



Suggested Evaluation Instruments for Assessment

<b>Phonological/ Phonemic Awareness</b>	CTOPP-2 Subtests 1, 2, 8, 10, 11 & 12						X		
	LAC-3 Lindamood Auditory Conceptualization Test						X		
	PAT-2 Phonological Awareness Test	5:0-9:11	K-4		X	X	X		
	The Phonemic Synthesis Test	5:0-10:0	K-4				X		
	TOPA- 2+ Test of Phonological Awareness Early Elementary	5:0-8:0	K-3		X				
	TPAS Test of Phonological Awareness in Spanish	4:0-10:0	PK-4						X
<b>Autism Pragmatic/ Social Skills</b>	Assess of Social Comm. & Skills								
	Autism Communication Symbolic Behavioral Scales	0:8-2:0 Up to 72 months for delayed students	PK-5		X	X			
	Behavioral Language Assessment Form	2:0-5:0	PK-K		X	X		X	X
	CELF-5 Pragmatic Profile	5:0-21	K-12		X				X
	Communication Matrix	3:0-Adult	PK-Adult		X				X
	EASIC-3 Evaluating Acquired Skills in Communication	3 months-6:0	PK-K		X	X			
	The Pragmatics Profile of Everyday Communication Skills in Children-R	9 months- 4:0-10:0	PK-5		X	X			
	Prutting & Kirchner Pragmatic Aspects of Language Pragmatic Protocol	5:00	K		X	X			X
	SICD-R Sequenced Inventory of Communication Development or A-SICD for Adolescents and Adults	4 months-Adult	PK-12		X	X			
	SLAP-3 Spanish Language Assessment Procedure	3:0-9:0	PK-4		X				
	SLDT-E Social Language Development Test SLDT-A for Adolescents	6:0-11:11 12:0-17:11	K-12		X	X			
	SSIS Social Skills Improvement System	3:0-18:0	PK12	2					
	TOPL-2 Test of Pragmatic Language	6:0-18:11	K-12						

Suggested Evaluation Instruments for Assessment

	TOPS-2 Adolescent Test of Problem Solving	12:0-17:0	7-12				X		
	TOPS-3 Elementary Test of Problem Solving	6:0-12:0	1-7				X		
	The WH Question Comprehension Test	3:0-18:0	PK-12		X				
<b>Language (Receptive, Expressive, Auditory)</b>	ACLC Assessing Children's Language Comprehension	5.0	K-2				X		
	APAT Auditory Processing Abilities Test	5:0-12:11	K-8				X		
	Bilingual Classroom Communication Profile	4:0-11:0	PK-3		X				X
	BESA Bilingual English Spanish Assessment	4:0-6:11	PK-2		X				X
	Boehm Test of Basic Concepts English/Spanish	5:0-7:0	K-2	1-3	X				X
	Bilingual Syntax Measure								X
	BBCS Bracken Basic Concept Scale	3:0-6:11	PK-2	1-3	X				
	CASL-2 Comprehensive Assessment of Spoken Language	3:0-21	PK-12				X		
	CELF Preschool 2 Clinical Evaluation of Language Fundamentals	3:0-6:11	PK-2	2-3			X		
	CELF-4 Spanish	5:0-21:11	K-12	2-3			X		X
	CELF-5	5:0-21:11	K-12	2-3			X		
	CREVT-3 Comprehensive Receptive – Expressive Vocabulary Test	5:0-89	K-12				X		
	Dos Amigos verbal language scales	5:0-12:0	K-6		X				X
	DTLA-P:3 Detroit Test of Learning Aptitude-Primary	3:00-9:11	PK-4		X	X			
	DTLA-4 Detroit Test of Learning Aptitude-4	6:0-17:0	K-12				X		
	Dynamic Assessment & Intervention	3:0-18:0	PK-12		X			X	X
	EVT-2 Expressive Vocab. Test	2:6-90+	PK-12	2-3			X		
	EOWPVT-4 Expressive One Word Picture Vocab Test	2:0-70+	PK-12	2-3	X				
	EOWPVT Spanish Bilingual	2:0-70+	PK-12	2-3	X				X
	Goldman-Fristoe-Woodcock Test of Auditory Discrimination	3:0-70+	PK-12				X		

## Suggested Evaluation Instruments for Assessment

<b>Language (Cont.)</b>	ITPA-III Illinois Test of Psycholinguistic Abilities	5:0-12:11	K-8				X		
	LPT-3 Language Processing Test Elementary	5:0-11:11	K-6		X		X		
	Language Sample	2:0-18:0	PK-12		X	X		X	X
	LAC-3 Lindamood Auditory Conceptualization	5:0-18:0	K-12		X				
	The Listening Comprehension Test-2	6:0-11:11	1-6				X		
	MacArthur Inventory	3:0-6:0	PK-2		X				X
	MacArthur IDHC (I & II) Inventario Del Desarrollo de Habilidades Communcativas	8-18 months	PK						X
	OPUS Oral Passage Understanding Scale	5:0-21:0	K-12						
	PVVT-4 Peabody Picture Vocabulary Test	2:6-90+	PK-12	1-3			X		
	PLS-5 Preschool Language Scale English/Spanish	Birth-7:11	PK-2	2-3					X
	PEOPLE Spanish Pruebas de Expresion Oral y Percepcion de la Lengua Espanols	5:0-10:0	K-5						X
	ROWPVT-4 Receptive One Word Picture Vocabulary Test English/Spanish	2:0-70+	PK-12	2-3			X		X
	RTL Rhode Island Test of Language Structure	3:0-20:0 with (HI) hearing impairment 3:0-6:0 w/out	PK-12				X		
	Rossetti Infant Toddler Scale	Birth-3:0	Birth-PK		X	X	X		
	SCAN-3:A Tests for Auditory Processing disorders for Adolescents & Adults	13:0-50	7-12+	1-3	X	X	X		
	SCAN-3:C Tests for Auditory Processing disorders for children	5:0-12:11	K-6	1-3	X	X	X		
	Sequenced Inventory of Comm. Development	0:4-4:0	Birth-PK		X	X			
	SLAP Spanish Language Assessment Procedures criterion referenced	3:0-8:0	PK-3						X

