

## Language Assessment Comparisons

Test	Area(s) Assessed	Literacy Areas (if any)	Dialect Considerations	Race/Ethnicity of Norming Sample	Norming by Geography	Norming by "Normalcy"	Sensitivity	Specificity
<b>Receptive-Expressive Emergent Language Scale-3rd ed. (REEL-3)</b> Ages: Up to 3 years	Receptive and Expressive Language	None	Not reported	White 78%; Black 12%; Other 10%	Urban, Rural, Northeast, Midwest, South, West	SWD: 7%	Not Reported	Not Reported
<b>Developmental Assessment of Young Children, Second Edition (DAYC-2)</b> Ages: Birth-5	Cognition, Communication, Social-Emotional Development, Physical Development, and Adaptive Behavior	None	Not Reported	White (77%); Black (15%); Asian (3%); Two or more (4%); Other (1%); Hispanic (18%)	Northeast; South; Midwest; West	SWD: 7%	Communication Domain: Cut score 90: 75%	Communication Domain: Cut score 90: 84%
<b>Preschool Language Scales, Fifth Edition (PLS-5)</b> Ages: Birth-7	Semantics, morphology, syntax	Print Awareness, Alphabet Knowledge, Initial Sounds, Rhyming, Morphological Awareness	African American English, Appalachian English, Southern English, English Influenced By Chinese, English Influenced by Spanish	African American (11.6%), Asian (4%), Hispanic (18%), White (60.7%), Other (5.7%)	Northeast, South, Midwest, West	SWD: 6.2% Gifted: 0.4%	Total Language Score $\geq$ -1 SD: 83% (from test manual) "Insufficient" (Leaders, 2013, p.6)	Total Language Score $\geq$ -1 SD: 80% (from test manual) "Insufficient" (Leaders, 2013, p.6)
<b>Structured Photographic Expressive Language Test - Second Edition, Preschool (SPELT-P2)</b> Ages: 3-5	Morphology, syntax	None	African American English	African American (12.5%), White (72.8%), Hispanic (8.6%), Other (6.1%)	Midwest, South, West, East	SWD: 2.5%	Cut Score 87: 90% (Greenslade, 2009)	Cut Score 87: 100% (Greenslade, 2009)
<b>Clinical Evaluation of Language Fundamentals Preschool, Third Edition (CELF-P3)</b> Ages: 3-6	Semantics, morphology, syntax, pragmatics	Phonological awareness (ages 4-6); Pre-literacy rating scale (ages 3-6)	African American English, Southern English, Spanish-influenced English, Asian-influenced English	African American (13%), Hispanic (22%), White (56%), Other (7%), Asian (2%)	Midwest, Northeast, South, West	SWD: 7% Gifted: <1%	-1 SD, cut score 85: 96% -1.3 SD, cut score 80: 93% -1.5 SD, cut score 77: 89% -2 SD, cut score 70: 74%	-1 SD, cut score 85: 70% -1.3 SD, cut score 80: 81% -1.5 SD, cut score 77: 84% -2 SD, cut score 70: 96%
<b>Test for Examining Expressive Morphology (TEEM)</b> Ages: 3-7	Morphology	None	Not Reported	Not Reported	Fresno, California	SWD: 0	-2 SD: 90% (Merrell & Plante, 1997)	-2 SD: 95% (Merrell & Plante, 1997)
<b>Structured Photographic Expressive Language Test - Third Edition (SPELT-3)</b> Ages: 4-9	Morphology, syntax	None	African American English	African American (16.1%), White (65.5%), Hispanic (11.2%), Other (7.2%)	Midwest, Northeast, South, West	SWD: 7%	Cut Score 95: 90% (Perona et.al., 2005)	Cut Score 95: 100% (Perona et.al., 2005)
<b>Test of Language Development - Primary: Fifth Edition (TOLD-P:5)</b> Ages: 4-8	Semantics, morphology, syntax	Phonology (supplemental): word discrimination, word analysis, and articulation	Not Reported	White (71%), Black/African American (13%), Asian/Pacific Islander (6%), American Indian/Alaska Native (3%), Two or more (7%)	Northeast, South, Midwest, West	SWD: 19% Gifted: 1%	Cut scores of 85 or 90 = adequate for composites, but below cut score of 85 use with caution depending on composite. Refer to manual*	Cut scores of 85 or 90 = adequate for composites, but below cut score of 85 use with caution depending on composite. Refer to manual*

