

# Online Assessment Tools Every Practitioner Needs for Telepractice

**Ashley Arnold, LSSP, NCSP**  
WPS Assessment Consultant

# Get valuable support from a professional you can trust



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- Nationally certified school psychologist
- Almost 20 years of experience as a school psychologist
- Past president of the Texas Association of School Psychologists
- Current Texas delegate to the National Association of School Psychologists

# Learning Objectives

1. Participants will gain an understanding of how the WPS Online Evaluation System (OES) can aid practitioners in their work with school-age children, including both monolingual and bilingual children.
2. Participants will learn how to increase efficiency in completing evaluations.
3. Participants will become more familiar with digital administration.

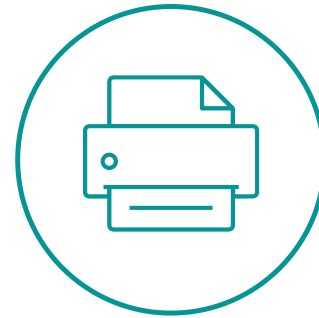
# Administration and Scoring



Online or paper



Online allows email links to be sent to the rater

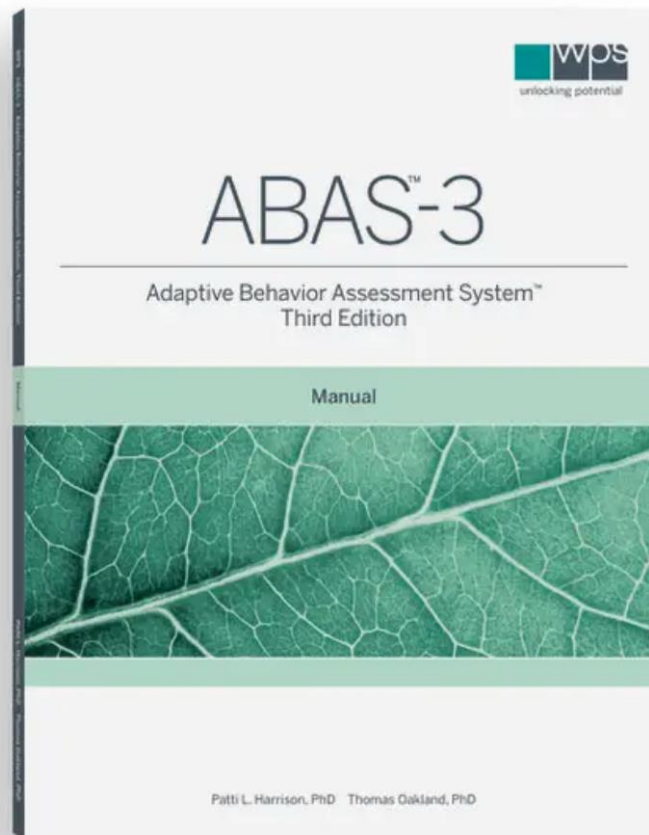


Free and unlimited printable response sheets available



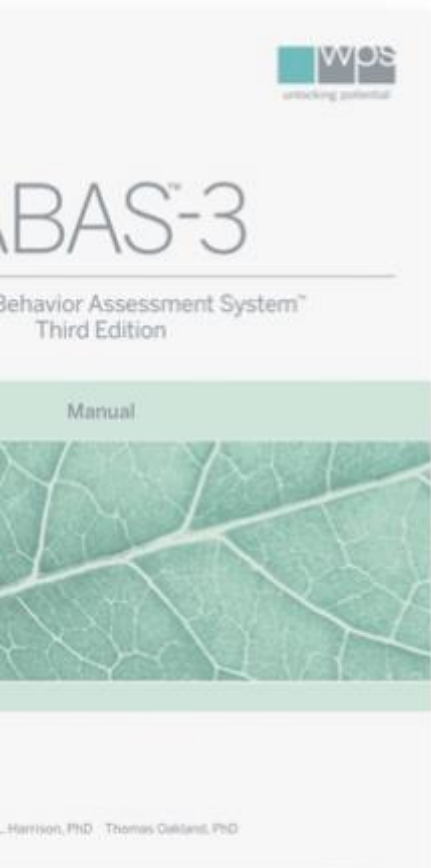
Previous software users can use the OES in the same way by utilizing the free downloadable response sheets and scoring online

# Adaptive Behavior Assessment System, Third Edition (ABAS-3)

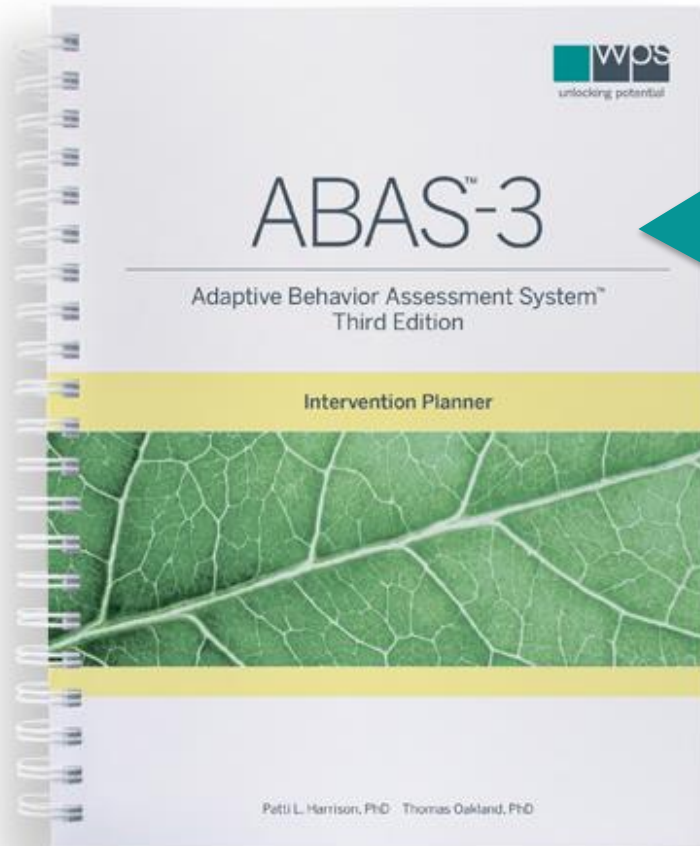




# All scoring options make use of the ABAS-3 Intervention Planner



+



A companion resource that links specific interventions to the deficits assessed in the ABAS-3 items.

