

Speech/Language Tools
and their Relationship to
Cognitive/Achievement Tools

Document Purpose:

The purpose of the document is to assist assessment teams in the knowledge surrounding different assessment tools. There are instances when a tool administered by one assessment professional examined a specific area that another assessment professional also examined. For example, a speech/language pathologist and the school psychologist may both examine auditory memory skills. Additionally, items from a test given by a speech/language pathologist may mirror a test given by special education teacher.

Document Format:

The document is formatted with an emphasis on the standardized tests typically used by speech/language pathologists. The document initially examines a number of receptive and expressive one word picture vocabulary tests. The document then examines three commonly used speech/language assessment tools: The Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5), The Comprehensive Assessment of Spoken Language – Second Edition (CASL-2) and the Woodcock Johnson Tests of Oral Language, Fourth Edition (WJ-IV-OL).

The speech/language tools are typically listed on the left side of the page. The next column provides a brief description of the subtest/tool. In the middle column exists a quick description of the reported skills measured by the speech/language tool. On the right side of the page are cognitive, processing and/or academic tools that assess the same area in a similar fashion along with a brief description of the task. The standardized tools that can be found in the right columns include:

WISC-5	WIAT-IV	NEPSY-2
DAS-2	WJ-IV-ACH	CTOPP-2
KABC-2		TAPS-4
WJ-IV-COG		WRAML-2

If no tests are listed in the right columns, there does not appear to be cognitive, processing and/or achievement tools that examine that same area.

Also included within the document are notes for users of the PSW software programs (XBASS and PPA).

Document Use:

Assessment teams are encouraged to use this document in both the planning of the assessment as well as during the analysis of the data.

Language, Cognitive, and Achievement Assessment Tools

Please refer to the attached overview which includes the intended (1) purpose (2) format and (3) use of this document.

Semantics/Vocabulary				
SLP Subtest Name:	Task	Reported Skills Measured	Cognitive / Ach Test Subtest Name:	Task
Expressive One-Word Picture Vocabulary Test-4 (EOWPVT-4) (Available in English only or Spanish-Bilingual)	Naming pictured objects, actions and concepts	Single Word <u>Expressive</u> Vocabulary	K-ABC-2: Expressive Vocabulary	Naming pictured objects
Expressive Vocabulary Test-4 (EVT-4)	Labeling pictured items (noun, verb or descriptor); Naming synonyms for each word presented orally with corresponding picture		WIAT-IV: Oral Expression - Expressive Vocabulary	Labeling pictures with a verbal clue
MAVA-Expressive*	Naming pictured objects, actions and concepts (Format is presented on an I-Pad) -analyzes answers for proficiency across 3 tiers of vocabulary document		WJ-IV COG: Oral Vocabulary	Provide synonyms and antonyms

Semantics/Vocabulary				
SLP Subtest Name:	Task	Reported Skills Measured	Cognitive / Ach Test Subtest Name:	Task
Receptive One-Word Picture Vocabulary Test-4 (ROWPVT-4) (Available in English only or Spanish-Bilingual)	Identify 1 of 4 pictures that depict the meaning of a stimulus word presented	Single Word <u>Receptive Vocabulary</u>	K-ABC-2: Verbal Knowledge	Identify 1 of 6 pictures that depict the meaning of a stimulus word presented
Peabody Picture Vocabulary Test-4 (PPVT-4)	Identify 1 of 4 pictures that depict the meaning of a stimulus word presented (nouns, verbs, attributes)		WIAT-IV: Listening Comprehension - Receptive Vocabulary	Identify 1 of 4 pictures that depict the meaning of a stimulus word presented
MAVA-Receptive *	Identify 1 of 4 pictures that depict the meaning of a stimulus word presented (Format is presented on an i-pad) -analyzes answers for proficiency across 3 tiers of vocabulary development			

PSW Software Notes:
XBASS - test would fall under Crystallized Intelligence (Gc)
PPA - test may fall under oral language

