

A DATABASE OF PSYCHO-EDUCATIONAL TESTS

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A Database of Psycho-Educational Diagnostic Tests

The contents of this technical report are a database of psycho-educational diagnostic tests. This database differs from previous databases concerning this type of material in the fact that this database has been designed and developed for inclusion within an expert system. An *expert system* is an automated consulting system (e.g. computer software) which is designed to give expert advice within a particular domain; for an introduction to the area of expert systems, see (Hayes-Roth, Waterman and Lenat, 1983). We are particularly interested in the development of an expert system to assist resource room teachers in diagnosing learning disabilities. In fact, an initial expert system for guiding a teacher (for example, a resource room teacher) through the diagnosis of reading difficulties has been developed (Colbourn, 1982). One limitation of this initial system was its limited knowledge of appropriate standardized tests for educational diagnosis; hence, the development of the enclosed database. For further information regarding the initial expert system, the reader should refer to (Colbourn, 1982, 1983; Colbourn and McLeod, 1984); regarding the potential and feasibility of such a system, see (Colbourn and McLeod, 1983); regarding the current project, refer to (McLeod and Jones, 1985).

As part of the development of this database, a series of programs were developed for maintaining the database (e.g. to handle additions, deletions and modifications). These programs were designed for use by non-computer scientists. The database is currently on-line at both the University of Waterloo and the University of Saskatchewan.

References

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Descriptors

Because the test information contained within this document/database is designed for use within an expert system (e.g. a computer program), we need a precise means of representing the information. We have employed *descriptors* for this purpose; one can view a descriptor as a short-form notation for a particular piece of information. For each test and subtest, one needs to know exactly what the tests purports to measure (e.g. what is the purpose of the test). Hence, we have developed a set of *purpose descriptors*. Throughout this document, these descriptors are employed to describe the purpose of each subtest. The *purpose descriptors* are partitioned into several categories including readiness, phonics and decoding, sight reading, reading comprehension, vocabulary, visual and auditory perception, structural analysis, language, spelling, and mathematics.

In addition to knowing what skill the test or subtest measures, it is important to know the format in which the material is presented to the student and the type of response required. Again we require a precise, well-defined means of storing this information so that it can be employed by a computer program. Again, we have developed a set of descriptors to describe both the *mode of presentation* and the *mode of response*.

These set of descriptors can be expanded as needed; they are by no means a comprehensive list. For example, if one wanted to include all standardized mathematical tests, the set of descriptors would be inadequate, although new descriptors can easily be incorporated as required. The list of descriptors included herein is adequate for our purposes.

The following is a list of *purpose descriptors* (partitioned into the aforementioned categories), followed by descriptors for mode of presentation and descriptors for mode of response.

Purpose Descriptors

descriptor	explanation
Readiness Descriptors	
counts-numbers	tests ability to count orally from memory or to count items
reciting-the-alphabet	tests ability to recite the alphabet from memory
recognize-letters	tests ability to recognize a letter not by name or sound but simply as a letter
matching-letters-capitals	tests ability to match capital letters i.e. A with A
matching-letters-lower-case	tests ability to match lowercase letters i.e. b with b
matching-capitals-&-lower-case	tests ability to match capital letters with lowercase letters i.e. A with a or b with B
matching-letter-series	tests ability to match letter series i.e. ADE with ADE
matching-number-series	tests ability to match number series i.e. 1586 with 1586
matching-figures	tests ability to match geometric figures or random line drawings; also select one as different
matching-pictures	tests ability to match pictures of recognizable objects
matching-words	tests ability to match written words to written words
copying-letters-capitals	tests ability to copy capital letters given visually
copying-letters-lower-case	tests ability to copy lowercase letters given visually
copying-letter-sequences	tests ability to copy letter sequences given visually
copying-words	tests ability to copy words given visually
copying-designs	tests ability to copy geometric figures
copying-block-designs	tests ability to copy a design using coloured blocks; design may be a picture or also in blocks
writing-letters-general	tests ability to write upper or lower case printing/writing; may be given visually or auditorily
writing-the-alphabet	tests ability to print/write the alphabet from memory
writing-numbers	tests ability to print/write numbers from memory
writing-name	tests ability to write own name from memory
identify-letter	tests ability to identify a visual letter when given an auditory letter
identify-word	tests ability to identify a visual word when given an auditory word
identify-word-within-word	tests ability to see the small word

identify-different	within a larger word i.e. taken - take or capital - cap tests ability to identify an item as different from the rest
draw-a-person	tests ability to draw a person; including all major body parts
draw-a-picture	tests ability to draw a picture
solving-puzzles	tests ability to assemble puzzle pieces to make an object, picture or geometric shape; may or may not know what is being assembled
solving-mazes	tests ability to solve a maze; may be required to find the shortest route or find the path

Phonics and Decoding Descriptors

number-names	tests ability to name numbers
letter-names-capitals-consonants	tests ability to name capital consonants
letter-names-capitals-vowels	tests ability to name capital vowels
letter-names-lower-case-consonants	tests ability to name lower consonants
letter-names-lower-case-vowels	tests ability to name lower case vowels
letter-names-general	tests ability to name letters selected from upper and lower case consonants and vowels
letter-sounds-capitals-consonants	tests knowledge of sounds associated with capital consonants; may include consonant combinations
letter-sounds-capitals-vowels	tests knowledge of sounds associated with capital vowels; may include vowel combinations
letter-sounds-lower-case-consonants	tests knowledge of sounds associated with lower case consonants; may include consonant combinations
letter-sounds-lower-case-vowels	tests knowledge of sounds associated with lower case vowels; may include vowel combinations
letter-sounds-general	tests knowledge of sounds of letters selected from upper and lower case consonants and vowels
identifying-letters	tests ability to identify certain letter by name, within a word - may be final, initial consonant or vowel
identifying-silent-letters	tests ability to identify a letter within a word as a silent letter
identifying-phonemes	tests ability to identify sounds/phonemes asked for in a word/nonsense word; not just at beginning of a word given orally (implies entire word is being presented)
identifying-initial-letters	tests ability to identify the initial letter within a word; may give sound, name of letter or select visually presented word or picture with same letter

identifying-initial-phonemes	tests ability to identify initial phoneme within a word /nonsense word; may give sound or select visually presented word or picture with same phoneme
identifying-consonant	tests ability to identify the consonant in any position within a word/nonsense word; may give sound, name of letter or select visually presented word or picture with same consonant
identifying-initial-consonant	tests ability to identify the initial consonant within a word/nonsense word; may give sound, name of letter or select visually presented word or picture with same consonant
identifying-initial-consonant-combinations	tests ability to identify the initial consonant combinations within a word/nonsense word; may give sound, name of letter or select visually presented word or picture with same consonant combination
identifying-final-phoneme	tests ability to identify final phoneme of a word/nonsense word; may give sound, name of letter or select visually presented word or picture with same phoneme
identifying-final-consonant	tests ability to identify final consonants within a word/nonsense word; may give sound, name of letter or select visually presented word or picture with same consonant
identifying-final-consonant-combination	tests ability to identify final consonant combinations within a word or nonsense word; may give sound, names of letters or select visually presented word or picture with same consonant combination
identifying-vowel	tests ability to identify vowel within a word or nonsense word ; may give sound, name of letter or select visually presented word or picture with same vowel
identifying-short-vowel	tests ability to identify a short vowel within a word or nonsense word
identifying-long-vowel	tests ability to identify a long vowel within a word or nonsense word
identifying-vowel-combination	tests ability to identify vowel combinations within a word or nonsense word
identifying-words-with-silent-letters	tests ability to identify word as having a silent letter, without naming silent letter
reading-phoneme	tests ability to produce sound of phoneme given visually
reading-words	tests ability to read isolated words (untimed); this descriptor with other specific descriptors means that the words are real; used alone when no specific type of words

reading-words-initial-consonant	are read tests ability to read words with emphasis on the initial consonant
reading-nonsense-words	tests ability to read isolated nonsense words (untimed); this descriptor is listed with other specific descriptors when nonsense words are used; used alone when no specific type of nonsense word read
reading-words-initial-consonant-combination	tests ability to read words with emphasis on initial consonant combination
reading-words-one-syllable	tests ability to read one-syllable words - implies words are simple and mostly CVC or CVCE forms.
reading-words-final-consonant	tests ability to read words with emphasis on the final consonant
reading-words-multi-syllable	tests ability to read multi-syllable words ; implies that child must be able to break words into syllables or parts in order to read them
reading-words-single-consonant	tests ability to read words with emphasis on a single consonant
reading-words-consonant-combination	tests ability to read isolated words with emphasis on consonant combinations
reading-words-single-vowel	tests ability to read words with emphasis on single vowels
reading-words-vowel-combinations	tests ability to read words with emphasis on vowel combinations
reading-words-y-vowel	tests ability to read words with emphasis on the y vowel
reading-words-silent-consonants	tests ability to read words with silent consonants
reading-words-phonetically-regular	tests ability to read phonetically regular words
reading-words-phonetically-irregular	tests ability to read phonetically irregular words
reading-phrases	tests ability to read phrases
substitution-letters	tests ability to substitute a letter for another given letter and say new word; new word is not given
substitution-sounds	tests ability to substitute one given sound for another and say new word; new word is not given
reading-words-final-consonant-combinations	tests ability to read words with emphasis on final consonant combinations
substitution-initial-consonants	tests ability to substitute one initial consonant for another; may verbalize new word or select picture of new word; new word not given
reading-words-vowel-with-R	tests ability to read words with emphasis on vowels followed by R
substitution-final-consonants	tests ability to substitute one final consonant for another; may verbalize the new word or select picture of new word; new word not given

substitution-initial-phoneme	tests ability to substitute one initial phoneme for another; may verbalize the new word or select picture of new word; new word not given
substitution-vowel	tests ability to substitute one vowel for another; may verbalize the new word or select picture of new word; new word not given
syllabication-concept	tests ability to give reasons for syllabication
counting-syllables	tests ability to count the number of syllables in a word; not necessary to break it up but just to tell or select number of syllables
breaking-into-word-parts	tests ability to break words into phonemes; affixes and root, etc.
breaking-into-syllables	tests ability to break a word into syllables
syllabication-identify-correct	tests ability to identify a syllabified word as correct; may select correct word or correct/incorrect
blending-letters	tests ability to blend letters together i.e. /c/ /a/ /t/ -> cat
blending-word-parts-> words	tests ability to blend parts into words i.e. /gl/ /eam/ -> gleam -not necessarily syllables
blending-word-parts->nonsense-words	tests ability to blend parts into nonsense words i.e. /j/ /eam/ -> jeans
combining-word-parts-> words	tests ability to decide which word parts to combine and/or what order
rhyming-words	tests ability to give or choose a rhyming word or sound

Descriptors For Sight Reading

sight-words	tests sight vocabulary i.e. test has child read common real words in isolation; timed (less than 2 secs.)
sight-phrases	tests sight vocabulary using common phrases or sight words within short context; timed (less than 2 secs.)

Descriptors For Reading Comprehension

oral-reading-sentences	tests ability to read sentences aloud - types of errors are analyzed
oral-reading-paragraphs	tests ability to read paragraphs aloud - types of errors are analyzed
oral-comprehension	tests ability to comprehend material which was read aloud by child
silent-comprehension	tests ability to comprehend material which was read silently by child
picture-comprehension	tests ability to comprehend the meaning of a picture; may be asked to answer questions about story or to tell story in own words (not used when word is chosen as in word meaning 405)

listening-comprehension	tests ability to comprehend paragraphs which was read aloud to the child, may recall main point or be asked questions, may be asked to select applicable picture
story-arrangement	tests ability to arrange a series of pictures to make a story

Descriptors For Vocabulary

word-meanings	tests knowledge of simple words i.e. meaning - may require child to use the word appropriately, or select picture related to word, or select meaning, or give name of picture
meaning-of-compound-words	tests knowledge of meaning of compound words
synonyms	tests knowledge of synonyms
antonyms	tests knowledge of antonyms
homonyms	tests knowledge of homonyms
multi-meaning	tests knowledge of words with more than one meaning
meaning-of-root-word	tests knowledge of meanings of root words
meaning-of-affixes	tests knowledge of meaning of affixes
word-classification	tests ability to classify word as noun, verb, adjective, etc. (parts of speech)
sentence-classification	tests ability to classify sentences as to type i.e. question, imperative, etc.
special-vocabulary	tests knowledge of special vocabulary for science/math/social science etc.
language-analogies	tests ability to use or complete language analogies
context	tests ability to use context clues to determine vocabulary or missing word etc.; (405 word-meaning is not used with this descriptor but is implied)

Descriptors For Visual & auditory Perception

auditory-visual-association	tests ability to pair visual symbol with a particular sound i.e. nonsense symbols with figures
auditory-memory	tests ability to recall items presented orally; may repeat verbatim or select item; may be numbers, words, nonsense words, or sentences; (when meaning of paragraph use 325 listening-comprehension)
auditory-memory-reversed	tests ability to recall items presented orally and reversed for response
auditory-memory-delayed	tests ability to recall items presented orally at least one hour before response
verbal-association	tests ability to know which words or sentences given orally go together; or belong in the same category i.e. bat ball; may include which one does not belong
auditory-discrimination	tests ability to discriminate between words or sounds presented orally; may be pair of similar or identical words or words with sounds in

auditory-discrimination-initial-phoneme	common; usually select as same or different tests ability to discriminate between initial phoneme of 2 or more words presented orally; usually which words start with the same sounds
auditory-discrimination-middle-phoneme	tests ability to discriminate between the middle phoneme of 2 or more words presented orally; which words have the same middle phoneme
auditory-discrimination-final-phoneme	tests ability to discriminate between the final phoneme of 2 or more words presented orally; which words have the same final phoneme
auditory-closure	tests ability to "hear" parts of words that are missing i.e. c_t
auditory-selective-attention	tests ability to hear words masked by a background noise
processing-auditory-directions	tests ability to understand and carry out directions given orally i.e. Put the pen on the table.; used only for tests specifically on ability to carry out directions
visual-memory	tests ability to recall items presented visually - stimulus item is removed; may be select item, or name item or items orally; may be figures,pictures,numbers, words, nonsense words or sentences
memory-for-coding	tests ability to remember coded items; stimulus not necessarily removed but as test is timed memory is necessary
visual-association	tests ability to know which items presented visually go together or belong in the same category i.e. ball bat (may be figures or pictures); may include which one does not belong
visual-closure	tests ability to recognize a picture or matrix rule and supply the missing part
processing-visual-directions	tests ability to understand and carry out directions given visually; i.e. Put the pen on the table.; used only for tests specifically on ability to carry out directions
memory-taught	tests ability to recall material taught to student for testing purposes; i.e. auditory nonsense words paired with visual symbols;or new words taught
non-meaning-memory	tests ability to recall items presented by visual and/or oral means; material consists of nonsense words and/or non-meaningful symbols; may be used with other descriptors to show that materials are not meaningful

Descriptors For Structural Analysis

identifying-root	tests ability to identify the root of a given word
word-endings	tests ability to use common word endings
prefixes	tests ability to identify and use prefixes
suffixes	tests ability to identify and use suffixes
plurals	tests ability to identify and use plurals
contractions	tests ability to identify and use contractions
accent	tests ability to correctly accentuate syllables within words or words within sentences
forming-compounds	tests ability to form compound words

Descriptors For Language

articulation	tests ability to say specific phonemes correctly; may be given as words or nonsense words or phonemes; detailed analysis; note specifically check pronunciation e.g. McLeod Phonics
articulation-single-consonants	tests ability to articulate a consonant in any position; often two or three positions are given
articulation-consonant-combinations	tests ability to articulate a consonant combination in any position
articulation-vowels	tests ability to articulate a vowel in any position
language-usage	tests ability to use specific words - tense, plural, verb agreement
ordering-sentences	tests ability to best organize given sentences or ideas into a paragraph
paragraph-developmental	tests ability to expand topic sentences into a paragraph; or to create a concluding sentence for a paragraph
sentence-structure	tests ability to identify sentences which are structurally correct; may require the child to select the most appropriate or best sentence; correct/incorrect
arranging-a-sentence	tests ability to arrange given words into a meaningful sentence
punctuation	tests ability to use punctuation correctly i.e. recognizing correct version, doing corrections, or filling in blanks
capitalization	tests ability to use capitals correctly i.e. recognizing correct version, doing corrections, or filling in blanks
syntax-matching	tests ability to select sentences which most nearly mean the same
syntax-matching-word-selection	tests ability to select word asked for out of a visual sentence read auditorily by examiner
thought-units	tests ability to create appropriate units of thought; in spontaneous writing or verbal language
handwriting	tests ability to produce correctly formed letters using graded examples as guide
verbal-expression	tests ability to express an idea or meaning using verbal language
written-expression	tests ability to express an idea or meaning using

descriptive-expression	written language tests ability to use descriptive language verbally or written; note
manual-expression	tests ability to express an idea or meaning using manual gestures and pantomime
productivity	scores work by number of words in a sentence, or number of sentences in a paragraph, or number of words said per minute

Descriptors For Spelling

spelling-sight-words	tests ability to spell words known to be in child's sight vocabulary; usually words are given first in a reading list
spelling-decoded-words	tests ability to spell words he has already read
spelling-unfamiliar-words	tests ability to spell words he can not decode
spelling-phonetically-regular-words	tests ability to spell words that conform to rules
spelling-phonetically-regular-nonsense-words	tests ability to spell nonsense words conforming to rules
spelling-phonetically-irregular-words	tests ability to spell words which do not conform to rules and must be learned basically by memorization
spelling-common-words	tests ability to spell commonly known words
spelling-general	tests general spelling ability i.e. covers a variety of aspects of spelling
spelling-identify-correct	tests ability to recognize correct spelling; may choose correct/incorrect or which word is spelt right
spelling-homonyms	tests ability to spell homonyms in conjunction with the meaning

Descriptors For Miscellaneous Items

general-knowledge	tests knowledge of generally known facts; what has been learned
knowledge-of-body-parts	tests ability to name body parts; may be point to or name body parts, or draw missing parts, etc.
detecting-absurdities	tests ability to detect the absurd in a sentence, paragraph or picture; used with listening, silent or picture comprehension
social-judgment	tests ability to comprehend social customs; includes finding reasons, or asks what action the student would take in a specific situation
generalizing-concepts	tests ability to understand a concept and generalize it i.e. Proverbs, Reconciliation of Opposites

non-verbal-reasoning	tests ability to understand logical relations in non-verbal situations; this descriptor used when a more specific descriptor is not available
figure-sequencing	tests ability to discover the rule of a figure sequence and to continue the sequence; may select next figure or draw next figure
non-verbal-analogies	tests ability to complete non-verbal analogies; i.e. figure A is to B as C is to D
figure-synthesis	tests ability to mentally examine an item and solve a problem involving this item i.e. count blocks in a pile (picture) and do these shapes cover this shape (picture only)
reference-skills decoding	dictionary and reference material (maps,graphs,tables) tests ability to break a code from an example and use it to write something else
induction	tests ability to induce a governing principal from a series of examples
aesthetic-comparisons	tests ability to select the prettier item

Descriptors For Mathematics

math-general	tests general mathematical ability; may not have enough items to show strengths and weaknesses
2 number-sequences	tests ability to discover the rule of a number sequence and continue the sequence
equation-building	tests ability to use given numbers and math symbols to write a specific equation to obtain a specific answer
math-readiness	tests general knowledge of basic math concepts such as number names, counting, reading and writing numbers, place values, etc.
math-symbols	tests ability to name and understand meaning of math symbols
computation-whole-numbers	tests ability to understand concept of whole number; may include the computations addition, subtraction, multiplication and division
computation-whole-numbers-addition	tests ability to do whole number additions
computation-whole-numbers-subtraction	tests ability to do whole number subtractions
computation-whole-numbers-multiplication	tests ability to do whole number multiplication
computation-whole-numbers-division	tests ability to do whole number divisions
computation-fractions	tests ability to understand concept of fractions; may include addition, subtraction, multiplication, and division
computation-fractions-addition	tests ability to do additions with fractions
computation-fractions-subtraction	tests ability to do subtractions with fractions
computation-fractions-multiplication	tests ability to do multiplication

computation-fractions-division	with fractions tests ability to do divisions with fractions
computation-decimals	tests ability to understand concept of decimals; may include addition, subtraction, multiplication, and division
computation-decimals-addition	tests ability to do additions with decimal numbers
computation-decimals-subtraction	tests ability to do subtractions with decimal numbers
computation-decimals-multiplication	tests ability to do multiplications with decimal numbers
computation-decimals-division	tests ability to do divisions with decimal numbers
problem-solving	tests ability to solve math problems presented in story form; may be presented with time, money or measurement descriptors meaning all or some of the problems are concerned with these subjects
geometry	tests ability to name advanced geometric shapes, work with angles, parallel and perpendicular lines, solve problems of area and volume
time	tests ability to use and understand time; clocks, calendars, etc.
money	tests ability to use and understand money; name bills and coins, read and write monetary symbols, make change and computations with money
measurement	tests ability to use and understand measurement; length, weights, temperatures, read scales and do graphs
higher-order-computations	tests ability to work with advanced math concepts such as logarithms, square root, quadratic equations, powers, factorial, and function graphs

Descriptors For Mode of Presentation

not-available	
tape-recorded-presentation	presentation is tape-recorded
timed	subtest is timed or each item is timed
visual-table	table of contents, index
object	a solid real object or a toy object is presented
visual-graphs	a line or circle or bar graph
visual-figure	present geometric figure or line drawing
visual-map	a picture of real or imaginary place
visual-picture	present recognizable object or scene(one or more)
visual-picture-puzzle	recognizable object or scene made into a puzzle
visual-number	present isolated number
visual-computations	may be equations or columns
visual-letter	present isolated letter
visual-several-letters	present several letters; for selection, or in a series to be remembered or matched
visual-phoneme	present phoneme eg. consonant,consonant combination,vowel or vowel combination

visual-several-numbers	present several numbers; for selection or in a series to be remembered or matched
visual-word-parts	present common parts of words i.e. stream
visual-several-figures	present two or more geometric figures or line drawings
visual-word	present real words
visual-number-sequences	present a sequence of related numbers
visual-word-pairs	present two words usually for identification or discrimination
visual-maze	presents a visual maze to be solved
visual-nonsense-word	present phonetically regular nonsense words
visual-several-nonsense-words	present several nonsense words for selection
visual-several-words	present three or more words;choices in a list
visual-phrases	present phrases e.g. not complete sentences
visual-math-symbol	usually presented for selection or in building equations
visual-sentence	present a complete sentence
visual-several-sentences	present 2 or more separate sentences
visual-paragraph	present 2 or more sentences in a paragraph form or a short story
visual-reference-article	present article as found in encyclopedia or magazine
visual-question	present question to be answered
visual-dictionary-entry	present real or made up dictionary entries
visual-directions	present directions to be followed
visual-punctuation-mark	present punctuation marks to be selected for item or named
auditory-number	orally present number
auditory-computations	orally present a mathematical computation
auditory-letter-name	orally present letter-name
auditory-several-numbers	orally present several numbers; for selection or in a series to be remembered or matched
auditory-letter-sound	orally present letter-sound
auditory-number-sequence	orally present a sequence of related numbers
auditory-phoneme	orally present phoneme e.g. consonant,consonant combination,vowel or vowel combination
auditory-word-parts	orally present common word parts
auditory-word	orally present real words
auditory-word-pairs	orally present 2 words for identification or discrimination
auditory-nonsense-words	orally present phonetically regular nonsense words
auditory-several-words	orally present 3 or more words
auditory-phrases	orally present a phrase e.g. not a complete sentence
auditory-sentence	orally present a complete sentence
auditory-several-sentences	orally present several unrelated sentences
auditory-paragraph	orally present 2 or more sentences or a short story
auditory-question	orally present a question to be answered
auditory-directions	orally present directions to be followed;as in auditory direction test or tests which ask a child to point to their nose etc.
repeated-auditory-instructions	orally presents instructions before each item; common on tests for young children

auditory-background-noise	present various noises as background to given words
auditory-conversation	two-way conversation; examiner tries to stimulate a student in order to obtain a language sample
manual-manipulate-object	examiner plays with objects with the child
demonstrates-movement	examiner demonstrates a motion or task
draws-figure	drawing a geometric figure or design
draws-picture	drawing a recognizable object or scene

Descriptors For Mode of Response

not-available	
taped-recorded-responses	response is tape-recorded
oral-number	responds with oral number
oral-computations	responds with an oral computation
oral-letter-name	responds with an oral letter name
oral-several-numbers	responds with a series of oral numbers
oral-letter-sound	responds with an oral letter sound
oral-phoneme	responds with an oral phoneme
oral-word-parts	responds orally with common parts of a word
oral-word	responds with an oral word
oral-word-pairs	responds with an oral word pair
oral-nonsense-words	responds with an oral nonsense word
oral-several-words	responds orally with a series of words or more than one one-word answer
oral-phrases	responds with an oral phrase; a complete thought unit
oral-sentence	responds by reading a sentence
oral-paragraph	responds by reading a paragraph or recalling a short story
oral-question	responds by reading the question aloud before answering it
oral-spelling	responds by orally spelling a word
oral-answer	responds with oral answer; within the same subtest answers range from one word to whole sentences; may also include numbers
oral-conversation	spontaneous two-way conversation
drawn-picture	draws a recognizable object or scene
draws-figure	draws a geometric figure or design
write-math-symbols	draws appropriate math symbols; i.e. + =
write-number	responds with a written number
write-computations	responds with a written computation
write-letter	responds with a written letter
write-punctuation-marks	responds with a written punctuation mark
write-phoneme	responds with a written phoneme
write-word-parts	responds with a written word-part
write-word	responds with a written word
write-nonsense-word	
write-several-words	responds with written answers; more than one one-word answer; or a series of words
write-phrases	responds with a written phrase
write-sentence	responds by writing a sentence
write-paragraph	responds by writing a paragraph; two or more sentences

	or a short story
write-answer	within the same subtest answers range from one word to whole sentences
write-syllables	responds by writing syllables
Select	may be manually select as in circle or mark choice or point to choice as in individual testing
select-math-symbols	responds by selecting from given math symbols
select-figure	responds by selecting from given figures
select-punctuation-mark	responds by selecting from given punctuation marks
select-picture	responds by selecting from given pictures
select-graph	responds by selecting from given graphs
select-number	responds by selecting from given numbers
select-computation	responds by selecting from given computations
select-letter	responds by selecting from given letters
select-several-letters	responds by selecting several of the given letters
select-phoneme	responds by selecting from given phonemes
select-several-numbers	responds by selecting several of the given numbers
select-word-parts	responds by selecting from the given word-parts
select-word	responds by selecting from the given words
select-word-pairs	responds by selecting word-pairs
select-nonsense-word	responds by selecting from given nonsense words
select-phrases	responds by selecting from given phrases
select-several-words	responds by selecting several of the given words; more than one one-word answer; or a series of words
select-sentence	responds by selecting from given sentences
select-several-sentences	responds by selecting 2 or more sentences from given sentences
select-paragraph	responds by selecting from given paragraphs; two or more sentences or a short story
select-answer	responds by selecting from given answers; within the same subtest may range from one word to whole sentences
select-error	responds by selecting answer with error; or select no error
select-position-in-word	choose whether the sound or letter asked for is in the beginning, middle, or end of the word
select-object	responds by selecting from given objects
select-true-false	yes,no; correct-incorrect;same-different
select-order	maybe order of sentences to make paragraphs; or order of words to make sentence; or order of items given for memory
select-category	classify words or sentences given under general category
select-meaning	definitions given and correct one selected
manual-manipulate-objects	responds by moving or picking up object presented, building objects, or putting together puzzle
manual-hand-gestures	responds by pantomime such as pretending to hammer; touching parts of body; clapping hands,etc.
orally-select-word	responds by orally selecting words given auditorily
orally-select-true-false	responds by orally selecting true-false, yes-no, correct-incorrect, same or different
physical-movement	responds by jumping, throwing ball, etc.

Reliability and Validity

The following is a brief explanation of reliability and validity. The definitions presented here are those which we employ throughout this document.

Reliability

Reliability, also called consistency or stability, is a measure of the test's consistency over time or from one situation to another. Does the test measure the same thing each time it is administered? A reliability measure is obtained by correlating two sets of test scores from the same instrument. Hence, it is expressed as a correlation coefficient e.g. a number between -1.00 and 1.00. Either extreme is impossible due to error. A correlation coefficient of zero implies that there is no relationship between the two sets of scores.

When reporting the reliability coefficient for a single grade, it should be in the .70s or .80s if the test is used to discriminate between individuals (Spache, 1981, p.167). For a several-grade range, the reliability should be in the high .80s or above .90 (Spache, 1981, p.167). Reliability coefficients tend to be lower when testing very young children.

The common measures of a test's reliability are test-retest, equivalent forms, split-form, or Kuder-Richardson.

(I) Test-Retest

This involves two separate administrations of the same test to the same group of students. There must be a reasonable time interval between the two administrations; two weeks is common. The two sets of scores are then correlated.

(II) Equivalent or Parallel Forms

Two different forms of the same test are administered to the same group of students; the two sets of scores are then correlated. The time interval between the two administrations must be short. Many authors will combine test-retest with equivalent forms reliability (e.g. administer form A, time interval of several weeks, administer form B). This practice is generally frowned upon. If this technique is employed it is categorized as "equivalent form" reliability.

(III) Split-Half Reliability

The test is administered only once to one group of students. The test is then split into two sets of scores. For example, the odd-numbered items might be considered separately from the even-numbered items. The two sets of scores are then correlated. The most usual method of computing split-half reliability is through the Spearman-Brown formula.

(IV) Kuder-Richardson

This procedure is similar to the split-half technique; it requires only one test administration. The test results are divided into two halves. Then a statistical formula is applied based upon the number of correct responses. If not all test items are attempted, the correlation coefficient will be significantly inflated. Hence, this technique is inappropriate for tests in which speed of response is an essential factor (Wallace & Larsen, 1979,p.46).

Validity

Validity is concerned with what the test measures and how well it does so. In other words, does the test really measure the underlying skill it is supposed to measure? As with reliability, validity is usually expressed as a correlation coefficient e.g. a number between -1.00 and 1.00. There are several different types of validity: predictive, concurrent, content, and construct.

(I) Predictive

This is a measure of how well a test score predicts the student's future performance on some significant non-test variable. For example, for an IQ test, one may later administer an achievement test and then correlate the two sets of test scores. This measure of validity is particularly important for readiness or screening tests.

(II) Concurrent

Concurrent validity is a measure of how well a test agrees with other measures of the same trait or ability. A group of students are administered both tests (i.e. the test in question and another which is felt to be a good measure of the same ability) and the results are then correlated. It is important that the tests be administered within a relatively short time span. This is the most commonly reported validity measure.

(III) Content

Content validity refers to how adequately a test covers the area it is supposed to be testing. The test must contain sufficient items so that it is truly representative of the topics in the area it claims to be testing. Content validity is usually established by a thorough and systematic evaluation of the test items.

(IV) Construct

Construct validity refers to the extent to which a test measures a psychological quality. "A construct is an abstraction or an idea used to explain a facet of behaviour. Examples of constructs are intelligence, perception, aptitude, reasoning ability, and cognition." (Wallace & Larsen, 1979,p.49). In many cases, researchers have proposed detailed models of such constructs. If a test purports to be based on such a model, one must determine the extent to which it measures the construct in question as specified by the model. Therefore, construct validity is important for tests such as the I.P.P.A. Construct validity is often determined by the use of factor analysis.

Full Test Name	Abbreviation
Assessment of Basic Competencies	ABC
Assessment of Children's Language Comprehension	ACLC
Basic Achievement Skills Individual Screener	BASIS
Bankson Language Screening Test	BLST
Boder Test of Reading-Spelling Patterns	Boder
Botel Reading Inventory	Botel
Brigance Diagnostic Inventory of Basic Skills	Brigance
Boehm Test of Basic Concepts	BTBC
Canadian Achievement Test	CAT
Canadian Cognitive Abilities Test - Multi Level Ed	CCAT-M
Canadian Cognitive Abilities Test - Primary Ed	CCAT-P
Clinical Evaluation of Language Function - Diagnostic Battery	CELF-D
Clinical Evaluation of Language Function - Screening Test	CELF-S
Carrow Elicited Language Inventory	CELI
Classroom Reading Inventories	CRI
Canadian Test of Basic Skills - Multi Level	CTBS-M
Canadian Test of Basic Skills - Primary Battery	CTBS-P
Decoding Skills Test	Decoding
Durrell Listening Reading Series	DLRS
Diagnostic Reading Scales	DRS
Developmental Sentence Scoring	DSS
Developmental Sentence Types	DST
Durrell Analysis of Reading Difficulty	Durrell
Diagnostic Word Patterns	DWP
Ekwall Reading Inventory	ERI
Fluharty Preschool Speech and Language Screening Test	Fluharty
Gap Reading Comprehension Test	Gap
Gates-MacGinitie Reading Test	Gates-MacGinitie
Goldman-Fristoe Test of Articulation	GFTA
Goldman-Fristoe-Woodcock Auditory Memory Tests	GFW-AMT
Goldman-Fristoe-Woodcock Auditory Selective Attention Test	GFW-ASAT
Goldman-Fristoe-Woodcock Diagnostic Auditory Discrimination Test	GFW-DADT
Goldman-Fristoe-Woodcock Sound Symbol Tests	GFW-SST
Goldman-Fristoe-Woodcock Test of Auditory Discrimination	GFW-TAD
Gates-McKillop-Horowitz Reading Diagnostic Test	GMH
Gates-MacGinitie Reading Test - Canadian Ed	GMRT-C
Gilmore Oral Reading Test	GORT
Gray Oral Reading Test	Gray
Iowa Silent Reading Test	ISRT
Illinois Test of Psycholinguistic Abilities - Revised Ed	ITPA
KeyMath Diagnostic Arithmetic Test - Canadian Ed	KeyMath
Kindergarten Language Screening Test	KLST
Language Sampling Analysis and Training	LSAT
McCarthy Scales of Children's Abilities	McCarthy

McLeod Phonics Test	McLeod
Merrill Language Screening Test	MLST
Metropolitan Readiness Test	MRT
Neale Analysis of Reading Ability	Neale
Northwestern Syntax Screening Test	NSST
OISE Achievement Tests in Silent Reading	OISE
Peabody Individual Achievement Test	PIAT
Peabody Picture Vocabulary Test - Revised	PPVT-R
Sucher-Allred Reading Placement Inventory	SARPI
Stanford-Binet Intelligence Scale	S-B
Schonell Reading Test R1	Schonell
San Diego Quick Assessment	SDQA
Stanford Diagnostic Reading Test	SDRT
Slosson Oral Reading Test	SORT
Silent Reading Diagnostic Tests	SRDT
Schonell Spelling Test S1	S-S1
Sipay Word Analysis Tests	SWAT
Test for Auditory Comprehension of Language	TACL
Templin-Darley Test of Articulation	TDTA
Test of Early Language Development	TELD
Test of Early Reading Ability	TERA
Token Test for Children	Token
Test of Language Development-Primary	TOLD-P
Test of Reading Comprehension	TORC
Test of Written Language	TOWL
Test of Written Spelling	TWS
Wepman Auditory Discrimination Test	Wepman
Wechsler Intelligence Scale for Children - Revised	WISC-R
Wide Range Achievement Test	WRAT
Woodcock Reading Mastery Tests	WRMT

Purpose Descriptors	auditory-memory visual-memory visual-closure
Mode of Presentation	not-available
Mode of Response	not-available
Scoring- Normed	Age Equivalent Grade Equivalent Percentiles

2. Information Processing-Organizing Skills

Purpose Descriptors	verbal-association visual-association identify-different figure-sequencing
Mode of Presentation	not-available
Mode of Response	not-available
Scoring- Normed	Age Equivalent Grade Equivalent Percentiles

3. Information Processing-Relating Skills

Purpose Descriptors	induction language-analogies non-verbal-analogies problem-solving
Mode of Presentation	not-available
Mode of Response	not-available
Scoring- Normed	Age Equivalent Grade Equivalent Percentiles

4. Language Skills-Understanding Words

Purpose Descriptors	word-meanings context verbal-association
Mode of Presentation	not-available
Mode of Response	not-available
Scoring- Normed	Age Equivalent Grade Equivalent Percentiles

5. Language Skills-Comprehending Expressions

Purpose Descriptors	written-expression language-usage
Mode of Presentation	not-available
Mode of Response	not-available
Scoring- Normed	Age Equivalent Grade Equivalent Percentiles

6. Language Skills-Producing Expressions

Purpose Descriptors	written-expression language-usage
Mode of Presentation	not-available
Mode of Response	not-available
Scoring- Normed	Age Equivalent Grade Equivalent Percentiles

7. Language Skills-Reading for Meaning

Purpose Descriptors	silent-comprehension
Mode of Presentation	not-available
Mode of Response	not-available
Scoring- Normed	Age Equivalent Grade Equivalent Percentiles

8. Language Skills-Decoding Skills

Purpose Descriptors	letter-names-general letter-sounds-general auditory-discrimination reading-words
Mode of Presentation	not-available
Mode of Response	not-available
Scoring- Normed	Age Equivalent Grade Equivalent Percentiles

9. Math Reasoning Skills-Knowing Number and Operations

Purpose Descriptors	math-readiness computation-whole-numbers computation-fractions computation-decimals
Mode of Presentation	not-available
Mode of Response	not-available
Scoring- Normed	Age Equivalent Grade Equivalent Percentiles

10. Math Reasoning Skills

Purpose Descriptors	math-symbols measurement money geometry
Mode of Presentation	not-available
Mode of Response	not-available
Scoring- Normed	Age Equivalent Grade Equivalent Percentiles

11. Math Reasoning Skills-Solving Problems

Purpose Descriptors	problem-solving
Mode of Presentation	not-available
Mode of Response	not-available
Scoring- Normed	Age Equivalent Grade Equivalent Percentiles

Norming Information

Norming date	Not Available
Sample size	20
Place normed USA	Canada
Sample Range	Ages 3 - 15 Grades P - 9
Sample similar to national population	Unknown
Norming info in manual?	Unknown

Reliability Information

1. Reliability information in manual? - Unknown

Validity Information

1. Information regarding content validity in manual?
- Unknown

Reviews

- [1] **J. Somwaru** , Testing for Basic Competencies Instead of Intelligence, *Special Education in Canada* ,1981,56:1,5-10.

The ABC was designed for use in both Canada and USA. Items that require specific knowledge about either country are not used. There are paste on pictures for many items which show Canadian currency etc. Math items have a metric equivalent. Originally, it was hoped to have separate Canada and USA norms, but due to small numbers of Canadian subjects, the norms were combined. There are two versions of the ABC. The Diagnostic Version has the items grouped into instructional clusters, this shows a student's strengths and weaknesses at a glance. The Developmental Version has the items arranged in ascending order of difficulty regardless of the clusters to which they belong. The summary page of both versions is the same, and the scoring procedures are the same.

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word visual-picture
Mode of Response	select-picture
Scoring- Normed	Same as global.

2. Two Critical Elements

Purpose Descriptors	listening-comprehension word-meanings
Mode of Presentation	auditory-phrases visual-picture
Mode of Response	select-picture
Scoring- Normed	Same as global.

3. Three Critical Elements

Purpose Descriptors	listening-comprehension word-meanings
Mode of Presentation	auditory-phrases visual-picture
Mode of Response	select-picture
Scoring- Normed	Same as global.

4. Four Critical Elements

Purpose Descriptors	listening-comprehension word-meanings
Mode of Presentation	auditory-phrases visual-picture
Mode of Response	select-picture
Scoring- Normed	Same as global.

Norming Information

Norming date	1974
Sample size	311
Place normed	USA
Sample Range	Ages 3 - 7
Sample similar to national population	No
Norming info in manual?	No

Reliability Information

1. Reliability information in manual? - No

Validity Information

1. Information regarding content validity in manual?
- No

Reviews

- [1] **O.K. Buros editor** , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 608-609.

1. J.A. Till: The ACLC was developed as an assessment tool which would reveal levels of receptive difficulty in children with language problems. The biggest weakness is the lack of normative data. Perhaps, because of the small sample, there are 3 instances in which mean scores do not become progressively larger from one age to the next. There is a group form of the test, without norms, made using some items from this test and a multiple choice format.

- [2] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education: a division of Pitman Learning Inc., 1980, 154-155.

The ACLC is an inexpensive test that is easy to give and score. The analysis of error patterns yields good information for planning therapy. The normative data is considered tentative and was based on an earlier form. Only percentage scores are given. Without the aid of standard deviations, it is difficult to interpret borderline scores accurately.

- [3] **E. LaMonte Ohlson** , *Identification of Specific Learning Disabilities*, Champaign,Illinois, Research Press Company, 1978, 53.

The ACLC was not intended to derive a developmental age for language comprehension. The test can be used to identify memory problems for certain grammatic forms, and as a guideline for beginning therapy. The ACLC is useful for very young children who are apt to have comprehension and memory problems. The test is appropriate for children with learning disorders because lexical items are presented in units, making possible the identification of the level at which a child is unable to process.

- [4] **E.H. Wiig, and E.M. Semel** , *Language Assessment and Intervention*, Columbus,Ohio, Charles E. Merrill Publishing Company, 1980, 104-105.

The ACLC was designed to assess basic receptive language skills. The purpose of the test is to assist the clinical-educator in determining the appropriate length of the syntactic sequence to teach in language intervention. One of the assets of the test is that there is a pre-test of the vocabulary used in the test. The manual contains suggestions for intervention procedures according to the child's assessed level. The manual does not provide reliability or validity.

Purpose Descriptors	oral-comprehension
Mode of Presentation	visual-paragraph auditory-question
Mode of Response	oral-sentence oral-answer
Scoring- Normed	Same as global.

2. Mathematics-Dictated Word Problems

Purpose Descriptors	problem-solving
Mode of Presentation	auditory-paragraph auditory-question
Mode of Response	write-number write-answer
Scoring- Normed	Same as global.

3. Mathematics-Printed Computational Exercises

Purpose Descriptors	computation-whole-numbers computation-fractions computation-decimals higher-order-computations
Mode of Presentation	visual-computations
Mode of Response	write-number
Scoring- Normed	Same as global.

4. Spelling

Purpose Descriptors	spelling-general
Mode of Presentation	auditory-word auditory-sentence
Mode of Response	write-word
Scoring- Normed	Same as global.

5. Optional Writing Exercise

Purpose Descriptors	written-expression
Mode of Presentation	not-available
Mode of Response	write-paragraph
Scoring- Normed	Same as global.

Norming Information

Norming date	Not Available
Sample size	Not Available
Place normed	Not Available
Sample Range	Not Available
Sample similar to national population	Yes

Norming info in manual? Unknown

Reliability Information

1. Reliability information in manual? - Unknown

Validity Information

1. Information regarding content validity in manual?
- Unknown

Purpose Descriptors	knowledge-of-body-parts general-knowledge word-meanings antonyms
Mode of Presentation	visual-picture auditory-word repeated-auditory-instructions
Mode of Response	oral-word select-picture
Scoring- Normed	Same as global.

2. Morphological Rules

Purpose Descriptors	language-usage context
Mode of Presentation	visual-picture auditory-sentence
Mode of Response	oral-word
Scoring- Normed	Same as global.

3. Syntactic Rules

Purpose Descriptors	language-usage auditory-memory sentence-structure
Mode of Presentation	visual-picture auditory-sentence
Mode of Response	oral-word oral-sentence orally-select-true-false
Scoring- Normed	Same as global.

4. Visual Perception

Purpose Descriptors	matching-pictures visual-association visual-memory
Mode of Presentation	visual-picture
Mode of Response	select-picture select-order
Scoring- Normed	Same as global.

5. Auditory Perception

Purpose Descriptors	auditory-memory word-meanings listening-comprehension processing-auditory-directions
Mode of Presentation	auditory-several-words auditory-sentence auditory-paragraph auditory-word visual-picture auditory-directions
Mode of Response	oral-several-words oral-sentence oral-paragraph select-picture manual-hand-gestures
Scoring- Normed	Same as global.

Norming Information

Norming date Not Available
Sample size 637
Place normed USA

Sample Range Ages 4.1 - 8.0
Sample similar to national population No

Norming info in manual? Yes

Reliability Information

1. Test-retest reliability: 0.94
2. Kuder-Richardson reliability: 0.96
3. Reliability information in manual? - Yes

Validity Information

1. Concurrence validity
 - a. PPVT
 - i. Year : 0
 - ii. Range of correlations : 0.54
 - iii. Information in manual? - Yes
 - b. BTBC
 - i. Year : 0
 - ii. Range of correlations : 0.62
 - iii. Information in manual? - Yes
 - c. TAOL
 - i. Year : dk
 - ii. Range of correlations : 0.64
 - iii. Information in manual? - Yes
2. Information regarding content validity in manual?
- Yes

Reviews

- [1] **N.W. Bankson** , *Bankson Language Screening Test*, Baltimore, Maryland, University Park Press, 1977, .

The mean and standard deviations are supplied for each subtest. The test can be used as a quick screening device using 38 items from the original version. The item numbers are given in the manual.

The Boder Test of Reading-Spelling Patterns (Boder)

Elena Boder
University of California

Sylvia Jarrico
Research Psychologist Los Angeles, California

Publisher
Publication date
Cost
Type of Test

Grune and Stratton Incorporated
1982
\$75
reading
spelling
individual use
criterion-referenced

Ease of administration
Ease of scoring

easy
easy
Scoring aids available

Global Scores

No Scores

Available levels

There is only one level.

