TILLS™

TEST OF INTEGRATED
LANGUAGE & LITERACY SKILLS™

Answer vital questions about your students' language and literacy skills with TILLS™

Does my student have a language/literacy disorder?

What are my student's strengths and weaknesses?

How is my student progressing?

Learn how...

TEST OF INTEGRATED LANGUAGE & LITERACY SKILLS™ (TILLS™) is the reliable, valid assessment professionals need to test oral and written language skills in students ages 6–18 years.

TILLS™

TEST OF INTEGRATED
LANGUAGE & LITERACY SKILLS™

Designed & standardized for 3 purposes, TILLS:

✓ **Identifies** language and literacy disorders

✓ **Documents** patterns of relative strengths and weaknesses

✓ **Tracks** changes in language and literacy skills over time

Best of all, TILLS puts your data in an easy-to-understand format that's ready to share with colleagues and parents.

Here's how...

Does my student have a language or literacy disorder?

To answer this question, complete the Identification Chart on page 39 of the Examiner Record Form.

It's simple—just follow the instructions on the next few slides.

SUMMARY AND INTERPRETATION

Identification Chart

Purpose: To identify language and literacy disorders

Step 1: Enter the Sum of the Subtest Standard Scores from the age-appropriate column for the Identification Core Score section from the Scoring Chart of the front cover of this *Examiner Record Form*.

Step 2: Compare this score to the appropriate age band and cut score. Check the decision box to the right of the table.

Age Band	Sum of Identification Core Standard Scores	Cut Score	Sensitivity	Specificity	Decision: Is the Identification Core composite less than the cut score?
					☐ Yes / ☐ No
6–7 years		24	84	84	This score is consistent with the presence of a language/literacy disorder. / This score is not consistent with the presence of a language/literacy disorder.
8–11 years		34	88	85	
12–18 years		42	86	90	

Note: The confidence in the diagnostic decision is related to the sensitivity and specificity values for the student's age. Please refer to Chapter 2 of the *Technical Manual* for more information. Be sure to use the *Sum* of the Identification Core Standard Scores and *not* the Standard Score of the Identification Core Composite for comparison to the cut score.

Tracking Chart

Purpose: To track changes in language and literacy skills over time

Step 1: Enter the Standard Score obtained at Test Time 1 (from an earlier administration of the TILLS) and Test Time 2 (from the current administration) for each subtest administered.

Step 2: Subtract standard scores earned at Time 1 from scores earned at Time 2 to calculate differences.

Step 3: Compare the absolute values of the differences (i.e., ignoring whether they are positive or negative).

Step 4: (or N).

DATE OF TEST   AGE OF STUDENT

Test Time 2: _____   _____ yrs _____ mos

Test Time 1: _____   _____ yrs _____ mos

Time between
    tests: _____ (minimum 6 months)

Identification Chart

Purpose: To identify language and literacy disorders

Step 1: Enter the Sum of the Subtest Standard Scores from the age-appropriate column for the Identification Core Score section from the Scoring Chart of the front cover of this *Examiner Record Form*.

Step 2: Compare this score to the appropriate age band and cut score. Check the decision box to the right of the table.

Age Band	Sum of Identification Core Standard Scores	Cut Score	Sensitivity	Specificity	Decision: Is the Identification Core composite less than the cut score?
					☐ Yes / ☐ No
6–7 years		24	84	84	This score is consistent with the presence of a language/literacy disorder. / This score is not consistent with the presence of a language/literacy disorder.
8–11 years		34	88	85	
12–18 years		42	86	90	

Note: The confidence in the diagnostic decision is related to the sensitivity and specificity values for the student's age. Please refer to Chapter 2 of the *Technical Manual* for more information. Be sure to use the *Sum* of the Identification Core Standard Scores and *not* the Standard Score of the Identification Core Composite for comparison to the cut score.

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First, you'll need to administer the TILLS subtests that effectively identify language and literacy disorders in children your student's age. The chart below lists these subtests in the Identification Core column.

Age range (years)	Identification Core	Sensitivity	Specificity
6;0−7;11	Vocabulary Awareness Phonemic Awareness Nonword Repetition	84	84
8;0−11;11	Vocabulary Awareness Nonword Spelling Nonword Reading Written Expression-Discourse Score	88	85
12;0−18;11	Phonemic Awareness Nonword Spelling Reading Comprehension Reading Fluency Written Expression-Word Score	86	90

TILLS subtests that support diagnosis of language and literacy disorders at different ages

When you're done administering the subtests, add together your student's Standard Scores for each subtest that is part of the Identification Core for his or her age to get the Sum of Identification Core Standard Scores. Then you'll enter that number into the Identification Chart.

