

# How to Get the Most Out of TILLS



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# How to get the most out of TILLS

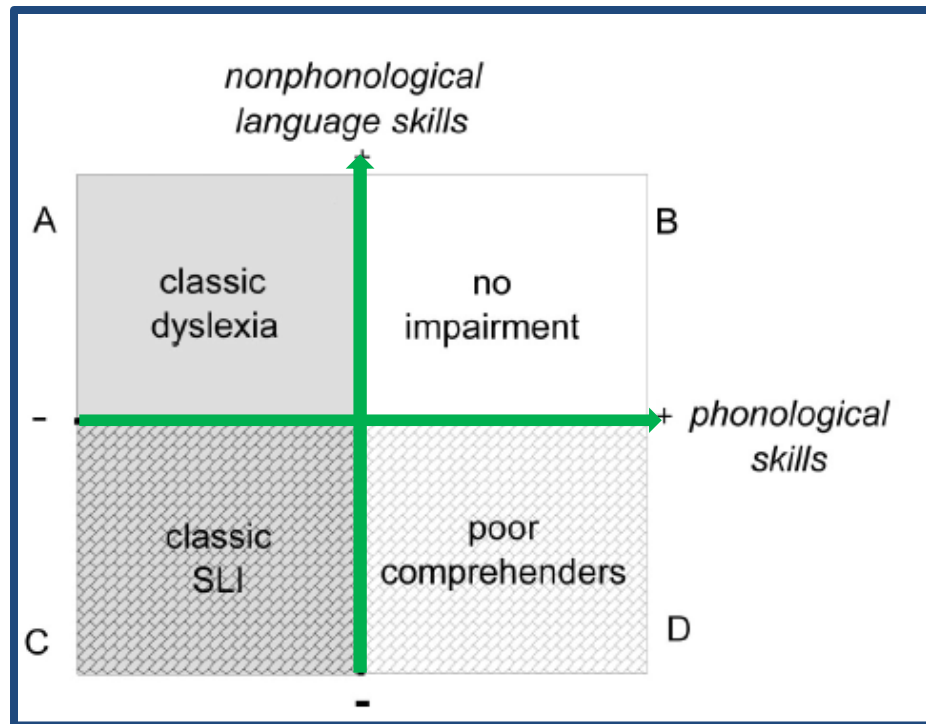
1. Form a mental model of the constructs being assessed
2. Administer the 15 TILLS subtests with awareness of what they require
3. Interpret the results for 3 validated purposes
  - Identify language/literacy disorder
  - Profile strengths and weaknesses
  - Track change over time (6 month intervals or longer)
4. Consider teacher, parent, and student input on the Student Language Scale (SLS)
5. Collaborate with others to decide what to do next

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Form a mental model of  
constructs being assessed

# Relationships of Disorders of Oral & Written Language

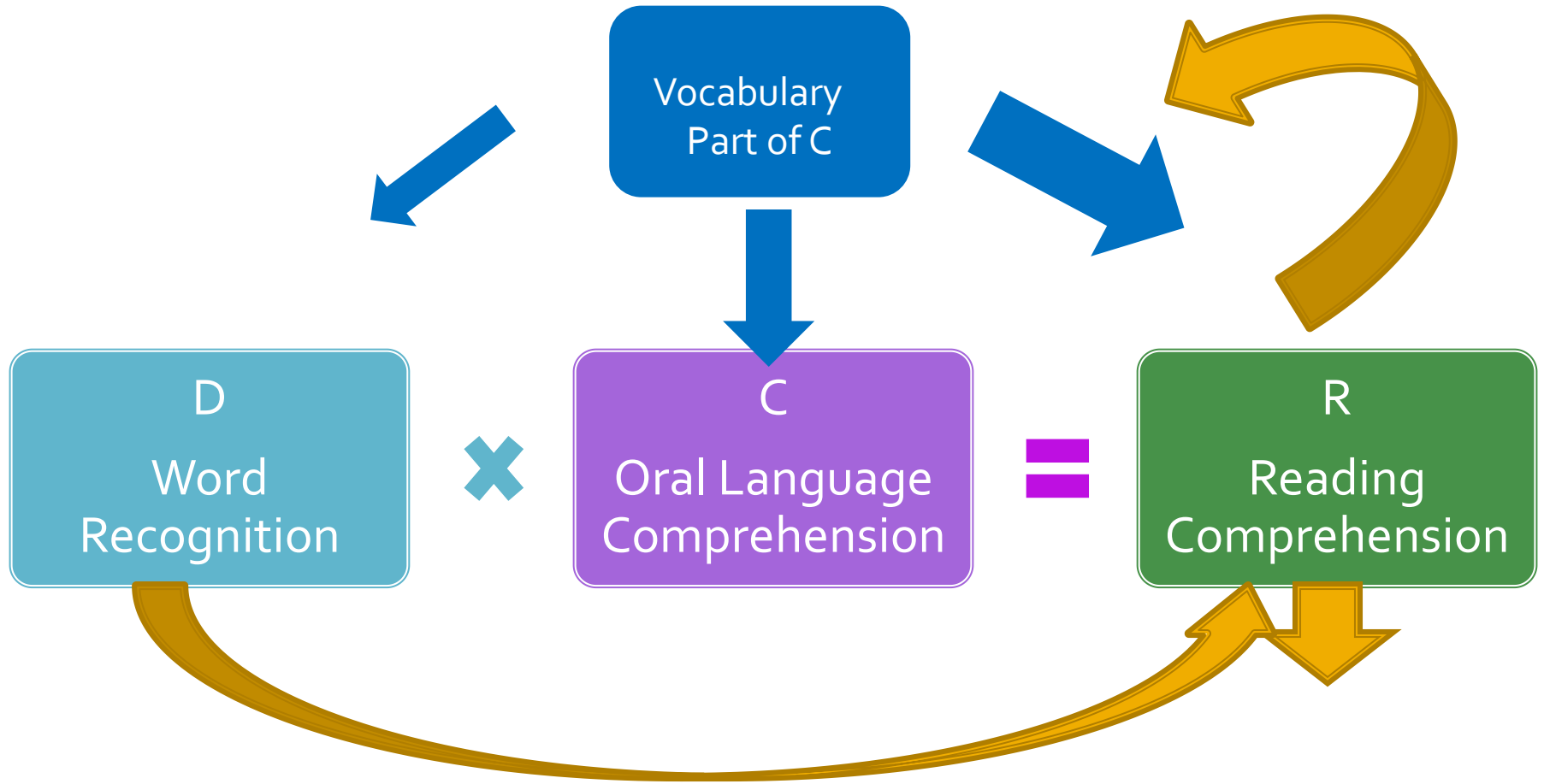
- Two dimensions may explain dyslexia and specific language impairment (SLI)
  - Phonological skills (sound/word level)
  - Nonphonological skills (sentence/discourse level)



(Bishop & Snowling, 2004; Catts, Adlof, Hogan, & Weismer, 2005)

Simple View of Reading (SVR; Gough & Tunmer, 1986)

