References


Glossary

Behavioral compliance  Any observable response by an individual viewed in terms of stimulus, response, or consequence that meets the task criteria of the examiner.

Brown’s stages  The stages during which 1.0–4.5 morphemes occur in an average sentence produced by a child. This range typically corresponds to 2–5 years of age.

Complex sentence  A sentence containing a main clause and one or more subordinate clauses; includes more than one main verb.

Conjoined sentence  A sentence that is composed of two independent clauses joined by a linking word or a conjunction.

Contextualized  Occurring in the immediate environment of the speaker and listener, including past experiences that each brings to the situation.

Contingent (response type)  Dependent on, and related to, a stimulus utterance.

Contrived  Unlike the communication styles and patterns that appear in ordinary day-to-day communication.

Criterion-referenced test  Assessment of an individual’s development of certain skills in terms of absolute levels of mastery. Performance is not compared to that of peers, but only to the predetermined mastery criteria.

Decontextualized  Language with little information outside of the linguistic signal itself to help a listener derive meaning.

Extralinguistic cues  Additional information that accompanies the linguistic signal and helps the listener understand what is being said. Examples include intonation, gestures, facial expression, and objects and events in the environment.

Illocutionary force  The speaker’s intent in a communication act; that which a speaker is performing when verbalizing (e.g., thanking, promising, requesting, describing, reporting).

Imitative (response type)  Response that copies, almost exactly, an utterance spoken previously by a conversational partner; a direct repetition of a previous speaker’s utterance.

Locative prepositions  Prepositions that pertain to location or spatial orientation of the state or action named by the verb (e.g., in, on, under, beside).

Mean length of utterance (MLU)  Average length of oral expressions as measured by a representative sampling of oral language, usually obtained by counting the number of morphemes per utterance and dividing by the number of utterances.

Metalinguistic ability  Ability to think about language and to comment on it, as well as to produce and comprehend it; language awareness—a temporary shift in attention from what is being said to the language used to say it; ability to reflect on language.

Morphological markers  Specific endings attached to words, such as the ing ending on verbs or the possessive ‘s attached to nouns.

Naturalistic  Similar to communication styles and patterns that appear in ordinary day-to-day communication.
Noncontingent (response type)  An utterance not dependent or semantically related to the utterance that precedes it.

Norm-referenced scores  Scores designed to compare an individual's performance to that of individuals in a norming sample. Tests that yield standard or age-equivalent scores are norm-referenced.

Normative  Referring to information that is measured against a set of norms; compares a given score to scores received by a large group of individuals tested under standardized conditions.

Object permanence  Awareness that an object is relatively permanent and is not destroyed if removed from the visual field (e.g., an individual is still present even if his face is covered by his hands).

Presuppositional skills  Ability to infer information that is not contained in the sentence but must be known and understood if that sentence is to make sense; the ability to use shared knowledge and information given by the context to augment understanding of a language.

Psychometric  Psychological and mental testing.

Receptive language  Understanding of linguistic communication; may be visual or spoken; spoken or written messages received by the individual.

Reliability  The dependability of a test as reflected in the consistency of its scores upon repeated measurements of the same group; the stability of the score; the degree to which a score is free of random error.

Simple sentence  Sentence containing one main clause, one main verb, and no subordinate clauses.

Standard error of measurement  A derived score that uses as its unit the standard deviation of the population upon which the test was standardized. The standard error of measurement is used to determine a confidence interval around a subject’s score. The confidence interval represents the range of scores within which a client’s ideal “true” score is likely to fall, given the score the client actually obtained on any particular administration of the test.

Standardized test  Test administered to a group of students to determine uniform or standard procedures and methods of interpretation.

