



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

# **Directory of Speech-Language Pathology Assessment Instruments**

## **VI. Evaluation Tools for Culturally and Linguistically Diverse Populations**

**American Speech-Language-Hearing Association  
2007**

*Note: Descriptions for each assessment instrument are adapted from publishers' own information sources.*

<b>Title:</b>	Ann Arbor Learning Inventory–Revised (AALI-R)
<b>Author:</b>	Barbara Meister Vitale and Waneta Bullock
<b>Publisher:</b>	Academic Therapy Publications
<b>Year:</b>	Levels A and B: revised 1996 Level C: 1989
<b>Age range (years):</b>	Grades K–8
<b>Administration time (minutes):</b>	Varies
<b>Language(s):</b>	English and Levels A, B: Spanish (translation)
<b>Computerized scoring:</b>	No
<b>Description:</b>	A criterion-referenced test that assesses central processing skills important to learning—visual discrimination, visual memory, auditory discrimination, and auditory memory—by presenting tasks that require listening, manipulating, showing, matching, visualizing, telling, and writing. Valuable for determining the best form of instruction for a child with disabilities. Offers comprehensive and detailed examination of skills that underlie reading, writing, speaking, listening, spelling, and counting.

**Title:** Aphasia-Language Performance Scales (ALPS)

**Author:** Joseph S. Keenan and Esther G. Brassell

**Publisher:** Pinnacle Press

**Year:** 1975

**Age range (years):** 18–80

**Administration time (minutes):** 30

**Language(s):** English and Spanish

**Computerized scoring:** No

**Description:** A translation of the English version, this scale obtains information needed to measure language impairment, predict language prognosis, plan treatment, identify recovery levels, and write comprehensive reports. Four 10-item scales measure listening, talking, reading, and writing with right/wrong/partial scoring.

<b>Title:</b>	Arizona Battery for Communication Disorders of Dementia (ABCD)
<b>Author:</b>	Kathryn A. Bayles and Cheryl K. Tomoeda
<b>Publisher:</b>	PRO-ED
<b>Year:</b>	1993
<b>Age range (years):</b>	Adults suspected of having Alzheimer's disease
<b>Administration time (minutes):</b>	45–90
<b>Language(s):</b>	English and The Recent Memory subtest translated in French, Spanish
<b>Computerized scoring:</b>	No
<b>Description:</b>	<p>A normed assessment that quantifies cognitive-linguistic impairments in people suspected of having Alzheimer's disease. Screens speech discrimination, visual perception, and literacy. Eighteen subtests assess mental status, immediate and delayed recall of stories, auditory comprehension, repetition, word learning, reading, naming, drawing, and figure copying. Many subtests useful for head trauma patients. Test provides norms for young adults. Reviewed in <i>Asha</i>, Dec. 1992.</p>

<b>Title:</b>	Assessing Asian Language Performance, Second Edition
<b>Author:</b>	Li-Rong Lilly Cheng
<b>Publisher:</b>	Academic Communication Associates
<b>Year:</b>	1991
<b>Age range (years):</b>	K–12
<b>Administration time (minutes):</b>	N/A
<b>Language(s):</b>	Resource book in English that contains information about Vietnamese, Cantonese, Mandarin, Japanese, Khmer, Korean, and other languages
<b>Computerized scoring:</b>	N/A
<b>Description:</b>	A resource book that provides information needed to conduct assessments in a nondiscriminatory manner. Contains information about Vietnamese, Cantonese, Mandarin, Japanese, Khmer, Korean, and other languages. Presents important information about cultural differences in the pragmatic uses of language and how these differences affect performance in the school environment.

**Title:** Assessment and Intervention Resource for Hispanic Children

**Author:** Hortencia Kayser

**Publisher:** Thomson Delmar Learning

**Year:** 1998

**Age range (years):** Children

**Administration time (minutes):** Varies

**Language(s):** Resource book in English contains information about Spanish language

**Computerized scoring:** No

**Description:** Resource book presents important theory and research as it applies to the clinical process with clients who are communicatively impaired and bilingual. Includes instructions for language analysis and a glossary. Appendixes contain information on screening tests, professional terminology, Web site listings, and case histories.

**Title:** Auditory Perception Test for the Hearing Impaired (APT/HI)

**Author:** Susan G. Allen and Thomas S. Serwatka

**Publisher:** Susan G. Allen

**Year:** 1994

**Age range (years):** 5 and up

**Administration time (minutes):** 30

**Language(s):** English

**Computerized scoring:** No

**Description:** Assesses basic building block processes used to decode speech. Allows for specific analysis of the ability to decode phonemes in isolation and in the context of words and sentences. Also examines suprasegmental and linguistic processing skills. Profiles compare pre- and posttreatment performance to determine efficacy of treatment and need for further care. Although designed for individuals with impaired hearing, can also be used with children who have other auditory processing deficits.