Clinical Evaluation of Language Fundamentals-5 (CELF-5): OVERVIEW

Composite:	Subtests Included:	Composite:	Subtests Included
Pragmatics	<ul style="list-style-type: none"> ° Pragmatics Profile ° Pragmatic Activities Checklist 	Language Content	<ul style="list-style-type: none"> ° Linguistic Concepts ° Word Classes ° Following Directions ° Semantic Relationships ° Understanding Spoken Paragraphs
Oral-Written Language Connection	<ul style="list-style-type: none"> ° Understanding Spoken Paragraphs ° Reading Comprehension ° Structured Writing ° Formulating Sentences ° Observational Rating Scales 	Language Memory	<ul style="list-style-type: none"> ° Linguistic Concepts ° Following Directions ° Recalling Sentences ° Formulated Sentences
Language Structure	<ul style="list-style-type: none"> ° Sentence Comprehension ° Word Structure ° Formulated Sentences ° Recalling Sentences ° Sentence Assembly 		

PSW Software Notes:

*All CELF subtests fall under XBASS- Crystallized Intelligence (Gc) & PPA- Oral Language

**Exception to the above rule: Recalling Sentences XBASS- Short Term Memory & PPA- Verbal Working Memory

Clinical Evaluation of Language Fundamentals-5 (CELF-5)

SLP Subtest Name:	Task	Reported Skills Measured	Cognitive / Ach Test Subtest Name:	Task
Sentence Comprehension	Point to 1 of 4 pictures to show understanding of sentences of increasing length and complexity	Auditory Comprehension at the sentence level		
Linguistic Concepts	Point to picture (out of 4-6) following given directions	Ability to interpret spoken directions with basic concepts		
Word Structure	Looking at a picture student completes given sentences about the picture using correct grammatical marker	Morphology		
Word Classes	Student listens to 3 or 4 words and determine which 2 go together	Vocabulary/ Metalinguistic	WISC-5: Similarities	Student is asked to explain how two words presented are alike
Following Directions	Looking at visual- student follows directions of increasing length and complexity separately from basic concepts	Short term and procedural memory	NEPSY-2: Comprehension of Instructions	Student responds to increasingly complex directions by pointing to the correct items in the correct order
Formulating Sentences	Looking at picture student is told to make up a sentence using specific word	Integrate semantics, syntax, and pragmatic rules		
Word Definitions	Student reads sentence and tells what particular word in sentence means	Ability to analyze words for meaningful features and define referring to class relationships-semantics	WISC-5: Vocabulary	Student provided with a word and asked the definition
			DAS-2: Word Definitions	Student provided with a word and asked the definition

Clinical Evaluation of Language Fundamentals-5 (CELF-5)

Clinical Evaluation of Language Fundamentals-5 (CELF-5)				
SLP Subtest Name:	Task	Reported Skills Measured	Cognitive / Ach Test Subtest Name:	Task
Recalling Sentences	Examiner states sentence; student repeats	Ability to listen to spoken sentences of increasing length and complexity and repeat	TAPS-4: Sentence Memory	Examiner states sentence; student repeats
			NEPSY-2: Sentence Repetition	Examiner states sentence; student repeats
			WRAML-2: Sentence Memory	Examiner states sentence; student repeats
Understanding Spoken Paragraphs	Student listens to paragraph read orally and answers questions	Student understands orally read paragraph and answers question to show main idea, memory for details and facts, sequence of events, inferences and predictions	TAPS-4: Listening Comprehension Composite	Students are read a sentence/passage and then asked questions (Auditory Comprehension) or directions (Processing Oral Directions).
Structured Writing	Student completes short story by completing a sentence and writing one or more additional sentences	Ability to use situational information given by story title, topic sentence, and incomplete sentence to write narrative	WJ-IV-ACH: Writing Samples	Student is asked to finish sentences; write sentences given verbal and/or visual prompt
			WIAT-IV: Sentence Composition	Students is asked to write sentences given key words; student combines 2 or 3 sentences into 1
			WIAT-IV: Essay Comprehension	Student is asked to write a paragraph about their favorite game
Sentence Assembly	Student is shown words and makes 2 different sentences using words	Formulate grammatically acceptable and semantically meaningful sentences		