Age Band	Sum of Identification Core Standard Scores	Cut Score	Sensitivity	Specificity	Decision: Is the Identification Core composite less than the cut score?
6–7 years		24	84	84	☐ Yes — This score is consistent with the presence of a language/ literacy disorder. ☐ No — This score is not consistent with the presence of a language/ literacy disorder.
8–11 years	21	34	88	85	
12–18 years		42	86	90	

The last thing you'll do is compare the Sum of Identification Core Standard Scores to the age-appropriate Cut Score. If it's less than the Cut Score, then your student's score is consistent with the presence of a language/literacy disorder.

Age Band	Sum of Identification Core Standard Scores	Cut Score	Sensitivity	Specificity	Decision: Is the Identification Core composite less than the cut score?
6–7 years		24	84	84	☒ Yes ☐ No
8–11 years	21	34	88	85	This score is consistent with the presence of a language/literacy disorder. / This score is not consistent with the presence of a language/literacy disorder.
12–18 years		42	86	90	

What are my student's strengths and weaknesses?

The TILLS Profile Chart gives you a complete picture of your student's strengths and weaknesses across oral and written language skills. On the next few slides, you'll learn how to create a TILLS profile.

		Oral Language										Written Language						
		Sound/Word Level				Sentence/Discourse Level						Sound/Word Level				Sent/Disc Level		
		PA	NW Rep	DSF	DSB	VA	LC	FD	SR	DSR	SC	NW Read	RF	NW Spell	WE-Word	RC	WE-Disc	WE-Sent
	Standard Score	3	5	6	6	9	10	8	11	11	13	2	0	6	11	0	4	7
+2 SD	16–19	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	15	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	14	•	•	•	•	•	•	•	•	•	─	•	•	•	•	•	•	•
+1 SD	13	•	•	•	•	•	•	•	•	•	X	•	•	•	•	•	•	•
	12	•	•	•	•	•	•	•	─	─	│	•	•	•	─	•	•	•
	11	•	•	•	•	•	─	•	X	X	│	•	•	•	X	•	•	•
Mean	10	•	•	•	•	•	X	•	•	•	•	•	•	•	•	•	•	•
	9	•	•	•	•	X	─	─	•	•	•	•	•	•	•	•	•	•
	8	•	•	•	•	─	•	X	•	•	•	•	•	•	•	•	•	─
–1 SD	7	│	•	─	─	•	•	─	•	•	•	•	•	•	•	•	•	X
	6	│	─	X	X	•	•	•	•	•	•	•	•	X	•	•	•	─
	5	│	X	─	─	•	•	•	•	•	•	•	•	─	•	•	─	•
–2 SD	4	─	─	•	•	•	•	•	•	•	•	•	•	•	•	•	X	•
	3	X	•	•	•	•	•	•	•	•	•	─	•	•	•	•	─	•
	2	─	•	•	•	•	•	•	•	•	•	X	─	•	•	•	•	•
–3 SD	1	•	•	•	•	•	•	•	•	•	•	─	•	•	•	─	•	•
	0	•	•	•	•	•	•	•	•	•	•	•	X	•	•	X	•	•
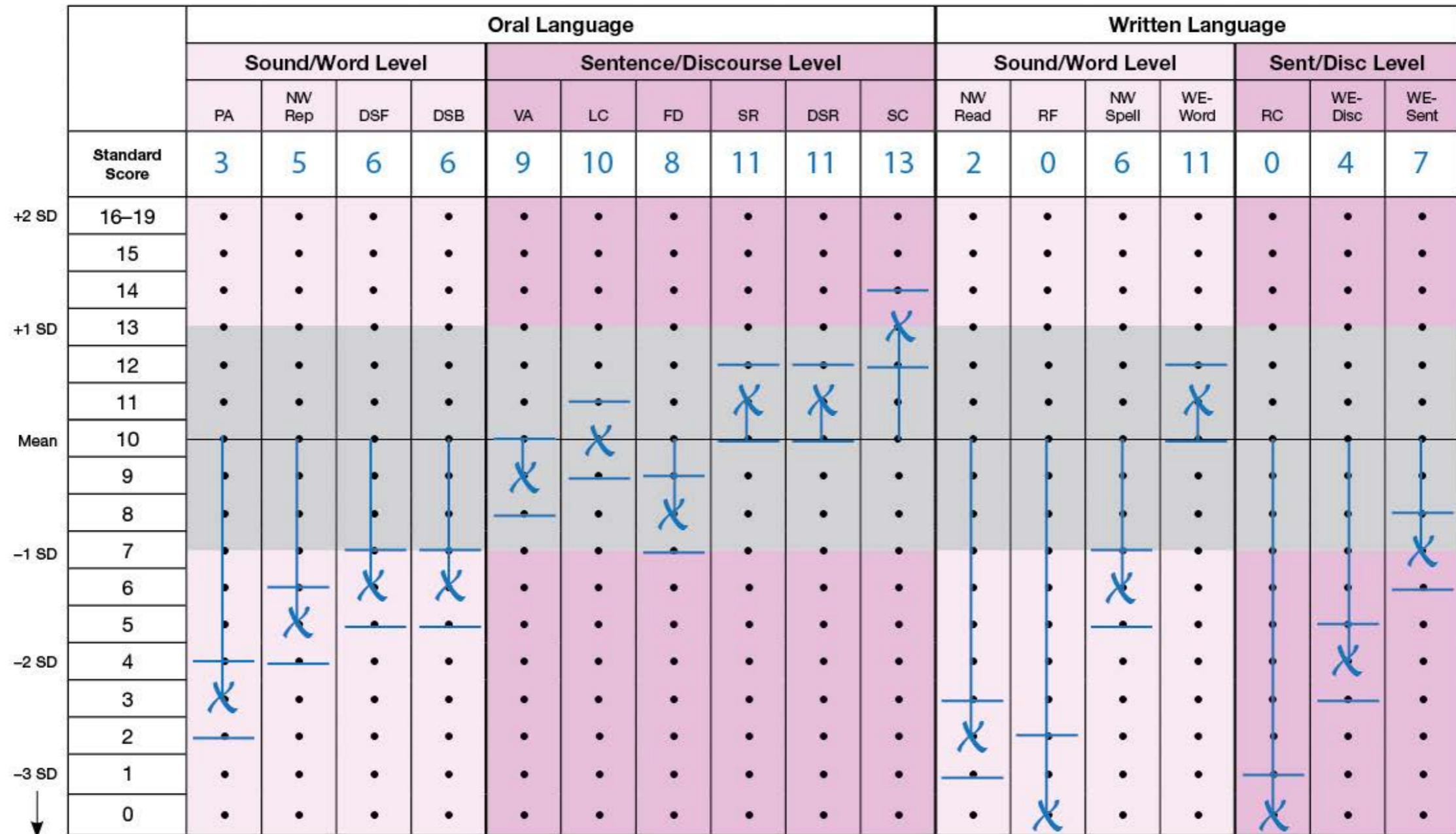
Your first steps to creating a TILLS profile are:

