ASSESSMENT FIELD GUIDE

CENTER ON LITERACY AND DEAFNESS

YEAR 2

FALL 2013

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Executive Commentary: Purpose of These Assessments

The assessments in this guide were modified to define a research protocol for data collection associated with activities of the Center on Literacy and Deafness (CLAD). Data were gathered in many sites around North America necessitating guidance to the various assessors. This protocol was designed for group research purposes and may not, in its current form, represent practices associated with diagnostic assessments for the purpose of decision-making regarding placements and programming for individual children.

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### VIDEOTAPE ALL ASSESSMENTS

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<th>Core Battery</th>
<th>Functional Hearing Battery (if applicable)</th>
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*Test Order Rules:
1. A Language Interview will be administered at the first testing session to determine a child’s preferred communication modality. Questions to guide discussions may be pulled from the Language Proficiency Interview Protocol.
2. ESP must be given in first session, before receiving the Functional Rating Scales.
3. CTOPP: Blending & Elision must be given before the Fingerspelling test, preferably multiple sessions before.
4. CELF: Number Repetition should be administered at the beginning of a testing session.
Main Battery:
Assessment Directions
&
Decision Rules
**Language Modality Interview**

(Researcher Created)

Administration Time: 5 minutes
Materials: Sample Interview Questions (below).

- Prior to meeting the child, ask the child’s teacher for their opinion of the child’s strongest/preferred modality.
- When first meeting the child, engage in a warm-up conversation, as you would to build rapport.
  - The purpose of the conversation is to a) make the child comfortable with the assessor, and b) to make an additional informal determination of the child’s preferred language/mode of communication.
  - Children may be anywhere along the language continuum from ASL to English-like signing to SimCom to spoken English.
- Start by talking to the child in the language specified by the teacher and the school. Start by picking a topic (below), telling a child something about yourself relating to that topic, then ask him/her about the topic.
  - E.g. “My favorite sport is soccer. I play soccer at the park every Saturday with my friends. What is your favorite sport?”
- Ask questions that start simple (e.g. Who/What questions) and move to more complex questions (e.g. Why/How questions) to determine the child’s ability to understand and use more complex language.
- After a few exchanges, switch to the 2nd mode (if necessary and/or possible). After two or three additional exchanges, switch to the 3rd mode (if necessary and/or possible).
  - Each time you switch between modes, start with simple language and build to more complex language.
  - If at any time the child indicates that he/she does not understand a question or is uncomfortable, go back to the mode in which the child responded most fluently, ask one more question and end the conversation.
- End the conversation using the language that the child is most fluent in.
- Assessors need to be flexible and use their best judgment. Be sensitive to the school policies and also to children’s comfort.
  - For children in ASL programs you would start with ASL and may move on to more English-like signing, SimCom, or spoken English depending on the child.
  - For children in oral schools you would start with spoken English and may never use any other mode. You may ask a child, “Do you know any sign?” instead of trying to sign with a strictly oral child.
  - Be aware that children may have moved between schools with different communication approaches.
  - If children are equally successful in multiple languages (e.g. both strong ASL and spoken English), use your best judgment in test administration, taking school preference and teacher opinions into consideration. You may, for example, give the CELF-Word Structures in spoken English and Fingerspelling in ASL. Think about the construct the test is measuring and the best modality in which to measure it.
### Sample Conversational Topics:

<table>
<thead>
<tr>
<th><strong>Favorite Things to Do</strong></th>
<th><strong>Game and Sport Questions</strong></th>
</tr>
</thead>
</table>
| Start with something you love to do in your spare time. Try to make it something a child can relate to. | - What’s your favorite thing to do when you are at home?  
- Do you play games like GAME/SPORT with your friends?  
- If game, tell me how you play that game.  
- If sport, tell me how you play/do that.  
- Try to get them talking about procedures, how to score, etc. Do they wear a helmet and why?  
- If summer game, what do you do in the winter?  
- If winter game, what do you do in the summer?  
- If something like video games – Can you play VIDEO GAMES any time you want? What are the rules? Why not? |

**School Questions**

- What is/was your favorite part of K/1/2 grade?  
- Tell me why you liked FAVORITE ACTIVITY so much.  

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**Example:** A teacher reports that a child prefers SimCom.

- Start your conversation, as above, using SimCom. Ask a few questions of increasing complexity (examples above), giving the child the opportunity to answer in more than one-word phrases.  
- Ask a few questions using sign only (ASL or English-like signing). Again, start with more simple questions and become more complex.  
- Ask a few questions using Spoken English, as above.  
- Note in which mode the child appears to be most comfortable and can understand and produce the most complex language.  
- **Expressive Communication:**
  - Note general level of intelligibility of child’s signs if used (e.g. child’s signing is fluent and intelligible, student has some difficulty expressing himself in sign, or student did not use sign).  
  - Note general level of intelligibility of child’s spoken language if used (e.g. spoken language is fluent and understood without difficulty, some words are unintelligible, most words are unintelligible, child vocalizes but does not use any intelligible words, child does not use spoken language).  
- **Receptive Communication:**
  - Note how well the child seemed to understand you in each modality (e.g. responded appropriately, responded off topic, asked for repetition, etc.).  
- Do not decide the child’s receptive modality based on his/her expressive communication alone. The child’s best receptive language may not match his/her best expressive language. It is crucial that the child understands the assessor well.
Expressive One-Word Picture Vocabulary Test-4 (EOWPVT-4)
(Martin & Brownell, 2011)

Administration Time: 10-15 minutes
Form: Record Form
Materials: Stimulus Easel

Administration Decision Rules:
Basal: 8 consecutive correct responses
Ceiling: 6 consecutive incorrect responses
Repetition: Prompts & Cues may be repeated if the student did not see/hear them.
Entry points: Follow age-suggested entry points in protocol.

Scoring:
• **Record incorrect or unclear responses** (can clarify with video after testing).
  o Give the benefit of the doubt to ensure a ceiling is achieved.
• Circle correct responses.
• Slash (/) through the item number of incorrect responses and document alternative response on the line provided.
• Circle item number of age-starting point.

Prompts: Protocol will specify when to use action/category prompts.
• “What is this?” – single object
• “What is he/she doing?” – action
• “What one word names all of these?” – concept

Cues: Cue once only. Do not cue if response is clearly wrong.
• “What kind?” – if response is too general
• “What else is this called?” – if too specific
• “What is this?” while pointing to illustration – if names action instead of object
• “What is this?” while circling illustration – if names part instead of whole
• “What is this?” while pointing to part indicated with arrow – if names whole instead of part
• “What is he/she doing?” – if names object instead of action
• “What one word names all of these?” or “What are all of these?” – if names objects instead of concept

Notes:
• Accept answers in any modality. **If a child signs and says a response where the sign is correct, but the spoken word is not, score as correct.**
• If child responds in Spanish or another home language, ask them if they know the sign or English word. If they do not, score as incorrect, writing their response in the blank.
• **It is important to capture a full view of the child’s face and mouth on the video camera.** Remember to check your camera placement to before and after testing to ensure you have captured a clear view.
• **When signed responses seem ambiguous ask the child, “Can you fingerspell that for me?”** Fingerspelled responses are considered correct when the child is largely accurate in his/her fingerspelling (e.g. 3+ letters found in the English word).
• On the acceptable responses list, specific **words have been highlighted in yellow to indicate items that require fingerspelled responses.** Classifier descriptions are only accepted in conjunction with a fingerspelled response.
Early Speech Perception Test (ESP)  
(Moog and Geers, 1990)

Administration Time: 5 to 10 minutes  
Forms: Standard & Low Verbal protocols  
Materials: ESP kit, flowchart, & hoop

DO NOT MARK THE SPEECH PERCEPTION CATEGORY UNTIL THE HIGHEST LEVEL IS ACHIEVED. Write the final Speech Perception Category in the space indicated in the top section of the front of the form (next to the space for the child’s name/ID).

General Administration:

• Directions and naming pictures must be done through auditory/visual administration (AV) or simultaneous communication (SimCom) as appropriate. You may continue to sign your directions or other prompts to the child.
• Test items must be given auditory-only (A) using a listening hoop (below your eyes).
• Always start with Standard Administration, moving to Low Verbal when necessary.
• GSU adaptation sometimes skips second auditory presentation.

Scoring:

• Score + for correct and – for incorrect.
• Use the A-V column to track vocabulary knowledge. However, only scores in the auditory columns (A-1 and A-2) for word identification tests count toward score.