<b>Title:</b>	Batería III Woodcock-Muñoz: Pruebas de habilidades cognitivas and Batería III Woodcock-Muñoz: Pruebas de aprovechamiento
<b>Author:</b>	Richard Woodcock and Ana F. Muñoz-Sandorval
<b>Publisher:</b>	Riverside Publishing Company
<b>Year:</b>	2005
<b>Age range (years):</b>	2–90+
<b>Administration time (minutes):</b>	Varies, about 5–10 minutes per test; Cognitive Standard has 7 tests (35–45 minutes); Achievement Standard has 11 tests (55–60 minutes)
<b>Language(s):</b>	Spanish and English (Woodcock-Johnson III)
<b>Computerized scoring:</b>	Yes
<b>Description:</b>	Standardized assessment that is an adaptation/translation of the Woodcock-Johnson III® (WJ III). A measurement of general intellectual ability, specific cognitive abilities, oral language, and academic achievement of Spanish-speaking individuals. Provides a language-reduced general intellectual ability score to measure the intellectual ability of bilingual or multilingual individuals, a broad cognitive ability-low verbal score, and a comparative language index to determine language dominance.

**Title:** Bilingual Classroom Communication Profile

**Author:** Celeste Roseberry-McKibbin

**Publisher:** Academic Communication Associates

**Year:** 1994

**Age range (years):** 4–11

**Administration time (minutes):** 20

**Language(s):** Can be used with speakers of any language

**Computerized scoring:** N/A

**Description:** An informal screening to help classroom teachers distinguish communication differences from communication disorders. Examines both structural and functional aspects of communication.

**Title:** Bilingual Health and Developmental History Questionnaire

**Author:** Cristina Gómez-Valdez

**Publisher:** Academic Communication Associates

**Year:** 1985

**Age range (years):** 3–11

**Administration time (minutes):** 25

**Language(s):** Spanish and English

**Computerized scoring:** N/A

**Description:** Parent interview questionnaire to gather developmental history that obtains information about the child's acquisition of developmental milestones and identifies specific handicapping conditions that may require special education intervention. Examines hearing loss, communication problems, problems during pregnancy, family customs, cultural beliefs relevant to the treatment of illness, and other factors.

**Title:** Bilingual Language Proficiency Questionnaire

**Author:** Larry J. Mattes and George Santiago

**Publisher:** Academic Communication Associates

**Year:** 1985

**Age range (years):** 3 and up

**Administration time (minutes):** Varies

**Language(s):** Spanish/English. Contact company if interested in Vietnamese edition.

**Computerized scoring:** N/A

**Description:** Parent interview questionnaire to gather developmental history about bilingual children's development and functional use of speech and language skills in English and Spanish. Examines articulation, language, voice, fluency, and pragmatic communication. Helps distinguish children who are developing language normally from children with communication disorders.

**Title:** Bilingual Verbal Ability Tests (BVAT)

**Author:** Ana F. Muñoz-Sandoval, Jim Cummins, Criselda G. Alvarado, and Mary L. Ruef

**Publisher:** Riverside Publishing Company

**Year:** 1998

**Age range (years;months):** 5;0–adult

**Administration time (minutes):** 30

**Language(s):** Arabic, Chinese Traditional and Simplified, French, German, Haitian-Creole, Hindi, Hmong, Italian, Japanese, Korean, Navajo, Polish, Portuguese, Russian, Spanish, Turkish, Vietnamese

**Computerized scoring:** Yes

**Description:** A norm-referenced measure that provides a measure of overall verbal ability for bilingual individuals. Provides assessment in 17 languages plus English.

<b>Title:</b>	Bilingual Vocabulary Assessment Measure
<b>Author:</b>	Larry J. Mattes
<b>Publisher:</b>	Academic Communication Associates
<b>Year:</b>	1995
<b>Age range (years):</b>	3 and up
<b>Administration time (minutes):</b>	20
<b>Language(s):</b>	English, Spanish, French, Italian, Vietnamese. Other translations are being developed.
<b>Computerized scoring:</b>	No
<b>Description:</b>	Initial screen of expressive vocabulary. This instrument assesses knowledge of common, everyday nouns as the student names pictures. Labels for the nouns tested are listed in the manual in English, Spanish, French, and Italian. A separate record form may be ordered for English and Vietnamese. The child names pictures of articles of clothing, tools, motor vehicles, and other objects commonly encountered in school, the supermarket, and at home.

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

**Author:** Ann E. Boehm

**Publisher:** Harcourt Assessment

**Year:** 2000

**Age range (years;months):** 5;0–7;11

**Administration time (minutes):** 30–45

**Language(s):** English and Spanish

**Computerized scoring:** No

**Description:** A norm-based assessment of a child's mastery of 50 basic concepts needed during the first years of school.

<b>Title:</b>	Bracken Basic Concept Scale–Revised (BBCS-R)
<b>Author:</b>	Bruce A. Bracken
<b>Publisher:</b>	Harcourt Assessment
<b>Year:</b>	1998
<b>Age range (years;months):</b>	2;6–8;0
<b>Administration time (minutes):</b>	30
<b>Language(s):</b>	English and Spanish (test forms for a criterion-referenced test)
<b>Computerized scoring:</b>	No
<b>Description:</b>	The Spanish response form allows for a criterion-referenced test to assess children’s basic concept acquisition and receptive language skills. Measures 258 basic concepts in 11 areas, including color, quantity, comparisons, shapes, social/emotional, direction/position, numbers/counting, letter identification, size, texture/material, and time/sequence.

