



Developmental Indicators for
the Assessment of Learning



Developmental Indicators for the Assessment of Learning, Fourth Edition (DIAL-4)

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Pearson

As you champion the success and progress of young children, you appreciate what each one does to build on their individual strengths and talents. By teaching and discovering new ways to engage young learners, you encourage them to participate in activities that bring out the best in each of them.

A child's first years are a time of amazing growth, and early childhood professionals like you can have a tremendously positive impact on each learner's success—both in and out of school. Research indicates that the earlier we intervene, the more impactful those interventions will be, setting the child up for success throughout their life.

Pearson's developmental screening instruments are designed by early childhood experts like you, and include child-friendly materials.

Developmental Indicators for the Assessment of Learning, Fourth Edition (DIAL™-4) is a global screener for assessing large groups of children quickly and efficiently. It provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores—Motor, Concepts, Language, Self-Help, and Social Development. Percentile ranks and standard scores are also provided.



DIAL-4

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Users and applications

DIAL-4 is used by preschool and kindergarten teachers, early childhood specialists, child development center personnel, Head Start programs, and program administrators.



Content and administration

DIAL-4 is administered in a one-to-one setting. Use the tool by presenting stimuli one at a time using manipulatives and other materials. The results are comprehensive and provide an overall picture for all five early childhood areas.



Motor area

Gross Motor items include catching, jumping, hopping, and skipping.

Fine Motor items include building with blocks, cutting, copying shapes and letters, writing, and a popular finger touching task.



Language area

Items include answering simple personal questions (name, age, and sex), articulation, naming (expressive) or identifying (receptive) objects and actions, plus phonemic awareness tasks such as rhyming and "I Spy."



Concepts area

Items include pointing to named body parts, naming or identifying colors, rote counting, counting blocks, identifying concepts in a triad of pictures, and sorting shapes. Includes an item that assesses automatic naming of objects, a skill that is associated with potential learning disabilities.



Self-help development

Looks at the child's development of personal care skills related to dressing, eating, and grooming.



Social development

Looks at the child's development of social skills with other children and parents, including rule compliance, sharing, self-control, and empathy.