Levels:

• GSU adaptation starts either at monosyllable or pattern perception, depending on examiner judgment.
  o Children who appear to have good or some functional hearing should begin with monosyllable identification subtest and then work backwards on the ESP.
  o Children who appear to have no or limited functional hearing should begin assessment with pattern perception.
• **Note:** At the Pattern Perception Level, a word is counted as correct if the child’s response has the same stress pattern as the target word.  
  o For example, if the assessor says “ball” and the child points to “fish,” the response is scored as correct, as they are both monosyllable words. However, if the assessor says “ball” and the child points to “airplane,” it is scored as incorrect.
  o On the Standard Version protocol sheet, correct responses lie within the outlined boxes.
Administration Procedures – Standard Version

Follow these procedures for each level (level-specific decision points below).

1. **Screen (AV) receptive vocabulary**:
   - Examiner labels all 12 words in order on the card using auditory/visual (AV) or simultaneous communication, pointing to the corresponding picture. Next, she says (or says and signs) words randomly and has the child point to the correct picture to assess receptive vocabulary.
     - Score (+/-) in the AV column.
     - If the child can identify 100% of the words, continue with Standard Administration. If the child cannot identify 100% of the words, move to Low Verbal Administration (remaining on the same level. E.g. If you start on the Monosyllable Level, move to the Monosyllable Level on the Low Verbal version).

2. **Test** with the hoop (A-1 & A-2)
   - **Test A-1**: Present all 12 items in random order, covering your mouth with the listening hoop. The child points to the corresponding picture.
     - Count the number of items correct and consult the flowchart. Repeat the list, move to the next level, or assign an ESP score as appropriate.
   - **Test A-2**: If repeating the list, present all 12 items in random order, covering your mouth with the listening hoop. The child points to the corresponding picture.
     - Count the total number of items correct and consult the flowchart. Move to the next level, or assign an ESP score as appropriate.

1. If the examiner judges the child to have at least some spoken word identification abilities (with auditory only input), start at the Monosyllable Level.

**Monosyllable Level**:
1. **Screen (AV)**:
   a. If the student identifies every word (100%), continue on to test (A-1).
   b. If the student cannot identify every word (<100%), move to the Low Verbal Version (green), Monosyllable Level.
2. **Test (A-1)**:
   a. If the child scores 7 or more correct, discontinue test and score as a category 4.
   b. If the child scores less than 7 correct, administer the list again (A-2).
3. **Test (A-2)**:
   a. If the child then scores 13 or more (out of 24) correct, discontinue test and score as a category 4.
   b. If the child scores less than 13 (out of 24) correct, administer the Spondee Level.

**Spondee Level**:
1. **Screen (AV)**:
   a. If the student identifies every word (100%), continue to test (A-1).
2. If the student cannot identify every word (<100%), move to the Low Verbal Version (green), Spondee Level.
3. **Test (A-1):**  
   a. If the child scores 8 or more correct, discontinue test and score as a category 3.  
   b. If the child scores less than 8 correct, administer the list again (A-2).

4. **Test (A-2):**  
   a. If the child then scores 8 or more (out of 24) correct, discontinue test and score as a category 3.  
   b. If the child scores less than 8 (out of 24) correct, administer the Pattern Perception Level.

**Pattern Perception Level:**

1. **Screen (AV):**  
   a. If the student identifies every word (100%), continue to test (A-1).  
   b. If the student cannot identify every word (<100%), move to the Low Verbal Version (green), Pattern Perception Level.

2. **Test (A-1):**  
   a. If the child scores more than 4 correct, administer the list again (A-2).  
   b. If the child scores 4 or less correct, discontinue test and score as a category 1.

3. **Test (A-2):**  
   a. If the child scores more than 17 (out of 24) correct, discontinue test and score as a category 2.  
   b. If the child scores 17 or less (out of 24) correct, discontinue test and score as a category 1.

**2. If the examiner judges the child as having little or no functional hearing, start at the Pattern Perception Level.**

**Pattern Perception Level**

1. **Screen (AV):**  
   a. If the student identifies every word (100%), continue to test (A-1).  
   b. If the student cannot identify every word (<100%), move to the Low Verbal Version (green), Pattern Perception Level.

2. **Test (A-1):**  
   a. If the child scores 4 or less correct, discontinue and score as a category 1.  
   b. If the child scores more than 4 correct, administer the list again (A-2).

3. **Test (A-2):**  
   a. If the child scores 17 or more (out of 24) correct, move to the Spondee Level.  
   b. If the child scores less than 17 (out of 24) correct, discontinue and score as a category 1.

**Spondee Level**

1. **Screen (AV):**  
   a. If the student identifies every word (100%), continue to test (A-1).  
   2. If the student cannot identify every word (<100%), move to the Low Verbal Version (green), Spondee Level.
3. **Test (A-1):**
   a. If the child scores 8 or more correct, move to the Monosyllable level
   b. If the child scores less than 8 correct, administer the list again (A-2).

4. **Test (A-2):**
   a. If the child scores less than 8 (out of 24) correct, discontinue and score as a category 2.
   b. If the child scores 8 or more (out of 24) correct, move to the Monosyllable Level.

**Monosyllable Level**

1. **Screen (AV):**
   a. If the student identifies every word (100%), continue to test (A-1).
   b. If the student cannot identify every word (<100%), move to the Low Verbal Version (green), Monosyllable Level.

2. **Test (A-1):**
   a. If the child scores 7 or more correct, discontinue and score as a category 4.
   b. If the child scores less than 7 correct, administer the list again (A-2).

3. **Test (A-2):**
   a. If the child scores 13 or more (out of 24), discontinue and score as a category 4.
   b. If the child scores less than 13 (out of 24), discontinue and score as a category 3.
**Administration Procedures – Low-Verbal Version**

GSU Adaptation: **Do not administer pattern perception training section.**

The Low-Verbal version uses objects and a closed set of stimuli (4). It is designed for children with limited vocabulary knowledge. The starting point is still based upon the examiner’s judgment of the child’s spoken word identification abilities with auditory only input.

- When a child does not know all the words on a given picture card, switch to the Low-Verbal Version protocol and use the objects provided in the ESP kit.
- Begin at the same level the child was working on with the Standard Version
  - E.g., if child did not know all words on the Monosyllable Picture Card switch to the Low-Verbal protocol and introduce the monosyllable objects.
  - E.g., if the child did know all the Pattern Perception words and successfully completed that section, but did not know all the words on the Spondee Picture Card, switch to the Low-Verbal protocol and introduce the Spondee objects.
- Once you have moved to the Low Verbal version, continue to use it as you move between levels.
- The child can identify objects by pointing to or handing the objects to the examiner. If the child gives you the objects, be sure to replace them, so a closed set of 4 is maintained.

**Follow these procedures for each level (level-specific decision points below).**

- The examiner and/or the child picks 4 objects for the level.
  - Note: For Pattern Perception, pick one object from each word category (monosyllable, trochee, spondee, and three-syllable). Objects are organized by word category in labeled Ziploc bags and listed on the protocol.
- Place the objects in front of the child. Name each object.

1. **Screen (AV)** receptive vocabulary:
   - Using AV or Simultaneous Communication, ask the child to identify the objects. Present each of the 4 items 3 times in random order (12 trials).
     - When the child correctly identifies 6 items consecutively, test (A).
       - Note: You may provide up to 12 trials, but are not required to administer all 12 if the child identifies 6 items consecutively before that.
     - If the child cannot correctly identify 6 items consecutively in 12 trials, consult the flowchart. Move to the next level, or assign an ESP score as appropriate.

2. **Test with the hoop (A)**
   - Present 12 trials with the listening hoop covering your mouth (auditory-only).
   - Say each of the 4 words 3 times in random order (12 trials).
   - Count the child’s score and consult the flowchart. Move to the next level, or assign an ESP score as appropriate.
1. For a child who started on the Monosyllable Level and moves downward:

**Monosyllable Level:**
1. **Screen (AV)**
   a. If the child correctly identifies 6 items consecutively, Test (A).
   b. If the child cannot correctly identify 6 items consecutively in 12 trials, move to the Spondee Level.
2. **Test (A)**
   a. If child scores 10 or more, discontinue and score as a category 4.
   b. If child scores less than 10, administer the Spondee Level.

