

# SLP Assessment Considerations for Children with V...

# Assessing Blind and Visually Impaired Students - For the Speech and Language Pathologist

## What is this page?

I am a Speech and Language Pathologist, who after spending most of my time working in EI and with Deaf and Hard of Hearing students, switched fields and began working with blind and visually impaired children. I quickly found that there was a lack of resources for SLPs in this field, and began compiling my findings into one area. As part of the California School for the Blind Assessment Team, I decided to make a specific document to list assessment tools that do not rely on visuals. Please feel free to share this document, and to suggest contributions of tools you use with blind and VI students. Please keep in mind that this is a working document, and updates and changes are likely to occur sporadically.

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(Questions? Ideas to contribute? Let's collaborate! Contact Rebecka at [rhenry@csb-cde.ca.gov](mailto:rhenry@csb-cde.ca.gov))

Are you looking for where to start in general when working with a blind or VI student? Check out my knowledge bank [here](#). (This document is a work in progress.)

### **SLP's working with VI**

When working with students with Visual Impairment (VI), it is important to remember that standardized methods of assessment are not typically normed on this population. Standardized assessments can be useful tools for tracking a student's growth and development in comparison to their own skills, but scores should generally not be directly compared to their typically developing peers. Results may be best used qualitatively rather than quantitatively. If you do report standardized scores, make sure to include other non-standardized assessment forms in conjunction with the standardized ones to support your findings. Also, make sure to include a clear disclaimer that the test administered was not normed on the blind/VI population.

For example: *"The following test/s \_\_\_\_\_ were normed on typically developing English speaking children. Testing materials are not available in standardized form for child's unique*

*developmental and bilingual/bicultural backgrounds. In accordance with IDEA 2004 (The Individuals with Disabilities Education Act) [20 U.S.C. §1414(3)], official use of standard scores for this child would be inaccurate and misleading so the results reported are presented in descriptive form. Raw scores are provided here only for comparison with future performance.”*

While no single Speech and Language assessment is likely to be suitable for a visually impaired student in its entirety, using a battery of standardized assessment subtests can help provide a picture of a student’s skills. In addition, there are many non-standardized tools that provide valuable information as well.

If you decide to adapt materials, **make sure to consult with your TSVI**. Enlarging a picture or printed words *may* work for some students, but it is not a one-size-fits-all solution. Other considerations to include will be lighting, contrast, angle of materials presented, etc.

Finally, when assessing many students but blind and VI students in particular, a language sample is a critical step in the assessment process. Few expressive language tests can be given without visuals, and a thorough language sample can provide great insight into the child’s abilities.

The CSB Assessment Center team did a webinar last May called “Psychoeducational Evaluations of Students with Visual Impairments.” Reviewing the recorded webinar and accompanying handout may be helpful for those who are new to assessing students with visual impairments.

Recommendations for giving standardized tests to students with visual impairments:

- Try to use multiple subtests that do not have visuals, rather than trying to adapt an entire assessment
- If you must offer visuals, make sure to consult with your TVI on what is best for the student (i.e. large print, Braille, use of CCTV, etc.)
- Use the information gathered to create a descriptive summary, rather than comparing the student to the test norms
- Conduct an item analysis
- Use diagnostic teaching when appropriate

(Munoz, Maria L. *Language Assessment and Intervention with Children Who Have Visual Impairments: a Guide for Speech-Language Pathologists*. Texas School for the Blind and Visually Impaired, 1998.)

