



Tests & Measurements: Auditory, Speech, Language and General Developmental

Legend:

Ages: expressed in years unless otherwise indicated. NS = not specified, PS = preschool, A = adult

Domains: Sp = speech, L = language (V = vocabulary), A = audition, D = overall developmental, PS = play/social, F = family

Formats: Ck = checklist, CR = criterion- referenced, N = norm-referenced, St = standardized, I = interview, Q = questionnaire

Name	Description	Age range		Domains						Format					
		0-3	3+	Sp	L	A	D	PS	F	Ck	CR	N	St	I	Q
Ages and Stages Questionnaires (ASQ-3) (Bricker, D., Potter, L. Squires, J.) Pub: Paul. H. Brookes	A screening questionnaire, to be used with parents in attendance. Categories: communication, gross motor, fine motor, problem solving, personal/social. A positive way to include parents and keep them informed regarding developmental milestones. *4 - 60 mos.	X*	X*				X		X						X
AHEAD Menu - AHEAD Resource Manual (Rowan, L. & Clark, T.) Pub: Hope Inc.	Parent questionnaire on topics: motor skills, language, communication, play/ social skills, feeding, toilet training, dressing, and grooming. The parents can choose which topics on which they would like more information and assistance.	X	NS					X	X						X
Arizona Test of Articulation (Arizona-3) (Fudala, J.B.) Pub: Western Psychological Serv.	Measures articulatory proficiency in children, adolescents, and adults. Child names objects represented on picture cards.	X 1.5- 18	X 1.5- 18	X								X			
Batelle Developmental Inventory (BDI-2) (Newborg, J., Stock, J., Wnek, L.) Pub: Riverside Publishing Co.	Assesses: personal-social, adaptive, motor, communication, and cognitive. Information is collected in 3 ways: direct observation, controlled setting with prescribed materials, and interviewing of parents, caregivers, and teachers. Not specifically normed for d/hh children, although provides modified instructions for administering to d/hh children.	X 0-11	X 0-11				X				X		X		
Boehm Test of Basic Concepts (Boehm-3) (Boehm, A.E.) Pub: Pearson Education	Group- or individually administered, measures 50 basic , relational concepts (quantity, space, time) most frequently needed for kindergarten, 1 st and 2 nd grades. Includes tools to aid you in complying with IDEA guidelines.		X 5- 7.11		X						X	X			
Boehm Test of Basic Concepts, Preschool (Boehm-3-Preschool) (Boehm, A.E.) Pub: Pearson Education	Individually-administered, measures relational concepts (size, direction, position (nearest), time, classification (all), general (another), quantity). Children choose among 4 presented pictures, by circling the correct response.		X 3- 5.11		X						X	X			
Bracken Basic Concept Scale-Revised, the BBCS-3:Receptive (and Expressive version) (Bracken, B.A.) Pub: Pearson Education	With receptive and expressive versions, measures basic concepts related to language development and academic achievement.		X 3- 6.11		X										
Brigance Diagnostic Inventory (Brigance, A.) Pub: Curriculum Associates, Inc	Developmental categories: Preambulatory Motor Skills and Behaviors, Gross-Motors Skills and Behaviors, Fine Motor Skills and Behaviors, Self-Help Skills, Speech and Language	X	X 0-7				X			X			X		



