您嘅小朋友有呢啲行為呢？		
	有	有
	○	○

小朋友的姓名：_____

□—□ —□ —□□ —□ —□□

性別：_____

填表日期：20 年 月 日 出生日期： 年 月 日 實際年齡： 個月

漢語溝通發展量表 (廣東話版)：詞彙及句子

請用鉛筆填寫

正確填寫



不正確填寫



第一部份

這是了解幼兒詞彙量的表。如果您的小朋友還不會說該詞或者只是重複別人，請塗黑“不能說”一欄；如果您的小朋友會說該詞而不是馬上重複別人說過的詞，則屬於“能說”。若您的小朋友只能說英文，請塗黑“能說英文”一欄；若他只能說中文，請塗黑“能說中文”一欄；若他同時能說中文及英文，請同時塗黑兩欄。若他只是聽懂某個詞或知道它的概念，但並不懂得自己講出來，也只算是“不能說”。假如您的小朋友對該詞的發音不準確（例如：“瓜”說成“加”）或他的說法有所不同（例一：“痾尿”說成“尿”；例二：“甲由”說成“小強”），也算能說。這個詞表適用於不同年齡的小朋友，您的小朋友現在完全有可能只知道這個詞表中較少的詞，甚至根本不知道，也屬於正常範圍，請不要為小朋友究竟知道其中多少個詞而擔心。遇到括弧（ ）時，只需考慮小朋友能否聽懂或說出括弧（ ）以外的字詞，括弧以內的只為作輔助了解字詞意思。遇到中間劃有“/”的詞匯時，會說“/”兩側中的一個詞即為“能說”。

1. 象聲和感嘆詞 (13)															
不能 說				能說 英文 中文				不能 說				能說 英文 中文			
Bom Bang(撞擊聲)	○	○	○	Bi Boo(救傷車聲)	○	○	○	呷呷(鴨叫聲)	○	○	○				
喂? / 喂!	○	○	○	嘖嘖(槍聲)	○	○	○	吱吱(雀叫聲)	○	○	○				
哎咗	○	○	○	Wou Wou(狗吠聲)	○	○	○	咯咯(雞叫聲)	○	○	○				
Mem Mem*(好味)	○	○	○	喵(貓叫聲)	○	○	○								
嘩和嘩(車聲)	○	○	○	咩咩(羊叫聲)	○	○	○								

2. 人名 (39)											
	不能 說	能說 英文	能說 中文		不能 說	能說 英文	能說 中文		不能 說	能說 英文	能說 中文
媽媽/媽咪	○	○	○	孖孖	○	○	○	男 (仔)	○	○	○
爸爸/爹哋	○	○	○	姑媽	○	○	○	女 (仔)	○	○	○
婆婆	○	○	○	姑姐	○	○	○	司機	○	○	○
嫲嫲	○	○	○	姑丈	○	○	○	醫生	○	○	○
公公	○	○	○	舅父	○	○	○	護士/姑娘	○	○	○
爺爺	○	○	○	舅母	○	○	○	老師/先生	○	○	○
姐姐	○	○	○	姨媽	○	○	○	警察/差人	○	○	○
妹妹	○	○	○	姨丈	○	○	○	消防員	○	○	○
哥哥	○	○	○	自己的名字	○	○	○	得得 B	○	○	○
弟弟/細佬	○	○	○	BB	○	○	○	Hello Kitty	○	○	○
姨姨/Auntie	○	○	○	工人的名字	○	○	○	比卡超	○	○	○
伯伯	○	○	○	小朋友的名字	○	○	○	超人	○	○	○
叔叔/Uncle	○	○	○	細路仔/小朋友	○	○	○	人	○	○	○

