

Common Available Spanish Articulation Measures

| Bilingual Articulation and Phonology Assessment— BAPA | |
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| What is it? | The BAPA is an iPad test for assessing the articulatory and phonological abilities of monolingual and bilingual speakers of English and Spanish. Both languages can be tested, responses are marked and tabulated as you progress. The results, scores, and tables are immediately created upon completion. |
| Primary Use: | A norm-referenced tool for the assessment of articulation and phonological skills for Spanish, English, and/or Spanish-English Bilingual Children. |
| Intended Population and Age Ranges | Spanish-speaking children and bilingual Spanish-English-speaking children ages 3;0-10;11 in the United States (normed on 438 children in Central Texas). |
| Norm-Referenced or Criterion Referenced | Norm-Referenced |
| Sensitivity (How well the test identifies people with an impairment) | For Bilinguals in Spanish at 1 S.D. 94% and at 1.5 S.D. 72% For Bilinguals in English at 1 S.D. 92% and at 1.5 S.D. 92% |
| Specificity (How well the test identifies people without an impairment) | For Bilinguals in Spanish at 1 S.D. 90% and at 1.5 S.D. 92% For Bilinguals in English at 1 S.D. 92% and at 1.5 S.D. 93% |
| Administration Time | 5-10 minutes |
| How is it helpful for planning? | Quickly assesses all sounds in English and/or Spanish. Auto-tabulates all results upon completion which can be printed, emailed, or added to report. Most sounds are tested multiple times each position. Sound prompts, recording productions, and repetitions are all possible. Automatically populates error rates. Allows you to view performance over time. Assesses each sound multiple times in all appropriate word positions. Data is kept on each child so progress can be viewed over time. Errors are marked as test is being given. |
| Where can I find it or read more about it? | Search: Bilingual Articulation Phonology Assessment by Smarty Ears on iTunes. https://itunes.apple.com/us/app/bilingual-articulation-phonology/id460830225?mt=8 |

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| Contextual Probes of Articulation Competence - Spanish - CPAC | |
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| What is it? | The CPAC-S is a coil-bound book of 50+ color pictures. The administrator can use a portion of it as a screener or the full test. Responses are handwritten on a collection form and then tabulated. If administrator has more time, responses can then be manually entered into a page on SuperDuperInc.com after setting up an account to receive electronic tabulations. |
| Primary Use: | Screening/comprehensive assessment to gauge articulatory and phonological performance |
| Intended Population and Age Ranges | Spanish-speaking children ages 3;0-8;11 in the United States (normed on 1127 children in the U.S., Puerto Rico and Mexico). |
| Norm-Referenced or Criterion Referenced | Norm-Referenced |
| Sensitivity (How well the test identifies people with an impairment) | At 1 S.D. 94% At 1.5 S.D. 98% |
| Specificity (How well the test identifies people without an impairment) | At 1 S.D. 91% At 1.5 S.D. 80% |
| Administration Time | 15-20 minutes |
| How is it helpful for planning? | Some portions of the test are very helpful. It comes with an extra book of Spanish word/sound probes to use after a diagnosis has been made. It is fairly helpful for gathering baseline data and charting progress. |
| Where can I find it or read more about it? | Super Duper Publications https://www.superduperinc.com/products/view.aspx?stid=577#.V6i-f_krLIU |

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| Spanish Articulation Measure—SAM | |
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| What is it? | This is a book of black-and-white images that can be used to assess consonant production and phonological processes in Spanish. An administrator illicit a spontaneous or repeated production of a word and then record the production on a protocol which is a grid of words (y) and sounds (x). You then hand tabulate the errors. |
| Primary Use: | Production of Spanish consonants and phonological processes |
| Intended Population and Age Ranges | Spanish speakers 3;0 and up |
| Norm-Referenced or Criterion Referenced | Criterion Referenced |
| Sensitivity (How well the test identifies people with an impairment) | N/A |
| Specificity (How well the test identifies people without an impairment) | N/A |
| Administration Time | 15 minutes |
| How is it helpful for planning? | Can quickly identify phonemes in error. With hand calculations, can identify percentages of phonological processes present. |
| Where can I find it or read more about it? | Academic Communication Associates Website: http://www.acadcom.com/scripts/prodView.asp?idproduct=449 |