# Standardized tests & subtests without visuals; organized by concept area

## Phonemic/Phonological Awareness

| Test name                                                                 | Subtest(s)                                                                                                           | Ages        | Description                                                                  | Notes                                                                                                                                                                                                                |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Clinical Evaluation of Language Fundamentals - Preschool (CELF-P3) (2020) | Phonological Awareness (compound words, sentence segmentation, syllable blending, rhyme detection, rhyme production) | 4-6         | Assesses aspects of language needed for the preschool classroom              | Many subtests of the CELF-P3 have visuals but Phonological Awareness tests can be done without. Consult with TVI if testing a student with low vision as some visuals may be adapted appropriately.                  |
| Comprehensive test of Phonological Processing (CTOPP-2) (2013)            | Elision<br>Phoneme isolation<br>blending words sound<br>matching blending<br>nonwords segmenting<br>non-words        | 4-24.1<br>1 | Evaluates phonological processing abilities                                  | Non-word subtests are good for identifying language deficits in bilingual students, as they don't rely on a knowledge of English.                                                                                    |
| Phonological Awareness Test, 2nd edition Normative update (PAT2:NU)       | All except supplemental grapheme correspondence and phonemic decoding                                                | 5-9:11      |                                                                              | Decoding and grapheme correspondence cards are large (about 36 pt font) and are easily enlarged more with a magnifier. Discuss with TSVI if enlargement is an option if you are assessing a low vision print reader. |
| Test of Integrated Language and Literacy Skills (TILLS) (2016)            | Phonemic awareness                                                                                                   | 6-18        | students isolate and delete initial sounds in words of increasing complexity | It does not assess isolation and deletion of sounds in other positions; consider the CTOPP or PAT2 in addition                                                                                                       |
| Test of Auditory Processing (TAPS4)                                       | Entire test                                                                                                          | 5-21        | Provides information about language processing and comprehension skills      | TAPS3 is available in Spanish (TAPS3:BSE)<br><br>Can create auditory memory index, phonological awareness index, and listening comprehension index                                                                   |

| Test                | Subtests                                                                                                                                                                    | ages  | Description                                                                                                                                                                                                          | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Woodcock-Johnson IV | Available in Braille and Large Print editions via APH. These special editions of the tests have had inaccessible portions removed so you can administer all of the battery. | 2-90+ | WJ is a comprehensive set of assessments which are administered to identify learning difficulties and improve instructional outcomes. It can be administered to persons from 2 years of age to over 90 years of age. | <p>The WJ includes phonemic awareness testing and is available in braille and large print editions through APH. In addition, the Cognition section has a wonderful subtest on non-word spelling and non-word reading. Check with your psych to see if they are already planning on using the WJ.</p> <p>The braille adaptation is comprised of tests that were able to be adapted for braille readers from each of the three batteries: Tests of Achievement (Standard and Extended), Tests of Cognitive Abilities (Standard and Extended), and Oral Language</p> |

## Receptive Language/Comprehension/Auditory Processing

| Test name                                            | Subtest(s)                                                                                                                                                  | Ages | Description                                                                                         | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comprehensive Assessment of Spoken Language (CASL-2) | <p>meaning from context</p> <p>Sentence completion</p> <p>Idiomatic language</p> <p>Grammaticality judgment</p> <p>Nonliteral language</p> <p>Inference</p> | 3-21 | Measures oral language processing among 4 areas: semantics, syntax, supralinguistic, and pragmatics | <p>Using meaning from context and inference subtests together can give you a good idea if the student has an overall inference deficit, or if it is due to lack of life experience.</p> <p>Nonliteral language is a good subtest to include in social language assessments. Students with visual impairments typically struggle with idiomatic language</p> <p>CASL-2 has updated alternate scoring guidelines for African American English; the original CASL does not</p> |

| Test name                                                    | Subtest(s)                                                                                                                                                                                                                         | Ages | Description                                                                                                   | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Clinical Evaluation of Language Fundamentals (CELF-5) (2013) | Understanding Spoken Paragraphs, recalling sentences                                                                                                                                                                               | 5-21 | 11 subtests in expressive and receptive language domains. 7 of them have visuals                              | The "Word Classes" subtest has picture stimuli until age 11. Consult with TVI if using this test on students under age 11. Can also adapt and present stimuli without pictures and note that you altered the administration. Score items with omitted visuals qualitatively.                                                                                                                                                              |
| Oral Passage Understanding Scale (OPUS) (2016)               | No subtests<br>The entire test is auditory                                                                                                                                                                                         | 5-21 | Assesses listening comprehension                                                                              | OPUS looks at comprehension and gives a score breakdown for inference and direct recall skills.<br><br>OPUS allows for a standardized score even if testing outside of the age range<br><br>Provides detailed item analysis scoresheet and comprehensive passage information including: passage type, word count, sentence count, mean words per sentence, and complexity index.<br><br>Many passages of different length and difficulty. |
| Test of Auditory Processing Skills (TAPS-4) (2018)           | Word pair discrimination, Phonological deletion, Phonological blending, Number memory forward, Word memory, Sentence memory, Number memory reversed, Processing oral directions, Auditory comp., Auditory-Figure-Ground Processing | 5-21 | Assesses 3 composite areas in 11 subtests - phonological processing, auditory memory, listening comprehension | Includes index and supplemental subtests to reduce testing burden and increase flexibility in administration<br><br>Includes assessment at the sentence level rather than only paragraph and story level.<br><br>TAPS3 is available in Spanish (TAPS3:SBE)                                                                                                                                                                                |