**Spondee Level:**
1. **Screen (AV)**
   a. If the child correctly identifies 6 items consecutively, Test (A).
   b. If the child cannot correctly identify 6 items consecutively in 12 trials, move to the Pattern Perception Level.
2. **Test (A)**
   a. If child scores 8 or more correct, discontinue and score as a category 3.
   b. If child scores less than 8 correct, administer the Pattern Perception Level.

**Pattern Perception Level:** Note: Use one object from each category
1. **Screen (AV)**
   a. If the child correctly identifies 6 items consecutively, Test (A).
   b. If the child cannot correctly identify 6 items consecutively in 12 trials, discontinue and label the test CNT (could not test), making note to retest in the Spring. Do not assign a category score.
2. **Test (A)**
   a. If child scores 8 or more correct, score as a category 2.
   b. If the child scores less than 8 correct, score as a category 1.

2. For a child who started on the Pattern Perception Level and moves upward.

**Pattern Perception Level:** Note: Use one object from each category
1. **Screen (AV)**
   a. If the child correctly identifies 6 items consecutively, Test (A).
   b. If the child cannot correctly identify 6 items consecutively in 12 trials, discontinue and label the test CNT (could not test), making note to retest in the Spring. Do not assign a category score.
2. **Test (A)**
   a. If child scores 8 or more correct, move to the Spondee Level (Low Verbal).
   b. If the child scores less than 8 correct, discontinue & score as a category 1.

**Spondee Level:**
1. **Screen (AV)**
   a. If the child correctly identifies 6 items consecutively, Test (A).
   2. If the child cannot correctly identify 6 items consecutively in 12 trials, discontinue and score as a category 2.
3. **Test (A)**  
   a. If child scores 8 or more correct, move to the Monosyllable Level (Low Verbal).  
   b. If child scores less than 8 correct, discontinue and score as a category 2.

**Monosyllable Level:**

1. **Screen (AV)**  
   a. If the child correctly identifies 6 items consecutively, Test (A).  
   b. If the child cannot correctly identify 6 items consecutively in 12 trials, discontinue and score as a category 3.

2. **Test (A)**  
   a. If child scores 10 or more correct, discontinue and score as a category 4.  
   b. If child scores less than 10 correct, discontinue and score as a category 3.
ESP SCORING AND DECISION TREE

START

Standard Form
Monosyllable Level
Screen (AV)

Low Verbal Form
Monosyllable Level
Screen (AV)

100%

Monosyllable Level
Test (A-1)
≥7

<7

ESP = 4

≥13/24

<13/24

Test (A-2)

ESP = 4

100%

Spondee Level
Screen (AV)

≥10

<10

ESP = 4

≥6 consecutive

<6 consecutive

Test (A)

≥8

<8

Pattern Perception Level
Screen (AV)

≥6 consecutive

<6 consecutive

ESP = 3

≥8/24

<8/24

Test (A-2)

≥8

<8

Pattern Perception Level
Screen (AV)

≥6 consecutive

<6 consecutive

ESP = 3

≥4

<4

Test (A-1)

≥17/24

<17/24

ESP = 2

ESP = 1

≥13/24

<13/24

Pattern Perception Level
Screen (AV)

≥10

<10

ESP = 3

≥6 consecutive

<6 consecutive

ESP = 1

Screen (AV)

≥17/24

<17/24

ESP = 2

ESP = 1

Starting at the
Monosyllable Level
Starting at the Pattern Perception Level

**Standard Form**

1. Start

   - 100%

   - Pattern Perception
     - Screen (AV)

2. Pattern Perception
   - Test (A-1)
     - >4
     - ≤4

3. Test (A-2)
   - ≥17/24
   - <17/24

4. ESP = 1

5. Spondee Level
   - Screen (AV)

6. Spondee Level
   - Test (A-1)
     - ≥8
     - <8

7. Test (A-2)
   - ≥8/24
   - <8/24

8. ESP = 2

9. Monosyllable Level
   - Screen (AV)

10. Monosyllable Level
    - Test (A-1)
      - ≥7
      - <7

11. Test (A-2)
    - ≥13/24
    - <13/24

12. ESP = 4

13. ESP = 3

**Low Verbal Form**

1. Start

   - 100%

   - Pattern Perception
     - Screen (AV)

2. Pattern Perception
   - Test (A)

3. ESP = 1

4. Spondee Level
   - Screen (AV)

5. Spondee Level
   - Test (A)
     - ≥8
     - <8

6. ESP = 2

7. Monosyllable Level
   - Screen (AV)

8. Monosyllable Level
   - Test (A)
     - ≥10
     - <10

9. ESP = 3

10. ESP = 3

**ESP**

Starting at the Pattern Perception Level
Letter-Sound Assessment
(Researcher Created)

Administration Time: 5 minutes
Forms: GSU Scoring form
Materials: Letter Cards

Basal: All children start at Item 1.
Ceiling: 6 consecutive incorrect responses.

Script:
See these letters? I want you to tell me the sound the letter makes.
This one is for practice. This is the letter ‘m.’ This letter makes the /m/ sound.
What sound does this letter make?
Present all letters.

If a child gives the letter name for the sound, say “That is the letter name, what is its sound?” If the child continuously says the letter names despite feedback, it is unnecessary to continue giving this feedback (3-4 items in a row). Give the feedback, however, if the child is inconsistent in his/her responses.

Notes:
• Indicate responses with +/-.
• If the child does not use spoken language, you may accept the fingerspelled handshape with appropriate mouth movements.
• Accept and make note of correct or incorrect use of Visual Phonics by marking +/- in the VP column.
• Do not penalize for misarticulation. Make note of child’s error in the margin.
• If the child reads the letter “l” as the letter “i,” you may write a capital “L” on a scrap of paper and say, “And what sound does this letter make?”
Differential Ability Scales - II (DAS-II)  
(Elliott, 2007)

Administration Time: 5 minutes  
Forms: Test Record  
Materials: Stimuli book  
Subtests: Matrices only: Shown an incomplete matrix, the child selects the image from a closed set of four or six that correctly completes the matrix.  

Administration Decision Rules:  
Entry Point: Set A (Stimulus Book 3), Item 1 for ages 5:0 to 6:11. Set B (Stimulus Book 2), Sample Items A-C then Item 20 for ages 7:0 to 10:11.

Basal: Fewer than 3 correct in a set, move back to previous start point, if applicable. Do not count sample/teaching items in this calculation.  
Ceiling: When you reach a decision point for a set, if there are fewer than 3 wrong in the set, continue. If there are three or more wrong in the set, discontinue.  
  • NOTE: Each “set” is defined at each decision point and in the scoring chart on pg.12 of the protocol. The most sets are not the items between two decision points.  
    o For example, there is a decision point after Item 27. This is the decision point for Items 1-27 only. If you started at Item 20, you must continue on to the next decision point for the set of Items 20-34 to use the “3 wrong in a set” criteria. You may, however, still use the Alternative Ceiling Rule between decision points.  
  • Alternative Ceiling Rule may be used between decision points:  
    o Set A: 4 failures in 5 consecutive items.  
    o Set B: 5 failures in 6 consecutive items.  
    o These rules are used in conjunction with the basal and ceiling rule.  

Scoring: 0 for incorrect responses, 1 for correct responses. Do not count scores on Sample Items A, B, C, or D when applying decision point criteria.

Administration Points:  
  • Teaching items: #1 to #7.  
  • Responses are presented from the child’s view.  
  • Provide teaching on Sample D regardless of whether the item was passed or failed.

Item Administration:  
  • Scripts are given for each teaching and sample item in the manual. Keep a copy of this script in your DAS book.

Notes:  
  • There is no time limit for responses.  
  • Turn booklet sideways when presenting stimuli in Set D through the end.  
  • If the child seems to be guessing, encourage “careful work.”  
  • Signed Administration: Practice the directions and feedback with the provided video model.
Comprehensive Test of Phonological Processing (CTOPP)
(Wagner, Torgesen & Rashotte, 1999)

Administration Time: 5 minutes
Forms: Test Record
Materials: Stimulus book
Subtests: Sound Matching (Parts 1 & 2) (Elision & Blending directions in “Functional Hearing Battery” section).

Administration Decision Rules:
Basal: Begin every subtest with practice items, followed by Item 1. No basal. If child’s response is incorrect on all practice items, stop administration (see below).
Ceiling:
- 4 out of 7 incorrect (REMINDER: continue on to PART II, PAGE 2 of the protocol, if the child does not ceiling on part I).
  - You must administer at least 7 items.
- Discontinue subtest if individual is not successful on any practice items, given feedback (Part I: a-c). Mark the practice items with 0/1 to make discontinuation clear to the scoring team.
  - Note: If the child has not yet reached a ceiling on the Sound Matching subtest (Part I) and is not successful on any of the Part II practice items, you must continue testing until a ceiling is reached using test items. Practice items do not count towards the ceiling.

