Speech-Language Assessments to Inform Eligibility and Present Levels

Any reference herein to any vendor, product or service by trade name, trademark, manufacturer, or otherwise does not constitute or imply the endorsement, recommendation or approval of the Tennessee Department of Education.
This document has been designed to inform speech-language pathologists (SLPs) of the variety of published speech and language assessments, which can be considered when selecting tools for evaluating communication disorders, and subsequently making eligibility decisions and developing PLEPs (Present Levels of Educational Performance) for the IEP.

This is not an exhaustive list of every assessment available, and assessments included in this document do not imply endorsement by the Department of Education.

Only the most recent edition of each assessment will be listed within this document.

**Formatting Note**
The notation “4:0 - 8:11” means 4 years 0 months through 8 years 11 months.
Selecting Appropriate Assessments

When assessing students for possible communication disorders, the State of Tennessee’s special education evaluation and eligibility standards for speech or language impairment require the use of standardized tests, but those are only one piece of a comprehensive communication evaluation. While standardized tests are a valuable tool for guiding eligibility determinations, they must be considered with other equally important components, such as a developmental history, communication observations, input from team members, curriculum-based measures, classwork samples, and language and/or speech samples.

There is an abundance of published assessments to evaluate speech and language skills in children and adults, but there is also considerable variability in the purposes and psychometric qualities across assessment tools.

The speech-language pathologist (SLP) is responsible for selecting assessment tools which satisfactorily target the communication concerns of the team. It is critical to review the tests’ manual prior to administration to consider the assessments’ diagnostic accuracy, and its usefulness and appropriateness for eligibility or program planning purposes.
The administration of a standardized test, in itself, does not imply that a comprehensive evaluation has been completed, or that it can sufficiently inform eligibility or PLEPs. The results of any assessment are valuable only when they provide valid and relevant data about a student’s true communication skills. Standard scores do not determine eligibility; IEP teams determine eligibility based on reliable, comprehensive data and thoughtful interpretation of a student’s performance across settings.
Table of Contents

Assessments Organized by Communication Area

Language
- **Total Language, Expressive, Receptive**
- **Literacy and Language, Auditory / Listening**
- **Vocabulary / Semantic Skills**
- **Concept Knowledge**
- **Functional, Social/Pragmatic, Metalinguistic, Reasoning / Problem-Solving**

Speech
- **Speech Sounds, Phonology**
- **Fluency**
Assessments of Language

Total Language
Expressive Language
Receptive Language

- Bankson Expressive Language Test - 3
- Comprehensive Assessment of Spoken Language – 2
- Clinical Evaluation of Language Fundamentals Preschool – 2
- Spanish
- Clinical Evaluation of Language Fundamentals - 5
- Expressive Language Test – Normative Update
- Oral and Written Language Scales – II
- Preschool Language Assessment Instrument - 2
- Preschool Language Scale - 5
- Receptive Expressive Emergent Language Test - 3
- Rice Wexler Test of Grammatical Impairment
- Spanish Structured Photographic Expressive Language Test – 3
- Structured Photographic Expressive Language Test – 3
- Test of Adolescent and Adult Language – 4
- Test for Auditory Comprehension of Language – 4
- Test of Early Language Development – 4
- Test of Expressive Language
- Test of Language Development – Intermediate – 4
- Test of Language Development – Primary – 4
- Test of Narrative Language – 2
Bankson Expressive Language Test, Third Edition (BELT-3)

Ages: 3:0 - 6:11

Administration Time: ≈ 30 minutes

Purpose: Assess expressive language skills.

Published 2018

<table>
<thead>
<tr>
<th>Subtest Areas</th>
<th>Indices</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Lexical semantics</td>
<td>- Expressive Language Index</td>
</tr>
<tr>
<td>- Morphology and syntax</td>
<td></td>
</tr>
</tbody>
</table>
Clinical Assessment of Spoken Language, Second Edition (CASL-2)

Ages:
3-21 year

Administration & Time:
≈5-10 minutes per subtest
≈45 minutes for the General Language Ability

Purpose:
Measure oral language processing skills of comprehension and expression across four categories: lexical/semantic, syntactic, supralinguistic, and pragmatic.

Published 2016

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Indices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive vocabulary</td>
<td>Lexical/Semantic</td>
</tr>
<tr>
<td>Antonyms</td>
<td>Syntactic</td>
</tr>
<tr>
<td>Synonyms</td>
<td>Supralinguistic</td>
</tr>
<tr>
<td>Expressive vocabulary</td>
<td>Receptive language</td>
</tr>
<tr>
<td>Idiomatic language</td>
<td>Expressive language</td>
</tr>
<tr>
<td>Sentence expression</td>
<td>Pragmatic language</td>
</tr>
<tr>
<td></td>
<td>Spoken language</td>
</tr>
<tr>
<td>Grammatical morphemes</td>
<td></td>
</tr>
<tr>
<td>Grammaticality judgement</td>
<td></td>
</tr>
<tr>
<td>Nonliteral language</td>
<td></td>
</tr>
<tr>
<td>Meaning from context</td>
<td></td>
</tr>
<tr>
<td>Inference</td>
<td></td>
</tr>
<tr>
<td>Double meaning</td>
<td></td>
</tr>
<tr>
<td>Pragmatic language</td>
<td></td>
</tr>
</tbody>
</table>
Ages:
3:0–6:11

Administration Time:
≈ 15-20 minutes for Level 1; entire test - variable

Purpose:
Evaluate a broad range of language skills in preschool children.

Other languages available:
Test available in Spanish (sold separately)

Published 2004

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Indices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Structure</td>
<td>Core Language</td>
</tr>
<tr>
<td>Word Structure</td>
<td>Receptive Language</td>
</tr>
<tr>
<td>Expressive Vocabulary</td>
<td>Expressive Language</td>
</tr>
<tr>
<td>Concepts and Following Directions</td>
<td>Language Content</td>
</tr>
<tr>
<td></td>
<td>Language Structure</td>
</tr>
</tbody>
</table>
Clinical Evaluation of Language Fundamentals
Preschool-2 Spanish (CELF-Preschool-2 Spanish)

Ages:
3:0 – 6:11

Administration Time:
≈ 15 to 20 minutes for Level 1; entire test - variable

Purpose:
Comprehensively measure language skills for Spanish-speaking preschool children.