## Suggested Evaluation Instruments for Assessment

Language (Cont.)	SPELT-3	4:0-9:11	PK-4						X
	Structured Photographic Expressive Language Test								
	Spontaneous Language Sample	3:0-18	PK-12	1-3	X	X	X	X	X
	STAMP	5:0-11:0	K-4						X
	Spanish Test for Assessing Morphologic Production								
	TACL-4	3:0-12:11	PK-8						
	Test for Auditory Comprehension of Language								
	TAAS	4:0-6:0	PK-K						
	Test of Auditory Analysis Skills								
	TAPS-3	4:0-18:11	PK-12				X		
	Test of Auditory Processing Skills								
	TAWF -2 Test of Adolescent Word Finding	12:0-80	7-12		X	X			
	TECEL	Birth-5	PK-K		X	X			
	Test of Early Communication & Emerging Language								
	TEEM	3:0-7:0	PK-3						
	Test for Examining Expressive Morphology								
	TELD	3:0-6:0	PK-2		X				X
	3 Test of Early Language Development								
	Test of Language Competence Expanded subtest 3	5:0-18	K-12				X		
	TTFC-2	3:0-12:11	PK-6		X		X		
	Token Test for Children								
	TOLD-P4 Primary 4	4:0-8:11	PK-4				X		
	Test of Oral Language Dev.								
	TOLD-I4 Intermediate	8:0-17:11	4-12				X		
	Test of Oral Language Development								
	TOSS-I	9:0-13:11	4-8		X				
	Intermediate	9:0-12:0	4-8						
	Test of Semantic Skills								
TOSS-P	4:0-8:0	PK-3							
Primary									
Test of Semantic Skills									
TOWK	5-17	K-12							
Test of Word Knowledge									
TVCF	8:0-90:0	4-12							
Test of Verbal Conceptualization & Fluency									
TWF-2	4:0-12:0	PK-7				X			
Test of Word Finding									
The Word Test-3 Elementary	6:0-11:0	1-6				X			
Wepman's	5:0-8:0	K-2				X			
Auditory Memory Battery									
Wiig Assessment of Basic Concepts	2:6-7:11	PK-4							

Suggested Evaluation Instruments for Assessment

<b>Stuttering</b>	SPI	3:0-8:0	PK-4						
	Stuttering Prediction Instrument for Young Children								
	SSI-4	2:0-Adult	PK-12		X				
	Stuttering Severity Instrument for Childrens & Adults -4								
	TOCS	4:0-12:0	PK-7						
	Test of Childhood Stuttering								
<b>Voice</b>	Fisher- Logemann Voice Evaluation	3:0-18:0	PK-12		X	X		X	X
	Ling Six Sound Test	3:0-18:0	PK-12						
	Medical Evaluation	3:0-18:0	PK-12						
	Voice Evaluation Form	3:0-18:0	PK-12						
	Voice Evaluation Profile	3:0-18:0	PK-12						

## Ventura County SELPA

### Sample Descriptions of Speech-Language Assessment Instruments

*These descriptions were edited to include roughly the same information about each test. Emphasis was placed upon brief description of the task or communicative area being assessed. Individuals using this template may prefer to add mention of the type of score derived, or of the average range of scores for the population as a whole. These templates are not meant to prevent the use of any information deemed to be important by the report-writer.*

**The Assessment of Phonological Processes Revised (APP-R)** - The APP-R is designed to assess unintelligible speech in young children. A speech sample is obtained through a naming task, and the child's speech is analyzed to identify early-developing production patterns, involving place or manner of production, affecting whole classes of speech sounds. Both typically and atypically developing patterns are considered, and results are evaluated to determine severity of disorder. The patterns/word classes identified are:

- Syllable Reduction:
- Pre/Postvocalic Singletons:
- Consonant Sequences:
- Stridents:
- Velars:
- Liquid (l):
- Liquid (r):
- Nasals:
- Glides:

**Arizona Articulation Test -3** - This instrument is a test of articulation, in which the student names pictured vocabulary words. An additional subtest assesses sounds in spontaneous speech. Results are scored according to age and gender norms.

**The Assessment of Social and Communication Skills for Children with Autism** - The *Assessment of Social and Communication Skills for Children with Autism* is a tool designed to evaluate a wide range of social and communication abilities of children with autism. It consists of a comprehensive set of social and communication skills that are intervention priorities in the treatment of autism. Measures of specific social and communication skills include nonverbal social-communicative skills, imitation, play, communication and social skills required at home, at school, and in community settings. This tool can be used along with other formal and informal assessment instruments to obtain a complete evaluation of a child's competencies and to design social and communication intervention.

**Behavioral Language Assessment Form (from Teaching Language to Children by Sundberg and Partington)** - This is an assessment of the parameters contributing to the *learning* of language with instruction, rather than to the development of natural language. The learner's ability is assessed with regard to twelve parameters, using a 5-point scale to place current functioning at a level of 1 to 5 on each of the parameters. An estimate of Andrew's skills follows, based upon the examiner's observations:

- I. Cooperation with Adults
- II. Requests
- III. Motor Imitation
- IV. Vocal Play
- V. Vocal Imitation
- VI. Matching-to-Sample
- VII. Receptive
- VIII. Labeling (Tacts)
- IX. Receptive by Function, Feature and Class
- X. Conversational Skills-Ability to fill-in words or answer questions
- XI. Letters and Numbers
- XII. Social Interaction

**Boehm Test of Basic Concepts 3 Preschool (Boehm-3 Preschool) English/Spanish** - In the Boehm, students demonstrate their understanding of 52 linguistic concepts related to academic success in school by selecting the pictured concept from among a set of choices.

Number Correct	Percent Correct	Percentile Score

**Boehm Test of Basic Concepts 3 (Boehm 3) English/Spanish** - In the Boehm, students demonstrate their understanding of 50 linguistic concepts related to academic success in school by selecting the pictured concept from among a set of choices.

Number Correct	Percent Correct	Percentile Score

**Bracken Basic Concept Scale Revised (BBCS-3<sup>rd</sup> Edition)** - This instrument, is used to assess the basic concept development of children in the age range of 2 years 6 months through 7 years 11 months. The BBCS-3<sup>rd</sup> Edition is used to measure comprehension of 308 foundational and functionally relevant educational concepts in 11 subtests or concept categories: Colors, Letters, Numbers/Counting, Sizes, Comparisons, Shapes, Direction/Position, Self-/Social Awareness, Texture/Material, Quantity and Time/Sequence. The test is individually administered, and the concepts are presented orally within the context of complete sentences and visually in a multiple-choice format.