**Title:** Bracken School Readiness Assessment (BSRA)

**Author:** Bruce A. Bracken

**Publisher:** Harcourt Assessment

**Year:** 2002

**Age range (years;months):** 2;6–7;11

**Administration time (minutes):** 10–15

**Language(s):** English and Spanish

**Computerized scoring:** No

**Description:** Nonverbal screener helps determine if a child may have an underlying language disorder that requires further evaluation. Includes six subtests: Colors, Letters, Numbers/Counting, Sizes, Comparisons, and Shapes.

<b>Title:</b>	Callier-Azusa Scales
<b>Author:</b>	Robert Stillman et al.
<b>Publisher:</b>	Callier Center for Communication Disorders
<b>Year:</b>	1978
<b>Age range (years):</b>	Birth–5
<b>Administration time (minutes):</b>	30–40
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Scale for use with children who are deaf-blind and severely handicapped; assesses motor development, perceptual abilities, daily living skills, cognitive communication, language, and social development.

**Title:** Carolina Picture Vocabulary Test for Deaf and Hearing-Impaired Students (CPVT)

**Author:** Thomas L. Layton and David W. Holmes

**Publisher:** PRO-ED

**Year:** 1985

**Age range (years;months):** 4;0–11;6

**Administration time (minutes):** 10–15

**Language(s):** English

**Computerized scoring:** No

**Description:** Receptive sign vocabulary test for children who are deaf or hearing impaired.

<b>Title:</b>	CID Phonetic Inventory
<b>Author:</b>	Jean S. Moog
<b>Publisher:</b>	Central Institute for the Deaf
<b>Year:</b>	1988
<b>Age range (years):</b>	3–15
<b>Administration time (minutes):</b>	30
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Evaluates phonetic aspects of speech primarily in the context of syllables, typically elicited through imitation of a spoken model. Phonetic Skills Profile summarizes scores. Useful for establishing objectives and documenting progress.

<b>Title:</b>	Clinical Evaluation of Language Fundamentals–4 Spanish (CELF-4 Spanish)
<b>Author:</b>	Eleanor Semel, Elisabeth H. Wiig, and Wayne A. Secord
<b>Publisher:</b>	Harcourt Assessment
<b>Year:</b>	2006
<b>Age range (years):</b>	5–21
<b>Administration time (minutes):</b>	20–60
<b>Language(s):</b>	Spanish and English (CELF-4)
<b>Computerized scoring:</b>	Optional
<b>Description:</b>	Standardized assessment developed specifically for Spanish speakers living in the United States as a parallel test to the CELF-4. It is not a translation of the English edition of the CELF-4. Test items incorporate grammatical forms appropriate for Spanish speakers and themes familiar to Spanish speaking students.

**Title:** Cognitive Linguistic Quick Test (CLQT)

**Author:** Nancy Helm-Estabrooks

**Publisher:** Harcourt Assessment

**Year:** 2001

**Age range (years):** 18–89

**Administration time (minutes):** 15–30

**Language(s):** English and Spanish

**Computerized scoring:** No

**Description:** A screening tool that assists in identifying strengths and weaknesses quickly in five cognitive domains (attention, memory, executive functions, language, and visuospatial skills) of adults with neurological impairment due to strokes, head injury, or dementia.

**Title:** Denver Developmental Screening Test II  
(Denver II)

**Author:** William K. Frankenburg

**Publisher:** Denver Developmental Materials

**Year:** 1990

**Age range (years):** Birth–6

**Administration time (minutes):** 10–20

**Language(s):** English and Spanish

**Computerized scoring:** No

**Description:** A scale that may be used to determine if a child’s development is within normal range. Identifies children likely to have motor, social, and/or language delays.

**Title:** Developmental Indicators for the Assessment of Learning—Third Edition (DIAL-3)

**Author:** Carol Mardell-Czudnowski and Dorothea S. Goldenberg

**Publisher:** AGS Publishing/Pearson Assessments

**Year:** 1998

**Age range (years;months):** 3;0–6;11

**Administration time (minutes):** 20–30

**Language(s):** English and Spanish (in the same kit)

**Computerized scoring:** Yes (optional)

**Description:** A standardized screening tool that measures development in motor, concept, language, self-help, and social function areas. Identifies children who are likely to need follow-up services.

<b>Title:</b>	Diagnostic Evaluation of Language Variance (DELV)–Criterion Referenced
<b>Author:</b>	Harry N. Seymour, Thomas W. Roeper, and Jill de Villiers, with contributions by Peter A. de Villiers
<b>Publisher:</b>	Harcourt Assessment
<b>Year:</b>	2003
<b>Age range (years):</b>	4–9
<b>Administration time (minutes):</b>	45–50
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	A criterion-referenced assessment that diagnoses speech and language disorders in children. Contains items specifically designed to neutralize the effect that variations from Mainstream American English (MAE) may have on a child’s test performance and to assess a child’s true language abilities. Integrates pragmatics with syntax, semantics, and phonology.

