Standardized SLP Testing Instruments List

(https://www.iidc.indiana.edu/pages/speech-pathology-assessments)

Assessment Resource	Age	Description/ Contents
Bracken Basic Concept Scale: Expressive (BBCS:E)	3 to 6 years	Screen concepts of color, letters/sounds, numbers/counting, size, shape, direction/position, self/social awareness, texture/materials, quality, and time/sequencing.
Bracken Basic Concept Scale: Receptive	3 to 6 years	Evaluate the acquisition of basic concepts of a child, which is strongly related to cognitive and language development as well as early childhood academic achievement.
CELF-P Clinical Evaluation of Language Fundamentals-Preschool	Pre-school to early elementary aged children	Subtests include basic concepts, sentence and word structure, formulating labels, recalling meaning, and linguistic concepts.
CELF-4 Spanish Clinical Evaluation of Language Fundamentals-4	6 to 21 years	Evaluates a broad range of language skills such as linguistic concepts, formulating sentences, following directions, and listening to paragraphs.
CELF-4 Clinical Evaluation of Language Fundamentals-4	5 to 21 years	Evaluates a broad range of language skills such as recalling and formulating sentences, word classes, word definitions, understanding spoken paragraphs, semantic relationships, etc.
CELF-5 Clinical Evaluation of Language Fundamentals-5	5 to 22 years	The new CELF-5 is a comprehensive battery of tests that provides you with a streamlined, flexible approach to language assessment. It now offers a more robust assessment of pragmatics using observations and interactive activities.
CELF-5 Clinical Evaluation of Language Fundamentals Screening Test-5	5 to 22 years	Quick, reliable, and easy to use;now includes a pragmatics screening.
Children's Communication Checklist-2 (U.S. Edition)	4 to 16 years	Parent or caregiver rating scale for speech, syntax, semantics, coherence, initiation, scripted language, context, and nonverbal communication.
Communication Abilities Diagnostic Test (CADeT) (Johnson)	3 to 9 years	Tests various language performance in syntax, semantics and pragmatics during story, game, and conversational situations.
Comprehensive Assessment of Spoken Language (CASL)	3 to 21 years	Assesses language processing skills and knowledge.
Comprehensive Receptive & Expressive Vocabulary Test (CREVT) (Wallace and Hammill)	4 to 18 years	Measures both receptive and expressive vocabulary using common standardization for both areas.

Criterion Referenced Inventory of Language (Wiig)	4 to 13 years	Extension testing in the areas of semantics, pragmatics, morphology, and syntax.
Emerging Literacy Language Assessment (ELLA)	4.5 to 9 years	Screens phonological awareness and flexibility; sign and symbol recognition and interpretation; memory, retrieval and automaticity.
Evaluating Communicative Competence-Revised Ed. (Simon)	9 to 17 years	Consists of 21 informal inventories encompassing language processing, metalinguistics, and functional use of language.
Expressive Vocabulary Test, 2nd edition (EVT) (Williams)	2.5 to 90 years	Measures expressive vocabulary and word retrieval in standard English.
Functional Communication Profile (Kleiman)	3 years to adulthood	Facilitates compilation of skill level information from a variety of areas such as attentiveness, sensory/motor issues, speech, fluency, voice, and pragmatics/social skills.
Goldman-Fristoe 2	2 to 21 years	Measures articulation of consonant sounds, determine types of misarticulation, and compare individual performance to national, gender-differentiated norms.
Language Processing Test-Revised (LPT-R) (Richard and Hanner)	5 to 11 years	Uses tasks for association, categorization, similarities and differences, multiple meanings, and attributes.
The Listening Comprehension Test (Adolescents)	12 to 17 years	Subtests require students to listen for a purpose such as main area, details, reasoning, vocabulary and semantics, and understanding messages.
The Listening Comprehension Test 2 (Elementary)	6 to 11 years	Assesses listening through natural classroom situations rather than evaluating listening through simple repetition or discrimination subtests.
MacArthur-Bates Communication Development Inventories (1-3)	3-37 months	Three inventories to probe parent report on gestures, words, and sentence use.
Montgomery Assessment of Vocabulary Acquisition (MAVA)	3 to 11 years	Receptive/expressive evaluation of the 3 tiers of vocabulary-basic, high frequency and curriculum based.
Oral and Written Language Scales (OWLS) (Carrow-Woolfolk)	3 to 21 years oral scale; 5 to 21 years written scale	Assesses listening comprehension, oral expression, and written expression.
Oral and Written Language Scales II (OWLS II) (Carrow-Woolfolk)	3 to 21 years oral scale; 5 to 21 years written scale	Assesses listening comprehension, oral expression, and written expression.
Peabody Picture Vocabulary Test 4 Form A (PPVT-4)	2.5 to 90+ years	Measures the receptive (hearing) vocabulary of children and adults.
Peabody Picture Vocabulary Test 4 Form B (PPVT-4)	2.5 to 90+ years	Measures the receptive (hearing) vocabulary of children and adults.