Range
Equivalent forms
Administration Time
Subtests

Grades P - 13
only one form
0 minutes
Reading
Spelling
Spelling-Unknown Words
Supplementary-Alphabet Tasks for Prereading Screening
Supplementary-Syllabifying Tasks
Supplementary-Drawing the Face of a Clock

1. Reading

Purpose Descriptors	sight-words reading-words reading-words-phonetically-regular reading-words-phonetically-irregular
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring- Normed	Quotient Score Age Equivalent

2. Spelling

Purpose Descriptors	spelling-sight-words spelling-phonetically-regular-words spelling-phonetically-irregular-words
Mode of Presentation	auditory-word auditory-sentence
Mode of Response	write-word
Scoring - Criterion	No Scores

3. Spelling-Unknown Words

Purpose Descriptors	spelling-unfamiliar-words spelling-phonetically-regular-words spelling-phonetically-irregular-words
Mode of Presentation	auditory-word
Mode of Response	oral-word write-word
Scoring - Criterion	No Scores

4. Supplementary-Alphabet Tasks for Prereading Screening

Purpose Descriptors	reciting-the-alphabet writing-the-alphabet letter-names-general letter-sounds-general
----------------------------	------------------------------------------------------------------------------------------------

Mode of Presentation	visual-letter auditory-directions
-----------------------------	--------------------------------------

Mode of Response	oral-letter-name oral-letter-sound write-letter
-------------------------	-------------------------------------------------------

Scoring - Criterion	No Scores
----------------------------	-----------

5. Supplementary-Syllabating Tasks

Purpose Descriptors	reading-phoneme reading-words blending-word-parts->words substitution-initial-phoneme
----------------------------	------------------------------------------------------------------------------------------------

Mode of Presentation	visual-word visual-word-parts
-----------------------------	----------------------------------

Mode of Response	oral-phrases oral-word-parts oral-number
-------------------------	------------------------------------------------

Scoring - Criterion	No Scores
----------------------------	-----------

6. Supplementary-Drawing the Face of a Clock

Purpose Descriptors	draw-a-picture knowledge-of-body-parts math-readiness
----------------------------	-------------------------------------------------------------

Mode of Presentation	auditory-directions
-----------------------------	---------------------

Mode of Response	drawn-picture
-------------------------	---------------

Scoring - Criterion	No Scores
----------------------------	-----------

Reliability Information

1. Test-retest reliability: 0.81 - 0.97
2. Split-half reliability: 0.97 - 0.99
3. Reliability information in manual? - Yes

Validity Information

1. Information regarding content validity in manual?
- Yes

Purpose Descriptors	reading-words
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring - Criterion	Grade Equivalents

2. Word Opposite Test

Purpose Descriptors	antonyms
Mode of Presentation	visual-word visual-several-words
Mode of Response	select-word
Scoring - Criterion	Grade Equivalents

3. Spelling Placement Test

Purpose Descriptors	spelling-general
Mode of Presentation	auditory-word auditory-sentence
Mode of Response	write-word
Scoring - Criterion	Grade Equivalents

4. Decoding-Letter Names

Purpose Descriptors	letter-names-capitals-consonants letter-names-capitals-vowels
Mode of Presentation	auditory-letter-name visual-several-letters
Mode of Response	select-letter
Scoring - Criterion	No Scores

5. Decoding-Beginning Consonant Sound

Purpose Descriptors	identifying-initial-consonant
Mode of Presentation	auditory-word-pairs visual-several-letters
Mode of Response	select-letter
Scoring - Criterion	No Scores

6. Decoding -Rhyme Sounds

Purpose Descriptors	rhyming-words
Mode of Presentation	auditory-word-pairs visual-several-words
Mode of Response	select-word
Scoring - Criterion	No Scores

7. Decoding-Syllable Spelling Patterns

Purpose Descriptors	reading-words-multi-syllable reading-nonsense-words
Mode of Presentation	visual-word visual-nonsense-word
Mode of Response	oral-word oral-nonsense-words
Scoring - Criterion	No Scores

Reliability Information

1. Equivalent forms reliability: 0.66 - 0.94
2. Reliability information in manual? - Yes

Validity Information

1. Concurrence validity
 - a. SRI
 - i. Year : 1968
 - ii. Range of correlations : 0.78 - 0.95
 - iii. Information in manual? - Yes
 - b. STEP-Reading
 - i. Year : 1968
 - ii. Range of correlations : 0.57 - 0.86
 - iii. Information in manual? - Yes
 - c. Cal-Reading
 - i. Year : 1968
 - ii. Range of correlations : 0.84 - 0.95
 - iii. Information in manual? - Yes
 - d. ITBS-Reading
 - i. Year : 1968
 - ii. Range of correlations : 0.82 - 0.85
 - iii. Information in manual? - Yes
 - e. DRS
 - i. Year : 1969
 - ii. Range of correlations : 0.73 - 0.86
 - iii. Information in manual? - Yes
2. Information regarding content validity in manual?
- Yes

Reviews

- [1] **O.K. Buros editor** , *The Sixth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1965, 1121-1122.

1. I.E. Aaron: This informal inventory may be used to find instructional, independence and frustration reading levels of children. It may be used in grades 1-12, but is appropriate only for those at the lower reading levels. It is a useful informal test that will give the classroom teacher an economical way to gather information for selecting reading material and for assessing a child's knowledge and use of word recognition skills. Information is needed on the test's reliability and validity.

2. C.M. Brown: There is no normative data, no information on how the standards for the reading level classification were determined, and no data on reliability or validity. One wonders how this "instrument" would be any better than any informal reading inventory based on graded material.

- [2] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston,Mass., Allyn and Bacon Inc., 1983, 123-124.

The Botel is time consuming to administer and does not provide the examiner with the kind of information required to plan prescription instruction.

- [3] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students: Strategies and Procedures*, Columbus,Ohio, Merrill, 1981, 346.

The Botel is not considered to be either a norm or criterion-referenced test, but only an informal inventory.

- [4] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities(2nd ed.)*, Boston,Mass., Allyn and Bacon Inc., 1981, 168-173.

There is some question about the choosing of words for the Botel: first, they came from a word list that is 35 years old, and second there is the question of grading words simply by their use in basals. The scores for the high school grades were derived from elementary school testing: 659 elementary students were tested in one school. Therefore, teachers should not use this table. The Botel is criticized for lack of normative data, no information on the derivation of the scoring criteria, and no real data on reliability or validity. The Botel may be a measure of some facets of reading, but the author has not yet demonstrated this.

- [5] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston,Mass., Allyn and Bacon Inc., 1978, 311-314.

1962 ed.: The test can be used as a survey of individual pupils. The Botel can be used as a preliminary screen for the more detailed diagnostic tests such as the Gates-McKillop or the Durrell.

Brigance Diagnostic Inventory of Basic Skills (Brigance)

Albert Brigance

N. Bellerica

Publisher	Curriculum Associations Incorporated
Edition	2
Publication date	1977
Cost	\$40
Type of Test	general achievement individual use criterion-referenced
Ease of administration	easy
Ease of scoring	easy Scoring aids available
Global Scores	No Scores
Available levels	There is only one level.

Range	Grades 0 - 6
Equivalent forms	only one form
Administration Time	15 - 90 minutes
Subtests	Readiness Reading-Word Recognition Reading-Oral Reading Reading-Word Analysis Reading Vocabulary Language Arts-Handwriting Language Arts-Grammar Mechanics Language Arts-Spelling Language Arts-Reference Skills Math-Grade Level Math-Numbers Math-Operations Math-Measurement Math-Geometry

1. Readiness

Purpose Descriptors	general-knowledge identify-different copying-designs visual-memory word-meanings verbal-expression processing-auditory-directions articulation auditory-memory counts-numbers reciting-the-alphabet number-names letter-names-lower-case-consonants letter-names-lower-case-vowels letter-names-capitals-consonants letter-names-capitals-vowels writing-the-alphabet writing-numbers writing-name
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Mode of Presentation	visual-figure visual-letter visual-word visual-picture visual-number-sequences visual-number auditory-directions auditory-conversation auditory-sentence object
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Mode of Response	oral-word select-figure draws-figure manual-hand-gestures oral-conversation oral-sentence oral-number oral-letter-name write-word write-letter write-number
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Scoring - Criterion	No Scores
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2. Reading-Word Recognition

Purpose Descriptors	reading-words
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring - Criterion	Grade Equivalents

3. Reading-Oral Reading

Purpose Descriptors	oral-reading-sentences oral-reading-paragraphs oral-comprehension
Mode of Presentation	timed visual-sentence visual-paragraph auditory-question
Mode of Response	oral-sentence oral-paragraph oral-answer
Scoring - Criterion	Grade Equivalents

4. Reading-Word Analysis

Purpose Descriptors	auditory-discrimination identifying-initial-consonant letter-sounds-lower-case-consonants reading-phoneme reading-words-single-consonant identifying-final-consonant identifying-final-consonant-combination reading-nonsense-words reading-words-single-vowel reading-words-vowel-combinations identifying-initial-consonant-combinations reading-words-consonant-combination reading-words-vowel-combinations reading-words-silent-consonants reading-words meaning-of-affixes counting-syllables syllabication-concept
Mode of Presentation	auditory-word-pairs visual-letter visual-word-pairs auditory-word visual-word visual-nonsense-word repeated-auditory-instructions
Mode of Response	orally-select-true-false oral-letter-name oral-letter-sound oral-phoneme oral-word oral-nonsense-words oral-number
Scoring - Criterion	No Scores

5. Reading Vocabulary

Purpose Descriptors	oral-reading-sentences context language-analogies antonyms reading-words homonyms
Mode of Presentation	visual-sentence auditory-sentence auditory-word visual-word-pairs repeated-auditory-instructions
Mode of Response	oral-sentence oral-word oral-answer
Scoring - Criterion	Grade Equivalents

6. Language Arts-Handwriting

Purpose Descriptors	writing-the-alphabet writing-name
Mode of Presentation	auditory-directions
Mode of Response	write-letter write-word
Scoring - Criterion	No Scores

7. Language Arts-Grammar Mechanics

Purpose Descriptors	capitalization punctuation word-classification
Mode of Presentation	visual-sentence auditory-directions
Mode of Response	oral-answer
Scoring - Criterion	No Scores

8. Language Arts-Spelling

Purpose Descriptors	spelling-general identifying-initial-consonant identifying-initial-consonant-combinations suffixes prefixes
Mode of Presentation	auditory-sentence auditory-word visual-word repeated-auditory-instructions
Mode of Response	write-sentence write-letter write-word
Scoring - Criterion	Grade Equivalents

9. Language Arts-Reference Skills

Purpose Descriptors	reference-skills
Mode of Presentation	visual-letter visual-word visual-dictionary-entry visual-reference-article visual-paragraph visual-table visual-graphs visual-map
Mode of Response	oral-answer
Scoring - Criterion	No Scores

10. Math-Grade Level

Purpose Descriptors	computation-whole-numbers
Mode of Presentation	visual-computations
Mode of Response	write-number
Scoring - Criterion	Grade Equivalents

11. Math-Numbers

Purpose Descriptors	math-readiness
Mode of Presentation	visual-figure visual-picture visual-number visual-word auditory-number auditory-question auditory-directions
Mode of Response	write-number oral-word oral-number
Scoring - Criterion	No Scores

12. Math-Operations

Purpose Descriptors	computation-whole-numbers computation-fractions computation-decimals
Mode of Presentation	visual-computations auditory-computations
Mode of Response	oral-number write-number
Scoring - Criterion	No Scores

13. Math-Measurement

Purpose Descriptors	problem-solving money time measurement
Mode of Presentation	visual-picture visual-question auditory-question visual-paragraph visual-figure visual-table
Mode of Response	oral-answer select-picture oral-number
Scoring - Criterion	No Scores

14. Math-Geometry

Purpose Descriptors	geometry
Mode of Presentation	visual-figure auditory-question
Mode of Response	oral-answer oral-number
Scoring - Criterion	No Scores

Reliability Information

1. Reliability information in manual? - No

Validity Information

1. Information regarding content validity in manual?
- No

Reviews

- [1] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, 1982, 0-.

The Brigance includes American money and British measurement terms, this makes the test a problem in Canada. The positive aspects outweigh this inconvenience.

- [2] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont, California, Fearon Education: a division of Pitman Learning Inc., 1980, 26-29.

The Brigance is a helpful newcomer in the field of informal inventories. It includes many subtests omitted from other assessments. The grade level scores on reading, spelling and math are useful. The limitations include the lack of validity and reliability. The starting points on some subtests are unclear and ceilings can be arbitrary. There is no place on the record form to record errors on oral reading paragraphs.

- [3] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students: Strategies and Procedures*, Columbus, Ohio, Merrill, 1981, 46.

The Brigance yields information that can be used directly in writing objectives. Only TOWL assesses more written language skills than the Brigance. The test is highly recommended.

- [4] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston, Mass., Houghton Mifflin, 1981, 177-183.

The administration requires some professional judgement. It is scored objectively. The text referenced grade levels are determined by the level at which the material is first taught. A detailed description of content validity is absent, but inspection indicates comprehensive coverage, careful preparation and meticulous selection of items.

Purpose Descriptors	word-meanings general-knowledge processing-auditory-directions
Mode of Presentation	visual-picture auditory-directions
Mode of Response	select-picture
Scoring- Normed	Same as global.

Norming Information

Norming date	1970
Sample size	12
Place normed	USA
Sample Range	Grades K - 2
Sample similar to national population	No
Norming info in manual?	Yes

Reliability Information

1. Split-half reliability: 0.62 - 0.94
2. Equivalent forms reliability: 0.55 - 0.92
3. Reliability information in manual? - Yes

Validity Information

1. Information regarding content validity in manual?
- Yes

Reviews

- [1] **O.K. Buros editor** , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 252-253.

1. T.A. Dahl: The test booklet is well designed and the art work is adequate. The main purpose of the test is to diagnose the attainment of specific objectives; this suggests the test should be criterion-referenced. The reliability is inappropriate. split-halves are not relevant to the idea of 50 one-item subtests. Validity is also incomplete and inappropriate.

- [2] **O.K. Buros editor** , *The Seventh Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1972, 625-629.

2. B.R. McCandless: The test is too easy for many grade two students. No validity other than face validity is presented. It is a screening device and a guide for instruction. A section of the manual devoted to interpretation and use of the results is very practical.

3. C.D. Smock: Content validity is reported and seems adequate since the items were selected on the basis of currently used curriculum materials in kindergarten to grade two. The Boehm procedure should be valuable to teachers in the detection and remediation of deficiencies in verbal understanding.

4. V.H. Noll: The test is adequate in difficulty only for kindergarten. The reliabilities are surprisingly good. Validity is open to question. The test has not provided essential information on how the concepts on which the test is based were determined, or evidence to show these concepts are necessary for school.

5. B.B. Proger: The manual and test material for the BTBC appear to be of high quality, its rational has considerable appeal. It can be administered, interpreted, and utilized in remedial work. There are limitations in the standarization effort, validity and test-retest reliability.

6. G. Lawlor: The teacher may find the BTBC useful in the identification of children with deficiencies in the area of certain basic concepts.

7. F.S. Freeman: The data provided in the manual is adequate to permit judgement regarding item selection. The test is good for the purpose intended, to test for concept knowledge.

- [3] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont, California, Fearon Education: a division of Pitman Learning Inc., 1980, 159-161.

The BTBC is an inexpensive test. The illustrations are clear and the format well organized. The manual provides information on the test development, analysis of results, normative data, and remediation approaches. There are some limitations. There is no review of the literature, and no validity is given. The language comprehension levels are high. It is recommended that the individual format be used so that the student's performance can be analyzed more accurately.

- [4] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston, Mass., Houghton Mifflin, 1981, 459-461.

The norms of the BTBC are inadequate, but that is not important because it works best as a criterion-referenced test. Form B was not standardized, but was constructed to be equivalent in difficulty to Form A. Alternate form reliability is too low for the forms to be considered equivalent. The standard error of measurement is 2.15.

- [5] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston, Mass., Allyn and Bacon Inc., 1978, 152-153.

The test includes minimum reliability and validity. It is a good example of an instrument used with young children that provides very specific information concerning one important aspect of school readiness.

- [6] **E.H. Wiig, and E.M. Semel** , *Language Assessment and Intervention*, Columbus, Ohio, Charles E. Merrill Publishing Company, 1980, 219-220.

The standardization sample of the BTBC is recent and geographically, and socioeconomically representative. The extraordinary size of the sample suggests that minority children were included proportionately. The limitations to the test include the lack of individual score sheets, overlapping of norms for grades one and two, the lack of a cut-off point for determining the difficulty of a given item by grade level, and test-retest statistics that are unreliable.

Canadian Achievement Test (CAT)

J. Douglas Ayers
University of Victoria

Helen McNeil
Gorden Head Elementary School, Victoria, B.C.

Gwen J. McLennan
Torguay Elementary School, Victoria, B.C.

Joy D. Paquin
Sooke School District, B.C.

Deborah Kerr
CTC/McGraw-Hill Ryerson

Publisher	McGraw-Hill Ryerson Limited
Publication date	1983
Cost	\$700
Type of Test	general achievement group use both norm and criterion referenced
Ease of administration	easy
Ease of scoring	requires some training Scoring aids available
Global Scores	Grade Equivalent Stanine Score Percentiles
Composite Scores	Total Reading Total Language Total Math
Available levels	Level 12 Level 13 Level 14 Level 15 Level 16 Level 17 Level 18 Level 19

Level 12

Range	Grades 1.6 - 1.9
Equivalent forms	only one form
Administration Time	0 minutes
Subtests	Phonics Analysis Structural Analysis Reading Vocabulary Reading Comprehension Spelling Language Mechanics Language Expression Mathematic Computations Mathematics Concepts and Application

1. Phonics Analysis

Purpose Descriptors	identifying-initial-phonemes identifying-consonant identifying-initial-consonant identifying-initial-consonant-combinatio identifying-final-consonant identifying-final-consonant-combination identifying-vowel identifying-short-vowel identifying-long-vowel identifying-vowel-combination
Mode of Presentation	visual-word auditory-word visual-several-words repeated-auditory-instructions
Mode of Response	select-word
Scoring- Normed	Same as global.

2. Structural Analysis

Purpose Descriptors	counting-syllables identifying-root prefixes suffixes contractions forming-compounds
Mode of Presentation	visual-word visual-several-words visual-several-numbers repeated-auditory-instructions
Mode of Response	select-word select-number
Scoring- Normed	Same as global.

3. Reading Vocabulary

Purpose Descriptors	synonyms antonyms
Mode of Presentation	visual-word visual-sentence visual-several-words visual-several-sentences repeated-auditory-instructions
Mode of Response	select-answer
Scoring- Normed	Same as global.

4. Reading Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-sentence visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

5. Spelling

Purpose Descriptors	spelling-identify-correct
Mode of Presentation	visual-sentence visual-word repeated-auditory-instructions
Mode of Response	select-true-false
Scoring- Normed	Same as global.

6. Language Mechanics

Purpose Descriptors	punctuation capitalization
Mode of Presentation	visual-sentence repeated-auditory-instructions
Mode of Response	select-answer
Scoring- Normed	Same as global.

7. Language Expression

Purpose Descriptors	language-usage
Mode of Presentation	visual-sentence visual-several-words repeated-auditory-instructions
Mode of Response	select-word
Scoring- Normed	Same as global.

8. Mathematic Computations

Purpose Descriptors	computation-whole-numbers
Mode of Presentation	visual-computations visual-several-numbers
Mode of Response	select-number
Scoring- Normed	Same as global.

9. Mathematics Concepts and Application

Purpose Descriptors	math-readiness computation-whole-numbers geometry time measurement
Mode of Presentation	visual-figure visual-picture visual-graphs visual-computations visual-several-numbers repeated-auditory-instructions
Mode of Response	select-figure select-number
Scoring- Normed	Same as global.

Level 13

Range	Grades 2.6 - 3.9
Equivalent forms	only one form
Administration Time	0 minutes
Subtests	Phonics Analysis Structural Analysis Reading Vocabulary Reading Comprehension Spelling Language Mechanics Language Expression Mathematics Computation Mathematics Concepts and Application

1. Phonics Analysis

Purpose Descriptors	identifying-initial-phonemes identifying-consonant identifying-initial-consonant identifying-initial-consonant-combinatio identifying-final-consonant identifying-final-consonant-combination identifying-vowel identifying-short-vowel identifying-long-vowel identifying-vowel-combination
Mode of Presentation	visual-word visual-several-words auditory-word
Mode of Response	select-word
Scoring- Normed	Same as global.

2. Structural Analysis

Purpose Descriptors	counting-syllables identifying-root prefixes suffixes contractions forming-compounds
Mode of Presentation	visual-word visual-several-words visual-several-numbers
Mode of Response	select-word select-number
Scoring- Normed	Same as global.

3. Reading Vocabulary

Purpose Descriptors	synonyms antonyms multi-meaning
Mode of Presentation	visual-word visual-sentence visual-several-words visual-several-sentences
Mode of Response	select-answer
Scoring- Normed	Same as global.

4. Reading Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-sentence visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

5. Spelling

Purpose Descriptors	spelling-identify-correct
Mode of Presentation	visual-sentence visual-word
Mode of Response	select-true-false
Scoring- Normed	Same as global.

6. Language Mechanics

Purpose Descriptors	punctuation capitalization
Mode of Presentation	visual-sentence
Mode of Response	select-error select-punctuation-mark
Scoring- Normed	Same as global.

7. Language Expression

Purpose Descriptors	language-usage word-classification
Mode of Presentation	visual-sentence visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

8. Mathematics Computation

Purpose Descriptors	computation-whole-numbers
Mode of Presentation	visual-computations visual-several-numbers
Mode of Response	select-number
Scoring- Normed	Same as global.

9. Mathematics Concepts and Application

Purpose Descriptors	math-readiness computation-whole-numbers problem-solving geometry time measurement
Mode of Presentation	visual-graphs visual-figure visual-picture visual-computations visual-sentence visual-question visual-several-numbers
Mode of Response	select-figure select-number select-answer
Scoring- Normed	Same as global.

Level 14

Range	Grades 3.6 - 4.9
Equivalent forms	only one form
Administration Time	0 minutes
Subtests	Reading Vocabulary Reading Comprehension Spelling Language Mechanics Language Expression Mathematics Computation Mathematics Concepts and Application Supplementary-Reference Skills

1. Reading Vocabulary

Purpose Descriptors	meaning-of-compound-words synonyms multi-meaning homonyms meaning-of-affixes
Mode of Presentation	visual-word visual-sentence visual-several-words visual-several-sentences
Mode of Response	select-answer
Scoring- Normed	Same as global.

2. Reading Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-sentence visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

3. Spelling

Purpose Descriptors	spelling-identify-correct
Mode of Presentation	visual-sentence
Mode of Response	select-error
Scoring- Normed	Same as global.

4. Language Mechanics

Purpose Descriptors	punctuation capitalization
Mode of Presentation	visual-sentence visual-punctuation-mark
Mode of Response	select-error select-punctuation-mark
Scoring- Normed	Same as global.

5. Language Expression

Purpose Descriptors	language-usage word-classification context ordering-sentences sentence-structure
Mode of Presentation	visual-sentence visual-several-sentences visual-several-words
Mode of Response	select-answer select-order
Scoring- Normed	Same as global.

6. Mathematics Computation

Purpose Descriptors	computation-whole-numbers computation-fractions computation-decimals
Mode of Presentation	visual-computations visual-several-numbers
Mode of Response	select-number
Scoring- Normed	Same as global.

7. Mathematics Concepts and Application

Purpose Descriptors	computation-whole-numbers problem-solving geometry measurement
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Mode of Presentation	visual-graphs visual-figure visual-number visual-computations visual-sentence visual-question visual-several-numbers
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Mode of Response	select-figure select-number select-computation select-answer
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Scoring- Normed	Same as global.
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8. Supplementary-Reference Skills

Purpose Descriptors	reference-skills
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Mode of Presentation	visual-graphs visual-map visual-table visual-dictionary-entry visual-question
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Mode of Response	select-answer
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Scoring- Normed	Same as global.
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Range	Grades 4.6 - 5.9
Equivalent forms	only one form
Administration Time	0 minutes
Subtests	Reading Vocabulary Reading Comprehension Spelling Language Mechanics Language Expression Mathematics Computation Mathematics Concepts and Application Supplementary-Reference Skills

1. Reading Vocabulary

Purpose Descriptors	meaning-of-compound-words synonyms antonyms homonyms multi-meaning meaning-of-affixes
Mode of Presentation	visual-word visual-sentence visual-several-words visual-several-sentences
Mode of Response	select-answer
Scoring- Normed	Same as global.

2. Reading Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-sentence visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

3. Spelling

Purpose Descriptors	spelling-identify-correct
Mode of Presentation	visual-sentence
Mode of Response	select-error
Scoring- Normed	Same as global.

4. Language Mechanics

Purpose Descriptors	punctuation capitalization
Mode of Presentation	visual-sentence visual-punctuation-mark
Mode of Response	select-error select-punctuation-mark
Scoring- Normed	Same as global.

5. Language Expression

Purpose Descriptors	word-classification context language-usage ordering-sentences sentence-structure
Mode of Presentation	visual-sentence visual-several-sentences visual-several-words
Mode of Response	select-answer select-order
Scoring- Normed	Same as global.

6. Mathematics Computation

Purpose Descriptors	computation-whole-numbers computation-fractions computation-decimals
Mode of Presentation	visual-computations visual-several-numbers
Mode of Response	select-number
Scoring- Normed	Same as global.

7. Mathematics Concepts and Application

Purpose Descriptors	computation-whole-numbers problem-solving geometry measurement
Mode of Presentation	visual-graphs visual-figure visual-number visual-computations visual-sentence visual-question visual-several-numbers
Mode of Response	select-figure select-number select-computation select-answer
Scoring- Normed	Same as global.

8. Supplementary-Reference Skills

Purpose Descriptors	reference-skills
Mode of Presentation	visual-graphs visual-map visual-table visual-dictionary-entry visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

Level 16

Range	Grades 5.6 - 6.9
Equivalent forms	only one form
Administration Time	0 minutes
Subtests	Reading Vocabulary Reading Comprehension Spelling Language Mechanics Language Expression Mathematics Computation Mathematics Concepts and Application Supplementary-Reference Skills

1. Reading Vocabulary

Purpose Descriptors	meaning-of-compound-words synonyms antonyms multi-meaning homonyms meaning-of-affixes
Mode of Presentation	visual-word visual-sentence visual-several-words visual-several-sentences
Mode of Response	select-answer
Scoring- Normed	Same as global.

2. Reading Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-sentence visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

3. Spelling

Purpose Descriptors	spelling-identify-correct
Mode of Presentation	visual-sentence
Mode of Response	select-error
Scoring- Normed	Same as global.

4. Language Mechanics

Purpose Descriptors	punctuation capitalization
Mode of Presentation	visual-sentence visual-punctuation-mark
Mode of Response	select-error select-punctuation-mark
Scoring- Normed	Same as global.

5. Language Expression

Purpose Descriptors	word-classification context language-usage ordering-sentences paragraph-developmental sentence-structure
Mode of Presentation	visual-sentence visual-several-sentences visual-several-words
Mode of Response	select-answer select-order
Scoring- Normed	Same as global.

6. Mathematics Computation

Purpose Descriptors	computation-whole-numbers computation-fractions computation-decimals
Mode of Presentation	visual-computations visual-several-numbers
Mode of Response	select-number
Scoring- Normed	Same as global.

7. Mathematics Concepts and Application

Purpose Descriptors	computation-whole-numbers problem-solving geometry measurement
Mode of Presentation	visual-graphs visual-figure visual-number visual-computations visual-sentence visual-question visual-several-numbers
Mode of Response	select-figure select-number select-computation select-answer
Scoring- Normed	Same as global.

8. Supplementary-Reference Skills

Purpose Descriptors	reference-skills
Mode of Presentation	visual-graphs visual-map visual-table visual-dictionary-entry visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

Range	Grades 6.6 - 7.9
Equivalent forms	only one form
Administration Time	0 minutes
Subtests	Reading Vocabulary Reading Comprehension Spelling Language Mechanics Language Expression Mathematics Computations Mathematics Concepts and Application Supplementary-Reference Skills

1. Reading Vocabulary

Purpose Descriptors	synonyms antonyms homonyms multi-meaning
Mode of Presentation	visual-word visual-phrases visual-sentence visual-several-words visual-several-sentences
Mode of Response	select-answer
Scoring- Normed	Same as global.

2. Reading Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-sentence visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

3. Spelling

Purpose Descriptors	spelling-identify-correct
Mode of Presentation	visual-sentence
Mode of Response	select-error
Scoring- Normed	Same as global.

4. Language Mechanics

Purpose Descriptors	punctuation capitalization
Mode of Presentation	visual-sentence visual-punctuation-mark
Mode of Response	select-error select-punctuation-mark
Scoring- Normed	Same as global.

5. Language Expression

Purpose Descriptors	language-usage context word-classification ordering-sentences paragraph-developmental sentence-structure
Mode of Presentation	visual-sentence visual-several-sentences visual-paragraph visual-several-words
Mode of Response	select-answer select-order
Scoring- Normed	Same as global.

6. Mathematics Computaions

Purpose Descriptors computation-whole-numbers
computation-fractions
computation-decimals

Mode of Presentation visual-computations
visual-several-numbers

Mode of Response select-number

Scoring- Normed Same as global.

7. Mathematics Concepts and Application

Purpose Descriptors problem-solving
geometry
measurement
higher-order-computations

Mode of Presentation visual-graphs
visual-figure
visual-number
visual-computations
visual-sentence
visual-question
visual-several-numbers

Mode of Response select-figure
select-number
select-computation
select-answer

Scoring- Normed Same as global.

8. Supplementary-Reference Skills

Purpose Descriptors	reference-skills
Mode of Presentation	visual-map visual-table visual-graphs visual-dictionary-entry visual-sentence visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

Level 18

Range	Grades 7.6 - 9.9
Equivalent forms	only one form
Administration Time	0 minutes
Subtests	Reading Vocabulary Reading Comprehension Spelling Language Mechanics Language Expression Mathematics Computation Mathematics Concepts and Application Supplementary-Reference Skills

1. Reading Vocabulary

Purpose Descriptors	synonyms antonyms homonyms multi-meaning
Mode of Presentation	visual-word visual-sentence visual-several-words visual-several-sentences
Mode of Response	select-answer
Scoring- Normed	Same as global.

2. Reading Comprehension

Purpose Descriptors silent-comprehension

Mode of Presentation visual-paragraph
visual-sentence
visual-question

Mode of Response select-answer

Scoring- Normed Same as global.

3. Spelling

Purpose Descriptors spelling-identify-correct

Mode of Presentation visual-sentence

Mode of Response select-error

Scoring- Normed Same as global.

4. Language Mechanics

Purpose Descriptors punctuation
capitalization

Mode of Presentation visual-sentence
visual-punctuation-mark

Mode of Response select-error
select-punctuation-mark

Scoring- Normed Same as global.

5. Language Expression

Purpose Descriptors	language-usage context word-classification ordering-sentences paragraph-developmental sentence-structure
Mode of Presentation	visual-sentence visual-several-sentences visual-paragraph visual-several-words
Mode of Response	select-answer select-order
Scoring- Normed	Same as global.

6. Mathematics Computation

Purpose Descriptors	computation-whole-numbers computation-fractions computation-decimals
Mode of Presentation	visual-computations visual-several-numbers
Mode of Response	select-number
Scoring- Normed	Same as global.

7. Mathematics Concepts and Application

Purpose Descriptors	problem-solving geometry measurement higher-order-computations
Mode of Presentation	visual-graphs visual-figure visual-number visual-computations visual-sentence visual-question visual-several-numbers
Mode of Response	select-figure select-number select-computation select-answer
Scoring- Normed	Same as global.

8. Supplementary-Reference Skills

Purpose Descriptors	reference-skills
Mode of Presentation	visual-map visual-table visual-dictionary-entry visual-reference-article visual-sentence visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

Range	Grades 9.6 - 12.9
Equivalent forms	only one form
Administration Time	0 minutes
Subtests	Reading Vocabulary Reading Comprehension Spelling Language Mechanics Language Expression Mathematics Computation Mathematics Concepts and Application Supplementary-Reference Skills

1. Reading Vocabulary

Purpose Descriptors	synonyms antonyms homonyms multi-meaning
Mode of Presentation	visual-word visual-sentence visual-several-words visual-several-sentences
Mode of Response	select-answer
Scoring- Normed	Same as global.

2. Reading Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-sentence visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

3. Spelling

Purpose Descriptors	spelling-identify-correct
Mode of Presentation	visual-sentence
Mode of Response	select-error
Scoring- Normed	Same as global.

4. Language Mechanics

Purpose Descriptors	punctuation capitalization
Mode of Presentation	visual-sentence visual-punctuation-mark
Mode of Response	select-error select-punctuation-mark
Scoring- Normed	Same as global.

5. Language Expression

Purpose Descriptors	language-usage context word-classification ordering-sentences paragraph-developmental sentence-structure
Mode of Presentation	visual-sentence visual-several-sentences visual-paragraph visual-several-words
Mode of Response	select-answer select-order
Scoring- Normed	Same as global.

6. Mathematics Computaion

Purpose Descriptors	computation-whole-numbers computation-fractions computation-decimals
Mode of Presentation	visual-computations visual-several-numbers
Mode of Response	select-number
Scoring- Normed	Same as global.

7. Mathematics Concepts and Application

Purpose Descriptors	problem-solving geometry measurement higher-order-computations
Mode of Presentation	visual-graphs visual-figure visual-number visual-computations visual-sentence visual-question visual-several-numbers
Mode of Response	select-figure select-number select-computation select-answer
Scoring- Normed	Same as global.

8. Supplementary-Reference Skills

Purpose Descriptors	reference-skills
Mode of Presentation	visual-map visual-dictionary-entry visual-reference-article visual-sentence visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

Norming Information

Norming date	1981
Sample size	Not Available
Place normed	Canada
Sample Range	Not Available
Sample similar to national population	Unknown
Norming info in manual?	No

Reliability Information

1. Reliability information in manual? - No Name of Publication Technical Bulletin Canadian Achievement Test Date of Publication :

Validity Information

1. Information regarding content validity in manual?
- No

Canadian Cognitive Abilities Test-Multi Level Edition (CCAT-M)

Edgar N. Wright, Editor
Toronto Board of Education

Robert Thorndike
Columbia University

Elizabeth P. Hagan
Columbia University

Publisher
Edition
Publication date
Cost
Type of Test

Nelson Canada Ltd.

0

1981

\$132

intelligence

group use

norm-referenced

easy

requires some training

Scoring aids available

Ease of administration
Ease of scoring

Global Scores

Standard Score

Mean : 100

Standard Deviation : 16

Stanine Score

Percentiles

Available levels

Level A-H

Level A-H

Range	Grades 3 - 12
Equivalent forms	only one form
Administration Time	180 minutes
Subtests	Verbal-Vocabulary Verbal-Sentence Completion Verbal-Verbal Classification Verbal-Verbal Analogies Quantitative-Quantitative Relations Quantitative-Number Series Quantitative-Equation Building Non-verbal-Figure Classification Non-verbal-Figure Analogies Non-verbal-Figure Synthesis

1. Verbal-Vocabulary

Purpose Descriptors	word-meanings synonyms
Mode of Presentation	visual-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Raw Scores Only

2. Verbal-Sentence Completion

Purpose Descriptors	context
Mode of Presentation	visual-sentence visual-several-words
Mode of Response	select-word
Scoring- Normed	Raw Scores Only

3. Verbal-Verbal Classification

Purpose Descriptors	verbal-association
Mode of Presentation	visual-several-words
Mode of Response	select-word
Scoring- Normed	Raw Scores Only

4. Verbal-Verbal Analogies

Purpose Descriptors	language-analogies
Mode of Presentation	visual-several-words
Mode of Response	select-word
Scoring- Normed	Raw Scores Only

5. Quantitative-Quantitative Relations

Purpose Descriptors	math-general
Mode of Presentation	visual-figure visual-computations visual-word
Mode of Response	select-answer
Scoring- Normed	Raw Scores Only

6. Quantitative-Number Series

Purpose Descriptors	number-sequences
Mode of Presentation	visual-number-sequences visual-several-numbers
Mode of Response	select-number
Scoring- Normed	Raw Scores Only

7. Quantitative-Equation Building

Purpose Descriptors	equation-building math-symbols computation-whole-numbers computation-fractions
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Mode of Presentation	visual-several-numbers visual-math-symbol
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Mode of Response	select-number
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Scoring- Normed	
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8. Non-verbal-Figure Classification

Purpose Descriptors	figure-sequencing
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Mode of Presentation	visual-several-figures
----------------------	------------------------

Mode of Response	select-figure
------------------	---------------

Scoring- Normed	Raw Scores Only
-----------------	-----------------

9. Non-verbal-Figure Analogies

Purpose Descriptors	non-verbal-analogies
---------------------	----------------------

Mode of Presentation	visual-several-figures visual-several-letters
----------------------	--------------------------------------------------

Mode of Response	select-figure select-several-letters
------------------	-----------------------------------------

Scoring- Normed	Raw Scores Only
-----------------	-----------------

10. Non-verbal-Figure Synthesis

Purpose Descriptors	figure-synthesis
Mode of Presentation	visual-several-figures
Mode of Response	select-true-false
Scoring- Normed	Raw Scores Only

Norming Information

Norming date	1980	1973
Sample size	16	26
Place normed	Canada Canada	
Sample Range	Grades 3 - 9	Grades K - 12
Sample similar to national population	Yes	
Norming date	1966	
Sample size	Not Available	
Place normed	Canada	
Sample Range	Grades nil - 9	
Sample similar to national population	Yes	
Norming info in manual?	No	

Reliability Information

1. Reliability information in manual? - No Name of Publication CCAT
Technical Manual Date of Publication :

Validity Information

1. Information regarding content validity in manual?
- Yes

Reviews

- [1] **O.K. Buros editor** , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 254-260.

1. K.D. Hopkins: The Cognitive Abilities Test is a revision and extension of the Lorge-Thorndike Intelligence Test, a new Quantitative Battery has been added. The standard age scores (SAS) are normalized standard scores with a mean of 100 and a standard deviation of 16. They are disguised deviation IQs. Grade percentile ranks are also available, but have limited usefulness. The K-R 20 reliability estimates range from 0.87 to 0.94. The construct validity support for the quantitative subtest is weaker than for the verbal and non-verbal subtests. The additional time required for this battery may not be warranted. The reliability and criterion-related validity are very high for Levels A-H.

2. R.C. Nichols: The verbal battery alone seems preferable to the entire test, since the profile of the three scores has no demonstrated validity and may be misleading.

- [2] **Special Educational Material and Resources Handbook 1982, and P. Park** , *Special Educational Material and Resources Handbook 1982*, Ontario,Canada, Ministry of Education, 1982, 2111.

The CCAT and CTBS were standardized together so they can be used to compare achievement and aptitude. The designation of levels by letter rather than grade facilitates out-of-level testing. The test can be machine or hand scored.

Canadian Cognitive Abilities Test- Primary Edition (CCAT-P)

Edgar N. Wright, Editor
Toronto Board of Education

R.L. Thorndike
Columbia University

Elizabeth P. Hagan
Columbia University

Publisher
Edition
Publication date
Cost
Type of Test

Nelson Canada Ltd

0

1981

\$48

intelligence

group use

norm-referenced

easy

requires some training

Scoring aids available

Ease of administration
Ease of scoring

Global Scores

Standard Score

Mean : 100

Standard Deviation : 16

Percentiles

Available levels

Primary I

Primary II

Primary I

Range

Grades K.5 - 1.9

Equivalent forms

only one form

Administration Time

40 - 65 minutes

Subtests

Relational Concepts

Multi-mental Concepts

Quantitative Concepts

Oral Vocabulary

1. Relational Concepts

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture auditory-phrases auditory-word repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

2. Multi-mental Concepts

Purpose Descriptors	visual-association
Mode of Presentation	visual-picture repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

3. Quantitative Concepts

Purpose Descriptors	math-readiness
Mode of Presentation	visual-figure auditory-sentence repeated-auditory-instructions
Mode of Response	select-figure
Scoring- Normed	Raw Scores Only

4. Oral Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture auditory-phrases auditory-word
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

Primary II

Range	Grades 2 - 3
Equivalent forms	only one form
Administration Time	40 - 65 minutes
Subtests	Relational Concepts Multi-mental Concepts Quantitative Concepts Oral Vocabulary

1. Relational Concepts

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture auditory-phrases auditory-word repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

2. Multi-mental Concepts

Purpose Descriptors	visual-association
Mode of Presentation	visual-picture repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

3. Quantitative Concepts

Purpose Descriptors	math-readiness
Mode of Presentation	visual-figure auditory-sentence repeated-auditory-instructions
Mode of Response	select-figure
Scoring- Normed	Raw Scores Only

4. Oral Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture auditory-phrases auditory-word
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

Norming Information

Norming date	1980	1973
Sample size	12	5
Place normed	Canada Canada	
Sample Range	Grades 1 - 2	Grades K - 3
Sample similar to national population	Yes	
Norming date	1966	
Sample size	9906	
Place normed	Canada	
Sample Range	Grades K - 4	
Sample similar to national population	Yes	
Norming info in manual?	No	

Reliability Information

1. Reliability information in manual? - No Name of Publication CCAT
Technical Manual Date of Publication :

Validity Information

1. Information regarding content validity in manual?

- Yes

Reviews

- [1] **G. Ralph, and P. Park** , *Special Educational Materials and Resources Handbook 1982*, Ontario,Canada, Ministry of Education, 1982, 2111.

The CCAT and CTBS were standarized on the same samples, so they can be used to compare achievement and aptitude. The oral administration eliminates the influence of reading on test performance. The test can be hand or machine scored.

Clinical Evaluation of Language Functions-Diagnostic Battery (CELF-D)

Eleanor Messing Semel
Boston University

Elisabeth H. Wiig
Boston University

Publisher
Publication date
Cost
Type of Test

Charles E. Merrill Publishing Company
1980
\$120
language
individual use
both norm and criterion referenced
requires some training
requires some training
Scoring aids available

Ease of administration
Ease of scoring

Global Scores

Age Equivalent
Percentiles

Composite Scores

Processing Total
Production Total

Available levels

There is only one level.

Range	Grades K - 12
Equivalent forms	only one form
Administration Time	60 - 120 minutes
Subtests	Processing Word and Sentence Structure Processing Word Classes Processing Linguistic Concepts Processing Relationship and Ambiguities Processing Oral Directions Processing Spoken Paragraphs Producing Word Series Producing Names on Confrontation Producing Word Associations Producing Model Sentences Producing Formulated Sentences Supplementary-Processing Speech Sounds Supplementary-Producing Speech Sounds

1. Processing Word and Sentence Structure

Purpose Descriptors	oral-comprehension language-usage
Mode of Presentation	auditory-sentence visual-picture
Mode of Response	select-picture
Scoring- Normed	Grade Equivalent

2. Processing Word Classes

Purpose Descriptors	verbal-association
Mode of Presentation	auditory-several-words visual-several-words
Mode of Response	select-word-pairs
Scoring- Normed	Grade Equivalent

3. Processing Linguistic Concepts

Purpose Descriptors	processing-auditory-directions
Mode of Presentation	visual-figure auditory-directions
Mode of Response	select-figure
Scoring- Normed	Grade Equivalent

4. Processing Relationship and Ambiguities

Purpose Descriptors	oral-comprehension general-knowledge
Mode of Presentation	auditory-question
Mode of Response	orally-select-true-false
Scoring- Normed	Grade Equivalent

5. Processing Oral Directions

Purpose Descriptors	processing-auditory-directions
Mode of Presentation	visual-figure auditory-directions
Mode of Response	select-figure
Scoring- Normed	Grade Equivalent

6. Processing Spoken Paragraphs

Purpose Descriptors	oral-comprehension
Mode of Presentation	auditory-paragraph auditory-question
Mode of Response	oral-answer
Scoring- Normed	Grade Equivalent

7. Producing Word Series

Purpose Descriptors	general-knowledge
Mode of Presentation	timed auditory-sentence
Mode of Response	oral-several-words
Scoring- Normed	Grade Equivalent

8. Producing Names on Confrontation

Purpose Descriptors	general-knowledge
Mode of Presentation	timed visual-figure
Mode of Response	oral-word
Scoring- Normed	Grade Equivalent

9. Producing Word Associations

Purpose Descriptors	general-knowledge productivity
Mode of Presentation	timed auditory-directions
Mode of Response	oral-several-words
Scoring- Normed	Grade Equivalent

10. Producing Model Sentences

Purpose Descriptors	auditory-memory sentence-structure
Mode of Presentation	auditory-sentence
Mode of Response	oral-sentence
Scoring- Normed	Grade Equivalent

11. Producing Formulated Sentences

Purpose Descriptors	verbal-expression
Mode of Presentation	auditory-word repeated-auditory-instructions
Mode of Response	oral-sentence
Scoring- Normed	Grade Equivalent

12. Supplementary-Processing Speech Sounds

Purpose Descriptors	auditory-discrimination
Mode of Presentation	auditory-word-pairs
Mode of Response	orally-select-true-false
Scoring- Normed	Grade Equivalent

13. Supplementary-Producing Speech Sounds

Purpose Descriptors	articulation
Mode of Presentation	auditory-sentence visual-picture
Mode of Response	oral-word
Scoring- Normed	Grade Equivalent

Norming Information

Norming date	1979
Sample size	159
Place normed	USA
Sample Range	Ages 5 - 18 Grades K - 12
Sample similar to national population	No
Norming info in manual?	Yes

Reliability Information

1. Test-retest reliability: 0.96
2. Reliability information in manual? - Yes

Validity Information

1. Concurrence validity
 - a. ITPA-Verbal
 - i. Year : 1979
 - ii. Range of correlations : 0.87
 - iii. Information in manual? - Yes
 - b. DTLA-Verbal
 - i. Year : 1979
 - ii. Range of correlations : 0.4 - 0.52
 - iii. Information in manual? - Yes
2. Information regarding content validity in manual?
- Yes

Reviews

- [1] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students: Strategies and Procedures*, Columbus, Ohio, Merrill, 1981, 449-453.

There are two CELF tests, the Screening test which is norm referenced, and the Diagnostic Battery which includes several subtests allowing more indepth assessment. The tests supply only raw scores and tentative grade scores to determine if further assessment is needed. The CELF-D was standardized along with the CELF-S, but only 159 students were used to determine grade levels. The CELF-D identifies specific strengths and weaknesses in many areas of oral language. However, further assessment is necessary for instructional planning. Reliability is adequate but more research is needed on validity.

- [2] **E.H. Wiig) (E.M. Semel** , *Language Assessment and Intervention*, Columbus, Ohio, Charles E. Merrill Publishing Company, 1980, .

Wiig and Semel cover their own CELF-D test in detail. Test-retest reliability and concurrent validity are given for each test. This information is also available in the manual. Each test or subtest is discussed along with tests that Wiig and Semel consider similar.

Clinical Evaluation of Language Function-Screening Test (CELF-S)

E.M. Semel
Boston University

Elisabeth H. Wiig
Boston University

Publisher
Publication date
Cost
Type of Test

Charles E. Merrill Publisher
1980
\$94
language
individual use
norm-referenced
requires some training
requires some training
Scoring aids available

Ease of administration
Ease of scoring

Global Scores

Percentiles

Available levels

Elementary Level
Advanced Level

Elementary Level

Range	Grades K - 4
Equivalent forms	only one form
Administration Time	15 - 20 minutes
Subtests	Language Processing Screening Items Language Production Screening Items

1. Language Processing Screening Items

Purpose Descriptors	processing-auditory-directions
Mode of Presentation	auditory-directions
Mode of Response	manual-hand-gestures
Scoring- Normed	Same as global.

2. Language Production Screening Items

Purpose Descriptors	reciting-the-alphabet auditory-memory antonyms context general-knowledge
Mode of Presentation	auditory-directions auditory-sentence auditory-word
Mode of Response	oral-answer
Scoring- Normed	Same as global.

Advanced Level

Range	Grades 5 - 12
Equivalent forms	only one form
Administration Time	15 - 20 minutes
Subtests	Language Processing Screening Items Language Production Screening Items

1. Language Processing Screening Items

Purpose Descriptors	processing-auditory-directions
Mode of Presentation	visual-picture auditory-directions
Mode of Response	select-picture
Scoring- Normed	Same as global.

2. Language Production Screening Items

Purpose Descriptors	general-knowledge auditory-memory context antonyms
Mode of Presentation	auditory-directions auditory-word auditory-sentence
Mode of Response	oral-answer
Scoring- Normed	Same as global.

