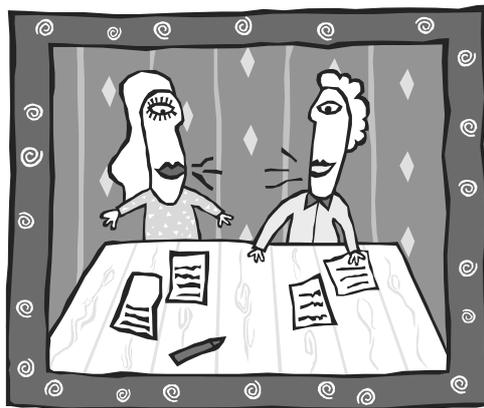


MOUNT WILGA HIGH LEVEL LANGUAGE TEST

Administration & Scoring Manual plus Test Form
with UK adaptations and large print additions



Jane Christie, Wendy Clark and Lynne Mortensen,
Speech Pathology Department, Mount Wilga Rehabilitation Centre,
1986 (1st Edition)

Fiona Simpson, 2006 (20th Anniversary Revised Edition 1)

MOUNT WILGA HIGH LEVEL LANGUAGE TEST

Administration & Scoring Manual plus Test Form

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MOUNT WILGA HIGH LEVEL LANGUAGE TEST

Administration & Scoring Manual, with UK adaptations and large print additions

INTRODUCTION TO 2006 EDITION

This edition of the Mount Wilga High Level Language Test has been compiled to provide a contemporary electronic version. It is by no means a definitive version.

Many speech and language therapists report that although there are more comprehensive - and standardised - language and cognitive assessments on the market, they still find the Mount Wilga Test to be a valuable clinical tool. However, I have found that many clinicians report they have incomplete or inconsistent versions that have been photocopied numerous times; the original version lost in the mists of time. For some therapists, especially in the United Kingdom, the whole origin of the test remains a mystery.

In response to recent colleagues' interest, I agreed to produce an up-to-date document. Beginning what I thought was a simple task, I realised no two Speech and Language Therapy/Pathology departments seemed to possess complete and consistent versions. As a consequence, this document is a combination of at least six adaptations I discovered along the way in the UK and New Zealand. Although I have incorporated some features from each version, I hope I have remained true to the original style of the test, which most clinicians will find familiar. All remaining errors are mine.

It is partly due to the generosity of the authors that the test has become so widespread (and therefore inconsistent) but also because I expect they never anticipated it would be an international SLT standard twenty years after its creation.

“Enclosed is a copy of the Mt Wilga High Level Language Test. It includes the administration manual plus two test booklets which have attached to them the auditory and reading comprehension passages, together with the profile summary... There is no charge for the test”.

[Excerpt from letter by Lynne Mortensen (co-author) to Jane Winton, Speech-Language Therapist, New Zealand, in 1992.]

“Regarding your questions about the Mt Wilga Test, I agree that it is quite useful for providing a baseline and a framework for management. These were some of the factors which motivated its development. However, as the test has no really cohesive theoretical basis it is very difficult to norm or to validate. This could only be done subtest by subtest. We did contemplate further research into the test but were unable to obtain funding for what would have been an enormous project. Some speech pathology students undertook a pilot study...and found...that the test is educationally biased so that your lower achieving clients would definitely

have difficulty with aspects of the test, as would your clients from a non-English speaking background.”

[Excerpt from letter by Lynne Mortensen (co-author) to Helen Rigby, Speech-Language Therapist, New Zealand, in 1994.]

“I have the original version, but of course some aspects of that are now out of date (e.g. costs of items in the problem-solving section). Various clinicians in the UK have also made geographical adaptations. I don't have a complete electronic version and I have no objections to it being shared by colleagues. However, if it is changed it probably shouldn't have the original authors' names on it.”

[Excerpt from e-mail by Lynne Mortensen (co-author) to Fiona Simpson, Speech-Language Therapist, in 2006.]

I hope this version of the Mount Wilga High Level Language Test will be a valuable interim replacement for your present copy and will be administered and interpreted with respect to the original authors' wishes. That is why I have not updated the costs of items in the problem-solving section nor made any substantial changes to content.

In conclusion, to shed a little light on a mystery for many, Mount Wilga is a private rehab centre in Sydney's Upper North Shore, Australia, and was part of the Commonwealth Rehabilitation Service at the time of the test's development. Keep a look out for a more official version of the test being published in future.

