

SLP Test Comparison

Tests were selected for inclusion in this publication because of reported use by Virginia School SLPs OR because of acceptable levels of diagnostic accuracy. SLPs are encouraged to access examiner manuals and examine diagnostic accuracy (sensitivity and specificity) and normative samples prior to selecting a test for administration. This information was compiled by researchers at James Madison University for the Virginia Department of Education. *Explanation of the terms used in this chart are provided on the inside right panel.*

TEST	LANGUAGE AREAS	LITERACY AREAS	DIALECT CONSIDERATIONS	RACE/ETHNICITY OF NORMING SAMPLE	NORMING BY GEOGRAPHY	NORMING BY "NORMALCY"	SENSITIVITY	SPECIFICITY
Clinical Evaluation of Language Fundamentals, 5th (CELF-5)	Semantics, Morphology, Syntax, Pragmatics	Supplementary Ages 8-21; Reading Comprehension Structured Writing	African American English (AAE), Southern English, Spanish-Influenced English, Asian-Influenced English (Pg. 277)	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% <small>(from test administration manual)</small> "Unacceptable" <small>(Leaders, 2014, p.9)</small>	-1.5 SD: 85% <small>(from test administration manual)</small> "Unacceptable" <small>(Leaders, 2014, p.9)</small>
Assessment of Literacy and Language (ALL)	Semantics, Phonology, Morphology, Syntax	Letter Knowledge, Rhyming, Print Awareness	African American English	Spring Sample: African American (15.3%), Hispanic (18%), White (61.3%), Other (5.3%)	North Central, Northeast, South, West	SWD: 9.4%	-1.5 SD: 86%	-1.5 SD: 96%
Test for Examining Expressive Morphology (TEEM)	Morphology	None	Not Reported	Not Reported	Fresno, California	SWD: 0	-2 SD: 90% <small>(Merrell & Plante, 1997)</small>	-2 SD: 95% <small>(Merrell & Plante, 1997)</small>
Structured Photographic Expressive Language Test – Third Edition (SPELT-III)	Morphology	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% <small>(Perona et.al., 2005)</small>	Cut Score: 95 100% <small>(Perona et.al., 2005)</small>
Structured Photographic Expressive Language Test – Second Edition, Preschool (SPELT-P2)	Morphology	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% <small>(Greenslade, 2009)</small>	Cut Score: 87 100% <small>(Greenslade, 2009)</small>
Preschool Language Scales – Fifth Edition (PLS-5)	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: .4%	≥ -1SD: 83% <small>(from test administration manual)</small> "Insufficient" <small>(Leaders, 2013, p.6)</small>	≥ -1SD: 83% <small>(from test administration manual)</small> "Insufficient" <small>(Leaders, 2013, p.6)</small>
Test of Language Development – Primary: Fourth Edition (TOLD-P:4)	Semantics, Phonology, Morphology, Syntax	Syllable Segmentation	None	European American (78%), African American (15%), American Indian/Eskimo (1%), Asian/Pacific Islander (4%), Two Or More (2%), Other (<1%)	Northeast, South, Midwest, West	SWD: 15.1% Gifted: 4%	Cut Score: 90 74%	Cut Score: 90 88%
Test of Language Development – Intermediate: Fourth Edition (TOLD-I:4)	Semantics, Syntax, Morphology	None	None	European American (78%), African American (14%), American Indian/Eskimo (1%), Asian/Pacific Islander (5%), Two Or More (2%), Other (<1%)	Northeast, South, Midwest, West	SWD: 15.3% Gifted: 5.7%	Cut Score: 90 77%	Cut Score: 90 88%
Comprehensive Assessment of Spoken Language (CASL)	Semantics, Morphology, Syntax, Pragmatics	Morphological Awareness	No Specific Scoring; Rely On Clinician (Pg. 31)	African American (15.9%), Hispanic (14.6%) White (65.6%), Other (3.8%)	North Central, Northeast, South, West	SWD: 6.2%	Not Reported	Not Reported
Expressive One Word Picture Vocabulary Test – 4th Edition (EOWPVT-4)	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
Oral and Written Language Scales, 2nd (OWLS-II)	Semantics, Syntax, Pragmatics	None	African American English	Not Reported	East, South, Midwest, West	Not Reported	Not Reported	Not Reported
Peabody Picture Vocabulary Test – Fourth Edition (PPVT-4)	Semantics	None	None	African American (15.1%), Hispanic (15.4%), White (63.4%), Other (6.1%)	North Central, Northeast, South, West	SWD: 13.4%	Not Reported	Not Reported
Receptive One Word Picture Vocabulary Test – 4th Edition (ROWPVT-4)	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 (p. 42)	SWD: 8.7%	Not Reported	Not Reported

All tests have a mean of 100 and Standard Deviation of 15 points.

Whenever a written report includes a standard score, the corresponding confidence interval at 90% or 95% should also be provided.

Definitions

Please use these definitions when reviewing the chart inside.

Language Areas refer to the specific areas of language the test developers report the test measures.