Published 2009

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Indices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic concepts</td>
<td>• Core Language</td>
</tr>
<tr>
<td>• Word Structure</td>
<td>• Receptive Language</td>
</tr>
<tr>
<td>• Recalling sentences</td>
<td>• Expressive Language</td>
</tr>
<tr>
<td>• Concepts and following directions</td>
<td>• Language Content</td>
</tr>
<tr>
<td>• Expressive vocabulary</td>
<td>• Language Structure</td>
</tr>
<tr>
<td>• Sentence structure</td>
<td></td>
</tr>
<tr>
<td>• Word classes</td>
<td></td>
</tr>
<tr>
<td>• Phonological awareness</td>
<td></td>
</tr>
<tr>
<td>• Early literacy rating scale</td>
<td></td>
</tr>
<tr>
<td>• Descriptive pragmatic profile</td>
<td></td>
</tr>
</tbody>
</table>
Ages: 5:0 - 20:11

Administration Time: ≈ 20 to 30 minutes for Core Language; variable for entire test

Purpose: Comprehensively measure language skills.

Published 2015

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Indices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ages 5-8 years:</strong></td>
<td>• Core Language</td>
</tr>
<tr>
<td>• Word classes</td>
<td>• Receptive Language</td>
</tr>
<tr>
<td>• Following directions</td>
<td>• Expressive Language</td>
</tr>
<tr>
<td>• Formulated sentences</td>
<td>• Language Content</td>
</tr>
<tr>
<td>• Sentence comprehension</td>
<td>• Language Structure</td>
</tr>
<tr>
<td>• Linguistic concepts</td>
<td>• Language Memory</td>
</tr>
<tr>
<td>• Word structure</td>
<td>• Understanding spoken paragraphs</td>
</tr>
<tr>
<td>• Understanding spoken paragraphs</td>
<td>• Sentence assembly</td>
</tr>
<tr>
<td>• Pragmatic profile</td>
<td>• Semantic relationships</td>
</tr>
<tr>
<td></td>
<td>• Understanding spoken paragraphs</td>
</tr>
<tr>
<td></td>
<td>• Pragmatic profile</td>
</tr>
<tr>
<td></td>
<td>• Reading comprehension</td>
</tr>
<tr>
<td></td>
<td>• Structured Writing</td>
</tr>
</tbody>
</table>
Expressive Language Test, Second Edition: Normative Update (ELT-2:NU)

Ages:
5:0 – 11:11 years

Administration Time:
≈ 30 to 40 minutes

Purpose:
Measure spoken language expression and flexibility.

Published 2018

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequencing</td>
<td>Expressive Language</td>
</tr>
<tr>
<td>Metalinguistics</td>
<td></td>
</tr>
<tr>
<td>Morphology/syntax</td>
<td></td>
</tr>
<tr>
<td>Defining categories</td>
<td></td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Ages:
3-21 years - Listening Comprehension and Oral Expression Scales
5-21 years - Reading Comprehension and Written Expression Scales

Administration Time:
≈ 10 to 20 minutes – Listening Comprehension
≈ 10 to 30 - Oral Expression
≈ 10 to 30 minutes – Reading Comprehension
≈ 15 to 30 minutes – Written Expression

Purpose:
Measure language processes using four separate scales, each scale assesses the following linguistic structures: lexical/semantic, syntactic, pragmatic, and supralinguistic.

Published 2011

<table>
<thead>
<tr>
<th>Scales</th>
<th>Composites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening comprehension</td>
<td>Oral language</td>
</tr>
<tr>
<td>Oral expression</td>
<td>Written language</td>
</tr>
<tr>
<td>Reading comprehension</td>
<td>Receptive language</td>
</tr>
<tr>
<td>Written expression</td>
<td>Expressive language</td>
</tr>
<tr>
<td></td>
<td>Overall language</td>
</tr>
</tbody>
</table>
Preschool Language Assessment Instrument, Second Edition (PLAI-2)

Ages:
3:0 - 5:11 years

Administration Time:
≈30 minutes

Purpose:
To identify if young children can meet the language and communication demands of classroom discourse.

Published 2003

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Composites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matching</td>
<td>Expressive</td>
</tr>
<tr>
<td>Analysis</td>
<td>Receptive</td>
</tr>
<tr>
<td>Reordering</td>
<td>Total Ability</td>
</tr>
<tr>
<td>Reasoning</td>
<td></td>
</tr>
<tr>
<td>Receptive Mode</td>
<td>Nonstandardized pragmatic communication</td>
</tr>
<tr>
<td>Expressive Mode</td>
<td>- Adequacy of Response</td>
</tr>
<tr>
<td></td>
<td>- Interfering Behaviors</td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Preschool Language Scales, Fifth Edition (PLS-5)

Ages:
Birth – 7:11

Administration Time:
≈ 30 - 60 minutes

Purpose:
Assess skills that range from pre-verbal to early literacy in an interactive and play-based way.

Other languages available:
Test available in Spanish (sold separately)

Published 2011

<table>
<thead>
<tr>
<th>Areas Assessed</th>
<th>Indices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>Auditory Comprehension</td>
</tr>
<tr>
<td>Play</td>
<td>Expressive Comprehension</td>
</tr>
<tr>
<td>Gesture</td>
<td>Total Language</td>
</tr>
<tr>
<td>Social Communication</td>
<td></td>
</tr>
<tr>
<td>Semantics</td>
<td></td>
</tr>
<tr>
<td>Language Structure</td>
<td></td>
</tr>
<tr>
<td>Integrative Language Skills</td>
<td></td>
</tr>
<tr>
<td>Emergent Literacy Skills</td>
<td></td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Receptive-Expressive Emergent Language Test, Third Edition (REEL-3)

Ages:
Birth - 3

Administration Time:
≈ 20-30 minutes

Purpose:
Identify young children that are acquiring language at a significantly delayed pace.

Published
2003

<table>
<thead>
<tr>
<th>Subtest Areas</th>
<th>Indices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Receptive Language</td>
<td>• Receptive Language Ability Score</td>
</tr>
<tr>
<td>• Expressive Language</td>
<td>• Expressive Language Ability Score</td>
</tr>
<tr>
<td>• Inventory of Vocabulary Words (supplemental)</td>
<td>• Composite Ability Score</td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Rice-Wexler Test of Early Grammatical Impairment (TEGI)

Ages:
3:0 - 8:11

Administration Time:
≈ 45 minutes

Purpose:
To evaluate a child’s use of grammatical markers that are found to be difficult in children with specific language impairment.

Administration Note:
The Rice Wexler TEGI is a free criterion-referenced tool that can be found at https://cldp.ku.edu/rice-wexler-tegi. All components (manual, scoresheets, probes) are available for downloading and printing.

Published 2001

<table>
<thead>
<tr>
<th>Subtest Areas</th>
<th>Composite</th>
</tr>
</thead>
</table>
| • Phonological Probe  
• Third Person Singular Probe  
• Past Tense Probe  
• Be/Do Probe  
• Grammaticality Judgement Probe | • Elicited Grammar Composite Score |

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Spanish Structured Photographic Expressive Language Test – Third Edition (Spanish SPELT-3)

Ages:
4:0 – 9:11

Administration Time:
≈ 15 - 20 minutes

Purpose:
Measure a child’s generation of specific morphologic and syntactic structures. It elicits responses from a child through structured visual and auditory stimuli. It also samples the child's ability to use pragmatically appropriate language for various purposes.

