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| Name of assessment | Who can administer | Who is it for? | What does it assess? |
| Ages and Stages Questionnaire-3  (ASQ-3) | Caregiver, Early Interventionist, Pediatrician, Teacher | 1 month to 5.6 years | Reveals child’s strengths, skills, and areas of concern. |
| Assessment of Basic Language and Learning Skills, Revised (ABLLS-R) | Teacher, Early Interventionist, Speech Language Pathologist, Psychologist | 3 to 9 years | Identifies difficulty in language, academic, self-help and motor skills. It is an assessment, curriculum guide and skills tracking system. |
| Autism Social Skills Profile (ASSP) | Caregiver, Teacher, Early Interventionist, Speech Language Pathologist | 5 to 18 years | Checklist designed to provide a comprehensive measure of social functioning in children and adolescents with ASD. The ASSP was designed to assist with intervention planning and to provide a measure of intervention outcomes. |
| Children’s Communication Checklist – 2 (CCC-2) | Psychologist, Speech Language Pathologist | 4 to 16.11 years | Looks at speech, vocabulary, sentence structure and social language skills of children and adolescents who speak in sentences. |
| Clinical Evaluation of Language Fundamentals – 5 (CELF-5) | Speech Language Pathologist | 5 to 21 years | Attention to people, play, vocal development, gesture, social communication, vocabulary, qualitative, quantitative and special concepts, time/sequence, morphology, syntax, phonological awareness. |
| Clinical Evaluation of Language Fundamentals Preschool-P-2 (CELF:P-2) | Speech Language Pathologist | 3 to 6 years | Core language, receptive and expressive language, language, content and structure. |
| Communication Matrix | Speech Language Pathologist | Birth to 2 years | Looks at refusing, requesting, social interactions, and seeking information. |
| Comprehensive Assessment of Spoken Language (CASL) | Speech Language Pathologist | 3 to 21 years | Assesses basic concepts, antonyms/synonyms, sentence completion, idiomatic language, syntax construction, paragraph comprehension, grammatical morphemes, sentence comprehension, nonliteral language, inference and awareness of appropriate language in a situational context. |
| Communication and Symbolic Behavior Scales Developmental Profiles (CSBS DP) | Speech Language Pathologist, Psychologist, Early Interventionist, Teacher, Pediatrician | 6 months to 6 years | Measures eye gaze, emotion, communication, gestures, sounds, words, understanding, and object use. |
| Comprehensive Test of Nonverbal Intelligence (CTONI) | Psychologist | 6 to 89 years | Uses nonverbal formats to measure general intelligence of children and adults whose performance on traditional tests might be adversely affected by subtle or overt impairments involving language or motor abilities. |
| Evaluating Acquired Skills In Communication-3 (EASIC-3) | Speech Language Pathologist | 3 months to 6.3 years | Assesses the areas of prelinguistic skills, semantics, morphology, syntax and pragmatics. |
| Expressive One Word Picture Vocabulary Test – 4th Edition (EOWPVT-4) | Psychologist, Speech Language Pathologist | 2 to 80 years | Tests an individual’s ability to name, with one word, objects, actions and concepts when presented with color illustrations. Can be used to assess and document vocabulary development. |
| Expressive Vocabulary Test, 2nd Edition (EVT-2) | Psychologist, Speech Language Pathologist | 2.6 to 80 years | Assesses expressive vocabulary with a test that requires no reading or writing. |
| Functional Communication Profile- Revised (FCP-R) | Speech Language Pathologist, Teacher | 3 years to adult | Evaluates sensory-motor skills, attentiveness, receptive and expressive language, pragmatic/social language, speech, voice, oral fluency and nonverbal communication. |
| Oral and Written Language Scales (OWLS) | Speech Language Pathologist, Psychologist | 3 to 21 years for listening comprehension and oral expression; 5 to 21 years for written expression | Assesses vocabulary, grammar, pragmatic structures and higher order thinking; provides an individual’s ability to understand and produce connected language, both spoken and written. |
| Peabody Picture Vocabulary Test, 4th Edition (PPVT-4) | Speech Language Pathologist, Psychologist | 2.6 to 80 years | Measures understanding of the spoken word to assess vocabulary acquisition. |
| Preschool Language Scale-5 (PLS-5) | Speech Language Pathologist | Birth to 7.11 years | Targets interaction, attention, vocal/gestural behaviors and different levels of play. |
| Pragmatic Language Observation Scale | Speech Language Pathologist, Teacher, Early Interventionist, Psychologist | 8 to 17.11 years | Assesses student’s daily classroom spoken language behaviors. |
