90+ Speech Therapy

TEST DESCRIPTIONS

and Report Outlines
Test Descriptions and Report outlines

**Apraxia Tests**
Kaufman Speech Praxis Test for Children (KSPT)
Screening Test for Developmental Apraxia of Speech

**Articulation Tests**
Clinical Assessment of Articulation and Phonology (CAAP)
Contextual Probes of Articulation Competence (CPAC)
Fisher-Logemann Test of Articulation Competence
Goldman Fristoe Test of Articulation-2 (GFTA-2)
McDonald-Deep Test of Articulation
Photo Articulation Test-Third Edition (PAT-3)
Weiss Comprehensive Articulation Test (WCAT)

**Autism Spectrum Tests**
Autism Behavior Checklist (ABC)
Childhood Autism Rating Scale (CARS)
Evaluating Acquired Skills in Communication (EASIC)
Gilliam Autism Rating Scale (GARS)

**Examination of the Oral Speech Mechanism**

**Fluency Tests**
Stuttering Prediction Instrument
Stuttering Severity Instrument-third edition (SSI-3)
Stuttering Severity Scale

**Language tests - Comprehensive**
Clinical Evaluation of Language Fundamentals-4 (CELF-4)
Comprehensive Assessment of Spoken Language (CASL)
Fullerton Language Test for Adolescents-second edition
Functional Communication Profile
Oral-Written Language Scale (OWLS)
Oral-Written Language Scale-2 (OWLS-2)
Test of Adolescent and Adult Language-third edition (TOAL-3)
Test of Language Development-Intermediate: third edition (TOLD-I:3)
Test of Language Development-Primary: third edition (TOLD-P:3)

**Language tests - Expressive**
The Test of Narrative Language (TNL)
The Expressive Language Test (ELT)
The HELP Test- Elementary
Patterened Elicitation Syntax Test (PEST)
Structured Photographic Expressive Language Test-third edition (SPELT-3)
Test for Examining Expressive Morphology (TEEM)
The WORD Test - Adolescent
The WORD Test - Elementary

**Language tests - Receptive**
Language Processing Test -Revised (LPT-R)
The Listening Test
Rhode Island Test of Language Structure (RITLS)
Test of Auditory Comprehension of Language-third edition (TACL-3)
Token Test for Children

**Language Tests - Preschool**
Clinical Evaluation of Language Fundamentals-Preschool (CELF-pre)
Receptive-Expressive Emergent Language Test-third edition (REEL-3)
Rossetti Infant-Toddler Language Scale
Preschool Language Assessment Instrument (PLAI)
Preschool Language Scale-4 (PLS-4)
Structured Photographic Expressive Language Test-Preschool (SPELT-P)
Test of Early Language Development-Second Edition (TELD-2)

**Language tests- Other**
Boehm Test of Basic Concepts-Revised (BTBC-R)
Bracken Basic Concepts Scale-Revised (BBCS-R)
Elementary Test of Problem Solving -Revised (TOPS-Elementary-R)
Language Sample
Nonspeech Test for Receptive and Expressive Language
Test of Problem Solving-Adolescent (TOPS-Adolescent)
Test of Pragmatic Language (TOPL)

**Language tests- Vocabulary**
Assessing Semantic Skills through Everyday Themes (ASSET)
Carolina Picture Vocabulary Test for Deaf and Hearing Impaired (CPVT)
Comprehensive Receptive and Expressive Vocabulary Test-second edition (CREVT-2)
Expressive One-Word Picture Vocabulary Test (EOWPVT)
Expressive One-Word Picture Vocabulary Test-Upper Extension (EOWPVT-UE)
Expressive Vocabulary Test (EVT)
Peabody Picture Vocabulary Test-III (PPVT-III)
Receptive One-Word Picture Vocabulary Test (ROWPVT)

**Phonology Tests**
Assessment Link between Phonology and Articulation (ALPHA)
Assessment of Phonological Processes-Revised (APP-R)
Comprehensive Test of Phonological Processing (CTOPP)
The Hodson Assessment of Phonological Patterns-third edition (HAPP-3)
Khan-Lewis Phonological Analysis-2 (KLPA-2)
Spanish Assessments
Assessment of Phonological Processes, Spanish (APP -Sp)
Austin Spanish Articulation Test (Austin)
Bilingual Syntax Measure, I or II (BSM, I or II)
Bilingual Vocabulary Assessment Measure (BVAM)
Boehm Test of Basic Concepts-Revised, Spanish (BTBC-R-SP)
Bracken Basic Concepts Scale-Revised -Spanish (BBCS-R-Sp)
Clinical Evaluation of Language Fundamentals-3, Spanish (CELF-3-SP)
Del Rio Language Screening Test (DRLST)
Dos Amigos Verbal Language Scales
Expressive One-Word Picture Vocabulary Test-Upper Extension-Revised, Spanish
Expressive One-Word Picture Vocabulary Test-Revised, Spanish
Expressive One-Word Picture Vocabulary Test-Upper Extension, 2000-Spanish
Expressive One-Word Picture Vocabulary Test-2000, Spanish
Language Assessment Scale (LAS)
Medida Española de Articulación (MEDA)
Multicultural Vocabulary Test (MVT)
Preschool Language Assessment Instrument-Spanish (PLAI-Sp)
(Prueba Para El Diagnostico del Lenguaje Pre-Escolar)
Preschool Language Scale-3, Spanish (PLS-3, Sp)
Pruebas de Expresión Oral y Percepción de La Lenguaje Española (PEOPLE):
Prueba del Desarrollo Inicial del Lenguaje (PDIL)
Receptive One-Word Picture Vocabulary Test, Revised--Spanish (ROWPVT-R-Sp)
Receptive One-Word Picture Vocabulary Test –Upper Extension, Revised-Spanish
(ROWPVT-UE-Sp)
Screening Test of Spanish Grammar (STSG)
Spanish Articulation Measure (SAM)
Spanish Expressive Vocabulary Test (SEVT)
Spanish Language Assessment Procedures: A Communication Skills Inventory (SLAP)
Spanish Structured Photographic Expressive Language Test-Preschool (SPELT-P-Sp)
Spanish Structured Photographic Expressive Language Test-II (SPELT-II-Sp)
Spanish Test for Assessing Morphologic Production (STAMP)
Test de Vocabulario de Imágenes, Peabody (TVIP)
Toronto Test of Receptive Vocabulary (TTRV)

Listing of  **ENGLISH TESTS WHICH MAY BE USED WITH SPANISH-SPEAKING CHILDREN**
Apraxia Tests

The Kaufman Speech Praxis Test for Children (KSPT) is a norm-referenced, standardized assessment of a child's speech production to assist in identifying and determining treatment options for children with developmental dyspraxia of speech. Developmental dyspraxia of speech is the inability to plan, coordinate and produce non-habitual oral movements necessary to produce syllables and words. The test is presented in four parts of increasing difficulty and administration is dependent on the individual's level of functioning. Each part is norm-referenced and generates a standard score where 100 is mean and 85-115 being the range of average.

<table>
<thead>
<tr>
<th>Test parts</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: Oral Movement</td>
<td></td>
</tr>
<tr>
<td>Part 2: Simple</td>
<td></td>
</tr>
<tr>
<td>Part 3: Complex</td>
<td></td>
</tr>
<tr>
<td>Part 4: Spontaneous Length</td>
<td></td>
</tr>
</tbody>
</table>

's standard score on Part of is considered .

The Screening Test for Developmental Apraxia of Speech was given to screen the need for more specific speech and neurological evaluation. obtained a weighted score of . This can be interpreted as .

Articulation Tests

The Clinical Assessment of Articulation and Phonology (CAAP) is a norm-referenced instrument designed to assess English articulation and phonology in preschool and school-age children. It provides two types of standard scores that measure articulation competence. These are a Consonant Inventory Score (CI) and a School Age Sentence Score (SAS) both of which have a mean of 100 and 85-115 as the range of average. In addition, phonological processes are analyzed for percentage of occurrence. 's CI standard score of is considered . 's SAS standard score of is considered . A review of ’s consonant inventory and consonant singleton index indicate that .