| Test name                                                               | Subtest(s)                                                                                                                                                                              | Ages    | Description                                                                                                 | Notes                                                                                                                                             |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Test of Language Development -Intermediate (TOLD-I:5)                   | morphological comprehension                                                                                                                                                             | 8-17.11 | Recognizing ungrammatical spoken sentences                                                                  |                                                                                                                                                   |
| Test of Integrated Language and Literacy Skills (TILLS) (2016)          | story retell, nonword repetition, listening comprehension, delayed story retelling, digit span backward,                                                                                | 6-18    | Assesses listening, auditory memory, phonemic awareness, and social language                                | Many other subtests on this assessment require visual stimuli. Consult with your TVI.                                                             |
| The Listening Comprehension Test 2 (LCT-2) (1992)                       | Main idea<br>Details<br>Concepts<br>Reasoning<br>Story comprehension                                                                                                                    | 6-11    | assesses listening through natural situations rather than through simple repetition or discrimination tests | No visuals are needed for the entire test                                                                                                         |
| Woodcock-Johnson Oral Language (OL)-Braille and Large Print adaptations | While most of the OL section of the WJ is in fact oral, the braille and large print subtests have been adapted so that any items that would be unfair to VI students have been removed. | 2-90    |                                                                                                             | Specialized scoring thumb drive included. Note: complete OL index score requires 2 cognitive subtests as well (memory for words; oral vocabulary) |

## Expressive Language/Grammar

| Test name                               | Subtest(s)                                                                                                                                                                                                                     | Ages       | Description                                                                                                                     | Notes                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brigance: Comprehensive Basic Skills II | <p>Writing: personal data, Addressing an envelope, personal letter, requesting information, etc.</p> <p>Writing prompts: personal narrative descriptive writing, expository writing, fictional narrative, expository, etc.</p> | Grades 1-8 | Looks at not only the mechanics of writing (capitalization and punctuation) but also how to respond to various writing prompts. | <p>This is available in braille. If giving the assessment in braille have your TSVI assist you.</p> <p>If the student does not braille and only uses dictation or a scribe, you may modify this assessment if you note it carefully in your report. It is a criterion-based tool, not standardized, and thus more acceptable to modify.</p> |

| Test name                                               | Subtest(s)                       | Ages    | Description                                | Notes                                                                                                    |
|---------------------------------------------------------|----------------------------------|---------|--------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Comprehensive Assessment of Spoken Language (CASL-2)    | Grammatical morphemes            | 3-21    | Measures oral language processing          | CASL-2 has updated alternate scoring guidelines for African American English; the original CASL does not |
| Test of Language Development (TOLDI:5)<br>-Intermediate | Sentence combining<br>word order | 8-17.11 | 6 subtests arranged from simple to complex |                                                                                                          |

## Vocabulary/Semantics

“The comprehension of words and their meanings is greatly affected by visual impairment. Therefore, great caution must be taken when assessing this area. In general, it is best to avoid measures of the quantity of vocabulary acquired. Semantic testing must take into account the student’s previous exposure to the concept being assessed.”

