



Department of
Education

Speech-Language Assessments to Inform Eligibility and Present Levels

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Document Use

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.

Selecting Appropriate Assessments Continued

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:

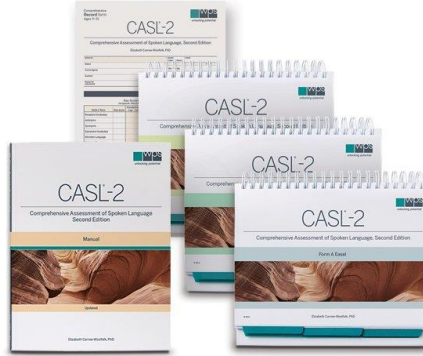
Assess expressive language skills.

Published

2018

<u>Subtest Areas</u>	<u>Indices</u>
<ul style="list-style-type: none">• Lexical semantics• Morphology and syntax	<ul style="list-style-type: none">• Expressive Language Index

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

<u>Subtests</u>		<u>Indices</u>
<ul style="list-style-type: none">• Receptive vocabulary• Antonyms• Synonyms• Expressive vocabulary• Idiomatic language• Sentence expression	<ul style="list-style-type: none">• Grammatical morphemes• Grammaticality judgement• Nonliteral language• Meaning from context• Inference• Double meaning• Pragmatic language	<ul style="list-style-type: none">• Lexical/Semantic• Syntactic• Supralinguistic• Receptive language• Expressive language• Pragmatic language• Spoken language

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Clinical Evaluation of Language Fundamentals- Preschool, Second Edition (CELF-Preschool-2)



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

<u>Subtests</u>		<u>Indices</u>
<ul style="list-style-type: none">• Sentence Structure• Word Structure• Expressive Vocabulary• Concepts and Following Directions	<ul style="list-style-type: none">• Recalling Sentences• Basic Concepts• Word Classes-Receptive• Word Classes-Expressive• Word Classes-Total	<ul style="list-style-type: none">• Core Language• Receptive Language• Expressive Language• Language Content• Language Structure

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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

<u>Subtests</u>	<u>Indices</u>
<ul style="list-style-type: none">• Basic concepts• Word Structure• Recalling sentences• Concepts and following directions• Expressive vocabulary• Sentence structure• Word classes• Phonological awareness• Early literacy rating scale• Descriptive pragmatic profile	<ul style="list-style-type: none">• Core Language• Receptive Language• Expressive Language• Language Content• Language Structure

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

Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5)



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

<u>Subtests</u>		<u>Indices</u>
Ages 5-8 years: <ul style="list-style-type: none">• Word classes• Following directions• Formulated sentences• Sentence comprehension• Linguistic concepts• Word structure• Understanding spoken paragraphs• Pragmatic profile	Ages 9-20 years: <ul style="list-style-type: none">• Word classes• Following directions• Formulated sentences• Word definitions• Sentence assembly• Semantic relationships• Understanding spoken paragraphs• Pragmatic profile• Reading comprehension• Structured Writing	<ul style="list-style-type: none">• Core Language• Receptive Language• Expressive Language• Language Content• Language Structure• Language Memory

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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

<u>Subtests</u>	<u>Composite</u>
<ul style="list-style-type: none">SequencingMetalinguisticsMorphology/syntaxDefining categories	<ul style="list-style-type: none">Expressive Language

Oral and Written Language Scales, Second Edition (OWLS-II)



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:

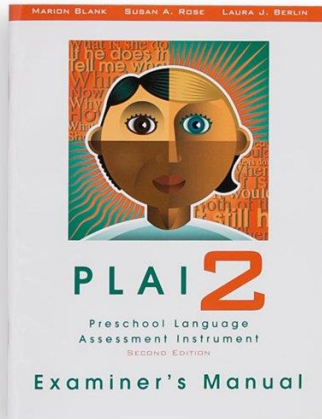
Measure language processes using four separate scales, each scale assesses the following linguistic structures: lexical/semantic, syntactic, pragmatic, and supralinguistic.

Published 2011

<u>Scales</u>	<u>Composites</u>
<ul style="list-style-type: none">• Listening comprehension• Oral expression• Reading comprehension• Written expression	<ul style="list-style-type: none">• Oral language• Written language• Receptive language• Expressive language• Overall language

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

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

<u>Subtests</u>	<u>Composites</u>
<ul style="list-style-type: none">• Matching• Analysis• Reordering• Reasoning• Receptive Mode• Expressive Mode	<ul style="list-style-type: none">• Expressive• Receptive• Total Ability • Nonstandardized pragmatic communication<ul style="list-style-type: none">- Adequacy of Response- Interfering Behaviors

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

<u>Areas Assessed</u>	<u>Indices</u>
<ul style="list-style-type: none">• Attention• Play• Gesture• Social Communication• Semantics• Language Structure• Integrative Language Skills• Emergent Literacy Skills	<ul style="list-style-type: none">• Auditory Comprehension• Expressive Comprehension• Total Language

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

<u>Subtest Areas</u>	<u>Indices</u>
<ul style="list-style-type: none">• Receptive Language• Expressive Language• Inventory of Vocabulary Words (supplemental)	<ul style="list-style-type: none">• Receptive Language Ability Score• Expressive Language Ability Score• Composite Ability Score

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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:

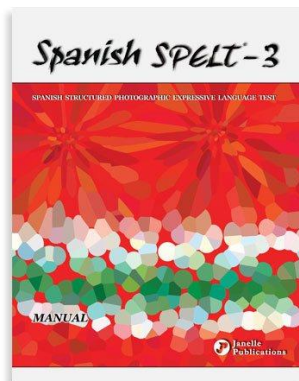
The Rice Wexler TEGI is a free criterion-referenced tool that can be found at <https://cldp.ku.edu/rice-wexler-tegi>.