<b>Title:</b>	Diagnostic Evaluation of Language Variance (DELV)–Norm Referenced
<b>Author:</b>	Harry N. Seymour, Thomas W. Roeper, and Jill de Villiers, with contributions by Peter A. de Villiers
<b>Publisher:</b>	Harcourt Assessment
<b>Year:</b>	2005
<b>Age range (years):</b>	4–9
<b>Administration time (minutes):</b>	45–50
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	A norm-referenced assessment used to diagnose a child’s speech and language disorders accurately. DELV–Norm Referenced contains items specifically designed to neutralize the effects that variations from Mainstream American English (MAE) may have on a child’s test performance and to assess a child’s true language abilities. Normative samples include the general U.S. population and are demographically adjusted.

**Title:** Diagnostic Evaluation of Language Variance (DELV)–Screening Test

**Author:** Harry N. Seymour, Thomas W. Roeper, and Jill de Villiers, with contributions by Peter A. de Villiers

**Publisher:** American Speech-Language-Hearing Association  
Harcourt Assessment

**Year:** 2003

**Age range (years):** 4–12

**Administration time (minutes):** 15–20

**Language(s):** English

**Computerized scoring:** No

**Description:** A screener that identifies children who are speaking a variation from Mainstream American English (MAE). Identifies children who are at risk for a language disorder. Useful in reducing over-inclusion of minority children in special education due to linguistic and cultural differences rather than actual speech and language disorders.

**Title:** Dos Amigos Verbal Language Scales–Revised

**Author:** Donald E. Critchlow

**Publisher:** Academic Therapy Publications

**Year:** 1996

**Age range (years):** 5–13

**Administration time (minutes):** 20

**Language(s):** Spanish and English

**Computerized scoring:** No

**Description:** A screening tool that assesses language functioning in both English and Spanish. Consists of two scales (one in English, one in Spanish) of 85 words and their opposites.

**Title:** Dynamic Assessment and Intervention

**Author:** Lynda Miller, Ronald B. Gilliam, and Elizabeth D. Peña

**Publisher:** PRO-ED

**Year:** 2001

**Age range (years):** 5–13

**Administration time (minutes):** Varies

**Language(s):** English

**Computerized scoring:** No

**Description:** An informal assessment measure that assists in distinguishing between language differences and language disorders. Alternative assessment of language and literacy in populations that are culturally and linguistically diverse.

**Title:** Early Speech Perception Test (ESP)

**Author:** Jean S. Moog and Ann E. Geers

**Publisher:** Central Institute for the Deaf

**Year:** 1990

**Age range (years):** 3–12

**Administration time (minutes):** 20

**Language(s):** English

**Computerized scoring:** No

**Description:** Establishes objectives for auditory training for children who are profoundly hearing impaired. Measures effects of auditory training and effectiveness of hearing aid or cochlear implant.

<b>Title:</b>	English-Español Reading Inventory
<b>Author:</b>	E. Sutton Flynt and Robert B. Cooter Jr.
<b>Publisher:</b>	Prentice Hall
<b>Year:</b>	1999
<b>Age range (years):</b>	Grades K–12
<b>Administration time (minutes):</b>	Varies
<b>Language(s):</b>	Spanish and English (Reading Inventory for the Classroom 5/E)
<b>Computerized scoring:</b>	No
<b>Description:</b>	Informal reading inventory that assesses reading competency in both English and Spanish; uses holistic and traditional methods to determine reading level. Particularly useful to assess Spanish-speaking students in their native language.

<b>Title:</b>	Evaluating Communicative Competence
<b>Author:</b>	Charlann Simon
<b>Publisher:</b>	Communi-Cog Publications
<b>Year:</b>	Revised 1994
<b>Age range (years):</b>	10–18
<b>Administration time (minutes):</b>	45
<b>Language(s):</b>	English and French (Canadian)
<b>Computerized scoring:</b>	No
<b>Description:</b>	Uses a series of 21 receptive and expressive language tasks to document a profile of functional communication proficiency.

<b>Title:</b>	Expressive One-Word Picture Vocabulary Test: Spanish-Bilingual Edition (EOWPVT-SBE)
<b>Author:</b>	Rick Brownell, Editor
<b>Publisher:</b>	Academic Therapy Publications
<b>Year:</b>	2000
<b>Age range (years):</b>	4–12
<b>Administration time (minutes):</b>	30–45
<b>Language(s):</b>	Spanish and English (EOWPVT)
<b>Computerized scoring:</b>	No
<b>Description:</b>	A standardized assessment of expressive vocabularies of individuals who are bilingual in Spanish and English. The test was co-normed on a national sample of Spanish-bilingual individuals. By permitting examinees to respond in both languages, this test assesses total acquired vocabulary.

<b>Title:</b>	Grammatical Analysis of Elicited Language–Pre-Sentence Level (GAEL-P)
<b>Author:</b>	Jean S. Moog, Victoria J. Kozak, and Ann E. Geers
<b>Publisher:</b>	Central Institute for the Deaf
<b>Year:</b>	1983
<b>Age range (years):</b>	3–6
<b>Administration time (minutes):</b>	N/A
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Elicits simple and complex sentences through an imitative sentence test and prompted language sample. Appropriate for children who are hearing impaired, learning disabled, aphasic, autistic, and language impaired.

