The Illinois Test of Psycholinguistic Abilities–Third Edition (ITPA-3) is an individually administered, norm-referenced test of spoken and written linguistic abilities. It is intended for administration to children ages 5–0 to 12–11. Administration time is approximately 45 to 60 minutes. The authors present four intended uses of the ITPA-3: (1) early identification of weaknesses in linguistic processes, (2) determination of strengths and weaknesses, (3) documentation of progress, and (4) research. Considerable modifications to the ITPA-2 were made in the development of the ITPA-3, including changes in the age range, a more specific focus on language performance as opposed to general cognitive ability, and an updated normative sample.

**Subtests**

**Spoken Analogies** In this subtest the examiner reads a four-part analogy, with one part missing. The student must respond with the missing part.

**Spoken Vocabulary** The examiner specifies a particular attribute, to which the student must respond with a noun that has the given attribute.

**Morphological Closure** In this subtest, the examiner gives an oral prompt, with the last part missing: "small, smaller, _______." The student must supply the last part.

**Syntactic Sentences** The examiner reads a sentence that is grammatically correct, but nonsensical. The student must repeat the sentence orally to the examiner.
**Sound Deletion**  In this subtest, the student must say a given word or phrase with a specified word, syllable, or phoneme deleted (for example, say the word "somewhat" without the "what").

**Rhyming Sequences**  In this subtest, the examiner says a list of rhyming words, and the student must repeat them. The list of rhyming words lengthens as the testing progresses.

**Sentence Sequencing**  The student silently reads a list of sentences and must put them in order to form a logical paragraph.

**Written Vocabulary**  The student reads an adjective and must respond by writing a noun that is associated with the adjective.

**Sight Decoding**  In this subtest, the student must read printed words that are not spelled as they sound (for example, "should," "eight").

**Sound Decoding**  The student must read phonically regular names of make-believe animals aloud to the examiner.

**Sight Spelling**  In this subtest, the student is presented with a list of irregular words with the irregular part missing. The examiner reads each word aloud, and the student must fill in the irregular part. For instance, the student may be presented with "s—d" and be told to write "said."

**Sound Spelling**  The examiner reads aloud nonsense words that are phonically regular. The student must write the words.

**Scores**
Subtest raw scores can be converted into percentile ranks, age equivalents, grade equivalents, and standard scores (mean of 10; standard deviation of 3) using tables in the back of the manual. Subtest standard scores are added to produce various composite scores. Global composites include the General Language composite (sum of all 12 subtests), the Spoken Language composite, and the Written Language composite. Specific composites (Semantics, Grammar, Phonology, Comprehension, Word Identification, Spelling, Sight–Symbol Processing, and Sound–Symbol Processing) can be determined based on combinations of two subtests. After the assessor adds the appropriate subtest standard scores, the sums are then converted into composite quotients (mean = 100; standard deviation = 15) using tables in the back of the manual. These quotients also can be transformed into percentile ranks.

**Norms**

The ITPA-3 normative sample consisted of 1,522 individuals from 27 states. The sample is representative of the school-age population as reported by the U.S. Census Bureau (1999) in terms of geographic region, gender, race, and residence (urban versus rural), ethnicity, family income, educational attainment of parents, and disability status. Each of these variables (with the exception of disability status) is further stratified by age; between 138 and 239 individuals were included at each age level (by years). Cross-tabulations across other participant characteristics were not included in the manual. Thus, the characteristics of the comparison group are not entirely clear (for instance, all of the low-income students may be from the North and therefore not representative of low-income students from across the nation).
Reliability

Coefficient alphas were calculated at each age level (by year) as a measure of internal-consistency reliability. These coefficients were determined for each subtest, specific composite, and global composite. Subtest alphas ranged from .75 (Rhyming Sequences at age 5) to .97 (Morphological Closure at age 12). In the averaging across ages, Rhyming Sequences had the lowest coefficient alpha (.79), and Morphological Closure, Written Vocabulary, Sound Decoding, and Sound Spelling had the highest coefficient alphas (.94). Specific composite alphas met or exceeded .90 for 53 of the 59 alphas calculated. All global composite alphas met or exceeded .96. Test–retest reliability was investigated among 30 children ages 6–6 to 12–6, with approximately two weeks intervening between test administrations. Correlations met or exceeded .90 for each specific composite and global composite. Nine of the 12 subtest correlations exceeded .90.

Validity

The authors present three types of validity in the manual: content, criterion-related, and construct. The rationale for each subtest is provided as an indication of content validity. Item-level analyses were also conducted and demonstrated that relatively few of the items were identified as being biased according to gender, race, and ethnicity. The authors investigated criterion-related validity by correlating the ITPA-3 subtest and composite scores with several other measures of written and spoken language. These included the Woodcock–Johnson Psychoeducational Battery–Revised (WJ-R), the Test of Language Development–Intermediate: Third Edition (TOLD-I:3), the Comprehensive Scales of
Student Abilities (CSSA), and the Comprehensive Test of Phonological Processing (CTOPP). The ITPA-3 Spoken Language composite appropriately correlated with other measures of spoken language (7 of 10 correlations exceeded .80). The Written Language composite also correlated as expected with other measures of written language ($r = .81$, $.74$, and $.86$); however, the ITPA-3 Written Language composite was not highly correlated with the CSSA Writing measure ($r = .65$). The Spoken Language composite did not correlate with the CSSA Writing measure ($r = .65$). The Spoken Language composite did not correlate as highly with other measures of written language, and likewise, the Written Language composite did not correlate highly with other measures of spoken language.

Demographic characteristics of students with particular patterns of subtest performance (such as above average in spoken language and below average in written language) were examined to determine whether certain characteristics occurred as expected. For instance, students with above-average spoken language and below-average written language (as measured by the ITPA-3) were expected to include more boys and more students with learning disabilities than groups with other performance patterns. The authors found that this pattern, as well as additional patterns, fit their expectations.

Construct validity was investigated by determining the correlation of ITPA-3 scores with age; six subtests were moderately correlated with age, and six subtests were highly correlated with age. Because linguistic abilities are considered developmental in nature, these correlations met expectations. Also, ITPA-3 score means for various groups of students (male, female, different ethnicities, gifted and talented students, students with ADHD, students with speech articulation disorders, and students with learning
disabilities) were determined. Means fit the expected pattern; males, females, European Americans, African Americans, Asian Americans, and students with ADHD all scored in the average range. Hispanic Americans, Native Americans, students with speech articulation disorders, and students with learning disabilities scored below average. The authors suggest that Hispanic American and Native American students would be expected to score below average because many children in these groups may have English as their second language. Finally, confirmatory factor analyses were conducted and supported the test framework (that is, how subtests were assigned to composite scores).

Summary

The ITPA-3 is an individually administered, norm-referenced test designed to measure spoken and written language among children ages 5 to 12. Although several subtest internal-consistency reliabilities were somewhat low, composite internal consistency was high. Some evidence of validity is provided; however, more research is necessary to demonstrate that the ITPA-3 is useful for the purposes discussed by the authors.