| Abbreviation | Test Name | Oral Language | Reading/ Writing | Academic Subjects | Vocabulary | Grades or Age Group | Administration Format | Measures | Equivalent Assessment in English or Other Languages | Publisher |
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| AAPPL | The ACTFL <br> Assessment of Performance toward Proficiency in Languages | $\checkmark$ | $\checkmark$ |  |  | Grade 5 through postsecondary; oral language component appropriate for primary grades | Individual, computerized | Performance assessment of language proficiency; covers interpersonal listening/speaking, presentational writing, and interpretive reading and listening | Available in Arabic, Chinese, French, German, Russian, Spanish and ESL | American Council on the Teaching of Foreign Languages (ACTFL) |
| Aprenda 3 | Aprenda®: La prueba de logros en español, Tercera edición |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | Grades K-12 | Group | Reading, math, language, spelling, listening, science, and social science | The Stanford Achievement Test Series, Tenth Edition (Stanford 10) | Pearson Assessment |
| Batería-III | Batería III Woodcock-Muñoz | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | Age 2 to adult | Individual | Cognitive battery; achievement battery (reading, oral language, math, writing, academic language proficiency, vocabulary) | Woodcock-Johnson III (WJ-III) | Riverside Publishing |
| Boehm-3 | Boehm Test of Basic Concepts, Third Edition |  |  | $\checkmark$ |  | Grades K-2 | Group | 50 basic concepts most frequently occurring in kindergarten, first, and second grade curriculum | Directions available in English and Spanish | Pearson Assessment |
| Brigance ABS-R | Assessment of Basic Skills Revised, Spanish edition | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | Grades PreK-9 | Individual | Readiness, oral language, vocabulary, reading comprehension, spelling, writing, computation, math problem solving | Brigance Comprehensive Inventory of Basic Skills-Revised (CIBS-R) | Curriculum Associates |
| BSM ${ }^{1}$ | BSM-Medida de sintaxis bilingüe | $\checkmark$ |  |  |  | Grades PreK-2 (BSM I), Grades 312 (BSM II) | Individual | Dialogue between administrator and student is the basis for a measure of syntactic structures | Bilingual Syntax Measure I and II (BSM-I and BSM-II) | Pearson Assessment |
| BVAT | Bilingual Verbal Ability Tests | $\checkmark$ |  |  | $\checkmark$ | Age 5 to adult | Individual | Picture vocabulary, oral vocabulary, and verbal analogies tests from the Woodcock-Johnson-III | Available in 18 languages | Riverside Publishing |
| COPE | CAL Oral Proficiency Exam | $\checkmark$ |  |  |  | Grades 5-7 | Paired interview | Oral interview/role play technique with two students, measures cognitive-academic language skills as well as social language | May be adapted to any language | Center for Applied Linguistics |
| CPAA | Children's Progress <br> Academic <br> Assessment | $\checkmark$ | $\checkmark$ | $\checkmark$ |  | PreK-2 | Individual, computerized | Early literacy (reading, listening, phonemic awareness, phonics/writing mechanics) and math skills | Available in English | NWEA |

${ }^{1}$ No longer listed on Pearson website; older versions may still be in use.

Notes. See the original 2007 report at http://www.cal.org/twi/assessment.htm for more details on assessments and for inclusion criteria. Assessments that were not included in the original report are shaded. The assessments listed in this update may be appropriate for use in Spanish/English dual language programs; additional information from publishers should be consulted before selecting assessments. The quality of these assessments has not been evaluated by CAL.