# Sample Intervention Items

ABAS-3 item number	ABAS-3 Item	Intervention Activity
<b>Communication</b>		
1	Says the names of other people (for example, "Mama," "Daddy," or names of friends).	Point to and/or show the child pictures of family members, friends, teachers, daycare providers, or other people he/she knows. Say their names and ask him/her to repeat their names after you. Encourage him/her to use the names of these people when he/she sees them (for example, "Hi, Daddy" or "There's Suzy").
2	Shakes head or says "Yes" or "No" in response to a simple question (for example, "Do you want something to drink?").	When someone asks you a question while the child is near, or if he/she asks you a question, if appropriate, respond by nodding or shaking your head while saying "Yes, I do" or "No, I don't." Overemphasize your words and actions to make them more noticeable. Encourage the child to let you know his/her wants or needs by nodding or saying "yes" or shaking his/her head or saying "no" when responding to questions.
3	Says "Hello" and "Good-bye" to others.	Say "hello" or "hi" when someone enters the room or when you see people when you are out (for example, at the playground or on the bus). Say "good-bye" when you or they leave. Encourage the child to do the same, prompting or cueing him/her by saying, for example, "Now you tell Mama good-bye."
4	Names 20 or more familiar objects.	While you and the child are doing a routine activity such as washing hands, provide an

# Five Rating Forms

The image displays five rating forms for the ABAS-3 (Adaptive Behavior Assessment System, Third Edition). The forms are arranged in a row, each with a vertical title bar on the left. From left to right, the forms are:

- Adult Form** (Green bar, Ages 16-89): Includes fields for Name of adult, Today's date, Years of education, Race/Ethnicity, Does the adult have any disabilities or other limitations?, and Rater's name.
- Parent/Primary Caregiver Form** (Orange bar, Ages 0-5): Includes fields for Name of child, Today's date, School, Race/Ethnicity, Does the child have any disabilities or other limitations?, and Parent/Primary Caregiver's name.
- Parent Form** (Pink bar, Ages 5-21): Includes fields for Name of child, Today's date, School, Race/Ethnicity, Does the child have any disabilities or other limitations?, and Parent/Primary Caregiver's name.
- Teacher/Daycare Provider Form** (Blue bar, Ages 2-5): Includes fields for Name of child, Today's date, School/Daycare, Race/Ethnicity, Does the child have any disabilities or other limitations?, and Teacher/Daycare Provider's name.
- Teacher Form** (Purple bar, Ages 5-21): Includes fields for Name of student, Today's date, Date of birth, Age, Grade, School, City, State, Race/Ethnicity, Does the student have any disabilities or other limitations?, and Teacher's name.

The rightmost form, the **Teacher Form**, is shown in more detail. It includes the following sections:

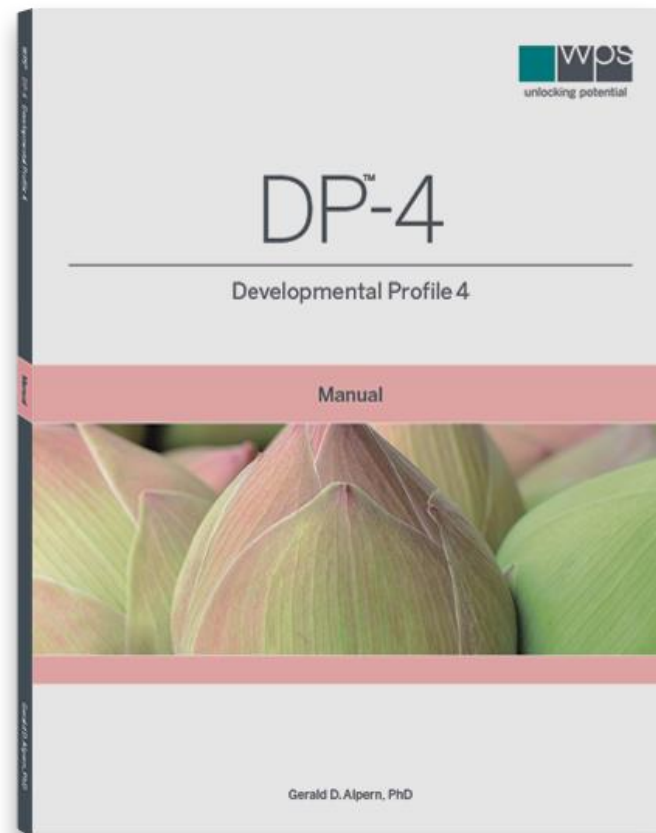
- Student Information**: Name of student being evaluated (first, middle, last), Sex (Female/Male), Today's date, Date of birth, Age (Years/Months), Grade, School, City, State, Race/Ethnicity, and The student has (No job/Part-time job/Full-time job).
- Teacher Information**: Teacher's name (first, last), Number of years as a teacher, How long have you been this student's teacher?, Subjects you teach, Your relationship to the child you are rating (General education teacher/Teacher's aide/Special education teacher), and Other (describe).

English and  
Spanish

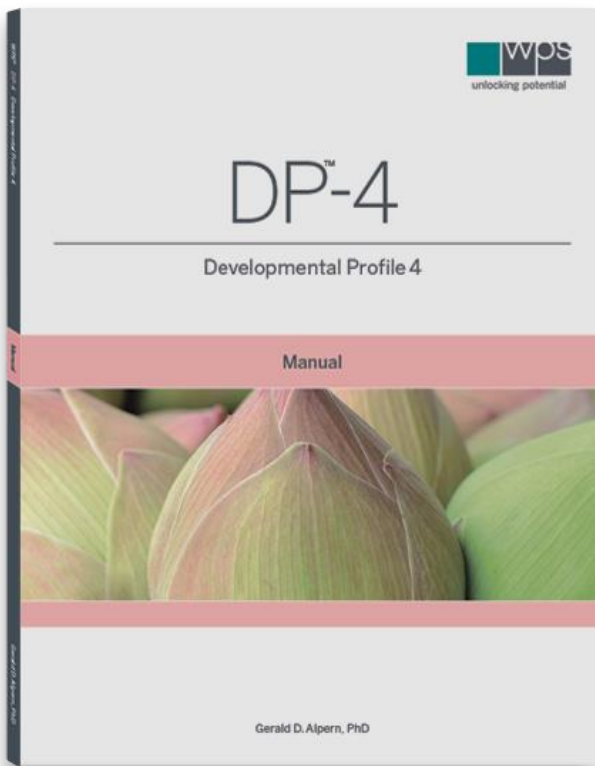


Rating Form	Ages	Setting	Respondents
Parent/Primary Caregiver	0–5	Home and community	Parents or others responsible for the child's primary care
Teacher/Daycare Provider	2–5	School or daycare	Teachers, teachers' aides, preschool instructors, daycare or other childcare providers
Parent	5–21	Home and community	Parents or others responsible for the child's primary care
Teacher	5–21	School	Teachers, teachers' aides, or other school professionals
Adult	16–89	Home and community	Family members, professional caregivers, supervisors, or the individual

