



# Assessments Available in the Outreach Library

## Language Assessments

1.02.18

Title	Ages	What the Assessment Measures	Time	Comments
<b>Cottage Acquisition Scales for Listening, Language and Speech (CASLS)</b>	Birth- 8 years	<u>Measures Listening and Language Skills.</u> Five separate criterion-referenced scales based on normal child development and developed for use with children with hearing loss. Includes cognition, language, and play. 1. Pre-verbal 2. Pre-sentence 3. Simple sentences 4. Complex Sentence 5. Sounds and Speech (based on D. Ling) Helps with Tracking.	Multiple Sessions	There is an electronic version available for purchase online at <a href="http://www.ecaslls.com/">http://www.ecaslls.com/</a> Can be used with deaf or hearing children. Both pre-verbal and verbal children.
<b>CID Early Childhood Vocabulary Rating Form</b>	Birth-5 years	<u>Measures Vocabulary Development.</u> 5 part criterion-referenced assessment: functional vocabulary, first 100 words, more basic vocabulary, theme-based vocabulary and preschool-specific vocabulary. This assessment allows teachers to: determine present levels of receptive and expressive vocabulary skills, determine vocabulary goals for IEPs and lessons, track vocabulary development over time and report vocabulary progress to parents and other professionals.	Multiple Sessions	Requires observation of child across a variety of settings. Form is an easy-to-use. This can be used in conjunction with the CID Pragmatic Language Scale and Preschool Symbolic Play Rating Form.
<b>CID Pragmatic Language Rating Scale (preschool)</b>	Ages 3-5	<u>A rating form to help determine pragmatic skills.</u> This includes: present levels of pragmatic language, determine pragmatic language goals and lesson objectives, track pragmatic language development over time, and report progress. A criterion-referenced assessment designed for teachers of the deaf, speech-language pathologists and other professionals to use with 3- to 5-year-old children who are deaf and hard of hearing.	Multiple Sessions	Requires observation of child across a variety of settings. Form is an easy-to-use.
<b>CID Preschool Symbolic Play Rating Forms (preschool)</b>	8 months- 5 years	<u>Used to track play skills and their related language skills.</u> Determines present levels of play skills and language skills related to play, goals for play skills and language skills related to play for IEPs and lessons, track development of play skills and language skills related to play over time and report progress on play skills and language skills related to play to parents and other professionals.	Multiple Sessions	Requires observation of child across a variety of settings. Form is an easy-to-use. This can be used in conjunction with the CID Pragmatic Language Scale.

<b>Dynamic Assessment &amp; Intervention</b>		<u>Assesses Narrative Abilities.</u> For students who need help developing narrative abilities. Measure and improve narrative skills. Helps tell difference between language difference and language disorder. Steps: 1.) assessment phase 2. Mediated Phase- conduct 2 of these-teaching phase. 3. Post-test 4. Ideas for mediation. Identifies supports that helped the student learn. Not norm-referenced.		(2001) Requires tester to audio record child telling story - then transcribe later. Time intensive for evaluator, but drills down on narrative skill deficits and offers ideas for re-mediation.
<b>Early Language Milestone Scale</b>	Birth-3 years	<u>A screener to identify speech/language delay.</u> 3 portions: <i>Auditory Expressive, Auditory Receptive, Visual.</i> Pass/fail scoring option or can be used to identify age equivalency and percentile rank. Involves some parent reporting and some observed performance.	15 min.	(1993) No newer version available- this same one is still being sold and used. Scoring can be a little tricky.
<b>Expressive Language Test</b>	5-11 years	<u>Measures Expressive Language.</u> Tasks include: Sequencing, Metalinguistic-Defining, Metalinguistic-Generating Examples, Grammar and Syntax, Concepts, Defining Categories, Categorizing and Describing.	30-40 min.	(1998) Uses picture prompts for some of the tasks. Easy to use. Our version is a 1998 version (there is a newer one available) *This one has not ever been used* We have 2 of them.
<b>Expressive One Word Picture Vocabulary Test (Spanish/bilingual edition)</b>	2.0-14 years	<u>Measures expressive language.</u> Quick easy expressive language assessment. This is a Spanish/Bilingual Edition.	20 min.	
<b>Let's Talk Inventory for Children</b>	4-8 years	<u>Measures social-verbal communication skills</u> - for identifying language and communication training needs. Not norm referenced. Age level comparison for children 4-8 years. Based on American English language community. (not for diverse ethnic or dialect) Categories of communication measures include: <i>Ritualizing, informing, controlling, feeling, association items, behavior observation.</i>		(1987) No longer in print. Might be difficult for lower language students as inferring, understanding questioning, writer intent, predicting, and theory of mind is necessary to follow the prompts. Dated pictures.
<b>Pragmatic Language Observation Scale (PLOS)</b>	8.0-17.11	<u>Measures: Oral Language.</u> Uses teacher ratings from everyday classroom oral language behaviors. Norm referenced. Used to: support a referral, support comprehensive oral language evaluation, help plan interventions, target problematic behaviors, compare other test results to teacher ratings, and monitor progress.	5-10 min	(2009) Teacher rating scale - no 1:1 student evaluation required. Can use the score itself as well & make comparisons to other oral language tests listed in manual to see discrepancies. Easy to give. Manual is helpful. Not to be used as sole oral language test.
<b>Preschool Language Scale 4</b>	Birth-6.11	<u>Screens for a broad spectrum of speech and language skills.</u> Gives scores in the areas of: <i>Oral Language, Auditory Comprehension, Expressive Communication.</i>	20-45 min	(2002) There is a PLS-5 now, but not available in our library.