Published 2008

<table>
<thead>
<tr>
<th>Skills Examined</th>
<th>Composites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morphology</td>
<td>Oral language</td>
</tr>
<tr>
<td>Verb form</td>
<td>Written language</td>
</tr>
<tr>
<td>Pronoun usage</td>
<td>Receptive language</td>
</tr>
<tr>
<td>Syntax</td>
<td>Expressive language</td>
</tr>
<tr>
<td></td>
<td>Overall language</td>
</tr>
</tbody>
</table>
Structured Photographic Expressive Language Test – Third Edition (SPELT-3)

Ages:
4:0 – 9:11

Administration Time:
≈ 15 - 20 minutes

Purpose:
Measure a child’s generation of specific morphologic and syntactic structures. It elicits responses from a child through structured visual and auditory stimuli, to better identify a child’s strengths and weaknesses.

Published 2003

Morphology and Syntactic Skills Examined

<table>
<thead>
<tr>
<th>Morphology</th>
<th>Syntactic Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preposition</td>
<td>Negative</td>
</tr>
<tr>
<td>Plural</td>
<td>Conjoined sentences</td>
</tr>
<tr>
<td>Possessive noun</td>
<td>Wh- questions</td>
</tr>
<tr>
<td>Direct/indirect object</td>
<td>Interrogative reversal</td>
</tr>
<tr>
<td>present progressive</td>
<td>Negative infinitive phrase</td>
</tr>
<tr>
<td>Regular/irregular past tense</td>
<td>Propositional complement</td>
</tr>
<tr>
<td>Modal auxiliaries</td>
<td>Relative clause</td>
</tr>
<tr>
<td>Contractible/uncontractible copula</td>
<td>Embedded clause</td>
</tr>
<tr>
<td>Contractible/uncontractible auxiliary</td>
<td></td>
</tr>
</tbody>
</table>
Test of Adolescent and Adult Language, Fourth Edition (TOAL-4)

Ages:
12:0 – 24:11

Administration Time:
≈ 1 hour

Purpose:
Measure spoken and written language of adolescents and young adults with varying degrees of knowledge of the English language.

Published 2007

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Quotients</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Word Opposites (oral)</td>
<td>• Spoken Language</td>
</tr>
<tr>
<td>• Word Derivations (oral)</td>
<td>• Written Language</td>
</tr>
<tr>
<td>• Analogies (oral)</td>
<td>• General Language</td>
</tr>
<tr>
<td>• Word Similarities (written)</td>
<td></td>
</tr>
<tr>
<td>• Sentence Combining (written)</td>
<td></td>
</tr>
<tr>
<td>• Orthographic Usage (written)</td>
<td></td>
</tr>
</tbody>
</table>
Test for Auditory Comprehension of Language, Fourth Edition (TACL-4)

Ages: 3:0 – 12:11

Administration Time: ≈ 20 – 30 minutes

Purpose: Measure receptive spoken vocabulary, grammar, and syntax.

Published 2014

Areas Assessed
- Vocabulary
- Grammatical morphemes
- Elaborated phrases and sentences

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Test of Early Language Development, Fourth Edition (TELD-4)

Ages: 3:0 – 7:11

Administration Time: ≈ 15 – 45 minutes

Purpose: Measure spoken language development.

Published 2017

<table>
<thead>
<tr>
<th>Areas Assessed</th>
<th>Indices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semantics</td>
<td>Express language</td>
</tr>
<tr>
<td>Syntax</td>
<td>Receptive language</td>
</tr>
<tr>
<td>Morphology</td>
<td>Spoken language</td>
</tr>
</tbody>
</table>
Ages:  
3:0 – 12:11

Administration Time:  
≈ 20 – 30 minutes

Purpose:  
Assess spoken language ability in children.

Published 2014

Areas Assessed

- Vocabulary
- Grammatical morphemes
- Elaborated phrases and sentences
Ages: 8:0 – 17:11

Administration Time: ≈ 30 minutes to 1 hour

Purpose: Comprehensively measure of spoken language in children.

Published 2008

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Quotients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Combining</td>
<td>Listening</td>
</tr>
<tr>
<td>Picture Vocabulary</td>
<td>Organizing</td>
</tr>
<tr>
<td>Word Ordering</td>
<td>Speaking</td>
</tr>
<tr>
<td>Relational Vocabulary</td>
<td>Grammar</td>
</tr>
<tr>
<td>Morphological Comprehension</td>
<td>Semantics</td>
</tr>
<tr>
<td>Multiple Meanings</td>
<td>Spoken Language</td>
</tr>
</tbody>
</table>
Test of Language Development - Primary, Fourth Edition (TOLD-P:4)

Ages:
4:0 – 8:11

Administration Time:
≈ 30 minutes to 1 hour

Purpose:
Comprehensively measure of spoken language in young children.

Published 2008

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Quotients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Vocabulary</td>
<td>Listening</td>
</tr>
<tr>
<td>Relational Vocabulary</td>
<td>Organizing</td>
</tr>
<tr>
<td>Oral Vocabulary</td>
<td>Speaking</td>
</tr>
<tr>
<td>Syntactic Understanding</td>
<td>Grammar</td>
</tr>
<tr>
<td>Sentence Imitation</td>
<td>Semantics</td>
</tr>
<tr>
<td>Morphological Completion</td>
<td>Spoken Language</td>
</tr>
<tr>
<td>Word Discrimination</td>
<td></td>
</tr>
<tr>
<td>Word Analysis</td>
<td></td>
</tr>
<tr>
<td>Word Articulation</td>
<td></td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Test of Narrative Language, Second Edition (TNL-2)

Ages:  
5:0 – 15:11

Administration Time:  
≈ 15 – 20 minutes

Purpose:  
Assess narrative production and comprehension in children.

Published  
2017

Areas Assessed

- Comprehension of a script, a personal narrative, and a fictional narrative
- Retell of a script, personal narrative, and a fictional narrative

Composites

- Narrative Comprehension
- Oral Narration
- Total Narrative Ability

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Assessments of Language

Literacy and Language Auditory / Listening

- Comprehensive Test of Phonological Processing – 2
- Emerging Literacy and Language Assessment
- Lindamood Auditory Conceptualization – 3
- Listening Comprehension Test – Adolescent: Normative Update
- Phonological Awareness Test – 2: Normative Update
- Test of Auditory Processing Skills – 4
- Test of Integrated Language and Literacy
- Test of Phonological Awareness in Spanish
Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)

**Ages:**
4:0 – 24:11

**Administration Time:**
≈ 40 minutes

**Purpose:**
Identify individuals who are significantly below their peers in phonological abilities; determine strengths and weaknesses among developed phonological processes; and document progress in phonological processing following intervention.

