

**Sampling of Formal Assessment Tools Available in Spanish**

<b>Instrument</b>	<b>Ages</b>	<b>Norming Information</b>	<b>Developmental Area/Domain Addressed</b>	<b>Notable Highlights</b>
<b>BASC–III (Behavior Assessment System for Children, 3rd ed.)</b>	2:0–21:11 (Teacher/ Parent Rating Scales); 6:0 through college age (Self Report of Personality/SRP)	English Norms	Behavioral/Emotional	Includes RTI monitoring for Tiers 2 and 3  Useful in diagnosing ED
<b>**CELF-4 Spanish (Clinical Evaluation of Language Fundamentals)</b>	5:0–21:11	Content specifically developed for a diverse range of Spanish speakers— not a translation of the English edition	Receptive and Expressive Language	Addresses, semantics, morphology, syntax, pragmatics, and conversational skills  Can be particularly useful in diagnosis of ASD
<b>*DIAL–4 (Developmental Indicators for the Assessment of Learning, 4th ed.)</b>	2:6–5:11	Spanish Norms	Motor, Language, Concepts, Self-help, Social development	Includes “Speed DIAL” screening component  Aids in assessment of Developmental Delay (DD)
<b>*PLS–5 Spanish (Preschool Language Scale, 5th ed.)</b>	Birth–7:11	Normed with 1,150 monolingual and bilingual Spanish-speaking children in the United States and Puerto Rico	Auditory comprehension, Expressive communication, Total language	Ideal for children who are preverbal or have limited expressive skills

<p><b>PDDST–II (Pervasive Developmental Disorders Screening Test, 2nd. Ed)</b></p>	<p>1–4</p>	<p>English Norms</p>	<p>Screen for autism spectrum disorders (ASD)</p>	<p>Helps distinguish ASD from other developmental disorders</p>
<p><b>PPVT–4 (Peabody Picture Vocabulary Test, 4th ed.)</b></p>	<p>2:6–100</p>	<p>(Completely separate Spanish “sister” test; see below)</p>	<p>Receptive language</p>	<p>Picture-based assessment; no reading or writing required.  Ideal for children who are nonverbal and/or have motoric needs that make speaking difficult</p>
<p><b>Test de Vocabulario en Imagenes Peabody (TVIP)</b></p>	<p>2:6–17:11</p>	<p>Norms available for both Mexican and Puerto Rican standardization samples (combined norms available as well)</p>	<p>Receptive Language</p>	<p>Contains over 100 translated items to assess the vocabulary of Spanish-speaking and bilingual students  Based on an older version of the PPVT (PPVT–II)</p>
<p><b>Vineland II (Vineland Adaptive Behavior Scales, 2nd ed.)</b></p>	<p>3:0–21:11</p>	<p>English Norms</p>	<p>Adaptive Behavior</p>	<p>Aids in diagnosis of ID, ASD, attention deficit/hyperactivity disorder (ADHD), TBI, and hearing impairment</p>

<p><b>(WJ-IV) Woodcock Johnson Tests of Achievement, 4th ed.</b></p>	<p>2:6–90</p>	<p>Completely separate “sister” tool (see below)</p>	<p>Academic Achievement: Reading, Written language, Math, Academic knowledge</p>	<p>The Oral Language battery (set of subtests) can aid in the determination of English (and Spanish) language proficiency.</p> <p>The OL battery can yield a more complete reading, writing, or dyslexia evaluation (key for diagnosing SLD).</p>
<p><b>Woodcock-Munoz Language Survey–R Normative Update</b></p>	<p>2:6–90</p>	<p>Normed on both ELs and English proficient children</p>	<p>Reading, Writing, Listening, Language, Comprehension</p>	<p>Provides a Cognitive Academic Language Proficiency Score (CALP) ranging from 1 to 6</p>

\*Assessment tools for early childhood/preschool population with *some* overlap into early “school-age”

\*\*Separate early childhood instrument available.