Norming Information

Norming date	1979
Sample size	1400
Place normed	USA
Sample Range	Grades K - 12
Sample similar to national population	Yes
Norming info in manual?	Yes

Reliability Information

1. Test-retest reliability: 0.77 - 0.85
2. Reliability information in manual? - Yes

Validity Information

1. Criterion/predictive validity
 - a. CELF-D
 - i. Year : 1979
 - ii. Range of correlations : 0.29 - 0.84
 - iii. Information in manual? - Yes
 - b. ITPA-Verbal
 - i. Year : 1979
 - ii. Range of correlations : 0.46 - 0.62
 - iii. Information in manual? - Yes
 - c. DLTA-Verbal
 - i. Year : 1979
 - ii. Range of correlations : 0.49 - 0.55
 - iii. Information in manual? - Yes
2. Concurrence validity
 - a. NSST
 - i. Year : 1979
 - ii. Range of correlations : 0.47 - 0.48
 - iii. Information in manual? - Yes
3. Information regarding content validity in manual?
- Yes

Reliability Information

1. Test-retest reliability: 0.77 - 0.85
2. Reliability information in manual? - Yes

Validity Information

1. Criterion/predictive validity
 - a. CELF-D
 - i. Year : 1979
 - ii. Range of correlations : 0.29 - 0.84
 - iii. Information in manual? - Yes
 - b. ITPA-Verbal
 - i. Year : 1979
 - ii. Range of correlations : 0.46 - 0.62
 - iii. Information in manual? - Yes
 - c. DLTA-Verbal
 - i. Year : 1979
 - ii. Range of correlations : 0.49 - 0.55
 - iii. Information in manual? - Yes
2. Concurrence validity
 - a. NSST
 - i. Year : 1979
 - ii. Range of correlations : 0.47 - 0.48
 - iii. Information in manual? - Yes
3. Information regarding content validity in manual?
- Yes

Reviews

- [1] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students:Strategies and Procedures*, Columbus,Ohio, Merrill, 1981, 453.

The CELF-S is useful for determining whether either processing or production of oral language is an area of weakness. It is useful for determining the present level of performance, but further assessment is needed for instructional planning. The CELF-D is not considered sufficient for this purpose. More research regarding validity is needed on the CELF-S.

Purpose Descriptors	auditory-memory language-usage verbal-expression
Mode of Presentation	auditory-sentence
Mode of Response	taped-recorded-responses oral-sentence
Scoring- Normed	Same as global.

Norming Information

Norming date	1973
Sample size	475
Place normed	USA
Sample Range	Ages 3.0 - 7.11
Sample similar to national population	No
Norming info in manual?	Yes

Reliability Information

1. Test-retest reliability: 0.98
2. Reliability information in manual? - Yes

Validity Information

1. Concurrence validity
 - a. DSS
 - i. Year : 1974
 - ii. Range of correlations : 0.79
 - iii. Information in manual? - Yes
2. Information regarding content validity in manual?
- Yes

Reviews

- [1] **O.K. Buross** editor , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 1486-1488.

1. C.B. Cazden: As Carrow summarizes in the manual, if children are asked to imitate sentences longer than their short-term memory capacity, but within their span of comprehension, the sentence will be filtered through the same grammatical system that controls the child's spontaneous speech. The CELI was standardized on "white middle-class children from an urban community". This makes the CELI an extremely useful test for children from a standard English speaking community. An audio-tape is necessary for administration to record the child's replies.

- [2] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia,Ontario, Ptarmigan Publishers, 1982, 3-5.

The CELI provides a fairly accurate estimate of a child's syntactic development. Not all grammatical categories within the test have received equal representation, therefore the percentile ranks are questionable for items such as nouns and conjunctions. The low correlations of various subtests with the total score, and the minimal validity suggests caution in interpretation. The test results can be improved by using them along with a measure of syntactic comprehension such as the TACL. The DSS gives more precise description of a child's abilities

- [3] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 408-411.

The CELI is designed to give the examiner diagnostic information about a child's expressive grammatical competence. Normative data is provided, but it is best used as a criterion-referenced device that allows the examiner to determine which specific elements of language the child is producing incorrectly. Although some more work can be done in the areas of validity and reliability, these do appear to be adequate.

- [4] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston,Mass., Allyn and Bacon Inc., 1978, 245-255.

As well as a total error score, the CELI has subscores for each grammatical category. These include Pronouns, Prepositions, Conjunctions, Articles, Adverbs, Wh-Questions, Negatives, Nouns, Adjectives, Verbs, Infinitives and Gerunds.

- [5] **D.V. Allen, L.S. Bliss, and J. Timmons** , Language Evaluation: Science or Art, *Journal of Speech and Hearing Disorders* ,1981,46:1,66-68.

A study was done on 182 white preschool children, ages 36-47 months. The CELI had the highest agreement with clinical judgement; 28% of children judged to be language impaired passed the CELI. The TACL had the greatest discrepancy; 80% of the children judged to be language impaired passed the TACL. The SICS was in the middle, 62% of the language impaired children passed. The large difference should not be too disheartening; tests use normative data and clinicians use internal norms derived from experience. Decisions should be based on both methods.

Purpose Descriptors	oral-reading-paragraphs oral-comprehension
Mode of Presentation	visual-paragraph auditory-question
Mode of Response	oral-paragraph oral-answer
Scoring - Criterion	Grade Equivalents

3. Silent Reading-Graded Paragraphs

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph auditory-question
Mode of Response	oral-answer
Scoring - Criterion	Grade Equivalents

4. Listening Comprehension-Graded Paragraphs

Purpose Descriptors	listening-comprehension
Mode of Presentation	auditory-paragraph auditory-question
Mode of Response	oral-answer
Scoring - Criterion	Grade Equivalents

5. Spelling Survey

Purpose Descriptors	spelling-general
Mode of Presentation	auditory-word
Mode of Response	write-word
Scoring - Criterion	Grade Equivalents

Reliability Information

1. Reliability information in manual? - No

Validity Information

1. Information regarding content validity in manual?
- No

Reviews

- [1] **O.K. Buross** editor , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 1234-1235.

1. M.S. Johnson: The detailed recording methods should reconstruct the exact way in which the child responded. The distribution of factual, inferential, and vocabulary questions varies considerably with each reading selection. There are some inconsistencies between the illustrations and the text. The words in the title are not included in the reading scores but obviously will be read by the student. The CRI is adequate to provide information on a child's reading levels word recognition and comprehension abilities. It is a quick inventory and a valuable asset to any classroom program.

- [2] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students:Strategies and Procedures*, Columbus,Ohio, Merrill, 1981, 360-361.

The CRI is a useful tool for the assessment of word recognition and comprehension skills. The test cannot be used to determine below average reading performance since the test is not normed. It is appropriate for determining strengths and weaknesses in various types of word recognition and comprehension skills required in oral reading. It is an informal reading inventory.

- [3] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities(2nd ed.)*, Boston,Mass., Allyn and Bacon Inc., 1981, 202-203.

It is obvious that the standards for the reading levels were set by the author, and do not represent true pupil performances. Hence they may or may not be relevant to pupil classroom performances. No data is offered regarding standardization, validity or reliability. The author has simply created an abbreviated informal inventory with all the usual questionable assumptions about actual pupil reading performances.

- [4] **G. Wallace, and S.C. Lawson** , *Educational Assessment of Learning Problems:Testing for Teaching*, Boston,Mass., Allyn and Bacon Inc., 1978, 326-327.

The author suggests that elementary teachers without prior individualized diagnostic experience can use this inventory. The test is for instructional not classification purposes.

- [5] **B. Horodezky, and G. Labercane** , *Criterion-Referenced Tests as Predictors of Reading Performance*, *Educational and Psychological Measurement* ,1983,43:2,657-662.

In this study 111 students were given the Ginn criterion referenced Reading Management Systems of Tests (GRMS), the SDRT and the CRI. The results showed that all tests were effective at the grade 1 level, but at grade 2 and 3 the GRMS were less effective. CRI was effective at all grades.

Canadian Test of Basic Skills-Multi Level Edition (CTBS-M)

Ethel M. King(Editor)
Calgary, Alberta

A.N. Hieronymus
University of Iowa

E.F. Lindquist
University of Iowa

H.D. Hoover
University of Iowa

Publisher
Publication date
Cost
Type of Test

Nelson Canada Limited
1982
\$200
general achievement
group use
both norm and criterion referenced
easy
easy
Scoring aids available

Ease of administration
Ease of scoring

Global Scores

Grade Equivalent
Stanine Score
Percentiles

Composite Scores

Total Language Score
Total Work Study Score
Total Mathematics Score

Available levels

Level 9 - 14

Level 9 - 14

Range	Ages 8 - 14 Grades 3 - 8
Equivalent forms	2
Administration Time	244 minutes
Subtests	V:Vocabulary R:Reading Comprehension L-1:Language Skills-Spelling L-2:Language Skills-Capitalization L-3:Language Skills-Punctuation L-4:Language Skills-Usage W-1:Work Study Skills-Visual Material W-2:Work Study Skills-Reference Material M-1:Mathematics-Concepts M-2:Mathematics-Problem Solving M-3:Mathematics-Computations

1. V:Vocabulary

Purpose Descriptors	synonyms context
Mode of Presentation	timed visual-sentence visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

2. R:Reading Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	timed visual-picture visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

3. L-1:Language Skills-Spelling

Purpose Descriptors	spelling-identify-correct
Mode of Presentation	timed visual-several-words
Mode of Response	select-error
Scoring- Normed	Same as global.

4. L-2:Language Skills-Capitalization

Purpose Descriptors	capitalization
Mode of Presentation	timed visual-sentence
Mode of Response	select-error
Scoring- Normed	Same as global.

5. L-3:Language Skills-Punctuation

Purpose Descriptors	punctuation
Mode of Presentation	timed visual-sentence
Mode of Response	select-error
Scoring- Normed	Same as global.

6. L-4:Language Skills-Usage

Purpose Descriptors	language-usage
Mode of Presentation	timed visual-sentence
Mode of Response	select-error
Scoring- Normed	Same as global.

7. W-1:Work Study Skills-Visual Material

Purpose Descriptors	reference-skills
Mode of Presentation	timed visual-graphs visual-map visual-sentence visual-question visual-directions
Mode of Response	select-answer
Scoring- Normed	Same as global.

8. W-2:Work Study Skills-Reference Material

Purpose Descriptors	reference-skills
Mode of Presentation	timed visual-table visual-picture visual-sentence visual-question visual-dictionary-entry visual-directions
Mode of Response	select-answer
Scoring- Normed	Same as global.

9. M-1:Mathematics-Concepts

Purpose Descriptors
math-readiness
computation-whole-numbers
computation-fractions
computation-decimals
geometry
time
money
measurement
higher-order-computations

Mode of Presentation
timed
visual-graphs
visual-figure
visual-picture
visual-number
visual-computations
visual-sentence
visual-question
visual-several-numbers

Mode of Response
select-math-symbols
select-figure
select-number
select-computation
select-answer

Scoring- Normed
Same as global.

10. M-2:Mathematics-Problem Solving

Purpose Descriptors
problem-solving
money

Mode of Presentation
timed
visual-table
visual-picture
visual-sentence
visual-paragraph
visual-question
visual-several-numbers

Mode of Response
select-number
select-answer

Scoring- Normed
Same as global.

11. M-3:Mathematics-Computations

Purpose Descriptors	computation-whole-numbers computation-fractions computation-decimals
Mode of Presentation	timed visual-computations visual-several-numbers
Mode of Response	select-number
Scoring- Normed	Same as global.

Norming Information

Norming date	1981	1973
Sample size	16	51
Place normed	Canada Canada	
Sample Range	Grades 3 - 8 Grades 3 - 8	Ages 8 - 14
Sample similar to national population	Yes	
Norming date	1966	
Sample size	Not Available	
Place normed	Canada	
Sample Range	Grades 3 - 8	
Sample similar to national population	Yes	
Norming info in manual?	No	

Reliability Information

1. Split-half reliability: 0.97 - 0.98
2. Reliability information in manual? - No Name of Publication CTBS
Technical Manual Date of Publication :

Validity Information

1. Information regarding content validity in manual?
- Yes

Reviews

- [1] **O.K. Buros editor** , *The Seventh Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1972, 15-16.

1. L.B. Birch: The teachers must accept, on the reputation of the test designers, many of the bases upon which the conclusions are made. The CTBS has such a long line of respected antecedents that its status need never be in doubt. The CTBS is based on the Iowa Test of Basic Skills.

Canadian Test of Basic Skills-Primary Battery (CTBS-P)

Ethel M. King
University of Calgary

A.N. Hieronymus
University of Iowa

E.F. Linguist
University of Iowa

H.D. Hoover
University of Iowa

Publisher
Edition
Publication date
Cost
Type of Test

Nelson Canada Limited
0
1982
\$155
general achievement
group use
both norm and criterion referenced
easy
easy
Scoring aids available

Ease of administration
Ease of scoring

Global Scores

Grade Equivalent
Stanine Score
Percentiles

Composite Scores

Total Reading Scores
Total Language Score
Total Work Study Score
Total Mathematics Score

Available levels

Level 5
Level 6
Level 7
Level 8

Level 5

Range	Ages 5.0 - 6.5 Grades K.2 - 1.5
Equivalent forms	only one form
Administration Time	115 minutes
Subtests	Li:Listening V:Vocabulary WA:Word Analysis L:Language M:Mathematics

1. Li:Listening

Purpose Descriptors	listening-comprehension processing-auditory-directions
Mode of Presentation	visual-picture auditory-paragraph repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Same as global.

2. V:Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture auditory-word auditory-sentence repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Same as global.

3. WA:Word Analysis

Purpose Descriptors	identify-letter letter-sounds-general identifying-initial-phonemes identifying-final-phoneme rhyming-words
Mode of Presentation	visual-picture visual-several-letters visual-several-words auditory-letter-name auditory-letter-sound auditory-word repeated-auditory-instructions
Mode of Response	select-letter select-picture select-word
Scoring- Normed	Same as global.

4. L:Language

Purpose Descriptors	general-knowledge language-usage word-meanings
Mode of Presentation	visual-picture auditory-word auditory-several-words auditory-question repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Same as global.

5. M:Mathematics

Purpose Descriptors	math-readiness
Mode of Presentation	visual-picture visual-several-numbers auditory-question auditory-directions
Mode of Response	select-picture select-number
Scoring- Normed	Same as global.

Level 6

Range	Ages 5.5 - 7.0 Grades K.8 - 1.9
Equivalent forms	only one form
Administration Time	160 minutes
Subtests	Li:Listening V:Vocabulary WA:Word Analysis R-1:Reading-Words R-2:Reading-Pictures R-3:Reading Sentences R-4:Reading-Word Attack R-5:Reading-Picture-Stories L:Language M:Mathematics

1. Li:Listening

Purpose Descriptors	listening-comprehension processing-auditory-directions
Mode of Presentation	visual-picture auditory-paragraph auditory-directions repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Same as global.

2. V:Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture auditory-word auditory-sentence repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Same as global.

3. WA:Word Analysis

Purpose Descriptors	identify-letter letter-sounds-general identifying-initial-phonemes identifying-final-phoneme rhyming-words substitution-initial-consonants blending-word-parts- > words word-meanings
Mode of Presentation	visual-picture visual-several-letters visual-phoneme visual-word-parts auditory-letter-name auditory-word auditory-several-words repeated-auditory-instructions
Mode of Response	select-picture select-letter select-phoneme
Scoring- Normed	Same as global.

4. R-1:Reading-Words

Purpose Descriptors	identify-word
Mode of Presentation	visual-several-words auditory-word auditory-sentence repeated-auditory-instructions
Mode of Response	select-word
Scoring- Normed	Raw Scores Only

5. R-2:Reading-Pictures

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture visual-several-words
Mode of Response	select-word
Scoring- Normed	Raw Scores Only

6. R-3:Reading Sentences

Purpose Descriptors	context
Mode of Presentation	visual-several-words visual-sentence
Mode of Response	select-word
Scoring- Normed	Raw Scores Only

7. R-4:Reading-Word Attack

Purpose Descriptors	identifying-initial-phonemes
Mode of Presentation	visual-sentence visual-paragraph visual-picture repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

8. R-5:Reading-Picture-Stories

Purpose Descriptors	picture-comprehension
Mode of Presentation	visual-picture visual-question
Mode of Response	select-true-false
Scoring- Normed	Raw Scores Only

9. L:Language

Purpose Descriptors	general-knowledge language-usage word-meanings
Mode of Presentation	visual-picture auditory-word auditory-several-words auditory-question repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Same as global.

10. M:Mathematics

Purpose Descriptors	math-readiness
Mode of Presentation	visual-picture visual-several-numbers auditory-question auditory-directions
Mode of Response	select-picture select-number
Scoring- Normed	Same as global.

Level 7

Range	Ages 6.0 - 7.5 Grades 1.7 - 2.6
Equivalent forms	only one form
Administration Time	235 minutes
Subtests	Li:Listening V:Vocabulary WA:Word Analysis R-1:Reading-Pictures R-2:Reading-Sentences R-3:Reading-Stories L-1:Language Skills-Spelling L-2:Language Skills-Capitalization L-3:Language Skills-Punctuation L-4:Language Skills-Usage W-1:Work Study Skills-Visual Material W-2:Work Study Skills-Reference Material M-1:Mathematics-Concepts M-2:Mathematics-Problems M-3:Mathematics-Computations

1. Li:Listening

Purpose Descriptors	listening-comprehension processing-auditory-directions
Mode of Presentation	visual-picture auditory-paragraph auditory-question auditory-directions
Mode of Response	select-picture
Scoring- Normed	Same as global.

2. V:Vocabulary

Purpose Descriptors	word-meanings context
Mode of Presentation	visual-picture visual-sentence visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

3. WA:Word Analysis

Purpose Descriptors	identifying-initial-phonemes identifying-consonant identifying-vowel identifying-final-phoneme identifying-words-with-silent-letters substitution-initial-consonants substitution-letters identifying-long-vowel identifying-short-vowel suffixes forming-compounds
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Mode of Presentation	visual-picture visual-several-words visual-word-parts auditory-letter-name auditory-word repeated-auditory-instructions
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Mode of Response	select-picture select-word select-nonsense-word select-word-parts
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Scoring- Normed	Same as global.
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4. R-1:Reading-Pictures

Purpose Descriptors	picture-comprehension context
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Mode of Presentation	visual-picture visual-sentence visual-several-words
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Mode of Response	select-word select-true-false
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Scoring- Normed	Raw Scores Only
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5. R-2:Reading-Sentences

Purpose Descriptors	silent-comprehension general-knowledge
Mode of Presentation	visual-question
Mode of Response	select-true-false
Scoring- Normed	Raw Scores Only

6. R-3:Reading-Stories

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Raw Scores Only

7. L-1:Language Skills-Spelling

Purpose Descriptors	spelling-identify-correct
Mode of Presentation	visual-several-words auditory-sentence auditory-several-words
Mode of Response	select-error
Scoring- Normed	Same as global.

8. L-2:Language Skills-Capitalization

Purpose Descriptors	capitalization
Mode of Presentation	visual-paragraph
Mode of Response	select-error
Scoring- Normed	Same as global.

9. L-3:Language Skills-Punctuation

Purpose Descriptors	punctuation
Mode of Presentation	visual-punctuation-mark visual-paragraph
Mode of Response	select-error
Scoring- Normed	Same as global.

10. L-4:Language Skills-Usage

Purpose Descriptors	language-usage sentence-structure
Mode of Presentation	visual-several-sentences auditory-several-sentences
Mode of Response	select-sentence
Scoring- Normed	Same as global.

11. W-1:Work Study Skills-Visual Material

Purpose Descriptors	reference-skills
Mode of Presentation	visual-graphs visual-map visual-picture visual-question auditory-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

12. W-2:Work Study Skills-Reference Material

Purpose Descriptors	reference-skills visual-association
Mode of Presentation	visual-table visual-picture visual-dictionary-entry visual-question auditory-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

13. M-1:Mathematics-Concepts

Purpose Descriptors	math-general
Mode of Presentation	visual-picture visual-several-numbers visual-computations visual-several-words auditory-sentence auditory-question auditory-directions
Mode of Response	select-answer
Scoring- Normed	Same as global.

14. M-2:Mathematics-Problems

Purpose Descriptors	problem-solving
Mode of Presentation	visual-several-numbers auditory-sentence auditory-question
Mode of Response	select-number
Scoring- Normed	Same as global.

15. M-3:Mathematics-Computations

Purpose Descriptors	computation-whole-numbers
Mode of Presentation	visual-several-numbers auditory-computations visual-computations
Mode of Response	select-number
Scoring- Normed	Same as global.

Level 8

Range	Ages 7.0 - 8.0 Grades 2.7 - 3.5
Equivalent forms	only one form
Administration Time	235 minutes
Subtests	Li:Listening V:Vocabulary WA:Word Analysis R-1:Reading-Pictures R-2:Reading-Sentences R-3:Reading-Stories L-1:Language Skills-Spelling L-2:Language Skills-Capitalization L-3:Language Skills-Punctuation L-4:Language Skills-Usage W-1:Work Study Skills-Visual Materials W-2:Work Study Skills-Reference Material M-1:Mathematics-Concepts M-2:Mathematics-Problems M-3:Mathematics-Computations

1. Li:Listening

Purpose Descriptors listening-comprehension
processing-auditory-directions

Mode of Presentation visual-picture
auditory-paragraph
auditory-question
auditory-directions
repeated-auditory-instructions

Mode of Response select-picture

Scoring- Normed Same as global.

2. V:Vocabulary

Purpose Descriptors word-meanings
context

Mode of Presentation visual-picture
visual-sentence
visual-several-words

Mode of Response select-word

Scoring- Normed Same as global.

3. WA:Word Analysis

Purpose Descriptors	identifying-initial-phonemes identifying-consonant identifying-vowel identifying-final-phoneme identifying-words-with-silent-letters substitution-initial-consonants substitution-letters identifying-long-vowel identifying-short-vowel suffixes forming-compounds
Mode of Presentation	visual-picture visual-several-words visual-word-parts auditory-letter-name auditory-word repeated-auditory-instructions
Mode of Response	select-picture select-word select-nonsense-word select-word-parts
Scoring- Normed	Same as global.

4. R-1:Reading-Pictures

Purpose Descriptors	picture-comprehension context
Mode of Presentation	visual-picture visual-sentence visual-several-words
Mode of Response	select-word
Scoring- Normed	Raw Scores Only

5. R-2:Reading-Sentences

Purpose Descriptors	silent-comprehension general-knowledge
Mode of Presentation	visual-question
Mode of Response	select-true-false
Scoring- Normed	Raw Scores Only

6. R-3:Reading-Stories

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Raw Scores Only

7. L-1:Language Skills-Spelling

Purpose Descriptors	spelling-identify-correct
Mode of Presentation	visual-several-words auditory-sentence auditory-several-words
Mode of Response	select-error
Scoring- Normed	Same as global.

8. L-2:Language Skills-Capitalization

Purpose Descriptors	capitalization
Mode of Presentation	visual-paragraph
Mode of Response	select-error
Scoring- Normed	Same as global.

9. L-3:Language Skills-Punctuation

Purpose Descriptors	punctuation
Mode of Presentation	visual-punctuation-mark visual-paragraph
Mode of Response	select-error
Scoring- Normed	Same as global.

10. L-4:Language Skills-Usage

Purpose Descriptors	language-usage sentence-structure
Mode of Presentation	visual-several-sentences auditory-several-sentences
Mode of Response	select-sentence
Scoring- Normed	Same as global.

11. W-1:Work Study Skills-Visual Materials

Purpose Descriptors	reference-skills
Mode of Presentation	visual-graphs visual-map visual-picture visual-question auditory-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

12. W-2:Work Study Skills-Reference Material

Purpose Descriptors	reference-skills visual-association
Mode of Presentation	visual-table visual-picture visual-dictionary-entry visual-question auditory-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

13. M-1:Mathematics-Concepts

Purpose Descriptors	math-general
Mode of Presentation	visual-picture visual-several-numbers visual-computations visual-several-words auditory-sentence auditory-question auditory-directions
Mode of Response	select-answer
Scoring- Normed	Same as global.

14. M-2:Mathematics-Problems

Purpose Descriptors	problem-solving
Mode of Presentation	visual-several-numbers auditory-sentence auditory-question
Mode of Response	select-number
Scoring- Normed	Same as global.

15. M-3:Mathematics-Computations

Purpose Descriptors	computation-whole-numbers
Mode of Presentation	visual-several-numbers auditory-computations visual-computations
Mode of Response	select-number
Scoring- Normed	Same as global.

Norming Information

Norming date	1980	1973
Sample size	12	5
Place normed	Canada Canada	
Sample Range	Grades 1 - 2 Grades K - 3	Ages 5.0 - 8.0
Sample similar to national population	Yes	
Norming date	1966	
Sample size	9.906	
Place normed	Canada	
Sample Range	Grades K - 4	
Sample similar to national population	Yes	
Norming info in manual?	No	

Reliability Information

1. Split-half reliability: 0.75 - 0.92
2. Reliability information in manual? - No Name of Publication CTBS
Technical Manual Date of Publication :

Validity Information

1. Information regarding content validity in manual?
- Yes

Reviews

- [1] **G. Ralph, and P. Park** , *Special Educational Material and Resources*, Ontario,Canada, Ontario Ministry of Education, 1982, 1104.

The CTBS-P is relevant because of frequent revisions. The manuals are good. The test is easily hand scored. The norming population is clearly defined. Some tests are quite long, especially for the lower grades.

Decoding Skills Test (Decoding)

Ellis Richardson
Long Island Research Institute

Barbara DiBenedetto
Long Island Research Institute

Arlene Adler
SUNY

Publisher
Publication date
Cost
Type of Test

1980
Not Available
reading
individual use
criterion-referenced

Ease of administration
Ease of scoring

easy
easy

Global Scores

Grade Equivalents

Available levels

There is only one level.

Range	Grades 1 - 5
Equivalent forms	only one form
Administration Time	15 - 60 minutes
Subtests	Basal Word Recognition Phonics Decoding Oral Reading

1. Basal Word Recognition

Purpose Descriptors	reading-words sight-words
Mode of Presentation	timed visual-word
Mode of Response	oral-word
Scoring - Criterion	Grade Equivalents

2. Phonics Decoding

Purpose Descriptors	reading-words reading-nonsense-words reading-words-one-syllable reading-words-multi-syllable reading-words-single-consonant reading-words-consonant-combination reading-words-single-vowel reading-words-vowel-combinations
Mode of Presentation	timed visual-word visual-nonsense-word
Mode of Response	oral-word oral-nonsense-words
Scoring - Criterion	Grade Equivalents

3. Oral Reading

Purpose Descriptors	oral-reading-paragraphs
Mode of Presentation	timed visual-paragraph
Mode of Response	oral-paragraph
Scoring - Criterion	Grade Equivalents

Reliability Information

1. Split-half reliability: 0.95 - 0.99
2. Reliability information in manual? - Unknown

Validity Information

1. Criterion/predictive validity
 - a. ITBS
 - i. Year : 1978
 - ii. Range of correlations : 0.61 - 0.86
 - iii. Information in manual? - Unknown
2. Concurrence validity
 - a. GORT
 - i. Year : 1978
 - ii. Range of correlations : 0.44 - 0.78
 - iii. Information in manual? - Unknown
 - b. NYC
 - i. Year : 1978
 - ii. Range of correlations : 0.66 - 0.76
 - iii. Information in manual? - Unknown
3. Information regarding content validity in manual?
- Unknown

Reviews

E. Richardson, B. DiBenedetto, and A. Adler , Use of Decoding Skills Test To Study Differences Between Good and Poor Readers, *Advances in Learning and Behavioral Disabilities* ,1982,1,25-74.

The authors' review of the literature concerning sound-blending skills, which at least in part must be dependent on phonic processing, shows that this skill bears a moderate to strong correlation with reading achievement. The studies on good and poor readers show that children who are experiencing severe difficulty in reading display an inordinate lack of facility with the phonetic code. There is a short form of the Decoding test with only the first two subtests, which can be given in 5-10 minutes. The short form can be used as a screening device or a measure of reading achievement for program evaluation or for reader group definitions.

Durrell Listening Reading Series (DLRS)

Donald D. Durrell
Boston University

Mary B. Bassard

Mary T. Hayes

Publisher
Publication date
Cost
Type of Test

Harcourt Brace Jovanovich Inc.
1970
\$30

Ease of administration
Ease of scoring

reading
group use
norm-referenced
requires some training
requires extensive training and practice

Global Scores

Age Equivalent
Grade Equivalent
Stanine Score
Percentiles

Composite Scores

Listening Score
Reading Score

Available levels

Primary
Intermediate
Advanced

Primary

Range	Grades 1.0 - 3.5
Equivalent forms	2
Administration Time	140 - 180 minutes
Subtests	Vocabulary Listening Vocabulary Reading Sentence Listening Sentence Reading

1. Vocabulary Listening

Purpose Descriptors	word-meanings listening-comprehension
Mode of Presentation	auditory-word visual-several-words visual-picture
Mode of Response	select-category
Scoring- Normed	Same as global.

2. Vocabulary Reading

Purpose Descriptors	word-meanings silent-comprehension
Mode of Presentation	visual-word visual-several-words visual-picture
Mode of Response	select-category
Scoring- Normed	Same as global.

3. Sentence Listening

Purpose Descriptors	listening-comprehension
Mode of Presentation	auditory-sentence visual-several-words visual-picture
Mode of Response	select-category
Scoring- Normed	Same as global.

4. Sentence Reading

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-sentence visual-several-words visual-picture
Mode of Response	select-category
Scoring- Normed	Same as global.

Intermediate

Range	Grades 3.5 - 6.0
Equivalent forms	2
Administration Time	170 - 195 minutes
Subtests	Vocabulary Listening Vocabulary Reading Paragraph Listening Paragraph Reading

1. Vocabulary Listening

Purpose Descriptors	word-meanings listening-comprehension
Mode of Presentation	auditory-word visual-several-words visual-picture
Mode of Response	select-category
Scoring- Normed	Same as global.

2. Vocabulary Reading

Purpose Descriptors	word-meanings silent-comprehension
Mode of Presentation	visual-word visual-several-words visual-picture
Mode of Response	select-category
Scoring- Normed	Same as global.

3. Paragraph Listening

Purpose Descriptors	listening-comprehension
Mode of Presentation	auditory-paragraph auditory-sentence
Mode of Response	select-true-false
Scoring- Normed	Same as global.

4. Paragraph Reading

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-sentence
Mode of Response	select-true-false
Scoring- Normed	Same as global.

Advanced

Range	Grades 7 - 9
Equivalent forms	2
Administration Time	160 - 190 minutes
Subtests	Vocabulary Listening Vocabulary Reading Paragraph Listening Paragraph Reading

1. Vocabulary Listening

Purpose Descriptors	word-meanings listening-comprehension
Mode of Presentation	auditory-word visual-several-words
Mode of Response	select-category
Scoring- Normed	Same as global.

2. Vocabulary Reading

Purpose Descriptors	word-meanings silent-comprehension
Mode of Presentation	visual-word visual-several-words
Mode of Response	select-category
Scoring- Normed	Same as global.

3. Paragraph Listening

Purpose Descriptors	listening-comprehension
Mode of Presentation	auditory-paragraph auditory-sentence
Mode of Response	select-true-false
Scoring- Normed	Same as global.

4. Paragraph Reading

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-sentence
Mode of Response	select-true-false
Scoring- Normed	Same as global.

Norming Information

Norming date	1969
Sample size	22
Place normed	USA
Sample Range	Not Available
Sample similar to national population	Yes
Norming info in manual?	Unknown

Reliability Information

1. Split-half reliability: 0.80
2. Kuder-Richardson reliability: 0.80
3. Reliability information in manual? - Unknown

Validity Information

1. Concurrence validity
 - a. MAT-reading
 - i. Year : 1969
 - ii. Range of correlations : 0.15 - 0.85
 - iii. Information in manual? - Unknown
 - b. ITBS-reading
 - i. Year : 1969
 - ii. Range of correlations : 0.15 - 0.85
 - iii. Information in manual? - Unknown
2. Information regarding content validity in manual?
- Unknown

Reviews

- [1] **O.K. Buros editor** , *The Seventh Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1972, 1132-1136.

1. J.R. Bormuth: This test represents unusually sophisticated work in the selection of test content, it is a model for other test makers. The total test may not be valid but each subtest is useful in its own right. Content validity is outstanding.

2. G.D. Spache: The DLRS is the best of all the Durrell tests. Standardization is broader; equating of the parallel tests at each level and item analysis to improve discrimination between grade levels were more carefully done; adequate reliability data and standard error of measurement are now offered; and the reliabilities of the tests are probably now sufficient for the direct comparisons recommended. Extended use of the series might eventually serve to clarify the expectations of parallel listening and reading performances in normal and atypical or minority populations. As it is now, we have no real evidence to justify the basic assumptions made by the authors in preparing the series.

- [2] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education: a division of Pitman Learning Inc., 1980, 52-55.

The strength of the DLRS lies in the parallel subtests which allow a direct comparison of listening and reading comprehension. The manual is clearly written. The content was carefully selected to reflect the language used in classroom instruction. The assumption that listening comprehension is the best single predictor of reading potential is open to question. The Potential Reading Grade Equivalent score is the score students would obtain if they could read as well as they listen. The concurrent validity is weak. Some of the categories are hard to illustrate and understand.

- [3] **T.A. Wood** , The Useability of the Adopted DLRS with Students in Intermediate Grades(Visually Handicapped Students), *Yearbook of Special Education* ,1980-81,6,232-236.

The DLRS was adopted in 1977 into large print and Braille editions. The study was done in May 77 on 71 subjects in grades 4, 5 and 6. The criterion validity results were as follows: SAT-Reading Comprehension with DLRS-Listening 0.69 and DLRS-Reading 0.89. Split-half reliabilities for Listening 0.91, Reading 0.93 and for the total test 0.96. Therefore, the internal consistency is high, and the DLRS seems reliable for visually-handicapped students. The sample was very small, and generalizations should not be applied too liberally.

Diagnostic Reading Scales (DRS)

George D. Spache
New York University

Publisher	CTB/McGraw Hill Division
Edition	3
Publication date	1981
Cost	\$100
Type of Test	reading individual use norm-referenced
Ease of administration	requires some training
Ease of scoring	requires some training Scoring aids available
Global Scores	No Scores
Available levels	There is only one level.

Range	Grades 1.4 - 7.5
Equivalent forms	2
Administration Time	60 minutes
Subtests	Word Recognition Oral Reading Silent Comprehension Listening Comprehension Word Analysis-Initial Consonant Word Analysis-Final Consonant Word Analysis-Consonant Digraphs Word Analysis-Consonant Blends Word Analysis-Initial Consonant Substitutiion Word Analysis-Initial Consonant Sounds Word Analysis-Auditory Discrimination Word Analysis-Short and Long Vowel Sounds Word Analysis-Vowels with R Word Analysis-Vowel Diphongs and Digraphs Word Analysis-Common Syllables and Phonograms Word Analysis-Blending

1. Word Recognition

Purpose Descriptors	reading-words
Mode of Presentation	auditory-word
Mode of Response	oral-word
Scoring- Normed	Grade Equivalent

2. Oral Reading

Purpose Descriptors	oral-reading-paragraphs oral-comprehension
Mode of Presentation	timed visual-paragraph auditory-question
Mode of Response	oral-paragraph oral-answer
Scoring- Normed	Grade Equivalent

3. Silent Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	timed visual-paragraph auditory-question
Mode of Response	oral-answer
Scoring- Normed	Grade Equivalent

4. Listening Comprehension

Purpose Descriptors	listening-comprehension
Mode of Presentation	auditory-paragraph auditory-question
Mode of Response	oral-answer
Scoring- Normed	Grade Equivalent

5. Word Analysis-Initial Consonant

Purpose Descriptors	reading-words-initial-consonant reading-words-initial-consonant-combina reading-words-one-syllable reading-nonsense-words
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

6. Word Analysis-Final Consonant

Purpose Descriptors	reading-words-initial-consonant reading-words-final-consonant reading-words-one-syllable reading-nonsense-words
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

7. Word Analysis-Consonant Digraphs

Purpose Descriptors	reading-nonsense-words reading-words-consonant-combination
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

8. Word Analysis-Consonant Blends

Purpose Descriptors	reading-nonsense-words reading-words-consonant-combination
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

9. Word Analysis-Initial Consonant Substitution

Purpose Descriptors	substitution-initial-consonants
Mode of Presentation	visual-letter visual-word
Mode of Response	oral-word oral-word-parts
Scoring - Criterion	No Scores

10. Word Analysis-Initial Consonant Sounds

Purpose Descriptors	identifying-initial-consonant
Mode of Presentation	auditory-word
Mode of Response	oral-letter-name
Scoring - Criterion	No Scores

11. Word Analysis-Auditory Discrimination

Purpose Descriptors	auditory-discrimination
Mode of Presentation	auditory-word-pairs
Mode of Response	orally-select-true-false
Scoring - Criterion	No Scores

12. Word Analysis-Short and Long Vowel Sounds

Purpose Descriptors	reading-words-single-vowel reading-words-vowel-combinations identifying-short-vowel
Mode of Presentation	visual-word-pairs
Mode of Response	oral-word-pairs select-word
Scoring - Criterion	No Scores

13. Word Analysis-Vowels with R

Purpose Descriptors	reading-nonsense-words reading-words-vowel-with-R
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

14. Word Analysis-Vowel Diphongs and Digraphs

Purpose Descriptors	reading-nonsense-words reading-words-vowel-combinations
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

15. Word Analysis-Common Syllables and Phonograms

Purpose Descriptors	reading-phoneme
Mode of Presentation	visual-phoneme
Mode of Response	oral-phoneme
Scoring - Criterion	No Scores

16. Word Analysis-Blending

Purpose Descriptors	blending-word-parts->nonsense-words
Mode of Presentation	visual-word-parts
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

Norming Information

Norming date	1980	1971
Sample size	534	189
Place normed	USA	
	USA	
Sample Range		Not Available
Sample similar to national population	Unknown	
Norming date	1963	
Sample size	2081	
Place normed	USA	
Sample Range	Not Available	
Sample similar to national population	Unknown	
Norming info in manual?	Yes	

Reliability Information

1. Test-retest reliability: 0.84 - 0.88
2. Equivalent forms reliability: 0.98 - 0.99
3. Kuder-Richardson reliability: 0.87 - 0.91
4. Reliability information in manual? - No Name of Publication Diagnostic Reading Scales Technical Bulletin Date of Publication :

Validity Information

1. Criterion/predictive validity
 - a. WISC
 - i. Year : 1981
 - ii. Range of correlations : 0.80
 - iii. Information in manual? - No
2. Concurrence validity
 - a. Durrell
 - i. Year : 1966
 - ii. Range of correlations : 0.92 - 0.93
 - iii. Information in manual? - No
 - b. Gates-McKillop
 - i. Year : 1966
 - ii. Range of correlations : 0.9 - 0.92
 - iii. Information in manual? - No
 - c. Gray
 - i. Year : 1971
 - ii. Range of correlations : 0.82
 - iii. Information in manual? - No
 - d. Cal-reading
 - i. Year : 1957
 - ii. Range of correlations : 0.63 - 0.92
 - iii. Information in manual? - No
 - e. Botel
 - i. Year : 1966
 - ii. Range of correlations : 0.73
 - iii. Information in manual? - No
 - f. SRI
 - i. Year : 1966
 - ii. Range of correlations : 0.88
 - iii. Information in manual? - No
3. Information regarding content validity in manual?
- No

Reviews

- [1] **O.K. Buros editor** , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 1240-1244.

1. N.L. Roser: 1972 ed.: Because of the difficulty in translating the obtained Instructional Levels into an instructional placement in widely divergent reading materials, an informal inventory using classroom material is recommended. The diagnostic checklists lack specificity and thus provide little insructional payoff for the time spent completing them.

2. R.L. Schreiner: Test results must provide instructionally useful information to users. The grade levels obtained tend to overestimate students performance. The manual is difficult to follow the sentences and directions are too complex.

3. J. Stafford: The Independence Levels are customarily lower than the Instructional Level. In the DRS the Independence Levels are usually higher than the Instructional Levels. The DRS appears to offer considerable potential in diagnosing a wide variety of reading skills and needs.

- [2] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia,Ontario, Ptarmigan Publishers, nil, 21-22.

1972 ed.: The lack of information on the standarization sample suggests caution in interpreting results, so does the lack of validity.

- [3] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education: a division of Pitman Learning Inc., 1980, 36-38.

1972 ed.: The DRS is fairly easy to administer and takes relatively little time. The grade scores are made more useful by the informal information about a student's reading skills that can be obtained. The DRS adequately assesses reading skills and difficulties. It appears more valid through the mid-elementary level, although it extends to students with reading difficulties at higher grade levels. The administrator must have considerable clinical experience. The silent reading rate does not appear to be useful.

- [4] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston,Mass., Allyn and Bacon Inc., 1983, 196-197.

1972 ed.: The DRS uses the terms Instructional and Independence Levels differently than is customary. Most test reviewers find the DRS inflates students grade scores relative to other tests and basil reader placements. It is an

effective instrument for observing and evaluating individual student's comprehension strengths and weaknesses.

- [5] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students:Strategies and Procedures*, Columbus,Ohio, Merrill, 1981, 352-354.

The DRS is useful in determining a student's strengths and weaknesses.

- [6] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 211-213.

The DRS is useful for screening purposes.

- [7] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities(2nd ed.)*, Boston,Mass., Allyn and Bacon Inc., 1981, 203-214.

There is a Technical Bulletin published in 1973 and 1982 in which content validity is covered. Standards for reading levels on the DRS are based on actual error frequencies, this is different from the arbitrary and unrealistic standards set by most tests.

- [8] **W. Eller, and M. Attea** , Three Diagnostic Reading Tests: Some Comparisons, *Vistas in Reading* ,1966,II:I,562-566.

The concurrent correlations with the DRS are as follows: Gates-McKillop Oral Reading 0.9 and Word Analysis 0.92; Durrell Oral Reading 0.91 and Word Analysis 0.96. The predictive validity with ITBS is 0.82.

Developmental Sentence Scoring (DSS)

Laura Lee
Northwestern University

Publisher	Northwestern University Press
Edition	3
Publication date	1974
Cost	Not Available
Type of Test	language individual use norm-referenced
Ease of administration	easy
Ease of scoring	requires some training Scoring aids available
Global Scores	Percentiles

Available levels

There is only one level.

Range	Ages 2 - 7
Equivalent forms	only one form
Administration Time	30 - 60 minutes
Subtests	Verbal Expression

1. Verbal Expression

Purpose Descriptors	verbal-expression language-usage productivity
Mode of Presentation	object visual-picture auditory-conversation
Mode of Response	taped-recorded-responses oral-conversation oral-sentence
Scoring- Normed	Percentiles Raw Scores Only

Norming Information

Norming date	1971
Sample size	200
Place normed	USA
Sample Range	Ages 2.0 - 6
Sample similar to national population	No
Norming info in manual?	Yes

Reliability Information

1. Split-half reliability: **0.73**
2. Reliability information in manual? - Yes

Validity Information

1. Concurrence validity
 - a. CELI-D
 - i. Year : dk
 - ii. Range of correlations : **0.79**
 - iii. Information in manual? - No
2. Information regarding content validity in manual?
- Yes

Reviews

- [1] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, 1982, 5-6.

When the DSS and DST are used together the procedure is called Developmental Sentence Analysis. This provides the clinician with a fairly indepth analysis of the child's syntactic abilities. The test is suited for clinical situations, as it will pinpoint the child's strengths and weaknesses in syntax and may help develop a suitable language intervention program. It is too long to be used as a screening test, the CELI and NSST are recommended instead.

- [2] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont, California, Fearon Education: a division of Pitman Learning Inc., 1980, 169-172.

The strength of the DSS is that it is an inexpensive language assessment procedure. The author's book provides all the information necessary for administration and interpretation. A significant amount of diagnostic information can be obtained by examining the scatter of scores on the DSS charts. The limiting factors are the time involved, and the chance of error when transcribing and scoring the language sample. The norming sample is small so caution should be exercised when using the percentile ranks offered. The end product is a score instead of a descriptive, composite picture of the student's linguistic performance.

- [3] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston, Mass., Allyn and Bacon Inc., 1978, 151-161.

The DSS is perhaps the most comprehensive assessment device of language structure yet developed. It possesses the qualities of a standardized test, but it is also a powerful diagnostic tool. It is time consuming and requires an understanding of the basic psycholinguistic theory. The DSA would appear to be useful only for those children who are in the transition stage between presentence and complete sentence. The DSS is appropriate for a normally developing child, under the age of seven, who speaks in subject-predicate sentences 50% of the time.

- [4] **E.H. Wiig, and E.M. Semel** , *Language Assessment and Intervention*, Columbus, Ohio, Charles E. Merrill Publishing Company, 1980, 102-104.

The assets of the DSS is that it provides a natural measure of syntactic structure in expressive language. The results can be used to formulate immediate prescriptive teaching goals, or to apply to the Interactive Language Development Teaching as a procedure for intervention (Lee, Koenigsknecht, and Mulhern 1975). The standardization and test-retest reliability suggest that the normative data be applied with caution. The test is time consuming and there are problems with variations in transcribing and sampling procedures.

- [5] **L.L. Lee** , *Developmental Sentence Analysis: A Grammatical Assessment Procedure for Speech and Language Clinicians*, Evanston, Illinois, Northwestern University Press, 1974, 132-133.

The 1971 norming of 160 children ages 3.0-6.11 did not include statistical data but merely reported percentile of DSS scores. Later 40 children ages 2.0-2.11 were tested, and the data from all 200 children was subjected to statistical analysis. The order of the grammatical structure was changed according to this study, and reweighted norms were found.

- [6] **L. Lee, and S.M. Canter** , Developmental Sentence Scoring: A Clinical Procedure for Estimating Syntactic Development in Children's Spontaneous Speech, *Journal of Speech and Hearing Disorders* ,1971,36:31,315 - 340.

This is a report on the original study done on 160 subjects ages 3.0-6.0. While individual judgements were not in perfect agreement, the DSS technique seems to be reliable for use by speech clinicians. It is a time consuming and painstaking procedure, and it provides more information than the quicker screening test.

Purpose Descriptors	descriptive-expression language-usage productivity
Mode of Presentation	object visual-picture auditory-conversation
Mode of Response	taped-recorded-responses oral-conversation oral-phrases
Scoring - Criterion	No Scores

Norming Information

Norming date	Not Available
Sample size	Not Available
Place normed	Not Available
Sample Range	Ages 2.0 - 2.11
Sample similar to national population	Unknown
Norming info in manual?	Yes

Reliability Information

1. Reliability information in manual? - No

Validity Information

1. Information regarding content validity in manual?
- Yes

The WRMT provides the examiner with an overall indication of the child's ability in each of the areas tested. Often a more detailed analysis is necessary.

- [9] **T. Mahan, and A. Mahan** , *Assessing Children with Special Needs*, New York, New York, Holt, Rinehart and Winston, 1981, 122-125.

The WRMT represents a serious effort to conceptualize the components of the reading process. This is different from the WRAT-reading which is limited to one aspect of reading. It also attempts to sequence the items to assess these skills from their beginning of use to complete development. There are some problems with the WRMT. One is the limited definition of "comprehension". The second is the statistical sophistication with which the WRMT has been developed; it requires a technical background beyond that of the typical teacher.

- [10] **G. Powell, D. Moore, and B. Callaway** , A Concurrent Validity Study of the Woodcock Word Comprehension Test, *Psychology in the Schools* ,1981,18:1,24-27.

The Word Comprehension subtest of the WRMT is a verbal analogy test. This is questionable in a reading test because it requires reasoning and classification skills. The study included 194 students, ages 6-16, who were referred for intensive testing. It was done in 1978-79. The Word Comprehension subtest compares with a sight vocabulary test with correlations that range from 0.43 to 0.73; with the Passage Comprehension subtest of WRMT from 0.65 to 0.89; and with PPVT 0.15. The performance of the test is more a function of reading performance than a general verbal factor.

