

Diane J. German

Test of Word Finding

Third Edition: Computer Administered



TWTF3:CA

User's Guide



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Test of Word Finding– Third Edition: Computer Administered

User’s Guide

Introduction

The *Test of Word Finding–Third Edition: Computer Administered* (TWF-3:CA; German, 2015) was designed as a quick, efficient tool for (a) administering the TWF-3 (German, 2015) to examinees between the ages of 4 years 6 months and 12 years 11 months, (b) converting total raw scores into a Word Finding Index score, (c) generating percentile ranks and descriptive terms, and (d) obtaining a narrative report with a completed first page of the TWF-3:CA Record Form and graphs of results.

Using the TWF-3:CA

This section will discuss how to use the TWF-3:CA and provides information on (a) initial setup procedures, (b) how to enter new examinees, (c) how to start a new administration, (d) how to review and edit scores, and (e) how to generate and print reports.

Initial Setup

The first time you navigate to the TWF-3:CA, you will see the license agreement and will be required to accept the license agreement in order to log in. Once the agreement is accepted, you will see the following log-in screen (see Figure 1). A temporary user name and a password are provided to you when you purchase the software. Enter your temporary user name, and then select Sign In. You will then be taken to the TWF-3:CA Examinee Information screen (see Figure 2).

In addition to the options to add, edit, or delete an examinee, administer a new test, or view/edit an existing TWF-3:CA administration, the Examinee Information screen allows you to navigate to the Examiner Information page, where you can

- add or edit an examiner’s information;
- print forms prior to an administration; or
- access a full copy of the TWF-3 Examiner’s Manual and the TWF-3: CA User’s Guide in pdf format.

You can choose an action from any one of the tabs that appear across the top of the screen.



Figure 1

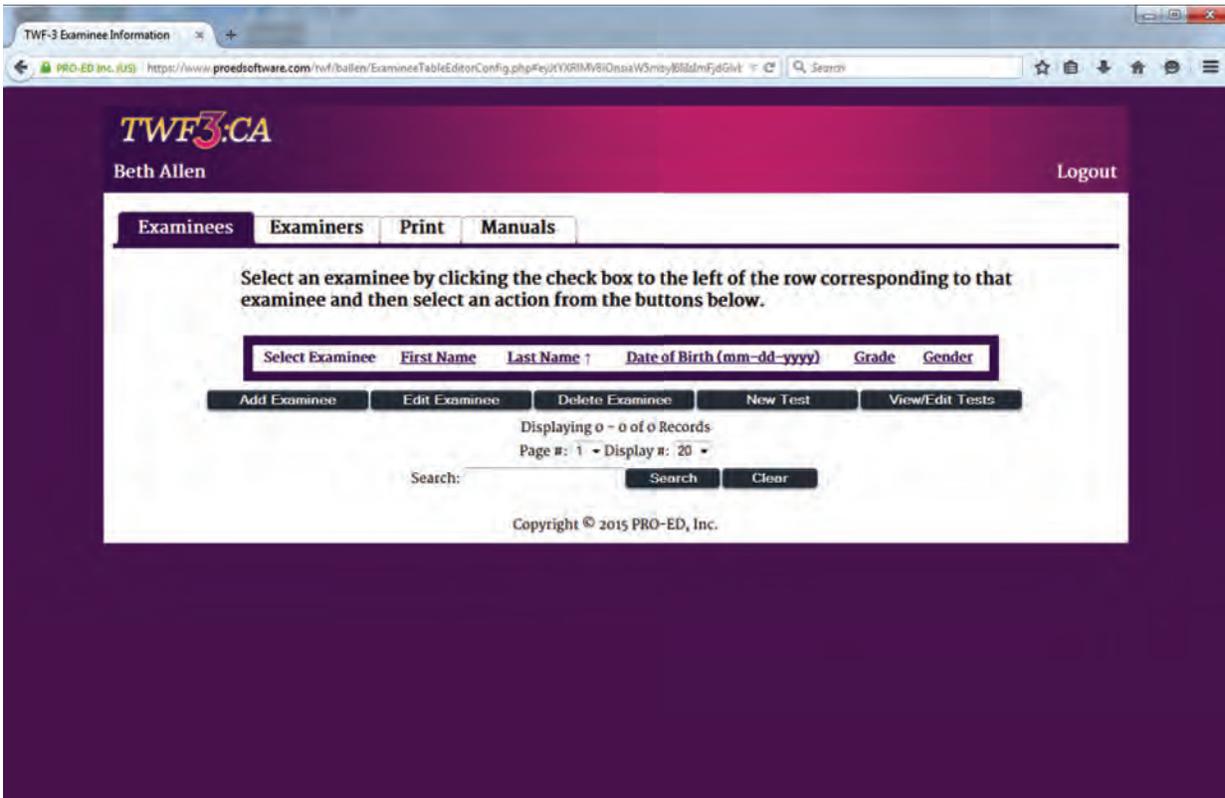


Figure 2

Before using the TWF-3:CA software, you should complete your examiner information by clicking on the Examiners tab. This will take you to the Examiner Information screen (see Figure 3).