3. 食物和飲品 (65)											
	不能 說	能說 英文	能說 中文		不能 說	能說 英文	能說 中文		不能 說	能說 英文	能說 中文
水	○	○	○	點心	○	○	○	魚	○	○	○
牛奶/奶奶	○	○	○	腸粉	○	○	○	蝦	○	○	○
湯	○	○	○	蝦餃	○	○	○	蟹	○	○	○
果汁	○	○	○	燒賣	○	○	○	魚蛋	○	○	○
茶	○	○	○	麵包/包包	○	○	○	雞翼	○	○	○
汽水	○	○	○	叉燒包/其他中式包	○	○	○	雞脾	○	○	○
可樂/其他飲品名稱	○	○	○	漢堡包/其他西式包	○	○	○	腸仔	○	○	○
嘢食	○	○	○	餅(乾)	○	○	○	火腿	○	○	○
蛋	○	○	○	蛋糕	○	○	○	叉燒	○	○	○
飯	○	○	○	薯條	○	○	○	菜	○	○	○
米	○	○	○	薯片	○	○	○	白菜	○	○	○
粥	○	○	○	肉	○	○	○	蕃茄	○	○	○
麵	○	○	○	雞(肉)	○	○	○	粟米	○	○	○
通心粉	○	○	○	豬(肉)	○	○	○	蘿蔔	○	○	○
意粉	○	○	○	牛(肉)	○	○	○	瓜	○	○	○

	不能 說	能說 英文 中文		不能 說	能說 英文 中文		不能 說	能說 英文 中文
(冬/磨) 菇	○	○ ○	蘋果	○	○ ○	雪糕	○	○ ○
豆	○	○ ○	提子	○	○ ○	啫喱	○	○ ○
豆腐	○	○ ○	西瓜	○	○ ○	豉油	○	○ ○
花生	○	○ ○	梨	○	○ ○	汁/醬	○	○ ○
水果/生果	○	○ ○	芒果	○	○ ○	蔥	○	○ ○
橙	○	○ ○	糖(果)	○	○ ○	薑	○	○ ○
(香) 蕉	○	○ ○	朱古力	○	○ ○			

4. 動詞 (172)								
	不能 說	能說 英文 中文		不能 說	能說 英文 中文		不能 說	能說 英文 中文
食	○	○ ○	去	○	○ ○	喊	○	○ ○
飲	○	○ ○	上(去)	○	○ ○	鬧	○	○ ○
餵	○	○ ○	落(去)	○	○ ○	叫/嗌	○	○ ○
咬	○	○ ○	出(去)	○	○ ○	講	○	○ ○
瞧*	○	○ ○	入(去)	○	○ ○	問	○	○ ○
啜*(手指)	○	○ ○	玩	○	○ ○	數	○	○ ○
吹	○	○ ○	學	○	○ ○	唱(歌)	○	○ ○
吞	○	○ ○	瞓覺	○	○ ○	讀(書)	○	○ ○
吐/“luer”	○	○ ○	起身	○	○ ○	寫	○	○ ○
咳	○	○ ○	醒	○	○ ○	畫(畫)	○	○ ○
打	○	○ ○	跌	○	○ ○	油(顏色)	○	○ ○
拍(手)	○	○ ○	踢	○	○ ○	睇	○	○ ○
拖(住)	○	○ ○	跳	○	○ ○	望	○	○ ○
握(手)	○	○ ○	跳舞	○	○ ○	見	○	○ ○
俾	○	○ ○	彈	○	○ ○	眨(眼)	○	○ ○
擺	○	○ ○	飛	○	○ ○	聽	○	○ ○
拎	○	○ ○	游水	○	○ ○	聞/喇*	○	○ ○
揸	○	○ ○	搖	○	○ ○	抹*	○	○ ○
擺	○	○ ○	轉	○	○ ○	洗	○	○ ○
放	○	○ ○	郁	○	○ ○	晾(衫)	○	○ ○
錫	○	○ ○	匿*(埋)	○	○ ○	執(收拾/拾起)	○	○ ○
抱	○	○ ○	搵	○	○ ○	疊*(起)	○	○ ○
攞	○	○ ○	捉	○	○ ○	搬	○	○ ○
預	○	○ ○	(打)開/開(燈)	○	○ ○	沖	○	○ ○
扶	○	○ ○	熄(燈)	○	○ ○	掃	○	○ ○
坐	○	○ ○	門(門)	○	○ ○	梳(頭)	○	○ ○
行	○	○ ○	敲/推*(門)	○	○ ○	刷(牙)	○	○ ○
走	○	○ ○	愛/要	○	○ ○	買	○	○ ○
跑步	○	○ ○	鍾意	○	○ ○	賣	○	○ ○
追	○	○ ○	有	○	○ ○	煮	○	○ ○
企	○	○ ○	用	○	○ ○	搽	○	○ ○
停	○	○ ○	笑	○	○ ○	搽	○	○ ○

