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

Colbourn (Jones), M.J., Computer-guided Diagnosis of Learning Disabilities: A Prototype, M.Ed. Thesis, Dept. for the Education of Exceptional Children, University of Saskatchewan, 1982; also available as ERIC Report No. ED 222 032.


Acknowledgements

Many people provided assistance during the course of this project. We would particularly like to thank those people who made materials, such as diagnostic tests, available. We would also like to acknowledge funding from both the Canada/Saskatchewan Job Creation Program and the Saskatchewan School Trustees Association.
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

<table>
<thead>
<tr>
<th>descriptor</th>
<th>explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readiness Descriptors</strong></td>
<td></td>
</tr>
<tr>
<td>counts-numbers</td>
<td>tests ability to count orally from memory or to count items</td>
</tr>
<tr>
<td>reciting-the-alphabet</td>
<td>tests ability to recite the alphabet from memory</td>
</tr>
<tr>
<td>recognize-letters</td>
<td>tests ability to recognize a letter not by name or sound but simply as a letter</td>
</tr>
<tr>
<td>matching-letters-capitals</td>
<td>tests ability to match capital letters i.e. A with A</td>
</tr>
<tr>
<td>matching-letters-lower-case</td>
<td>tests ability to match lowercase letters i.e. b with b</td>
</tr>
<tr>
<td>matching-capitals-&amp;-lower-case</td>
<td>tests ability to match capital letters with lowercase letters i.e. A with a or b with B</td>
</tr>
<tr>
<td>matching-letter-series</td>
<td>tests ability to match letter series i.e. ADE with ADE</td>
</tr>
<tr>
<td>matching-number-series</td>
<td>tests ability to match number series i.e. 1586 with 1586</td>
</tr>
<tr>
<td>matching-figures</td>
<td>tests ability to match geometric figures or random line drawings; also select one as different</td>
</tr>
<tr>
<td>matching-pictures</td>
<td>tests ability to match pictures of recognizable objects</td>
</tr>
<tr>
<td>matching-words</td>
<td>tests ability to match written words to written words</td>
</tr>
<tr>
<td>copying-letters-capitals</td>
<td>tests ability to copy capital letters given visually</td>
</tr>
<tr>
<td>copying-letters-lower-case</td>
<td>tests ability to copy lowercase letters given visually</td>
</tr>
<tr>
<td>copying-letter-sequences</td>
<td>tests ability to copy letter sequences given visually</td>
</tr>
<tr>
<td>copying-words</td>
<td>tests ability to copy words given visually</td>
</tr>
<tr>
<td>copying-designs</td>
<td>tests ability to copy geometric figures</td>
</tr>
<tr>
<td>copying-block-designs</td>
<td>tests ability to copy a design using coloured blocks; design may be a picture or also in blocks</td>
</tr>
<tr>
<td>writing-letters-general</td>
<td>tests ability to write upper or lower case printing/writing; may be given visually or auditorily</td>
</tr>
<tr>
<td>writing-the-alphabet</td>
<td>tests ability to print/write the alphabet from memory</td>
</tr>
<tr>
<td>writing-numbers</td>
<td>tests ability to print/write numbers from memory</td>
</tr>
<tr>
<td>writing-name</td>
<td>tests ability to write own name from memory</td>
</tr>
<tr>
<td>identify-letter</td>
<td>tests ability to identify a visual letter when given an auditory letter</td>
</tr>
<tr>
<td>identify-word</td>
<td>tests ability to identify a visual word when given an auditory word</td>
</tr>
<tr>
<td>identify-word-within-word</td>
<td>tests ability to see the small word</td>
</tr>
</tbody>
</table>
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
test knowledge of sounds
letter-sounds-capitals-consonants associated with capital consonants; may
include consonant combinations
test knowledge of sounds associated with
capital vowels; may include vowel
letter-sounds-capitals-vowels combinations
letter-sounds-lower-case-consonants tests knowledge of sounds associated
with lower case consonants; may
include consonant combinations
tests knowledge of sounds associated
with lower case vowels; may include vowel
letter-sounds-lower-case-vowels combinations
letter-sounds-general tests knowledge of sounds of letters selected from
upper and lower case consonants and vowels
tests ability to identify certain letter by name,
within a word - may be final, initial consonant or vowel
identifying-letters
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/non sense word; not just at beginning
of a word given orally
(implies entire word is being presented)
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
<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifying-initial-phonemes</td>
<td>tests ability to identify initial phoneme within a word/nonsense word; may give sound or select visually presented word or picture with same phoneme</td>
</tr>
<tr>
<td>identifying-consonant</td>
<td>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</td>
</tr>
<tr>
<td>identifying-initial-consonant</td>
<td>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</td>
</tr>
<tr>
<td>identifying-initial-consonant-combinations</td>
<td>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</td>
</tr>
<tr>
<td>identifying-final-phoneme</td>
<td>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</td>
</tr>
<tr>
<td>identifying-final-consonant</td>
<td>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</td>
</tr>
<tr>
<td>identifying-final-consonant-combination</td>
<td>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</td>
</tr>
<tr>
<td>identifying-vowel</td>
<td>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</td>
</tr>
<tr>
<td>identifying-short-vowel</td>
<td>tests ability to identify a short vowel within a word or nonsense word</td>
</tr>
<tr>
<td>identifying-long-vowel</td>
<td>tests ability to identify a long vowel within a word or nonsense word</td>
</tr>
<tr>
<td>identifying-vowel-combination</td>
<td>tests ability to identify vowel combinations within a word or nonsense word</td>
</tr>
<tr>
<td>identifying-words-with-silent-letters</td>
<td>tests ability to identify word as having a silent letter, without naming silent letter</td>
</tr>
<tr>
<td>reading-phoneme</td>
<td>tests ability to produce sound of phoneme given visually</td>
</tr>
<tr>
<td>reading-words</td>
<td>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</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Subtest</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>substitution-initial-phoneme</td>
<td>tests ability to substitute one initial phoneme for another; may verbalize the new word or select picture of new word; new word not given</td>
</tr>
<tr>
<td>substitution-vowel</td>
<td>tests ability to substitute one vowel for another; may verbalize the new word or select picture of new word; new word not given</td>
</tr>
<tr>
<td>syllabication-concept</td>
<td>tests ability to give reasons for syllabication</td>
</tr>
<tr>
<td>counting-syllables</td>
<td>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</td>
</tr>
<tr>
<td>breaking-into-word-parts</td>
<td>tests ability to break words into phonemes; affixes and root, etc.</td>
</tr>
<tr>
<td>breaking-into-syllables</td>
<td>tests ability to break a word into syllables</td>
</tr>
<tr>
<td>syllabication-identify-correct</td>
<td>tests ability to identify a syllabized word as correct; may select correct word or correct/incorrect</td>
</tr>
<tr>
<td>blending-letters</td>
<td>tests ability to blend letters together i.e. /c/ /a/ /t/ =&gt; cat</td>
</tr>
<tr>
<td>blending-word-parts-&gt;words</td>
<td>tests ability to blend parts into words i.e. /gl/ /eam/ =&gt; gleam</td>
</tr>
<tr>
<td>blending-word-parts-&gt;nonsense-words</td>
<td>tests ability to blend parts into nonsense words i.e. /j/ /eam/ =&gt; jeam</td>
</tr>
<tr>
<td>combining-word-parts-&gt;words</td>
<td>tests ability to decide which word parts to combine and/or in what order</td>
</tr>
<tr>
<td>rhyming-words</td>
<td>tests ability to give or choose a rhyming word or sound</td>
</tr>
</tbody>
</table>

**Descriptors For Sight Reading**

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>sight-words</td>
<td>tests sight vocabulary i.e. test has child read common real words in isolation; timed (less than 2 secs.)</td>
</tr>
<tr>
<td>sight-phrases</td>
<td>tests sight vocabulary using common phrases or sight words within short context; timed (less than 2 secs.)</td>
</tr>
</tbody>
</table>

**Descriptors For Reading Comprehension**

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>oral-reading-sentences</td>
<td>tests ability to read sentences aloud - types of errors are analyzed</td>
</tr>
<tr>
<td>oral-reading-paragraphs</td>
<td>tests ability to read paragraphs aloud - types of errors are analyzed</td>
</tr>
<tr>
<td>oral-comprehension</td>
<td>tests ability to comprehend material which was read aloud by child</td>
</tr>
<tr>
<td>silent-comprehension</td>
<td>tests ability to comprehend material which was read silently by child</td>
</tr>
<tr>
<td>picture-comprehension</td>
<td>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)</td>
</tr>
<tr>
<td>Descriptor</td>
<td>Description</td>
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<tr>
<td>------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>listening-comprehension</td>
<td>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</td>
</tr>
<tr>
<td>story-arrangement</td>
<td>tests ability to arrange a series of pictures to make a story</td>
</tr>
<tr>
<td><strong>Descriptors For Vocabulary</strong></td>
<td></td>
</tr>
<tr>
<td>word-meanings</td>
<td>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</td>
</tr>
<tr>
<td>meaning-of-compound-words</td>
<td>tests knowledge of meaning of compound words</td>
</tr>
<tr>
<td>synonyms</td>
<td>tests knowledge of synonyms</td>
</tr>
<tr>
<td>antonyms</td>
<td>tests knowledge of antonyms</td>
</tr>
<tr>
<td>homonyms</td>
<td>tests knowledge of homonyms</td>
</tr>
<tr>
<td>multi-meaning</td>
<td>tests knowledge of words with more than one meaning</td>
</tr>
<tr>
<td>meaning-of-root-word</td>
<td>tests knowledge of meanings of root words</td>
</tr>
<tr>
<td>meaning-of-affixes</td>
<td>tests knowledge of meaning of affixes</td>
</tr>
<tr>
<td>word-classification</td>
<td>tests ability to classify word as noun, verb, adjective, etc. (parts of speech)</td>
</tr>
<tr>
<td>sentence-classification</td>
<td>tests ability to classify sentences as to type i.e. question, imperative, etc.</td>
</tr>
<tr>
<td>special-vocabulary</td>
<td>tests knowledge of special vocabulary for science/math/social science etc.</td>
</tr>
<tr>
<td>language-analogies</td>
<td>tests ability to use or complete language analogies</td>
</tr>
<tr>
<td>context</td>
<td>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)</td>
</tr>
<tr>
<td><strong>Descriptors For Visual &amp; auditory Perception</strong></td>
<td></td>
</tr>
<tr>
<td>auditory-visual-association</td>
<td>tests ability to pair visual symbol with a particular sound i.e. nonsense symbols with figures</td>
</tr>
<tr>
<td>auditory-memory</td>
<td>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</td>
</tr>
<tr>
<td>auditory-memory-reversed</td>
<td>tests ability to recall items presented orally and reversed for response</td>
</tr>
<tr>
<td>auditory-memory-delayed</td>
<td>tests ability to recall items presented orally at least one hour before response</td>
</tr>
<tr>
<td>verbal-association</td>
<td>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</td>
</tr>
<tr>
<td>auditory-discrimination</td>
<td>tests ability to discriminate between words or sounds presented orally; may be pair of similar or identical words or words with sounds in</td>
</tr>
<tr>
<td>Task Description</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>auditory-discrimination-initial-phoneme</td>
<td>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</td>
</tr>
<tr>
<td>auditory-discrimination-middle-phoneme</td>
<td>tests ability to discriminate between the middle phoneme of 2 or more words presented orally; which words have the same middle phoneme</td>
</tr>
<tr>
<td>auditory-discrimination-final-phoneme</td>
<td>tests ability to discriminate between the final phoneme of 2 or more words presented orally; which words have the same final phoneme</td>
</tr>
<tr>
<td>auditory-closure</td>
<td>tests ability to “hear” parts of words that are missing i.e. e_t</td>
</tr>
<tr>
<td>auditory-selective-attention</td>
<td>tests ability to hear words masked by a background noise</td>
</tr>
<tr>
<td>processing-auditory-directions</td>
<td>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</td>
</tr>
<tr>
<td>visual-memory</td>
<td>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</td>
</tr>
<tr>
<td>memory-for-coding</td>
<td>tests ability to remember coded items; stimulus not necessarily removed but as test is timed memory is necessary</td>
</tr>
<tr>
<td>visual-association</td>
<td>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</td>
</tr>
<tr>
<td>visual-closure</td>
<td>tests ability to recognize a picture or matrix rule and supply the missing part</td>
</tr>
<tr>
<td>processing-visual-directions</td>
<td>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</td>
</tr>
<tr>
<td>memory-taught</td>
<td>tests ability to recall material taught to student for testing purposes; i.e. auditory nonsense words paired with visual symbols; or new words taught</td>
</tr>
<tr>
<td>non-meaning-memory</td>
<td>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</td>
</tr>
</tbody>
</table>

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
tests ability to spell words he can not decode

spelling-unfamiliar-words | tests ability to spell words that conform to rules

spelling-phonetically-regular-words | tests ability to spell nonsense words conforming to rules

spelling-phonetically-regular-nonsense-words | tests ability to spell words which do not conform to rules and must be learned basically by memorization

spelling-phonetically-irregular-words | tests ability to spell commonly known words

spelling-common-words | tests general spelling ability i.e. covers a variety of aspects of spelling

spelling-general | tests ability to recognize correct spelling; may choose correct/incorrect or which word is spelt right

spelling-identify-correct | tests ability to spell homonyms in conjunction with the meaning

spelling-homonyms | tests knowledge of generally known facts; what has been learned

general-knowledge | tests ability to name body parts; may be point to or name body parts, or draw missing parts, etc.

knowledge-of-body-parts | tests ability to detect the absurd in a sentence, paragraph or picture; used with listening, silent or picture comprehension

detecting-absurdities | tests ability to comprehend social customs; includes finding reasons, or asks what action the student would take in a specific situation

social-judgment | tests ability to understand a concept and generalize it i.e. Proverbs, Reconcikliation of Opposites

generalizing-concepts
<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>non-verbal-reasoning</td>
<td>tests ability to understand logical relations in non-verbal situations; this descriptor used when a more specific descriptor is not available</td>
</tr>
<tr>
<td>figure-sequencing</td>
<td>tests ability to discover the rule of a figure sequence and to continue the sequence; may select next figure or draw next figure</td>
</tr>
<tr>
<td>non-verbal-analogies</td>
<td>tests ability to complete non-verbal analogies; i.e. figure A is to B as C is to D</td>
</tr>
<tr>
<td>figure-synthesis</td>
<td>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)</td>
</tr>
<tr>
<td>reference-skills</td>
<td>dictionary and reference material (maps, graphs, tables)</td>
</tr>
<tr>
<td>decoding</td>
<td>tests ability to break a code from an example and use it to write something else</td>
</tr>
<tr>
<td>induction</td>
<td>tests ability to induce a governing principal from a series of examples</td>
</tr>
<tr>
<td>aesthetic-comparisons</td>
<td>tests ability to select the prettier item</td>
</tr>
</tbody>
</table>

**Descriptors For Mathematics**

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>math-general</td>
<td>tests general mathematical ability; may not have enough items to show strengths and weaknesses</td>
</tr>
<tr>
<td>2 number-sequences</td>
<td>tests ability to discover the rule of a number sequence and continue the sequence</td>
</tr>
<tr>
<td>equation-building</td>
<td>tests ability to use given numbers and math symbols to write a specific equation to obtain a specific answer</td>
</tr>
<tr>
<td>math-readiness</td>
<td>tests general knowledge of basic math concepts such as number names, counting, reading and writing numbers, place values, etc.</td>
</tr>
<tr>
<td>math-symbols</td>
<td>tests ability to name and understand meaning of math symbols</td>
</tr>
<tr>
<td>computation-whole-numbers</td>
<td>tests ability to understand concept of whole number; may include the computations addition, subtraction, multiplication and division</td>
</tr>
<tr>
<td>computation-whole-numbers-addition</td>
<td>tests ability to do whole number additions</td>
</tr>
<tr>
<td>computation-whole-numbers-subtraction</td>
<td>tests ability to do whole number subtractions</td>
</tr>
<tr>
<td>computation-whole-numbers-multiplication</td>
<td>tests ability to do whole number multiplication</td>
</tr>
<tr>
<td>computation-whole-numbers-division</td>
<td>tests ability to do whole number divisions</td>
</tr>
<tr>
<td>computation-fractions</td>
<td>tests ability to understand concept of fractions; may include addition, subtraction, multiplication, and division</td>
</tr>
<tr>
<td>computation-fractions-addition</td>
<td>tests ability to do additions with fractions</td>
</tr>
<tr>
<td>computation-fractions-subtraction</td>
<td>tests ability to do subtractions with fractions</td>
</tr>
<tr>
<td>computation-fractions-multiplication</td>
<td>tests ability to do multiplication</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>visual-several-numbers</th>
<th>present several numbers; for selection or in a series to be remembered or matched</th>
</tr>
</thead>
<tbody>
<tr>
<td>visual-word-parts</td>
<td>present common parts of words i.e. stream</td>
</tr>
<tr>
<td>visual-several-figures</td>
<td>present two or more geometric figures or line drawings</td>
</tr>
<tr>
<td>visual-word</td>
<td>present real words</td>
</tr>
<tr>
<td>visual-number-sequences</td>
<td>present a sequence of related numbers</td>
</tr>
<tr>
<td>visual-word-pairs</td>
<td>present two words usually for identification or discrimination</td>
</tr>
<tr>
<td>visual-maze</td>
<td>presents a visual maze to be solved</td>
</tr>
<tr>
<td>visual-nonsense-word</td>
<td>present phonetically regular nonsense words</td>
</tr>
<tr>
<td>visual-several-nonsense-words</td>
<td>present several nonsense words for selection</td>
</tr>
<tr>
<td>visual-several-words</td>
<td>present three or more words; choices in a list</td>
</tr>
<tr>
<td>visual-phrases</td>
<td>present phrases e.g. not complete sentences</td>
</tr>
<tr>
<td>visual-math-symbol</td>
<td>usually presented for selection or in building equations</td>
</tr>
<tr>
<td>visual-sentence</td>
<td>present a complete sentence</td>
</tr>
<tr>
<td>visual-several-sentences</td>
<td>present 2 or more separate sentences</td>
</tr>
<tr>
<td>visual-paragraph</td>
<td>present 2 or more sentences in a paragraph form or a short story</td>
</tr>
<tr>
<td>visual-reference-article</td>
<td>present article as found in encyclopedia or magazine</td>
</tr>
<tr>
<td>visual-question</td>
<td>present question to be answered</td>
</tr>
<tr>
<td>visual-dictionary-entry</td>
<td>present real or made up dictionary entries</td>
</tr>
<tr>
<td>visual-directions</td>
<td>present directions to be followed</td>
</tr>
<tr>
<td>visual-punctuation-mark</td>
<td>present punctuation marks to be selected for item or named</td>
</tr>
<tr>
<td>auditory-number</td>
<td>orally present number</td>
</tr>
<tr>
<td>auditory-computations</td>
<td>orally present a mathematical computation</td>
</tr>
<tr>
<td>auditory-letter-name</td>
<td>orally present letter-name</td>
</tr>
<tr>
<td>auditory-several-numbers</td>
<td>orally present several numbers; for selection or in a series to be remembered or matched</td>
</tr>
<tr>
<td>auditory-letter-sound</td>
<td>orally present letter-sound</td>
</tr>
<tr>
<td>auditory-number-sequence</td>
<td>orally present a sequence of related numbers</td>
</tr>
<tr>
<td>auditory-phoneme</td>
<td>orally present phoneme e.g. consonant, consonant combination, vowel or vowel combination</td>
</tr>
<tr>
<td>auditory-word-parts</td>
<td>orally present common word parts</td>
</tr>
<tr>
<td>auditory-word</td>
<td>orally present real words</td>
</tr>
<tr>
<td>auditory-word-pairs</td>
<td>orally present 2 words for identification or discrimination</td>
</tr>
<tr>
<td>auditory-nonsense-words</td>
<td>orally present phonetically regular nonsense words</td>
</tr>
<tr>
<td>auditory-several-words</td>
<td>orally present 3 or more words</td>
</tr>
<tr>
<td>auditory-phrases</td>
<td>orally present a phrase e.g. not a complete sentence</td>
</tr>
<tr>
<td>auditory-sentence</td>
<td>orally present a complete sentence</td>
</tr>
<tr>
<td>auditory-several-sentences</td>
<td>orally present several unrelated sentences</td>
</tr>
<tr>
<td>auditory-paragraph</td>
<td>orally present 2 or more sentences or a short story</td>
</tr>
<tr>
<td>auditory-question</td>
<td>orally present a question to be answered</td>
</tr>
<tr>
<td>auditory-directions</td>
<td>orally present directions to be followed, as in auditory direction test or tests which ask a child to point to their nose etc.</td>
</tr>
<tr>
<td>repeated-auditory-instructions</td>
<td>orally presents instructions before each item; common on tests for young children</td>
</tr>
<tr>
<td>Descriptor</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>auditory-background-noise</td>
<td>present various noises as background to given words</td>
</tr>
<tr>
<td>auditory-conversation</td>
<td>two-way conversation; examiner tries to stimulate a student in order to obtain a language sample</td>
</tr>
<tr>
<td>manual-manipulate-object</td>
<td>examiner plays with objects with the child</td>
</tr>
<tr>
<td>demonstrates-movement</td>
<td>examiner demonstrates a motion or task</td>
</tr>
<tr>
<td>draws-figure</td>
<td>drawing a geometric figure or design</td>
</tr>
<tr>
<td>draws-picture</td>
<td>drawing a recognizable object or scene</td>
</tr>
</tbody>
</table>