SWD=students with disabilities

\*Please note that on the TOLD-P:5, diagnostic categories appear to be arbitrary in nature (i.e. DLD, SLD, LI) and furthermore, specificity and sensitivity appear to be unreliable to diagnose most, if not all, of these conditions per the numbers provided in the manual in Table 6.15.

Language Assessment Comparisons Continued

Test	Area(s) Assessed	Literacy Areas (if any)	Dialect Considerations	Race/Ethnicity of Norming Sample	Norming by Geography	Norming by "Normalcy"	Sensitivity	Specificity
<b>Children's Communication Checklist-2 (CCC-2)</b> Ages: 4:0-16:11	Semantics, syntax, pragmatics	None	Not Reported	African American (15.47%), Hispanic (16.96%), White (61.89%), Other (5.68%)	Northeast, Midwest, South, West	SWD: 20% Gifted: 7%	-1 SD: 89%	-1 SD: 97%
<b>Test of Integrated Language &amp; Literacy Skills (TILLS)</b> Ages: 6-18	Semantics, morphology, syntax, pragmatics	Phonemic Awareness, Reading Comprehension, Reading Fluency	AAE, Spanish-influenced English, Asian-influenced English	White (73%), Hispanic (10%), African American (10%), Asian (5%), Native American (1%), Other (1%)	Northeast, Midwest, South, West	SWD: 0	Ages 6;0-7;11 Cut Score 24: 84%  Ages 8;0-8;11 Cut Score 34: 88%  Ages 12;0-18;11 Cut Score 42: 86%	Ages 6;0-7;11 Cut Score 24: 84%  Ages 8;0-8;11 Cut Score 34: 85%  Ages 12;0-18;11 Cut Score 42: 90%
<b>Comprehensive Assessment of Spoken Language, Second Edition (CASL-2)</b> Ages: 3-21	Semantics, morphology, syntax, pragmatics	None	AAE, Southern English	Asian (2.8%), African American (14.4%), Hispanic (22%), Native Hawaiian /Pacific Islander (0.3%), American Indian/Alaska Native (0.4%), White (56.7%), Other (3.4%)	Northeast, South, Midwest, West	SWD: 0	-1 SD: 74%	-1 SD: 84%
<b>Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5)</b> Ages: 5-21	Semantics, morphology, syntax, pragmatics	Supplementary Ages 8-21; Reading Comprehension, Structured Writing	African American English, Southern English, Spanish-Influenced English, Asian-influenced English	White (56.8%), Hispanic (20%), African American (13.8%), Asian (3.6%), Other (5.9%)	Midwest, Northeast, South, West	SWD: 20%	-1.5 SD: 85% (from test manual)  "Unacceptable" (Leaders, 2014, p.9)	-1.5 SD: 99% (from test manual)  "Unacceptable" (Leaders, 2014, p.9)
<b>Receptive, Expressive &amp; Social Communication Assessment-Elementary (RESCA-E)</b> Ages: 5-12	Semantics, morphology, syntax, pragmatics	Uses written multiple choices for some items	Not Reported	White (77.22%), Black/African American (13.09%), Asian American (3.88%), American Indian/Alaska Native (0.12%), Native Hawaiian/Pacific Islander (0.36%), Two or more ethnicities (5.09%), Not reported (0.24%)	North Central, Northeast, South, West	Not Reported	Not Reported  As per developers, not suitable for diagnostic purposes Provides an inventory of skills	Not Reported
<b>Test of Language Development - Intermediate: Fifth Edition (TOLD-I:5)</b> Ages: 8-17	Semantics, morphology, syntax	None	Not Reported	White (74%), Hispanic (25%), Black/African American (14%), Asian/Pacific Islander (4%), American Indian/Alaska Native (2%), two or more (6%)	Northeast, South, Midwest, West	SWD: 18% Gifted: 6%	Cut scores of 85 or 90 = adequate for composites, but below cut score of 85 use with caution depending on composite. Refer to manual*	Cut scores of 85 or 90 = adequate for composites, but below cut score of 85 use with caution depending on composite. Refer to manual*
<b>Oral and Written Language Scales, Second Edition (OWLS-II)</b> Ages: 3-21	Semantics, syntax, pragmatics	None	African American English	Not Reported	East, South, Midwest, West	Not Reported	Not Reported	Not Reported
<b>Test of Narrative Language, Second Edition (TNL-2)</b> Ages: 4:0-15:11	Narrative Comprehension and Production	None	Not Reported	White (78%), African American (14%), Asian/Pacific Islander (5%), Two or more (2%), American Indian/Eskimo/Aleut (<1%), Hispanic (22%)	Northeast, South, Midwest, West	SWD: 8%	Cut Score 92: 92%	Cut Score 92: 92%