	skills, General Knowledge and Comprehension, Social and Emotional Development, Readiness, Basic Reading Skills, Manuscript Writing and Basic Math.														
		0-3	3 +	Sp	L	A	D	PS	F	Ck	CR	N	St	I	Q
Child Development Inventory (CDI) – replaces Minnesota CDI (Ireton, H. and Thwing, E.) Pub: Pearson Education	Asks parents to rate whether or not their child performs various activities related to child development. Areas covered: language development, fine and gross motor development, play behaviors. *15 mos. – 6 yrs.	X*	X*		X		X	X							X
CID Picture SPINE (SPeech INtelligibility Evaluation) (Monsen, R.; Moog, J. S.; Geers, A. E.) Pub: Central Institute for the Deaf	Measures speech intelligibility for severely and profoundly hearing-impaired children and adolescents.		X PS - A	X											
Clinical Evaluation of Language Fundamentals (CELF-4) (Semel, E., Wiig, E.H., Wayne A. Secord, W.A.) Pub: Pearson Education	Administered individually, measures receptive, expressive language skills. A 4-level assessment to 1) identify if there is language disorders, 2) describe the nature of the disorder, 3) evaluate underlying clinical behaviors and 4) evaluate language and communication in context.		X 5-21		X								X		
Clinical Evaluation of Language Fundamentals (CELF)-Preschool-2 (Wiig, E.H., Secord, W., Semel, E.) Pub: Pearson Education	The CELF-P2 is a formal assessment that evaluates expressive and receptive language ability. The tool focuses on word meanings, word and sentence structure, concepts and following directions, and recall and use of spoken language. Test uses pictures as a stimulus for receptive and language development. Computer scoring software is available and provides standard scores, age/grade equivalents, percentile ranks to measure progress over time.		X 3 - 6.11	X	X								X		
Communication and Symbolic Behavior Scales (CSBS) (Wetherby, A.M. & Prizant, B.M.) Pub: Paul H. Brookes	Focuses on language skills and symbolic development by observing the child's gestures, facial expressions, and play behaviors. Includes a questionnaire and language sample in the child's natural environment. *Functional communication age between 8 - 24 months and with children up to 72 months who exhibit atypical development.	X*	X*	X	X							X	X		X
Comprehensive Assessment of Spoken Language (CASL) (Carrow-Woolfolk, E.) Pub: Pearson Education	Measure the processes of comprehension, expression, and retrieval in oral language. 15 tests measure: language processing skills—comprehension, expression, and retrieval—in four language structure categories: Lexical/Semantic, Syntactic, Supralinguistic, and Pragmatic.		X 3-21		X							X			
Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS) (Wilkes, E.) Pub: Sunshine Cottage School for Deaf Children	Provides ongoing assessment prior to and during intervention. Each form represents a stage of development and includes listening, language, speech and cognition milestones based on normal development. The stages include: Pre-verbal, Pre-sentence, Simple Sentence, Complex Sentence, and Sounds and Speech. Helpful for long-term planning and IEP development..	X	X	X	X					X					
Developmental Programming for Infants and Young Children, Assessment and Application: The	Infant assessment-based instrument assessing 6 developmental norm scales: perceptual/fine motor, cognition, language, social/emotional, self-care (feeding, toileting, and	X 0-3	X PS*				X			X					



		0-3	3 +	Sp	L	A	D	PS	F	Ck	CR	N	St	I	Q
<p>Early Intervention Developmental Profile (Rogers, S., Donovan, C.M., D'Eugenio, D., et al) Pub: University of Michigan</p>	<p>dressings/hygiene), and gross motor development. The profile contains 299 items and can be administered in < 1 hr. *In 5 volumes, volumes 4 and 5 now extend testing to preschool level,</p>														
<p>Early Speech Perception Test for Profoundly Hearing-Impaired Children (ESP) (Moog, J.S. & Geers, A.E.) Pub: Central Institute for the Deaf</p>	<p>Examines children's speech perception abilities according to 4 categories: no pattern perception, pattern perception, some word identification, and consistent word identification. The child looks at pictures as the labels for those pictures are presented in spoken language, then points to the appropriate picture. The test allows for a period in which the child familiarizes him/herself with the vocabulary before being required to identify the pictures through audition alone. This test is not valid for children who use tactile aids or cochlear implants. This assessment can be used to assist in developing auditory training objectives, to assess progress in auditory training, and to measure the effectiveness of amplification. *Age is not specified, but the vocabulary contained in the assessment is typically known by children who have a hearing loss by age six.</p>	NS*	NS*			X									
<p>Expressive Vocabulary Test (EVT-2) (Williams, K.) Pub: Pearson Education</p>	<p>Measures expressive vocabulary and word retrieval. The child is asked to name single pictures, and higher level items provide picture prompts for assessing knowledge of synonyms. The EVT-2 is co-normed with the Peabody Picture Vocabulary Test-IV, and provides information to compare receptive and expressive vocabulary skills. Manual provides standard scores, age equivalents, and growth scales for measuring progress over time.</p>		X 2.6 - A		X V							X	X		
<p>Family Focused Interview (Winton, P.) Pub: HOPE, Inc</p>	<p>Ongoing conversation between the family and facilitator , beginning at the initial contact and continuing throughout programming. Facilitator asks the family about their perspective on the intervention, concerns they may have and what additional supports they may need.</p>		NS						X					X	
<p>Functional Auditory Performance Indicators: An Integrated Approach to Auditory Development (Stredler-Brown, A. & Deconde-Johnson, C.) Pub: American Academy of Audiology</p>	<p>Examines 7 areas: auditory development: sound awareness, sound is meaningful, auditory feedback, localizing sound source, auditory discrimination, short-term auditory memory, and linguistic auditory processing. Examiner rates child's skills as E = emerging (0-35%), P = in process (36-79%), or A = acquired (80-100%), in a variety of conditions. For example the examiner can measure responses to auditory stimuli: while paired with visual cues vs. auditory stimulus alone, while in close proximity to the child vs. far away, in a noisy situation vs. a quiet room, etc. Scores for each category obtained by calculating a % in each area.</p>		NS			X					X				
<p>Goldman-Fristoe-Woodcock Test of Auditory Discrimination (G-FTA-2) (Goldman, R.; Fristoe, M.; Woodcock, R.W.)</p>	<p>Individually-administered, provides measures of speech-sound discrimination ability given a picture prompt. Includes 3 subtests: Sounds-in-Words, Sounds-in-Sentences, Stimulability</p>	X 2-21	X 2-21	X								X	X		



