

Outcome Measure	Comprehensive Assessment of Spoken Language (CASL)
Sensitivity to Change	High test-retest reliability and they market the tool as being used to record growth from preschool through the postsecondary years. No comment is made as regards use of the tool in brain injured populations so its ability to detect change in this group is not known.
Population	Pediatrics, ages 3 to 21
How to obtain	WPS: https://www.wpspublish.com/casl-2-comprehensive-assessment-of-spoken-language-second-edition
Domain	Language and Communication
Type of Measure	Standardised Assessment
Time to administer	Takes 30 to 45 minutes for the core battery to be administered.
Description	<p>Comprehensive Assessment of Spoken Language (CASL) is an individually and orally administered, research-based, theory-driven oral language assessment battery for ages 3 through 21.</p> <p>15 tests measure language processing skills across comprehension, expression, and retrieval in four oral language categories</p> <p>1) Lexical/ Semantic Tests: Lexical/Semantic—knowledge and use of words and word combinations. Tests include: Basic Concepts, Antonyms, Synonyms, Sentence Completion, and Idiomatic Language</p> <p>2) Syntactic Tests: knowledge and use of grammar (morphology and syntax). Tests include: Syntax Construction, Paragraph Comprehension, Grammatical Morphemes, Sentence Comprehension, and Grammaticality Judgement</p> <p>3) Supralinguistic Tests: comprehension of complex language whose meaning is not directly available from lexical or grammatical information. Tests include: Nonliteral Language, Meaning from Context, Inference, and Ambiguous Sentences</p> <p>4) Pragmatic Test: awareness of appropriate language in a situational context and the ability to modify this language as necessary.</p> <p>Test administration and scoring</p> <p>There are core tests (C) that derive a global language composite and supplementary tests (S) that provide additional diagnostic information and Index Scores.</p> <p>Scores are age-based and grade-based standard scores (M=100, SD=15), grade and test-age equivalents, percentiles, normal curve equivalents and stanines are available.</p> <p>Test Books: Three self-standing Test Books are tabbed for quick administration and easy reference. Key test administration principles are printed on the first few pages of each.</p> <p>Two Record Forms: One for ages 3 through 6, the other for ages 7 through 21. Both forms provide space for a profile analysis, item responses, scores, and behavioral observations.</p> <p>Testing Time: This varies with age band and the number of recommended core tests. Generally, the core battery takes about 30 minutes for children ages 3 through 5, and about 45 minutes for older individuals.</p>
Properties	<p>2,750 examinees aged 3 to 21 were tested at 166 sites across US.</p> <p>Full sample used for item analysis. Representative sample of 1,700 used for developing normative scores. Given rapid changes in language at ages 3 and 4, samples of 6-month age intervals were used for those ages. Whole-year intervals were used for the 'middle ages' (wording used in CASL technical report). Multi-year age intervals were selected for the 'upper ages'. The manual may provide more detail but the website was elusive on what the middle or upper ages were and what the 'multi-age' intervals were. Data is from 1996–1997 (so a limitation is that this is not a contemporary sample and it's a US based sample).</p> <p>RELIABILITY: Internal consistency Lexical/Semantic Index: .92 to .95</p>

	<p>Syntactic Index: .92 to .96 Supralinguistic Index: .90 to .95 Receptive Index: .85 to .90 Expressive Index: .95 to .96 Pragmatic judgement subtest .79-.92</p> <p>RELIABILITY: Test-retest Test-retest reliability coefficients for the individual tests range from .65 to .95 Core Composites from .92 to .93 Indexes from .88 to .96.</p> <p>VALIDITY: Based on data from the manual, inter-correlation coefficients range from .30 to .79, “low enough to support the interpretation that each test is measuring something unique but high enough to support their combination to produce the Core Composite and Index scores”. An independent study of children with specific language impairment (Hoffman, Loeb et al. 2011) suggested core tests load on one factor not three. According to the manual, the CASL was correlated with the following: TACL-R (35 examinees aged 5:0 to 5:11) OWLS™ LC and OE (50 examinees aged 7:10 to 10:11) PPVT™-III (45 examinees aged 7:1 to 10:11) EVT™ (45 examinees aged 7:1 to 10:11) (See Chapter 8 in manual for complete reporting of these correlations.)</p> <p>In children with specific language impairment, the CASL correlated significantly with the Test of Language Development-Primary: 3rd Edition (TOLD-P3: $r = .596$) (Hoffman, Loeb et al. 2011). In children and adolescents with high functioning Autism Spectrum Disorders, the CASL correlated with communication and socialisation domains of the Vinelands Adaptive Behaviour Scales (Reichow, Salamack et al. 2008).</p> <p>Correlations with measures of cognitive ability. The CASL was correlated with the following: K-BIT™ (52 examinees aged 14:0 to 17:9)</p> <p>Construct Developmental progression of scores, intercorrelations of tests, and factor structures of the Indexes show construct validity. (See Chapter 8 in manual for construct validity data.)</p> <p>Clinical sample Differences between means of clinical and control group in Core Composite scores in the following areas: Speech Impairment: 1.5 Language Delay: 12.4* Language Impairment: 15.6* Mental Retardation: 32.2* Learning Disability (Reading): 9.9* (ages 8–11); 14.5* (ages 12–18) Learning Disability (Undifferentiated): 20.3* Emotional Disturbance: 9.9* Hearing Impairment: 26.2 * = significant at .001 level</p>
Advantages	<p>No reading or writing required Only a verbal or nonverbal (pointing) response is required. Reading or writing ability is not needed to respond to test items. The CASL battery is ideal for measuring delayed language, oral language disorders, dyslexia, and aphasia. CASL is flexible. Administer only the tests you need for a single subject. For example, an average five-year-old might be given four core tests, plus one or two supplementary tests, if warranted. Core tests measure the most representative aspects of each language category for each of the six age bands. Supplementary tests provide additional diagnostic information to yield assessment data for quantitative (profile) and qualitative (clinical) analyses.</p>

Disadvantages	Norm/standardisation testing performed in 1996–1997 -so this is not a contemporary sample and it's a US based sample. Factor structure of the Core tests may be different in clinical samples than that reported based on the normative data in the manual (Hoffman, Loeb et al. 2011).
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References

Carrow-Woolfolk, E. (1999). *Comprehensive Assessment of Spoken Language (CASL)*. American Guidance Service, Circle Pines, MN (1999)

Hoffman, L. M., et al. (2011). "Concurrent and construct validity of oral language measures with school-age children with specific language impairment." *Journal of Speech, Language, and Hearing Research* **54**(6): 1597-1608.

Reichow, B., et al. (2008). "Pragmatic assessment in autism spectrum disorders: A comparison of a standard measure with parent report." *Communication Disorders Quarterly* **29**(3): 169-176.