

Take a closer look at the *new*
language and literacy test



Uses of TILLS

- Identify language and literacy disorders
- To document patterns of relative strengths and weaknesses
- To track changes in language and literacy skills over time

www.brookespublishing.com/tills |

Test of Integrated Literacy & Language Skills

- Early identification of students who are struggling with language and/or literacy is a key component to improving academic outcomes.
- The TILLS will be used to assess the following modalities—listening, speaking, reading and writing.

www.brookespublishing.com/tills

Introducing TILLS

- The NEW Test of Integrated Language and Literacy Skills™ (TILLS™) is the groundbreaking assessment professionals need to test oral and written language skills in students ages 6–18 years. Reliable, valid, and comprehensive, TILLS will help you streamline assessment, monitor progress, and reach your ultimate goal: improving students' communication skills so they can succeed in school.
- TILLS is a comprehensive, norm-referenced test that has been standardized for three purposes: 1) to identify language and literacy disorders, 2) to document patterns of relative strengths and weaknesses, and 3) to track changes in language and literacy skills over time.
- www.brookespublishing.com/tills

Introducing TILLS

- To achieve These purposes, TILLS is constructed to allow you to derive scores for identifying, tracking, and profiling a student's strengths and weaknesses and interpreting the results to support decisions about what to do next.
- TILLS is composed of 15 subtests that allow examiners to assess and compare students' language-literacy skills at both the sound/word level and the sentence/discourse level across the four oral and written modalities—listening, speaking, reading, and writing.