□—□—□—□□—□—□□

	不能 說	能說 英文 中文		不能 說	能說 英文 中文		不能 說	能說 英文 中文
刮* (刺)	○	○ ○	明白	○	○ ○	推/* 擧	○	○ ○
指	○	○ ○	識	○	○ ○	撞	○	○ ○
篤	○	○ ○	記得/記住	○	○ ○	踩	○	○ ○
插	○	○ ○	會	○	○ ○	騎	○	○ ○
搵*	○	○ ○	診	○	○ ○	跟住	○	○ ○
扭	○	○ ○	發夢	○	○ ○	排隊	○	○ ○
擰	○	○ ○	估	○	○ ○	等	○	○ ○
“lin2” (捏住)	○	○ ○	試	○	○ ○	帶	○	○ ○
攪	○	○ ○	扮	○	○ ○	送	○	○ ○
唧* (牙膏)	○	○ ○	摺	○	○ ○	接	○	○ ○
噉* (使發癢)	○	○ ○	貼/竊	○	○ ○	趕住	○	○ ○
揸* (搔癢)	○	○ ○	砌	○	○ ○	幫 (手)	○	○ ○
撿* (抓)	○	○ ○	切	○	○ ○	蝦	○	○ ○
摸	○	○ ○	剪	○	○ ○	搶	○	○ ○
揩	○	○ ○	綁/紮	○	○ ○	借	○	○ ○
掂	○	○ ○	爬	○	○ ○	(交) 換	○	○ ○
掉* / 枕* (垃圾)	○	○ ○	碌 (打滾)	○	○ ○	冚* (蓋上)	○	○ ○
拋	○	○ ○	擒	○	○ ○	遮 (住)	○	○ ○
掙	○	○ ○	趴	○	○ ○	揭 (開)	○	○ ○
猛*	○	○ ○	跔	○	○ ○	打爛/整爛	○	○ ○
搵開/撕開	○	○ ○	瞓低	○	○ ○	修理	○	○ ○
剝	○	○ ○	斟 (水)	○	○ ○	整 (嘢)	○	○ ○
除 (衫)	○	○ ○	倒 (水)	○	○ ○	做 (嘢)	○	○ ○
著 (衫)	○	○ ○	滴	○	○ ○	做完	○	○ ○
戴 (表)	○	○ ○	撥 (開)	○	○ ○			
知道	○	○ ○	拉	○	○ ○			

5. 遊戲和常做的事 (38)

	不能 說	能說 英文 中文		不能 說	能說 英文 中文		不能 說	能說 英文 中文
拜拜/再見	○	○ ○	賴/痾尿/尿尿	○	○ ○	好啦	○	○ ○
Hello/Hi	○	○ ○	拉 Pek Pek/拉屎*	○	○ ○	快啲	○	○ ○
多謝/謝謝	○	○ ○	沖涼/洗白白	○	○ ○	等陣	○	○ ○
唔該	○	○ ○	瞓晏覺/覺覺	○	○ ○	打電話	○	○ ○
對唔住/Sorry	○	○ ○	刷牙	○	○ ○	聽話	○	○ ○
係	○	○ ○	洗手	○	○ ○	救命	○	○ ○
啱喇	○	○ ○	食飯	○	○ ○	一歲/兩歲	○	○ ○
要	○	○ ○	早晨	○	○ ○	Boo 嘖	○	○ ○
唔要	○	○ ○	早抖/Good night	○	○ ○	點蟲蟲	○	○ ○
唔好	○	○ ○	返學	○	○ ○	包剪揸*	○	○ ○
唔准/唔得	○	○ ○	去街街	○	○ ○	捉伊人	○	○ ○
Shh (安靜)	○	○ ○	買 (嘢)	○	○ ○	伏匿匿*	○	○ ○
賴/痾尿/臭臭	○	○ ○	好嘢	○	○ ○			

