



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

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

## **II. Articulation/Phonology Assessment: Children**

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

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

<b>Title:</b>	The Apraxia Profile
<b>Author:</b>	Lori A. Hickman
<b>Publisher:</b>	Harcourt Assessment
<b>Year:</b>	1997
<b>Age range (years):</b>	3–13
<b>Administration time (minutes):</b>	25–35
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Helps identify the presence of oral apraxia, diagnose developmental verbal apraxia, and determine oral-motor movement and sequence disorders.

**Title:** Arizona Articulation Proficiency Scale, Third Revision (Arizona-3)

**Author:** Janet Barker Fudala

**Publisher:** Western Psychological Services

**Year:** 2000

**Age range (years;months):** 1;5–18;0

**Administration time (minutes):** 3–5

**Language(s):** English

**Computerized scoring:** No

**Description:** Identifies misarticulations and total articulatory proficiency. Covers all major speech sounds in the English language, including initial and final consonants and blends, vowels, and diphthongs.

<b>Title:</b>	Assessment Link Between Phonology and Articulation–Revised (ALPHA-R)
<b>Author:</b>	Robert J. Lowe
<b>Publisher:</b>	ALPHA Speech & Language Resources
<b>Year:</b>	2000
<b>Age range (years):</b>	3–8
<b>Administration time (minutes):</b>	15
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Delayed sentence imitation test that assesses children’s use of 15 phonological processes in 50 target words. Yields an analysis of traditional articulation errors and the child’s use of sound systems and sound change patterns. Revised in 2000 to include connected speech analysis, vowel analysis, and consistency analysis.

**Title:** Assessment of Phonological Processes–Revised

**Author:** Barbara Williams Hodson

**Publisher:** PRO-ED

**Year:** 1986

**Age range (years):** 3–12

**Administration time (minutes):** 20

**Language(s):** English

**Computerized scoring:** No

**Description:** A practical guide for identifying, categorizing, and understanding phonological processes.

**Title:** Assessment of Sound Awareness and Production (ASAP)

**Author:** Larry J. Mattes

**Publisher:** Academic Communication Associates

**Year:** 1998

**Age range (years):** 3–adult

**Administration time (minutes):** Varies

**Language(s):** English

**Computerized scoring:** No

**Description:** A comprehensive inventory for assessing phonemic awareness, articulation, and use of phonological processes.

<b>Title:</b>	Bankson-Bernthal Test of Phonology (BBTOP)
<b>Author:</b>	Nicholas W. Bankson and John E. Bernthal
<b>Publisher:</b>	PRO-ED
<b>Year:</b>	1990
<b>Age range (years):</b>	3–9
<b>Administration time (minutes):</b>	15–20
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Assesses a child’s articulation and phonology. Yields scores through word inventory, consonant inventory, and phonological process inventory. Manual provides training and practice exercises for phonological process scoring.

<b>Title:</b>	Children’s Speech Intelligibility Measure (CSIM)
<b>Author:</b>	Kim Wilcox and Sherrill Morris
<b>Publisher:</b>	Harcourt Assessment
<b>Year:</b>	1999
<b>Age range (years):</b>	3–10
<b>Administration time (minutes):</b>	20
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Establishes baseline information about intelligibility and monitors progress during the course of articulation/phonological treatment. Meets IDEA regulations for progress reports to parents on the same schedule as report cards for regular education.

<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.

**Title:** Classroom Screening Test for Speech Disorders

**Author:** Academic Communication Associates

**Publisher:** Academic Communication Associates

**Year:** 1995

**Age range (years):** 4–elementary grades

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

**Language(s):** English

**Computerized scoring:** No

**Description:** Informal screening test to administer in the classroom when articulation or voice problems are suspected.

