TILLS™

Two models. One powerful test.

TILLS incorporates two effective models: the **Language Levels x Modalities Model** and the **Quadrant Model.** These models work together to uncover the nature of a student's strengths and weaknesses across both oral and written modalities.

The Language Levels x Modalities Model

TILLS is based on a unique **Language Levels x Modalities Model** that covers all the language and literacy skills students must demonstrate to succeed in school. This graphic gives you an overview of the model, along with the TILLS subtests designed to test each part of the model.

These are the two language levels assessed.

These are the four modalities assessed.

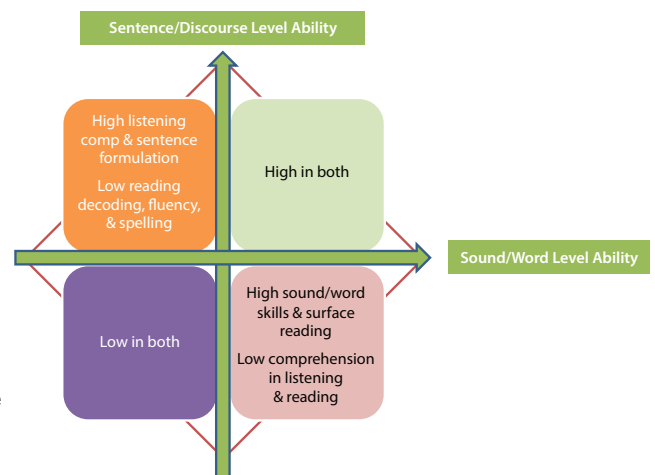| Language Modality	Language Level	
	Sound/Word Level	**Sentence/Discourse Level**
Listening	1. Vocabulary Awareness* 2. Phonemic Awareness	6. Listening Comprehension 8. Following Directions
Speaking	4. Nonword Repetition	3. Story Retelling 13. Social Communication
Reading	10. Nonword Reading 11. Reading Fluency	7. Reading Comprehension
Writing	5. Nonword Spelling 12a. Written Expression – Word Score	12b. Written Expression – Discourse Score 12c. Written Expression – Sentence Score
Memory	14. Digit Span Forward 15. Digit Span Backward	9. Delayed Story Retelling

Some subtests also measure aspects of memory relevant to classroom performance and performance on the other subtests.

*Assesses semantic relationships, which relates to the sentence/discourse factor more than the sound/word factor, even though it uses word level stimuli.

The Language Levels x Modalities Model makes it easy to understand at a glance what's being measured and how skills interrelate. It also helps interdisciplinary teams communicate clearly about the student's needs.

The Quadrant Model

Oral and written language abilities during the school years are best explained by the Quadrant Model that includes sound/word and sentence/discourse language levels as contributing factors. By comparing students' language/literacy skills at the sound/word level and the sentence/discourse level (rather than focusing on expressive/receptive factors or oral/written factors like other tests do), TILLS helps you make a differential diagnosis aligned with the quadrant where the student's profile fits best.

*Nelson, N. W., Plante, E., Anderson, M., & Applegate, E. B. (2022). The dimensionality of language and literacy in the school-age years. Journal of Speech, Language, and Hearing Research, 65(7), 2629–2647. **https://bpub.fyi/JSLHR***

Sentence/Discourse Level Ability

High listening comp & sentence formulation
Low reading decoding, fluency, & spelling

High in both

Sound/Word Level Ability

Low in both

High sound/word skills & surface reading
Low comprehension in listening & reading

This Quadrant Model is the *only* evidence-based model for school-age language assessment!