# Developmental Profile 4 (DP-4)



# DP-4 Overview



- A well-established measure of development and functioning for individuals from birth through age 21 years, 11 months
- When assessing younger children for developmental delay, it addresses the five areas outlined in IDEA
- Assess older individuals who are struggling with meeting developmental milestones

# What's New

- Retains core elements while adding:
  - Updated nationally representative sample
  - Includes clinical cases and Spanish-language forms
  - Broader age range (Birth to 21 years, 11 months)
  - Two new forms: Teacher Checklist and Clinician Rating
  - Updated items reflecting changes in society and technology
  - Items that are gender neutral, culturally sensitive, and inclusive of children who are deaf or hard of hearing



# Uses

- The DP-4 is a valuable instrument for any setting in which an efficient measure of areas of functional development is needed
- Compare how the individual is functioning relative to their peers
- Measure progress by comparing growth scores from repeated administrations
- Compare assessment results from multiple respondents
- Use the results to identify skill deficits and possible interventions

# Key Features

- Multiple administration methods across multiple settings (parent/caregiver, teacher, and clinician)
- Four forms with separate norms
- Standard scores and growth scores
- Helps plan intervention with item-by-item suggested intervention activities



# Components

- Print and digital materials on the WPS Online Evaluation System (OES)
- Manual
- Four forms are all written at 5th grade reading level (all with Spanish versions except Clinician Rating)
  - Parent/Caregiver Interview
  - Parent/Caregiver Checklist
  - Teacher Checklist
  - Clinician Rating form



# Scales

- Comprehensive assessment that quickly identifies developmental strengths and weaknesses in five key areas:
  - Physical
  - Adaptive behavior
  - Social–emotional
  - Cognitive
  - Communication
- Scales can be administered individually
- General Development Score (GDS) is a comprehensive measure of development across all five scales, and it is available when all five scales are administered



# Administration and Scoring

Parent/Caregiver Interview Form

**DP-4**  
Developmental Profile 4  
Gerald D. Alpern, PhD

Child's name	Clinician's name	Administration date	Year	Month
Parent/Caregiver's name	Parent/Caregiver's relationship to child	Child's date of birth		
	Child's age			

**Directions**

**Where to Start**  
For children aged 0;0 to 1;11, begin by administering the first item on each scale. For children aged 2;0 and older, begin at the correct age-based start item indicated on each scale.

**Satisfying the Start Rule**  
If the first five items administered are scored No (answers starting with item 1), the Start rule has been met. If one or more of the first five items are scored Yes, test backward to satisfy the Start rule, and then resume testing forward from the highest item completed.

**When to Stop**  
For each scale, stop administering items when five consecutive items are scored No (or when the last item of the scale has been administered).

**Scoring Tips**  
Read each question aloud to the parent/caregiver and record his or her response as Yes or No.  
Most of the questions ask whether the child can perform a task. To score Yes, the child must not only be able to perform the task, he or she must actually perform it some of the time. However, some questions ask whether the child can perform a task. For these questions, a Yes means that the child has shown the ability to perform the task at least once.  
Some questions ask about skills or behaviors that the child mastered long ago and does not do anymore. For example, "Does the child sometimes imitate spoken words, such as saying 'da-da' or 'mama'?" The child may have imitated words when younger and now uses more advanced speech. You would answer Yes to this question because the child successfully did so in the past.  
Please answer Yes or No to the question exactly as it is written. For example, if your child cannot speak but uses sign language, you must still respond No to questions about speaking words, even if the child can sign them. However, you may respond Yes to questions that ask about communication and don't specify speaking.  
If the parent/caregiver is not sure whether to answer Yes or No, please make your best guess.

The DP-4 is available online at [platform.wpspublish.com](http://platform.wpspublish.com)

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W-702A

20–40  
minutes

Parent/Caregiver Interview takes about 20–40 minutes to complete with Start/Stop rules

Clinician Rating Form

**DP-4**  
Developmental Profile 4  
Gerald D. Alpern, PhD

Child's name	Clinician's name	Administration date	Year	Month
Clinician's name	Clinician's title (e.g., school psychologist)	Child's date of birth		
	Child's age			

**Directions**

Read each question and answer Yes if it describes the child and No if it does not. Use your knowledge of the child as well as information obtained from parents or teachers, if available. You are required to answer every item, even if it asks about skills or behaviors typical of a child much older or younger than the child. Alternatively, you can use Start and Stop rules, which are provided in the Administration of the Parent/Caregiver Interview Form, section in Chapter 2 of the DP-4 manual.

Most of the questions ask whether the child does perform a task. To score Yes, the child must not only be able to perform the task, he or she must actually perform it some of the time. However, some questions ask whether the child can perform a task. For these questions, a Yes means that the child has shown the ability to perform the task at least once.

Some questions ask about skills or behaviors that the child mastered long ago and does not do anymore. For example, "Does the child sometimes imitate spoken words, such as saying 'da-da' or 'mama'?" The child may have imitated words when younger and now uses more advanced speech. You would answer Yes to this question because the child successfully did so in the past.

Please answer Yes or No to the question exactly as it is written. For example, if your child cannot speak but uses sign language, you must still respond No to questions about speaking words, even if the child can sign them. However, you may respond Yes to questions that ask about communication and don't specify speaking.

If you are not sure whether to answer Yes or No, please make your best guess.

**Scoring Directions**  
Refer to Chapter 2 of the DP-4 manual for instructions on how to calculate the score for each scale and how to complete the Scoring Profile Sheet attached to this form.

The DP-4 is available online at [platform.wpspublish.com](http://platform.wpspublish.com)

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W-702B

15–20  
minutes

Clinician Rating takes about 15–20 minutes to complete

Teacher Checklist

**DP-4**  
Developmental Profile 4  
Gerald D. Alpern, PhD

Child's name	Teacher's name	Administration date	Year	Month
Teacher's name	How long have you known the child?	Child's date of birth		
	Child's age			

**Directions**

**Where to Start**  
First fill in the information requested on the upper portion of this page. Then read and answer all of the questions on the following pages by circling Yes if it describes the child or No if it does not.

**When to Stop**  
Do not stop until you have answered all questions on the following pages, even if they ask about skills or behaviors typical of a child much older or younger than the child.

**Scoring Tips**  
Most of the questions ask whether the child does perform a task. To score Yes, the child must not only be able to perform the task, he or she must actually perform it some of the time. However, some questions ask whether the child can perform a task. For these questions, a Yes means that the child has shown the ability to perform the task at least once.