Practice Items & Feedback: Feedback is given on all practice items and the first three items (both Part I & II). Examples of feedback specific to each subtest and reminders to stop feedback are printed in the protocol.
Scoring: Correct responses are scored as 1; incorrect responses are scored as 0.
Score practice items, as well as test items.

Notes:
- Sign adaptation: Directions may be given in ASL, English-like signing, or SimCom.
  - Sign directions, point to your mouth for individual sounds. E.g. “Which word starts with the /f/ (point) sound…?” Drop this after training items.
  - For children without functional hearing, it is acceptable to prime the Sound Matching task using fingerspelling handshapes (positioned close to your mouth) for practice items A & B, for feedback on item C and test items 1 – 3.
  - Visual Phonics may be used (or accepted) if the child uses them. If a child uses VP, make note of their use and what they said in the protocol.
- It is important to give the child a clear view of your face so he/she has the benefit of lip-reading, as well as auditory input. You may encourage the child to watch you, but do not prompt for lip-reading.
Woodcock Johnson-III: Tests of Achievement (WJ-III ACH)
(Woodcock, McGrew, & Mather, 2001)

Administration Time: 30 minutes
Forms: Test Record, Subject Response Booklet (Note: Use only Form A).
Materials: Stimulus books (Tests 1-12; 13-22), stopwatch and extra pencil for Writing Fluency. You may put just the pages for the tests you need in one book.
Subtests: Picture Vocabulary (14), Letter-Word Identification (1), Word Attack (13), Passage Comprehension (9), and Writing Fluency (8).
Supporting Material: Test Manual
**Review manual for additional assessment administration instructions.**

**Administration Decision Rules (for all subtests but Writing Fluency):**
Basal: 6 consecutive correct responses (or Item 1).
Ceiling: 6 consecutive incorrect responses.
Administer whole test pages, even if the child has reached a ceiling. Circle item starting point.
Scoring: Correct responses are scored as 1; incorrect responses are scored as 0.

**Note:** Use age-suggested entry points in the stimuli book unless previous testing suggests otherwise.

**Picture Vocabulary:**
Prompts printed in Stimulus Book. See acceptable response list. Give children the benefit of the doubt in scoring to ensure that a ceiling is reached; rescore as necessary in the lab.
**Note:** On the acceptable responses list, specific words have been highlighted in yellow to indicate items that require fingerspelled responses. Classifier descriptions are only accepted in conjunction with a fingerspelled response.

**Letter-Word Identification:**
Scoring: Incorrect if not read fluently. For ASL users, fluent fingerspelling is acceptable if there is no clear ASL sign or if fingerspelling is appropriate in ASL (e.g. “as”). If the child sounds out the word, say, “First read the word silently, then say the word smoothly.” Do not penalize for articulation errors or dialectical/regional differences.

**Note:** Review the appropriate pronunciation before administering. If a response is unclear, immediately ask the child to repeat him/herself (or repeat what you heard verbatim). Return to video for scoring.
Word Attack:
Scoring: Incorrect if not read fluently. If the child sounds out the word, say, “First read the word silently, then say the word smoothly.” Do not penalize for articulation errors or dialectical/regional differences.

Notes:
• Review the appropriate pronunciation before administering. If a response is unclear, immediately ask the child to repeat him/herself (or repeat what you heard verbatim). Return to video for scoring.
• Do not penalize for articulation on the Word Attack subtest. Use your best judgment when scoring, asking for a second opinion when necessary.
• Children that use Visual Phonics must blend their final responses in order to receive full credit on an item. If phonemes are present without blending the item is scored as incorrect.
• For children using ASL, responses are correct if they fingerspell fluently with appropriate mouth movements.
• It is important to set your video cameras in direct view of the front of the child’s face.

Passage Comprehension:
Notes:
• Unless indicated, responses are one-word. Encourage a one-word answer if given 2 or more words.
• Passages are meant to be read “silently.” If the child signs or reads aloud, encourage them to read “silently,” but do not insist upon it. If the child reads without filling in the blank, say, “Tell me one word that should go in the blank.”

Writing Fluency (Use Student Response Booklet):
Basal: Item 1.
Ceiling: If the child has not correct responses on sample items B – D, stop testing and record a score of 0. If the child has three or fewer correct responses within the first two minutes, stop testing (record time and score in protocol). Otherwise, the child writes for the entire 7 minutes.
Time Limit: 7 minutes.

Notes:
• If the 7 minutes are accidentally exceeded, record the exact time for scoring.
• If assessor demonstrates in Example B, emphasize use of is/the, showing that we expect written English.
• Do not penalize for spelling, punctuation, etc. See manual for specific scoring guidelines (p. 53).
Scoring Notes:

• Don't penalize examinee for errors in spelling, punctuation, or capitalization or for poor handwriting, unless the writing on an item is illegible

• To receive credit for an item:
  o Must use all three stimulus words in a COMPLETE sentence
  o Stimulus word may NOT be changed in any way (e.g., altering tense of a verb, changing a noun from singular to plural, etc.)
  o The response must be a reasonable sentence

• Score sentences with understood subject you, as correct

• If sentence is awkward but meaning is clear, score as correct

• If word that's critical to sentence is omitted, score as incorrect

• Examinee isn't penalized if they omit a less meaningful word from sentence (an, the, a, etc.)
Decision Rule: Refer to the Woodcock-Johnson Letter-Word ID previously administered. If the child reads any words (Item #16 and above) correctly on the WJ: Letter-Word ID subtest, administer this test. If the child DID NOT read any words (item 16 and above) correctly, DO NOT administer this test.

Administration Time: 5 - 6 minutes

Forms: Protocol
Materials: Word Cards

**Administration Decision Rules:**

**Basal:** No basal.

**Ceiling:**
- Present the first five words: if no attempt on any word, discontinue testing. If child attempts to read at least one word, continue with next set of five words.
- Present the next set of five words: if there are no correct words in this set, discontinue the test.

**Scoring:** See below.

**Directions:**
- Say: *When you are reading by yourself and come to a word you don't know, what do you do to figure out how to read that word?*
  - If the child gives a response, you can ask, “Is there anything else you can try?” and record child’s responses.
  - If no response, do not prompt with specific strategies. Move on to the word reading.
- Say: “Now I have some words for you to read. After I show you the word, I will ask you to tell me how you figured it out.”
- Present each word individually. Say: *Read this.*
- After the child reads the word, ask: How did you figure it out?
  - If child does not respond to this question or responds with “I don’t know”: Prompt: Did you just know how to read it? Sound it out? Fingerspell it? Use another word to help you? Use a rule? Do anything else?“ Do this with only one word.
  - When asking the child about their strategy, accept “Don’t know” without prompting.
- Stimuli with pictures: Be sure to point to the word on cards with pictures and not the picture.
- If the child names the picture, point to the word and ask, “Are you sure?”
- If the child segments phonemes/fingerspells without word or sign ask: What word?
- Present the words in order.
- Record child’s response and behavior when possible. This will be rescored at GSU.
- Wait 3 seconds for a response; if no response, you can prompt the child once to try, then move on.
Scoring & Recording Responses:

Accuracy: Record 1 if correct and 0 if incorrect

Response: Record the child’s actual response if the word is incorrect or indicate no response (NR) or don’t know (DK)

Observed Strategy: Brief description of child’s overt behavior. Examples: Retrieval, fingerspell, sound out, named the letters. This can be either live or from the video.

Self-Report Strategy: Brief description of child’s self-report, e.g., I just knew it; sounded it out; looked like king. This can be either live or from the video.

Strategies:
No Attempt (NA) - no attempt to read word; “don’t know”
Segment Only (SO) – child identifies any phonemes (spoken or VP) but does not give a word
Segment /Blend (SB) – child segments some or all phonemes (spoken or VP) and gives a word – includes chunking, onset-rime
Fingerspelling is recorded as 1) Scribble (SCR), 2) Fingerspell Only (FO), or Fingerspell/Sign (FS)
Retrieval (R) – child states word, no overt strategy observed, “just knew it”
Other (O) – any other observed behavior – obvious guessing, naming random letters, context (picture)

Make note of child’s use of Visual Phonics (VP).
“Theory of Mind” refers to the ability of an individual to attribute independent mental states to self and others in order to explain and predict behavior.