**Descriptors For Mode of Response**

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>not-available</td>
<td></td>
</tr>
<tr>
<td>taped-recorded-responses</td>
<td>response is tape-recorded</td>
</tr>
<tr>
<td>oral-number</td>
<td>responds with oral number</td>
</tr>
<tr>
<td>oral-computations</td>
<td>responds with an oral computation</td>
</tr>
<tr>
<td>oral-letter-name</td>
<td>responds with an oral letter name</td>
</tr>
<tr>
<td>oral-several-numbers</td>
<td>responds with a series of oral numbers</td>
</tr>
<tr>
<td>oral-letter-sound</td>
<td>responds with an oral letter sound</td>
</tr>
<tr>
<td>oral-phoneme</td>
<td>responds with an oral phoneme</td>
</tr>
<tr>
<td>oral-word-parts</td>
<td>responds orally with common parts of a word</td>
</tr>
<tr>
<td>oral-word</td>
<td>responds with an oral word</td>
</tr>
<tr>
<td>oral-word-pairs</td>
<td>responds with an oral word pair</td>
</tr>
<tr>
<td>oral-nonsense-words</td>
<td>responds with an oral nonsense word</td>
</tr>
<tr>
<td>oral-several-words</td>
<td>responds orally with a series of words or more than one one-word answer</td>
</tr>
<tr>
<td>oral-phrases</td>
<td>responds with an oral phrase; a complete thought unit</td>
</tr>
<tr>
<td>oral-sentence</td>
<td>responds by reading a sentence</td>
</tr>
<tr>
<td>oral-paragraph</td>
<td>responds by reading a paragraph or recalling a short story</td>
</tr>
<tr>
<td>oral-question</td>
<td>responds by reading the question aloud before answering it</td>
</tr>
<tr>
<td>oral-spelling</td>
<td>responds by orally spelling a word</td>
</tr>
<tr>
<td>oral-answer</td>
<td>responds with oral answer; within the same subtest answers range from one word to whole sentences; may also include numbers</td>
</tr>
<tr>
<td>oral-conversation</td>
<td>spontaneous two-way conversation</td>
</tr>
<tr>
<td>drawn-picture</td>
<td>draws a recognizable object or scene</td>
</tr>
<tr>
<td>draws-figure</td>
<td>draws a geometric figure or design</td>
</tr>
<tr>
<td>write-math-symbols</td>
<td>draws appropriate math symbols; i.e. + ==</td>
</tr>
<tr>
<td>write-number</td>
<td>responds with a written number</td>
</tr>
<tr>
<td>write-computations</td>
<td>responds with a written computation</td>
</tr>
<tr>
<td>write-letter</td>
<td>responds with a written letter</td>
</tr>
<tr>
<td>write-punctuation-marks</td>
<td>responds with a written punctuation mark</td>
</tr>
<tr>
<td>write-phoneme</td>
<td>responds with a written phoneme</td>
</tr>
<tr>
<td>write-word-parts</td>
<td>responds with a written word-part</td>
</tr>
<tr>
<td>write-word</td>
<td>responds with a written word</td>
</tr>
<tr>
<td>write-nonsense-word</td>
<td>responds with written answers; more than one one-word answer; or a series of words</td>
</tr>
<tr>
<td>write-several-words</td>
<td>responds with a written phrase</td>
</tr>
<tr>
<td>write-phrases</td>
<td>responds by writing a phrase</td>
</tr>
<tr>
<td>write-sentence</td>
<td>responds by writing a sentence</td>
</tr>
<tr>
<td>write-paragraph</td>
<td>responds by writing a paragraph; two or more sentences</td>
</tr>
</tbody>
</table>
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
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 IPPA. Construct validity is often determined by the use of factor analysis.
<table>
<thead>
<tr>
<th>Full Test Name</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Basic Competencies</td>
<td>ABC</td>
</tr>
<tr>
<td>Assessment of Children’s Language Comprehension</td>
<td>ACLC</td>
</tr>
<tr>
<td>Basic Achievement Skills Individual Screener</td>
<td>BASIS</td>
</tr>
<tr>
<td>Bankson Language Screening Test</td>
<td>BLST</td>
</tr>
<tr>
<td>Boder Test of Reading-Spelling Patterns</td>
<td>Boder</td>
</tr>
<tr>
<td>Botel Reading Inventory</td>
<td>Botel</td>
</tr>
<tr>
<td>Brigance Diagnostic Inventory of Basic Skills</td>
<td>Brigance</td>
</tr>
<tr>
<td>Boehm Test of Basic Concepts</td>
<td>BTBC</td>
</tr>
<tr>
<td>Canadian Achievement Test</td>
<td>CAT</td>
</tr>
<tr>
<td>Canadian Cognitive Abilities Test - Multi Level Ed</td>
<td>CCAT-M</td>
</tr>
<tr>
<td>Canadian Cognitive Abilities Test - Primary Ed</td>
<td>CCAT-P</td>
</tr>
<tr>
<td>Clinical Evaluation of Language Function - Diagnostic Battery</td>
<td>CELF-D</td>
</tr>
<tr>
<td>Clinical Evaluation of Language Function - Screening Test</td>
<td>CELF-S</td>
</tr>
<tr>
<td>Carrow Elicited Language Inventory</td>
<td>CELI</td>
</tr>
<tr>
<td>Classroom Reading Inventories</td>
<td>CRI</td>
</tr>
<tr>
<td>Canadian Test of Basic Skills - Multi Level</td>
<td>CTBS-M</td>
</tr>
<tr>
<td>Canadian Test of Basic Skills - Primary Battery</td>
<td>CTBS-P</td>
</tr>
<tr>
<td>Decoding Skills Test</td>
<td>Decoding</td>
</tr>
<tr>
<td>Durrell Listening Reading Series</td>
<td>DLRS</td>
</tr>
<tr>
<td>Diagnostic Reading Scales</td>
<td>DRS</td>
</tr>
<tr>
<td>Developmental Sentence Scoring</td>
<td>DSS</td>
</tr>
<tr>
<td>Developmental Sentence Types</td>
<td>DST</td>
</tr>
<tr>
<td>Durrell Analysis of Reading Difficulty</td>
<td>Durrell</td>
</tr>
<tr>
<td>Diagnostic Word Patterns</td>
<td>DWP</td>
</tr>
<tr>
<td>Ekwall Reading Inventory</td>
<td>ERI</td>
</tr>
<tr>
<td>Fluhartay Preschool Speech and Language Screening Test</td>
<td>Fluhartay</td>
</tr>
<tr>
<td>Gap Reading Comprehension Test</td>
<td>Gap</td>
</tr>
<tr>
<td>Gates-MacGinitie Reading Test</td>
<td>Gates-MacGinitie</td>
</tr>
<tr>
<td>Goldman-Fristoe Test of Articulation</td>
<td>GFTA</td>
</tr>
<tr>
<td>Goldman-Fristoe-Woodcock Auditory Memory Tests</td>
<td>GFW-AMT</td>
</tr>
<tr>
<td>Goldman-Fristoe-Woodcock Auditory Selective Attention Test</td>
<td>GFW-ASAT</td>
</tr>
<tr>
<td>Goldman-Fristoe-Woodcock Diagnostic Auditory Discrimination Test</td>
<td>GFW-DADT</td>
</tr>
<tr>
<td>Goldman-Fristoe-Woodcock Sound Symbol Tests</td>
<td>GFW-SST</td>
</tr>
<tr>
<td>Goldman-Fristoe-Woodcock Test of Auditory Discrimination</td>
<td>GFW-TAD</td>
</tr>
<tr>
<td>Gates-McKillop-Horowitz Reading Diagnostic Test</td>
<td>GMH</td>
</tr>
<tr>
<td>Gates-MacGinitie Reading Test - Canadian Ed</td>
<td>GMRT-C</td>
</tr>
<tr>
<td>Gilmore Oral Reading Test</td>
<td>GORT</td>
</tr>
<tr>
<td>Gray Oral Reading Test</td>
<td>Gray</td>
</tr>
<tr>
<td>Iowa Silent Reading Test</td>
<td>ISRT</td>
</tr>
<tr>
<td>Illinois Test of Psycholinguistic Abilities - Revised Ed</td>
<td>ITPA</td>
</tr>
<tr>
<td>KeyMath Diagnostic Arithmetic Test - Canadian Ed</td>
<td>KeyMath</td>
</tr>
<tr>
<td>Kindergarten Language Screening Test</td>
<td>KLST</td>
</tr>
<tr>
<td>Language Sampling Analysis and Training</td>
<td>LSAT</td>
</tr>
<tr>
<td>McCarthy Scales of Children’s Abilities</td>
<td>McCarthy</td>
</tr>
</tbody>
</table>
McLeod Phonics Test
Merrill Language Screening Test
Metropolitan Readiness Test
Neale Analysis of Reading Ability
Northwestern Syntax Screening Test
OISE Achievement Tests in Silent Reading
Peabody Individual Achievement Test
Peabody Picture Vocabulary Test - Revised
Sucher-Allred Reading Placement Inventory
Stanford-Binet Intelligence Scale
Schonell Reading Test R1
San Diego Quick Assessment
Stanford Diagnostic Reading Test
Slosson Oral Reading Test
Silent Reading Diagnostic Tests
Schonell Spelling Test S1
Sipay Word Analysis Tests
Test for Auditory Comprehension of Language
Templin-Darley Test of Articulation
Test of Early Language Development
Test of Early Reading Ability
Token Test for Children
Test of Language Development-Primary
Test of Reading Comprehension
Test of Written Language
Test of Written Spelling
Wepman Auditory Discrimination Test
Wechsler Intelligence Scale for Children - Revised
Wide Range Achievement Test
Woodcock Reading Mastery Tests
**Assessment of Basic Competencies (ABC)**

Jwalla Somwaru  
Minnesota Department of Education

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Scholastic Testing Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication date</td>
<td>1980</td>
</tr>
<tr>
<td>Cost</td>
<td>$414</td>
</tr>
<tr>
<td>Type of Test</td>
<td>general achievement group use both norm and criterion referenced</td>
</tr>
<tr>
<td></td>
<td>requires some training</td>
</tr>
<tr>
<td>Ease of administration</td>
<td></td>
</tr>
<tr>
<td>Ease of scoring</td>
<td></td>
</tr>
<tr>
<td>Global Scores</td>
<td>No Scores</td>
</tr>
</tbody>
</table>

Available levels: There is only one level.

<table>
<thead>
<tr>
<th>Range</th>
<th>Ages 3 - 15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades P - 9</td>
</tr>
<tr>
<td>Equivalent forms</td>
<td>2</td>
</tr>
<tr>
<td>Subtests</td>
<td>120 - 180 minutes</td>
</tr>
<tr>
<td>Information Processing-Observing Skills</td>
<td></td>
</tr>
<tr>
<td>Information Processing-Organizing Skills</td>
<td></td>
</tr>
<tr>
<td>Information Processing-Relating Skills</td>
<td></td>
</tr>
<tr>
<td>Language Skills-Understanding Words</td>
<td></td>
</tr>
<tr>
<td>Language Skills-Comprehending Expressions</td>
<td></td>
</tr>
<tr>
<td>Language Skills-Producing Expressions</td>
<td></td>
</tr>
<tr>
<td>Language Skills-Reading for Meaning</td>
<td></td>
</tr>
<tr>
<td>Language Skills-Decoding Skills</td>
<td></td>
</tr>
<tr>
<td>Math Reasoning Skills-Knowing Number and Operations</td>
<td></td>
</tr>
<tr>
<td>Math Reasoning Skills</td>
<td></td>
</tr>
<tr>
<td>Math Reasoning Skills-Solving Problems</td>
<td></td>
</tr>
</tbody>
</table>

1. Information Processing-Observing Skills
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
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: Canada
USA

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

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.
Assessment of Children's Language Comprehension (ACLIC)

Rochana Foster
Jane J. Gidden

Joel Stark
Queens University

Publisher
Consulting Psychologists Press Incorporated
Edition
2
Publication date
1973
Cost
$12
Type of Test
language
individual use
norm-referenced
Ease of administration
easy
Ease of scoring
easy
Scoring aids available

Global Scores
No Scores

Available levels
There is only one level.

Range
Ages 3 - 7
Equivalent forms
only one form
Administration Time
10 - 20 minutes
Subtests
Core Vocabulary Development
Two Critical Elements
Three Critical Elements
Four Critical Elements

1. Core Vocabulary Development
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>word-meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>auditory-word</td>
</tr>
<tr>
<td></td>
<td>visual-picture</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-picture</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

2. Two Critical Elements

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>listening-comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>word-meanings</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>auditory-phrases</td>
</tr>
<tr>
<td></td>
<td>visual-picture</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-picture</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

3. Three Critical Elements

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>listening-comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>word-meanings</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>auditory-phrases</td>
</tr>
<tr>
<td></td>
<td>visual-picture</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-picture</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

4. Four Critical Elements

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>listening-comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>word-meanings</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>auditory-phrases</td>
</tr>
<tr>
<td></td>
<td>visual-picture</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-picture</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>
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. 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.


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.


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.


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.
# Basic Achievement Skills Individual Screener (BASIS)

The Psychological Corporation

<table>
<thead>
<tr>
<th>Publisher</th>
<th>The Psychological Corporation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication Date</td>
<td>1983</td>
</tr>
<tr>
<td>Cost</td>
<td>$39</td>
</tr>
<tr>
<td>Type of Test</td>
<td>general achievement, individual use, both norm and criterion referenced</td>
</tr>
<tr>
<td>Ease of Administration</td>
<td>easy</td>
</tr>
<tr>
<td>Ease of Scoring</td>
<td>easy</td>
</tr>
<tr>
<td>Global Scores</td>
<td>Standard Score, Age Equivalent, Grade Equivalent, Stanine Score, Percentiles</td>
</tr>
</tbody>
</table>

**Available levels**

There is only one level.

<table>
<thead>
<tr>
<th>Range</th>
<th>Grades 1 - 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalent Forms</td>
<td>only one form</td>
</tr>
<tr>
<td>Administration Time</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Subtests</td>
<td>Reading, Mathematics-Dictated Word Problems, Mathematics-Printed Computational Exercises, Spelling, Optional Writing Exercise</td>
</tr>
</tbody>
</table>

1. Reading
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
Norming Information

<table>
<thead>
<tr>
<th>Description</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norming date</td>
<td>Not Available</td>
</tr>
<tr>
<td>Sample size</td>
<td>Not Available</td>
</tr>
<tr>
<td>Place normed</td>
<td>Not Available</td>
</tr>
<tr>
<td>Sample Range</td>
<td>Not Available</td>
</tr>
<tr>
<td>Sample similar to</td>
<td></td>
</tr>
<tr>
<td>national population</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Norming info in manual? Unknown

Reliability Information

1. Reliability information in manual? - Unknown
Validity Information

1. Information regarding content validity in manual?
   - Unknown
Bankson Language Screening Test (BLST)

Nicholas W. Bankson
Boston University

Publisher
Publication date
Cost
Type of Test

Publisher Park Press
Publication date 1977
Cost $20
Type of Test language
individual use
norm-referenced

Ease of administration
Ease of scoring

Ease of administration easy
Ease of scoring easy
Scoring aids available

Global Scores

Percentiles

Available levels

There is only one level.