An analysis of ’s productions on the Phonological Process Checklists indicate the following processes to be active (greater than 40% occurrence): 
The Contextual Probes of Articulation Competence (CPAC) portion of the Secord Contextual Articulation Tests (S-CAT) is a measure of a student's ability to produce target phonemes in a variety of phonetic contexts. The CPAC probes for the phoneme were targeted as these were the typical error patterns noted during the evaluation/therapy session. Each probe targets single words, words in clusters/phrases and sentences. 's responses are judged correct or incorrect and a percentage of accuracy determined, similar to tasks done in therapy sessions. 's percentages are listed below:

<table>
<thead>
<tr>
<th>target phoneme</th>
<th>% in words</th>
<th>% in clusters</th>
<th>% in sentences</th>
</tr>
</thead>
</table>

The Fisher-Logemann Test of Articulation Competence is a measure of a student’s spontaneous articulation of consonant, vowels and diphthongs. ’s errors are listed below by word position with error/target.

Initial position of words:
Medial position of words:
Final position of words:
Blends:

The Goldman Fristoe Test of Articulation-2 (GFTA-2) is designed to provide a systematic means of assessing an individual's articulation in single words. Descriptive information about the individual's articulation skills is obtained through three subtests: Sound-in-words, Sound-in-syllables, and Stimulability. 's errors are listed below with error sound followed by target sound:

Initial position of words:
Medial position of words:
Final position of words:
Blends:

According to responses to the McDonald-Deep Test of Articulation, the phoneme was produced correctly in the following facilitative contexts:
The Photo Articulation Test-Third Edition (PAT-3) is a measure of a student’s spontaneous articulation of consonant, vowels and diphthongs. ’s errors are listed below by word position with error/target.
Initial position of words:
Medial position of words:
Final position of words:
Blends:

The Weiss Comprehensive Articulation Test (WCAT) is a measure of a student's ability to articulate the sounds of English in single words and sentences. was asked to complete sentences during which target phonemes were evaluated for correct or incorrect production. 's errors are listed below by word position with error/target.
Initial position of words:
Medial position of words:
Final position of words:
Blends:

Autism Spectrum Tests

Autism Behavior Checklist (ABC) This checklist is 1 of 4 subtests intended to serve as a behavioral screening tool for indicators of autism. There are scaled scores for each item, with a score of 4 being a higher indicator than a score of 1. The mean total score for autism is 77, with a score of 67 or higher serving as a high indicator.

<table>
<thead>
<tr>
<th>ABC Indicator</th>
<th>Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory</td>
<td></td>
</tr>
<tr>
<td>Relating</td>
<td></td>
</tr>
<tr>
<td>Body &amp; Object Use</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
</tr>
<tr>
<td>Social &amp; Self Help</td>
<td></td>
</tr>
<tr>
<td>Test Total</td>
<td></td>
</tr>
</tbody>
</table>

Autism score cut-off = 67

The Childhood Autism Rating Scale (CARS) is a fifteen-item behavioral rating scale developed to assist in the identification of children with autism, and to distinguish them from developmentally handicapped children without the autism syndrome. It further differentiates children with autism in the mild, moderate, and severe range. The CARS is rated on a 1-4 point basis for each of the fifteen items, with 1 being the least predictive and 4 being the most predictive of autism with a cut-off score of 37 total points.
The \textit{CARS} was rated by ... The following numbers were assigned to each of the 15 items:

- Relating to People:
- Imitation:
- Emotional response:
- Body use:
- Object use:
- Adaptation to change:
- Visual Response:
- Listening Response:
- Taste, smell, and touch response and use:
- Fear or nervousness:
- Verbal Communication:
- Activity level:
- Level and consistency of intellectual response:
- General impressions:

\textbf{Total Score:}

According to the score the \textit{CARS} rating is:

The \textit{Evaluating Acquired Skills in Communication (EASIC)} is a communication skills inventory in five levels. The inventory provides a systematic tool for assessing a student’s communication skills in the areas of semantics, syntax, morphology, and pragmatics. Each skill level can be profiled on a developmental age chart to provide comparison with ages at which those skills are normally acquired. Demonstrated strengths in the skill areas of ... The following skills are considered emerging or not yet developed:

The \textit{Gilliam Autism Rating Scale (GARS)} is a highly standardized test designed for screening and assessment for autistic disorder and other severe behavioral disorders. The GARS provides norm-referenced information that can assist in the diagnosis of autism. An Autism Quotient of 90 or above indicates the subject is probably autistic.

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Standard Score</th>
<th>Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stereotyped Behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social Interaction
Developmental

**Sum of Standard Scores:**
**Autism Quotient:**
**Probability of Autism:**

The following statements were selected to describe behaviors observed with this student:

**Examination of the Oral Speech Mechanism**

An Examination of the Oral Speech Mechanism was performed to determine if oral structure and function are adequate for speech production. errors/concerns were noticed during the exam. The child was to perform all tasks required and diadokokinetic rate was . Oral motor structure and functions were judged to be for speech production.

**Fluency Tests**

The Stuttering Prediction Instrument is utilized to predict the occurrence of stuttering. The sections include: history, reactions, part-word repetitions, prolongations, and frequency. The student received a Total Score of , which can be converted into a percentile ranking of . This score is viewed as .

The Stuttering Severity Instrument-third edition (SSI-3) assesses three major parameters of dysfluent speech including frequency, duration, and physical concomitants. By adding the scores for the three parameters, a total overall score is obtained and compared to others in similar age ranges. ’s total overall score of is at the percentile and is considered to be .

The Stuttering Severity Scale assesses the frequency, duration, and physical concomitants of stuttering. A single score between 0 and 45 is obtained. The student received a score of , which can be viewed as .
Language Tests (comprehensive)

The Clinical Evaluation of Language Fundamentals-4 (CELF-4)  
*(RLI ages 5-8)*

The Clinical Evaluation of Language Fundamentals-4 (CELF-4) is a standardized measure of receptive and expressive language skills. The receptive language index (RLI) is a cumulative measure of participant's performance on two or three subtests designed to best probe receptive aspects of language including comprehension and listening. Each subtest yields a scaled score where 10 is mean and 7-13 is considered the range of average. The following subtests were administered to obtain participant's RLI:

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Scaled Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts and Directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence Structure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The three subtests' scores are then given a standard score for receptive language. For this standard score 100 is mean and 85-115 is considered the range of average for chronological age. Participant's RLI standard score of ___ is considered ____. Analysis of responses indicated difficulty ___.

*(ELI ages 5-8)*

The Clinical Evaluation of Language Fundamentals-4 (CELF-4) is a standardized measure of receptive and expressive language skills. The expressive language index (ELI) is a cumulative measure of participant's performance on three subtests designed to best probe expressive aspects of language including oral language expression. Each subtest yields a scaled score where 10 is mean and 7-13 is considered the range of average. The following subtests were administered to obtain participant's ELI:

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Scaled Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recalling Sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulated Sentences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The three subtests' scores are then given a standard score for expressive language. For this standard score 100 is mean and 85-115 is considered the range of average for chronological age. Participant's standard score of ___ is considered ____. Analysis of responses indicated difficulty ___.

Core language was administered four core subtests of the CELF-4 from which Core language score was derived. The Core Language Score (CLS) is considered to be the
most representative measure of 's language skills. For this standard score, 100 is mean and 85-115 is considered the range of average for chronological age. 's standard score of is considered .

**Language Content Index**
The Language Content Index (LCI) is a cumulative measure of 's performance on three subtests designed to probe semantic knowledge. The LCI standard score has a mean of 100 and 85-115 is considered the range of average for chronological age. 's standard score of is considered .

**(RLI ages 9-21)**
The Clinical Evaluation of Language Fundamentals-4 (CELF-4) is a standardized measure of receptive and expressive language skills. The receptive language index (RLI) is a cumulative measure of 's performance on two subtests designed to best probe receptive aspects of language including comprehension and listening. Each subtest yields a scaled score where 10 is mean and 7-13 is considered the range of average. The following subtests were administered to obtain 's RLI:

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Scaled Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts and Directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Classes-Receptive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The two subtest's scores are then given a standard score for receptive language. For this standard score 100 is mean and 85-115 is considered the range of average for chronological age. 's RLI standard score of is considered . Analysis of responses indicated that had difficulty comprehending .