- [11] **J.L. Laffey, and D. Kelly** , Test Review: Woodcock Reading Mastery Test, *The Reading Teacher* ,1979,33:3,335-339.

The manual says that a teacher's aid can do the testing, but only an educated observer would be prepared to note and record systematic problems a reader might have. The same person should give and analyze the test. The scoring is very time consuming. There are no performance objectives so no clear cut instructional objectives can be obtained. The boy, girl and SES adjusted norms are good. The standardization is poor; the community size was not related to the U.S. population. Validity and reliability are poor. The standard error of measurement is 3-4 mastery score units which results in a large differences in terms of the grade equivalent scores.

- [12] **F.M. Grossman** , Caution in Interpreting WRAT Standard Scores as Criterion Measures of Achievement in Young Children, *Psychology in the Schools* ,1981,18:2,144-146.

The PIAT and the WRMT are psychometrically superior to the WRAT with regard to selection and representation of standardization samples and attempts to establish content validity. They also appear to reflect more accurately curriculum material used in lower grade classrooms. It is difficult to diagnose specific learning disabilities when you rely on WISC-R and WRAT

The WRMT is a valuable addition in individual oral reading tests. The concept of relative mastery provides a realistic statement of what we can expect of a student in reading tasks. The Word Comprehension and Passage Comprehension subtests should be read silently as that is how they were normed.

- [4] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston,Mass., Allyn and Bacon Inc., 1983, 130-131.

The use of nonsense words presents a problem; some students simply cannot cope with nonsense words and will not read them. If they do not respond, there is no way of knowing which of several skills they are lacking. For this reason the only "precise measurement" that can be obtained is whether the student does or does not possess adequate word-attack skills. This test is not adequate for prescriptive teaching.

- [5] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students: Strategies and Procedures*, Columbus,Ohio, Merrill, 1981, 345-352.

The WRMT has a great many scores, and may seem hard to score. It is not necessary to calculate all possible scores. It is recommended that percentile ranks be found, and to do that you must find several other scores. The standard error of measurement for subtests ranges from 0.7 to 2.9 raw score points; standard error for the total test ranges from 4.7 to 5.0.

- [6] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 213-219.

The test was adequately standardized and provides both traditional and mastery ratings. Reliability data is limited, and the reliability of specific subtests is below desirable standards. The author has gone to great lengths to demonstrate the validity of the tests. The WRMT can provide diagnostic data that may help a classroom teacher pinpoint skill-development strengths and weaknesses in order to plan remedial programs.

- [7] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities(2nd ed.)*, Boston,Mass., Allyn and Bacon Inc., 1981, 226-227.

The reliabilities for the WRMT are reported for only grade two and seven. For the other levels, reliabilities are offered on the prepublished version which is different. The author claims that the test is criterion as well as norm-referenced, but no use is made of item or raw scores as is customary for criterion-referenced tests. No data is offered on concurrent validity. There are SES scores, but the procedure of collecting data on eleven factors is time consuming and most teachers will not attempt it.

- [8] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston,Mass., Allyn and Bacon Inc., 1978, 316-317.

Reviews

- [1] **O.K. Buross** editor , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 1303-1311.

1. C.A. Dwyer: The WRMT is an interesting and ambitious effort, but it is seriously flawed. They make claims to innovations and technical quality that are not supported by data. Reliability is not exceptional. Validity is not good, but no worse than any other major reading test.

2. J.J. Tuinman: The strong points of the WRMT are a wide variety of interpretative scores, a clear concise manual, test directions that are easy to understand, and no multiple choice. The weaknesses are the arbitrary 90% set for proper mastery, and the claims to criterion-referenced interpretations which are ungrounded. It is a valuable tool in the hands of an experienced reading diagnostician but not recommended for general use.

3. A. Bannatyne: An innovative feature is the SES adjusted norms. Although the test does not assess rate of reading or grammatic closure, it is still a valuable addition to the diagnostician's assessment battery.

4. R.L. Allington: The WRMT is designed particularly for clinical and research use. The validity and reliability data is impressive and detailed. Another unique feature is the criterion-referenced Mastery Scale. The WRMT is an excellent individual reading achievement test.

5. C. Houck and LA. Harris:

6. B.B. Proger: The flexibility of the WRMT scores have made many problems in interpretation. It should be a useful addition to any battery of clinical reading instruments.

- [2] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia,Ontario, Ptarmigan Publishers, 1982, 33-34.

The manual is well constructed. Directions for administration and scoring are clear and easy to follow. The test was designed as an diagnostic tool to assess reading skills, but falls short of an indepth measure of these skills. Reliability at higher grades is questionable, validity is acceptable.

- [3] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education:a division of Pitman Learning Inc., 1980, 46-48.

Reliability Information

1. Split-half reliability: 0.97 - 0.99
2. Equivalent forms reliability: 0.83 - 0.97
3. Reliability information in manual? - Yes

Validity Information

1. Information regarding content validity in manual?
- Yes

Purpose Descriptors	silent-comprehension context
Mode of Presentation	visual-picture visual-sentence visual-paragraph
Mode of Response	oral-word
Scoring- Normed	Same as global.

Norming Information

Norming date	1972
Sample size	5252
Place normed	USA
Sample Range	Grades K - 12
Sample similar to national population	No
Norming info in manual?	Yes

Purpose Descriptors	letter-names-general
Mode of Presentation	visual-letter
Mode of Response	oral-letter-name
Scoring- Normed	Same as global.

2. Word Identification Test

Purpose Descriptors	reading-words
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring- Normed	Same as global.

3. Word Attack Test

Purpose Descriptors	reading-nonsense-words
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring- Normed	Same as global.

4. Word Comprehension Test

Purpose Descriptors	language-analogies
Mode of Presentation	visual-several-words
Mode of Response	oral-word
Scoring- Normed	Same as global.

5. Passage Comprehension Test

The results of the study were as follows: significant differences observed between the 1976-78 grade equivalent scores on the reading and spelling subtests. There are higher grade equivalent scores on Level I and lower grade equivalent scores on Level II. Using grade equivalent scores for reevaluation or individual assessment when determining the existence of a learning disability is inappropriate.

- [11] **D.W. Alford, M.W. Moore, and J.L. Simon** , A Preliminary Assessment of the Validity and Usefulness of the WRAT with Visually Handicapped Residential School Students, *Yearbook of Special Education* ,1980-81,6,226-231.

The study included 21 students. Correlations were found between test grade equivalence, teacher ratings, WRAT(1965) standard scores, and WISC-R Verbal IQ.

- [12] **F.M. Grossman** , Caution in Interpreting WRAT Standard Scores as Criterion Measures of Achievement in Young Children, *Psychology in the Schools* ,1981,18:2,144-146.

The PIAT and the WRMT are psychometrically superior to the WRAT with regard to selection and representation of standardization samples and attempts to establish content validity. They also appear to reflect more accurately curriculum material used in lower grade classrooms. It is difficult to diagnose specific learning disabilities when you rely on WISC-R and WRAT alone.

- [13] **J.L. Tramill, J.K. Tramill, R. Thornthwaite, and F. Anderson** , Investigation into the Relationship of the WRAT, PIAT, SORT, and WISC-R in Low Functioning Referrals, *Psychology in the Schools* ,1981,18:2,149-153.

This study included only the reading subtests, in the PIAT, only Reading Comprehension was used. The concurrent validities are as follows: WRAT-PIAT 0.75; SORT-PIAT 0.63; SORT-WRAT 0.26; PIAT-WISC-R 0.17-0.56; WRAT-WISC-R 0.15-0.57; SORT-WISC-R 0.13-0.44. SORT seems to measure a different dimension of reading achievement not covered by WRAT or PIAT. However, the discussed relationship could be due to the lack of standard scores.

levels of academic performance. Decisions can then be made regarding a student's strengths and weaknesses, and eligibility for special educational services.

- [5] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities*(2nd ed.), Boston,Mass., Allyn and Bacon Inc., 1981, 214-217.

1965 ed.: Jastak claims that concurrent validity is best established by comparisons to unlike tests and internal consistency; this is a unique idea. The 1965 edition is a renormed version of the 1936 edition. The 1978 edition is also identical to the first one, except for normative data. We are asked to believe that a test requiring recognition of an average of six to nine words per grade level is a significant measure of overall reading ability.

- [6] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston,Mass., Allyn and Bacon Inc., 1978, 155.

1965 ed.: In 1970 Ferenden and Jacobson found that only the WRAT and Evanson Early Identification Scale (Landsman and Deltard 1967) were valid for predicting school failure.

- [7] **T. Mahan, and A. Mahan** , *Assessing Children With Special Needs*, New York,New York, Holt,Rinehart,and Winston, 1981, 115-119.

The WRAT is a difficult instrument to evaluate. he small standard error of measurement suggests quite stable scores. There is some confusion over whether the WRAT is a screening or a specific diagnostic test; Jastak insists that it is diagnostic.

- [8] **C.T. Ramey,F.A. Campbell, and B.H. Wasik** , Use of Standarized Tests to Evaluate Early Childhood Special Education Programs, *Topics of Early Childhood Special Education* ,1982,1:4,51-60.

The WRAT norms are based on a large but not stratified sample. Critized also for inadequate sampling of content. It estimates achievement level but does not identify problem areas.

- [9] **A.B. Silverstein** , A Comparison of the 1976 and 1978 Norms for the WRAT, *Psychology in the Schools* ,1980,17:3,313-315.

The standard scores for both editions compare closely except Spelling II. The grade ratings are not at all comparable at the upper end of the distribution. When both versions are used in test-retest situations, use the 1978 norms, it is largely an expression of faith that the new norms are somewhat better than the old ones. The norms were based on the same data but the scaling techniques were changed; the manual is not specific about these changes.

- [10] **M.J. Breen, and D.P. Prasse** , A Comparison of the 1976 and 1978 WRAT Test: Implications for the Learning Disabled, *Journal of Learning Disabilities* ,1982,15:1,15-16.

Reviews

- [1] **O.K. Buross editor** , *The Seventh Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1972, 65-68.

1. J.C. Merwin: 1965 ed.: Careful identification of the material leads one to seriously question why these authors chose to label this an "achievement" test. There was no attempt to obtain a representative national sample for norming. The questionably high reliability coefficient of 0.981 makes them suspect, it is not possible to determine the extent to which the split-half reliabilities are affected by the sequential administration and scoring procedures used. The WRAT is a unique, individually administered test. While it possibly could be used as a clinical tool for the psychologist, for general school use it is impractical.

2. R.L. Thorndike: All parts of the test are timed, this along with the fact that the reading test is stopped after a certain number of errors tends to inflate the split-half reliabilities, and cause one to discount the rather startling values reported. The most serious questions arise in terms of validity. This test may be useful to test students with such diverse abilities that it is hard to tell in advance what level of a test is appropriate.

- [2] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education:a division of Pitman Learning Inc., 1980, 19-21.

The WRAT must be viewed as an initial estimate of a student's basic academic skills not as a complete diagnostic instrument. It overestimates reading levels.

- [3] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston,Mass., Allyn and Bacon Inc., 1983, 97,207.

The WRAT is a source of a graded word list similar to Botel, DRS and SORT. In cases where there is no recent group achievement test to serve as a guideline for beginning diagnostic procedures, it is a good procedure to start with a word pronunciation test such as the SDQA or the reading subtest of the WRAT.

- [4] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students: Strategies and Procedures*, Columbus,Ohio, Merrill, 1981, 205-210.

Administering the WRAT and calculating raw scores takes an alert tester. The tester must be thoroughly familiar with the test. There is no score for overall academic achievement. The standard error of measurement is less than 2 raw score points. WRAT results may be used to estimate present

- i. Year : 1975
- ii. Range of correlations : 0.69 - 0.91
- iii. Information in manual? - No

f. SWRT-Silent

- i. Year : 1962
- ii. Range of correlations : 0.74 - 0.78
- iii. Information in manual? - Yes

2. Concurrence validity

a. NSAT

- i. Year : 1962
- ii. Range of correlations : 0.80
- iii. Information in manual? - Yes

b. PIAT

- i. Year : 1975
- ii. Range of correlations : 0.83 - 0.95
- iii. Information in manual? - No

3. Information regarding content validity in manual?

- No

Norming Information

Norming date	1975
Sample size	15
Place normed	USA
Sample Range	Ages 5.0 - 64
Sample similar to national population	No
Norming info in manual?	Yes

Reliability Information

1. Split-half reliability: 0.94 - 0.98
2. Reliability information in manual? - Yes

Validity Information

1. Criterion/predictive validity
 - a. WAIS
 - i. Year : 1977
 - ii. Range of correlations : 0.75 - 0.85
 - iii. Information in manual? - Yes
 - b. WISC
 - i. Year : 1977
 - ii. Range of correlations : 0.82 - 0.84
 - iii. Information in manual? - Yes
 - c. WRIPT
 - i. Year : 1977
 - ii. Range of correlations : 0.76 - 0.87
 - iii. Information in manual? - Yes
 - d. CTMM
 - i. Year : 1977
 - ii. Range of correlations : 0.74 - 0.84
 - iii. Information in manual? - Yes
 - e. GORT

Purpose Descriptors	math-general
Mode of Presentation	timed visual-question
Mode of Response	write-number
Scoring- Normed	Standard Score Grade Equivalent Stanine Score Percentiles

3. Reading

Purpose Descriptors	sight-words
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring- Normed	Standard Score Grade Equivalent Stanine Score Percentiles

Purpose Descriptors	letter-names-capitals-consonants letter-names-capitals-vowels sight-words
Mode of Presentation	timed visual-several-letters visual-word
Mode of Response	select-letter oral-word
Scoring- Normed	Standard Score Grade Equivalent Stanine Score Percentiles

Level II

Range	Ages 12 - 64
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Spelling Arithmetic Reading

1. Spelling

Purpose Descriptors	spelling-general
Mode of Presentation	auditory-word auditory-sentence
Mode of Response	write-word
Scoring- Normed	Standard Score Grade Equivalent Stanine Score Percentiles

2. Arithmetic

Purpose Descriptors	copying-designs spelling-general
Mode of Presentation	timed visual-figure auditory-word auditory-sentence
Mode of Response	draws-figure write-word
Scoring- Normed	Standard Score Grade Equivalent Stanine Score Percentiles

2. Arithmetic

Purpose Descriptors	math-readiness math-general
Mode of Presentation	timed visual-number visual-question auditory-directions
Mode of Response	oral-answer write-number
Scoring- Normed	Standard Score Grade Equivalent Stanine Score Percentiles

3. Reading

Wide Range Achievement Test (WRAT)

Joseph F. Jastak

Sarah Jastak

Publisher	Jastak Associates Incorporated
Edition	5
Publication date	1978
Cost	\$52
Type of Test	general achievement individual use norm-referenced
Ease of administration	requires some training
Ease of scoring	requires some training Scoring aids available
Global Scores	No Scores

Available levels

Level I
Level II

Level I

Range	Ages 5.0 - 11.11
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Spelling Arithmetic Reading

1. Spelling

- [7] **P.J. Thomas** , A Longitudinal Comparison of the WISC and WISC-R With Special Education Pupils, *Psychology in the Schools* ,1980,17:4,437-441.

The study included 276 mildly mentally handicapped children who were originally given the WISC. Three to four years later, 183 were given the WISC and 93 were given the WISC-R. It was concluded that the WISC-R may unfairly penalize special education children who are reevaluated using the WISC-R. Fluctuations in IQ scores due to the instrument of measurement must be recognized and appropriate action taken to insure that children are evaluated for special class placement on a comparable basis.

- [3] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont, California, Fearon Education: a division of Pitman Learning Inc., 1980, 228-237.

The WISC-R is a high quality general purpose intelligence test that compares favorably with other individual scales and will likely remain the most used measure of intelligence within the school system. It is a reliable and well-known instrument that usually provides scores correlating highly with school achievement. Caution must be used in interpreting WISC-R scores. The IQ indicates only a small sample of the student's performance at one moment in time. The WISC-R is not particularly sensitive at either end of the intelligence scale. Several of the subtests have limitations that the examiner should be aware of.

- [4] **J.M. Sattler** , *Assessment of Children's Intelligence*, Philadelphia, PA, W.B. Saunders Company, 1974, 151-206; 511-549.

The standard error of measurement for the Full Scale IQ is 3.19, for Verbal IQ is 3.6 and for Performance IQ is 4.66. The subtests are easy to administer. The reliabilities are extremely high. Standardization is excellent and validity is adequate, though limited. When the supplementary tests are used there is no way of knowing what the scores mean as the norming was done entirely on the regular subtests. There are difficulties in interpreting the subtest scores and profiles.

- [5] **G. Ralph, and P. Park** , *Special Educational Materials and Resources Handbook*, Ontario, Canada, Ontario Ministry of Education, 1982, 2105.

The manual is clear and well organized. Reliability and standardization are good. The WISC-R is interesting to students. There is no reading required by the student. It is useful at both elementary and secondary level. The IQ tables are less precise at the upper and lower ends. There is little validity data available.

- [6] **R.L. Taylor, and J.K. Ivimey** , Diagnostic Use of the WISC-R and McCarthy Scales: A Regression Analysis Approach to Learning Disabilities, *Psychology in the Schools* ,1980,17:3,327-330.

Regression analysis were conducted to determine the combination of scores from the WISC-R and McCarthy scales that best predicted the achievement levels of the subjects. In addition, the scores that best predicted group status as learning-disabled or non-learning-disabled were determined. The study included 30 LD and 30 non-LD students; they were given the WISC-R, McCarthy, and WRAT. The results were as follows: 1) The WISC-R Comprehension, Arithmetic, and Object Assembly and the McCarthy Quantitative, and Memory Indexes were most sensitive to the LD student's achievement. 2) Conversely, the WISC-R Similarities and Arithmetic and the McCarthy Verbal Index were most sensitive to the achievement of the non-LD students. 3) Finally, the McCarthy Perceptual-Performance Index and the WISC-R Vocabulary subtest best discriminated group status.

Reviews

- [1] **O.K. Buross** editor , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 347-355.

1. R.H. Whitworth: The standardization procedure of the WISC-R included a proportional representation of non-white children. Reliability coefficients are as high or higher than the WISC, and are given for all age groups. The studies available suggest that the WISC-R will yield lower scores than the WISC. The WISC-R has significantly minimized the major deficiencies of the WISC while retaining most of its virtues. There are major changes in content, a more active examiner's role and improved scoring criteria.

2. C.K. Tittle: The WISC-R represents an improvement of a well-established test, that is widely used. Changes in the manual facilitate administrators and should reduce scoring difficulties. The test development in the manual does not adequately substantiate Wechsler's definition of intelligence as "the overall capacity of an individual to understand and cope with the world around him."

3. J. Petrosko: The norming sample of the WISC-R is more representative; the tests have been refined. Some attempt has been made to deal with the issue of cultural bias. The WISC-R appears to be a good measure of the capacity to do those things that have traditionally enabled one to succeed in the white middle class world.

4. A. Krichev: The WISC-R seems to be a real change for the better. The more accurate standardization sample, the up-dated norms, and the many item changes make the WISC-R an even more valuable tool than the WISC.

- [2] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia,Ontario, Ptarmigan Publishers, 1982, 101-103.

The WISC-R is adequately standardized and the statistical properties are acceptable. With adequate training the subtests are easy to administer. Some of the items are unfamiliar to Canadian children. A limited IQ range (40-160) is covered. Other drawbacks are: the subjective scoring of some subtests; difficulty in diagnostic interpretation of subtest scores and profiles; possible verbal mediation in completing some performance subtests. As an intelligence test, the WISC-R is a valid and reliable instrument. However, for diagnostic purposes, further testing should be carried out to confirm any conclusions that are based on the profile of subtest scores.

Reliability Information

1. Split-half reliability: 0.7 - 0.85
2. Test-retest reliability: 0.94 - 0.95
3. Reliability information in manual? - Yes

Validity Information

1. Concurrence validity
 - a. WPPSI
 - i. Year : 1973
 - ii. Range of correlations : 0.82
 - iii. Information in manual? - Yes
 - b. WAIS
 - i. Year : 1973
 - ii. Range of correlations : 0.95
 - iii. Information in manual? - Yes
 - c. S-B
 - i. Year : 1972
 - ii. Range of correlations : 0.63 - 0.82
 - iii. Information in manual? - Yes
2. Information regarding content validity in manual?
- No

Purpose Descriptors	solving-mazes
Mode of Presentation	visual-maze
Mode of Response	draws-figure
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Age Equivalent Percentiles

Norming Information

Norming date	1973
Sample size	2200
Place normed	USA
Sample Range	Ages 6.5 - 16.5
Sample similar to national population	Yes
Norming info in manual?	Yes

Purpose Descriptors	social-judgment
Mode of Presentation	auditory-question
Mode of Response	oral-answer
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Age Equivalent Percentiles

10. Coding

Purpose Descriptors	memory-for-coding copying-designs
Mode of Presentation	timed visual-figure
Mode of Response	draws-figure
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Age Equivalent Percentiles

11. Supplementary- Digit Span

Purpose Descriptors	auditory-memory auditory-memory-reversed
Mode of Presentation	auditory-several-numbers
Mode of Response	oral-several-numbers
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Age Equivalent Percentiles

12. Supplementary-Mazes

Purpose Descriptors	copying-block-designs
Mode of Presentation	object visual-figure
Mode of Response	manual-manipulate-objects
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Age Equivalent Percentiles

7. Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Age Equivalent Percentiles

8. Object Assembly

Purpose Descriptors	solving-puzzles
Mode of Presentation	timed visual-picture-puzzle
Mode of Response	manual-manipulate-objects
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Age Equivalent Percentiles

9. Comprehension

Purpose Descriptors	counts-numbers
Mode of Presentation Mode of Response	select-order manual-manipulate-objects
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Age Equivalent Percentiles

5. Arithmetic

Purpose Descriptors	math-readiness problem-solving
Mode of Presentation	timed visual-picture object auditory-sentence auditory-question visual-sentence visual-question
Mode of Response	oral-number manual-manipulate-objects oral-sentence oral-question oral-answer
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Age Equivalent Percentiles

6. Block Design

Purpose Descriptors	visual-closure
Mode of Presentation	visual-picture visual-letter
Mode of Response	oral-word manual-hand-gestures
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Age Equivalent Percentiles

3. Similarities

Purpose Descriptors	general-knowledge word-meanings
Mode of Presentation	auditory-word-pairs auditory-question
Mode of Response	oral-answer
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Age Equivalent Percentiles

4. Picture Arrangement 330

Range	Ages 6 - 17
Equivalent forms	only one form
Administration Time	60 minutes
Subtests	Information Picture Completion Similarities Picture Arrangement 330 Arithmetic Block Design Vocabulary Object Assembly Comprehension Coding Supplementary- Digit Span Supplementary-Mazes

1. Information

Purpose Descriptors	general-knowledge
Mode of Presentation	auditory-question
Mode of Response	oral-answer
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Age Equivalent Percentiles

2. Picture Completion

Wechsler Intelligence Scale for Children- Revised Edition (WISC-R)

David Wechsler
Bellevue Psychiatric Hospital, New York

Publisher	The Psychological Corporation
Edition	2
Publication date	1974
Cost	\$208
Type of Test	intelligence individual use norm-referenced
Ease of administration	requires extensive training and practice
Ease of scoring	requires extensive training and practice Scoring aids available
Global Scores	Quotient Score Standard Score Mean : 10 Standard Deviation : 3 Age Equivalent Percentiles
Composite Scores	Verbal Score Performance Score
Available levels	There is only one level.

Reviews

- [1] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, 1982, 60-61.

The Wepman provides no information on the standardization sample. Data is presented to document increasing scores with increasing age. A second study relating auditory and perceptual ability across grades 1-6 indicates positive and significant relationships over time. Other studies show a relationship between auditory discrimination and reading achievement. Reliability is well documented but validity is questionable.

- [2] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston, Mass., Allyn and Bacon Inc., 1983, 298.

The Wepman is the best known and most used test of auditory discrimination.

- [3] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston, Mass., Houghton Mifflin, 1981, 403-405.

The Wepman should be used with caution and a thorough knowledge of its shortcomings. The reliability is fine, but validity is questionable. Nothing is known about the standardization sample.

- [4] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston, Mass., Allyn and Bacon Inc., 1978, 210.

1958 ed.: The confident interpretation of the Wepman is difficult because no description of the normative population is given in the manual. Failure may occur because the child does not comprehend the concept of same or different. Therefore, the Wepman should be used only as an informal measure of auditory skills.

Norming Information

Norming date	1957
Sample size	533
Place normed	USA
Sample Range	Ages 5 - 8 Grades K - 3
Sample similar to national population	No
Norming info in manual?	Unknown

Reliability Information

1. Test-retest reliability: 0.91 - 0.95
2. Equivalent forms reliability: 0.92
3. Reliability information in manual? - Unknown

Validity Information

1. Criterion/predictive validity
 - a. MAT
 - i. Year : dk
 - ii. Range of correlations : 0.24 - 0.39
 - iii. Information in manual? - Unknown
2. Information regarding content validity in manual?
- Unknown

One test that has particular strength is the TWS. It is based upon educational theories that research has confirmed to be valid. Each word selected was used in ten commonly used basal spelling series. The use of Predictable and Unpredictable words represents a departure from current tests. The reliability and validity are amply demonstrated. The TWS is designed to provide only a general estimate of spelling ability. A discussion of the ways in which results can be interpreted is provided in the manual. Sources of additional information regarding informal diagnostic techniques are also given.

Reviews

- [1] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, 1982, 39-40.

The TWS has acceptable reliability and validity. Some diagnostic and program planning information is available when responses are analyzed. The manual is clearly written and well organized. Primary grade children may have trouble with the unpredictable words, which makes the test more effective with older students. The Spelling Quotient carries little meaning. The TWS is a strong example of a norm-referenced, individually administered test of spelling. When used appropriately it is a valuable tool.

- [2] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont, California, Fearon Education: a division of Pitman Learning Inc., 1980, 57-59.

The TWS is well constructed and well normed, it has good reliability and validity. Information on item validity and percentage of difficulty for each word is presented. The words selected as unpredictable are less familiar and so much harder to spell. These are too hard for the primary grades and so the test is more effective at grade four and over. The Spelling Quotient (similar to an IQ) adds little information to the Spelling Age and Grade Equivalent scores.

- [3] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students: Strategies and Procedures*, Columbus, Ohio, Merrill, 1981, 465-468.

The TWS does not present any guidelines for determining below average performance. The standard error of measurement is 1.3 to 2.8 raw score points on Predictable words, and 0.2 to 2.2 raw score points on Unpredictable words and 1.4 to 3.8 on the total test. The TWS appears to be a useful tool for the assessment of spelling skills, it is easy to administer and yields several scores. Other tests must be used to determine below average performance on spelling. An alternative could be the Spelling subtest of the TOWL, which is an abbreviated version of this test, and gives normally distributed scaled scores.

- [4] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education (2nd ed.)*, Boston, Mass., Houghton Mifflin, 1981, 421-424.

The TWS appears to be a valuable tool. The reliability is excellent, the KR-21 formula was used to compute internal-consistency. The KR-21 only approximates the true reliability score and should only be used when the items are of equal difficulty, thus it should not have been used on the TWS. The validity is excellent. Some diagnostic information is possible as a result of breaking the spelling words into Predictable and Unpredictable.

- [5] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston, Mass., Allyn and Bacon Inc., 1978, 376.

Reliability Information

1. Kuder-Richardson reliability: 0.78 - 0.91
2. Reliability information in manual? - Yes

Validity Information

1. Concurrence validity
 - a. Durrell-Spelling
 - i. Year : 1976
 - ii. Range of correlations : 0.90
 - iii. Information in manual? - Yes
 - b. WRAT-Spelling
 - i. Year : 1976
 - ii. Range of correlations : 0.84
 - iii. Information in manual? - Yes
 - c. Cal-Spelling
 - i. Year : 1976
 - ii. Range of correlations : 0.80
 - iii. Information in manual? - Yes
 - d. SRA-Spelling
 - i. Year : 1976
 - ii. Range of correlations : 0.69
 - iii. Information in manual? - Yes
2. Information regarding content validity in manual?
- Yes

Purpose Descriptors	spelling-phonetically-regular-words spelling-common-words
Mode of Presentation	auditory-word auditory-sentence
Mode of Response	write-word
Scoring- Normed	Same as global.

2. Unpredictable Words

Purpose Descriptors	spelling-phonetically-irregular-words spelling-common-words
Mode of Presentation	auditory-word auditory-sentence
Mode of Response	write-word
Scoring- Normed	Same as global.

Norming Information

Norming date	1975
Sample size	4544
Place normed	USA
Sample Range	Ages 6 - 13 Grades 1 - 8
Sample similar to national population	No
Norming info in manual?	Yes

Test of Written Spelling (TWS)

Stephen C. Larson
University of Texas

D.D. Hammill
Temple University

Publisher
Publication date
Cost
Type of Test

PRO ED Publishing
1976
\$38
spelling
either individual or group use
norm-referenced
easy
easy
Scoring aids available

Ease of administration
Ease of scoring

Global Scores

Quotient Score
Age Equivalent
Grade Equivalent

Available levels

There is only one level.

Range	Ages 5 - 15 Grades 1 - 8
Equivalent forms	only one form
Administration Time	20 minutes
Subtests	Predictable Words Unpredictable Words

1. Predictable Words

Reviews

- [1] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students:Strategies and Procedures*, Columbus,Ohio, Merrill, 1981, 459-462.

The TOWL may be used to determine present levels of performance, and to pinpoint areas of strengths and weaknesses. It is particularly valuable because it allows comparisons of receptive and expressive language, and spoken and written language, and reading and writing. Further assessment is necessary for instructional planning.

- [2] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 424-428.

There is not enough information about the normative sample of the TOWL; though it has a large sample, it is not possible to assess its representativeness. The reliability is adequate, but validity is mixed. The content validity is unconvincing. The TOWL has many positive aspects and can be helpful to some teachers, although the limitations, especially with regard to content, must be kept in mind.

- [3] **D.D. Hammill, and N.R. Bartel** , *Teaching Children With Learning and Behavior Problems 3rd. edition.*, Boston,Massachusetts, Allyn and Bacon Incorporated, 1982, 107-109.

The TOWL can be used to identify students with problems in writing and pinppoints specific areas of deficiency.

- [4] , *PRO ED 1983 Catalog*, Austin,Texas, PRO ED, 1983, .

There is a revised 1983 edition of the TOWL. It was normed on 3418 students in grades 2-12, ages 7-19, on a nationally representative sample in USA. Scores are given in percentile ranks and standard scores. There are only 6 subtests as Thought Units has been deleted.

Validity Information

1. Concurrence validity

a. PSLT

i. Year : dk

ii. Range of correlations : 0.38 - 0.8

iii. Information in manual? - Yes

2. Information regarding content validity in manual?

- Yes

Norming Information

Norming date	1982	1977
Sample size	3418	1700
Place normed	USA	
	USA	
Sample Range		Ages 7.0 - 18.11
	Ages 8.6 - 14.5	
	Grades 3 - 12	
	Grades 3 - 8	
Sample similar to national population	Unknown	
Norming info in manual?	Yes	

Reliability Information

1. Test-retest reliability: 0.90
2. Kuder-Richardson reliability: 0.75 - 0.92
3. Reliability information in manual? - Yes

Purpose Descriptors	punctuation capitalization
Mode of Presentation	visual-sentence
Mode of Response	write-sentence
Scoring- Normed	Same as global.

6. Supplementary-Thought Units

Purpose Descriptors	thought-units
Mode of Presentation	visual-picture
Mode of Response	write-paragraph
Scoring- Normed	Same as global.

7. Supplementary-Handwriting

Purpose Descriptors	handwriting
Mode of Presentation	visual-picture
Mode of Response	write-paragraph
Scoring- Normed	Same as global.

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture
Mode of Response	write-paragraph
Scoring- Normed	Same as global.

2. Thematic Maturity

Purpose Descriptors	written-expression descriptive-expression
Mode of Presentation	visual-picture
Mode of Response	write-paragraph
Scoring- Normed	Same as global.

3. Spelling

Purpose Descriptors	spelling-general
Mode of Presentation	auditory-word auditory-sentence
Mode of Response	write-word
Scoring- Normed	Same as global.

4. Word Usage

Purpose Descriptors	language-usage context
Mode of Presentation	visual-sentence
Mode of Response	write-word
Scoring- Normed	Same as global.

5. Style

Test of Written Language (TOWL)

Donald D. Hammill
Temple University

Stephen C. Larson
University of Texas

Publisher
Publication date
Cost
Type of Test

PRO ED Publishers
1978
\$77
language
either individual or group use
norm-referenced
easy
requires some training
Scoring aids available

Ease of administration
Ease of scoring

Quotient Score
Standard Score
Mean : 10
Standard Deviation : 3
Grade Equivalent

Global Scores

Available levels

There is only one level.

Range	Ages 8.6 - 14.5
	Grades 3 - 8
Equivalent forms	only one form
Administration Time	0 minutes
Subtests	Vocabulary
	Thematic Maturity
	Spelling
	Word Usage
	Style
	Supplementary-Thought Units
	Supplementary-Handwriting

1. Vocabulary

Reviews

- [1] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students: Strategies and Procedures*, Columbus, Ohio, Merrill, 1981, 364.

The reliability and validity are adequate, standard error of measurement ranges from 1-3 raw score points. Students over 14.6 years have only a grade score not a scaled score. The TORC is a norm-referenced standardized test battery that assesses several skills required in the comprehension of material which is read silently. It is appropriate for use with both elementary and secondary students and yields several scores. It is typically used to locate areas of strength and weaknesses in the development of comprehension skills. TORC results may be used in selecting long-term goals for reading instruction. However, further assessment may be required to specify short-term instructional objectives.

- [2] , *PRO-ED 1983 Catalog*, Austin, Texas, PRO-ED Publishing, 1983, 6.

The TORC is a multi-dimensional test of silent reading comprehension for students in grades 2-12. It reflects current psycholinguistic theories that consider reading comprehension to be a constructive process, involving both language and cognition. Scaled scores are provided for each subtest. Data supporting test-retest and internal consistency reliability, construct, and criterion validity are given in the manual.

- [3] **E.A. Jongsma** , Test Review: Test of Reading Comprehension, *The Reading Teacher* ,1980,33:6,703-708.

There are only six passages for comprehension for grades 1-8. It is not good for groups because ceiling levels are used in the subtests. The test directions are confusing to young children. There is a lack of information on the standardization sample. It is best in grades 4-8, and for remedial readers in high school. The silent reading subtest should be supplemented by other tests. It would be best to use local norms.

Reliability Information

1. Kuder-Richardson reliability: 0.53 - 0.98
2. Reliability information in manual? - Yes

Validity Information

1. Criterion/predictive validity
 - a. WISC
 - i. Year : 1978
 - ii. Range of correlations : 0.46 - 0.8
 - iii. Information in manual? - Yes
 - b. PIAT-Math
 - i. Year : 1978
 - ii. Range of correlations : 0.58 - 0.79
 - iii. Information in manual? - Yes
 - c. Cal-Lang
 - i. Year : 1978
 - ii. Range of correlations : 0.29 - 0.61
 - iii. Information in manual? - Yes
2. Concurrence validity
 - a. Cal-Reading
 - i. Year : 1978
 - ii. Range of correlations : 0.26 - 0.66
 - iii. Information in manual? - Yes
 - b. SRA-Reading
 - i. Year : 1978
 - ii. Range of correlations : 0.22 - 0.54
 - iii. Information in manual? - Yes
 - c. PIAT-Reading
 - i. Year : 1978
 - ii. Range of correlations : 0.48 - 0.87
 - iii. Information in manual? - Yes
3. Information regarding content validity in manual?
- Yes

Purpose Descriptors	ordering-sentences
Mode of Presentation	visual-several-sentences
Mode of Response	select-order write-number
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Grade Equivalent

Norming Information

Norming date	1982	1977
Sample size	2707	2405
Place normed	USA USA	
Sample Range	Ages 6.6 - 14.6	Grades 2 - 12 Grades 1.2 - 7.8
Sample similar to national population	Unknown	
Norming info in manual?	Yes	

Purpose Descriptors	special-vocabulary
Mode of Presentation	visual-several-words
Mode of Response	select-several-words
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Grade Equivalent

6. Supplementary-Science Vocabulary

Purpose Descriptors	special-vocabulary
Mode of Presentation	visual-several-words
Mode of Response	select-several-words
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Grade Equivalent

7. Supplementary-Reading the Directions of School Work

Purpose Descriptors	processing-visual-directions
Mode of Presentation	visual-directions visual-several-numbers visual-several-words visual-sentence
Mode of Response	write-answer
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Grade Equivalent

8. Alternate-Sentence Sequencing

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Grade Equivalent

4. Supplementary-Mathematics Vocabulary

Purpose Descriptors	special-vocabulary
Mode of Presentation	visual-several-words visual-several-numbers visual-math-symbol visual-computations
Mode of Response	select-several-words select-number select-math-symbols select-computation
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Grade Equivalent

5. Supplementary-Social Studies Vocabulary

Range	Ages 6 - 14 Grades 1 - 8
Equivalent forms	only one form
Administration Time	90 - 180 minutes
Subtests	General Vocabulary Syntactic Similarities Paragraph Reading Supplementary-Mathematics Vocabulary Supplementary-Social Studies Vocabulary Supplementary-Science Vocabulary Supplementary-Reading the Directions of School Work Alternate-Sentence Sequencing

1. General Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	visual-several-words
Mode of Response	select-several-words
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Grade Equivalent

2. Syntactic Similarities

Purpose Descriptors	syntax-matching
Mode of Presentation	visual-several-sentences
Mode of Response	select-several-sentences
Scoring- Normed	Standard Score Mean : 10 Standard Deviation : 3 Grade Equivalent

3. Paragraph Reading

Test of Reading Comprehension (TORC)

Virginia L. Brown
Kansas State University

D.D. Hammill
Temple University

J. Lee Wiederholt
University of Arizona

Publisher
Publication date
Cost
Type of Test

PRO ED Publishers
1978
\$57
reading
either individual or group use
norm-referenced
easy
easy
Scoring aids available

Ease of administration
Ease of scoring

Global Scores

Quotient Score
Standard Score
Mean : 10
Standard Deviation : 3

Available levels

There is only one level.

Reviews

- [1] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, 1982, 17-19.

1977 ed.: The TOLD is useful as a screening test. The manual cautions against its use as a sole determiner of language ability.

- [2] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston, Mass., Allyn and Bacon Inc., 1983, 16.

1977 ed.: The TOLD does enable the diagnostician to evaluate children's expressive and receptive competencies in the area of phonology, semantics and syntax. The test is sufficiently reliable and valid. It is not too long and yields information on a child's language ability. It is not designed to provide direct information for prescriptive instruction.

- [3] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students: Strategies and Procedures*, Columbus, Ohio, Merrill, 1981, 443-448.

1977 ed.: The TOLD may be used to determine present levels of performance in oral language and to pinpoint areas of strengths and weaknesses. According to the manual, further assessment is needed before an instructional program in oral language may be planned.

- [4] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston, Mass., Allyn and Bacon Inc., 1978, 250.

1977 ed.: Of all tests providing a comprehensive measure of language ability, the TOLD is perhaps the most highly standardized. Reliability and validity are extensive.

- [5] **P.I. Myers, and D.D. Hammill** , *Learning Disabilities*, Austin, Texas, PRO-ED Publishing, 1969, 48.

A child's scores on the WISC-R, DRS, TOLD, or the PPVT provide information which may assist in deciding whether the child should be classified as learning disabled but does not assist the teacher in determining what to teach the child nor where to begin teaching.

Reliability Information

1. Test-retest reliability: 0.99
2. Split-half reliability: 0.87 - 0.95
3. Kuder-Richardson reliability: 0.95
4. Reliability information in manual? - Yes

Validity Information

1. Concurrence validity
 - a. TAFL
 - i. Year : 1981
 - ii. Range of correlations : 0.63 - 0.79
 - iii. Information in manual? - Yes
 - b. TELD
 - i. Year : 1981
 - ii. Range of correlations : 0.66 - 0.8
 - iii. Information in manual? - Yes
 - c. BSSI-Oral
 - i. Year : 1978
 - ii. Range of correlations : 0.48
 - iii. Information in manual? - Yes
2. Information regarding content validity in manual?
- Yes

Purpose Descriptors	articulation
Mode of Presentation	visual-picture auditory-sentence
Mode of Response	oral-word
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Z-score Percentiles

Norming Information

Norming date	1981
Sample size	1836
Place normed	USA
Sample Range	Ages 4.0 - 8.11
Sample similar to national population	No
Norming info in manual?	Yes

Purpose Descriptors	language-usage
Mode of Presentation	auditory-sentence
Mode of Response	oral-word
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Z-score Percentiles

6. Supplementary-Word Discrimination

Purpose Descriptors	auditory-discrimination
Mode of Presentation	auditory-word-pairs
Mode of Response	orally-select-true-false
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Z-score Percentiles

7. Supplementary-Word Articulation

Purpose Descriptors	listening-comprehension
Mode of Presentation	visual-picture auditory-sentence
Mode of Response	select-picture
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Z-score Percentiles

4. Sentence Imitation

Purpose Descriptors	auditory-memory
Mode of Presentation	auditory-sentence
Mode of Response	oral-sentence
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Z-score Percentiles

5. Grammatic Completion

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture auditory-word
Mode of Response	select-picture
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Z-score Percentiles

2. Oral Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Z-score Percentiles

3. Grammatic Understanding

Test of Language Development-Primary (TOLD-P)

Phyllis L. Newcomer

Donald D. Hammill
Temple University

Publisher

PRO ED Publishing

Edition

2

Publication date

1982

Cost

\$86

Type of Test

language

individual use

norm-referenced

Ease of administration

easy

Ease of scoring

easy

Scoring aids available

Global Scores

Quotient Score

Composite Scores

Listening Quotient

Speaking Quotient

Semantics Quotient

Syntax Quotient

Available levels

There is only one level.

Range

Ages 4 - 9

Equivalent forms

only one form

Administration Time

30 - 60 minutes

Subtests

Picture Vocabulary

Oral Vocabulary

Grammatical Understanding

Sentence Imitation

Grammatical Completion

Supplementary-Word Discrimination

Supplementary-Word Articulation

1. Picture Vocabulary

Reviews

- [1] **E.H. Wiig, and E.M. Semel** , *Language Assessment and Intervention for the Learning Disabled*, Columbus, Ohio, Charles E. Merrill Publishing Company, 1980, 312.

DeRenzi and Vignola wrote the first Token test in 1962. Noll adapted it in 1970 for children. Other tests of oral directions include CELF-D Processing Oral Directions and DTLA Oral Directions.

- [2] **G. Ralph** , *Special Educational Materials and Resources Handbook*, Ontario, Canada, Ontario Ministry of Education, 1982, 4312.

The strength of the Token test is that it is quick and easy to administer. There is no reliability or validity data available.

- [3] **N.J. Lass, and S.S. Golden** , A Comparison Study of Children's Performance on Three Tests for Receptive Language Ability, *Journal of Auditory Research* ,1975,15:3,177-182.

It is suggested that the Token (DeRenzi and Vignolo 1962) be used for assessment of receptive skills in children with various types of language disabilities. Normative data was collected by Noll in 1970. Normative data on disadvantaged children was established by Noll and Lass in 1972. The concurrent validity of the Token and the PPVT is 0.71, which suggests that the PPVT is a valid measure of receptive auditory comprehension.

Reliability Information

1. Reliability information in manual? - No

Validity Information

1. Criterion/predictive validity
 - a. PPVT
 - i. Year : 1975
 - ii. Range of correlations : 0.71 - 0.72
 - iii. Information in manual? - Yes
 - b. NSST
 - i. Year : 1974
 - ii. Range of correlations : 0.63
 - iii. Information in manual? - Yes
 - c. PLS
 - i. Year : 1975
 - ii. Range of correlations : 0.72
 - iii. Information in manual? - Yes
2. Information regarding content validity in manual?
- Yes

Purpose Descriptors	processing-auditory-directions
Mode of Presentation	object auditory-directions
Mode of Response	select-object manual-manipulate-objects
Scoring- Normed	Same as global.

Norming Information

Norming date	Not Available
Sample size	1304
Place normed	USA
Sample Range	Ages 3.0 - 12.5 Grades P - 6
Sample similar to national population	No
Norming info in manual?	Yes

Reviews

- [1] **D.K. Reid, W.P. Hresko, and D.D. Hammill** , *Test of Early Reading Ability*, Austin, Texas, PRO ED Publishing, 1981, 0.

The TELD and TERA were developed as companion tests. They were standardized together and can be used to compare language and reading ability.

3. Information regarding content validity in manual?
- Yes

Reliability Information

1. Reliability information in manual? - No

Validity Information

1. Criterion/predictive validity

- a. TORC

- i. Year : 1980

- ii. Range of correlations : 0.52

- iii. Information in manual? - Yes

- b. MAT-Reading

- i. Year : 1981

- ii. Range of correlations : 0.66

- iii. Information in manual? - Yes

- c. MRT

- i. Year : 1980

- ii. Range of correlations : 0.37 - 0.58

- iii. Information in manual? - Yes

- d. TOLD

- i. Year : 1980

- ii. Range of correlations : 0.42 - 0.68

- iii. Information in manual? - Yes

- e. SIT

- i. Year : 1980

- ii. Range of correlations : 0.66

- iii. Information in manual? - Yes

- f. MAT-Listening

- i. Year : 1980

- ii. Range of correlations : 0.79

- iii. Information in manual? - Yes

2. Concurrence validity

- a. PLS

- i. Year : 1981

- ii. Range of correlations : 0.62

- iii. Information in manual? - Yes

- b. TELD

- i. Year : 1980

- ii. Range of correlations : 0.5 - 0.82

- iii. Information in manual? - Yes

Purpose Descriptors	word-meanings context letter-names-general reading-words oral-reading-sentences
Mode of Presentation	visual-letter visual-word visual-sentence
Mode of Response	oral-letter-name oral-word oral-sentence
Scoring- Normed	Same as global.

Norming Information

Norming date	1980
Sample size	1184
Place normed USA	Canada
Sample Range	Ages 2.5 - 7.11
Sample similar to national population	No
Norming info in manual?	Yes

Test of Early Reading Ability (TERA)

D. Kim Reid
University of Texas at Dallas

Wayne P. Hresko

Donald D. Hammill
Temple University

Publisher	PRO-ED Publishing
Publication date	1981
Cost	\$73
Type of Test	reading individual use norm-referenced
Ease of administration	easy
Ease of scoring	easy Scoring aids available
Global Scores	Quotient Score Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Z-score Percentiles

Available levels

There is only one level.

Range	Ages 3 - 7
Equivalent forms	only one form
Administration Time	15 - 20 minutes
Subtests	Test

1. Test

Reviews

- [1] **W.P. Hresko, D.K. Reid, and D.D. Hammill**, *Test of Early Language Development*, Austin, Texas, PRO ED Publishing, 1981, 0.

