



The Assessment of Literacy and Language (ALL™) 2020

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The ALL screens and diagnoses prekindergarten, kindergarten, and first-grade children who exhibit language disorders and are at risk for later reading disabilities, including dyslexia. These difficulties may be due to specific risk factors such as environment, heredity, and problems with the phonological system of language. Subtests assess spoken language and emergent literacy skills in six target areas: spoken language, phonological awareness, alphabetic knowledge, print awareness, fluency, and listening comprehension.

Test results, along with responses to a Caregiver Questionnaire targeting spoken language development and emergent literacy in the home, provide clinicians with composite scores for spoken language, emergent literacy, phonological, and phonological-orthographic domains. Together, these results profile a child's deficits into one of four types:

- Language Disorders
- Language Disorders and Emergent Literacy Deficits
- Emergent Literacy Deficits
- Weak Language and/or Emergent Literacy due to environmental factors



ALL Materials and Prices

Record Forms, 25 978-0-9905035-0-7	\$49.00
Caregiver Questionnaires, 25 978-0-9905035-1-4	\$15.00
Listening Comprehension Cards 978-0-9905035-4-5	\$20.00
Examiner's Manual 978-0-9905035-2-1	\$75.00
Stimulus Book 978-0-9905035-3-8	\$240.00

The ALL is a comprehensive assessment of both spoken language and emergent literacy skills.

ALL provides three levels of assessment: Initial Indicator (screening), Diagnostic, and Criterion-Referenced (extension testing determined by clinical judgment).

Level 1: Initial Indicator — 10–15 minutes

Determining if diagnostic evaluation is needed—Qualification Level A (bachelor’s)/B (master’s)

Pre-K	Kindergarten (fall)	Kindergarten (spring)	First Grade
Basic Concepts Rhyme Knowledge	Basic Concepts Letter Knowledge	Basic Concepts Letter Knowledge	Basic Concepts Phonics Knowledge

Level 2: Diagnostic — 45 minutes

Diagnosing and Describing the Disorder—Qualification Level B

EMERGENT LITERACY

Pre-K	Kindergarten (fall)	Kindergarten (spring)	First Grade
Basic Concepts Rhyme Knowledge	Basic Concepts Letter Knowledge	Basic Concepts Letter Knowledge	Basic Concepts Phonics Knowledge

LANGUAGE

Pre-K	Kindergarten (fall)	Kindergarten (spring)	First Grade
Basic Concepts Receptive Vocabulary Parallel Sentence Production Listening Comprehension	Basic Concepts Receptive Vocabulary Parallel Sentence Production Word Relationships Listening Comprehension	Basic Concepts Receptive Vocabulary Parallel Sentence Production Word Relationships Listening Comprehension	Basic Concepts Receptive Vocabulary Parallel Sentence Production Word Relationships Listening Comprehension

Level 3: Criterion-Referenced — 1–5 minutes/subtest

Evaluating related clinical behaviors—Qualification Level B

Pre-K	Kindergarten (fall)	Kindergarten (spring)	First Grade
Book Handling Matching Symbols Word Retrieval Rapid Automatic Naming	Book Handling Matching Symbols Word Retrieval Rapid Automatic Naming	Book Handling Matching Symbols Word Retrieval Rapid Automatic Naming	Book Handling Concept of Word Matching Symbols Word Retrieval Rapid Automatic Naming Invented Spelling Letter Knowledge

In a study examining the psychometric qualities of 15 standardized spoken language assessments for children 4 to 12 years of age, the ALL was identified as one of only four assessments “having better evidence of reliability and validity” (Denman et al., 2017, p.26) and thus recommended for diagnostic use.

Denman D, Speyer R, Munro N, Pearce WM, Chen Y-W and Cordier R (2017).

Psychometric Properties of Language Assessments for Children Aged 4–12 Years: A Systematic Review. Front. Psychol. 8:1515.

“Designing targeted and meaningful prevention and intervention programs for young children with language learning challenges requires the establishment of their strengths and weaknesses across spoken language and emergent literacy skills. ALL was created specifically to accomplish this objective in a psychometrically sound and child friendly way.”

The ALL Authors

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