**(ELI ages 9-21)**
The Clinical Evaluation of Language Fundamentals-4 (CELF-4) is a standardized measure of receptive and expressive language skills. The expressive language index (ELI) is a cumulative measure of 's performance on three subtests designed to best probe expressive aspects of language including oral language expression. Each subtest yields a scaled score where 10 is mean and 7-13 is considered the range of average. The following subtests were administered to obtain 's ELI:

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Scaled Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recalling Sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulated Sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Classes-Expressive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The three subtest's scores are then given a standard score for expressive language. For this standard score 100 is mean and 85-115 is considered the range of average for chronological age. 's standard score of is considered . Analysis of responses indicated strengths/difficulty.
The Comprehensive Assessment of Spoken Language (CASL) is a norm-referenced oral language assessment battery of tests for children and adults aged 3-21. Each of the CASL tests is individually administered and yields a standard score compared to other individuals of the same chronological age. For this standard score 100 is mean and 85-115 is considered the range of average for ’s chronological age.

**Lexical/Semantic Category of Tests**

**CASL-basic concepts:** This test measures the ability of young children to comprehend words that refer to basic perceptual and conceptual relationships such as size, shape, quantity, quality, distance, direction, and position. ’s standard score of is considered . Analysis of responses indicated strengths/difficulty .

**CASL-antonyms:** the antonyms test is designed to measure the ability to identify words that are opposite in meaning and to be able to retrieve, generate and produce a single word when its opposite is given as a stimulus. ’s standard score of is considered . Analysis of responses indicated strengths/difficulty .

**CASL-synonyms:** This test is designed in a multiple choice format to allow the student to recognize from a list of words the word that would have the same meaning or that is sufficiently alike in meaning to be substituted for the stimulus word. ’s standard score of is considered . Analysis of responses indicated strengths/difficulty .

**CASL-sentence completion:** This test is a measure of word retrieval, knowledge, and expression within a linguistic context. The student is required to comprehend the vocabulary and syntactic structure of the stimulus sentences as well as have sufficient world knowledge to use its content and grammatical structure to generate an acceptable completion using a single word. ’s standard score of is considered . Analysis of responses indicated strengths/difficulty .

**CASL-idiomatic language:** For this test, students are asked to complete a given idiom. Idioms are defined as a group of words that when used together in a particular linguistic or environmental context, have a conventional meaning different from the literal rendering of the individual words. This test measures a student’s knowledge, retrieval and oral expression of American English idioms. ’s standard score of is considered . Analysis of responses indicated strengths/difficulty .
**Syntactic Category of Tests**

CASL-syntax construction: this test is designed to assess the ability to generate sentences with an emphasis on the use of the rules that govern sentence formulation and expression. These include basic sentence types and verb tense rules. ’s standard score of is considered . Analysis of responses indicated strengths/difficulty .

CASL-paragraph comprehension: this test measures the comprehension of sentence structure (syntax). It consists of short stories containing simple to complex sentences and the student is then asked to point to pictures that answer simple questions about each story. ’s standard score of is considered . Analysis of responses indicated strengths/difficulty .

CASL-grammatical morphemes: this test measures the metalinguistic knowledge of the form and meaning of the grammatical morphemes in the English language. Morphemes are words or word endings that add meaning to sentences such as plurals, possessives, pronouns, derivational suffixes, etc… ’s standard score of is considered . Analysis of responses indicated strengths/difficulty .

CASL-sentence comprehension: This test measures the ability to comprehend the meaning of the structure organization of sentences. It assesses the ability to comprehend sentence types such as simple, complex, and embedded declarative sentences with one or more phrase/clause and grammatical structures including active/passive voice, direct/indirect objects, possessive forms, prepositions and negatives. It also assesses the ability to comprehend word order when such order distinguishes meaning. ’s standard score of is considered . Analysis of responses indicated strengths/difficulty .

CASL-grammaticality judgment: this test assesses the student’s ability to make immediate judgments of the grammaticality of presented sentences and to correct those sentences that present with errors. The test looks at the student’s ability to recognize and correct errors in the use of the syntactic areas of noun-verb agreement, noun number, verb tense, pronouns, negatives, prepositions, irregular forms, direct/indirect objects, active/passive voice coordination, and embedding. ’s standard score of is considered . Analysis of responses indicated strengths/difficulty .

**Supralinguistic Category of Tests**

CASL-nonliteral language: this test is designed to assess the ability to comprehend nonliteral language in the form of figurative speech, indirect requests, and sarcasm. The student must be able to recognize that spoken language cannot always be interpreted in a literal manner and then give an explanation of how the spoken language was intended to be interpreted. ’s
standard score of is considered . Analysis of responses indicated strengths/difficulty .

CASL-meaning from context: this test measures derivation of the meaning of words from their oral linguistic context. It measures the inference ability that does not require the student to use world knowledge to arrive at the full meaning of the spoken text but rather for him/her to rely on information found within the linguistic context of the immediate stimulus to determine meaning of an unknown word. ’s standard score of is considered . Analysis of responses indicated strengths/difficulty .

CASL-inference: this test measures the student’s ability to use previously acquired world knowledge to derive meaning from inferences. Students must integrate appropriate world knowledge with information provided in messages spoken by the examiner in order to comprehend what the sentences mean. ’s standard score of is considered . Analysis of responses indicated strengths/difficulty .

CASL-ambiguous sentences: this test assesses the ability to comprehend sentences containing elements that produce ambiguity. The elements in the test that cause the ambiguity are words that can have more than one meaning and sentences that can be interpreted in more than one way. ’s standard score of is considered . Analysis of responses indicated strengths/difficulty .

**Pragmatic Category of Tests**

CASL-pragmatic judgment: this test is designed to measure the knowledge and use of pragmatic rules of language by having the student judge the appropriateness of language used in a specific situation or to actually respond with appropriate language for a given situation. ’s standard score of is considered . Analysis of responses indicated strengths/difficulty .

The Fullerton Language Test for Adolescents-second edition consists of eight subtests, each of which assesses a specific function important to the acquisition and effective use of language skills by adolescents. Responses to each subtest provide the speech-language pathologist with descriptive information regarding the language skills of the student.

Subtest 1: Auditory synthesis assesses the ability to synthesize phonemic sounds or units of sounds that are presented separately in one word or utterance.
Subtest 2: Morphology Competence assesses the ability to analyze the morphological elements of words and to demonstrate competency in correct usage.

Subtest 3: Oral Commands assesses the ability to perform a number of tasks that vary in length and syntactical complexity. It assists in determining the student’s ability to process verbal directions, and it requires the student to receive, retain, interpret, and demonstrate his or her understanding or comprehension of oral commands.

Subtest 4: Convergent Production assesses the ability to identify, retrieve, and formulate responses to different words that have specific meanings. It assists in determining the student’s ability to find and retrieve words from long-term memory as well as in identifying cognitive-based attributes related to vocabulary power and performance.

Subtest 5: Divergent Production assesses the ability to categorized, retrieve and formulate responses that satisfy the semantic expansion imposed by the context. It assists in determining the student’s ability to process with speed and accuracy the linguistic factors embedded in long-term memory.

Subtest 6: Syllabication assesses the ability to identify syllables and to detect the number of syllables in words.

Subtest 7: Grammatic competency assesses the ability to identify whether a sentence presented orally is grammatically correct or incorrect and to present a correct form where appropriate. It measures the student’s ability to recognize correct grammatical structures progressing from simple to complex, and it identifies those morphological and syntactical forms that have not been mastered.

Subtest 8: Idioms assesses the ability to identify the underlying meaning of utterances that may have several meanings.

The Functional Communication Profile is a comprehensive informal inventory of nine major skill categories of communication and related aspects. The assessment allows the speech-language pathologist to evaluate several possible means of oral as well as non-oral communication needed for daily living activities. Each skill area is rated on level of impairment from normal to profound. Demonstrated strong skills in the areas of: 

Demonstrated needs in the areas of: 

Specifically with skills such as: 

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demonstrated needs in the areas of specifically with skills such as .