(Goodman, Stephen A., et al. “Speech and Language Assessment .” *Collaborative Assessment: Working with Students Who Are Blind or Visually Impaired, Including Those with Additional Disabilities*, AFB Press, 2003.)

| Test name                                             | Subtest(s)                        | Ages  | Description                                                                                    | Notes                                                                                                                                                                    |
|-------------------------------------------------------|-----------------------------------|-------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BOEHM-3 Basic Concepts Tactile Edition                | Give entire test                  | None* | Tests basic relational concepts<br>* “appropriate for preschool and early childhood concepts “ | Full reliability and validity data for children without visual impairment can be found in the Examiner’s Manual (see link above), but does not apply to this adaptation. |
| Clinical Evaluation of Language Fundamentals (CELF-5) | word definitions<br>Word classes* | 5-21  | 11 subtests in expressive and receptive language domains. 7 of them have visuals               | *word classes subtest has pictures until age 11                                                                                                                          |

| Test name                                                      | Subtest(s)                                                                                                                | Ages    | Description                                                                                                             | Notes                                                                                                                                                                                           |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comprehensive Assessment of Spoken Language (CASL-2)           | Antonyms<br>Synonyms                                                                                                      | 5-21    | Measures oral language processing                                                                                       | Antonyms: expressive; state the opposite<br><br>Synonyms: receptive; pick the two that go together                                                                                              |
| Language Processing Test 3 (LPT3) (2005)                       | Stating Functions<br>Associations<br>Categorization<br>Similarities<br>Differences<br><br>Multiple Meanings<br>Attributes | 5-11    | Evaluates underlying processes of language                                                                              | The first pretest, "Labeling" has visual stimuli. All others do not. We replace images with objects.<br><br>These subtests are all areas of high need for visually impaired and blind students. |
| Test of Integrated Language and Literacy Skills (TILLS) (2016) | Vocabulary awareness*                                                                                                     | 6-18    | Students must identify two ways to pair the words<br>example:<br>(dog-cat-bone) (dog and cat are pets; dog likes bones) | *Words are intended to be given in writing. Consult with TVI to find out if magnification would be appropriate. Not appropriate to put it into Braille.                                         |
| Test of Language Development -Intermediate (TOLDI:5)           | -rational vocabulary<br>-multiple meanings                                                                                | 8-17.11 | subtests arranged from simple to complex                                                                                | Can administer all but one subtest (picture vocabulary) without accommodations                                                                                                                  |
| The Word Test3 - elementary                                    | Associations<br>Synonyms<br>Semantic absurdities<br>Antonyms<br>Definitions<br>Flexible word use                          | 7-11    | Diagnostic test of expressive vocabulary and semantics                                                                  | Doesn't require pictures as most vocabulary tests do                                                                                                                                            |
| The Word Test 2 - Adolescent                                   | Associations<br>Synonyms<br>Semantic absurdities<br>Antonyms<br>Definitions<br>Flexible word use                          | 12-17   | A test of expressive vocabulary and semantics for secondary students                                                    | Doesn't require pictures as most vocabulary tests do                                                                                                                                            |

## Pragmatics

Very few social pragmatic assessments exist that are suitable for blind or visually impaired students. Subtests that look at pragmatic language can be useful and are listed below. Social interactions are best measured qualitatively, through observations in a variety of settings and by collaborating with the team. Several checklists have also been listed below, but should not be considered the only forms of social pragmatic assessment.

“Restricted symbolic play, difficulties in social interaction with peers and imitation, echolalic speech, and increased stereotyped behavior have all been frequently reported in blind children. Indeed, these behaviors resemble subjects with ASD and are often termed ‘blindisms’ since they are explainable in the context of VI. However, the similarity between these ‘blindisms’ and ‘autistic-like’ behaviors, coupled with the lack of ASD assessment tools specifically designed for blind and visually impaired children, complicates the diagnosis of ASD in these individuals.”