All components (manual, scoresheets, probes) are available for downloading and printing.

Published 2001

<u>Subtest Areas</u>	<u>Composite</u>
<ul style="list-style-type: none">• Phonological Probe• Third Person Singular Probe• Past Tense Probe• Be/Do Probe• Grammaticality Judgement Probe	<ul style="list-style-type: none">• Elicited Grammar Composite Score

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

<u>Skills Examined</u>	<u>Composites</u>
<ul style="list-style-type: none">• Morphology• Verb form• Pronoun usage• Syntax	<ul style="list-style-type: none">• Oral language• Written language• Receptive language• Expressive language• Overall language

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

- | | |
|---|---|
| <ul style="list-style-type: none">• Preposition• Plural• Possessive noun• Direct/indirect object• present progressive• Regular/irregular past tense• Modal auxiliaries• Contractible/uncontractible copula• Contractible/uncontractible auxiliary | <ul style="list-style-type: none">• Negative• Conjoined sentences• Wh- questions• Interrogative reversal• Negative infinitive phrase• Propositional complement• Relative clause• Embedded clause |
|---|---|

Test of Adolescent and Adult Language, Fourth Edition (TOAL-4)



Ages:

12:0 – 24:11

Administration Time:

≈ 1 hour

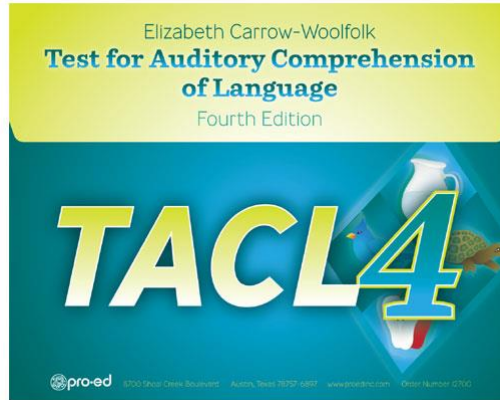
Purpose:

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

Published 2007

<u>Subtests</u>	<u>Quotients</u>
<ul style="list-style-type: none">• Word Opposites (oral)• Word Derivations (oral)• Analogies (oral)• Word Similarities (written)• Sentence Combining (written)• Orthographic Usage (written)	<ul style="list-style-type: none">• Spoken Language• Written Language• General Language

Test for Auditory Comprehension of Language, Fourth Edition (TACL-4)



Ages:

3:0 – 12:11

Administration Time:

≈ 20 – 30 minutes

Purpose:

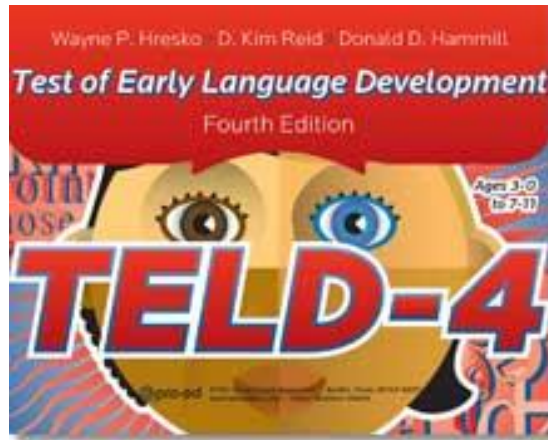
Measure receptive spoken vocabulary, grammar, and syntax.

Published 2014

Areas Assessed

- Vocabulary
- Grammatical morphemes
- Elaborated phrases and sentences

Test of Early Language Development, Fourth Edition (TELD-4)



Ages:

3:0 – 7:11

Administration Time:

≈ 15 – 45 minutes

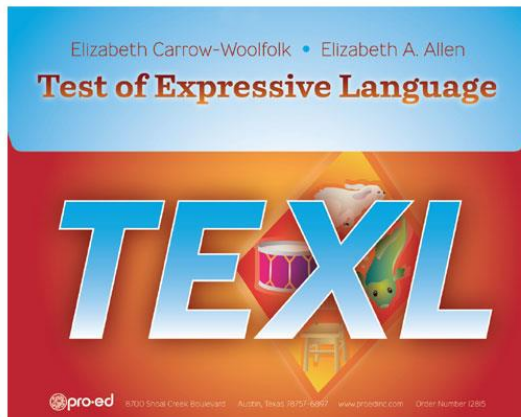
Purpose:

Measure spoken language development.

Published 2017

<u>Areas Assessed</u>	<u>Indices</u>
<ul style="list-style-type: none">• Semantics• Syntax• Morphology	<ul style="list-style-type: none">• Express language• Receptive language• Spoken language

Test of Expressive Language (TEXL)



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

Test of Language Development - Intermediate, Fourth Edition (TOLD-I:4)



Ages:

8:0 – 17:11

Administration Time:

≈ 30 minutes to 1 hour

Purpose:

Comprehensively measure of spoken language in children.