Fiona Simpson, Speech and Language Therapist.
County Durham, UK. e-mail: fiona@conkertree.co.uk

ACKNOWLEDGEMENTS FROM c.1985 EDITION

This test has evolved over a three-year period. It was initially based on High Level Screening Test devised at St Vincent's Hospital, Sydney. We experimented with various formats and Payneham Rehabilitation Centre, South Australia, also made modifications. The current format has undergone further adaptations based on continued use.

Written by: Jane Christie, Wendy Clark and Lynne Mortensen, Speech Pathology Department, Mount Wilga Rehabilitation Centre.

ACKNOWLEDGEMENTS FROM 1986 EDITION

This test has been four years in its development. We would like to thank Louise Cato, Miriam Tomic and speech pathologists at Payneham Rehabilitation Centre who contributed to the test content.

We would also like to thank Glenda Scott, Kathryn Beverley and Alison Ferguson for the results of their norming study which have helped us to refine our test.

Secretarial support has been given by Janine Devereaux at Mount Wilga Rehabilitation Centre, and Judy Jeal and Betty Smith at Coorabel Hospital.

INTRODUCTION TO 1986 EDITION

The Speech Pathology department at Mount Wilga has a predominantly head-injured caseload. The Mount Wilga High Level Language Test emerged from a need to assess these head-injured clients, generally four to six months post-onset, who present with mild language problems. Although these deficits are not severe, they significantly affect the clients' functional communication and interpersonal relationships. Available standardised tests for aphasia are of limited use for these clients, as the ceiling levels are too low, and the efficiency and appropriateness of communication are not comprehensively assessed.

The aims of this test are to sample linguistic skills over a broad range and also to examine the influence of cognition and behavioural characteristics on communication.

A descriptive scoring system has been devised to provide a summary profile of performance on all subtests. This was necessary because of the variation in the number, type and complexity of items in the subtests. A rating scale, together with an error classification, reflect the accuracy, promptness and appropriateness of responses.

SUMMARY OF RESEARCH FROM 1986 EDITION

A normative study was undertaken by K Beverley and G Scott "Assessment of Higher Level Language Functions" in 1986. The test was administered to 100 normal subjects between the ages of 15 and 25 years. This age range represents the majority of head-injured clients that have been assessed on this test. The relationship between sex, age and educational level was also examined.

From the study the following changes have been made to the test:

1. The rating scale was modified from a five-point scale to a four point ordinal scale. A category, which described the nature of the responses, was deleted. Correct responses which are inefficient are now marked on the profile summary sheet as an a)*. [see NB below]
2. Items that were found to be difficult for normals were modified.
3. An additional error type has been included, named "other" to account for patterns of error which were not covered by the original error types.

With the exceptions of the association naming frequency distributions [these were provided in an appendix with the 1986 version] the norms are no longer valid. A refined test structure was considered to have priority over the normative data. Further research is indicated for norming and construct validity.

NB. For this 2006 edition, a five-point ordinal scoring scale has been retained. Responses which are correct but have one or more error types tallied are scored as b). This is simply due to the most common practice noted in clinicians. Obviously, if the clinician wishes to retain the 1986 record sheet this is fine.

ADMINISTRATION AND SCORING 2006 EDITION

Administration Procedure

The test is administered according to the instructions stated on the test form. The full assessment is recorded (audio/visual analogue/digital determined by the equipment available). Repetition of the instructions may be given when requested, or where it is apparent that the subtest instructions have not been understood. Non-specific cues may be given to clarify ambiguous responses. Some examples are given in the Subtest Details section below.

Further requests for repetition of instructions may be allowed but the response is rated as a b) or below.

The answers in brackets on the test form are examples of common correct responses. Other parallel responses may be accepted at the discretion of the examiner.

Scoring Procedure

Scoring involves a four-stage process:

- 1) Record client response verbatim
Client responses and examiner input are transcribed from audio/visual recording on to the test form. Relevant non-linguistic behaviour is also noted.
- 2) Score each response as correct/incorrect
Refer to test form prompts and Subtest Details section below.
- 3) Rate the subtest on a five-point ordinal scale where:
 - a) Normal response - **prompt and correct**,
 - b) Correct but with mild reduction in efficiency,
[NB 1986 version = a)* on a four-point ordinal scale]
 - c) Mild impairment due to actual errors,
 - d) Moderate impairment, and
 - e) Severe impairment.

Specific rating scales for each subtest are outlined in the Subtest Details section below. If the total performance over a test does not fit a category exactly, the examiner should decide which category most closely describes the particular response pattern.

The rating for each subtest is then plotted on the Profile Summary Sheet. Responses that are correct but inefficient are scored as b) in this version. The reason for the inefficiency, for example, delay, verbosity or distortion, is tallied under the Error Types section on the Profile Summary Sheet.