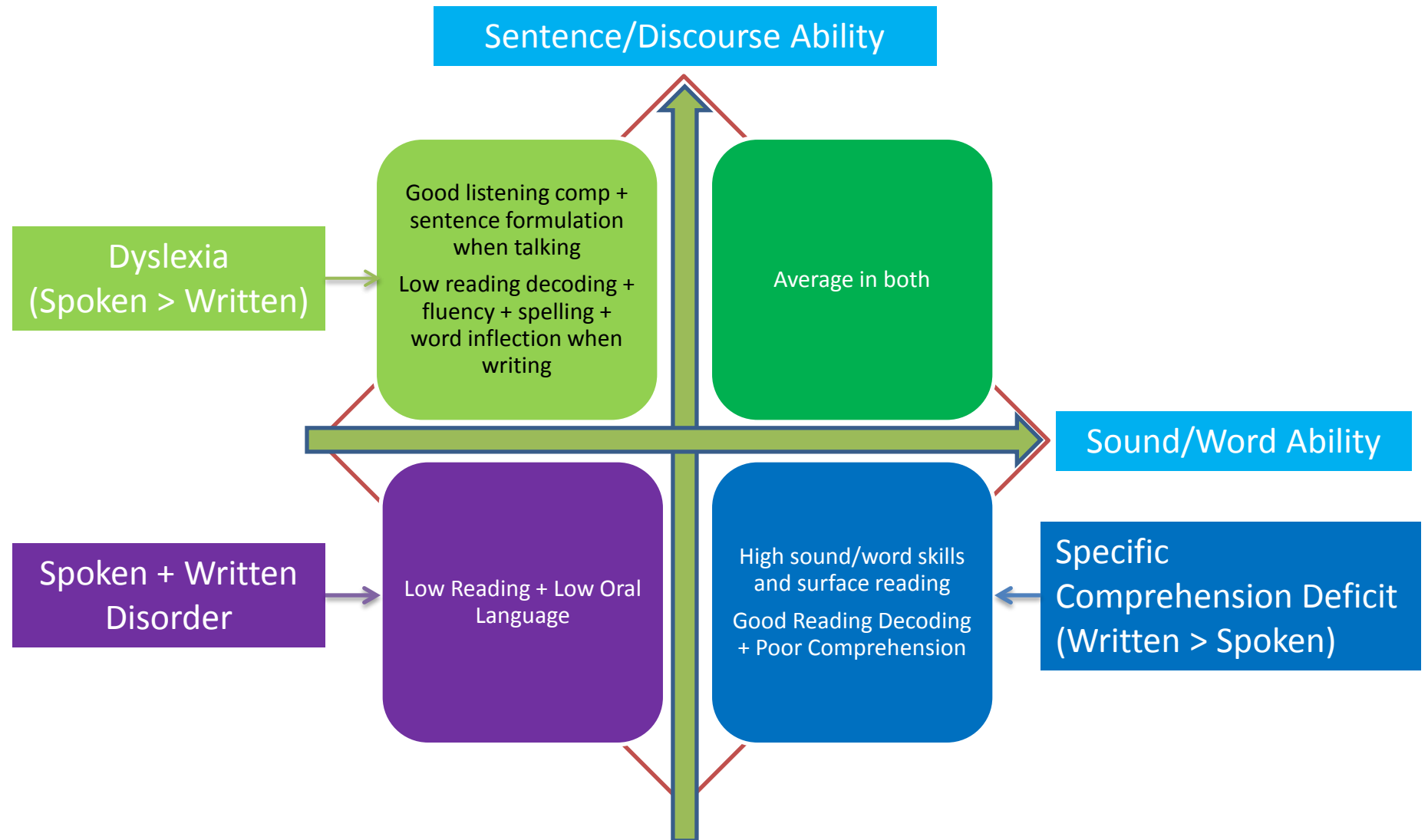
Simple View of Reading Redux (Tunmer & Chapman, 2012)



Pattern of Dyslexia

Listening comprehension > Reading comprehension  
(Badian, 1999; Stanovich, 1994)

# Applying the Quadrant Model



2

Administer TILLS Subtests with awareness of what they require





# Language Levels X Modalities Model

Modality	Language Level	
	Sound/Word Level	Sentence/Discourse Level
Listening	1. Vocabulary Awareness (VA) 2. Phonemic Awareness (PA)	6. Listening Comprehension (LC) 8. Following directions (FD)
Speaking	4. Nonword Repetition (NWRRep)	3. Story retelling (Comp Qs) (SRcomp) 13. Social communication (SC)
Reading	10. Nonword Reading (NWRd) 11. Reading Fluency (RF)	7. Reading comprehension (RC)
Writing	5. Nonword Spelling (NWSp) 12c. Written Exp - word score (WEwd)	12a. Written Exp discourse score (Wedisc) 12b. Written Exp sentence combining score (WEscs)
Memory	14. Digit Span Forward (DSF) 15. Digit Span Backward (DSB)	9. Delayed story retelling (DSR)

# 1. Vocabulary Awareness

***“Here are three words.  
Let’s read them together.”  
“dog–cat–bone”***

***Say, “Tell me two words  
that go together.”  
Then ask, “Why?”***

SUBTEST 1  
Practice Item

dog

cat

bone

## Practice Items

<b>dog–cat–bone</b>	<b>dog–cat–bone</b>
Both animals / pets	Dogs like / eat / chew / bury bones
<b>light–sun–feather</b>	<b>light–sun–feather</b>
Sun gives light / both bright	Feather is light / not heavy

## 2. Phonemic Awareness

***“If the word is bip, and we take away the first sound, the word becomes[hesitate]... ip.”***

***“If the word is stig, and we take away the first sound, the word becomes... tig.”***

### Practice Items

Item	Phonetic spelling	Spoken response
bip → ip	/bɪp/ → /ɪp/	
stig → tig	/stɪg/ → /tɪg/	

# 3. Story Retelling

6-11

## STORY 3A: "TOMMY THE TRICKSTER"

### Directions

- Begin audio recording (recommended). Say, *"I'm going to read you a story called 'Tommy the Trickster.' Listen carefully. Your job is to tell the story back to me just like I tell it to you. I can only read it once. Any questions?"* (Answer.) *"Let's begin."*
- Read the age-appropriate story, starting with its title, with a natural rate and tone.  
*"Tommy's mother thought he was getting fat from eating too much junk food. So, she stocked the refrigerator with fruit and carrot sticks. She even put these things in his lunchbox. But Tommy was a fast talker. At school he convinced his friends that cookies were bad for them. Then he traded his fruit and carrots for their cookies. His mother didn't know why Tommy kept gaining weight when all she had given him were healthy foods."*
- Say, *"Now tell me the same story. Start now."*

Content Units	Score	
1. Tommy's (must use proper name to count on first instance)	0	1
2. mother	0	1
3. thought he (Tommy, worried)	0	1
4. was getting fat (bigger, gaining weight)	0	1
5. from eating	0	1
6. too much	0	1
7. junk food (cookies)	0	1
8. so she	0	1
9. stocked (put)	0	1
10. the refrigerator (fridge, icebox)	0	1
11. fruit (healthy foods [only scores once] [not grapes, etc.])	0	1
12. carrots (carrot sticks, healthy foods, vegetables)	0	1
13. she even put	0	1
14. these things	0	1
15. in his lunchbox (lunch bag, lunch)	0	1
16. but Tommy (he)	0	1
17. was a "fast talker" (figurative meaning)	0	1

Content Units	Score	
18. at school	0	1
19. he convinced (talked them into, told)	0	1
20. his friends	0	1
21. that cookies	0	1
22. were bad	0	1
23. for them	0	1
24. then he traded	0	1
25. his fruit (healthy foods [only scores once])	0	1
26. carrots (carrot sticks, healthy foods)	0	1
27. for cookies	0	1
28. his mother	0	1
29. didn't know why	0	1
30. Tommy (he)	0	1
31. kept gaining weight (getting bigger/fatter)	0	1
32. when all she had given him	0	1
33. were healthy foods	0	1

Select the age-appropriate story and say, ***"I'm going to read you a story. Listen carefully. Your job is to tell the story back to me just like I tell it to you."***

### Comprehension Questions

Question	Score	
1. Why did Tommy's mother worry about him? She thought he was getting fat/gaining weight.		
2. How did Tommy trick his mother? By trading his healthy foods for his friends' cookies.		
3. Why did Tommy's mother feel confused? Because she was giving him healthy foods but he was still gaining weight.	0	1
4. In the story you heard that Tommy was a fast talker. What do you think that meant? He was good at talking people into things/convincing/persuasive (not he could talk very fast).	0	1



# 5. Nonword Spelling

Administer immediately after Nonword Repetition.

Say, ***“I am going to play another voice recording of pretend words. These are the same words you said before. This time your job is to spell the words.”***

***“Remember, these are not real words, but they are like real words...”***

## Subtest Items

6;6-18

Item	Child's written response	Spelling score	
		0	1
1. gid	g i d	0	1
	t e n d e r s i n z	0	1
	d e r o p i a t o r	0	1
	a n s v a t h i a l a i i e l	0	1

SUBTEST 5: NONWORD SPELLING

Age 5;4  
Bilateral aided  
Sensori-motor loss.

Practice Items

bup bup  
stamled stam

Test Items

1. gid gysteding 13.

2. stenders Sutinouing 14.

3. vilding veing 15.

4. tep tuPS 16.

5. dabe gade 17.

6. farbing urdinged 18.

7. \_\_\_\_\_ 19.

8. \_\_\_\_\_ 20.

9. \_\_\_\_\_ 21.

10. \_\_\_\_\_ 22.

11. \_\_\_\_\_ 23.

12. \_\_\_\_\_ 24.

