A fun and effective web-based tool for screening young children’s language skills

Developed by Roberta Michnick Golinkoff, Ph.D., Jill de Villiers, Ph.D., Kathy Hirsh-Pasek, Ph.D., Aquiles Iglesias, Ph.D., & Mary Sweig Wilson, Ph.D.

QUILS™
QUICK INTERACTIVE LANGUAGE SCREENER™

A product of
www.myquils.com
1-800-638-3775

Indicia

Your new screener for early language skills!

Research shows close links between early language skills and school success—but too many children enter kindergarten with language delays that have gone unnoticed. QUILS is the fun, quick, and easy tool you need to catch potential language issues in the critical early years, so that interventions can start before delays become long-term difficulties.

Open to learn more about this groundbreaking new screener!

—/uni00A0Melissa Scopio, M.S., CCC-SLP,
Clinical Supervisor

QUILS™ is like no other screening for the early childhood population.

Developed by Roberta Michnick Golinkoff, Ph.D., Jill de Villiers, Ph.D., Kathy Hirsh-Pasek, Ph.D., Aquiles Iglesias, Ph.D., & Mary Sweig Wilson, Ph.D.
Student Reports

Once a student has completed the screening, you can generate a variety of reports to view that student’s results. Student Reports provide an overview of the student’s screening, including overall performance, area scores, and brief recommendations. Brief descriptions of each Student Report follow. (For more information on scoring and interpreting the QUILS, refer to Chapter 7.)

Student Brief Report

This report provides a brief overview of the student’s individual screening (see Figure 5.14). It includes the student’s overall score as well as his or her area scores for Vocabulary, Syntax, and Process. A bar graph displays the percentile ranks based on the relevant age norms. A separate section indicates follow-up recommendations for the student.

**Figure 5.14.** The QUILS Student Brief Report. This report provides a brief overview of an individual student’s screenings.
Student Detailed Report  This report provides all the information included in the Student Brief Report plus a detailed breakdown of the student’s answers and raw score to every item in the screener (see Figure 5.15). This report enables inspection of the child’s responses in different areas and for different item types to help identify aspects of language comprehension where the student might benefit from additional support. The raw scores can support the in-depth look at a student’s performance in certain areas and types in the screener (for an example see Case 5 in Chapter 8). The total raw scores are provided for the overall screener and for each area at the end of the report. The data tables in Chapter 9 can be used to inform your understanding of the student’s performance against the standard scores and percentile ranks. Figure 5.15 combines screenshots of two sections of the Student Detailed Report that are not shown in the Student Brief Report.

The Student Detailed Report also provides a more detailed recommendation (see Figure 5.16), which covers how the student scored in each area relative to the cut scores for the student’s age range and explains which results would indicate referral is recommended for the student for language evaluation.

Figure 5.16. The QUILS detailed recommendation.
Status Over Time Report  

This report allows you to compare two screenings for the same student against the respective age norms for the dates of screening (e.g., if the student has a birthday in between the two screening dates, the report automatically uses the correct cut scores for the corresponding age range). It will provide an indication of the student’s language capability as demonstrated by the QUILS at two different points in time (see Figure 5.17).

Figure 5.17. The QUILS Status Over Time Report. This report allows you to compare two screenings for the same student against the respective age norms for the dates of screening.
Parent Report

The Parent Report provides an effective way to inform parents and other primary caregivers that their child has completed a screening with the QUILS. This report displays the student’s percentile ranks for the overall performance as well as performance in each area (see Figure 5.18). It explains the QUILS using easy-to-understand language in order to be more accessible to families. The report also refers to the resources available through the QUILS web site in order to facilitate a conversation between teachers/administrators and parents.

On the Resources page, the Tips for Discussing Reports with Parents (under the Downloadable Materials section) will help guide that conversation. Teachers and administrators can also provide parents with the links for web sites in the Tips for Parents section, which includes tips, strategies, and activities specifically for parents as they support their child’s language skills development.

Figure 5.18. The QUILS Parent Report. This report provides an overview of a student’s individual screening, including overall performance, area scores, and a brief recommendation.
The QUILS Group Status Report

The Group Reports enable an overview of multiple students based on selected criteria, allowing an at-a-glance view of screening results or status information. The teacher may select any subset of active students in the account to include in Group Reports, and the reports will automatically include the last screening for each student selected within the previous 12-month period.

Group Status Report

The Group Status Report (see Figure 5.19) helps monitor which students have or have not completed the QUILS. For each student within the selected set, the Group Status Report will display the status of the most recent screening within the past 12 months: Complete, In progress, In progress—Expired, or Not Started.

Group Status Report

The following students (6) were screened using the Quick Interactive Language Screener™ (QUILS™). The most recent screening date for each student is listed below unless the student has not completed the screener in the past 12 months.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>First Name</th>
<th>Last Name</th>
<th>Screening Date</th>
<th>Screening Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>4887</td>
<td>Anan</td>
<td>Bohan</td>
<td>03/01/2017</td>
<td>Complete</td>
</tr>
<tr>
<td>522336</td>
<td>Raquel</td>
<td>Liewik</td>
<td>03/22/2017</td>
<td>Complete</td>
</tr>
<tr>
<td>2415</td>
<td>Rosalia</td>
<td>Martinez</td>
<td>01/19/2017</td>
<td>Complete</td>
</tr>
<tr>
<td>5678</td>
<td>Tyrell</td>
<td>Smith</td>
<td>01/20/2017</td>
<td>In progress — Expired</td>
</tr>
<tr>
<td>09050</td>
<td>Nickasha</td>
<td>Stevanen</td>
<td>03/22/2017</td>
<td>In progress</td>
</tr>
<tr>
<td>48929</td>
<td>Li</td>
<td>Wei</td>
<td>—</td>
<td>Not Started</td>
</tr>
</tbody>
</table>

Complete: The student has completed the screener in the previous 12 months.

In progress: The student has completed the screener in the previous 12 months but has not yet completed the remainder of the screener within two weeks of when the screening was begun, or the student will need to complete a new screening from the beginning.

In progress — Expired: The student began the screener, but the screening was paused and was not completed within the two-week window. The student will need to complete the screener from the beginning.

Excerpted from User’s Manual for the Quick Interactive Language Screener™ (QUILS™):
A Measure of Vocabulary, Syntax, and Language Acquisition Skills in Young Children
by Roberta Michnick Golinkoff, Ph.D., Jill De Villiers, Ph.D., Kathy Hirsh-Pasek, Ph.D., Aquiles Iglesias, Ph.D., CCC-SLP, & Mary Sweig Wilson, Ph.D., CCC-SLP
Group Overview Report

The Group Overview Report provides a group snapshot of students’ performance in each area of the QUILS as well as overall. With this information, teachers can make planning decisions based on students’ language comprehension skills. The Group Overview Report displays a grid of students’ overall percentile ranks for each area score and for their overall score (see Figure 5.20).

Figure 5.20. The QUILS Group Overview Report. This report displays a graph of the students’ overall percentile ranks to view the status of all of the students.