Published 2008

<u>Subtests</u>	<u>Quotients</u>
<ul style="list-style-type: none">• Sentence Combining• Picture Vocabulary• Word Ordering• Relational Vocabulary• Morphological Comprehension• Multiple Meanings	<ul style="list-style-type: none">• Listening• Organizing• Speaking• Grammar• Semantics• Spoken Language

Test of Language Development - Primary, Fourth Edition (TOLD-P:4)



Ages:
4:0 – 8:11

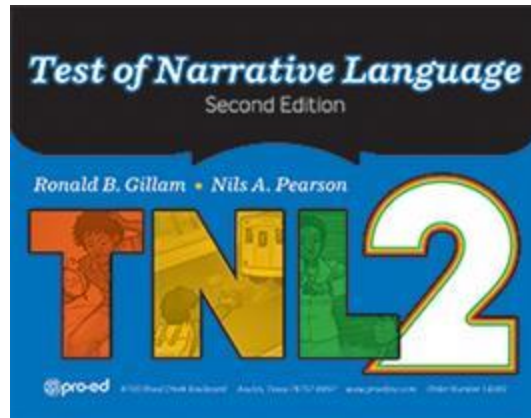
Administration Time:
≈ 30 minutes to 1 hour

Purpose:
Comprehensively measure of spoken language in young children.

Published 2008

<u>Subtests</u>	<u>Quotients</u>
<ul style="list-style-type: none">• Picture Vocabulary• Relational Vocabulary• Oral Vocabulary• Syntactic Understanding• Sentence Imitation• Morphological Completion• Word Discrimination• Word Analysis• Word Articulation	<ul style="list-style-type: none">• Listening• Organizing• Speaking• Grammar• Semantics• Spoken Language

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

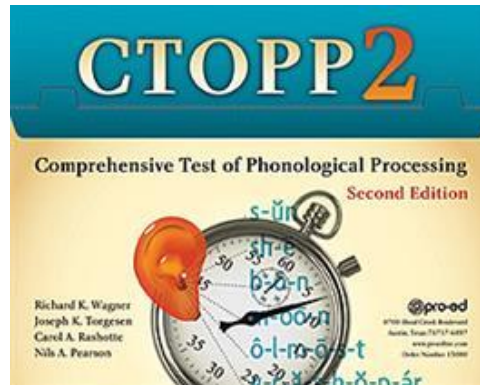
<u>Areas Assessed</u>	<u>Composites</u>
<ul style="list-style-type: none">• Comprehension of a script, a personal narrative, and a fictional narrative• Retell of a script, personal narrative, and a fictional narrative	<ul style="list-style-type: none">• Narrative Comprehension• Oral Narration• Total Narrative Ability

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

<u>Subtests</u>	<u>Composites</u>
<ul style="list-style-type: none">• Elision• Blending words• Sound matching• Phoneme isolation• Blending non-words• Memory for digits• Non-word repetition• Rapid digit naming	<ul style="list-style-type: none">• Phonological awareness• Phonological memory• Rapid symbolic naming• Rapid non-symbolic naming• Alternate phonological awareness

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

<u>Skills Assessed</u>		<u>Composites</u>
<ul style="list-style-type: none"> • Rhyming (awareness and production) • Initial sound identification • Blending and segmenting sounds, words, and syllables • Deleting and substituting initial and final sounds in words 	<ul style="list-style-type: none"> • Environmental symbol identification • Letter-symbol identification • Word reference association • Reading comprehension for one to three sentences • Rapid naming • Word associations • Story retell 	<ul style="list-style-type: none"> • Phonological Awareness and Flexibility • Sign and Symbol Recognition and Interpretation • Memory, Retrieval and Automaticity

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

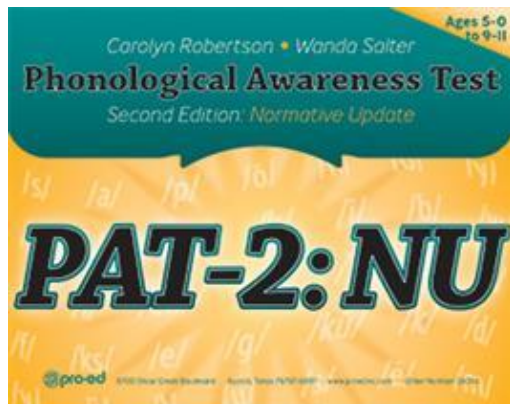
Purpose:

Evaluate a student’s abilities in listening comprehension skills.

Published 2018

<u>Subtests</u>	<u>Index</u>
<ul style="list-style-type: none">• Main idea• Details• Reasoning• Vocabulary and Semantics• Understanding messages	<ul style="list-style-type: none">• Listening Comprehension

Phonological Awareness Test, Second Edition: Normative Update (PAT-2:NU)



Ages:

5:0 – 9:11 years

Administration Time:

≈ 40 to 50 minutes

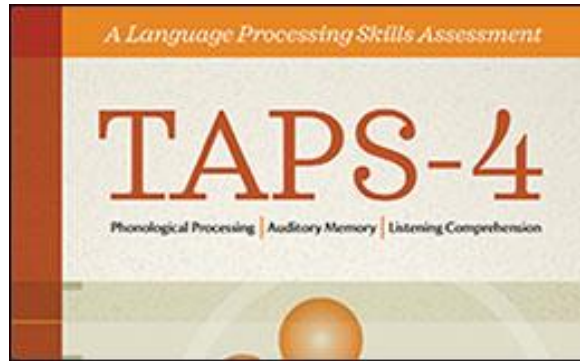
Purpose:

Assess a child's phonological awareness, phoneme-grapheme correspondence, and phonemic decoding skills.

Published 2018

<u>Subtests</u>	<u>Indices</u>
<ul style="list-style-type: none">• Rhyming• Segmentation• Isolation• Deletion• Substitution with manipulatives• Blending• Phoneme-grapheme correspondence• Phonemic decoding	<ul style="list-style-type: none">• Phonological Awareness Index• Phoneme-Grapheme Index

Test of Auditory Processing Skills, Fourth Edition (TAPS-4)



Ages:

5:0 – 21:11 years

Administration Time:

≈ 60 to 90 minutes

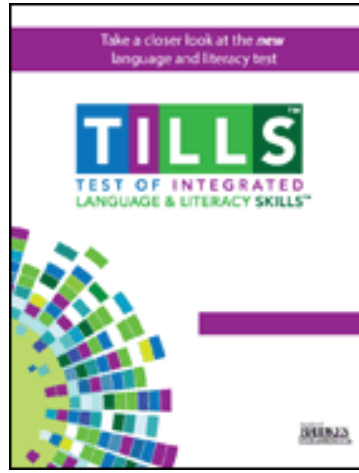
Purpose:

Provide information about language processing and comprehension skills.