<b>Receptive One Word Picture Vocabulary Test-4</b>	2.0-80+	<u>Measures: Receptive Language.</u> Quick easy receptive language assessment.	20 min	(2011): Student can point (no expressive speech/language required) Easy to score
<b>(REEL 3) Receptive - Expressive Emergent Language Test</b>	Birth-3 Years	<u>Measures: Emergent expressive language.</u> Parent report. 66 questions each subtest. Can use to measure language levels and monitor progress. Gives raw score, ability score, percentile ranks and age equivalent. Easy to use.	Varies	2 subtests: Expressive and Receptive that combine into an overall Language Ability Score.
<b>Rhode Island Test of Language Structure (R.I.T.L.S)</b>	4 years and up	<u>Measures language development specific to Deaf/HH.</u> Provides broad picture of child's understanding of language structure. Can compare scores to hearing and deaf/hh children. The level of vocabulary used was chosen so it would not impede the assessment of the sentence structures. Looks at understanding of simple and complex sentences.	Varies depending on age (1-2 sessions)	(2001 )Easy to give and score. Test booklet shows picture test prompts. Signer should be comfortable using signed English. Difficult to give with only one signing person. Best given if examiner signs/gives the assessment and another person (who understands sign) scores assessment.
<b>TAGS (Teacher Assessment of Grammatical Structures)</b>	3 years and up	<u>Rates a child's understanding and use of the grammatical structures of English.</u> Can rate, plan, teach, report out on progress. Moves from 1 to 3 word utterances. Grammatical categories: <i>Single Words, Two word combinations, WH-Questions, Pronouns, Tense Markers.</i> Requires observation over time by a provider (TOD, SLP) and may require setting up situations where a response can be elicited. Contains 3 levels.	Over several days	Primarily for D/HH children who use spoken or signed English. This is a clear tracking tool that could definitely be useful to TODs/SLPs.
<b>Test of Language Development 4 (Primary)</b>	4.0-8.11 yrs.	<u>Measures oral language skills.</u> Identifies oral language proficiency, determines specific strengths and weaknesses in oral language skills, and documents student progress in remedial programs Includes easy picture flip test booklet. <u>Subtests: Picture, Relational, and Oral Vocabulary, Syntactic Understanding, Sentence Imitation, Morphological Completion.</u> <u>Supplemental Subtests: Word Discrimination, Phonemic Analysis, Word Articulation.</u> <i>Offers Composite Scores in: Listening, Organizing, Speaking, Grammar, Semantics, and Spoken Language.</i>	30-60 minutes	(2008) Colorful pictures. Not intended for students who do not use oral language. Easy to use forms and scoring.
<b>Test of Language Development 4 (Intermediate)</b>	8.0 -17.11 yrs.	<u>Measures oral language skills.</u> Identifies oral language proficiency, determines specific strengths and weaknesses in oral language skills, and documents student progress in remedial programs. <u>Composites: Listening, Organizing, Speaking, grammar, Semantics, Spoken Language.</u>	30-60 minutes	(2008) Colorful pictures. Not intended for students who do not use oral language. Easy to use forms and scoring.