Subtests Receptive	Raw Score	Scaled Score	Classification	Age Equivalent
SRC				
Direction/Position				
Self-Social Awareness				
Texture/Material				
Quantity				
Time/Sequence				
Composites	Raw Score	Std Score	Classification	Age Equivalent
Total Test				
SRC				

Subtests Expressive	Raw Score	Scaled Score	Classification	Age Equivalent
SRC				
Direction/Position				
Self-Social Awareness				
Texture/Material				
Quantity				
Time/Sequence				
Composites	Raw Score	Std Score	Classification	Age Equivalent
Total Test				
SRC				

**Children's Communication Checklist-2** - The Children's Communication Checklist-2 (CCC--2) is a 70-item, parent or caregiver questionnaire. The checklist offers the flexibility to:

- Rate aspects of communication such as speech, vocabulary, sentence structure, and social language skills of children and adolescents who speak in sentences
- Screen for general language impairments confidently
- Identify children with pragmatic language impairment
- Determine if children who may benefit from further assessment for autism spectrum disorder

**Clinical Evaluation of Language Fundamentals (CELF P-2) – Preschool-2** - The CELF P-2 is a tool for identifying, diagnosing, and performing follow-up evaluations of language deficits in children ages 3-6. A variety of language tasks require the child to use language skills to follow directions, select pictures, and express his ideas.

	Standard Scores	Percentile Ranks
Sentence Structure		
Word Structure		
Expressive Vocabulary		
Core Language Score		

**Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-5) Ages 5-8** - The CELF-5 is a test of functional language use, such as understanding and repeating sentences, interpreting word meaning, and judging and analyzing the content of a message. Many subtests rely upon memory and processing of information. Results yield a standard score and percentile for each individual subtest as well as indexes pertaining to areas of language use.

Core Language & Index Scores	SS	% Rank	Subtest Scores	SS	% Rank
Core Language (CLS)			Sentence Comprehension (SC)		
Receptive Language (RLI)			Linguistic Concepts (LC)		
Expressive Language (ELI)			Word Structure (WS)		
Language Content (LCI)			Word Classes (WC)		

Language Structure (LS)			Following Directions (FD)		
			Formulated Sentences (FS)		
			Recalling Sentences (RS)		
			Understanding Spoken Paragraphs (USP)		
			Pragmatic Profile (PP)		

**Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-5) Ages 9-21** - The CELF-5 is a test of functional language use, such as understanding and repeating sentences, interpreting word meaning, and judging and analyzing the content of a message. Many subtests rely upon memory and processing of information. Results yield a standard score and percentile for each individual subtest as well as indexes pertaining to areas of language use.

Core Language & Index Scores	SS	% Rank	Subtest Scores	SS	% Rank
Core Language (CLS)			Word Classes (WC)		
Receptive Language (RLI)			Following Directions		
Expressive Language (ELI)			Formulated Sentences		
Language Content (LCI)			Recalling Sentences		
Language Memory (LMI)			Understanding Spoken Paragraphs		
			Word Definitions		
			Sentence Assembly		
			Semantic Relationships		
			Pragmatic Profile		

**Clinical Evaluation of Language Fundamentals-4, Ages 5-8 Spanish Edition (CELF-4 Spanish)** - The CELF-4 Spanish is a clinical test designed for the identification, diagnosis, and follow-up evaluation of Spanish language skill deficits in school-age children, adolescents and young adults. It was designed to identify individuals who lack the basic foundations of language that characterizes mature language use.

Core Language & Index Scores	SS	% Rank	Subtest Scores	SS	% Rank
Core Language Score (CLS)			Conceptos y siguiendo direcciones		
Receptive Language Score (RLI)			Estructura de palabras		
Expressive Language Score (ELI)			Recordando oraciones		
Language Content (LCI)			Formulacion de oraciones		
Language Memory (LMI)			Clases de palabras-receptivo		

Working Memory (WMI)			Clases de palabras - total		
			Estructura de oraciones		
			Vocabulario expresivo		
			Repetición de números		
			Secuencias familiares		

**Clinical Evaluation of Language Fundamentals - 4, Spanish Edition (CELF4 Spanish)  
Age 9-21**

Core Language & Index Scores	SS	% Rank	Subtest Scores	SS	% Rank
Core Language Score (CLS)			Conceptos y siguiendo direcciones		
Receptive Language Score (RLI)			Recordando oraciones Estructura de palabras		
Expressive Language Score (ELI)			Formulación de oraciones		
Language Content (LCI)			Clases de palabras-receptivo		
Language Memory (LMI)			Clases de palabras-receptivo		
Working Memory (WMI)			Clases de palabras - total		
			Vocabulario expresivo		
			Definiciones de palabras		
			Estructura de oraciones		
			Entendiendo párrafos		
			Repetición de números		
			Secuencias familiares 1 or 2		

**Communication Abilities Diagnostic Test (CADeT)** - CAdET is a standardized measure of language development for children ages 3 to 9. It is most sensitive to the language growth exhibited by children from age 3 to age 5, and is therefore also useful for identifying language delays or deficits in children from age 6 to age 9. The test samples syntactic, semantic, and pragmatic features of the child's language.

**Communication and Symbolic Behavior Scales (CSBS™)** - *Communication and Symbolic Behavior Scales (CSBS™)* is a norm-referenced, standardized instrument for infants, toddlers, and preschoolers, that uses parent interviews and naturalistic sampling procedures to collect information on communicative behaviors such as communicative functions, gestures, rate of communicating, positive effect, and gaze shifts. CSBS takes 50–75 minutes for the child assessment and 60–75 minutes for in-depth scoring.

**The Communication Matrix** - The Matrix is a system of analysis by which observation of communication behaviors can be placed within the entire spectrum of language development, from birth to the ability to speak in complete sentences. It divides the developmental process into seven levels:

- I. Pre-intentional behavior (body movements, facial expression, early sounds, such as crying, cooing) which are a response to the environment, but are not directed consciously by the child. (0-3 mos.)
- II. Intentional behavior (body movements, facial expression, early sounds, such as crying, cooing, as well as directed gaze) which are now under the child's control. (3-8 mos)
- III. Unconventional pre-symbolic communication (which now includes directed gaze and simple gestures) (6-12 mos)
- IV. Conventional pre-symbolic communication, in which gestures, while still pre-symbolic, are those which are commonly understood by others, such as head nod, intentional pointing, beckoning)(12-18 mos)
- V. Concrete symbolic communication, in which conventional symbols, such as words, signs, or picture symbols are used in a meaningful way to refer to objects or people who are present (12-24 mos).
- VI. Abstract symbolic communication, in which symbols are used to refer to things that are not present, or intangible (12-24 mos).
- VII. Language – At this level the child is able to combine symbols (words) into thoughts and ideas (the beginning of sentence structure (24 mos)).