For example, a response that is correct in content but is mildly verbose may be classed as inefficient and given a rating of b). The error type of “irrelevant” is marked on the Error Types. Note that if scored in this way, a rating of a) is difficult to achieve and b) is still within the normal range of expected responses. It is important to make this clear when using the Profile Summary to communicate results to the client or others.

4) Tally error types under each (of the 8) sections

Errors are divided into the following 10 types: -

1. **Paraphasia** - production of unintended syllables, words or phrases during the effort to speak [As in Goodglass and Kaplan, “The Assessment of Aphasia and Related Disorders”, 1972].
2. **Associated** - related error which falls within the same semantic class as the target response.
3. **Circumlocution** - production of words or phrases intentionally chosen as a strategy for overcoming word-finding difficulty.
4. **Agrammatism** - response contains syntactic and/or morphological errors.
5. **Distortion** - response is distorted due to dyspraxia or dysarthria.
6. **Delay** - significant pausing; or response following self-correction, cue or repetition of the question.
7. **Incomplete** - part of the correct response is given with no additional incorrect information.
8. **Irrelevant** - response is verbose or tangential.
9. **Inappropriate** - response is inappropriate in style; e.g. over-formalised, over-inclusive or contains extended English jargon; or in content; e.g. perseveration, confabulation.
10. **Other** - errors which cannot be classified under the above types.

The error classification on the Profile Summary Sheet further qualifies the client's response pattern as displayed on the rating scale graph.

The examiner should attempt to tally each instance of the above error types.

- Several paraphasias may be present in one response and each should be scored.
- The errors "irrelevant" and "inappropriate" can only be scored once per item.
- A delay is only tallied when followed by a correct response.
- The "other" category is used to identify additional patterns of error which do not fall within the more specific error types.

However, not all errors need to be classified (e.g. nil response; error on binary choice question). Error examples are given under the Subtest Details section below. These are not exhaustive but illustrate some types of error which may occur.

The client's personality and pre-morbid abilities should be considered when interpreting the test results. In order to determine the client's functional communication level, further analysis of pragmatic skills is recommended.

The Mount Wilga High Level Language Test assesses high level language skills and other aspects of cognition. A neuropsychological assessment is essential in order to fully evaluate cognition.

TEST DESCRIPTION

Biographical details are obtained, where possible in written form, prior to administration of the subtests.

The test contains 22 subtests divided into 8 sections summarised on a Profile Summary Sheet.

- I **Naming Skills**
 - A **Naming From Description**
 - B **Category Naming**
 - C **Association Naming**
 - D **Divergent Semantics**

- II **Verbal Explanation**
 - E **Definitions**
 - F **Differentiation**
 - G **Absurdities**
 - H **Idioms**
 - I **Verbal Reasoning**

- III **Planning**
 - J **Jumbled Sentences**
 - K **Sentence Construction**
 - L **Sequencing**

- IV **Auditory Memory**
 - M **Sentence Repetition**
 - N **Passage Recall**

- V **Auditory Comprehension**
 - O **Paragraph Comprehension and Structured Recall**
 - P **Logico-Semantic Relationships**
 - Q **Logico-Grammatical Relationships**

- VI **Reading Comprehension**
 - R **Factual Paragraph**
 - S **Inferential Paragraphs**

- VII **Written Expression**
 - T **Dictation**
 - U **Composition**

- VIII **Numeracy**
 - V **Problem Solving**

MOUNT WILGA HIGH LEVEL LANGUAGE TEST – PROFILE SUMMARY SHEET

PATIENT'S NAME:

DATE OF BIRTH:

DATE OF TEST:

PATIENT ID:

DATE OF ONSET:

EXAMINER:

	I NAMING SKILLS				II VERBAL EXPLANATION				III PLANNING			IV AUDITORY MEMORY		V AUDITORY COMPREHENSION			VI READING		VII WRITING		VIII NUM	
a) Normal response																						
b) Mild reduction in efficiency																						
c) Mild impairment																						
d) Moderate impairment																						
e) Severe impairment																						
	A Description	B Category	C Association	D Divergence	E Definitions	F Differentiation	G Absurdities	H Idioms	I Reasoning	J Jumbled	K Construction	L Sequencing	M Repetition	N Recall	O Paragraph	P Logico-semantic	Q Logico-grammatical	R Factual	S Inferential	T Dictation	U Composition	V Problem Solving
ERROR TYPES																						
Paraphasia																						
Associated																						
Circumlocution																						
Agrammatism																						
Distortion																						
Delay																						
Incomplete																						
Irrelevant																						
Inappropriate																						
Other																						

SUMMARY AND RECOMMENDATIONS:

SUBTEST DETAILS 2006 EDITION

- For test record form, please use 'Mount Wilga High Level Language Test Form' in Appendix with appropriate adaptations and/or additions.