Published 2018

<u>Subtests</u>	<u>Indices</u>
<ul style="list-style-type: none">• Word discrimination• Phonological deletion• Phonological blending• Syllabic blending• Number memory forward• Word memory• Sentence memory• Number memory reversed• Processing oral directions• Auditory comprehension• Auditory figure ground	<ul style="list-style-type: none">• Phonological Processing Index• Auditory Memory Index• Listening Comprehension Index

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:

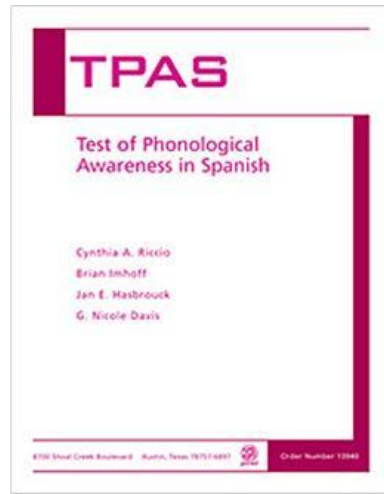
Measures oral and written language skills.

Published 2015

<u>Subtests</u>		<u>Composites</u>
*not administered to children ages 6:0-6:5		
<ul style="list-style-type: none">• Vocabulary awareness• Phonemic awareness• Story retelling• Non-word repetition• Non-word spelling*• Listening comprehension• Reading comprehension*	<ul style="list-style-type: none">• Following directions• Delayed story retelling• Non-word reading*• Reading fluency*• Written expression*• Social Communication• Digit span backward	<ul style="list-style-type: none">• Listening• Speaking• Reading Writing• Memory

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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

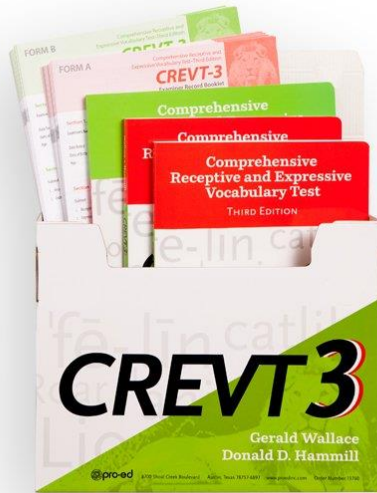
<u>Subtests</u>	<u>Composite</u>
<ul style="list-style-type: none">• Initial sounds• Final Sounds• Rhyming Words• Deletion	<ul style="list-style-type: none">• Phonological Ability Score

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

Subtests

- Expressive Vocabulary
- Receptive Vocabulary

Indices

- General Vocabulary Index
- Expressive Vocabulary Index
- Receptive Vocabulary Index

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.

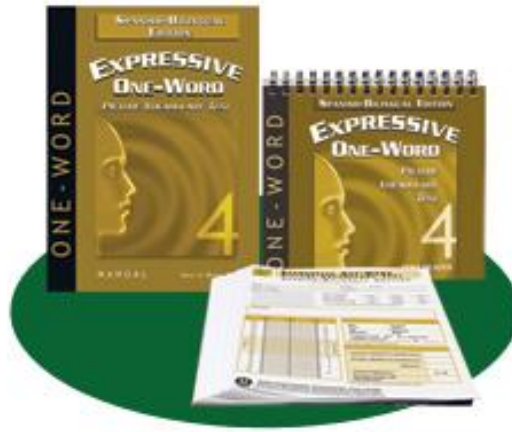
Co-normed with the ROWPVT-4 to allow the examiner to make comparisons of a child's receptive and expressive vocabulary skills

Published 2010 English

<u>Skill Assessed</u>	<u>Scoring</u>
<ul style="list-style-type: none">Naming abilities of single pictured words	<ul style="list-style-type: none">Standard Score, PercentileAge and grade equivalents

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Expressive One-Word Picture Vocabulary Tests, Fourth Edition: Spanish-Bilingual (EOWPVT-4)



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

Skill Assessed

- Naming abilities of single pictured words in either Spanish or English

Scoring

- Standard Score, Percentile
- Age and grade equivalents

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Expressive Vocabulary Test, Third Edition (EVT-3)



Ages:

2:6 – 90+ years

Administration Time:

≈ 10 to 15 minutes

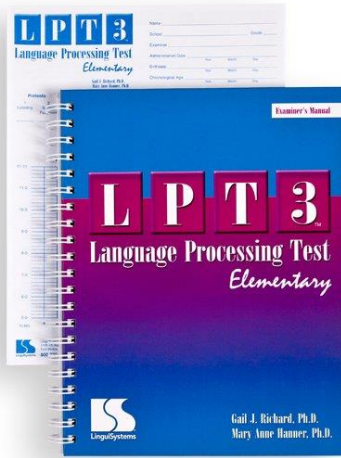
Purpose:

Measure expressive vocabulary and word retrieval for Standard American English.