Read the full article here: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7465914/>

| Test/Tool name                                        | Subtest(s)                                                                | Ages  | Description                                                                            | Notes                                                                                                                        |
|-------------------------------------------------------|---------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Comprehensive Assessment of Spoken Language (CASL-2)  | Pragmatic Judgement<br><br>Idiomatic Language<br><br>Non-literal Language | 3-21* | Measures the ability to understand and apply social rules and expectations in language | Only pragmatics test normed on children 6 and under.<br><br>Non-literal language can be helpful in parsing out goal areas    |
| Clinical Evaluation of Language Fundamentals (CELF-5) | Pragmatics profile<br>Pragmatics activities checklist                     | 5-21  |                                                                                        | Nonstandardized. Best if completed as a team<br><br>Not all items are applicable to VI students (for example “eye contact”). |

| Test/Tool name                                                                          | Subtest(s)                  | Ages | Description                                                                                                                                                                               | Notes                                                                                                                   |
|-----------------------------------------------------------------------------------------|-----------------------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Social Skills Assessment Tool for Children With Visual Impairments - Revised (SSAT-VIR) | Social pragmatics checklist | all  | 3-page checklist that covers: body language, communication skills, cooperative skills, social interaction, play/rec & leisure, developing friendships, self-identity, and self-monitoring | Available in the book, <a href="#">“Teaching Social Skills to Students with Visual Impairments” available from APH.</a> |
| Test of Integrated Language and Literacy Skills (TILLS)                                 | social communication        |      | Students must comprehend how people in situations might react by formulating sentences that fit the social context                                                                        |                                                                                                                         |

## Communication scales, checklists & other measures

| Name                                                | Intended use                                                                                                           | ages    | Description                                                                                                                                                | Notes                                                                                                                      |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Children’s Communication Checklist 2 - U.S. Edition | CCC-2 helps rate aspects of communication, screens for general language, and identifies pragmatic language impairment. | 4-16.11 | The Children’s Communication Checklist-2 U.S. Edition is a parent or caregiver rating scale based on the extensive research of author, Dr. Dorothy Bishop. | Norm-referenced; Scores include scaled scores, percentile ranks, confidence intervals, composite scores, and index scores. |

| Name                                                                         | Intended use                                                                                                                            | ages                                                                    | Description                                                                                                                                                                                           | Notes                                                                                                               |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <a href="#">Child-guided Strategies: The Van Dijk Approach to Assessment</a> | guidelines for conducting an assessment for children with sensory impairments and multiple disabilities following the Van Dijk approach | NA                                                                      | organized into 8 observational areas: behavioral state, orienting response, learning channels, approach-withdrawal, memory, social interactions, communication, problem-solving.                      | You can freely <a href="#">download forms from APH</a> , including a parent interview form and observational forms. |
| <a href="#">Colorado Communication Rating Scales</a>                         | Intended to be used after assessment to organize data.                                                                                  | 0-21                                                                    | Separate forms for each category; can be used for an observational assessment or a comprehensive assessment.                                                                                          | Includes:<br>Arctic<br>receptive/expressive language<br>Pragmatics<br>Voice<br>fluency                              |
| <a href="#">Communication Matrix</a>                                         | Free tool to help families and professionals understand an early communicator's communication status, progress, and unique needs        | Appropriate for all individuals at the earliest stages of communication | organized into four areas: obtain, refuse, social, provide/seek information                                                                                                                           | Information can be gathered by the entire team for most accurate reporting                                          |
| <a href="#">Expressive and Receptive Communication Dictionaries</a>          | Created by Amy Starble (MS CCC-SLP); see the website and PowerPoint for a detailed explanation                                          | None                                                                    | Nonstandardized format to represent a child's presymbolic and symbolic communication. Designed for use with children with combined vision & hearing loss, but is not a requirement to use the system. |                                                                                                                     |

| Name                                                       | Intended use                                                                                                                                                                                                           | ages                                                                                                 | Description                                                                                                                                                                                 | Notes |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <a href="#">Functional Communication Profile - Revised</a> | Clients are assessed and rated in the major skills categories of communication through direct observation, teacher and caregiver reports, and one-on-one testing.                                                      | 3-adult<br><br>The FCP-R is appropriate for individuals who range between mild and profound deficits | The FCP-R yields an overall inventory of the individual's communication abilities, mode of communication (e.g., verbal, sign, nonverbal, augmentative), and degree of independence.         |       |
| <a href="#">Home Talk</a>                                  | “an assessment tool for parents and care providers of children who are deafblind and who have other disabilities...Home Talk can provide a broad picture of your child’s skills, special interests, and personality.”  |                                                                                                      | This is a good questionnaire tool to have parents complete or to complete with parents through an interview.                                                                                |       |
| <a href="#">How We All Learn Workbook</a>                  | This workbook is not an assessment tool, but rather a structured tool to provide technical assistance for educators and related service providers working with students who do not have a formal communication system. |                                                                                                      | “How We All Learn is an approach developed to create a starting point for the development of communication for children and students who have not yet reached the ability to use language.” |       |