Common Available Spanish Articulation Measures

| Spanish Preschool Articulation Test - SPAT | |
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| What is it? | <p>The SPAT is a test used to evaluate the speech of Spanish-speaking preschool children. You purchase the test online and are mailed a CD or files which you then print off to make your own testing book. The manual and protocols are also digital and would be printed.</p> <p>The SPAT was included because it is still used by some speech pathologists but it has not been updated in quite some time.</p> |
| Primary Use: | For examining the production of Spanish phonemes in single words. |
| Intended Population and Age Ranges | Spanish-speaking children ages 2;6-5;6 (Normed on 300 Latino children in Oregon). |
| Norm-Referenced or Criterion Referenced | Norm-Referenced |
| Sensitivity (How well the test identifies people with an impairment) | Not reported |
| Specificity (How well the test identifies people without an impairment) | Not reported |
| Administration Time | 5-10 minutes |
| How is it helpful for planning? | 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. |
| Where can I find it or read more about it? | http://lexiconpress.com/catalog/i69.html |

Common Available Spanish Vocabulary Measures

| | CELF-4 Spanish | EOWPVT | ROWPVT |
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| | Clinical Evaluation of Language Fundamentals - 4 | Expressive One-Word Picture Vocabulary Test: Spanish | Receptive One-Word Picture Vocabulary Test: Spanish |
| What is it? | A small subtest of a larger language assessment which tests vocabulary using a pictures to elicit responses. | About 200 color pictures test common vocabulary. You begin at the age level of a child/adult and pictures progressively get more difficult. | About 200 color pictures test common vocabulary. You begin at the age level of a child/adult and pictures progressively get more difficult. |
| Primary Use: | Subtest for single-word expressive vocabulary | Assesses expressive single word vocabulary. | Assesses receptive single word vocabulary. |
| Intended Population and Age Ranges | Individuals ages 5-21 year of age who speak Spanish. | Individuals ages 2;0-70;0 who are bilingual in Spanish and English.. | Individuals ages 2;0-70;0 who are bilingual in Spanish and English.. |
| Norm-Referenced or Criterion Referenced | Norm-Referenced | Norm-Referenced | Norm-Referenced |
| Sensitivity (How well the test identifies people with an impairment) | At 1 S.D. .98 At 1.5 S.D. .86 | Not provided | Not provided |
| Specificity (How well the test identifies people without an impairment) | At 1. S.D. .87 At 1.5 S.D. .95 | Not provided | Not provided |
| Administration Time | 10 minutes | 20-25 minutes | 20-25 minutes |
| How is it helpful for planning? | Can hint towards need for dynamic intervention where concepts are taught prior to use of concepts in intervention session. | For bilingual students: can hint towards need for dynamic intervention where concepts are taught prior to use of concepts in intervention session. Can assist in diagnosing adult brain-based difficulties post trauma such as stroke. | For bilingual students: can hint towards need for dynamic intervention where concepts are taught prior to use of concepts in intervention session. Can assist in diagnosing adult brain-based difficulties post trauma such as stroke. |
| Where can I find it or read more about it? | Pearson Clinical Group http://www.pearsonclinical.com/ | Sold by multiple publishers, e.g. http://www.pearsonclinical.com/ | Sold by multiple publishers, e.g. http://www.pearsonclinical.com/ |

Common Available Spanish Language Measures

Clinical Evaluation of Language Fundamentals - 4th Edition, Spanish - CELF-4

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| What is it? | The CELF-4 Spanish is an individually administered test for determining if a student has an expressive and/or language impairment. It is a set of two easels with picture prompts which are divided into specific language areas (e.g. following directions, syntax, vocabulary, etc). The subtests are scored individually and added together for an overall language score. |
| Primary Use: | <ol style="list-style-type: none"> 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 |
| Intended Population and Age Ranges | Individuals ages 5-21 year of age who speak Spanish. |
| Norm-Referenced or Criterion Referenced | Norm-Referenced |
| Sensitivity (How well the test identifies people with an impairment) | <p>At 1 S.D. .98</p> <p>At 1.5 S.D. .86</p> |
| Specificity (How well the test identifies people without an impairment) | <p>At 1. S.D. .87</p> <p>At 1.5 S.D. .95</p> |
| Administration Time | 40-80 minutes depending on number of subtests given |
| How is it helpful for planning? | Subtest scores are divided into different areas of need. It has helpful charts 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. It is nicely divided between expressive and receptive language so that separate diagnoses are possible and goal writing is easy. |
| Where can I find it or read more about it? | <p>Pearson Clinical Group</p> <p>http://www.pearsonclinical.com/language/products/100000436/clinical-evaluation-of-language-fundamentals-fourth-edition-spanish-celf-4-spanish.html</p> |