**Title:** Clinical Assessment of Articulation and Phonology (CAAP)

**Author:** Wayne Secord, JoAnn Donohue, and Clint Johnson

**Publisher:** Super Duper Publications

**Year:** 2002

**Age range (years;months):** 2;6–8;11

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

**Language(s):** English

**Computerized scoring:** No

**Description:** Assesses articulation and phonology of preschool and school-age children.

**Title:** Comprehensive Test of Phonological Processing (CTOPP)

**Author:** Richard Wagner, Joseph Torgesen, and Carol Rashotte

**Publisher:** PRO-ED

**Year:** 1999

**Age range (years;months):** 5;0–24;11

**Administration time (minutes):** 30

**Language(s):** English

**Computerized scoring:** No

**Description:** Assesses phonological awareness, phonological memory, and rapid naming.

<b>Title:</b>	Computerized Articulation and Phonology Evaluation System (CAPES)
<b>Author:</b>	Julie Masterson and Barbara Bernhardt
<b>Publisher:</b>	Harcourt Assessment
<b>Year:</b>	2001
<b>Age range (years):</b>	2–adult
<b>Administration time (minutes):</b>	Phonemic Profile: 5–10 Individual Phonological Evaluation and Connected Speech Sample: Varies
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	Yes
<b>Description:</b>	Analyzes articulation and phonology on a PC. Consists of a Phonemic Profile and an Individualized Phonological Evaluation. The Phonemic Profile is a primary analysis of the production of 46 words, and results automatically determine the appropriate Individualized Phonological Evaluation. The Individualized Phonological Evaluation consists of 20–100 words that enable an in-depth analysis of the client’s productions.

**Title:** Contextual Test of Articulation

**Author:** Dawn Aase, Charity Hovre, Karleen Krause, Sarah Schelfhout, Jennifer Smith, and Linda J. Carpenter

**Publisher:** Thinking Publications

**Year:** 2000

**Age range (years):** 4–9

**Administration time (minutes):** Not available

**Language(s):** English

**Computerized scoring:** No

**Description:** A picture-identification task meant to test contextually young children's articulation errors. Administered after a child's articulation errors have been determined.

**Title:** Contrast Pairs for Phonological Training (CPPT)

**Author:** Michael W. Palim

**Publisher:** PRO-ED

**Year:** 1992

**Age range (years;months):** 3;0 and up

**Administration time (minutes):** Varies

**Language(s):** English

**Computerized scoring:** No

**Description:** Consists of 700 cards that can be organized by phonological process and cross-indexed by phoneme in word position, outlined in the manual.

**Title:** Denver Articulation Screening Exam (DASE)

**Author:** William K. Frankenburg and Amelia F. Drumwright

**Publisher:** Denver Developmental Materials

**Year:** 1973

**Age range (years;months):** 2;5–7;0

**Administration time (minutes):** 5

**Language(s):** English

**Computerized scoring:** No

**Description:** Detects articulation disorders and assesses intelligibility.

<b>Title:</b>	Developmental Articulation and Phonology Profile (DAPP)
<b>Author:</b>	Dennis Tanner, William Culbertson, and Wayne Secord
<b>Publisher:</b>	Academic Communication Associates
<b>Year:</b>	1997
<b>Age range (years):</b>	3–8
<b>Administration time (minutes):</b>	10 or less
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Allows clinicians to chart phonemes relative to frequency of occurrence and to developmental age. Developmental information for phonological processes has been added to the second edition.

<b>Title:</b>	Diagnostic Evaluation of Articulation and Phonology (DEAP)
<b>Author:</b>	Barbara Dodd, Zhu Huo, Sharon Crosbie, Alison Holm, and Anne Ozanne
<b>Publisher:</b>	PsychCorp of Harcourt Assessment
<b>Year:</b>	2006
<b>Age range (years;months):</b>	3;0–8;11
<b>Administration time:</b>	Diagnostic Screen and Oral Motor Screen are 5 minutes each; Articulation Assessment, Phonology Assessment, and Word Inconsistency Assessment each take approximately 15 minutes.
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	The DEAP is a comprehensive, individually administered, norm-referenced battery designed to provide a differential diagnosis of speech disorders.