Releasing late 2018

<u>Skill Assessed</u>	<u>Scoring</u>
• Expressive Vocabulary	• Standard Score, Percentile

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

<u>Subtests</u>		<u>Composite</u>
<ul style="list-style-type: none">• Labeling• Stating functions• Associations• Categorization	<ul style="list-style-type: none">• Similarities• Differences• Multiple Meanings• Attributes	<ul style="list-style-type: none">• Total Test Score

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

Montgomery Assessment of Vocabulary Acquisition (MAVA)



Ages:

3:0 – 12:11 years

Administration Time:

≈ 30-40 minutes for both tests

Purpose :

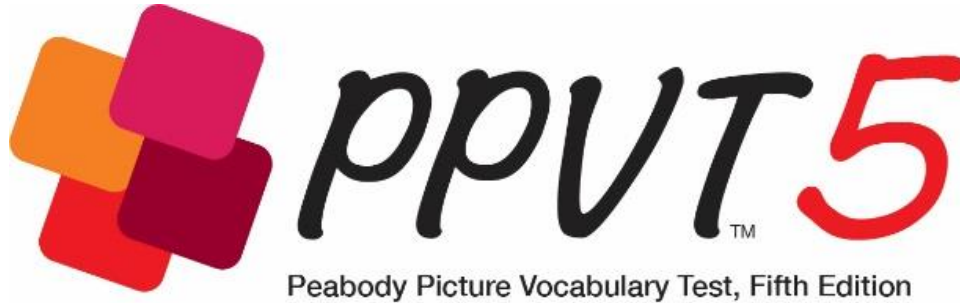
Measure of expressive and receptive vocabulary.

Published 2008

Areas Assessed

- Examines tier 1, 2, and 3 vocabulary words

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

<u>Skill Assessed</u>	<u>Scoring</u>
• Receptive Vocabulary	• Standard Score, Percentile

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

<u>Skill Assessed</u>	<u>Scoring</u>
<ul style="list-style-type: none">Comprehension of single spoken words	<ul style="list-style-type: none">Standard Score, PercentileAge and grade equivalents

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

<u>Skill Assessed</u>	<u>Scoring</u>
<ul style="list-style-type: none">• Comprehension of single spoken words presented in either English or Spanish	<ul style="list-style-type: none">• Standard Score, Percentile• Age and grade equivalents

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

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

<u>Subtests</u>		<u>Composites</u>
<ul style="list-style-type: none">Identifying LabelingIdentifying CategoriesIdentifying AttributesIdentifying FunctionsIdentifying Definitions	<ul style="list-style-type: none">Stating LabelsStating CategoriesStating AttributesStating FunctionsStating Definitions	<ul style="list-style-type: none">Total Test ScoreReceptive ScoreExpressive Score

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

<u>Subtests</u>		<u>Composites</u>
<ul style="list-style-type: none">Identifying LabelingIdentifying CategoriesIdentifying AttributesIdentifying FunctionsIdentifying Definitions	<ul style="list-style-type: none">Stating LabelsStating CategoriesStating AttributesStating FunctionsStating Definitions	<ul style="list-style-type: none">Total Test ScoreReceptive ScoreExpressive Score

Test de Vocabulario Imagenes Peabody (TVIP)



Ages:

2:6 – 17:11 years

Administration Time:

≈ 10 to 15 minutes

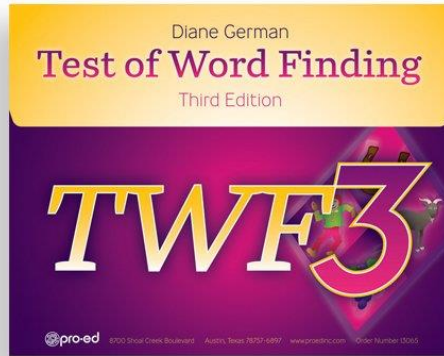
Purpose:

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

Published 1986

<u>Skill Assessed</u>	<u>Scoring</u>
<ul style="list-style-type: none">Receptive Vocabulary	<ul style="list-style-type: none">Standard Score, Percentile

Test of Word Finding, Third Edition (TWF-3)



Ages:

4:6 – 12:11 years

Administration Time:

≈ 20 to 30 minutes

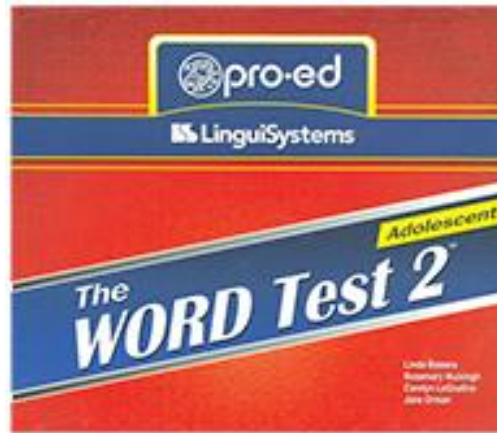
Purpose:

Assess a child's single word expressive language and word-finding abilities.