# 6. Listening Comprehension

**Say, “I’m going to read some very short stories. Your job is to listen and pay careful attention. Then I’ll ask you some questions about the story. Tell me ‘yes’ if you are sure the answer is ‘yes.’ Tell me ‘no’ if you are sure the answer is ‘no.’ If the story doesn’t clearly tell you the answer, tell me ‘maybe.’**

<b>6. The land beyond the mountains was divided into two new territories. Each was to have its own governor, who would be selected by the President following consultation with his advisors.</b>					
a. Was a different governor going to be appointed for each new territory?	<b>(Y)</b>	N	M	0	1
b. Were the mountains part of the new territories?	Y	<b>(N)</b>	M	0	1
c. Was the President in charge of choosing the new governors?	<b>(Y)</b>	N	M	0	1

# 7. Reading Comprehension

Administer immediately following Listening Comprehension:

***“Now, it’s your turn to read some short stories and answer the questions in your Student Book. Circle yes if you are sure the answer is yes. Circle no if you are sure the answer is no. If the story doesn’t clearly tell you the answer, circle maybe.”***

## Subtest Items

6;6-11

1. “What I Did on My Summer Vacation” is the topic the teacher makes her class write about the first day of school every year. When school started a month ago, the teacher gave her usual first writing assignment.




a. Was “The Middle East” the first writing assignment?	Y	(N)	M	0	1
b. Did all of the students take a trip on their summer vacation?	Y	N	(M)	0	1
c. Did the teacher ask her class to write about their summer vacations?	(Y)	N	M	0	1



# 8. Following Directions

***“I’m going to give you some directions to follow with your pencil in your Student Book. Listen carefully because I can only say them once. When I say ‘Go,’ move the card and use your pencil to follow the directions.”***

## Subtest Items

Instructions	Student’s response (from <i>Student Response Form</i> )	Score	
<p>6-9 → Number 1: Draw a circle around the heart. Go.</p>		0	1
<p>Number 6: Draw a line above the tree and circle the lock. Go. [Line may be horizontal or vertical.]</p>		0	1
<p>Number 8: If there is an arrow pointing down, draw a circle under the moon. If not, circle the star. Go.</p>		0	1

# 9. Delayed Story Retelling

Turn to the age-appropriate story and say, ***“Remember the story [Tommy the Trickster/The Rubber Raft]? Tell me the story again. Try to remember as much as you can. Start now.”***

Content Units	Score	
1. Tommy’s (must use proper name to count on first instance)	0	1
2. mother	0	1
3. thought he (Tommy, worried)	0	1
4. was getting fat (bigger, gaining weight)	0	1
5. from eating	0	1
6. too much	0	1
7. junk food (cookies)	0	1
8. so she	0	1
9. stocked (put)	0	1
10. the refrigerator (fridge, icebox)	0	1
11. fruit (healthy foods [only scores once] [not grapes, etc.*])	0	1
12. carrots (carrot sticks, healthy foods, vegetables)	0	1
13. she even put	0	1
14. these things	0	1
15. in his lunchbox (lunch bag, lunch)	0	1
16. but Tommy (he)	0	1
17. was a “fast talker” (figurative meaning)	0	1

Content Units	Score	
18. at school	0	1
19. he convinced (talked them into, told)	0	1
20. his friends	0	1
21. that cookies	0	1
22. were bad	0	1
23. for them	0	1
24. then he traded	0	1
25. his fruit (healthy foods [only scores once])	0	1
26. carrots (carrot sticks, healthy foods)	0	1
27. for cookies	0	1
28. his mother	0	1
29. didn’t know why	0	1
30. Tommy (he)	0	1
31. kept gaining weight (getting bigger/fatter)	0	1
32. when all she had given him	0	1
33. were healthy foods	0	1

# 10. Nonword Reading

Say, ***“These are pretend words that are not real words, but they are like real words. Your job is to read these words out loud.”***

pog

keb

troom

redikament

nopiphonia

interdepable

smorifious

periothial

kizmanician

## Subtest Items

Stimulus word	Expected production (and acceptable alternatives)	Score	
1. pog	_____ /pɔg/ /pag/	0	1
2. keb	_____ /kɛb/	0	1

6;6-7

22. smorifious	_____ /smɔr ɪ' fi əs/ /smɔr ɪ fi' əs/	0	1
23. periothial	_____ /per i ə' θi əl/ /per i ɔ' θi əl/ /per i ɒ θi' əl/	0	1
24. kizmanician	_____ /kɪz mə nɪ' jən/	0	1

# 11. Reading Fluency

Say, ***“Here are some facts that tell a story. First, read the title out loud.”***

***“Now read the facts.”*** If the student is an emergent reader, you may say, ***“Just read the words you know.”***

## ***The Principal’s Daughter***

We have a principal.  
 The principal has a daughter.  
 Her name is Sara.  
 She wants to be a clown.  
 She came Monday.  
 She came to our school.  
 She had on makeup.  
 She had on a wig.  
 A ball was on her nose.  
 It was red.  
 It was big.  
 She looked scary.  
 She walked into a class.  
 The children were young.  
 The children saw her.  
 Some children cried.  
 They were scared.  
 She took off her wig.  
 The children were happy.  
 They knew Sara.

READING FLUENCY SCORING FORM			
Story B: “The Principal’s Daughter” (p. 71)			
Story elements	Score	Story elements	Score
Title: The Principal’s Daughter	/3	11. It was big.	/3
1. We have a principal.	/4	12. She looked scary.	/3
2. The principal has a daughter.	/5	13. She walked into a class.	/5
3. Her name is Sara.	/4	14. The children were young.	/4
4. She wants to be a clown.	/6	15. The children saw her.	/4
5. She came Monday.	/3	16. Some children cried.	/3
6. She came to our school.	/5	17. They were scared.	/3
7. She had on makeup.	/4	18. She took off her wig.	/5
8. She had on a wig.	/5	19. The children were happy.	/4
9. A ball was on her nose.	/6	20. They knew Sara.	/3
10. It was red.	/3	Column total	/37
Column total	/48	Total score	/85

# 12. Written Expression – Discourse, Sentence, and Word Scores

**“Here’s another story. It has facts about a little dog. It’s okay, but it sounds choppy. Here is an example of how you could put the facts together to make it sound less choppy and more interesting.”**

**“Now it’s your turn to put the facts for your story together in a way that sounds better.”**

SUBTEST 12: Written Expression (WE)

Sample Rewritten Story

A little brown-and-white dog almost got hit by a car in front of our school. He was scared, but he was okay.

### The Principal's Daugh

We have a principal.  
 The principal has a daug  
 Her name is Sara.  
 She wants to be a clown.  
 She came Monday.  
 She came to our school.  
 She had on makeup.  
 She had on a wig.  
 A ball was on her nose.  
 It was red.  
 It was big.  
 She looked scary.  
 She walked into a class.  
 The children were young.  
 The children saw her.  
 Some children cried.  
 They were scared.  
 She took off her wig

8-10

WRITTEN EXPRESSION CONTENT UNITS SCORING FORM				
Story B: "The Principal's Daughter" (p. 71)				
1. We have a <u>principal</u> .	0	1	11. It was <u>big</u> .	0
2. The principal has a <u>daughter</u> .	0	1	12. She looked <u>scary</u> .	0
3. Her <u>name</u> is Sara.	0	1	13. She walked into a <u>class</u> .	0
4. She wants to be a <u>clown</u> .	0	1	14. The children were <u>young</u> .	0
5. She came <u>Monday</u> .	0	1	15. The children <u>saw</u> her.	0
6. She came to our <u>school</u> .	0	1	16. Some children <u>cried</u> .	0
7. She had on <u>makeup</u> .	0	1	17. They were <u>scared</u> .	0
8. She had on a <u>wig</u> .	0	1	18. She <u>took off</u> her wig.	0
9. A <u>ball</u> was on her <u>nose</u> .	0	1	19. The children were <u>happy</u> .	0
10. It was <u>red</u> .	0	1	20. They <u>knew</u> Sara.	0
Content Units total				1
				/20

Discourse Score	___ Content Units / 20 possible × 100 = ___% Content Included
Sentence Score	___ Content Units / ___ T-units* = ___ Sentence Score (record 2 decimal places)
Word Score	___ Total Words – ___ Error Words = ___ Total Correct Words / ___ Total Words × 100 = ___% Words Correct

The principal has a daughter <sup>who</sup> now  
went to Guernsey. When she came on Monday  
to our school, she had make up a wig and  
a ball that was big and red on her nose. That stuff  
made her looked scary. She walked in to a class  
with young children. Some kids cried because they were scared.  
Then Sara the principal's daughter took off her wig.  
The children were happy to see Sara <sup>who</sup> now  
now.