Validity  Extent to which a test measures that which it is intended to measure; the degree to which a test is free of bias, or systematic error.
Index

Page numbers followed by “…” indicate figures; those followed by “…” indicate tables

AAC, see Augmentative and alternative communication
Absent persons and objects, words for, comprehension assessment procedure for, 31
Action words, comprehension assessment procedure for, 30
Answers to questions, 19, 20
assessment score sheet for, 127
see also Responses
Assessing Semantic Skills Through Everyday Themes, 12
Auditory scanning, dependent, 171
Augmentative and alternative communication (AAC), needs determination for, 170

Background knowledge, specific, 6
BBCS, see Bracken Basic Concept Scale
Behavioral compliance, 19, 179
Best-fit responses, 20–21
Body placement task procedure, 47
Boehm Test of Basic Concepts–Preschool, 12
Bracken Basic Concept Scale (BBCS), 12
Brown’s stages, 4, 4f, 179

CDI, see MacArthur Communicative Development Inventory
CELF–R, see Clinical Evaluation of Language Fundamentals–Revised
Center-embedded relative clauses, criterion-referenced assessment of
procedure for, 151
score sheet for, 161
Children
percentage in each age group passing comprehension items at least once, 24, 25f
with severe speech impairments, comprehension assessment in, 170–173
case studies, 172–173
who are difficult to test, comprehension assessment in, 11–13
Clarification requests, responses to
assessment procedure for, 120
assessment score sheet for, 135
Classroom vocabulary
criterion-referenced assessment of
procedure for, 154–155
score sheet for, 163
spatial, temporal, and connective terms, comprehension assessment
procedure for, 152–153
score sheet for, 162
Clinical Evaluation of Language Fundamentals–Revised (CELF–R), 12
Cohesive devices, 6

Communication, augmentative and alternative, needs determination for, 170
Compliance, behavioral, 179
Comprehension, 5
areas important to specific child, assessment of, 11
contextualized settings, 10–11, 179
decontextualized settings, 10–11, 179
development of, 21–3f
linguistic stages, 4, 4f
profiles, 3f
discourse, 7, 8
examination of, 14
linguistic, 5–6
literal, 7, 8
assess preparation of, 17
process of, 5–7
of simple sentences, assessment score sheet, 35
skills of, 21–3f
strategies of, 21–3f, 10
assessment of, 18
understanding, 1–22
of words, assessment score sheet, 35
Comprehension assessment
of areas important for specific child, 11
case studies, 165–173
in children who are difficult to test, 11–13
in children with severe speech impairments, 170–173
case studies, 172–173
criterion-referenced
of center-embedded relative clauses
procedure for, 151
score sheet for, 161
of classroom direction vocabulary
procedure for, 154–155
score sheet for, 163
in developing language stage, 37–136
case studies, 168–169
considerations for, 37–38
early and late segments, 38, 38f
preparation for, 41–42
procedures, 43–121
score sheets, 122–136
in early stages of language development, 13
in emerging language stage, 23–36
administration problems, 23–24
case studies, 165–167
guidelines for, 24–25
preparation for, 25
procedures, 26–34
score sheets, 35–36
general preparation for, 16–17
informal, 4, 21–22
characteristics of, 14–15
principles of, 17–21
rationale for, 11–14
in language for learning (L4L) stage, 137–163
Comprehension assessment—continued
  case studies, 169–170
  preparation for, 142
  procedures for, 143–163
  score sheets for, 156–163
  semantic domains for, 140, 141
  problems in, 7–9
  procedures, 15–17
  individualization of, 15–16
  rationale for, 9–11
  standardized tests, 8, 11, 12l–13t, 180
  understanding, 1–22
  see also specific procedures, tests
Comprehension items, percentage of children in each age group passing at least once, 24, 25
Connective terms, comprehension assessment procedure for, 152–153
  score sheet, 162
Contextualized comprehension settings, 10, 179
Continuation, assessment procedure for, 44
  score sheet, 123–124
Contrived responses, 19, 20–21
Criterion-referenced assessment of center-embedded relative clauses
  procedure for, 151
  score sheet for, 161
  of classroom direction vocabulary
  procedure for, 154–155
  score sheet for, 163
tests, 179

Decontextualized comprehension settings, 10, 179
Dependent auditory scanning, 171
Detroit Test of Learning Aptitude, 12t
  Verbal Absurdities subtest, 140
Developing language stage, 37
  comprehension assessment in, 37–136
    case studies, 168–169
    considerations for, 37–38
    early and late segments, 38, 38f
    preparation for, 41–42
    procedures, 43–121
    score sheets, 122–136
    early and late segments, 38, 38–41
    sentence type examples, 38f
Discourse, 7, 8
  assessment of, 14, 18
  inferences in
    assessment procedure for, 121
    assessment score sheet for, 136
  turn-taking in
    assessment procedure for, 34
    assessment score sheet for, 36