Published 2015

<u>Subtests</u>	<u>Composite</u>
<ul style="list-style-type: none">• Picture Naming, Nouns• Sentence Completion Naming• Picture Naming, Verbs• Picture Naming, Categories	<ul style="list-style-type: none">• Word Finding Index

The Word Test, Second Edition: Adolescent



Ages:

12:0 – 17:11 years

Administration Time:

≈ 30 minutes

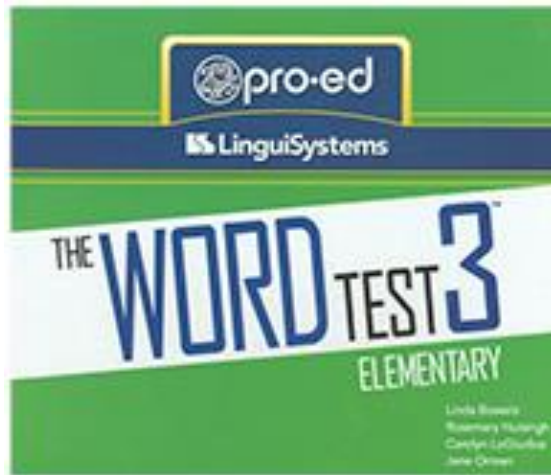
Purpose:

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

Published 2004

<u>Subtests</u>	<u>Standard Scores</u>
<ul style="list-style-type: none">• Associations• Synonyms• Semantic Absurdities• Antonyms• Definitions• Flexible Word Use	<ul style="list-style-type: none">• Each subtests• Total Test

The Word Test, Third Edition: Elementary



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

<u>Subtests</u>	<u>Standard Scores</u>
<ul style="list-style-type: none">• Associations• Synonyms• Semantic Absurdities• Antonyms• Definitions• Flexible Word Use	<ul style="list-style-type: none">• Each subtest• Total Test

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](#)

Boehm Test of Basic Concepts, Third Edition (Boehm-3)



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.

Boehm Test of Basic Concepts , Third Edition - Preschool (Boehm-3 Preschool)



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

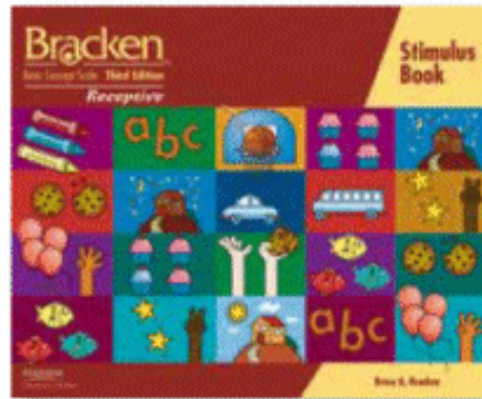
Published 2001

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)



Stimulus Manual

Ages:

3:0 – 6:11 years

Administration Time:

≈ 30 to 40 minutes

Purpose:

Evaluate the acquisition (expressively) of basic concepts.

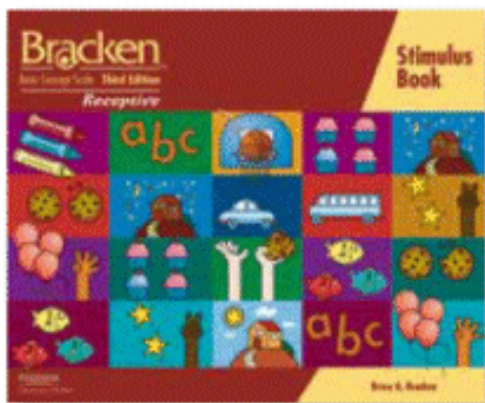
Other languages available:

Spanish Adaptation (sold separately)

Published 2006 (Bracken-4 in process)

<u>Subtests</u>	<u>Composites</u>
<ul style="list-style-type: none">• School Readiness• Direction/Position• Self-/Social Awareness• Texture/Material• Quantity• Time/Sequence	<ul style="list-style-type: none">• Expressive Composite• School Readiness Composite

Bracken Basic Concept Scale, Third Edition Receptive (BBCS-3 R)



Stimulus Manual

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)

<u>Subtests</u>	<u>Composites</u>
<ul style="list-style-type: none">• School Readiness• Direction/Position• Self-/Social Awareness• Texture/Material• Quantity• Time/Sequence	<ul style="list-style-type: none">• Receptive Composite• School Readiness Composite

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

<u>Subtests</u>	<u>Composites</u>
<ul style="list-style-type: none">• Color or shape• Size, weight or volume• Distance, time or speed• Quantity or completeness• Location or direction• Condition or quality• Sensation, emotion, or evaluation	<ul style="list-style-type: none">• Receptive• Expressive

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:

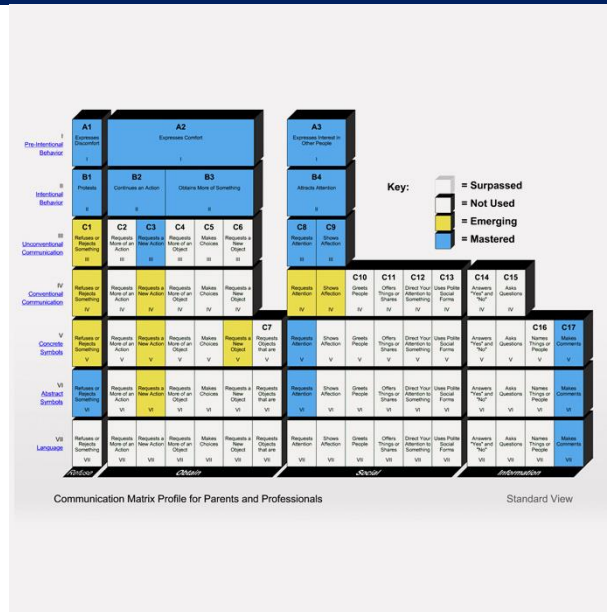
Measure a student's ability to think about and use language to make inferences, manipulate conversational speech given a context, use words in multiple ways, and use language in a non-literal manner.

Published 2014

<u>Subtests</u>	<u>Indices</u>
<ul style="list-style-type: none">• Metalinguistic Profile• Making Inferences• Conversational Skills• Multiple Meaning• Figurative Language	<ul style="list-style-type: none">• Total Metalinguistic Index• Meta-Pragmatic Index• Meta-Semantic Index

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

Communication Matrix



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.