Administration Time: 10 minutes
Forms: Protocol Sheet and Script
Materials: Theory of Mind kit
Subtests: Social Pretend, Knowledge Access, False Belief

Note: Assessors will be given a video model. Viewing and practicing the signed administration is a requirement prior to testing your first child. You must record yourself and have your standard administration approved. This administration can then vary based on the school and child communication style.

It is important to engage the child as fully as possible in this task. You may need to deviate from the script to engage the child or get him/her to engage with the task (e.g. repeating part of the script or rewording things to ensure the child is understanding and engaged). You may deviate from the script in any part aside from the test questions:

**Suggested Script:** Adapt as necessary to meet needs of individual child.

**Prescribed Script:** Do not change wording.

**Prescribed Sign Gloss:** Do not change wording.
Social Pretend:

Show Mary. Here is a girl. Her name is Mary. Set up a scenario for Mary to be going away—taking a nap etc. Mary is very tired today. She wants to take a nap. Say goodbye to Mary. Put Mary inside box. Bye, Mary! Look Mary is sleeping. Close box. Mary can’t see us, and Mary can’t hear us. Ensure the child understands this point before moving on.

Display cup. Look! I have a cup! What color is the cup? You are right. This cup is \{state color of the cup, correct child if wrong\}
I have an idea! Let’s pretend to paint this cup. What color do you want to paint the cup? (or suggest a color other than the actual color) Examiner paints cup with brush.

Now it’s your turn to paint the cup \{name the color\}. Examiner allows child to pretend to paint the cup with the brush. Examiner asks, “What color are you painting the cup?” Child should say the color agreed upon. If not, correct the child by saying: We’re pretending to paint the cup \{name the color\}, right? What color is the cup?

Take cup and brush back from child and put brush away. Leave the cup on the table. Now we have finished pretending.

Question 1: We pretended to paint this cup with the brush.
What color did we paint?
- a. actual color of cup
- b. pretend color
- c. Other

If child says correct color: Right, we pretended to paint the cup \{name the color\}. If child does not remember the correct color from the pretending segment, correct them… and get them to say correct color.

Oh! I hear Mary; she woke up. Take Mary out of the box. Here’s Mary. Hi, Mary! Mary did not see us pretending. She did not hear us pretending.

Question 2: What color does Mary think the cup is?
- a. actual color of cup
- b. pretend color
- c. Other
Knowledge Access:

Oh, I think Mary is still tired. She should take another nap. Let’s tell Mary goodbye. Bye-bye Mary! Put Mary back in box. Mary can’t see us and Mary can’t hear us.

Display closed box. Look, I have a box!

Let’s open it! Oh, Look! There is a dog in the box! Child or assessor can open box. Display dog. Close dog in the box and hold the box closed.

Point to the box.

Question 1: **What is in this box?** Child should answer “a dog”. If child does not answer correctly, show the dog again, and then close the box. Ask again, **What is in the box?**
   a. A dog
   b. Other

Oh! I hear Mary; she woke up again. Take Mary out of the box. Here’s Mary. Hi, Mary! Mary did not see us open the box. She did not hear us talking about the box. She has never seen this box before.

Question 2: **Did Mary open the box?**
   a. Yes
   b. No

Question 3: **Does Mary know what is in the box?**
   a. Yes
   b. No
False Belief:

Oh, I think Mary is still tired. She needs one more nap. Let’s tell Mary goodbye. Bye-bye Mary! Put Mary back in box. Mary can’t see us and Mary can’t hear us.

Display closed crayon box. Look what I brought today. Do you know what this is? Right, it’s a crayon box. So, what is in this box? If no answer, or answer other than crayons, continue by pointing to the crayons on the box and repeating the question: “What is this?” or “What should be in a box like this?” Get child to answer crayons and reinforce: “That’s right, crayons.”

Let’s open the box, O.k.? Open the box, take out the fish and show it to the child. Oh! There is a fish in the box! That’s SO silly. There is a fish in the crayon box! Well, let’s put the fish back in the box. Put fish back in the crayon box.

Question 1: Point to the closed box. Okay, what is really in this box? Child should answer “fish.” Right, a fish.

Oh! I hear Mary; she woke up again. Take Mary out of the box. Here’s Mary. Hi, Mary! Mary did not see us open the box. She did not hear us talking about the box. She has never seen this box before.

Question 2: What does Mary think is in the box? 
   a. Fish 
   b. Crayons 
   c. Other

Question 3: Did Mary open the box? 
   a. Yes 
   b. No
Test of Auditory Comprehension of Language – Third Edition (TACL-3)
(Carrow-Woolfolk, 1997)

Administration Time: 10 minutes
Subtests: Elaborated Phrases and Sentences.

Forms: Test Record
Materials: Stimulus Easel

Administration Decision Rules:
• Basal: No basal rule, start each test with Item 1.
• Ceiling: 3 consecutive incorrect answers.
• Scoring: Correct responses scored as 1, incorrect responses scored as 0.
  o If the child responds incorrectly, score a zero AND indicate which incorrect answer was given next to the item number. For example: Elaborated Phrases test Item 1 correct answer is A. If the child answers B mark 0 (B) on the protocol form. You may need to refer back to the videotape to confirm incorrect answers – ensure that you can see the child’s selection on the videotape or discreetly say or sign the child’s actual response.
• Cueing and wait-time:
  o If the individual has not responded within 10 seconds, encourage a response. If the individual is not forthcoming with a response, score the item as “0” and move to the next item.
  o If the individual points to more than one picture, ask to point to just one. If he/she continues to point to more than one, score as incorrect.
• Prompt: “Show me X.” When the individual understands the task, it is not necessary to continue with the carrier phrase.
• Repetitions: Not allowed (only allowed with children under the age of 5).

Signed Administration:
• This test is an assessment of English syntax. Stimuli items must be given in spoken English, English-like signing, or SimCom. ASL grammatical markers (e.g. classifiers, referents, and classifier shifting) should not be used during administration.
• Assessors will be given a video model. Viewing and practicing the signed administration is a requirement prior to testing your first child. You must have your standard administration approved.
• Reminder to use child-friendly language, pacing, and signing speed.
• Keep a copy of the GLOSS in your test kit for quick reference.
Reading Fluency with Miscue Analysis

Administration Time: 3-5 minutes
Forms: Test Record
Materials: Student Paragraphs (A-C), stopwatch
Supporting Materials: Script and error rules (below)

The goal of reading fluency is to enable us to be able to do a miscue analysis. Therefore, we want to have the children continue reading until the child reads with some errors. **It is imperative that assessors familiarize themselves with all of the passages prior to administration.**

**Note:** If a child translates the passage into ASL, please encourage this translation. Remind the child to follow the text if he/she starts storytelling. Please make notes when possible if the child signs the wrong concept (WC), self-corrects (SC), uses a regional sign, fingerspells a function word for emphasis (FS, no slash). For children who have strong ASL and spoken English skills and are strong readers, you may offer them the choice of signing or speaking as they read. Please leave explicit notes for the GSU lab scoring team. Protocols will be rescored at GSU using an alternative rubric measure.

**Order of passages:**
Passage A-Cat

Passage B-Mitch and the Boat Race, Passage C- Messy Jessie
(Adapted from: [www.fcrr.com](http://www.fcrr.com))

**Start rule:** Start with first paragraph--Cat
**Ceiling rule:** A signing child has to read *four* sentences in 90 seconds to go on to the next paragraph. A child using spoken language must read *five* sentences in 60 seconds to continue.

**Directions for Children using signed language:**
Follow the directions for children using spoken language. However, for purposes of the ceiling rule accept the sentence as correct if the child’s rendering is conceptually accurate. Place a bracket ([]) after the last word read at the 90 second mark. Ceiling reminder: read 4 sentences in 90 seconds.

**Directions for Children using spoken language:**
Place Cat in front of the student. Using the script, instruct him/her to read each story out loud and start the stopwatch when the student reads the first word. If the child hesitates for 5 seconds, tries to sound out a word for 10 seconds, or asks, you may tell the child the word, up to 20% of the words (mark as an error). If the child skips a line, redirect him/her. Mark all errors made by slashing (/) the word (see scoring rules below). Stop the student’s reading after 60 (oral) seconds and place a bracket (]) after the last word read. Then administer the comprehension question that follows each passage. Leave the passage in front of the child. The child is allowed to look back to find the answer, but if the child begins to reread the passage, tell them they should just try and answer the question without reading the entire passage again.
Repeat for Mitch and the Boat Race. Additionally:
After the student has read for the required time (60 or 90 seconds), place a bracket ([]) after the last word read. If the child has met the number of sentences required, allow him/her to continue to read the entire Mitch and the Boat Race passage without interruption. Then administer the comprehension question. Follow these directions for both signing and oral children. 
Reminder: Children who have read the number of sentences required also move on to Passage C, Messy Jessie.