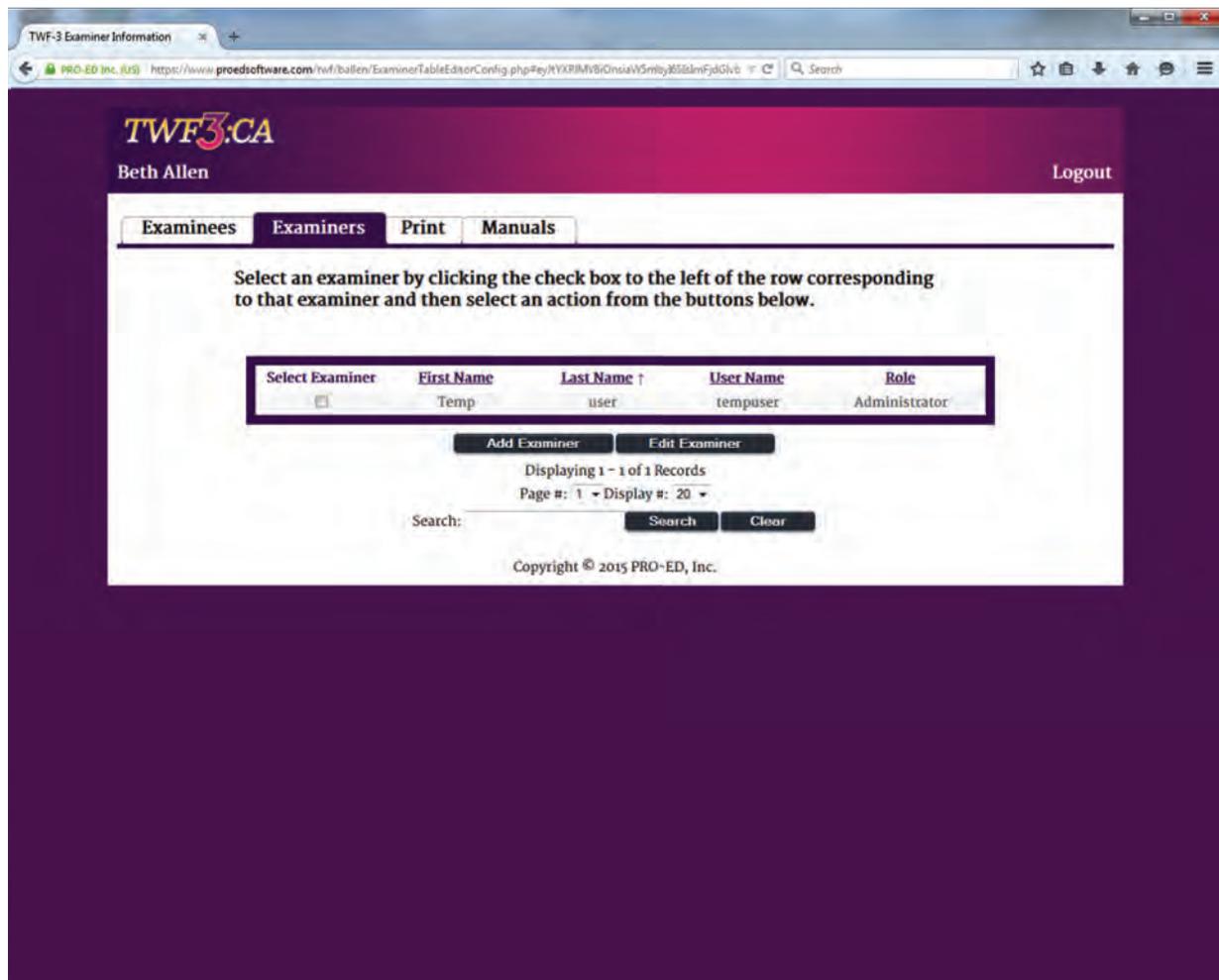


Figure 3

To update the primary examiner information, click on the check box adjacent to the row for Temp User, then click the Edit Examiner button. The Temp User information will now be editable (see Figure 4). When you have updated the administrator/primary examiner information, click the Update button to save your information or the Cancel button to cancel your changes. **NOTE:** For security reasons, you should always replace the temporary user name and password that were set up for initial log-in with a permanent user name and secure password. Once you enter and save a user name and password, the password will appear encrypted when returning to edit the examiner. To change the password, simply replace the encrypted text with the password of your choosing and click the Update button. If you forget your password, any individual with Administrator access to this licensed version of the software can log in and change the password for you.

Your next step will be to designate examiners and the level of access each examiner should have. Level of access is set by assigning a role to an examiner. Two role types—administrator and examiner—are available in the system. Both roles have full access to the test features of the software, but the administrator has the additional ability to add examiners, make examiners active or inactive, and change the password for any examiner in the system. You should set up at least one examiner to be an administrator, but you can have more than one administrator. By default, the Tempuser account is granted administrator rights.