Clinical Evaluation of Language Fundamentals-5 (CELF-5)

Clinical Evaluation of Language Fundamentals-5 (CELF-5)				
SLP Subtest Name:	Task	Reported Skills Measured	Cognitive / Ach Test Subtest Name:	Task
Semantic Relationships	Student is presented with an open ended sentence which requires comparison information to complete. Student must chose 2 correct answers from a list of 4.	To interpret sentences that (1) make comparisons (2) identify location or direction (3) specify time relationships (4) include serial order or (5) are expressed in passive voice.		
Reading Comprehension	Student reads paragraph and examiner ask questions about paragraph	Student answers questions to show main idea, memory for details and facts, sequences of events, inferences and predictions	WJ-IV ACH: Passage Comprehension	Student is presented with a sentence with a word missing and asked to provide a word
			WIAT-IV: Reading Comprehension	Student reads a passage and responds to comprehension questions posed by the examiner
Pragmatic Profile	Checklist completed by examiner	Identify verbal and nonverbal pragmatic deficits		
Pragmatic Activities Checklist	Checklist completed by examiner during specific "breaks" during testing	Common daily skills observed across ages and genders in school/home which are necessary for functional communication		

Comprehensive Assessment of Spoken Language-2 (CASL-2)

Comprehensive Assessment of Spoken Language-2 (CASL-2)				
SLP Subtest Name:	Task	Reported Skills Measured	Cognitive / Ach Test Subtest Name:	Task
Receptive Vocabulary	Student points to 1 of 4 pictures or part of a picture that corresponds to the word's meaning	Auditory comprehension of words that refer to basic perceptual and conceptual relations	K-ABC-2: Verbal Knowledge	Identify 1 of 6 pictures that depict the meaning of a stimulus word presented
			WIAT-IV: Listening Comprehension - Receptive Vocabulary	Identify 1 of 4 pictures that depict the meaning of a stimulus word presented
Antonyms	Student reads the stimulus word and 4 choices; no pictures	Word knowledge, retrieval, and oral expression in a linguistically decontextualized environment	WJ-IV-COG: Oral Language	Student is asked to provide antonyms as part of the task
Synonyms			WJ-IV-COG: Oral Language	Student is asked to provide synonyms as part of the task
Sentence Expression	Examiner reads 1 sentence with a word missing at the end of the sentence. Student responds with word that is meaningful and grammatically correct	Word knowledge, retrieval and oral expression in the linguistic context		

Comprehensive Assessment of Spoken Language-2 (CASL-2)

Comprehensive Assessment of Spoken Language-2 (CASL-2)				
SLP Subtest Name:	Task	Reported Skills Measured	Cognitive / Ach Test Subtest Name:	Task
Syntax Construction	Younger children use imitation to complete sentences using phrases; answer questions that elicit syntactic forms, formulate sentences to generate a similar one. Adolescents use higher level skills to demonstrate knowledge of syntactic rules in a flexible way to achieve meaning	Oral expression of words, phrases, and sentences using a variety of morpho-syntactic rules. Pictures are used to reduce demands on memory and comprehension.		
Grammatical Morphemes	Analogy format is used. Student must recognize semantic relationship between the first pair of words to correctly respond when given the first word of the second pair of words. Hat is to Hats; as dress is to ___	Metalinguistic knowledge and use of the form and meaning of grammatical morphemes		
Sentence Comprehension	Student listens to model sentence and first syntactically different sentence and indicates if it has the same meaning. Procedure is done again with same model sentence and a different second sentence.	Measures ability to comprehend the meaning of syntactic structure		

Comprehensive Assessment of Spoken Language-2 (CASL-2)