<b>The Word Test 3 Elementary</b>	6-11 years	Measures expressive vocabulary and semantics. 6 subtests ( <i>Associations, Synonyms, Semantic Absurdities, Antonyms, Definitions, Flexible Word Use</i> )	30 min.	Easy to give and score. No pictures - completed with examiner probing child and who offers expressive information back. Might be difficult for lower language students who may not understand the tasks - requiring some pre-practice prior to test taking.
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## Communication Assessments

Title		Ages	What the Assessment Measures	Time	Comments
<b>Communication Matrix</b>		All ages	<u>Assess how a non/low verbal child is communicating.</u> Can be used with multiply involved students with even the most basic communication skills. Not for individuals who already have meaningful language. Geared for communication levels in the 1-24 month range. Gives ideas for target communication goals.	Ongoing	(2004) There is a school and parent form available. Lays out the questions and gives examples nicely. Easy to follow.

## Speech Assessments

Title	Ages	What the Assessment Measures	Time	Comments
<b>CID Phonetic Inventory</b>	4 years and up	<u>Measurement of Speech Skills for Deaf/HH students.</u> Evaluates speech skills at a phonetic level. 6 sections: <i>Suprasegmental Aspects, Vowels and Diphthongs, Initial Consonants, Consonants with Alternating Vowels, Final Consonants, Alternating Consonants.</i> Offers a phonetic skills profile of strengths and weaknesses in speech skills.	Varies	(1988) No newer version available. No norm references.
<b>CID SPINE (Speech Intelligibility Evaluation)</b>	3.5 years and up	<u>Measures speech intelligibility of Deaf/HH students.</u> Examiner shows picture cards to students, scores based on intelligibility. Offers a percentage of speech intelligibility.	15-30 minutes	(1988) No newer version available. No norm references.
<b>Cottage Acquisition Scales for Listening,</b>		Five separate criterion-referenced scales based on normal child development and developed for use with children with hearing loss. Includes cognition, language, and play. 1. Pre-verbal 2. Pre-sentence 3.	Multiple Sessions (ongoing)	There is an electronic version available for purchase online at <a href="http://www.ecaslls.com/">http://www.ecaslls.com/</a>

<b>Language and Speech (CASLS)</b>		Simple sentences 4. Complex Sentence 5. Sounds and Speech (based on D. Ling) Helps with Tracking.		Can be used with deaf or hearing children-both pre-verbal and verbal children.
<b>Goldman Fristoe Test of Articulation 2</b>	2.0-21.11 years	<u>Assesses an individual's articulation of the consonant sounds.</u> 3 sections: Sounds-in-Words, Sounds-in-sentences, and Stimulability. Uses pictures and clear directions for prompts to be given by assessor. Easy to give. Measures number of articulation errors as well as what kinds of errors.	5-15 min.	(2000) Age based scores are available. There is a Goldman Fristoe 3 now available (2015), but not in our library.
<b>Grammatical Analysis of Elicited Language - (Pre-Sentence Level)</b>	Early Childhood	This test contains three sections: readiness skills, single words, and word combinations. The examiner uses structured play and pictures to elicit language specific to these three areas. The test was developed for children with hearing loss and can be administered in spoken or signed English.	60 minutes	Manipulative kit is in library but no manual. It is out of print.
<b>Identifying Early Phonological Needs In Children With Hearing Loss</b>	Variable	<u>Assesses early stages of speech acquisition of D/HH children.</u> Most suitably used for students with low level verbal skills. Can be used for higher language students with poor speech skills. Norms are not offered, but information can be gathered regarding targets/goals to focus. Has a set of picture cards to elicit responses.	20-30 min.	(1992) From Med-EL Transcription is required by examiner so audio/video taping is recommended. Might be most helpful to partner with an SLP.
<b>Khan Lewis Phonological Analysis</b>	2.0-21.11	<u>Analyze phonological processes fo students who have already been given the Goldman-Fristoe.</u> This assessment is <b>not</b> used independently. It is <b>not</b> given directly to the student. Assessor transfers results of the Golman-Fristoe to the score sheet in the Khan and analyzes the phonological processes using the enclosed booklet.	10-30 min.	(2002) Works with Goldman-Fristoe to give complete look at articulation and phonological deficiencies. Might be most helpful to work with an SLP.