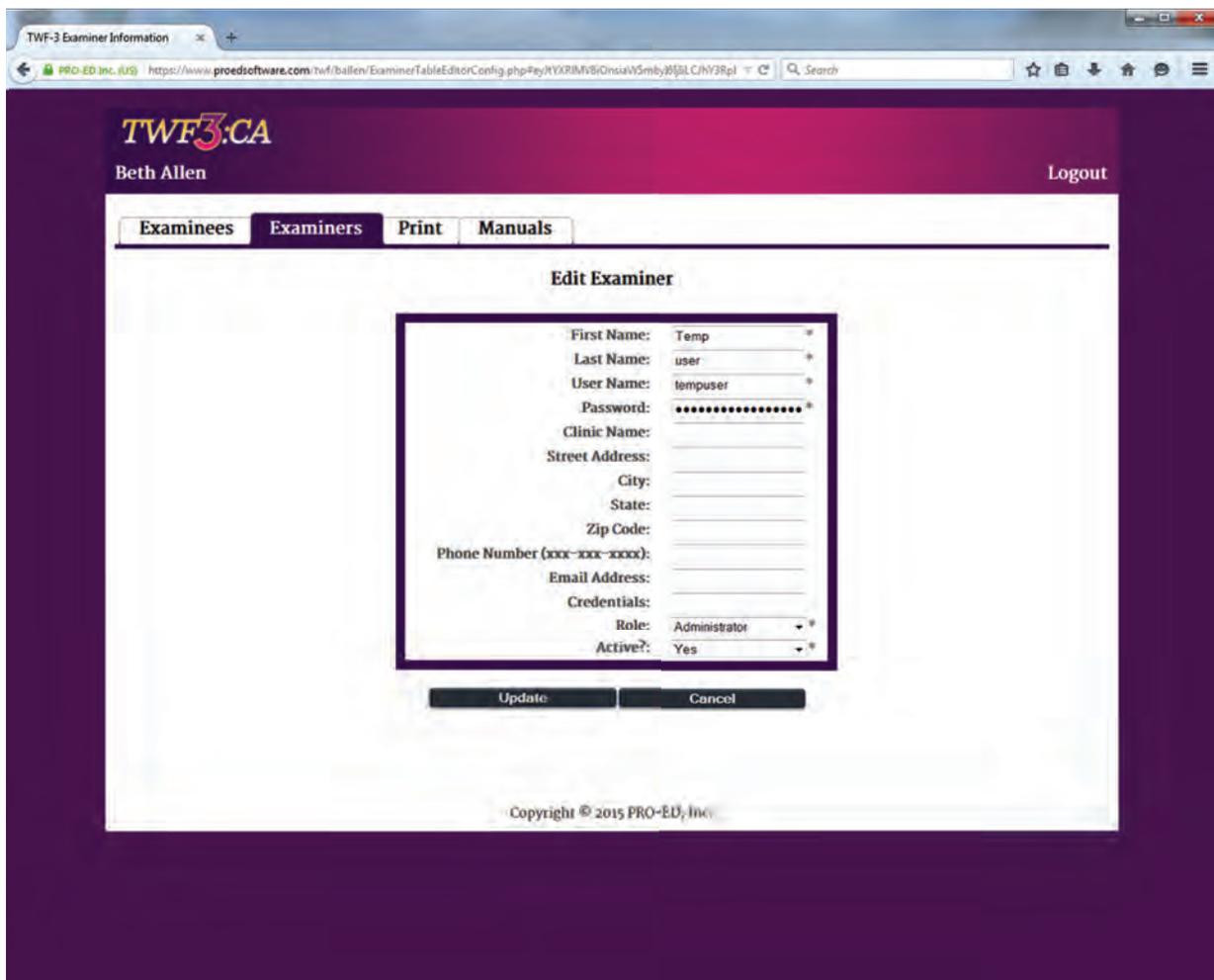


Figure 4

Each user of the system should have a unique user name and password and unique user information. You can have as many administrators or examiners as you wish, but you should always have at least one administrator. To add additional administrators/examiners, simply click on the Add Examiner button, complete the blank fields at the top of the columns, and click the Add button to save your changes. If you need to remove an examiner later, simply select the examiner by clicking the check box adjacent to his or her name, click Edit Examiner, set the examiner’s account to inactive by using the pull-down menu under the column titled “Active?,” and click the Update button. Inactive user information will appear in red text.

Adding, Editing, and Viewing Examinees

In the TWF-3:CA you need enter an examinee only one time. Once an examinee is in the system, additional TWF-3:CA results can be entered by selecting the examinee from the existing examinee list (by clicking the check box adjacent to the examinee’s name), then clicking the New Test or View/Edit Tests button.

To enter a new examinee, click the Add Examinee button and complete the blank fields, then click the Add button. This will return you to the Examinee Information screen. Existing examinees can be sorted for easy searching by clicking on the underlined header above any column. For example, by default the existing examinee list is sorted by last name. However, if you wish to sort the list by first name, simply click on the header link titled “First Name,” and the program will sort the data by the examinees’ first names in ascending (i.e.,

alphabetical) order. If you wish to sort in descending order (i.e., from Z to A), simply click the “First Name” header link a second time, and the list will be updated. The sorted field will display an arrow to the right of the field name. Existing examinees can be searched for by using the search field at the bottom of the list. If you wish to edit examinee information, select that existing examinee by clicking on the check box adjacent to the examinee’s name; then click the Edit Examinee button. This will take you to the Edit Examinee screen (see Figure 5).