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W-702C

15–20  
minutes

Teacher Checklist takes about 15–20 minutes to complete

Parent/Caregiver Checklist

**DP-4**  
Developmental Profile 4  
Gerald D. Alpern, PhD

Child's name	Parent/Caregiver's name	Administration date	Year	Month
Parent/Caregiver's name	Relationship to child (e.g., Mother)	Child's date of birth		
	Child's age			

**Directions**

**Where to Start**  
First fill in the information requested on the upper portion of this page. Then read and answer all of the questions on the following pages by circling Yes if it describes your child or No if it does not.

**When to Stop**  
Do not stop until you have answered all questions on the following pages, even if they ask about skills or behaviors typical of a child much older or younger than your child.

**Scoring Tips**  
Most of the questions ask whether your child does perform a task. To score Yes, your child must not only be able to perform the task, he or she must actually perform it some of the time. However, some questions ask whether your child can perform a task. For these questions, a Yes means that your child has shown the ability to perform the task at least once.

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W-702D

15–20  
minutes

Parent/Caregiver Checklist takes about 15–20 minutes to complete

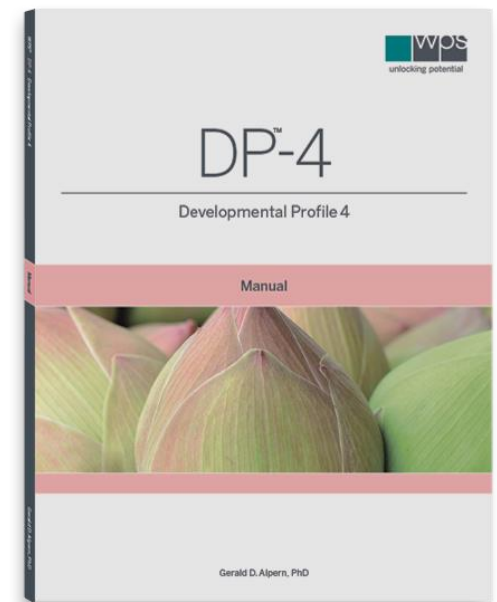
## Administration and Scoring *(cont.)*

- Online administration and scoring offers the following reports:
  - Score report
  - Rater report
  - Rater comparison report
  - Progress monitoring report
  - Intervention tips



# Intervention

- Item-level analysis serves as the basis of intervention to help the individual master developmental milestones
- The WPS Online Evaluation System (OES) will automatically generate a report with suggested intervention activities based on the results of each rating
- The manual also offers intervention activities in Appendix G for practitioners who are using the hand-score option



# Progress Monitoring

- DP-4 can be readministered after an intervention has been in place or time has passed
- Use of growth scores will help determine if progress has been made
- If an individual has turned a year older, it is important to use the older age to determine if significant growth has been made
- If there is a significant change in growth scores, it is important to determine the practical difference of those scores by reviewing the items on both administrations to compare changes in responses



# CAPs<sup>TM</sup>

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## Clinical Assessment of Pragmatics

Adriana Lavi, PhD, CCC-SLP

# CAPs Overview

- Individually administered performance test for individuals 7 to 18 years
- Measures comprehensive pragmatic language skills using a video-based format
- The CAPs measures judgment (comprehension) and performance (expression) of pragmatic language and yields scores across six areas of pragmatic skills



# Report Writing Template

## CAPs Index Standard Scores:

Additionally, the CAPs provides several index scores as computed by various combinations of the subtest scores. Standard scores have a mean of 100 and a standard deviation of 15. Standard scores enable comparison of an individual's performance to that of typically developing individuals of the same age. The index scores represent the specific domains incorporated into the CAPs and provide useful information about the examinee's pragmatic proficiency across the following areas:

**The Core Pragmatic Language Composite** is comprised of all six CAPs subtests and is the most accurate measure of an examinee's pragmatic competence across both testing formats: Pragmatic Judgment (receptive) and Pragmatic Performance (expressive). When making clinical decisions and determinations, the Core Pragmatic Language Composite score should be used as an estimate of the examinee's current pragmatic language ability. Scores in the average or higher range indicate a mastery of pragmatic language skills in social interactions across various types of communicative intent, social context cues, and paralinguistic signals. Lower scores suggest that the examinee does not demonstrate appropriate and meaningful social exchanges. This may be the result of poor pragmatic language understanding and expression, or due to other variables, such as cognitive ability or environmental, linguistic, or cultural factors. Low scores may also be indicative of disorders such as autism spectrum disorder or social (pragmatic) communication disorder, where social communication deficits are persistent across multiple contexts.

**The Pragmatic Judgment Index** is comprised of the Instrumental Performance Appraisal, Social Context Appraisal, and Paralinguistic Decoding subtests. This index denotes the examinee's ability to correctly detect, comprehend, and interpret contextualized social cues (i.e., interpret others' intent and infer what others are thinking [perspective taking]). It also represents the examinee's comprehension of indirectly implied requests and/or statements and ability to draw appropriate inferences and judgments about social context when situational cues vary, such as conversational adaptation. This index reflects awareness of basic social routines and the ability to judge their appropriateness. High scores indicate an awareness of the dynamic nature of social situations and the ability to adapt easily to an interlocutor's change in topics, transitions, and use of ambiguous language. Low scores in this area reflect rigidity in the examinee's understanding of the fluidity of social situations and difficulty when

*The table below shows an example of an examinee's scores obtained from a CAPs administration. (A blank version of this table is provided at the end of this section for use in your own reports.)*

CAPs Subtests and Indexes	Raw score	%ile rank	Scaled score	Standard score
Instrumental Performance Appraisal (Awareness of Basic Social Routines)	8	9	6	
Social Context Appraisal (Reading Context Cues)	10	2	4	
Paralinguistic Decoding (Reading Nonverbal Cues)	7	2	4	
Instrumental Performance (Using Social Routine Language)	6	16	7	
Affective Expression (Expressing Emotions)	1	1	3	
Paralinguistic Signals (Using Nonverbal Cues)	3	1	3	
<b>CORE PRAGMATIC LANGUAGE COMPOSITE</b>				<b>64</b>
Pragmatic Judgment Index				77
Pragmatic Performance Index				74
Paralinguistic Index				74