BIOGRAPHICAL INFORMATION

Major Processes involved

Functional reading, recall of biographical details, organisation, writing.

Administration

To be completed by client in written form if possible.

Scoring

This section is not scored but is used as an indicator of orientation and pre-morbid abilities.

TO BE COMPLETED BY CLIENT (all questions optional)

NAME:

ADDRESS:

DATE OF BIRTH / AGE:

SCHOOLING:

- Level completed:
- Average / Above average / Below average student
- Further studies since school:

EMPLOYMENT:

- Last job:

FAMILY:

- Names:
- Ages:
- Who lives with you at home?

CAUSE OF ILLNESS:

- How would you describe your style of communication before your illness/accident?
e.g. talkative, quiet, good listener, start conversations, enjoy telling jokes...
 - Has this changed?
 - What gives you most trouble now?
-

I NAMING SKILLS

A Naming From Description

Major processes involved

Convergent semantics.

Administration

"Give me one word to fit these descriptions."

1. Name an object which protects you from the rain. (**umbrella, raincoat**)
2. Name a sport which uses racquets. (**tennis**)
3. Name a spotted animal of the cat family. (**leopard, cheetah**)
4. A conversation in which there is a disagreement is a(n) _____. (**argument, quarrel**)
5. A bed which is hung between two trees or posts is a _____. (**hammock**)
6. A list of foods served in a restaurant is a _____. (**menu**)

Scoring

The answers in brackets are the most commonly given correct responses. Other responses may be accepted at the discretion of the examiner, e.g.

- 2. tennis : "squash", "badminton".

Rating Scale

- a) 6 prompt and correct responses given.
- b) 6 correct but mild reduction in efficiency due to an error type.
- c) 4 – 5 correct answers given.
- d) 2 – 3 correct answers given.
- e) 0 – 1 correct or nil response.

Error Examples

- | | |
|------------------|--|
| Paraphasia - | 5. hammock : "hammer".
3. leopard : "tiger" depending on overall pattern of errors. |
| Circumlocution - | 5. hammock : "It's one of those things they have in the Navy. They sleep on them." |
| Agrammatism - | 4. argument : "argue" (incorrect). |
| Irrelevant - | 6. menu : "dinner or lunch or meal" (incorrect). |
| Inappropriate - | 3. leopard : "There is no such thing as a spotted cat." (confabulation). |
| Associated - | 1. umbrella : "house" (incorrect).
3. leopard : "tiger" depending on overall pattern of errors. |

I **NAMING SKILLS**

B **Category Naming**

Major processes involved

Convergent semantics.

Administration

“The word ‘table’ belongs to the group of objects called furniture. What groups do the following words belong to?”

1. Jupiter (planets, stars)
2. Mosquito (insects, bugs)
3. Copper (metals, elements)
4. Sadness (feelings, emotions)

Cue

Repeat instructions if necessary.

Scoring

The answers in brackets are the most commonly given correct responses. Other responses may be accepted at the discretion of the examiner, e.g.

- 4. sadness : “moods”.

Rating Scale

- a) 4 prompt and correct responses given.
- b) 4 correct but mild reduction in efficiency due to an error type.
- c) 3 correct responses given.
- d) 1 – 2 correct responses given.
- e) 0 correct or nil response.

Error Examples

- | | |
|------------------|--|
| Paraphasia - | 1. Jupiter : “plant”. |
| Circumlocution - | 5. copper : “It’s dug out of the ground”. |
| Agrammatism - | 4. sadness : “emotionally”. |
| Irrelevant - | 1. Jupiter : “Well, I’ve played at the Jupiter Casino”
(tangential). |
| Inappropriate - | 4. sadness : “heart-felt feelings” (over-inclusive). |
| Incomplete - | Not applicable. |
| Associated - | Client names a category which is in the same semantic class as the target response.
1. Jupiter : “universe”.
2. mosquito : “animal”.
3. copper : “substance”. |
| Other - | 2. mosquito : “fly”.
4. sadness : “depressed”. |

I **NAMING SKILLS**

C **Association Naming**

Major processes involved

Fluency in controlled association.

Administration

Responses are timed and can be divided into four periods of 15 seconds on test form for own analysis.