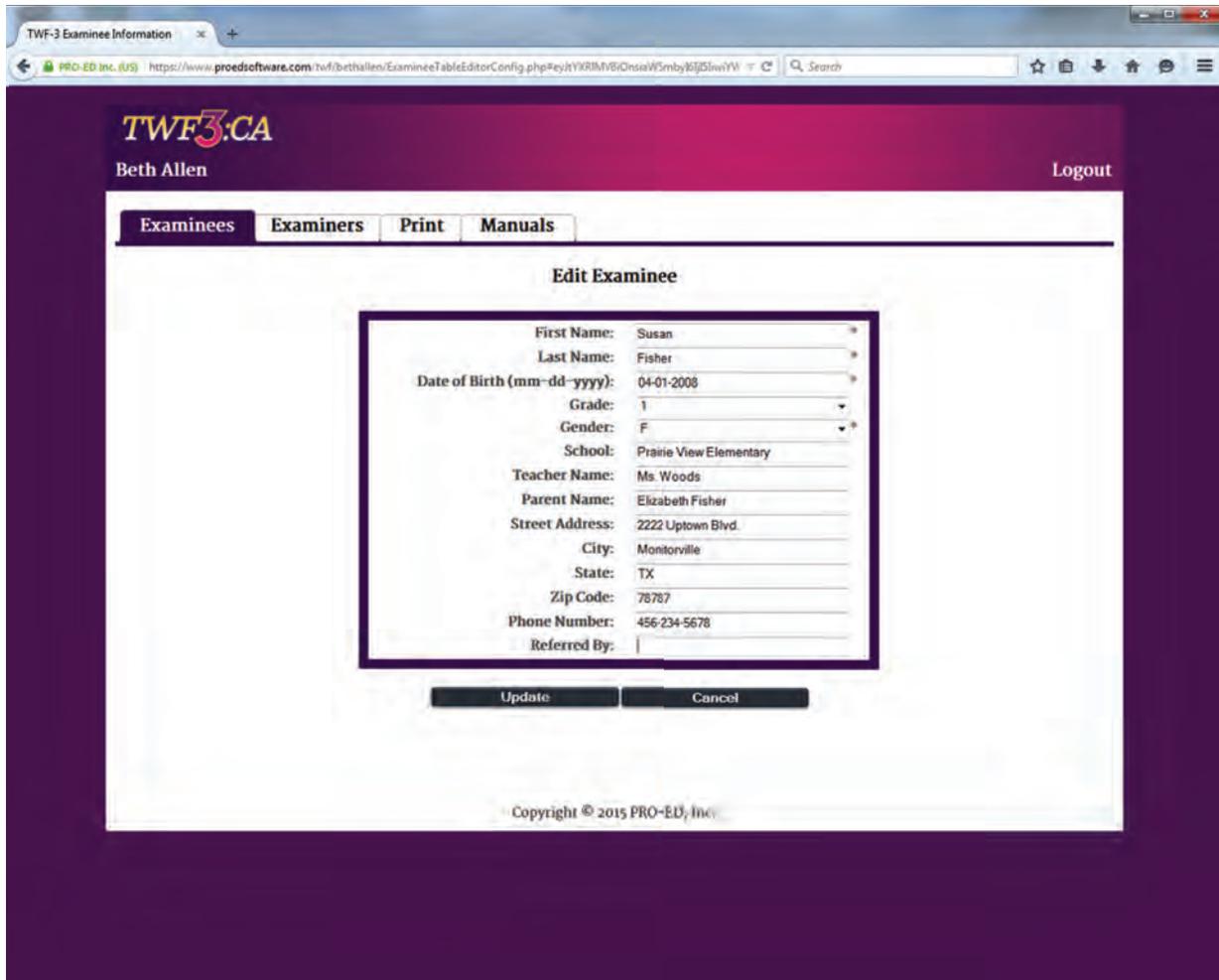


Figure 5

Administering the TWF-3

To start a new administration of the TWF-3, select the examinee who will be taking the test, then click the New Test button. This will take you to the Exam Summary screen and open a popup that allows you to edit the test date (it will be today’s date by default), select the Phonemic Cueing and/or Imitation Procedure, and indicate that you will be assessing secondary characteristics using one of the printable forms from the Print menu, if they are valid for that examinee’s age (see Figure 6). The software will calculate the examinee’s age and automatically select the correct form of the TWF-3 (Preprimary, Primary, or Intermediate) to administer.

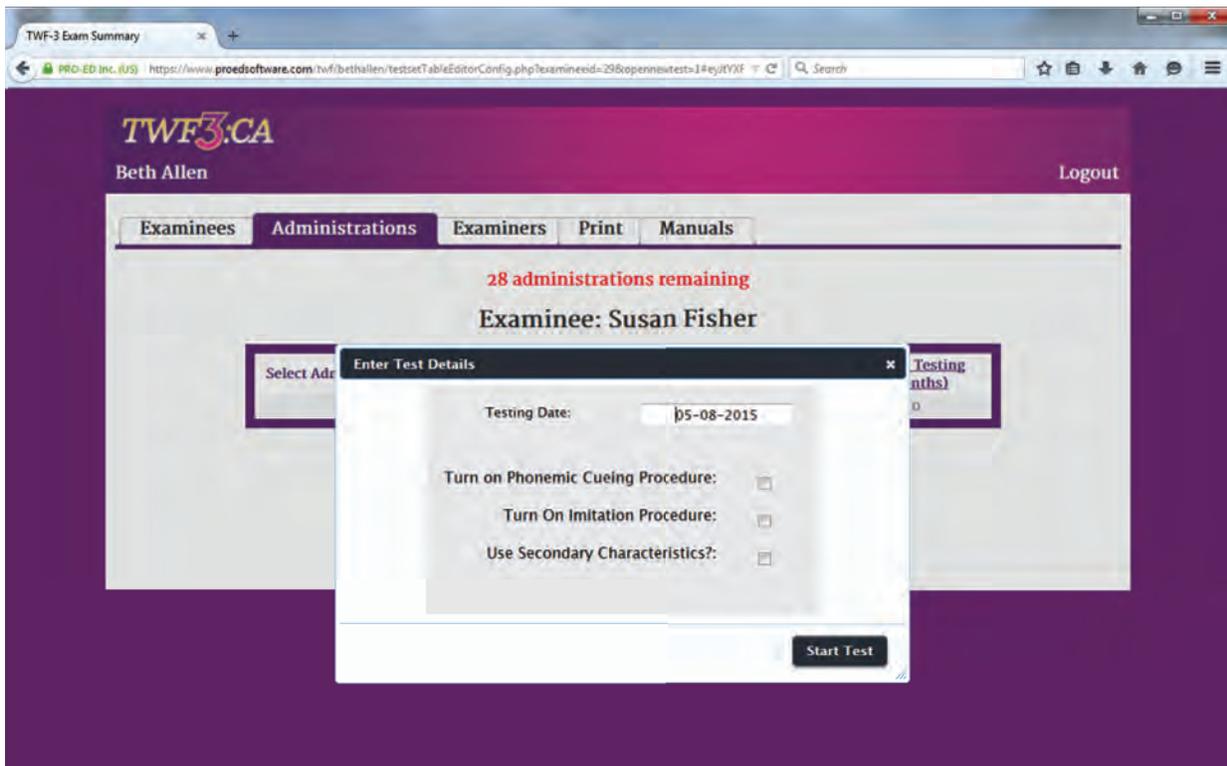


Figure 6

If you are interested in conducting the Informal Assessment, Informal Assessment forms are available for printing under the Print menu (see Figure 7). These forms provide space to record informal assessment information for manual input during score review. These forms should be printed prior to administration, and Use Secondary Characteristics should be selected on the Enter Test Details popup screen (see Figure 6). Tables B.1–B.3 from the Examiner’s Manual are also available under the Print menu for ease of scoring during administration. **Note.** A recording device may be used during testing to aid in recording secondary characteristics for later transcription.