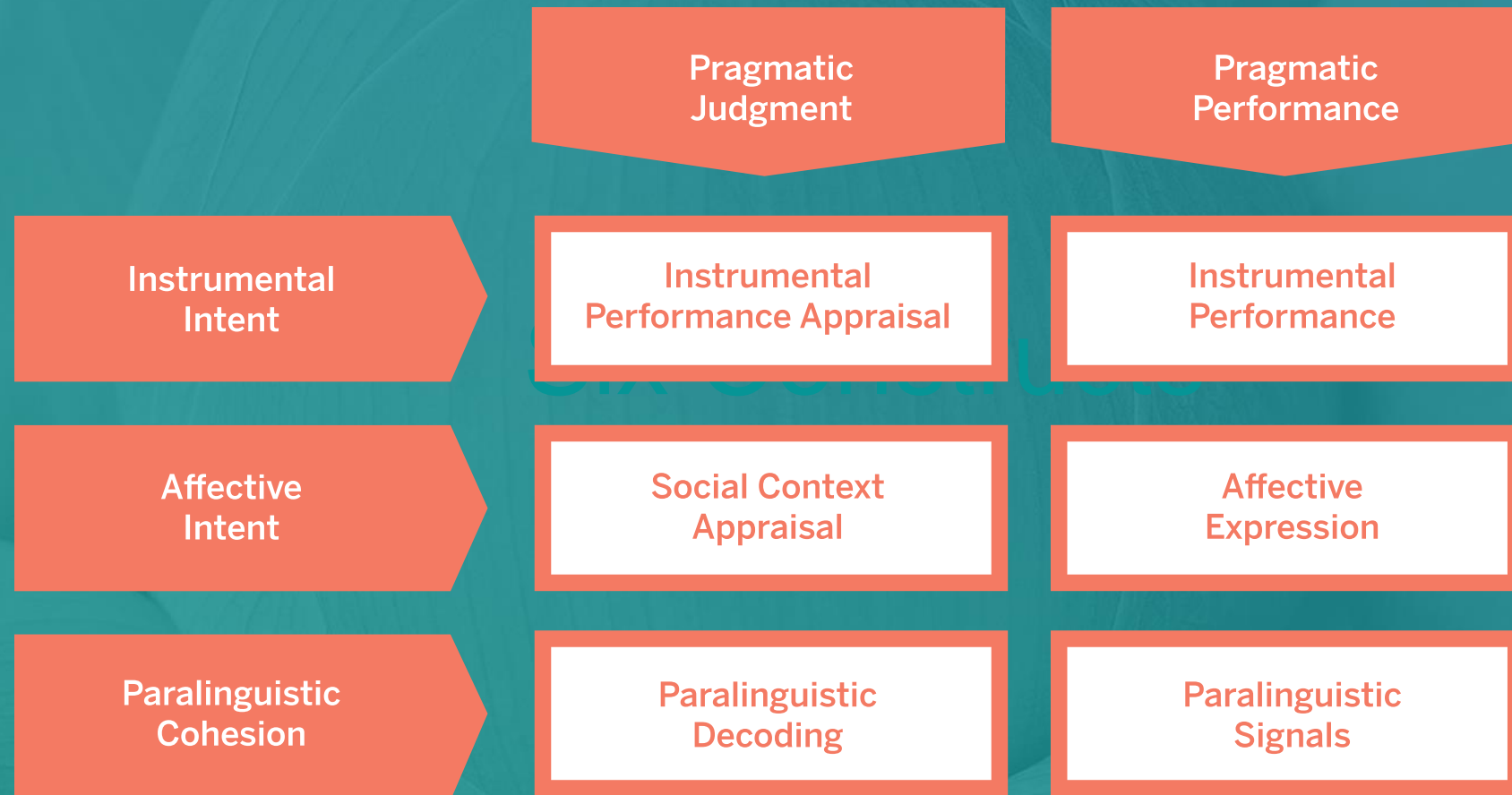
*Below is the narrative report based on the above scores, including examples of how the additional qualitative tasks can be used to interpret the quantitative results:*

To assess Child's communication skills in the realm of pragmatics, both standardized and nonstandardized measures were used. Standardized measures used include the Clinical Assessment of Pragmatics (CAPs). Additionally, a language sample was acquired to further examine communication style, reciprocity, and eye gaze via nonstandardized means.

The CAPs is a norm-referenced video-based pragmatic language battery for children and young adults ages 7 through 18 years old. It is composed of six subtests that fall under two domains: Pragmatic Judgment and Pragmatic Performance.

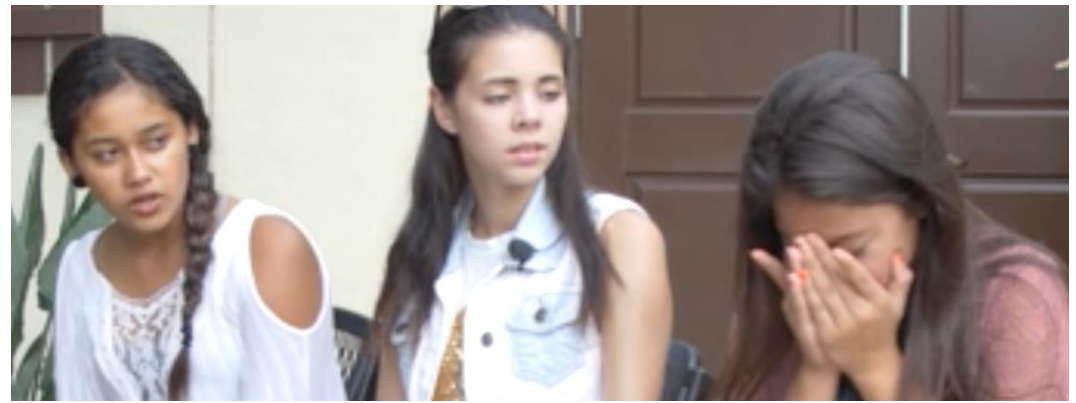
The examinee's Pragmatic Judgment and Pragmatic Performance are assessed via the use of six well-defined language constructs. The Pragmatic Judgment tasks include the following: 1) Instrumental Performance Appraisal, 2) Social Context Appraisal, and 3) Paralinguistic Decoding. The Pragmatic Performance tasks include: 1) Instrumental Performance, 2) Affective Expression, and 3) Paralinguistic