6. 玩具和娛樂用品 (22)														
	不能 說			能說 英文 中文				不能 說			能說 英文 中文			
波	○	○	○	歌	○	○	○	故仔/故事	○	○	○			
公仔	○	○	○	咪	○	○	○	風箏/紙鳶	○	○	○			
書	○	○	○	槍	○	○	○	啤牌	○	○	○			
筆	○	○	○	積木/Lego	○	○	○	遊戲機	○	○	○			
鉛筆	○	○	○	車轆	○	○	○	玩具	○	○	○			
顏色筆	○	○	○	煮飯仔	○	○	○	禮物	○	○	○			
膠水	○	○	○	鈴啲*	○	○	○							
貼紙	○	○	○	汽球	○	○	○							

7. 形容詞和副詞 (84)											
	不能 說	能說 英文	能說 中文		不能 說	能說 英文	能說 中文		不能 說	能說 英文	能說 中文
冇 (晒)	○	○	○	硬	○	○	○	矮	○	○	○
曳	○	○	○	藕粉/粉藕* 藕粉/粉藕*	○	○	○	長	○	○	○
乖	○	○	○	滑	○	○	○	短	○	○	○
好	○	○	○	跣*	○	○	○	重	○	○	○
壞	○	○	○	驚	○	○	○	輕	○	○	○
靚	○	○	○	怕	○	○	○	大	○	○	○
得意/可愛	○	○	○	嬲	○	○	○	細	○	○	○
醜樣	○	○	○	開心	○	○	○	夠	○	○	○
肉酸/核突	○	○	○	傷心	○	○	○	空	○	○	○
叻	○	○	○	舒服	○	○	○	滿	○	○	○
蠢	○	○	○	污糟/邋遢*	○	○	○	光	○	○	○
熱	○	○	○	乾淨	○	○	○	黑仔仔*	○	○	○
暖	○	○	○	痛	○	○	○	曬	○	○	○
凍	○	○	○	痕	○	○	○	惡	○	○	○
涼	○	○	○	病	○	○	○	嘈	○	○	○
香	○	○	○	叻	○	○	○	小心	○	○	○
臭	○	○	○	眼瞓	○	○	○	論盡	○	○	○
飽	○	○	○	瞓 (咗)	○	○	○	慘	○	○	○
肚餓	○	○	○	醒 (咗)	○	○	○	可憐	○	○	○
好味/好食	○	○	○	爛 (咗)	○	○	○	黑	○	○	○
頸渴/口渴	○	○	○	壞 (咗)	○	○	○	白	○	○	○
甜	○	○	○	完 (咗)	○	○	○	橙 (色)	○	○	○
酸	○	○	○	快	○	○	○	紅	○	○	○
苦	○	○	○	慢	○	○	○	綠	○	○	○
辣	○	○	○	多	○	○	○	黃	○	○	○
濕	○	○	○	少	○	○	○	藍	○	○	○
脰*	○	○	○	高	○	○	○	灰	○	○	○
軟	○	○	○	低	○	○	○	啡	○	○	○

□—□—□—□□—□—□□

8. 動物（真的或玩具的均可）（44）											
不能 能說 說 英文 中文				不能 能說 說 英文 中文				不能 能說 說 英文 中文			
貓	○	○	○	豬	○	○	○	白兔/兔仔	○	○	○
狗	○	○	○	牛	○	○	○	老鼠	○	○	○
雀	○	○	○	羊	○	○	○	蟲蟲	○	○	○
雞	○	○	○	馬	○	○	○	蝴蝶	○	○	○
鴨	○	○	○	斑馬	○	○	○	蜜蜂	○	○	○
（白）鴿	○	○	○	熊仔/啤啤	○	○	○	蜻蜓	○	○	○
鵝	○	○	○	熊貓	○	○	○	蚊	○	○	○
企鵝	○	○	○	大笨象	○	○	○	烏蠅	○	○	○
貓頭鷹	○	○	○	獅子	○	○	○	（螞）蟻	○	○	○
魚	○	○	○	老虎	○	○	○	甲由	○	○	○
海豚	○	○	○	狼	○	○	○	蝸牛	○	○	○
（烏）龜	○	○	○	鹿	○	○	○	恐龍	○	○	○
青蛙	○	○	○	長頸鹿	○	○	○	龍	○	○	○
蛇	○	○	○	馬騮	○	○	○	動物	○	○	○
鱷魚	○	○	○	猩猩	○	○	○				