**Title:** Dynamic Indicators of Basic Early Literacy Skills–  
Sixth Edition (DIBELS)

**Author:** Roland Good III and Ruth Kaminski

**Publisher:** Sopris West Educational Services

**Year:** 2003

**Age range (years):** Kindergarten through sixth grade

**Administration time (minutes):** Unknown

**Language(s):** English

**Computerized scoring:** NA

**Description:** Quick and reliable assessments that predict reading failure. In kindergarten through third grade, critical areas of early reading (phonemic awareness, phonics, fluency, comprehension and vocabulary) are measured. In fourth through sixth grade, the areas of fluency and comprehension are assessed.

**Title:** Fisher-Logemann Test of Articulation Competence (FLTOAC)

**Author:** Hilda Fisher and Jeri Logemann

**Publisher:** PRO-ED

**Year:** 1971

**Age range (years):** 3–adult

**Administration time (minutes):** 45

**Language(s):** English

**Computerized scoring:** No

**Description:** Can be used as a screening and diagnostic tool. Uses distinctive feature analysis of articulatory errors. Picture Test and Sentence Test systematically examine all English phonemes according to syllabic function—prevocalic, intervocalic, and postvocalic.

<b>Title:</b>	Goldman-Fristoe Test of Articulation–Second Edition (G-FTA-2)
<b>Author:</b>	Ronald Goldman and Macalyne Fristoe
<b>Publisher:</b>	AGS Publishing/Pearson Assessments
<b>Year:</b>	2000
<b>Age range (years):</b>	2;0-21;11
<b>Administration time (minutes):</b>	5–15
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	Yes (optional)
<b>Description:</b>	Provides information about a child’s articulation ability by sampling both spontaneous and imitative sounds. Measures articulation of consonant sounds and determines types of misarticulation. The Sounds-in-Words section is norm-referenced. The Sounds-in-Sentences and Stimulability sections are not norm-referenced.

**Title:** Hodson Assessment of Phonological Patterns–Third Edition (HAPP-3)

**Author:** Barbara Williams Hodson

**Publisher:** PRO-ED

**Year:** 2004

**Age range (years):** 2 and up

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

**Language(s):** English

**Computerized scoring:** No

**Description:** Designed for children with highly unintelligible speech. Gives a standardized comprehensive measure of phonology and two quick screening components with 12 stimulus words each. Alternative English words are included to increase flexibility of use in other English-speaking countries.

**Title:** Hodson Computerized Analysis of Phonological Patterns (HCAPP)

**Author:** Barbara Williams Hodson

**Publisher:** PhonoComp Software

**Year:** 2003

**Age range (years):** 2 and up

**Administration time (minutes):** 5

**Language(s):** English

**Computerized scoring:** Yes

**Description:** Efficient, "user friendly" software designed to analyze children's disordered phonological systems and to document progress.

<b>Title:</b>	Kaufman Speech Praxis Test for Children (KSPT)
<b>Author:</b>	Nancy Kaufman
<b>Publisher:</b>	Wayne State University Press
<b>Year:</b>	1995
<b>Age range (years;months):</b>	2;0–5;11
<b>Administration time (minutes):</b>	5–15
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Assists in the diagnosis and treatment of developmental apraxia (dyspraxia) of speech in preschool children. Identifies the level of breakdown in a child's ability to speak. Measures a child's imitative responses, locates where the child's speech system is breaking down, and points to a systematic course of treatment. Measures and quantifies gains in motor-speech proficiency in several ways. Individual sections of the test can be used to establish treatment goals and measure progress.