**Title:** Language Assessment Scales–Adult

**Author:** Sharon E. Duncan and Edward A. DeAvila

**Publisher:** CTB/McGraw-Hill

**Year:** 1991

**Age range (years):** Adult

**Administration time:** 5 hours

**Language(s):** English

**Computerized scoring:** No

**Description:** Evaluates how well non-native English speakers function in English-speaking environments. Determines adults' English language skills in listening, speaking, reading, writing, and basic mathematics and related subskills.

<b>Title:</b>	Language Assessment Scales–Oral (LAS-O) Spanish Edition
<b>Author:</b>	Sharon E. Duncan and Edward A. DeAvila
<b>Publisher:</b>	CTB/McGraw-Hill
<b>Year:</b>	1990
<b>Age range (years):</b>	Grades 1–12
<b>Administration time (minutes):</b>	Varies
<b>Language(s):</b>	Spanish and English (LAS-O)
<b>Computerized scoring:</b>	No
<b>Description:</b>	An adaptation of the English version. A proficiency scale that identifies limited or non-English speaking students for placement or reclassification in bilingual or ESL programs. Using LAS-O with LAS R/W offers assessment of four language areas: listening, speaking, reading, and writing.

**Title:** Language Assessment Scales–Reading and Writing (LAS R/W)

**Author:** Sharon E. Duncan and Edward A. DeAvila

**Publisher:** CTB/McGraw-Hill

**Year:** 1994

**Age range (years):** Grades 2–12

**Administration time (minutes):** 60–90

**Language(s):** English and Spanish

**Computerized scoring:** No

**Description:** An adaptation of the English version. Measures English-language reading and writing proficiency of students whose first language is not English.

<b>Title:</b>	Language Proficiency Test (LPT)
<b>Author:</b>	Joan E. Gerard and Gloria Weinstock
<b>Publisher:</b>	Academic Therapy Publications
<b>Year:</b>	1981
<b>Age range (years):</b>	15–adult
<b>Administration time (minutes):</b>	60–90
<b>Language(s):</b>	English with an optional translation section with passages in Spanish, German, French, Tagalog, and Japanese
<b>Computerized scoring:</b>	No
<b>Description:</b>	Criterion-referenced test that assesses a wide range of English language ability. Uses materials that are age-appropriate to older students. Designed for use with individuals whose English speaking, reading, or writing skills prevent them from succeeding in an academic or vocational environment.

**Title:** Lista de Destrezas en Desarrollo (La Lista)

**Author:** CTB/McGraw-Hill

**Publisher:** CTB/McGraw-Hill

**Year:** 1990

**Age range (years):** Grades Pre-K–K

**Administration time (minutes):** Varies

**Language(s):** Spanish and English (Developing Skills Checklist [DSC])

**Computerized scoring:** No

**Description:** Comprehensive checklist that evaluates a wide range of skills in children. Measures language, mathematical concepts and operations, fine and gross motor, visual, memory, auditory skills, printing, writing, and social and emotional skills.

<b>Title:</b>	MacArthur Inventarios del Desarrollo de Habilidades Comunicativas (Inventarios) (CDI–Spanish Edition)
<b>Author:</b>	Translated and adapted by Donna Jackson-Maldonado, Elizabeth Bates, and Donna J. Thal
<b>Publisher:</b>	Paul H. Brookes Publishing
<b>Year:</b>	2003
<b>Age range (months):</b>	8–30
<b>Administration time (minutes):</b>	Varies
<b>Language(s):</b>	Spanish and English (MacArthur Communicative Development Inventories). The CDIs have been translated into multiple languages by individuals; however, they are not commercially available. Contact the publisher for additional information.
<b>Computerized scoring:</b>	Optional
<b>Description:</b>	An adaptation of the MacArthur Communicative Development Inventories designed for Spanish speakers. Focuses on current behaviors and salient emergent behaviors that parents can recognize and track. Professionals can tap into parents’ invaluable day-to-day knowledge—and respond to legislation that requires parental input in child evaluations.

**Title:** Multilingual Aphasia Examination, Spanish Version (MAE-S)

**Author:** Gustavo J. Rey, Abigail B. Sivan, and Arthur L. Benton

**Publisher:** Psychological Assessment Resources

**Year:** 1994

**Age range (years):** 6–69

**Administration time (minutes):** Varies

**Language(s):** Spanish/English and English (MAE-R)

**Computerized scoring:** No

**Description:** A standardized assessment for use with Spanish/English bilingual populations that examines visual naming, repetition, fluency articulation, spelling, aural comprehension, reading and writing; 11 tests and rating scales.

**Title:** Oral Communication Battery (OCB)

**Author:** Maryann Peins and Barbara Knolmayer Glazewki

**Publisher:** Academic Communication Associates

**Year:** 1997

**Age range (years):** 3–8

**Administration time (minutes):** 15–30

**Language(s):** English

**Computerized scoring:** No

**Description:** Developed to provide information that can be used to plan intervention programs. Assesses phonology, syntax, semantics, morphology, and pragmatics. Vocabulary measures are included in English and Spanish.