WRITTEN EXPRESSION SCORING FORM

Story B: The Principal's Daughter (ages 8;0-10;11)

1. We have a <u>principal</u> .	1	11. It was <u>big</u> .	1
2. The principal has a <u>daughter</u> .	1	12. She looked <u>scary</u> .	1
3. Her <u>name</u> is <u>Sara</u> .	1	13. She walked into a <u>class</u> .	1
4. She wants to be a <u>clown</u> .	1	14. The children were <u>young</u> .	1
5. She came <u>Monday</u> .	1	15. The children <u>saw</u> her.	1
6. She came to our <u>school</u> .	1	16. Some children <u>cried</u> .	1
7. She had on <u>makeup</u> .	1	17. They were <u>scared</u> .	1
8. She had on a <u>wig</u> .	1	18. She <u>took off</u> her <u>wig</u> .	1
9. A <u>ball</u> was on her <u>nose</u> .	1	19. The children were <u>happy</u> .	1
10. It was <u>red</u> .	1	20. They <u>knew</u> Sara.	1
		Content Units total	18 / 20

**Discourse Score:** 18/20

content units = 90%

WE-Disc 10

**Sentence Score:** 18

content/7 T-units = 2.57

WE-Sent 11

**Word Score:** 74/88 wds

without error = 84%

WE-Word 0

# 13. Social Communication

***“This activity is about acting a scene, like from a show on TV or a movie. Your job is to be an actor.”***

***Say, “I’ll give you a really short scene. Then I’ll ask you to tell me what one of the people would say. This is important—you should say it how the person would say it in the scene. Remember, you’re the actor! Let’s try one. I’ll do the first one to show you.”***

Test Item 4

David always uses hints to get his grandmother to buy him things. David is out shopping with his grandmother and sees some boots he wants. What do you think David would say?

**“It is red. It is my favorite color, and I will kiss you if you buy it.”**



# 14. Digit Span Forward

# 15. Digit Span Backward

***14. Say, “I am going to say some numbers. Listen to the numbers, and when I finish, you say them back to me exactly the same way.”***

***15. “This time, when I read the numbers to you, I want you to listen carefully and say them back to me in backward order.”***



# Scientific evidence for the two dimensions of the quadrant model

	Factor Reference Structure (Semipartial Correlations)		Final Communality Estimate
	Factor 1	Factor 2	
Phonemic Awareness	<b>0.547</b>	0.074	0.550
Non-word Spelling	<b>0.600</b>	0.067	0.642
Non-word Reading	<b>0.734</b>	-0.058	0.786
Reading Fluency	<b>0.406</b>	0.077	0.325
Written Expression Word Score	<b>0.409</b>	0.009	0.267
Story Retelling	-0.052	<b>0.500</b>	0.345
Vocabulary Awareness	0.229	<b>0.472</b>	0.629
Listening Comprehension	0.009	<b>0.548</b>	0.476
Reading Comprehension	0.264	<b>0.420</b>	0.589
Following Directions	0.153	<b>0.409</b>	0.412
Social Communications	0.075	<b>0.476</b>	0.428



# Language Levels X Modalities Model

Modality	Language Level	
	Sound/Word Level	Sentence/Discourse Level
Listening	1. Vocabulary Awareness (VA) 2. Phonemic Awareness (PA)	6. Listening Comprehension (LC) 8. Following directions (FD)
Speaking	4. Nonword Repetition (NWRRep)	3. Story retelling (Comp Qs) (SRcomp) 13. Social communication (SC)
Reading	10. Nonword Reading (NWRd) 11. Reading Fluency (RF)	7. Reading comprehension (RC)
Writing	5. Nonword Spelling (NWSp) 12c. Written Exp - word score (WEwd)	12a. Written Exp discourse score (Wedisc) 12b. Written Exp sentence combining score (WEscs)
Memory	14. Digit Span Forward (DSF) 15. Digit Span Backward (DSB)	9. Delayed story retelling (DSR)

3

Interpret TILLS results for 3  
validated purposes

Test date  
Year: \_\_\_\_\_ Month: \_\_\_\_\_ Day: \_\_\_\_\_

Birth date  
Year: \_\_\_\_\_ Month: \_\_\_\_\_ Day: \_\_\_\_\_

Age at test  
Year: \_\_\_\_\_ Month: \_\_\_\_\_ Day: \_\_\_\_\_

# Purpose 1.

Identify  
language/literacy  
disorder

Student name: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

### Scoring Chart

Examiner name: \_\_\_\_\_

**Step 1:** Enter raw scores for all subtests administered.

**Step 2:** Look up the Subtest Standard Scores and Percentile Ranks for the student's age in the *Examiner's Manual Appendix* and enter them in the Subtest Scores section.

**Step 3:** Copy the Standard Scores into the open white cells on the same rows in the Composite of Subtest Standard Scores section.

**Step 4:** Copy the Standard Scores into the open white cells in the same rows in the age-appropriate column in the Identification Core Scores section.

**Step 5:** Enter the Sum of the Subtest Standard Scores in all columns where all subtests have been administered.

**Step 6:** Look up the Sums of Subtest Standard Scores for the student's age in the *Examiner's Manual Appendix* to find the Standard Scores and Percentile Ranks.

Subtest	Subtest Scores and TILLS Total			Composite of Subtest Standard Scores				Identification Core Scores		
	Raw Score	Standard Score and TILLS Total	Percentile Rank	Sound/Word Composite Score	Sentence/ Discourse Composite Score	Oral Composite Score	Written Composite Score	Identification Core for 6- to 7-year-olds	Identification Core for 8- to 11-year-olds	Identification Core for 12- to 18-year-olds
1 VA										
2 PA										
3 SR										
4 NWRep										
5 NWSpell*										
6 LC										
7 RC*										
8 FD										
9 DSR										
10 NWRead*										
11 RF*										
12a WE-Disc*										
12b WE-Sent*										
12c WE-Word*										
13 SC										
14 DSF										
15 DSB										
Sum of the Subtest Standard Scores										
Standard Scores of the TILLS Total and Composites										
Percentile Ranks for the TILLS Total and Composites										

\*Note: For children 6;0-6;5, do not administer the NWSpell, RC, NWRead, RF, and WE subtests.

Key for Subtests: VA = Vocabulary Awareness, PA = Phonemic Awareness, SR = Story Retelling, NWRep = Nonword Repetition, NWSpell = Nonword Spelling, LC = Listening Comprehension.

# Identification Core Subtests, Cut Scores, and Sensitivity/Specificity

## 6-7 year olds

- Core subtests
  - Vocab Aware
  - Phoneme Aw
  - NW Rep
- Sensitivity 84%
- Specificity 84%

## 8-11 year olds

- Core subtests
  - Vocab Aware
  - NW Spell
  - NW Read
  - WE-Discourse
- Sensitivity 88%
- Specificity 85%

## 12-18 year olds

- Core subtests
  - Phoneme Aw
  - NW Spell
  - Rdg Comp
  - Reading Fluency
  - WE-Word
- Sensitivity 86%
- Specificity 90%

## SUMMARY AND INTERPRETATION

### Identification Chart

**Purpose:** To identify language and literacy disorders

**Step 1:** Enter the Sum of the Subtest Standard Scores from the age-appropriate column for the Identification Core Score section from the Scoring Chart of the front cover of this *Examiner Record Form*.

**Step 2:** Compare this score to the appropriate age band and cut score. Check the decision box to the right of the table.

Age Band	Sum of Identification Core Standard Scores	Cut Score	Sensitivity	Specificity	Decision: Is the Identification Core composite less than the cut score? <input type="checkbox"/> Yes This score is consistent with the presence of a language/literacy disorder.	<input type="checkbox"/> No This score is not consistent with the presence of a language/literacy disorder.
6–7 years		24	84	84		
8–11 years		34	88	85		
12–18 years		42	86	90		

**Note:** The confidence in the diagnostic decision is related to the sensitivity and specificity values for the student's age. Please refer to Chapter 2 of the *Technical Manual* for more information. Be sure to use the Sum of the Identification Core Standard Scores and *not* the Standard Score of the Identification Core Composite for comparison to the cut score.