The Oral-Written Language Scale (OWLS) is a standardized assessment of receptive and expressive language skills. It consists of three scales: Listening Comprehension (LCS), Oral Expression (OES) and Written Language. The skills of oral language (LCS and OES) are often assessed separately from those of written language and by professionals in varied fields. The LCS is designed to measure the understanding of spoken language. The student is asked to respond by pointing to one of four pictures that correspond to the word or sentence given by the examiner. The OES is designed to measure the understanding and use of spoken language. The student is asked to respond orally by answering a question, completing a sentence, or generating one or more sentences. The test responses yield a standard score where 100 is mean and 85-115 is considered the range of average for chronological age. 's standard score of is considered . Analysis of responses indicated that had difficulty comprehending/using .

The Oral and Written Language Scales, Second Edition (OWLS-II) is an assessment of receptive and expressive language for children and young adults. The OWLS-II consists of four scales: Listening Comprehension (LC) scale measures oral language reception, which is the understanding of spoken language. The examiner orally presents increasingly difficult words, phrases, and sentences to the student who then responds by pointing to or stating which of four pictures is correct.; Oral Expression (OE) scale measures oral language expression, which is the use of spoken language. The examiner presents a verbal prompt along with a picture and the student must respond orally to the prompt with increasing difficult language.; Reading Comprehension (RC) scale measures the comprehension of written language. The student is presented with written words, phrases, sentences, or paragraphs and responds by pointing to or stating which of the four options is correct.; and Written Expression (WE) scale measures the ability to use written forms to convey information. The student is presented with oral and visual prompts and asked to respond in writing.

was administered the two oral language scales (LC and OE):
was administered all four scales measuring both oral and written language.

<table>
<thead>
<tr>
<th>Oral Language Scales</th>
<th>Raw Score</th>
<th>Standard Score</th>
<th>Percentile Rank</th>
<th>Test Age Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Compr.------</td>
<td>-----</td>
<td>------</td>
<td></td>
<td>------</td>
</tr>
<tr>
<td>Oral Expression------</td>
<td>-----</td>
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<td>------</td>
</tr>
<tr>
<td>Oral Language--------</td>
<td>-----</td>
<td>------</td>
<td></td>
<td>------N/A</td>
</tr>
<tr>
<td>Composite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the assessment using the OWLS-II, oral language scales, $ presented with standard scores that are within 1.5 standard deviations of the mean of 100 and are within normal limits. Deficits were not noted in listening comprehension or oral expression.

Based on the assessment using the OWLS-II, oral and written language scales, $ presented with standard scores that are within 1.5 standard deviations of the mean of 100 and are within normal limits. Deficits were not noted in listening comprehension, oral expression, reading comprehension or written expression.

Analysis of the receptive language scores revealed that $ has skills within functional limits for academic performance. Analysis of the expressive language scores revealed that $ has skills within functional limits for academic performance. Therefore overall language skills are functional for $’s academic success.

Based on the assessment using the OWLS-II, oral language scales, $ presented with standard scores that are not within 1.5 standard deviations of the mean of 100 and are not within normal limits. Deficits were noted in listening comprehension that may affect academic performance with difficulty following directions and comprehending differences in meaning when verb tenses change or other inflections are used.

Difficulties with oral expression may be related to syntax deficits and difficulty constructing sentences correctly in the oral and written modes and may have a negative impact on $’s academic performance.

Based on the assessment using the OWLS-II, written language scales, $ presented with standard scores that are not within 1.5 standard deviations of the mean of 100 and are not within normal limits. Deficits were not noted in reading comprehension illustrates that $
does have significant difficult understanding material that is read. Difficulties in written expression will impact educational performance due to limited complexity in sentence structure, difficulties with spelling and limited ability to demonstrate proficiency in written discourse.

Analysis of the receptive language scores revealed that $ has skills are not within functional limits therefore academic performance may be affected by ______. Analysis of the expressive language scores revealed that $ has skills which are not within functional limits for academic performance and may have difficulties with the following ______. Therefore overall language skills are not functional for $’s academic success.

The Test of Adolescent and Adult Language-third edition (TOAL-3) is a standardized assessment of adolescent and adult language forms for individuals between the ages of 12.0 and 24-11. It is divided into eight subtests which each yield standard scores where 10 is mean and 7-13 is considered the range of average.

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Standard Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening/Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening/Grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking/Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking/Grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading/Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading/Grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing/Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing/Grammar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

obtained a Total Test Score of _______, which is at the ______ percentile. This is in the ______ range compared to ______ age peers. Analysis of responses indicated strengths/difficulties with ______.

The Test of Language Development-Intermediate: third edition (TOLD-I: 3) is designed to measure the various features and systems of language of children between the ages of 8-0 and 12-11. It is comprised of six subtests, each of which derives a standard score based on 10 being the mean and 7-13 the range of average. These subtests are then used to generate composite quotients where 100 is the mean and 85-115 being the range of average when compared to other children of the same chronological age.

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Standard Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Combining</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picture Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Ordering</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Generals
Grammatic Comprehension
Malapropisms

<table>
<thead>
<tr>
<th>Composites</th>
<th>Quotients</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semantics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syntax</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

obtained a Total Test Score of , which is at the percentile. This is in the range compared to age peers. Analysis of responses indicated strengths/difficulties with .

The Test of Language Development-Primary: third edition (TOLD-P: 3) is designed to measure the various features and systems of language of children between the ages of 4-0 and 8-11. It is comprised of six subtests, each of which derives a standard score based on 10 being the mean and 7-13 the range of average. These subtests are then used to generate composite quotients where 100 is the mean and 85-115 being the range of average when compared to other children of the same chronological age. Additional supplemental subtests, which assess word discrimination, phonemic analysis and word articulation are added to the test battery but are not a component of the core composite scores.

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Standard Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relational Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammatic Understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence Imitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammatic Completion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Composites</th>
<th>Quotients</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semantics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syntax</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
obtained a Total Test Score of ______, which is at the ______ percentile. This is in the ______ range compared to ______ age peers. Analysis of responses indicated strengths/difficulties with ______.

**Language tests – Expressive**

The Test of Narrative Language is a standardized measure administered to children age 5-0 through 11-11 to assess the ability to answer literal and inferential comprehension questions about a narrative presented orally and how well children use language in narrative discourse. The Test of Narrative Language has three formats; with no picture cues, given five sequenced pictures and with a single picture cue. The TNL yields a Narrative Comprehension standard score and an Oral Narration standard score with the mean being 10 and the range of average being 7-13. ______ obtained a standard score of ______ given Narrative Comprehension tasks and a standard score of ______ given Oral Narration tasks.

Narrative Comprehension and Oral Narration standard scores are used to determine a Narrative Language Ability Index (NLAI). The mean of the NLAI is 100 with the range of average being 85-115. ______ obtained a NLAI of _______, considered to be ______ for her chronological age.

The Expressive Language Test (ELT) is designed to assess language knowledge and flexibility with expressive language. ’s responses to the school-related expressive language tasks generated a standard score where the mean is 100 and 85-115 would be the range of average.

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequencing</td>
<td></td>
</tr>
<tr>
<td>Metalinguistics-Defining</td>
<td></td>
</tr>
<tr>
<td>Metalinguistics-Generating Examples</td>
<td></td>
</tr>
<tr>
<td>Metalinguistics-Total</td>
<td></td>
</tr>
<tr>
<td>Grammar/Syntax</td>
<td></td>
</tr>
<tr>
<td>Concepts</td>
<td></td>
</tr>
<tr>
<td>Categorizing &amp; Describing-Identifying Categories</td>
<td></td>
</tr>
<tr>
<td>Categorizing &amp; Describing-Defining Categories</td>
<td></td>
</tr>
<tr>
<td>Categorizing &amp; Describing- Generating Examples</td>
<td></td>
</tr>
<tr>
<td>Categorizing &amp; Describing -Total</td>
<td></td>
</tr>
</tbody>
</table>
TOTAL TEST

obtained a Total Test Score of , which is at the percentile. This is in the range compared to age peers. Analysis of responses indicated strengths/difficulties with .

The HELP Test-Elementary is a diagnostic test of general language skills designed for students ages 6-12 years. Each of the six areas yield information about children’s semantic and syntactical skills in the familiar context of school-related language. The mean standard score is 100 and the standard deviation is 15, therefore performances between 85 and 115 are within the average range.

