

Standardized Language Assessments

Test	Purpose	Basic Format	Publisher	Normed Ages (y-mo)	Time	Subtests	Mean	SD
CELF-3 Clinical Evaluation of Language Fundamentals, Third Edition Some give previous edition of test, CELF-R	Measures school-age children's abilities in word meanings, word and sentence structure, recall and retrieval of spoken language.	Various subtests	Psychological Corporation, 1995	6.0 to 21.11	30-45 min	<ul style="list-style-type: none"> •Sentence Structure •Word Structure •Concepts and Directions •Formulated Sentences •Word Classes •Recalling Sentences •Sentence Assembly •Semantic Relationships •Word Associations (supplemental) •Listening to Paragraphs (supplemental) •Rapid, Automatic Naming (supplemental) 	100	15
CELF-P Clinical Evaluation of Language Fundamentals, Preschool	Measures preschool children's abilities in word meanings, word and sentence structure, and recall of spoken language.	Various subtests	Psychological Corporation, 1992	3.0 to 6.11	30-45 min	<ul style="list-style-type: none"> •Linguistic Concepts •Sentence Structure •Basic Concepts •Recalling Sentences in Context •Formulating Labels •Word Structures 	100	15

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GORT-3 Gray Oral Reading Tests, Third Edition	Measures children's ability to read orally	Child reads a printed passage aloud, and answers multiple-choice questions about the passage	Pro-Ed, 1992	7.0 to 18.11	15-30 min	<ul style="list-style-type: none"> • Passage Score (rate and accuracy) • Comprehension Score 	100	15
GFW Goldman Fristoe Woodcock Test of Auditory Discrimination	Measures speech-sound discrimination ability, in both quiet listening situations and background noise	Using headphones, child listens to prerecorded words and points to appropriate picture	American Guidance Service, 1979	3.8 to 70+	10 min	<ul style="list-style-type: none"> • Quiet Subtest • Noise Subtest 	50	10
LAC-R Lindamood Auditory Conceptualization Test, Revised Edition	Assesses the ability to perceive and conceptualize sound units and the changes in their number and relationship in spoken syllables and words	Child manipulates colored blocks, each of which represents a separate speech sound	Pro-Ed, 1979	Any age (test not normed by age)	10 min	<ul style="list-style-type: none"> • Categories 1-A and 1-B: Isolated Sounds in Sequence • Category II: Sounds Within a Symbol Pattern 	-	-
OWLS Oral and Written Language Scales	Three different scales measure the child's listening comprehension, oral expression, and written expression	Various subtests	American Guidance Service, 1995	3.0 to 21.11	15-40 min	<ul style="list-style-type: none"> • Listening Comprehension • Oral Expression • Written Expression 	100	15

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PAT Phonological Awareness Test	Diagnoses deficits in phonological processing and phoneme-grapheme correspondence	Various subtests	Linguistics, 1997	5.0 to 9.11	40 min	<ul style="list-style-type: none"> •Rhyming •Segmentation •Isolation •Deletion •Substitution •Blending •Graphemes •Decoding •Invented Spelling (optional) 	100	15
PLS-3 Preschool Language Scale-3	Assesses receptive and expressive language skills, attention abilities, social communication, and vocal development in infants and young children	Various subtests	Psychological Corporation, 1992	2 weeks to 6.11	15-40 min	<ul style="list-style-type: none"> •Auditory Comprehension (attention, semantics, structure, integrative thinking) •Expressive Communication (vocal development, social communication, semantics, structure, integrative thinking) 	100	15
SCAN A Screening Test for Auditory Processing Disorders	Determines auditory development in children; screens for efficient and inefficient auditory processing performance	Using headphones, child listens to pre-recorded words and repeats them	Psychological Corporation, 1986	3.0 to 11.11	20 min	<ul style="list-style-type: none"> •Filtered Words •Auditory Figure Ground •Competing Words 	100	15