✔ administer all 15 of the TILLS subtests

✔ calculate the raw score for each subtest and enter it in the Scoring Chart

✔ look up the corresponding standard score for the student's age in the Examiner's Manual Appendix

✔ record the standard scores on page 1 of the Examiner Record Form

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Examiner Record Form

CALCULATION OF STUDENT'S AGE

Test date
Year: 2015 Month: 8 Day: 16

Birth date
Year: 2007 Month: 6 Day: 8

Age at test
Year: 8 Month: 2 Day: 8

Student name: Emily Grade: _____ School: _____

Scoring Chart Examiner name: _____

Step 1: Enter raw scores for all subtests administered.
Step 2: Look up the Subtest Standard Scores and Percentile Ranks for the student's age in the *Examiner's Manual* Appendix and enter them in the Subtest Scores section.
Step 3: Copy the Standard Scores into the open white cells on the same rows in the Composite of Subtest Standard Scores section.
Step 4: Copy the Standard Scores into the open white cells in the same rows in the age-appropriate column in the Identification Core Scores section.
Step 5: Enter the Sum of the Subtest Standard Scores in all columns where all subtests have been administered.
Step 6: Look up the Sums of Subtest Standard Scores for the student's age in the *Examiner's Manual* Appendix to find the Standard Scores and Percentile Ranks.