| Pragmatic Language Skills Inventory | Teacher, Early Interventionist, Caregiver | 5 to 12.11 years | Assesses children’s pragmatic language abilities in three subscales: Personal Interaction Skills, Social Interaction Skills and Classroom Interaction Skills. |
| Psychoeducational Profile-Revised (PEP-3) | Teacher, Early Interventionist, Speech Language Pathologist, Psychologist | 6 months to 7 years | Charts uneven and idiosyncratic development, emerging skills and used to assist in programming. Determines strengths and weaknesses, established development/adaptive levels. |
| Receptive-Expressive Emergent Language Test-3 (REEL-3) | Speech Language Pathologist | Birth to 3 years | Receptive and expressive language and inventory of vocabulary words. |
| Receptive One Word Picture Vocabulary Test- 4th Edition (ROWPVT-4) | Speech Language Pathologist, Psychologist | 2 to 80 years | Tests an individual’s ability to match a spoken word with an image of an object, action or concept. Can be used to assess and document vocabulary development. |
| The Rosetti Infant-Toddler Language Scale | Speech Language Pathologist, Early Interventionist, Teacher | Birth to 3 years | Interaction attachment, pragmatics, gesture, play, language and comprehension. |
| Social Language Development Test Elementary | Speech Language Pathologist, Psychologist | 6 to 11 years | Focuses on language-based skills of social interpretation and interaction with friends; assesses student’s language-based responses to portrayed, peer to peer situations. |
| Social Responsiveness Scale (SRS) | Teacher, Early Interventionist, Caregiver, Speech Language Pathologist | 4 to 18 years | Measures severity of ASD in natural social settings; assesses social awareness, social information processing, capacity for reciprocal social communication, social anxiety/avoidance and preoccupations and traits. |
| Test of Aided-Communication Symbol Preference (TASP) | Speech Language Pathologist, Psychologist | Children and adults who can point to pictures | Provides a starting point for designing or selecting an appropriate AAC device page set. Uses results to design communication boards and establish appropriate AAC intervention goals and strategies targeting symbolic and syntactic development. |
| Test of Early Communication and Emerging Language (TECEL) | Teacher, Early Interventionist, Psychologist, Speech Language Pathologist | 2 weeks to 24 months | (Formerly known as the Non Speech Test) Used to assess and chart communication and language strengths and weaknesses and design intervention plans and to make estimates about future language development. |
| TEACCH Transition Assessment Profile (TTAP) | Teacher, Early Interventionist, Psychologist, Caregiver, Speech Language Pathologist | 3rd through 12th grades | Evaluates six major functional skills areas: vocational skills, vocational behavior, independent functioning, leisure skills, functional communication and interpersonal behavior. |
| Test of Language Competence-Expanded | Speech Language Pathologist, Psychologist | Level 1: 5 to 9 years;  Level 2: 10 to 18 years | Assesses higher level language function in ambiguous sentences, listening comprehension, making inference, oral expression, figurative language, memory. |
| Test of Language Development: Intermediate-4 (TOLD: I-4) | Speech Language Pathologist | 8 to 17.11 years | Sentence combining, picture vocabulary, word ordering, relational vocabulary, morphological comprehension and multiple meanings. |
| Test of Language Development: Primary-4 (TOLD:P-4) | Speech Language Pathologist | 6 to 19 years | Picture, relational and oral vocabulary, syntactic understanding, sentence imitation, morphological completion, word discrimination, word analysis and word articulation. |
| Test of Pragmatic Language (TOPL-2) | Speech Language Pathologist | 6 to 19 years | Physical setting, audience, topic, purpose, visual-gestural cues, abstraction. |
| Test of Problem Solving 2-Adolescent (TOPS-2) | Speech Language Pathologist | 12 to 18 years | Making inferences, determining solutions, problem solving, interpreting, perspective and transferring insights. |
| Test of Problem Solving 2-Elementary (TOPS-2) | Speech Language Pathologist | 6 to 12 years | Making inferences, sequencing, negative questions, problem solving, predicting, determining causes. |
| Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) | Teacher, Early Interventionist, Speech Language Pathologist, Psychologist | 18 months to adult | Criterion reference tool, curriculum guide and skill tracking system. Serves as a guide for development of individualized language, social skills and learning. |