**Comprehensive Assessment of Spoken Language (CASL)** – The CASL provides an in-depth evaluation of 1) the oral language processing systems of auditory comprehension, oral expression, and word retrieval, 2) the knowledge and use of words and grammatical structures of language, 3) the ability to use language for special tasks requiring higher-level cognitive functions, and 4) the knowledge and use of language in communicative contexts.

	Standard Scores	Percentile Ranks
Antonyms		
Synonyms		
Grammaticality Judgment		
Nonliteral Language		
Meaning from Context		
Pragmatic Judgment		

**CASL -2 - Ages 3 to 21:11** - The CASL-2 is comprised of 14 stand-alone, individually administered performance tests, requiring no reading or writing. It measures the oral language processing skills of comprehension and expression across four categories:

\*Lexical/Semantic   \*Syntactic   \*Supralinguistic   \*Pragmatic

Alternative scoring guidelines for African-American dialect

<ul style="list-style-type: none"> <li>• General Language Ability Index (overall skill)</li> <li>• Receptive Language Index</li> <li>• Expressive Language Index</li> <li>• Lexical/Semantic Index</li> <li>• Syntactic Index</li> <li>• Supralinguistic Index</li> </ul>	<ul style="list-style-type: none"> <li>• Receptive Vocabulary</li> <li>• Antonyms</li> <li>• Synonyms</li> <li>• Expressive Vocabulary</li> <li>• Idiomatic Language</li> <li>• Sentence Expression</li> <li>• Grammatical Morphemes</li> <li>• Sentence Comprehension</li> <li>• Grammatical Judgment</li> <li>• Non-literal Language</li> <li>• Meaning from Context</li> <li>• Inference</li> <li>• Double Meaning</li> <li>• Pragmatic Language</li> </ul>
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**Comprehensive Receptive-Expressive Vocabulary Test-Second Edition (CREVT-3)** -The CREVT-3 tests receptive vocabulary through a pointing response, and expressive vocabulary by a word-defining task to yield a standardized score for each area, as well as a score for overall vocabulary development.

Receptive		
Expressive		
Overall Vocabulary		

**Comprehensive Test of Phonological Processing (CTOPP-2)** The CTOPP measures the capacity to use phonological information (the sound structure of language) when processing written and oral language through 12 subtests, and yields three composite scores.

Composite Scores	SS	% Rank	Subtest Scores	SS	% Rank
Phonological Awareness			Elision		
Phonological Memory			Blending Words		
Rapid Naming			Sound Matching		
			Memory for Digits		
			Nonword Repetition		
			Rapid Color Naming		
			Rapid Digit Naming		
			Rapid Letter Naming		
			Rapid Object Naming		
			Blending Nonwords		
			Phoneme Reversal		

			Segmenting Words		
			Blending Nonwords		

**Detroit Test of Learning Aptitude-4<sup>th</sup> edition (DTLA-4)** - The DTLA-4 is a battery of subtests that measure different but interrelated mental abilities, several of which are specifically language-related. Results include subtest standard scores, percentiles and age equivalents, and a language domain composite (include any other domain scores you wish).

Subtest	Standard Scores	Percentile Rank	Age Equivalent
Word Opposites			
Design Sequences			
Sentence Imitation			
Reversed Letters			
Story Construction			
Design Reproduction			
Basic Information			
Symbolic Relations			
Word Sequences			
Story Sequences			
Language Composite			

**Dynamic Assessment and Intervention** - Dynamic assessment was used to evaluate the child's response to mediation or scaffolding in a test-teach-test protocol. In this standardized method, the child was presented with a wordless book, and asked to tell the story depicted. Stories were rated for four components, five areas of language use, episode elements and volume of language, using a standardized method to count words and clauses. The process was repeated after two sessions of mediated practice, and results were compared to determine the level at which the child is able to benefit from language-learning activities.

#### Dynamic Assessment Areas of Improvement

Story Components

Story Ideas and Language

Episode Elements

Story Productivity % change

Words    C-units    MLC-unit    No. Clauses

\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_  
 Language level:

**Evaluating Acquired Skills in Communication (EASIC)** - The EASIC is an inventory of receptive and expressive skills, administered according to each of three levels of development; pre-language (nonverbal communication between age 0 to 24 months), Level I (beginning comprehension and expressive language age skills ranging from 24 to 60 months), and Level II (more complex structures and pragmatics skills ranging from

24 to 72 months). In this assessment, items from the \_\_\_\_\_ level were administered receptively and expressively.

**Expressive Vocabulary Test (EVT-2)** - The EVT measures word finding skills and knowledge of synonyms. The student is shown a picture and given a word. The student is then asked to give another word with the same meaning. This addition is available in two parallel forms (Form A & Form B) that are administered individually.

Raw Score	Standard Score	Percentile Score	Age Equivalent

**Expressive One-Word Picture Vocabulary Test Revised (EOWPVT-4) English/Spanish** - EOWPVT is a test of vocabulary use, and requires the student to look at a picture and state the noun, verb or category which best describes the picture.

Raw Score	Standard Score	Percentile Score	Age Equivalent

**Expressive One Word Picture Vocabulary Test 4 Spanish (EOWPVT-4)-Bilingual Edition** - EOWPVT is a test of vocabulary use, and requires the student to look at a picture and state the noun, verb or category with which it is best described. In the bilingual version, testing can be administered in either Spanish or English, as deemed appropriate, and responses in either English or Spanish are accepted for credit.

Raw Score	Standard Score	Percentile Score	Age Equivalent

**Functional Communication Profile** - This assessment tool creates a descriptive picture of communicative abilities, taking into account many aspects of communicative function. Areas described include Sensory, Motor, Attentiveness, Receptive Language, Expressive Language, Pragmatic/Social, Speech, Voice, Oral function, Fluency.

**Goldman-Fristoe Test of Articulation (GFTA-2)** - This test measures an individual's production of English consonant sounds from the age of two through 21 years. The phonemes (sound families) of Standard American English are tested in both individual words and spontaneous sentences. The test assesses connected speech in a story-re-tell format. Stimulability (ability to correct) error sounds is assessed in an imitation task.

Initial	Medial	Final	Blends

**Hawaii Early Learning Profile (HELP)- 2<sup>nd</sup> Ed. (For 3-6 year olds)** - HELP-2 is a comprehensive, on-going, curriculum-based assessment for use with young children and their families.

**HELP 3-6 complements and extends the skills of HELP 0-3.**

**HELP Test-Elementary** - The HELP Test-Elementary is a diagnostic test of general language skills designed for students ages 6-12. The tasks assess a student's basic language skills across six areas. The tasks are designed to yield information about children's semantic (meaning) and syntactical (grammar) skills in the familiar context of school-related language.

