

“So what is out there?”

Common Available Spanish Articulation Measures

	SAM	CPAC	SPAT
Primary Use	Production of Spanish consonants and phonological processes	Screeners/comprehensive assessment to gauge articulatory and phonological performance	To examine the production of Spanish phonemes in single words.
Norm-based or Criterion Referenced	Criterion Referenced	Norm-based	Norm-based
Age Ranges	3:0 +	3;0 – 8;11	2 years 6 months to 5 years 5 months
Administration Time	15 minutes	15-20 minutes	5-10 minutes
Helpful for Planning	Can quickly identify phonemes in error. With hand calculations, can identify percentages of phonological processes present.	Very helpful. Contains pre- and post-test reproducible pages for each sound. Very helpful for gathering baseline data and charting progress.	It is helpful in identifying specific phonemes that need to be addressed at the word level. It is also helpful that the test delineates in which position the sound is occurring (initial, medial, final). Also, the target words were chosen for simple syllable shape and because they were readily named by a majority of the norming population.

“So what is out there?”

Common Available Spanish Language Measures

Older Children

CELF-5

SLAP

Primary Use	1. determine eligibility for language services 2. identify language strengths and weaknesses 3. provide performance-based, authentic assessment with a strong relationship to educational objectives and the curriculum	Assess structural and functional communication in Spanish-speaking children.
Norm-based or Criterion Referenced	Norm-based	Criterion Referenced
Age Ranges	Overall: 5-21 years (varying age ranges for each subtest)	3:0 – 8:0
Identifies area of impairment	Receptive: following directions, word classes, sentence structure Expressive: word structure, recalling sentences, formulating sentences Also: expressive vocab, language structure, working memory Ages 9-21 also includes: -Language content (word definitions, understanding paragraphs)	All areas of communication are addressed by predetermined <i>Skills</i> areas. Each area is not clearly delineated, and most skill areas are expected to be assessed through observation without probes.
Administration Time	40-80 minutes depending on number of subtests given	20 minutes to 2 hours depending on what pieces to administer.
Helpful for Planning	-Nice attempt of helpful chart at end of each subtest corresponding concept tested with item number. However, some of the concepts listed are not the skills that are actually need to be addressed. For example, on the Word Classes subtest items 1, 4, 15, and 19 are listed as addressing ‘school concepts’. Actually the word relationships to be addressed are object/function, part/whole, etc. -Some SLPs feel that overidentifies students	?

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Common Available Spanish Vocabulary Measures

	ROWPVT	EOWPVT	CELF-5
Primary Use	Assessing Receptive Single word vocabulary	Assessing Expressive Single word vocabulary	Subtest for Single-word Expressive Vocabulary
Norm-based or Criterion Referenced	Norm-based	Norm-based	Norm-based
Age Ranges	4;0 – 12;11	4;0 – 12;11	5:0 to 9:11
Administration Time	10-15 minutes	10-15 minutes	10-15 minutes
Identifies area of impairment	Provides an assessment of an individual’s combined Spanish and English hearing vocabulary.	Provides an assessment of an individual’s combined Spanish and English speaking vocabulary.	Provides an isolated view of vocabulary that is intended to be considered as one of several parts of expressive communication.
Helpful for Planning	Can hint towards need for dynamic intervention where concepts are taught prior to use of concepts in intervention session.	Can hint towards need for dynamic intervention where concepts are taught prior to use of concepts in intervention session.	Can hint towards need for dynamic intervention where concepts are taught prior to use of concepts in intervention session.

Common Available Spanish Language Measures Young Children

	CELF-P	PLS-5	TELD-3
Primary Use	For identification, diagnosis, and follow-up evaluation of language and communication disorders in Spanish-speaking children.	Identify monolingual or bilingual Spanish speaking children who have a language disorder or delay	To identify Spanish-speaking children whose early language development is below average and identify strengths and weaknesses
Norm-based or Criterion Referenced	Norm-based	Norm-based	Norm-based
Age Ranges	3;0-6;11	Birth-6;11	2;0-7;11
Identifies area of impairment	Assess all core areas of communication- Core language score, receptive and expressive language index scores, expressive language, language content, and language structure index scores; standard scores, percentile ranks, age equivalents, and growth scores.	Receptive: attention, play, gesture, semantics (qualitative, quantitative, spatial, time/sequence, vocab), language structure (morphology, syntax), phonological awareness, integrative language skills Expressive: vocal development, gesture, social communication, semantics (vocab, qualitative, quantitative, spatial, time/sequence), language structure (morphology, syntax), phonological awareness, integrative language skills	Individual subtests include Receptive and Expressive Language. An Overall Spoken Language score is provided.
Administration Time	15-20 minutes	Birth to 11 months: 20-40 min 12 months to 3 years 11 months: 30-40 min 4 years to 6 years 11 months: 25-45 min	15-45 minutes
Helpful for Planning	Yes- skills based	Yes – each item addresses a specific concept/skill. If child misses item expected for age range clinician can write goal addressing that skill.	Yes- skills based