# Six Constructs





# Example of Videos





Ability to  
understand  
intent of others



Infer what  
others are  
thinking



Includes  
interpreting  
irony, sarcasm,  
idioms, humor



Ability to  
understand  
social context



Settings



Changes in  
settings



Disruption in  
routines



Flexibility in  
disruption of  
routines

# Digital Easels

OWLS-II, CASL-2, OPUS, PPA Scale

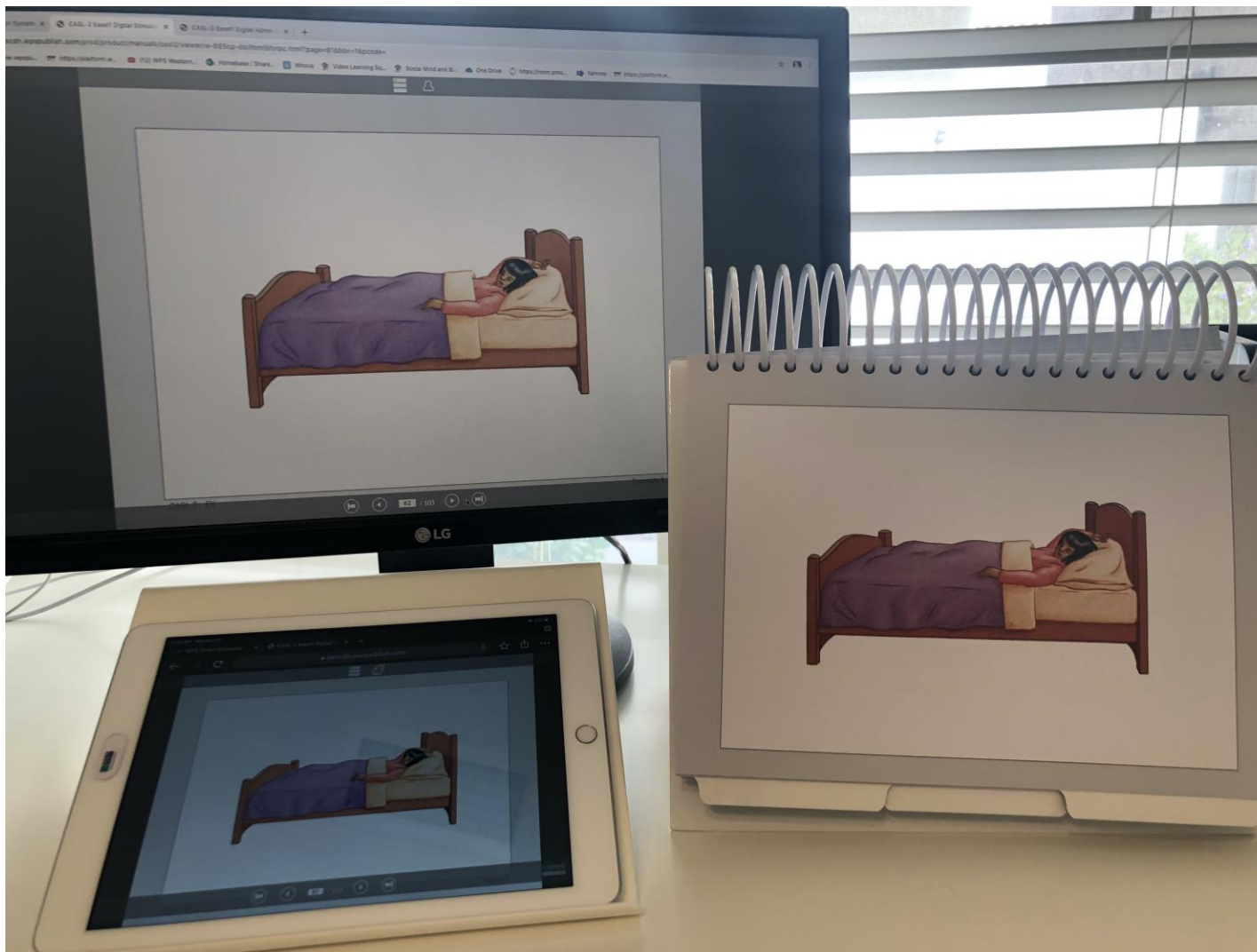
# ■ Digital Easels Now Available For:











## My Clients

Name

ABAS SAMPLE

ABAS Three

Abe Smart

Adams Twelve

Adult Client

Arizona Four

ASU ABAS-3

Search:



Create New Client

CASL-2

FREE SCORING

DOCUMENTS

EASELS

MANUALS

LICENSE

Easel 1

Easel 2

Easel 3

## Easel 1



### Administration Guide

For use with Digital Stimulus Images. Contains all content on the examiner's side of the print Test Easel.



### Digital Stimulus Images

Contains all content on the examinee's side of the print Test Easel.

# CASL-2

Digital Easel



Offline Access

### Offline PDF

Links to the offline version of these products were emailed to you when you activated this product. Click the button below to receive the email again. [More Info](#)

[Resend Email](#)



# Arizona<sup>TM</sup>-4

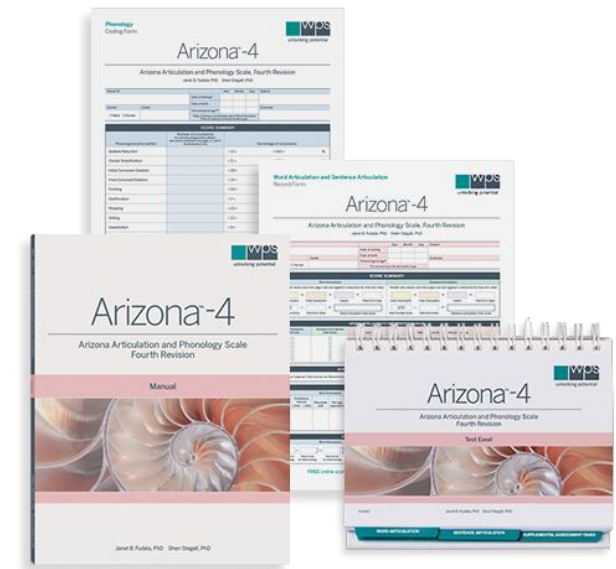
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Arizona Articulation and Phonology Scale, Fourth Revision

Janet B. Fudala, PhD      Sheri Stegall, PhD

# Arizona-4 Overview

- **Benefit:** Standardized measure of word- and sentence-level articulation and phonology skills
- **Format:** Designed so that either Word Articulation or Sentence Articulation or both may be administered. The Phonology component is coded based on the examinee's speech production during Word Articulation.
- **Ages:** 18 months to 21 years
- **Administration time:** 5 to 20 minutes each
- **Scores:** Standard scores, speech intelligibility interpretation values, test-age equivalents, and more



# Sound Values

- Each target sound is weighted by its frequency of occurrence in American speech.
- It's based on the intelligibility model of speech communication, in which the more frequently a misarticulated sound is heard, the more difficult it will be to understand the speaker.
- Sound values weight each sound based on how often the sound is likely to be heard in everyday speech, and the result is a number that has a direct and useful interpretation in terms of how intelligible that person's speech is likely to be to others.
- These sound values are unique to the Arizona—no other test of articulation works in this way.



# Benefits of Online Use

- When using the OES, you input responses to get the item weightings automatically calculated and converted to standard scores
- FREE online scoring and reporting

The screenshot displays the 'Arizona-4' Phonology Coding Form Score Report. At the top, it includes the 'Phonology Coding Form' logo, a 'Score Report' button, and the 'wps' logo with the tagline 'unlocking potential'. The title 'Arizona-4' is prominently displayed, followed by the subtitle 'Arizona Articulation and Phonology Scale, Fourth Revision' and the authors 'Janet B. Fudala, PhD' and 'Sheri Stegall, PhD'.