SWD=students with disabilities

\*Please note that on the TOLD-I:5, diagnostic categories appear to be arbitrary in nature (i.e. DLD, SLD, LI) and furthermore, specificity and sensitivity appear to be unreliable to diagnose most, if not all, of these conditions per the numbers provided in the manual in Table 6.14.

Language Assessment Comparisons Continued

Test	Area(s) Assessed	Literacy Areas (if any)	Dialect Considerations	Race/Ethnicity of Norming Sample	Norming by Geography	Norming by "Normalcy"	Sensitivity	Specificity
<b>Receptive One-Word Picture Vocabulary Test, Fourth Edition (ROWPVT-4)</b> Ages: 2-95	Semantics	None	Not Reported	African American (12.8%), Asian American (3.4%), Caucasian (63.2%), Hispanic (18%), Native American (1%), Other (.3%), Not Reported (1.4%)	North Central, Northeast, South, West	SWD: 8.7%	Not Reported	Not Reported
<b>Expressive One-Word Picture Vocabulary Test, Fourth Edition (EOWPVT-4)</b> Ages: 2-95	Semantics	None	Not Reported	African American (12.8%), Asian American (3.4%), Caucasian (63.2%), Hispanic (18%), Native American (1%), Other (.3%), Not Reported (1.4%)	North Central, Northeast, South, West	SWD: 8.7%	Not Reported	Not Reported
<b>Peabody Picture Vocabulary Test, Fifth Edition (PPVT-5)</b> Ages: 2.6-90+	Semantics	None	Not Reported	*Ranges by age* White (51.5-82.5%), African American (9.7-17%), Hispanic (4.1-25.5%), Asian (1.4-5.7%), Other (0.5-7.9%)	Midwest, Northeast, South, West	SWD: 3.7% Gifted: 0.8%	-1 SD cut score 85: 85%	-1 SD cut score 85: 83%
<b>Expressive Vocabulary Test, Third Edition (EVT-3)</b> Ages: 2.6-90+	Semantics	None	Not Reported	*Ranges by age* White (51.5-82.5%), African American (9.7-17%), Hispanic (4.1-25.5%), Asian (1.4-5.7%), Other (0.5-7.9%)	Midwest, Northeast, South, West	SWD: 3.7% Gifted: 0.8%	-1 SD cut score 85: 88%	-1 SD cut score 85: 83%
<b>Montgomery Assessment of Vocabulary Acquisition (MAVA)</b> Ages: 3:0-12:11	Semantics	None	Not Reported	White (63%/62%), African American (16%/17%), Hispanic (15%/16%), Other (6%/5%)	South, Northeast, North Central, West	SWD: 10%	Receptive -1 SD: 97% -1.5 SD: 100%	Receptive -1 SD: 100% -1.5 SD: 85%
<b>Comprehensive Test of Phonological Processing   Second Edition (CTOPP-2)</b> Ages: 4:0-24:11	Phonological Processing	Phonological awareness, phonological memory, rapid naming	Not reported	White (76%); Hispanic (16%); Black/African American (14%); Asian/Pacific Islander (2%); Two or more (4%); Other (4%)	Northeast, South, Midwest, West	SWD: <7%	Not reported	Not reported
<b>The Assessment of Literacy and Language (ALL)</b> Ages: Preschool-First Grade	Spoken Language, Listening Comprehension	Phonological Awareness, Alphabetic Knowledge, Print Awareness, Fluency	African American English	White (62%), African American (15%), Hispanic (18%), Other (6%)	N. Central, South, Northeast, West	SWD: 9.4%	-1 SD: 98% -1.5 SD: 86%	-1 SD: 89% -1.5 SD: 96%
<b>A Language Processing Skills Assessment (TAPS-4)</b> Ages: 5-21	Phonological Processing, Auditory Memory, Listening Comprehension	Discrimination, blending, deletion	Not reported	White/Caucasian (79.88%), Hispanic (20.12%), Black/African American (9.34%), Asian American (4.05%), American Indian/Alaska Native (0.94%), Native Hawaiian/Pacific Islander (0.25%), Two or more (5.54%)	N. Central, Northeast, South, West	SWD: 18.82%	Not reported	Not reported
<b>Language Processing Test 3: Elementary (LPT 3)</b> Ages: 5:0-11:11	Language Processing	None	Not reported	White (61%); Hispanic (18%); African-American (17%); Asian-American and others (4%)	Northeast, South, Midwest, West	Included students with language-learning disorders but not HI, ID, ED, LEP	Not reported	Not reported

