

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
Receptive-Expressive Emergent Language Scale-3rd ed. (REEL-3) 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
Developmental Assessment of Young Children, Second Edition (DAYC-2) 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%
Preschool Language Scales, Fifth Edition (PLS-5) 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 ≥-1 SD: 83% (from test manual) "Insufficient" (Leaders, 2013, p.6)	Total Language Score ≥-1 SD: 80% (from test manual) "Insufficient" (Leaders, 2013, p.6)
Structured Photographic Expressive Language Test - Second Edition, Preschool (SPELT-P2) 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)
Clinical Evaluation of Language Fundamentals Preschool, Third Edition (CELF-P3) 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%
Test for Examining Expressive Morphology (TEEM) 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)
Test of Language Development - Primary: Fifth Edition (TOLD-P:5) 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%	Spoken Language -1 SD, cut score 85: 94% -1.3 SD, cut score 81: 91% -1.5 SD, cut score 78: 88%	Spoken Language -1 SD, cut score 85: 84% -1.3 SD, cut score 81: 85% -1.5 SD, cut score 78: 88%
Structured Photographic Expressive Language Test - Third Edition (SPELT-3) 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)
Children's Communication Checklist-2 (CCC-2) 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%

SWD=students with disabilities

Test	Area(s) Assessed	Literacy Areas (if any)	Dialect Considerations	Race/Ethnicity of Norming Sample	Norming by Geography	Norming by "Normalcy"	Sensitivity	Specificity
Test of Integrated Language & Literacy Skills (TILLS) 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%
Comprehensive Assessment of Spoken Language, Second Edition (CASL-2) 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%
Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5) 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)
Receptive, Expressive & Social Communication Assessment-Elementary (RESCA-E) 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
Test of Language Development - Intermediate: Fifth Edition (TOLD-I:5) 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%	Spoken Language -1 SD, cut score 85: 100% -1.3 SD, cut score 80: 91% -1.5 SD, cut score 78: 87%	Spoken Language -1 SD, cut score 85: 90% -1.3 SD, cut score 80: 94% -1.5 SD, cut score 78: 96%
Oral and Written Language Scales, Second Edition (OWLS-II) Ages: 3-21	Semantics, syntax, pragmatics	None	African American English	Not Reported	East, South, Midwest, West	Not Reported	Not Reported	Not Reported
Test of Narrative Language, Second Edition (TNL-2) 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%
Receptive One-Word Picture Vocabulary Test, Fourth Edition (ROWPVT-4) 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

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Test	Area(s) Assessed	Literacy Areas (if any)	Dialect Considerations	Race/Ethnicity of Norming Sample	Norming by Geography	Norming by "Normalcy"	Sensitivity	Specificity
Expressive One-Word Picture Vocabulary Test, Fourth Edition (EOWPVT-4) 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
Peabody Picture Vocabulary Test, Fifth Edition (PPVT-5) 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%
Expressive Vocabulary Test, Third Edition (EVT-3) 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%
Montgomery Assessment of Vocabulary Acquisition (MAVA) 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%
Comprehensive Test of Phonological Processing Second Edition (CTOPP-2) 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
The Assessment of Literacy and Language (ALL) 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%
A Language Processing Skills Assessment (TAPS-4) 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
Language Processing Test 3: Elementary (LPT 3) 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

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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
Test of Pragmatic Language Second Edition (TOPL-2) 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
Pragmatic Language Skills Inventory (PLSI) 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
IMPACT Social Communication Rating Scale 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%
Clinical Assessment of Pragmatics (CAPs) 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%
Social Language Development Test–Elementary: Normative Update (SLDT-E: NU) 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%
Social Language Development Test – Adolescent: Normative Update (SLDT-A:NU) 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%

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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
Diagnostic Evaluation of Articulation and Phonology (DEAP) 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%	Articulation -1 SD: 91% -1.5 SD: 81% Phonological -1 SD: 90% -1.5 SD: 83% Oral Motor -1 SD: 84%	Articulation -1 SD: 81% -1.5 SD: 84% Phonological -1 SD: 97% -1.5 SD: 97% Oral Motor -1 SD: 97%
Clinical Assessment of Articulation and Phonology-2nd edition (CAAP-2) 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%
Arizona Articulation Phonology Test-4th ed. (Arizona-4) 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%	Speech Sound Disorders: Arctic Word Score Cut score of 78: 100% Arctic Sentence Score Cut score of 78: 90% Cut score of 85: 98% Phonology Score Cut score of 78: 92% Phonological Disorder: Phonology Score Cut score of 70: 93% Cut score of 78: 96% Cut score of 85: 100%	Speech Sound Disorders: Arctic Word Score Cut score of 78: 94% Arctic Sentence Score Cut score of 78: 95% Cut score of 85: 92% Phonology Score Cut score of 78: 93% Phonological Disorder: Phonology Score Cut score of 70: 97% Cut score of 78: 93% Cut score of 85: 88%
Photo Articulation Test. Third Edition (PAT-3) 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
Structured Photographic Articulation Test. Third Edition – Featuring Dudsberry (SPAT-D III) 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%
Goldman-Fristoe Test of Articulation-3rd ed. (GFTA-3) 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%

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Test	Area(s) Assessed	Literacy Areas (if any)	Dialect Considerations	Race/Ethnicity of Norming Sample	Norming by Geography	Norming by "Normalcy"	Sensitivity	Specificity
Articulation and Phonology Video Assessment Tool (VAT) 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%
Khan-Lewis Phonological Analysis, Third Edition, (KLPA-3) 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%
Hodson Assessment of Phonological Patterns (HAPP-3) 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
Kaufman Speech Praxis Test for Children (KSPT) 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	Literacy Areas (if any)	Dialect Considerations	Race/Ethnicity of Norming Sample	Norming by Geography	Norming by "Normalcy"	Sensitivity
refer to the specific areas the test developers report the test measures.	refer to the specific areas of literacy the test developers report the test measures.	refer to the specific dialects that test developers provide optional scoring considerations for in the administration manual.	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.	refers to the areas of the country where individuals in the normative sample reside.	refers to normative samples that include 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.	refers to the rate at which a test can correctly identify students with language impairments as having a significant deficit.