Repeat for Messy Jessie (stopping after 60 or 90 seconds, depending on modality).

Script for first paragraph:
I would like you to read to me. I will use my stopwatch to tell me when I want you to stop reading. When you are finished reading, I will ask you a question about what you read so please read carefully. Do you understand what we will be doing? (If the student seems unsure, repeat the task order: 1) Read Story Aloud 2) Then Answer 1 Question). This story is called Cat. Begin here. (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

For the second & third passages use a shorter script:
Now I have another story. I want to read until I tell you to stop. And then I will ask you a question about what you read. The title of this story is Mitch and the Boat Race (Messy Jessie). Are you ready?

Note: The question following the passage was designed to remind students the importance of attending to what they read. The questions are easily answered and found in the early part of the passage.

Live Scoring: Reading Accuracy and Fluency – Indicate that an error occurred by slashing (/ ) the word stated incorrectly. After the student finishes reading, tally number of sentences read within 60 or 90 seconds to determine moving on to the next passage. A secondary scoring will be completed at GSU.

Use rules below to determine errors:

<table>
<thead>
<tr>
<th>ERRORS</th>
<th>NOT ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misprouncinations (leaving off inflections like -s, -ed and -ing; reading “talk” for talked or China for China)</td>
<td>Insertions of words (reading “big, bad dog” instead of “bad dog”)</td>
</tr>
<tr>
<td>Omissions (leaving out a word)</td>
<td>Self-corrections</td>
</tr>
<tr>
<td>Reversals (reading “Tom said” instead of “said Tom”)</td>
<td>Loss of place (e.g., skipping a line) Redirect the student to the correct place and keep the stopwatch running.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper nouns (any capitalized word)</td>
<td>Multiple misreads of the proper noun DO NOT count as errors.</td>
</tr>
<tr>
<td>* If student hesitates for four seconds or mispronounces the proper noun, provide</td>
<td></td>
</tr>
</tbody>
</table>
the word and count as an error the first time only.

| Any fingerspelled words for words that have a sign (except when fingerspelling is used for emphasis. See note above about ASL translations). | Acceptable Responses for Fingerspelling Passage B: Loon, Mitch, floats, luck, just, cones Passage C: Jessie, stuff, supplies, Messy Jessie (after yelled only) |

**Reading Fluency Slash Marking System (1st Pass)**

Record each deviation within the story. Place a slash (/) using the criteria that follow.

1. Place a slash on each word that is not read correctly. For example, if the sentence “Jon is a good boy” is read “Jon is a great boy” or “Jon is a goob boy,” a slash is placed on good. **EX: Jon is a good boy.**

2. Place a slash on the word if the student pauses for 5 seconds without making an audible attempt to read a word. Say (sign) the word for them, mark the deviation, and proceed. If over 20% of the words have to be said aloud to the student in any one story, the comprehension questions should not be administered. A comprehension score of 0 (zero) is awarded for that story. For convenience, the maximum number of words that can be provided to the reader is printed on the story protocols.

3. If the student attempts to sound out the word, give him/her 10 seconds to decode; then say the word, mark the deviation, and continue.

4. For self-correction, place a slash on the gap before the word corrected. For example, if the student reads “Jon is a bad….good boy,” place a slash on the gap between a and good. **EX: Jon is a / good boy.**

5. If the student reads, “Jon is a really neat and good boy,” place a slash between the words where the addition is made. **EX: Jon is a / good boy.**

   **Note:** a single slash is used even if several words are added.

6. For repetitions, such as “Jon is a ….. a good boy,” place a slash after the word repeated: **EX: Jon is a / good boy.**

7. Regional signs or pronunciations, provided that the signs or pronunciations are correct, are not marked as deviations.

8. If the reader skips a line, stop the timer, direct the student’s attention to the correct line, and commence timing when the first word is said. This is scored as one deviation.

9. For fingerspelled responses, slash the word and mark FS above the fingerspelled word. Proper nouns and articles are counted as correct. Words with conceptual signs that have been fingerspelled are counted as deviations from print.
Spelling Test
(Subset of Harris and Moreno, 2004)

Administration Time: 7 minutes
Forms: Test record
Materials: Pencil for the child
Supporting Materials: n/a

Administration Decision Rules:
Basal: Item 1
Ceiling: Stop testing if child only scribbles or does not attempt 5 words consecutively. Continue testing if child is writing letters, regardless of whether the word is spelled correctly or not.

Script:
“Now I want you to write the words for these pictures. This is a bed. Now I want you to write the word bed here.”
If child says he doesn’t know say, “That’s okay. Just do your best. There are all different ways to spell words.”
Label each item before the child writes the word (e.g., point to car and say/sign “car”).
If the child doesn’t wait until you label the picture, say, “Stop. You need to wait until I tell you the name of the picture.”
Numbers Repetition: Forward & Backward

Administration Time: 4 minutes
Forms: Test Record
Materials: Script from CELF manual (below)

Administration Decision Rules:
Basal: No basal, start at item 1.
Ceiling: 0 on both parts a & b of an item.
Repetitions: Do not repeat stimuli. Repetition of directions allowed.
Record responses verbatim.
Directions given on p. 141 of examiner's manual (not printed in protocol). Keep a copy of these directions in your test kit.

Directions for Numbers Forward:
Say: “I’m going to say some numbers. Listen carefully, and when I’m finished, you say them in the same order as I said them. For example, if I say 1,2, you say, (1, 2).” When presenting stimuli, read at a rate of 1 digit per second, with your pitch dropping on the last number.

Directions for Numbers Backward:
Say: “Now I’m going to say some more numbers, but this time when I stop, I want you to say them backward. For example: if I say 3,4, you say ______.”
If correct, say: “That’s right”.
If incorrect, say: “That’s not quite right. I said 3, 4, so you would say 4,3. Do you understand?” You may then repeat the example once if necessary, then continue on to test items whether the child was correct or not.

Scoring:
- Correct responses scored as 1, incorrect responses scored as 0.
- Record the child’s responses verbatim on the record form.

Notes:
- Attention is critical for the validity of this test so put it early in a test session (preferably first).
- At end of number sequence, use a hand motion with palm out to indicate that it is the child’s turn. Tell child to wait until you’re finished before they start.
- Be sure to pause for 1 second between numbers.
- Signed Administration: Practice with video model.
- All assessors must check off administration with their site PI.
Word Structures

Administration Time: 10 minutes
Forms: Test Record
Materials: Stimuli Book
Supporting Materials: CELF Manual, Acceptable Responses sheet (below)

Basal: No basal, start all at Item 1.

CLAD Adaptation: Decision Point: If the child has 3 or fewer correct responses in the first 16 items, discontinue. If the child has 4 or more correct responses in the first 16 items, administer all remaining items.

Directions printed in Stimulus Book.
Repetition: One repetition per item allowed if student was not attending or if the student requests.
Prompting:
• If child is on target but uses an incorrect form, say, “Can you (sign or say) it another way?”
  o See Acceptable Responses for promptable responses.
• If child does not seem to understand the task during examples, provide the answer and say, “Now you (sign or say) it with me.”

Other:
• Prime all students for this task by explaining that you will be using English and that you want them to use their “best English” for this test.
• For many items, a “demo” precedes the test item. Before the demos, tell the student that you will do the top or first one and they will do the next one.
  Language options: “I'll go first,” “My turn,” or “Let me show you first.”
  o It can be useful to place sticky-notes in the test book to remind you of these prompts.