Subtest	Raw Score	Standard Score and TILLS Total	Percentile Rank	Sound/Word Composite Score	Sentence/Discourse Composite Score	Oral Composite Score	Written Composite Score	Identification Core for 6- to 7-year-olds	Identification Core for 8- to 11-year-olds	Identification Core for 12- to 18-year-olds
1 VA	25	9	42		9	9			9	
2 PA	5	3	2	3		3				
3 SR	23	11	47		11	11				
4 NWRep	15	5	5	5		5				
5 NWSpell*	2	6	4	6			6		6	
6 LC	16	10	40		10	10				
7 RC*	0	0	0		0		0			
8 FD	8	8	19		8	8				
9 DSR	22	11	49		11	11				
10 NWRead*	0	2	0	2			2		2	
11 RF*	47	0	0	0			0			
12a WE-Disc*	30	4	4		4		4		4	
12b WE-Sent*	1.00	7	3		7		7			
12c WE-Word*	96	11	50	11			11			
13 SC	9	13	75		13	13				
14 DSF	3	6	1			6				
15 DSB	0	6	0			6				
Sum of the Subtest Standard Scores		112		27	73	82	30		21	
Standard Scores of the TILLS Total and Composites		68		59	83	85	57		66	
Percentile Ranks for the TILLS Total and Composites		3		0	11	13	1		2	

*Note: For children 6;0–6;5, do not administer the NWSpell, RC, NWRead, RF, and WE subtests.
Key for Subtests: VA = Vocabulary Awareness, PA = Phonemic Awareness, SR = Story Retelling, NWRep = Nonword Repetition, NWSpell = Nonword Spelling, LC = Listening Comprehension, RC = Reading Comprehension, FD = Following Directions, DSR = Delayed Story Retelling, NWRead = Nonword Reading, RF = Reading Fluency, WE-Disc = Written Expression–Discourse Score, WE-Sent = Written Expression–Sentence Score, WE-Word = Written Expression–Word Score, SC = Social Communication, DSF = Digit Span Forward, DSB = Digit Span Backward.

Then, transfer the standard score for each subtest to the Profile Chart on page 40 of the Examiner Record Form. Be sure to notice that the order changes.

		Oral Language										Written Language						
		Sound/Word Level				Sentence/Discourse Level						Sound/Word Level				Sent/Disc Level		
		PA	NW Rep	DSF	DSB	VA	LC	FD	SR	DSR	SC	NW Read	RF	NW Spell	WE-Word	RC	WE-Disc	WE-Sent
	Standard Score	3	5	6	6	9	10	8	11	11	13	2	0	6	11	0	4	7
+2 SD	16–19	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	15	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	14	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
+1 SD	13	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	12	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	11	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Mean	10	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	9	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	8	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
–1 SD	7	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	6	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	5	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
–2 SD	4	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	3	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	2	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
–3 SD	1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	0	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Next, mark an X over the corresponding score in each column and draw a vertical line for each subtest to connect the score to the mean. This gives you an at-a-glance picture of your student's current areas of strengths and weakness.

		Oral Language										Written Language						
		Sound/Word Level				Sentence/Discourse Level						Sound/Word Level				Sent/Disc Level		
		PA	NW Rep	DSF	DSB	VA	LC	FD	SR	DSR	SC	NW Read	RF	NW Spell	WE-Word	RC	WE-Disc	WE-Sent
	Standard Score	3	5	6	6	9	10	8	11	11	13	2	0	6	11	0	4	7
+2 SD	16–19	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	15	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	14	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
+1 SD	13	•	•	•	•	•	•	•	•	•	X	•	•	•	•	•	•	•
	12	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	11	•	•	•	•	•	•	•	X	X	•	•	•	•	X	•	•	•
Mean	10	•	•	•	•	•	X	•	•	•	•	•	•	•	•	•	•	•
	9	•	•	•	•	X	•	•	•	•	•	•	•	•	•	•	•	•
	8	•	•	•	•	•	•	X	•	•	•	•	•	•	•	•	•	•
–1 SD	7	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	X
	6	•	•	X	X	•	•	•	•	•	•	•	•	X	•	•	•	•
	5	•	X	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
–2 SD	4	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	X	•
	3	X	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	2	•	•	•	•	•	•	•	•	•	•	X	•	•	•	•	•	•
–3 SD	1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	0	•	•	•	•	•	•	•	•	•	•	•	X	•	•	X	•	•

The gray area in the figure indicates 1 standard deviation (SD) above the mean and 1 below. This allows you to quickly see when your student's performance is more than 1 SD below the mean.