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semantics</td>
<td></td>
</tr>
<tr>
<td>Specific Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Word Order</td>
<td></td>
</tr>
<tr>
<td>General Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Question Grammar</td>
<td></td>
</tr>
<tr>
<td>Defining</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL TEST

obtained a Total Test Score of , which is at the percentile. This is in the range compared to age peers.

The Patterened Elicitation Syntax Test (PEST) provides information on a student’s use of grammatical structures and morphophonemic final consonant clusters (i.e. wants, hands, dropped). Responses are then compared to children of a similar age by use of percentile ranks. ’s score is at the percentile indicating that . Specifically, demonstrated difficulty with the following structures: .

The Structured Photographic Expressive Language Test-third edition (SPELT-3) is a standardized measure of a child’s production of sentences elicited from full color photographs. Visual and auditory stimuli are used to establish the context for a child to use in producing a sentences with specific target language structures. The child’s
responses are then analyzed for correct production of the target structures. A standard score is provided with 100 being mean and 85-115 being the range of average based on chronological age. ’s standard score of is considered to be . Analysis of responses indicated difficulty using .

The Test for Examining Expressive Morphology (TEEM) is designed to assess expressive morpheme development with children whose language skills range from three to eight years of age. Responses are then analyzed by morphological development and provide an age-level approximation and a standard deviation from the mean. ’s scores indicate an age-level approximation of which is standard deviation from the mean. demonstrated difficulty with the following morphological structures:

The WORD Test - Adolescent
This test is designed to assess a subject’s facility with language and word meaning, using common as well as unique contexts. The mean standard score is 100 and the standard deviation is 15, therefore performances between 85 and 115 are within the average range.

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brand Names</td>
<td></td>
</tr>
<tr>
<td>Synonyms</td>
<td></td>
</tr>
<tr>
<td>Signs of the Times</td>
<td></td>
</tr>
<tr>
<td>Definitions</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL TEST
obtained a Total Test Score of , which is at the percentile. This is in the range compared to age peers.

The WORD Test - (Elementary) is designed to assess a subject’s ability to recognize and express critical semantic attributes of his lexicon. Each of the six subtests is constructed to yield information about the specific areas of semantic attributes. The mean standard score is 100 and the standard deviation is 15, therefore performances between 85 and 115 are within the average range.

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TOTAL TEST

obtained a Total Test Score of ____, which is at the ____ percentile. This is in the ____ range compared to ____ age peers.

**Language tests - Receptive**

The Language Processing Test -Revised (LPT-R) is designed to assess a subject’s ability to attach meaning to language and effectively formulate a response. The two pretests (Labeling and Stating Functions) and the following five subtests are constructed to yield information about specific areas of language processing in a hierarchical order. The mean standard score is 100 and the standard deviation is 15, therefore performances between 85 and 115 are within the average range.

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associations</td>
<td></td>
</tr>
<tr>
<td>Categorization</td>
<td></td>
</tr>
<tr>
<td>Similarities</td>
<td></td>
</tr>
<tr>
<td>Differences</td>
<td></td>
</tr>
<tr>
<td>Multiple Meanings</td>
<td></td>
</tr>
<tr>
<td>Attributes (Composite Processing)</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL TEST

obtained a Total Test Score of ____, which is at the ____ percentile. This is in the ____ range compared to ____ age peers.

**The Listening Test** is a diagnostic test of listening for elementary students. The tasks assess a student's strengths and weaknesses in specific listening skills related to classroom listening situations. Each subtest derives a standard score, which they are then used to generate a total test score where the mean is 100 and 85-115 is the range of average.

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Standard Score</th>
</tr>
</thead>
</table>

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The Rhode Island Test of Language Structure (RITLS) is designed to provide a broad picture of a child’s understanding of language structure. ’s responses were analyzed and compared to others of similar hearing status and chronological age. The total responses generate a standard score where 50 is the mean and 40-60 being the range of average. ’s standard score of is considered to be .

The Test of Auditory Comprehension of Language – third edition (TACL-3) is designed to measure a child's knowledge of specified lexical and grammatical forms. It is comprised of three subtests. Each subtests derives a scaled score where the mean is 10 and 7 to 13 is the range of average. All three subtests are then combined to derive the Total Score where the mean is 100 and the standard deviation is 15. The first, Vocabulary measures the comprehension of the literal and most common meanings of word classes. obtained a standard score of which is at the th percentile. The Grammatical Morphemes subtest measures the comprehension of morphemes such as prepositions, nouns number and cases, etc. obtained a standard score of which is at the th percentile. Finally, the Elaborated Phrases and Sentences subtest measures comprehension of elaborated sentence constructions, including the modalities of single and combined constructions embedded sentences etc. obtained a standard score of which is at the th percentile. Therefore, obtained a Total Score standard score of , which is at the th percentile. This is considered to be when compared to age peers. Analysis of responses indicated difficulty comprehending .

The Token Test for Children is a rapid and effective measure of assessing subtle receptive language difficulties in children. The test is divided into five subtests, each presenting progressively longer and more complex commands. Responses generate standard scores based
on chronological age as well as grade placement. Each subtest’s standard score has a mean of 500 and scores in the range of 495-505 are considered average performance. Overall,  

<table>
<thead>
<tr>
<th>Language Tests- Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Clinical Evaluation of Language Fundamentals-Preschool (CELF-pre) is a downward extension of the CELF-3, an individually administered test that assesses receptive and expressive language ability. The CELF-pre explores the foundations of language form and content: word meanings, word and sentence structure, and recall of spoken language. The CELF-pre is comprised of six subtests, three in receptive language and three in expressive language areas. Each subtest yields a scaled score where 10 is the mean and scores from 7-13 are the range of average. Then each area’s subtests are then calculated to give a standard score where 100 is the mean and 85-115 is the range of average.</td>
</tr>
<tr>
<td>Receptive Subtests</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Linguistic Concepts</td>
</tr>
<tr>
<td>Basic Concepts</td>
</tr>
<tr>
<td>Sentence Structure</td>
</tr>
</tbody>
</table>

**OVERALL RECEPTIVE LANGUAGE SCORE:**
Analysis of responses indicated strengths in comprehending and difficulty comprehending when compared with other children chronological age.

<table>
<thead>
<tr>
<th>Expressive Subtests</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recalling Sentences in Context</td>
<td></td>
</tr>
<tr>
<td>Formulating Labels</td>
<td></td>
</tr>
<tr>
<td>Word Structure</td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL EXPRESSIVE LANGUAGE SCORE:**
Analysis of responses indicated strengths in using and difficulty using when compared with other children chronological age.

The Receptive-Expressive Emergent Language Test-Third Edition (REEL-3) consists of two subtests, Receptive Language and Expressive Language, whose standard scores can be combined into an overall composite score called the Language Ability Score each score is based with 100 as the mean and 90-110 being the range of average. The test targets responses that range from reflexive and affective behaviors of babies to the increasingly complex intentional, adult-like communication of preschoolers. The Receptive language subtest measures the child’s current responses to sounds or language as reported by a parent or caregiver. The Expressive language
subtest measures the child’s current oral language production as reported by a parent or caregiver. 's Language Ability standard score of is considered . Analysis of responses indicated strengths in the areas of and also that had difficulty comprehending/using .

The Rossetti Infant-Toddler Language Scale is an inventory checklist of developmental communication skills across several expressive and receptive language areas. Information is gathered from parent interview and/or observation and yield age performance estimates across developmental levels. ’s responses indicated skills in the areas of and demonstrated needs in the following areas: .

The Preschool Language Assessment Instrument (PLAI) is designed to determine how an individual integrates knowledge of vocabulary, concepts, and language structure to follow directions, reflect on information, and solve problems. Each response yields a numerical score using a 3-0 scoring system, with 3 being fully adequate, 2 being acceptable, 1 being ambiguous, and 0 being inadequate. These numerical scores are converted to mean scores for each of the four areas of discourse levels. Levels of mastery are interpreted from the child’s responses with mean scores below 1.0 indicating weakness at that level and scores above 2.0 showing strong mastery. An optional qualitative analysis can be used to provide more detailed information about a child’s characteristic responses.