9. 車（真的或玩具的均可）（18）											
不能 能說 說 英文 中文				不能 能說 說 英文 中文				不能 能說 說 英文 中文			
車	○	○	○	私家車	○	○	○	輕鐵	○	○	○
飛機	○	○	○	貨車	○	○	○	火車	○	○	○
直升機	○	○	○	巴士	○	○	○	電車/叮叮	○	○	○
船	○	○	○	小巴/Van 仔	○	○	○	Bi Boo 車	○	○	○
單車	○	○	○	的士	○	○	○	救傷車	○	○	○
電單車	○	○	○	地鐵	○	○	○	消防車/火燭車	○	○	○

10. 日常用品 (53)											
不能 能說				不能 能說				不能 能說			
說	英文	中文		說	英文	中文		說	英文	中文	
杯	○	○	○	水壺/茶壺	○	○	○	梳	○	○	○
碗	○	○	○	燈	○	○	○	刷	○	○	○
碟	○	○	○	電話	○	○	○	牙刷	○	○	○
樽	○	○	○	(手) 表	○	○	○	牙膏	○	○	○
奶嘴	○	○	○	鐘	○	○	○	盆	○	○	○
(匙) 羹	○	○	○	(影) 相機	○	○	○	番梘	○	○	○
筷子	○	○	○	電池/電芯	○	○	○	毛巾/手巾	○	○	○
叉	○	○	○	收音機	○	○	○	廁紙/紙巾/Tissue	○	○	○
刀	○	○	○	CD/VCD/DVD	○	○	○	紙	○	○	○
煲	○	○	○	被	○	○	○	較剪	○	○	○
(電) 飯煲	○	○	○	枕頭	○	○	○	間尺	○	○	○
鑊	○	○	○	藥	○	○	○	擦膠	○	○	○

□—□—□—□□—□—□□

	不能 說	能說 英文	能說 中文		不能 說	能說 英文	能說 中文		不能 說	能說 英文	能說 中文
報紙	○	○	○	書包	○	○	○	桶	○	○	○
眼鏡	○	○	○	銀包	○	○	○	籃	○	○	○
畫	○	○	○	錢	○	○	○	掃把	○	○	○
衣架	○	○	○	鎖匙	○	○	○	地拖	○	○	○
繩	○	○	○	布	○	○	○	垃圾	○	○	○
袋	○	○	○	盒	○	○	○				

11. 外面的東西 (30)

	不能 說	能說 英文	能說 中文		不能 說	能說 英文	能說 中文		不能 說	能說 英文	能說 中文
水	○	○	○	風	○	○	○	太陽	○	○	○
花	○	○	○	行雷	○	○	○	星星	○	○	○
樹	○	○	○	天(空)	○	○	○	月亮/月光	○	○	○
樹葉	○	○	○	雲	○	○	○	街	○	○	○
草	○	○	○	山	○	○	○	馬路	○	○	○
泥	○	○	○	海	○	○	○	天橋	○	○	○
沙	○	○	○	叻叻轉	○	○	○	隧道	○	○	○
石頭/石仔	○	○	○	轆轤	○	○	○	(游) 泳池	○	○	○
雨	○	○	○	滑梯	○	○	○	噴水池	○	○	○
遮	○	○	○	梯	○	○	○	旗	○	○	○

12. 衣服 (24)

	不能 說	能說 英文	能說 中文		不能 說	能說 英文	能說 中文		不能 說	能說 英文	能說 中文
鞋	○	○	○	T 恤	○	○	○	帽	○	○	○
拖鞋	○	○	○	冷衫	○	○	○	頸巾	○	○	○
波鞋/運動鞋	○	○	○	褲	○	○	○	(領) 呔	○	○	○
襪	○	○	○	底褲/內褲	○	○	○	皮帶	○	○	○
衫	○	○	○	牛仔褲	○	○	○	手套/手襪	○	○	○
睡衣	○	○	○	裙	○	○	○	(衫) 鈕/扣	○	○	○
背心	○	○	○	尿片/片片	○	○	○	拉鍊	○	○	○
褸/Jacket	○	○	○	口水肩/Bib	○	○	○	(頸) 鍊	○	○	○