**Title:** Pervasive Developmental Disorders Screening Test-II (PDDST-II)

**Author:** Bryna Siegel

**Publisher:** Harcourt Assessment

**Year:** 2004

**Age range (years;months):** 1;6 and up

**Administration time (minutes):** 10-20

**Language(s):** Spanish

**Computerized scoring:** No

**Description:** A parent-report screening measure that screens for several autism spectrum disorders in children, including autistic disorder, pervasive developmental delay, and Asperger's syndrome. Facilitates early identification to give early childhood professionals, parents, and caregivers the opportunity to implement the best early intervention options for the child.

**Title:** Picture Speech Intelligibility Evaluation  
(Picture SPINE)

**Author:** R. Monsen, Jean S. Moog, and Ann E. Geers

**Publisher:** Central Institute for the Deaf

**Year:** 1988

**Age range (years):** 5–15

**Administration time (minutes):** 20–30

**Language(s):** English

**Computerized scoring:** No

**Description:** Provides an estimation of the overall speech intelligibility of children who are severely and profoundly hearing impaired. Pictures elicit phonetically similar words and score reflects the number of intelligible words produced.

**Title:** Pre-Feeding Skills, Second Edition

**Author:** Suzanne Evans Morris and Marsha Dunn Klein;  
Foreword by Ellyn Satter

**Publisher:** Harcourt Assessment

**Year:** 2000

**Age range (years):** Birth–adolescence

**Administration time (minutes):** Varies

**Language(s):** Book is in English; Spanish translation of parent questionnaires is available in an appendix

**Computerized scoring:** No

**Description:** The book contains 12 new chapters with information about mealtime roles and influences, supportive diagnostic testing, gastrointestinal influences on feeding, autism, sensory influences on feeding, children who do not eat enough to grow, foundations for mealtime, and oral-motor skills limitations. Assessment and treatment principles are thoroughly explored.

<b>Title:</b>	Pre-LAS 2000
<b>Author:</b>	Sharon Duncan and Edward DeAvila
<b>Publisher:</b>	CTB/McGraw-Hill
<b>Year:</b>	1998
<b>Age range (years):</b>	4–6
<b>Administration time (minutes):</b>	Varies
<b>Language(s):</b>	English and Spanish
<b>Computerized scoring:</b>	Optional
<b>Description:</b>	An adaptation of the English version that is a criterion-referenced test that comprises five game-like tests for assessing general and specific features of a child's language proficiency. Measures morphology, syntax, and semantics.

**Title:** Preschool Language Scale, Fourth Edition (PLS-4), Spanish Edition

**Author:** Irla Lee Zimmerman, Violette G. Steiner, and Roberta Evatt Pond

**Publisher:** Harcourt Assessment

**Year:** 2002

**Age range (years;months):** Birth–6;11

**Administration time (minutes):** 20–45

**Language(s):** Spanish and English (PLS-4)

**Computerized scoring:** No

**Description:** A standardized assessment battery that measures young children's receptive and expressive language. Test items and art are appropriate for children from different social economic status and cultural/regional groups.

**Title:** Prescreening Developmental Questionnaire (PDQ II)

**Author:** William K. Frakenburg

**Publisher:** Denver Developmental Materials, Inc.

**Year:** 1998

**Age range (years):** Birth–6

**Administration time (minutes):** 10

**Language(s):** English, Spanish, French (original PDQ available upon request)

**Computerized scoring:** No

**Description:** A parent-answered questionnaire used as a first step in assessing a child's development. Encourages parent discussion of child development with professionals.

**Title:** PrimerPASO

**Author:** Lucy J. Miller

**Publisher:** Harcourt Assessment

**Year:** 2003

**Age range (years;months):** 2;9–6;2

**Administration time (minutes):** 15

**Language(s):** Spanish and English (FirstSTEp™: Screening Test for Evaluating Preschoolers [FirstSTEp])

**Computerized scoring:** No

**Description:** A screener that is the Spanish version of FirstSTEp. Identifies children who need in-depth diagnostic testing for developmental delays.

<b>Title:</b>	Receptive One-Word Picture Vocabulary Test: Spanish-Bilingual Edition (ROWPVT-SBE)
<b>Author:</b>	Rick Brownell (Editor)
<b>Publisher:</b>	Academic Therapy Publications
<b>Year:</b>	2001
<b>Age range (years):</b>	4–12
<b>Administration time (minutes):</b>	15–20
<b>Language(s):</b>	Spanish and English
<b>Computerized scoring:</b>	No
<b>Description:</b>	A standardized assessment that examines receptive vocabularies of individuals who are bilingual in Spanish and English. By permitting examinees to respond in both languages, this test assesses total acquired vocabulary.

**Title:** Rhode Island Test of Language Structure (RITLS)

**Author:** Elizabeth Engen and Trygg Engen

**Publisher:** PRO-ED

**Year:** 1983

**Age range (years):** Hearing impaired: 3–20  
Hearing: 3–6

**Administration time (minutes):** 30

**Language(s):** English

**Computerized scoring:** No

**Description:** Measures English language development; primarily designed for hearing impaired but also useful when level of language development is a concern.