**Published 2013**

<table>
<thead>
<tr>
<th><strong>Subtests</strong></th>
<th><strong>Composites</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elision</td>
<td>Phonological awareness</td>
</tr>
<tr>
<td>Blending words</td>
<td>Phonological memory</td>
</tr>
<tr>
<td>Sound matching</td>
<td>Rapid symbolic naming</td>
</tr>
<tr>
<td>Phoneme isolation</td>
<td>Rapid non-symbolic naming</td>
</tr>
<tr>
<td>Blending non-words</td>
<td>Alternate phonological awareness</td>
</tr>
<tr>
<td>Memory for digits</td>
<td></td>
</tr>
<tr>
<td>Non-word repetition</td>
<td></td>
</tr>
<tr>
<td>Rapid digit naming</td>
<td></td>
</tr>
</tbody>
</table>
Emerging Literacy & Language Assessment (ELLA)

**Ages:**
4:6 – 9:11

**Administration Time:**
≈ 30 to 45 minutes

**Purpose:**
Evaluate the skills children (within the age band) need to become proficient readers.

**Published 2006**

<table>
<thead>
<tr>
<th>Skills Assessed</th>
<th>Composites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhyming (awareness and production)</td>
<td>Phonological Awareness and Flexibility</td>
</tr>
<tr>
<td>Initial sound identification</td>
<td>Sign and Symbol Recognition and Interpretation</td>
</tr>
<tr>
<td>Blending and segmenting sounds, words, and syllables</td>
<td></td>
</tr>
<tr>
<td>Deleting and substituting initial and final sounds in words</td>
<td>Memory, Retrieval and Automaticity</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental symbol identification</td>
<td></td>
</tr>
<tr>
<td>Letter-symbol identification</td>
<td></td>
</tr>
<tr>
<td>Word reference association</td>
<td></td>
</tr>
<tr>
<td>Reading comprehension for one to three sentences</td>
<td></td>
</tr>
<tr>
<td>Rapid naming</td>
<td></td>
</tr>
<tr>
<td>Word associations</td>
<td></td>
</tr>
<tr>
<td>Story retell</td>
<td></td>
</tr>
</tbody>
</table>
Lindamood Auditory Conceptualization Test, Third Edition (LAC-3)

Ages:
5:0 – 18:11 years

Administration Time:
≈ 20-30 minutes

Purpose:
Measure an individual’s ability to perceive and conceptualize speech sounds using a visual medium.

Published 2004

Areas Assessed
- Isolated phoneme patterns
- Tracking phonemes
- Counting syllables
- Tracking syllables and phonemes
Listening Comprehension Test – Adolescent; Normative Update (LCT-A:NU)

Ages:
12:0 – 17:11 years

Administration Time:
≈ 35 - 40 minutes

Purpose:
Evaluate a student’s abilities in listening comprehension skills.

Published 2018

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Main idea</td>
<td>• Listening Comprehension</td>
</tr>
<tr>
<td>• Details</td>
<td></td>
</tr>
<tr>
<td>• Reasoning</td>
<td></td>
</tr>
<tr>
<td>• Vocabulary and Semantics</td>
<td></td>
</tr>
<tr>
<td>• Understanding messages</td>
<td></td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.

**Ages:**
5:0 – 9:11 years

**Administration Time:**
≈ 40 to 50 minutes

**Purpose:**
Assess a child’s phonological awareness, phoneme-grapheme correspondence, and phonemic decoding skills.

**Published 2018**

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Indices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rhyming</td>
<td>• Phonological Awareness Index</td>
</tr>
<tr>
<td>• Segmentation</td>
<td>• Phoneme-Grapheme Index</td>
</tr>
<tr>
<td>• Isolation</td>
<td></td>
</tr>
<tr>
<td>• Deletion</td>
<td></td>
</tr>
<tr>
<td>• Substitution with manipulatives</td>
<td></td>
</tr>
<tr>
<td>• Blending</td>
<td></td>
</tr>
<tr>
<td>• Phoneme-grapheme correspondence</td>
<td></td>
</tr>
<tr>
<td>• Phonemic decoding</td>
<td></td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Test of Auditory Processing Skills, Fourth Edition (TAPS-4)

Ages:  
5:0 – 21:11 years

Administration Time:  
≈ 60 to 90 minutes

Purpose:  
Provide information about language processing and comprehension skills.

Published 2018

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Indices</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Word discrimination</td>
<td>• Phonological Processing Index</td>
</tr>
<tr>
<td>• Phonological deletion</td>
<td>• Auditory Memory Index</td>
</tr>
<tr>
<td>• Phonological blending</td>
<td>• Listening Comprehension Index</td>
</tr>
<tr>
<td>• Syllabic blending</td>
<td></td>
</tr>
<tr>
<td>• Number memory forward</td>
<td></td>
</tr>
<tr>
<td>• Word memory</td>
<td></td>
</tr>
<tr>
<td>• Sentence memory</td>
<td></td>
</tr>
<tr>
<td>• Number memory reversed</td>
<td></td>
</tr>
<tr>
<td>• Processing oral directions</td>
<td></td>
</tr>
<tr>
<td>• Auditory comprehension</td>
<td></td>
</tr>
<tr>
<td>• Auditory figure ground</td>
<td></td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Test of Integrated Language and Literacy (TILLS)

Ages:
6:0 – 18:11 years

Administration Time:
≈ 60 to 90 minutes for entire test

Use of Test:
Measures oral and written language skills.

Published 2015

<table>
<thead>
<tr>
<th>Subtests *not administered to children ages 6:0-6:5</th>
<th>Composites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary awareness</td>
<td>Listening</td>
</tr>
<tr>
<td>Phonemic awareness</td>
<td>Speaking</td>
</tr>
<tr>
<td>Story retelling</td>
<td>Reading Writing</td>
</tr>
<tr>
<td>Non-word repetition</td>
<td>Memory</td>
</tr>
<tr>
<td>Non-word spelling*</td>
<td>Digit span backward</td>
</tr>
<tr>
<td>Listening comprehension</td>
<td></td>
</tr>
<tr>
<td>Reading comprehension*</td>
<td></td>
</tr>
</tbody>
</table>

* Following directions
* Delayed story retelling
* Non-word reading*
* Reading fluency*
* Written expression*
* Social Communication
* Digit span backward

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Test of Phonological Awareness in Spanish (TPAS)

Ages: 4:0 – 10:11 years

Administration Time: ≈ 15 to 30 minutes

Use of Test: Measures phonological awareness abilities in Spanish-speaking children.