The Preschool Language Scale-4 (PLS-4) is a standardized assessment to assist in identifying children who have a language disorder or delay. It is composed of two subscales: Auditory Comprehension (AC) and Expressive Communication (EC). The Auditory Comprehension is used to evaluate how much language a child understands. The tasks for preschool-age children assess comprehension of basic vocabulary, concepts, and grammatical markers. The Expressive Communication is used to determine how well a child communicates with others. Pre-school age children are asked to name common objects, use concepts that describe objects and express quantity, and use specific prepositions, grammatical markers, and sentence structures. The responses to each subscale questions yield a standard score where 100 is mean and 85-115 is considered the range of average for chronological age. 's standard score of is considered . Analysis of responses indicated strengths in the areas of and also that had difficulty comprehending/using.
The **Structured Photographic Expressive Language Test-Preschool (SPELT-P)** is an assessment of a child’s expressive language structures including prepositions, verb structures, plurals, and negatives. A child is asked to look at a photograph and respond to questions, or complete a sentence elicited by the photo. The child’s responses are then analyzed for the target structure.

The **Test of Early Language Development–Second Edition (TELD-2)** is a measure of the early developmental of oral language in the areas of receptive and expressive language, syntax, and semantics. It utilizes two parallel formats (Form A and Form B). This child's responses generate a standard score called the Language Quotient based on a mean of 100 and 85-115 being the range of average. 's standard score of is considered . Analysis of responses indicated strengths in the areas of and also that had difficulty comprehending/using .

**Language tests - Other**

The **Boehm Test of Basic Concepts–Revised (BTBC-R)** is designed to assess children’s mastery of the basic concepts that are both fundamental to understanding verbal instruction and essential for early school achievement. Responses generate a percentile rank score. ’s percentile rank of indicates that when compared to 100 other children chronological age, surpassed of them.

The **Bracken Basic Concepts Scale–Revised (BBCS-R)** is a developmentally sensitive measure of children’s basic concept acquisition and language skills. It assesses a child’s receptive knowledge of 308 basic concepts in 11 distinct conceptual categories: colors, letters, numbers/counting, sizes, comparisons, shapes, direction/position, self-/social awareness, texture/materials, quantity, and time/sequence. The first six subtests compose the School Readiness Composite (SRC). Standard scores are reported for the total test and SRC. Standard scores have a mean of 100 and 85-115 being the range of average when compared to others of the child’s chronological age. ’s total test standard score of is considered . Analysis of responses indicated strengths/difficulty with .

The **Elementary Test of Problem Solving–Revised (TOPS-Elementary-R)** is a diagnostic test of problem solving and critical thinking for elementary-age students. It is designed to assess children’s language-based critical thinking and reasoning abilities needed for events of everyday
living. The mean standard score is 100 and the standard deviation is 15, therefore performances between 85 and 115 are within the average range.

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Percentile Rank</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explaining Inferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determining Causes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative Why Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determining Solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoiding Problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

obtained a Total Test Score of , which is at the percentile. This is in the range compared to age peers.

Language sample: This measure is based on a recording of a child’s spontaneous utterances for the purpose of analyzing range in length of utterance, mean length of utterance (MLU), word order (syntax), and semantics (word usage).

Range in length of utterance = morphemes

Key structures:  
( E = emerging)  
( P = present)  
( A = Absent)  

_____ basic plural marker (-s, as in toys)  
_____ basic verb marker  
_____ question marker  
_____ WH-questions  
_____ is / are verb marker  
_____ simple negative  
_____ basic pronouns (e.g., I, me, you)  
_____ pronouns (he, she, they)

Vocabulary Inventory: This includes words of the child’s vocabulary spontaneously offered by the child and words reported by the parent. It includes specific noun-labels, action words and basic descriptors.

Estimated size of vocabulary =

Parent Communication Interview: This provides a description of a child’s method(s) of communication, ability to respond to language, use of basic speech patterns and functional interaction skills.

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Language Sample: The purpose of a language sample is to assess a student’s length of utterance, grammar, syntax (word order), vocabulary and function.

Length of Sample: __________ utterances
Longest utterance: __________
Mean Length of utterance (MLU):
In accordance with research, an MLU of __________ morphemes equates to a language age of __________ months. A predicted MLU for this child’s age would be approximately __________.

Total Number of Morphemes: __________
Total Number of Words: __________
Total Number of Questions: __________
__% of utterances were complete and grammatically correct.
__% of utterances contained one or more grammatical errors.

Examples of utterances made during assessment (excluding articulation errors) include:

The Nonspeech Test for Receptive and Expressive Language was developed to provide a systematic means for observing, recording, and summarizing the variety of ways through which an individual may communicate. It summarizes an individual’s skill as a communicator, and whether speech or nonspeech is used for communication. It consists of lists of developmentally ordered receptive and expressive language and adaptive skills used when communicating. ‘s responses indicated skills in the areas of __________ and demonstrated needs in the following areas: __________.

The Test of Problem Solving-Adolescent (TOPS-Adolescent) is a diagnostic test of problem solving and critical thinking for secondary students (ages 12 through 18 years). It is designed to assess a student’s language-based critical thinking and reasoning abilities needed for events of everyday living. It addresses the school curricula and the social arena faced by adolescents. The mean standard score is 100 and the standard deviation is 15, therefore performances between 85 and 115 are within the average range.

obtained a Total Test Score of __________, which is at the __________ percentile. This is in the range compared to __________ age peers.
The Test of Pragmatic Language (TOPL) is an individually administered instrument that provides a formal assessment of the pragmatic, or social dimension, of language. The responses yield a quotient score where 100 is the mean and 90-110 is the range of average. ’s standard score of is considered . Analysis of responses indicated strengths in the areas of and also that had difficulty with.

**Language tests - Vocabulary**

The Assessing Semantic Skills through Everyday Themes (ASSET) test was administered to provide specific information regarding semantic abilities. The ASSET includes receptive and expressive measures of Labels, Categories, Attributes, Functions, and Definitions. The mean standard score is 100 and the standard deviation is 15. obtained a receptive standard score of . He obtained an expressive standard score of . Total Test Score of , which is at the percentile. This is in the range compared to age peers. Analysis of responses indicate .

The Carolina Picture Vocabulary Test for Deaf and Hearing Impaired (CPVT) is designed to measure the receptive sign vocabulary in individuals where manual signing is the primary mode of communication. Vocabulary is presented in sign language. Responses then yield a standard score where 50 is the mean and 40-60 would be the range of average. ’s standard score of is considered to be .

The Comprehensive Receptive and Expressive Vocabulary Test-second edition (CREVT-2) is a standardized measure of both receptive and expressive oral vocabulary: It is available in two equivalent forms and is suitable for students age 4-0 to 17-11. The test is divided in to two subtest each yielding a standard score where 100 is the mean and 85-115 being the range of average. ’s standard score of is considered to be .

The Expressive One-Word Picture Vocabulary Test (EOWPVT) is a standardized measure of a student’s ability to label objects or groups of objects in pictures. obtained a standard score of (where 100 is the mean and 85-115 is the range of average) which is considered to be a score when compared to native English speakers of chronological age.
The Expressive One-Word Picture Vocabulary Test-Upper Extension (EOWPVT-UE) is a standardized measure of a student’s ability to label objects or groups of objects in pictures. obtained a standard score of (where 100 is the mean and 85-115 is the range of average) which is considered to be a score when compared to native English speakers of chronological age.

The Expressive Vocabulary Test (EVT) is designed to measure expressive vocabulary and word retrieval for Standard American English. The EVT measures expressive vocabulary knowledge with two types of items: labeling and synonym. Word retrieval is measured by comparing expressive and receptive vocabulary skills using standard score differences between EVT and PPVT - III. The mean standard score is 100 and the standard deviation is 15, therefore performances between 85 and 115 are within the average range. obtained a standard score of , which is at the percentile. This is in the range when compared to age peers.

The Peabody Picture Vocabulary Test-III (PPVT-III –Form ) is an individually administered, norm-referenced test in two parallel forms (Form A and B). It is designed to measure a subject’s receptive (hearing) vocabulary for the spoken word in Standard American English. A student is asked to identify a picture from a set of four, which best represents the spoken word given by the examiner. The responses then generate a standard score. The mean standard score is 100 and the standard deviation is 15, therefore performances between 85 and 115 are within the average range.

obtained a standard score of , which is at the percentile. This is within the range compared to age peers.