	Standard Score
Semantics	
Specific Vocabulary	
Word Order	
General Vocabulary	
Question Grammar	
Defining	
Total Test	

**Hodson Assessment of Phonological Patterns-3 (HAAP-3)** – This test identifies deviant phonological patterns. (Describe or list child's deviant phonological patterns.)

Total Occurrences of Major Phonological Deviations Score:

TOMPD Severity Rating:

Percentile Rank:

**Illinois Test of Psycholinguistic Abilities-III (ITPA-III)** - In the ITPA-III, all of the sub tests measure some aspect of language performance for children five years through twelve years eleven months. Standard scores provide the clearest indication of a child's sub test performance. Standard scores have a mean of 10 and a standard deviation of three. The most reliable scores of the ITPA-II are the composite quotients. The quotient is a standard score having a mean of 100 and a standard deviation of 15. The Spoken Language Quotient (SLQ) is the standard score of the six ITPA-III sub tests that measure spoken language. The areas assessed are semantics, grammar (including morphology and syntax), and phonology.

Spoken Subtest	Standard Score	Percentile Rank	Age Equivalent
Spoken Analogies			
Spoken Vocabulary			
Morphological Closure			
Syntactic Sentences			
Sound Deletion			
Rhyming Sequences			
Total Spoken Language Score			

Composite Quotients	Standard Score	Percentile Rank
Semantics Quotient		
Grammar Quotient		
Phonology Quotient		
Comprehension Quotient		

**Khan-Lewis Phonological Analysis, Third Edition (KLPA-3)** - The KLPA-3 is an analysis of the child's responses from the Goldman-Fristoe Test of Articulation (GFTA-2). This analysis is used to group and identify error patterns which arise from developmental language rules for phonemes that are not appropriate to the child's age or language level.

**Language Processing Test-3 (LPT-3)** - The LPT tests the ability to attach meaning to auditory stimuli. Difficulty retrieving and organizing information to respond is a component of a language processing disorder. Subtests are arranged in an order from simple to complex processing tasks. Attributes is a summary composite task.

Subtest	Raw Score	Standard Score	Percentile Rank	Age Equivalent
Associations				
Categorization				
Similarities				
Differences				
Multiple Meaning				
Attributes				
Total Test				

**Language Sampling** is the an informal (non-standardized) assessment consisting of transcribing of a conversation between the child and any other person, is a standard assessment technique. (Ex.) A sample of the child's language was obtained during conversation with \_\_\_\_\_. The results were analyzed for morphological and syntactic features. Results are summarized below:

Totals	Means
Sentences	Words/Sentence
Words	Morphemes/Sentence
Morphemes	Word-Morpheme Index
Range of Sentence Lengths	Assigned Level

**Lindamood Auditory Conceptualization Test-3 (LAC-3)** - This test provides of method of measuring the ability to discern how and where one syllable or word differs from another and the ability to represent this contrast visually. Examinees are asked to judge and conceptualize the points of contrast between words in respect to the identity, number, and sequence of phonemes, syllables, or both. Results yield a composite

standard score and percentile rank. The categories identified isolated phoneme patterns, tracking phonemes, counting syllables, tracking syllables, tracking syllables and phonemes.

Sum of Raw Scores	Standard Score	Percentile Rank

**Linguistics Articulation Test** - The LAT is a standardized test, for students from age 3 to 22, which allows an examiner to observe the articulation of each of 22 English consonant sounds in beginning middle and final word position, as well as blends in word-initial position. Error sounds are checked for stimulability (repetition after a model). There is also a brief apraxia screening, to listen for consistency of production in words. Test results are interpreted according to age norms and standard scores and percentiles are derived.

**The Listening Test** - The Listening Test is a standardized assessment with a variety of listening tasks, some of which include pictures, which require the student to listen for stated or implied information, and to draw conclusions, state main ideas or give details.

	Standard Score	Percentile Rank
Main Idea		
Details		
Concepts		
Reasoning		
Story Comprehension		

**MacArthur-Bates Communicative Development Inventories (CDIs)** - The *MacArthur-Bates Communicative Development Inventories (CDIs)*, and the corresponding Spanish-language *Inventarios*, provide a systematic way for professionals to use parents as informants regarding their child’s language. They enable professionals to tap into parents’ knowledge about their young children’s communicative development for use in screening and developing a prognosis for children with language delays. It also ensures they are meeting mandates for including parent input in child evaluation procedures. The goal of the CDIs is to yield reliable information on the course of language development from children’s early signs of comprehension, to their first nonverbal gestural signals, to the expansion of early vocabulary and the beginnings of grammar.

**Medida Española de Articulación (MEDA)** - The MEDA measures the correct production of Spanish Consonant sounds in words. Pictures are presented with sentences to complete. The student made the following phoneme error(s):

Initial	Medial	Final	Clusters


**Montgomery Assessment of Vocabulary Acquisition (MAVA)** - The MAVA is an assessment of receptive and expressive oral vocabulary used with children from age 3 to 12. In the receptive measure, the child points to select from a choice of pictures when the target is named aloud. The expressive task consists of asking the child to name pictures presented one at a time. Words in the test represent three different levels of vocabulary, as revealed by recent studies: Level I represents the most basic words, mastered by most children by age 6, Level II words are those seen frequently in written material, and Level III are words that are less frequently used and come from specific areas of usage, such as occupations or specific fields of study. Reported results include both a comparison to peers, according to a normed sample, and a qualitative interpretation, with the percentage correct at each of the three levels. The **MAVA** was chosen because special attention has been paid to reliability for African-American and Hispanic students, and results for these specific populations are made available to aide in norm-based assessment.

**Peabody Picture Vocabulary Test Fourth Edition (PPVT-4)** - The PPVT-4 is a task in which words of increasing difficulty are pronounced, and for each, the child must find the one picture in a group that best illustrates his understanding of the word. This edition is available in two parallel forms (Form A & Form B) that are administered individually.

Raw Score	Standard Score	Percentile Rank	Age Equivalent

**Pragmatic Language Observation Scale (PLOS)** - The *Pragmatic Language Observation Scale* (PLOS) is a 30-item, norm-referenced teachers' rating scale that can be used to assess students' (8-0 through 17-11 years) daily classroom spoken language behaviors. Its items relate to specific spoken language behaviors readily seen in instructional settings (e.g., "pays attention to oral instructions," "expresses thoughts clearly"). The PLOS can be used to (a) support a referral, (b) expand the scope of a comprehensive spoken language evaluation, (c) compare teachers' ratings with test results, (d) help plan interventions, and (e) monitor the effectiveness of interventions. Results are particularly useful when used as part of a comprehensive spoken language evaluation or as a pre-referral/referral tool.