Early intervention services, ensuring eligibility for, 9
Early two-word relations, comprehension assessment procedure for, 32–33
Emerging language stage, 23
  comprehension assessment in, 23–36
    administration problems, 23–24
    case studies, 165–167
    guidelines for, 24–25

Preparation for, 25
  procedures, 26–34
  score sheets, 35–36
Error of measurement, standard, 180
Extralinguistic cues, 179
Eye pointing, 171–172

Familiar routines, comprehension assessment procedure for, 26

Grammar forms, in object manipulation tasks
  assessment procedure for, 143–145
  assessment score sheet for, 156–158

Illocutionary intent, 179
  comprehension assessment procedure for, 43
Imitative responses, 179
Individualization, of procedures, 15–16
Infants, visual acuity testing in, 171
Inferences, 6–7
  in discourse
    assessment procedure for, 121
    assessment score sheet for, 136
  topic
    assessment procedure for, 44
    assessment score sheet for, 123–124
Informal assessment, 4, 21–22
  characteristics of, 14–15
  principles of, 17–21
  rationale for, 11–14
  responses
    appropriate, 19–21
    and mean length of utterance (MLU), 21, 22f
Instructions, two- and three-word, with toys as agents
  assessment procedure for, 45–46
  assessment score sheet for, 235
Intentionality, 6
  Interpretation form, for word order comprehension, 53
Intervention
  ensuring eligibility for services, 9
  goals and activities, selection of, 9–10
  modality, selection of, 9

Joint reference activity, assessment procedure, 27
Judgment responses, 20–21
Judgment tasks, 139–140
  for assessing comprehension of passive sentences
    protocol for, 146–148
    score sheet for, 159
    yes/no, 172

Knowledge
  scriptal, 6
  social, 6
  specific background, 6
  about world, 6

Language, receptive, 5, 179
Language development
  developing stage, comprehension assessment in, 57–136
case studies, 168–169
eyoung stages, comprehension assessment in, 13
early stages, comprehension assessment in, 23–36
case studies, 165–167
language for learning (L4L) stage, comprehension assessment in, 137–163
case studies, 169–170
and mean length of utterance (MLU), 21, 22
Language for learning (L4L) stage, 137
comprehension assessment in, 137–163
case studies, 169–170
preparation for, 44
procedures for, 143–163
score sheets for, 156–163
semantic domains for, 140, 141
expectations for, 140–141
Object manipulation, 20
grammatical forms in
assessment procedure for, 143–145
assessment score sheet for, 156–158
Object names, assessment procedure for, 28–29
Object permanence, 179
Object absent, assessment procedure for words for, 31
eye pointing to, 171–172
Overinterpretation, 19
Passive reports, 14
Parent reports, 14
Passive sentences, judgment task procedure for
protocol, 146–148
score sheet, 159
Peabody Individual Achievement (PIAT) Reading Recognition test, 173
Peabody Picture Vocabulary Test (PPVT), 39
Peabody Picture Vocabulary Test–Revised (PPVT–R), 121, 168, 269
Person names, assessment procedure for, 28–29
Person absent, assessment procedure for words for, 31
PICA, see Porch Index of Communicative Ability in Children
Pictures
   eye pointing to, 171–172
   pointing to, 20
   PL–3, see Preschool Language Scale–3
Placement task procedure, 48
Pointing
   eye, 171–172
   picture, 20
Polite requests, recognizing
assessment procedure for, 119
assessment score sheet for, 134
Porch Index of Communicative Ability in Children (PICA), 121
PPVT, see Peabody Picture Vocabulary Test
PPVT–R, see Peabody Picture Vocabulary Test–Revised
Preparatory conditions for speech acts, 6
comprehension of
assessment procedure, 118
assessment score sheet, 133–134
Prepositions
comprehension of, 40
locative, 179
assessment procedures, 47
assessment score sheet, 126
Preschool Language Scale–3 (PL–3), 121
Preliminary instructions, 179
Presuppositions, 6
Procedures, 13–17
for developing language stage, 43–121
for emerging language stage, 26–34
Score sheets
for developing language stage, 122–136
for emerging language stage, 35–36
for language for learning (L4L) stage, 156–163
script, for developing language stage, 128–132
Scores, norm-referenced, 180
Script score sheets, for developing language stage, 128–132
Scriptural knowledge, 6
Search task procedure, 47
Semantic domains, for language for learning (L4L) stage, 140, 141
Sentences
center-embedded relative clauses in, criterion-referenced assessment of
procedure for, 151
score sheet for, 161
complex, 179
conjoined, 179
contrasting pairs, 21
passive, judgment task procedure for
protocol, 146–148
score sheet, 159
simple, 180
score sheet for, 35
Sequenced Inventory of Communication Development (SICD), 136, 171
Services, ensuring eligibility for, 9
Severe speech production impairments (SSPI), assessment in children with, 170–171
SICD, see Sequenced Inventory of Communication Development
Sincerity conditions for speech acts, 6
comprehension of
assessment procedure for, 118
assessment score sheet for, 133–134
Skills, presuppositional, 179
Social knowledge, 6
Spatial terms, comprehension of
assessment procedure for, 152–153
assessment score sheet for, 162
Speech acts
preparatory conditions for, 6
comprehension of
assessment procedure for, 118
assessment score sheet for, 133–134
sincerity conditions for, 6
comprehension of
assessment procedure for, 118
assessment score sheet for, 133–134
Speech impairments, severe, comprehension assessment in children with, 170–173
case studies, 172–173
Speech styles, appropriate, recognition of
assessment procedure for, 149–150
assessment score sheet for, 160
SSPI, see Severe speech production impairments
Standard error of measurement, 180
Standardized tests, 8, 11, 121–133, 180; see also specific tests
Stimulus items, for word order comprehension, 54
Syntactic structures, in object manipulation tasks
assessment procedure for, 143–145
assessment score sheet for, 156–158