www.brookespublishing.com/tills



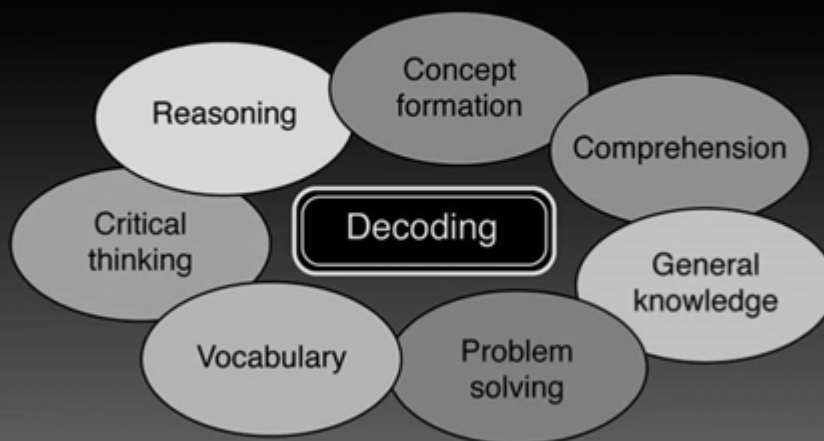
Ways to Categorize Language Skills

Expressive

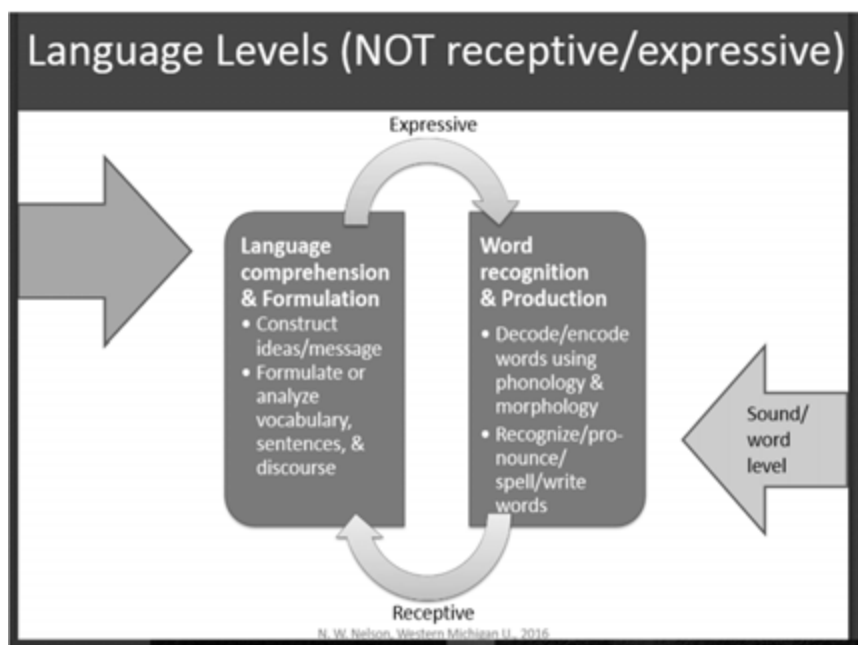
Receptive



Sea of Strengths Model of Dyslexia

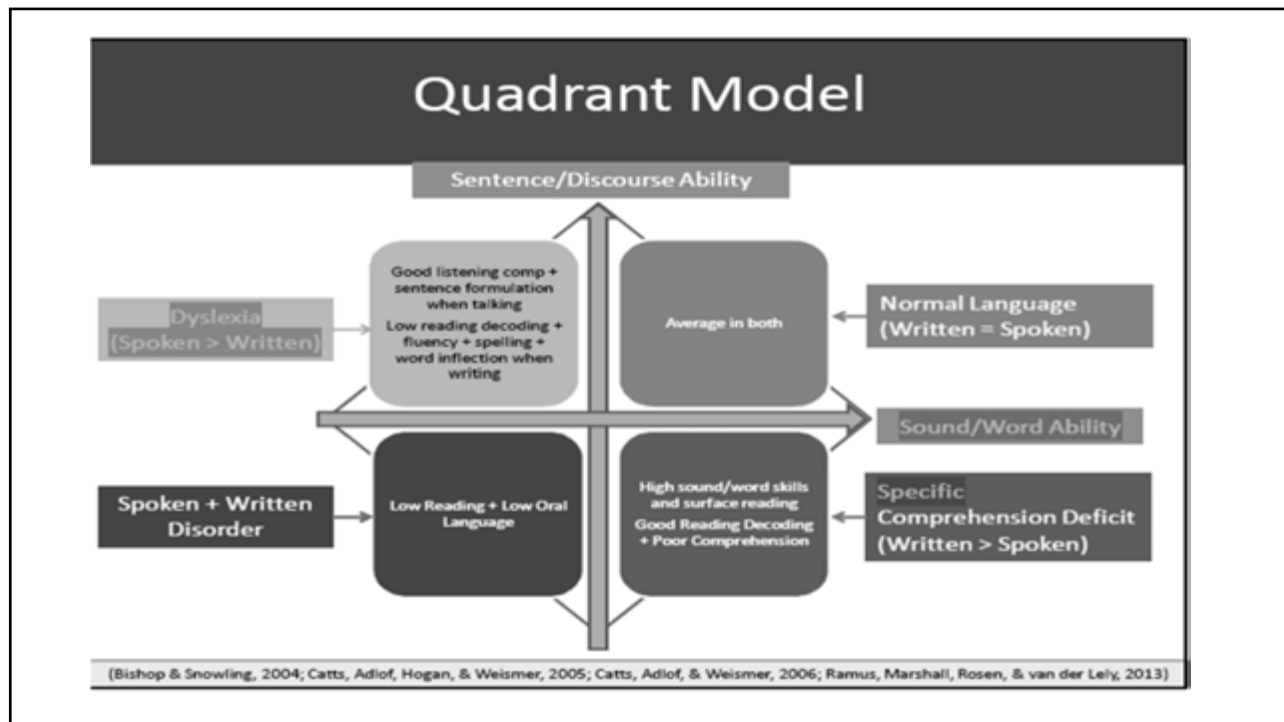


© Sally Shaywitz, *Overcoming Dyslexia*, 2003



The TILLS Language Levels x Modalities Model and Related Subtests

Language Modality	Language Level	
	Sound/Word Level	Sentence/Discourse Level
Listening	1. Vocabulary Awareness* 2. Phonemic Awareness	6. Listening Comprehension 8. Following Directions
Speaking	4. Nonword Repetition	3. Story Retelling 13. Social Communication
Reading	10. Nonword Reading 11. Reading Fluency	7. Reading Comprehension
Writing	5. Nonword Spelling 12a. Written Expression – Word Score	12b. Written Expression – Discourse Score 12c. Written Expression – Sentence Score
Memory	14. Digit Span Forward 15. Digit Span Backward	9. Delayed Story Retelling



TILLS Quadrant Model

- This model is designed to allow examiners to assess and compare students' language-literacy skills at the sound/word level and the sentence/discourse level across the four oral and written modalities—listening, speaking, reading, and writing.
- By considering these two language levels for both oral and written language skills, you can build meaningful profiles of oral and written language skills that will help you
- understand the strengths and needs of individual students and communicate about them in a meaningful way with teachers, parents, and students.