**Title:** Scales of Early Communication Skills (SECS)

**Author:** Jean S. Moog and Ann E. Geers

**Publisher:** Central Institute for the Deaf

**Year:** 1975

**Age range (years):** 2–8

**Administration time (minutes):** Varies

**Language(s):** English

**Computerized scoring:** No

**Description:** Evaluates development of receptive and expressive language skills in children with hearing loss.

**Title:** Screening Kit of Language Development (SKOLD)

**Author:** Lynn S. Bliss and Doris V. Allen

**Publisher:** Slosson Educational Publications

**Year:** 1983

**Age range (years):** 2–5

**Administration time (minutes):** 15

**Language(s):** English

**Computerized scoring:** No

**Description:** A screener that assesses preschool language development and aids in early identification of language disorders/delays in speakers of Standard English and Black English dialect.

**Title:** Social Communication Questionnaire (SCQ)

**Author:** Michael Rutter, Anthony Bailey, and Catherine Lord

**Publisher:** Western Psychological Services

**Year:** 2003

**Age range (years):** 4 and up

**Administration time (minutes):** 10

**Language(s):** English and Spanish

**Computerized scoring:** No

**Description:** A parent checklist translated into Spanish to screen communication skills and social function of children who may have autism or autism spectrum disorders.

<b>Title:</b>	Spanish Articulation Measures, Revised Edition (SAM)
<b>Author:</b>	Larry J. Mattes
<b>Publisher:</b>	Academic Communication Associates
<b>Year:</b>	1994
<b>Age range (years):</b>	3 and up
<b>Administration time (minutes):</b>	Varies
<b>Language(s):</b>	Spanish
<b>Computerized scoring:</b>	No
<b>Description:</b>	A criterion-referenced test that assesses Spanish-speaking children's production of individual phonemes and use of phonological processes.

**Title:** Spanish Language Assessment Procedures, Third Edition

**Author:** Larry J. Mattes

**Publisher:** Academic Communication Associates

**Year:** 1995

**Age range (years):** 3–9

**Administration time (minutes):** Varies

**Language(s):** Spanish

**Computerized scoring:** No

**Description:** A criterion-referenced test that examines the pragmatic and structural aspects of Spanish language. Assesses the child's ability to understand basic concepts, communicate basic needs, follow oral directions, retell short stories, request information, describe events, make inferences, express opinions, ask questions, etc.

**Title:** Spanish Structured Photographic Expressive Language Test–II (Spanish SPELT-II)

**Author:** Janet D. Kresheck

**Publisher:** Janelle Publications

**Year:** 1989

**Age range (years;months):** 4;0–9;5

**Administration time (minutes):** 15–20

**Language(s):** Spanish and English (SPELT-II)

**Computerized scoring:** No

**Description:** Contains guidelines for establishing local norms, standard scores, and percentiles. Assesses a child's oral mastery of Spanish morphological and syntactic structures.

**Title:** Spanish Structured Photographic Expressive Language Test–Preschool (Spanish SPELT-P)

**Author:** Janet D. Kresheck

**Publisher:** Janelle Publications

**Year:** 1989

**Age range (years;months):** 3;0–5;11

**Administration time (minutes):** 10–15

**Language(s):** Spanish and English (SPELT-P)

**Computerized scoring:** No

**Description:** Contains guidelines for establishing local norms, standard scores, and percentiles. Assesses a child’s mastery of early-developing Spanish morphological and syntactic structures.

**Title:** Spanish Test for Assessing Morphologic Production (STAMP)

**Author:** Therese M. Nugent, Kenneth G. Shipley, and Dora O. Provencio

**Publisher:** Academic Communication Associates

**Year:** 1991

**Age range (years):** 5–11

**Administration time (minutes):** 20

**Language(s):** Spanish

**Computerized scoring:** No

**Description:** Standard assessment that examines production of plurals, verb endings, and other structures as children complete sentences related to the action in pictures.

**Title:** Speech and Language Assessment for the Bilingual Handicapped–Second Edition

**Author:** Larry J. Mattes and Donald R. Omark

**Publisher:** Academic Communication Associates

**Year:** 2001

**Age range (years):** Children

**Administration time (minutes):** Varies

**Language(s):** English

**Computerized scoring:** No

**Description:** A resource book that contains information about published speech and language assessment instruments for bilingual populations, guidelines for developing assessment instruments, suggestions for educational program planning, and more. The reproducible parent interview questionnaire, pragmatic record forms, and other instruments can be adapted for use with speakers of a variety of languages.

<b>Title:</b>	Speech Perception Instructional Curriculum and Evaluation (SPICE)
<b>Author:</b>	Jean Moog, Julia Biedenstein, and Lisa Davidson
<b>Publisher:</b>	Central Institute for the Deaf
<b>Year:</b>	1995
<b>Age range (years):</b>	3–12
<b>Administration time (minutes):</b>	Varies
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Speech perception instructional curriculum and evaluation for children with cochlear implants and/or hearing aids; designed to provide a guide for developing listening skills in severely and profoundly deaf children.