**Pragmatic Language Skills Inventory (PLSI)** - The *Pragmatic Language Skills Inventory* (PLSI) is a norm-referenced rating scale designed to assess children's pragmatic language abilities. Its 45 items can be administered in only 5-10 minutes. The PLSI has three subscales: (1) Personal Interaction Skills, assesses initiating conversation, asking for help, participating in verbal games, and using appropriate nonverbal communicative gestures; (2) Social Interaction Skills, assesses knowing when to talk and when to listen, understanding classroom rules, taking turns in conversations, and predicting consequences for one's behavior; and (3) Classroom Interaction Skills, assesses using figurative language, maintaining a topic during conversation, explaining how things work, writing a good story, and using slang appropriately.

**Preschool Language Assessment Instrument – Second Edition (PLAI-2)** - The Preschool Language Assessment Instrument – Second Edition (PLAI-2) assesses the abilities of children 3-0 through 5-11 years of age, to meet the demand of classroom discourse. Normed on a sample of 463 children residing in 16 states, PLAI-2 tells you how effectively a child integrates cognitive, linguistic and pragmatic components to deal with the full range of adult-child exchange. Teachers, speech-language clinicians, and those in special education will appreciate the ease-of-use and multi-faceted information this test provides.

**Preschool Language Scale Fifth Edition (PLS-5) English/Spanish** - The assessment is an individually administered test used to identify monolingual or bilingual Spanish speaking children who may exhibit a language disorder or delay. The measure is composed of two subscales. The Auditory Comprehension subscale is used to evaluate how much language a child understands. The Expressive Communication subscale is used to determine how well a child communicates with others.

An average Standard Score is 100 and ranges from 85-115. An average Percentile Rank is 50 and ranges from 25-75.

	Raw Score	Standard Score	Percentile Rank	Age Equivalent
Auditory Comprehension				
Expressive Communication				
Total Language Score				

**Pruebas de Expresion Oral y Percepcion de la Lengua Espanola-(PEOPLE) Spanish** - The PEOPLE is used to assess a variety of different linguistic abilities which are required to store, organize and process language. A scaled score of 35 is 1.5 standard deviations below average. The results for each language areas which was assessed are listed below.

Subtest	Standard Score	Percentile Rank	Age Equivalent
Auditory Sequential Memory			
Auditory Association			
Sentence Repetition			
Story Comprehension			
Encoding			

**The Receptive, Expressive, & Social-Communication Assessment-Elementary (RESCA)** - RESCA-E is a norm-references, language assessment for children ages 5 through 12 years of age. The RESCA-E has 14 components, organized into three cores (Receptive, Expressive, and Social-Communication). RESCA-E core subtests can be administered in one hour or less. Scaled scores are provided for subtests; standard scores are provided for cores and the overall score. Discrepancy scores allow comparison of performance across subtests.

**Receptive One-Word Picture Vocabulary Test (ROWPT-4) English/Spanish** - The ROWPVT is a test of word-recognition, in which the student is asked to listen to a word and select from among several pictures on a page, the one which best illustrates the concept.

Raw Score	Standard Score	Percentile Score	Age Equivalent

**Rhode Island Test of Language Structure – RTLS** - The RTLS was administered as a criterion-referenced test to evaluate the child’s recognition of 20 basic English sentence-types found in early development. After hearing a spoken sentence, the child was asked to select from a group of drawings, the one which accurately depicted the sentence.

Error Patterns

Simple Sentence Types:

Complex Sentence Types:

**The Rossetti Infant-Toddler Scale** - The scale measures the pre-verbal and verbal areas of communication and interaction. The results show the child’s highest level of skills in each of the areas of language listed below.

Interaction-Attachment: Cues and responses that show the relationship between parent and child

Pragmatics: How the child uses language to communicate with others

Gesture: Expressing an idea and meaning non verbally before use of spoken language

Play: Changes during different types of play behavior

Language Comprehension: The child’s understanding of verbal language with and without cues, such as gaze, gestures or understanding vocabulary

Language Expression: The child’s use of pre-verbal and verbal behaviors to communicate with others

Subtest	Age Performance	Percentile
Interaction-Attachment	Months	
Pragmatics	Months	
Gesture	Months	
Play	Months	
Language Comprehension	Months	
Language Expression	Months	

**Screening Test for Developmental Apraxia of Speech 2<sup>nd</sup> Ed. (STDAS-2)** - The *Screening Test for Developmental Apraxia of Speech – Second Edition (STDAS-2)* identifies children ages 4 through 12 who have both atypical speech language problems and associated oral performance. These two key factors render children suspect for developmental apraxia of speech. The STDAS-2 has four subtests. The first subtest, Expressive Language Discrepancy, is a required prescreening task. For this subtest, the difference between expressive and receptive language age is calculated if receptive language age is higher than expressive language age. This discrepancy

remains the best indicator for further testing of developmental apraxia of speech. The other three subtests, Prosody, Verbal Sequencing, and Articulation, are core subtests.

**Sequenced Inventory of Communication Development – Revised (SICD-R)** - This popular diagnostic test evaluates and quantifies communication skills of normal and developmentally delayed children functioning between 4 and 48 months. It has two major sections: Receptive, which includes behavioral items that test sound and speech discrimination, awareness, and understanding; and Expressive, which includes three types of behavior (imitating, initiating, and responding), as well as two distinct areas of expressive measurement (length and grammatical and syntactic structures of verbal output and articulation). The percentage of correct responses for each of the age-graded sets is used to determine the child's Receptive Communication Age and Expressive Communication Age. The inventory is individually administered, usually in 30 to 75 minutes.

**Social Language Development Test (Elementary)** - This is a diagnostic test of social language skills, including nonverbal communication. The tasks focus on taking someone else's perspective, making correct inferences, negotiating conflicts with peers, being flexible in interpreting situations, and supporting friends diplomatically. This assessment is normed for ages 6 years to eleven years, eleven months.

**Social Language Development Test (Adolescent)** - This is a diagnostic test of social language skills, and nonverbal communication. The tasks focus on making inferences, interpreting social language, problem solving, social interaction, and interpreting ironic statements. The test is normed for ages 12-0 to 18-0 years.

**Spanish Articulation Measures (SAM)** - The SAM is a norm-referenced test of articulation. The student names pictures and imitates words, and the student's production of Spanish consonant sounds is compared to developmental norms.