www.brookespublishing.com/tills

TILLS Quadrant Model

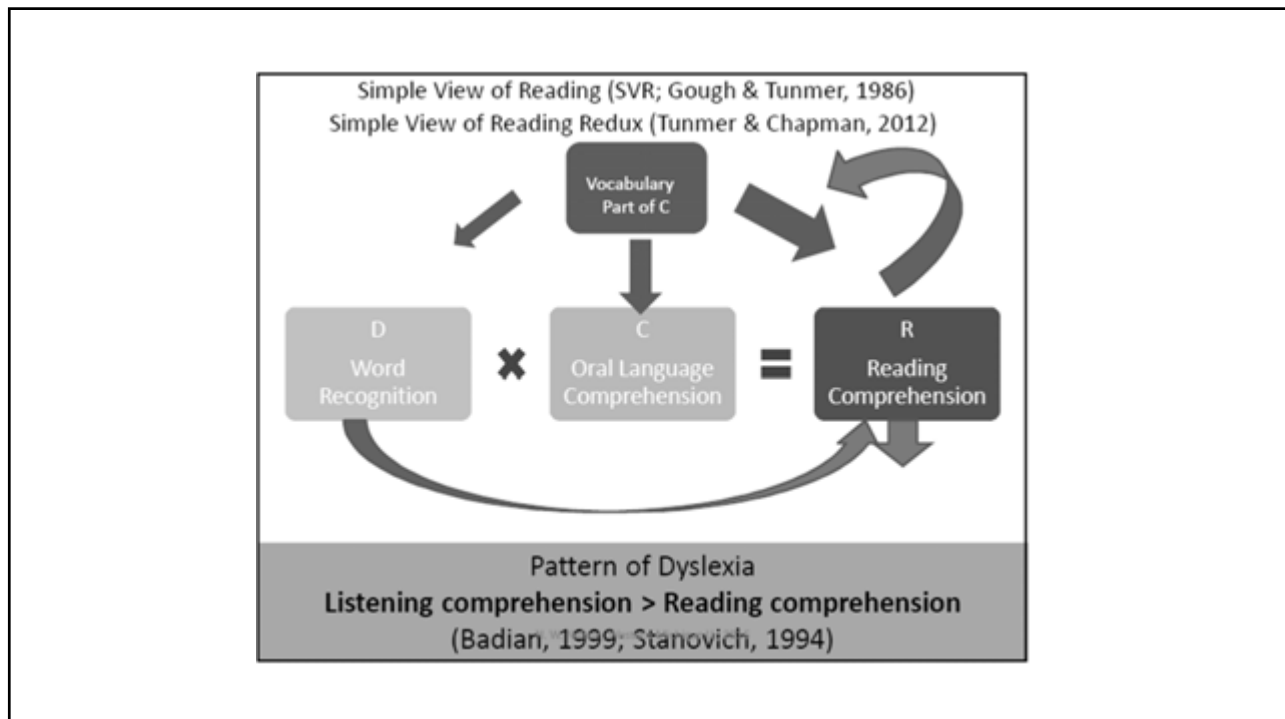
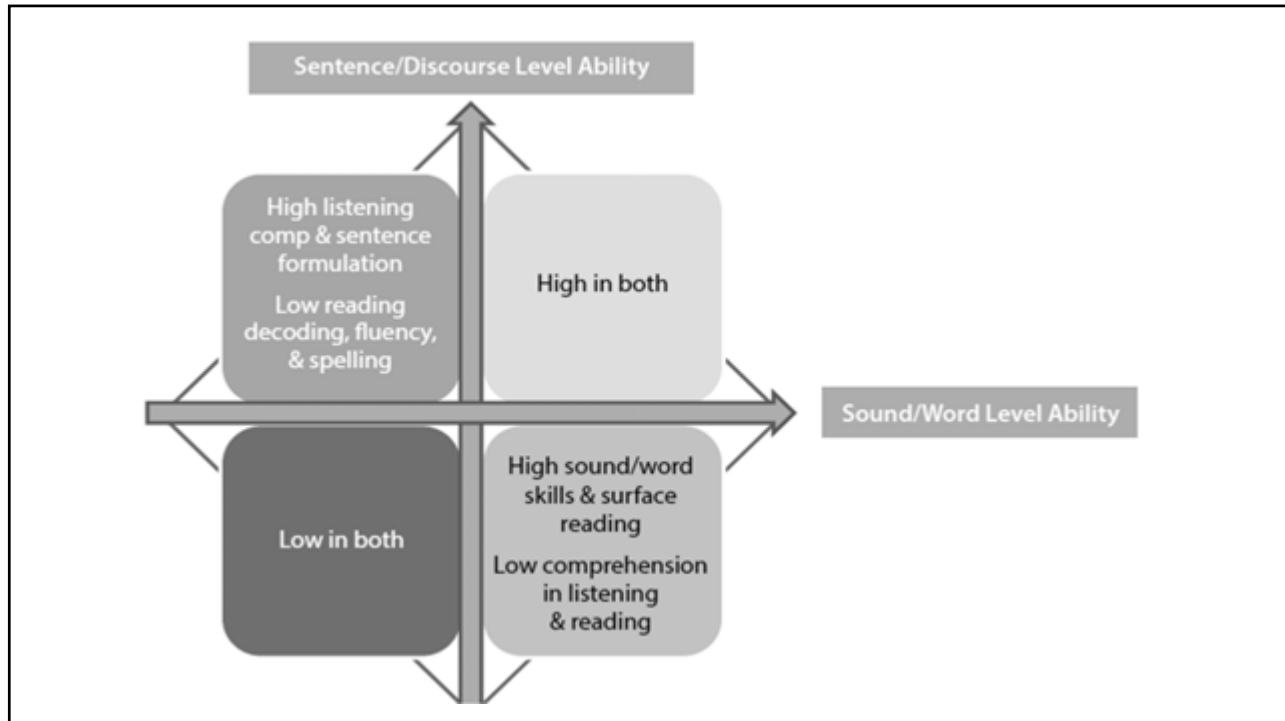
- As the figure below illustrates, skills may vary from high to low on both the sound/word dimension and the sentence/discourse dimension.
- When skills on both dimensions are high, the student's profile falls in the upper right quadrant of the model, which is consistent with normal development.
- When skills on both dimensions are low, the student's profile falls in the lower left quadrant, which is consistent with disorders broadly affecting language and literacy development.

www.brookespublishing.com/tills

TILLS Quadrant Model

- When the student's sound/word skills are low, but sentence/discourse skills are generally high, that is consistent with a more specific disability, such as dyslexia.
- Finally, if the student's sound/word skills are high but the sentence/discourse skills are low, that is a pattern consistent with a specific comprehension deficit.