Published 2004

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial sounds</td>
<td>• Phonological Ability Score</td>
</tr>
<tr>
<td>Final Sounds</td>
<td></td>
</tr>
<tr>
<td>Rhyming Words</td>
<td></td>
</tr>
<tr>
<td>Deletion</td>
<td></td>
</tr>
</tbody>
</table>
Assessments of Language

Vocabulary
Semantic Skills

- Comprehensive Receptive and Expressive Vocabulary Test - 3
- Expressive One Word Picture Vocabulary Test – 4
- Expressive One Word Picture Vocabulary Test – 4 Spanish-Bilingual
- Expressive Vocabulary Test - 3
- Language Processing Test - 3
- Montgomery Assessment of Vocabulary Acquisition
- Peabody Picture Vocabulary Test - 5
- Receptive One Word Picture Vocabulary Test – 4
- Receptive One Word Picture Vocabulary Test – 4 Spanish-Bilingual
- Test of Preschool Vocabulary
- Test of Semantic Skills - Primary
- Test of Semantic Skills - Intermediate
- Test de Vocabulario Imagenes Peabody
- Test of Word Finding – 3
- Word Test – 2: Adolescent
- Word Test – 3: Elementary
Comprehensive Receptive and Expressive Vocabulary Test, Third Edition (CREVT-3)

Ages: 5 - 89 years

Administration Time: ≈ 20 to 30 minutes

Purpose: Measure receptive and expressive oral vocabulary.

Published 2013

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Indices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressive Vocabulary</td>
<td>General Vocabulary Index</td>
</tr>
<tr>
<td>Receptive Vocabulary</td>
<td>Expressive Vocabulary Index</td>
</tr>
<tr>
<td></td>
<td>Receptive Vocabulary Index</td>
</tr>
</tbody>
</table>
Expressive One-Word Picture Vocabulary Tests, Fourth Edition (EOWPVT-4)

Ages:
2:6 – 90+ years

Administration Time:
≈ 20 minutes

Purpose:
Assess an individual’s ability to name objects, actions, or concepts.

Co-normed with the ROWPVT-4 to allow the examiner to make comparisons of a child’s receptive and expressive vocabulary skills

Published 2010 English

<table>
<thead>
<tr>
<th>Skill Assessed</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naming abilities of single pictured words</td>
<td>Standard Score, Percentile</td>
</tr>
<tr>
<td></td>
<td>Age and grade equivalents</td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.

**Ages:**  
2:0 – 70+ years

**Administration Time:**  
≈ 20-25 minutes

**Purpose:**  
Measure of total acquired vocabulary; it is not a test of language proficiency.

**Administration Note:**  
Items can be presented and responded to in either English or Spanish.

**Published 2012**

<table>
<thead>
<tr>
<th>Skill Assessed</th>
<th>Scoring</th>
</tr>
</thead>
</table>
| Naming abilities of single pictured words in either Spanish or English | • Standard Score, Percentile  
• Age and grade equivalents |
Ages:
2:6 – 90+ years

Administration Time:
≈ 10 to 15 minutes

Purpose:
Measure expressive vocabulary and word retrieval for Standard American English.

Releasing late 2018

<table>
<thead>
<tr>
<th>Skill Assessed</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressive Vocabulary</td>
<td>Standard Score, Percentile</td>
</tr>
</tbody>
</table>
Language Processing Test 3: Elementary (LPT-3)

Ages:
5:0 – 11:11 years

Administration Time:
≈ 35 minutes

Purpose:
Assess discrete language processing skills.

Published 2005

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labeling</td>
<td>• Similarities</td>
</tr>
<tr>
<td>Stating functions</td>
<td>• Differences</td>
</tr>
<tr>
<td>Associations</td>
<td>• Multiple Meanings</td>
</tr>
<tr>
<td>Categorization</td>
<td>• Attributes</td>
</tr>
<tr>
<td></td>
<td>• Total Test Score</td>
</tr>
</tbody>
</table>
Montgomery Assessment of Vocabulary Acquisition (MAVA)

Ages:
3:0 – 12:11 years

Administration Time:
≈ 30-40 minutes for both tests

Purpose:
Measure of expressive and receptive vocabulary.

Published 2008

Areas Assessed
- Examines tier 1, 2, and 3 vocabulary words

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Peabody Vocabulary Test, Fifth Edition (PPVT-5)

Ages:
2:6 – 90+ years

Administration Time:
≈ 10 to 15 minutes

Purpose:
Measure of receptive vocabulary for Standard American English.

Releasing late 2018

<table>
<thead>
<tr>
<th>Skill Assessed</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive Vocabulary</td>
<td>Standard Score, Percentile</td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Receptive One-Word Picture Vocabulary Tests, Fourth Edition (ROWPVT-4)

Ages: 2:0 – 80+ years

Administration Time: ≈ 20 minutes

Purpose: Assess an individual’s ability to name, with one word, objects, actions, and concepts when presented with color illustrations.

Co-normed with the EOWPVT-4 to allow the examiner to make comparisons of a child’s receptive and expressive vocabulary skills.

Published 2010

<table>
<thead>
<tr>
<th>Skill Assessed</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension of single spoken words</td>
<td>• Standard Score, Percentile</td>
</tr>
<tr>
<td></td>
<td>• Age and grade equivalents</td>
</tr>
</tbody>
</table>
Receptive One-Word Picture Vocabulary Tests, Fourth Edition Spanish – Bilingual (ROWPVT-4)

Ages: 2:0 – 70+ years

Administration Time: ≈ 20-25 minutes

Purpose: Measure total acquired vocabulary; it is not a test of language proficiency.

Administration Note: Items can be presented and responded to in either English or Spanish.

Published 2012

<table>
<thead>
<tr>
<th>Skill Assessed</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Comprehension of single spoken words presented in either English or Spanish</td>
<td>• Standard Score, Percentile</td>
</tr>
<tr>
<td></td>
<td>• Age and grade equivalents</td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Test of Preschool Vocabulary (TOPV)

Ages:
2:0 – 5:11 years

Administration Time:
≈ 15-20 minutes

Purpose:
Measures children’s ability to show knowledge of and label single words that represent all parts of speech and a variety of basic concepts.

Published 2015

Composites
- General Vocabulary Score
- Receptive Vocabulary Score
- Expressive Vocabulary Score

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Test of Semantic Skills – Intermediate (TOSS-I)

Ages:  
9:0 – 13:11 years

Administration Time:  
≈ 25-30 minutes

Purpose:  
Measure receptive and expressive semantic skills in upper elementary and middle school students.