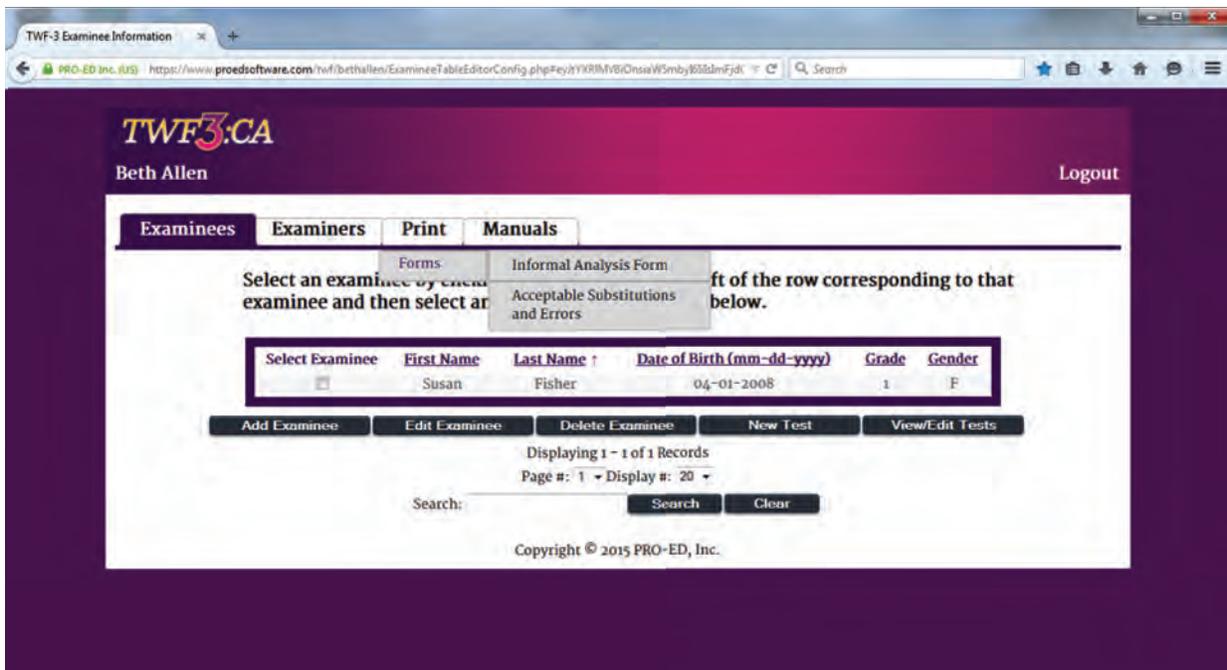


Figure 7

Once you click the Start Test button, you will be allowed to administer each section individually (see Figure 8). To administer each section of the TWF-3, click the corresponding buttons to begin the test. The following keyboard controls are used to navigate the administration:

Space bar = Exit administration

Up arrow = Correct answer

Down arrow = Incorrect answer

Right arrow = Advance to the next item

Left arrow = Repeat audio where allowed

If your screen will not fully display the stimulus pictures, click the Control (CTRL) button while simultaneously adjusting the mouse wheel to enlarge or reduce the size of the pictures in your Internet browser.

IMPORTANT NOTE: You will be required to advance to each example item and each scorable item using the keyboard. Once the audio prompt has finished, the software will begin timing the examinee's responses and will stop timing as soon as you select the appropriate key to indicate the correctness of the response. It is extremely important that you click the up arrow or down arrow as soon as the response is made to guarantee the accuracy of the Delayed Response procedure. Any arrow clicks that occur before the audio is complete will not be recorded. Do not attempt to record a score until the audio is finished.

The initial purchase of the TWF-3:CA includes 30 administrations of the test. Once you run out of test administrations, you will need to purchase additional administrations in order to begin any new administrations. These can be purchased from PRO-ED or a participating distributor in quantities of 25 administrations per order.

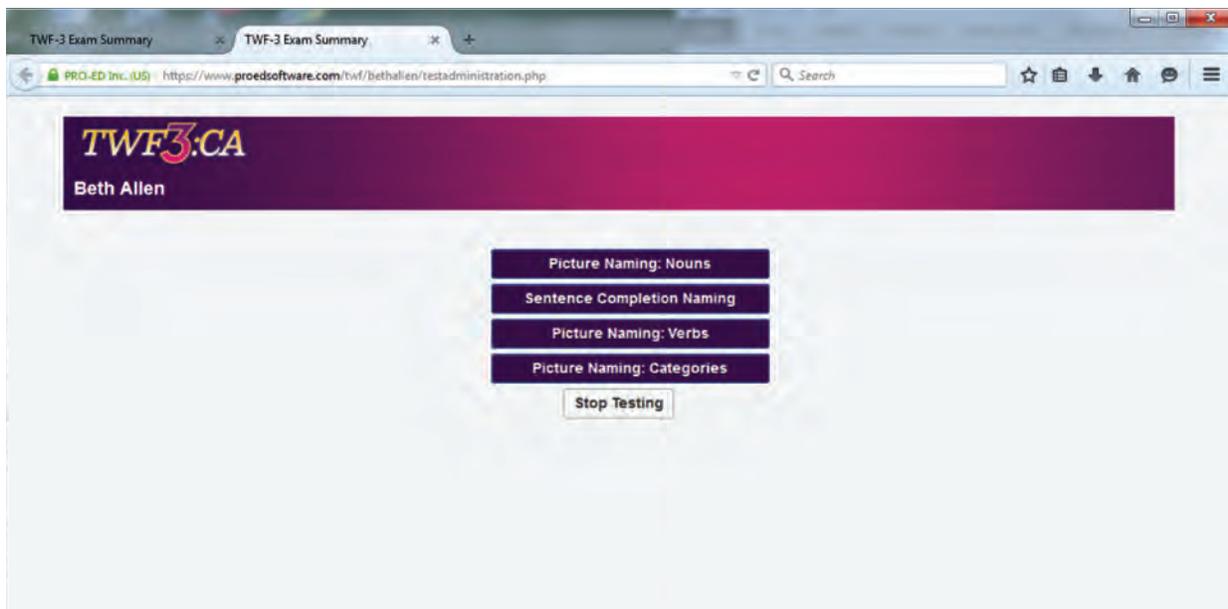


Figure 8

Reviewing and Editing TWF-3 Scores

Once the full administration is complete, click the Stop Testing button, and the software will take you to a screen where you can review all of the testing information (see Figure 9). The TWF-3:CA allows you to edit the

individual item scores and enter informal assessment data by clicking on the underlined name of the section (see Figure 10 on page 9).

The screenshot shows a web browser window with the URL http://www.proedsoftware.com/twf/bethallen/testerTableEditorConfig.php?testset_id=135#eyJXRXRMW8/OmsuW5mb. The page title is "TWF-3 Exam Summary". The user is logged in as "Beth Allen" and has a "Logout" link. The navigation menu includes "Examinees", "Administrations", "Record of Scores" (selected), "Examiners", "Print", and "Manuals".

Primary Form
 Click on subtest name in the Record of Scores section below to record or edit the examinee's item performance.

Child's Name	Susan Fisher	Parent/Guardian	Elizabeth Fisher
Sex	F	Grade	1
School	Prairie View Elementary	Address	2222 Uptown Blvd., Monitorville, TX 78787
Teacher	Ms. Woods	Phone	456-234-5678
		Referred by	

	Year	Month	Day
Test Date	2015	04	01
Birth Date	2008	04	01
Age	7	0	0

Click to modify the test date.