TACL–R, see Test of Auditory Comprehension for Language–Revised
Teller Visual Acuity Test, 171
Temporal terms, comprehension assessment for procedure, 152–153
score sheet, 162
Test for the Reception of Grammar (TROG), 13t
Test of Auditory Comprehension for Language–Revised (TACL–R), 13t, 169, 173
Test of Language Development–2 Primary (TOLD–2), 13t, 169
Test of Language Development–Intermediate (TOLD–I), 13t
Test of Preschool Language Proficiency, 13t
Test of Relational Concepts, 13t
Tests
criterion-referenced, 179
nonstandardized, 11
object manipulation, assessment of grammatical forms in procedure, 143–145
score sheet, 156–158
psychometric, 179
reliability of, 180
standardized, 8, 11, 12t–13t, 180
validity of, 180
see also specific tests
Three-word instructions, with toys as agents, comprehension assessment for procedure, 45–46
score sheet, 235
Token Test for Children, 13t
TOLD–2, see Test of Language Development–2 Primary
TOLD–I, see Test of Language Development–Intermediate
Topic continuation, assessment of procedure, 44
score sheet, 123–124
Topic inferences, assessment of procedure for, 44
score sheet for, 123–124
Toys, two- and three-word instructions with, comprehension assessment with procedure, 45–46
score sheet, 235
TROG, see Test for the Reception of Grammar
Turn-taking, in discourse, assessment of procedure, 34
score sheet, 36
Two-word instructions with toys, comprehension of assessment procedure for, 45–46
assessment score sheet for, 235
Two-word relations, early, comprehension assessment procedure for, 32–33

Understanding, 5

VABS, see Vineland Adaptive Behavior Scales
Validity, test, 180
VCS, see Vocabulary Comprehension Scale
Vineland Adaptive Behavior Scales (VABS), 14
Visual acuity testing, 171
Vocabulary
classroom
criterion-referenced assessment of procedure for, 154–155
score sheet for, 163
spatial, temporal, and connective terms, comprehension assessment for procedure, 152–153
score sheet, 162
comprehension assessment of, 19
Vocabulary Comprehension Scale (VCS), 13t

Waisman Center on Mental Retardation and Human Development, 1
Woodcock Language Proficiency Battery–Revised, 13t
Word order comprehension, assessment procedure, 50–112
interpretation form, 53
plates, 56–113
score sheet, 52
stimulus items, 54
Words for absent persons and objects, assessment procedure for, 31
action, assessment procedure for, 30
comprehension assessment score sheet for, 35
object and person, assessment procedure for, 28–29
presuppositions in, 6

World, knowledge about, 6

Zone of proximal development (ZPD), 9
ZPD, see Zone of proximal development