# Purpose 2.

## Profile strengths and weaknesses

### SUMMARY AND INTERPRETATION

#### Profile Chart

**Purpose:** To document patterns of relative strengths and weaknesses

The Profile Chart re-orders the subtests of the TILLS model so that the scores portray a performance profile for the student; take care to enter the scores correctly.

**Step 1:** For each subtest administered, enter the Standard Score from the Scoring Chart (on the front cover) in the white cell at the top of the corresponding subtest column in the Profile Chart.

**Step 2:** Mark an X over the dot for the corresponding score in the column.

**Step 3:** Draw a vertical line from the X to the horizontal line representing the mean in the chart (at standard score 10).

	Oral Language										Written Language						
	Sound/Word Level				Sentence/Discourse Level						Sound/Word Level				Sent/Disc Level		
	PA	NW Rep	DSF	DSB	VA	LC	FD	SR	DSR	SC	NW Read	RF	NW Spell	WE-Word	RC	WE-Disc	WE-Sent
Standard Score																	
+2 SD	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+1 SD	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
Mean	10	9	8	7	6	5	4	3	2	1	0						
-1 SD	5	4	3	2	1	0											
-2 SD	4	3	2	1	0												
-3 SD	3	2	1	0													

#### Confidence Intervals (CI)

	PA	NW Rep	DSF	DSB	VA	LC	FD	SR	DSR	SC	NW Read	RF	NW Spell	WE-Word	RC	WE-Disc	WE-Sent
Upper CI value (+) for ___% level																	
Standard Score																	
Lower CI value (-) for ___% level																	

**Step 4:** In the table above, fill in the student's Standard Score for each subtest administered.

**Step 5:** Decide whether to use the 68% or the 90% confidence interval; write in the one selected. Look up the corresponding CI values for the student's age in the Appendix in the Examiner's Manual.

**Step 6:** Add and subtract these values from each Standard Score, and enter the resulting numbers in the appropriate upper and lower confidence interval value boxes.

**Step 7:** In the Profile Chart above, draw short horizontal lines through the dots corresponding to the upper and lower CI boundaries.

	TILLS Total	Sound/Word Composite	Sent/Disc Composite	Oral Composite	Written Composite	Identification Core
Upper CI value (+) for ___% level						
Standard Score						
Lower CI value (-) for ___% level						

# Purpose 3.

## Track change over time

### Tracking Chart

**Purpose:** To track changes in language and literacy skills over time

**Step 1:** Enter the Standard Score obtained at Test Time 1 (from an earlier administration of the TILLS) and Test Time 2 (from the current administration) for each subtest administered.

**Step 2:** Subtract standard scores earned at Time 1 from scores earned at Time 2 to calculate differences.

**Step 3:** Compare the absolute values of the differences (i.e., ignoring whether they are positive or negative) to the True Change Interval values. (These represent values for the 68% confidence interval; values for the 90% confidence interval are reported in the Appendix of the *Examiner's Manual*.)

**Step 4:** If the absolute value of the difference for a subtest is larger than the True Change Interval, enter "yes" (or Y) under Change Decision. If not, enter "no" (or N). If yes, add a sign (+ or -) to indicate whether the difference is positive or negative.

DATE OF TEST	AGE OF STUDENT
Test Time 2: _____	_____ yrs _____ mos
Test Time 1: _____	_____ yrs _____ mos
Time between tests: _____	(minimum 6 months)

		Oral Language					Written Language						
		Sub-test	Standard Score Time 2	Standard Score Time 1	Difference	True Change Interval	Change Decision (yes/no)	Sub-test	Standard Score Time 2	Standard Score Time 1	Difference	True Change Interval	Change Decision (yes/no)
Sound/Word Level	PA					2		NW Read				1	
	NW Rep					2		RF				2	
	DSF					2		NW Spell				1	
	DSB					2		WE-Word				2	
Sent/Disc Level	VA					1		RC				2	
	LC					2		WE-Disc				1	
	FD					2		WE-Sent				1	
	SR					2							
	DSR					2							
	SC					2							

Key: PA – Phonemic Awareness, NWRep – Nonword Repetition, DSF – Digit Span Forward, DSB – Digit Span Backward, VA – Vocabulary Awareness, LC – Listening Comprehension, FD – Following Directions, SR – Story Retelling, DSR – Delayed Story Retelling, SC – Social Communication, NWRead – Nonword Reading, RF – Reading Fluency, NWSpell – Nonword Spelling, WE-Word – Written Expression-Word Score, RC – Reading Comprehension, WE-Disc – Written Expression-Discourse Score, WE-Sent – Written Expression-Sentence Score



4

Consider teacher, parent, and student input on the SLS

# Student Language Scale

# SLS



Nickola Wolf Nelson, Ph.D., CCC-SLP  
 Barbara Howes, Ph.D., M.S.W.  
 Michele A. Anderson, Ph.D., CCC-SLP

This Student Language Scale may be used with the Test of Integrated Language and Literacy Skills™, other assessment tests, or as a stand-alone measure to gather multiple perspectives on a student's language/literacy abilities and other skills.

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Person responding:  General education teacher  Special education teacher  Other: \_\_\_\_\_  
 Student  Parent/guardian

Compared with other students of the same age, circle the number to show how good this student is at...	Not good							Very good
	1	2	3	4	5	6	7	
1. Understanding school vocabulary words								
2. Using school vocabulary words when talking								
3. Figuring out new words when reading								
4. Spelling words correctly when writing								
5. Understanding a story when listening								
6. Telling a story that makes sense								
7. Understanding a story when reading								
8. Writing a story that makes sense								
9. Following spoken directions								
10. Being organized about schoolwork								
11. Paying attention in school								
12. Interacting socially with other students								

Please check the things that you think are **easiest** for this student to do:

Art (drawing/painting)  Dance  Music  Mechanical  Sports  Math  Social  Listening  Talking  
 Reading  Writing  Other: \_\_\_\_\_

Comments:

Please check the things that you think are **hardest** for this student to do:

Art (drawing/painting)  Dance  Music  Mechanical  Sports  Math  Social  Listening  Talking  
 Reading  Writing  Other: \_\_\_\_\_

Comments:

What one thing do you think is most important to help this student do better at school?

Consider teacher,  
 parent, and student  
 input on the SLS

Multiple sources  
 Co-norming Student Rating Scale

# Teacher's ratings on the first 8 items--

- Are 2 or more ratings  $<5$ ?

→ High **sensitivity**

93% of 69 students with LLD identified accurately as having problems

- Are all (but 1) ratings  $\geq 5$ ?

→ High **specificity**

90% of 206 students with NL identified accurately as **not** having problems



5

Collaborate with others to decide  
what to do next

# 9 year old Third Grade Girl



- History of difficulty learning to read and write
- Tested for special ed in Grade 3 (not with the TILLS), but *did not qualify*
- Classroom teacher reported strength in math “if story problems are read aloud”

# Gen Ed. Teacher SLS in 3<sup>rd</sup> Grade

Your time and careful attention will help the research team learn how to improve this rating scale. If you are willing to help, please complete all items. If you have questions, call Dr. Anderson at 269-387-8446 or ask your local contact person.

Person responding:  General Ed. Teacher  Special Ed. Teacher  Other: \_\_\_\_\_  
 Student  Parent/Guardian

Student's research ID#: \_\_\_\_\_ Student's grade level: 3 Today's date: January

Compared with other students of the same age, circle the number to show how good this student is at...	Not good						Very good
1. Understanding school vocabulary words	1	2	3	4	5	6	7
2. Using school vocabulary words when talking	1	2	3	4	5	6	7
3. Figuring out new words when reading	1	2	3	4	5	6	7
4. Spelling words correctly when writing	1	2	3	4	5	6	7
5. Understanding a story when listening	1	2	3	4	5	6	7
6. Telling a story that makes sense	1	2	3	4	5	6	7
7. Understanding a story when reading	1	2	3	4	5	6	7
8. Writing a story that makes sense	1	2	3	4	5	6	7
9. Following spoken directions	1	2	3	4	5	6	7
10. Being organized about school work	1	2	3	4	5	6	7
11. Paying attention in school	1	2	3	4	5	6	7
12. Interacting socially with other students	1	2	3	4	5	6	7

Please check the things that you think are **easiest** for this student to do:

Art (drawing/painting)  Dance  Music  Mechanical  Sports  Math  Social  Listening  Talking  
 Reading  Writing  Other: \_\_\_\_\_

Comments: *She is a good worker & has struggles as a student but still perseveres.*

Please check the things that you think are **hardest** for this student to do:

Art (drawing/painting)  Dance  Music  Mechanical  Sports  Math  Social  Listening  Talking  
 Reading  Writing  Other: \_\_\_\_\_

Comments: *she struggles with reading & decoding words as well writing*

What one thing do you think is most important to help this student do better at school?