Record of Scores		
TWF-3 Subtests	Naming Raw Scores	Comprehension Raw Scores
<u>1. Picture Naming: Nouns</u>	13	19
<u>2. Sentence Completion Naming</u>	3	3
<u>3. Picture Naming: Verbs</u>	2	13
<u>4. Picture Naming: Categories</u>	15	20
Total Raw Score	33	61
Word Finding Index (WFI)	70	
Percentile Rank	2	
Descriptive Term	Weak	

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Figure 9

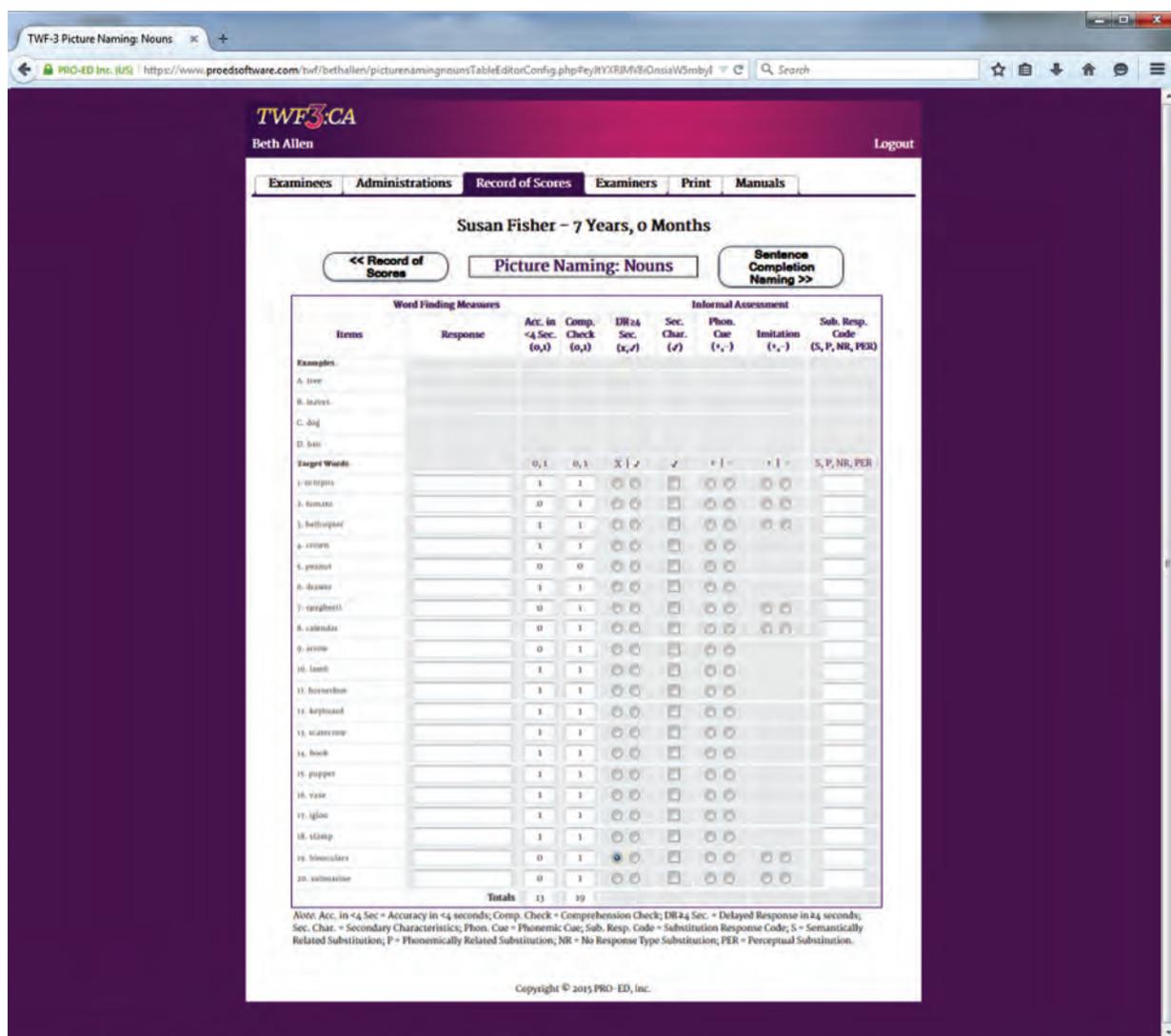


Figure 10

Generating Reports

The TWF-3:CA provides three reports for printing—an Item Scores Report, a Standard Report, and a Detailed Report. The Item Scores Report generates Part 4 of the TWF-3 Examiner Record Booklet for item-level analysis. The Standard Report generates a one-page document that contains TWF-3 scores only. The Detailed Report generates a multipage report that describes the test’s characteristics, displays test scores, and interprets the Formal and Informal Analysis data.

To generate a report for printing or editing, click on the Print menu and select the type of document you want to generate and the format you prefer for the report (MS Word or pdf). The following pages (see Figures 11 through 13) illustrate all three reports for Susan.

If you have any questions about the software, contact PRO-ED at testquestion@proedinc.com.

Reference

German, D. J. (2015). *Test of word finding—Third edition*. Austin, TX: PRO-ED.

Test of Word Finding - Third Edition (TWF-3) Item Scores: Primary Form

Name: Susan Fisher
 Gender: F
 Date of Testing: 04-01-2015
 Date of Birth: 04-01-2008
 Age: 7 years 0 months

Examiner: Temp user
 Parent/Guardian: Elizabeth Fisher
 Address: 2222 Uptown Blvd. Monitorville, TX
 Phone: 456-234-5678
 Referred by:

Picture Naming Nouns

Word Finding Measures				Informal Assessment				
Items	Response	Acc. in <4 Sec.	Comp. Check	DR >=4 Sec.	Sec. Char.	Phon. Cue	Imitation	Sub. Resp. Code
Examples								
A. tree								
B. leaves								
C. dog								
D. ball								
1. octopus		1	1					
2. tomato		0	1					
3. helicopter		1	1					
4. crown		1	1					
5. peanut		0	0					
6. drawer		1	1					
7. spaghetti		0	1					
8. calendar		0	1					
9. arrow		0	1					
10. lamb		1	1					
11. horseshoe		1	1					
12. keyboard		1	1					
13. scarecrow		1	1					
14. hook		1	1					
15. puppet		1	1					
16. vase		1	1					
17. igloo		1	1					
18. stamp		1	1					
19. binoculars		0	1	X				
20. submarine		0	1					
Totals		13	19					

Note. Acc. in <4 Sec = Accuracy in <4 seconds; Comp. Check = Comprehension Check; DR >=4 Sec. = Delayed Response in >=4 seconds; Sec. Char. = Secondary Characteristics; Phon. Cue = Phonemic Cue; Sub. Resp. Code = Substitution Response Code; S = Semantically Related Substitution; P = Phonemically Related Substitution; NR = No Response Type Substitution; PER = Perceptual Substitution.