Common Available Spanish Language Measures

| The Bilingual English Spanish Assessment - BESA | |
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| What is it? | The BESA is a language evaluation to use with young Spanish-English bilingual children. It has two questionnaires and divides the testing area into three subtests (Semantics, Morphosyntax, and Phonology). It also has an additional Pragmatic Language activity that is not scored. |
| Primary Use: | It is designed to be a single test of all major communication areas of young elementary school children. |
| Intended Population and Age Ranges | Spanish-English bilingual children ages 4;0-6;11 |
| Norm-Referenced or Criterion Referenced | Norm-Referenced |
| Sensitivity (How well the test identifies people with an impairment) | Semantics .81 Morphosyntax .92 Composite .92 Phonology .88 |
| Specificity (How well the test identifies people without an impairment) | Semantics .83 Morphosyntax .86 Composite .88 Phonology .94 |
| Administration Time | 45-70 minutes depending on use of surveys and if the questionnaires are given. |
| How is it helpful for planning? | The components of the BESA can be used independently, or together as an assessment battery. This helps to identify specific areas of need or test specific areas of concern. Goals can then be written for each individual area. |
| Where can I find it or read more about it? | AR-Clinical Publications http://www.ar-clinicalpubl.com/ |

Common Available Spanish Language Measures

| Clinical Evaluation of Language Fundamentals -Preschool-2 Spanish - CELF—P2 | |
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| What is it? | The CELF—P2 is similar to the CELF 4/5 but is for younger children. It has 10 subtests and the administration is divided into levels. For example, you would test on Level 1 to determine the presence of a language disorder and then Level 2 to get more specific information about what the child is struggling with. |
| Primary Use: | To test the language skills of bilingual young children from age 3 through first grade. |
| Intended Population and Age Ranges | Spanish-speaking children ages 3;0-6;11 (normed on 464 Spanish-speaking children in the United States and Puerto Rico. |
| Norm-Referenced or Criterion Referenced | Norm-Referenced |
| Sensitivity (How well the test identifies people with an impairment) | At 1 SD .86 |
| Specificity (How well the test identifies people without an impairment) | At 1 SD .89 |
| Administration Time | Level 1: 15—20 minutes. Entire test: variable |
| How is it helpful for planning? | For professionals who like the CELF, the CELF-P extends down into the younger ages more accurately. It helps show larger areas of strength and weaknesses so that really good goals can be written. It is especially helpful for identifying those students that have typical receptive language abilities and impaired expressive language. |
| Where can I find it or read more about it? | Pearson Clinical Group http://www.pearsonclinical.com/language/products/100000167/celf-preschool-2-spanish-celf-preschool-2-spanish.html?origsearchtext=100000167 |

Common Available Spanish Language Measures

| Preschool Language Scales, 5th Edition Spanish - PLS-5 | |
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| What is it? | The PLS-5 helps identify monolingual or bilingual Spanish-speaking children who have a language disorder or delay. It is an easel that is divided into expressive and receptive language sections and comes with a bag of objects to use during testing of younger children. |
| Primary Use: | The PLS-5 is a norm-referenced test to identify a language delay or disorder. |
| Intended Population and Age Ranges | Monolingual Spanish-speaking children and bilingual Spanish-English speakers birth to 7;11 (normed on 1150 children in the United States and Puerto Rico) |
| Norm-Referenced or Criterion Referenced | Norm-Referenced |
| Sensitivity (How well the test identifies people with an impairment) | At 1 SD .85 |
| Specificity (How well the test identifies people without an impairment) | At 1 SD .88 |
| Administration Time | Birth to 11 months: 20-40 min 12 months to 3 years 11 months: 30-40 min 4 years to 6 years 11months: 25-45 min |
| How is it helpful for planning? | Each item addresses a specific concept/skill. If a child misses the items within an expected for age range the concept can be readdressed during informal assessment. |
| Where can I find it or read more about it? | Pearson Clinical Group http://www.pearsonclinical.com/language/products/100000401/preschool-language-scales-fifth-edition-spanish-pls-5-spanish.html |