*provide structured small writing reading opportunities as well as directed instructions in reading & spelling*

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# Parent SLS in 3<sup>rd</sup> Grade

Your time and careful attention will help the research team learn how to improve this rating scale. If you are willing to help, please complete all items. If you have questions, call Dr. Anderson at 269-387-8446 or ask your local contact person.

Person responding:  General Ed. Teacher  Special Ed. Teacher  Other: \_\_\_\_\_  
 Student  Parent/Guardian

Student's research ID#: \_\_\_\_\_ Student's grade level: 3 Today's date: January

Compared with other students of the same age, circle the number to show how good this student is at...	Not good						Very good
1. Understanding school vocabulary words	1	2	3	4	5	6	7
2. Using school vocabulary words when talking	1	2	3	4	5	6	7
3. Figuring out new words when reading	1	2	3	4	5	6	7
4. Spelling words correctly when writing	1	2	3	4	5	6	7
5. Understanding a story when listening	1	2	3	4	5	6	7
6. Telling a story that makes sense	1	2	3	4	5	6	7
7. Understanding a story when reading	1	2	3	4	5	6	7
8. Writing a story that makes sense	1	2	3	4	5	6	7
9. Following spoken directions	1	2	3	4	5	6	7
10. Being organized about school work	1	2	3	4	5	6	7
11. Paying attention in school	1	2	3	4	5	6	7
12. Interacting socially with other students	1	2	3	4	5	6	7

Please check the things that you think are **easiest** for this student to do:

Art (drawing/painting)  Dance  Music  Mechanical  Sports  Math  Social  Listening  Talking  
 Reading  Writing  Other: \_\_\_\_\_

Comments:

Please check the things that you think are **hardest** for this student to do:

Art (drawing/painting)  Dance  Music  Mechanical  Sports  Math  Social  Listening  Talking  
 Reading  Writing  Other: \_\_\_\_\_

Comments:

What one thing do you think is most important to help this student do better at school?

*taking her time*

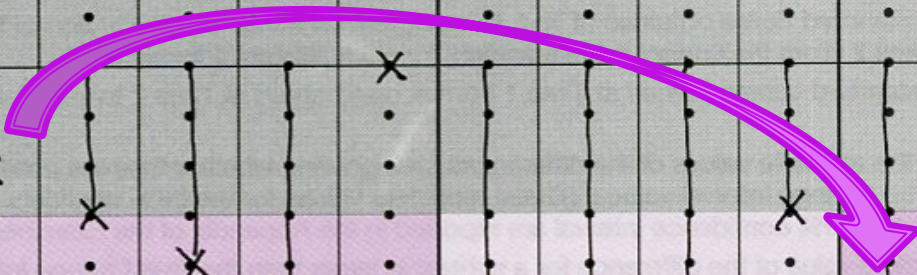
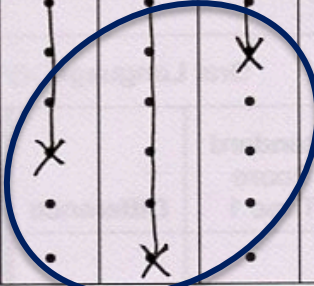
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# 9 year old girl



	Oral Language										Written Language						
	Sound/Word Level				Sentence/Discourse Level						Sound/Word Level				Sent/Disc Level		
	PA	NW Rep	DSF	DSB	VA	LC	FD	SR	DSR	SC	NW Read	RF	NW Spell	WE-Word	RC	WE-Disc	WE-Sent
Standard Score	3	9	7	6	5	8	7	6	5	10	2	0	4	7	5	11	7
2 SD	16-19	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	15	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	14	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
1 SD	13	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	12	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	11	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Mean	10	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	9	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	8	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
1 SD	7	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	6	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	5	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
2 SD	4	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	3	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	2	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
3 SD	1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	0	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

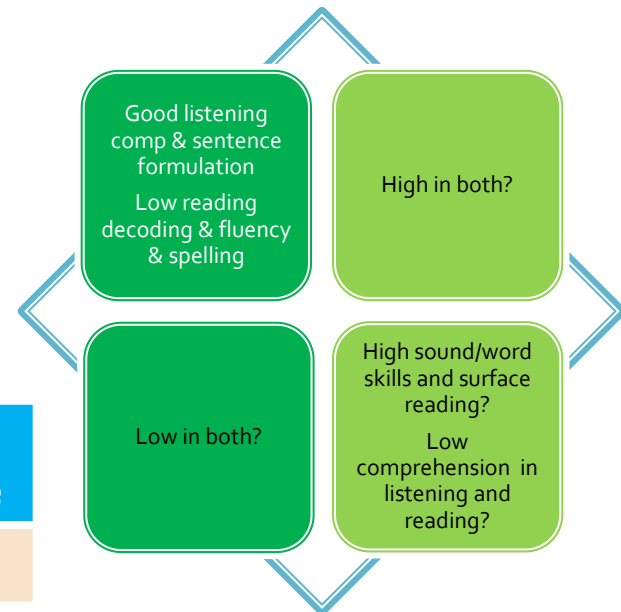


# TILLS scores for 9 year old girl

Age Band	Identification Composite Standard Score	Cut Score	Sensitivity	Specificity	Decision: Is the identification composite <u>less</u> than the cut score?
6-7 years		24	84	84	<input checked="" type="checkbox"/> Yes This score is consistent with the presence of a language/literacy disorder.
8-11 years	22	34	88	85	<input type="checkbox"/> No This score is not consistent with the presence of a language/literacy disorder.
12-18 years		42	86	90	

- Core subtests
  - Vocab Aware
  - NW Spell
  - NW Read
  - WE-Discourse

Sd/Word Composite	Sent/Disc Composite
50	75





# A Little More than One Year Later

## Gen Ed. Teacher SLS in 4<sup>th</sup> Grade

## Parent SLS in 4<sup>th</sup> Grade

Your time and careful attention will help the research team learn how to improve this rating scale. If you are willing to help, please complete all items. If you have questions, call Dr. Anderson at 269-387-8446 or ask your local contact person.

Person responding:  General Ed. Teacher  Special Ed. Teacher  Other: \_\_\_\_\_  
 Student  Parent/Guardian

Student's research ID# \_\_\_\_\_ Student's grade level: 4<sup>th</sup> Today's date: May

Compared with other students of the same age, circle the number to show how good this student is at...	Not good	2	3	4	5	6	7	Very good
1. Understanding school vocabulary words	(1)	2	3	4	5	6	7	
2. Using school vocabulary words when talking	(1)	2	3	4	5	6	7	
3. Figuring out new words when reading	(1)	2	3	4	5	6	7	
4. Spelling words correctly when writing	(1)	2	3	4	5	6	7	
5. Understanding a story when listening	1	2	3	(4)	5	6	7	
6. Telling a story that makes sense	1	2	3	(4)	5	6	7	
7. Understanding a story when reading	1	2	(3)	4	5	6	7	
8. Writing a story that makes sense	1	(2)	3	4	5	6	7	
9. Following spoken directions	1	2	3	4	(5)	6	7	
10. Being organized about school work	1	2	3	(4)	5	6	7	
11. Paying attention in school	1	2	3	4	(5)	6	7	
12. Interacting socially with other students	1	2	3	4	(5)	6	7	

Please check the things that you think are **easiest** for this student to do:

Art (drawing/painting)  Dance  Music  Mechanical  Sports  Math  Social  Listening  Talking  
 Reading  Writing  Other: \_\_\_\_\_

Comments:

Please check the things that you think are **hardest** for this student to do:

Art (drawing/painting)  Dance  Music  Mechanical  Sports  Math  Social  Listening  Talking  
 Reading  Writing  Other: \_\_\_\_\_

Comments:

What one thing do you think is most important to help this student do better at school?

needs interventions in all areas to help her be successful.