Published 2004

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Composites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying Labeling</td>
<td>Stating Labels</td>
</tr>
<tr>
<td>Identifying Categories</td>
<td>Stating Categories</td>
</tr>
<tr>
<td>Identifying Attributes</td>
<td>Stating Attributes</td>
</tr>
<tr>
<td>Identifying Functions</td>
<td>Stating Functions</td>
</tr>
<tr>
<td>Identifying Definitions</td>
<td>Stating Definitions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Receptive Score</td>
</tr>
<tr>
<td></td>
<td>Expressive Score</td>
</tr>
</tbody>
</table>
Test of Semantic Skills – Primary (TOSS-P)

Ages:
4:0 – 8:11 years

Administration Time:
≈ 25-30 minutes

Purpose:
Measure receptive and expressive semantic skills.

Published 2002

Subtests
- Identifying Labeling
- Identifying Categories
- Identifying Attributes
- Identifying Functions
- Identifying Definitions

Composites
- Stating Labels
- Stating Categories
- Stating Attributes
- Stating Functions
- Stating Definitions

- Total Test Score
- Receptive Score
- Expressive Score

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Test de Vocabulario Imagenes Peabody (TVIP)

Ages:
2:6 – 17:11 years

Administration Time:
≈ 10 to 15 minutes

Purpose:
Contains 125 translated items to assess the vocabulary of Spanish-speaking and bilingual students; based on the PPVT-R.

Published 1986

<table>
<thead>
<tr>
<th>Skill Assessed</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive Vocabulary</td>
<td>Standard Score, Percentile</td>
</tr>
</tbody>
</table>
Ages: 4:6 – 12:11 years

Administration Time: ≈ 20 to 30 minutes

Purpose: Assess a child’s single word expressive language and word-finding abilities.

Published 2015

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Naming, Nouns</td>
<td>• Word Finding Index</td>
</tr>
<tr>
<td>Sentence Completion Naming</td>
<td></td>
</tr>
<tr>
<td>Picture Naming, Verbs</td>
<td></td>
</tr>
<tr>
<td>Picture Naming, Categories</td>
<td></td>
</tr>
</tbody>
</table>
The Word Test, Second Edition: Adolescent

Ages:
12:0 – 17:11 years

Administration Time:
≈ 30 minutes

Purpose:
Identify semantic weaknesses that impact academic, social, and vocational success by examining a student's expressive vocabulary and semantic skills.

Published 2004

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Standard Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Associations</td>
<td>• Each subtests</td>
</tr>
<tr>
<td>• Synonyms</td>
<td>• Total Test</td>
</tr>
<tr>
<td>• Semantic Absurdities</td>
<td></td>
</tr>
<tr>
<td>• Antonyms</td>
<td></td>
</tr>
<tr>
<td>• Definitions</td>
<td></td>
</tr>
<tr>
<td>• Flexible Word Use</td>
<td></td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Ages:  
6:0 – 11:11 years

Administration Time:  
≈ 30 minutes

Purpose:  
Measure a student’s ability to recognize and express semantic attributes critical to vocabulary growth and language competency.

Published 2014

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Standard Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associations</td>
<td>Each subtest</td>
</tr>
<tr>
<td>Synonyms</td>
<td>Total Test</td>
</tr>
<tr>
<td>Semantic Absurdities</td>
<td></td>
</tr>
<tr>
<td>Antonyms</td>
<td></td>
</tr>
<tr>
<td>Definitions</td>
<td></td>
</tr>
<tr>
<td>Flexible Word Use</td>
<td></td>
</tr>
</tbody>
</table>
Assessments of Language

Concept Knowledge

- [Boehm Test of Basic Concepts - 3](#)
- [Boehm Test of Basic Concepts – Preschool - 3](#)
- [Bracken Basic Concept Scale - Expressive](#)
- [Bracken Basic Concept Scale - Receptive](#)
- [Wiig Assessment of Basic Concepts](#)
Ages:
Kindergarten first and second graders

Administration Time:
≈ 30 to 45 minutes

Purpose:
Identify student’s knowledge of 50 basic concepts most frequently used by teachers in kindergarten, first, and second grade classrooms.

Other languages available:
Spanish Edition Included with English Test

Published 2001

Additional Information
• Can be administered individually or in a group
• Two forms included - fall and spring administration to allow for pre- and post-testing

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Ages: 3.0 – 5:11

Administration Time: ≈ 20 to 30 minutes

Purpose: Identify children’s knowledge of 26 basic concepts relevant to preschool and early childhood curriculum.

Other languages/versions available: Spanish Edition Included with English Test
Tactile version of the Boehm-3 (2015) can be purchased through the American Printing House for the Blind

Published 2001

Additional Information
- Two age levels – 3 years, 4-5 years
- Two forms included - fall and spring administration to allow for pre- and post-testing

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Bracken Basic Concept Scale, Third Edition Expressive (BBCS-3 E)

Ages:
3:0 – 6:11 years

Administration Time:
≈ 30 to 40 minutes

Purpose:
Evaluate the acquisition (expressively) of basic concepts.

Other languages available:
Spanish Adaptation (sold separately)

Published 2006 (Bracken-4 in process)

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Composites</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School Readiness</td>
<td>• Expressive Composite</td>
</tr>
<tr>
<td>• Direction/Position</td>
<td>• School Readiness Composite</td>
</tr>
<tr>
<td>• Self-/Social Awareness</td>
<td></td>
</tr>
<tr>
<td>• Texture/Material</td>
<td></td>
</tr>
<tr>
<td>• Quantity</td>
<td></td>
</tr>
<tr>
<td>• Time/Sequence</td>
<td></td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Bracken Basic Concept Scale, Third Edition Receptive (BBCS-3 R)

Ages:
3:0 – 6:11 years

Administration Time:
≈ 30 to 40 minutes

Use of Test:
Evaluate the receptive acquisition of basic concepts.

Other languages available:
Spanish Adaptation (sold separately)

Published 2006 (Bracken-4 in process)

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Composites</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Readiness</td>
<td>Receptive Composite</td>
</tr>
<tr>
<td>Direction/Position</td>
<td>School Readiness Composite</td>
</tr>
<tr>
<td>Self-/Social Awareness</td>
<td></td>
</tr>
<tr>
<td>Texture/Material</td>
<td></td>
</tr>
<tr>
<td>Quantity</td>
<td></td>
</tr>
<tr>
<td>Time/Sequence</td>
<td></td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Wiig Assessment of Basic Concepts (WABC)

Ages:
2:6 – 7:11 years

Administration Time:
≈ 10 to 15 minutes

Use of Test:
Evaluate a child’s use and understanding of basic concepts.