| Name                                                                                               | Intended use                                                                                                                       | ages                                                                                                                                                                             | Description                                                                                                                                                      | Notes                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">Informal assessment of social cognition</a>                                            | Dynamic assessment created by Michelle Garcia Winner                                                                               | None                                                                                                                                                                             | explanation of how to do a dynamic assessment of social cognition                                                                                                |                                                                                                                                                                                                                                                                 |
| <a href="#">The INSITE developmental checklist - second edition</a>                                | "The checklist is an important tool for writing and updating appropriate goals, intervention, and activities for the IFSP and IEP" | intended for use with children with sensory impairments and additional disabilities ages 0-6. However, it can be used with older students functioning at a cognitively lower age | to assess gross motor, fine motor, self-help, cognition, social, emotional, communication, vision, auditory, and tactile development                             | Not intended specifically for SLPs but includes language milestones. More robust communication section than the Oregon Project.<br><br>2024 edition available.                                                                                                  |
| <a href="#">Observation of Autism in People with Sensory and Intellectual Disabilities (OASID)</a> | Assessing ASD in younger students with additional disabilities                                                                     | No specific age range is listed, but many of the toys are more suitable for cognitively younger students                                                                         | See <a href="#">this article</a> for an in-depth discussion of the tool                                                                                          | Free to download                                                                                                                                                                                                                                                |
| <a href="#">The Oregon Project Skills Inventory</a>                                                | This is not a tool specifically created for SLPs, but it does assess many language aspects.                                        | intended for use with children with sensory impairments and additional disabilities ages 0-6. However, it can be used with older students functioning at a cognitively lower age | This is a criterion referenced assessment tool... covers the areas of cognition, language, social, vision, compensatory, self-help, fine motor, and gross motor. | Recommended use: Give this test with a psychologist, and input from a TVI. The test is long and has many moving pieces. In addition to language skills, it also looks at cognition, vision, gross motor, fine motor, compensatory, self-help and social skills. |
| <a href="#">Sensory Learning Kit (SLK) - Guidebook and Assessment Forms</a>                        | Designed for learners with significant challenges who have motor, sensory, communication, and cognitive impairments.               | NA                                                                                                                                                                               | Helps teams coordinate focused, effective, holistic interventions.                                                                                               | Available from APH using Quota funds. Includes forms for assessment and routines guidebook.                                                                                                                                                                     |

## Table of Standardized Tests and Subtests that don't require visuals; organized by test name

| Test                                                                      | Applicable Subtests                                                                                                                                                                                  | Ages         | Notes                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Brigance Comprehensive Inventory of Basic Concepts (CIBS) II              | <p>Writing passages can be used informally as dictation prompts or narrative prompts</p> <p>Listening vocab</p> <p>Listening comprehension</p> <p>Directional/positional concepts</p> <p>Reading</p> | k-9          | <p>Criterion-referenced</p> <p>Adapted versions are available through APH.</p> <p>Note: this is an older test and some districts dislike it. The CSB assessment team finds it extremely flexible and useful for students who are struggling academically and may not be able to complete the WJ but have skills beyond the Oregon or INSITE.</p> |
| BOEHM-3 Basic Concepts Tactile Edition & Big Picture                      | Entire test; basic relational concepts                                                                                                                                                               | K-2<br>PreK* | <p>*No specific ages; appropriate for preschool and early childhood concepts</p> <p>K-2 and P-K versions available in Big Picture and tactile</p>                                                                                                                                                                                                |
| Clinical Evaluation of Language Fundamentals - Preschool (CELF-P3) (2020) | Phonological Awareness (compound words, sentence segmentation, syllable segmentation, syllable blending, rhyme detection, rhyme production)                                                          | 4-6          | Many subtests of the CELF-P3 have visuals but Phonological Awareness tests can be done without. Consult with TVI if testing a student with low vision as some visuals may be adapted appropriately.                                                                                                                                              |
| Clinical Evaluation of Language Fundamentals (CELF-5) (2013)              | <p>Understanding Spoken Paragraphs</p> <p>recalling sentences</p> <p>Word definitions</p> <p>Word classes *</p> <p>Pragmatics profile</p> <p>Pragmatics activities checklist</p>                     | 5-21         | *word classes has pictures until age 11                                                                                                                                                                                                                                                                                                          |
| Test                                                                      | Applicable Subtests                                                                                                                                                                                  | Ages         | Notes                                                                                                                                                                                                                                                                                                                                            |

