

<b>Outcome Measure</b>	<b>Oral and Written Language Scales – Second Edition (OWLS-II)</b>
<b>Sensitivity to Change</b>	Yes
<b>Population</b>	Pediatrics
<b>How to obtain</b>	Pearson Assessment
<b>Domain</b>	Language and Communication
<b>Type of Measure</b>	Standardized test of child language and literacy
<b>Time to administer</b>	
<b>Description</b>	<p>The OWLS-II is an assessment of oral and written language that aims to identify language disorders, design intervention targets, and monitor progress. The assessment consists of four scales: Listening Comprehension, Oral Expression, Reading Comprehension, and Written Expression. Each scale assesses four linguistic structures: semantic/lexical, syntax, pragmatics and supralinguistics.</p> <p>The Listening Comprehension and Oral Expression scales can be used to assess receptive and expressive language in children aged 3;0 to 21;11 years. Administration time ranges from 10 to 20 minutes for the Language Comprehension subscale and 10 to 30 minutes for the Oral Expression subscale.</p> <p>The Reading Comprehension and Written Expression scales can be used to assess the receptive and expressive aspects of written language in children aged 5;0 to 21;11 years. Administration time ranges from 10 to 30 minutes for the Reading Comprehension scale and 15 to 30 minutes for the Written Expression scale. Since the Reading Comprehension scale is based on the same theory and structure as the other OWLS-II scales, it can identify language factors that may be impairing or facilitating reading comprehension. Tasks within the Written Expression scale are similar to those students might encounter in the classroom. The scale contains tasks that are open-ended (the examinee has to complete a story or interpret a statement) or structured (the examinee copies words or writes a dictated sentence). In addition to measuring the four linguistic structures assessed by the other OWLS-II scales, the scale also measures conventions (spelling, punctuation/capitalization, letter formation) and text structure (organisation, details, cohesion).</p> <p>All four scales provide age- and grade-based standard scores, test-age equivalents, percentile ranks, and descriptive labels (Exceptional, Above Average, Average, Below Average, or Possibly Disordered). Scale scores can be combined to produce five Composites: Oral Language, Written Language, Receptive Processing, Expressive Processing, and Overall Language Processing. Scoring can be completed manually or with the optional computer-scoring program. The software converts raw scores to scale scores, compares scale scores, calculates composites, and generates a graphic score profile. It also provides high-level item analysis and detailed narrative interpretation.</p>
<b>Properties</b>	<p>All of the scales are normed on the same sample of 2,123 subjects, aged 3 to 21 years, representative of the US population in terms of gender, ethnicity, geographic region, and parental education.</p> <p><b>Validity:</b> Sample consisted of 241 students receiving interventions for speech and language disorders, and 114 students receiving intervention for a range of psychological and behavioural disorders. Analysis verified that the OWLS-II scales can differentiate between typically developing individuals from individuals who have other speech, language and other clinical disorders.</p> <p><b>Reliability:</b> Established by examining internal reliability and inter-rater reliability. Internal reliability coefficient was .95 or higher for the sample with impaired speech and language, .93 or higher for the clinical sample. For the standardization sample (n=117), the coefficient ranged from .73 to .94 (median of .85) for the Listening Comprehension, Oral Expression, Reading Comprehension and Written Expression scales. Intraclass correlation for the Oral Expression scale Form A was .96 and Form B was .93. For Written Expression Form A, the intraclass score was .96 and Form B was .94.</p>

	<p><b>Reliability of alternative forms:</b> determined through the two alternative forms of the OWLS-II. Correlations were through age ranges for a total of 319 students from the standardization sample that took both Form A and B. Range was .67 to .96 (median of .78). These results provided support for the equivalence for Forms A and B.</p> <p><b>Sensitivity to change</b> The OWLS Listening Comprehension task has been shown to be sensitive to the effects of treatment (Phillips et al., 2016)</p>
<b>Advantages</b>	The Second Edition introduces a parallel form that allows retesting on all scales after a brief interval. Form B, which can be used with children from the age of 5 years, allows examiners to monitor language development over time.
<b>Disadvantages</b>	Not yet standardized/normed on an AU population.

#### References

Carrow-Woolfolk, E. (2011). *Oral and Written Language Scales - Second Edition (OWLS-II)*. Torrance, CA: Western Psychological Services.

Phillips, B. M., Tabulda, G., Ingrole, S. A., Webb Burris, P., Sedgwick, T. K., & Shiyi, C. (2016). Literate Language Intervention With High-Need Prekindergarten Children: A Randomized Trial. *Journal of Speech, Language & Hearing Research*, 59(6), 1409-1420. doi:10.1044/2016\_JSLHR-L-15-0155