The TELD and TERA were developed as companion tests. They were standardized together. They can be used to compare language and reading ability.

iii. Information in manual? - Yes

3. Information regarding content validity in manual?
- Yes

Reliability Information

1. Test-retest reliability: 0.90
2. Split-half reliability: 0.87 - 0.92
3. Reliability information in manual? - Yes

Validity Information

1. Criterion/predictive validity
 - a. SIT
 - i. Year : 1980
 - ii. Range of correlations : 0.78
 - iii. Information in manual? - Yes
 - b. TORC
 - i. Year : 1980
 - ii. Range of correlations : 0.55
 - iii. Information in manual? - Yes
 - c. TERA
 - i. Year : 1980
 - ii. Range of correlations : 0.5 - 0.82
 - iii. Information in manual? - Yes
 - d. MAT-reading
 - i. Year : 1980
 - ii. Range of correlations : 0.34
 - iii. Information in manual? - Yes
 - e. MRT
 - i. Year : 1980
 - ii. Range of correlations : 0.42 - 0.75
 - iii. Information in manual? - Yes
2. Concurrence validity
 - a. PLS
 - i. Year : 1980
 - ii. Range of correlations : 0.46
 - iii. Information in manual? - Yes
 - b. TOLD
 - i. Year : 1980
 - ii. Range of correlations : 0.66 - 0.8
 - iii. Information in manual? - Yes
 - c. MAT-Listening
 - i. Year : 1980
 - ii. Range of correlations : 0.67

Purpose Descriptors	context auditory-memory word-endings verbal-expression sentence-structure verbal-expression manual-expression
Mode of Presentation	visual-picture auditory-word auditory-sentence auditory-question auditory-directions
Mode of Response	select-picture oral-word oral-sentence oral-answer manual-hand-gestures
Scoring- Normed	Same as global.

Norming Information

Norming date	1980
Sample size	1184
Place normed USA	Canada
Sample Range	Ages 2.5 - 7.11
Sample similar to national population	No
Norming info in manual?	Yes

Test of Early Language Development (TELD)

Wayne P. Hresko

D. Kim Reid
University of Texas at Dallas

D.D. Hammill
Temple University

Publisher
Publication date
Cost
Type of Test

PRO-ED Publishing
1981
\$50
language
individual use
norm-referenced
easy
easy
Scoring aids available

Ease of administration
Ease of scoring

Global Scores

Quotient Score
Standard Score
 Mean : 50
 Standard Deviation : 10
Age Equivalent
Stanine Score
Z-score
Percentiles

Available levels

There is only one level.

Range
Equivalent forms
Administration Time
Subtests

Ages 2.5 - 7.11
only one form
15 minutes
Test

1. Test

Reviews

- [1] **O.K. Buros editor** , *The Seventh Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1972, 1365-1366.

1. R.M. Haller: The subject is required either to name pictures, imitate words, or read words or sentences depending upon his age and picture vocabulary. The 141 items may be scored as a block or with 13 raw scores, each representing the number of correct responses to items soliciting a different category of phoneme unit. The second edition is 20% shorter than the first, and includes the Iowa Pressure Articulation Test, and die-cut overlays permit rapid scoring of phoneme categories. The TDTA is perhaps the best published clinical measure of phoneme acquisition in terms of its rationale, the variety and quality of normative data, and the flexibility. The three limitations are common to most articulation tests: it does not specify the examiner's prerequisites, the responses are scored only on General American dialect, and scoring fails to take into account the degree of misarticulation.

- [2] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education: a division of Pitman Learning Inc., 1980, 133-135.

The TDTA is the most comprehensive and versatile set of articulation tests available. It is good for both children and adults. It has detailed information on administration and interpretation of the test. The manual includes a lengthy discussion about articulation testing and research. The test includes a wider range of articulation performance in more contexts than most articulation tests. The validity study was conducted on 150 children aged 5 to 10 years. Their performance on the TDTA was significantly related to a trained judge's ratings of articulation. The limitations include the lack of some phonemes in the medial position. The reliability is reported only for the Screening test. It is hard to elicit correct responses from some of the pictures. The word list is outdated; it was developed in 1945. The administration information is scattered throughout the manual and is difficult to follow.

Norming Information

Norming date	1957
Sample size	480
Place normed	USA
Sample Range	Ages 3 - 8
Sample similar to national population	No
Norming info in manual?	Yes

Reliability Information

1. Test-retest reliability: 0.97 - 0.99
2. Reliability information in manual? - Yes

Validity Information

1. Information regarding content validity in manual?
- Yes

Purpose Descriptors	articulation
Mode of Presentation	visual-picture auditory-question visual-letter visual-sentence
Mode of Response	oral-word oral-sentence
Scoring- Normed	Same as global.

2. Diagnostic Test

Purpose Descriptors	articulation
Mode of Presentation	visual-picture auditory-question visual-letter visual-sentence
Mode of Response	oral-word oral-sentence
Scoring- Normed	Same as global.

Templin-Darley Test of Articulation (TDTA)

Mildred C. Templin
University of Minnesota

Frederic L. Darley
Mayo Clinic

Publisher	Bureau of Educational Research
Edition	2
Publication date	1969
Cost	\$10
Type of Test	auditory perception individual use norm-referenced
Ease of administration	easy
Ease of scoring	requires some training Scoring aids available
Global Scores	Age Equivalent

Available levels

There is only one level.

Range	Ages 3 - A
Equivalent forms	only one form
Administration Time	15 - 60 minutes
Subtests	Screening Test Diagnostic Test

1. Screening Test

The items on the TACL are not arranged developmentally so that no basal or ceiling can be found. The vocabulary items are tested separately so that when they are used later in language structure items, the examiner can determine whether an error is semantic or structural. There is no reliability for the 1973 edition and one third of the items as well as the age ranges were changed. Some valid information about a child's receptive language abilities can be obtained by a trained examiner.

- [5] **E.H. Wiig, and E.M. Semel** , *Language Assessment and Intervention*, Columbus, Ohio, Charles E. Merrill Publishing Company, 1980, 107-108.

The TACL was designed to provide an in-depth assessment of the child's ability to process linguistic structures and analyze error patterns according to grammatical categories. The standardization sample is small, and geographic and socioeconomically biased. The short time interval for the test-retest may have resulted in a spuriously high reliability. There is a lack of consistency and clarity of the directions to the child. The classification scheme used for items is ambiguous, and the context in which some concepts are used is uncommon.

- [6] **D.V. Allen, L.S. Bliss, and J. Timmons** , *Language Evaluation: Science or Art*, *Journal of Speech and Hearing Disorders* ,1981,46:1,66-68.

A study was done on 182 white preschool children, ages 36 to 47 months. The CELI had the highest agreement with clinical judgement: 28% of children judged to be language impaired passed the CELI. The TACL had the greatest discrepancy, 80% of the children judged to be language impaired passed the TACL. The SICD was in the middle with 62% of the children judged to be language impaired passing the test. The large difference should not be disheartening, the tests employ normative data and clinicians use internal norms derived from experience. Decisions should be based on both sources.

Reviews

- [1] **O.K. Buros editor** , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 611-614.

1. J.T. Hatten: The TACL is the best single measure of language comprehension currently available. The ambitious goal of this test is best attained through a battery of tests. The reliability given was from the earlier version of the test, and the age range and many items have been changed. Only some content validity is covered. There is a problem with the clarity of some pictures. The TACL only measures one aspect of language and it is likely that most speech clinicians would desire a more general screening device.

2. H. Molina: The items on the TACL should have been sequenced along levels of grammatical difficulty. The TACL is not a diagnostic test but rather a longer screening test. It is not recommended as a diagnostic tool until the meaning of the scores is clarified, and evidence of relevance to education is provided.

- [2] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia,Ontario, Ptarmigan Publishers, nil, 15-16.

The TACL is recommended by Carrow for the language disordered, deaf, physically disabled, or mentally retarded children. There is a diagnostic problem in that the norms are not included for subcategories. It would be more effective if used with the CELF or DSS. The lack of data on standardization, validity and reliability means results should be interpreted with caution.

- [3] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education: a division of Pitman Learning Inc., 1980, 156-158.

There is a 1977 revision of the TACL. It is easy to administer and score. The diagnostic information can be useful in planning remediation. The TACL has high test-retest reliability and is valuable in showing developmental progress in comprehension of language. The nonverbal responses makes it useful for young and nonverbal children. There are some limiting factors. The entire test must be given to make use of the normative data. The TACL is a test of visual processes as well as language processes. The assignment of certain errors to certain categories is questionable.

- [4] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 405-407.

Reliability Information

1. Reliability information in manual? - No

Validity Information

1. Information regarding content validity in manual?
- Yes

Purpose Descriptors	listening-comprehension word-meanings language-usage
Mode of Presentation	visual-picture auditory-word auditory-sentence
Mode of Response	select-picture
Scoring- Normed	Same as global.

Norming Information

Norming date	Not Available
Sample size	200
Place normed	USA
Sample Range	Not Available
Sample similar to national population	No
Norming info in manual?	Yes

Test For Auditory Comprehension of Language (TACL)

Elizabeth Carrow-Woolfolk
University of Texas

Publisher	Teaching Resources Corporation
Edition	5
Publication date	1973
Cost	\$80
Type of Test	language individual use norm-referenced
Ease of administration	easy
Ease of scoring	requires some training Scoring aids available
Global Scores	Age Equivalent Percentiles

Available levels

There is only one level.

Range	Ages 3.0 - 6.11
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Test

1. Test

- [3] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities*(2nd ed.), Boston,Mass., Allyn and Bacon Inc., 1981, 265.

The manner of presentation of the test and the use of elements in isolation may demand a higher degree of decoding than is needed in reading, because context and syntactic clues are missing. Some of the real words may well be sight words for some children, despite the author's attempt to select words not common to primary reading material. Some of the test procedures are questionable. Furthermore the "detailed analysis" is redundant.

- [4] **V.L. Brown** , Programs,Materials and Techiques, *Journal of Learning Disabilities* ,1976,9:4,201-205.

Sipay says the SWAT has content validity because it requires the decoding of words not recognized by sight. It is improbable that the test offers adequate representation of the construct, visual analysis, phonetic analysis, and visual blending even as defined by the SWAT manual. The only reliability offered is the fact that the test has at least three items for each symbol-sound association. No test-retest or inter and intra-examiner reliability is given. The user must be cautioned against making any normative comparisons.

Reviews

- [1] **O.K. Buross** editor , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 1291-1296.

1. R.A. Kress: SWAT is a well prepared diagnostic test of word analysis ability. Based upon sound research data, the content is effectively sequenced. It is a valuable diagnostic tool for clinicians, classroom teachers and researchers, who wish to measure a child's ability to attack unknown words which are out of context, without meaningful semantic feedback. The two major drawbacks are the use of words in isolation, which requires a higher level of decoding ability than is needed in reading, and the lack of research on validity and reliability. The author has indicated that this data is forthcoming.

2. W.J. Valmont: The test cards and the 16 manuals permit flexibility in selecting appropriate tests, but instructions and procedures are tremendously redundant. The SWAT should be useful to clinicians and reading specialists but of limited use to classroom teachers because of time needed to administer and analyze the test.

3. V.L. Brown: Reliability is said to be accounted for by providing at least three different items for each sound-symbol association sampled. This statement does not deal with how often students make correct responses to each of these items. In spite of reservations, this reviewer believes that SWAT is a cut above the tests generally available.

4. S.C. Feldman: The claim that SWAT is criterion-referenced is weak since the definition of behavioural objectives and criteria for mastery are vague. The tables for classification of specific skill strengths and weaknesses are not only difficult to interpret but seem to have no rationale. The most serious fault is the lack of evidence that the test does what it says it does. The reliability and validity information are not in the manual, and no mention is made of tryouts with children. These are unthinkable omissions. Before buying SWAT, one should ask whether the same information could be obtained from a shorter battery and do the tests yield the information needed to help a child with his reading.

- [2] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston,Mass., Allyn and Bacon Inc., 1983, 129-130.

The SWAT should yield results that are accurate enough for exact prescriptive teaching.

Purpose Descriptors	blending-word-parts-> words blending-word-parts->nonsense-words
Mode of Presentation	visual-word-parts
Mode of Response	oral-word oral-nonsense-words
Scoring - Criterion	No Scores

17. Contractions

Purpose Descriptors	contractions
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring- Normed	Same as global.

Reliability Information

1. Reliability information in manual? - No

Validity Information

1. Information regarding content validity in manual?
- Yes

Purpose Descriptors	reading-words-silent-consonants reading-nonsense-words articulation
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

14. Vowel Sounds of 'y'

Purpose Descriptors	reading-words-y-vowel reading-nonsense-words articulation
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

15. Visual Analysis

Purpose Descriptors	breaking-into-word-parts breaking-into-syllables prefixes suffixes
Mode of Presentation	visual-nonsense-word visual-word
Mode of Response	oral-word-parts oral-answer
Scoring - Criterion	No Scores

16. Visual Blending

Purpose Descriptors	reading-phoneme
Mode of Presentation	visual-word-parts
Mode of Response	oral-word-parts
Scoring - Criterion	No Scores

10. Final Silent 'e' Generalization

Purpose Descriptors	reading-nonsense-words reading-words-one-syllable articulation
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

11. Vowel Versatility

Purpose Descriptors	reading-words-single-vowel reading-nonsense-words articulation
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

12. Vowels plus R

Purpose Descriptors	reading-words-vowel-with-R reading-nonsense-words articulation
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

13. Silent Consonants

Purpose Descriptors	reading-phoneme
Mode of Presentation	visual-word-parts
Mode of Response	oral-word-parts
Scoring - Criterion	No Scores

10. Final Silent'e'Generalization

Purpose Descriptors	reading-nonsense-words reading-words-one-syllable articulation
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

11. Vowel Versatility

Purpose Descriptors	reading-words-single-vowel reading-nonsense-words articulation
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

12. Vowels plus R

Purpose Descriptors	reading-words-vowel-with-R reading-nonsense-words articulation
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

13. Silent Consonants

Purpose Descriptors reading-words-one-syllable
reading-nonsense-words
articulation

Mode of Presentation visual-nonsense-word

Mode of Response oral-nonsense-words

Scoring - Criterion No Scores

6. Initial Consonant Blends and Digraphs

Purpose Descriptors reading-words-consonant-combination
reading-nonsense-words
articulation

Mode of Presentation visual-nonsense-word

Mode of Response oral-nonsense-words

Scoring - Criterion No Scores

7. Final Consonant Blends and Digraphs

Purpose Descriptors reading-words-consonant-combination
reading-nonsense-words
articulation

Mode of Presentation visual-nonsense-word

Mode of Response oral-nonsense-words

Scoring - Criterion No Scores

8. Vowel Combinations

Purpose Descriptors reading-words-vowel-combinations
reading-nonsense-words
articulation

Mode of Presentation visual-nonsense-word

Mode of Response oral-nonsense-words

Scoring - Criterion No Scores

9. Open-Syllable Generalization

Purpose Descriptors	letter-names-capitals-consonants letter-names-capitals-vowels letter-names-lower-case-consonants letter-names-lower-case-vowels
Mode of Presentation	visual-letter
Mode of Response	oral-letter-name
Scoring - Criterion	No Scores

3. Symbol-Sound Association

Purpose Descriptors	letter-sounds-lower-case-consonants letter-sounds-lower-case-vowels reading-words articulation
Mode of Presentation	visual-letter visual-word
Mode of Response	oral-letter-sound oral-word
Scoring - Criterion	No Scores

4. Substitution: Single Letters

Purpose Descriptors	substitution-initial-consonants substitution-final-consonants substitution-vowel reading-nonsense-words
Mode of Presentation	auditory-nonsense-words visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

5. Consonant-Vowel-Consonant Trigrams

Range	Ages 6 - A Grades 1 - 12
Equivalent forms	only one form
Administration Time	10 - 90 minutes
Subtests	Survey Test Letter Name Symbol-Sound Association Substitution: Single Letters Consonant-Vowel-Consonant Trigrams Initial Consonant Blends and Digraphs Final Consonant Blends and Digraphs Vowel Combinations Open-Syllable Generalization Final Silent 'e' Generalization Vowel Versatility Vowels plus R Silent Consonants Vowel Sounds of 'y' Visual Analysis Visual Blending Contractions

1. Survey Test

Purpose Descriptors	letter-names-general letter-sounds-general reading-phoneme reading-words breaking-into-word-parts breaking-into-syllables
Mode of Presentation	visual-letter visual-word repeated-auditory-instructions
Mode of Response	oral-letter-name oral-letter-sound oral-phoneme oral-word-parts oral-word
Scoring - Criterion	No Scores

2. Letter Name

Sipay Word Analysis Tests (SWAT)

Edward R. Sipay
State University of New York

Publisher	Educators Publishing Services
Publication date	1974
Cost	\$73
Type of Test	language individual use criterion-referenced
Ease of administration	easy
Ease of scoring	requires some training Scoring aids available
Global Scores	No Scores
Available levels	There is only one level.

Reviews

- [1] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, nil, 38.

The most valuable use of the test is not in the age scores attained but the analysis of the errors made. The test can be used on its own but would be most valuable in differential diagnosis. While designed as a spelling test, the S-S1 provides considerable information on phonic ability and word attack methods. There is no information given on norms, reliability or validity.

Reliability Information

1. Reliability information in manual? - No

Validity Information

1. Information regarding content validity in manual?
- No

Schonell Spelling Test S1 (S-S1)

Fred J. Schonell
Schonell Institute Queensland University

F. Eleanor Schonell
Schonell Institute Queensland University

Publisher	Oliver and Boyd
Edition	2
Publication date	1952
Cost	Not Available
Type of Test	spelling either individual or group use criterion-referenced
Ease of administration	easy
Ease of scoring	easy Scoring aids available
Global Scores	Rating
Available levels	There is only one level.

Range	Ages 5 - 15
Equivalent forms	only one form
Administration Time	15 minutes
Subtests	Spelling

1. Spelling

Purpose Descriptors	spelling-general
Mode of Presentation	auditory-word auditory-sentence
Mode of Response	write-word
Scoring- Normed	Same as global.

Reviews

- [1] **O.K. Buros editor** , *The Seventh Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1972, 1122-1125.

1. N.D. Bryant: The SRDT only measures word recognition and analysis skills. The manual is clearly written, it includes a section on interpreting test results. Generally this test provides limited but useful diagnostic information.

2. R.A. Kress: The artificial graphic representations included in the phonic tests makes its value questionable. No validity is presented. It is doubtful that the SRDT will aid the teacher in the analysis of "specific reading needs". Its purpose, as a diagnostic test, is defeated by the artificial stimuli used.

- [2] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston,Mass., Allyn and Bacon Inc., 1983, 21-22.

Tests such as the SRDT have greater usefulness at the third grade level than non-verbal perception tests.

- [3] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 208-211.

The SRDT was designed to assess skill development strengths and weaknesses in silent reading. The test has adequate reliability. There are no global scores, but the composite scores should be interpreted as such. The test recommends that an "average reading" score can be found by averaging test scores. Averaging scores for tests that sample different behaviors is a haphazard practice.

Norming Information

Norming date	Not Available
Sample size	2500
Place normed	USA
Sample Range	Grades 2 - 7
Sample similar to national population	Yes
Norming info in manual?	Unknown

Reliability Information

1. Split-half reliability: 0.8 - 0.95
2. Reliability information in manual? - Unknown

Validity Information

1. Information regarding content validity in manual?
- Unknown

Purpose Descriptors	identifying-initial-consonant-combinatio
Mode of Presentation	auditory-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

7. Ending Sounds

Purpose Descriptors	identifying-final-phoneme word-endings
Mode of Presentation	auditory-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

8. Vowels and Consonant Sounds

Purpose Descriptors	identifying-consonant identifying-vowel
Mode of Presentation	auditory-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

Purpose Descriptors	identifying-root
Mode of Presentation	timed visual-word visual-word-parts
Mode of Response	select-word-parts
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

4. Syllabication

Purpose Descriptors	syllabication-identify-correct
Mode of Presentation	timed visual-several-words
Mode of Response	select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

5. Word Synthesis

Purpose Descriptors	blending-word-parts->nonsense-words silent-comprehension context
Mode of Presentation	timed visual-paragraph visual-word-parts visual-question
Mode of Response	select-answer
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

6. Beginning Sounds

Range	Grades 2 - 6
Equivalent forms	only one form
Administration Time	80 - 120 minutes
Subtests	Words in Isolation Words in Context Visual Structural Analysis Syllabication Word Synthesis Beginning Sounds Ending Sounds Vowels and Consonant Sounds

1. Words in Isolation

Purpose Descriptors	word-meanings
Mode of Presentation	timed visual-picture visual-several-words
Mode of Response	select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

2. Words in Context

Purpose Descriptors	context
Mode of Presentation	timed visual-sentence visual-several-words
Mode of Response	select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

3. Visual Structural Analysis

Silent Reading Diagnostic Tests (SRDT)

Guy L. Bond
University of Minnesota

Bruce Barlow

Cyril J. Hoyt

Publisher
Edition
Publication date
Cost
Type of Test

Lyons and Carnahan
2
1970
\$10
reading
group use
norm-referenced

Ease of administration
Ease of scoring

easy
easy

Global Scores

Grade Equivalent
Stanine Score
Percentiles

Composite Scores

Word Recognition-Total Right
Word Recognition-Total Errors
Word Recognition-Total Omitted
Word Recognition-Initial Errors
Word Recognition-Middle Errors
Word Recognition-Ending Errors
Word Recognition-Orientation Errors
Recognition Techniques-Total Right
Phonics Knowledge-Total Right

Available levels

There is only one level.

Reviews

- [1] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston,Mass., Allyn and Bacon Inc., 1983, 91.

The Botel, DRS, and SDQA all have word lists which are similar to SORT.

- [2] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities(2nd ed.)*, Boston,Mass., Allyn and Bacon Inc., 1981, 217-220.

The rigidity of scoring makes this test culturally biased. There is a lack of information on validity and reliability. In converting raw scores to grade equivalents it is interesting to note that the number of words correct is always twice the grade equivalent, it probably means that it does not reflect actual mean scores of pupils at various grade levels.

- [3] **J.L. Tramill,J.K. Tramill,R. Thornthwaite, and F. Anderson** , Investigation Into the Relationship of the WRAT, PIAT, SORT, and WISC-R in Low Functioning Referrals, *Psychology in the Schools* ,1981,18:2,149-153.

The study included only reading subtests, in the PIAT only Reading Comprehension was used. The concurrent validities are as follows: WRAT with PIAT 0.75; SORT with PIAT 0.63; and SORT with WRAT 0.26. The predictive validities of the reading subtests with WISC-R are as follows: PIAT 0.17 to 0.56; WRAT 0.15 to 0.57; and SORT 0.13 to 0.44. SORT seems to measure a different dimension of reading not covered by WRAT and PIAT. However, the discussed relationship may be artificial due to the lack of standard scores.

Reliability Information

1. Test-retest reliability: 0.99
2. Reliability information in manual? - Unknown

Validity Information

1. Concurrence validity
 - a. Gray
 - i. Year : 1963
 - ii. Range of correlations : 0.96
 - iii. Information in manual? - Unknown
2. Information regarding content validity in manual?
- Unknown

Reviews

- [1] **O.K. Buros editor** , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 1298-1300.

1. B.H. Van Roekel: The primary purpose is "to diagnose pupil 's strengths and weaknesses in reading". The use of content-referenced scores should appeal to diagnosticians who are obliged to determine where a pupil should begin his study. SDRT has few peers among group diagnostic reading tests. It is useful to teachers without special training in diagnosis and remediation. Teachers will have to give careful attention to interpretation.

- [2] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston,Mass., Allyn and Bacon Inc., 1983, 193-194.

The SRDT is both well constructed and well standarized. It is a group test and it is only possible to evaluate low level skills. It is not sufficient for prescription teaching.

- [3] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 204-208.

The SRDT is both a normed and criterion referenced test. It is well standarized. It is reliable enough to pinpoint specific strengths and weaknesses in reading.

- [4] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities(2nd ed.)*, Boston,Mass., Allyn and Bacon Inc., 1981, .

The SDRT is a well constructed and well standarized test. It does not cover all the skills necessary for a complete diagnosis of word analysis skills.

- [5] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems:Testing for Teaching*, Boston,Mass., Allyn and Bacon Inc., 1978, 344-346.

The manual is extensive, it has a valuable section on how to interpret the test results. The SDRT is a good estimate of paragraph comprehension, it covers both literal and inferential comprehension. Validity of content is an important advantage to this test.

- [6] **G. Ralph, and P. Park** , *Special Educational Material and Resources Handbook*, Ontario,Canada, Ontario Ministry of Education, 1982, .

The SDRT produces information that facilitates its use as either a norm-referenced placement device or a criterion-referenced diagnostic device. There are behavioural objectives given for each item.

Norming Information

Norming date 1975
Sample size 58
Place normed USA

Sample Range Grades 2 - C
Sample similar to
national population Yes

Norming info in manual? Yes

Reliability Information

1. Equivalent forms reliability: 0.64 - 0.95
2. Kuder-Richardson reliability: 0.8 - 0.98
3. Reliability information in manual? - Yes

Validity Information

1. Concurrence validity
 - a. SAT-Reading
 - i. Year : dk
 - ii. Range of correlations : 0.55 - 0.95
 - iii. Information in manual? - Yes
2. Information regarding content validity in manual?
- Yes

Purpose Descriptors	combining-word-parts- > words forming-compounds
Mode of Presentation	visual-word-parts
Mode of Response	select-word-parts
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

6. Scanning and Skimming

Purpose Descriptors	silent-comprehension
Mode of Presentation	timed visual-reference-article visual-question
Mode of Response	select-answer
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

7. Fast Reading

Purpose Descriptors	silent-comprehension context
Mode of Presentation	timed visual-reference-article
Mode of Response	select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

Purpose Descriptors	special-vocabulary context
Mode of Presentation	timed visual-sentence visual-several-words
Mode of Response	select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

3. Word Parts

Purpose Descriptors	meaning-of-root-word meaning-of-affixes
Mode of Presentation	timed visual-word visual-word-parts
Mode of Response	select-meaning
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

4. Phonetic Analysis

Purpose Descriptors	identifying-consonant identifying-vowel
Mode of Presentation	visual-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

5. Structural Analysis

Purpose Descriptors	silent-comprehension context
Mode of Presentation	timed visual-paragraph visual-several-words
Mode of Response	select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

Blue Level

Range	Grades 9 - 13
Equivalent forms	2
Administration Time	100 minutes
Subtests	Reading Comprehension Word Meaning Word Parts Phonetic Analysis Structural Analysis Scanning and Skimming Fast Reading

1. Reading Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	timed visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

2. Word Meaning

Purpose Descriptors	silent-comprehension
Mode of Presentation	timed visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

3. Phonetic Analysis

Purpose Descriptors	identifying-consonant identifying-vowel
Mode of Presentation	timed visual-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

4. Structural Analysis

Purpose Descriptors	breaking-into-syllables combining-word-parts- > words
Mode of Presentation	timed visual-word visual-word-parts
Mode of Response	write-syllables select-word-parts
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

5. Reading Rate

Purpose Descriptors	silent-comprehension context
Mode of Presentation	timed visual-sentence visual-several-words visual-paragraph visual-question
Mode of Response	select-word select-answer
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

Brown Level

Range	Grades 5 - 8
Equivalent forms	2
Administration Time	120 minutes
Subtests	Auditory Vocabulary Reading Comprehension Phonetic Analysis Structural Analysis Reading Rate

1. Auditory Vocabulary

Purpose Descriptors	context
Mode of Presentation	auditory-sentence visual-several-words auditory-several-words
Mode of Response	select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

2. Reading Comprehension

Purpose Descriptors	auditory-discrimination-initial-phoneme auditory-discrimination-middle-phoneme auditory-discrimination-final-phoneme
Mode of Presentation	auditory-word-pairs
Mode of Response	select-position-in-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

3. Phonetic Analysis

Purpose Descriptors	identifying-consonant identifying-vowel
Mode of Presentation	timed visual-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

4. Structural Analysis

Purpose Descriptors	breaking-into-syllables combining-word-parts-> words
Mode of Presentation	timed visual-word visual-word-parts
Mode of Response	write-phoneme select-word-parts
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

5. Reading Comprehension

Purpose Descriptors	silent-comprehension context
Mode of Presentation	timed visual-sentence visual-picture visual-several-words
Mode of Response	select-picture select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

Green Level

Range	Grades 3 - 4
Equivalent forms	2
Administration Time	145 minutes
Subtests	Auditory Vocabulary Auditory Discrimination Phonetic Analysis Structural Analysis Reading Comprehension

1. Auditory Vocabulary

Purpose Descriptors	context
Mode of Presentation	visual-several-words auditory-sentence auditory-several-words
Mode of Response	select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

2. Auditory Discrimination

Purpose Descriptors	identifying-initial-phonemes identifying-final-phoneme
Mode of Presentation	visual-picture visual-several-letters auditory-word repeated-auditory-instructions
Mode of Response	select-letter
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

4. Word Reading

Purpose Descriptors	word-meanings
Mode of Presentation	timed visual-picture visual-several-words
Mode of Response	select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

5. Reading Comprehension

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture auditory-word visual-several-words auditory-sentence auditory-several-words repeated-auditory-instructions
Mode of Response	select-picture select-word
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

2. Auditory Discrimination

Purpose Descriptors	auditory-discrimination-initial-phoneme auditory-discrimination-final-phoneme
Mode of Presentation	auditory-word-pairs repeated-auditory-instructions
Mode of Response	select-true-false
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

3. Phonetic Analysis

Stanford Diagnostic Reading Test (SDRT)

Bjorn Karlsen
California State College

Richard Madden
San Diego State University

Eric F. Gardner
Syracuse University

Publisher	Harcourt Brace Jovanovich
Edition	2
Publication date	1977
Cost	\$200
Type of Test	reading group use both norm and criterion referenced
Ease of administration	easy
Ease of scoring	requires some training Scoring aids available
Global Scores	No Scores

Available levels	Red Level Green Level Brown Level Blue Level
-------------------------	-----------------------------------------------------------------

Red Level

Range	Grades 1 - 2
Equivalent forms	2
Administration Time	120 minutes
Subtests	Auditory Vocabulary Auditory Discrimination Phonetic Analysis Word Reading Reading Comprehension

1. Auditory Vocabulary

Reviews

- [1] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston,Mass., Allyn and Bacon Inc., 1983, 207.

In cases where there is no recent group achievement tests to serve as a guideline for beginning diagnostic procedures, or informal reading inventories, a good beginning point would be a word pronunciation test such as the SDQA or the "Word Pronunciation" subtest of WRAT.

- [2] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities(2nd ed.)*, Boston,Mass., Allyn and Bacon Inc., 1981, 192-195.

The resemblance of the SDQA to other informal measures and to the Botel is obvious. Because of this it seems the author does not feel she has to prove that her test measures what she claims it does. The graded word lists, test of comprehension, and the word opposites, are of unknown sources, unknown value in learning to read, and of dubious discriminative power. The oral inventory must be composed by the author, for it is not similar in its selection to basal readers. When assessed using Spach and Dale-Chall readability formulae the scaling is proved faulty.

- [3] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston,Mass., Allyn and Bacon Inc., 1978, 315.

The graded word lists in SDQA is similar to word lists in Botel, DRS and SORT.

Reliability Information

1. Reliability information in manual? - Unknown

Validity Information

1. Information regarding content validity in manual?
- Unknown

Purpose Descriptors	antonyms
Mode of Presentation	auditory-several-words
Mode of Response	orally-select-word
Scoring - Criterion	Grade Equivalents

3. Quick Oral Inventory

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph auditory-question
Mode of Response	oral-paragraph oral-answer
Scoring - Criterion	Grade Equivalents

4. Pattern Learning Test

Purpose Descriptors	memory-taught
Mode of Presentation	visual-picture visual-several-words auditory-sentence
Mode of Response	oral-several-words
Scoring - Criterion	Grade Equivalents

San Diego Quick Assessment (SDQA)

Margaret LaPray
San Diego State College

Ramon Ross
San Diego State College

Publisher
Publication date
Cost
Type of Test

unknown
dk
Not Available
reading
individual use
criterion-referenced

Ease of administration
Ease of scoring

easy
easy

Global Scores

Grade Equivalents

Available levels

There is only one level.

Range	Grades P - 11
Equivalent forms	only one form
Administration Time	Unknown
Subtests	Graded Word Lists Graded Word Opposites Quick Oral Inventory Pattern Learning Test

1. Graded Word Lists

Purpose Descriptors	reading-words
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring - Criterion	Grade Equivalents

2. Graded Word Opposites

Reviews

- [1] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, 1982, 32.

A form of this test has been edited by J. McLeod at the University of Saskatchewan for Canadian schools.

Validity Information

1. Information regarding content validity in manual?
- No

Purpose Descriptors	reading-words
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring- Normed	Same as global.

Norming Information

Norming date	Not Available
Sample size	Not Available
Place normed	others
Sample Range	Not Available
Sample similar to national population	Unknown

Norming info in manual? No

Reliability Information

1. Reliability information in manual? - No

Schonell Reading Test R1 (Schonell)

Fred J. Schonell
Schonell Institute Queensland University

F. Eleanor Schonell
Schonell Institute Queensland University

J. McLeod
University of Saskatchewan

Publisher	Oliver and Boyd
Edition	3
Publication date	1977
Cost	Not Available
Type of Test	reading individual use norm-referenced
Ease of administration	easy
Ease of scoring	easy
Global Scores	Quotient Score Age Equivalent

Available levels

There is only one level.

Range	Ages 5 - 15
Equivalent forms	only one form
Administration Time	15 minutes
Subtests	Word Lists

1. Word Lists

The short-form of the S-B can save time (33%). The four starred subtests are the short form. The difference between the full scale and the abbreviated test can be as high as 17 months. The norms for the S-B were revised in 1972. The 1972 norms have lower IQ's than the 1960 norms. In test-retest situations it is advisable to use the same norms. The 1972 standardization sample included minorities but the culturally biased items still remain.

Reviews

- [1] **O.K. Buros editor** , *The Seventh Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1972, 425-428.

1. D. Freides: The S-B is an old, old vehical. It has led distinguished life as a pioneer in the bootstrap operation that is the assessment enterprise. Its time is just about over. Rest in peace.

- [2] **O.K Buros editor** , *The Sixth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1965, 535-537.

2. E.D. Fraser: The loss of the alternate form of the S-B is not likely to disturb many people as the WISC is now available. Some of the disadvantages of the S-B have been eliminated, but is less convenient that the WISC, as does not attempt a breakdown analysis of the scores. The advantage is better coverage at the lower end of the scale, and more reliable assessment of the extreme ranges of intelligence.

- [3] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia,Ontario, Ptarmigan Publishers, nil, 99-100.

The S-B has a wide range of items and levels; thus, it is suitable for testing individuals who deviate far above and below the average. The criticisms of the test include: heavy emphases on verbal and rote memory tests; one score to represent the complex nature of cognitive functions; and failure to measure creative ability. The manual is complicated and unorganized. Reliability and validity are not given.

- [4] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education: a division of Pitman Learning Inc., 1980, 239-241.

The S-B is the only intelligence scale available for the age range between thirty and forty-eight months when the WPPSI starts. It is good for assessing preschool children because of the better coverage at the lower end of the scale. It is good for testing students with very high intelligence ability because of its reliability at the extremes of the IQ range. It was not designed as a test of differential skills and any attempt to use it in that way yields questionable results. Reliability and validity for the 1972 norms are not reported. The S-B is a difficult test to learn to administer correctly.

- [5] **J.M. Sattler** , *Assessment of Children's Intelligence*, Philadelphia,PA, W.B. Saunders Company, 1974, 87-148;503-510.

Reliability Information

1. Reliability information in manual? - No Name of Publication Stanford-Binet Intelligence Scale 1972 Norms Tables Date of Publication :

Validity Information

1. Concurrence validity

a. CogAT

i. Year : 1972

ii. Range of correlations : 0.2 - 0.71

iii. Information in manual? - No

2. Information regarding content validity in manual?

- No

Purpose Descriptors	listening-comprehension
Mode of Presentation	auditory-paragraph
Mode of Response	oral-paragraph
Scoring- Normed	Raw Scores Only

7. Alternative- Analogies V

Purpose Descriptors	language-analogies
Mode of Presentation	auditory-sentence
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

Norming Information

Norming date	1972	1937
Sample size	2100	3184
Place normed	USA	
	USA	
Sample Range		Ages 2 - 18
	Grade nil	
Sample similar to national population	Yes	
Norming info in manual?	No	

Purpose Descriptors	listening-comprehension general-knowledge generalizing-concepts
Mode of Presentation	auditory-sentence
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

3. Opposite Analogies IV

Purpose Descriptors	language-analogies
Mode of Presentation	auditory-sentence
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

4. Orientation: Directions III

Purpose Descriptors	
Mode of Presentation	auditory-sentence auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

5. Reasoning II

Purpose Descriptors	problem-solving
Mode of Presentation	timed auditory-paragraph auditory-question
Mode of Response	oral-number
Scoring- Normed	Raw Scores Only

6. Repeating Thought of Passage II: Tests

Purpose Descriptors	listening-comprehension
Mode of Presentation	auditory-paragraph
Mode of Response	oral-paragraph
Scoring- Normed	Raw Scores Only

7. Alternate- Codes

Purpose Descriptors	
Mode of Presentation	timed visual-several-words
Mode of Response	write-phrases
Scoring- Normed	Raw Scores Only

Superior Adult III

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Vocabulary Proverbs III Opposite Analogies IV Orientation: Directions III Reasoning II Repeating Thought of Passage II: Tests Alternative- Analogies V

1. Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Age Equivalent

2. Proverbs III

Purpose Descriptors	listening-comprehension general-knowledge generalizing-concepts
Mode of Presentation	auditory-sentence
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

4. Ingenuity I

Purpose Descriptors	problem-solving
Mode of Presentation	timed auditory-paragraph auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

5. Essential Differences

Purpose Descriptors	word-meanings general-knowledge
Mode of Presentation	auditory-word-pairs
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

6. Repeating Thoughts of Passage I- Value of Life

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Vocabulary Finding Reasons III Proverbs II Ingenuity I Essential Differences Repeating Thoughts of Passage I- Value of Life Alternate- Codes

1. Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Age Equivalent

2. Finding Reasons III

Purpose Descriptors	general-knowledge social-judgment
Mode of Presentation	auditory-sentence
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

3. Proverbs II

Purpose Descriptors	auditory-memory-reversed
Mode of Presentation	auditory-several-numbers
Mode of Response	oral-several-numbers
Scoring- Normed	Raw Scores Only

5. Sentence Building

Purpose Descriptors	verbal-expression
Mode of Presentation	auditory-several-words
Mode of Response	oral-sentence
Scoring- Normed	Raw Scores Only

6. Essential Similarities

Purpose Descriptors	word-meanings general-knowledge
Mode of Presentation	auditory-word-pairs
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

7. Alternative- Reconciliation of Opposites

Purpose Descriptors	general-knowledge
Mode of Presentation	auditory-word-pairs
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Vocabulary Enclosed Box Problem Minkus Completion II Repeated Six Digits Reversed Sentence Building Essential Similarities Alternative- Reconciliation of Opposites

1. Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Age Equivalent

2. Enclosed Box Problem

Purpose Descriptors	problem-solving
Mode of Presentation	
Mode of Response	select-figure select-number
Scoring- Normed	Same as global.

3. Minkus Completion II

Purpose Descriptors	context
Mode of Presentation	timed visual-sentence
Mode of Response	write-word
Scoring- Normed	Raw Scores Only

4. Repeated Six Digits Reversed

Purpose Descriptors	
Mode of Presentation	visual-question
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

7. Essential Differences

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word-pairs
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

8. Abstract Words III

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

9. Alternative- Binet Paper Cutting

Purpose Descriptors	non-verbal-reasoning
Mode of Presentation	visual-picture manual-manipulate-object
Mode of Response	draws-figure
Scoring- Normed	Raw Scores Only

Superior Adult I

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word-pairs
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

4. Arithmetic Reasoning

Purpose Descriptors	problem-solving
Mode of Presentation	timed visual-sentence visual-question
Mode of Response	oral-sentence oral-question oral-answer
Scoring- Normed	Raw Scores Only

5. Proverbs I

Purpose Descriptors	listening-comprehension general-knowledge general-knowledge
Mode of Presentation	auditory-sentence
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

6. Orientation: Direction II

Average Adult

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Vocabulary Ingenuity I Differences Between Abstract Words Arithmetic Reasoning Proverbs I Orientation: Direction II Essential Differences Abstract Words III Alternative- Binet Paper Cutting

1. Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

2. Ingenuity I

Purpose Descriptors	problem-solving
Mode of Presentation	timed auditory-paragraph auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

3. Differences Between Abstract Words

Purpose Descriptors	problem-solving
Mode of Presentation	timed auditory-paragraph auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

5. Orientation: Direction I

Purpose Descriptors	computation-decimals
Mode of Presentation	auditory-question
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

6. Reconciliation of Opposites

Purpose Descriptors	general-knowledge
Mode of Presentation	auditory-word-pairs
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

7. Alternative- Ingenuity II

Purpose Descriptors	problem-solving
Mode of Presentation	timed auditory-sentence auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Age Equivalent

2. Induction

Purpose Descriptors	induction
Mode of Presentation	visual-picture manual-manipulate-object auditory-paragraph auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

3. Reasoning I

Purpose Descriptors	listening-comprehension silent-comprehension
Mode of Presentation	visual-paragraph visual-question auditory-paragraph auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

4. Ingenuity I

Purpose Descriptors	visual-memory
Mode of Presentation	visual-picture demonstrates-movement
Mode of Response	manual-manipulate-objects
Scoring- Normed	Raw Scores Only

7. Alterative- Paper Cutting

Purpose Descriptors	non-verbal-reasoning
Mode of Presentation	visual-picture manual-manipulate-object
Mode of Response	draws-figure
Scoring- Normed	Raw Scores Only

Year XIV

Range	Not Available
Equivalent forms	12
Administration Time	20 - 30 minutes
Subtests	Vocabulary Induction Reasoning I Ingenuity I Orientation: Direction I Reconciliation of Opposites Alterative- Ingenuity II

1. Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

3. Memory For Sentences III

Purpose Descriptors	auditory-memory
Mode of Presentation	auditory-sentence
Mode of Response	oral-sentence
Scoring- Normed	Raw Scores Only

4. Problems of Fact

Purpose Descriptors	general-knowledge listening-comprehension
Mode of Presentation	auditory-paragraph auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

5. Dissected Sentences

Purpose Descriptors	arranging-a-sentence
Mode of Presentation	
Mode of Response	select-order oral-sentence
Scoring- Normed	Raw Scores Only

6. Copying a Bead Chain From Memory

Purpose Descriptors	context
Mode of Presentation	timed visual-sentence
Mode of Response	write-word
Scoring- Normed	Raw Scores Only

7. Alternative- Memory For Design II

Purpose Descriptors	visual-memory
Mode of Presentation	visual-figure
Mode of Response	draws-figure
Scoring- Normed	Raw Scores Only

Year XIII

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Plan of Search Abstract Words II Memory For Sentences III Problems of Fact Dissected Sentences Copying a Bead Chain From Memory Alternative- Paper Cutting

1. Plan of Search

Purpose Descriptors	non-verbal-reasoning
Mode of Presentation	visual-figure
Mode of Response	draws-figure
Scoring- Normed	Raw Scores Only

2. Abstract Words II

Purpose Descriptors	detecting-absurdities listening-comprehension
Mode of Presentation	auditory-sentence
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

3. Picture Absurdities

Purpose Descriptors	detecting-absurdities picture-comprehension
Mode of Presentation	visual-picture visual-phrases
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

4. Repeating Five Digits Reversed

Purpose Descriptors	auditory-memory-reversed
Mode of Presentation	auditory-several-numbers
Mode of Response	oral-several-numbers
Scoring- Normed	Raw Scores Only

5. Abstract Words II

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

6. Minkus Completion I

Purpose Descriptors	general-knowledge
Mode of Presentation	auditory-several-words auditory-sentence
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

7. Alternative- Finding Reasons II

Purpose Descriptors	social-judgment
Mode of Presentation	auditory-sentence
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

Year XII

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Vocabulary Verbal Absurdities II Picture Absurdities Repeating Five Digits Reversed Abstract Words II Minkus Completion I Alternative- Memory For Design II

1. Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Age Equivalent

2. Verbal Absurdities II

Purpose Descriptors	detecting-absurdities listening-comprehension
Mode of Presentation	auditory-sentence
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

3. Abstract Words II

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

4. Memory For Sentences II

Purpose Descriptors	auditory-memory
Mode of Presentation	auditory-sentence
Mode of Response	oral-sentence
Scoring- Normed	Raw Scores Only

5. Problem Situations II

Purpose Descriptors	general-knowledge listening-comprehension
Mode of Presentation	auditory-paragraph auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

6. Similarities: Three Things

Purpose Descriptors	detecting-absurdities listening-comprehension
Mode of Presentation	auditory-sentence
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

Year XI

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Memory for Designs I Verbal Absurdities Abstract Words II Memory For Sentences II Problem Situations II Similarities: Three Things Alternative- Finding Reasons II

1. Memory for Designs I

Purpose Descriptors	visual-memory
Mode of Presentation	timed visual-figure
Mode of Response	draws-figure
Scoring- Normed	Raw Scores Only

2. Verbal Absurdities

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

4. Finding Reasons I

Purpose Descriptors	social-judgment
Mode of Presentation	auditory-sentence
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

5. Word Naming

Purpose Descriptors	productivity
Mode of Presentation	timed auditory-question
Mode of Response	oral-several-words
Scoring- Normed	Raw Scores Only

6. Repeating Six Digits

Purpose Descriptors	auditory-memory
Mode of Presentation	auditory-several-numbers
Mode of Response	oral-several-numbers
Scoring- Normed	Raw Scores Only

7. Alternate- Verbal Absurdities III

Purpose Descriptors	rhyming-words
Mode of Presentation	timed auditory-word
Mode of Response	oral-several-words
Scoring- Normed	Raw Scores Only

Year X

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Vocabulary Block Counting Abstract Words I Finding Reasons I Word Naming Repeating Six Digits Alternate- Verbal Absurdities III

1. Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Age Equivalent

2. Block Counting

Purpose Descriptors	figure-synthesis
Mode of Presentation	visual-picture
Mode of Response	oral-number
Scoring- Normed	Raw Scores Only

3. Abstract Words I

Purpose Descriptors	visual-memory
Mode of Presentation	timed visual-figure
Mode of Response	draws-figure
Scoring- Normed	Raw Scores Only

4. Rhymes- New Form

Purpose Descriptors	rhyming-words word-meanings
Mode of Presentation	auditory-sentence
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

5. Making Change

Purpose Descriptors	money
Mode of Presentation	auditory-sentence
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

6. Repeating Four Digits Reversed

Purpose Descriptors	auditory-memory-reversed
Mode of Presentation	auditory-several-numbers
Mode of Response	oral-several-numbers
Scoring- Normed	Raw Scores Only

7. Alternate- Rhymes:Old Form

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Paper Cutting Verbal Absurdities Memory For Designs I Rhymes- New Form Making Change Repeating Four Digits Reversed Alternate- Rhymes:Old Form

1. Paper Cutting

Purpose Descriptors	non-verbal-reasoning
Mode of Presentation	visual-picture manual-manipulate-object
Mode of Response	draws-figure
Scoring- Normed	Raw Scores Only

2. Verbal Absurdities

Purpose Descriptors	detecting-absurdities listening-comprehension
Mode of Presentation	auditory-sentence
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

3. Memory For Designs I

Purpose Descriptors	social-judgment
Mode of Presentation	auditory-word-pairs auditory-several-words
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