Range
Equivalent forms
Administration Time
Subtests

Range Ages 4 - 8
Equivalent forms only one form
Administration Time 25 minutes
Subtests Semantic Knowledge
Morphological Rules
Syntactic Rules
Visual Perception
Auditory Perception

1. Semantic Knowledge
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. Concurrency 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. TACL
      i. Year: dk
      ii. Range of correlations: 0.64
      iii. Information in manual? - Yes

2. Information regarding content validity in manual?
   - Yes
Reviews


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  
Grune and Stratton Incorporated
Publication date  
1982
Cost  
$75
Type of Test  
reading
spelling
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 P - 13
Equivalent forms  
only one form
Administration Time  
0 minutes
Subtests  
Reading
Spelling
Spelling-Unknown Words
Supplementary-Alphabet Tasks for Prereading Screening
Supplementary-Syllabrating 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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>reciting-the-alphabet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>writing-the-alphabet</td>
</tr>
<tr>
<td></td>
<td>letter-names-general</td>
</tr>
<tr>
<td></td>
<td>letter-sounds-general</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>visual-letter</td>
</tr>
<tr>
<td></td>
<td>auditory-directions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-letter-name</td>
</tr>
<tr>
<td></td>
<td>oral-letter-sound</td>
</tr>
<tr>
<td></td>
<td>write-letter</td>
</tr>
<tr>
<td>Scoring - Criterion</td>
<td>No Scores</td>
</tr>
</tbody>
</table>

5. Supplementary-Syllabication Tasks

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>reading-phoneme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>reading-words</td>
</tr>
<tr>
<td></td>
<td>blending-word-parts-words</td>
</tr>
<tr>
<td></td>
<td>substitution-initial-phoneme</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>visual-word</td>
</tr>
<tr>
<td></td>
<td>visual-word-parts</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-phrases</td>
</tr>
<tr>
<td></td>
<td>oral-word-parts</td>
</tr>
<tr>
<td></td>
<td>oral-number</td>
</tr>
<tr>
<td>Scoring - Criterion</td>
<td>No Scores</td>
</tr>
</tbody>
</table>

6. Supplementary-Drawing the Face of a Clock

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>draw-a-picture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>knowledge-of-body-parts</td>
</tr>
<tr>
<td></td>
<td>math-readiness</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>auditory-directions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>drawn-picture</td>
</tr>
<tr>
<td>Scoring - Criterion</td>
<td>No Scores</td>
</tr>
</tbody>
</table>
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
Botel Reading Inventory (Botel)

Morton Botel

Publisher: Follett Publishing Company
Publication date: 1978
Cost: $31
Type of Test: reading
either individual or group 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 1 - 8
Equivalent forms: 2
Administration Time: 30 - 55 minutes
Subtests:
- Word Recognition Test
- Word Opposite Test
- Spelling Placement Test
- Decoding-Letter Names
- Decoding-Beginning Consonant Sound
- Decoding -Rhyme Sounds
- Decoding-Syllable Spelling Patterns

1. Word Recognition Test
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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>identifying-initial-consonant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>auditory-word-pairs</td>
</tr>
<tr>
<td></td>
<td>visual-several-letters</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-letter</td>
</tr>
<tr>
<td>Scoring - Criterion</td>
<td>No Scores</td>
</tr>
</tbody>
</table>

6. Decoding -Rhyme Sounds

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>rhyming-words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>auditory-word-pairs</td>
</tr>
<tr>
<td></td>
<td>visual-several-words</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-word</td>
</tr>
<tr>
<td>Scoring - Criterion</td>
<td>No Scores</td>
</tr>
</tbody>
</table>

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. 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.


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


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


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.

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:
1. Readiness
   Reading
   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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>general-knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>identify-different</td>
</tr>
<tr>
<td></td>
<td>copying-designs</td>
</tr>
<tr>
<td></td>
<td>visual-memory</td>
</tr>
<tr>
<td></td>
<td>word-meanings</td>
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<tr>
<td></td>
<td>verbal-expression</td>
</tr>
<tr>
<td></td>
<td>processing-auditory-directions</td>
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<tr>
<td></td>
<td>articulation</td>
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<td></td>
<td>auditory-memory</td>
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<tr>
<td></td>
<td>counts-numbers</td>
</tr>
<tr>
<td></td>
<td>reciting-the-alphabet</td>
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<tr>
<td></td>
<td>number-names</td>
</tr>
<tr>
<td></td>
<td>letter-names-lower-case-consonants</td>
</tr>
<tr>
<td></td>
<td>letter-names-lower-case-vowels</td>
</tr>
<tr>
<td></td>
<td>letter-names-capitals-consonants</td>
</tr>
<tr>
<td></td>
<td>letter-names-capitals-vowels</td>
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<tr>
<td></td>
<td>writing-the-alphabet</td>
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<tr>
<td></td>
<td>writing-numbers</td>
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<td></td>
<td>writing-name</td>
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<table>
<thead>
<tr>
<th>Mode of Presentation</th>
<th>visual-figure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>visual-letter</td>
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<tr>
<td></td>
<td>visual-word</td>
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<td></td>
<td>visual-picture</td>
</tr>
<tr>
<td></td>
<td>visual-number-sequences</td>
</tr>
<tr>
<td></td>
<td>visual-number</td>
</tr>
<tr>
<td></td>
<td>auditory-directions</td>
</tr>
<tr>
<td></td>
<td>auditory-conversation</td>
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<tr>
<td></td>
<td>auditory-sentence</td>
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<td></td>
<td>object</td>
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<table>
<thead>
<tr>
<th>Mode of Response</th>
<th>oral-word</th>
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<tbody>
<tr>
<td></td>
<td>select-figure</td>
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<tr>
<td></td>
<td>draws-figure</td>
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<tr>
<td></td>
<td>manual-hand-gestures</td>
</tr>
<tr>
<td></td>
<td>oral-conversation</td>
</tr>
<tr>
<td></td>
<td>oral-sentence</td>
</tr>
<tr>
<td></td>
<td>oral-number</td>
</tr>
<tr>
<td></td>
<td>oral-letter-name</td>
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<tr>
<td></td>
<td>write-word</td>
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<tr>
<td></td>
<td>write-letter</td>
</tr>
<tr>
<td></td>
<td>write-number</td>
</tr>
</tbody>
</table>

| Scoring - Criterion                                     | No Scores          |

2. Reading-Word Recognition
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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>auditory-discrimination</td>
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<tr>
<td>identifying-initial-consonant</td>
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<td>letter-sounds-lower-case-consonants</td>
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<tr>
<td>reading-phoneme</td>
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<tr>
<td>reading-words-single-consonant</td>
</tr>
<tr>
<td>identifying-final-consonant</td>
</tr>
<tr>
<td>identifying-final-consonant-combination</td>
</tr>
<tr>
<td>reading-nonsense-words</td>
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<tr>
<td>reading-words-single-vowel</td>
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<td>reading-words-vowel-combinations</td>
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<tr>
<td>identifying-initial-consonant-combinations</td>
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<td>reading-words-consonant-combination</td>
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<tr>
<td>reading-words-vowel-combinations</td>
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<td>reading-words-silent-consonants</td>
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<td>meaning-of-affixes</td>
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<td>counting-syllables</td>
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<td>syllabication-concept</td>
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<table>
<thead>
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<tbody>
<tr>
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<tr>
<td>visual-nonsense-word</td>
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<tr>
<td>repeated-auditory-instructions</td>
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</table>

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<thead>
<tr>
<th>Mode of Response</th>
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<tbody>
<tr>
<td>orally-select-true-false</td>
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<td>oral-word</td>
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<tr>
<td>oral-nonsense-words</td>
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<tr>
<td>oral-number</td>
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</table>

<table>
<thead>
<tr>
<th>Scoring - Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Scores</td>
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</tbody>
</table>

5. Reading Vocabulary
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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<td>auditory-sentence</td>
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<td></td>
<td>auditory-word</td>
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<td>visual-word-pairs</td>
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<tr>
<td></td>
<td>repeated-auditory-instructions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-sentence</td>
</tr>
<tr>
<td></td>
<td>oral-word</td>
</tr>
<tr>
<td></td>
<td>oral-answer</td>
</tr>
<tr>
<td>Scoring - Criterion</td>
<td>Grade Equivalents</td>
</tr>
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</table>

6. Language Arts-Handwriting

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>writing-the-alphabet</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>writing-name</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>auditory-directions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>write-letter</td>
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<tr>
<td></td>
<td>write-word</td>
</tr>
<tr>
<td>Scoring - Criterion</td>
<td>No Scores</td>
</tr>
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</table>

7. Language Arts-Grammar Mechanics

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>capitalization</th>
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<tbody>
<tr>
<td></td>
<td>punctuation</td>
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<tr>
<td>Mode of Presentation</td>
<td>visual-sentence</td>
</tr>
<tr>
<td></td>
<td>auditory-directions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-answer</td>
</tr>
<tr>
<td>Scoring - Criterion</td>
<td>No Scores</td>
</tr>
</tbody>
</table>

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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>problem-solving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>money</td>
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<tr>
<td></td>
<td>time</td>
</tr>
<tr>
<td></td>
<td>measurement</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
</tr>
<tr>
<td></td>
<td>visual-question</td>
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<tr>
<td></td>
<td>auditory-question</td>
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<tr>
<td></td>
<td>visual-paragraph</td>
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<tr>
<td></td>
<td>visual-figure</td>
</tr>
<tr>
<td></td>
<td>visual-table</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-answer</td>
</tr>
<tr>
<td></td>
<td>select-picture</td>
</tr>
<tr>
<td></td>
<td>oral-number</td>
</tr>
<tr>
<td>Scoring - Criterion</td>
<td>No Scores</td>
</tr>
</tbody>
</table>

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


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


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.


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.


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.
Boehm Test of Basic Concepts (BTBC)

Ann E. Boehm

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Psychological Corporation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edition</td>
<td>dk</td>
</tr>
<tr>
<td>Publication date</td>
<td>1971</td>
</tr>
<tr>
<td>Cost</td>
<td>$25</td>
</tr>
<tr>
<td>Type of Test</td>
<td>language</td>
</tr>
<tr>
<td></td>
<td>either individual or group use</td>
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<tr>
<td></td>
<td>norm-referenced</td>
</tr>
<tr>
<td>Ease of administration</td>
<td>easy</td>
</tr>
<tr>
<td>Ease of scoring</td>
<td>easy</td>
</tr>
<tr>
<td>Global Scores</td>
<td>Scoring aids available</td>
</tr>
</tbody>
</table>

Available levels: There is only one level.

<table>
<thead>
<tr>
<th>Range</th>
<th>Grades 0 - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalent forms</td>
<td>2</td>
</tr>
<tr>
<td>Administration Time</td>
<td>30 - 40 minutes</td>
</tr>
<tr>
<td>Subtests</td>
<td>Mastery on Concepts</td>
</tr>
</tbody>
</table>

1. Mastery on Concepts
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. 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. 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 standardization 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.

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.


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 standarized, 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.


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.


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 Victory

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

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

Joy D. Paquin

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

easy

Ease of administration

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-combination
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
Mode of Presentation
Mode of Response
Scoring- Normed

6. Language Mechanics
Purpose Descriptors
Mode of Presentation
Mode of Response
Scoring- Normed

7. Language Expression
Purpose Descriptors
Mode of Presentation
Mode of Response
Scoring- Normed

8. Mathematic Computations
Purpose Descriptors
Mode of Presentation
Mode of Response
Scoring- Normed

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
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-word</td>
<td>visual-several-words</td>
<td>auditory-word</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-word</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

2. Structural Analysis

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

3. Reading Vocabulary
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>antonyms</td>
</tr>
<tr>
<td></td>
<td>multi-meaning</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>visual-word</td>
</tr>
<tr>
<td></td>
<td>visual-sentence</td>
</tr>
<tr>
<td></td>
<td>visual-several-words</td>
</tr>
<tr>
<td></td>
<td>visual-several-sentences</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

4. Reading Comprehension

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>silent-comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-sentence</td>
</tr>
<tr>
<td></td>
<td>visual-paragraph</td>
</tr>
<tr>
<td></td>
<td>visual-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

5. Spelling

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>spelling-identify-correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-sentence</td>
</tr>
<tr>
<td></td>
<td>visual-word</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-true-false</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

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

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
5. Language Expression

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.

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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>computation-whole-numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>problem-solving</td>
</tr>
<tr>
<td></td>
<td>geometry</td>
</tr>
<tr>
<td></td>
<td>measurement</td>
</tr>
</tbody>
</table>

| 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

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>reference-skills</th>
</tr>
</thead>
</table>

| 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 15
<table>
<thead>
<tr>
<th>Range</th>
<th>Grades 4.6 - 5.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalent forms</td>
<td>only one form</td>
</tr>
<tr>
<td>Administration Time</td>
<td>0 minutes</td>
</tr>
<tr>
<td>Subtests</td>
<td>Reading Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
</tr>
<tr>
<td></td>
<td>Language Mechanics</td>
</tr>
<tr>
<td></td>
<td>Language Expression</td>
</tr>
<tr>
<td></td>
<td>Mathematics Computation</td>
</tr>
<tr>
<td></td>
<td>Mathematics Concepts and Application</td>
</tr>
<tr>
<td></td>
<td>Supplementary-Reference Skills</td>
</tr>
</tbody>
</table>

1. Reading Vocabulary

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>meaning-of-compound-words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>synonyms</td>
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<tr>
<td></td>
<td>antonyms</td>
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<tr>
<td></td>
<td>homonyms</td>
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<tr>
<td></td>
<td>multi-meaning</td>
</tr>
<tr>
<td></td>
<td>meaning-of-affixes</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>visual-word</td>
</tr>
<tr>
<td></td>
<td>visual-sentence</td>
</tr>
<tr>
<td></td>
<td>visual-several-words</td>
</tr>
<tr>
<td></td>
<td>visual-several-sentences</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

2. Reading Comprehension

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>silent-comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
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<tr>
<td></td>
<td>visual-sentence</td>
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<tr>
<td></td>
<td>visual-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

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
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
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
3. Spelling

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>spelling-identify-correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-sentence</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-error</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

4. Language Mechanics

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>punctuation</th>
</tr>
</thead>
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<tr>
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<td>capitalization</td>
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<tr>
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<tr>
<td>Mode of Response</td>
<td>select-error</td>
</tr>
<tr>
<td></td>
<td>select-punctuation-mark</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

5. Language Expression
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>Word-classification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>context</td>
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<tr>
<td></td>
<td>language-usage</td>
</tr>
<tr>
<td></td>
<td>ordering-sentences</td>
</tr>
<tr>
<td></td>
<td>paragraph-developmental</td>
</tr>
<tr>
<td></td>
<td>sentence-structure</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>visual-sentence</td>
</tr>
<tr>
<td></td>
<td>visual-several-sentences</td>
</tr>
<tr>
<td></td>
<td>visual-several-words</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-answer</td>
</tr>
<tr>
<td></td>
<td>select-order</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

6. Mathematics Computation

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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<tbody>
<tr>
<td></td>
<td>computation-fractions</td>
</tr>
<tr>
<td></td>
<td>computation-decimals</td>
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<tr>
<td>Mode of Presentation</td>
<td>visual-computations</td>
</tr>
<tr>
<td></td>
<td>visual-several-numbers</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-number</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

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 17
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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>silent-comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-paragraph</td>
</tr>
<tr>
<td></td>
<td>visual-sentence</td>
</tr>
<tr>
<td></td>
<td>visual-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

3. Spelling

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>spelling-identify-correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-sentence</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-error</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

4. Language Mechanics

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>capitalization</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>visual-sentence</td>
</tr>
<tr>
<td></td>
<td>visual-punctuation-mark</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-error</td>
</tr>
<tr>
<td></td>
<td>select-punctuation-mark</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

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**
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 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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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<tbody>
<tr>
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<td></td>
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<td>visual-reference-article</td>
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<tr>
<td></td>
<td>visual-sentence</td>
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<tr>
<td></td>
<td>visual-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-answer</td>
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**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

Publisher
Edition
Publication date
Cost
Type of Test

Ease of administration
Ease of scoring

Ease of administration
Ease of scoring

Global Scores

Global Scores

Available levels

Available levels

Level A-H

Level A-H

Publisher
Edition
Publication date
Cost
Type of Test

Publisher
Edition
Publication date
Cost
Type of Test

Ease of administration
Ease of scoring

Ease of administration
Ease of scoring

Global Scores

Global Scores

Available levels

Available levels

Level A-H

Level A-H

Nelson Canada Ltd.
0
1981
$132
intelligence
group use
norm-referenced
easy
requires some training
Scoring aids available

Standard Score
Mean : 100
Standard Deviation : 16
Stanine Score
Percentiles

Level A-H
<table>
<thead>
<tr>
<th>Range</th>
<th>Grades 3 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalent forms</td>
<td>only one form</td>
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<td>Administration Time</td>
<td>180 minutes</td>
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<tr>
<td>Subtests</td>
<td>Verbal-Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Verbal-Sentence Completion</td>
</tr>
<tr>
<td></td>
<td>Verbal-Verbal Classification</td>
</tr>
<tr>
<td></td>
<td>Verbal-Verbal Analogies</td>
</tr>
<tr>
<td></td>
<td>Quantitative-Quantitative Relations</td>
</tr>
<tr>
<td></td>
<td>Quantitative-Number Series</td>
</tr>
<tr>
<td></td>
<td>Quantitative-Equation Building</td>
</tr>
<tr>
<td></td>
<td>Non-verbal-Figure Classification</td>
</tr>
<tr>
<td></td>
<td>Non-verbal-Figure Analogies</td>
</tr>
<tr>
<td></td>
<td>Non-verbal-Figure Synthesis</td>
</tr>
</tbody>
</table>

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  
Mode of Presentation  
Mode of Response  
Scoring- Normed  

4. Verbal-Verbal Analogies

Purpose Descriptors  
Mode of Presentation  
Mode of Response  
Scoring- Normed  

5. Quantitative-Quantitative Relations

Purpose Descriptors  
Mode of Presentation  
Mode of Response  
Scoring- Normed  

6. Quantitative-Number Series

Purpose Descriptors  
Mode of Presentation  
Mode of Response  
Scoring- Normed  

7. Quantitative-Equation Building
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<tr>
<td></td>
<td>math-symbols</td>
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<td>computation-whole-numbers</td>
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<td>computation-fractions</td>
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8. Non-verbal-Figure Classification

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9. Non-verbal-Figure Analogies

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<td>select-figure</td>
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<td>Raw Scores Only</td>
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10. Non-verbal-Figure Synthesis
**Norming Information**

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<td><strong>Sample size</strong></td>
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<table>
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<tr>
<th><strong>Sample Range</strong></th>
<th>Grades 3 - 9</th>
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</table>

| **Sample similar to national population** | Yes |

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<td>Yes</td>
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| **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. 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.


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
Ease of administration
Ease of scoring
Global Scores

Nelson Canada Ltd
0
1981
$48
intelligence
group use
norm-referenced
easy
requires some training
Scoring aids available

Standard Score
Mean: 100
Standard Deviation: 16
Percentiles

Available levels
Primary I
Primary II

Primary I

Range
Equivalent forms
Administration Time
Subtests

Grades K.5 - 1.9
only one form
40 - 65 minutes
Relational Concepts
Multi-mental Concepts
Quantitative Concepts
Oral Vocabulary

1. Relational Concepts
2. Multi-mental Concepts

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

2. Multi-mental Concepts
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>Purpose Descriptors</td>
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<td>repeated-auditory-instructions</td>
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<tr>
<td>Mode of Response</td>
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<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
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3. Quantitative Concepts

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<thead>
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4. Oral Vocabulary

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
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<td>auditory-phrases</td>
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<td></td>
<td>auditory-word</td>
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<tr>
<td>Mode of Response</td>
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<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
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Norming Information

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<td>Grades K - 3</td>
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<td>Canada</td>
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<tr>
<td>Sample Range</td>
<td>Grades K - 4</td>
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<tr>
<td>Sample similar to</td>
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<tr>
<td>national population</td>
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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


The CCAT and CTBS were standardized 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
Charles E. Merrill Publishing Company
Publication date
1980
Cost
$120
Type of Test
language
individual use
both norm and criterion referenced
Ease of administration
requires some training
Ease of scoring
requires some training
Scoring aids available
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
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
8. Producing Names on Confrontation

Purpose Descriptors: general-knowledge
Mode of Presentation: timed
                     auditory-sentence
Mode of Response: oral-several-words
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
11. Producing Formulated Sentences

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>auditory-expression</th>
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<tbody>
<tr>
<td>Mode of Presentation</td>
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<td>repeated-auditory-instructions</td>
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<tr>
<td>Mode of Response</td>
<td>oral-sentence</td>
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<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent</td>
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12. Supplementary-Processing Speech Sounds

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent</td>
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13. Supplementary-Producing Speech Sounds

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<td>Mode of Response</td>
<td>oral-word</td>
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<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent</td>
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</table>
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. Concurrency 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


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.