Published 2004

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Composites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color or shape</td>
<td>Receptive</td>
</tr>
<tr>
<td>Size, weight or volume</td>
<td>Expressive</td>
</tr>
<tr>
<td>Distance, time or speed</td>
<td></td>
</tr>
<tr>
<td>Quantity or completeness</td>
<td></td>
</tr>
<tr>
<td>Location or direction</td>
<td></td>
</tr>
<tr>
<td>Condition or quality</td>
<td></td>
</tr>
<tr>
<td>Sensation, emotion, or evaluation</td>
<td></td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Assessments of Language

Functional Language
Social / Pragmatic Language
Metalinguistic Skills
Reasoning / Problem Solving

- Clinical Evaluation of Language Fundamentals – 5 Metalinguistics
- Communication Matrix
- Early Functional Communication Profile
- Functional Communication Profile-Revised
- Pragmatic Language Observation Scale
- Pragmatic Language Skills Inventory
- Social Language Development Test – Adolescent
- Social Language Development Test - Elementary
- Social Skills Improvement System Rating Scales
- Test of Pragmatic Language - 2
- Test of Problem Solving – 2 Adolescent
- Test of Problem Solving – 3 Elementary
**Clinical Assessment of Language Fundamentals, Fifth Edition Metalinguistics (CELF-5 Metalinguistics)**

Ages:
9:0 – 21:11

**Administration Time:**
≈ 45 minutes for Total Metalinguistics Score

**Purpose:**
Measure a student's ability to think about and use language to make inferences, manipulate conversational speech given a context, use words in multiple ways, and use language in a non-literal manner.

Published 2014

<table>
<thead>
<tr>
<th><strong>Subtests</strong></th>
<th><strong>Indices</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Metalinguistic Profile</td>
<td>• Total Metalinguistic Index</td>
</tr>
<tr>
<td>• Making Inferences</td>
<td>• Meta-Pragmatic Index</td>
</tr>
<tr>
<td>• Conversational Skills</td>
<td>• Meta-Semantic Index</td>
</tr>
<tr>
<td>• Multiple Meaning</td>
<td></td>
</tr>
<tr>
<td>• Figurative Language</td>
<td></td>
</tr>
</tbody>
</table>
Ages:
Not specified, but is intended for Individuals with complex communication needs.

Administration Time:
Varies

Purpose:
Identify an individual’s current communication levels and provide a guide for the development of goals necessary to achieve more functional communication.

Administration Note:
This tool is free* and can be found online at https://communicationmatrix.org/
Users must create an online account to access the assessment tool.

*The Communication Matrix is a not-for-profit project and depends in part on users donations.
Ages:
2 – 10 years

Administration Time:
≈ 35-40 minutes

Purpose:
Allows SLPs and special educators to evaluate and account for some of the unique communication skills in individuals with developmental and acquired delays across a broad age range.

Administration Note:
The EFC is not administered directly with the child. It is a criterion-referenced tool that relies on observations of the skills demonstrated across situations.

Published 2012

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Subtests</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Joint Attention – Requesting objects</td>
<td>• Social Interaction – Response to greetings</td>
</tr>
<tr>
<td>• Social Interaction – Requesting continuation of actions</td>
<td>• Joint Attention – Receptive language</td>
</tr>
<tr>
<td>• Communicative Intent – Requesting assistance</td>
<td>• Communicative Intent – Protesting</td>
</tr>
</tbody>
</table>
Ages:
3:0 – Adult

Administration Time:
≈ 45-90 minutes

Purpose:
Allows SLPs and special educators to evaluate and account for some of the unique communication skills in individuals with developmental and acquired delays across a broad age range.

Administration Note:
The FCP-R is not administered directly with the student. It is a criterion-referenced tool that relies on observations of the skills demonstrated across situations.

Published 2003

Subtests

| Sensory/motor | Speech |
| Alertness     | Voice  |
| Receptive Language | Oral Fluency |
| Expressive Language | Non-Oral Communication |
| Pragmatic/Social Language | |
Pragmatic Language Skills Inventory (PLSI)

**Ages:**
5:0 – 13:11

**Administration Time:**
≈ 10 minutes

**Purpose:**
Assess children’s pragmatic language ability.

**Administration Note:**
The PLSI is a rating scale. This is not administered to the student.

**Published 2006**

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Composites</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personal Interaction Skills</td>
<td>• Personal Interaction</td>
</tr>
<tr>
<td>• Social Interaction Skills</td>
<td>• Social Interaction</td>
</tr>
<tr>
<td>• Classroom Interaction Skills</td>
<td>• Classroom Interaction</td>
</tr>
<tr>
<td></td>
<td>• Total Pragmatic Index</td>
</tr>
</tbody>
</table>
Pragmatic Language Observation Scale (PLOS)

Ages: 8:0 – 17:11

Administration Time: ≈ 10 minutes

Purpose: Assess students’ daily classroom spoken language behaviors.

Administration Note: The PLOS is a rating scale to be completed by teachers or other professionals. This is not administered to the student.

Published 2009

Scoring

• 30 skills rated on a 5-point Likert scale
• Standard score, percentile, and descriptive category
Social Language Development Test – Adolescent: Normative Update (SLDT-A:NU)

Ages:
12:0 – 17:11

Administration Time:
≈ 45 minutes

Purpose:
Assess language-based social skills. Specifically, it measures students’ ability to make inferences, and interpret and respond to social interaction.

Published 2017

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Making Inferences</td>
<td>• Social Language Development Index</td>
</tr>
<tr>
<td>• Interpreting Social Language</td>
<td></td>
</tr>
<tr>
<td>• Problem Solving</td>
<td></td>
</tr>
<tr>
<td>• Social Interpretation</td>
<td></td>
</tr>
<tr>
<td>• Interpreting Ironic Statements</td>
<td></td>
</tr>
</tbody>
</table>
Social Language Development Test – Elementary: Normative Update (SLDT-E:NU)

Ages: 6:0 – 11:11

Administration Time: ≈ 45 minutes

Purpose:
Assess the language required to appropriately infer and express what another person is thinking or feeling within a social context, to make multiple interpretations, take mutual perspectives, and negotiate with and support their peers.

Published 2017

Subtests
- Making Inferences
- Interpersonal Negotiation
- Multiple Interpretations
- Supporting Peers

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Social Skills Improvement System (SSiS) Rating Scales

Ages:
3:0 – 18:0

Administration Time:
≈ 10-25 minutes

Purpose:
Assess individuals or small groups to help evaluate social skills, problem behaviors, and academic competence.

Administration Note:
The SSiS consists of multi-rater scales to be completed by teachers, parents, other professionals. Student self-rating scales are available for children 8+ years.

Other Languages:
SSiS rating forms are also available in Spanish.

Published 2008

Areas Examined
- Social Skills
- Competing Problem Behaviors
- Academic Competence

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Test of Pragmatic Language, Second Edition (TOPL-2)

Ages: 6:0 – 18:11

Administration Time: ≈ 45-60 minutes

Purpose: Evaluates social communication in context, telling you how well students listen, choose appropriate content, express feelings, make requests, and handle other aspects of pragmatic language.