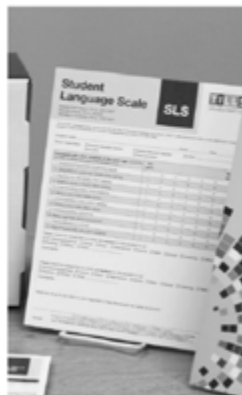
www.brookespublishing.com/tills



TILLS Screener and Assessment



TILLS Student Language Scale (SLS)



Case study #1

- 2nd grade girl referred for continuing difficulties in learning to read and spell despite receiving RTI tier 2 services
- TILLS shows deficits for parallel sound/word level subtests across oral and written language modalities
- Student's listening comprehension scores above the mean
- Comprehension, story telling and social communication within normal limits
- Story retelling improved on delayed retelling of the same story
- Suggests strength in sentence/discourse, particularly oral language

www.brookespublishing.com/tills

Case Study #1

- First focus on explicit instruction word structure knowledge, relating phonological and morphological vocabulary
- Start at sound-symbol level but use curricular vocabulary

	Oral Language										Written Language							
	Sound/Word Level				Sentence/Discourse Level						Sound/Word Level				Sent/Disc Level			
	PA	WY Rep.	DSP	DDB	VA	LC	FD	SR	DGR	SC	WY Read	RF	WY Spell	WY-Word	RC	WY-Disc	WY-Sent	
Standard Score	3	6	16	5	9	12	8	7	9	7	5	0	6	0	0	3	8	
16-19	*	*	X	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
15	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
14	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
13	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	X	*	*	*	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
9	*	*	*	*	X	*	*	*	X	*	*	*	*	*	*	*	X	
8	*	*	*	*	*	*	X	*	*	X	*	*	*	*	*	*	*	
7	*	*	*	*	*	*	*	X	*	X	*	*	*	*	*	*	*	
6	*	X	*	*	*	*	*	*	*	*	*	*	X	*	*	*	*	
5	*	*	*	X	*	*	*	*	*	*	X	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
3	X	*	*	*	*	*	*	*	*	*	*	*	*	*	*	X	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
0	*	*	*	*	*	*	*	*	*	*	*	X	*	X	X	*	*	

Student cast study #1 TILLS subtest profile

	Oral Language										Written Language							
	Sound/Word Level				Sentence/Discourse Level						Sound/Word Level				Sent/Disc Level			
	PA	WY Rep.	DSP	DDB	VA	LC	FD	SR	DGR	SC	WY Read	RF	WY Spel	WY- Word	RC	WY- Disc	WY- Sent	
Standard Score	3	6	16	5	9	12	8	7	9	7	5	0	6	0	0	3	8	
16-19	*	*	X	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
15	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
14	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
13	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	X	*	*	*	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
9	*	*	*	*	X	*	*	*	X	*	*	*	*	*	*	*	X	
8	*	*	*	*	*	*	X	*	*	X	*	*	*	*	*	*	*	
7	*	*	*	*	*	*	*	X	*	*	X	*	*	*	*	*	*	
6	*	X	*	*	*	*	*	*	*	*	*	*	X	*	*	*	*	
5	*	*	*	X	*	*	*	*	*	*	X	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
3	X	*	*	*	*	*	*	*	*	*	*	*	*	*	*	X	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
0	*	*	*	*	*	*	*	*	*	*	X	*	X	X	*	*	*	

Section One: 12-items

- Descriptive statements
- 7 pt Likert-like scale
- Rate the student "compared with other students of the same age"
- Items 1-8 linguistic
- Items 9-12 cognitive-social

Student Language Scale

Revised 10/16/2016, Ph.D., ©2016 SLP
Barbara Kessler, Ph.D., M.Ed.
Rebecca A. Anderson, Ph.D., ©2016 SLP

The Student Language Scale (SLS) is a 12-item language and literacy scale. After assessment, it can be used to monitor a student's progress in a variety of language and literacy skills.

Student's name: _____ Grade: _____

Please respond: ☐ General education teacher ☐ Special education teacher ☐ Other _____

Completed with other students of the same age, circle the number that best describes the student in all situations.

	Not at all	1	2	3	4	5	6	7
1. Understanding what vocabulary words mean								
2. Using school vocabulary words when writing								
3. Figuring out new words when reading								
4. Spelling words correctly when writing								
5. Understanding what other students mean								
6. Writing a story that makes sense								
7. Understanding a story when reading								
8. Writing a story that makes sense								
9. Following spoken directions								
10. Being interested about schoolwork								
11. Paying attention in school								
12. Interacting positively with other students								

After checking the items that you think are needed for this student to do:

☐ Listening Comprehension ☐ Reading ☐ Writing ☐ Speaking ☐ Grammar ☐ Spelling ☐ Vocabulary ☐ Social Skills ☐ Other _____

Comments: _____

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

☐ Listening Comprehension ☐ Reading ☐ Writing ☐ Speaking ☐ Grammar ☐ Spelling ☐ Vocabulary ☐ Social Skills ☐ Other _____

Comments: _____

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

Table 3. Factor Reference Structure Based on Exploratory Factor Analyses Conducted Separately for Ratings by Teachers (interfactor correlation of .68), Parents (interfactor correlation of .61), and Students (interfactor correlation of .60)