**Social Skills Improvement System (SSIS)** - The SSIS is a measure of social skills which employs rating scales, completed by the child, his parent and teacher. Results are interpreted to show the areas of Social Skills, Problem Behavior and Academic Competence which are outside the norm.

SSIS Scores	SS	% Rank	Subtests	Below	Average	Above
Social Skills			Communication			
			Cooperation			
			Assertion			
			Responsibility			
			Empathy			
			Engagement			
Problem Behaviors			Self-Control			
			Externalizing			
			Bullying			
			Hyperactivity/Inattention			
			Internalizing			
		Autism Spectrum				

Academic Competence						
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**Spanish Articulation Measures (SAM)** - The SAM is a norm-referenced test of articulation. The student names pictures and imitates words, and the student's production of Spanish consonant sounds is compared to developmental norms.

**Structured Photographic Articulation Test-D III (SPAT-D III) English** - This test is designed to assess the articulation of children ages 3 to 9 years using 40 actual photographs to spontaneously elicit production of consonant sounds. Ten initial consonant blends containing the phonemes /s/, /r/ and /l/ are also consonants through reading or sentence imitation is also observed.

**Structured Photographic Expressive Language Test- English (SPELT-3)** - In this test, sentences with specific grammatical forms (such as singular and plural nouns) are elicited as the child describes scenes in photographs. Responses are scored for correct and appropriate use of the necessary word- and sentence structure. (Child)'s areas of specific strength (or weakness) are the following: *specify* (singular and plural nouns; subject, object, possessive and reflexive pronouns, main verbs; copulas, auxiliary verbs; secondary verbs; prepositions; contractions; negatives, conjunctions, and question transformations).

Raw Score	Standard Score	Percentile Rank

**Stuttering Severity Instrument for Children and Adults-4 (SSI-4)** - This test provides for the observation and recording of the following areas: 1) frequency of repetition and prolongations of sounds and syllables, 2) estimated duration of the longest blocks (stuttering events), and 3) observable physical concomitants, such as facial grimaces, lip pressing, etc. The chart below presents detailed information regarding the stuttering behaviors.

	Speaking	Reading	Nonreading/Speaking
Frequency			
Duration			
Physical Concomitants			
Percentile			
Severity Rating			

**Test for Auditory Comprehension of Language-4 (TACL-4)** - The TACL is an individually administered test of auditory comprehension. There are three subtests.

	Standard Score	Percentile Rank
Vocabulary		
Grammatical Morphemes		
Elaborated Phrases and Sentences		
	<b>TACL</b>	<b>Percentile Rank</b>

	<b>Quotient</b>	
Total Test		

**Test of Early Communication and Emerging Language (TECEL)** - The TECEL assesses the earliest communication behaviors and emerging language abilities in infants and toddlers up to 24 months old. It includes both receptive and expressive items on the continuum from pre-linguistic communication behaviors to symbolic forms in emerging language. Can be administered to verbal and nonverbal respondents and is suitable for assessing individuals who communicate by means other than speech.

Test materials and interview questions are designed to be cross-cultural in content, free of jargon or difficult to understand concepts, and are appropriate for all ages.

**Test for Examining Expressive Morphology (TEEM)** - The TEEM assesses bound morpheme (grammatical word endings) development in children.

Raw Score: /54

Mean for chronological age of \_\_\_\_\_:

Standard Deviation:

**Test of Adolescent and Adult Language – Fourth Edition (TOAL 4)** - The TOAL 4 is a battery of six subtests, which include Word Opposites, Word Derivations, Spoken Analogies, Word Similarities, Sentence Combining, and Orthographic Usage. These were selected to test a range of skills found in adolescent language. The student is required to listen or read and respond in either a spoken or written mode. The TOAL was chosen because special attention has been paid to reliability for students of multiple ethnicities, including African-American, Native American/Eskimo, and Asian/Pacific Islanders, and results for this specific population are made available to aid in norm-based assessment.

TOAL-4	SS	% Rank	Subtest Scores	SS	% Rank
Spoken Language	84	14	Word Opposites WO	5	5
			Word Derivations WD	7	16
			Spoken Analogies SA	9	37
Written Language	69	2	Word Similarities WS	5	5
			Sentence Combining SC	4	2
			Orthographic Usage OU	6	9
General Language	73	3			

**Test of Childhood Stuttering (TOCS)** - The TOCS is a straightforward, efficient, fluency assessment for children between 4 and 12 years of age. It has three components: The standardized Speech Fluency Measure, Observational Rating Scales, and Supplemental

Assessment Activities.

Raw Score:

Percentile:

**Test of Auditory Processing Skills–3 (TAPS-3)** - The TAPS-3 assesses auditory processing. It examines phonologic skills, memory, comprehension and reasoning skills.

TAPS-3	SS	% Rank	Subtests	SS	% Rank
Phonologic			Word Discrimination		
			Phonological Segmentation		
			Phonological Blending		
Memory			Number Memory Forward		
			Number Memory Reverse		
			Word Memory		
			Sentence Memory		
Cohesion			Auditory Comprehension		
			Auditory Reasoning		
Overall					

**Test de Vocabulario en Imagenes Peabody (TVIP)** - The TVIP is a test of Spanish receptive vocabulary development. The child points to one of four pictures that best represents the meaning of the word. Results are compared to standardized norms.

Standard Score	Percentile Rank	Age Equivalent

**Test of Auditory Analysis Skills (TAAS)** - The TAAS was designed to assess the child's auditory processing skills within the spoken word. The student is asked to segment and delete syllables, as well as phonemes for auditorally presented words. Grade level equivalencies are provided.

Subtest	Standard Score	%ile Rank
Sentence Combining		
Picture Vocabulary		
Word Ordering		
Generals		
Grammatical Comprehension		
Malapropisms		

**Test of Language Development Primary – Fourth Edition (TOLD P-4)** - This test measures developmental word knowledge and grammar through 9 subtests, and yields composite scores in three areas

Subtest	Raw Score	Age Equivalent	Percentile Rank	Scaled Score	Descriptive Terms

Picture Vocabulary					
Relational Vocabulary					
Oral Vocabulary					
Syntactic Understanding					
Sentence Imitation					
Morphological Completion					
Word Discrimination					
Phonemic Analysis					
Word Articulation					

<b>Composite Quotient</b>	<b>Sum of Scaled Scores</b>	<b>Percentile Ranks</b>	<b>Index Scores</b>	<b>Descriptive Terms</b>
Listening				
Organizing				
Speaking				
Semantics				
Grammar				
Spoken Language				

**Test of Language Development Intermediate Fourth Edition (TOLD I:4)** - This assessment is designed to identify children who have difficulty communicating orally, and includes tasks of word knowledge and grammar use.