**Title:** Khan-Lewis Phonological Analysis–Second Edition (KLPA-2)

**Author:** Linda Khan and Nancy Lewis

**Publisher:** AGS Publishing/Pearson Assessments

**Year:** 2002

**Age range (years):** 2;0–21;11

**Administration time (minutes):** 10–30

**Language(s):** English

**Computerized scoring:** Yes (optional)

**Description:** Assesses phonological processes in the speech of individuals. Includes a phonological summary and progress report for parents. Use with G-FTA-2 for a comprehensive analysis of articulation and phonology.

**Title:** Nuffield Centre Dyspraxia Programme, 3rd Edition (NDP3)

**Author:** Nuffield Speech and Hearing Centre

**Publisher:** The Miracle Factory

**Year:** 2004

**Age range (years):** 3–7

**Administration time (minutes):** 45

**Language(s):** English

**Computerized scoring:** No

**Description:** NDP3 Assessment is an assessment of output speech processing. Speech production skills can be sampled and analyzed separately at different levels of phonotactic complexity—single sounds (consonants and vowels), CV/VC words, CVC words, CVCV words, multisyllabic words, consonant cluster words, phrases, and sentences. An evaluation of oral-motor skills, DDK skills, prosody, and connected speech are also included. The assessment is closely related to the NDP3 treatment programme and provides a sensitive measure of progress. Note: The assessment is part of The Nuffield Centre Dyspraxia Programme, 3rd Edition (2004) and cannot be obtained separately.

<b>Title:</b>	Phonological Awareness and Literacy Screening (PALS)
<b>Author:</b>	Marcia Invernizzi
<b>Publisher:</b>	The Rector and The Board of Visitors of the University of Virginia
<b>Year:</b>	2004
<b>Age range (years):</b>	PALS-PreK: 4 year olds PALS-K: Kindergarten PALS-1-3: Grades 1–3
<b>Administration time:</b>	PALS-PreK and PALS-K approximately 20 minutes; PALS-1-3 approximately 30 minutes depending on number of oral reading passages
<b>Language(s):</b>	English; piloting Spanish versions
<b>Computerized scoring:</b>	Available
<b>Description:</b>	PALS consists of three instruments: PALS-PreK (for preschool students), PALS-K (for students in kindergarten), and PALS 1-3 (for students in Grades 1–3). PALS identifies students who may be in need of additional reading instruction beyond that provided to typically developing readers. A secondary purpose of PALS is to provide teachers with explicit information about what their students know regarding literacy fundamentals to help guide their teaching.

**Title:** Phonological Awareness and Reading Profile–Intermediate

**Author:** Wanda Salter and Carolyn Robertson

**Publisher:** LinguiSystems

**Year:** 2001

**Age range (years;months):** 8;0–14;11

**Administration time (minutes):** 20–35

**Language(s):** English

**Computerized scoring:** No

**Description:** Assesses phonological awareness, decoding, spelling, and reading fluency skills.

<b>Title:</b>	Phonological Evaluation & Transcription of Audio-Visual Language (PETAL)
<b>Author:</b>	Ann Parker
<b>Publisher:</b>	Speechmark Publishing
<b>Year:</b>	1999
<b>Age range:</b>	Children and adults
<b>Administration time (minutes):</b>	30–45
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Provides a detailed description and summary of speech production patterns related to the speaker’s linguistic context, communication requirements, and general language skills focusing on phonetic and phonological levels, auditory and visual cues, and overall features such as voice quality, pitch and loudness, and intonation.

<b>Title:</b>	Phonological Screening Assessment (PSA)
<b>Author:</b>	Neil Stevens and Deborah Isles
<b>Publisher:</b>	Speechmark Publishing
<b>Year:</b>	2001
<b>Age range:</b>	Children and adults
<b>Administration time (minutes):</b>	10–15
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Provides an accurate and comprehensive overview of a child's phonological difficulties and is intended as an initial screening tool. The stimulus items have been chosen from words that are within the 100 most common for a child to acquire.