Pragmatic Language Observation Scale (PLOS)	8 to 18 years	Designed to assess students' daily classroom spoken language behaviors.
Pragmatic Language Skills Inventory (PLSI)	5 to 12 years	Designed to assess children's pragmatic language abilities.
PLAI 2-Preschool Language Assessment Instrument (Blank)	3 to 6 years, but can be used with older children	Probes for ability to label objects and actions, role-play, respond to conversational interactions, respond to directions, define words, solve problems etc.
Preschool Language Scale, 5th ed (PLS5)(Zimmerman)	Birth to 7 years	Evaluates maturational lags, strengths, and deficiencies by testing auditory comprehension and verbal ability.
Rice Wexler Test of Early Grammatical Impairment	3 to 8 years	Uses manipulative tasks and pictures to assess early morphemes and sentence structure.
Screening Test for Developmental Apraxia of Speech, 2nd edition (STDAS-2)	4 to 12 years	Identifies children with atypical speech-language problems and associated oral performance.
Social Language Development Test Elementary	6 to 11 years	Assesses language-based skills of social interpretation and interaction with friends, the skills found to be most predictive of social language development.
Social Language Development Test Adolescent	12 to 17 years	Assesses students' language-based responses to portrayed, peer-to-peer situations.
Test de Vocabulario en Imagenes Peabody (TVIP)	2.5 to 18 years	Contains 125 items from PPVT-R to assess vocabulary of Spanish speaking and bilingual children.
Test for Auditory Comprehension of Language-3 (TACL-3) (Carrow-Woolfolk)	3 to 10 years	Measures receptive spoken vocabulary grammar, and syntax.
Test for Auditory Comprehension of Language-4 (TACL-4) (Carrow-Woolfolk)	3 to 10 years	Measures receptive spoken vocabulary grammar, and syntax.
Test of Adolescent Language-4 (TOAL-4)	12 to 24 years	Tests domains of vocabulary and grammar in areas of listening, speaking, reading, and writing.
Test of Adolescent/Adult Word Finding (TAWF) (D. J. German)	12 to 80 years	Evaluates picture naming of nouns and verbs, sentence completion naming, description naming, and category naming.
Test of Aided Communication Symbol Performance (TASP)	Children through adults	Provides starting point for AAC intervention by screening symbol size and number of items, grammatical encoding, categorization, and syntactical performance.
Test of Early Language Development-3 (TELD-3)	2 to 8 years	Examines receptive and expressive language.

Test	Age Range	Description
Test of Language Competence-Levels 1 & 2 (Wiig and Secord)	1.5 to 10 years Level 1; 9-19 years Level 2	Evaluates metalinguistic performance in the areas of semantics, syntax, and pragmatics.
Test of Language Development-Primary 4th edition (TOLD-P:4)	4 to 9 years	Evaluates children's spoken language ability within a semantic, grammatic, and phonological context.
Test of Narrative Language	5 to 11 years	Measures ability to answer comprehension questions and ability to generate a story.
Test of Pragmatic Language: 2 (2nd ed. of TOPL)	6 to 18 years	Assesses knowledge about situational social interaction; also contains a metacognitive pragmatic evaluative component.
Test of Problem Solving-3: Elementary (TOPS-3)	6 to 11 years	Addresses language based critical thinking skills.
Test of Problem Solving Adolescent (TOPS)	12 to 17 years	Tasks examine thinking skills relating to fair mindedness, affect, oversimplification, clarifying, analyzing, generating solutions, evaluating, and thinking independently.
Test of Word Finding 2nd ed. (TWF-2) (D. J. German)	6.5 to 13 years	Evaluates picture naming of nouns and verbs, sentence completion naming, description naming and category naming.
Test of Word Knowledge (Wiig and Secord)	5 to 17 years	Evaluates semantic and lexical knowledge through evaluating word definitions, multiple contexts, opposites, synonyms, etc.
Test of Written Language-3 (TOWL-3)	7.5 to 18 years	Tests domains of vocabulary, syntactical and thematic maturity, spelling, word usage, style, and sentences.
WH Question Comprehension Test (Vicker)	3 years and upward for verbal children	Screening test for who, what, where, when, why, and how question forms and answer type match.
The Word Test 2-Adolescent	12-18 years	Assesses associations, antonyms, synonyms, definitions, semantic absurdities, and flexible word use.
The Word Test 2-Elementary	6 to 11 years	Questions expressive language and semantic skills in association, synonyms, semantic absurdities, antonyms, definitions, and multiple meanings.