13. 身體的部分 (30)															
不能說				能說				不能說				能說			
說 英文 中文				說 英文 中文				說 英文 中文				說 英文 中文			
頭	○	○	○	胸	○	○	○	指/趾甲	○	○	○				
頭髮	○	○	○	下巴	○	○	○	膝頭哥	○	○	○				
面	○	○	○	頸	○	○	○	肚/肚脯	○	○	○				
面珠	○	○	○	膊頭	○	○	○	肚臍	○	○	○				
眼	○	○	○	手	○	○	○	手踭	○	○	○				
眼眉 (毛)	○	○	○	手臂	○	○	○	腳踭	○	○	○				
耳仔	○	○	○	手指	○	○	○	手板	○	○	○				
鼻	○	○	○	手指公	○	○	○	腳板	○	○	○				
口/嘴	○	○	○	腳	○	○	○	屁股/Pek Pek	○	○	○				
牙	○	○	○	腳趾	○	○	○	背脊	○	○	○				

14. 傢俬及房間 (30)															
不能說				能說				不能說				能說			
		說	英文	中文			說	英文	中文			說	英文	中文	
房		○	○	○	櫃		○	○	○	洗衣機		○	○	○	
廚房		○	○	○	櫃桶		○	○	○	沖涼缸/浴缸		○	○	○	
廁所/浴室		○	○	○	鏡		○	○	○	水龍頭/水喉		○	○	○	
廳		○	○	○	電視		○	○	○	BB 車		○	○	○	
門		○	○	○	電腦		○	○	○	BB 床		○	○	○	
窗		○	○	○	鋼琴		○	○	○	痰罐/Potty		○	○	○	
床		○	○	○	雪櫃		○	○	○	地下		○	○	○	
檯		○	○	○	爐		○	○	○	天花 (板)		○	○	○	
凳/椅		○	○	○	風扇		○	○	○	樓梯		○	○	○	
梳化		○	○	○	冷氣機		○	○	○	電梯/咗		○	○	○	

15. 外面的地方 (15)											
不能說			能說			不能說			能說		
	說	英文	中文		說	英文	中文		說	英文	中文
屋企	○	○	○	公園	○	○	○	車站 [#]	○	○	○
屋	○	○	○	學校	○	○	○	圖書館	○	○	○
外面/出面	○	○	○	超級市場/百佳	○	○	○	醫院	○	○	○
酒樓/麥當勞	○	○	○	商場	○	○	○	遊樂場/冒險樂園	○	○	○
波波池	○	○	○	街市	○	○	○	動物園	○	○	○

* 巴士站/火車站/地鐵站/任何車站名稱 (如旺角站)

16. 數量詞 (15)									
	不能說	能說	英文	中文		不能說	能說	英文	中文
一	○	○	○		好多	○	○	○	
二	○	○	○		有啲	○	○	○	
三	○	○	○		多啲	○	○	○	
冇	○	○	○		少啲	○	○	○	
第一	○	○	○		一樣	○	○	○	
					是但	○	○	○	
					全部/𠵼𠵼𠵼*/所有	○	○	○	
					另一個/另外	○	○	○	
					第二啲	○	○	○	
					其他/其餘	○	○	○	

17. 方向詞 (12)									
	不能說	能說	英文	中文		不能說	能說	英文	中文
呢邊/呢度	○	○	○		外面/出面	○	○	○	
嗰邊/嗰度	○	○	○		裏面/入面	○	○	○	
上(面/高)	○	○	○		前面	○	○	○	
下(面/低)	○	○	○		後面	○	○	○	
					中間	○	○	○	
					隔離	○	○	○	
					跟住	○	○	○	
					嚟	○	○	○	