6. Naming the Days of the Week

Purpose Descriptors	general-knowledge
Mode of Presentation	auditory-directions
Mode of Response	oral-several-words
Scoring- Normed	Raw Scores Only

7. Alternate- Problem Situations I

Purpose Descriptors	listening-comprehension general-knowledge
Mode of Presentation	auditory-paragraph auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

Year IX

Purpose Descriptors	listening-comprehension silent-comprehension
Mode of Presentation	visual-paragraph auditory-paragraph auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

3. Verbal Absurdities I

Purpose Descriptors	detecting-absurdities listening-comprehension
Mode of Presentation	auditory-sentence
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

4. Similarities

Purpose Descriptors	general-knowledge
Mode of Presentation	auditory-word-pairs auditory-several-words
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

5. Comprehension IV

Purpose Descriptors	auditory-memory-reversed
Mode of Presentation	auditory-several-numbers
Mode of Response	oral-several-numbers
Scoring- Normed	Raw Scores Only

Year VIII

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Vocabulary Memory for Stories:The Wet Fall Verbal Absurdities I Similarities Comprehension IV Naming the Days of the Week Alternate- Problem Situations I

1. Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

2. Memory for Stories:The Wet Fall

Purpose Descriptors	copying-designs
Mode of Presentation	visual-figure
Mode of Response	draws-figure
Scoring- Normed	Raw Scores Only

4. Comprehension IV

Purpose Descriptors	general-knowledge social-judgment
Mode of Presentation	auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

5. Opposite Analogies III

Purpose Descriptors	language-analogies
Mode of Presentation	auditory-sentence
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

6. Repeating Five Digits

Purpose Descriptors	auditory-memory
Mode of Presentation	auditory-several-numbers
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

7. Alternate-Three Digits Reversed

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Picture Absurdities I Similarities:Two Things Copying a Diamond Comprehension IV Opposite Analogies III Repeating Five Digits Alternate-Three Digits Reversed

1. Picture Absurdities I

Purpose Descriptors	picture-comprehension detecting-absurdities
Mode of Presentation	visual-picture auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

2. Similarities:Two Things

Purpose Descriptors	general-knowledge
Mode of Presentation	auditory-word-pairs auditory-sentence
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

3. Copying a Diamond

Purpose Descriptors	math-readiness
Mode of Presentation	object auditory-question
Mode of Response	select-nonsense-word
Scoring- Normed	Raw Scores Only

5. Opposite Analogies

Purpose Descriptors	language-analogies
Mode of Presentation	auditory-sentence
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

6. Maze Tracing

Purpose Descriptors	solving-mazes
Mode of Presentation	visual-maze auditory-sentence
Mode of Response	draws-figure
Scoring- Normed	Raw Scores Only

7. Alternate-Response to Picture-Level II

Purpose Descriptors	picture-comprehension verbal-expression
Mode of Presentation	visual-picture
Mode of Response	oral-sentence
Scoring- Normed	Raw Scores Only

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Vocabulary Differences Mutilated Pictures Number Concepts Opposite Analogies Maze Tracing Alternate-Response to Picture-Level II

1. Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	auditory-word
Mode of Response	oral-answer
Scoring- Normed	Age Equivalent

2. Differences

Purpose Descriptors	word-meanings general-knowledge
Mode of Presentation	auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

3. Mutilated Pictures

Purpose Descriptors	visual-closure
Mode of Presentation	visual-picture auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

4. Number Concepts

Purpose Descriptors	copying-designs
Mode of Presentation	visual-figure
Mode of Response	draws-figure
Scoring- Normed	Raw Scores Only

5. Pictorial Similarities and Differences

Purpose Descriptors	identify-different
Mode of Presentation	visual-picture auditory-question
Mode of Response	orally-select-true-false
Scoring- Normed	Raw Scores Only

6. Patience:Rectangle

Purpose Descriptors	solving-puzzles
Mode of Presentation	visual-picture-puzzle
Mode of Response	select-nonsense-word
Scoring- Normed	Raw Scores Only

7. Alternate-Knot

Purpose Descriptors	
Mode of Presentation	object demonstrates-movement
Mode of Response	manual-hand-gestures
Scoring- Normed	Raw Scores Only

Purpose Descriptors	visual-closure
Mode of Presentation	visual-picture auditory-sentence
Mode of Response	drawn-picture
Scoring- Normed	Raw Scores Only

2. Paper Folding-Triangle

Purpose Descriptors	math-readiness
Mode of Presentation	visual-picture demonstrates-movement auditory-directions
Mode of Response	manual-manipulate-objects
Scoring- Normed	Raw Scores Only

3. Definitions

Purpose Descriptors	word-meanings general-knowledge
Mode of Presentation	auditory-word auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

4. Copy a Square

Purpose Descriptors	general-knowledge
Mode of Presentation	auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

7. Alternate-Pictorial Identification

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture auditory-sentence
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

Year V

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Picture Completion Paper Folding-Triangle Definitions Copy a Square Pictorial Similarities and Differences Patience:Rectangle Alternate-Knot

1. Picture Completion

Purpose Descriptors	language-analogies
Mode of Presentation	auditory-sentence
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

3. Pictorial Similarities and Differences I

Purpose Descriptors	identify-different
Mode of Presentation	visual-picture
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

4. Materials

Purpose Descriptors	general-knowledge
Mode of Presentation	auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

5. Three Commissions

Purpose Descriptors	processing-auditory-directions
Mode of Presentation	visual-picture auditory-directions
Mode of Response	manual-manipulate-objects
Scoring- Normed	Raw Scores Only

6. Comprehension III

Purpose Descriptors	general-knowledge
Mode of Presentation	auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

7. Alternative-Memory of Sentence I

Purpose Descriptors	auditory-memory
Mode of Presentation	auditory-sentence
Mode of Response	oral-sentence
Scoring- Normed	Raw Scores Only

Level IV-6

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Aesthetic Comparison Opposite Analogies Pictorial Similarities and Differences I Materials Three Commissions Comprehension III Alternate-Pictorial Identification

1. Aesthetic Comparison

Purpose Descriptors	aesthetic-comparisons
Mode of Presentation	visual-picture auditory-question
Mode of Response	select-figure
Scoring- Normed	Raw Scores Only

2. Opposite Analogies

Purpose Descriptors	visual-memory
Mode of Presentation	object manual-manipulate-object auditory-directions
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

3. Opposite Analogies

Purpose Descriptors	language-analogies
Mode of Presentation	auditory-sentence
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

4. Pictorial Identification

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture auditory-sentence
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

5. Discrimination of Forms

Purpose Descriptors	matching-figures
Mode of Presentation	visual-picture auditory-sentence
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

6. Comprehension II

Purpose Descriptors	general-knowledge
Mode of Presentation	auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

7. Alternate-Comparison of Sticks

Purpose Descriptors	math-readiness
Mode of Presentation	object auditory-directions
Mode of Response	select-object
Scoring- Normed	Raw Scores Only

Year IV

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Picture Vocabulary Naming Objects From Memory Opposite Analogies Pictorial Identification Discrimination of Forms Comprehension II Alternative-Memory of Sentence I

1. Picture Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

2. Naming Objects From Memory

Purpose Descriptors	matching-pictures
Mode of Presentation	visual-picture auditory-directions
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

4. Response to Pictures:Level I

Purpose Descriptors	picture-comprehension verbal-expression
Mode of Presentation	visual-picture auditory-directions
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

5. Sorting Buttons

Purpose Descriptors	visual-association
Mode of Presentation	timed object manual-manipulate-object auditory-directions
Mode of Response	manual-manipulate-objects
Scoring- Normed	Raw Scores Only

6. Comprehension I

Purpose Descriptors	auditory-memory
Mode of Presentation	auditory-several-numbers
Mode of Response	oral-several-numbers
Scoring- Normed	Raw Scores Only

Year III-6

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Comparison of Balls Patience:Pictures Discrimination of Animal Pictures Response to Pictures:Level I Sorting Buttons Comprehension I Alternate-Comparison of Sticks

1. Comparison of Balls

Purpose Descriptors	
Mode of Presentation	visual-picture auditory-directions
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

2. Patience:Pictures

Purpose Descriptors	solving-puzzles
Mode of Presentation	visual-picture-puzzle auditory-directions
Mode of Response	manual-manipulate-objects
Scoring- Normed	Raw Scores Only

3. Discrimination of Animal Pictures

Purpose Descriptors	visual-memory
Mode of Presentation	visual-picture auditory-directions
Mode of Response	oral-word select-picture
Scoring- Normed	Raw Scores Only

5. Copy a Circle

Purpose Descriptors	writing-numbers
Mode of Presentation	visual-figure auditory-directions
Mode of Response	draws-figure
Scoring- Normed	Raw Scores Only

6. Drawing a Vertical Line

Purpose Descriptors	copying-designs
Mode of Presentation	draws-figure demonstrates-movement auditory-directions
Mode of Response	draws-figure
Scoring- Normed	Raw Scores Only

7. Alternate-Repeating Three Digits

Purpose Descriptors	
Mode of Presentation	timed object auditory-directions demonstrates-movement
Mode of Response	manual-manipulate-objects
Scoring- Normed	Raw Scores Only

2. Picture Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture
Mode of Response	select-letter
Scoring- Normed	Raw Scores Only

3. Block Building-Bridge

Purpose Descriptors	processing-auditory-directions
Mode of Presentation	object demonstrates-movement auditory-directions
Mode of Response	manual-manipulate-objects
Scoring- Normed	Raw Scores Only

4. Picture Memories

Purpose Descriptors	processing-auditory-directions
Mode of Presentation	object auditory-directions
Mode of Response	manual-manipulate-objects
Scoring- Normed	Raw Scores Only

7. Alternate-Three Hole Form Board

Purpose Descriptors	
Mode of Presentation	visual-map manual-manipulate-object
Mode of Response	manual-manipulate-objects
Scoring- Normed	Raw Scores Only

Year III

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Stringing Beads Picture Vocabulary Block Building-Bridge Picture Memories Copy a Circle Drawing a Vertical Line Alternate-Repeating Three Digits

1. Stringing Beads

Purpose Descriptors	knowledge-of-body-parts
Mode of Presentation	object auditory-directions
Mode of Response	manual-hand-gestures
Scoring- Normed	Raw Scores Only

3. Naming Objects

Purpose Descriptors	word-meanings
Mode of Presentation	object auditory-question
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

4. Picture Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

5. Repeating Two Digits

Purpose Descriptors	auditory-memory
Mode of Presentation	auditory-several-numbers
Mode of Response	oral-several-numbers
Scoring- Normed	Raw Scores Only

6. Obeying Simple Commands

Purpose Descriptors	word-meanings
Mode of Presentation	object auditory-directions
Mode of Response	select-object
Scoring- Normed	Raw Scores Only

Year II-6

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Identifying Object by Use Identify Parts of the Body Naming Objects Picture Vocabulary Repeating Two Digits Obeying Simple Commands Alternate-Three Hole Form Board

1. Identifying Object by Use

Purpose Descriptors	word-meanings
Mode of Presentation	object auditory-directions
Mode of Response	select-object
Scoring- Normed	Raw Scores Only

2. Identify Parts of the Body

Purpose Descriptors	knowledge-of-body-parts
Mode of Presentation	visual-picture auditory-directions
Mode of Response	manual-hand-gestures
Scoring- Normed	Raw Scores Only

4. Block Building Tower

Purpose Descriptors	processing-auditory-directions
Mode of Presentation	object demonstrates-movement auditory-directions
Mode of Response	manual-manipulate-objects
Scoring- Normed	Raw Scores Only

5. Picture Vocabulary

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

6. Word Combinations

Purpose Descriptors	thought-units
Mode of Presentation Mode of Response	oral-phrases
Scoring- Normed	Raw Scores Only

7. Alternative-Identifying Object by Name

Range	Not Available
Equivalent forms	only one form
Administration Time	20 - 30 minutes
Subtests	Three-Hole Form Board Delayed Response Identifying Parts of the Body Block Building Tower Picture Vocabulary Word Combinations Alternative-Identifying Object by Name

1. Three-Hole Form Board

Purpose Descriptors	
Mode of Presentation	object manual-manipulate-object auditory-directions
Mode of Response	manual-manipulate-objects
Scoring- Normed	Raw Scores Only

2. Delayed Response

Purpose Descriptors	visual-memory
Mode of Presentation	timed object manual-manipulate-object auditory-sentence
Mode of Response	manual-manipulate-objects
Scoring- Normed	Raw Scores Only

3. Identifying Parts of the Body

Stanford-Binet Intelligence Scale (S-B)

Lewis M. Terman
Stanford University

Maud A. Merrill
Stanford University

Publisher
Edition
Publication date
Cost
Type of Test

Houghton-Mifflin Company
3
1960
\$285
intelligence
individual use
norm-referenced

Ease of administration
Ease of scoring

requires extensive training and practice
requires extensive training and practice
Scoring aids available

Global Scores

Quotient Score
Mean : 100
Standard Deviation : 16
Age Equivalent

Available levels

Year II
Year II-6
Year III
Year III-6
Year IV
Level IV-6
Year V
Year VI
Year VII
Year VIII
Year IX
Year X
Year XI
Year XII
Year XIII
Year XIV
Average Adult
Superior Adult I
Superior Adult II
Superior Adult III

Year II

Reviews

- [1] **O.K. Buross editor** , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 1225-1228.

1. M.S. Johnson: The test and the directions lead superficiality to objectives. The "gross screening" pretest is supposed to give you a starting place for the inventory, but it actually provides the same information as the test itself and is much easier to administer. The SARPI overestimates reading levels. There is no source given for the criteria of these reading levels and they are different than other inventories.

2. J. Stafford: The manual makes no suggestion regarding what to do if the children score at different levels on some subtests. Are informal inventories that are NOT made by the teacher valid? No data is given to indicate that the SARPI is valid for its intended purpose.

3. J.L. Wardrop: It is unfortunate that it is marketed as a test.

4. J. Johns: The criteria for reading levels is not the same as other tests. The SARPI would be an asset to any classroom teacher interested in identifying each pupil's reading levels.

- [2] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students: Strategies and Procedures*, Columbus,Ohio, Merrill, 1981, 358-360.

The SARPI is useful for the assessment of word recognition and comprehension skills.

- [3] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities(2nd ed.)*, Boston,Mass., Allyn and Bacon Inc., 1981, 230.

Some criticisms are lack of reliability or validity data, the inadequate scoring directions for recording word recognition errors or answers to the comprehension questions, the differing standards for instructional, independent, and frustration levels from those commonly used in informal inventories, and the absence of any measure of silent reading.

Validity Information

1. Information regarding content validity in manual?
- Unknown

Purpose Descriptors	sight-words
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring - Criterion	Grade Equivalents

2. Oral Reading

Purpose Descriptors	oral-reading-paragraphs oral-comprehension
Mode of Presentation	visual-paragraph auditory-question
Mode of Response	oral-paragraph oral-answer
Scoring - Criterion	Grade Equivalents

Reliability Information

1. Reliability information in manual? - Unknown

- [11] **J.A. Naglieri** , Use of the WISC-R and the PPVT-R with Mentally Retarded Children, *Journal of Clinical Psychology* ,1982,38:3,635-637.

The PPVT-R has been shown to correlate positively and significantly with the WISC-R IQ scores and to yield a mean standard score that is very similar to the WISC-R Full Range IQ and the McCarthy General Cognitive Index. Evidence suggests that the PPVT-R may not under- or overestimate IQ scores as the PPVT did. The PPVT-R and the WISC-R are not interchangeable. The PPVT-R appears to be more appropriate as a measure of verbal comprehension which does not require verbal expression.

- [12] **B. Bracket, and D. Prasse** , Concurrent Validity of the PPVT-R for at risk Preschool Children, *Psychology in the School* ,1983,20:1,13-15.

The study consisted of 35 at risk preschool children. Nonsignificant differences were found between Form L and M of the PPVT-R and the McCarthy General Cognitive Index scores. Correlations between these scores were all significant and in the moderate range of 0.41 to 0.69. Alternate-form reliability is 0.87. The PPVT-R should not be viewed as an IQ test because it is restricted in terms of skills it measures.

1965 ed.: The PPVT is considered a language test. The PPVT may be used in the assessment of receptive language, but further assessment is needed before instructional plans can be made.

- [6] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 276-279.

The PPVT-R is listed with the intelligence tests. It is well developed and adequately standardized. Reliability is adequate but no validity is given. It samples only receptive vocabulary and can serve as an useful screening device.

- [7] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities(2nd ed.)*, Boston,Mass., Allyn and Bacon Inc., 1981, 94-95.

Spache lists the PPVT-R under alternate tests of intelligence. It is purely a measure of vocabulary, recognized as a good sample of verbal intelligence. The PPVT-R is recommended over the Full Range and Quick Tests because of the similarity to the WISC and the S-B, its shorter testing time, and its greater discrimination especially at the lower age range.

- [8] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston,Mass., Allyn and Bacon Inc., 1978, 260-261.

The PPVT is listed as a test of semantics, but it could be more accurately labelled a test of vocabulary. The user is cautioned to use the test to assess vocabulary only.

- [9] **B.S. Tillinghast Jr.,J.E. Morrow, and G.E. Uhlig** , Retest and Alternate Form Reliabilities of the PPVT-R with Forth,Fifth,and Sixth Grade Pupils, *The Journal of Educational Research* ,1983,76:4,246.

120 regular classroom students were given the 1981 edition of PPVT-R. The sample was 50% boys and 50% girls. The results were as follows: alternate-form reliability 0.76 to 0.87; test- rest Form L 0.85 to 0.92, Form M 0.82 to 0.9, with an eight day delay; and test-retest of longer Form L-M 0.91 to 0.95.

- [10] **M.J. Breen** , Comparison of the WISC-R and the PPVT-R for a Referred Population, *Psychological Reports D D* ,1981,49:3,717-718.

The testing included 32 elementary school age children ages 6 to 15 years: 11 regular students, 17 learning disabled, and 4 emotionally disturbed. There were significant differences noted between the mean PPVT-R standard score and the 3 IQs of the WISC-R. Significant correlations were found for all comparisons. Validities between the PPVT-R were as follows: with Verbal IQ 0.73, with Performance IQ 0.37 and Full Scale IQ 0.71. Although sizeable variances remain unaccounted for, the PPVT-R and the Verbal IQ of the WISC-R may measure some common abilities.

Reviews

- [1] **O.K. Buros editor** , *The Sixth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1965, 820-822.

1. E.V. Piers: 1965 ed.: The PPVT was developed for use with special groups of students with reading or speech problems, brain damage, cerebral palsy, mental retardation or emotional withdrawal. Untrained individuals should be careful about using it to assign IQ scores.

- [2] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia,Ontario, Ptarmigan Publishers, 1982, 95-96.

The PPVT-R is included with the intelligence tests, but it is referred to as a receptive vocabulary test. One advantage is that extensive training is not required. It has a short administration time, easy scoring, no oral responses, alternate forms and the test covers a wide range of ages. The major disadvantage is the limited approach taken regarding the concept of intelligence. The test can be a useful measure of language comprehension.

- [3] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education: a division of Pitman Learning Inc., 1980, 152-153.

Compton calls the PPVT-R a speech and language test. The major area tested is receptive single word vocabulary. There is a Technical Supplement published separately. The new edition was standardized nation-wide. The strength of the test is that it is well designed and well normed. The limiting factors include the one single skill tested and the fact that the test does not predict verbal performance. Only nouns, verbs and adjectives are tested. Low scores could reflect problems in comprehending pictures or the inability to scan and select visual material.

- [4] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston,Mass., Allyn and Bacon Inc., 1983, 256.

When intelligence tests are used as a measure of reading potential an individual test is necessary. The most common ones are WISC-R, WAIS, S-B, SIT, and the PPVT-R. The PPVT-R takes less time, but it measures a much narrower spectrum of intelligence than the others. The scores should be interpreted as a measure of vocabulary and experience and not as an overall measure of intelligence.

- [5] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students: Strategies and Procedures*, Columbus,Ohio, Merrill, 1981, 457-459.

Reliability Information

1. Test-retest reliability: 0.82 - 0.92
2. Split-half reliability: 0.61 - 0.88
3. Equivalent forms reliability: 0.73 - 0.91
4. Reliability information in manual? - Yes

Validity Information

1. Criterion/predictive validity
 - a. S-B
 - i. Year : 1974
 - ii. Range of correlations : 0.66 - 0.71
 - iii. Information in manual? - No
 - b. WISC
 - i. Year : 1974
 - ii. Range of correlations : 0.61
 - iii. Information in manual? - No
2. Information regarding content validity in manual?
- Yes

Purpose Descriptors	word-meanings general-knowledge
Mode of Presentation	auditory-word
Mode of Response	select-picture
Scoring- Normed	Same as global.

Norming Information

Norming date	1979
Sample size	5028
Place normed	USA
Sample Range	Ages 2.6 - 40
Sample similar to national population	Yes
Norming info in manual?	Yes

Peabody Picture Vocabulary Test-Revised (PPVT-R)

Lloyd M. Dunn

Leota M. Dunn
Honolulu, Hawaii

Publisher

American Guidance Service

Edition

3

Publication date

1981

Cost

\$45

Type of Test

intelligence
language
individual use
norm-referenced

Ease of administration

easy

Ease of scoring

easy

Scoring aids available

Global Scores

Standard Score
Age Equivalent
Stanine Score
Percentiles

Available levels

There is only one level.

Range

Ages 2.5 - 40

Equivalent forms

2

Administration Time

10 - 15 minutes

Subtests

None

1. None

This study included only reading subtests, in the PIAT only Reading Comprehension was used. The concurrent validities are as follows: WRAT with PIAT 0.75; SORT with PIAT 0.63; and SORT with WRAT 0.26. The predictive validities of the reading subtests with WISC-R are as follows: PIAT 0.17 to 0.56; WRAT 0.15 to 0.57; SORT 0.13 to 0.44. SORT seems to measure a different dimension of reading not covered by WRAT and PIAT.

- [10] **R.G. Simpson, and R.C. Eaves** , The Concurrent Validity of the WRMT Relative to the PIAT among Retarded Adolescents, *Educational and Psychological Measurement* ,1983,43:1,275-281.

The tests were administered to 56 adolescents. The presence of relatively high and positive partial correlations between appropriate subtests support the concurrent validity of the WRMT and PIAT. Grade equivalents were higher on the PIAT. The correlations ranged from 0.72-0.94. Subtest correlations include: PIAT Reading Recognition and WRMT Word Identification $r=.94$; and PIAT Reading Comprehension and WRMT Passage Comprehension $r=.90$.

- [4] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students: Strategies and Procedures*, Columbus, Ohio, Merrill, 1981, 200-205.

The PIAT is best interpreted by a professional educator, although paraprofessionals can be trained to give the test. Reliability of the PIAT appears better for older students and better for some subtests than others. Validity is not well covered in the manual. Results of the PIAT aid in determining possible areas of strength or weakness. Further assessment is necessary before planning instructional programs.

- [5] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education (2nd ed.)*, Boston, Mass., Houghton Mifflin, 1981, 170-174.

The reliability of the PIAT subtests are too low for use in making important educational decisions. More validity is needed. It makes a good screening device.

- [6] **T. Mahan** , *Assessing Children With Special Needs*, New York, New York, Holt, Rinehart and Winston, 1981, 121-122.

The PIAT manual gives the statistical basis for the score interpretations. The standard error of measurement is only given for raw scores, which means more work for teachers. The PIAT is a good screening device, there is an absence of diagnostic framework for direct instructional planning.

- [7] **C.T. Ramey, F.A. Campbell, and B.H. Wasik** , Use of Standardized Tests to Evaluate Early Childhood Special Education Programs, *Topics of Early Childhood Special Education* , 1982, 1:4, 51-60.

The normative sample is representative of the national population of the USA but excludes children in special classes or private schools. It estimates achievement level but does not allow the examiner to identify the specific problem areas for a child.

- [8] **F.M. Grossman** , Caution in Interpreting WRAT Standard Scores as Criterion Measures of Achievement in Young Children, *Psychology in the Schools* , 1981, 18:2, 144-146.

The PIAT and WRMT are psychometrically superior to the WRAT with regard to selection and representation of standardization samples and attempts to establish content validity. They also appear to reflect more accurately curriculum material used in lower grade classrooms. It is difficult to diagnose specific learning disabilities when you rely on WISC-R and WRAT alone.

- [9] **J.L. Tramill, J.K. Tramill, R. Thornthwaite, and F. Anderson** , Investigation Into the Relationship of the WRAT, PIAT, SORT, and WISC-R in Low Functioning Referrals, *Psychology in the Schools* , 1981, 18:2, 149-153.

Reviews

- [1] **O.K. Buros editor** , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 73-86.

1. A. Bannatyne: The PIAT is quite comprehensive but does not go into the detail of the KeyMath or Woodcock Reading Mastery Test. The recognition memory technique used in the PIAT spelling test may not correlate well with written spelling tests. A real advantage is that comprehension is pictorial and spatial, which may help those LD children who have difficulty expressing their answers in words. The quality of the test is excellent. The PIAT is recommended to those who need an individually administered, wide range, detailed set of achievement tests of high quality.

2. B.B. Proger: Considerable field testing has gone into the PIAT. Both item difficulty and item discrimination were used in selecting items from the total item pool for the final test. The 30 seconds per item and the 3 minute training session recommended in the manual are not adequate for some children. The basal ceiling procedures can be criticized. The validation efforts are weak, content validity is sound enough, concurrent is limited to PPVT, and predictive is not available. For reliability internal consistency is discussed, but the best measure, the Kuder-Richardson formula, is not used. The test-retest of the subtests appears to be adequate. The PIAT presents a challenge to the WRAT.

- [2] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia,Ontario, Ptarmigan Publishers, nil, 44-45.

Math Subtest: Although the authors recommend the PIAT as a diagnostic instrument, its definitiveness is questionable. The norms of the test are quite gross and at best give the subject's grade level performance. The test, therefore, should only be utilized as a screening device to determine if a child's mathematics skills warrant further investigation. Reliability appears weak and only content validity is supportable by the information available.

- [3] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education: a division of Pitman Learning Inc., 1980, 22-25.

The PIAT was not intended to be a comprehensive diagnostic instrument. The reliability of performance of kindergarden students is low, suggesting that the PIAT is not a good test for students at this level. Studies of validity are lacking, suggesting that the PIAT is best used as a quick screening device.

Norming Information

Norming date	1969
Sample size	2889
Place normed	USA
Sample Range	Ages 4 - 21 Grades P - 12
Sample similar to national population	Yes
Norming info in manual?	Yes

Reliability Information

1. Test-retest reliability: 0.82 - 0.92
2. Reliability information in manual? - Yes

Validity Information

1. Criterion/predictive validity
 - a. PPVT
 - i. Year : 1969
 - ii. Range of correlations : 0.53 - 0.79
 - iii. Information in manual? - Yes
2. Concurrence validity
 - a. WRAT
 - i. Year : 1970
 - ii. Range of correlations : 0.73
 - iii. Information in manual? - Yes
3. Information regarding content validity in manual?
- Yes

Purpose Descriptors	recognize-letters identify-letter identify-word identify-different spelling-identify-correct
Mode of Presentation	visual-figure visual-letter visual-number visual-picture visual-several-words auditory-letter-name auditory-letter-sound auditory-word auditory-sentence repeated-auditory-instructions
Mode of Response	select-letter select-word
Scoring- Normed	Same as global.

5. General Information

Purpose Descriptors	general-knowledge word-meanings
Mode of Presentation	auditory-question
Mode of Response	manual-hand-gestures oral-answer
Scoring- Normed	Same as global.

Purpose Descriptors	matching-letters-capitals matching-words letter-names-general reading-words
Mode of Presentation	visual-letter visual-word visual-picture visual-several-letters visual-several-words repeated-auditory-instructions
Mode of Response	oral-letter-name oral-word
Scoring- Normed	Same as global.

3. Reading Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-picture visual-sentence repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Same as global.

4. Spelling

Purpose Descriptors	math-readiness math-general
Mode of Presentation	visual-figure visual-picture visual-number visual-computations visual-several-numbers visual-several-words visual-math-symbol visual-sentence visual-question auditory-computations auditory-sentence auditory-paragraph auditory-question auditory-directions
Mode of Response	select-math-symbols select-figure select-picture select-number select-computation select-letter select-answer
Scoring- Normed	Same as global.

2. Reading Recognition

Peabody Individual Achievement Test (PIAT)

Lloyd M. Dunn
University of Hawaii

Frederick C. Markwardt, Jr.
St. Paul, Minnesota

Publisher	American Guidance Service
Publication date	1970
Cost	\$36
Type of Test	general achievement individual use norm-referenced
Ease of administration	easy
Ease of scoring	easy Scoring aids available
Global Scores	Standard Score Age Equivalent Grade Equivalent Percentiles

Available levels

There is only one level.

Range	Ages 4 - 21 Grades P - 12
Equivalent forms	only one form
Administration Time	30 - 40 minutes
Subtests	Mathematics Reading Recognition Reading Comprehension Spelling General Information

1. Mathematics

Reviews

- [1] **O.K. Buros editor** , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 1211-1212.

1. J. McLeod: The OISE supersedes the Dominion Achievement Test in Silent Reading. The OISE tests have impressive reliability (0.97) and acceptable validity (correlations of about 0.75 with teachers' estimates). Some of the sentences used are difficult to understand and some of the words have different meanings for today's children. Standardization is comprehensive and well carried out but is limited to Ontario, Canada. Reading ages and grade equivalents have not been supplied. Because of the length and the limited amount of information available, a relatively short group test would be better than the OISE.

Norming Information

Norming date	1969
Sample size	2703
Place normed	Canada
Sample Range	Ages 7.5 - 8.4 Grade 2
Sample similar to national population	No
Norming info in manual?	Yes

Reliability Information

1. Equivalent forms reliability: 0.96
2. Kuder-Richardson reliability: 0.97
3. Reliability information in manual? - Yes

Validity Information

1. Information regarding content validity in manual?
- Yes

Purpose Descriptors	context
Mode of Presentation	visual-sentence visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

2. Comprehension A

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-question visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

3. Comprehension B

Purpose Descriptors	ordering-sentences
Mode of Presentation	visual-several-sentences
Mode of Response	select-order
Scoring- Normed	Same as global.

4. Multiple Word Meaning

Purpose Descriptors	context
Mode of Presentation	visual-sentence visual-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

OISE Achievement Tests in Silent Reading (OISE)

Ontario Institute for Studies in Education Toronto, Ontario	Patricia Tracy
Publisher	Guidance Center
Edition	2
Publication date	1971
Cost	\$7
Type of Test	reading group use norm-referenced
Ease of administration	easy
Ease of scoring	easy Scoring aids available
Global Scores	Stanine Score Percentiles
Available levels	Advanced Primary
Advanced Primary	
Range	Ages 7.5 - 8.4 Grade 2
Equivalent forms	2
Administration Time	90 - 110 minutes
Subtests	Words in Use Comprehension A Comprehension B Multiple Word Meaning

1. Words in Use

The NSST is a screening test of language comprehension and expression.

- [6] **E.H. Wiig, and E.M. Semel** , *Language Assessment and Intervention for the Learning Disabled*, Columbus, Ohio, Charles E. Merrill Publishing Company, 1980, 105-107.

The limitations of the NSST as a critical indicator for language training needs outweighs its assets. The worse limitations are the bias of the standardization sample, and the lack of reliability and validity.

- [7] **A.E. Klein** , Test Re-test Reliability and Predictive Validity of the NSST, *Educational and Psychological Measurement* ,1980,40:4,1167-1172.

Seven hundred 4-year olds were used in the study. The test-retest was 0.54 for Reception and 0.7 for Expression. It was moderately accurate in predicting general academic achievement test scores in K and grade 1 Screening Test of Academic Readiness-Reception 0.28-0.5 and Expression 0.22 -0.52; Stanford Early School Achievement Test-Reception 0.32-0.5 and Expression 0.45-0.57. The test-retest is not high enough to justify the use of the test for clinical purposes. The NSST should be renormed on a larger sample.

- [8] **D.L. Ratusnik, and R.A. Koenigsnecht** , Internal Consistency of the Northwestern Syntax Screening Test, *Journal of Speech and Hearing Disorders* ,1975,40:1,59-68.

The study included 60 students: 20 normal preschool, 20 language impaired, 20 mentally retarded. The Receptive and Expressive sections of the NSST were demonstrated to be a valuable language screening procedure for differentiating among groups of preschool children and mentally retarded students. The Expression section did not differentiate between the language delayed and the mentally retarded subjects. The Receptive section did. The internal consistency of the Receptive and Expressive portions of the NSST was demonstrated in assessing the syntax and morphology used by children with atypical language development. The reliability coefficients and the item scores obtained are applicable for a middle cross section of the age range for which the NSST was developed.

- [9] **D.L. Ratusnik, C.M. Ratusnik, and T.M. Klee** , Northwestern Syntax Screening Test: A Short Form, *Journal of Speech and Hearing Disorders* ,1980,45:2,200-208.

The NSST was administered to 900 children ages 3.0-7.11. The test was renormed on this larger sample at 6 months intervals. The test was then shortened from 20 items to 11 items in each subtest. The variance is 95% in these items. 301 children were given both forms, there was a 99% overlap on the pass/fail of the test.

Reviews

- [1] **O.K. Buros editor** , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 1503-1506.

1. M.C. Fontana: The major strength of the NSST is its application of current knowledge. The normative sample is small, therefore the results should be interpreted with caution.

2. R.D. Logue: In the Expressive portion of the test, the demand for precise speech imitation is the test's major deficiency. The test is not semantically based.

3. M. Bannatyne: It is recommended that preschool, kindergarten and first grade teachers use this test to identify children who deviate in syntactic development from their peers.

- [2] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia,Ontario, Ptarmigan Publishers, 1982, 9.

As a quick estimate of a child's syntactic development, the NSST can be deemed a reasonable test. A more definitive test should be used if syntactic deficiencies are suspected. Lack of information on reliability and validity underscores the need for caution when interpreting test results.

- [3] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education:a division of Pitman Learning Inc., 1980, 162-165.

The strength of the NSST is that it is a quick and easy screening test. Ratusnik and Koenigsknecht in 1975 proved that the NSST differentiated between normal, severely delayed expressive language, and retarded language development. A method of screening large numbers of children is described in the introduction to the NSST. The standardization is limited to middle and upper-middle class students in a single geographical location. Only limited information on test development, reliability, and validity is available.

- [4] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students: Strategies and Procedures*, Columbus,Ohio, Merrill, 1981, 454-455.

The results of the NSST appear useful for estimating current levels of syntactical development and for directing further assessment. The results should be interpreted with caution due to the limitations of the norms and lack of validity and reliability.

- [5] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 411-412.

Reliability Information

1. Reliability information in manual? - No

Validity Information

1. Information regarding content validity in manual?
- No

Purpose Descriptors	auditory-memory sentence-structure
Mode of Presentation	visual-picture auditory-several-sentences
Mode of Response	oral-sentence
Scoring- Normed	Age Equivalent Percentiles

Norming Information

Norming date	1971
Sample size	344
Place normed	USA
Sample Range	Ages 3.0 - 7.11
Sample similar to national population	No
Norming info in manual?	No

Reviews

- [1] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, 1982, 30-31.

The strength of this test lies in its careful classification system for errors. Lack of information on the standardization sample and sufficient evidence of acceptable reliability and validity makes the norms questionable. This test was normed on British children.

Validity Information

1. Concurrence validity

a. Various

i. Year : dk

ii. Range of correlations : 0.95

iii. Information in manual? - Yes

2. Information regarding content validity in manual?

- No

Purpose Descriptors	blending-word-parts-> words
Mode of Presentation	visual-word-parts
Mode of Response	oral-word
Scoring - Criterion	No Scores

Norming Information

Norming date	Not Available
Sample size	2262
Place normed	others
Sample Range	Ages 7 - 11
Sample similar to national population	No

Norming info in manual? Yes

Reliability Information

1. Equivalent forms reliability: 0.98
2. Reliability information in manual? - Yes

- [6] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston,Mass., Allyn and Bacon Inc., 1978, 446-449.

1971 ed.: The KeyMath is a good example of a comprehensive arithmetic battery that provides an overall indication of a child's arithmetic skills. However, to be useful the test results must be analyzed carefully. All possible explanations for test behaviour must be considered, if the test results are to be beneficial in planning remedial programs.

- [7] **D.D. Hammill, and N.R. Bartel** , *Teaching Children With Learning and Behavior Problems*, Boston,Massachusetts, Allyn and Bacon Incorporated, 1982, 186.

1976 ed.: The KeyMath is convenient and attractive to administer. It requires almost no reading or writing. It is not really a diagnostic test because of the lack of items, but it is useful for identifying problem areas.

- [8] **T. Mahan, and A. Mahan** , *Assessing Children with Special Needs*, New York,New York, Holt,Rinehard and Winston, 1981, 112-115.

1976 ed.: The real limitation of the KeyMath is the limited number of items related to the same general objective. There is little basis on which to separate failures as the result of inadequate knowledge or failures which evolve from inappropriate problem solving strategies. The teacher does receive considerable information for use so long as the cautions are observed.

- [9] **F.A. Tinney** , A Comparison of the KeyMath and the California Arithmetic Test Used With Learning Disabled Students, *Journal of Learning Disabilities* ,1975,8:5,313-315.

Although content validity of both tests is defended in their manuals, the CalAT does not sample as much of the modern math curricula as the KeyMath. The individual administration of the KeyMath, while impractical for school-wide testing, is advantageous for use with children in programs for the learning disabled because of the diagnostic information obtained by the detailed observations of the skilled evaluator. Both the KeyMath and the CalAT are suitable to obtain a gross measure of progress, but if the testing is to be part of the educational evaluation, the KeyMath offers notable advantages over the CalAT. More research is needed to determine the reliability and validity of the KeyMath with learning disabled students.

Reviews

- [1] **O.K. Buross** editor , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 451-452.

1. A. Bannatyne: 1976 ed. American: KeyMath is a well thought out and nicely constructed test. It is standardized on a sufficient sample and has good reliability and validity. Diagnostically it is very useful because of the behavioural objectives provided, which are given in considerable detail and enable the teacher to write equally precise remedial prescriptions.

- [2] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia,Ontario, Ptarmigan Publishers, 1982, 42-43.

1971 ed. American. There is a Metric supplement to this test. It was standardized on 1222 students from K-grade 7 in the USA. It was designed as a diagnostic tool to assess math skills but falls short of an indepth assessment. It can be useful as a screening device that will provide a grade score and indicate which mathematical skills are weak. Some evaluators find it more useful as a criterion-referenced measure.

- [3] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education: a division of Pitman Learning Inc., 1980, 68-72.

1971 ed.: The KeyMath is useful for students with a wide range of intellectual ability because of its diagnostic structure and almost total lack of reading and writing. The KeyMath provides basal and ceiling levels which means it is not necessary to give the whole test. Because of the insufficient number of items, it often jumps two grade levels between items. There are no grade scores for the subtests.

- [4] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students: Strategies and Procedures*, Columbus,Ohio, Merrill, 1981, 400-409.

1976 ed.: This edition was standardized in 1971. The only available scores are grade equivalents. When calculating KeyMath results, grade and age of the student are not taken into account. Thus, the KeyMath is grade-referenced rather than a norm-referenced measure.

- [5] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 234-237.

1971 ed.: The real strength of the KeyMath lies in the description of specific behaviours sampled by each of the test items. This is actually a criterion-referenced test.

Reliability Information

1. Split-half reliability: 0.94 - 0.97
2. Reliability information in manual? - Yes

Validity Information

1. Information regarding content validity in manual?
- Yes

Purpose Descriptors	time
Mode of Presentation	visual-picture auditory-paragraph auditory-question
Mode of Response	oral-number oral-answer
Scoring- Normed	Same as global.

15. Supplementary-Metric

Purpose Descriptors	measurement math-symbols
Mode of Presentation	visual-picture auditory-question
Mode of Response	oral-number oral-answer
Scoring - Criterion	No Scores

Norming Information

Norming date	1974	1971
Sample size	769	1224
Place normed	Canada USA	
Sample Range	Grades K - 7	Grades 1 - 7
Sample similar to national population	No	
Norming info in manual?	Yes	

Purpose Descriptors	problem-solving
Mode of Presentation	visual-picture visual-sentence visual-question auditory-sentence auditory-question
Mode of Response	oral-answer
Scoring- Normed	Same as global.

12. Applications-Money

Purpose Descriptors	money problem-solving
Mode of Presentation	visual-graphs visual-picture auditory-sentence auditory-question
Mode of Response	oral-number oral-answer select-picture
Scoring- Normed	Same as global.

13. Applications-Measurement

Purpose Descriptors	measurement
Mode of Presentation	visual-figure visual-picture auditory-sentence auditory-question
Mode of Response	oral-number oral-answer
Scoring- Normed	Same as global.

14. Applications-Time

Purpose Descriptors	computation-whole-numbers
Mode of Presentation	auditory-computations
Mode of Response	oral-number
Scoring- Normed	Same as global.

9. Operations-Numerical Reasoning

Purpose Descriptors	computation-whole-numbers computation-fractions
Mode of Presentation	visual-computations auditory-sentence
Mode of Response	oral-number
Scoring- Normed	Same as global.

10. Application-Word Problems

Purpose Descriptors	problem-solving
Mode of Presentation	visual-picture visual-sentence visual-question auditory-sentence auditory-question
Mode of Response	oral-number
Scoring- Normed	Same as global.

11. Applications-Missing Elements

Purpose Descriptors	computation-whole-numbers-subtraction computation-fractions-subtraction computation-decimals-subtraction
Mode of Presentation	visual-picture visual-computations auditory-sentence auditory-question
Mode of Response	oral-number write-number
Scoring- Normed	Same as global.

6. Operations-Multiplication

Purpose Descriptors	computation-whole-numbers-multiplicat computation-fractions-multiplication computation-decimals-multiplication
Mode of Presentation	auditory-question visual-computations
Mode of Response	oral-number write-number
Scoring- Normed	Same as global.

7. Operations-Division

Purpose Descriptors	computation-whole-numbers-division computation-fractions-division computation-decimals-division
Mode of Presentation	visual-picture visual-computations auditory-question
Mode of Response	oral-number write-number
Scoring- Normed	Same as global.

8. Operations-Mental Computation

Purpose Descriptors	computation-fractions
Mode of Presentation	visual-figure visual-picture visual-number auditory-sentence auditory-question
Mode of Response	oral-number
Scoring- Normed	Same as global.

3. Content-Geometry and Symbols

Purpose Descriptors	math-symbols geometry
Mode of Presentation	visual-figure visual-computations auditory-sentence auditory-question
Mode of Response	oral-answer select-figure
Scoring- Normed	Same as global.

4. Operations-Addition

Purpose Descriptors	computation-whole-numbers-addition computation-fractions-addition computation-decimals-addition
Mode of Presentation	visual-picture visual-computations auditory-sentence auditory-question
Mode of Response	oral-number write-number
Scoring- Normed	Same as global.

5. Operations-Subtraction

Range	Grades K - 8
Equivalent forms	only one form
Administration Time	30 minutes
Subtests	Content-Numerations Content-Fractions Content-Geometry and Symbols Operations-Addition Operations-Subtraction Operations-Multiplication Operations-Division Operations-Mental Computation Operations-Numerical Reasoning Application-Word Problems Applications-Missing Elements Applications-Money Applications-Measurement Applications-Time Supplementary-Metric

1. Content-Numerations

Purpose Descriptors	math-readiness computation-whole-numbers computation-decimals
Mode of Presentation	visual-figure visual-picture visual-number auditory-sentence auditory-question
Mode of Response	oral-number oral-answer
Scoring- Normed	Same as global.

2. Content-Fractions

KeyMath Diagnostic Arithmetic Test-Canadian Edition (KeyMath)

Austin J. Connolly

William Nachtman

E. Milo Pritchett

Publisher

PSYCAN Publishers

Edition

2

Publication date

1982

Cost

\$90

Type of Test

arithmetic

individual use

both norm and criterion referenced

Ease of administration

easy

Ease of scoring

easy

Scoring aids available

Global Scores

Grade Equivalent

Available levels

There is only one level.

more' task analysis' orientation of data interpretation.

- [10] **N.L. Pielstick, and R.M. Thorndike** , Canonical Analysis of the WISC and ITPA: A Reanalysis of the Wakefield and Carlson Data, *Psychology in the Schools* ,1976,13:3,.

The canonical correlations of the WISC and ITPA are high 0.69-0.84. However, they are not redundant to a great degree, so the use of one test does not prelude the use of the other test.

Purpose Descriptors	oral-reading-paragraphs oral-comprehension
Mode of Presentation	timed visual-paragraph auditory-question
Mode of Response	oral-paragraph oral-answer
Scoring- Normed	Age Equivalent

2. Supplementary-Name and Sounds of Letters

Purpose Descriptors	letter-names-capitals-consonants letter-names-capitals-vowels letter-sounds-capitals-consonants letter-sounds-capitals-vowels
Mode of Presentation	visual-letter
Mode of Response	oral-letter-name oral-letter-sound
Scoring - Criterion	No Scores

3. Supplementary-Spelling

Purpose Descriptors	spelling-general
Mode of Presentation	auditory-word
Mode of Response	write-word
Scoring - Criterion	No Scores

4. Supplementary-Blending and Recognizing of Syllables

Neale Analysis of Reading Ability (Neale)

Marie D. Neale
Monash University, Australia

Publisher	Collier- MacMillan Canada Limited
Edition	2
Publication date	1966
Cost	Not Available
Type of Test	reading individual use norm-referenced
Ease of administration	requires some training
Ease of scoring	requires some training Scoring aids available
Global Scores	No Scores

Available levels

There is only one level.

Range	Ages 6 - 13
Equivalent forms	3
Administration Time	10 - 20 minutes
Subtests	Oral Reading Supplementary-Name and Sounds of Letters Supplementary-Spelling Supplementary-Blending and Recognizing of Syllables

1. Oral Reading

Reviews

- [1] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 466-472.

A practice test is provided to teach and practice concepts such as place keeping, marking rows, and marking answers. The reliability for the Prereading Composites are sufficiently reliable to make educational decisions, the subtests of Level I and the area scores of Level II are not. The MRT appears to be adequately normed and to have adequate reliability and substantial validity for a screening device. Judicious use of the MRT can provide very useful screening information.

- [2] **J.R. Nurss, and M.E. McGauvran** , *Teacher's Manual Part II: Interpretation and use of the Test Results Level I*, USA, Harcourt Brace Jovanovich Incorporated, 1976, 11,16.

Although, Level I is not recommended for use in Grade I, teachers may occasionally administer Level I to certain pupils for whom Level II is judged inappropriate. If Level I has been administered under these circumstances, interpretative material may be obtained by writing to the publisher. The MRT does not provide in-depth diagnostic information about pupils' strengths and weaknesses since each of the tests and skills areas contains a relatively small number of items. Scores should be viewed as suggestions of possible strengths and weaknesses. The standard error of measurement is approximately 1 stanine.