1. In one minute, give me the names of as many animals as you can think of. Two examples are 'chicken' and 'lion'.
2. In one minute, give as many words as you can that are related to 'school'. Two examples are 'teacher' and 'geography'.
3. In one minute, give as many words as you can starting with "T". Two examples are 'three' and 'terrible'.

Scoring

The number of words given on each item is totalled. Repeated words are counted only once. For item 2 'school', responses that are related to an individual's experience of school are acceptable, e.g. football, library, pie-man, boredom.

Words outside the category are not tallied but are classified under Error Types on the Profile Summary Sheet.

Beverley and Scott (1986) calculated the mean and range of scores for each association naming item –

	Animals	School	'T' words
Average number given	19.7	21.8	16.1
Range of scores	10 – 44	11 – 43	8 – 32

[1986 edition of test includes frequency distribution of scores in appendix.]

The following scale has been determined with a top 90% of scores being taken as a normal response –

	Animals	School	'T' words
Norm	15 +	15 +	10 +
Mild reduction	10 – 14	10 – 14	7 – 9
Moderate reduction	5 – 9	5 – 9	4 – 6
Severe reduction	0 – 4	0 – 4	0 – 3

The examiner should choose a classification of "best fit" for subtest response patterns not delineated in the rating scale below.

Rating Scale

- a) Within normal limits on all categories.
- b) Within normal limits on all categories but reduction in efficiency due to an error type.
- c) Mild reduction on one or more categories.
- d) Moderate reduction on one or more categories.
- e) Severe reduction on all categories.

Errors Examples

Paraphasia -	3. 'T'-words : "timble".
Circumlocution -	2. school : "The thing you use chalk on".
Irrelevant -	1. animals : "dog, spotted dog, shaggy dog, Fido" (tangential) - 1 error scored. 2. school : "school building, walls, pipes, water" – 1 error scored.
Inappropriate -	2. school : "educationalization" (extended English jargon).
Delay -	Not applicable.
Incomplete -	Not applicable.
Associated -	2. school : "playground, school buildings, <u>pipes</u> , football field".

I NAMING SKILLS

D Divergent Semantics

Major processes involved

Divergent semantics.

Administration

1. Give two different examples of things that fizz.
2. Give two different examples of things that are painful.
3. Give two different examples of things that change shape.

If the relevance of the response is not immediately obvious, the client should be asked to explain further without penalty.

e.g. Examiner: "... things that change shape."

Response: "a cake."

Examiner: "How does it change shape?"

Response: "When you bake it."

Cue

Repeat instruction on first item if client gives similar examples.

Scoring

Two different examples must be given to score a correct response, e.g.

- 2. painful : “broken arm, broken leg” (scored incorrect).

A broad range of responses is accepted, provided the client is able to explain the relevance of his example.

Rating Scale

- a) Two correct examples given promptly on the 3 items.
- b) Two correct examples on the 3 items but reduction in efficiency due to an error type.
- c) 2 items completely correct.
- d) 1 item completely correct.
- e) 0 correct or nil response.

Errors Examples

Paraphasia -	1. fizz : “Schubert” for sherbet.
Circumlocution -	1. fizz : “The sweet stuff that fizzes in your mouth”.
Irrelevant -	3. change shape : “Well, a tree – everything to do with plants and flowers and trees and nature in general – they change shape” (verbose but correct).
Inappropriate -	2. painful : “a surgical operation without anaesthetic by a medical surgeon or doctor” (over-inclusive).
Incomplete -	Only one example given on an item (incorrect) or Inability to explain the relevance of an unclear response (incorrect).
Associated -	Not applicable.
Other -	1. fizz : “lemonade, <u>orange juice</u> ”.

II VERBAL EXPLANATION

E Definitions

Major processes involved

Selection and expression of salient features.

Administration

“Explain what these words mean. What is a _____?”

- 1. clock (object + time)
- 2. handle (object + open/carry/hold)
- 3. staircase (way/structure + up/down)
- 4. lottery (way/game + chance ± prize/money)

Scoring

Correct responses imply all the salient features given in brackets, e.g.

- staircase (way/structure + up/down) : “It’s a lot of steps joined together to get from one place to a higher level”.

- lottery (way/game + chance ± prize/money) : “It’s a game where you buy a ticket and you might win a prize”; “It’s a game of chance”; “A gambling game”.

Severe inefficiency (e.g. verbosity where meaning becomes lost) is scored incorrect.

Rating Scale

- a) 4 specific responses given.
- b) 4 correct but reduction in efficiency due to an error type.
- c) 3 correct or 1 – 2 incomplete responses with remainder correct.
- d) 1 – 2 correct or 3 – 4 incomplete responses.
- e) 0 correct or nil response.

