RESULTS

Q-BEx Questionnaire

This is a questionnaire about the language background of Zofia Nowak. It was completed in English on 16/07/2026 by the mother of Zofia Nowak.

This report summarises the main information from their responses. At the end of the report, we provide more information on what the different measures mean and why they are important.

With parental permission, this report can be shared with the child's teacher/speech language therapist.

Which languages are spoken in Zofia Nowak's household and who speaks them?

Age	7 years and 4 months
Languages used in the home	Polish, English
Country of birth	United Kingdom
Number of siblings	0
Date started daycare	03/2021
Date started school	03/2023
Main caregiver 1	Father (Polish, English)
Main caregiver 2	Mother (Polish, English)

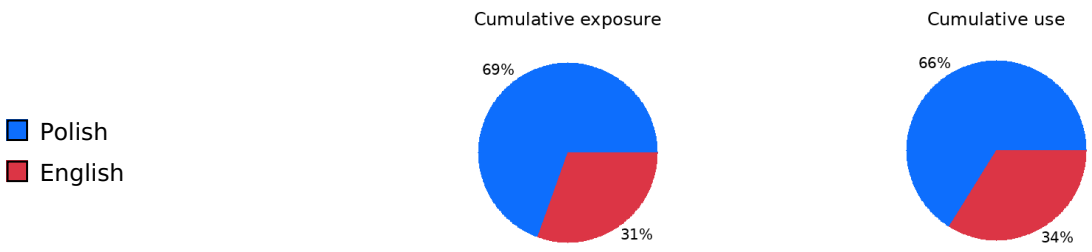
Zofia Nowak's language exposure and use in the past

How old was Zofia Nowak when they first came into contact with each language?

Polish	0 year
English	2 years

How much has Zofia Nowak been exposed to each language during their lifetime, and how much has Zofia Nowak used each language themselves?

Below is an estimate of how much the child has heard (cumulative language acquisition) and used (cumulative language use) the different languages during their lifetime.



Zofia Nowak’s current experience in each language

How much is Zofia Nowak currently exposed to and how much do they use each language?

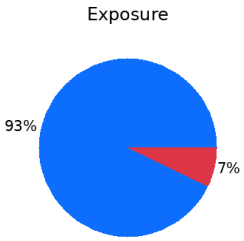
On the next page is an estimate of how much of each language the child hears (language exposure) and uses (language use) at the present time. The average exposure and use per language is given for three different contexts (home, community and school) and for during holidays.

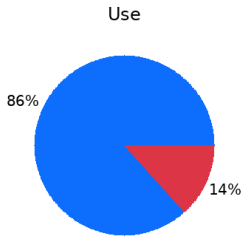
Current exposure and use in each context