**Title:** Speed DIAL: Developmental Indicators for the Assessment of Learning

**Author:** Carol Mardell-Czudnowski and Dorothea S. Goldenberg

**Publisher:** AGS Publishing/Pearson Assessments

**Year:** 1998

**Ages range (years;months):** 3;0–6;11

**Administration time (minutes):** 15–20

**Language(s):** English and Spanish (in the same kit)

**Computerized scoring:** No

**Description:** A shortened version of the Developmental Indicators for the Assessment of Learning–3<sup>rd</sup> Edition (DIAL-3). Identifies children in need of further diagnostic assessment for developmental delays. Screens three early childhood areas: motor, concepts, and language.

**Title:** Teacher Assessment of Grammatical Structures (TAGS)

**Author:** Jean S. Moog and Victoria J. Kozak

**Publisher:** Central Institute for the Deaf

**Year:** 1983

**Age range (years):** Hearing impaired: 0–12  
Normal hearing: 2–5

**Administration time (minutes):** Varies

**Language(s):** English

**Computerized scoring:** No

**Description:** Evaluates a child's use and understanding of grammatical structures. Designed for children with impaired hearing but useful for children with normal hearing whose language development is seriously delayed. Available on the same three levels as the GAEL: pre-sentence, simple sentence, and complex sentence levels.

**Title:** Test de Vocabulario en Imágenes Peabody (TVIP)

**Author:** Lloyd M. Dunn, Delia E. Hugo, Eligio R. Padilla,  
and Leota M. Dunn

**Publisher:** AGS Publishing/Pearson Assessments

**Year:** 1986

**Age range (years;months):** 2;6–17;11

**Administration time (minutes):** 10–15

**Language(s):** Spanish and English (PPVT-4)

**Computerized scoring:** No

**Description:** A standardized assessment that contains 125 translated PPVT-R items, selected for their universality and appropriateness to Spanish-speaking communities. Manual available in Spanish or English.

<b>Title:</b>	Test of Auditory Reasoning and Processing Skills (TARPS)
<b>Author:</b>	Morrison F. Gardner
<b>Publisher:</b>	Academic Therapy Publications
<b>Year:</b>	1993
<b>Age range (years):</b>	5–14
<b>Administration time (minutes):</b>	10–15
<b>Language(s):</b>	English and Spanish
<b>Computerized scoring:</b>	No
<b>Description:</b>	A norm-referenced assessment that examines ability to think, understand, reason, and make sense out of what a child hears. Evaluates how children understand, interpret (process), draw conclusions, and make inferences from auditorily presented information.

**Title:** Test of Early Language Development–Third Edition: Spanish

**Author:** Margarita Ramos and Jorge Ramos

**Publisher:** PRO-ED

**Year:** 2007

**Age range (years;months):** 2;0 through 7;11

**Administration time (minutes):** Unknown

**Language(s):** Spanish

**Computerized scoring:** No

**Description:** Subtests include Receptive and Expressive Language. An Overall Spoken Language score is provided.

**Title:** Test of Early Reading Ability–Deaf or Hard of Hearing (TERA-D/HH)

**Author:** D. Kim Reid, Wayne P. Hresko, Donald D. Hammill, and Susan Wiltshire

**Publisher:** PRO-ED

**Year:** 1991

**Age range (years;months):** 3;0–13;11

**Administration time (minutes):** 20–30

**Language(s):** English

**Computerized scoring:** No

**Description:** Assesses reading ability in children with moderate to severe hearing loss. Adapted from TERA.

<b>Title:</b>	Test of Nonverbal Intelligence–Third Edition (TONI-3)
<b>Author:</b>	Linda Brown, Rita J. Sherbenou, and Susan K. Johnson
<b>Publisher:</b>	PRO-ED
<b>Year:</b>	1997
<b>Age range (years;months):</b>	6;0–89;11
<b>Administration time (minutes):</b>	15–20
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	A standardized assessment that provides language-free measure of cognitive ability; uses abstract problem-solving tasks to measure reasoning and intelligence. Can be administered without spoken directions, reading, or writing. Instructions given through pantomime; subject responds by pointing. Suitable for persons with communication disabilities, neurological impairments, mental retardation, hearing loss, or learning disabilities, and non-English speaking persons.

**Title:** Test of Phonological Awareness in Spanish (TPAS)

**Author:** Cynthia A. Riccio, Brian Imhoff, Jan E. Hasbrouck, and G. Nicole Davis

**Publisher:** PRO-ED

**Year:** 2004

**Age range (years;months):** 4;0–10;11

**Administration time (minutes):** 15–30

**Language(s):** Spanish

**Computerized scoring:** No

**Description:** A standardized assessment that measures phonological awareness in Spanish-speaking children. Subtests measure the child's ability to determine initial sounds, final sounds, rhyming words, and sound/syllable deletion.

**Title:** Woodcock-Muñoz Language Survey–Revised

**Author:** Richard W. Woodcock, Ana Muñoz-Sanoval, Mary Ruef, and Criselda G. Alvarado

**Publisher:** Riverside Publishing Company

**Year:** 2004

**Age range (years;months):** 2;5–adult

**Administration time (minutes):** 55

**Language(s):** Spanish/English

**Computerized scoring:** Yes

**Description:** A standardized assessment that establishes language proficiency in English or Spanish. Assesses picture vocabulary, verbal analogies, letter–word identification, and dictation as measures of oral language, reading, and writing domains.