SWD=students with disabilities

Pragmatic or Social Language Assessment Comparisons

Test	Area(s) Assessed	Literacy Areas (if any)	Dialect Considerations	Race/Ethnicity of Norming Sample	Norming by Geography	Norming by "Normalcy"	Sensitivity	Specificity
<b>Test of Pragmatic Language Second Edition (TOPL-2)</b> Ages: 6:0-18:11	Pragmatics	None	Not Reported	White (79%), Black/African American (13%), Hispanic (13%), Asian American, Pacific Islander (4%), Native American (1%), Two or more (2%), Other (1%)	Northeast, South, Midwest, West	SWD: 19%  Gifted: 4%	Not Reported	Not Reported
<b>Pragmatic Language Skills Inventory (PLSI)</b> Ages: 5-12	Pragmatics	None	Not Reported	White (80%); Hispanic (16%); Black (10%); Other (10%)	Northeast, Midwest, South, West	SWD: 8%  Gifted: 5%	Not Reported	Not Reported
<b>IMPACT Social Communication Rating Scale</b> Ages: 5-21	Pragmatics	None	Not Reported	White (60%); Black (16%); Hispanic (14%); Asian (5%); Other (5%)	Northeast, Midwest, South, West	SWD: 0	Cut scores of 77 or 78 (ranges according to age): 84-94%	Cut scores of 77 or 78 (ranges according to age): 84-96%
<b>Clinical Assessment of Pragmatics (CAPs)</b> Ages: 7-18	Pragmatics	None		White (77%), Black (11%), Hispanic (14%), Asian (4%), Other (7%)	Northeast, Midwest, South, West	ASD: 2% SLI: 3% Other: 10%	-1 SD: 100%  -1.5 SD: 100%  -2 SD: 90%	-1 SD: 85%  -1.5 SD: 90%  -2 SD: 97%
<b>Social Language Development Test—Elementary: Normative Update (SLDT-E: NU)</b> Ages: 6:0-11:11	Social Language	None	Not Reported	White (73%), African American (9%), Hispanic/Latino (13%), Asian and others (5%)	"It [sample population] included 1104 subjects from 47 states."	"Students with IEPs for special services but who attend regular education classes were included."	Cut score 90: 82%	Cut score 90: 86%
<b>Social Language Development Test – Adolescent: Normative Update (SLDT-A:NU)</b> Ages: 12:0-17:11	Social Language	None	Not Reported	White (70%), Black (14%), Hispanic/Latino (13%), Asian and others (3%)	"It [sample population] included 834 subjects from 41 states."	"Students with IEPs for special services but who attend regular education classes were included."	Cut score 90: 71%	Cut score 90: 96%

