

Center on Literacy and Deafness Assessments

Title and Author	Subtest	Skill Measured/Task	Standardized Adaptations for Administration
Cognition			
Differential Ability Scales - II (DAS-II) Elliott, 2007	Matrices	Measures nonverbal fluid reasoning and problem solving. Child selects item that fits with a patterned matrix.	Directions provided in spoken English or sign language as appropriate. Sign model of directions provided to assessors to assure consistency.
Clinical Evaluation of Language Functions – Fourth Edition (CELF-4) Semel, Wiig, & Secord, 2003	Number Repetition Forward and Backward	Measures short-term memory. Child repeats string of numbers. Both forward and backward tasks are administered.	Stimuli presented verbally or sign language as appropriate. Assessor critique required in spoken and sign language to maintain integrity of the test and to verify researcher skill.
Theory of Mind Wellman & Liu, 2004	Knowledge Access, Social Pretend, False Belief	Measures ability to attribute mental states to self and others. Child responds to prompts based on manipulative stimuli.	Stimuli presented in spoken English or sign language as appropriate. Assessor critique required.
Auditory/Speech/Functional Rating			
Early Speech Perception Test (ESP) Moog and Geers, 1990	N/A	Measures speech perception ability. Child selects pictures or objects following auditory-only stimuli.	Administration can begin with monosyllable words. Category used to determine administration of additional phonological tests.
Arizona Articulation Proficiency Scale, Third Revision (Arizona-3) Fudala, 2000	N/A	Measures articulation/speech intelligibility. Child provides verbal name for pictures.	Administered only to children with at least some pattern perception skills (ESP category 2, 3, or 4). Assessor may provide word for child to repeat if word is not known.
Functional Rating Scales Adapted from Karchmer & Allen, 1999; Antia, Jones, Kreimeyer, & Reed, 2009.	Cognitive and Social	Teacher’s holistic rating of thinking/reasoning, attention, and social interaction/classroom behavior	N/A
	Expressive and Receptive	Teacher’s holistic rating of communication functionality	
	Functional Hearing	Teacher’s holistic rating of usefulness of hearing	

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Phonological Ability: Spoken or Fingerspelling			
Comprehensive Test of Phonological Processing (CTOPP) Wagner, Torgesen & Rashotte, 1999	Elision	Measures ability to say remainder of word when designated sounds are dropped.	Administered only to children with at least some pattern perception skills (ESP category 2, 3, or 4). Directions may be signed. Live critique required.
	Blending	Measures ability to combine sounds to form words.	
	Sound Matching (initial & final)	Measures ability to match pictures that begin or end with the same sound/letter as target picture.	Administered to all children. Directions may be signed. Visual phonics may be used.
Fingerspelling Ability & Phonological Awareness Test Schick, 2012.	Fingerspelling Abilities	Measures child's ability to imitate the fingerspelling of words of increasing length.	Directions in ASL or SimCom. Video stimuli in ASL.
	Elision	Measures child's ability to fingerspell a word after removing a fingerspelled "chunk."	
	Blending	Measures child's ability to combine fingerspelling handshapes into one fingerspelled word.	
Language			
Language Modality Interview Researcher created.	N/A	Helps to determine child's preferred modality for the CELF-4 Word Structure, TACL-3, and CASL. Child and examiner converse in a variety of modalities with increasingly complex language.	Administered as appropriate.
Expressive One-Word Picture Vocabulary Test – 4 (EOWPVT-4). Martin & Brownell, 2011.	N/A	Measures expressive vocabulary. Child looks at a stimulus and signs/says one-word response to examiner query.	Responses accepted in any modality. Acceptable signed response list created, including ASL and Signed English signs. Fingerspelling required for words without an ASL equivalent.
Woodcock Johnson-III: Tests of Achievement (WJ III ACH) Woodcock, McGrew, & Mather, 2001	Expressive Vocabulary	Measures word knowledge and language development. Child looks at a stimulus and signs/says one-word response to examiner query.	Directions are provided in spoken English or sign language as appropriate. Responses accepted in child's preferred modality. Acceptable signed/fingerspelled response list created.

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Language cont'd			
Clinical Evaluation of Language Fundamentals – Fourth Edition (CELF-4) Semel, Wiig, & Secord, 2003.	Word Structures	Measures expressive English inflectional morphology. Examiner models use of target morpheme, child completes a cloze sentence using the target morpheme.	English-like sign and SimCom translation created. Live critique required. Acceptable response list created for signed responses. Decision Rule: Testing discontinued at Item 16 if child has 3 or fewer correct responses.
Test of Auditory Comprehension of Language – Third Edition (TACL-3) Carrow-Woolfolk, 1997.	Elaborated Phrases and Sentences	Measures receptive English syntax at the sentence level. Child watches/listens to sentences and picks from a closed-set of 3 pictures.	English-like sign translation created; SimCom administered live. Assessor critique required.
Comprehensive Assessment of Spoken Language (CASL). Carrow-Woolfolk, 1999.	Paragraph Comprehension	Measures receptive through-the-air language comprehension at the paragraph level. Child watches/listens to stories and answers comprehension questions by picking from a closed-set of 4 pictures.	Administered in child's preferred modality. ASL translations and standardized SimCom developed. ASL translation is Videotaped and presented on a laptop. SimCom translation is administered live. Live critique required.
ASL Receptive Test Schick, 1996.	N/A	Measures receptive ASL syntax and classifier use at the sentence level. Child watches ASL sentences and picks from a closed-set of 3, 4 or 6 pictures.	Given only to children with some signing skills.
Literacy			
Letter-Sound Knowledge Researcher created	N/A	Measures knowledge of and ability to produce letter sounds. Child provides sound for letter displayed on index card.	Answers provided through spoken language. Visual phonics accepted.

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Literacy cont'd			
Woodcock Johnson-III: Tests of Achievement (WJ III ACH) Woodcock, McGrew, & Mather, 2001	Letter-word Identification	Measures ability to identify letters and words of increasing difficulty.	Directions provided in spoken English or sign language as appropriate. Responses accepted in child's preferred modality.
	Word Attack	Measures ability to apply phonic and structural analysis to read phonologically regular nonwords.	Directions provided in spoken English or sign language as appropriate. Responses accepted in child's preferred modality; visual phonics, fingerspelling, and mouth movements allowed.
	Passage Comprehension	Measures ability to utilize context. Child matches pictures and provides key words to complete text.	Directions provided in spoken English or sign language as appropriate. Responses accepted in child's preferred modality.
	Writing fluency	Measures skill in formulating and writing simple sentences from picture prompt utilizing 3 key words.	Directions provided in spoken English or sign language as appropriate.
Word Identification Strategies Test Researcher created	N/A	Identifies various word recall and decoding strategies. Child reads single words from index cards.	Child must read at least one word on WJ Word ID test to be given this assessment.
Reading Fluency Passage A from Englemann & Bruner, 1995. Passages B&C from www.fcrr.org	Passage A—all children Passages B and C if criterion met	Measures reading fluency. Child reads text for prescribed period of time and answers comprehension questions.	Both spoken English and signed responses accepted. Time for spoken and signed responses differs.
Spelling Subset of Harris and Moreno, 2004	Set of 12 words Ex. car, elephant	Measures ability to write and spell 12 simple and complex words. Child writes word beneath picture.	Assessor signs or says picture name to the child before child writes the word.