Figure 11

(continues)

Sentence Completion Naming

Word Finding Measures							Informal Assessment			
Items	Example Words	Response	Acc. in <4 Sec.	Comp. Sent.	Comp. Word	Comp. Sum.	Sec. Char.	Phon. Cue	Imitation	Sub. Resp. Code
Examples										
A. You wash your hands with ____.	soap									
B. You chew food in your ____.	mouth									
C. At night you sleep in a ____.	bed									
Sentences										
	Target Words									
1. On your pancakes you pour maple ____.	syrup		1	1	1	1				
2. On your cake you blow out your birthday ____.	candles		0	0	1	0				
3. The person at the circus who makes you laugh is the circus ____.	clown		0	0	1	0				
4. When you are outside in the rain, you can stay dry under an ____.	umbrella		1	1	1	1				
5. The next day after Saturday is ____.	Sunday		0	0	1	0				
6. The eyeglasses you wear when you swim are called ____.	goggles		0	0	1	0				
7. The cloth flowing down Superman's back is a red ____.	cape		1	1	1	1				
8. You measure your temperature with a ____.	thermometer		0	0	1	0				
Totals			3			3				

Note. Acc. in <4 Sec = Accuracy in <4 seconds; Comp. Sent. = Comprehension of Sentence; Comp. Word = Comprehension of Word; Comp. Sum. = Comprehension Summary; Sec. Char. = Secondary Characteristics; Phon. Cue = Phonemic Cue; Sub. Resp. Code = Substitution Response Code; S = Semantically Related Substitution; P = Phonemically Related Substitution; NR = No Response Type Substitution; PER = Perceptual Substitution.

Figure 11 (continued)

Picture Naming Verbs

Word Finding Measures									
Progressive -ing Words				Past-Tense Words					
Items	Response	Acc. in <4 Sec.	Comp. Check	Items	Response	Acc. in <4 Sec.	Comp. Check	Comp. Sum.	Acc. Sum.
Examples				Examples					
A. walking				walked					
B. jumping				jumped					
Target Words				Target Words					
1. pouring		1	1	poured		1	1	1	1
2. sharpening		0	1	sharpened		1	1	1	0
3. spraying		0	1	sprayed		0	1	1	0
4. painting		1	1	painting		0	1	1	0
5. shaving		0	1	shaved		0	1	1	0
6. coloring		0	1	colored		1	1	1	0
7. packing		1	1	packed		1	1	1	1
8. mowing		0	1	mowed		0	1	1	0
9. planting		1	1	planted		0	1	1	0
10. picking		1	1	picked		0	1	1	0
11. measuring		0	1	measured		0	1	1	0
12. skating		0	1	skated		0	1	1	0
13. whispering		0	1	whispered		0	1	1	0
Totals								13	2

Note. Acc. in <4 Sec = Accuracy in <4 seconds; Comp. Check = Comprehension Check; Comp. Sum. = Comprehension Summary; Acc. Sum. Accuracy Summary.

Figure 11 *(continued)*

Picture Naming Categories

Items	Word Finding Measures			Informal Assessment				
	Response	Acc. in <4 Sec.	Comp. Check	DR >=4 Sec.	Sec. Char.	Phon. Cue	Imitation	Sub. Resp. Code
Examples								
A. one, NUMBERS								
B. sucker/lollipop, CANDY								
C. MONEY								
Target Words								
1. grapes		1	1					
2. pineapple		0	1	✓				
3. FRUIT		0	1					
4. scarf		1	1					
5. CLOTHES		1	1					
6. rose		1	1					
7. cactus		0	1					
8. PLANTS		0	1					
9. Halloween		1	1					
10. Thanksgiving		0	1					
11. HOLIDAYS		1	1					
12. panda		0	1					
13. ANIMALS		0	1					
14. checkers		1	1					
15. dominoes		0	1					
16. GAMES		1	1					
17. INSTRUMENTS		1	1					
18. mushrooms		1	1					
19. VEGETABLES		1	1					
20. toe		1	1					
21. knee		1	1					
22. BODY PARTS		0	1					
23. BIRDS		1	1					
24. Ferris wheel		0	1					
25. merry-go-round		0	1					
26. RIDES		1	1					
Totals		15	26					

Note. Acc. in <4 Sec = Accuracy in <4 seconds; Comp. Check = Comprehension Check; DR >=4 Sec. = Delayed Response in >=4 seconds; Sec. Char. = Secondary Characteristics; Phon. Cue = Phonemic Cue; Sub. Resp. Code = Substitution Response Code; S = Semantically Related Substitution; P = Phonemically Related Substitution; NR = No Response Type Substitution; PER = Perceptual Substitution.

Figure 11 (continued)

Test of Word Finding - Third Edition (TWF-3) Summary Report

Part 1. Identifying Information

Name: Susan Fisher
 Gender: F
 Date of Testing: 04-01-2015
 Date of Birth: 04-01-2008
 Age: 7 years 0 months

Examiner: Temp user
 Parent/Guardian: Elizabeth Fisher
 Address: 2222 Uptown Blvd. Monitorville, TX 78787
 Phone: 456-234-5678
 Referred by:

Part 2. Record of Scores

Primary Form	Naming Raw Score	Comprehension Raw Score*	
Picture Naming: Nouns	13	19	
Sentence Completion Naming	3	3	
Picture Naming: Verbs	2	13	
Picture Naming: Categories	15	26	
Total Raw Score	33	61	60
Word Finding Index (WFI)	70		
Percentile Rank	2		
Descriptive Term	Weak		

*The Word Finding Index should only be interpreted if the Comprehension Raw Score is 60 or greater.