Your time and careful attention will help the research team learn how to improve this rating scale. If you are willing to help, please complete all items. If you have questions, call Dr. Anderson at 269-387-8446 or ask your local contact person.

Person responding:  General Ed. Teacher  Special Ed. Teacher  Other: \_\_\_\_\_  
 Student  Parent/Guardian

Student's research ID# \_\_\_\_\_ Student's grade level: 4 Today's date: May

Compared with other students of the same age, circle the number to show how good this student is at...	Not good	2	3	4	5	6	7	Very good
1. Understanding school vocabulary words	1	2	3	(4)	5	6	7	
2. Using school vocabulary words when talking	1	2	3	(4)	5	6	7	
3. Figuring out new words when reading	1	2	3	(4)	5	6	7	
4. Spelling words correctly when writing	1	2	(3)	4	5	6	7	
5. Understanding a story when listening	1	2	3	4	(5)	6	7	
6. Telling a story that makes sense	1	2	3	4	5	(6)	7	
7. Understanding a story when reading	1	2	3	(4)	5	6	7	
8. Writing a story that makes sense	1	2	3	(4)	5	6	7	
9. Following spoken directions	1	2	3	4	5	6	(7)	
10. Being organized about school work	1	2	3	4	5	(6)	7	
11. Paying attention in school	1	2	3	4	5	6	(7)	
12. Interacting socially with other students	1	2	3	4	5	6	(7)	

Please check the things that you think are **easiest** for this student to do:

Art (drawing/painting)  Dance  Music  Mechanical  Sports  Math  Social  Listening  Talking  
 Reading  Writing  Other: \_\_\_\_\_

Comments:

Please check the things that you think are **hardest** for this student to do:

Art (drawing/painting)  Dance  Music  Mechanical  Sports  Math  Social  Listening  Talking  
 Reading  Writing  Other: \_\_\_\_\_

Comments:

What one thing do you think is most important to help this student do better at school?

Giving extra time for reading + writing

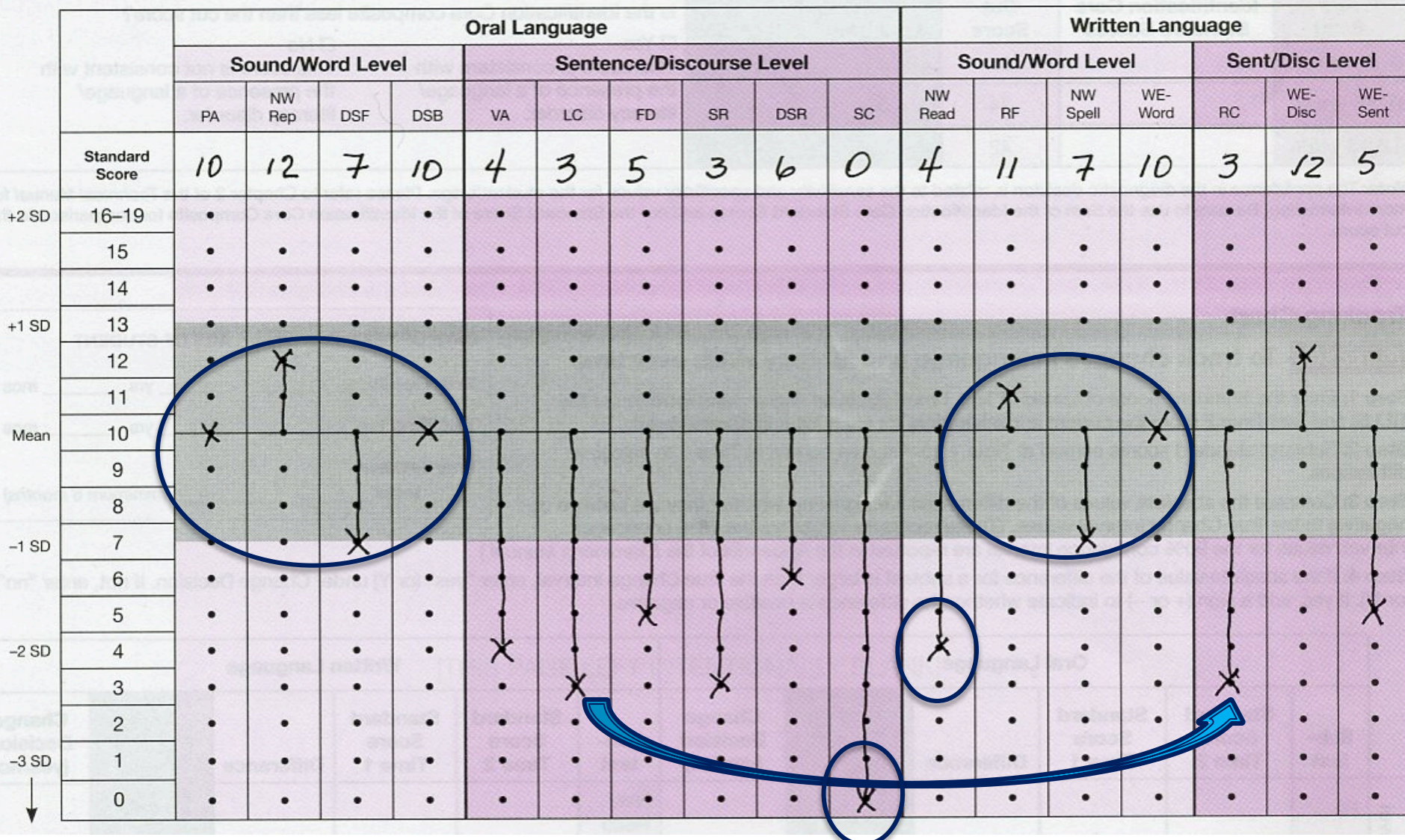
# 10 year old 5<sup>th</sup> Grade Boy



- Hx of prematurity; born at 26 weeks, in hospital for 5 months
- Primary eligibility speech/language impairment on basis of language
- Goals in multiple areas of language and math
  - Verbal expression
  - Language content
  - Reading comprehension
  - Math calculation
  - Math reasoning



# 10 year old boy

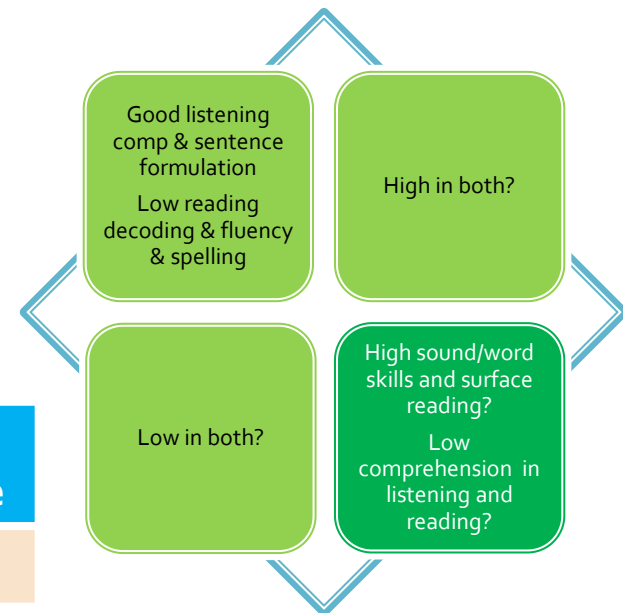


# TILLS scores for 10 year old boy

Age Band	Identification Composite Standard Score	Cut Score	Sensitivity	Specificity	Decision: Is the identification composite <u>less</u> than the cut score?
6-7 years		24	84	84	<input checked="" type="checkbox"/> Yes This score is consistent with the presence of a language/literacy disorder.
8-11 years	27	34	88	85	<input type="checkbox"/> No This score is not consistent with the presence of a language/literacy disorder.
12-18 years		42	86	90	

