“Top-Down” Assessment:
Prior to assessment, student seems: “conversational;” able to respond to most questions; able to follow most directions (including multi-step directions); able to mand to fulfill basic wants and needs; asks questions; shows generalized matching and motor imitation skills

<table>
<thead>
<tr>
<th>What to Test</th>
<th>Where to Find It</th>
<th>How to Administer it</th>
</tr>
</thead>
</table>
| Intraverbal Subtest          | Additional subtest found on resource file. | 1. Read the phrase/question to the student.  
2. Record the student’s exact response.   |
| LRFFC Subtest                | Additional subtest found on resource file. | 1. Put cards out in a messy array.  
2. Read the phrase/question to the student.  
3. Record +/-                    |
| Tacting Prepositions         | Scoring Supplement Appendix p. 54  | 1. Hold 1 item in relation to another.  
2. Ask, “Where’s the _____?”  
Correct response must have whole prepositional phrase.  
3. Record +/- under “Tact”       |
| Tacting Pronouns             | Scoring Supplement Appendix p. 54  | 1. Ask a student a who question. (“Who has the _____?”)  
2. Record +/- under “Tact”       |
| Tacting Adjectives           | Scoring Supplement Appendix p. 54  | 1. For most adjectives, you will need 2 examples that are identical except for the property you are assessing (e.g., short and long straw)  
2. Present both examples at the same time if possible.  
3. Ask a question to evoke the response (e.g. “What size?”). OR say, “I have 2 ____ (straws). This one is..., but this one is…”  
4. Record +/- under “Tact”       |
| Tacting Adverbs              | Scoring Supplement Appendix p. 54  | 1. Perform an action in 2 ways.  
2. Narrate as you go. Ex: “I can talk in 2 ways. I CAN TALK LIKE THIS (loud). And I can talk like this (quiet).”  
3. Perform the action each way again, and ask the student “How am I _____ ing now?”  
4. Record +/- under “Tact”       |
| Tacting Ongoing Actions      | Scoring Supplement Appendix p. 52-53 | 1. Perform an action or show a video of someone performing an action.  
2. Ask “What am I (he/she) doing?”  
Correct response must have –ing  
3. Record +/- under “Tact Ongoing” (note 2+ word tacts) |
| 3-step Motor Imitations      | Scoring Supplement Appendix p. 57 (or 56) | “Do this” (model imitation)  
Student must wait until teacher models all 3 steps. |
| Fine Motor Imitation         | Scoring Supplement Appendix p. 56  | “Do this” (model imitation) |
| Sorting Items into Categories Without a Model | Scoring Supplement (VP/MTS milestone 14) | 1. Prepare materials by pulling picture cards or real items—5 different items from each of 5 different categories (e.g., 5 animals, 5 clothing, etc).  
2. Hand the student the whole stack of mixed cards or the pile of items and say, “Sort these.”  
3. Record correct responses in the Scoring Supplement |
| Manding Levels 2 and 3       | Scoring Supplement                | Record what you observe or have observed. You cannot use the prompt “What do you want?” |
# VB-MAPP Assessment Procedures
## By Learner Level

<table>
<thead>
<tr>
<th>Reading, Writing, Math</th>
<th>Scoring Supplement</th>
<th>Either direct testing, or based on past assessments (like curriculum assessments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Skills, Play, Group-All</td>
<td>Scoring Supplement</td>
<td>Based on general observation</td>
</tr>
</tbody>
</table>
| “Spot Check” tacts as LR | Scoring Supplement | 1. Select a handful of correct tacts in each area that you assessed above.  
2. Ask the student to follow a direction to perform that task. Always test LR after you assessed the tact! |

### “Middle-Up” Assessment:
Prior to assessment, student seems: able to label several items and pictures (but not 200+ and may struggle with labeling parts/features); able to demonstrate some motor imitation skills (but may struggle with difficult imitations); able to follow several 1-step directions (but may struggle with multi-step); may be able to label some ongoing actions (but not 50+); might have some basic mand skills; struggles with answering questions fluently and flexibly.

Note: Continue assessment to higher milestones if student fluently demonstrates the assessed skill.