<b>Subtests</b>	<b>Raw Score</b>	<b>Age Equivalents</b>	<b>Percentile Ranks</b>	<b>Scaled Scores</b>	<b>Descriptive Terms</b>
Sentence Combining					
Picture Vocabulary					
Word Ordering					
Relational Vocabulary					
Morphological Comprehension					

Multiple Meanings					
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Composite Quotient	Sum of Standard Score	Percentile	Index Scores	Descriptive Terms
Listening				
Organizing				
Speaking				
Grammar				
Semantics				
Spoken Language				

**Test of Narrative Language-2<sup>nd</sup> Ed.** - The *Test of Narrative Language-Second Edition* (TNL-2) is a norm-referenced test that measures children’s narrative language abilities (i.e., children’s ability to understand and tell stories). Narration is an important aspect of spoken language, not usually measured by oral-language tests, that provides a critical foundation for literacy.

**Test of Phonological Awareness – Early Elementary Version (TOPA-2)** -The TOPA is a measure of young children’s ability to isolate individual phonemes in spoken words. A number of researchers have concluded that adequate awareness of the phonological structure of words helps to make learning to read words a more understandable task for the young child. Performance on phonological awareness tasks before or during kindergarten is an excellent predictor of reading success. Without awareness of the phonological segments in words, the English alphabetic system of writing is not very comprehensible and these students will most likely fail to develop reading skills. This assessment is normed for children five years old nine years old.

Subtest	Standard Score:	Percentile Rank
Rhyming		
Segmentation		
Isolation		
Deletion		
Substitution		
Blending		
Graphemes		

**Test of Pragmatic Language (TOPL-2)** - The TOPL is a test of pragmatic knowledge in which scenarios with drawings are presented and explained verbally. Students are then asked to either devise appropriate responses for the people in the situation, or to answer a question demonstrating knowledge of how or when to use language.

TOPL Score	Quotient	Percentile Rank
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**Test of Problem Solving-Adolescent-2nd Edition (TOPS-2)** - This test assesses the problem solving and critical thinking skills of secondary students through a series of stories and questions, presented auditorally, which require the student to capture information, connect with prior knowledge, and draw conclusions and inferences. Questions represent five critical thinking skills.

<b>TOPS 2</b>	<b>Standard Score</b>	<b>Percentile Rank</b>
Making Inferences		
Determining Solutions		
Problem Solving		
Interpreting Perspectives		
Transferring Insights		
<b>Total Test</b>		

**Test of Problem Solving-Elementary Third Edition (TOPS-3)** - The TOPS-3 Assesses language based critical thinking by means of examination and discussion of a series of pictured scenes. Questions require the child to visually capture information, connect with prior knowledge, and draw conclusions and inferences, then interpret the questions and form a verbal response. Questions represent six areas of thinking.

<b>TOPS 3</b>	<b>Standard Score</b>	<b>Percentile Rank</b>
Making Inferences		
Negative Questions		
Problem Solving		
Predicting		
Determining Causes		
<b>Total Test</b>		

**Test of Semantic Skills - Primary (TOSS-P) Grades: Preschool-3** - The TOSS-P is a receptive and expressive diagnostic test designed to assess a child's semantic skills. Test items emphasize vocabulary that is meaningful and relevant to the experiences of children.

<b>Subtests</b>	<b>Standard Score</b>	<b>%ile Rank</b>
Identifying labels		
Identifying categories		
Identifying attributes		
Identifying functions		
Identifying definitions		
Receptive Total		
Stating labels		
Stating categories		
Stating attributes		
Stating functions		

Stating definitions		
Expressive Total		
<b>Total Test</b>		

**Test of Semantic Skills - Intermediate (TOSS-I) Grades: 4-8** - The TOSS-P is a receptive and expressive diagnostic test designed to assess a child's semantic skills. Test items emphasize vocabulary that is meaningful and relevant to the experiences of children.

Subtests	Standard Score	%ile Rank
Identifying labels		
Identifying categories		
Identifying attributes		
Identifying functions		
Identifying definitions		
Receptive Total		
Stating labels		
Stating categories		
Stating attributes		
Stating functions		
Stating definitions		
Expressive Total		
<b>Total Test</b>		

**Test of Verbal Conceptualization and Fluency (TVCF)** - The TVCF assesses abilities related to executive function, (often a concern with traumatic brain injury), specifically, decision making, action, and motor output that is adaptive to external demands. Tasks involve rapid naming according to a criterion, categorizing, and rapidly finding a visual pattern.

TVCF Scores		T-Score	Percentile
Categorical Fluency			
Classification			
	Number Correct		
	Perseveration Errors		
	No. of Categories		
Letter Naming			
Trails			

**The WH Question Comprehension Test: Exploring the World of WH Question Comprehension for Student with an Autism Spectrum Disorder** - This test was administered to assess the ability to answer "who," "what," "when," "where," "why," and "how" questions. These words have been found to form the basis of personal interactions and school/life instruction. The child is asked a "wh" question and then required to provide a verbal answer. Only minimal visuals are presented in the form of the "wh" word. --'s performance on this assessment is as follows:

Question Type	Who	What	Where	When	Why	How
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Number of Mismatch Responses						
Number of No Responses						
Accuracy Score (%)						

**Wiig Assessment of Basic Concepts** - This is a norm-referenced assessment designed to evaluate a child's understanding and use of basic word opposites and related concepts. Basic concepts such as colors, numbers, location words, and descriptive words are the building blocks that children need to follow directions, engage in classroom routines and provide descriptions.

Standard Score:

**The Test of Word-Finding (TWF-3)** - The TWF-3 measures the individual's access to his vocabulary. Pictures are presented, which the student must name. This skill is compared to his ability to recognize those same words in a pointing task. Associated parameters, such as delayed response, and response to cueing are also measured and interpreted.  
Word-Finding Score

**The Test of Adolescent Word-Finding (TAWF)** - The TAWF measures the individual's access to his vocabulary. Examinees provide the name or label in response to pictures, sentence completion, and description by attributes. Proficiency at naming verbs, and tenses, as well as categories is measured. Naming ability is compared to recognition of the same words to determine presence of a word-finding impairment. The test enables examiners to identify patterns of error and behavioral concomitants of word-finding struggle.

**The Word Test – 2 Adolescent** - In the Word Test, students are given various words to which they must respond with a related word or definition demonstrating various aspects of word-meaning.

Word Scores	Standard Score	Percentile Rank
Associations		
Synonyms		
Semantic Absurdities		
Antonyms		
Definitions		
Multiple Definitions		