Below the title, there is a table for patient information:

Name	Year	Month	Day	Dialect
AZ-4 Test	Date of testing	2017	7	24

Gender	Grade	Date of birth	Examiner
Male	1	2015 2 2	

Chronological age	
2 5 22	2

Below the patient information, there is a 'SCORE SUMMARY' table:

Phonological error pattern	Number of occurrences	Percentage of occurrence
Syllable Reduction	11	+ 12 = 0.92 x 100 = 92 %
Cluster Simplification	1	+ 11 = 0.09 x 100 = 9 %
Initial Consonant Deletion	12	+ 29 = 0.41 x 100 = 41 %
Final Consonant Deletion	11	+ 19 = 0.58 x 100 = 58 %
Fronting	21	+ 24 = 0.88 x 100 = 88 %
Deaffrication	2	+ 7 = 0.29 x 100 = 29 %
Stopping	1	+ 22 = 0.05 x 100 = 5 %
Gliding	12	+ 12 = 1.00 x 100 = 100 %
Vowelization	2	+ 9 = 0.22 x 100 = 22 %
Prevocalic Voicing	2	+ 13 = 0.15 x 100 = 15 %
Postvocalic Devoicing	1	+ 11 = 0.09 x 100 = 9 %

Below the score summary, there is a 'Phonology raw score' field with the value 76.

Below the raw score, there is a 'LEVEL OF PHONOLOGICAL IMPAIRMENT' table:

Standard score (SS)	Confidence interval 95%	Percentile rank	Test-age equivalent	Severity range
57	50-64	0.2	<2.0	Severe

At the bottom of the report, there is a green button labeled 'END OF REPORT'.

# 5 Supplemental Assessment Tasks

1. Language Prompts
2. Imitation Contexts Task
3. Supplemental Sentences
4. Picture Description
5. Story Retell



# Digital Administration Guide



## Arizona™-4

Arizona Articulation and Phonology Scale  
Fourth Revision

Administration Guide  
for use with Digital Stimulus Images



Janet B. Fudala, PhD – Sheri Stegall, PhD



### WORD ARTICULATION

10. cāke [er] [-k]

#### Optional Language Prompts

- Where is the cake? Is it on the plate or under the plate? (on the plate)
- What happened to the missing piece of cake? (use of past tense in regular or irregular form)
- When do you eat cake? (at a birthday party)
- Tell me about your last birthday party.
- Have you ever heard someone say they wanted to have their cake and eat it too? What do you think that means? (to have something both ways; to have two good things)

11. wagōn [w-] [g-] [ə]

#### Phonology Coding

Record full word production (**wagon**) to analyze for Syllable Reduction.

#### Optional Language Prompts

- What do you do with a wagon? (pull; push; play; ride)
- Have you ever been in a wagon? Tell me about it.

12. dōg [d-] [ɔ] [-g]

#### Optional Language Prompts

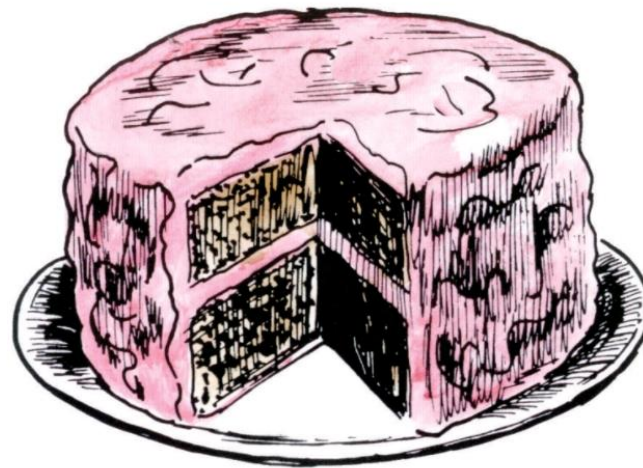
- What is the dog doing? (walking; hanging out his tongue; panting)
- What sound does a dog make? (bark; ruff ruff; bow wow)
- What breed/kind of dog do you think that is? (golden retriever; yellow Labrador)
- Do you have any pets? or Do you know anyone who has pets? What are the names of the pets? Tell me about them.

Word Articulation



Arizona-4 Administration Guide

# Digital Stimulus Images



WA

picture 10





# Testimonials

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*“No more losing money on lost protocols. Amazing!”*

Joe from New York

*“I find the electronic administration component on the WPS website SO much more user friendly and helpful than others.”*

Maureen from Austin

*“Thank you, WPS, for your great resources and for helping me move into the world of digital assessments.”*

Val from SLC

*“I appreciate how much time I save, and for the ease of the OES.”*

Jennifer from Portland

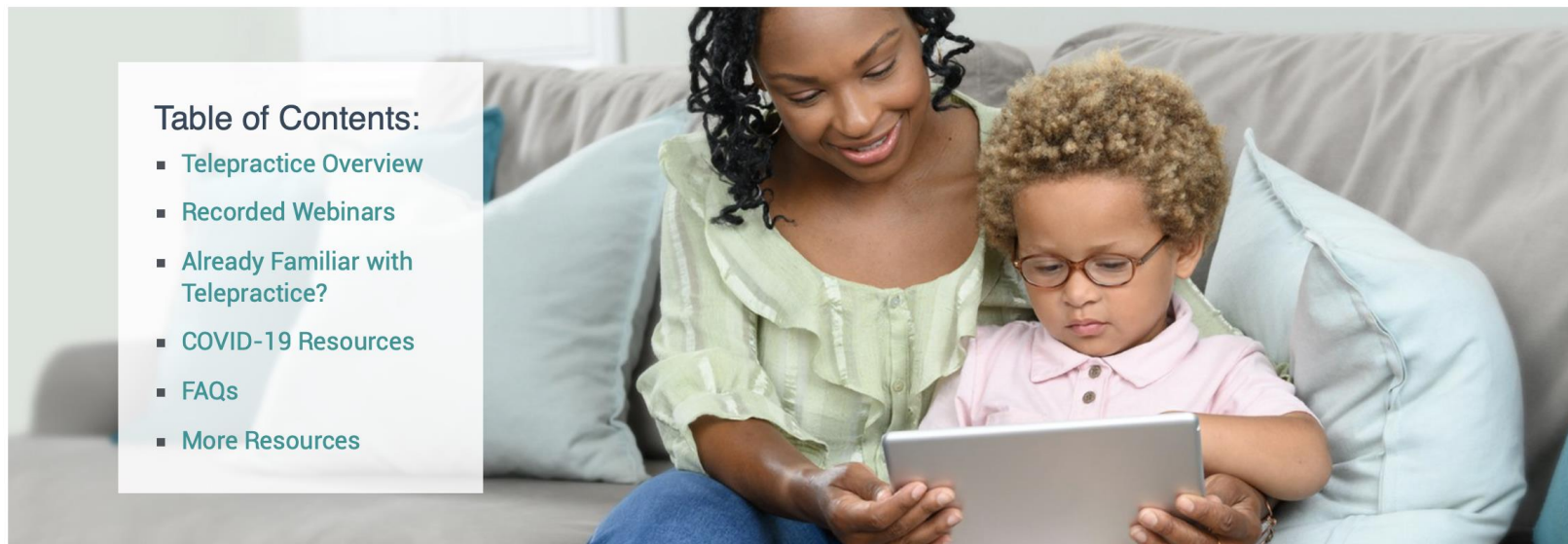
*“It was much easier than I thought it would be.”*