Pub: Pearson Education		0-3	3 +	Sp	L	A	D	PS	F	Ck	CR	N	St	I	Q
Hawaii Early Learning Profile (HELP) (Furuno, S. O'Reilly, K. Hosaka, C. Inatsuka, T. Zeisloft-Falbey, B. Editor: Parks, S.) Pub: VORT Corp.	Informal checklist assesses the developmental progress in: self help, motor, communication, social and cognitive skills. The goal is to identify whether or not a child possesses various skills through observation, play interaction, and parent interview.		X 3-6		X			X		X				X	
Identifying Early Phonological Needs in Children with Hearing Impairment (Paden-Brown) (Paden, E.P. and Brown, C.J.) Pub: MED-EL	Designed to identify phonological processes in young children. The stimuli consist of 25 words that are presented in line-drawn picture form. Word pattern scores are obtained for accuracy in syllable number and stress, as well as for presence of initial and final consonants. Vowels and diphthongs are scored on the basis of height and place accuracy. Consonants are rated for correctness of manner, place and voicing characteristics. The clinician phonetically transcribes each child's responses. Format: Subjective rating by clinician using phonetic transcription.		X PS - A	X											
INSITE Developmental Checklist (Watkins, S. & Morgan, E.) Pub: HOPE Publishing	Developed for use with d/hh children with multiple disabilities. It contains information regarding milestone behaviors and is designed to be used in combination with the INSITE curriculum. Covers 9 developmental areas: communication, audition, vision, cognition, gross motor, fine motor, self-help, social-emotional development, and taction. The short version is for children 0-2 years; and a longer versions for children 0-6 years.	X	X 0-6				X			X					
Infant-Toddler: Meaningful Auditory Integration Scale (IT-MAIS) (Robbins, A.M., Zimmerman-Phillips, S. & Osberger, M.J.) Pub: Advanced Bionics Corp. See also: MAIS	Developed for children with a profound hearing loss; designed to be administered to parents by an audiologist. The parent is asked questions regarding the use of amplification and auditory behaviors regarding environmental and speech sounds.	X				X									X
Ling Phonetic and Phonologic Level Evaluations (PLE) (Ling D.) Available from FIRST YEARS	Ling created both tools to accompany his phonetic and phonologic model of speech development. Phonetic: administered in imitation, to determine the extent to which particular sound patterns. Phonologic: determines similarities and differences between the two levels to identify points of breakdown.	NS	NS								X				
MacArthur Communicative Developmental Inventory: Words, Gestures, and Sentences (Fenson, L., Dale, P.S., Reznick, J.S., Thal, D., Bates, E., Hartung, J.P., Pethick, S., Reilly, J.S.) Pub: Paul. H. Brookes	These questionnaires ask parents to identify various words that their child either says or signs. It includes vocabulary relating to: things in the home, people, action words, description words, pronouns, prepositions, question words, as well as sentences and grammar. This assessment tool is available in numerous languages, including Spanish and Arabic. *Words and Gestures – 0 – 16 mos. Words and Sentences – 16 - 30 months, Sentences and Phrases – 30 mos. and up. **Norms up to 17-18 months for the CDI: Words &	X*	X*		X					X		N **			X