Norming Information

Norming date 1975
Sample size 109
Place normed USA

Sample Range Ages 5 - 6
 Grades K - 1

Sample similar to
national population Yes

Norming info in manual? Yes

Reliability Information

1. Split-half reliability: 0.93 - 0.95
2. Equivalent forms reliability: 0.85 - 0.88
3. Kuder-Richardson reliability: 0.92 - 0.95
4. Reliability information in manual? - Yes

Validity Information

1. Criterion/predictive validity
 - a. MAT
 - i. Year : 1975
 - ii. Range of correlations : 0.68 - 0.73
 - iii. Information in manual? - Yes
 - b. SAT
 - i. Year : 1975
 - ii. Range of correlations : 0.65 - 0.78
 - iii. Information in manual? - Yes
2. Information regarding content validity in manual?
- No

Purpose Descriptors	math-readiness
Mode of Presentation	visual-figure visual-picture visual-number visual-several-letters auditory-directions
Mode of Response	select-figure select-picture select-number
Scoring- Normed	Raw Scores Only

9. Supplementary-Copying

Purpose Descriptors	copying-words
Mode of Presentation	visual-word visual-sentence
Mode of Response	write-word write-sentence
Scoring- Normed	Raw Scores Only

Purpose Descriptors	listening-comprehension
Mode of Presentation	auditory-sentence repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

6. Listening

Purpose Descriptors	picture-comprehension listening-comprehension
Mode of Presentation	visual-picture auditory-paragraph auditory-question repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

7. Supplementary-Quantitative Concepts

Purpose Descriptors	math-readiness
Mode of Presentation	visual-figure visual-picture auditory-directions
Mode of Response	select-figure select-picture
Scoring- Normed	Raw Scores Only

8. Supplementary-Quantitative Operations

Purpose Descriptors	matching-letter-series matching-number-series matching-figures matching-words
Mode of Presentation	visual-figure visual-several-letters visual-several-numbers visual-word repeated-auditory-instructions
Mode of Response	select-figure select-several-letters select-several-numbers select-word
Scoring- Normed	Raw Scores Only

4. Finding Patterns

Purpose Descriptors	matching-letter-series matching-number-series matching-figures
Mode of Presentation	visual-figure visual-several-letters visual-several-numbers repeated-auditory-instructions
Mode of Response	select-figure select-several-letters select-several-numbers
Scoring- Normed	Raw Scores Only

5. School Language

Purpose Descriptors	identifying-initial-consonant identifying-initial-consonant-combinatio
Mode of Presentation	visual-picture auditory-several-words auditory-word repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

2. Sound-Letter Correspondence

Purpose Descriptors	identifying-initial-consonant identifying-initial-consonant-combinatio
Mode of Presentation	visual-picture visual-several-letters auditory-word repeated-auditory-instructions
Mode of Response	select-letter
Scoring- Normed	Raw Scores Only

3. Visual Matching

Purpose Descriptors	math-readiness
Mode of Presentation	visual-figure visual-picture visual-number visual-several-numbers repeated-auditory-instructions
Mode of Response	select-figure select-picture select-number
Scoring- Normed	Raw Scores Only

7. Supplementary-Copying

Purpose Descriptors	copying-words
Mode of Presentation	visual-word
Mode of Response	write-word
Scoring- Normed	Raw Scores Only

Level II

Range	Grades K.5 - 1.5
Equivalent forms	2
Administration Time	90 - 110 minutes
Subtests	Beginning Consonants Sound-Letter Correspondence Visual Matching Finding Patterns School Language Listening Supplementary-Quantitative Concepts Supplementary-Quantitative Operations Supplementary-Copying

1. Beginning Consonants

Purpose Descriptors	identify-letter
Mode of Presentation	visual-several-letters auditory-letter-name repeated-auditory-instructions
Mode of Response	select-letter
Scoring- Normed	Raw Scores Only

4. Visual Matching

Purpose Descriptors	matching-letter-series matching-number-series matching-figures
Mode of Presentation	visual-figure visual-several-letters visual-several-numbers repeated-auditory-instructions
Mode of Response	select-figure select-several-letters select-several-numbers
Scoring- Normed	Raw Scores Only

5. School Language and Listening

Purpose Descriptors	listening-comprehension
Mode of Presentation	visual-picture auditory-sentence auditory-paragraph repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

6. Supplementary-Quantitative Language

Range	Grades K.1 - K.9
Equivalent forms	2
Administration Time	80 - 100 minutes
Subtests	Auditory Memory Rhyming Letter Recognition Visual Matching School Language and Listening Supplementary-Quantitative Language Supplementary-Copying

1. Auditory Memory

Purpose Descriptors	auditory-memory visual-memory
Mode of Presentation	auditory-several-words repeated-auditory-instructions visual-picture
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

2. Rhyming

Purpose Descriptors	rhyming-words
Mode of Presentation	visual-picture auditory-several-words auditory-word repeated-auditory-instructions
Mode of Response	select-picture
Scoring- Normed	Raw Scores Only

3. Letter Recognition

Metropolitan Readiness Test (MRT)

Joanne R. Nurss
Georgia State University

Mary E. McGauvran
University of Lowell

Publisher
Edition
Publication date
Cost
Type of Test

Harcourt Brace Jovanovich Incorporated
4
1976
\$100
general achievement
reading
group use
norm-referenced
easy
easy
Scoring aids available

Ease of administration
Ease of scoring

Global Scores

Standard Score
Mean : 150
Standard Deviation : 30
Stanine Score
Percentiles

Composite Scores

Auditory Score
Language Score
Visual Score

Available levels

Level I
Level II

Level I

2. Information regarding content validity in manual?
- No

Norming Information

Norming date	1979
Sample size	5230
Place normed	USA
Sample Range	Ages 5.4 - 8.1 Grade 1
Sample similar to national population	No
Norming info in manual?	Yes

Reliability Information

1. Test-retest reliability: 0.74
2. Reliability information in manual? - Yes

Validity Information

1. Concurrence validity
 - a. CELF-S
 - i. Year : 1979
 - ii. Range of correlations : 0.32
 - iii. Information in manual? - Yes
 - b. PLS
 - i. Year : 1979
 - ii. Range of correlations : 0.61 - 0.7
 - iii. Information in manual? - Yes
 - c. ITPA-Auditory
 - i. Year : 1979
 - ii. Range of correlations : 0.35
 - iii. Information in manual? - Yes
 - d. ITPA-Grammatic
 - i. Year : 1979
 - ii. Range of correlations : 0.50
 - iii. Information in manual? - Yes

Purpose Descriptors	listening-comprehension
Mode of Presentation	visual-picture auditory-paragraph
Mode of Response	oral-paragraph
Scoring- Normed	Raw Scores Only

2. Receptive Language-Comprehension

Purpose Descriptors	listening-comprehension
Mode of Presentation	auditory-paragraph auditory-question
Mode of Response	oral-answer
Scoring- Normed	Raw Scores Only

3. Elicited Language-Sentence Repetition

Purpose Descriptors	auditory-memory
Mode of Presentation	auditory-sentence
Mode of Response	oral-sentence
Scoring- Normed	Raw Scores Only

4. Supplementary-Articulation

Purpose Descriptors	articulation
Mode of Presentation	auditory-sentence
Mode of Response	oral-sentence
Scoring- Normed	Raw Scores Only

Merrill Language Screening Test (MLST)

Myrna Munn

Wayne Secord

Katherine Dykstra

Publisher	Charles E. Merrill Publishing
Publication date	1980
Cost	\$62
Type of Test	language either individual or group use norm-referenced
Ease of administration	easy
Ease of scoring	easy Scoring aids available
Global Scores	Percentiles

Available levels

There is only one level.

Range	Ages 5.4 - 8.1 Grade 1
Equivalent forms	only one form
Administration Time	5 - 10 minutes
Subtests	Expressive Language-Story Telling Receptive Language-Comprehension Elicited Language-Sentence Repetition Supplementary-Articulation

1. Expressive Language-Story Telling

Reviews

- [1] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, 1982, 28-29.

1976 ed.: This is an excellent test assessing phonic knowledge and blending skills. It assesses the student's mastery of phonics rather than how his performance compares with others. It can also be used to measure the growth during and after a remedial program without showing signs of practice effect. The manual is well organized and provides clear directions for administering and scoring. The test of auditory perception (P5) has been found to be quite useful by teachers and clinicians.

Purpose Descriptors	reading-words-consonant-combination reading-words-vowel-combinations articulation
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Mode of Presentation	visual-word
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Mode of Response	oral-word
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Scoring - Criterion	No Scores
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5. MP5

Purpose Descriptors	auditory-discrimination
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Mode of Presentation	auditory-word-pairs
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Mode of Response	orally-select-true-false
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Scoring - Criterion	No Scores
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Reliability Information

1. Reliability information in manual? - No

Validity Information

1. Information regarding content validity in manual?
- No

Purpose Descriptors	reading-words-one-syllable reading-words-single-consonant reading-words-single-vowel articulation
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring - Criterion	No Scores

2. MP2

Purpose Descriptors	reading-words-consonant-combination reading-words-single-vowel articulation
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring - Criterion	No Scores

3. MP3

Purpose Descriptors	reading-words-vowel-combinations reading-words-single-consonant articulation
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring - Criterion	No Scores

4. MP4

McLeod Phonics Test (McLeod)

John McLeod
University of Saskatchewan

Joan Arkinson
University of Queensland, Australia

Publisher
Edition
Publication date
Cost
Type of Test

Educators Publishing Service
2
1977
Not Available
language
individual use
criterion-referenced

Ease of administration
Ease of scoring

easy
easy

Global Scores

No Scores

Available levels

There is only one level.

Range
Equivalent forms
Administration Time
Subtests

Grades 1.0 - 3.0
only one form
Unknown
MP1
MP2
MP3
MP4
MP5

1. MP1

- [4] **D.S. Goh, and M.R. Simons** , Comparison of Learning Disabled and General Education Children on the McCarthy Scales of Children's Ability., *Psychology in the Schools* ,1980,17:4,429-436.

This study examined the diagnostic value of the McCarthy in discriminating between learning-disabled and general education children. The results indicated that learning-disabled children perform one to one and a half standard deviations lower than general education children on the GCI and on all five major scales. Some consistent differences between the two groups was also noted at the subtest level. The scatter on the scale index profile was found to be about the same. Furthermore, no specific pattern of scale indexes could be determined as typical for learning-disabled children. These results are seen as not lending the necessary support to the use of the McCarthy profile as a diagnostic tool in identifying learning-disabled children.

- [5] **R.L. Taylor, and J.K. Ivimey** , Diagnostic Use of the WISC-R and McCarthy Scales: A Regression Analysis Approach to Learning, *Psychology in the Schools* ,1980,17:3,327-330.

The study included 30 learning-disabled and 30 non-learning-disabled subjects. The WISC-R, McCarthy and WRAT were administered. Regression analyses were conducted to determine the combination of scores from the WISC-R and McCarthy Scales that best predicted the achievement level of the subjects, and the scores that best predicted group status (LD or non-LD). The results were as follows: 1) The WISC-R Comprehension, Arithmetic, and Object Assembly and the McCarthy Quantitative and Memory Indexes were most sensitive to the LD students' achievement. 2) Conversely, the WISC-R Similarities and Arithmetic and the McCarthy Verbal Indexes were most sensitive to the achievement of non-LD students. 3) Finally, the McCarthy Perceptual-Performance Index and the WISC-R Vocabulary subtest best discriminated group status.

educational decisions as the manual offers no guidelines for such decisions.

6. R.B. Ammons and C.H. Ammons: Some of the materials are not sturdy and will have to be replaced periodically. The testing time far exceeds the time estimate in the manual. Many clinicians will welcome the test. More research will have to be done to examine its functioning thoroughly.

7. A. Krichev: The Verbal, Perceptual-Performance and Quantitative scales uses 15 out of 18 subtests and are combined to make up the GCI. The Motor Scale is useful only for children under 6 years of age. However, these provide a break and should be given to older children for this purpose. The standarization and reliability are good, but there is not enough information on validity in the manual. The McCarthy provides more information than the S-B and is less school like than the Wechslers. It has more tasks that are applicable to non-majority children. It is well worth exploring as a means to assess the cognitive abilities of primary children.

- [2] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, 1982, 92-94.

The manual is clearly written with instructions and scoring criteria readily available. The purpose of the McCarthy is to determine general intellectual level along with strengths and weaknesses in important abilities. The subtests were determined by factor analytic methods, and were chosen to provide a better understanding of both normal and children with learning disabilities. Reliability is acceptable, but the data on validity is weakened by the small sample size. Scoring is time consuming. Some tasks are quite complex for younger subjects. The McCarthy provides valuable diagnostic information and measures general intellectual ability.

- [3] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont, California, Fearon Education: a division of Pitman Learning Inc., 1980, 249-251.

The GCI is a standard score with a mean of 100 and a standard deviation of 16, it is equivalent to a IQ score. The 5 composite scores have a scale score with a mean of 50 and a standard deviation of 10. Percentile ranks are available for GCI and composite scores. An estimated Mental Age can be found from the GCI. The McCarthy is well-designed. It is a theoretically based instrument to assess the intellectual functioning of preschool and primary-aged children. The Motor Scale assess gross-motor skills not assessed by other IQ tests. Only professionals experienced in individual training should administer this test. The test lacks items that assess social and practical judgement. Validity studies on retarded and learning-disabled children are needed.

Reviews

- [1] **O.K. Buros editor**, *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 309-316.

1. J.V. Hunt: The McCarthy was carefully designed and standardized to take its place as a major test of mental development. Reliability and validity have been carefully considered. No information is given as to the influence of sex, race, regional or socioeconomic differences on performance. The advantage of the McCarthy over other tests is the diagnostic potential of the separate scales. The intent was that this test would provide information across a number of behaviors that are of diagnostic importance in early childhood and that it would have enough developmental range to be used meaningfully with young retarded children and others with uneven developmental patterns. The validity for these goals remains to be determined, though the recent research is promising.

2. J.M. Sattler: Until more information is available about the McCarthy the S-B or the WPPSI should continue to be used for the assessment of young children's intelligence, especially for questions involving giftedness or retardation. The McCarthy has potential because it provides a profile of abilities which may be particularly useful in evaluation children with learning disabilities. It is a promising tool for assessing cognitive and to a lesser extent, the motor abilities of young children and therefore deserves serious consideration.

3. A.B. Silverstein: The S-B and Wechsler scales appear to be firmly entrenched, and thought it has merit it does not seem that the McCarthy will be able to dislodge them. Perhaps the key question is does the McCarthy test provide more clinically useful information than the S-B or the Verbal and Performance Scales of the WPPSI and the WISC-R.

4. E.E. Davis: The McCarthy is probably the best test that has been devised so far for testing the mental ability of individual young children. The technical aspects are good. However, special training is needed to administer it, and the scoring is complex and time consuming.

5. L. Hufano and R. Hoepfner: The normed scores are supposed to be useful with mentally retarded, and sensory handicapped, those with learning problems and the gifted; none were included in the norming sample. For the normal child, the McCarthy is of limited use in making

Reliability Information

1. Split-half reliability: 0.9 - 0.96
2. Test-retest reliability: 0.69 - 0.91
3. Reliability information in manual? - Yes

Validity Information

1. Criterion/predictive validity
 - a. MRT
 - i. Year : 1971
 - ii. Range of correlations : 0.49
 - iii. Information in manual? - Yes
2. Concurrence validity
 - a. S-B
 - i. Year : 1971
 - ii. Range of correlations : 0.81
 - iii. Information in manual? - Yes
 - b. WPPSI
 - i. Year : 1971
 - ii. Range of correlations : 0.62 - 0.71
 - iii. Information in manual? - Yes
3. Information regarding content validity in manual?
- Yes

Purpose Descriptors	language-analogies
Mode of Presentation	auditory-sentence
Mode of Response	oral-word
Scoring- Normed	Raw Scores Only

20. Conceptual Groupings

Purpose Descriptors	processing-auditory-directions visual-association
Mode of Presentation	object manual-manipulate-object
Mode of Response	select-object manual-manipulate-objects
Scoring- Normed	Raw Scores Only

Norming Information

Norming date	1971
Sample size	1032
Place normed	USA
Sample Range	Ages 2.5 - 8.5
Sample similar to national population	Yes
Norming info in manual?	Yes

Purpose Descriptors	auditory-memory-reversed
Mode of Presentation	auditory-several-numbers
Mode of Response	oral-several-numbers
Scoring- Normed	Raw Scores Only

17. Verbal Fluency

Purpose Descriptors	general-knowledge productivity
Mode of Presentation	timed auditory-directions
Mode of Response	oral-several-words
Scoring- Normed	Raw Scores Only

18. Counting and Sorting

Purpose Descriptors	counts-numbers math-readiness
Mode of Presentation	object auditory-directions auditory-question
Mode of Response	manual-manipulate-objects oral-number
Scoring- Normed	Raw Scores Only

19. Opposite Analogies

Purpose Descriptors	processing-auditory-directions
Mode of Presentation	demonstrates-movement
Mode of Response	physical-movement
Scoring- Normed	Raw Scores Only

13. Draw-a-Design

Purpose Descriptors	copying-designs
Mode of Presentation	draws-figure visual-figure
Mode of Response	draws-figure
Scoring- Normed	Raw Scores Only

14. Draw-a-Child

Purpose Descriptors	draw-a-person knowledge-of-body-parts
Mode of Presentation	auditory-directions
Mode of Response	drawn-picture
Scoring- Normed	Raw Scores Only

15. Numerical Memory-Forward Series

Purpose Descriptors	auditory-memory
Mode of Presentation	auditory-several-numbers
Mode of Response	oral-several-numbers
Scoring- Normed	Raw Scores Only

16. Numerical Memory-Backward Series

Purpose Descriptors	listening-comprehension
Mode of Presentation	auditory-paragraph
Mode of Response	oral-paragraph
Scoring- Normed	Raw Scores Only

9. Right-Left Orientation

Purpose Descriptors	
Mode of Presentation	visual-picture auditory-directions
Mode of Response	manual-hand-gestures
Scoring- Normed	Raw Scores Only

10. Leg Coordination

Purpose Descriptors	
Mode of Presentation	auditory-directions visual-picture
Mode of Response	physical-movement
Scoring- Normed	Raw Scores Only

11. Arm Coordination

Purpose Descriptors	
Mode of Presentation	visual-picture auditory-directions
Mode of Response	physical-movement
Scoring- Normed	Raw Scores Only

12. Imitative Action

Purpose Descriptors	math-readiness problem-solving
Mode of Presentation	auditory-sentence auditory-question
Mode of Response	oral-number
Scoring- Normed	Raw Scores Only

6. Tapping Sequence

Purpose Descriptors	auditory-memory visual-memory
Mode of Presentation	manual-manipulate-object auditory-directions
Mode of Response	manual-manipulate-objects
Scoring- Normed	Raw Scores Only

7. Verbal Memory

Purpose Descriptors	auditory-memory
Mode of Presentation	visual-several-words auditory-sentence
Mode of Response	oral-several-words oral-sentence
Scoring- Normed	Raw Scores Only

8. Verbal Memory-Story

Purpose Descriptors	solving-puzzles
Mode of Presentation	visual-picture-puzzle auditory-word auditory-directions
Mode of Response	manual-manipulate-objects
Scoring- Normed	Raw Scores Only

3. Pictorial Memory

Purpose Descriptors	visual-memory auditory-memory
Mode of Presentation	timed visual-picture auditory-several-words
Mode of Response	oral-several-words
Scoring- Normed	Raw Scores Only

4. Word Knowledge

Purpose Descriptors	word-meanings
Mode of Presentation	visual-picture auditory-word
Mode of Response	select-picture oral-answer
Scoring- Normed	Raw Scores Only

5. Number Questions

Range	Ages 2.5 - 8.5
Equivalent forms	only one form
Administration Time	60 minutes
Subtests	Block Building Puzzle Solving Pictorial Memory Word Knowledge Number Questions Tapping Sequence Verbal Memory Verbal Memory-Story Right-Left Orientation Leg Coordination Arm Coordination Imitative Action Draw-a-Design Draw-a-Child Numerical Memory-Forward Series Numerical Memory-Backward Series Verbal Fluency Counting and Sorting Opposite Analogies Conceptual Groupings

1. Block Building

Purpose Descriptors	
Mode of Presentation	object manual-manipulate-object auditory-directions
Mode of Response	manual-manipulate-objects
Scoring- Normed	Raw Scores Only

2. Puzzle Solving

The McCarthy Scales of Children's Ability (McCarthy)

Dorothea McCarthy
Fordham University

Publisher	Psychological Corporation
Edition	2
Publication date	1972
Cost	\$270
Type of Test	intelligence individual use norm-referenced
Ease of administration	requires some training
Ease of scoring	requires some training Scoring aids available
Global Scores	Standard Score Mean : 100 Standard Deviation : 16 Age Equivalent Percentiles
Available levels	There is only one level.

Reviews

- [1] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont, California, Fearon Education: a division of Pitman Learning Inc., 1980, 173-179.

The LSAT procedure provides an extremely thorough assessment of a student's morphological and syntactic competence. It considers a wider range of forms and constructions than more conventional tests of grammar or language-sampling techniques such as DSS. A sentence is defined as "at least two structurally related morphemes", this makes the procedure effective for students with low-level language structures. DST also does this. The LSAT is complicated, tedious, and extremely time consuming. A solid background in psycholinguistic theory is necessary to classify utterances into the forms and constructions listed on the analysis sheet. The purpose of the LSAT is to provide data for planning an individualized remediation program and should not be considered a diagnostic tool. No reliability or validity is reported. No information about assessment of nonstandard dialects or other languages is provided.

Purpose Descriptors	verbal-expression language-usage
Mode of Presentation	visual-picture auditory-question
Mode of Response	oral-phrases oral-sentence
Scoring - Criterion	No Scores

Reliability Information

1. Reliability information in manual? - Unknown

Validity Information

1. Information regarding content validity in manual?
- Unknown

Language Sampling Analysis and Training (LSAT)

Dorothy Tyack

Robert Gottsleben
Stanford University

Publisher
Publication date
Cost
Type of Test

Consulting Psychologists Press
1974
\$50
language
individual use
criterion-referenced
requires extensive training and practice
requires extensive training and practice

Ease of administration
Ease of scoring

Global Scores

No Scores

Available levels

There is only one level.

Range	Ages 2 - 7
Equivalent forms	only one form
Administration Time	60 minutes
Subtests	Test

1. Test

iii. Information in manual? - Yes

2. Concurrence validity

a. BTBC

i. Year : 1975

ii. Range of correlations : 0.70

iii. Information in manual? - Yes

3. Information regarding content validity in manual?

- Yes

Norming Information

Norming date	1974
Sample size	485
Place normed	USA
Sample Range	Ages 4 - 6.8 Grade K
Sample similar to national population	Unknown
Norming info in manual?	Yes

Reliability Information

1. Test-retest reliability: 0.86
2. Kuder-Richardson reliability: 0.86
3. Reliability information in manual? - Yes

Validity Information

1. Criterion/predictive validity
 - a. UTLD
 - i. Year : 1973
 - ii. Range of correlations : 0.60
 - iii. Information in manual? - Yes
 - b. ITPA-Auditory
 - i. Year : 1973
 - ii. Range of correlations : 0.37
 - iii. Information in manual? - Yes
 - c. ITPA-Grammatic
 - i. Year : 1973
 - ii. Range of correlations : 0.36
 - iii. Information in manual? - Yes
 - d. ITPA-Verbal
 - i. Year : 1973
 - ii. Range of correlations : 0.40

Purpose Descriptors	general-knowledge word-meanings
Mode of Presentation	auditory-question auditory-directions
Mode of Response	oral-word manual-hand-gestures manual-manipulate-objects
Scoring- Normed	Raw Scores Only

2. Item 6

Purpose Descriptors	auditory-memory
Mode of Presentation	auditory-sentence
Mode of Response	oral-sentence
Scoring- Normed	Raw Scores Only

3. Item 7

Purpose Descriptors	language-usage verbal-expression
Mode of Presentation	visual-picture
Mode of Response	oral-paragraph
Scoring- Normed	Raw Scores Only

Kindergarten Language Screening Test (KLST)

Sharon V. Gauthier
Fundale Public School, Washington

Charles L. Madison
Washington State University

Publisher
Publication date
Cost
Type of Test

CC Publications Incorporated
1978
Not Available
language
individual use
norm-referenced
easy
easy
Scoring aids available

Ease of administration
Ease of scoring

Global Scores

No Scores

Available levels

There is only one level.

Range

Grade K

Equivalent forms
Administration Time
Subtests

only one form
dk minutes
Items 1-5
Item 6
Item 7

1. Items 1-5

does not analyze a student's psycholinguistic abilities.

- [4] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston,Mass., Allyn and Bacon Inc., 1983, 322.

The reliability and validity of the ITPA are poor. There is no information on relationship of subtest weaknesses and reading disabilities, the ITPA is not worth the time and effort.

- [5] **J.A. McLoughlin, and R.B. Lewis** , *Assessing Special Students: Strategies and Procedures*, Columbus,Ohio, Merrill, 1981, 274-276.

The administration and scoring of the ITPA is relatively difficult. Testers should receive specific training in the ITPA before using it for educational decision making. The scores of students near the lower and the upper ends of the test's age range should be interpreted with caution. The standard error of measurement ranges from 1.2 to 4.5 scaled score points.

- [6] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 421.

The ITPA has inadequate norms, poor reliability and questionable validity. It is exciting and unique in format and purpose and so it is overused. It may measure intelligence more than language.

- [7] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities(2nd ed.)*, Boston,Mass., Allyn and Bacon Inc., 1981, 98-100.

Only certain parts of the ITPA should be employed in reading diagnosis: Grammatic Closure, Visual Sequential Memory, and Auditory Sequential Memory, and possibly Auditory Association. Alone, they are probably not reliable enough for conclusions but, when used as parallel tests, they can add weight to the validity of the diagnosis.

- [8] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston,Mass., Allyn and Bacon Inc., 1978, 202.

Examples of auditory-sequential memory tasks include ITPA-Auditory Sequential Memory; DTLA-Oral Directions, Oral Commissions, and Auditory Attention Span; and WISC-Digit Span. Auditory blending is routinely included in reading tests, examples are the ITPA-Sound Blending; and Roswell-Chall Auditory Blending Test(Roswell-Chall, 1963).

- [9] **T. Mahan, and A. Mahan** , *Assessing Children With Special Needs*, New York,New York, Holt,Rinehart,and Winston, 1981, 91-93.

The standard error of measurement for the ITPA subtests and composite scores are reported in terms of PLA months and standard score units. It is difficult to summarize the range, but a rough estimate would be 2 scaled score points or 6 months on the PLA. Many educators question the theory around which the ITPA was built; this criticism has led a number of ITPA enthusiasts to move toward a

Reviews

- [1] **O.K. Buros editor**, *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 577-583.

1. J. Lumsden: In the professional psychometric mode, it is an expensive and inferior substitute for the S-B and the WISC. None of these tests can be recommended as a suitable differential aptitude test to guide remedial education.

2. J.L. Wiederholt: The ITPA is not an adequate measure of language in children. It is a fairly reliable and valid measure of the Osgood-Kirk process model. The abilities measured lack any empirically demonstrated educational significance. It would be unfortunate if the ITPA were to be used to diagnose children as having language, psycholinguistic, or learning disability problems, or as a basis for planning remedial programs. It should not be discarded but subjected to more research.

3. R.P. Waugh: The ITPA is a well-constructed instrument with acceptable internal reliabilities, and a stable composite score. It is not a psycholinguistic test, and may be used as a test of general ability.

- [2] **O.K. Buros editor**, *The Seventh Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1972, 814-819.

1. J.B. Carroll: The title is a misnomer and users must be cautioned to look carefully at the true nature of the test. It is more a test of cognitive function. The ITPA is not superior to the other tests of this genre, such as the S-B and WISC tests. These are better standardized and in general more appealing to children.

2. C.I. Chase: The ITPA is not intended to be an intelligence test, it is a test of language perception and short term memory. It is fairly reliable and has a fairly stable profile of scores. The standardization group has a "middle America" bias. Much research is needed before validity can be confirmed.

- [3] **C. Compton**, *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education:a division of Pitman Learning Inc., 1980, 141-151.

The ITPA is widely used and highly respected. Supplemented by other diagnostic measures, it assists in diagnosing learning and language problems. The variety of tasks enables the examiner to meet the needs of the student. The ITPA samples cognitive functioning in verbal and non-verbal areas, but it

Reliability Information

1. Test-retest reliability: 0.7 - 0.83
2. Kuder-Richardson reliability: 0.87 - 0.93
3. Reliability information in manual? - No

Validity Information

1. Criterion/predictive validity
 - a. S-B
 - i. Year : 1970
 - ii. Range of correlations : 0.49 - 0.59
 - iii. Information in manual? - No
2. Concurrence validity
 - a. CELF-S
 - i. Year : 1979
 - ii. Range of correlations : 0.46 - 0.62
 - iii. Information in manual? - No
3. Information regarding content validity in manual?
- Yes

Purpose Descriptors	auditory-closure
Mode of Presentation	auditory-word-parts
Mode of Response	oral-word
Scoring- Normed	Same as global.

12. Supplementary-Sound Blending

Purpose Descriptors	blending-word-parts->words blending-word-parts->nonsense-words
Mode of Presentation	visual-picture auditory-word-parts
Mode of Response	oral-word oral-nonsense-words
Scoring- Normed	Same as global.

Norming Information

Norming date	1967
Sample size	962
Place normed	USA
Sample Range	Ages 2.7 - 10.1 Grades 0 - 4
Sample similar to national population	No
Norming info in manual?	Yes

Purpose Descriptors	language-usage context
Mode of Presentation	visual-picture visual-sentence auditory-sentence
Mode of Response	oral-word
Scoring- Normed	Same as global.

8. Visual Closure

Purpose Descriptors	visual-closure visual-association
Mode of Presentation	timed visual-picture
Mode of Response	select-figure
Scoring- Normed	Same as global.

9. Auditory Sequential Memory

Purpose Descriptors	auditory-memory
Mode of Presentation	auditory-several-numbers
Mode of Response	oral-several-numbers
Scoring- Normed	Same as global.

10. Visual Sequential Memory

Purpose Descriptors	visual-memory
Mode of Presentation	timed visual-figure
Mode of Response	select-order manual-manipulate-objects
Scoring- Normed	Same as global.

11. Supplementary-Auditory Closure

Purpose Descriptors	language-analogies
Mode of Presentation	auditory-sentence
Mode of Response	oral-word
Scoring- Normed	Same as global.

4. Visual Association

Purpose Descriptors	visual-association
Mode of Presentation	visual-picture
Mode of Response	select-picture
Scoring- Normed	Same as global.

5. Verbal Expression

Purpose Descriptors	verbal-expression
Mode of Presentation	object
Mode of Response	oral-phrases
Scoring- Normed	Same as global.

6. Manual Expression

Purpose Descriptors	manual-expression
Mode of Presentation	visual-picture
Mode of Response	manual-hand-gestures
Scoring- Normed	Same as global.

7. Grammatic Closure

Range	Ages 2.4 - 10.3
Equivalent forms	only one form
Administration Time	60 - 90 minutes
Subtests	Auditory Reception Visual Reception Auditory Association Visual Association Verbal Expression Manual Expression Grammatical Closure Visual Closure Auditory Sequential Memory Visual Sequential Memory Supplementary-Auditory Closure Supplementary-Sound Blending

1. Auditory Reception

Purpose Descriptors	listening-comprehension general-knowledge
Mode of Presentation	auditory-question
Mode of Response	orally-select-true-false
Scoring- Normed	Same as global.

2. Visual Reception

Purpose Descriptors	visual-memory visual-association
Mode of Presentation	visual-picture
Mode of Response	select-picture
Scoring- Normed	Same as global.

3. Auditory Association

Illinois Test of Psycholinguistic Abilities, Revised Edition (ITPA)

Samuel A. Kirk
University of Illinois

James J. McCarthy
University of Illinois

Winifred D. Kirk
University of Illinois

Publisher
Edition
Publication date
Cost
Type of Test

University of Illinois Press
2
1969
\$58
language
visual-perception
auditory perception
individual use
norm-referenced
requires some training
requires some training
Scoring aids available

Ease of administration
Ease of scoring

Standard Score
Mean : 36
Standard Deviation : 6
Age Equivalent

Global Scores

Composite Scores

Auditory-vocal Channel
Visual-motor Channel
Receptive Process
Associative Process
Expressive Process
Representative Level
Automatic Level

Available levels

There is only one level.

Reviews

- [1] **O.K. Buros editor** , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 1195-1201.

1. N.N. Filley: The ISRT is a newly conceptualized and organized set of reading measures. There is no way to evaluate the standardization population, this limits the interpretation of the norms. The ISRT is a contemporary reading comprehension battery, a product of careful and long-term development.

2. A.R. Hakstian: The 1973 edition of the ISRT is different in major respects and can be considered a new test. Standard scores have been developed which permit the user to relate scores obtained from a given test at one level to the other two levels. There are no norms beyond grade 12, but Level 3 is for grades 11-16. The reliability is adequate but the method of determining it is questionable. The ISRT is likely the best test series currently available for the assessment of reading skills at grade 6 and up. It was very carefully standardized. It is best used for assessment not diagnostic uses. The validity is scanty.

3. F.B. Davis: The standard errors of measure for the subtests'raw scores are reported. "Fortunately no space is wasted on predictive, concurrent, or congruent validity of the test."

4. R. Hunter and R. Hoepfner: Considerable space is devoted to suggestions as to how the results might be used, but prescriptive suggestions are not made for the individual teacher, nor is any genuine diagnostic information provided. Due to time requirements and academic nature it should be considered a special and intensive reading test.

Reliability Information

1. Equivalent forms reliability: 0.77 - 0.9
2. Reliability information in manual? - Unknown

Validity Information

1. Concurrence validity
 - a. MAT-reading
 - i. Year : 1972
 - ii. Range of correlations : 0.7 - 0.89
 - iii. Information in manual? - Unknown
2. Information regarding content validity in manual?
- Unknown

Purpose Descriptors	silent-comprehension context
Mode of Presentation	timed visual-paragraph
Mode of Response	write-word
Scoring- Normed	Same as global.

Norming Information

Norming date	1972
Sample size	14000
Place normed	USA
Sample Range	Grades 6 - 12
Sample similar to national population	No
Norming info in manual?	Unknown

Purpose Descriptors	silent-comprehension context
Mode of Presentation	timed visual-paragraph
Mode of Response	write-word
Scoring- Normed	Same as global.

Level 3

Range	Grades 11 - 16
Equivalent forms	2
Administration Time	60 - 100 minutes
Subtests	Vocabulary Reading Comprehension Reading Efficiency

1. Vocabulary

Purpose Descriptors	word-meanings synonyms
Mode of Presentation	visual-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

2. Reading Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

3. Reading Efficiency

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

3. Short Term Retention Test

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

4. Directed Reading-Word Study Skills

Purpose Descriptors	reference-skills
Mode of Presentation	visual-reference-article visual-dictionary-entry visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

5. Directed Reading-Skim and Scan

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-reference-article visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

6. Reading Efficiency

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-reference-article visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

6. Reading Efficiency

Purpose Descriptors	silent-comprehension context
Mode of Presentation	timed visual-paragraph
Mode of Response	write-word
Scoring- Normed	Same as global.

Level 2

Range	Grades 9 - 14
Equivalent forms	2
Administration Time	90 - 140 minutes
Subtests	Vocabulary Reading Comprehension Short Term Retention Test Directed Reading-Word Study Skills Directed Reading-Skim and Scan Reading Efficiency

1. Vocabulary

Purpose Descriptors	word-meanings synonyms
Mode of Presentation	visual-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

2. Reading Comprehension

Purpose Descriptors	word-meanings synonyms
Mode of Presentation	visual-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

2. Reading Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

3. Short Term Retention

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

4. Directed Reading-Word Study Skills

Purpose Descriptors	reference-skills
Mode of Presentation	visual-reference-article visual-dictionary-entry visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

5. Directed Reading-Skim and Scan

Iowa Silent Reading Test (ISRT)

Roger Farr-Editor

Publisher	Psychological Corporation
Edition	5
Publication date	1973
Cost	\$210
Type of Test	reading group use norm-referenced
Ease of administration	requires some training
Ease of scoring	requires some training
Global Scores	Standard Score Stanine Score Percentiles
Composite Scores	Total Score Directed Reading Score
Available levels	Level 1 Level 2 Level 3

Level 1

Range	Grades 6 - 9
Equivalent forms	2
Administration Time	90 - 140 minutes
Subtests	Vocabulary Reading Comprehension Short Term Retention Directed Reading-Word Study Skills Directed Reading-Skim and Scan Reading Efficiency

1. Vocabulary

- [5] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities(2nd ed.)*, Boston,Mass., Allyn and Bacon Inc., 1981, 187-189.

It is questionable that the results will be relevant to a classroom program that uses silent reading almost exclusively.

- [6] **D.B. Ryckman** , Gray Oral Reading Test Some Reliability and Validity Data with Learning-Disabled Children, *Psychological Reports* ,1982,50:2,673-674.

In this study 186 white, middle class suburban children with learning disabilities and normal IQ's were given the WISC-R, GMRT and the Gray. There were 47 girls and 139 boys. The concurrent validities of the Gray are as follows: WISC-R 0.02 to 0.15; GMRT Vocabulary 0.64 to 0.7 and GMRT Comprehension 0.48 to 0.69. The use of the Gray would classify more children as learning disabled because of the low scores obtained.

Reviews

- [1] **O.K. Buros editor** , *The Sixth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1965, 1129-1132.

1. E.P. Bliesmer: The Gray should be viewed as a very welcome and useful addition to the stock of reading tests. Development and construction of the test appears to have been done carefully and soundly. The extra forms are particularly welcome. The scoring is simpler and explained better than the earlier Gray test.

2. A.J. Harris: The 1963 test is new in content and method of standardization. Reliability is given in terms of standard error of measurement which ranges from 1.98 to 4.59. The weakest feature is the norms. Separate norms are given for boys and girls. It is hoped a set of combined norms will be added. The Gray is a welcome addition to the very limited number of satisfactory oral reading tests.

3. P.R. Lohnes: The problem of the Gray relates to questions about the nature of oral reading ability, questions which the manual raises but does not resolve. The manual is also silent on the predictive validities of the Gray.

- [2] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education:a division of Pitman Learning Inc., 1980, 31-32.

The Gray test is excellent for test-retest situations because of the grade range covered and the four forms. The speed of reading is an integral part of the score. The manual is clear and well organized. The limitation of the Gray is in the "tentative norms".

- [3] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston,Mass., Allyn and Bacon Inc., 1983, 197.

The Gray provides questions to be asked after reading each passage. However, the norms for this test are based on time and number of oral errors, comprehension was not considered in the norming.

- [4] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 192-195.

A tape recorder should be used when administering the Gray. The test provides grade scores, but the most useful information is the systematic analysis of oral reading errors. The standardization, reliability and validity is very limited.

Reliability Information

1. Equivalent forms reliability: 0.96 - 0.98
2. Reliability information in manual? - Yes

Validity Information

1. Concurrence validity
 - a. DRS
 - i. Year : 1967
 - ii. Range of correlations : 0.82
 - iii. Information in manual? - No
 - b. GORT
 - i. Year : 1967
 - ii. Range of correlations : 0.45 - 0.77
 - iii. Information in manual? - No
2. Information regarding content validity in manual?
- Yes

Purpose Descriptors	oral-reading-paragraphs oral-comprehension
Mode of Presentation	timed visual-paragraph auditory-question
Mode of Response	oral-paragraph oral-answer
Scoring- Normed	Same as global.

Norming Information

Norming date	1960
Sample size	502
Place normed	USA
Sample Range	Grades 2 - 12
Sample similar to national population	No
Norming info in manual?	Yes

Gray Oral Reading Test (Gray)

William S. Gray
University of Chicago

Helen M. Robinson
University of Chicago

Publisher	Bobbs-Merrill Company
Edition	2
Publication date	1967
Cost	\$83
Type of Test	reading individual use norm-referenced
Ease of administration	easy
Ease of scoring	requires some training Scoring aids available
Global Scores	Grade Equivalent
Available levels	There is only one level.

Range	Grades 1 - C
Equivalent forms	4
Administration Time	dk minutes
Subtests	Oral Reading

1. Oral Reading

This test is useful to a beginning reading diagnostician because it provides norms and gives other criteria to judge adequacy of a student's reading.

- [5] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 195-197.

This test lacks reliability and validity and should be used with caution.

- [6] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities(2nd ed.)*, Boston,Mass., Allyn and Bacon Inc., 1981, 185-187.

The inflated grade scores are a problem. There is no indication that the test material resembles normal school material in their gradation.

- [7] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems:Testing for Teaching*, Boston,Mass., Allyn and Bacon Inc., 1978, 349.

The GORT can be used effectively to measure at least one component of reading comprehension.

Reviews

- [1] **O.K. Buros editor** , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 1315-1316.

1. J. Stafford: Trained personnel often have difficulty in analyzing student's oral reading performance. The manual is remiss in its failure to include data describing the reliability with which the various errors can be coded. The GORT is used to diagnose the reading needs of students who have reading problems. The discussion of the test's standardization was not sufficiently detailed to determine what portion of the students used were identified as having reading problems.

- [2] **O.K. Buros editor** , *The Seventh Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1972, 1146-1148.

2. A.J. Harris: Form D is a revision of Form A with new comprehension questions. The content of Form C is new. Reliability for the Accuracy score is satisfactory (0.84 -0.94). Reliability for Comprehension and Rate scores range from 0.53 -0.7 and indicate that these scores fall below accepted standards. Despite its shortcoming, the GORT is among the best standardized tests of accuracy in oral reading. The usefulness of the Comprehension and Rate scores is questionable.

3. K.J. Smith: The GORT requires individual administration and is rather time consuming, and the results have limited use in view of the invalid assumptions upon which the test is based. Time might be better spent on a well constructed informal inventory of oral reading with an oral test, and reading comprehension with a silent test, and which samples types of comprehension not simply recall of details.

- [3] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education: a division of Pitman Learning Inc., 1980, 33-35.

The Rate of Reading score and norms are separate from the Comprehension scores and norms. The bonus point system results in a spuriously high score. Vocabulary is drawn from basal readers, and hence, post testing often will not show gains in phonics skills.

- [4] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston,Mass., Allyn and Bacon Inc., 1983, 197.

Reliability Information

1. Equivalent forms reliability: 0.53 - 0.94
2. Reliability information in manual? - Yes

Validity Information

1. Criterion/predictive validity
 - a. WRAT
 - i. Year : 1964
 - ii. Range of correlations : 0.91
 - iii. Information in manual? - No
 - b. GWPT
 - i. Year : 1965
 - ii. Range of correlations : 0.81 - 0.9
 - iii. Information in manual? - Yes
2. Concurrence validity
 - a. SAT-reading
 - i. Year : 1965
 - ii. Range of correlations : 0.75 - 0.85
 - iii. Information in manual? - Yes
3. Information regarding content validity in manual?
- No

Purpose Descriptors	oral-reading-paragraphs oral-comprehension
Mode of Presentation	timed visual-paragraph auditory-question
Mode of Response	oral-paragraph oral-answer
Scoring- Normed	Grade Equivalent Stanine Score Percentiles

Norming Information

Norming date	1967
Sample size	4455
Place normed	USA
Sample Range	Grades 1 - 8
Sample similar to national population	No
Norming info in manual?	Yes

Gilmore Oral Reading Test (GORT)

John V. Gilmore

Eunice C. Gilmore

Publisher	Harcourt Brace and World Incorporation
Edition	2
Publication date	1968
Cost	\$47
Type of Test	reading individual use norm-referenced
Ease of administration	easy
Ease of scoring	requires some training
Global Scores	No Scores

Available levels

There is only one level.

Range	Grades 1 - 8
Equivalent forms	2
Administration Time	15 - 20 minutes
Subtests	Oral Reading

1. Oral Reading

Reviews

- [1] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont, California, Fearon Education: a division of Pitman Learning Inc., 1980, 49-51.

1978 ed.: The wide range and alternate forms makes the GMRT excellent for test-retest procedures to determine the progress of an individual student. The manual and the technical supplement are well prepared and easy to use. In the 2nd edition, careful attention has been given to content. Minority-cultured and sex-biased items have been avoided. The Decoding Skills Analysis form for levels A and B improves the diagnostic use of the test.

- [2] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston, Mass., Houghton Mifflin, 1981, 168-170.

1978 ed.: This is a norm-referenced screening test designed to assess skill development in reading from kindergarten through grade 12. The 1978 and 1965 editions were correlated: the range is from 0.74 to 0.94. The reliability correlations are as follows: alternate-form from 0.89 to 0.94; test-retest from 0.77 to 0.89; and KR20 from 0.85 to 0.94.

- [3] **W.H. MacGinitie** , *Gates-MacGinitie Reading Test - Canadian Edition Teachers' manual*, Scarborough, Ontario, Nelson Canada Limited, 1980, .

The Canadian edition is based on the 1978 2nd edition of the GMRT. Out of level norms are available at all levels so that children can be tested at a higher or lower level if necessary. The manual gives advice on when to use out-of-level testing, which levels to give and how to interpret the results. Identical sample pages make it possible to intermix, within the same classrooms, Levels A and B, or Levels D, E, and F.

- [4] **G. Ralph, and P. Park** , *Special Educational Materials and Resources Handbook*, Ontario, Ontario Ministry of Education, 1982, 1207.

1978 ed. The GMRT is excellent for test-retest procedures to determine progress. The manual is easy to use, test may be computer scored, and out-of-level norms are available for exceptional children. The analysis of errors is difficult. The Comprehension test relies heavily on general knowledge.

- [5] **E.A. Jongsma** , Test Review: Gates-MacGinitie Reading Test(2nd edition), *Journal of Reading* ,1980,23:4,340-345.

1978 ed.: The GMRT is appropriate for screening special students, grouping students for instruction, and evaluating general reading progress. It is good for time limited situations. Level R is the weakest. It is recommended that teachers use total scores and not subtest results. Level F may not reflect the reading demands faced by many college bound high school students.

Reliability Information

1. Kuder-Richardson reliability: 0.85 - 0.94
2. Reliability information in manual? - No Name of Publication Technical Manual for Canadian Edition of Gates-MacGinitie Reading Test Date of Publication :

Validity Information

1. Concurrence validity
 - a. MAT-reading
 - i. Year : 1980
 - ii. Range of correlations : 0.88 - 0.91
 - iii. Information in manual? - No
2. Information regarding content validity in manual?
- Yes

Purpose Descriptors	silent-comprehension
Mode of Presentation	timed visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

Norming Information

Norming date	1979	1977
Sample size	46000	65000
Place normed	Canada USA	
Sample Range	Grades 1 - 12	Grades 1 - 12
Sample similar to national population	Yes	
Norming info in manual?	Yes	

Purpose Descriptors	word-meanings synonyms
Mode of Presentation	timed visual-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

2. Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	timed visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

Level F

Range	Grades 10 - 12
Equivalent forms	2
Administration Time	55 minutes
Subtests	Vocabulary Comprehension

1. Vocabulary

Purpose Descriptors	word-meanings synonyms
Mode of Presentation	timed visual-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

2. Comprehension

Level D

Range	Grades 4 - 6
Equivalent forms	2
Administration Time	55 minutes
Subtests	Vocabulary Comprehension

1. Vocabulary

Purpose Descriptors	word-meanings synonyms
Mode of Presentation	timed visual-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

2. Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	timed visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

Level E

Range	Grades 7 - 9
Equivalent forms	2
Administration Time	55 minutes
Subtests	Vocabulary Comprehension

1. Vocabulary

Purpose Descriptors	silent-comprehension
Mode of Presentation	timed visual-sentence visual-paragraph visual-picture
Mode of Response	select-picture
Scoring- Normed	Same as global.

