

The 15 Subtests of



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1 Vocabulary Awareness

Function: To assess a student's lexical knowledge, awareness of semantic relationships, and cognitive-linguistic flexibility.

Task: The student must be able to first identify a pair of semantically related words from a triplet of three words, and then switch sets to identify a second semantic pairing.

Sample Items:

dog-cat-bone	dog-cat-bone	light-sun-feather	light-sun-feather
Both animals / pets	dogs like bones	sun gives light	feather is light

2 Phonemic Awareness

Function: To assess a student's awareness of the individual speech sounds of language (phonemes).

Task: The student must isolate single sounds within real words or nonsense words and manipulate them by removing them from the initial position of words.

Sample Item:

Item	Phonetic spelling	Spoken response
bip → ip	/bɪp/ → /ɪp/	

3 Story Retelling

Function: To assess a student's ability to listen to, comprehend, and retell a story.

Task: The student will listen carefully as the administrator reads an age-appropriate story. The student's job is to tell the story back to the administrator in the same way.

Sample Item:

Test examiners will select the age-appropriate story and follow the directions for that story.

Story A: "Tommy the Trickster" for students ages 6;0–11;11 (33 content units)

Story B: "The Rubber Raft" for students ages 12;0–18;11 (51 content units)

4 Nonword Repetition

Function: To assess a student's speech perception, the ability to hold a sequence of speech sounds in memory, and the ability to reproduce those speech sound (phonological) sequences accurately.

Task: The administrator will play a digital recording of a person pronouncing a set of nonwords with a carrier phrase requesting the student to repeat them.

Sample Item:

Item	Target spoken response
bup	_____ /bʌp/

5 Nonword Spelling

Function: To assess a student's ability to represent phonemic and morphemic components of novel spoken words by spelling them with conventional orthographic (letter sequence) patterns.

Task: The Student will listen to another audio recording of "pretend words" and will be asked to spell them using what they know about real words.

Sample Item:

Item	Target written response	Example of Student Response								
stam	<table border="1"> <tr> <td>s</td> <td>t</td> <td>a</td> <td>m</td> </tr> <tr> <td></td> <td></td> <td></td> <td>mb</td> </tr> </table>	s	t	a	m				mb	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> _____ spam _____ </div>
s	t	a	m							
			mb							

6 Listening Comprehension

Function: To assess a student's ability to comprehend the complex syntax of academic language and to draw inferences allowed by the text.

Task: The student will listen to some very short stories and then answer "yes," "no," or "maybe" in response to questions about the story.

Sample Item:

Teresa has a gray and white kitten that likes to play with string. The kitten's name is Fluffly.			
a. Is Teresa's kitten black?	Y	(N)	M
b. Does Teresa have a dog?	Y	N	(M)

7 Reading Comprehension

Function: To assess a student's written comprehension in parallel with the Listening Comprehension subtest.

Task: The student will be shown stories like the ones he or she has just heard, but now, it is the student's turn to read the stories and answer "yes," "no," or "maybe" to questions about the story.

Sample Item:

1. "One morning Susan got up too late to catch the school bus. She thought that she would be late for school, but her mother got her there on time."			
a. "Did Susan miss the bus?"	(Y)	N	M

8 Following Directions

Function: To measure the ability to listen to a sequence of directions, to understand them, and to hold them in short-term memory long enough to carry them out.

Task: The administrator will ask the student to perform a series of tasks in his or her student response form.

Sample Item:

Instructions	Student response
Number 1: Cross out the circle. Go.	

9 Delayed Story Retelling

Function: To measure retention of narrative information over a period of 15 to 20 minutes.

Task: The student will be asked to remember and retell as much as possible of the story heard during subtest 3.

Sample Items:

Test examiners will select the age-appropriate story and follow the directions for that story.

Story A: "Tommy the Trickster" for students ages 6;0–11;11 (33 content units)

Story B: "The Rubber Raft" for students ages 12;0–18;11 (51 content units)

10 Nonword Reading

Function: To assess a student's ability to decode novel words that are not recognizable as real words.

Task: The student will read a set of printed nonwords on a page in the Stimulus Book.

Sample Item:

Stimulus Word	Accepted production	SUBTEST 10
gup	_____ /gʌp/	gup

11 Reading Fluency

Function: To assess automatic word recognition.

Task: The student will read a series of "facts that tell a story." The administrator will keep track of how many words the student reads automatically without hesitation and without sounding them out.

Sample Item:

SUBTEST 11		
The Little Dog		
There was a dog.	He was white.	He was scared.
He was little.	A car almost hit him.	He was okay.
He was brown.	It was in front of our school.	

12 Written Expression

Function: To provide three scores that examine three different aspects of writing—a discourse score, a sentence combining score, and a word score.

Task: After reading a set of story facts, the student will re-write them in a more interesting, less "choppy" way.

Example of a student's written response:

Student's Written Story
<u>The principal daughter was a clown. She is so funny and crazy when they see her they left because she looked scary so much.</u>

13 Social Communication

Function: To assess the ability to understand language describing social situations and to formulate responses that fit the social context and convey the student's understanding of the need for pragmatic nuances in the scene.

Task: The student will imagine what a character might say.

Sample item for girls:	"Jasmine always whines when her parents won't let her have her way. Her mother won't let her buy candy in the grocery store. What do you think Jasmine might say?"
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14 Digit Span Forward

Function: To measure short term and verbal working memory.

Task: The student will listen to a series of numbers and then repeat the numbers exactly as they were said by the administrator. The number series become longer as the subtest progresses.

Sample Item:

Stimulus	Student's response
"4-2"	

15 Digit Span Backward

Function: To assess working memory.

Task: Again, the student will listen to a series of numbers, but this time, he or she will be asked to repeat the numbers in backward order.

Sample Item:

Stimulus	Student's response
"4-2"	_____ (2-4)

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