18. 代名詞 (20)									
	不能說	能說	英文	中文		不能說	能說	英文	中文
我	○	○	○		佢嘅	○	○	○	
我嘅	○	○	○		呢個	○	○	○	
自己	○	○	○		嗰個	○	○	○	
自己嘅	○	○	○		呢啲	○	○	○	
你	○	○	○		嗰啲	○	○	○	
你嘅	○	○	○		我哋	○	○	○	
佢	○	○	○		你哋	○	○	○	

19. 量詞 (19)									
	不能說	能說	英文	中文		不能說	能說	英文	中文
個	○	○	○		件	○	○	○	
粒	○	○	○		架	○	○	○	
隻	○	○	○		張	○	○	○	
舊	○	○	○		次	○	○	○	
塊	○	○	○		步	○	○	○	
本	○	○	○		枝	○	○	○	
條	○	○	○		棵*	○	○	○	

20. 疑問詞 (11)											
	不能 能說				不能 能說				不能 能說		
	說	英文	中文		說	英文	中文		說	英文	中文
乜嘢	○	○	○	點解	○	○	○	幾多	○	○	○
做咩/乜	○	○	○	幾點	○	○	○	得唔得?	○	○	○
邊個	○	○	○	幾時	○	○	○	好唔好?	○	○	○
邊度	○	○	○	點樣 (做)	○	○	○				

21. 句尾虛詞 (12)															
	不能 說			能說 英文 中文		不能 說			能說 英文 中文		不能 說			能說 英文 中文	
呀	○	○	○	㗎	○	○	○	啫	○	○	○	㗎	○	○	○
囉	○	○	○	㗎	○	○	○	嘛	○	○	○	㗎	○	○	○
啦	○	○	○	㗎	○	○	○	嘅	○	○	○	㗎	○	○	○
呢	○	○	○	㗎	○	○	○	咋	○	○	○	㗎	○	○	○

22. 助動詞 (9)														
不能 能說				不能 能說				不能 能說						
		說	英文	中文			說	英文	中文			說	英文	中文
要		○	○	○	識 (做)		○	○	○	應該		○	○	○
想		○	○	○	會		○	○	○	唔准/唔俾		○	○	○
鍾意		○	○	○	可以 (做)		○	○	○	唔捨得		○	○	○

23. 時間詞 (19)														
	不能 說			能說 英文 中文		不能 說			能說 英文 中文		不能 說			能說 英文 中文
朝早	○	○	○	今朝	○	○	○	遲啲	○	○	○			
日頭	○	○	○	今晚	○	○	○	晏啲	○	○	○			
夜晚	○	○	○	依家	○	○	○	先	○	○	○			
晏晝/下晝	○	○	○	之前	○	○	○	已經	○	○	○			
今日	○	○	○	之後/跟住	○	○	○	時間	○	○	○			
尋日	○	○	○	頭先	○	○	○							
聽日	○	○	○	早啲	○	○	○							

24. 連詞 (10)											
不能 能說 說 英文 中文				不能 能說 說 英文 中文				不能 能說 說 英文 中文			
同 (埋)	○	○	○	就	○	○	○	咁樣 (就)	○	○	○
因為	○	○	○	雖然	○	○	○	或者	○	○	○
所以	○	○	○	但係	○	○	○				
如果	○	○	○	就算	○	○	○				

第二部分

A. 小朋友怎麼使用詞			
(“有時”即指小朋友用過一次以上;“經常”即指需要用的時候大部份會用到)	仲未	有時會	經常會
1. 如果您提及一樣唔喺眼前嘅嘢,佢會唔會明白?(例:您話“熊仔喺邊度”?假如喺另外一間房嘅話,佢會唔會去搵?)	☐	☐	☐
2. 您嘅小朋友有冇指住或者擺起人嘅嘢並且講出嗰個人嘅名或者稱呼?(例:指一指媽咪嘅鞋,講“媽咪”)	☐	☐	☐
3. 您嘅小朋友有冇講過有關過去發生嘅事或者見過嘅人?(例:尋日去咗婆婆屋企,第二日講“婆婆”)	☐	☐	☐
4. 您嘅小朋友有冇講過有關唔喺眼前嘅玩具或者動物?	☐	☐	☐
5. 您嘅小朋友有冇講過有關將要發生嘅事?(例:您要離開香港時,小朋友自己會講“飛機”、“火車”等)	☐	☐	☐