		Oral Language									Written Language						
		Sound/Word Level				Sentence/Discourse Level						Sound/Word Level				Sent/Disc Level		
		PA	NW Rep	DSF	DSB	VA	LC	FD	SR	DSR	SC	NW Read	RF	NW Spell	WE-Word	RC	WE-Disc	WE-Sent
	Standard Score	3	5	6	6	9	10	8	11	11	13	2	0	6	11	0	4	7
+2 SD	16–19	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	15	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	14	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
+1 SD	13	•	•	•	•	•	•	•	•	•	X	•	•	•	•	•	•	•
	12	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•
	11	•	•	•	•	•	•	•	X	X		•	•	•	X	•	•	•
Mean	10						X											
	9	•	•	•	•	X	•	•	•	•	•	•	•	•	•	•	•	•
	8	•	•	•	•	•	•	X	•	•	•	•	•	•	•	•	•	•
−1 SD	7	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	X
	6	•	•	X	X	•	•	•	•	•	•	•	•	X	•	•	•	•
	5	•	X	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
−2 SD	4	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	X	•
	3	X	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	2	•	•	•	•	•	•	•	•	•	•	X	•	•	•	•	•	•
−3 SD	1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	0	•	•	•	•	•	•	•	•	•	•	•	X	•	•	X	•	•
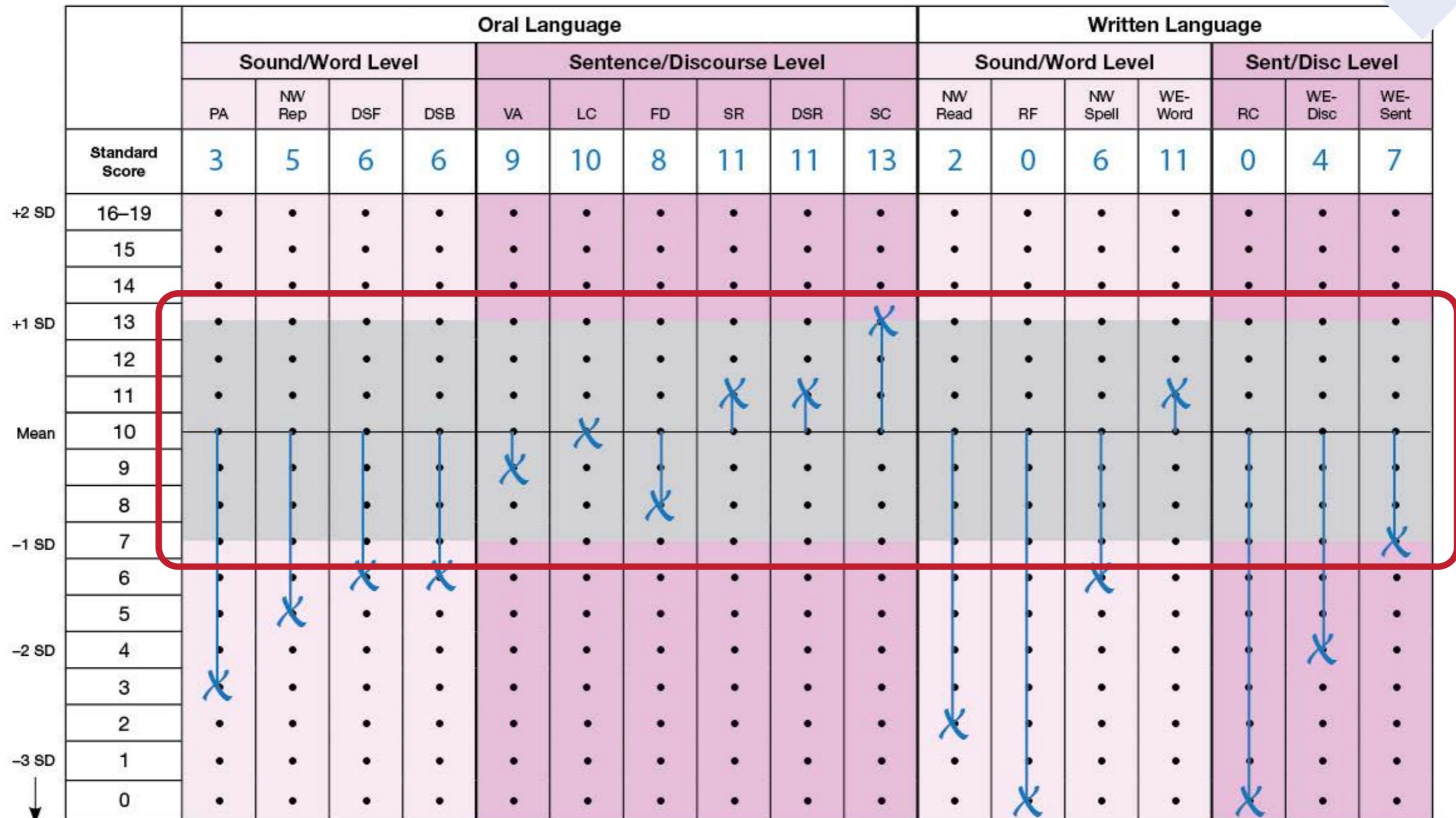
Sometimes, a student's true ability may be slightly higher or lower than the actual score received on the day of testing. That's why TILLS lets you determine the Confidence Intervals around the actual scores to estimate the range in which your student's true ability falls.