SWD=students with disabilities

Speech Sounds Assessment Comparisons

Test	Area(s) Assessed	Literacy Areas (if any)	Dialect Considerations	Race/Ethnicity of Norming Sample	Norming by Geography	Norming by "Normalcy"	Sensitivity	Specificity
<b>Diagnostic Evaluation of Articulation and Phonology (DEAP)</b> Ages: 3:0-8:11	Articulation, phonology	None	Southern English, African American English, Spanish-Influenced English, other	White (59.38%), Hispanic (19.54%), African American (14.46%), Asian (3.85%), Other (2.77%)	Midwest, Northeast, South, West	SWD: 13.7%	<b>Articulation</b> -1 SD: 91% -1.5 SD: 81% <b>Phonological</b> -1 SD: 90% -1.5 SD: 83% <b>Oral Motor</b> -1 SD: 84%	<b>Articulation</b> -1 SD: 81% -1.5 SD: 84% <b>Phonological</b> -1 SD: 97% -1.5 SD: 97% <b>Oral Motor</b> -1 SD: 97%
<b>Clinical Assessment of Articulation and Phonology-2nd edition (CAAP-2)</b> Ages: 2.6-11:11	Articulation, phonology	None	Test designed for English articulation and phonology	White (81%), African American (13%), Other (6%), Hispanic (16%)	South, Northeast, Midwest, West	Not reported	For ages 3:0-6:6 -1 SD:87% -1.5 SD: 63%	For ages 3:0-6:6 -1 SD: 93% 1.5 SD: 97%
<b>Arizona Articulation Phonology Test-4th ed. (Arizona-4)</b> Ages:18 months-21 years	Articulation, phonology, intelligibility	None	African American English, Spanish-Influenced English	White (56.2%), Hispanic (20.2%), Black/African American (16.5%), Other (4.4%), Asian (2.1%), American Indian/Alaska Native (0.4%), Native Hawaiian/Pacific Islander (0.3%)	Northeast, South, Midwest, West	SWD: 7%	<b>Speech Sound Disorders:</b> <b>Arctic Word Score</b> Cut score of 78: 100% <b>Arctic Sentence Score</b> Cut score of 78: 90% Cut score of 85: 98% <b>Phonology Score</b> Cut score of 78: 92%  <b>Phonological Disorder:</b> <b>Phonology Score</b> Cut score of 70: 93% Cut score of 78: 96% Cut score of 85: 100%	<b>Speech Sound Disorders:</b> <b>Arctic Word Score</b> Cut score of 78: 94% <b>Arctic Sentence Score</b> Cut score of 78: 95% Cut score of 85: 92% <b>Phonology Score</b> Cut score of 78: 93%  <b>Phonological Disorder:</b> <b>Phonology Score</b> Cut score of 70: 97% Cut score of 78: 93% Cut score of 85: 88%
<b>Photo Articulation Test. Third Edition (PAT-3)</b> Ages: 3:0-8:11	Articulation	None	African American, Hispanic Population	White (77%), Black (19%), Native American (1%), Hispanic (8%), Asian (2%),	Northeast, North Central, Southwest, West, South	SWD: 11%	Not Reported	Not Reported
<b>Structured Photographic Articulation Test. Third Edition – Featuring Dudsberry (SPAT-D III)</b> Ages: 3:0-9:11	Articulation	None	AAE, Arabic-influenced English, Mandarin-Influenced English, Spanish-Influenced English, Taglog-Influenced English	White (64.1%), Hispanic (15.8%), African American (10.8%), Other (9.3%)	West, South, Northeast, Midwest	Not reported	-1 SD 3 years: 93% 4 years: 89% 5 years: 79% 6 years: 92% 7 & 8 years: 100% 9 years: 89%	-1 SD 3 & 4 years: 84% 5 years: 85% 6 years: 87% 7 years: 90% 8 & 9 years: 93%
<b>Goldman-Fristoe Test of Articulation-3rd ed. (GFTA-3)</b> Ages: 2:0-21:11	Articulation, intelligibility	None	African American English, Spanish-Influenced English, Asian-Influenced English	African American (11.4%), Asian (2.1%), Hispanic (22.3%), Other (7.1%), White (57.1%)	Midwest, Northeast, South, West	SWD: 20%  Gifted: 6%	Sounds-in-Words -1 SD, cut score 85: 91% -1.5 SD, cut score 77: 87% -2 SD, cut score 70: 78%	Sounds-in-Words -1 SD, cut score 85: 81% -1.5 SD, cut score 77: 89% -2 SD, cut score 70: 98%