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
Charles E. Merrill Publisher

Publication date
1980

Cost
$04

Type of Test
language
individual use
norm-referenced

Ease of administration
requires some training

Ease of scoring
requires some training
Scoring aids available

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
<table>
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<tr>
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<td>Mode of Response</td>
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**Advanced Level**

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<td>Language Processing Screening Items</td>
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1. **Language Processing Screening Items**

<table>
<thead>
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<tr>
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<td>select-picture</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
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<tr>
<td>Sample size</td>
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<tr>
<td>Place normed</td>
<td>USA</td>
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<td>Sample Range</td>
<td>Grades K - 12</td>
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<tr>
<td>national population</td>
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</tr>
</tbody>
</table>

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. Concurrency 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. Concurrency 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


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.
Carrow Elicited Language Inventory (CELI)

Elizabeth Carrow-Woolfolk
University of Texas

Publisher
Edition
Publication date
Cost
Type of Test

Teaching Resources
2
1974
$85
language
individual use
norm-referenced
easy
requires some training
Scoring aids available

Ease of administration
Ease of scoring

Global Scores
Stanine Score
Percentiles

Available levels

There is only one level.

Range
Ages 3.0 - 7.11
Equivalent forms
only one form
Administration Time
10 - 15 minutes
Subtests
Elicited Sentences

1. Elicited Sentences
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**

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<thead>
<tr>
<th>Description</th>
<th>Value</th>
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<tbody>
<tr>
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<tr>
<td>Sample size</td>
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<tr>
<td>Place normed</td>
<td>USA</td>
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<tr>
<td>Sample Range</td>
<td>Ages 3.0 - 7.11</td>
</tr>
<tr>
<td>Sample similar to</td>
<td>No</td>
</tr>
<tr>
<td>national population</td>
<td></td>
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</table>

Norming info in manual?  
Yes
Reliability Information

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

Validity Information

1. Concurrency 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. 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.


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.


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.


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.
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.
Classroom Reading Inventories (CRI)

Nicholas J. Silvaroli  
Arizona State University

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Wm. C. Brown Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edition</td>
<td>3</td>
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<tr>
<td>Publication date</td>
<td>1976</td>
</tr>
<tr>
<td>Cost</td>
<td>$4</td>
</tr>
<tr>
<td>Type of Test</td>
<td>reading</td>
</tr>
<tr>
<td></td>
<td>either individual or group use</td>
</tr>
<tr>
<td></td>
<td>criterion-referenced</td>
</tr>
<tr>
<td>Ease of administration</td>
<td>easy</td>
</tr>
<tr>
<td>Ease of scoring</td>
<td>easy</td>
</tr>
<tr>
<td>Global Scores</td>
<td>Grade Equivalents</td>
</tr>
</tbody>
</table>

Available levels

- There is only one level.

<table>
<thead>
<tr>
<th>Range</th>
<th>Grades 2 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalent forms</td>
<td>3</td>
</tr>
<tr>
<td>Administration Time</td>
<td>15 - 30 minutes</td>
</tr>
<tr>
<td>Subtests</td>
<td>Graded Word Lists</td>
</tr>
<tr>
<td></td>
<td>Oral Reading - Graded Paragraphs</td>
</tr>
<tr>
<td></td>
<td>Silent Reading-Graded Paragraphs</td>
</tr>
<tr>
<td></td>
<td>Listening Comprehension-Graded Paragraphs</td>
</tr>
<tr>
<td></td>
<td>Spelling Survey</td>
</tr>
</tbody>
</table>

1. Graded Word Lists

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

2. Oral Reading - Graded Paragraphs
| 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

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>silent-comprehension</th>
</tr>
</thead>
</table>
| Mode of Presentation| visual-paragraph  
auditory-question |
| Mode of Response    | oral-answer |
| Scoring - Criterion | Grade Equivalents |

4. Listening Comprehension-Graded Paragraphs

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>listening-comprehension</th>
</tr>
</thead>
</table>
| Mode of Presentation| auditory-paragraph  
auditory-question |
| Mode of Response    | oral-answer |
| Scoring - Criterion | Grade Equivalents |

5. Spelling Survey

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>spelling-general</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>auditory-word</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>write-word</td>
</tr>
<tr>
<td>Scoring - Criterion</td>
<td>Grade Equivalents</td>
</tr>
</tbody>
</table>
Reliability Information

1. Reliability information in manual? - No

Validity Information

1. Information regarding content validity in manual? - No
Reviews


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.


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.


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.


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

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)

<table>
<thead>
<tr>
<th>Ethel M. King (Editor)</th>
<th>A.N. Hieronymus</th>
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<tbody>
<tr>
<td>Calgary, Alberta</td>
<td>University of Iowa</td>
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<tr>
<th>E.F. Lindquist</th>
<th>H.D. Hoover</th>
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<td>University of Iowa</td>
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<table>
<thead>
<tr>
<th>Publisher</th>
<th>Nelson Canada Limited</th>
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<tr>
<td>Publication date</td>
<td>1982</td>
</tr>
<tr>
<td>Cost</td>
<td>$200</td>
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<tr>
<td>Type of Test</td>
<td>general achievement group use both norm and criterion referenced</td>
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<tr>
<td></td>
<td>easy</td>
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<tr>
<td>Ease of administration</td>
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<table>
<thead>
<tr>
<th>Global Scores</th>
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<tr>
<th>Composite Scores</th>
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<tbody>
<tr>
<td></td>
<td>Total Work Study Score</td>
</tr>
<tr>
<td></td>
<td>Total Mathematics Score</td>
</tr>
</tbody>
</table>

| 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.

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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>math-readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>computation-whole-numbers</td>
</tr>
<tr>
<td></td>
<td>computation-fractions</td>
</tr>
<tr>
<td></td>
<td>computation-decimals</td>
</tr>
<tr>
<td></td>
<td>geometry</td>
</tr>
<tr>
<td></td>
<td>time</td>
</tr>
<tr>
<td></td>
<td>money</td>
</tr>
<tr>
<td></td>
<td>measurement</td>
</tr>
<tr>
<td></td>
<td>higher-order-computations</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>timed</td>
</tr>
<tr>
<td></td>
<td>visual-graphs</td>
</tr>
<tr>
<td></td>
<td>visual-figure</td>
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<td></td>
<td>visual-picture</td>
</tr>
<tr>
<td></td>
<td>visual-number</td>
</tr>
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<td></td>
<td>visual-computations</td>
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<td>visual-sentence</td>
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<td>visual-question</td>
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<td></td>
<td>visual-several-numbers</td>
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<tr>
<td>Mode of Response</td>
<td>select-math-symbols</td>
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<td>select-figure</td>
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<td>select-number</td>
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<td>select-computation</td>
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<td>select-answer</td>
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<td>Scoring- Normed</td>
<td>Same as global.</td>
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10. M-2: Mathematics-Problem Solving

<table>
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<th>Purpose Descriptors</th>
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<tbody>
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<td>Mode of Presentation</td>
<td>timed</td>
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<td></td>
<td>visual-table</td>
</tr>
<tr>
<td></td>
<td>visual-picture</td>
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<tr>
<td></td>
<td>visual-sentence</td>
</tr>
<tr>
<td></td>
<td>visual-paragraph</td>
</tr>
<tr>
<td></td>
<td>visual-question</td>
</tr>
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<td></td>
<td>visual-several-numbers</td>
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<td>select-answer</td>
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<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
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</table>

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

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<td>Sample similar to</td>
<td></td>
<td></td>
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<tr>
<td>national population</td>
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<td></td>
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Norming date  
- 1966

<table>
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<th>Grades 3 - 8</th>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Sample similar to</td>
<td></td>
</tr>
<tr>
<td>national population</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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. 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
Nelson Canada Limited
Edition
0
Publication date
1982
Cost
$155
Type of Test
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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>math-readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
</tr>
<tr>
<td></td>
<td>visual-several-numbers</td>
</tr>
<tr>
<td></td>
<td>auditory-question</td>
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<tr>
<td></td>
<td>auditory-directions</td>
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<tr>
<td>Mode of Response</td>
<td>select-picture</td>
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<td></td>
<td>select-number</td>
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<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
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</table>

**Level 6**

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

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>listening-comprehension</th>
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<tbody>
<tr>
<td></td>
<td>processing-auditory-directions</td>
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<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
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<td></td>
<td>auditory-paragraph</td>
</tr>
<tr>
<td></td>
<td>auditory-directions</td>
</tr>
<tr>
<td></td>
<td>repeated-auditory-instructions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-picture</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

2. **V:Vocabulary**
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
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
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
select-true-false

Scoring- Normed
Raw Scores Only

5. R-2:Reading-Sentences
6. R-3: Reading-Stories

Purpose Descriptors  silent-comprehension
                     general-knowledge
Mode of Presentation visual-question
Mode of Response     select-true-false
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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>punctuation</th>
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</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-punctuation-mark</td>
</tr>
<tr>
<td></td>
<td>visual-paragraph</td>
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<tr>
<td>Mode of Response</td>
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<tr>
<td>Scoring- Normed</td>
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10. **L-4: Language Skills-Usage**

<table>
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<tr>
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<tbody>
<tr>
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<td>Mode of Presentation</td>
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<tr>
<td></td>
<td>auditory-several-sentences</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-sentence</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-graphs</td>
</tr>
<tr>
<td></td>
<td>visual-map</td>
</tr>
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<td>visual-picture</td>
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<td></td>
<td>visual-question</td>
</tr>
<tr>
<td></td>
<td>auditory-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

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
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
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.

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<th>Purpose Descriptors</th>
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<td></td>
<td>visual-picture</td>
</tr>
<tr>
<td></td>
<td>visual-dictionary-entry</td>
</tr>
<tr>
<td></td>
<td>visual-question</td>
</tr>
<tr>
<td></td>
<td>auditory-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

13. M-1: Mathematics-Concepts

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</tr>
</thead>
<tbody>
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14. M-2: Mathematics-Problems

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15. M-3: Mathematics-Computations
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**Norming Information**

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<td>Sample size</td>
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<td>5</td>
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<td>Place normed</td>
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<td>Canada</td>
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Sample Range

- Grades 1 - 2
- Grades K - 3

Sample similar to national population

Yes

<table>
<thead>
<tr>
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<td>Canada</td>
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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


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  1980
Cost  Not Available
Type of Test  reading
individual use
criterion-referenced
Ease of administration  easy
Ease of scoring  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
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

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


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)

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Donald D. Durrell</td>
<td>Mary B. Bassard</td>
</tr>
<tr>
<td>Boston University</td>
<td></td>
</tr>
<tr>
<td>Mary T. Hayes</td>
<td></td>
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| Publisher            | Harcourt Brace Jovanovich Inc. |
| Publication date     | 1970 |
| Cost                 | $30 |
| Type of Test         | reading |
|                      | group use |
|                      | norm-referenced |
| Ease of administration | requires some training |
| Ease of scoring      | 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 |

<p>| Primary               |                  |</p>
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<tr>
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<tr>
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<td>2</td>
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<tr>
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<td>140 - 180 minutes</td>
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<td>Subtests</td>
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<tr>
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<td>Sentence Listening</td>
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<td>Sentence Reading</td>
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</table>

1. Vocabulary Listening

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>word-meanings</th>
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<tr>
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<td>Mode of Presentation</td>
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<td>visual-several-words</td>
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<td></td>
<td>visual-picture</td>
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<tr>
<td>Mode of Response</td>
<td>select-category</td>
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<tr>
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2. Vocabulary Reading

<table>
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<tr>
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</tr>
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<tbody>
<tr>
<td></td>
<td>silent-comprehension</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>visual-word</td>
</tr>
<tr>
<td></td>
<td>visual-several-words</td>
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<td></td>
<td>visual-picture</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-category</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

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
2. Vocabulary Reading

Purpose Descriptors  word-meanings
                    silent-comprehension

Mode of Presentation auditory-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. Concurrency 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. 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.


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.


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

<table>
<thead>
<tr>
<th>Publisher</th>
<th>CTB/McGraw Hill Division</th>
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<tr>
<td>Publication date</td>
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<td>Type of Test</td>
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<td>individual use</td>
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<td>norm-referenced</td>
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<td>Ease of administration</td>
<td>requires some training</td>
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<tr>
<td>Ease of scoring</td>
<td>requires some training</td>
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<td></td>
<td>Scoring aids available</td>
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Global Scores  
No Scores

Available levels  
There is only one level.
Range
Equivalent forms
Administration Time
Subtests

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<thead>
<tr>
<th>Range</th>
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<td>Subtests</td>
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<td>Word Analysis-Initial Consonant</td>
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<td>Word Analysis-Final Consonant</td>
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<td>Word Analysis-Consonant Digraphs</td>
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<td>Word Analysis-Consonant Blends</td>
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<td></td>
<td>Word Analysis-Initial Consonant Substitution</td>
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<td></td>
<td>Word Analysis-Initial Consonant Sounds</td>
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<td></td>
<td>Word Analysis-Auditory Discrimination</td>
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<td>Word Analysis-Short and Long Vowel Sounds</td>
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<td></td>
<td>Word Analysis-Vowels with R</td>
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<td></td>
<td>Word Analysis-Vowel Diphongs and Digraphs</td>
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<tr>
<td></td>
<td>Word Analysis-Common Syllables and Phonograms</td>
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<td></td>
<td>Word Analysis-Blending</td>
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1. Word Recognition

<table>
<thead>
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<th>Purpose Descriptors</th>
<th>reading-words</th>
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<tr>
<td>Mode of Presentation</td>
<td>auditory-word</td>
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<tr>
<td>Mode of Response</td>
<td>oral-word</td>
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<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent</td>
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2. Oral Reading

<table>
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<tr>
<th>Purpose Descriptors</th>
<th>oral-reading-paragraphs</th>
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<tr>
<td></td>
<td>oral-comprehension</td>
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<td>Mode of Presentation</td>
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<tr>
<td></td>
<td>visual-paragraph</td>
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<tr>
<td></td>
<td>auditory-question</td>
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<tr>
<td>Mode of Response</td>
<td>oral-paragraph</td>
</tr>
<tr>
<td></td>
<td>oral-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent</td>
</tr>
</tbody>
</table>

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-combined
                      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 Substitutiiion

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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>identifying-initial-consonant</th>
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<tbody>
<tr>
<td>Mode of Presentation</td>
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<td>Mode of Response</td>
<td>oral-letter-name</td>
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<tr>
<td>Scoring - Criterion</td>
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**11. Word Analysis-Auditory Discrimination**

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<tr>
<td>Mode of Presentation</td>
<td>auditory-word-pairs</td>
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<tr>
<td>Mode of Response</td>
<td>orally-select-true-false</td>
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<tr>
<td>Scoring - Criterion</td>
<td>No Scores</td>
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</table>

**12. Word Analysis-Short and Long Vowel Sounds**

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>reading-words-single-vowel</th>
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<tr>
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<td>reading-words-vowel-combinations</td>
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<td>identifying-short-vowel</td>
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<tr>
<td>Mode of Presentation</td>
<td>visual-word-pairs</td>
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<tr>
<td>Mode of Response</td>
<td>oral-word-pairs</td>
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<td>select-word</td>
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<tr>
<td>Scoring - Criterion</td>
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**13. Word Analysis-Vowels with R**

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<th>Purpose Descriptors</th>
<th>reading-nonsense-words</th>
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<td>reading-words-vowel-with-R</td>
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<tr>
<td>Mode of Presentation</td>
<td>visual-nonsense-word</td>
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<td>Mode of Response</td>
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<td>Scoring - Criterion</td>
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**14. Word Analysis-Vowel Diphongs and Digraphs**
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
Sample similar to national population: Not Available

Norming date: 1963
Sample size: 2081
Place normed: USA

Sample Range
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. Concurrency 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. 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 instructional 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.


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


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.


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.


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


The DRS is useful for screening purposes.


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.


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

Ease of administration  
individual use

Ease of scoring  
norm-referenced

easy

Global Scores  
requires some training

Scoring aids available

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. Concordance 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


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.


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.


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 pre-sentence 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.


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.

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.


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.
**Developmental Sentence Types (DST)**

Laura Lee  
Northwestern University

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<tr>
<th>Publisher</th>
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<td>easy</td>
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<td>requires some training</td>
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<tr>
<td>Ease of scoring</td>
<td>Scoring aids available</td>
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**Global Scores**  
No Scores

**Available levels**  
There is only one level.

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<tr>
<th>Range</th>
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<tr>
<td>Subtests</td>
<td>Verbal Expression</td>
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</table>

1. Verbal Expression
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.


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.


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.


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.


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.


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.


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.


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.


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.

Reviews


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 L.A. 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.


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.

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
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<thead>
<tr>
<th>Purpose Descriptors</th>
<th>silent-comprehension context</th>
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<tr>
<td>Mode of Presentation</td>
<td>visual-picture visual-sentence visual-paragraph</td>
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<tr>
<td>Mode of Response</td>
<td>oral-word</td>
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<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
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</tbody>
</table>

**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
2. Word Identification Test

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>reading-words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-word</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

3. Word Attack Test

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>reading-nonsense-words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-nonsense-word</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-nonsense-words</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

4. Word Comprehension Test

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>language-analogies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-several-words</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

5. Passage Comprehension Test
Woodcock Reading Mastery Tests (WRMT)

Richard W. Woodcock
University of Minnesota

Publisher: American Guidance Services
Publication date: 1973
Cost: $185
Type of Test: reading, individual use, both norm and criterion referenced
Ease of administration: easy
Ease of scoring: easy
Scoring aids available

Global Scores:
- Standard Score
  - Mean: 50
  - Standard Deviation: 10
- Age Equivalent
- Grade Equivalent
- Stanine Score
- Percentiles

Available levels: There is only one level.

Range: Grades K - 12
Equivalent forms: 2
Administration Time: 20 - 45 minutes
Subtests:
- Letter Identification Test
- Word Identification Test
- Word Attack Test
- Word Comprehension Test
- Passage Comprehension Test

1. Letter Identification 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.


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


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.


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.


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 normed 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.


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.


The WRAT is a difficult instrument to evaluate. The 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.


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.


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.

Reviews


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.


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.


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.


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. Concurrency 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
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
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

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.

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.


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.


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.


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. 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.


