Test of Language Competence-Expanded Edition
(TLC-E)

Publisher/Date:
- Pearson Assessments, PO Box 599700, San Antonio, TX 78259-9700. Published, 1989.

Purpose:
- Individually-administered, norm-referenced oral language measure for ages 5-00 through 18-11. The test evaluates for delays in the emergence of linguistic competence and in the use of semantic, syntactic, and pragmatic-strategies. An emphasis is placed on assessing within the contextual and situational demands of conversation in addition to basic semantic and syntactic abilities.

Provides:
- The test provides four composite scores: Expressing Intents, Interpreting Intents, a Screening Composite, and the TLC-E Composite. The test is divided into two levels, representing some differences in test content and context: Level 1 is constructed of tasks appropriate for ages 5-00 through 9-11, and Level 2 covers the age-range of 9-00 through 18-11 years.

Standardization Issues:
- Norms were based on 2,188 students for Level 1, and 1,796 students for Level 2. Subjects were selected from the northern, southern, and western regions of the US. Specific demographics were matched for geographic region, race, and Spanish-origin.

Reliability and Validity Issues:
- Factor analysis confirmed the four separate subtests, as well as the overall, general factor. Predictive validity data reported in the manual was very good (93% accuracy/agreement in confirming already-identified language-disabled students). Two independent reviews in Buros did not identify any specific concerns regarding the test’s reliability or validity.

Additional Points:
- Minority representation in the norm-sample is not consistent between Level 1 and Level 2. Level 1’s standardization sample included an approximate 30% African-American and Spanish-origin foundation, while Level 2’s minority representation was only approximately 14%.
- The test provides useful options for extension testing and supplemental tests which may provide further error-analysis and clinical insights which may assist in developing remedial activities.
• In one of the three regional samples, African Americans significantly lower than Caucasians. The manual does discuss development of local norms.
• Students who are unable to read and refer to the printed questions and options which appear at Level 2 may have heavier “memory loads” placed on them.
• The test’s norms are 20 years old.
• Because of changes in task demands between the two leveled forms, there could be some score differences with students taking Level 2 after recently taking Level 1.
• The authors provide a section in the manual addressing non-standard dialects (i.e., AAE, Southern-white, and Appalachian).