**Appendix A: Parts of the rating scale of the evaluation station**

* Abilities to evaluate: interpersonal communication skills with children, calculation of children’s chronological age, administration of a standardised evaluation tool, and scoring of children’s performance
* Evaluation time: 13 minutes
* Name of the examinee:
* Number of the examinee:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Items：(11 items)** | | | **Examinee’s performances**  **0 1 2** | | | |
| **Did the examinee complete the following items?** | | | **none** | **partial** | complete | **annotation** |
| Evaluation | 1 | Calculate the child’s age correctly. |  |  |  |  |
| 2 | Choose the correct starting items. |  |  |  | 2-- |
| 3 | Choose the materials and toys correctly. |  |  |  |  |
| Communication | 4 | Introduce herself/himself and check the child’s and her/his parent’s identities. |  |  |  |  |
| 5 | Guide the child and her/his parent to the evaluation area. In the end, tell them the evaluation is finished. |  |  |  |  |
| 6 | Talk with the child and her/his parent using appropriate attitudes (including appropriate volume, tone, and visual contact). |  |  |  |  |
| 7 | Encourage the child before and after the evaluation appropriately. |  |  |  |  |
| Evaluation | 8 | Instruct the child using age appropriate verbal commands. |  |  |  |  |
| 9 | Demonstrate the activity correctly. |  |  |  |  |
| 10 | Score the child’s performance correctly. |  |  |  |  |
| 11 | Guide the child to put the toys in order after evaluation. |  |  |  |  |

**How did you think the examinee’s global performance?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Global performance** | **Fail**  **1** | **Borderline**  **2** | **Pass**  **3** | **Good**  **4** | **Excellent**  **5** |
|  |  |  |  |  |

**Examiner’s signature：**