B. 句子與語句			
	仲未	有時會	經常會
1. 當講起名詞嘅時候,您嘅小朋友有冇開始使用量詞?(例:“個”、“架”等。注意:唔需要好準確,只要佢有用過)	☐	☐	☐
2. 您嘅小朋友有冇開始將幾個動詞組合理一齊?(例:“出去”,“上嚟”,“行過嚟”)	☐	☐	☐
3. 當講起人嘅嘢或者身體部份嘅時候,您嘅小朋友有冇開始用“嘅”字表示所屬。(例:“我嘅!”)	☐	☐	☐
4. 當講做完某件事嘅時候,您嘅小朋友有冇開始用“完”或者“晒”字?(例:“飲完”,“食晒”)	☐	☐	☐
5. 當講過去發生嘅事嘅時候,您嘅小朋友有冇開始用“過”或者“咗”字?(例:“去過”,“食咗”)	☐	☐	☐

	仲未	有時會	經常會
C. 您嘅小朋友有冇開始將幾個字組合理一齊?(例:“媽咪車”,“食餅乾”)	☐	☐	☐

* 如果您在C部份答的是“仲未”,就不需問“小朋友組合字詞的例子”。如果答的是“有時會”或“經常會”,請繼續填。*

小朋友組合字詞的例子	
請列出您小朋友最近講過三個最長嘅句子	
1.	
2.	
3.	

D. 複雜性			
下面每一組裏面，請選出最像您小朋友現在講話的句法。如果他講的話比最後的選擇還要複雜，請選最後的一項。如果他講的話比第一個選擇還要簡單，請填每題的第一個圈。			
1. (表示某東西不見了)	☐	9. (表示是自己的東西 2)	☐
冇	☐	呢啲 BB 嘅	☐
冇咗/晒	☐	呢啲係 BB 嘅	☐
車冇咗/晒喇	☐	呢啲係我嘅	☐
冇咗/晒車喇	☐		(我) 唔想做
		10. (講正在發生的事)	☐
		BB 喊	☐
2. (講想要的東西)	☐	BB 喊緊	☐
波波	☐		20. (如不想讓他人做某事)
要/愛	☐	11. (講將要發生的事)	☐
要/愛波波	☐	波波跌	☐
		波波就跌	☐
3. (講想要的東西 2)	☐		21. (如不想讓他人做某事)
BB 波波	☐	12. (講發生過的事)	☐
BB 要	☐	飲奶奶	☐
BB 要波波	☐	飲晒/完奶奶	☐
BB 想要波波	☐	飲咗奶奶	☐
			22. (如果要人為他做某事)
		13. (講過去發生的事)	☐
4. (表示願望)	☐	(哥哥) 跌	☐
上/嚟	☐	(哥哥) 跌咗	☐
上嚟	☐	(哥哥) 跌親	☐
要上嚟	☐	(哥哥) 跌親喇	☐
我要上嚟	☐		23. (講量詞)
		14. (講以前發生過的事)	☐
5. (表示願望 2)	☐	我做	☐
飲水	☐	我做過	☐
BB 飲水	☐		24. (講數量詞)
要飲水	☐	15. (如果又發生某事)	☐
BB 要飲水	☐	佢打我	☐
		佢又打我	☐
			三個 (波)
6. (表示屬於自己的東西)	☐	16. (如果要再做某件事)	☐
BB 車	☐	要/想	☐
BB 嘅車	☐	仲要/想	☐
我嘅車	☐	仲要/想玩	☐
			25. (提問)
		17. (如果要再做某件事 2)	☐
媽咪車	☐	玩波波	☐
媽咪嘅	☐	仲要/想玩波波	☐
媽咪嘅車	☐		26. (提問)
		18. (如果不能做某事)	☐
8. (表示是屬於自己的)	☐	唔識/唔得	☐
BB 嘅	☐	唔識擺	☐
我嘅	☐	唔擺到	☐
		擺唔到	☐

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