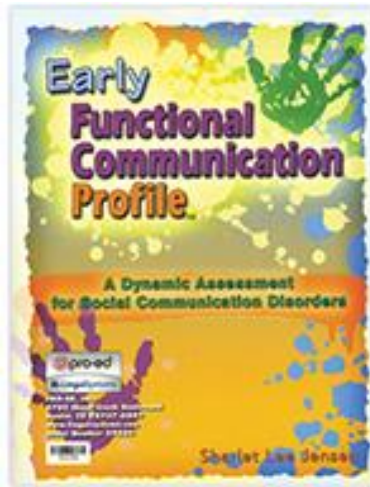
Administration Note:

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.

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

Early Functional Communication Profile (EFC)



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:

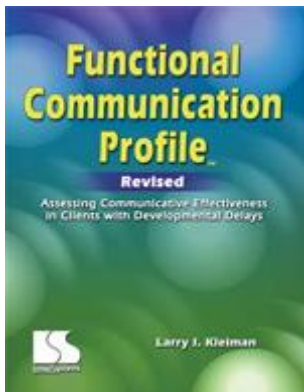
The EFC is not administered directly with the child. It is a criterion-referenced tool that relies on observations of the skills demonstrated across situations.

Published 2012

Subtests

- | | |
|---|---|
| <ul style="list-style-type: none">• Joint Attention – Requesting objects• Social Interaction – Requesting continuation of actions• Communicative Intent – Requesting assistance | <ul style="list-style-type: none">• Social Interaction – Response to greetings• Joint Attention – Receptive language• Communicative Intent – Protesting |
|---|---|

Functional Communication Profile – Revised (FCP-R)



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
- Alertness
- Receptive Language
- Expressive Language
- Pragmatic/Social Language

- Speech
- Voice
- Oral Fluency
- Non-Oral Communication

Pragmatic Language Skills Inventory (PLSI)



Ages:

5:0 – 13:11

Administration Time:

≈ 10 minutes

Purpose:

Assess children’s pragmatic language ability.

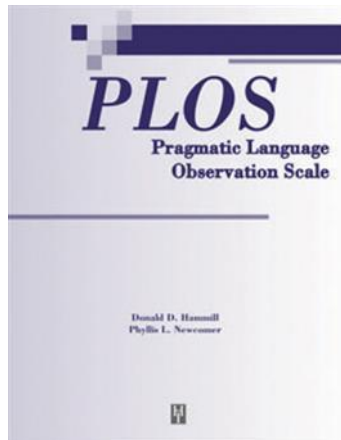
Administration Note:

The PLSI is a rating scale. This is not administered to the student.

Published 2006

<u>Subscales</u>	<u>Composites</u>
<ul style="list-style-type: none">• Personal Interaction Skills• Social Interaction Skills• Classroom Interaction Skills	<ul style="list-style-type: none">• Personal Interaction• Social Interaction• Classroom Interaction• Total Pragmatic Index

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

<u>Subtests</u>	<u>Index</u>
<ul style="list-style-type: none">• Making Inferences• Interpreting Social Language• Problem Solving• Social Interpretation• Interpreting Ironic Statements	<ul style="list-style-type: none">• Social Language Development Index

Social Language Development Test – Elementary: Normative Update (SLDT-E:NU)



Ages:

6:0 – 11:11

Administration Time:

≈ 45 minutes

Purpose:

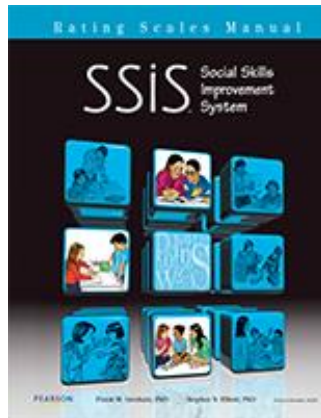
Assess the language required to appropriately infer and express what another person is thinking or feeling within a social context, to make multiple interpretations, take mutual perspectives, and negotiate with and support their peers.

Published 2017

Subtests

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

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.

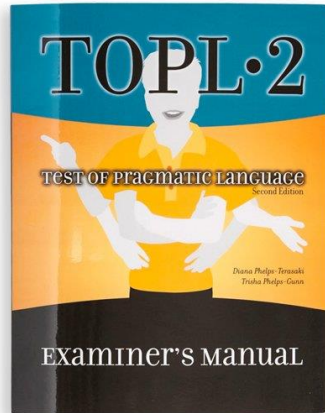
Other Languages:
SSiS rating forms are also available in Spanish.

Published 2008

Areas Examined

- Social Skills
- Competing Problem Behaviors
- Academic Competence

Test of Pragmatic Language, Second Edition (TOPL-2)



Ages:

6:0 – 18:11

Administration Time:

≈ 45-60 minutes

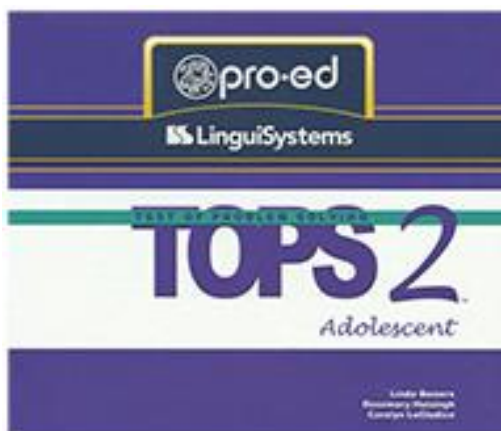
Purpose:

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

<u>Subcomponents</u>	<u>Composite</u>
<ul style="list-style-type: none">Physical SettingAudienceTopicPurposeVisual-gestural CuesAbstraction	<ul style="list-style-type: none">Pragmatic Language Usage Index

Test of Problem Solving – Adolescent, Second Edition (TOPS-2 Adolescent)



Ages:

12:0 – 17:11

Administration Time:

≈ 40-45 minutes

Purpose:

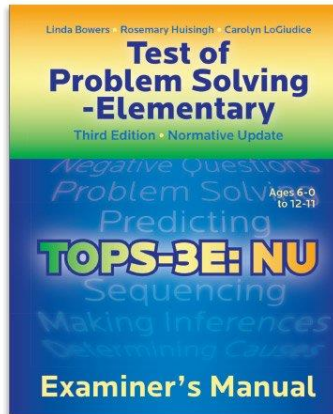
Assess language-based, critical thinking abilities.