Additional Tests:

Assessment Resource	Age	Description/ Contents
The Apraxia Profile (Hickman)	2 to 12 years	Assists SLP in documenting oral-motor sequencing difficulties.
Assessment of Intelligibility of Dysarthric Speech (Yorkston and Beukelman)	Adolescent to adult	Assesses single word and sentence intelligibility and speaking rates of dysarthric speakers.
Assessment of Phonological Processes-Revised (APP-R) (Hodson)	Preschool through older school aged children	Depending on the age of the student, one of two screening protocols are used to identify phonological problems. Object kit is included with the test.
Children's Speech Intelligibility Measure (CSIM) (Wilcox and Morris)	3 to 10 years	Child repeats various words which are later judged for intelligibility by a naive listener.
Dysarthria Examination Battery (Drummond)	Children to adults	Evaluates responses in the areas of respiration, phonation, resonation, articulation, and prosody.
Dyscalculia Assessment (Drummond)	Children to adults	A complete assessment tool for investigating math difficulties in children, this book also provides advice for implementing the findings into teaching plans.
Kaufman Speech Praxis Test for Children	Pre-school	Diagnostic procedures for developmental apraxia; basic level treatment kit also available.
Khan-Lewis Phonological Analysis, 3rd edition (KLPA)	2 to 6 years	Helps translate data from the Goldman-Fristoe Test of Articulation into phonological process information.
Prosody - Voice Screening Profile (Shriberg)	Young children to adults	This manual and two audio tapes help clinicians address the domains of phrasing, rate, stress, loudness, pitch, and quality.
Ross Information Processing Assessment-Primary (RIPA-P)	5 to 13 years	Suitable for students with TBI or other neuropathologies and students with learning/language learning disabilities. Subtests assess memory, spatial and temporal orientation, organization, problem solving, and abstract reasoning.
Screening Test for Developmental Apraxia of Speech (STDAS) (Blakeley)	4 to 12 years	Evaluates expressive language discrepancy, vowels and diphthongs, oral-motor movement, verbal sequencing, motorically complex words, articulation, transposition, and prosody.
Social Responsiveness Scale, 2nd edition	2.5 years to adulthood	Identifies the presence and severity of social impairment within the autism spectrum and differentiates it from that which occurs in other disorders.
Social Skills Improvement System (SSIS) (Gresham)	3 to 18 years	Provides a brief assessment of problem behaviors that may interfere with a student's ability to acquire or perform social skills.

[Test of Nonverbal Intelligence](#) (TONI4) (Brown)	6 to 90 years	Evaluates cognitive ability using nonverbal formats and pointing responses to measure general intelligence.
[Token Test for Children](#)	3 to 12 years	Tokens are manipulated in response to linguistic commands.
[Verbal Motor Production Assessment for Children](#) (VMPAC) (Hayden and Square)	3 to 12 years	Identifies children with oral motor problems and subsequent impact, if any, on speech production.

Literacy Assessment Instruments and More FYI

1. Dynamic Indicators of Basic Early Literacy Skills

The **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. The DIBELS measures were specifically designed to assess the Big Ideas in Reading. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. These research-based measures are linked to one another and predictive of later reading proficiency. The measures are also consistent with many of the Common Core State Standards in Reading, especially the Foundational Skills. Combined, the measures form an assessment system of early literacy development that allows educators to readily and reliably determine student progress (https://dibels.uoregon.edu/market/assessment/dibels)

2. TILLS Test of Integrated Language and Literacy Skills

The Test of Integrated Language & Literacy Skills™ (TILLS™)is the groundbreaking assessment professionals need to test oral and written language skills in students ages 6–18 years, and to assess the role of memory in how students perform. Reliable, valid, and comprehensive, TILLS will help you streamline assessment, monitor progress, and reach your ultimate goal: improving students' communication skills so they can succeed in school (Brookes Publishing Co.). TILLS is ideal for evaluating students between the ages of 6 and 18 years who are

- suspected of having a primary (specific) language impairment
- suspected of having a learning disability, specific reading disability, or dyslexia
- with existing diagnoses associated with difficulties in oral and/or written language
- who are struggling with language, literacy, or social communication skills

3. Test of Preschool Early Literacy (TOPEL)-this test is designed to identify preschoolers who are risk for literacy problems. It consists of 3 Subtests (Print Knowledge, Definitional Vocabulary, and Phonological Awareness (http://www.proedinc.com/customer/productView.aspx?ID=4020).