Literacy Areas refer to the specific areas of literacy the test developers report the test measures.

Dialect Considerations refer to the specific dialects that test developers provide optional scoring considerations for in the administration manual.

Normative Sample refers to the group of individuals whose performance data are used as a reference for evaluating individual test scores. The individual being evaluated should be represented in the normative sample for the test being used.

Race/Ethnicity of Norming Sample refers to the sub groups that made up the normative sample for the test.

Geographic Residence refers to the areas of the country where individuals in the normative sample reside.

“Normalcy” of subjects refers to normative samples that included specific sub populations that may alter the overall distribution of scores. Tests that included students with disabilities (SWD) and students identified as gifted are indicated in this column.

Sensitivity refers to the rate at which a test can correctly identify students with language impairments as having a significant deficit.

Specificity refers to the rate at which students who have typically developing language abilities are found by that test to have adequate language performance.

SWD - Students With Disabilities

Virginia Regulations on Evaluation

A student can demonstrate communication differences, delays, or even impairments, without demonstrating an adverse affect on educational performance. Specific criteria for speech-language impairment must be met before a child can be found eligible as a child with a disability with a speech-language impairment (8 VAC 20-81-80 U).

- Assessments and other evaluation materials used to assess a child under this chapter are: a . Selected and administered so as not to be discriminatory on a racial or cultural basis; (8 VAC 20-81-70 C 1 a).
- A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parent(s), and information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child, to participate in appropriate activities), that may assist in determining whether the child is a child with a disability and the content of the child’s IEP (8 VAC 20-81-70 C 3).
- No single measure or assessment is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for a child (8 VAC 20-81-70 C 11).

Consideration of Cultural and Linguistic Bias

Local dialectal and cultural variations exist within the school division. Students, who are native English speakers, may use dialects and speak or write following the language patterns of their community. Educators should use the student’s community language, not race, when considering dialect use. Teams should recognize that accents and regional vocabulary differences are a natural part of spoken language and should not be considered a disorder.

Norm-referenced test scoring procedures based on use of Standard American English may potentially penalize students who use other dialects or languages. When using norm-referenced tests with students who come from culturally and linguistically diverse backgrounds, provide consideration for dialect use and consider use of other assessment procedures. To avoid biased or inaccurate reporting of results for students from culturally-linguistically diverse populations, SLPs should address cultural or linguistic differences in the evaluation report.

Caution Against Over Reliance on Norm-Referenced Tests

Norm-referenced measures are not sufficient sources of data for determining eligibility for special education or the educational impact of a speech-language impairment.

- Norm-referenced measures usually cannot distinguish between communication disorders and communication differences due to instructional, cultural or dialectal experience.
- Norm-referenced tests are not aligned with the curriculum and do not take into account how prior knowledge and experience impact performance.
- Spaulding, Plante, and Farinella report, “The practice of applying an arbitrary low cut-off score for diagnosing language impairments is frequently unsupported by the evidence that is available. . . .(2006)”.

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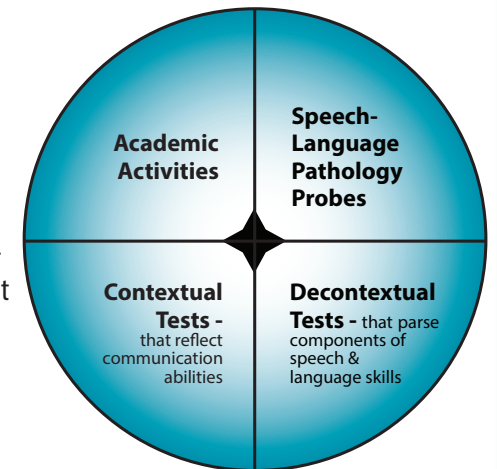
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Comprehensive Assessment Reference for Speech-Language Pathology

A comprehensive assessment provides a picture of a student’s functional speech and language skills in relation to the ability to access the academic and/or vocational program, and to progress in the educational setting. It does not rely solely, or even primarily, on norm-referenced assessment instruments to determine a student’s communication abilities.

A comprehensive speech-language assessment includes performance sampling across multiple skills, with multiple people using different procedures from varied contexts. It is the responsibility of the school-based speech-language pathologist to assess the student using a variety of methods completed in a variety of contexts (*Speech-Language Pathology Services in Schools, 2011, page 17-18*).



Accuracy of Norm-Referenced Tests

Speech-Language Pathologists (SLPs) should carefully consider statistical properties of norm-referenced tests with regard to their ability to correctly identify students with speech-language impairments (Spaulding 2006). Tests vary in their technical adequacy and diagnostic accuracy. Best practices in speech-language pathology include consideration of the sensitivity and specificity of published assessment instruments (Betz & Eickhoff, 2013; Spaulding, Plante, & Farinella, 2006). Researchers suggest that norm-referenced measures should have at least 80 percent accuracy in discriminating language abilities (Plante & Vance, 1994, Spaulding, Plante, & Farinella 2006).