	Teachers (N = 325)		Parents (N = 1837)		Students (N = 662)	
	Factor1: Language/ Literacy	Factor2: Cognitive/ Social	Factor1: Language/ Literacy	Factor2: Cognitive/ Social	Factor1: Language/ Literacy	Factor2: Cognitive/ Social
1. Listening Vocabulary	.68	-.01	.74	-.05	.57	-.02
2. Speaking Vocabulary	.63	.05	.68	-.02	.41	.12
3. Reading Decoding	.60	-.03	.68	-.04	.44	-.02
4. Spelling	.48	.16	.53	.08	.36	.10
5. Listening Comprehension	.55	.11	.55	.15	.31	.19
6. Oral Expression	.59	.09	.49	.21	.39	.14
7. Reading Comprehension	.61	.07	.63	.08	.51	-.02
8. Written Expression	.53	.17	.55	.15	.45	.09
9. Following Directions	.19	.49	.14	.53	.07	.49
10. Organization	.05	.63	-.02	.67	.07	.44
11. Attention	.03	.67	.03	.67	-.05	.66
12. Social	.12	.34	.02	.42	.04	.27

Note: Numbers in bold ($\geq .39$) are clearly loaded on the factor; Numbers $< .39$ are not clearly loaded on the factor

12

Case Study #2

- 3rd grade boy on caseload since K for language
- TILLS profile shows significant difficulties across both oral and written language at both sound/word and sentence/discourse levels
- Surprising strength in short term memory
- Listening and reading comprehension low as is story retelling
- Student has problems at both sound/word level and sentence/discourse level.

www.brookespublishing.com/tills

Student case study #2 TILLS subtest profile

Standard Score	Oral Language										Written Language							
	Sound/Word Level				Sentence/Discourse Level						Sound/Word Level				Sent/Disc Level			
	PA	RRP	DSF	DSB	VA	LC	FD	DE	DSR	SC	WRP	RF	WRP	WRD	SC	WRD	WRD	WRD
16-19	5	1	9	4	3	0	12	1	2	0	1	0	3	5	1	6	8	
15	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
14	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
13	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	X	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	X	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	X
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	X	*	*
5	X	*	*	*	*	*	*	*	*	*	*	*	*	X	*	*	*	*
4	*	*	*	X	*	*	*	*	*	*	*	*	X	*	*	*	*	*
3	*	*	*	*	X	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	X	*	*	X	*	*	*	*	*	*	*
1	*	X	*	*	*	*	*	X	*	*	X	X	*	*	X	*	*	*
0	*	*	*	*	*	X	*	*	*	X	*	X	*	*	*	*	*	*

Section Three: Open-ended Question

- Allows a wide variety of responses
- Prioritizes area of concern
- Comparison across informants may reveal themes

Student Language Scale **SLS** **TILLS**
Tools for Informant Language Learning Scale

Students will follow the test of the Student Language Scale (SLS) after assessment. It is a student self-report of a given student's performance in a student's language skills and other skills.

Student name: _____ Date: _____

Assess regarding: ☐ General education teacher ☐ Special education teacher ☐ Other _____

Compared with other students of the same age, how often do you do the following?	Not at all	Not much	A little	Some	A lot
1. Understanding school vocabulary words	1	2	3	4	5
2. Using school vocabulary words when speaking	1	2	3	4	5
3. Figuring out new words when reading	1	2	3	4	5
4. Speaking words correctly when writing	1	2	3	4	5
5. Understanding a story after listening	1	2	3	4	5
6. Telling a story that makes sense	1	2	3	4	5
7. Understanding a story after reading	1	2	3	4	5
8. Writing a story that makes sense	1	2	3	4	5
9. Following spoken directions	1	2	3	4	5
10. Being important about information	1	2	3	4	5
11. Paying attention in school	1	2	3	4	5
12. Interacting socially with other students	1	2	3	4	5

Please check the things that you think are hardest for this student to do:
☐ Not understanding speaking ☐ Speaking ☐ Reading ☐ Writing ☐ Social ☐ Other _____

Please check the things that you think are hardest for this student to do:
☐ Not understanding speaking ☐ Speaking ☐ Reading ☐ Writing ☐ Social ☐ Other _____

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



Copyright 2012 by TILLS. All rights reserved. This document is for personal use only. It may not be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without prior written permission from TILLS.

Purpose 1: Screening



screening for dyslexia

Case Studies

	
8;9 Grade 3 Boy	
<p>No IEP In our Language Literacy Risk (LLR) group: RTI services for Reading Fluency 30 min, 1X/day, 5 days/week 21st %ile on Star Reading 77 SS, 6th %ile on WRMT Word Attack Should he be tested/identified?</p>	