## Auditory Assessments

<b>Title</b>	<b>Ages</b>	<b>What the Assessment Measures</b>	<b>Time</b>	<b>Comments</b>
<b>Common Objects Token Test (COT)</b>	3 years and up	<u>Assesses sentence level auditory reception skills for Deaf/HH children.</u> This is a receptive assessment. Includes manipulatives to be used. Examiner gives directives, child responds by pointing or manipulating objects. Compares to age norms - tester figures percentages which offers information regarding progress and targets to focus on in therapy.	30 min.	(2004) Created by Med-El, a Cochlear Implant Company. Now available as an App on iPhone (\$2.99)- still need manipulatives for the testing.
<b>Compass Test of Auditory Discrimination</b>	Kindergarten and up	<u>Measures a child's highest level of auditory discrimination.</u> This is completely auditory- assessor uses a hoop to prevent lip-reading- presenter asks "show me the..." Child points to A,B,C,D to represent picture/word heard. Uses 50 test cards.	20-30 min.	( ) Cards are available for printing out on <a href="http://successforkidswithhearingloss.com">successforkidswithhearingloss.com</a> Assists in writing goals. Progress monitor every months.

<b>Developmental Test of Auditory Perception (DTAP)</b>	6.0-18 years	<u>Assesses auditory perception.</u> Does not require good memory or higher order verbal reasoning . Presented on a CD. Indexes: <i>Phonemes in Isolation, Word Discrimination Rhyming Sounds (all language-related), Tonal Patterns Environmental Sounds (all non language-related)</i>	30 minutes	(2008) Easy to give and score. No pictures. Completed with examiner probing the child and the child offering expressive information back. Might be difficult for lower language students who may not understand the tasks - requiring some pre-practice prior to test
<b>Little Ears: Auditory Questionnaire Manual /Forms</b>	0-24 months	<u>Assesses Auditory Behavior:</u> Questionnaire for parents to assess auditory behavior. For pre-speech. Involves observations of behaviors and is asked in yes/no questions.	10 min.	From Med-EI
<b>Test of Auditory Processing Skills 3 (TAPS 3)</b>	4.0 -18.11 years	<u>Screens auditory processing skills.</u> Measures what a person does with what is heard, and is intended to be used along with other tests as part of a battery. An optional Auditory Figure-Ground task also included as a supplemental subtest presented via CD to flag attention problems and give feedback about how the child's auditory processing system works in "real-world" situations.	60 min.	(2005) Not to be used as a stand alone to diagnose Auditory Processing Disorders.
<b>W*A*S*P (Word Association for Syllable Perception)</b>		<u>Used to assess a child's perception of English phonemes.</u> Uses simple picture cards and a diagnostic scoring system. Helps identify a pattern of errors to assist in setting appropriate goals.		( ) Used as a part of an auditory rehabilitation program. Good for children post implant. Has a chart for ongoing recording of progress.