Errors Examples

- Paraphasia - 4. lottery : “You buy a docket and you might win a prize”.
- Circumlocution - 3. staircase : “It’s like that [gesture steps]. It’s what I came up to get here. Oh, a set of steps.” (correct).
- Irrelevant - 4. lottery : “That’s a competition that you enter into, usually once a month or once a week. If I’ve got a lottery going, with prizes – *you* buy a ticket and *you* buy a ticket and I draw a ticket and the right ticket wins” (verbose but correct).
- Inappropriate - 3. staircase : “A structure or construction used for conveying one in an upward direction, or possibly in descension” (over-formalised but correct).
- Incomplete - 1. clock : “time”.
2. handle : “It’s a thing for your hand.”
- Associated - 4. lottery : “That’s where the six balls with numbers come out of a machine and you tick them off”.
- NB: Delay- Time allowance should be given for formulation of response.

II VERBAL EXPLANATION

F Differentiation

Major processes involved

Identification of similarities and main difference, expression of that difference.

Administration

“What is the most important difference between these things?”

1. telephone - letter (speaking-writing/immediate-delayed)
2. dog - fox (domestic-wild)
3. open fire - radiator/heater (wood-electricity)

Correct response requires consideration of both sides, or a concept which covers both, e.g.

- 1. telephone - letter : “The time factor is the main difference”.

Cue

If a client refers to only one word in the contrasting pair, a non-specific cue should be given, e.g. 1. telephone - letter :

Client: “A telephone you talk on.”

Examiner: “And a letter?”

Client: “You write.”

Scoring

The concepts given in brackets are the most commonly given correct responses. Responses explaining a minor difference are scored as associated and incorrect. The difference must also be expressed in terms of a single concept, e.g.

- 2. dog - fox : “A dog is a pet and a fox has a bushy tail”.

This response is scored incorrect and tallied under “Other” as an error type.

Rating Scale

- a) All 3 word pairs correctly differentiated.
- b) 3 word pairs correct but reduction in efficiency due to an error type.
- c) 2 word pairs correctly differentiated.
- d) 1 word pair correctly differentiated.
- e) 0 correct or nil response.

Errors Examples

Paraphasia - 1. telephone - letter : “A telephone you just pick up the hand and talk; a letter you can use a pen and write” (correct).

Irrelevant - 3. open fire - radiator : “An open fire has got naked natural flames and can get out of control. It might even burn your house down, whereas a radiator will not burn anything. A radiator’s got heat and sits in the corner of a room. An open fire has to burn in a certain place” (verbose, incorrect).

Incomplete - Only one side explained.

Associated - 3. open fire - radiator : “An open fire is romantic but a radiator is sterile and artificial” (incorrect).

Other - 1. telephone - letter : “One uses electricity; the other uses a biro”.

II VERBAL EXPLANATION

G Absurdities

Major processes involved

Short-term auditory verbal memory, recognition and explanation of incongruity.

Administration:

“What is ridiculous about these stories?”

1. An old lady said, “I’m no longer able to take my walk around the block everyday. I can just go half way around and back again. That’s all.”
2. When there is a train wreck/crash, frequently the last carriage receives the most damage. Now, I think it would be a good idea for the last carriage to be taken off before the train ever starts.
3. Betty and Janet lived several blocks from each other. It was getting dark and they were afraid to walk home alone. “I have a good idea,” said Betty, “First I’ll walk home with you and then you can walk home with me”.

Cue

Repeat if necessary. If client does not explain the incongruity fully, non-specific cues may be given.

Scoring

Examples of correct responses on the three items:

- 1. “Half-way around and back again is the same as going all the way around once.”
- 2. “There’s always a last carriage.”
- 3. “Then one girl would still have to walk home alone.”

Rating Scale

- a) All 3 absurdities clearly and efficiently explained.
- b) 3 correct but reduction in efficiency due to an error type.
- c) 2 correct.
- d) 1 correct.
- e) 0 correct or nil response.

Errors

Circumlocution - 1. old lady : “It’s the same – it’s the same – what do you call that word? ... Same distance.”

Inappropriate - 1. old lady : “Well, she was on her way over the hill and hurt her body more to have a walk” (confabulation).

- Irrelevant - 3. Betty and Janet : “One said to the other, I'll walk you home, which they did. They did not want to be on their own in the walking. They go to one place and go back to where they started from. They're back to square one” (verbose but correct).
- Incomplete - 3. Betty and Janet : “That's not changing anything. Betty walks with Janet and vice versa.”
- Other - 2. train : “There's nothing wrong with that. It's a good idea to take it off.”