<table>
<thead>
<tr>
<th>What to Test</th>
<th>Where to Find It</th>
<th>How to Administer it</th>
</tr>
</thead>
</table>
| Tacting Pictures | • Language Builder Box (assess whole box)  
  • Scoring Supplement Appendix p. 50-51 | 1. Ask student, “What is it?”  
2. Put pictures in 2 piles—correct and incorrect  
3. Record +/- under “T” on Scoring Supplement |
| “Spot Check” LR pictures | • Known Tact pictures  
  • Scoring Supplement Appendix p. 50-51 | 1. Place known tacts on the table in a messy array of 6-8.  
2. Ask student, “Touch the ___.”  
3. Assess 2-3 sets of 8 known pictures. |
| Tacting Body Parts | Scoring Supplement Appendix p. 52 | 1. Point to your body part and ask, “What is this?”  
2. Record +/- under “Tact” |
| LR Body Parts | Scoring Supplement Appendix p. 52 | 1. Ask student, “Touch your ___”  
2. Record +/- under “LD ‘Touch your’”  
Only assess after you assess the tact! |
| Tacting Ongoing Actions | • Scoring Supplement Appendix p. 52-53  
  • Assess at least 50 | 1. Perform an action or show a video of someone performing an action.  
2. Ask “What am I (he/she) doing?”  
Correct response must have –ing  
3. Record +/- under “Tact Ongoing” |
| LR Ongoing Actions | • Scoring Supplement Appendix p. 52-53  
  • Assess at least 50 | 1. Ask student to perform an action. “Show me ___ing”  
2. Record +/- under “Demo Ongoing”  
Only assess after you assess the tact! |
| Motor Imitation With Objects | Scoring Supplement Appendix p. 55 | 1. Prepare 2 sets of identical materials  
2. “Do this” (model imitation)  
3. Assess with only 1 object on the table and objects in an array of 3+  
4. Record +/- in “Alone” or “Array” where appropriate |
## VB-MAPP Assessment Procedures
### By Learner Level

<table>
<thead>
<tr>
<th>Gross Motor Imitation</th>
<th>Scoring Supplement Appendix p. 55</th>
<th>“Do this” (model imitation)</th>
</tr>
</thead>
</table>

### Non-Identical Match to Sample (Identical if necessary)
- Scoring Supplement (VP/MTS Milestone 9)
  - 1. Set pictures out in a messy array of 10.
  - 2. Hand student matching pictures one at a time and give direction to “match” or “put with same”
  - 3. Record correct responses in the Scoring Supplement

### Sorting by Color and Shape given a Model
- Scoring Supplement (VP/MTS Milestone 7)
  - 1. Collect at least 3 different items from each of 10 color or shape categories (e.g., 3 red things, 3 triangle-shaped things, etc). You just need a total of 10 different colors or shapes (e.g., 7 colors, 3 shapes).
  - 2. Prompt what you want the child to do by: setting out different colored containers to put the items in, or setting out shape pictures to place the items on, or setting out 1 example from each category, etc.
  - 3. Give the child the whole pile of items and say, “Sort these”
  - 4. Record correct responses in the Scoring Supplement

### Manding--All
- Scoring Supplement
  - 1. Record what you observe or have observed.
  - 2. See specifications to determine if you can ask “What do you want?”

### Social Skills, Play, Vocals, Group--All
- Scoring Supplement
  - Based on general observation

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### “Bottom-Up” Assessment:
Prior to assessment, student shows few functional language skills. Begin assessment with Milestone 1 in each area. Use the VB-MAPP Guide for specific instructions and criteria.

<table>
<thead>
<tr>
<th>What to test</th>
<th>Student Profile</th>
<th>Special Hints/Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tact Level 1</strong></td>
<td><strong>Must</strong> have some minimal speech, sign language, or writing abilities</td>
<td>You likely will need to start assessment using objects/materials instead of pictures.</td>
</tr>
</tbody>
</table>
| **Mand Level 1** | All Students | 1. The student gets credit for mand Milestone 1 even if teacher has to prompt the mand with echoic, imitation, or other non-physical prompts.
  2. The student does not get credit for mand Milestone 1 if the teacher must use physical prompts. |
| **LR Level 1** | All Students | 1. You likely will need to start assessment of selection-based LRs using objects/materials instead of pictures.
  2. If a student does not perform any LR actions without prompts, it may be beneficial to assess LR actions in context. (Example: “Put in” when given an item and a point cue). |
| **VP/MTS Level 1** | All Students | You may need to assess early milestones using toys/objects, like inset puzzles, ring stackers, identical examples off pretend food, etc. |
| **Motor Imitation** | Attempt with all students | It is sometimes easier to gain motor imitation with objects than without. (Example: You and the student both have identical cars. You tell the student “Do this” and push your car.) Attempt both with and without objects. |
| **Echoic (EESA)** | Attempt with all students | If the student does not even attempt to emit a sound after the model, you may discontinue assessment after just a few trials in Group 1. |
| **Social Skills, Play, Vocals, Group** | All Students | Based on general observation |