## Reading Assessments

<b>Title</b>	<b>Ages</b>	<b>What the Assessment Measures</b>	<b>Time</b>	<b>Comments</b>
<b>Basic Reading Inventory</b>	Pre-Primer-grade 12	<u>Measures basic reading skills.</u> Informal Reading Test. <u>Measures:</u> <i>Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension.</i> <i>Helps identify students 3 reading levels: independent, instructional and frustration.</i> Also addresses a student's listening level (highest level student can understand material read to him)	Varies	(2008) Has DVD to print off materials and contains video clips.
<b>Standardized Reading Inventory</b>	6-14 years	<u>Students less than 8th gr. Reading level - used to evaluate reading competence of problem readers but can be used to confirm a child placement in reading or to evaluate progress</u> - Has: a. word lists, (oral/silent reading) Passages, Word Attack, Comprehension, (newer test has vocabulary proficiency measure) Tests fluency, word attack, comprehension.	30-90 minutes	(1986) There is a newer version available: SRI-2, but not in our library.

<b>Test of Early Reading Ability</b>	4-8.11 years	Measures reading skills of deaf/HH students. Deaf normed - easy to give, uses visuals, can be used for gathering of information (as one tool of many) <u>Looks at:</u> <i>children's ability to attribute meaning to printed symbols, their knowledge of the alphabet and its functions, and their knowledge of the conventions of print.</i>	30 minutes	(1991) There is not currently a newer version of Tera DHH - only the traditional TERA-4 is available
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## Global Assessments

Title	Ages	What the Assessment Measures	Time	Comments
<b>Battelle 2<sup>nd</sup> Edition</b>	Birth-7.11 years	<u>5 Domains:</u> <i>Motor, Personal-Social, Communication, Cognitive, Adaptive.</i> Separate test booklets and score sheets for each domain. Includes kit with manipulatives. Works best with more than one examiner. Structured and non-structured/observational items involved.	Varies	(2005) Has a You Tube Video you can access to assist in giving the Battelle. Includes a screening test booklet with color pictures for a quick 15-30 minute screening. Clearly laid out, easy to give, but can take multiple sessions to administer with young children. Spanish version available.
<b>Bayley: Scales of Infant and Toddler Development III</b>	1-42 months	<u>5 Domains:</u> <i>Motor, Language, Cognitive, Social-Emotional, Adaptive Behavior.</i> Includes a kit, manual, test protocols, and caregiver report form.	30-90 min.	Library has the record forms, but currently does not have the manipulatives kit or manual

## Social Skills Assessments

Title	Ages	What the Assessment Measures	Time	Comments
<b>Social Language Development Test (Elementary)</b>	6.0-11.11 years	Measures <u>social language and pragmatics.</u> Uses picture prompts. 4 main areas: <i>Making inferences, Interpersonal Negotiation, Multiple Interpretations, and Supporting Peers.</i> Offers standard scores as well as age equivalency. Does have some semi-complex language requirements, (ie; "Pretend you are this girl, what are you thinking?" But, there is repetition in the testing pattern.	45 minutes	(2008) Can be used for D/HH students who <i>look like</i> they are doing well in other areas, but may have hidden deficiencies in these areas.
<b>Social Skills Rating System</b>	K-12	Measures: <u>Social Skills, Behavior Problems and Academic Competence.</u> This is a questionnaire based rating scale format. Parent, Student and Teacher Questionnaires are used. Gives standard scores and percentile ranks. Different forms for different grade levels.	15-25 minutes	(1990) High ease of use and scoring.

## Transition Assessments

Title	Ages	What the Assessment Measures	Time	Comments
<b>TPI-2</b> <b>Transition Planning Inventory</b>	14-22 years	Identifies Transition needs. Information is gathered from students, parents, guardians, and school personnel through the use of rating scales and open-ended questions. Can serve as a main vehicle for identifying transition needs or complement existing procedures that are being used in a school district. Student form is at a lower readability level. The resource book contains an addition 52 informal inventories to use throughout the transition process.	15-30 minutes	(2014) Includes standards based activities book. Forms are clear and easy to fill out. There is a form for recommended follow up. CD included for scoring and reproducing supportive resources and forms. The additional book with 52 informal inventories is useful!

**To request any of these assessments contact your area outreach consultant or Jo Otterholt, Resource Specialist at the Outreach Library for the D/HH at (307) 577-4686 or [jo.otterholt@wyo.gov](mailto:jo.otterholt@wyo.gov). The Outreach Library is located at 539 South Payne, Casper, Wyoming 82609.**