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. WPSSI  
   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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>solving-mazes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-maze</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>draws-figure</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Standard Score</td>
</tr>
<tr>
<td></td>
<td>Mean : 10</td>
</tr>
<tr>
<td></td>
<td>Standard Deviation : 3</td>
</tr>
<tr>
<td></td>
<td>Age Equivalent</td>
</tr>
<tr>
<td></td>
<td>Percentiles</td>
</tr>
</tbody>
</table>

**Norming Information**

<table>
<thead>
<tr>
<th>Norming date</th>
<th>1973</th>
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<tbody>
<tr>
<td>Sample size</td>
<td>2200</td>
</tr>
<tr>
<td>Place normed</td>
<td>USA</td>
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<tr>
<td>Sample Range</td>
<td>Ages 6.5 - 16.5</td>
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<tr>
<td>Sample similar to national population</td>
<td>Yes</td>
</tr>
</tbody>
</table>

| Norming info in manual? | Yes |
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
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
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
<table>
<thead>
<tr>
<th>Range</th>
<th>Ages 6 - 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalent forms</td>
<td>only one form</td>
</tr>
<tr>
<td>Administration Time</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Subtests</td>
<td>Information</td>
</tr>
<tr>
<td></td>
<td>Picture Completion</td>
</tr>
<tr>
<td></td>
<td>Similarities</td>
</tr>
<tr>
<td></td>
<td>Picture Arrangement 330</td>
</tr>
<tr>
<td></td>
<td>Arithmetic</td>
</tr>
<tr>
<td></td>
<td>Block Design</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Object Assembly</td>
</tr>
<tr>
<td></td>
<td>Comprehension</td>
</tr>
<tr>
<td></td>
<td>Coding</td>
</tr>
<tr>
<td></td>
<td>Supplementary- Digit Span</td>
</tr>
<tr>
<td></td>
<td>Supplementary-Mazes</td>
</tr>
</tbody>
</table>

1. Information

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>general-knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>auditory-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Standard Score</td>
</tr>
<tr>
<td></td>
<td>Mean : 10</td>
</tr>
<tr>
<td></td>
<td>Standard Deviation : 3</td>
</tr>
<tr>
<td></td>
<td>Age Equivalent</td>
</tr>
<tr>
<td></td>
<td>Percentiles</td>
</tr>
</tbody>
</table>

2. Picture Completion
Wechsler Intelligence Scale for Children-Revised Edition (WISC-R)

David Wechsler  
Bellevue Psychiatric Hospital, New York

<table>
<thead>
<tr>
<th>Publisher</th>
<th>The Psychological Corporation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edition</td>
<td>2</td>
</tr>
<tr>
<td>Publication date</td>
<td>1974</td>
</tr>
<tr>
<td>Cost</td>
<td>$208</td>
</tr>
<tr>
<td>Type of Test</td>
<td>intelligence, individual use, norm-referenced</td>
</tr>
<tr>
<td>Ease of administration</td>
<td>requires extensive training and practice</td>
</tr>
<tr>
<td>Ease of scoring</td>
<td>requires extensive training and practice, Scoring aids available</td>
</tr>
</tbody>
</table>
| 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


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. Reliabilty is well documented but validity is questionable.


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


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


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
## Wepman Auditory Discrimination Test (Wepman)

Joseph M. Wepman  
University of Chicago

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Language Research Association Incorporated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edition</td>
<td>2</td>
</tr>
<tr>
<td>Publication date</td>
<td>1973</td>
</tr>
<tr>
<td>Cost</td>
<td>Not Available</td>
</tr>
<tr>
<td>Type of Test</td>
<td>auditory perception, individual use, norm-referenced</td>
</tr>
<tr>
<td>Ease of administration</td>
<td>easy</td>
</tr>
<tr>
<td>Ease of scoring</td>
<td>easy</td>
</tr>
<tr>
<td>Global Scores</td>
<td>Age Equivalent</td>
</tr>
</tbody>
</table>

**Available levels**  
There is only one level.

| Range            | Ages 5 - 8  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades K - 3</td>
</tr>
<tr>
<td>Equivalent forms</td>
<td>2</td>
</tr>
<tr>
<td>Administration Time</td>
<td>10 - 20 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Test</th>
</tr>
</thead>
</table>

1. **Test**

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>auditory-discrimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>auditory-word-pairs</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>orally-select-true-false</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Age Equivalent</td>
</tr>
</tbody>
</table>
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


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.


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.


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.


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.

Reliability Information

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

Validity Information

1. Concurrency 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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>spelling-phonetically-regular-words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>spelling-phonetically-irregular-words</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>auditory-word</td>
</tr>
<tr>
<td></td>
<td>auditory-sentence</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>write-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

2. Unpredictable Words

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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<td>spelling-phonetically-irregular-words</td>
</tr>
<tr>
<td>Mode of Presentation</td>
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<td></td>
<td>auditory-sentence</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>write-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

**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)**

<table>
<thead>
<tr>
<th>Stephen C. Larson</th>
<th>D.D. Hammill</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Texas</td>
<td>Temple University</td>
</tr>
<tr>
<td>Publisher</td>
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</tr>
<tr>
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<td>1976</td>
</tr>
<tr>
<td>Cost</td>
<td>$38</td>
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<tr>
<td>Type of Test</td>
<td>spelling</td>
</tr>
<tr>
<td></td>
<td>either individual or group use</td>
</tr>
<tr>
<td></td>
<td>norm-referenced</td>
</tr>
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<td>Ease of administration</td>
<td>easy</td>
</tr>
<tr>
<td>Ease of scoring</td>
<td>easy</td>
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<tr>
<td></td>
<td>Scoring aids available</td>
</tr>
<tr>
<td>Global Scores</td>
<td>Quotient Score</td>
</tr>
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<td></td>
<td>Age Equivalent</td>
</tr>
<tr>
<td></td>
<td>Grade Equivalent</td>
</tr>
<tr>
<td>Available levels</td>
<td>There is only one level.</td>
</tr>
<tr>
<td>Range</td>
<td>Ages 5 - 15</td>
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<tr>
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<td>Grades 1 - 8</td>
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<tr>
<td>Administration Time</td>
<td>only one form</td>
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<tr>
<td>Subtests</td>
<td>20 minutes</td>
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<td></td>
<td>Predictable Words</td>
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<td></td>
<td>Unpredictable Words</td>
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<tr>
<td>1. Predictable Words</td>
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</table>
Reviews


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.


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.


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


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 8.6 - 14.5
Grades 3 - 12
Grades 3 - 8
Ages 7.0 - 18.11

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
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.
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>Word Meanings</th>
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</thead>
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<tr>
<td>Mode of Presentation</td>
<td>Visual Picture</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>Write-Paragraph</td>
</tr>
<tr>
<td>Scoring-Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

2. Thematic Maturity

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<tr>
<th>Purpose Descriptors</th>
<th>Written Expression</th>
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<tbody>
<tr>
<td></td>
<td>Descriptive Expression</td>
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<tr>
<td>Mode of Presentation</td>
<td>Visual Picture</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>Write-Paragraph</td>
</tr>
<tr>
<td>Scoring-Normed</td>
<td>Same as global.</td>
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3. Spelling

<table>
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<th>Purpose Descriptors</th>
<th>Spelling-General</th>
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<td>Mode of Presentation</td>
<td>Auditory-Word</td>
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<tr>
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<td>Auditory-Sentence</td>
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<tr>
<td>Mode of Response</td>
<td>Write-Word</td>
</tr>
<tr>
<td>Scoring-Normed</td>
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4. Word Usage

<table>
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<th>Purpose Descriptors</th>
<th>Language-Usage</th>
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<tr>
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<td>Context</td>
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<tr>
<td>Mode of Presentation</td>
<td>Visual-Sentence</td>
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<tr>
<td>Mode of Response</td>
<td>Write-Word</td>
</tr>
<tr>
<td>Scoring-Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

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

Publisher
1978
$77
language
either individual or group use
norm-referenced
easy
requires some training
Scoring aids available

Ease of administration
Ease of scoring

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

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


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.


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.


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

1. General Vocabulary

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>word-meanings</th>
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<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-several-words</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-several-words</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Standard Score</td>
</tr>
<tr>
<td></td>
<td>Mean : 10</td>
</tr>
<tr>
<td></td>
<td>Standard Deviation : 3</td>
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<td>Grade Equivalent</td>
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2. Syntactic Similarities

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<tr>
<th>Purpose Descriptors</th>
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<tr>
<td>Mode of Presentation</td>
<td>visual-several-sentences</td>
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<tr>
<td>Mode of Response</td>
<td>select-several-sentences</td>
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<tr>
<td>Scoring- Normed</td>
<td>Standard Score</td>
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<tr>
<td></td>
<td>Mean : 10</td>
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<td></td>
<td>Standard Deviation : 3</td>
</tr>
<tr>
<td></td>
<td>Grade Equivalent</td>
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</table>

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


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


1977 ed.: The TOLD does enable the diagnostican 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.


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.


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.


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. TACL
      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
<table>
<thead>
<tr>
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<tr>
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</tr>
<tr>
<td></td>
<td>auditory-sentence</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Standard Score</td>
</tr>
<tr>
<td></td>
<td>Mean : 50</td>
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<td>Standard Deviation : 10</td>
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<td>Stanine Score</td>
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<td>Z-score</td>
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<td>Percentiles</td>
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**Norming Information**

<table>
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<tr>
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<tbody>
<tr>
<td>Sample size</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>Sample similar to national population</td>
<td>No</td>
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</tbody>
</table>

| 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
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
2. Oral Vocabulary

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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<tbody>
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<td>Mode of Presentation</td>
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<tr>
<td>Mode of Response</td>
<td>oral-answer</td>
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<td>Standard Score</td>
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<tr>
<td></td>
<td>Mean : 50</td>
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<td>Age Equivalent</td>
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<td>Z-score</td>
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<td></td>
<td>Percentiles</td>
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3. Grammatic Understanding
**Test of Language Development-Primary (TOLD-P)**

Phyllis L. Newcomer  
Donald D. Hammill  
Temple University

<table>
<thead>
<tr>
<th>Publisher</th>
<th>PRO ED Publishing</th>
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<td>2</td>
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<tr>
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<tr>
<td>Ease of scoring</td>
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<td>Scoring aids available</td>
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<tr>
<td>Global Scores</td>
<td>Quotient Score</td>
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<td>Composite Scores</td>
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<td>Speaking Quotient</td>
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<td>Semantics Quotient</td>
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<tr>
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<td>Syntax Quotient</td>
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<th>Ages 4 - 9</th>
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<td>only one form</td>
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<td>Administration Time</td>
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<td>Subtests</td>
<td>Picture Vocabulary</td>
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<td>Oral Vocabulary</td>
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<td>Grammatic Understanding</td>
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<tr>
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<td>Sentence Imitation</td>
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<td>Grammatic Completion</td>
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<tr>
<td></td>
<td>Supplementary-Word Discrimination</td>
</tr>
<tr>
<td></td>
<td>Supplementary-Word Articulation</td>
</tr>
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</table>

1. Picture Vocabulary
Reviews


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.


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


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
The Token Test for Children (Token)

Frank DiSimoni

Publisher
Publication date
Cost
Type of Test

Ease of administration
Ease of scoring

Global Scores

Available levels

Range
Equivalent forms
Administration Time
Subtests

1. Parts I to V

Teaching Resources
1978
$40
language
individual use
norm-referenced
easy
easy
Scoring aids available

Standard Score
Mean : 500
Standard Deviation : 5
Age Equivalent
Grade Equivalent

There is only one level.

Ages 3.0 - 12.5
Grades P - 6
only one form
5 - 10 minutes
Parts I to V
Reviews


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
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<thead>
<tr>
<th>Purpose Descriptors</th>
<th>word-meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>context</td>
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<tr>
<td></td>
<td>letter-names-general</td>
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<td></td>
<td>reading-words</td>
</tr>
<tr>
<td></td>
<td>oral-reading-sentences</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>visual-letter</td>
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<tr>
<td></td>
<td>visual-word</td>
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<td>visual-sentence</td>
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<td>Mode of Response</td>
<td>oral-letter-name</td>
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<td></td>
<td>oral-word</td>
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<tr>
<td></td>
<td>oral-sentence</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

**Norming Information**

- **Norming date**: 1980
- **Sample size**: 1184
- **Place normed**: Canada
- **USA**
- **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
easy
easy
Scoring aids available

Ease of administration
easy

Ease of scoring
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


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: Canada
- USA
- 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

<table>
<thead>
<tr>
<th>Publisher</th>
<th>PRO-ED Publishing</th>
</tr>
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<tbody>
<tr>
<td>Publication date</td>
<td>1981</td>
</tr>
<tr>
<td>Cost</td>
<td>$50</td>
</tr>
<tr>
<td>Type of Test</td>
<td>language, individual use, norm-referenced</td>
</tr>
<tr>
<td>Ease of administration</td>
<td>easy</td>
</tr>
<tr>
<td>Ease of scoring</td>
<td>easy</td>
</tr>
<tr>
<td>Global Scores</td>
<td>Quotient Score</td>
</tr>
<tr>
<td></td>
<td>Standard Score</td>
</tr>
<tr>
<td></td>
<td>Mean: 50</td>
</tr>
<tr>
<td></td>
<td>Standard Deviation: 10</td>
</tr>
<tr>
<td></td>
<td>Age Equivalent</td>
</tr>
<tr>
<td></td>
<td>Stanine Score</td>
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<tr>
<td></td>
<td>Z-score</td>
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<td></td>
<td>Percentiles</td>
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</table>

**Available levels**  
There is only one level.

<table>
<thead>
<tr>
<th>Range</th>
<th>Ages 2.5 - 7.11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalent forms</td>
<td>only one form</td>
</tr>
<tr>
<td>Administration Time</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Subtests</td>
<td>Test</td>
</tr>
</tbody>
</table>

1. Test
Reviews


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.


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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>articulation</th>
</tr>
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<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
</tr>
<tr>
<td></td>
<td>auditory-question</td>
</tr>
<tr>
<td></td>
<td>visual-letter</td>
</tr>
<tr>
<td></td>
<td>visual-sentence</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-word</td>
</tr>
<tr>
<td></td>
<td>oral-sentence</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

2. Diagnostic Test

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>articulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
</tr>
<tr>
<td></td>
<td>auditory-question</td>
</tr>
<tr>
<td></td>
<td>visual-letter</td>
</tr>
<tr>
<td></td>
<td>visual-sentence</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-word</td>
</tr>
<tr>
<td></td>
<td>oral-sentence</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>
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.


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.


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. 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.


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 CELI or DSS. The lack of data on standardization, validity and reliability means results should be interpreted with caution.


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.

Reliability Information

1. Reliability information in manual? - No

Validity Information

1. Information regarding content validity in manual?
   - Yes
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>listening-comprehension word-meanings language-usage</th>
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<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture auditory-word auditory-sentence</td>
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<tr>
<td>Mode of Response</td>
<td>select-picture</td>
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<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
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**Norming Information**

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<tr>
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<tr>
<td>Place normed</td>
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<tr>
<td>Sample Range</td>
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</tr>
<tr>
<td>Sample similar to national population</td>
<td>No</td>
</tr>
<tr>
<td>Norming info in manual?</td>
<td>Yes</td>
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</table>
Test For Auditory Comprehension of Language (TACL)

Elizabeth Carrow-Woolfolk  
University of Texas

<table>
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<tr>
<th>Publisher</th>
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<tr>
<td>Edition</td>
<td>5</td>
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<tr>
<td>Publication date</td>
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<td>Cost</td>
<td>$80</td>
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<td>Type of Test</td>
<td>language</td>
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<td>individual use</td>
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<td>norm-referenced</td>
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<tr>
<td>Ease of administration</td>
<td>easy</td>
</tr>
<tr>
<td>Ease of scoring</td>
<td>requires some training</td>
</tr>
<tr>
<td></td>
<td>Scoring aids available</td>
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<tr>
<td>Global Scores</td>
<td>Age Equivalent</td>
</tr>
<tr>
<td></td>
<td>Percentiles</td>
</tr>
</tbody>
</table>

Available levels  
There is only one level.

<table>
<thead>
<tr>
<th>Range</th>
<th>Ages 3.0 - 6.11</th>
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<td>Equivalent forms</td>
<td>only one form</td>
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<tr>
<td>Administration Time</td>
<td>20 - 30 minutes</td>
</tr>
<tr>
<td>Subtests</td>
<td>Test</td>
</tr>
</tbody>
</table>

1. Test

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.


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. 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.


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
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
<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose Descriptors</th>
<th>Mode of Presentation</th>
<th>Mode of Response</th>
<th>Scoring - Criterion</th>
</tr>
</thead>
<tbody>
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<td>10. Final Silent 'e' Generalization</td>
<td>reading-nonsense-words</td>
<td>visual-nonsense-word</td>
<td>oral-nonsense-words</td>
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<td>reading-words-one-syllable</td>
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<td>articulation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11. Vowel Versatility</td>
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<td>visual-nonsense-word</td>
<td>oral-nonsense-words</td>
<td>No Scores</td>
</tr>
<tr>
<td></td>
<td>reading-nonsense-words</td>
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<td>articulation</td>
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<td></td>
</tr>
<tr>
<td>13. Silent Consonants</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
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
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
<table>
<thead>
<tr>
<th>Range</th>
<th>Ages 6 - A</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Grades 1 - 12</td>
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<tr>
<td>Equivalent forms</td>
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<tr>
<td>Administration Time</td>
<td>10 - 90 minutes</td>
</tr>
<tr>
<td>Subtests</td>
<td>Survey Test</td>
</tr>
<tr>
<td></td>
<td>Letter Name</td>
</tr>
<tr>
<td></td>
<td>Symbol-Sound Association</td>
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<td></td>
<td>Substitution: Single Letters</td>
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<tr>
<td></td>
<td>Consonant-Vowel-Consonant Trigrams</td>
</tr>
<tr>
<td></td>
<td>Initial Consonant Blends and Digraphs</td>
</tr>
<tr>
<td></td>
<td>Final Consonant Blends and Digraphs</td>
</tr>
<tr>
<td></td>
<td>Vowel Combinations</td>
</tr>
<tr>
<td></td>
<td>Open-Syllable Generalization</td>
</tr>
<tr>
<td></td>
<td>Final Silent ’e’ Generalization</td>
</tr>
<tr>
<td></td>
<td>Vowel Versatility</td>
</tr>
<tr>
<td></td>
<td>Vowels plus R</td>
</tr>
<tr>
<td></td>
<td>Silent Consonants</td>
</tr>
<tr>
<td></td>
<td>Vowel Sounds of ’y’</td>
</tr>
<tr>
<td></td>
<td>Visual Analysis</td>
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<tr>
<td></td>
<td>Visual Blending</td>
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<td>Contractions</td>
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1. Survey Test

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>letter-names-general</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>letter-sounds-general</td>
</tr>
<tr>
<td></td>
<td>reading-phoneme</td>
</tr>
<tr>
<td></td>
<td>reading-words</td>
</tr>
<tr>
<td></td>
<td>breaking-into-word-parts</td>
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<tr>
<td></td>
<td>breaking-into-syllables</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Mode of Presentation</th>
<th>visual-letter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>visual-word</td>
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<tr>
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<td>repeated-auditory-instructions</td>
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<table>
<thead>
<tr>
<th>Mode of Response</th>
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<tr>
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<td>oral-letter-sound</td>
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<td>oral-phoneme</td>
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<tr>
<td></td>
<td>oral-word-parts</td>
</tr>
<tr>
<td></td>
<td>oral-word</td>
</tr>
</tbody>
</table>

| Scoring - Criterion                 | No Scores            |

2. Letter Name
**Sipay Word Analysis Tests (SWAT)**

Edward R. Sipay  
State University of New York

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Educators Publishing Services</th>
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<tbody>
<tr>
<td>Publication date</td>
<td>1974</td>
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<tr>
<td>Cost</td>
<td>$73</td>
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<td>Type of Test</td>
<td>language</td>
</tr>
<tr>
<td></td>
<td>individual use</td>
</tr>
<tr>
<td></td>
<td>criterion-referenced</td>
</tr>
<tr>
<td></td>
<td>easy</td>
</tr>
<tr>
<td>Ease of administration</td>
<td>requires some training</td>
</tr>
<tr>
<td>Ease of scoring</td>
<td>Scoring aids available</td>
</tr>
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Global Scores  
No Scores

Available levels  
There is only one level.
Reviews


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
Edition 2
Publication date 1952
Cost
Type of Test spelling
either individual or group use
criterion-referenced
Ease of administration easy
easy
Ease of scoring
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. 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.