The Receptive One-Word Picture Vocabulary Test (ROWPVT) is a standardized measure of a student’s ability to identify words presented orally by the examiner. The student is asked to choose one of four pictures that best represents the word presented. obtained a standard score of (where 100 is the mean and 85-115 is the range of average) which is considered to be when compared to native English speakers of chronological age.

Phonology Tests
The Assessment Link between Phonology and Articulation (ALPHA) Test of Phonology is a delayed sentence imitation test that assesses a subject's phonetic inventory through a traditional sound-in-position analysis, and a subject's deviant use of phonological processes through phonological analyses. Each of the 50 target words is embedded in a short sentence from which they can be analyzed for articulation errors or for presence of phonological process errors. Standard scores for the ALPHA are presented with a mean of 100 and 85-115 being the range of normal limits. 's standard score of is considered . Analysis of responses indicated strengths in the areas of and also that had difficulty comprehending/using

The Assessment of Phonological Processes-Revised (APP-R) is a measure of a child's ability to produce patterns of articulation in single words and is designed for highly unintelligible children. Phonological processes that occur at a high frequency (greater than 40%) significantly impact the overall ability to be understood.

<table>
<thead>
<tr>
<th>Pattern Deviations</th>
<th>Percentage of Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllable Reduction</td>
<td></td>
</tr>
<tr>
<td>Prevocalic Singleton Omissions</td>
<td></td>
</tr>
<tr>
<td>Postvocalic Singleton Omissions</td>
<td></td>
</tr>
<tr>
<td>Consonant Sequence Reductions</td>
<td></td>
</tr>
<tr>
<td>Stridency Deficiency</td>
<td></td>
</tr>
<tr>
<td>Velar Deficiency</td>
<td></td>
</tr>
<tr>
<td>Liquid /l/ Deficiency</td>
<td></td>
</tr>
<tr>
<td>Liquid /r/ Deficiency</td>
<td></td>
</tr>
<tr>
<td>Nasal Deficiency</td>
<td></td>
</tr>
<tr>
<td>Glide Deficiency</td>
<td></td>
</tr>
</tbody>
</table>

The Comprehensive Test of Phonological Processing (CTOPP) is a standardized measure of three types of phonological processing: phonological awareness, phonological memory and rapid naming. Phonological awareness refers to an individual’s awareness of and access to the sound structure of oral language. Phonological memory refers to coding information phonologically for temporary storage in working or short-term memory. Rapid naming requires efficient retrieval of phonological information from long-term or permanent memory. Analysis of ’s responses indicated .
The Hodson Assessment of Phonological Patterns—third edition (HAPP-3) is designed to analyze phonological deviations of children with highly unintelligible speech. The comprehensive phonological evaluation uses a combination of objects and picture cards to elicit the child’s spontaneous single word production. These responses are then analyzed for Total Occurrence of Major Phonological Deviations (TOMPD) to determine severity rating. In addition, percentages of occurrence are calculated for 11 major deviations. The Consonant Category Deficiencies Sum is used to calculate the Ability Score which has a mean of 100 and 85-115 being the range of average as well as a percentile rank score which indicates that when compared to 100 other children of chronological age, surpassed of them.

Analysis of’s responses indicated the following phonological processes to be occurring a significantly high percentage: was stimulable for correct production of when provided with models and cues.

The Khan-Lewis Phonological Analysis-2 (KLPA-2) is a norm-referenced analysis of overall phonological process usage. The percent of occurrence scores indicate how frequent the process is used by the child to simplify the speech process. demonstrated a significantly high occurrence of the following processes: ’s use of these patterns significantly impact overall ability to be understood in single words and connected speech.

Spanish Assessments
(With much appreciation for the knowledge and work of Nancy Sever Muniz! And apologies for my tweaks. Some tests include a statement in parentheses that discuss the administration of the test with the assistance of a Native Language Speaker. Please delete this statement if is does not apply.)

The Assessment of Phonological Processes-Revised, Spanish (APP-R-Sp) provides intervention Phonetic Alphabet Transcriptions of forty selected Spanish words. Phonological scores from the assessment instrument can be used for determining intervention priorities and a basis for developing individualized phonological remediation programs.

The Austin Spanish Articulation Test (Austin) was designed to provide a means of evaluating the principal phonemes and phoneme combinations of the Spanish language. The test includes the phonemes used by speakers of Spanish, but does not attempt to distinguish between allophonic variations of different geographical regions where Spanish is spoken.
The Bilingual Syntax Measure, I or II (BSM, I or II) measures oral proficiency in Spanish in children of preschool to grade 2 age (I), and in grades 3 through 12 (II).

The Bilingual Vocabulary Assessment Measure (BVAM) is designed to screen a child’s (age 3 and older) knowledge of basic vocabulary in a variety of languages. Expressive vocabulary is assessed as the child names pictures. Labels for the test items are listed in English, French, Italian, and Vietnamese.

The Boehm Test of Basic Concepts-Revised, Spanish (BTBC-R-SP) is designed to assess children’s mastery of the basic Spanish concepts that are both fundamental to understanding verbal instruction and essential for early school achievement. Raw Score: Percentile Rank:

The Bracken Basic Concepts Scale-Revised—Spanish (BBCS-R-Sp) is a developmentally sensitive measure of children’s basic concept acquisition and language skills. It assesses a child’s receptive knowledge of 301 basic concepts in 11 distinct conceptual categories: colors, comparisons, direction/position, letters, numbers/counting, quantity, self-/social awareness, shapes, sizes, texture/materials, and time/sequence. Student performances may be compared to criterion-referenced tables.

The Clinical Evaluation of Language Fundamentals-3, Spanish (CELF-3-SP) was developed to parallel the English CELF-3 as a diagnostic assessment of receptive and expressive language skills in Spanish-speaking children ages six through twenty-one. It taps the receptive and expressive skills in morphology, syntax, semantics, and memory. The CELF-3, Spanish provides a Receptive Language Composite and Expressive Language Composite, as well as a Total Language Score. Items are listed in order of difficulty based on the performance of Spanish speakers involved in the normative studies, which were conducted separately from English versions. (The test was administered in Spanish with the assistance of a native language speaker.)

The receptive language score is a cumulative measure of child’s performance on three subtests designed to best probe receptive aspects of language including comprehension and listening. Each subtest yields a scaled score where 10 is mean and 7-13 is considered the range of average. The following subtests were administered to obtain child’s receptive language score:

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Scaled Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estructura de oracione (Sentence structures)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptos y direcciones (Concepts and Directions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clases de palabras (Word Classes)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The three subtest's scores are then given a standard score for receptive language. For this standard score 100 is mean and 85-115 is considered the range of average for chronological age. child’s receptive standard score of is considered . Analysis of responses indicated that had difficulty comprehending .
The expressive language score is a cumulative measure of ’s performance on three subtests designed to best probe expressive aspects of language including oral language expression. Each subtest yields a scaled score where 10 is mean and 7-13 is considered the range of average. The following subtests were administered to obtain ’s expressive language score:

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Scaled Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recordando oraciones (Recalling Sentences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulacion de oraciones (Formulated Sentences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estructura de palabras (Word Structures)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The three subtest's scores are then given a standard score for expressive language. For this standard score 100 is mean and 85-115 is considered the range of average for chronological age. ’s standard score of is considered . Analysis of responses indicated difficulty .

The Del Rio Language Screening Test (DRLST) measures receptive vocabulary, comprehension of oral commands, sentence repetition, and story comprehension skills of children ages 3-6 years.

The Dos Amigos Verbal Language Scales is a test of verbal opposites for ages 5-13 years, which can be administered in English and Spanish to provide information about language dominance.

The Expressive One- Word Picture Vocabulary Test- Upper Extension-Revised, Spanish (EOWPVT-UE-R, Sp) and the Expressive One Word Picture Vocabulary Test- Revised, Spanish (EOWPVT-R,S) were designed to assess a student’s ability to expressively identify a single object on the basis of a single concept.