Notes:
• If child responds with the correct form, but not the target noun/verb, score as correct (e.g. says “playing on the swings” instead of “swinging”).
  o See Acceptable Responses sheet.
• Signed Administration: Word Structures stimuli should be signed word-for-word with proper endings added. **Assessors will be given a training video, then must have their standard administration approved.**
  o Place emphasis on target forms (e.g. “The girl likes to swim. Each day she swims.”). Non-target morphology doesn’t need to be included.
  o Morphemes are presented through fingerspelling or Signed English. You can choose which to use by asking the child which version of “is” he/she uses or based on previous testing.
  o You may use name signs to introduce children in the pictures.
Comprehensive Assessment of Spoken Language (CASL)
(Carrow-Woolfolk, 1999)

Administration Time: 5 minutes
Forms: Test Record
Materials: Stimulus Book (#2), iPad with stimulus videos.
Subtests: Paragraph Comprehension only

Administration Decision Rules:
Entry point:
- Ages 3 – 8: Example 1, then Paragraph A.
- Ages 9+: Example 2, then Paragraph E.
Basal: One incorrect response for one paragraph.
Ceiling: Total score for one paragraph is 0 or 1. **Note:** This includes Paragraph A.
Repetition: **Read each paragraph (or play each video) twice and only twice.** Repeat
*items* (questions following the paragraph) once if child requests or doesn’t seem to understand. If the child does not respond after one repetition, say, “Let’s try the next one” and move on.
- Note: The ASL video is set up to automatically play each paragraph twice.
Scoring: Correct responses scored as 1, incorrect responses scored as 0. Circle child’s actual response.

**Notes:**
- Stimulus book and protocol will indicate if more than one picture is necessary for a correct response (Items B2 & D6).
- **Signed Administration:** Present videos if ASL is the child’s primary language or if the school requires testing to be in ASL. Present live if the child uses English-like sign, SimCom, or spoken English.
  - English-like sign and SimCom presentations **must** maintain the grammatical complexity of the original. **Assessors will be given a video model for each; they must have their standard administration approved.**
ASL Battery:
Assessment Directions
&
Decision Rules
ASL Receptive Language Test
(Schick, 1996)

Administration Time: 10 minutes
Forms: Test Record
Materials: laptop or iPad with video stimuli, stimuli book
Supporting Materials: n/a

Administer to signing children only.

Place the laptop or iPad in front of the child, with the stimuli book open below it. Direct the child to look at the picture, watch the video, and then pick from the pictures. Sign “Ready?” in the child’s visual field before playing each video.

Administration Decision Rules:
Basal: Item 1.
Ceiling: No ceiling. Administer all items.
Scoring:
• Score 0 for incorrect, 1 for correct. Total correct responses.
• Circle the child’s actual response.
Repetition: One repetition is allowed if the child did not see the video (e.g. was distracted).
Prompting: If the child chooses more than one option, prompt him/her to choose just one. Score his/her second response.
Fingerspelling Ability & Phonological Awareness Test (FS-PAT)
(Schick, 2012)

Administration Directions:
Administration Time: 15 minutes
Forms: Test Record
Materials: Laptop (or iPad) with stimuli videos, Stimuli book (Subtest 1 only).
Subtests: 1. Fingerspelling Abilities, 2. Elision, 3. Blending
Supporting Materials: Scoring directions

Administer to signing children only.

Administration Decision Rules:
Basal: Item 1.
Ceiling: Administer all items.
Scoring: See scoring directions.
Repetition: One repetition is allowed only if child missed the stimulus (e.g. was distracted).
See protocols for subtest specific directions & GLOSS directions and feedback for the child.

Subtest 1: Fingerspelling abilities
• Name – Ask the child to spell his/her name. Write the child’s response verbatim.
• Words - Ask the children to look at the picture, watch the man fingerspell, and then fingerspell themselves. Write the child’s response verbatim on the protocol to the best of your abilities (there will be a second scoring).
  o Do not allow the child to fingerspell at the same time as the video. Remind them to wait until the video is finished before spelling. If the child insists on rehearsing with the video, then spelling, record/score the independent spelling.
  o Item 2 (car) is a teaching item, but is still scored (e.g. not a practice item). You may stop and teach the task if the child does not understand (e.g. signs “car” instead of fingerspelling). Either repeat the directions or go off script to teach. Record/score the child’s first independent spelling (e.g. if they fingerspell initially, but are incorrect, we will score this response).
• All items will be scored in the lab.

Subtest 2: Elision
• Let the child watch the initial fingerspelling of the word. If the child does not spell the initial item correctly after presenting the first part of the video, practice spelling the word with the child once or twice (depending on your judgment of his/her abilities), then ask the child to fingerspell the word independently.
  o Write the child’s independent spelling of the initial item after practice under “Response 1.”
• Next, let the child watch the second part of the video and ask them to complete the elision task.
  o Write the child’s response to the elision task under “Response 2.”
• Repeat practice items as necessary for child to understand the task; you may go off script to teach the task.
• Give feedback on practice items and items #1-3 (gloss on protocol).
• Score correct responses as 1, incorrect as 0.
• Ceiling: 4 incorrect responses.
• Encourage children who sign or speak their responses to fingerspell.
  o Please note on the protocol if the child speaks and signs in addition to fingerspelled responses.

Subtest 3: Blending
• Repeat practice items as necessary for child to understand the task; you may go off script to teach the task.
• Give feedback on practice items and items #1-3 (gloss on protocol).
• Score correct responses as 1, incorrect as 0.
• Ceiling: 4 incorrect responses.
• Encourage children who sign or speak their responses to fingerspell.
  o Please note on the protocol if the child speaks and signs in addition to fingerspelled responses.
• Write child’s response in the space provided.

Notes:
• Please make sure the video camera captures a good, head-on image of the child’s signing space.
  o If the child signs under the table, behind his/her head, etc., or fingerspelling quickly/sloppily, prompt the child to fingerspell clearly.
  o If the child moves, check that he/she is still within the frame.
• If the child uses a loan sign (e.g. bus), ask him/her to slow down (in order to include all letters).
• Glosses are provided for directions & feedback; you may go “off script” to teach task during practice items.
Functional Hearing Battery:
Assessment Directions
&
Decision Rules
(For children who scored a 2, 3, or 4 on the ESP)
Arizona Articulation Proficiency Scale, Third Revision (Arizona-3) (Fudala, 2000)

Administration Time: 5 minutes
Forms: Test Record
Materials: Stimulus Book
Support Materials: Manuals for administration and scoring guidelines.

No basal or ceiling. Present all test items to the child. Do not ask the language screening questions.

Familiarize yourself with the Administration and Scoring guidelines.
- Some pictures require prompts (e.g., “What color is the card?”). These are written in the Test Booklet.
  - Colored cards indicate giving the child 2 prompts: “What is this?” (pictured item) “What color is this card?” (color of card)
- If the child is not able to give the desired response, provide a clue or say the correct word, followed by the instruction, “Now you say it.” This is not a vocabulary test. You can tell the child the word, though independent responses are preferable.
- Do not prompt the child to improve his/her production after having said the word.
- Assessors will take a “first pass” at scoring, but scoring will be completed in the lab.
  - Assessors will only score live to the best of their abilities. Assessors may cross through missing or misarticulated target sounds or write an approximation of the child’s spoken production.

Notes:
- Position the camera directly facing the child’s face and mouth. A direct view of the child is imperative to accurate second scoring.
- Do not administer to children who do not use spoken language. If children use spoken language but are unintelligible, use your professional judgment – you may stop test after 6-7 plates.
- There are two responses for Items #13, 22, 30, and 31. Numbers 13, 22, and 31 are color cards. #30 asks for “this/that” after the child labels “tree.”
- The correct response for item #23 is “cold,” not ice cream. Prompt the child with “Is ice cream hot or cold?”

Scoring Notes:
- It is essential that you make a precise determination of accuracy based on ideal, adult spoken production even though the child may not be expected to produce the sound correctly at his/her age. Some phonemes are typically distorted in children’s spoken productions and are perceived as correct by unsophisticated listeners. These distortions are often more difficult to perceive than substitution or omission errors.
  - Listen specifically for accurate /l/ color in the r-vowels (items: 35, 40, 42, 45, 46, 52)
  - Listen specifically for accurate production of both components of blends
- Rate accuracy of a sound only in the target word. Ignore any incorrect or correct production except for when it is produced in the target word. EXCEPTIONS:
  - Item Number 18: The child may produce the /l/ instead of /l/. If you hear the child produce the /l/ in another context, you may count this correct. This is the only item for which you can do this.
  - If the assessor inadvertently skipped an item, you can listen for the phoneme in other words and make a determination about accuracy from that context. If you cannot make that determination, then mark the phoneme as omitted.
Comprehensive Test of Phonological Processing (CTOPP)
(Wagner, Torgesen & Rashotte, 1999)

Administration Time: 5-10 minutes
Forms: Test Record
Subtests: Elision, Blending (for children with functional hearing only. All children will take the Sound Matching subtest – above).