Part 3. Descriptive Terms

Index Score	<70	70-79	80-89	90-109	110-119	120-129	>129
Descriptive Term	Very Weak	Weak	Below Average	Average	Above Average	Strong	Very Strong

Figure 12

Test of Word Finding - Third Edition (TWF-3) Summary Report

Part 1. Identifying Information

Name: Susan Fisher
Gender: F
Date of Testing: 04-01-2015
Date of Birth: 04-01-2008
Age: 7 years 0 months

Examiner: Elizabeth Allen
Parent/Guardian: Elizabeth Fisher
Address: 2222 Uptown Blvd., Monitorville, TX 78787
Phone: 456-234-5678
Referred by:

Part 2. Description of the TWF-3

The TWF-3 is an individually administered diagnostic tool for assessment children's word finding skills. It is suitable for use with children from age 4 years 6 months to 12 years 11 months. The TWF-3 has three forms: the Preprimary Form for preschool and kindergarten children, the Primary Form for Grades 1 and 2, and the Intermediate Form for Grades 3 through 6. The TWF-3 consists of two assessment components: the standardized assessment and the informal assessment.

Standardized Assessment. The standardized assessment yields the Word Finding Index, a standard score based on a student's accuracy and speed in retrieving single words. Because a student's word finding ability is best assessed across different word naming contexts and word forms, this assessment provides users with four different naming sections (Picture Naming: Nouns, Sentence Completion Naming, Picture Naming: Verbs, Picture Naming: Categories) across two different word types (nouns and verbs).

Comprehension Check. After administering the four naming sections, the Comprehension Check is used to test students' comprehension of the item missed during the naming accuracy testing. The purpose of checking students' comprehension of target words is to see if they know the meaning of words that they did not name on the TWF-3 naming sections. It is important to note that a naming error cannot be defined as a word finding error unless the examiner is reasonably sure that that student knows the target word. The Comprehension Check, therefore, is an integral part of testing for word finding difficulties. The results of the Comprehension Check are also used in concert with the informal analyses.

Informal Assessment. The second component of the TWF-3 is the informal assessment that is used to further probe students' word finding abilities. The assessment consists of five informal analysis procedures. The results of two of the informal analyses—the Delayed Response procedure and the Secondary Characteristics tally—contribute to interpreting the student's Word Finding Index. The other three informal analyses—the Phonemic Cueing procedure, the Imitation procedure, and the Substitution analysis—probe the nature of the student's word finding errors.

Standardization. The standardized assessment was normed on a sample of 1,283 children residing in 23 states. The characteristics of the normative sample correspond to those reported by the U.S. Census Bureau (2011) for the school-aged population with regard to geographic region, gender, race, ethnicity, exceptionality, and parent education.

Reliability. Reliability of the test was examined in studies of internal consistency, stability reliability, and interscorer differences. The internal consistency reliability coefficients for the TWF-3 ranged from .85 to .90. Test-retest reliability coefficients ranged from .74 to .86, with a combined sample coefficient of .81. Coefficients depicting interscorer differences were .99 for all forms.

Figure 13

(continues)

Content Validity. Content validity of the TWF-3 was demonstrated by showing that the abilities measured by the TWF-3 are consistent with current theories on how lexical entries are represented and accessed in one's mental lexicon. In addition, indices of item discrimination and difficulty are reported in the test manual. Finally, differential item functioning procedures were used to provide evidence that the TWF-3 is unbiased with respect to race, ethnicity, and gender.

Criterion-Related Validity. Criterion-related validity of the test was examined by reporting large to very large correlations between TWF-3 and the *Expressive One-Word Picture Vocabulary Test—2000*, *The WORD Test 2*, the *Comprehensive Receptive and Expressive Vocabulary Test - Third Edition*, and the *Test of Word Finding - Second Edition*. Construct validation was examined by showing that performance on the TWF-3 accurately differentiates children with word finding difficulties from those who do not have word finding difficulties. Further, exploratory factor analysis indicates that items on all three forms load highly on a single factor.

Part 3. Record of Scores

Primary Form	Naming Raw Score	Comprehension Raw Score*	
Picture Naming: Nouns	13	19	
Sentence Completion Naming	3	3	
Picture Naming: Verbs	2	13	
Picture Naming: Categories	15	26	
Total Raw Score	33	61	60
Word Finding Index (WFI)	70		
Percentile Rank	2		
Descriptive Term	Weak		

* The Word Finding Index should only be interpreted if the Comprehension Raw Score is 60 or greater.

Part 4. Descriptive Terms

Index Score	<70	70-79	80-89	90-109	110-119	120-129	>129
Descriptive Term	Very Weak	Weak	Below Average	Average	Above Average	Strong	Very Strong

Part 5. Information about TWF-3 Performance

The first step in the interpretation of Susan's TWF-3 performance is the analysis of her Comprehension Check score. Susan's score on the Comprehension Check is 61, which means she knows the words she was unable to name. Because she knows the words she was unable to name, her Word Finding Index can be computed and interpreted.

Figure 13 (continued)

Susan's Word Finding Index is 70. This indicates that Susan is likely to have word finding problems that need attention, in the form of either further assessment or word finding intervention. Students of similar ability are in the bottom 25% of the general population and thereby exhibit below-average word finding ability. The probability that these students will display word finding difficulties at home or in a classroom is high. They will have difficulty retrieving specific words to express their thoughts.

Verb Target Word Substitution. Four error patterns are possible on verb targets: (a) word finding errors on verb stems, (b) consistent omission of progressive -ing or regular past-tense endings (-ed), (c) inconsistent omission of progressive -ing or regular past-tense endings (-ed), and (d) inaccurate score on the irregular past-tense verbs. Susan did not have specific error patterns on the TWF-3 verb targets.

Delayed Response Procedure. Delayed Response Procedure helps differentiate between responses that are slow or fast. Susan's performance indicates she is a fast retriever on most of the target words she named (produced a fast response on at least 71% of the TWF-3 target words). Together with her Word Finding Index (less than 90), Susan displayed a fast and inaccurate response pattern on many of the TWF-3 test items. This is typical of students who produce semantic substitutions when they manifest Error Pattern 1, Lemma-Related Semantic Errors ("pitcher" for vase) and students who produce real-word phonological substitutions when they exhibit Error Pattern 3, Form- and Segment-Related Phonologic Errors ("case" for Vase). This error pattern is thought to occur because the learner was unable to inhibit verbalizing other words that are competing for selection during the word finding process.

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Figure 13 *(continued)*