Tests such as the SRDT have greater usefulness at the third grade level than non-verbal perception tests.


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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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<td>Mode of Presentation</td>
<td>auditory-word</td>
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<tr>
<td></td>
<td>visual-several-words</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent</td>
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<tr>
<td></td>
<td>Stanine Score</td>
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<td>Percentiles</td>
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7. Ending Sounds

<table>
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<tr>
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<tr>
<td>Mode of Presentation</td>
<td>auditory-word</td>
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<tr>
<td></td>
<td>visual-several-words</td>
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<tr>
<td>Mode of Response</td>
<td>select-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent</td>
</tr>
<tr>
<td></td>
<td>Stanine Score</td>
</tr>
<tr>
<td></td>
<td>Percentiles</td>
</tr>
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</table>

8. Vowels and Consonant Sounds

<p>| 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                             |</p>
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<thead>
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<td>visual-word-parts</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-word-parts</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Percentiles</td>
</tr>
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4. Syllabication

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<tbody>
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<td>Mode of Presentation</td>
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<tr>
<td></td>
<td>visual-several-words</td>
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<tr>
<td>Mode of Response</td>
<td>select-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent</td>
</tr>
<tr>
<td></td>
<td>Stanine Score</td>
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<tr>
<td></td>
<td>Percentiles</td>
</tr>
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</table>

5. Word Synthesis

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>blending-word-parts- &gt; nonsense-words</th>
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<tbody>
<tr>
<td></td>
<td>silent-comprehension</td>
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<tr>
<td></td>
<td>context</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>timed</td>
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<td></td>
<td>visual-paragraph</td>
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<tr>
<td></td>
<td>visual-word-parts</td>
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<tr>
<td></td>
<td>visual-question</td>
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<tr>
<td>Mode of Response</td>
<td>select-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent</td>
</tr>
<tr>
<td></td>
<td>Stanine Score</td>
</tr>
<tr>
<td></td>
<td>Percentiles</td>
</tr>
</tbody>
</table>

6. Beginning Sounds
Range
Equivalent forms
Administration Time
Subtests
Grades 2 - 6
only one form
80 - 120 minutes
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
Mode of Presentation
Mode of Response
Scoring- Normed
word-meanings
timed
visual-picture
visual-several-words
select-word
Grade Equivalent
Stanine Score
Percentiles

2. Words in Context

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

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Lyons and Carnahan</th>
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<tr>
<td>Edition</td>
<td>2</td>
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<tr>
<td>Publication date</td>
<td>1970</td>
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<tr>
<td>Cost</td>
<td>$10</td>
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<td>Type of Test</td>
<td>reading</td>
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<tr>
<td></td>
<td>group use</td>
</tr>
<tr>
<td></td>
<td>norm-referenced</td>
</tr>
<tr>
<td>Ease of administration</td>
<td>easy</td>
</tr>
<tr>
<td>Ease of scoring</td>
<td>easy</td>
</tr>
<tr>
<td>Global Scores</td>
<td>Grade Equivalent</td>
</tr>
<tr>
<td></td>
<td>Stanine Score</td>
</tr>
<tr>
<td></td>
<td>Percentiles</td>
</tr>
</tbody>
</table>

| 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


The Botel, DRS, and SDQA all have word lists which are similar to SORT.


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.


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 dimenson 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
Slosson Oral Reading Test (SORT)

Richard L. Slosson

Publisher
Slosson Educational Publications

Publication date
1963

Cost
$1

Type of Test
reading
individual use
criterion-referenced

Ease of administration
easy

Ease of scoring
easy

Global Scores
Grade Equivalents

Available levels
There is only one level.

Range
Grades K - 8

Equivalent forms
only one form

Administration Time
5 minutes

Subtests
Graded Word Lists

1. Graded Word Lists

Purpose Descriptors
reading-words

Mode of Presentation
visual-word

Mode of Response
oral-word

Scoring - Criterion
Grade Equivalents
Reviews


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.


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.


The SRDT is both a normed and criterion referenced test. It is well standar-ized. It is reliable enough to pinpoint specific strengths and weaknesses in reading.


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.


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.


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
### 6. Scanning and Skimming

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>combining-word-parts &gt; words forming-compounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-word-parts</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-word-parts</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent Stanine Score Percentiles</td>
</tr>
</tbody>
</table>

### 7. Fast Reading

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>silent-comprehension context</th>
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<tbody>
<tr>
<td>Mode of Presentation</td>
<td>timed visual-reference-article visual-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent Stanine Score Percentiles</td>
</tr>
</tbody>
</table>
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**

<table>
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<tr>
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<td>100 minutes</td>
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</table>
| Subtests        | Reading Comprehension  
                    | Word Meaning  
                    | Word Parts  
                    | Phonetic Analysis  
                    | Structural Analysis  
                    | Scanning and Skimming  
                    | Fast Reading |

1. Reading Comprehension

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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</thead>
</table>
| Mode of Presentation | timed  
                       | visual-paragraph  
                       | visual-question |
| Mode of Response    | select-answer         |
| Scoring- Normed     | Grade Equivalent  
                       | Stanine Score  
                       | Percentiles |

2. Word Meaning
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**

<table>
<thead>
<tr>
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<td>Auditory Vocabulary</td>
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</tr>
<tr>
<td></td>
<td>Phonetic Analysis</td>
</tr>
<tr>
<td></td>
<td>Structural Analysis</td>
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1. Auditory Vocabulary

<table>
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<td></td>
<td>visual-several-words</td>
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<table>
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<tbody>
<tr>
<td>Scoring - Normed</td>
<td>Grade Equivalent</td>
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<tr>
<td></td>
<td>Stanine Score</td>
</tr>
<tr>
<td></td>
<td>Percentiles</td>
</tr>
</tbody>
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2. Reading Comprehension
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<td>auditory-discrimination-final-phoneme</td>
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<td>Mode of Response</td>
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</tr>
<tr>
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<td>Grade Equivalent</td>
</tr>
<tr>
<td></td>
<td>Stanine Score</td>
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<tr>
<td></td>
<td>Percentiles</td>
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</table>

3. Phonetic Analysis

<table>
<thead>
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<tbody>
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<td>identifying-vowel</td>
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<td></td>
<td>visual-word</td>
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<td>Grade Equivalent</td>
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<tr>
<td></td>
<td>Stanine Score</td>
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<tr>
<td></td>
<td>Percentiles</td>
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4. Structural Analysis

<table>
<thead>
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<td></td>
<td>visual-word</td>
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<tr>
<td></td>
<td>visual-word-parts</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>write-phoneme</td>
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<tr>
<td></td>
<td>select-word-parts</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent</td>
</tr>
<tr>
<td></td>
<td>Stanine Score</td>
</tr>
<tr>
<td></td>
<td>Percentiles</td>
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</tbody>
</table>

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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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<tbody>
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<td>identifying-final-phoneme</td>
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<tr>
<td>Mode of Presentation</td>
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<td>visual-several-letters</td>
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<tr>
<td></td>
<td>auditory-word</td>
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<tr>
<td></td>
<td>repeated-auditory-instructions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-letter</td>
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<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent</td>
</tr>
<tr>
<td></td>
<td>Stanine Score</td>
</tr>
<tr>
<td></td>
<td>Percentiles</td>
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</table>

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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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<tr>
<td></td>
<td>auditory-sentence</td>
</tr>
<tr>
<td></td>
<td>auditory-several-words</td>
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<tr>
<td></td>
<td>repeated-auditory-instructions</td>
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<tr>
<td>Mode of Response</td>
<td>select-picture</td>
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<tr>
<td></td>
<td>select-word</td>
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<td>Scoring- Normed</td>
<td>Grade Equivalent</td>
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<tr>
<td></td>
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2. Auditory Discrimination

<table>
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<td>auditory-discrimination-final-phoneme</td>
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<tr>
<td>Mode of Response</td>
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<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent</td>
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<tr>
<td></td>
<td>Stanine Score</td>
</tr>
<tr>
<td></td>
<td>Percentiles</td>
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</tbody>
</table>

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

eyes

Ease of administration
requires some training

Ease of scoring
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


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.


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.


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
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  
unknown  
Publication date  
dk  
Cost  
Not Available  
Type of Test  
reading  
individual use  
criterion-referenced

Ease of administration  
easy  
Ease of scoring  
easy

Global Scores  
Grade Equivalents

Available levels  
There is only one level.

<table>
<thead>
<tr>
<th>Range</th>
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<tbody>
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<td>Subtests</td>
<td>Graded Word Lists</td>
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<td></td>
<td>Graded Word Opposites</td>
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<tr>
<td></td>
<td>Quick Oral Inventory</td>
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1. Graded Word Lists

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<tr>
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<td>oral-word</td>
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<tr>
<td>Scoring - Criterion</td>
<td>Grade Equivalents</td>
</tr>
</tbody>
</table>

2. Graded Word Opposites
Reviews


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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
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</tr>
<tr>
<td>Mode of Response</td>
<td>oral-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
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### Norming Information

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<tr>
<td>Place normed</td>
<td>others</td>
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<td>Sample Range</td>
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</tr>
<tr>
<td>Sample similar to</td>
<td>Unknown</td>
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<tr>
<td>national population</td>
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</tr>
</tbody>
</table>

Norming info in manual? No

### Reliability Information

1. Reliability information in manual? - No
### Schonell Reading Test R1 (Schonell)

**Authors:**
- Fred J. Schonell
- F. Eleanor Schonell
- J. McLeod

**Institutions:**
- Schonell Institute Queensland University
- Schonell Institute Queensland University
- 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:**

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. 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. 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.


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 emphasis 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.


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.

Reliability Information

1. Reliability information in manual? - No
   Name of Publication: Stanford-Binet Intelligence Scale
   1972 Norms Tables Date of Publication:

Validity Information

1. Concurrency 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**

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<td>2100</td>
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<td>USA</td>
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### Sample Range
- Grade nil
- Ages 2 - 18

### Sample similar to national population
- Yes

### Norming info in manual?
- No
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3. Opposite Analogies IV

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</tbody>
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4. Orientation: Directions III

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<td>Oral-answer</td>
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<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
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5. Reasoning II

<table>
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<tr>
<th>Purpose Descriptors</th>
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<tr>
<td>Mode of Presentation</td>
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<tr>
<td></td>
<td>Auditory-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>Oral-number</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

6. Repeating Thought of Passage II: Tests
Purpose Descriptors  
Mode of Presentation  
Mode of Response  
Scoring- Normed  

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  
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
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
5. Sentence Building

Purpose Descriptors    auditory-memory-reversed
Mode of Presentation  auditory-several-numbers
Mode of Response       oral-several-numbers
Scoring- Normed        Raw Scores Only

6. Essential Similarities

Purpose Descriptors    verbal-expression
Mode of Presentation  auditory-several-words
Mode of Response       oral-sentence
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

Superior Adult II
<table>
<thead>
<tr>
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</tr>
<tr>
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<td>20 - 30 minutes</td>
</tr>
<tr>
<td>Subtests</td>
<td>Vocabulary</td>
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<tr>
<td></td>
<td>Enclosed Box Problem</td>
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<tr>
<td></td>
<td>Minkus Completion II</td>
</tr>
<tr>
<td></td>
<td>Repeated Six Digits Reversed</td>
</tr>
<tr>
<td></td>
<td>Sentence Building</td>
</tr>
<tr>
<td></td>
<td>Essential Similarities</td>
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<tr>
<td></td>
<td>Alternative- Reconciliation of Opposites</td>
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1. Vocabulary

<table>
<thead>
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<td>Mode of Response</td>
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<tr>
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<td>Age Equivalent</td>
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2. Enclosed Box Problem

<table>
<thead>
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<td>Mode of Response</td>
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3. Minkus Completion II

<table>
<thead>
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<td>Scoring- Normed</td>
<td>write-word</td>
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<td>Raw Scores Only</td>
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</table>

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
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
t                              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
5. Orientation: Direction I

<table>
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<td>Mode of Response</td>
<td>oral-word</td>
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<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
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6. Reconciliation of Opposites

<table>
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<tbody>
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<td>Mode of Response</td>
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7. Alterative- Ingenuity II

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<td></td>
<td>auditory-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>
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. Alternative - 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

<table>
<thead>
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<th>Range</th>
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<td>Subtests</td>
<td>Vocabulary</td>
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<td>Reconciliation of Opposites</td>
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<td>Alternative - Ingenuity II</td>
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</table>

1. Vocabulary
3. Memory For Sentences III

Purpose Descriptors: word-meanings
Mode of Presentation: auditory-word
Mode of Response: oral-answer
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
3. Picture Absurdities

Purpose Descriptors  
detecting-absurdities  
picture-comprehension

Mode of Presentation  
auditory-sentence

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
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
<table>
<thead>
<tr>
<th>4. Finding Reasons I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose Descriptors: social-judgment</td>
</tr>
<tr>
<td>Mode of Presentation: auditory-sentence</td>
</tr>
<tr>
<td>Mode of Response: oral-answer</td>
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<td>Scoring- Normed: Raw Scores Only</td>
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<table>
<thead>
<tr>
<th>5. Word Naming</th>
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</thead>
<tbody>
<tr>
<td>Purpose Descriptors: productivity</td>
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<tr>
<td>Mode of Presentation: timed</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Mode of Response: oral-several-words</td>
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<tr>
<td>Scoring- Normed: Raw Scores Only</td>
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<table>
<thead>
<tr>
<th>6. Repeating Six Digits</th>
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</thead>
<tbody>
<tr>
<td>Purpose Descriptors: auditory-memory</td>
</tr>
<tr>
<td>Mode of Presentation: auditory-several-numbers</td>
</tr>
<tr>
<td>Mode of Response: oral-several-numbers</td>
</tr>
<tr>
<td>Scoring- Normed: Raw Scores Only</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Alternate- Verbal Absurdities III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Task</th>
<th>Purpose Descriptors</th>
<th>Mode of Presentation</th>
<th>Mode of Response</th>
<th>Scoring- Normed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Rhymes- New Form</td>
<td>visual-memory</td>
<td>timed</td>
<td>visual-figure</td>
<td>Raw Scores Only</td>
</tr>
<tr>
<td></td>
<td>rhyming-words</td>
<td>auditory-sentence</td>
<td>oral-word</td>
<td>Raw Scores Only</td>
</tr>
<tr>
<td>5. Making Change</td>
<td>money</td>
<td>auditory-sentence</td>
<td>oral-word</td>
<td>Raw Scores Only</td>
</tr>
<tr>
<td>6. Repeating Four Digits Reversed</td>
<td>auditory-memory-reversed</td>
<td>auditory-several-numbers</td>
<td>oral-several-numbers</td>
<td>Raw Scores Only</td>
</tr>
<tr>
<td>7. Alternate- Rhymes:Old Form</td>
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<td></td>
<td></td>
<td></td>
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</table>
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
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Mode of Presentation</td>
<td>auditory-word-pairs</td>
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<tr>
<td></td>
<td>auditory-several-words</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
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6. Naming the Days of the Week

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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<tbody>
<tr>
<td>Mode of Presentation</td>
<td>auditory-directions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-several-words</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

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
<table>
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<th>Purpose Descriptors</th>
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<tr>
<td>Mode of Response</td>
<td>oral-answer</td>
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<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

3. Verbal Absurdities I

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>detecting-absurdities listening-comprehension</th>
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</thead>
<tbody>
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<td>Mode of Presentation</td>
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<tr>
<td>Mode of Response</td>
<td>oral-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
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</table>

4. Similarities

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</tr>
</thead>
<tbody>
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<td>Mode of Presentation</td>
<td>auditory-word-pairs auditory-several-words</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

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
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<tr>
<td><strong>Administration Time</strong></td>
<td>20 - 30 minutes</td>
</tr>
<tr>
<td><strong>Subtests</strong></td>
<td>Picture Absurdities I</td>
</tr>
<tr>
<td></td>
<td>Similarities: Two Things</td>
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<td></td>
<td>Copying a Diamond</td>
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<tr>
<td></td>
<td>Comprehension IV</td>
</tr>
<tr>
<td></td>
<td>Opposite Analogies III</td>
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<tr>
<td></td>
<td>Repeating Five Digits</td>
</tr>
<tr>
<td></td>
<td>Alternate-Three Digits Reversed</td>
</tr>
</tbody>
</table>

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**
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<tr>
<th>Test Description</th>
<th>Purpose Descriptors</th>
<th>Mode of Presentation</th>
<th>Mode of Response</th>
<th>Scoring- Normed</th>
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<td>math-readiness</td>
<td>object</td>
<td>auditory-question</td>
<td>select-nonsense-word</td>
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<tr>
<td>6. Maze Tracing</td>
<td>language-analogies</td>
<td>auditory-sentence</td>
<td>oral-word</td>
<td>Raw Scores Only</td>
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<tr>
<td>7. Alternate-Response to Picture-Level II</td>
<td>solving-mazes</td>
<td>visual-maze</td>
<td>auditory-sentence</td>
<td>draws-figure</td>
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Year VII
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<tr>
<td>Administration Time</td>
<td>20 - 30 minutes</td>
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<tr>
<td>Subtests</td>
<td>Vocabulary</td>
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<tr>
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<td>Differences</td>
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<td></td>
<td>Mutilated Pictures</td>
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<tr>
<td></td>
<td>Number Concepts</td>
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<tr>
<td></td>
<td>Opposite Analogies</td>
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<td></td>
<td>Maze Tracing</td>
</tr>
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<td>Alternate-Response to Picture-Level II</td>
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1. Vocabulary