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| EDL 2 | Evaluación del desarrollo de la lectura® 2 |  | $\checkmark$ |  |  | Grades K-6 | Individual | Reading level is determined by performance in reading conference; measures include fluency, reading comprehension, non-fiction text features, reading strategies | $\begin{gathered} \text { Developmental } \\ \text { Reading } \\ \text { Assessment (DRA) } \end{gathered}$ | Pearson Assessment |
| ELLOPA | Early Language Listening and Oral Proficiency Assessment | $\checkmark$ |  |  | $\checkmark$ | Grades PreK-2 | Paired interview | Language proficiency interview: Students scored on vocabulary, oral fluency, grammar, listening comprehension, communication strategies, cultural awareness | May be adapted to any language | Center for <br> Applied <br> Linguistics |
| ENIL | Evaluación del nivel independiente de lectura |  | $\checkmark$ |  | $\checkmark$ | Grades PreK-12 | Individual conference | Comprehension (literature and informational text), foundational reading skills, range of reading \& level of text complexity, vocabulary | Independent <br> Reading Level Assessment (IRLA) | American <br> Reading <br> Company |
| FLOSEM | Stanford Foreign Language Oral Skills Evaluation Matrix | $\checkmark$ |  |  | $\checkmark$ | Grades PreK-12 | Informal | Language proficiency observations: Students scored on comprehension, fluency, vocabulary, pronunciation, grammar | May be adapted to any language | California Foreign Language Project, Stanford, CA; adapted from SOLOM |
| Get Ready to Read! | Get Ready to Read! Revised |  | $\checkmark$ |  |  | Ages 3-5 | Individual | Measures reading and writing readiness on a five-point scale; print knowledge, book knowledge, phonological awareness, phonics | Available in English | Pearson Assessment |
| IDEL | Indicadores dinámicos del éxito en la lectura |  | $\checkmark$ |  |  | Grades K-3 | Individual | Letter naming fluency, phoneme segmentation, nonsense word fluency, oral reading fluency, oral retelling, fluency in word use | The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) | University of Oregon Institute for the Development of Educational Achievement |
| IPT-0 | IDEA Oral <br> Language <br> Proficiency Test | $\checkmark$ |  |  | $\checkmark$ | Ages 3 to 5 (Pre- <br> IPT), Grades K-6 <br> (IPT I), Grades 7-12 <br> (IPT II) | Individual | Vocabulary, comprehension, syntax, verbal expression | Parallel form in English | Ballard \& Tighe |
| IPT-R\&W | IDEA Reading and Writing Proficiency Test |  | $\checkmark$ |  | $\checkmark$ | Grades K-1 (Early Literacy), Grades 23 (IPT 1), Grades 46 (IPT 2), Grades 712 (IPT 3) | Group | Reading component: vocabulary, vocabulary in context, reading for understanding, reading for life skills, and language usage; Writing component: ability to generate writing that reflects common usage and academic grade-level standards | Parallel form in English | Ballard \& Tighe |
| ISIP Español | Istation's Indicators of Progress Español | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | PreK-3 | Individual, computerized | Vocabulary, listening comprehension, reading comprehension, phonological awareness \& phonics, fluency, spelling \& writing conventions | ISIP Early Reading | Istation |


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| KeyLinks ${ }^{2}$ | KeyLinks® en español: La conexión entre instrucción y evaluación |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | Grades 1-12 | Group | Academic achievement in reading/language arts and math | KeyLinks®: The Connection Between Instruction \& Assessment ${ }^{\text {TM }}$ | Pearson Assessment |
| LAS Links | Language <br> Assessment Scales Links | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | Grades K-12 | Individual or group | Oral language; pronunciation; Vocabulary, fluency, reading comprehension, mechanics \& usage; writing | Available in English | CTB McGraw-Hill |
| Logramos | Logramos, 2nd Edition |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | Grades K-12 | Group | Vocabulary, reading comprehension, spelling, capitalization, punctuation, usage and expression, math concepts \& estimation, math problem solving and data interpretation, math computation | Iowa Tests | Riverside Publishing |
| MN-SOLOM | Minnesota Modified Student Language Observation Matrix | $\checkmark$ |  |  | $\checkmark$ | Grades PreK-12 | Informal | Language proficiency during oral interview or observation of natural language use; scored on academic comprehension, social comprehension, fluency, vocabulary, pronunciation, grammar | May be adapted to any language | SOLOM revised by Minnesota Department of Education |
| OLAI-2 | Oral Language <br> Acquisition Inventory, Second Edition | $\checkmark$ | $\checkmark$ |  |  | Grades PreK-6 | Individual or small group | Phonemic awareness, print concepts, repeated sentences, story retelling and comprehension, learning behavior, expository reading and writing | Available in English | Pearson Assessment |
| PALS Español | Phonological Awareness Literacy Screening in Spanish |  | $\checkmark$ |  |  | Grades K-3 | Group and individual | Phonological awareness, alphabet knowledge, letter-sound knowledge, concept of word, oral reading, phonemic awareness | Available in English | PALS <br> Marketplace |
| PHAI | Prueba de Habilidades Académicas Iniciales | $\checkmark$ | $\checkmark$ | $\checkmark$ |  | Ages 4 to 7 | Individual | Reading, writing, mathematics, spoken language; reveals early achievement in children at risk for school failure | Young Children's <br> Achievement Test | ProEd Inc. |
| PLS-5 | Preschool Language Scales, Fifth Edition | $\checkmark$ |  |  | $\checkmark$ | Birth through 7 years | Individual | Auditory comprehension, expressive communication | Available in English | Pearson Assessment |