Published 2007

Subtests

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

Test of Problem Solving – Elementary, Third Edition: Normative Update (TOPS-3E:NU)



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](#)

Arizona Articulation and Phonology Scale, Fourth Edition (Arizona-4)



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

Clinical Assessment of Articulation and Phonology, Second Edition (CAAP-2)



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

Goldman-Fristoe Test of Articulation, Third Edition, Spanish (GFTA-3 Spanish)



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 2017

Note:

The GFTA-3 Spanish is not a translation of the English edition. Scoring is based on phoneme production of words in Spanish.

Test Components

- Sounds in Words
- Sounds in Sentences
- Intelligibility
- Stimulability

Kaufman Speech Praxis Test for Children (KSPT)



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

Khan-Lewis Phonological Analysis, Third Edition, (KLPA-3)



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

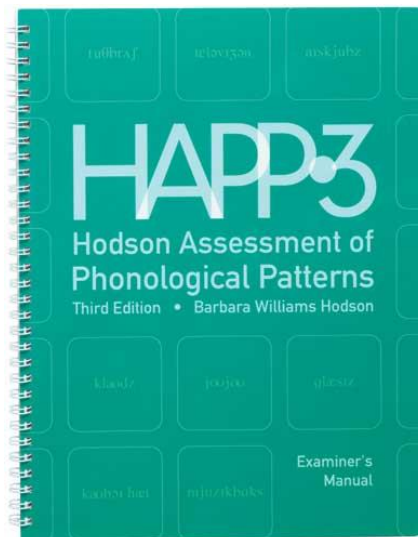
Note:

requires GFTA-3, which is sold separately.

Phonological Processes Analyzed

- | | |
|--|--|
| <ul style="list-style-type: none">• Affrication• Frication• Gliding• Glottal Replacement• Liquidization• Stopping | <ul style="list-style-type: none">• Backing to velars• Deletion of initial consonant• Deletion of medial consonant• Initial devoicing• Medial Devoicing• Medial Voicing |
|--|--|

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.

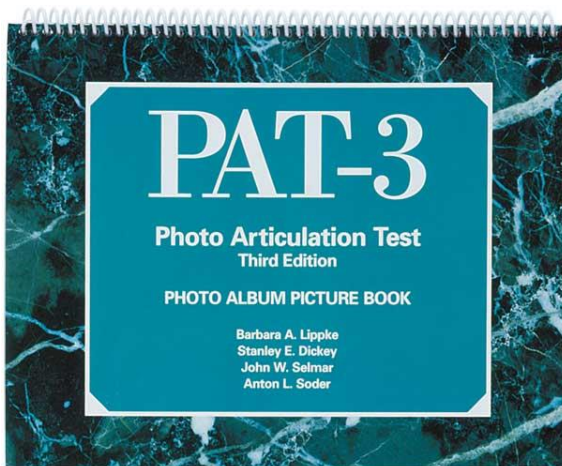
Published 2004

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.

Photo Articulation Test. Third Edition (PAT-3)



Ages:

3.0 – 8.11 years

Administration Time:

≈ 20 minutes

Purpose:

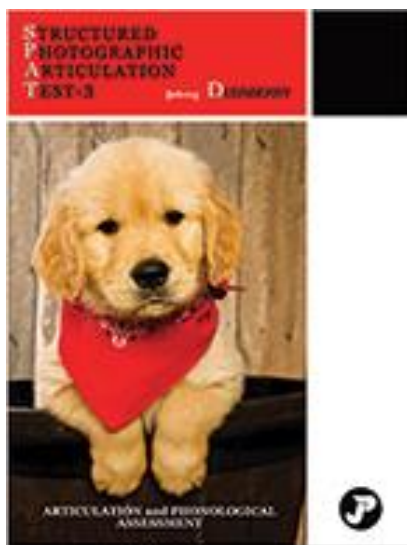
Assess and interpret articulation errors.

Published 1997

Analysis of Errors

- Consonants, vowel and diphthongs in the initial, medial and final positions

Structured Photographic Articulation Test. Third Edition – Featuring Dudsberry (SPAT-D III)



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

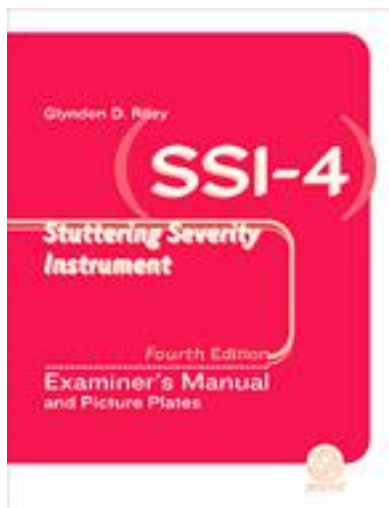
Provided for reference only. Mention does not imply endorsement, recommendation or approval of the Tennessee Department of Education.

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

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.

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Subtests

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



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