- Core subtests
  - Vocab Aware
  - NW Spell
  - NW Read
  - WE-Discourse

Sd/Word Composite	Sent/Disc Composite
92	57



# 14 year old 10<sup>th</sup> Grade Boy



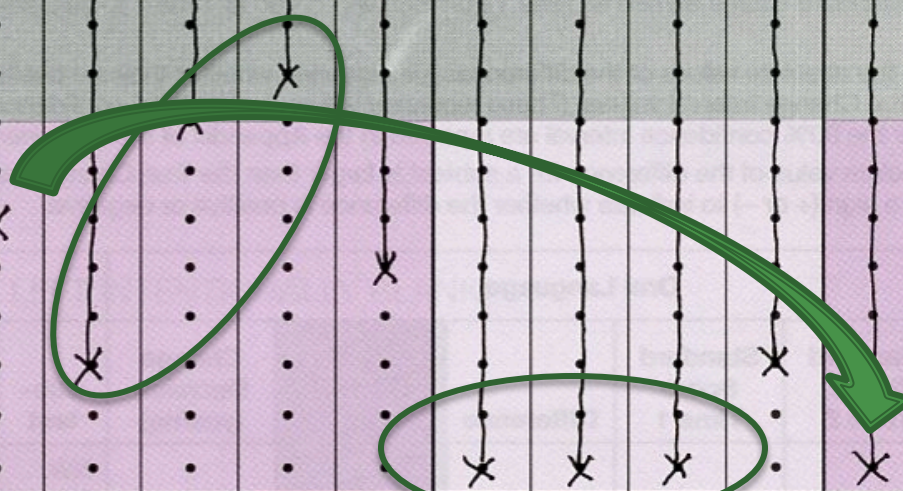
- Hispanic; had been learning English since birth
- History of speech/language impairment on basis of language
  - Syntax goals
  - Morphology goals
- SLI primary and SLD secondary on IEP



# 14 year old boy



		Oral Language									Written Language							
		Sound/Word Level				Sentence/Discourse Level					Sound/Word Level				Sent/Disc Level			
		PA	NW Rep	DSF	DSB	VA	LC	FD	SR	DSR	SC	NW Read	RF	NW Spell	WE-Word	RC	WE-Disc	WE-Sent
Standard Score		0	0	4	8	4	5	2	7	8	4	0	0	0	2	0	9	6
+2 SD	16-19	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	15	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	14	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
+1 SD	13	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	12	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	11	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Mean	10	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	9	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	8	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
-1 SD	7	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	6	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	5	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
-2 SD	4	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	3	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	2	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
-3 SD	1	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	0	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•



# Gen Ed. Teacher SLS in 10<sup>th</sup> Grade

Person responding:  General Ed. Teacher    Special Ed. Teacher    Other: \_\_\_\_\_

Student    Parent/Guardian

Student's research ID#: \_\_\_\_\_ Student's grade level: 10 Today's date: \_\_\_\_\_

June

Compared with other students of the same age, circle the number to show how good this student is at...	Not good						Very good
1. Understanding school vocabulary words	1	2	3	4	5	6	7
2. Using school vocabulary words when talking	1	2	3	4	5	6	7
3. Figuring out new words when reading	1	2	3	4	5	6	7
4. Spelling words correctly when writing	1	2	3	4	5	6	7
5. Understanding a story when listening	1	2	3	4	5	6	7
6. Telling a story that makes sense	1	2	3	4	5	6	7
7. Understanding a story when reading	1	2	3	4	5	6	7
8. Writing a story that makes sense	1	2	3	4	5	6	7
9. Following spoken directions	1	2	3	4	5	6	7
10. Being organized about school work	1	2	3	4	5	6	7
11. Paying attention in school	1	2	3	4	5	6	7
12. Interacting socially with other students	1	2	3	4	5	6	7

1. Please check the things that you think are **easiest** for this student to do:

Art (drawing/painting)    Dance    Music    Mechanical    Sports    Math    Social    Listening    Talking  
 Reading    Writing    Other: \_\_\_\_\_

Comments:

2. Please check the things that you think are **hardest** for this student to do:

Art (drawing/painting)    Dance    Music    Mechanical    Sports    Math    Social    Listening    Talking  
 Reading    Writing    Other: \_\_\_\_\_

Comments:

3. What one thing do you think is most important to help this student do better at school?

Give verbal & visual instruction. A lot of one-on-one when able.

# Parent SLS in 10<sup>th</sup> Grade

Person responding:  General Ed. Teacher    Special Ed. Teacher    Other: \_\_\_\_\_

Student    Parent/Guardian

Student's research ID#: \_\_\_\_\_ Student's grade level: 10 Today's date: \_\_\_\_\_

June

Compared with other students of the same age, circle the number to show how good this student is at...	Not good						Very good
1. Understanding school vocabulary words	1	2	3	4	5	6	7
2. Using school vocabulary words when talking	1	2	3	4	5	6	7
3. Figuring out new words when reading	1	2	3	4	5	6	7
4. Spelling words correctly when writing	1	2	3	4	5	6	7
5. Understanding a story when listening	1	2	3	4	5	6	7
6. Telling a story that makes sense	1	2	3	4	5	6	7
7. Understanding a story when reading	1	2	3	4	5	6	7
8. Writing a story that makes sense	1	2	3	4	5	6	7
9. Following spoken directions	1	2	3	4	5	6	7
10. Being organized about school work	1	2	3	4	5	6	7
11. Paying attention in school	1	2	3	4	5	6	7
12. Interacting socially with other students	1	2	3	4	5	6	7

Please check the things that you think are **easiest** for this student to do:

Art (drawing/painting)    Dance    Music    Mechanical    Sports    Math    Social    Listening    Talking  
 Reading    Writing    Other: \_\_\_\_\_

Comments:

Please check the things that you think are **hardest** for this student to do:

Art (drawing/painting)    Dance    Music    Mechanical    Sports    Math    Social    Listening    Talking  
 Reading    Writing    Other: \_\_\_\_\_

Comments:

What one thing do you think is most important to help this student do better at school?



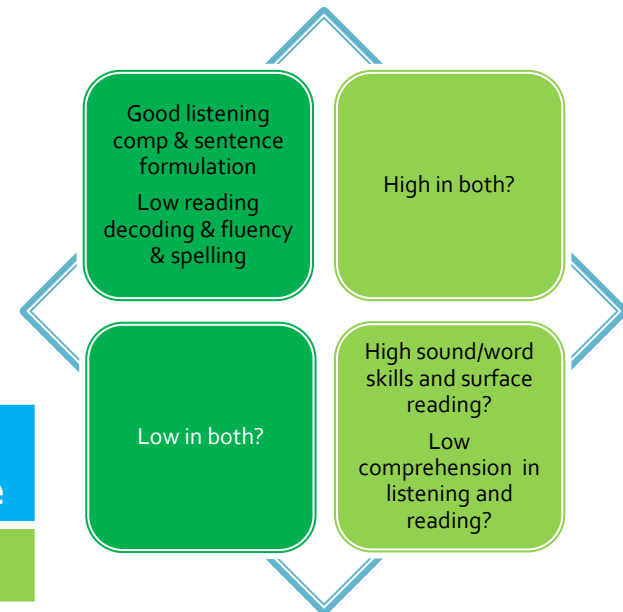
# TILLS scores

Age Band	Identification Composite Standard Score	Cut Score	Sensitivity	Specificity	Decision: Is the identification composite <u>less</u> than the cut score?
6-7 years		24	84	84	<input checked="" type="checkbox"/> Yes This score is consistent with the presence of a language/literacy disorder.
8-11 years		34	88	85	<input type="checkbox"/> No This score is not consistent with the presence of a language/literacy disorder.
12-18 years	2	42	86	90	<input type="checkbox"/> No This score is not consistent with the presence of a language/literacy disorder.

## Core subtests

- Phoneme Aw
- NW Spelling
- Reading Comp
- Reading Fluency
- WE-Word

Sd/Word Composite	Sent/Disc Composite
8	58





# Take-Home Points



- Conceptualize language/literacy model with **sound/word** and **sentence/discourse** levels
- Consider what each TILLS subtest tells you
- Interpret TILLS results using validated methods
  - **Identification core:** Identify disorder
  - **Composite scores:** Relationship across language levels
  - **Change scores:** As a measure of change relative to norms
- Consider teacher, parent, and student input on the SLS
- Collaborate to individualize intervention
  - **Sound/word level:** Teach word structure skills using direct and explicit methods
  - **Sentence/discourse level:** Teach comprehension and formulation skills using language of the curriculum

# Comments & Questions



# Additional Questions

- [brookeswebmeeting@brookespublishing.com](mailto:brookeswebmeeting@brookespublishing.com)

## For More Information on TILLS

- [www.brookespublishing.com/tills](http://www.brookespublishing.com/tills)
- [www.facebook.com/tillstest](http://www.facebook.com/tillstest)
- [www.pinterest.com/brookespubco/tills](http://www.pinterest.com/brookespubco/tills)



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