To do this, you'll use the Confidence Intervals table on page 40 of the Examiner Record Form. The next few slides show you how.

Confidence Intervals (CI)

	PA	NW Rep	DSF	DSB	VA	LC	FD	SR	DSR	SC	NW Read	RF	NW Spell	WE-Word	RC	WE-Disc	WE-Sent
Upper CI value (+) for __% level																	
Standard Score																	
Lower CI value (-) for __% level																	

	TILLS Total	Sound/ Word Composite	Sent/ Disc Composite	Oral Composite	Written Composite	Identifica-tion Core
Upper CI value (+) for ___% level						
Standard Score						
Lower CI value (-) for ___% level						

First, you'll enter the Subtest Standard Scores and the Composite Standard Scores into the appropriate cells in the Confidence Intervals tables.

Confidence Intervals (CI)

	PA	NW Rep	DSF	DSB	VA	LC	FD	SR	DSR	SC	NW Read	RF	NW Spell	WE-Word	RC	WE-Disc	WE-Sent
Upper CI value (+) for __% level																	
Standard Score	3	5	6	6	9	10	8	11	11	13	2	0	6	11	0	4	7
Lower CI value (-) for __% level																	

	TILLS Total	Sound/ Word Composite	Sent/ Disc Composite	Oral Composite	Written Composite	Identification Core
Upper CI value (+) for ___% level						
Standard Score	68	59	83	85	57	66
Lower CI value (-) for ___% level						

Then, decide whether to use the 68% or 90% Confidence Interval and look up the corresponding Confidence Interval values in the Appendix of the Examiner's Manual. Add and subtract these values from each of the standard scores and enter the sums in the appropriate upper and lower CI boxes.

For the example below, we use a 68% Confidence Interval.

Confidence Intervals (CI)

	PA	NW Rep	DSF	DSB	VA	LC	FD	SR	DSR	SC	NW Read	RF	NW Spell	WE- Word	RC	WE- Disc	WE- Sent
Upper CI value (+) for __% level 68%	4	6	7	7	10	11	9	12	12	14	3	2	7	12	1	5	8
Standard Score	3	5	6	6	9	10	8	11	11	13	2	0	6	11	0	4	7
Lower CI value (-) for __% level 68%	2	4	5	5	8	9	7	10	10	12	1	0	5	10	0	3	6

	TILLS Total	Sound/ Word Composite	Sent/ Disc Composite	Oral Composite	Written Composite	Identifica- tion Core
Upper CI value (+) for ___% level 68%	70	61	85	87	59	68
Standard Score	68	59	83	85	57	66
Lower CI value (-) for ___% level 68%	66	57	81	83	55	64

Finally, in the Profile Chart, draw short horizontal lines above and below the X that represent the upper and lower CI values. These bands allow you to see at-a-glance the range in which your student's true ability falls.