**Title:** Photo Articulation Test, Third Edition (PAT-3)

**Author:** Kathleen Pendergast, Stanley Dickey, John Selmar,  
and Anton Soder

**Publisher:** PRO-ED

**Year:** 1997

**Age range (years;months):** 3;0–8;11

**Administration time (minutes):** 5

**Language(s):** English

**Computerized scoring:** No

**Description:** Uses color photographs of common objects to assess and interpret articulation errors rapidly and accurately.

<b>Title:</b>	Picture Speech Intelligibility Evaluation (Picture SPINE)
<b>Author:</b>	R. Monsen, Jean S. Moog, and Ann E. Geers
<b>Publisher:</b>	Central Institute for the Deaf
<b>Year:</b>	1988
<b>Age range (years):</b>	5–15
<b>Administration time (minutes):</b>	20–30
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	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-Literacy Skills Screening

**Author:** Linda Crumrine & Helen Lonigan

**Publisher:** PRO-ED

**Year:** 1999

**Age range (years):** Pre-K

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

**Language(s):** English

**Computerized scoring:** No

**Description:** Identifies incoming kindergarten children who may be at risk for literacy failure. Assesses phonological awareness, naming speed, and letter recognition. Includes nine subtests: Rhyme, Naming, Sentence Segmentation, Syllable Segmentation, Deletion, Sentence Repetition, Blending, Letter Naming, Multisyllable Word Repetition.

**Title:** Pre-Reading Inventory of Phonological Awareness (PIPA)

**Author:** Barbara Dodd, Sharon Crosbie, Beth McIntosh, Tania Teitzel, and Anne Ozanne

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

**Year:** 2003

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

**Administration time (minutes):** 25–35

**Language(s):** English

**Computerized scoring:** No

**Description:** Measures a child's phonological awareness skills with six subtests: Rhyme Awareness, Syllable Segmentation, Alliteration Awareness, Sound Isolation, Sound Segmentation, and Letter-Sound Knowledge.

<b>Title:</b>	Preschool Motor Speech Evaluation and Intervention
<b>Author:</b>	Margaret M. Earnest
<b>Publisher:</b>	PRO-ED
<b>Year:</b>	2001
<b>Age range (months):</b>	18–60
<b>Administration time (minutes):</b>	Varies
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Differentiates motor-based speech disorders from those of phonology and determines if the speech difficulties are characteristic of oral nonverbal apraxia, dysarthria, developmental verbal dyspraxia, hypersensitivity, differences in tone, and hyposensitivity.

**Title:** Quick Assessment for Apraxia of Speech

**Author:** Dennis Tanner and William Culbertson

**Publisher:** Academic Communication Associates

**Year:** 1999

**Age range (years):** Adolescent–adult

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

**Language(s):** English

**Computerized scoring:** No

**Description:** Step-by-step method for quickly assessing the presence or absence of the motor speech programming disorders.

<b>Title:</b>	Quick Assessment for Dysarthria
<b>Author:</b>	Dennis Tanner and William Culbertson
<b>Publisher:</b>	Academic Communication Associates
<b>Year:</b>	1999
<b>Age range (years):</b>	Adolescent–adult
<b>Administration time (minutes):</b>	10–15
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	This assessment includes diagnostic questions and checklists for assessing respiration, phonation, articulation, resonance, and prosody.

**Title:** Riley Articulation and Language Test–Revised

**Author:** Glyndon D. Riley

**Publisher:** Western Psychological Services

**Year:** 1971

**Age range (years):** Grades K–2

**Administration time (minutes):** 2–3

**Language(s):** English

**Computerized scoring:** No

**Description:** Identifies children who may need speech treatment. Scores articulation errors, standardized language, and language function.

**Title:** Rules Phonological Evaluation (RPE)

**Author:** Jane C. Webb and Barbara Duckett

**Publisher:** The Speech Bin

**Year:** 1990

**Age range (years;months):** Birth–8;11

**Administration time (minutes):** Varies

**Language(s):** English

**Computerized scoring:** No

**Description:** Evaluates children with unintelligible or difficult to understand speech. Includes Rules Phonological Screening Test for quick screenings.