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| PODER/ <br> PUEDE | Prueba Óptima del Desarrollo del Español Realizado; Prueba Útil y Eficaz del Desarrollo de Español | $\checkmark$ | $\checkmark$ | $\checkmark$ |  | Available for Kindergarten, other grades in development | Individual for K, group for other grades; Speaking is individual, computerized | Academic Spanish proficiency in listening/speaking, reading, and writing; uses expository and narrative story lines | No English Equivalent | World-Class Instructional Design and Assessment (WIDA) |
| Pre-LAS | Pre-LAS 2000 | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | Grades PreK-1 | Individual | Oral language component: listening comprehension, expressive vocabulary, expressive skills in syntax, semantics, morphology; preliteracy component: receptive and expressive literacy skills in reading and writing | Available in English | CTB McGraw-Hill |
| ROWPVT-4, EOWPVT-4 | Receptive and Expressive OneWord Picture Vocabulary Tests, Fourth Edition |  |  |  | $\checkmark$ | Age 2 to adult | Individual | Receptive and expressive vocabulary | Available in English | Pearson Assessment |
| SABE/2 | Spanish Assessment of Basic Education, Second Edition |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | Grades 1-8 | Group | Reading, language, mathematics, spelling | No English equivalent | CBT/McGraw Hill |
| SEL | Sistema de evaluación de la lectura |  | $\checkmark$ |  | $\checkmark$ | Grades K-2 | Individual | Decoding, fluency, vocabulary, and comprehension | Fountas \& Pinnell Benchmark Assessment System | Heinemann |
| SSLP | Stanford Spanish Language Proficiency Test | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | Grades PreK-12 | Group and individual | Listening, writing conventions, reading, writing, speaking | Stanford English Language Proficiency Test (ELP) | Pearson Assessment |
| SOLOM | $\begin{gathered} \text { Student Oral } \\ \text { Language } \\ \text { Observation Matrix } \end{gathered}$ | $\checkmark$ |  |  | $\checkmark$ | Grades PreK-12 | Informal | Language proficiency during oral interview or observation of natural language use: Scored on comprehension, fluency, vocabulary, pronunciation, grammar | May be adapted to any language | San Jose Area Bilingual Consortium, revised by California Dep't. of Education |
| SOPA | Student Oral Proficiency Assessment | $\checkmark$ |  |  | $\checkmark$ | Grades 2-8 | Paired interview | Language proficiency interview: Scored on vocabulary, oral fluency, grammar, listening comprehension | May be adapted to any language | Center for Applied Linguistics |
| SRI | Scholastic Reading Inventory - Print Version |  | $\checkmark$ |  |  | Grades 1-12 | Group | Reading comprehension | Available in English | Scholastic |


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| SSALD | Cambridge Step by Step Assessment to Language Dominance | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | Grades K-8 | Individual | Oral language interview; reading comprehension; directed writing sample; affective, social, cognitive student profile checklist | Also available in English and Portuguese | Cambridge (Mass.) Public Schools |
| STAMP | Standards-based Measurement of Proficiency | $\checkmark$ | $\checkmark$ |  |  | Grade 3 to adult | Individual, computerized | Reading, writing, listening, speaking | Also available in Arabic, Chinese, French, and Japanese | Avant Assessment |
| STAR | STAR Reading Spanish |  | $\checkmark$ |  |  | Grades 1-5 | Individual, computerized | Reading Skills | STAR <br> Assessments | Renaissance Learning |
| SUPERA | SUPERA |  | $\checkmark$ | $\checkmark$ | $\checkmark$ | Grades 1-10 | Group | Evaluaciones esenciales: selected response tests in reading/language arts and math; Evaluaciones múltiples: selected and open ended response tests in reading/language arts and math; SUPERA Plus: word analysis, vocabulary, language mechanics, spelling, and mathematics computation | TerraNova, Second Edition (CAT/6) | CTB McGraw-Hill |
| TELD-3:S | Test of Early Language Development Third Edition: Spanish | $\checkmark$ |  |  | $\checkmark$ | Ages 2 to 7 | Individual | Receptive and expressive language | Test of Early Language Development Third Edition | ProEd Inc. |
| TPAS | Test of Phonological Awareness in Spanish | $\checkmark$ |  |  |  | Ages 4 to 10 | Individual | Phonological awareness measured through four subtests: initial sounds, final sounds, rhyming words, deletion | No English equivalent | Pearson Assessment |
| TVIP | Test de vocabulario en imágenes Peabody |  |  |  | $\checkmark$ | Ages 2 to 17 | Individual | Receptive vocabulary | Peabody Picture Vocabulary Test (PPVT 4) | Pearson Assessment |
| WMLS-R | Woodcock-Muñoz Language SurveyRevised | $\checkmark$ | $\checkmark$ |  | $\checkmark$ | Age 2 to adult | Individual | Picture vocabulary, verbal analogies, letter-word identification, dictation, understanding directions, story recall, passage comprehension | Available in English | Riverside Publishing |


[^0]:    ${ }^{2}$ No longer listed on Pearson website; older versions may still be in use.