II **VERBAL EXPLANATION**

H **Idioms**

Major processes involved

Knowledge of idiom, explanation of underlying meaning.

Administration

“Explain what these sayings mean.”

1. Butterflies in the stomach. **(nervous/tense/scared)**
2. Turn over a new leaf. **(start over/change ways)**
3. Fly off the handle. **(get angry/lose control)**
4. Hit the nail on the head. **(exactly right)**

Cue

- A) If another idiom is given in response, request further clarification, e.g.

Examiner: “Fly off the handle.”

Response: “Do your block.”

Examiner: “What does that mean?”

Response: “Get angry.” (correct).

- B) If a response is an example rather than explanation, give a non-specific cue, e.g,

Examiner: “Butterflies in the stomach.”

Response: “Like when I do tests.”

Examiner: “What do you mean?”

Response: “I get nervous.” (correct).

Scoring

Correct responses should cover the concepts given in brackets. Literal interpretations are scored incorrect and tallied under “Other” as an error type.

Rating Scale

- a) All 4 items clearly and efficiently explained.
- b) 4 items correct but reduction in efficiency due to an error type.
- c) 3 items correct.
- d) 1 – 2 items correct.
- e) 0 correct or nil response

Errors Examples

- Circumlocution - 1. butterflies : “It’s like when you feel ... when your stomach is fluttering ... you’re not relaxed, you’re nervous.”
- Irrelevant - 4. nail : “You’ve got the right – probably the right problem and you can tell the other person that it’s right, and they might or might not agree.” (verbose, incorrect).
- Inappropriate - 2. new leaf : “Well, that would be to change your ways and methods to a different means of operating.” (over-formalised but correct).
- Incomplete - 4. nail : “Answer.”
- Associated - 2. new leaf : “Pull your socks up.” (No further response after cue).
- Other - 4. nail : “Well you get a hammer and you get a nail and you hit it.”

II VERBAL EXPLANATION

I Verbal Reasoning

Major processes involved

Logical reasoning, ability to assume an objective position, cognitive shift, verbal expression.

Administration

- 1. “Life is better in the country than in the city.”
Give me a reason to support this statement.
Now, give me an argument against it.
- 2. Give two reasons why people like to eat in restaurants.

Cue

- A) On item number 1, if the client does not understand the “against” argument, cue by saying, “life is better in the city than in the country. Give me a reason to support this”. Client response is then tallied under “Delay” as an error type.
- B) On item number 2, if two similar reasons are given, provide a non-specific cue.

Scoring

A correct response on item number 1 requires a reason for and against the statement. A correct response on item number 2 requires two different reasons.

Rating Scale

- a) 2 appropriate reasons given promptly on each item.
- b) 2 items correct but reduction in efficiency due to an error type or correct after additional stated cue.
- c) 1 item correct
- d) 1 reason given on each item or 1 reason given on one item
- e) 0 correct or nil response.

Error Examples

Paraphasia -	2. restaurant : "People like to eat in restaurants because it gives you a sense of <u>inflation</u> . It's not something you do very often." (correct).
Circumlocution -	1. country-city : "Well. Life is better in the country because there's none of that dirt or smell or haze in the air, you know, what they measure each day." (correct).
Irrelevant -	2. restaurant : "Well, they're either very hungry so that they can eat anything – eat all of it – otherwise they feel sick – or they can't be bothered to eat it 'cause they're not hungry – so they won't eat it. They'll leave their knives there and they won't even start ..." (tangential).
Inappropriate -	2. restaurant : "There aren't two reasons but only one possible reason why anybody would dine in a restaurant and that is to be <i>seen</i> in society with one's <i>own</i> class." (over-formalised).
Incomplete -	1. country-city : Only one side is explained, with no further response after cue. 2. restaurant : Only one reason given.
Associated -	Not applicable.

III PLANNING

J Jumbled Sentences

NB. This subtest was removed from the 1986 version but many clinicians still use it.

Major processes involved

Planning, syntax, semantics.

Administration

The jumbled sentences are read aloud by the examiner. **Provide client with page of written words if showing any difficulty remembering the spoken words.** Examiner then says the words whilst the client reads them.

“The words in these sentences are out of order. Can you rearrange them to make a good sentence?”