<b>Title:</b>	Screening Test for Developmental Apraxia of Speech—Second Edition (STDAS-2)
<b>Author:</b>	Robert W. Blakeley
<b>Publisher:</b>	PRO-ED
<b>Year:</b>	2000
<b>Age range (years):</b>	4–12
<b>Administration time (minutes):</b>	15
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Identifies children with atypical speech-language abilities who may have apraxia of speech. Assesses receptive and expressive language, prosody, verbal sequencing, and articulation.

<b>Title:</b>	Secord Contextual Articulation Test (S-CAT)
<b>Author:</b>	Wayne A. Secord and Richard E. Shine
<b>Publisher:</b>	Super Duper Publications
<b>Year:</b>	1997
<b>Age range (years):</b>	Pre-K–adult
<b>Administration time (minutes):</b>	SPAC: 2–4 per story CPAC: 3–5 per probe TWCT: varies
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	<p>Part 1—SPAC: Storytelling Probes of Articulation Competence</p> <p>Part 2—CPAC: Contextual Probes of Articulation Competence</p> <p>Part 3—TWCT: Target Words for Contextual Training</p> <p>Determines exact pretreatment status for any particular phoneme or phonological process, evaluates progress during treatment, and ensures correct treatment target. Also allows practice materials to be linked to the assessment process, and documents overall effectiveness of intervention.</p>

**Title:** Slosson Articulation, Language Test With Phonology (SALT-P)

**Author:** Wilma Jean Tade and Steven W. Slosson

**Publisher:** Slosson Educational Publications

**Year:** 1986

**Age range (years;months):** 3–5;11

**Administration time (minutes):** 7–10

**Language(s):** English

**Computerized scoring:** No

**Description:** Incorporates screening of articulation, phonology, and language into a single score that shows child’s communication competence.

**Title:** Slosson Phonics and Structural Analysis Test (SP-SAT)

**Author:** Leslie Anne Perry and Bradley T. Erford

**Publisher:** Slosson Educational Publications

**Year:** 2004

**Age range (years):** 6–9

**Administration time (minutes):** Varies

**Language(s):** English

**Computerized scoring:** No

**Description:** Assesses phonics skills and structural analysis abilities, which are necessary skills for children to acquire if they are to become independent readers.

**Title:** Smit-Hand Articulation and Phonology Evaluation (SHAPE)

**Author:** Ann B. Smit and Linda Hand

**Publisher:** Western Psychological Services

**Year:** 1996

**Age range (years):** 3–9

**Administration time (minutes):** 30

**Language(s):** English

**Computerized scoring:** Yes

**Description:** Uses photographs to test articulation, assess word shapes, and elicit phonological processes. Gives phonemic and phonetic inventories without need for narrow transcription. Includes norms and age of first acquisition.

**Title:** Spanish Articulation Measures, Revised Edition (SAM)

**Author:** Larry J. Mattes

**Publisher:** Academic Communication Associates

**Year:** 1994

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

**Administration time (minutes):** Varies

**Language(s):** Spanish

**Computerized scoring:** No

**Description:** Criterion-referenced test that assesses Spanish-speaking children's production of individual phonemes and use of phonological processes.

**Title:** Speech-Ease Screening Inventory (K–1)

**Author:** Teryl Pigott, Jane Barry, Barbara Hughes, Debra Eastin, Patricia Titus, Harriet Stensel, Kathleen Metcalf, and Belinda Porter

**Publisher:** PRO-ED

**Year:** 1985

**Age range (years):** K–Grade 1

**Administration time (minutes):** 7–10

**Language(s):** English

**Computerized scoring:** No

**Description:** Tests articulation, expressive and receptive vocabulary, and auditory comprehension abilities. Identifies children who need further diagnostic evaluation.