Level C

Range	Grade 3
Equivalent forms	2
Administration Time	55 minutes
Subtests	Vocabulary Comprehension

1. Vocabulary

Purpose Descriptors	word-meanings synonyms
Mode of Presentation	timed visual-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

2. Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	timed visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

Purpose Descriptors	silent-comprehension
Mode of Presentation	timed visual-sentence visual-paragraph visual-picture
Mode of Response	select-picture
Scoring- Normed	Same as global.

Level C

Range	Grade 3
Equivalent forms	2
Administration Time	55 minutes
Subtests	Vocabulary Comprehension

1. Vocabulary

Purpose Descriptors	word-meanings synonyms
Mode of Presentation	timed visual-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

2. Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	timed visual-paragraph visual-question
Mode of Response	select-answer
Scoring- Normed	Same as global.

Purpose Descriptors	silent-comprehension
Mode of Presentation	timed visual-sentence visual-paragraph visual-picture
Mode of Response	select-picture
Scoring- Normed	Same as global.

Level B

Range	Grade 2
Equivalent forms	2
Administration Time	55 minutes
Subtests	Vocabulary Comprehension

1. Vocabulary

Purpose Descriptors	word-meanings identifying-consonant identifying-vowel
Mode of Presentation	timed visual-picture visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

2. Comprehension

Purpose Descriptors	identifying-initial-phonemes identifying-final-phoneme
Mode of Presentation	auditory-letter-name visual-several-words
Mode of Response	select-word
Scoring - Criterion	Rating

4. Comprehension

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-sentence visual-picture
Mode of Response	select-picture
Scoring - Criterion	Rating

Level A

Range	Grades 1.5 - 1.9
Equivalent forms	2
Administration Time	55 minutes
Subtests	Vocabulary Comprehension

1. Vocabulary

Purpose Descriptors	word-meanings identifying-consonant identifying-vowel
Mode of Presentation	timed visual-picture visual-several-words
Mode of Response	select-word
Scoring- Normed	Same as global.

2. Comprehension

Range	Grades 1.0 - 1.9
Equivalent forms	only one form
Administration Time	65 minutes
Subtests	Letter Sounds Vocabulary Letter Recognition Comprehension

1. Letter Sounds

Purpose Descriptors	identifying-initial-phonemes identifying-final-phoneme
Mode of Presentation	visual-letter visual-phoneme visual-several-words visual-picture
Mode of Response	select-word select-picture
Scoring - Criterion	Rating

2. Vocabulary

Purpose Descriptors	word-meanings identify-word
Mode of Presentation	visual-picture auditory-word visual-several-words
Mode of Response	select-word
Scoring - Criterion	Rating

3. Letter Recognition

Gates-MacGinitie Reading Test-Canadian Edition (GMRT-C)

Walter H. MacGinitie
Columbia University

Joyce Kamons
Columbia University

Ruth L. Kowalski
Columbia University

Ruth K. MacGinitie
Columbia University

Timothy Mackay
Columbia University

Publisher
Publication date
Cost
Type of Test

Nelson Canada Limited
1980
\$167
reading

Ease of administration
Ease of scoring

group use
norm-referenced
easy
easy
Scoring aids available

Global Scores

Standard Score
Mean : 50
Standard Deviation : 10
Grade Equivalent
Stanine Score
Percentiles

Available levels

Basic R
Level A
Level B
Level C
Level D
Level E
Level F

Basic R

Reviews

- [1] **O.K. Buros editor** , *The Sixth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1965, 1107-1110.

1. N.D. Bryant: 1962 ed.: As with any diagnostic reading test, clinical judgement is needed to get the most from the scores and the test performance. This diagnostic test appears to be more sophisticated than most.

2. G.M. Della-Piana: The administration and interpretation of the GMH requires a sophisticated examiner willing to pay the price of considerable training. If a complete battery is desired the Durrell or DRS would be more suitable.

- [2] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia,Ontario, Ptarmigan Publishers, 1982, 26-27.

1962 ed.: The strength of this test lies in the well organized manual and explicit directions for administrating and in the checklist for reading behaviours.

- [3] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education: a division of Pitman Learning Inc., 1980, 42-45.

1962 ed.: The careful selection of the subtests will give maximum diagnostic information. The grade scores are of little value.

- [4] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston,Mass., Allyn and Bacon Inc., 1983, 127-128.

The content validity of the followg subtests is questionable: Syllabication, Recognizing and Blending Common Word Parts, Giving Letter Sounds and Recognizing the Visual Form of Sounds. The rest of the subtests have sufficient content validity. The test provides useful information to the reading diagnostician.

- [5] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 197-200.

1962 ed.: The scores have little value. However, you can find reading strengths and weaknesses if you go beyond the scores and look at each item.

- [6] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston,Mass., Allyn and Bacon Inc., 1978, 306-308.

1962 ed.: The length and laborious nature of the GMH is the major disadvantage. There is no reading comprehension subtest.

Norming Information

Norming date	1980
Sample size	600
Place normed	USA
Sample Range	Grades 1 - 6
Sample similar to national population	No
Norming info in manual?	Yes

Reliability Information

1. Test-retest reliability: 0.94
2. Reliability information in manual? - Yes

Validity Information

1. Criterion/predictive validity
 - a. MAT-Reading
 - i. Year : 1980
 - ii. Range of correlations : 0.68 - 0.96
 - iii. Information in manual? - Yes
2. Concurrence validity
 - a. GMRT
 - i. Year : 1980
 - ii. Range of correlations : 0.68 - 0.96
 - iii. Information in manual? - Yes
3. Information regarding content validity in manual?
- No

Purpose Descriptors	identifying-vowel
Mode of Presentation	auditory-nonsense-words visual-letter
Mode of Response	select-letter
Scoring- Normed	

12. Auditory Blending

Purpose Descriptors	blending-word-parts-> words
Mode of Presentation	auditory-word-parts
Mode of Response	oral-word
Scoring- Normed	

13. Auditory Discrimination

Purpose Descriptors	auditory-discrimination
Mode of Presentation	auditory-word-pairs
Mode of Response	orally-select-true-false
Scoring- Normed	

14. Spelling

Purpose Descriptors	spelling-general
Mode of Presentation	auditory-word auditory-sentence
Mode of Response	write-word
Scoring- Normed	Grade Equivalent

Purpose Descriptors reading-nonsense-words
reading-words-one-syllable

Mode of Presentation visual-nonsense-word

Mode of Response oral-nonsense-words

Scoring- Normed

8. Word Attack-Giving Letter Sounds

Purpose Descriptors letter-sounds-lower-case-consonants
letter-sounds-lower-case-vowels

Mode of Presentation visual-letter

Mode of Response oral-letter-sound

Scoring- Normed

9. Word Attack-Naming Capital Letters

Purpose Descriptors letter-names-capitals-consonants
letter-names-capitals-vowels

Mode of Presentation visual-letter

Mode of Response oral-letter-name

Scoring- Normed

10. Word Attack-Naming Lower Case Letters

Purpose Descriptors letter-names-lower-case-consonants
letter-names-lower-case-vowels

Mode of Presentation visual-letter

Mode of Response oral-letter-name

Scoring- Normed

11. Recognizing the Visual Forms of Sounds

Purpose Descriptors	sight-words
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring- Normed	Grade Equivalent

4. Words-Untimed

Purpose Descriptors	reading-words
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring- Normed	Grade Equivalent

5. Word Attack-Syllabication

Purpose Descriptors	reading-words-multi-syllable
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring- Normed	

6. Word Attack-Recognizing and Blending Common Word Parts

Purpose Descriptors	reading-nonsense-words blending-word-parts->nonsense-words
Mode of Presentation	visual-nonsense-word visual-word-parts
Mode of Response	oral-word oral-word-parts
Scoring- Normed	

7. Word Attack-Reading Words

Range	Ages 6.6 - 17.4 Grades 1.2 - 12.0
Equivalent forms	only one form
Administration Time	30 - 60 minutes
Subtests	Oral Reading Reading Sentences Words-Flash Words-Untimed Word Attack-Syllabication Word Attack-Recognizing and Blending Common Word Parts Word Attack-Reading Words Word Attack-Giving Letter Sounds Word Attack-Naming Capital Letters Word Attack-Naming Lower Case Letters Recognizing the Visual Forms of Sounds Auditory Blending Auditory Discrimination Spelling

1. Oral Reading

Purpose Descriptors	oral-reading-paragraphs
Mode of Presentation	visual-paragraph
Mode of Response	oral-paragraph
Scoring- Normed	Grade Equivalent

2. Reading Sentences

Purpose Descriptors	oral-reading-sentences
Mode of Presentation	visual-sentence
Mode of Response	oral-sentence
Scoring- Normed	

3. Words-Flash

Gates-McKillop-Horowitz Reading Diagnostic Test (GMH)

Arthur I. Gates
Columbia University

Anne S. McKillop
Columbia University

Elizabeth Cliff Horowitz
Columbia University

Publisher
Edition
Publication date
Cost
Type of Test

Teachers College Press, Columbia University
2
1981
\$30
reading
individual use
norm-referenced
easy
requires some training

Ease of administration
Ease of scoring

Global Scores

No Scores

Available levels

There is only one level.

Reviews

- [1] **O.K. Buros editor** , *The Eighth Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1978, 1460-1461.

1. A. Bannatyne: The GFW-TAD is the a test of auditory closure not discrimination. The validity should be checked against a traditional word-pair discrimination test.

- [2] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education: a division of Pitman Learning Inc., 1980, 94-95.

The tape recorded presentation gives control over the examiners voice. The test is well thought out and has good reliability and validity. The error analysis chart has limited reliability and should be used only for clinical exploration and research.

- [3] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston,Mass., Allyn and Bacon Inc., 1978, 200.

The GFW-TAD is useful to screen children who are suspected of having auditory-perception problems, but no predictive validity is supplied.

Norming Information

Norming date	1969
Sample size	745
Place normed	USA
Sample Range	Ages 3.5 - 84
Sample similar to national population	No
Norming info in manual?	Yes

Reliability Information

1. Split-half reliability: 0.68 - 0.79
2. Test-retest reliability: 0.81 - 0.87
3. Reliability information in manual? - Yes

Validity Information

1. Other validity measures 2. Information regarding content validity in manual?
- Yes

Purpose Descriptors	auditory-discrimination
Mode of Presentation	tape-recorded-presentation visual-picture auditory-word
Mode of Response	select-picture
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Percentiles

2. Noice Subtest

Purpose Descriptors	auditory-discrimination auditory-selective-attention
Mode of Presentation	tape-recorded-presentation visual-picture auditory-word auditory-background-noise
Mode of Response	select-picture
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Percentiles

Reviews

- [1] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, 1982, 68-69.

The SST places the subject in situations which are not normally met in real life. However, the test does discriminate varying levels of ability. The problem is one of validity.

- [2] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston, Mass., Allyn and Bacon Inc., 1978, 201-202.

Examples of other tests which include auditory blending are the Roswell, and the ITPA Sound Blending Subtest.

- [3] **D.D. Hammill, and N.R. Bartel** , *Teaching Children With Learning and Behavior Problems, 3rd ed.*, Boston, Massachusetts, Allyn and Bacon Incorporated, 1982, 387-389.

More than half the total norming sample range is from 3-10 years of age. The least reliable range is the 9-18 year range. Two clinical populations were tested and the split-half reliabilities range from 0.74-0.99. Caution should be used when using the norms for there is little significance, other than age, found between the normal and clinical groups and there was no control for the varied intelligence range. There was no attempt made to find concurrent or predictive validity.

- [4] **J.L. Carroll** , Reviews of School Psychological Material: G-F-W Auditory Skills Test Battery, *Journal of School Psychology* ,1979,17:3,294-296.

The materials are easy to administer. The tape recorded presentation eliminates one source of unreliability. The validity of the tests is poor. There is no information on the number of subjects in the norming sample by age. The mean, standard deviation, and standard error of measurement are not given. This makes it hard to place reliance on the extrapolated tables. To score the test, both the test manual and the Battery technical manual are necessary. The present value of the test is its ease of administration, and wide range of skills tested. The examiner must be sophisticated regarding the variables they must test and rely on their own analysis rather than the norms.

Reliability Information

1. Split-half reliability: 0.73 - 0.97
2. Reliability information in manual? - No Name of Publication G-F-W
Auditory Skills Test Battery Technical Manual Date of Publication :

Validity Information

1. Information regarding content validity in manual?
- Yes

Purpose Descriptors	spelling-phonetically-regular-nonsense-w
Mode of Presentation	tape-recorded-presentation auditory-nonsense-words
Mode of Response	oral-nonsense-words write-nonsense-word
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Percentiles

Norming Information

Norming date	Not Available
Sample size	8043
Place normed	USA
Sample Range	Ages 3 - 80
Sample similar to national population	No
Norming info in manual?	No

Purpose Descriptors	auditory-visual-association non-meaning-memory memory-taught
Mode of Presentation	visual-figure auditory-nonsense-words repeated-auditory-instructions
Mode of Response	select-figure
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Percentiles

6. Reading of Symbols

Purpose Descriptors	articulation reading-nonsense-words reading-words-single-consonant reading-words-consonant-combination reading-words-single-vowel reading-words-vowel-combinations reading-words-multi-syllable
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Grade Equivalent Stanine Score Percentiles

7. Spelling

Purpose Descriptors	identifying-phonemes
Mode of Presentation	tape-recorded-presentation auditory-nonsense-words repeated-auditory-instructions
Mode of Response	oral-phoneme
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Percentiles

4. Sound Blending

Purpose Descriptors	blending-word-parts->words
Mode of Presentation	tape-recorded-presentation auditory-word-parts
Mode of Response	oral-word
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Percentiles

5. Sound Symbol Association

Purpose Descriptors	auditory-memory
Mode of Presentation	tape-recorded-presentation auditory-nonsense-words
Mode of Response	oral-nonsense-words
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Percentiles

2. Sound Recognition

Purpose Descriptors	blending-word-parts->words
Mode of Presentation	tape-recorded-presentation visual-picture auditory-word-parts
Mode of Response	select-picture
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Percentiles

3. Sound Analysis

Reviews

- [1] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, 1982, 62-63.

With advance practice and preparation, this test is not difficult to administer or score. Interpretation of the Sound Confusion Inventory is difficult because the authors have not defined operationally such terms as "cluster of lure sounds" nor "target lure combinations". This information is supposed to be used to plan an individualized program of discrimination.

- [2] **D.D. Hammill, and N.R. Bartel** , *Teaching Children with Learning and Behavior Problems, 3rd Ed.*, Boston, Massachusetts, Allyn and Bacon Incorporated, 1982, 387-389.

More than half the total norming sample range is from 3-10 years of age. The least reliable range is the 9-18 year range. Two clinical populations were tested and the split-half reliabilities range from 0.74-0.99. Caution should be used when using the norms for there is little significance, other than age, found between the normal and clinical groups and there was no control for the varied intelligence range. There was no attempt made to find concurrent or predictive validity.

- [3] **J.L. Carroll** , Reviews of School Psychological Material: G-F-W Auditory Skills Test Battery, *Journal of School Psychology* ,1979,17:3,294-296.

The materials are easy to administer. The tape recorded presentation eliminates one source of unreliability. The validity of the tests is poor. There is no information on the number of subjects in the norming sample by age. The mean, standard deviation, and standard error of measurement are not given. This makes it hard to place reliance on the extrapolated tables. To score the test, both the test manual and the Battery technical manual are necessary. The present value of the test is its ease of administration, and wide range of skills tested. The examiner must be sophisticated regarding the variables they must test and rely on their own analysis rather than the norms.

Norming Information

Norming date	Not Available
Sample size	590
Place normed	Not Available
Sample Range	Ages 3 - 80
Sample similar to national population	No

Norming info in manual? No

Reliability Information

1. Split-half reliability: 0.46 - 0.94
2. Reliability information in manual? - No

Validity Information

1. Information regarding content validity in manual?
- Yes

Purpose Descriptors	auditory-discrimination
Mode of Presentation	tape-recorded-presentation visual-picture auditory-word
Mode of Response	select-picture
Scoring- Normed	Same as global.

2. Part II

Purpose Descriptors	auditory-discrimination
Mode of Presentation	tape-recorded-presentation visual-picture auditory-word
Mode of Response	select-picture
Scoring- Normed	Same as global.

3. Part III

Purpose Descriptors	auditory-discrimination
Mode of Presentation	tape-recorded-presentation visual-picture auditory-word
Mode of Response	select-picture
Scoring- Normed	Same as global.

**Goldman-Fristoe-Woodcock Diagnostic Auditory Discrimination Test
(GFW-DADT)**

Ronald Goldman
Vanderbilt University

Macalynne Fristoe
Vanderbilt University

Richard W. Woodcock
University of Minnesota

Publisher
Publication date
Cost
Type of Test

American Guidance Service
1974
\$145
auditory perception
individual use
norm-referenced
requires some training
requires some training
Scoring aids available

Ease of administration
Ease of scoring

Global Scores

Standard Score
Mean : 50
Standard Deviation : 10
Age Equivalent
Stanine Score
Percentiles

Composite Scores

Part I and II

Available levels

There is only one level.

Range
Equivalent forms
Administration Time
Subtests

Ages 3 - 80
only one form
60 minutes
Part I
Part II
Part III

1. Part I

Reviews

- [1] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, 1982, 66-67.

Auditory attention is one of the gross sound skills which will lead eventually to speech. Having received the sound signal the listener will increase attention; therefore, auditory attention is necessary to sound processing. As well it is closely related to auditory attention span and memory.

- [2] **D.D. Hammill, and N.R. Bartel** , *Teaching Children With Learning and Behavior Problems, 3rd ed.*, Boston, Massachusetts, Allyn and Bacon Incorporated, 1982, 387-389.

More than half the total norming sample range is from 3-10 years of age. The least reliable range is the 9-18 year range. Two clinical populations were tested and the split-half reliabilities range from 0.74-0.99. Caution should be used when using the norms for there is little significance, other than age, found between the normal and clinical groups and there was no control for the varied intelligence range. There was no attempt made to find concurrent or predictive validity.

- [3] **J.L. Carroll** , Reviews of School Psychological Material: G-F-W Auditory Skills Test Battery, *Journal of School Psychology* ,1979,17:3,294-296.

The materials are easy to administer. The tape recorded presentation eliminates one source of unreliability. The validity of the tests is poor. There is no information on the number of subjects in the norming sample by age. The mean, standard deviation, and standard error of measurement are not given. This makes it hard to place reliance on the extrapolated tables. To score the test, both the test manual and the Battery technical manual are necessary. The present value of the test is its ease of administration, and wide range of skills tested. The examiner must be sophisticated regarding the variables they must test and rely on their own analysis rather than the norms.

Reliability Information

1. Split-half reliability: 0.46 - 0.78
2. Reliability information in manual? - No Name of Publication G-F-W
Auditory Skills Test Battery Technical Manual Date of Publication :

Validity Information

1. Information regarding content validity in manual?
- Yes

Purpose Descriptors	auditory-discrimination auditory-selective-attention
Mode of Presentation	tape-recorded-presentation visual-picture auditory-word auditory-background-noise
Mode of Response	select-picture
Scoring- Normed	Percentiles

Norming Information

Norming date	Not Available
Sample size	585
Place normed	USA
Sample Range	Ages 3 - 80
Sample similar to national population	No
Norming info in manual?	No

Purpose Descriptors	auditory-discrimination
Mode of Presentation	tape-recorded-presentation visual-picture auditory-word
Mode of Response	select-picture
Scoring- Normed	Percentiles

2. Fan-like Noise

Purpose Descriptors	auditory-discrimination auditory-selective-attention
Mode of Presentation	tape-recorded-presentation visual-picture auditory-word auditory-background-noise
Mode of Response	select-picture
Scoring- Normed	Percentiles

3. Cafeteria Noise

Purpose Descriptors	auditory-discrimination auditory-selective-attention
Mode of Presentation	tape-recorded-presentation visual-picture auditory-word auditory-background-noise
Mode of Response	select-picture
Scoring- Normed	Percentiles

4. Voice(telling a story)

**Goldman-Fristoe-Woodcock Auditory Selective Attention Test
(GFW-ASAT)**

Ronald Goldman
Vanderbilt University

Macalyne Fristoe
Vanderbilt University

Richard W. Woodcock
University of Minnesota

Publisher
Publication date
Cost
Type of Test

American Guidance Services
1976
\$65
auditory perception
individual use
norm-referenced
requires some training
requires some training
Scoring aids available

Ease of administration
Ease of scoring

Standard Score
Mean : 50
Standard Deviation : 10
Age Equivalent
Stanine Score
Percentiles

Global Scores

Available levels

There is only one level.

Range
Equivalent forms
Administration Time
Subtests

Ages 3 - 80
only one form
20 - 60 minutes
Quiet
Fan-like Noise
Cafeteria Noise
Voice(telling a story)

1. Quiet

Reviews

- [1] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, 1982, 64-65.

This test treats several dimensions of auditory memory separately because behaviorally they may be observed and described as distinct entities of the whole. Auditory memory is involved with almost every task associated with perception, and it involves many interrelated factors. Therefore, this test should not be viewed as pinpointing an independent facet of an auditorially disabled child.

- [2] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston, Mass., Allyn and Bacon Inc., 1978, 201-202.

Some examples of other tests that include auditory-sequential-memory tests are the ITPA Auditory Sequential Memory subtest, Oral Directions, Oral Commissions and Attention Span subtests of the DTLA, and WISC Digit Span subtest.

- [3] **D.D. Hammill, and N.R. Bartel** , *Teaching Children With Learning and Behavior Problems, 3rd ed.*, Boston, Massachusetts, Allyn and Bacon Incorporated, 1982, 387-389.

More than half the total norming sample range is from 3-10 years of age. The least reliable range is the 9-18 year range. Two clinical populations were tested and the split-half reliabilities range from 0.74-0.99. Caution should be used when using the norms for there is little significance, other than age, found between the normal and clinical groups and there was no control for the varied intelligence range. There was no attempt made to find concurrent or predictive validity.

- [4] **J.L. Carroll** , Reviews of Psychological Materials: G-F-W Auditory Skills Test Battery, *Journal of School Psychology* ,1979,17:3,294-296.

The materials are easy to administer. The tape recorded presentation eliminates one source of unreliability. The validity of the tests is poor. There is no information on the number of subjects in the norming sample by age. The mean, standard deviation, and standard error of measurement are not given. This makes it hard to place reliance on the extrapolated tables. To score the test, both the test manual and the Battery technical manual are necessary. The present value of the test is its ease of administration, and wide range of skills tested. The examiner must be sophisticated regarding the variables they must test and rely on their own analysis rather than the norms.

Reliability Information

1. Split-half reliability: 0.48 - 0.95
2. Reliability information in manual? - No Name of Publication G-F-W
Auditory Skills Test Battery Technical Manual Date of Publication :

Validity Information

1. Information regarding content validity in manual?
- Yes

Purpose Descriptors	auditory-memory
Mode of Presentation	tape-recorded-presentation auditory-several-words
Mode of Response	select-picture select-order
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Percentiles

Norming Information

Norming date	Not Available
Sample size	1345
Place normed	USA
Sample Range	Ages 3 - 80
Sample similar to national population	No
Norming info in manual?	No

Purpose Descriptors	auditory-memory
Mode of Presentation	tape-recorded-presentation auditory-several-words
Mode of Response	orally-select-true-false
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Percentiles

2. Memory for Content

Purpose Descriptors	auditory-memory
Mode of Presentation	tape-recorded-presentation visual-picture auditory-several-words
Mode of Response	select-picture
Scoring- Normed	Standard Score Mean : 50 Standard Deviation : 10 Age Equivalent Stanine Score Percentiles

3. Memory for Sequence

for the Sounds in Words subtest only. The GFTA is better used as a criterion-referenced device. The reliability and validity are excellent.

- [4] **D.D. Hammill, and N.R. Bartel** , *Teaching Children With Learning and Behavior Problems 3rd*, Boston, Massachusetts, Allyn and Bacon Incorporated, 1982, 334.

1969 ed.: The GFTA is attractively illustrated, well standardized, and takes about 30 minutes to administer. It measures speech sound production in initial, medial and final positions in words and sentences.

Reviews

- [1] **O.K. Buross** editor , *The Seventh Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1972, 1339-1342.

1. M.C. Byrne: 1969 ed.: This test provides a systematic approach to evaluation of articulation of speech sounds in three contexts. Reliability and validity data are available for one subtest. The test was designed to elicit responses readily but the recording is time consuming. The Photo, which takes only 3-4 minutes to administer could be used instead of the Sounds in Words subtest. Further work is needed on determining the relationship between and among the subtests.

2. R.L. Shelton: The GFTA is a well constructed test for eliciting articulation samples. It was designed to provide the kind of observations usually done with home-made materials. As such it may contribute to greater uniformity of practice. The test does little to advance the state of the articulation testing art.

3. D. Sherman: The material may have to be adjusted so as not to present unfavourable impressions to childrens, or to suit the particular situation, but this is a fairly easy task. There are limitations on the usefulness of the test. It could be a valuable addition to the tools used by the speech clinician both when diagnosing and planning therapy.

- [2] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont,California, Fearon Education: a division of Pitman Learning Inc., 1980, 129-132.

The unique value of the GFTA is the variety of contexts used, this provides more useful and complete data about a students articulation skills. Although the test is for consonant production, articulation of vowels may also be judged. The test is diagnostic and normative. The scoring is complicated, it may help to tape the session. Other tests are necessary to determine the pattern of misarticulation in order to plan appropriate therapy goals. Developmental age for phoneme acquisition should have been included on response form. Content validity is not good, and reliability needs more research.

- [3] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education(2nd ed.)*, Boston,Mass., Houghton Mifflin, 1981, 399-401.

The GFTA is one of the most popular tools developed to assess a child's ability to produce the sounds of speech. It is a criterion-referenced test in which most consonant sounds and eleven common consonant blends are elicited. Classroom teachers may administer this test but the analysis of errors should be done by a speech/language pathologist. Percentile ranks (based on the National Speech and Hearing Survey conducted by Hill in 1971) are available

Norming Information

Norming date	Not Available
Sample size	38
Place normed	USA

Sample Range	Grades 1 - 12
Sample similar to national population	Unknown

Norming info in manual?	Yes
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Reliability Information

1. Test-retest reliability: 0.94 - 0.95
2. Reliability information in manual? - Yes

Validity Information

1. Information regarding content validity in manual?
- Yes

Purpose Descriptors	articulation articulation-single-consonants articulation-consonant-combinations
Mode of Presentation	visual-picture
Mode of Response	oral-word
Scoring- Normed	Percentiles

2. Sounds in Sentences

Purpose Descriptors	articulation articulation-single-consonants articulation-consonant-combinations
Mode of Presentation	visual-picture auditory-paragraph
Mode of Response	oral-paragraph oral-word
Scoring - Criterion	No Scores

3. Stimulation

Purpose Descriptors	articulation articulation-single-consonants articulation-consonant-combinations
Mode of Presentation	visual-picture auditory-word auditory-sentence
Mode of Response	oral-word
Scoring - Criterion	No Scores

Goldman-Fristoe Test of Articulation (GFTA)

Ronald Goldman
Vanderbilt University

Macalynne Fristoe
Vanderbilt University

Publisher
Publication date
Cost
Type of Test

American Guidance Services
1972
\$80
auditory perception
individual use
norm-referenced
requires some training
requires some training
Scoring aids available

Ease of administration
Ease of scoring

Global Scores

No Scores

Available levels

There is only one level.

Range
Equivalent forms
Administration Time
Subtests

Grades 1 - 12
only one form
20 minutes
Sounds in Words
Sounds in Sentences
Stimulation

1. Sounds in Words

Reviews

- [1] **J. Salvia, and J.E. Ysseldyke** , *Assessment in Special and Remedial Education*(2nd ed.), Boston,Mass., Houghton Mifflin, 1981, 168-170.

The Gates-MacGinitie series uses norm-referenced screening tests designed to assess skill development in reading of students from kindergarten through grade 12. The tests are provided for two domains: vocabulary and comprehension. The raw scores for these domains are the number of items correct. The Gates-MacGinite Reading Tests were standardized with districts selected to provide a representative proportion of black and Hispanic students. The following three kinds of reliability data are provided: internal-consistency, alternate-form and test-retest. There is no data provided on the specific makeup of the standardization group. Evidence for reliability and validity of the tests is adequate.

Validity Information

1. Criterion/predictive validity
 - a. MAT
 - i. Year : dk
 - ii. Range of correlations : 0.88 - 0.91
 - iii. Information in manual? - Unknown
2. Information regarding content validity in manual?
 - Unknown

Norming Information

Norming date	Not Available	Not Available
Sample size	Not Available	Not Available
Place normed		
Sample Range		Not Available
Sample similar to national population	Unknown	

Norming date	Not Available	Not Available
Sample size	Not Available	Not Available
Place normed		
Sample Range		Not Available
Sample similar to national population	Unknown	

Norming info in manual? Unknown

Reliability Information

1. Test-retest reliability: 0.77 - 0.89
2. Equivalent forms reliability: 0.89 - 0.94
3. Kuder-Richardson reliability: 0.88 - 0.95
4. Reliability information in manual? - Unknown

Range	Grades 1.5 - 1.9
Equivalent forms	2
Administration Time	0.55 minutes
Subtests	

Level B

Range	Grade 2
Equivalent forms	2
Administration Time	0.55 minutes
Subtests	

Level C

Range	Grade 3
Equivalent forms	2
Administration Time	0.55 minutes
Subtests	

Level D

Range	Grades 4 - 6
Equivalent forms	3
Administration Time	0.55 minutes
Subtests	

Level E

Range	Grades 7 - 9
Equivalent forms	3
Administration Time	0.55 minutes
Subtests	

Level F

Range	Grades 10 - 12
Equivalent forms	2
Administration Time	0.55 minutes
Subtests	

Gates-MacGinitie Reading Test (Gates-MacGinitie)

Walter H. MacGinitie
Columbia University

Publisher	Houghton Mifflin
Edition	2
Publication date	1978
Cost	Not Available
Type of Test	reading group use norm-referenced
Ease of administration	easy
Ease of scoring	easy
Global Scores	Standard Score Grade Equivalent Stanine Score Percentiles

Available levels	Level R Level A Level B Level C Level D Level E Level F
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Level R

Range	Grades 1.0 - 1.9
Equivalent forms	only one form
Administration Time	0.55 minutes
Subtests	

Level A

Reviews

- [1] **O.K. Buros editor** , *The Seventh Mental Measurement Yearbook(2 vol.)*, Highland Park,N.J., Gryphon Press, 1972, 1077-1079.

1. D.B. Black: This reviewer would suggest that apart from Gap's being an interesting test which children would enjoy taking, it will have its greatest value in being an effective initial screening device for reading comprehension. The test statistics are reported for Forms M and J, which are no longer available. No data is supplied as to the relationship between these forms and Forms B and R, for which the norms are given.

2. E.F. Rankin: The Gap has several attractive features. It has no test items to influence test performance, performance is not influenced by guessing, because there is no printed alternatives. It should be noted that since Forms B and R are not of equivalent difficulty, derived scores not raw scores, must be used when both forms are administered. A child of 7.3 is only expected to get 2 out of 42 right on Form B, this difficulty influences the validity of the Gap for young children.

- [2] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia,Ontario, Ptarmigan Publishers, 1982, 25.

The Gap is best used as a classroom screening device of reading comprehension. Lack of detailed information on the standarization sample and validity suggest caution in interpretation.

Norming Information

Norming date	1976
Sample size	823
Place normed others	Canada
Sample Range	Grades 2 - 7
Sample similar to national population	No
Norming info in manual?	Yes

Reliability Information

1. Split-half reliability: 0.9 - 0.94
2. Reliability information in manual? - Yes

Validity Information

1. Concurrence validity
 - a. SDRT-Level1
 - i. Year : 1977
 - ii. Range of correlations : 0.71 - 0.79
 - iii. Information in manual? - Yes
2. Information regarding content validity in manual?
- No

Norming Information

Norming date	Not Available
Sample size	2147
Place normed	USA

Sample Range	Ages 2 - 6
Sample similar to national population	No

Norming info in manual?	Yes
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Reliability Information

1. Reliability information in manual? - No

Validity Information

1. Information regarding content validity in manual?
- No

Purpose Descriptors	word-meanings processing-auditory-directions
Mode of Presentation	object auditory-directions auditory-sentence
Mode of Response	manual-hand-gestures select-object manual-manipulate-objects
Scoring- Normed	Grade Equivalent

3. Repetition

Purpose Descriptors	auditory-memory
Mode of Presentation	visual-picture auditory-sentence
Mode of Response	oral-sentence
Scoring- Normed	Grade Equivalent

Reviews

- [1] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader(2nd edition)*, Boston,Mass., Allyn and Bacon Inc., 1983, 449.

The Pretest was tested using 40 students from grades 1-9. The exact grade was found 18% of the time, within one grade 28% of the time and within two grades 72% of the time. The list is not especially exact; if the teacher knew the student being tested, they might omit the use of the graded word list. The Quick Survey is similar to word lists found in Botel and GMH.

- [2] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities(2nd ed.)*, Boston,Mass., Allyn and Bacon Inc., 1981, 178-182.

The Pretest is an abbreviated version of the SDQA test. In comprehension scoring Ekwall says that children are not frustrated at the accepted 75% and so uses a 60% cutoff point at the instructional level, 90% at the independence level and 50% at the frustration level. These standards are set arbitrarily and do not represent real performance of students.

Purpose Descriptors	blending-word-parts->nonsense-words reading-words-initial-consonant reading-words-initial-consonant-combina reading-words-single-vowel reading-words-vowel-combinations
Mode of Presentation	visual-letter visual-phoneme
Mode of Response	oral-letter-name oral-phoneme oral-word
Scoring - Criterion	No Scores

Reliability Information

1. Equivalent forms reliability: 0.82
2. Reliability information in manual? - Unknown

Validity Information

1. Information regarding content validity in manual?
- Unknown

Purpose Descriptors	oral-reading-paragraphs oral-comprehension
Mode of Presentation	visual-paragraph auditory-question
Mode of Response	oral-paragraph oral-answer
Scoring - Criterion	Grade Equivalents

3. Silent Reading

Purpose Descriptors	silent-comprehension
Mode of Presentation	visual-paragraph auditory-question
Mode of Response	oral-answer
Scoring - Criterion	Grade Equivalents

4. Listening Comprehension

Purpose Descriptors	listening-comprehension
Mode of Presentation	auditory-paragraph auditory-question
Mode of Response	oral-answer
Scoring - Criterion	Grade Equivalents

5. Quick Survey Word List

Purpose Descriptors	reading-nonsense-words reading-words-multi-syllable
Mode of Presentation	visual-nonsense-word
Mode of Response	oral-nonsense-words
Scoring - Criterion	No Scores

6. Phonics

Reviews

- [1] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont, California, Fearon Education: a division of Pitman Learning Inc., 1980, 60-62.

The DWP is an inexpensive, quick, easy to administer test. It can be used as a screening instrument. One strength of the test is the organization of an individual student chart which simplifies the analysis of errors, and leads the teacher directly towards individual spelling and reading programs. The order of the items will not be appropriate to some school curriculum, and will have to be reordered. The sight word sections indicate which students have good phonics skills and poor sight recall but it is not extensive enough to lead to instructional programs. The DWP looks promising but it is too new to determine how useful it will be.

Purpose Descriptors	reading-words reading-words-phonetically-regular reading-words-phonetically-irregular
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring - Criterion	No Scores

Reliability Information

1. Reliability information in manual? - Unknown

Validity Information

1. Information regarding content validity in manual?
- Unknown

- [7] **W. Eller, and M. Attea** , Three Diagnostic Reading Tests: Some Comparisons, *Vistas in Reading* ,1966,II:I,562 - 566.

The concurrent validity correlations of the Durrell are as follows: with Gates-McKillop Oral Reading 0.91 and Word Analysis 0.96; with DRS Oral Reading 0.92 and Word Analysis 0.93. The predictive validity with the ITBS is 0.86.

Reviews

- [1] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, 1982, 23-24.

The strength of this test lies in the extensive use of detailed checklists for guided observations of the various reading skills during testing. The reliability and validity do not support the heavy reliance on the test results.

- [2] **C. Compton** , *A Guide to 65 Tests for Special Education*, Belmont, California, Fearon Education: a division of Pitman Learning Inc., 1980, 39-41.

The Durrell was developed to help teachers understand the reading process and to plan individual reading programs. There is a wide variety of subtests; when used wisely they yield a wealth of information. The Durrell is one of the few tests that allows assessment of oral and silent reading, listening comprehension, word analysis skills, and spelling all in the same battery. The subtests allow for testing of nonreaders as well as readers with high intermediate grade skills. The Durrell should not be considered a standardized test. No information on standardization is given. There is no reliability or validity statistics reported. The Durrell is an informal inventory.

- [3] **E.E. Ekwall, and J.L. Shanker** , *Diagnosis and Remediation of the Disabled Reader (2nd edition)*, Boston, Mass., Allyn and Bacon Inc., 1983, 126-127.

The Durrell does not contain sufficient depth in phonics testing to plan prescriptive instruction. The test is too time consuming for the information it provides.

- [4] **J.A. McLoughlin,, and R.B. Lewis** , *Assessing Special Students: Strategies and Procedures*, Columbus, Ohio, Merrill, 1981, 369.

The Durrell has many checklists which can be used in classroom teaching situations as a form of informal testing.

- [5] **G.D. Spache** , *Diagnosing and Correcting Reading Disabilities (2nd ed.)*, Boston, Mass., Allyn and Bacon Inc., 1981, 173-178.

1955 ed.: The use of the same seven errors and two minute reading rate for all selections regardless of length or grade level means that it reflects only the author's judgement rather than actual pupil performance.

- [6] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston, Mass., Allyn and Bacon Inc., 1978, 308-310.

1955 ed.: The Durrell is adequate for assessing all but the most severe reading difficulties.

Reliability Information

1. Kuder-Richardson reliability: 0.63 - 0.97
2. Reliability information in manual? - Yes

Validity Information

1. Criterion/predictive validity
 - a. MAT-reading
 - i. Year : 1979
 - ii. Range of correlations : 0.36 - 0.88
 - iii. Information in manual? - Yes
2. Information regarding content validity in manual?
- No

Purpose Descriptors	identifying-initial-consonant identifying-initial-consonant-combination identifying-final-consonant
Mode of Presentation	auditory-word visual-several-words
Mode of Response	select-word
Scoring- Normed	Grade Equivalent

Norming Information

Norming date	1979
Sample size	1224
Place normed	USA
Sample Range	Grades 1 - 6
Sample similar to national population	No
Norming info in manual?	Yes

Purpose Descriptors	spelling-unfamiliar-words spelling-phonetically-regular-words
Mode of Presentation	auditory-word
Mode of Response	write-word
Scoring- Normed	Grade Equivalent

13. Visual Memory of Words-Primary

Purpose Descriptors	visual-memory
Mode of Presentation	timed visual-letter visual-word visual-several-words visual-several-letters
Mode of Response	select-letter select-word select-several-words
Scoring- Normed	Grade Equivalent

14. Visual Memory of Words -Intermediate

Purpose Descriptors	visual-memory
Mode of Presentation	timed visual-word
Mode of Response	write-word
Scoring- Normed	Grade Equivalent

15. Identifying Sounds in Words

Purpose Descriptors	reading-phoneme
Mode of Presentation	visual-phoneme
Mode of Response	oral-phoneme
Scoring- Normed	Grade Equivalent

9. Sounds in Isolation-Initial Affixes

Purpose Descriptors	reading-phoneme
Mode of Presentation	visual-word-parts
Mode of Response	oral-word-parts
Scoring- Normed	Grade Equivalent

10. Sounds in Isolation-Final Affixes

Purpose Descriptors	reading-phoneme
Mode of Presentation	visual-word-parts
Mode of Response	oral-word-parts
Scoring- Normed	Grade Equivalent

11. Spelling

Purpose Descriptors	spelling-general
Mode of Presentation	auditory-word auditory-sentence
Mode of Response	write-word
Scoring- Normed	Grade Equivalent

12. Phonic Spelling of Words

Purpose Descriptors	sight-words reading-words
Mode of Presentation	visual-word
Mode of Response	oral-word
Scoring- Normed	Grade Equivalent

5. Listening Vocabulary

Purpose Descriptors	context listening-comprehension
Mode of Presentation	auditory-word visual-picture
Mode of Response	oral-word select-category
Scoring- Normed	Grade Equivalent

6. Sounds in Isolation-Letters

Purpose Descriptors	letter-sounds-general
Mode of Presentation	visual-letter
Mode of Response	oral-letter-sound
Scoring- Normed	Grade Equivalent

7. Sounds in Isolation-Blends and Digraphs

Purpose Descriptors	reading-phoneme
Mode of Presentation	visual-phoneme
Mode of Response	oral-phoneme
Scoring- Normed	Grade Equivalent

8. Sounds in Isolation-Phonograms

Purpose Descriptors	oral-reading-paragraphs oral-comprehension
Mode of Presentation	timed visual-paragraph auditory-question
Mode of Response	oral-paragraph oral-answer
Scoring- Normed	Grade Equivalent

2. Silent Reading

Purpose Descriptors	silent-comprehension
Mode of Presentation	timed visual-paragraph auditory-question
Mode of Response	oral-paragraph oral-answer
Scoring- Normed	Grade Equivalent

3. Listening Comprehension

Purpose Descriptors	listening-comprehension
Mode of Presentation	auditory-paragraph auditory-question
Mode of Response	oral-answer
Scoring- Normed	Grade Equivalent

4. Word Recognition-Word Analysis

Purpose Descriptors	letter-names-capitals-consonants letter-names-capitals-vowels
Mode of Presentation	visual-letter
Mode of Response	oral-letter-name
Scoring - Criterion	No Scores

8. Identifying Letters Named

Purpose Descriptors	letter-names-general
Mode of Presentation	auditory-letter-name
Mode of Response	select-letter
Scoring - Criterion	No Scores

Reading Level

Range	Grades 1 - 6
Equivalent forms	only one form
Administration Time	30 - 90 minutes
Subtests	Oral Reading Silent Reading Listening Comprehension Word Recognition-Word Analysis Listening Vocabulary Sounds in Isolation-Letters Sounds in Isolation-Blends and Digraphs Sounds in Isolation-Phonograms Sounds in Isolation-Initial Affixes Sounds in Isolation-Final Affixes Spelling Phonic Spelling of Words Visual Memory of Words-Primary Visual Memory of Words -Intermediate Identifying Sounds in Words

1. Oral Reading

Purpose Descriptors letter-names-lower-case-consonants
letter-names-lower-case-vowels

Mode of Presentation visual-word
auditory-word
auditory-sentence
repeated-auditory-instructions

Mode of Response oral-word
oral-letter-name

Scoring - Criterion Rating

5. Writing Letters From Dictation

Purpose Descriptors writing-letters-general

Mode of Presentation visual-picture
auditory-word
auditory-letter-name
repeated-auditory-instructions

Mode of Response write-letter

Scoring - Criterion Rating

6. Writing Letters From Copy

Purpose Descriptors copying-words

Mode of Presentation visual-picture
visual-word
auditory-word
repeated-auditory-instructions

Mode of Response oral-word
write-word

Scoring - Criterion No Scores

7. Naming Letters-Upper Case

Purpose Descriptors syntax-matching-word-selection

Mode of Presentation visual-picture
visual-sentence
auditory-sentence
auditory-question
repeated-auditory-instructions

Mode of Response oral-sentence
select-word

Scoring - Criterion Rating

2. Identifying Letter Names in Spoken Words

Purpose Descriptors identifying-initial-letters

Mode of Presentation auditory-word

Mode of Response oral-word
oral-letter-name

Scoring - Criterion Rating

3. Identifying Phonemes in Spoken Words

Purpose Descriptors identifying-initial-phonemes

Mode of Presentation auditory-sentence
auditory-word
repeated-auditory-instructions

Mode of Response oral-word
oral-letter-sound

Scoring - Criterion Rating

4. Naming Letters-Lower Case

Durrell Analysis of Reading Difficulty (Durrell)

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Publisher	Psychological Corporation
Edition	3
Publication date	1980
Cost	\$58
Type of Test	reading individual use norm-referenced
Ease of administration	easy
Ease of scoring	easy
Global Scores	No Scores

Available levels	Prereading Level Reading Level
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Prereading Level

Range	Grades K - 1
Equivalent forms	only one form
Administration Time	15 minutes
Subtests	Syntax Matching Identifying Letter Names in Spoken Words Identifying Phonemes in Spoken Words Naming Letters-Lower Case Writing Letters From Dictation Writing Letters From Copy Naming Letters-Upper Case Identifying Letters Named

1. Syntax Matching

Reviews

- [1] **G.O. Bunch, and G. Robertson** , *Selected Psychoeducational Tests, A Layman's Handbook*, Orillia, Ontario, Ptarmigan Publishers, 1982, 5-6.

When the DST and DSS are used together the procedure is called Developmental Sentence Analysis. This provides the clinician with a fairly indepth analysis of the child's syntactic abilities. The test is suited for clinical situations, as it will pinpoint the child's strengths and weaknesses in syntax and may help develop a suitable language intervention program. It is too long for a screening test and the CELI or NSST are recommended instead.

- [2] **G. Wallace, and S.C. Larson** , *Educational Assessment of Learning Problems: Testing for Teaching*, Boston, Mass., Allyn and Bacon Inc., 1978, 151-161.

The DSA is perhaps the most comprehensive assessment device of language structure yet developed. It possesses the qualities of a standardized test, but it is also a powerful diagnostic tool. It is time consuming and requires an understanding of the basic psycholinguistic theory. The DSA would appear to be useful for children who are in a transition stage between pre-sentence and complete sentences. The DST is appropriate for the normally developing child who is under the age of three, or the older child who is not producing subject-predicate sentences. There is some normative data available.

- [3] **L.L. Lee** , *Developmental Sentence Analysis: A Grammatical Assessment Procedure for Speech and Language Clinicians*, Evanston, Illinois, Northwestern University Press, 1974, 82-84.

The type of classification used in the DST runs counter to some current trends in psycholinguistic literature, research and theory. However, the DST chart is used as a clinical tool, not as a psycholinguistic study of normal child development. The DST classification presents a systematic way of studying and evaluating grammatical development while a child is still speaking in pre-sentences.

alone.

- [13] **R.G. Simpson, and R.C. Eaves** , The Concurrent Validity of the WRMT Relative to the PIAT Among Retarded Adolescents, *Educational and Psychological Measurement* ,1983,43:1,275-281.

The tests were administered to 56 adolescents. The presence of relatively high and positive partial correlations between appropriate subtests supports the concurrent validity of the WRMT and PIAT. The grade equivalents were higher on the PIAT than the WRMT. When possible it is best to use the standard scores and percentile ranks for educational decision making. The WRMT Word Identification, Word Attack, Word Comprehension, and Passage Comprehension were separately correlated with PIAT Reading Recognition giving a range from 0.72 to 0.94; with PIAT Reading Comprehension ranging from 0.75 to 0.9; and with PIAT Spelling ranging from 0.72 to 0.92. There were two sets of subtests with extremely high concurrent validity: PIAT Reading Recognition and WRMT Word Identification with $r=.94$, and PIAT Reading Comprehension and WRMT Passage Comprehension with $r=.90$. These subtests could be considered to be measuring the same skill.