	Gestures														
		0-3	3 +	Sp	L	A	D	PS	F	Ck	CR	N	St	I	Q
Meaningful Auditory Integration Scale (MAIS) See also: IT-MAIS (Robbins, A.M., Zimmerman-Phillips, S. & Osberger, M.J.) Pub: Advanced Bionics Corp.	Developed for children with a profound hearing loss; designed to be administered to parents by an audiologist. The parent is asked questions regarding the use of amplification and auditory behaviors regarding environmental and speech sounds.		X			X									X
Minnesota Child Development Inventory See: Child Development Inventory (CDI)															
Oral and Written Language Scales (OWLS) (Carrow-Woolfolk, E.) Pub: Pearson Education	Individually-administered assessment of receptive and expressive (oral and written) language. Test includes 2 picture books for the assessment of Listening Comprehension and Oral Expression, and contains items for measuring grammatical awareness, pragmatic skills, and figurative language comprehension and use. *3 – 21.11 yrs. for Listening Comprehension and Oral Expression Scales; 5 – 21.11 yrs. for Written Expression		X*		X							X	X		
Peabody Picture Vocabulary Test (PPVT-3, PPVT-4) (Dunn, L.M., and Dunn, L.M.) Pub: Pearson Education	Given a 4-picture choice, children are asked to point to the picture that corresponds to the single word spoken by the clinician. Scoring: age/grade equivalents, standard scores, percentile ranks, normal curve equivalents, and growth scale values for measuring progress over time. Widely used to diagnose receptive and expressive vocabulary and language delays and impairments. *2.6 - 90+	X*	X*		X V							X	X		
Preschool Language Scale (PLS-4) (Zimmerman, I.L., Steiner, V.G., Pond, R.E.) Pub: Pearson Education	Assesses receptive and expressive language skills, attention abilities, social communication, and speech development in infants and young children. The receptive language component focuses on attention, semantics, structure, and integrative thinking. The expressive component focuses on: speech development, social communication, semantics, structure, and integrative thinking.	X 0-7	X 0-7	X	X							X	X		
Reynell Developmental Language Scales (RDLS) (Reynell, J.K, Gruber, C.P.) Pub: Western Psychological Services	A 134-item battery, using colorful test materials, to assess receptive and expressive (Structure, Vocabulary, and Content.) language skills.	X 1-6	X 1-6		X								X		
Rossetti Infant-Toddler Language Scale: Measure of Communication and Interaction (Rossetti, L.) Pub: Linguistics	Assesses preverbal and verbal areas of communication and interaction including: Interaction-Attachment, Pragmatics, Gesture, Play, Language Comprehension and Language Expression. The examiner may directly observe or elicit a behavior from the child or use the caregiver's report to equally credit the child's performance. Results reflect the child's mastery of skills in each of the areas assessed at three month intervals. A parent questionnaire with guidelines for a parent interview is also included with this scale.	X			X						X		X		X
SKI-HI Language Development	Forms provided to record the parent-child interaction	X	X		X				X	X					X



Scale (Watkins, S. -Ed.) Pub: HOPE Publishing	regarding: vocal and nonvocal utterances, verbal and nonverbal communication, and the nonverbal and verbal skills of the parent.. For language, assesses receptive & expressive language. The parents observe their child to assess behaviors listed on the scale. For Birth-2, the skills listed in 2-mo. intervals. For age 2 - 4 yrs., the skills listed in 4-mo. intervals. For 4 - 5 yrs, the skills listed in 6-month intervals.		0-5												
		0-3	3 +	Sp	L	A	D	PS	F	Ck	CR	N	St	I	Q
Test for Auditory Comprehension of Language-3 (TACL-3) (Carrow-Woolfolk, E.) Pub: Pearson Education	Measures auditory comprehension skills including word classes and relations, grammatical morphemes, and elaborated sentences. The child is presented with a picture and points to the phrase or sentence that matches what he/she hears.	X 3	X 3 - 9.11			X						X	X		
Test of Auditory-Processing Skills-3 (TAPS-3) (Martin, N. & Brownell, R.) Pub: Academic Therapy Pub.	Tests auditory difficulties, imperceptions of auditory modality, and/or language problems that could be the basis for learning problems. Subtests include: Word Discrimination, Word Memory, Phonological Segmentation, Sentence Memory, Phonological Blending, Auditory Comprehension, Numbers Forward, Auditory Reasoning, Numbers Reversed An additional questionnaire, the Hyperactive Rating Scale, (included in the Kit) can be given to the parent in order to obtain information about the child's behavior and its effect on test results.		X 4 - 18.11			X						X	X		X
Transdisciplinary Play-Based Assessment (TPBA-2) (Linder, T.W.) Pub: Paul H. Brookes	Uses a team approach to evaluate young children, observed while at play using a variety of materials and in a variety of situations. Team determine developmental levels, learning style, interaction patterns.	X	X 0-6			X		X					X		