Administration Decision Rules:
Basal: Begin every subtest with practice items, followed by Item 1. No basal. If child’s response is incorrect on all practice items, stop administration (see below).

Ceiling:
• 3 consecutive incorrect.
• Discontinue subtest if child is not successful on any practice items, given feedback (Elision: a-c, Blending: a-f). Mark the practice items with 0/1 to make discontinuation clear to the scoring team.

Practice Items & Feedback: Feedback is given on all practice items and the first three items for Blending or the first five items for Elision. Examples of feedback specific to each subtest and reminders to stop feedback are printed in the protocol.

Scoring: Correct responses are scored as 1; incorrect responses are scored as 0. Score practice items, as well as test items.

Notes:
• For Blending, the CD will not be used. All stimuli will be presented orally/signed. Be sure to pause appropriately between sounds (about 1 second). Practice with the CD (oral administration) and video models (signed administration). All assessors must check out with their site PI.
• Directions may be given in ASL or SimCom, however, auditory stimuli must be spoken only
  o For example, you may sign the directions for Blending, then sign “CHUNK CHUNK” while voicing “can – dy.” Do not fingerspell this stimuli.
  o Visual Phonics may be used (or accepted) if the child uses them. If a child uses VP, make note of their use and what they said in the protocol.
• Do not penalize for articulation errors. If you are unsure if a child has produced an articulation error versus a phonological error, make note on the protocol, and ask a second listener to confirm.
• It is important to give the child a clear view of your face so he/she has the benefit of lip-reading, as well as auditory input. You may encourage the child to watch you, but do not prompt for lip-reading.
• Signed Administration: Practice directions with the video model.
ADDITIONAL FORMS
FUNCTIONAL RATING SCALE

Teachers will administer the Functional Rating Scale for each child assessed. Please refer to Dropbox to print the forms. They are attached here as a reference.

Directions for completing the Functional Rating Scale

The purpose of the Functional Rating Scale is to obtain information about the student’s typical functioning at school and at home.

Please complete all three parts of the scale by circling the descriptor that best fits each area.

- When completing the Cognitive Social Scale (Part 1) indicate if you are unable to rate the student.
- When completing the Expressive and Receptive Communication scale (Part 2), rate the student separately for each form of communication: sign communication, oral communication and simultaneous (oral and sign) communication. You can rate the student as not using one of these forms of communication. If you are unfamiliar with the student’s ability to communicate through any of these means you can circle “Unable to rate”.
- When completing the Functional Hearing scale (Part 3) rate the student’s functioning when s/he is using his/her typical amplification.

Child’s Name: _______________________________ Today’s Date: __________________
Child’s Date of Birth: ______________________
Person completing form:
Name: ______________________________ Relation to child: __________________________

Please mark one box for each row that best describes the child’s functioning

FUNCTIONAL RATING SCALE

Part 1: Cognitive and Social

<table>
<thead>
<tr>
<th>Thinking /Reasoning</th>
<th>Functions Normally</th>
<th>Mildly limited</th>
<th>Severely limited</th>
<th>Unable to rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student thinks and reasons normally, plays games, solves puzzles and problems comparably to other students the same age</td>
<td>Student is slow to solve age-appropriate puzzles and problems or learn new things, but may acquire these intellectual skills with instructional supports</td>
<td>Student has considerable difficulty solving age-appropriate puzzles and problems, lags far behind peers and may require individualized instruction to master even simple tasks.</td>
<td>Rater not familiar with student’s thinking/reasoning</td>
<td></td>
</tr>
</tbody>
</table>

| Maintaining attention to classroom tasks | Student usually attends to classroom instruction sufficiently to learn material. | Student's attention in class frequently wanders, sufficient to impair instruction, but the student can master classroom tasks with some instructional support. | Student has extreme difficulty attending to classroom material, even for short periods of time; student may act impulsively or withdraw frequently from classroom activities. | Rater not familiar with student’s attention to classroom tasks |

| Social Interaction /classroom behavior | Student exhibits social skills and behavior that are appropriate for his/her age | Student exhibits some inappropriate behavior that may include fighting, biting, hitting, screaming. However, this behavior is not disruptive enough to require frequent separation of the student from the classroom. | Student frequently exhibits inappropriate social behavior and is often disruptive of classroom activities. Student often needs to be separated from the class. | Rater not familiar with student’s social interaction and classroom behavior. |
### Part 2: Expressive and Receptive Communication

<table>
<thead>
<tr>
<th></th>
<th>Functions Normally</th>
<th>Mildly limited</th>
<th>Severely limited</th>
<th>Does not know</th>
<th>Unable to rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expressive sign (only) communication</strong></td>
<td>Student communicates in sign expressively with his/her teacher and peers fluently and easily.</td>
<td>Student has some difficulty expressing him/herself in sign. However, difficulties can be overcome by repetition and explanation.</td>
<td>Student has considerable difficulty expressing him/herself using sign.</td>
<td>Student does not know or use sign.</td>
<td>Rater not familiar with student’s expressive sign communication</td>
</tr>
<tr>
<td><strong>Receptive sign (only) communication</strong></td>
<td>Student comprehends the sign communication of others accurately and easily.</td>
<td>Student has some difficulty comprehending sign communication from others. Difficulties can be remediated by repetition and explanation.</td>
<td>Student has considerable difficulty comprehending sign communication from others.</td>
<td>Student does not know or use sign.</td>
<td>Rater not familiar with student’s receptive sign communication</td>
</tr>
<tr>
<td><strong>Expressive spoken (only) communication</strong></td>
<td>Student communicates in spoken language expressively with his/her teacher and peers fluently and easily.</td>
<td>Student has some difficulty expressing him/herself in spoken language. However, difficulties can be overcome by repetition and explanation.</td>
<td>Student has considerable difficulty expressing him/herself in spoken language.</td>
<td>Student does not know or use spoken language.</td>
<td>Rater not familiar with student’s expressive oral communication</td>
</tr>
<tr>
<td><strong>Receptive spoken (only) communication</strong></td>
<td>Student comprehends the spoken communication of others accurately and easily.</td>
<td>Student has some difficulty comprehending spoken communication from others. Difficulties can be remediated by repetition and explanation.</td>
<td>Student has considerable difficulty comprehending spoken communication from others.</td>
<td>Student does not know or use spoken language.</td>
<td>Rater not familiar with student’s receptive oral communication</td>
</tr>
<tr>
<td></td>
<td>Functions Normally</td>
<td>Mildly limited</td>
<td>Severely limited</td>
<td>Does not know</td>
<td>Unable to rate</td>
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<tr>
<td><strong>Expressive simultaneous</strong></td>
<td>Student communicates using both spoken and sign language expressively with his/her teacher and peers fluently and easily.</td>
<td>Student has some difficulty expressing him/herself using spoken and sign language. However, difficulties can be overcome by repetition and explanation.</td>
<td>Student has considerable difficulty expressing him/herself in spoken and sign language.</td>
<td>Student does not know or use spoken and sign language simultaneously.</td>
<td>Rater not familiar with student’s simultaneous expressive communication</td>
</tr>
<tr>
<td>(spoken and signed)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>communication</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Receptive simultaneous</strong></td>
<td>Student comprehends the simultaneous (spoken and sign) communication of others accurately and easily.</td>
<td>Student has some difficulty comprehending simultaneous (spoken and sign) communication from others. Difficulties can be remediated by repetition and explanation.</td>
<td>Student has considerable difficulty comprehending simultaneous (spoken and sign) communication from others.</td>
<td>Student does not know or use simultaneous (spoken and signed) communication.</td>
<td>Rater not familiar with student’s receptive simultaneous communication</td>
</tr>
<tr>
<td><strong>spoken and signed</strong></td>
<td></td>
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<tr>
<td><strong>communication</strong></td>
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</tbody>
</table>

Part 3: Functional Hearing

<table>
<thead>
<tr>
<th>Functional hearing</th>
<th>Functional Normally</th>
<th>Mildly limited</th>
<th>Severely limited</th>
<th>No functional hearing</th>
<th>Unable to rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student has negligible difficulty in receiving auditory information.</td>
<td>Student needs frequent spoken repetitions, occasional visual or tactile communication support or both.</td>
<td>Student realizes some benefit from auditory communication although unable to function adequately without visual or tactile communication.</td>
<td>Student receives no benefit from spoken communication.</td>
<td>Rater not familiar with student’s functional hearing.</td>
</tr>
</tbody>
</table>