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TACL-R Test of Auditory Comprehension of Language, Revised	Measures auditory comprehension skills	Child hears phrase or sentence and points to appropriate picture	Pro-Ed, 1985	3.0 to 9.11	15 min	<ul style="list-style-type: none"> •Word Classes and Relations •Grammatical Morphemes •Elaborated Sentences 	50	10
TAPS-R Test of Auditory-Perceptual Skills, Revised Some clinicians give previous edition of test, TAPS	Diagnoses children with auditory-perceptual difficulties that can interfere with learning	Child listens to and repeats a series of numbers, words, or sentences	Psychological and Educational Publications, 1996	4.0 to 12.11	15-25 min	<ul style="list-style-type: none"> •Auditory Number •Memory-Forward •Auditory Number •Memory-Reversed •Memory •Auditory Word Memory •Auditory Interpretation of Directions •Auditory Word Discrimination •Auditory Processing •(Thinking and Reasoning) •Hyperactivity Index Scale 	100	15
Token Test for Children	Assesses subderceptive language dysfunction in children	Child manipulates colored shapes according to verbal instructions	Pro-Ed, 1978	3.0 to 12.5	20-30 min	<ul style="list-style-type: none"> •Parts I-V, each part presenting progressively longer and more complex commands 	500	5

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TOLD P:3 Test of Language Development, Primary Some clinicians give previous edition of test, TOLD P:2	Comprehensive test of language skills including listening, speaking, semantics, and syntax	Various subtests	Pro-Ed, 1997	4.0 to 8.11	30-60 min	<ul style="list-style-type: none"> •Picture Vocabulary •Relational Vocabulary •Oral Vocabulary •Grammatic •Understanding •Sentence Imitation •Grammatic Completion •Word Discrimination (supplemental) •Phonemic Analysis (supplemental) •Word Articulation (supplemental) 	100	15
TOLD I:3 Test of Language Development, Intermediate Some clinicians give previous edition of test, TOLD 1:2	Comprehensive test of language skills including listening, speaking, semantics, and syntax	Various subtests	Pro-Ed, 1997	8.0 to 12.11	60 min	<ul style="list-style-type: none"> •Sentence Combining •Picture Vocabulary •Word Ordering •Generals •Grammatic •Comprehension •Malapropisms 	100	15

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TOPA Test of Phonological Awareness	Measures young children’s ability to isolate individual phonemes in spoken words	Using pictures, child indicates which word contains a sound that is the same (or different) as a sound in the target word. May be group administered	Pro-Ed, 1994	5.0 to 8.11	15-20 min	For Kindergartners: •Initial Sound of Different •Initial Sound of Same For Early Elementary Children: •Ending Sound Different •Ending Sound Same	100	15
TWS Test of Written Spelling, Third Edition	Measures spelling ability	Child hears a word and writes it down	Pro-Ed, 1994	6.8 to 18.11	15-25 min	•Predictable Words •Unpredictable Words	100	15
WJ-R Woodcock Johnson Tests of Achievement, PsychoEducational Battery Revised	Wide-range, comprehensive set of individually administered tests for measuring cognitive abilities, scholastic aptitudes, and achievement	Child identifies isolated letters and words, reads a short passage and identifies missing words, or pronounces unfamiliar printed words	Riverside Publishing, 1990	2.0 to 95.11	5-10 min per sub-test	•Letter-Word Identification •Passage Comprehension •Word Attack	100	15

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WRAML Wide Range Assessment of Memory and Learning	Assesses a child's verbal and visual memory skills, in situations involving both immediate recall and acquisition of new information over trials	Child hears or sees a list of letters and numbers, a sentence, or a story and is asked to recall the info.	Wide Range, 1990	5.0 to 17.11	45-60 min	<ul style="list-style-type: none"> •Number/Letter Memory •Sentence Memory •Story Memory •Finger Windows •Design Memory •Picture Memory •Verbal Learning •Visual Learning •Sound Symbol 	100	15