8;9 Grade 3 Boy	
Teacher SLS	Parent SLS
<p>Compare with other students of the same age, rank the student in each grade.</p> <p>1. Understanding school vocabulary words</p> <p>2. Using school vocabulary words when talking</p> <p>3. Figuring out new words when reading</p> <p>4. Figuring out new words when writing</p> <p>5. Understanding a story when listening</p> <p>6. Understanding a story when reading</p> <p>7. Understanding a story when writing</p> <p>8. Writing a story that makes sense</p> <p>9. Following spoken directions</p> <p>10. Being organized about school work</p> <p>11. Playing attention in school</p> <p>12. Interacting socially with other students</p>	<p>Compare with other students of the same age, rank the student in each grade.</p> <p>1. Understanding school vocabulary words</p> <p>2. Using school vocabulary words when talking</p> <p>3. Figuring out new words when reading</p> <p>4. Figuring out new words when writing</p> <p>5. Understanding a story when listening</p> <p>6. Understanding a story when reading</p> <p>7. Understanding a story when writing</p> <p>8. Writing a story that makes sense</p> <p>9. Following spoken directions</p> <p>10. Being organized about school work</p> <p>11. Playing attention in school</p> <p>12. Interacting socially with other students</p>
<p>Please check the things that you think are needed for the student to do:</p> <p>Oral (listening/reading) _____</p> <p>Oral (writing) _____</p> <p>Oral (social) _____</p> <p>Oral (other) _____</p> <p>Comments: S gets along well with his classmates and thrives on these interactions.</p> <p>Please check the things that you think are needed for the student to do:</p> <p>Oral (listening/reading) _____</p> <p>Oral (writing) _____</p> <p>Oral (social) _____</p> <p>Oral (other) _____</p> <p>Comments: Even with one to one S really struggles academically.</p> <p>Please check the things that you think are needed for the student to do:</p> <p>Oral (listening/reading) _____</p> <p>Oral (writing) _____</p> <p>Oral (social) _____</p> <p>Oral (other) _____</p> <p>Comments: If S could improve his focus, academics might not be as frustrating.</p>	<p>Please check the things that you think are needed for the student to do:</p> <p>Oral (listening/reading) _____</p> <p>Oral (writing) _____</p> <p>Oral (social) _____</p> <p>Oral (other) _____</p> <p>Comments: _____</p> <p>Please check the things that you think are needed for the student to do:</p> <p>Oral (listening/reading) _____</p> <p>Oral (writing) _____</p> <p>Oral (social) _____</p> <p>Oral (other) _____</p> <p>Comments: _____</p> <p>Please check the things that you think are needed for the student to do:</p> <p>Oral (listening/reading) _____</p> <p>Oral (writing) _____</p> <p>Oral (social) _____</p> <p>Oral (other) _____</p> <p>Comments: _____</p>

Grade 3 boy (age 8;9)

	Standard Score	Oral Language										Written Language						
		Sound/Word Level					Sentence/Discourse Level					Sound/Word Level			Sent/Disc Level			
		PA	NAI/Phon	DGF	DSB	VA	LC	FD	SR	CSR	SC	NAI/Phon	RF	WIS/Spell	WIS-Vocab	WC	WIS-Comp	WIS-Sent
		2	1	9	10	5	9	8	7	5	3	2	9	5	3	5	2	7
+2 SD	16-19	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	15	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	14	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
+1 SD	13	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Mean	10				X													
	9			X			X						X					
	8			*			*	X					*					
-1 SD	7			*			*		X				*					X
	6			*			*		*				*			X		*
	5			*		X	*		*	X			*			*		*
-2 SD	4			*		*	*		*		X		*		X	*		*
	3	X		*		*	*		*		*	X	*		*	*	X	*
	2	*		*		*	*		*		*	*	*		*	*	*	*
-3 SD	1	*	X	*		*	*		*		*	*	*		*	*	*	*
	0	*	*	*		*	*		*		*	*	*		*	*	*	*

8;9 Grade 3 Boy

Age Band	Sum of Identification Core Standard Scores	Cut Score	Sensitivity	Specificity	Decision:
6-7 years		24	84	84	Is the identification Core composite less than the cut score?
8-11 years	1-4	34	88	85	Yes This score is consistent with the presence of a language/literacy disorder.
12-18 years		42	95	90	No This score is not consistent with the presence of a language/literacy disorder.

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

Sound/word	53
Sentence/discourse	63

Consistent with diagnosis of dyslexia?

8;9 Grade 3 Boy

Example of isolated focus on Reading Fluency
It was fine but there were many other problems

Not classic dyslexia

Could say:
Dyslexia + Language Dis:
Vocab
Delayed Story Retell
Social Comm



TILLS™

TEST OF INTEGRATED
LANGUAGE & LITERACY SKILLS™



7;10 Grade 2 Girl

No preschool services
Positive family history of reading problems
Has an IEP with reading decoding and fluency goals
LD as primary eligibility (Reading)
No S/LI as secondary eligibility – Should there be?

Grade 2 girl (age 7;10)

	Standard Score	Oral Language										Written Language						
		Sound/Word Level					Sentence/Discourse Level					Sound/Word Level				Sent/Disc Level		
		PA	NA/Rep	DSP	DSB	VA	LC	FO	SPI	DSR	SC	NA/Read	RP	NA/Spell	WE-Word	SC	WE-Disc	WE-Sent
		2	5	16	5	9	12	8	8	9	7	5	0	6	1	0	2	8
+2 SD	16-19	*	*	X	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	15	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	14	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
+1 SD	13	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	12	*	*	*	*	*	X	*	*	*	*	*	*	*	*	*	*	*
	11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Mean	10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	9	*	*	*	*	X	*	*	X	X	*	*	*	*	*	*	*	*
	8	*	*	*	*	*	*	X	X	*	*	*	*	*	*	*	*	X
-1 SD	7	*	*	*	*	*	*	*	*	*	X	*	*	*	*	*	*	*
	6	*	*	*	*	*	*	*	*	*	*	*	*	X	*	*	*	*
	5	*	X	*	*	*	*	*	*	*	*	X	*	*	*	*	*	*
-2 SD	4	*	*	*	X	*	*	*	*	*	*	*	*	*	*	*	*	*
	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	2	X	*	*	*	*	*	*	*	*	*	*	*	*	*	X	*	*
-3 SD	1	*	*	*	*	*	*	*	*	*	*	*	X	*	X	*	*	*
	0	*	*	*	*	*	*	*	*	*	*	X	*	*	*	X	*	*