The Expressive One- Word Picture Vocabulary Test- Upper Extension,2000-Spanish (EOWPVT-2K-UE-Sp) and the Expressive One Word Picture Vocabulary Test-2000, Spanish (EOWPVT-2K-Sp) were designed to assess a student’s ability to expressively identify a single object on the basis of a single concept.

The Language Assessment Scale (LAS) is used to determine in which language a child is most proficient. was obtained on the Spanish version , which is interpreted as . A score of was obtained on the English version, which can be interpreted as .

**Language Sample**: The purpose of a *language sample* is to assess a student’s length of utterance, grammar, syntax (word order), vocabulary and function.

Length of Sample: utterances
Longest utterance:

**Mean Length of utterance (MLU)**: . In accordance with research, an MLU of morphemes equates to a language age of months. A predicted MLU for this child’s age would be approximately .

Total Number of Morphemes:
Total Number of Words:
Total Number of Questions:
Of 90% of utterances were complete and grammatically correct. Of 10% or more of utterances contained one or more grammatical errors. Examples of utterances made during assessment (excluding articulation errors) include:

The Medida Espanola de Articulacion (MEDA) tests articulation skills in single Spanish words and is appropriate for use with children ages 4-9 years.

The Multicultural Vocabulary Test (MVT) is designed to measure expressive vocabulary development in Spanish-speaking or bilingual children. Based on children’s vocabulary developmental growth of knowledge about parts of the body, this instrument is appropriate and provides norm-referenced information for students from 3-12 years of age. Its administration can be utilized to group students by ability level for language-related tasks, assess processing skills (cognitive functioning, memory, auditory reception, word retrieval, and vocabulary development) and as part of a battery to screening test for articulation or language dominance.

The Preschool Language Assessment Instrument-Spanish (PLAI-Sp) is designed to determine how an individual integrates knowledge of vocabulary, concepts, and language structure to follow directions, reflect on information, and solve problems. It yields a numerical score using a 3-0 scoring system, with 3 being fully adequate, 2 being acceptable, 1 being ambiguous, and 0 being inadequate. An optional qualitative analysis can be used to provide more detailed information about a child’s characteristic responses.

The Preschool Language Scale-3, Spanish (PLS-3, Sp) is designed to assess receptive and expressive language skills in infants and young children in the areas of language precursors, semantics, structure, and integrative thinking skills. The Auditory Comprehension Subscale is used to evaluate a child’s receptive language skills in the areas of attention, semantics, structure, and integrative thinking skills. The Expressive Communication Subscale evaluates expressive language in the areas of vocal development, social communication, semantics, structure, and integrative thinking skills. The mean standard score is 100 and the standard deviation is 15, therefore, performance between 85 and 115 is within the average range.

Pruebas de Expresion Oral y Percepcion de La Lenguaje Espanola (PEOPLE):

The Auditory Sequential Memory subtest assesses the child’s ability to retain and reproduce a series of verbal stimuli in the exact sequence of presentation. The Auditory Association Subtest assesses a child’s word finding by using the context of an analogy. The child must decode two phrases and fill in a word reflecting their relationship. The Sentence Repetition subtest assesses a child’s ability to repeat sentences with increasing length and complexity. Research indicates that children frequently cannot repeat sentences, which include grammatical complexity not used in their spontaneous language. The Encoding Subtest consists of a direct word-finding task for nouns, which assesses a child’s name-finding ability. The child must decode a question, which concerns a function or action, and express the object needed to complete that function. The Story Comprehension subtest assesses a child’s comprehension and recall of story information of
increasing length and semantic complexity. The test taps for sequentially related information and comprehension.

The Prueba del Desarrollo Inicial del Lenguaje (PDIL) assesses receptive and expressive language through semantic and syntactic tasks in children ages 3 to 7 years.

The Receptive One-Word Picture Vocabulary Test, Revised--Spanish (ROWPVT-R-Sp) and the Receptive One-Word Picture Vocabulary Test –Upper Extension, Revised-Spanish (ROWPVT-UE-Sp) provide an assessment of receptive vocabulary and are designed as companion tests to the EOWPVT-R-Sp and EOWPVT-UE-Sp. The child indicates from 4 possible choices, the picture that represents a word spoken by the examiner.

The Receptive One-Word Picture Vocabulary Test,2000--Spanish (ROWPVT-2K-Sp) and the Receptive One-Word Picture Vocabulary Test 2000–Upper Extension–Spanish (ROWPVT-2K-UE,Sp) provides an assessment of receptive vocabulary and is designed as a companion test to the EOWPVT-2000-Sp and EOWPVT-2000-UE-Sp. The child indicates from 4 possible choices, the picture that represents a word spoken by the examiner.

The Screening Test of Spanish Grammar (STSG) tests receptive and expressive language structures, and is appropriate for use with Spanish-speaking children, ages 3 to 6.5 year.

The Spanish Articulation Measure (SAM) can be used to assess consonant production and use of phonological processes in Spanish in children and adults. The Spontaneous Word production task is used to assess production of individual phonemes and use of phonological processes.

The Spanish Expressive Vocabulary Test (SEVT) provides an estimate of a child’s expressive Spanish vocabulary. Norms are provided for comparison of student performance to children in grades K-6.

The Spanish Language Assessment Procedures: A Communication Skills Inventory (SLAP) is an instrument designed for use in assessing vocabulary development, speech sound production, sentence structure, listening, pragmatic communication skills, and other aspects of a child’s communication. Part I- Assessment of Spanish Communication

The Spanish Structured Photographic Expressive Language Test-Preschool (SPELT-P-Sp) is designed to examine the expressive language abilities of children ages 3-0 to 5-11. It may also be used with older children who appear to have more severe language deficits or deprivation. The primary purpose of the SPELT-P,Spanish is to examine the child’s generation of specific morphological and syntactical structures that are representative of early developing norms. These include plural and possessive nouns, prepositions, pronouns, present and past tenses of verbs, copulas, and negation. A child is asked to look at a photograph and respond to questions, or complete a sentence elicited by the photo. The child’s responses are then analyzed for the
target structure. A standard score is not provided, however ages for when each structure is generally mastered is given as a guide for developmental skills.

The Spanish Structured Photographic Expressive Language Test-II (SPELT-II-Sp) is designed to measure a student’s generation of specific morphological and syntactical structures. It elicits responses in a contextual setting through structured visual and auditory stimuli. This test is designed for use with students aged ten years and younger.

The Spanish Test for Assessing Morphologic Production (STAMP) assesses Spanish language morphemes and their allomorphic variations. A sentence completion task is used to assess the individual’s production of Spanish morphologic structures. Mean scores and standard deviations are reported for Spanish-speaking students between ages five and eleven years, and guidelines for developing local norms are suggested.

The Test de Vocabulario de Imágenes, Peabody (TVIP) is designed to assesses a student’s ability to identify single words from a choice of 4 pictures. The test was administered in Spanish (with the assistance of a native language speaker) and the normative data is based on children whose primary language is Spanish. ‘s standard score of (where 85-115 is the range of average) is considered to be .

The Toronto Test of Receptive Vocabulary (TTRV) tests receptive vocabulary skills in Spanish and English using line drawings. It is appropriate for children ages 4-10 years of age.
ENGLISH TESTS WHICH MAY BE USED WITH SPANISH-SPEAKING CHILDREN

The *Autism Behavior Checklist (ABC)*

The *Boehm Test of Basic Concepts-Revised* (BTBC-R)

The *Bracken Basic Concepts Scale-Revised* (BBCS-R)

The *Childhood Autism Rating Scale (CARS)*

The *Gilliam Autism Rating Scale (GARS)*

The *Nonspeech Test for Receptive and Expressive Language*

An *Examination of the Oral Speech Mechanism*

The *Peabody Picture Vocabulary Test-III, Form PPVT-III, Form_*_

The *Preschool Language Assessment Instrument (PLAI)*

The *Receptive-Expressive Emergent Language Scale-2 (REEL-2)*

The *Screening Test for Developmental Apraxia of Speech*

The *Structured Photographic Expressive Language Test-Preschool (SPELT-P)*

The *Structured Photographic Expressive Language Test-II (SPELT-II)*

The *Stuttering Severity Scale*

The *Stuttering Prediction Instrument*