Published 2007

<table>
<thead>
<tr>
<th>Subcomponents</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Setting</td>
<td>Pragmatic Language Usage Index</td>
</tr>
<tr>
<td>Audience</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>Visual-gestural Cues</td>
<td></td>
</tr>
<tr>
<td>Abstraction</td>
<td></td>
</tr>
</tbody>
</table>
Test of Problem Solving – Adolescent, Second Edition (TOPS-2 Adolescent)

Ages:  
12:0 – 17:11

Administration Time:  
≈ 40-45 minutes

Purpose:  
Assess language-based, critical thinking abilities.

Published 2007

Subtests

- Making Inferences
- Determining Solutions
- Problem Solving
- Inferring Perspectives
- Transferring Insights

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Ages:  
6:0 – 12:11

Administration Time:  
≈ 35 minutes

Purpose:  
Assess students’ linguistic abilities that are necessary for thinking and reasoning.

Published 2018

Skills Assessed

• Language-based thinking skills: clarifying, analyzing, generating solutions, evaluating, and showing affective thinking.
Assessments of Speech

Speech Sounds
Phonology

- Arizona – 4
- Clinical Assessment of Articulation and Phonology – 2
- Diagnostic Evaluation of Articulation and Phonology
- Goldman-Fristoe Test of Articulation – 3
- Goldman-Fristoe Test of Articulation – 3 Spanish
- Hodson Assessment of Phonological Patterns – 3
- Kaufman Speech Praxis Test for Children
- Khan-Lewis Phonological Analysis – 3
- Photo Articulation Test – 3
- Structured Photographic Articulation Test – Dudsberry – 3
Ages:
18 months – 21 years

Administration Time:
≈ 5-20 minutes

Purpose:
Measures articulation, phonology, and intelligibility.

Published 2017

Analysis Offered
- Single word and connected speech articulation abilities
- Phonological error patterns
- Intelligibility ratings and severity ranges
Ages:
2.6 – 11.11 years

Administration Time:
≈ 15-20 minutes

Purpose:
Assess articulation and phonology.

Published 2013

Analysis of Errors

- Pre- and post-vocalic consonant singletons
- Cluster words containing S, R, and L in the initial position
- 3 and 4 syllable words
- Postvocalic production of sounds in sentences
- 10 Phonological processes
Diagnostic Evaluation of Articulation and Phonology (DEAP)

Ages:
3:0 – 8:11

Administration Time:
≈ 35 minutes for entire test

Purpose:
Evaluate both articulation and phonological processes.

Published 2006

Test Components

- Diagnostic screen
- Diagnostic articulation assessment
- Diagnostic phonology assessment
- Oral motor screen
Goldman-Fristoe Test of Articulation, Third Edition (GFTA-3)

Ages:
2:0 – 21:11

Administration Time:
≈ 5-15 minutes for Sounds-in-Words, varied for remaining sections

Purpose:
Assess multiple occurrences of high frequency phonemes.

Published 2015

Test Components
- Sounds in Words
- Sounds in Sentences
- Intelligibility
- Stimulability

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Ages:
2.0 – 5.11 years

Administration Time:
≈ 5-15 minutes

Purpose:
Assist in the identification and treatment course of childhood apraxia of speech.

Published 1995

Analysis Information

- Measures the level of breakdown in a child's ability to speak
- Organized from simple to complex motor speech movements
- Measures imitative responses

Ages:
2:0 – 21:11

Administration Time:
≈ 10-30 minutes

Purpose:
To be used with data from the GFTA-3 to determine if use of phonological processes are contributing to the individual’s speech sound disorder.

Published 2015

Note:
requires GFTA-3, which is sold separately.

<table>
<thead>
<tr>
<th>Phonological Processes Analyzed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Affrication</td>
</tr>
<tr>
<td>• Frication</td>
</tr>
<tr>
<td>• Gliding</td>
</tr>
<tr>
<td>• Glottal Replacement</td>
</tr>
<tr>
<td>• Liquidization</td>
</tr>
<tr>
<td>• Stopping</td>
</tr>
<tr>
<td>• Backing to velars</td>
</tr>
<tr>
<td>• Deletion of initial consonant</td>
</tr>
<tr>
<td>• Deletion of medial consonant</td>
</tr>
<tr>
<td>• Initial devoicing</td>
</tr>
<tr>
<td>• Medial Devoicing</td>
</tr>
<tr>
<td>• Medial Voicing</td>
</tr>
</tbody>
</table>

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Hodson Assessment of Phonological Patterns (HAPP-3)

Ages:
3.0 – 8.11 years

Administration Time:
≈ 20 minutes

Purpose:
Identify specific information about a student’s substitutions and omissions of sounds and broad patterns of deviations.

Published 2004

Components of Test

- Comprehensive phonological evaluation
- Major phonological deviations analysis forms
- Multisyllabic word screening form
- Preschool phonological screening forms
- Substitutions and other strategies analysis forms
- Multisyllabic word screening picture sheet
- 30 piece object kit and 13 picture cards

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Ages: 3.0 – 8.11 years

Administration Time: ≈ 20 minutes

Purpose: Assess and interpret articulation errors.

Published 1997

Analysis of Errors
- Consonants, vowel and diphthongs in the initial, medial and final positions
Ages:
3.0 – 9.11 years

Administration Time:
≈ 15 minutes

Purpose:
Quantitatively and qualitatively measure speech production skills.

Published 2016

Analysis of Errors

- 65 singleton consonants and 17 consonant blends at the word level
- Percentage of consonants correct
- Word shapes
- Vowel inventory
- Phoneme production in connected speech
- Multisyllabic word screeners
Assessments of Speech

Fluency

- Stuttering Severity Instrument - 4
- Test of Childhood Stuttering
Stuttering Severity Instrument, Fourth Edition (SSI-4)

Ages:
2.0 – 10+ years

Administration Time:
≈ 15-20 minutes

Purpose:
Measure of stuttering severity.

Published 2009

Analysis of Stuttering Behaviors

- Frequency
- Duration
- Physical concomitants
- Naturalness of individual’s speech

Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.
Test of Childhood Stuttering (TOCS)

**Ages:**
4.0 – 12.0 years

**Administration Time:**
≈ 20-30 minutes

**Purpose:**
Assess a child’s speech fluency skills and stuttering-related behaviors.

**Published 2009**

**Subtests**
- Rapid Picture Naming
- Modeled Sentences
- Structured Conversation
- Narration

*Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.*
Any reference herein to any vendor, product or service by trade name, trademark, manufacturer, or otherwise does not constitute or imply the endorsement, recommendation or approval by the Tennessee Department of Education.

This is only a sampling of available products and services. If you would like your product or service to be considered for addition to the list, please contact Susan Usery.