		Oral Language										Written Language						
		Sound/Word Level				Sentence/Discourse Level						Sound/Word Level				Sent/Disc Level		
		PA	NW Rep	DSF	DSB	VA	LC	FD	SR	DSR	SC	NW Read	RF	NW Spell	WE-Word	RC	WE-Disc	WE-Sent
	Standard Score	3	5	6	6	9	10	8	11	11	13	2	0	6	11	0	4	7
+2 SD	16–19	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	15	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	14	•	•	•	•	•	•	•	•	•	—•—	•	•	•	•	•	•	•
+1 SD	13	•	•	•	•	•	•	•	•	•	X	•	•	•	•	•	•	•
	12	•	•	•	•	•	•	•	—•—	—•—	—•—	•	•	•	—•—	•	•	•
	11	•	•	•	•	•	—•—	•	X	X	•	•	•	•	X	•	•	•
Mean	10	•	•	•	•	—•—	X	•	—•—	—•—	•	•	•	•	—•—	•	•	•
	9	•	•	•	•	X	—•—	X	•	•	•	•	•	•	•	•	•	•
	8	•	•	•	•	—•—	•	X	•	•	•	•	•	•	•	•	•	—•—
–1 SD	7	•	•	—•—	—•—	•	•	—•—	•	•	•	•	•	—•—	•	•	•	X
	6	•	—•—	X	X	•	•	•	•	•	•	•	•	X	•	•	•	—•—
	5	•	X	—•—	—•—	•	•	•	•	•	•	•	•	—•—	•	•	—•—	•
–2 SD	4	—•—	—•—	•	•	•	•	•	•	•	•	•	•	•	•	X	•	•
	3	X	•	•	•	•	•	•	•	•	•	—•—	•	•	•	—•—	•	•
	2	—•—	•	•	•	•	•	•	•	•	•	X	—•—	•	•	•	•	•
–3 SD	1	•	•	•	•	•	•	•	•	•	•	—•—	•	•	•	—•—	•	•
↓	0	•	•	•	•	•	•	•	•	•	•	•	X	•	•	X	•	•
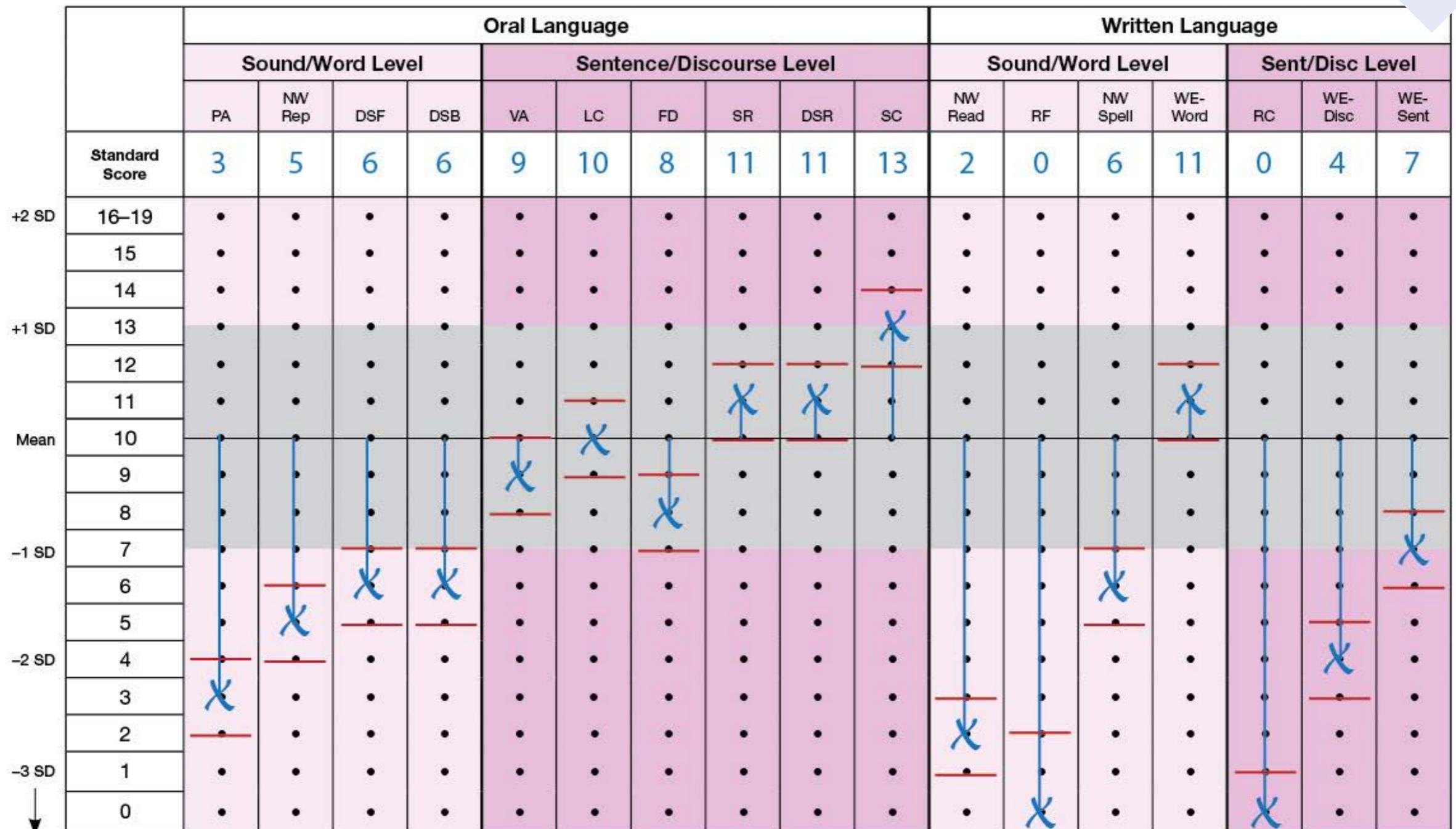
How is my student progressing over time?