SLP Subtest Name:	Task	Reported Skills Measured	Cognitive / Ach Test Subtest Name:	Task
Grammatical Judgement	Sentences with and without grammatical errors are presented orally by the examiner. Student is asked if it is the correct way to speak in class. If "no," examinee must fix it by changing one word but not the meaning.	Judgment of and ability to correct the grammar of sentences		
Idiomatic Language	Examiner reads the sentence aloud. Student supplies word to complete the idiom	Knowledge, retrieval and oral expression of idioms	WISC-5: Comprehension (Some items)	Student is asked questions about the world, including questions about idioms and their meanings
Nonliteral Language	Examiner reads sentence or sentences, containing non-literal language, aloud. Student is asked what it means. Student responds by orally explaining what is meant.	Understanding of the meaning of spoken messages independent of the literal interpretation of the surface structure		
Meaning from Context	Examiner reads sentence aloud. One word is unknown or difficult; the others are below age level. Student is asked what the target word means.	Derivation of the meaning of words from their oral linguistic context		

Comprehensive Assessment of Spoken Language-2 (CASL-2)

SLP Subtest Name:	Task	Reported Skills Measured	Cognitive / Ach Test Subtest Name:	Task
Inference	Examiner presents two or three sentence episodes and asks a question. Student must infer the answer	Use of previously acquired world knowledge to derive meaning from inferences in spoken language		
Ambiguous Sentences	Examiner reads aloud a sentence to be interpreted in 2 ways. Student must give two interpretations of the sentence.	Auditory comprehension of words, phrases, and sentences that have more than one meaning		
Pragmatic Judgment	Student reads vignette aloud. Student is asked to judge appropriateness of the language used by the actors in the vignette or to supply the language for the situation.	Knowledge and use of pragmatic language rules and judgment of their appropriate application		

PSW Software Notes:

*All CASL-2 subtests fall under:

XBASS- Crystallized Intelligence (Gc)

PPA- Oral Language

Woodcock-Johnson-IV Test of Oral Language: OVERVIEW

Clusters	Subtests:	PSW Software: XBASS	PSW Software: PPA
Oral Language	Picture Vocabulary Oral Comprehension	Crystallized Intelligence	Not Listed
Broad Oral Language	Picture Vocabulary Oral Comprehension	Crystallized Intelligence	Not Listed
	Understanding Directions	Short-term memory	Verbal working memory
Oral Language	Picture Vocabulary	Crystallized Intelligence	Not Listed
	Sentence Repetition	Short-term memory	Verbal working memory
Listening Comprehension	Oral Comprehension	Crystallized Intelligence	Not Listed
	Understanding Directions	Short-term memory	Verbal working memory
Phonetic Coding	Segmentation Sound Blending	Auditory processing	Phonological processing
Speed of Lexical Access	Rapid Picture Naming Retrieval Fluency	Long-term recall	Verbal long term recall
Vocabulary	Picture Vocabulary Oral Vocabulary from WJ Cognitive	Crystallized Intelligence	Not Listed
Oral Language Spanish	Vocabulario sobre dibujos Comprensión oral	Crystallized Intelligence	Not Listed
Broad Oral Language Spanish	Vocabulario sobre dibujos Comprensión oral	Crystallized Intelligence	Not Listed
	Comprensión de indicaciones	Short-term memory	Verbal working memory
Listening Comprehension Spanish	Comprensión oral	Crystallized Intelligence	Not Listed
	Comprensión de indicaciones	Short-term memory	Verbal working memory