At home

Polish

English

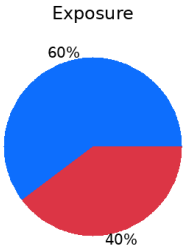


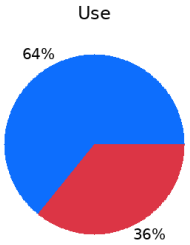


In the local community

Polish

English

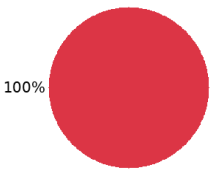


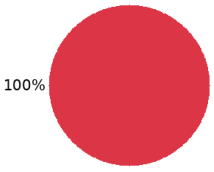


At school

Polish

English

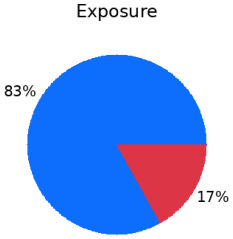


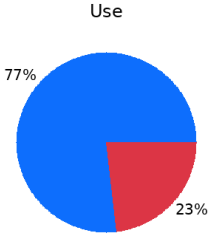


During the holidays

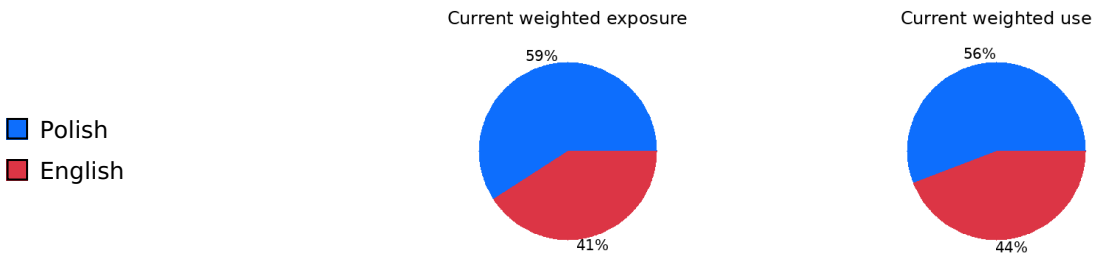
Polish

English



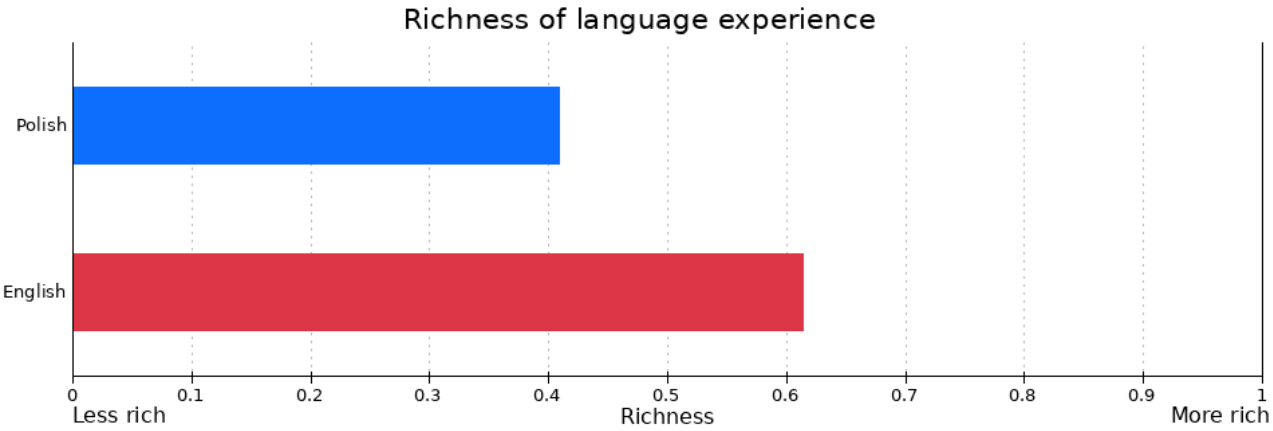


If parents were asked to provide detailed information about the child's daily routine as part of the *Language Exposure and Use* module, weighted measures will be displayed below. These weighted measures take into account the number of hours the child currently spends with different speakers of that language, and in which contexts.



Richness of language experience

This is an estimation of how varied the child's language experience is in each language at the present time. The more varied the language experience, the higher the score.



Zofia Nowak's estimated proficiency in each language according to the parent(s)

Parents were asked to estimate their child's language proficiency in all languages. This is what they told us about how well the child can understand, speak, read and write in their languages. Good skills in speaking and listening are highlighted in green.

Proficiency table

	Listening	Speaking	Reading	Writing
Polish	Very well	Very well	Pretty well	Not very well

English	Very well	Pretty well	Pretty well	Pretty well

Potential concerns about Zofia Nowak’s language development

Q-BEx provides different pieces of information that can indicate that a child may be experiencing language development difficulties, whether they are growing up in multilingual or monolingual settings. This section synthesizes this information in order to flag children who could benefit from specialized language assessment.

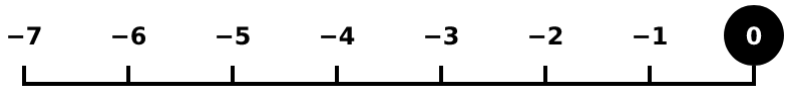
Has Zofia Nowak missed school for a significant period of time in the past?	No
Were caregivers concerned about Zofia Nowak’s early language development (before age 4)?	No

Zofia Nowak’s early language milestones

Age of first words	14 months
Age of first word combinations	19 months

Red flag

Red flag for early language development	No
Red flag score	0



The Measures: Further Information

The measures in this report will help you better understand the child’s language profile and provide insight into what their multilingualism looks like. The report will not necessarily include all the measures that are explained below. What is included depends on how the questionnaire was set up by the project manager at your institution.

Cumulative amount of exposure and use

What is the measure?

This measure is an estimate of how much the child has heard or used each language over the course of their lifetime.

Why is this measure important?