|                                                                |                                                                                                                                                                           |         |                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Comprehensive Test of Phonological Processing (CTOPP-2) (2013) | Elision, phoneme isolation, blending words, sound matching, blending non-words, segmenting non-words                                                                      | 4-24.11 | Non-word subtests are good for identifying language deficits in bilingual students, as they don't rely on a knowledge of English.                                                                                                                                                                                                                                |
| Comprehensive Assessment of Spoken Language (CASL-2)           | meaning from context<br>Idiomatic language<br>Grammaticality judgment<br>Nonliteral language<br>Inference<br>Antonyms<br>Synonyms<br>Double meaning<br>Pragmatic judgment | 3-21    | CASL-2 has updated alternate scoring guidelines for African American English; the original CASL does not.                                                                                                                                                                                                                                                        |
| Language Processing Test 3 (LPT3) (2005)                       | Stating Functions<br>Associations Categorization<br>Similarities<br>Differences<br>Multiple Meanings Attributes                                                           | 5-11:11 | This test assesses very important concepts that blind/VI students often struggle with.                                                                                                                                                                                                                                                                           |
| The Listening Comprehension Test (1992)                        | Main idea<br>Details<br>concepts<br>reasoning<br>story comprehension                                                                                                      | 6-11    | assesses listening through natural situations rather than through simple repetition or discrimination tests<br><br>No visuals; give the entire test                                                                                                                                                                                                              |
| Oral Passage Understanding Scale (OPUS) (2016)                 | No subtests; give the entire test                                                                                                                                         | 5-21    | no reading is required for student<br><br>Also looks at inference and memory skills<br><br>*Allows for a standardized score even if testing outside of the age range<br><br>Provides detailed item analysis scoresheet and comprehensive passage information including: passage type, word count, sentence count, mean words per sentence, and complexity index. |
| Test                                                           | Applicable Subtests                                                                                                                                                       | Ages    | Notes                                                                                                                                                                                                                                                                                                                                                            |

|                                                                                 |                                                                                                                                                                                                                                                                                                                             |         |                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phonological Awareness Test<br>2nd Edition Normative<br>Update (PAT2:NU) (2017) | Rhyming<br>Segmentation<br>Isolation<br>Deletion<br>Substitution with<br>manipulatives*<br>Blending                                                                                                                                                                                                                         | 5-9.11  | *3 subtests require reading/<br>writing, but could be adapted for<br>a low vision student with<br>consultation of a TVI:<br>phoneme-grapheme<br>correspondence; phoneme<br>decoding, invented spelling<br><br>Manipulatives are color-coded<br>and may need to be substituted<br>with textured items. |
| Test of Integrated Language<br>and Literacy Skills (TILLS)<br>(2016)            | Phonemic awareness<br>story retell<br>nonword repetition listening<br>comprehension delayed<br>digit span backward<br>Social communication                                                                                                                                                                                  | 6-18    | This test has many other subtests<br>not listed here that have visuals.<br>Consult with your TVI if you wish<br>to use them.                                                                                                                                                                          |
| Test of Auditory Processing<br>Skills (TAPS-4) (2018)                           | Word pair discrimination<br>Phonological deletion<br>Phonological blending<br>Number memory forward<br>Word memory<br>Sentence memory<br>Number memory reversed<br>Processing oral directions<br>Auditory comprehension<br>Auditory- Figure–Ground<br>Processing Oral Directions<br>with background noise<br>(Supplemental) | 5-21    | Includes index and supplemental<br>subtests to reduce testing burden<br>and increase flexibility in<br>administration<br><br>Includes assessment at the sentence<br>level rather than only paragraph and<br>story level.<br><br>TAPS3:SBE = Spanish bilingual<br>edition                              |
| Test of Language<br>Development -Intermediate<br>(TOLD-I:5)                     | -morphological<br>comprehension<br>-Sentence combining<br>-word order                                                                                                                                                                                                                                                       | 8-17.11 | Can administer all but one<br>subtest (picture vocabulary)<br>without modifications                                                                                                                                                                                                                   |
| The Word<br>Test 3 - elementary                                                 | Associations<br>Synonyms<br>Semantic absurdities<br>Antonyms<br>Definitions<br>Flexible word use                                                                                                                                                                                                                            | 6-11.11 | No visuals                                                                                                                                                                                                                                                                                            |
| Test                                                                            | Applicable Subtests                                                                                                                                                                                                                                                                                                         | Ages    | Notes                                                                                                                                                                                                                                                                                                 |