FYI from

Reading Resource.net (http://www.readingresource.net/literacyandspeech-languagepathologists.html) stated the following in reference to Response to Intervention (RTI) Tier System, which makes so much sense!

1. Identify all kids who are at risk for reading struggles.
2. Get these kids the educational instruction they need, when the need it.
3. Make sure the instruction is working.

We must understand that the most fundamental responsibility of schools is teaching children to read and as a result of this understanding do what is necessary to implement the following components and practices into our reading instruction to ensure that all children learn to read:

- Direct teaching of decoding, comprehension strategies and literature appreciation.

- Explicit and purposeful phonemic awareness instruction.

- Systematic and explicit instruction in the written alphabetic code of English.

- Vocabulary instruction that focus on both referential vocabulary and relational vocabulary.

- Daily exposure to texts, activities and incentives that foster a love of reading.

To do this requires attention to research, a commitment to standards and the availability of high quality professional development. I like to think that I help our school maintain this focus.

FYI from International Dyslexia Foundation (https://dyslexiaida.org/testing-and-evaluation/)

It is possible to identify potential reading problems in young children even before the problems turn into reading failure. Screening tests, such as Predictive Assessment of Reading (PAR); Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Texas Primary Reading Inventory (TPRI); and AIMSweb screening assessments, developed by researchers for those purposes should be used with all children in a school, beginning in kindergarten, to locate those students who are "at risk" for reading difficulty. Preventive intervention should begin immediately, even if dyslexia is suspected. How the child responds to supplementary instruction will help determine if special education services are justified and necessary.

FYI A Guide to Assessment in Early Childhood Washington State Infancy to Age Eight (http://www.k12.wa.us/EarlyLearning/pubdocs/assessment_print.pdf)

The interpretation of assessment data is dependent on the purpose and method of the assessment, and the type of data collected. Assessment tools are generally designed for a single purpose and

it does a great disservice to children to use them otherwise. Screening instruments, for example, cannot be used to inform or monitor instruction, or to qualify a child for Infant Toddler early intervention or special education services. Program accountability data provide little, if any, information useful for planning individual instruction. The brief review of the various types of assessments that follows is designed to provide background information, introduce terminology, and illustrate some potential areas of misuse.

1.Standardized assessment involves a predetermined set of assessment items that represent "standards" of knowledge and/or skills. Standardized tests may be norm or criterion referenced, and items are presented to all children in the same sequence, using the same administration procedures and materials. Scoring and interpretation of performance is also standardized. Scores on standardized tests can unfairly penalize specific groups of children, such as English language learners and youngsters with receptive language delays who do not understand verbal directions. Children with sensory and physical impairments may not be able to demonstrate skills if the standard set of materials cannot be modified to accommodate their responses.

2. Norm-referenced assessments compare a child's score to the scores of a group of same-age peers (norm group). Such a comparison is only meaningful if the norm group includes children who share the language, culture, and/or (dis)abilities of those being assessed. Norm-referenced assessments yield numerical scores that can underestimate the performance of young children with disabilities, those learning English, and those whose early experience differs significantly from the "norm". Norm-referenced tests are almost always standardized to preserve a consistent basis for comparison of scores.

3. Criterion-referenced assessments measure a child's performance against a predetermined set of criteria, generally developmentally sequenced or task analyzed skills. Criterion-referenced measures yield performance profi les and numerical scores that refl ect the number of skills mastered. These instruments may be standardized, as in the case of oral reading fluency timings in primary grades, but for developmental content usually allow flexibility in administration procedures and assessment materials.

4. Curriculum-referenced assessments are criterion-referenced instruments that are packaged with an aligned set of curriculum goals. Curriculum-based assessment serves to place children in a curriculum sequence and the same items are used to monitor progress toward learning objectives. These assessments often provide a logical teaching sequence, and may also include instructional activities.

5. Readiness assessments are tests that gather information to determine how well a child is prepared for a specific program. In early childhood, readiness assessments are most frequently used (some would say misused) at kindergarten entry. Readiness assessments become problematic when the results are used to exclude children from programs rather than to identify areas where extra support is needed.