Common Available Spanish Language Measures

| Test of Early Language Development—3rd Edition: Spanish - TELD 3-S | |
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| What is it? | The TELD-3S is a translation and adaptation of the English TELD. It is a test of expressive and receptive language using a picture book and manipulatives for the younger children. |
| Primary Use: | It is designed to assess the language abilities of children from Spanish-speaking countries. |
| Intended Population and Age Ranges | Children ages 1;0-7;11 who are monolingual Spanish speaking or are “Spanish dominant” (normed on 1441 children in Chile, Costa Rica, Mexico, Spain and the United States) |
| Norm-Referenced or Criterion Referenced | Norm-Referenced |
| Sensitivity (How well the test identifies people with an impairment) | Not reported |
| Specificity (How well the test identifies people without an impairment) | Not reported |
| Administration Time | 15-45 minutes |
| How is it helpful for planning? | Unique to the TELD –3 S is that the population that it was standardized on varied widely to ensure that little or no bias relative to gender, disability, race, socioeconomic level, ethnic group, and dialect variation affects the results. |
| Where can I find it or read more about it? | ProEd Inc, http://www.proedinc.com/customer/productView.aspx?ID=4008 |

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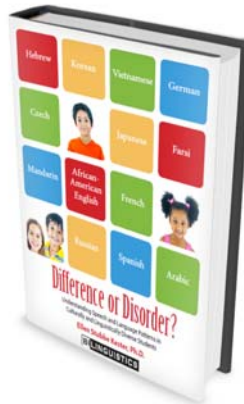
| Spanish Language Assessment Procedures - SLAP | |
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| What is it? | The SLAP is a three-part test consisting of a criterion-referenced assessment of Spanish language skills, an assessment of Spanish Speech Sound Production which assesses the production of consonants when a possible articulation disorder is suspected, and 3) Communication Sampling and the Identification of Communicative Disorders which involves collecting samples of a child's natural communication. It comes with a set of picture cards and other objects such as scissors, crayons, etc. need to be provided. |
| Primary Use: | Evaluating the speech and language abilities of young Spanish-speaking children. |
| Intended Population and Age Ranges | Spanish-speaking children ages 3 to 8 years of age. |
| Norm-Referenced or Criterion Referenced | Criterion Referenced |
| Sensitivity (How well the test identifies people with an impairment) | N/A |
| Specificity (How well the test identifies people without an impairment) | N/A |
| Administration Time | 20 minutes to 2 hours depending on what pieces to administer. |
| How is it helpful for planning? | One advantage of the SLAP is that it is designed to measure specific academic skills such as naming colors, describing noun functions, categorizing words, describing similarities and differences, following auditory directions, providing verbal solutions for problems, and retelling short stories. These basic skills are often cited in referrals for special education so it makes talking to educators easy. |
| Where can I find it or read more about it? | Academic Communication Associates http://www.acadcom.com/acanews1/anmviewer.asp?a=18 |

Great Resources for Evaluations!

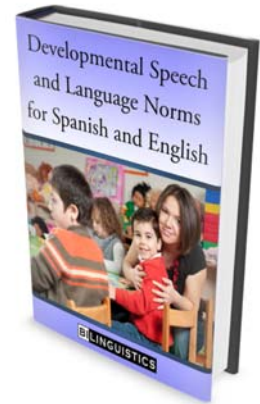
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Bilingual Articulation and Phonology Assessment (BAPA)



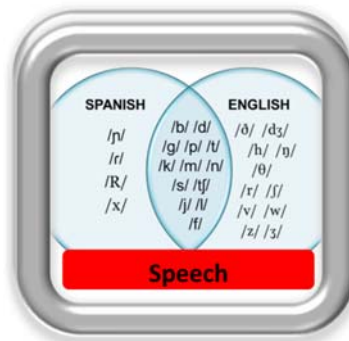
Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students



Developmental Speech and Language Norms for Spanish and English E-book



Test of Articulation and Phonology (iTap)



Difference or Disorder? Speech Course



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