7;10 Grade 2 Girl

Age Band	Sum of Identification Core Standard Scores	Cut Score	Sensitivity	Specificity	Decision
6-7 years	16	24	84	94	Is the Identification Core composite less than the cut score? Yes
8-11 years		34	86	95	Is this score consistent with the presence of a language/literacy disorder? Yes
12-18 years		42	86	95	Is this score consistent with the presence of a language/literacy disorder? Yes

- Core subtests
 - Vocab Aware
 - Phoneme Aw
 - NW Rep

Sound/word	50
Sentence/discourse	71

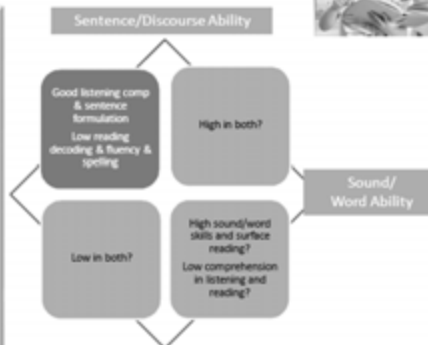
Consistent with diagnosis of dyslexia?

7;10 Grade 2, Girl

LD as primary eligibility (rdg).
Also gets help in class (co-taught by special ed teacher and other assignments read to her).

Reading decoding and fluency goals on IEP.

Should there be goals related to oral language?
Written expression and spelling?



1

Vocabulary Awareness

Function: To assess a student's lexical knowledge, awareness of semantic relationships, and cognitive-linguistic flexibility.

Task: The student must be able to first identify a pair of semantically related words from a triplet of three words, and then switch sets to identify a second semantic pairing.

Sample Items:

dog-cat-bone	dog-cat-bone	light-sun-feather	light-sun-feather
Both animals / pets	dogs like bones	sun gives light	feather is light

Phonemic Awareness

2

Function: To assess a student's awareness of the individual speech sounds of language (phonemes).

Task: The student must isolate single sounds within real words or nonsense words and manipulate them by removing them from the initial position of words.

Sample Item:

Item	Phonetic spelling	Spoken response
bip → ip	/bɪp/ → /ɪp/	

3 Story Retelling

Function: To assess a student's ability to listen to, comprehend, and retell a story.

Task: The student will listen carefully as the administrator reads an age-appropriate story. The student's job is to tell the story back to the administrator in the same way.

Sample Item:

Test examiners will select the age-appropriate story and follow the directions for that story.

Story A: "Tommy the Trickster" for students ages 6;0–11;11 (33 content units)

Story B: "The Rubber Raft" for students ages 12;0–18;11 (51 content units)

Nonword Repetition

Function: To assess a student's speech perception, the ability to hold a sequence of speech sounds in memory, and the ability to reproduce those speech sound (phonological) sequences accurately.

Task: The administrator will play a digital recording of a person pronouncing a set of nonwords with a carrier phrase requesting the student to repeat them.

Sample Item:

Item	Target spoken response
bup	<u> </u> /bʌp/

5 Nonword Spelling

Function: To assess a student's ability to represent phonemic and morphemic components of novel spoken words by spelling them with conventional orthographic (letter sequence) patterns.

Task: The Student will listen to another audio recording of "pretend words" and will be asked to spell them using what they know about real words.

Sample Item:

Item	Target written response	Example of Student Response
stam	s t a m mb	spam

Listening Comprehension

Function: To assess a student's ability to comprehend the complex syntax of academic language and to draw inferences allowed by the text.

Task: The student will listen to some very short stories and then answer "yes," "no," or "maybe" in response to questions about the story.

Sample Item:

Teresa has a gray and white kitten that likes to play with string. The kitten's name is Fluffy.

a. Is Teresa's kitten black?	Y	(N)	M
b. Does Teresa have a dog?	Y	N	(M)

7

Reading Comprehension

Function: To assess a student's written comprehension in parallel with the Listening Comprehension subtest.

Task: The student will be shown stories like the ones he or she has just heard, but now, it is the student's turn to read the stories and answer "yes," "no," or "maybe" to questions about the story.

Sample Item:

1. "One morning Susan got up too late to catch the school bus. She thought that she would be late for school, but her mother got her there on time."

a. "Did Susan miss the bus?"

(Y) N M


Following Directions

8

Function: To measure the ability to listen to a sequence of directions, to understand them, and to hold them in short-term memory long enough to carry them out.

Task: The administrator will ask the student to perform a series of tasks in his or her student response form.

Sample Item:

Instructions	Student response
Number 1: Cross out the circle. Go.	

9

Delayed Story Retelling

Function: To measure retention of narrative information over a period of 15 to 20 minutes.

Task: The student will be asked to remember and retell as much as possible of the story heard during subtest 3.

Sample Items:

Test examiners will select the age-appropriate story and follow the directions for that story.

Story A: "Tommy the Trickster" for students ages 6;0–11;11 (33 content units)

Story B: "The Rubber Raft" for students ages 12;0–18;11 (51 content units)

Nonword Reading

10

Function: To assess a student's ability to decode novel words that are not recognizable as real words.

Task: The student will read a set of printed nonwords on a page in the Stimulus Book.

Sample Item:

Stimulus Word	Accepted production	SUBTEST 10
gup	<u> </u> /g^p/	gup

11 Reading Fluency

Function: To assess automatic word recognition.