Sara from Los Angeles



# WPS Telepractice 101

## <https://pages.wpspublish.com/telepractice-101>



### Assessment Telepractice Overview

The well-being of you and your clients and students remains at the forefront of our concern during this world health crisis. Our hope is that this time with our families becomes an opportunity to build stronger relationships, both at home and with others remotely. A practitioner conducting remote evaluations for the first time needs support.

You are invited to read the WPS:

- [Remote Assessment Guidelines](#)
- [Statement on Tele-assessment](#)
- [Assessment Validity Considerations during COVID-19](#)

### News and Product Updates

New WPS Digital Easels now available for:

- [CASL-2](#)
- [OWLS-II](#)
- [PPA Scale](#)
- [OPUS](#)

# Resources



## **WPS Online Evaluation System:**

[platform.wpspublish.com](https://platform.wpspublish.com)



## **WPS Video Resources:**

<https://www.wpspublish.com/webinars>



## **WPS Content Hub:**

<https://www.wpspublish.com/content-hub>



## **Telepractice Page:**

<https://pages.wpspublish.com/telepractice-101>



## **WPS YouTube Channel:**

- How to Use Digital Easels
- Overview of New DP-4
- What You Need to Know About the Arizona-4 Assessment

# Optimize Your Online Assessment Success: How the WPS Online Evaluation System Works from Start to Finish

Has the pandemic changed the way you are able to administer assessments? Want to learn about the easiest online assessment platform and how it works? Whether you are deciding if you should transition your organization or practice from paper administration to online, you want to begin using the WPS Online Evaluation System more regularly, or you want to learn more about its advanced features, there is something in this webinar for you.



**Webinar Date:**  
Feb. 18, 2021

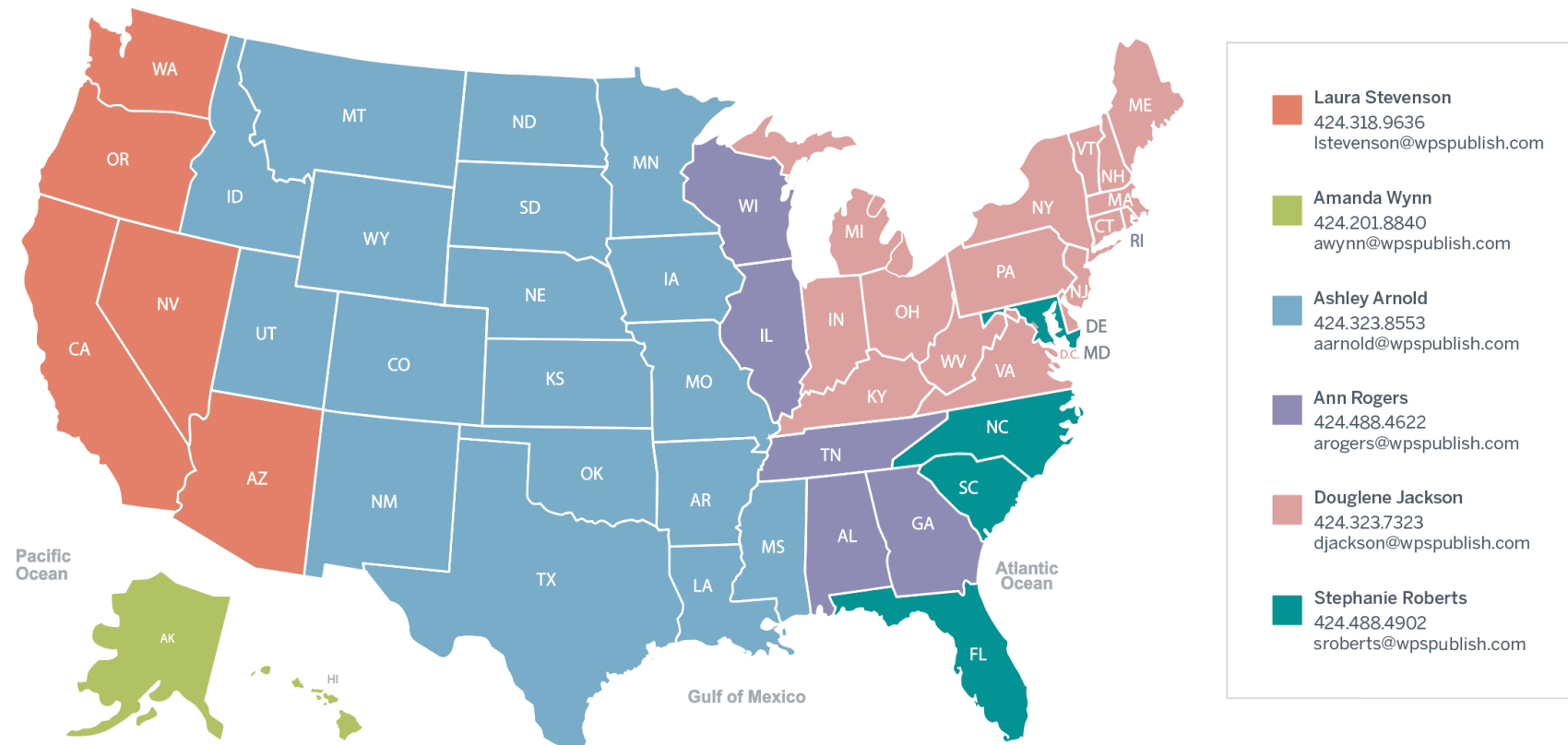
**Webinar Time:**  
3 PM PST

# Questions for me?



# Get valuable support from professionals you can trust

WPS Assessment Consultants  
[consult@wpspublish.com](mailto:consult@wpspublish.com)





# Get valuable support from professionals you can trust:

## WPS Assessment Consultants



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