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<tr>
<th>Purpose Descriptors</th>
<th>word-meanings</th>
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<tr>
<td>Mode of Presentation</td>
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<td>Mode of Response</td>
<td>oral-answer</td>
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<tr>
<td>Scoring- Normed</td>
<td>Age Equivalent</td>
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2. Differences

<table>
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<tr>
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<th>word-meanings</th>
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<tr>
<td>Mode of Response</td>
<td>oral-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
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3. Mutilated Pictures

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>visual-closure</th>
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<tbody>
<tr>
<td>Mode of Presentation</td>
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<td>auditory-question</td>
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<tr>
<td>Mode of Response</td>
<td>oral-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

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

Year VI
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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>language-analogies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>auditory-sentence</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

3. Pictorial Similarities and Differences I

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>identify-different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-picture</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
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</tbody>
</table>

4. Materials

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>generalnowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>auditory-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

5. Three Commissions

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>processing-auditory-directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
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<td>auditory-directions</td>
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<tr>
<td>Mode of Response</td>
<td>manual-manipulate-objects</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

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:
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    visual-picture
Mode of Presentation   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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>visual-memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
</tr>
<tr>
<td></td>
<td>auditory-directions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-word</td>
</tr>
<tr>
<td></td>
<td>select-picture</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

5. Copy a Circle

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>writing-numbers</th>
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</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-figure</td>
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<td></td>
<td>auditory-directions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>draws-figure</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

6. Drawing a Vertical Line

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>copying-designs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>draws-figure</td>
</tr>
<tr>
<td></td>
<td>demonstrates-movement</td>
</tr>
<tr>
<td></td>
<td>auditory-directions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>draws-figure</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

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: visual-map
Mode of Presentation: 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
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
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  oral-phrases
Mode of Response  oral-phrases
Scoring- Normed  Raw Scores Only

7. Alternative-Identifying Object by Name
<table>
<thead>
<tr>
<th>Range</th>
<th>Not Available</th>
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<tbody>
<tr>
<td>Equivalent forms</td>
<td>only one form</td>
</tr>
<tr>
<td>Administration Time</td>
<td>20 - 30 minutes</td>
</tr>
<tr>
<td>Subtests</td>
<td>Three-Hole Form Board</td>
</tr>
<tr>
<td></td>
<td>Delayed Response</td>
</tr>
<tr>
<td></td>
<td>Identifying Parts of the Body</td>
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<tr>
<td></td>
<td>Block Building Tower</td>
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<tr>
<td></td>
<td>Picture Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Word Combinations</td>
</tr>
<tr>
<td></td>
<td>Alternative-Identifying Object by Name</td>
</tr>
</tbody>
</table>

1. Three-Hole Form Board

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>manual-manipulate-object</td>
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<tr>
<td></td>
<td>auditory-directions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mode of Response</th>
<th>manual-manipulate-objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

2. Delayed Response

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>visual-memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>timed</td>
</tr>
<tr>
<td></td>
<td>object</td>
</tr>
<tr>
<td></td>
<td>manual-manipulate-object</td>
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<tr>
<td></td>
<td>auditory-sentence</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mode of Response</th>
<th>manual-manipulate-objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
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</tbody>
</table>

3. Identifying Parts of the Body
Stanford-Binet Intelligence Scale (S-B)

Lewis M. Terman
Stanford University

Maud A. Merrill
Stanford University

Publisher
Houghton-Mifflin Company

Edition
3

Publication date
1960

Cost
$285

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
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. 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.


The SARPI is useful for the assessment of word recognition and comprehension skills.


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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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<tbody>
<tr>
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<tr>
<td>Mode of Response</td>
<td>oral-word</td>
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<tr>
<td>Scoring - Criterion</td>
<td>Grade Equivalents</td>
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</table>

### 2. Oral Reading

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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<tr>
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<td>oral-comprehension</td>
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<td>Mode of Presentation</td>
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<td></td>
<td>auditory-question</td>
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<tr>
<td>Mode of Response</td>
<td>oral-paragraph</td>
</tr>
<tr>
<td></td>
<td>oral-answer</td>
</tr>
<tr>
<td>Scoring - Criterion</td>
<td>Grade Equivalents</td>
</tr>
</tbody>
</table>

#### Reliability Information

1. Reliability information in manual? - Unknown
Sucher-Allred Reading Placement Inventory (SARPI)

Floyd Sucher
Brigham Young University

Ruel A. Allred

Publisher
Economy Company
Edition
2
Publication date
1973
Cost
$6
Type of Test
reading
individual use
criterion-referenced
Ease of administration
easy
Ease of scoring
easy
Global Scores
No Scores

Available levels
There is only one level.

Range
Grades 1 - 9
Equivalent forms
only one form
Administration Time
20 minutes
Subtests
Word Recognition
Oral Reading

1. Word Recognition

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 underestimate 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.


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.


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.


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.


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.


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.


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. 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.


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.


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.


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.

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.


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.

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.


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.


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.


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.


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.

Reviews


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.


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.


The PIAT was not intended to be a comprehensive diagnostic instrument. The reliability of performance of kindergarten 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. Concurrency 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
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<thead>
<tr>
<th>Purpose Descriptors</th>
<th>recognize-letters</th>
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<td>identify-word</td>
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<td>auditory-word</td>
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<td>repeated-auditory-instructions</td>
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<tr>
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<tr>
<td></td>
<td>select-word</td>
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<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
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</table>

5. General Information

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>general-knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>word-meanings</td>
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<tr>
<td>Mode of Presentation</td>
<td>auditory-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>manual-hand-gestures</td>
</tr>
<tr>
<td></td>
<td>oral-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>
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. 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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-sentence visual-several-words</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

2. Comprehension A

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>silent-comprehension</th>
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</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-paragraph visual-question visual-several-words</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
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</table>

3. Comprehension B

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>ordering-sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-several-sentences</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-order</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

4. Multiple Word Meaning

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-sentence visual-word visual-several-words</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>
### OISE Achievement Tests in Silent Reading (OISE)

Ontario Institute for Studies in Education  
Toronto, Ontario

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Guidance Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edition</td>
<td>2</td>
</tr>
<tr>
<td>Publication date</td>
<td>1971</td>
</tr>
<tr>
<td>Cost</td>
<td>$7</td>
</tr>
<tr>
<td>Type of Test</td>
<td>reading</td>
</tr>
<tr>
<td></td>
<td>group use</td>
</tr>
<tr>
<td></td>
<td>norm-referenced</td>
</tr>
<tr>
<td>Ease of administration</td>
<td>easy</td>
</tr>
<tr>
<td>Ease of scoring</td>
<td>easy</td>
</tr>
<tr>
<td>Global Scores</td>
<td>Stanine Score</td>
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<tr>
<td></td>
<td>Percentiles</td>
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</tbody>
</table>

#### Available levels

**Advanced Primary**

<table>
<thead>
<tr>
<th>Range</th>
<th>Ages 7.5 - 8.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalent forms</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Administration Time</td>
<td>90 - 110 minutes</td>
</tr>
<tr>
<td>Subtests</td>
<td>Words in Use</td>
</tr>
<tr>
<td></td>
<td>Comprehension A</td>
</tr>
<tr>
<td></td>
<td>Comprehension B</td>
</tr>
<tr>
<td></td>
<td>Multiple Word Meaning</td>
</tr>
</tbody>
</table>

1. Words in Use
The NSST is a screening test of language comprehension and expression.


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.


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.


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.


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. 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.


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.


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.


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.

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
Northwestern Syntax Screening Test (NSST)

Laura Lee
Northwestern University

Publisher
Northwestern University Press
Edition
3
Publication date
1971
Cost
$11
Type of Test
language individual use norm-referenced
Ease of administration
easy
Ease of scoring
easy
Global Scores
No Scores

Available levels
There is only one level.

Range
Ages 3 - 8
Equivalent forms
only one form
Administration Time
15 - 25 minutes
Subtests
Reception
Expressive

1. Reception

Purpose Descriptors
listening-comprehension
Mode of Presentation
visual-picture auditory-several-sentences
Mode of Response
select-picture
Scoring- Normed
Age Equivalent Percentiles

2. Expressive
Reviews


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

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.


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.


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.


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. 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.


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.


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.


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.


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
15. Supplementary-Metric

**Purpose Descriptors**
- measurement
- math-symbols

**Mode of Presentation**
- visual-picture
- auditory-paragraph
- 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

- **Sample similar to national population**
  - No

- **Norming info in manual?**
  - Yes
12. Applications-Money

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.

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, 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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>computation-whole-numbers-subtraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-number</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

6. Operations-Multiplication

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>computation-whole-numbers-multiplication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>auditory-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-number</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

7. Operations-Division

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>computation-whole-numbers-division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-number</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

8. Operations-Mental Computation
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>computation-fractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-figure</td>
</tr>
<tr>
<td></td>
<td>visual-picture</td>
</tr>
<tr>
<td></td>
<td>visual-number</td>
</tr>
<tr>
<td></td>
<td>auditory-sentence</td>
</tr>
<tr>
<td></td>
<td>auditory-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-number</td>
</tr>
<tr>
<td>Scoring - Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

3. Content-Geometry and Symbols

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>math-symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>geometry</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>visual-figure</td>
</tr>
<tr>
<td></td>
<td>visual-computations</td>
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<tr>
<td></td>
<td>auditory-sentence</td>
</tr>
<tr>
<td></td>
<td>auditory-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-answer</td>
</tr>
<tr>
<td></td>
<td>select-figure</td>
</tr>
<tr>
<td>Scoring - Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

4. Operations-Addition

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>computation-whole-numbers-addition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>computation-fractions-addition</td>
</tr>
<tr>
<td></td>
<td>computation-decimals-addition</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
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<tr>
<td></td>
<td>visual-computations</td>
</tr>
<tr>
<td></td>
<td>auditory-sentence</td>
</tr>
<tr>
<td></td>
<td>auditory-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-number</td>
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<tr>
<td></td>
<td>write-number</td>
</tr>
<tr>
<td>Scoring - Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

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.


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.
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>oral-reading-paragraphs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>oral-comprehension</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>timed</td>
</tr>
<tr>
<td></td>
<td>visual-paragraph</td>
</tr>
<tr>
<td></td>
<td>auditory-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-paragraph</td>
</tr>
<tr>
<td></td>
<td>oral-answer</td>
</tr>
<tr>
<td>Scoring - Normed</td>
<td>Age Equivalent</td>
</tr>
</tbody>
</table>

2. Supplementary-Name and Sounds of Letters

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>letter-names-capitals-consonants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>letter-names-capitals-vowels</td>
</tr>
<tr>
<td></td>
<td>letter-sounds-capitals-consonants</td>
</tr>
<tr>
<td></td>
<td>letter-sounds-capitals-vowels</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>visual-letter</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-letter-name</td>
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<tr>
<td></td>
<td>oral-letter-sound</td>
</tr>
<tr>
<td>Scoring - Criterion</td>
<td>No Scores</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Collier- MacMillan Canada Limited</th>
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<tbody>
<tr>
<td>Edition</td>
<td>2</td>
</tr>
<tr>
<td>Publication date</td>
<td>1966</td>
</tr>
<tr>
<td>Cost</td>
<td>Not Available</td>
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<tr>
<td>Type of Test</td>
<td>reading</td>
</tr>
<tr>
<td></td>
<td>individual use</td>
</tr>
<tr>
<td></td>
<td>norm-referenced</td>
</tr>
<tr>
<td>Ease of administration</td>
<td>requires some training</td>
</tr>
<tr>
<td>Ease of scoring</td>
<td>requires some training</td>
</tr>
<tr>
<td></td>
<td>Scoring aids available</td>
</tr>
</tbody>
</table>

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


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 sub-tests 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.


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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>math-readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-figure</td>
</tr>
<tr>
<td></td>
<td>visual-picture</td>
</tr>
<tr>
<td></td>
<td>visual-number</td>
</tr>
<tr>
<td></td>
<td>visual-several-letters</td>
</tr>
<tr>
<td></td>
<td>auditory-directions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-figure</td>
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<td>select-picture</td>
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<tr>
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<td>select-number</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
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</table>

9. Supplementary-Copying

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>copying-words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-word</td>
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<tr>
<td></td>
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<td>Mode of Response</td>
<td>write-word</td>
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<td></td>
<td>write-sentence</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>matching-letter-series</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>matching-number-series</td>
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<td>matching-figures</td>
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<td>matching-words</td>
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<td>visual-several-numbers</td>
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<td></td>
<td>visual-word</td>
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<tr>
<td></td>
<td>repeated-auditory-instructions</td>
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<tr>
<td>Mode of Response</td>
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<td>select-several-numbers</td>
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<td>select-word</td>
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4. Finding Patterns

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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</thead>
<tbody>
<tr>
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<td>matching-number-series</td>
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<td>repeated-auditory-instructions</td>
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<tr>
<td>Mode of Response</td>
<td>select-figure</td>
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<td>select-several-numbers</td>
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<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

5. School Language
2. Sound-Letter Correspondence

Purpose Descriptors: identifying-initial-consonant
identifying-initial-consonant-combination

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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>identify-letter</th>
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<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-several-letters</td>
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<tr>
<td></td>
<td>auditory-letter-name</td>
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<td></td>
<td>repeated-auditory-instructions</td>
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<tr>
<td>Mode of Response</td>
<td>select-letter</td>
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<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
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</table>

4. Visual Matching

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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</thead>
<tbody>
<tr>
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<td>matching-number-series</td>
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<td>visual-several-letters</td>
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<td>visual-several-numbers</td>
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<td>repeated-auditory-instructions</td>
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<tr>
<td>Mode of Response</td>
<td>select-figure</td>
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<tr>
<td></td>
<td>select-several-letters</td>
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<tr>
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<td>select-several-numbers</td>
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<td>Scoring- Normed</td>
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5. School Language and Listening

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>listening-comprehension</th>
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<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>auditory-paragraph</td>
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<td>repeated-auditory-instructions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-picture</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

6. Supplementary-Quantitive 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-Quantitive 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. McGavran  
University of Lowell

Publisher  
Harcourt Brace Jovanovich Incorporated

Edition  
4

Publication date  
1976

Cost  
$100

Type of Test  
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. Concurrency 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
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<thead>
<tr>
<th>Section</th>
<th>Purpose Descriptors</th>
<th>Mode of Presentation</th>
<th>Mode of Response</th>
<th>Scoring- Normed</th>
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<tbody>
<tr>
<td>2. Receptive Language-Comprehension</td>
<td>listening-comprehension</td>
<td>visual-picture</td>
<td>auditory-paragraph</td>
<td>oral-paragraph</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Elicited Language-Sentence Repetition</td>
<td></td>
<td></td>
<td>auditory-question</td>
<td>oral-answer</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Supplementary-Articulation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>articulation</td>
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<tr>
<th>Section</th>
<th>Purpose Descriptors</th>
<th>Mode of Presentation</th>
<th>Mode of Response</th>
<th>Scoring- Normed</th>
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</thead>
<tbody>
<tr>
<td>2. Receptive Language-Comprehension</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Elicited Language-Sentence Repetition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Supplementary-Articulation</td>
<td></td>
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</table>
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

easy
easy

Ease of administration
Ease of scoring
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


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

Mode of Presentation  visual-word

Mode of Response  oral-word

Scoring - Criterion  No Scores

5. MP5

Purpose Descriptors  auditory-discrimination

Mode of Presentation  auditory-word-pairs

Mode of Response  orally-select-true-false

Scoring - Criterion  No Scores

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)

<table>
<thead>
<tr>
<th>John McLeod</th>
<th>Joan Arkinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Saskatchewan</td>
<td>University of Queensland, Australia</td>
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<tr>
<th>Publisher</th>
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<tr>
<td>Edition</td>
<td>2</td>
</tr>
<tr>
<td>Publication date</td>
<td>1977</td>
</tr>
<tr>
<td>Cost</td>
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<td>Type of Test</td>
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<td>individual use</td>
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<td>criterion-referenced</td>
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<tr>
<td>Ease of administration</td>
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<tr>
<td>Ease of scoring</td>
<td>easy</td>
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<tr>
<td>Global Scores</td>
<td>No Scores</td>
</tr>
<tr>
<td>Available levels</td>
<td>There is only one level.</td>
</tr>
</tbody>
</table>

| Range                          | Grades 1.0 - 3.0                     |
| Equivalent forms               | only one form                        |
| Administration Time            | Unknown                               |
| Subtests                       | MP1                                   |
|                                | MP2                                   |
|                                | MP3                                   |
|                                | MP4                                   |
|                                | MP5                                   |

1. MP1

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 that 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.


The study included 30 learning-disabled and 30 non-learning-disabled subjects. The WICS-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.


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.


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 primarily 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. 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. Concurrency 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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>language-analogies</th>
</tr>
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<tbody>
<tr>
<td>Mode of Presentation</td>
<td>auditory-sentence</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
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20. Conceptual Groupings

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>processing-auditory-directions</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>visual-association</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>object</td>
</tr>
<tr>
<td></td>
<td>manual-manipulate-object</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-object</td>
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<td>manual-manipulate-objects</td>
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<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
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**Norming Information**

<table>
<thead>
<tr>
<th>Norming date</th>
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<td>Sample size</td>
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<th>Sample Range</th>
<th>Ages 2.5 - 8.5</th>
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<tr>
<td>Sample similar to</td>
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<tr>
<td>national population</td>
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</table>

<table>
<thead>
<tr>
<th>Norming info in manual?</th>
<th>Yes</th>
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</table>
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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>Mode of Presentation</th>
<th>Mode of Response</th>
<th>Scoring- Normed</th>
</tr>
</thead>
<tbody>
<tr>
<td>listening-comprehension</td>
<td>auditory-paragraph</td>
<td>oral-paragraph</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

9. Right-Left Orientation

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>Mode of Presentation</th>
<th>Mode of Response</th>
<th>Scoring- Normed</th>
</tr>
</thead>
<tbody>
<tr>
<td>visual-picture</td>
<td>auditory-directions</td>
<td>manual-hand-gestures</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

10. Leg Coordination

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>Mode of Presentation</th>
<th>Mode of Response</th>
<th>Scoring- Normed</th>
</tr>
</thead>
<tbody>
<tr>
<td>auditory-directions</td>
<td>visual-picture</td>
<td>physical-movement</td>
<td>Raw Scores Only</td>
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11. Arm Coordination

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>Mode of Presentation</th>
<th>Mode of Response</th>
<th>Scoring- Normed</th>
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</thead>
<tbody>
<tr>
<td>visual-picture</td>
<td>auditory-directions</td>
<td>physical-movement</td>
<td>Raw Scores Only</td>
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12. Imitative Action
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>math-readiness</th>
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<tr>
<td></td>
<td>problem-solving</td>
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<tr>
<td>Mode of Presentation</td>
<td>auditory-sentence</td>
</tr>
<tr>
<td></td>
<td>auditory-question</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-number</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

6. Tapping Sequence

<table>
<thead>
<tr>
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<th>auditory-memory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>visual-memory</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>manual-manipulate-object</td>
</tr>
<tr>
<td></td>
<td>auditory-directions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>manual-manipulate-objects</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

7. Verbal Memory

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
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<tr>
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<td>auditory-sentence</td>
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<tr>
<td>Mode of Response</td>
<td>oral-several-words</td>
</tr>
<tr>
<td></td>
<td>oral-sentence</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
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</table>

8. Verbal Memory-Story
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>solving-puzzles</th>
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<tr>
<td>Mode of Presentation</td>
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<tr>
<td></td>
<td>auditory-word</td>
</tr>
<tr>
<td></td>
<td>auditory-directions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>manual-manipulate-objects</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
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</tbody>
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3. Pictorial Memory

<table>
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<tr>
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</thead>
<tbody>
<tr>
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<td>auditory-memory</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>timed</td>
</tr>
<tr>
<td></td>
<td>visual-picture</td>
</tr>
<tr>
<td></td>
<td>auditory-several-words</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-several-words</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

4. Word Knowledge

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>word-meanings</th>
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</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
</tr>
<tr>
<td></td>
<td>auditory-word</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-picture</td>
</tr>
<tr>
<td></td>
<td>oral-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

5. Number Questions
Range
Equivalent forms
Administration Time
Subtests

Ages 2.5 - 8.5
only one form
60 minutes
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.
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
Consulting Psychologists Press
Publication date
1974
Cost
$50
Type of Test
language
individual use
criterion-referenced
Ease of administration
requires extensive training and practice
Ease of scoring
requires extensive training and practice

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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>general-knowledge</th>
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<tbody>
<tr>
<td></td>
<td>word-meanings</td>
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<tr>
<td>Mode of Presentation</td>
<td>auditory-question</td>
</tr>
<tr>
<td></td>
<td>auditory-directions</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-word</td>
</tr>
<tr>
<td></td>
<td>manual-hand-gestures</td>
</tr>
<tr>
<td></td>
<td>manual-manipulate-objects</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Raw Scores Only</td>
</tr>
</tbody>
</table>

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  
CC Publications Incorporated
Publication date  
1978
Cost  
Not Available
Type of Test  
language  
individual use  
norm-referenced
Ease of administration  
easy
Ease of scoring  
easy  
Scoring aids available

Global Scores  
No Scores

Available levels  
There is only one level.