|                              |                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Word Test 2 - Adolescent | Associations<br>Synonyms<br>Semantic absurdities<br>Antonyms<br>Definitions<br>Flexible word use                                                             | 12-17.11 | No visuals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Woodcock-Johnson             | Braille & Large Print editions are available via APH. Entire test can be administered. Particular to SLPs: Oral Language and parts of the Cognition section. | 2-90+    | Of particular importance to SLPs:<br><u>Tests of Oral Language without visuals:</u><br>Segmentation<br>Oral Comprehension<br>Sentence repetition<br>Sound blending<br>Retrieval fluency<br>Sound awareness (rhyming and deletion)<br><u>Tests of Cognitive Ability subtests without visuals</u><br>Oral vocabulary (synonyms/antonyms - all auditory)<br>Phonological processing (3 auditory tests: word access - provide a word that has a specific phoneme in a specific location; word fluency - name as many words as you can that start with a specific letter in 1 minute; substitution)<br>Story recall<br>Nonword repetition |

## Tests & Tools Available in Spanish

| Test Name     | Subtests                                                                             | Ages | English counterpart?                                                           | notes                                                                                                                                |
|---------------|--------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| CELF4 Spanish | Word classes<br>Word definitions<br>Understanding spoken passages<br>Sentence recall |      | CELF5<br>*it is not a perfect 1:1 comparison as the editions are not the same. | Some "Word Classes" items have visuals for younger ages.<br><br>Recommendation: score tasks with omitted visuals qualitatively only. |
| Test Name     | Subtests                                                                             | Ages | English                                                                        | notes                                                                                                                                |

|                                                                                       |                                                                                                                                                                                                                                                                            |      | counterpart?                                                                                                                                                             |                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">Bateria IV Woodcock Munoz</a>                                             | Not available in braille.<br>Can give some of the Oral Language subtests that are auditory only                                                                                                                                                                            | 2-90 | Woodcock-Johnson                                                                                                                                                         |                                                                                                                                                                                                                                                                                                         |
| <a href="#">Aprenda: La Prueba de Logros en Español, Tercera edición (Aprenda 3):</a> | If using braille or large print, the entire test is accessible.<br><br>For non-readers, this is not an appropriate test.                                                                                                                                                   | k-12 | N/A                                                                                                                                                                      | Per the Aprenda 3 website, this is an academic achievement test for Spanish-speaking students in K-12 assessing language, reading, math, science, and social studies. We have not used this test; however, the website notes under product details that braille and large-print versions are available. |
| <a href="#">TAPS-3: BSE</a>                                                           | The entire test is auditory.<br><br>Word discrimination,<br>Phonological segmentation,<br>Phonological blending,<br>Number memory forward,<br>Number memory reversed,<br>Word memory,<br>Auditory comprehension,<br>Auditory reasoning,<br>Auditory figure-ground screener |      | TAPS-4<br>*it is not a perfect 1:1 comparison as the editions are not the same.<br>However, comparing the two can still be useful for assessing bilingual proficiencies. |                                                                                                                                                                                                                                                                                                         |