Task: The student will read a series of "facts that tell a story." The administrator will keep track of how many words the student reads automatically without hesitation and without sounding them out.

Sample Item:

SUBTEST 11

The Little Dog

There was a dog.	He was white.	He was scared.
He was little.	A car almost hit him.	He was okay.
He was brown.	It was in front of our school.	

Written Expression

12

Function: To provide three scores that examine three different aspects of writing—a discourse score, a sentence combining score, and a word score.

Task: After reading a set of story facts, the student will re-write them in a more interesting, less "choppy" way.

Example of a student's written response:

Student's Written Story

The principal Daughter was a clown. She is so funny and crazy
when they see her they left because she looked scary so much.

13 Social Communication

Function: To assess the ability to understand language describing social situations and to formulate responses that fit the social context and convey the student's understanding of the need for pragmatic nuances in the scene.

Task: The student will imagine what a character might say.

Sample
item for
girls:

"Jasmine always whines when her parents won't let her have her way. Her mother won't let her buy candy in the grocery store. What do you think Jasmine might say?"

Digit Span Forward

Function: To measure short term and verbal working memory.

Task: The student will listen to a series of numbers and then repeat the numbers exactly as they were said by the administrator. The number series become longer as the subtest progresses.

Sample Item:

Stimulus	Student's response
"4-2"	

14

15

Digit Span Backward


Function: To assess working memory.

Task: Again, the student will listen to a series of numbers, but this time, he or she will be asked to repeat the numbers in backward order.

Sample Item:

Stimulus	Student's response
"4-2"	<div>_____</div> <div>(2-4)</div>

Quick Start Guide



**Quick Start
Guide**

OVERVIEW

The Test of Integrated Language and Literacy Skills™ (TILLS™) tests oral and written language skills of school-age students age 6–18 years. The TILLS is a standardized, norm-referenced test validated for the following three purposes:

1. To identify language and literacy disorders
2. To document patterns of relative strengths and weaknesses
3. To track changes in language and literacy skills over time

The TILLS model is unique because its 15 subtests collectively measure skills at two language levels (sound/word and sentence/discourse levels) across oral and written language modalities (listening, speaking, reading, and writing). The model is described in Table 1.1 and Figure 1.1 in the TILLS Examiner's Manual. The TILLS subtests are curriculum-relevant because they reflect the language demands of curricula in Grades 1–12.

ADMINISTRATION

- Time required: Most students can complete all 15 TILLS subtests in a single 70- to 90-minute session with an experienced examiner. Less time is required if fewer subtests are administered. Subtests can be given in more than one session, provided testing is extended over no more than 4 weeks and rules are followed to keep administration of some subtests together (see Table 2.2 in the Examiner's Manual).

Quick Start Guide-All Subtests

The Examiner's Manual provides a brief description of each subtest in Chapter 1 (pages 5–8) and complete instructions for administering are in Chapter 2.

SUBTEST 1: Vocabulary Awareness (VA) Purpose: This subtest assesses a student's lexical knowledge, awareness of semantic relationships, and cognitive-linguistic flexibility.	
Use as a stand-alone measure: Yes Average time to administer: 15 minutes Materials: Examiner Record Form (pp. 2–4), Stimulus Book (pp. 3–55) Start rule: Start points for age ranges are indicated by arrows Basal rule: 4 consecutive scores of 2 (both parts of each item must be correct) Ceiling rule: 6 scores of 5 within a sequence of 8 consecutive items (both parts must be incorrect on 6 out of 8 items) Repetition: Allowed Probes: Yes (as specified in the Examiner's Manual)	Special instructions: <ul style="list-style-type: none"> • You may ask what two words mean if the student says they "mean the same." • You may remind the student to tell how words go together based on what they mean, not how they are spelled. • You may remind the student that the two words in a pair must go together in a way the third one does not. • Do not provide definitions of words. • Do not probe for more after an inadequate answer.
SUBTEST 2: Phonemic Awareness (PA) Purpose: This subtest assesses the student's awareness of the individual speech sounds of language (phonemes).	
Use as a stand-alone measure: Yes Average time to administer: 3 minutes Materials: Examiner Record Form (pp. 5–6), audio recording device (recommended) Start rule: Start points for age ranges are indicated by arrows Basal rule: 6 consecutive scores of 1 Ceiling rule: Scores 5 on 6 out of 8 consecutive items Repetition: No (unless ambient noise interferes) Probes: None	Special instructions: <ul style="list-style-type: none"> • Do not draw attention to spelling or letters during coaching; use the word "sound" or "sounds." • Do not name the initial sounds for the two practice items. • Do not remind the student to remove only the first sound if the student reverts to a pattern of removing the full initial consonant cluster (e.g., in- or f-) during testing. • If the student uses a consistent pattern of misarticulation associated with a regional or social dialect, do not penalize the substituted sound and give credit.

TILLS Webinar Links

- **Understanding Percentile Scores – Two Types of Scores; Two Types of Information Provided**
- **How to Score and Interpret the Written Expression Subtest on TILLS**
- **Quickly and Reliably Screen Students for Language/Literacy Disorders—including Dyslexia**
- **Identify Dyslexia Using TILLS**
- **How to get the most out of TILLS**
- **Using the TILLS Practice Kit to Support Your Instruction in Language/Literacy Assessment**

Slides' Reference:

All of the TILLS slides are from the TILLS Sampler Webinar Download:
Brookes Publishing Company