TILLS makes it easy for you to track your student's progress.

After a minimum of 6 months, you can readminister the entire TILLS or just selected subtests to see how your student's skills are improving.

		Oral Language						Written Language				
	Sub-test	Standard Score Time 2	Standard Score Time 1	Difference	True Change Interval	Change Decision (yes/no)	Sub-test	Standard Score Time 2	Standard Score Time 1	Difference	True Change Interval	Change Decision (yes/no)
Sound/Word Level	PA				2		NW Read				1	
Sound/Word Level	NW Rep				2		RF				2	
Sound/Word Level	DSF				2		NW Spell				1	
Sound/Word Level	DSB				2		WE-Word				2	
Sent/Disc Level	VA				1		RC				2	
Sent/Disc Level	LC				2		WE-Disc				1	
Sent/Disc Level	FD				2		WE-Sent				1	
Sent/Disc Level	SR				2							
Sent/Disc Level	DSR				2							
Sent/Disc Level	SC				2							

On the next few slides, you'll learn how easy it is to use the Tracking Chart.

After you readminister TILLS, the first thing you do is enter the standard scores for both your first and second test times. You'll write these in the appropriate column for each subtest you administer.

		Oral Language						Written Language					
	Sub-test	Standard Score Time 2	Standard Score Time 1	Difference	True Change Interval	Change Decision (yes/no)	Sub-test	Standard Score Time 2	Standard Score Time 1	Difference	True Change Interval	Change Decision (yes/no)
Sound/Word Level	PA	3	0		2		NW Read	2	1		1	
	NW Rep	5	4		2		RF	0	0		2	
	DSF	6	4		2		NW Spell	6	8		1	
	DSB	6	7		2		WE-Word	11	10		2	
Sent/Disc Level	VA	9	7		1		RC	0	0		2	
	LC	10	10		2		WE-Disc	4	4		1	
	FD	8	8		2		WE-Sent	7	6		1	
	SR	11	10		2							
	DSR	11	10		2							
	SC	13	10		2							

Next, you'll subtract your student's standard scores earned at Time 1 from scores earned at Time 2 and record the difference. Then, compare the absolute values of the difference to the True Change Interval values.

	Sub-test	Standard Score Time 2	Standard Score Time 1	Difference	True Change Interval	Change Decision (yes/no)	Sub-test	Standard Score Time 2	Standard Score Time 1	Difference	True Change Interval	Change Decision (yes/no)
		Oral Language						Written Language				
Sound/Word Level	PA	3	0	+3	2		NW Read	2	1	+1	1	
	NW Rep	5	4	+1	2		RF	0	0	0	2	
	DSF	6	4	+2	2		NW Spell	6	8	-2	1	
	DSB	6	7	-1	2		WE-Word	11	10	+1	2	
Sent/Disc Level	VA	9	7	+2	1		RC	0	0	0	2	
	LC	10	10	0	2		WE-Disc	4	4	0	1	
	FD	8	8	0	2		WE-Sent	7	6	+1	1	
	SR	11	10	+1	2							
	DSR	11	10	+1	2							
	SC	13	10	+3	2							

(The True Change Interval values printed in the chart are for the 68% confidence interval; to use a 90% confidence interval, look up these values in the Appendix of the Examiner's Manual.)

Finally, if the absolute value of the difference for a subtest is larger than the True Change Interval, enter "yes" (Y) under Change Decision. If not, enter "no" (N). If yes, add a sign (+ or -) to indicate whether the difference is positive or negative or draw an arrow to indicate the direction of change.

		Oral Language						Written Language				
	Sub-test	Standard Score Time 2	Standard Score Time 1	Difference	True Change Interval	Change Decision (yes/no)	Sub-test	Standard Score Time 2	Standard Score Time 1	Difference	True Change Interval	Change Decision (yes/no)
Sound/Word Level	PA	3	0	+3	2	Y ↑	NW Read	2	1	+1	1	N
	NW Rep	5	4	+1	2	N	RF	0	0	0	2	N
	DSF	6	4	+2	2	N	NW Spell	6	8	-2	1	Y ↓
	DSB	6	7	-1	2	N	WE-Word	11	10	+1	2	N
Sent/Disc Level	VA	9	7	+2	1	Y ↑	RC	0	0	0	2	N
	LC	10	10	0	2	N	WE-Disc	4	4	0	1	N
	FD	8	8	0	2	N	WE-Sent	7	6	+1	1	N
	SR	11	10	+1	2	N						
	DSR	11	10	+1	2	N						
	SC	13	10	+3	2	Y ↑						

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