Range  
Grade K
Equivalent forms  
only one form
Administration Time  
dk minutes
Subtests  
Items 1-5  
Item 6  
Item 7

1. Items 1-5
does not analyze a student's psycholinguistic abilities.


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.


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.


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.


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.


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 ).


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. 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.


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.


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. Concurrency 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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>language-usage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>context</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
</tr>
<tr>
<td></td>
<td>visual-sentence</td>
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<tr>
<td></td>
<td>auditory-sentence</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

8. Visual Closure

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>visual-association</td>
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<tr>
<td>Mode of Presentation</td>
<td>timed</td>
</tr>
<tr>
<td></td>
<td>visual-picture</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-figure</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
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</tr>
<tr>
<td>Mode of Response</td>
<td>oral-word</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
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</table>

4. Visual Association

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-picture</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

5. Verbal Expression

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
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</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>object</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>oral-phrases</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

6. Manual Expression

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Presentation</td>
<td>visual-picture</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>manual-hand-gestures</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Same as global.</td>
</tr>
</tbody>
</table>

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
- Grammatic 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  

<table>
<thead>
<tr>
<th>Publisher</th>
<th>University of Illinois Press</th>
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<tbody>
<tr>
<td>Edition</td>
<td>2</td>
</tr>
<tr>
<td>Publication date</td>
<td>1969</td>
</tr>
<tr>
<td>Cost</td>
<td>$58</td>
</tr>
<tr>
<td>Type of Test</td>
<td>language</td>
</tr>
<tr>
<td></td>
<td>visual-perception</td>
</tr>
<tr>
<td></td>
<td>auditory perception</td>
</tr>
<tr>
<td></td>
<td>individual use</td>
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<td></td>
<td>norm-referenced</td>
</tr>
<tr>
<td>Ease of administration</td>
<td>requires some training</td>
</tr>
<tr>
<td>Ease of scoring</td>
<td>requires some training</td>
</tr>
<tr>
<td></td>
<td>Scoring aids available</td>
</tr>
</tbody>
</table>

### Global Scores

- Standard Score
  - Mean: 36
  - Standard Deviation: 6
  - Age Equivalent

### 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. 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 contemoporay 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
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
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

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<thead>
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<th>Psychological Corporation</th>
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**Level 1**

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<td>Reading Efficiency</td>
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</table>

1. Vocabulary

It is questionable that the results will be relevant to a classroom program that uses silent reading almost exclusively.


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. E.P. Bliesner: 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.


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".


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.


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)**

<table>
<thead>
<tr>
<th>William S. Gray</th>
<th>Helen M. Robinson</th>
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**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.


This test lacks reliability and validity and should be used with caution.


The inflated grade scores are a problem. There is no indication that the test material resembles normal school material in their gradation.


The GORT can be used effectively to measure at least one component of reading comprehension.
Reviews


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. 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.


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.

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
eyeasy

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


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.


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.


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.


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.


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
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
Sample similar to national population  Yes
Norming info in manual?  Yes
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<td>Scoring- Normed</td>
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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**

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<td>Subtests</td>
<td>Vocabulary</td>
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<tr>
<td></td>
<td>Comprehension</td>
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</table>

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

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#### 1. Vocabulary

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#### 2. Comprehension

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#### 1. Vocabulary
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**Level C**

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1. Vocabulary

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2. Comprehension

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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.
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1. **Vocabulary**

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<td>identifying-vowel</td>
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<tr>
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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
identify-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)

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<th>Walter H. MacGinitie</th>
<th>Joyce Kamons</th>
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<td>Publication date</td>
<td>1980</td>
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<td>Type of Test</td>
<td>reading</td>
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<table>
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<th>Global Scores</th>
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<tr>
<td>Standard Deviation : 10</td>
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<td>Grade Equivalent</td>
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<td>Stanine Score</td>
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<table>
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<td>Level B</td>
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<td>Level C</td>
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<td>Level D</td>
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<tr>
<td>Level E</td>
</tr>
<tr>
<td>Level F</td>
</tr>
</tbody>
</table>
Reviews


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.


1962 ed.: The strength of this test lies in the well organized manual and explicit directions for administering and in the checklist for reading behaviours.


1962 ed.: The careful selection of the subtests will give maximum diagnostic information. The grade scores are of little value.


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.


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.


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

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
4. Words-Un timed

- **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
Teachers College Press, Columbia University

Edition
2

Publication date
1981

Cost
$30

Type of Test
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. 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.


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.


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
<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>auditory-discrimination</th>
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<tbody>
<tr>
<td>Mode of Presentation</td>
<td>tape-recorded-presentation</td>
</tr>
<tr>
<td></td>
<td>visual-picture</td>
</tr>
<tr>
<td></td>
<td>auditory-word</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-picture</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Standard Score</td>
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<tr>
<td></td>
<td>Mean : 50</td>
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<td></td>
<td>Standard Deviation : 10</td>
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<td>Percentiles</td>
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2. Noise Subtest

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<tr>
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<td>auditory-selective-attention</td>
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<tr>
<td>Mode of Presentation</td>
<td>tape-recorded-presentation</td>
</tr>
<tr>
<td></td>
<td>visual-picture</td>
</tr>
<tr>
<td></td>
<td>auditory-word</td>
</tr>
<tr>
<td></td>
<td>auditory-background-noise</td>
</tr>
<tr>
<td>Mode of Response</td>
<td>select-picture</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Standard Score</td>
</tr>
<tr>
<td></td>
<td>Mean : 50</td>
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<td></td>
<td>Standard Deviation : 10</td>
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<tr>
<td></td>
<td>Percentiles</td>
</tr>
</tbody>
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Goldman-Fristoe-Woodcock Test of Auditory Discrimination (GFW-TAD)

Ronald Goldman  
Vanderbilt University

Macalyne Fristoe  
Vanderbilt University

Richard W. Woodcock  
University of Minnesota

Publisher  
American Guidance Service
Publication date  
1970
Cost  
$80
Type of Test  
auditory perception  
individual use  
norm-referenced
Ease of administration  
easy
Ease of scoring  
easy
Scoring aids available  
Available levels  
There is only one level.

Global Scores  
No Scores

Available levels  
Ages 4 - 84
Equivalent forms  
only one form
Administration Time  
15 minutes
Subtests  
Quiet Subtest  
Noice Subtest

1. Quiet Subtest
Reviews


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.


Examples of other tests which include auditory blending are the Roswell, and the ITPA Sound Blending Subtest.


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.


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
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<tr>
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<td>tape-recorded-presentation</td>
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<td>auditory-nonsense-words</td>
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<td>Mode of Response</td>
<td>oral-nonsense-words</td>
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<td>write-nonsense-word</td>
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<td>Scoring- Normed</td>
<td>Standard Score</td>
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<td>Mean : 50</td>
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<td></td>
<td>Standard Deviation : 10</td>
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**Norming Information**

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<td>Sample similar to</td>
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<td>No</td>
</tr>
<tr>
<td>Norming info in manual?</td>
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<tr>
<td>Purpose Descriptors</td>
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<td>non-meaning-memory</td>
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<td>memory-taught</td>
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<td>Mode of Presentation</td>
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<td>auditory-nonsense-words</td>
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<td>Mode of Response</td>
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<td>Scoring- Normed</td>
<td>Standard Score</td>
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<tr>
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<tr>
<td></td>
<td>Standard Deviation: 10</td>
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<td></td>
<td>Stanine Score</td>
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<td>Percentiles</td>
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6. Reading of Symbols

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<tr>
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<td>reading-nonsense-words</td>
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<tr>
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<td>reading-words-single-consonant</td>
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|                                     | 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
4. Sound Blending

Purpose Descriptors  blending-word-parts-\(\rightarrow\)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
### 2. Sound Recognition

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<th>Purpose Descriptors</th>
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<tbody>
<tr>
<td>Mode of Presentation</td>
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<td>visual-picture</td>
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<tr>
<td>Mode of Response</td>
<td>select-picture</td>
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<tr>
<td>Scoring- Normed</td>
<td>Standard Score</td>
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<td></td>
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<tr>
<td></td>
<td>Stanine Score</td>
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<tr>
<td></td>
<td>Percentiles</td>
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</table>

### 3. Sound Analysis
Goldman-Fristoe-Woodcock Sound Symbol Tests (GFW-SST)

Ronald Goldman
Vanderbilt University

Macalyne Fristoe
Vanderbilt University

Richard W. Woodcock
University of Minnesota

Publisher
American Guidance Services

Publication date
1974

Cost
$65

Type of Test
auditory perception
individual use
norm-referenced

Ease of administration
requires some training

Ease of scoring
requires some training

Global Scores
Scoring aids available

No Scores

Available levels
There is only one level.

Range
Ages 3 - 80

Equivalent forms
only one form

Administration Time
20 - 60 minutes

Subtests
Sound Mimicry
Sound Recognition
Sound Analysis
Sound Blending
Sound Symbol Association
Reading of Symbols
Spelling

1. Sound Mimicry
Reviews


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.


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.


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

Macalyne Fristoe
Vanderbilt University

Richard W. Woodcock
University of Minnesota

Publisher
American Guidance Service
Publication date
1974
Cost
$145
Type of Test
auditory perception
individual use
norm-referenced
Ease of administration
requires some training
Ease of scoring
requires some training
Scoring aids available

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
Ages 3 - 80
Equivalent forms
only one form
Administration Time
60 minutes
Subtests
Part I
Part II
Part III

1. Part I
Reviews


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.


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.


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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
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<tr>
<td>Sample size</td>
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<tr>
<td>Sample Range</td>
<td>Ages 3 - 80</td>
</tr>
<tr>
<td>Sample similar to national population</td>
<td>No</td>
</tr>
</tbody>
</table>

Norming info in manual? No
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
American Guidance Services
Publication date
1976
Cost
$65
Type of Test
auditory perception
individual use
norm-referenced
Ease of administration
requires some training
Ease of scoring
requires some training
Scoring aids available

Global Scores
Standard Score
Mean : 50
Standard Deviation : 10
Age Equivalent
Stanine Score
Percentiles

Available levels
There is only one level.

Range
Ages 3 - 80
Equivalent forms
only one form
Administration Time
20 - 60 minutes
Subtests
Quiet
Fan-like Noise
Cafeteria Noise
Voice(telling a story)

1. Quiet
Reviews


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.


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.


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.


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

<table>
<thead>
<tr>
<th>Purpose Descriptors</th>
<th>auditory-memory</th>
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<tbody>
<tr>
<td>Mode of Presentation</td>
<td>tape-recorded-presentation</td>
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<td>visual-picture</td>
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<td>auditory-several-words</td>
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<tr>
<td>Mode of Response</td>
<td>select-picture</td>
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<td>Scoring - Normed</td>
<td>Standard Score</td>
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<td></td>
<td>Mean : 50</td>
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<td></td>
<td>Standard Deviation : 10</td>
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<tr>
<td></td>
<td>Stanine Score</td>
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<tr>
<td></td>
<td>Percentiles</td>
</tr>
</tbody>
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---

#### 3. Memory for Sequence
Goldman-Fristoe-Woodcock Auditory Memory Tests (GFW-AMT)

Ronald Goldman
Vanderbilt University

Macalyne Fristoe
Vanderbilt University

Richard W. Woodcock
University of Minnesota

Publisher
American Guidance Services

Publication date
1974

Cost
$80

Type of Test
auditory perception
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 3 - 80

Equivalent forms
only one form

Administration Time
30 - 35 minutes

Subtests
Recognition Memory
Memory for Content
Memory for Sequence

1. Recognition Memory
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. 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 children, 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.


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.


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

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
2. Sounds in Sentences

Purpose Descriptors: articulation
articulation-single-consonants
articulation-consonant-combinations

Mode of Presentation: visual-picture

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

Macalyne Fristoe  
Vanderbilt University

Publisher  
American Guidance Services

Publication date  
1972

Cost  
$80

Type of Test  
auditory perception
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 - 12

Equivalent forms  
only one form

Administration Time  
20 minutes

Subtests  
Sounds in Words
Sounds in Sentences
Stimulation

1. Sounds in Words
Reviews


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-MacGinitie 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

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<tr>
<td>Norming info in manual?</td>
<td>Unknown</td>
<td></td>
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</tbody>
</table>

### 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
Level B

Range: Grades 1.5 - 1.9
Equivalent forms: 2
Administration Time: 0.55 minutes
Subtests

Level C

Range: Grade 2
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

Level R
- Range: Grades 1.0 - 1.9
- Equivalent forms: only one form
- Administration Time: 0.55 minutes

Level A
Reviews


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.


The Gap is best used as a classroom screening device of reading comprehension. Lack of detailed information on the standardization sample and validity suggest caution in interpretation.
Norming Information

Norming date 1976
Sample size 823
Place normed Canada
others
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
Gap Reading Comprehension Test (Gap)

J. McLeod
University of Saskatchewan

Publisher
Edition
Publication date
Cost
Type of Test

Ease of administration
easy
Ease of scoring
easy

Global Scores
Grade Equivalent

Available levels
There is only one level.

Range
Grades 2 - 7
Equivalent forms
2
Administration Time
15 minutes
Subtests
Reading Comprehension

1. Reading Comprehension

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  Not Available
Sample size  2147
Place normed  USA

Sample Range  Ages 2 - 6
Sample similar to national population  No

Norming info in manual?  Yes

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
Fluharty Preschool Speech and Language Screening Test (Fluharty)

Nancy Bunono Fluharty

Publisher: Teaching Resources
Publication date: 1978
Cost: $29
Type of Test: language
individual use
norm-referenced
Ease of administration: easy
Ease of scoring: easy
Global Scores: No Scores

Available levels: There is only one level.

Range: Ages 2 - 6
Equivalent forms: only one form
Administration Time: 6 minutes
Subtests: Identification and Articulation
Comprehension
Repetition

1. Identification and Articulation

Purpose Descriptors: word-meanings articulation
Mode of Presentation: object
Mode of Response: oral-word
Scoring- Normed: Grade Equivalent

2. Comprehension
Reviews


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.


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-combinations  
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
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
Ekwall Reading Inventory (ERI)

Eldon E. Ekwall
University of Texas

Publisher Allan and Bacon
Publication date 1979
Cost Not Available
Type of Test reading
individual use
Criterion-referenced
Ease of administration easy
Ease of scoring easy
Global Scores Grade Equivalents

Available levels

Range Grades P - 9
Equivalent forms 4
Administration Time 20 - 30 minutes
Subtests Pretest-Graded Word List
Oral Reading
Silent Reading
Listening Comprehension
Quick Survey Word List
Phonics

1. Pretest-Graded Word List

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

2. Oral Reading
Reviews


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
Diagnostic Word Patterns (DWP)

Evelyn Buckley

Publisher Educators Publishing Service Incorporated
Publication date 1978
Cost $25
Type of Test spelling
either individual or group use
criterion-referenced
Ease of administration easy
Ease of scoring easy
Global Scores No Scores

Available levels There is only one level.

Range Grades 3 - C
Equivalent forms 1
Administration Time 15 - 20 minutes
Subtests Spelling
Oral Word Recognition

1. Spelling

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

2. Oral Word Recognition

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


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.


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.


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.


The Durrell has many checklists which can be used in classroom teaching situations as a form of informal testing.


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.


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
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<td>identifying-initial-consonant-combination</td>
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<td>identifying-final-consonant</td>
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<td>visual-several-words</td>
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<td>Mode of Response</td>
<td>select-word</td>
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<td>Scoring- Normed</td>
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**Norming Information**

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<td>Sample similar to national population</td>
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<td>Norming info in manual?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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
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
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2. Silent Reading

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<td>oral-answer</td>
</tr>
<tr>
<td>Scoring- Normed</td>
<td>Grade Equivalent</td>
</tr>
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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
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
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)

**Donald D. Durrell**  
Boston University  

**Jane H. Catterson**  
University of British Columbia

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Psychological Corporation</th>
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<tr>
<td>Publication date</td>
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<tr>
<td>Cost</td>
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<tr>
<td>Global Scores</td>
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**Available levels**  
Prereading Level  
Reading Level

#### Prereading Level

<table>
<thead>
<tr>
<th>Range</th>
<th>Grades K - 1</th>
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<tbody>
<tr>
<td>Equivalent forms</td>
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<td>Subtests</td>
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<td></td>
<td>Naming Letters-Lower Case</td>
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<tr>
<td></td>
<td>Writing Letters From Dictation</td>
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<td>Writing Letters From Copy</td>
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<td>Naming Letters-Upper Case</td>
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<td>Identifying Letters Named</td>
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1. Syntax Matching
Reviews


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.


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.


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.
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 \( r = 0.94 \), and PIAT Reading Comprehension and WRMT Passage Comprehension with \( r = 0.90 \). These subtests could be considered to be measuring the same skill.