<b>Title:</b>	Structured Photographic Articulation Test II Featuring Dudsberry (SPAT-D II)
<b>Author:</b>	Janet Dawson and Pat Tattersall
<b>Publisher:</b>	Janelle Publications
<b>Year:</b>	2001
<b>Age range (years):</b>	3–9
<b>Administration time (minutes):</b>	10–15
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	Optional
<b>Description:</b>	Uses 40 full color photographs to assess 59 consonant singletons and 10 consonant blends. Provides phoneme production in connected speech. Identifies phonological processes used by preschool and school-age children.

**Title:** Test of Articulation in Context (TAC)

**Author:** Teresa Lanphere, art by Rick Menard

**Publisher:** PRO-ED

**Year:** 1998

**Age range (years):** Pre-K–elementary

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

**Language(s):** English

**Computerized scoring:** No

**Description:** Based on the premise that articulation skills are most accurately represented in spontaneous speech; uses pictures to elicit all common consonants, consonant clusters, and vowels.

<b>Title:</b>	Test of Minimal Articulation Competence (T-MAC)
<b>Author:</b>	Wayne Secord
<b>Publisher:</b>	Harcourt Assessment
<b>Year:</b>	1981
<b>Age range (years):</b>	3–80
<b>Administration time (minutes):</b>	10–20
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Uses a picture identification format to measure articulation performance in terms of minimal expectations for age level.

**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.

<b>Title:</b>	Test of Phonological Awareness—Second Edition: PLUS (TOPA-2+)
<b>Author:</b>	Joseph K. Torgensen and Brian R. Bryant
<b>Publisher:</b>	PRO-ED
<b>Year:</b>	2004
<b>Age range (years):</b>	5–8
<b>Administration time (minutes):</b>	Kindergarten: 30–45 Early Elementary: 15–30
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Measures phonological awareness. The test has two versions—a Kindergarten version and an Early Elementary version—that measure young children’s ability to (a) isolate individual phonemes in spoken words and (b) understand the relationships between letters and phonemes in English.

<b>Title:</b>	Test of Phonological Awareness Skills (TOPAS)
<b>Author:</b>	Phyllis Newcomer and Edna Barenbaum
<b>Publisher:</b>	PRO-ED
<b>Year:</b>	2003
<b>Age range (years):</b>	5–10
<b>Administration time (minutes):</b>	15–30
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	Comprises four subtests (Rhyming, Incomplete Words, Sound Sequencing, and Sound Deletion) that measure three areas of phonological awareness: sound comparison, phoneme blending, and phoneme segmentation.

<b>Title:</b>	Verbal Dyspraxia Profile
<b>Author:</b>	Judy Jelm
<b>Publisher:</b>	Janelle Publications
<b>Year:</b>	2001
<b>Age range:</b>	Birth–2
<b>Administration time:</b>	Varies
<b>Language(s):</b>	English
<b>Computerized scoring:</b>	No
<b>Description:</b>	A clinical picture checklist that assists in the diagnosis of children who may demonstrate verbal dyspraxia.

**Title:** Verbal Motor Production Assessment for Children (VMPAC)

**Author:** Deborah Hayden and Paula Square

**Publisher:** Harcourt Assessment

**Year:** 1999

**Age range (years):** 3–12

**Administration time (minutes):** 30

**Language(s):** English

**Computerized scoring:** No

**Description:** Assesses the neuromotor integrity of the motor-speech system. Assesses global motor control, focal oromotor control, sequencing, connected speech and language control and speech characteristics.

**Title:** Weiss Comprehensive Articulation Test (WCAT)

**Author:** Curtis E. Weiss

**Publisher:** PRO-ED

**Year:** 1980

**Age range (years):** Preschool–adult

**Administration time (minutes):** 20

**Language(s):** English

**Computerized scoring:** No

**Description:** Provides thorough diagnosis of articulation disorders and delays. Results reveal the presence of articulation disorders and the type of misarticulations.