This measure is important because it takes into account not only the length of experience in a given language (e.g., from the age of 2), but also the amount of experience in that language (e.g., half of the time). For example, a Polish-speaking 5-year-old child who has been in the UK from birth will not have heard and used English as much as a local monolingual 5-year-old who has only ever heard and spoken English. Nevertheless, both children have been exposed to English for the same period of time. The cumulative measures reported here take such differences into account.

Current exposure and use across contexts

What is this measure?

This is an estimate of the amount of experience in each language in the current year across four separate contexts: at home, in school, in the local community, and during holidays. The estimates are expressed as a percentage (the proportion of time exposed to and using each language in each context).

Why is this measure important?

This measure estimates how much the child hears and uses their two languages at the present time (which may be very different across various contexts). Note that it is common for multilingual children to use their home language(s) less than they hear them.

What are the weighted measures?

How much contact a child has with a language depends on many factors, such as who speaks the language with the child and where that language is spoken. The weighted measures take this into account. They estimate how much language the child hears (language exposure) and uses (language use) in the current year, taking into account how many hours the child currently spends with a range of different speakers, and in which contexts (home, school, local community). This measure includes typical weekdays, typical weekends and holidays.

For example, if in a year a child spends a total of 800 hours per year in the local community, where people speak Polish to them 25% of the time, the “weighted” number of hours of actual exposure to Polish in the local community will be 800 x 0.25 = 200 hours. A similar calculation

is made for each context (home, school, local community) over different periods of time (weekdays, weekends and holidays). These are combined to arrive at an overall measure, expressed as a percentage (the proportion of time exposed to and using each language).

Richness of language experience

What is the measure?

This is an estimate of how varied the child's language experience is in each language. The measure is compiled using information the parents provide about (1) the type and frequency of activities children take part in (e.g., reading (or being read to), watching tv, playing with friends, etc.) in each language, (2) the number of people the child has regular contact with in each of their languages. (3) It may also include caregivers' level of education in each language, if this was included in the questionnaire. The richness estimate for each language is shown on a scale from 0 to 1, with a higher score suggesting a richer linguistic environment.

Why is this measure important?

The different types of activities that children do in their languages, and the different adults and peers they interact with contribute to making the children's language experience varied, relevant, and meaningful. Aside from the time that children spend hearing and using a language, the diversity and richness of their linguistic experience also contributes to their development in that language.

Proficiency in each language

What is this measure?

This measure is the parent's estimation of how well the child speaks, understands, reads and writes in each language. The accuracy of this estimation may depend on the parent's own proficiency in the language in question.

Why is this measure important?

Parents are often the main (and sometimes only) source of information about mutilingual children's skills in their home language. Knowing about children's proficiency in their home language is essential when assessing whether multilingual children need to be referred for assessment by an SLT. It can also be useful information for teachers who want to encourage multilingual children to use their home language for learning at school.

Potential concerns about language development

What is the measure?

The Red Flag score for Language Development puts together what parents have said about the child's early language acquisition (early language milestones, parental concerns about language in the early years), and parental estimates of current language proficiency in all of the child's languages The Red Flag score ranges from 0 to -7. A Red Flag is raised at -1. In other words, only "0" is a zero risk score.

It consists of the sum of four scores, each of which has a maximum score of 0, the zero risk score. The Red Flag score will only be included in the report if all the relevant questions were included in the questionnaire.

- Age of first word ranges from 0 to -2: 0 if 15 months or younger, -1 between 16 and 24 months, and -2 if 25 months or older.
- Age of 1st sentence also ranges from 0 to -2: 0 if young than 25 months, -1 if between 25 and 30 months, and -2 if 31 months or later.
- Early language concerns is a binary score: 0 if not concerns and -1 if concerns.
- The proficiency score takes into account the child's strongest scores across their languages: 0 if parents estimated that the child speaks at least one language "pretty well" or "very well", -1 if the highest estimate was "not very well", and -2 if speaking never exceeded "hardly at all".

These particular measures were included in the Red Flag score for the following reasons. Early language acquisition measures are highly sensitive indicators of atypical language development. A child with a developmental language disorder will experience difficulties in all of their languages.

Why is this measure important?

The Red Flag measure is important because it makes it possible to flag children who may need specialized language assessment and therapy. Timely access to language services provides optimal chances for these children to avoid long-term repercussions that can affect their progress in school and their general well-being. It is equally important that children should not be directed to these services if they do not need them, in order to avoid uncalled-for parental/child distress and crowding limited specialized services with bilingual children not in need of them.