Woodcock-Johnson-IV Test of Oral Language

WJ-IV Oral Language Subtest Name:	Task	Reported Skills Measured	Cognitive/ Ach Test Subtest Name:	Task
Picture Vocabulary	Name pictured items when prompted, "What is this?" or similar question as "What is this part?"	Lexical knowledge and oral language development; aspects of comprehension knowledge	K-ABC-2: Expressive Vocabulary	Naming pictured objects
			WIAT-IV: Oral Expression - Expressive Vocab	Labeling pictures with a verbal clue
Oral comprehension	Complete the sentence spoken aloud with one word (used logic, such as first/then or analogies)	Listening ability, and an aspect of comprehension knowledge		
Segmentation	#1-10 Orally segment a give compound word into 2 parts; #11-20 Orally segment a given word into 2 or 3 syllables; #21-37 Orally segment a given word into phonemes	Phonological awareness; an aspect of auditory processing that contributes to the Phonetic Coding cluster	DAS-2: Phonological Processing / Phoneme Segmentation	Examines segmentation skills
Rapid Picture Naming	A timed test of naming pictured items aloud (e.g. ball, car, cat, etc.)	Speed of lexical access, aspects of Processing Speed	CTOPP-2: Rapid Picture Naming	Student is asked to rapidly name pictures
			K-TEA-3: Object Naming Facility	Student is asked to rapidly name pictures

Woodcock-Johnson-IV Test of Oral Language

Woodcock-Johnson-IV Test of Oral Language				
WJ-IV Oral Language Subtest Name:	Task	Reported Skills Measured	Cognitive/ Ach Test Subtest Name:	Task
Sentence Repetition	Listen to sentence from audio recording and repeat aloud (no repetitions aloud) sentences that span from 2 to 28 words long.	Auditory memory span; an aspect of short -term working memory	TAPS-4: Sentence Memory	Examiner states sentence; student repeats
			NEPSY-2: Sentence Repetition	Examiner states sentence; student repeats
			WRAML-2: Sentence Memory	Examiner states sentence; student repeats
Understanding Directions	Given various picture scenes; Listen to directions on audio recording and point to items as directed (10 directions per scene)	Comprehension of directions; working memory, an aspect of short -term working memory	NEPSY-2: Comprehension of Instructions	Student responds to increasingly complex directions by pointing to the correct items in the correct order
Sound Blending	Listen to phonemes, blend together and say word aloud, must be pronounced smoothly as one whole word (items are 3 to 14 phonemes long)	Phonological awareness; an aspect of auditory processing	CTOPP-2: Blending Words	Student listens to sounds on CD and blends together
			TAPS-4: Phonological Blending	Student listens to examiner give different sounds and blends together
			DAS-2: Phonological Processing/Blending	Examines blending skills
Retrieval Fluency	Name as many items in a given category within 1 minute (3 trials: food & drink, first names of people, animals)	Ideational fluency/speed of lexical access; an aspect of long-term retrieval	NEPSY-2: Word Generation	Student is asked to provide as many words within 1 minute for semantic category or initial letter

Woodcock-Johnson-IV Test of Oral Language

WJ-IV Oral Language Subtest Name:	Task	Reported Skills Measured	Cognitive / Ach Test Subtest Name:	Task
Retrieval Fluency	Name as many items in a given category within 1 minute (3 trials: food & drink, first names of people, animals)	Ideational fluency/speed of lexical access; an aspect of Long-Term Retrieval	WJ-IV-COG: Phonological Processing / Word Fluency	Student is asked to name as many words that he/she can recall
			WIAT-IV: Oral Expression: Oral Word Fluency	Student is asked to provide as many words in 60 seconds within a category
Sound Awareness	24 items: name a rhyming word 20 items: say new word after deleting a part, syllable or phoneme from a given word (begins by deleting one half of a compound words)	Phonological Awareness; an aspect of Auditory Processing	CTOPP-2: Elision	Student is asked to segment words by syllables and then phonemes
			TAPS-4: Phonological Deletion	Student is asked to segment words by syllables and then phonemes
			DAS-2: Phonological Processing / Rhyming and Phoneme Deletion	Examines rhyming and phoneme deletion skills
			NEPSY-2: Phonological Processing/ Phonological Segmentation	Student is asked to repeat a word and then re-create a word by omitting or substituting a phoneme
Vocabulario sobre dibujos	Spanish parallel to Picture Vocabulary	Same as above		
Comprensión oral	Spanish parallel to Oral Comprehension	Same as above		
Comprensión de indicaciones	Spanish parallel to Understanding Directions	Same as above		