SWD=students with disabilities

Speech Sounds Assessment Comparisons Continued

Test	Area(s) Assessed	Literacy Areas (if any)	Dialect Considerations	Race/Ethnicity of Norming Sample	Norming by Geography	Norming by "Normalcy"	Sensitivity	Specificity
<b>Articulation and Phonology Video Assessment Tool (VAT)</b> Ages: 2-21	Articulation, phonology	None	Not reported	White (68%), Black (15%), Hispanic (11%), Asian (2%), Other (4%)	Northeast, Midwest, South, West	SWD: 0	Cut scores of 77 or 78 (ranges according to age): 87-94%	Cut scores of 77 or 78 (ranges according to age): 86-96%
<b>Khan-Lewis Phonological Analysis, Third Edition, (KLPA-3)</b> Ages: 2:0-21:11	Phonology *based on data from GFTA-3	None	African American English, Spanish-Influenced English, Asian-Influenced English	African American (11.4%), Asian (2.1%), Hispanic (22.3%), Other (7.1%), White (57.1%)	Midwest, Northeast, South, West	SWD: 20% Gifted: 6%	-1 SD, cut score 85: 93% -1.5 SD, cut score 77: 83% -2 SD, cut score 70: 67%	-1 SD, cut score 85: 83% -1.5 SD, cut score 77: 91% -2 SD, cut score 70: 98%
<b>Hodson Assessment of Phonological Patterns (HAPP-3)</b> Ages: 3:0-8:11	Phonology	None	Not Reported	White (76%), Black (16%), Other (8%)	Northeast, Midwest, South, West	SWD: 3%	Not Reported	Not Reported
<b>Kaufman Speech Praxis Test for Children (KSPT)</b> Ages: 2:0-5:11	Childhood Apraxia	None	Not reported	White (89%), Black (10%), Other (1%)	All children were from southeastern Michigan	"Disordered Sample": 263 children	Not Reported	Not Reported

Please use these definitions when reviewing the chart:	Area(s) Assessed refer to the specific areas the test developers report the test measures.	Literacy Areas refer to the specific areas of literacy the test developers report the test measures.	Dialect Considerations refer to the specific dialects that test developers provide optional scoring considerations for in the administration manual.	Normative Sample refers to the group of individuals whose performance data are used as a reference for evaluating individual test scores. The individual being evaluated should be represented in the normative sample for the test being used. Race/Ethnicity of Norming Sample refers to the sub groups that made up the normative sample for the test.	Geographic Residence refers to the areas of the country where individuals in the normative sample reside.	"Normalcy" of subjects refers to normative samples that included specific subpopulations that may alter the overall distribution of scores. Tests that included students with disabilities (SWD) and students identified as gifted are indicated in this column.	Sensitivity refers to the rate at which a test can correctly identify students with language impairments as having a significant deficit.	Specificity refers to the rate at which students who have typically developing language abilities are found by that test to have adequate language performance.
--	--	--	--	---	---	--	---	---