1. I sisters two brother and one have.
(I have one brother and two sisters, or I have two sisters and one brother.)
2. Sheila play McPherson Bill and tennis weekend every.
(Sheila and Bill McPherson play tennis every weekend, or Bill and Sheila McPherson play tennis every weekend. etc)

Cue

The written version is permitted. [NB. This is not a test of immediate auditory-verbal memory; see subtest M].

Scoring

Note non-target syntactically correct sentences, e.g.

- 1. brother - sisters : “I have two brothers and one sister.”
- 2. tennis : “Sheila, Bill and McPherson play tennis every weekend.”

All scores b) – e) assume client has seen written version of sentences.

Rating Scale

- a) 2 correct sentences given immediately on spoken presentation.
- b) 2 correct sentences given following written cue or correct after spoken presentation but reduction in efficiency due to an error type.
- c) 1 correct sentence given and a syntactically correct sentence but not the target response.
- d) 1 or 2 syntactically correct but non-target sentences or 1 correct sentence.
- e) 0 correct or nil response.

Errors Examples

- | | |
|---------------|---|
| Irrelevant - | 2. tennis : “I like playing tennis but not every weekend”. |
| Agrammatism - | 1. brother - sisters : “I brother have sister have”. |
| Incomplete - | 1. brother - sisters : “I have one brother.” |
| NB: Delay- | Time allowance should be given for formulation of response. |

III PLANNING

K Sentence Construction

Major processes involved

Planning, syntax, semantics

Administration:

Provide client with page of written words if showing any difficulty remembering the spoken words. Examiner then says the words whilst the client reads them.

“Make a sentence using these words. Put them in any order.”

1. crop, although, drought
2. left, became, work

“Use these three words in a sentence in the order given.”

3. please, when, back

Cue

If the client does not use the exact words given, repeat the words and then tally under “Delay” as an error type.

Scoring

Sentences must be accurate in semantics as well as syntax to be scored as correct.

Rating Scale

- a) 3 syntactically and semantically appropriate sentences.
- b) 3 appropriate sentences given but reduction in efficiency due to an error type.
- c) 2 correct sentences.
- d) 1 correct sentence.
- e) 0 correct or nil response.

Error Examples

Agrammatism - 3. please : “Please when you come back”.

Incomplete - Not applicable.

Other - Tallied for the following reasons:

- (i) Inability to attempt the construction of the sentence.
- (ii) Only one or two of the words used.
- (iii) Semantic errors, e.g. 1. drought : “Ten years ago we didn’t have a crop although there was a drought.”

III **PLANNING**

L **Sequencing**

Major processes involved

Planning, verbal explanation.

Administration:

“Tell me how you make a cup of coffee.”

This initial task is a practice item. It is used to ascertain the client’s familiarity with the subject. An alternative subject may be chosen.

“Now break it down into 5 separate steps. Number each one.”

Cue

If necessary, remind the client to delineate steps.

Scoring

Do not score the initial description. Credit is given for delineated steps, whether or not they are numbered. Each new step may be determined according to the examiner’s discretion. For example, the client may pause and use key words like “then”.

An example of a correct response is:

1. Boil the kettle.
2. Put the coffee in the cup.
3. Add boiling water.
4. Add milk.
5. Add sugar and stir.

Rating Scale

- a) 5 appropriate steps given in order.
- b) 5 appropriate steps given but reduction in efficiency due to an error type.
- c) Incorrect number of appropriate steps given but information is complete or 5 steps given but information is incomplete or inappropriately organised.
- d) Incorrect number of steps and information is incomplete or inappropriately organised.
- e) Little or no planning or no appropriate information.

Error Examples

Incomplete - This is scored if the information is incomplete, not for an incorrect number of steps.

IV AUDITORY MEMORY

M Sentence Repetition

NB. Item 5 from this subtest was removed from the 1986 version but many clinicians still use it.

Major processes involved

Auditory attention, immediate auditory-verbal memory, speech.

Administration

“Say these sentences after me.”

1. They went on a picnic.
2. The swimmer has broken the Olympic Record.
3. My brother sang in a talent contest but he only won second prize.
4. Before I go home I have to go to the bank and withdraw fifty dollars/pounds to pay my gas bill.
5. I noticed that there is a three-bedroom unit/flat for rent in the block on the highway/high street but it would be too noisy for me.

Cue

One repetition of the whole sentence is allowed and then tally under “Delay” as an error type.

Scoring

Content units are given credit as well as verbatim repetition. An example of a correct response for item number 4 is:

“Before I go home I’ll have to get fifty dollars from the bank to pay my gas bill.”

Rating Scale

- a) 5 sentences correct.
- b) 5 sentences correct but reduction in efficiency due to an error type.
- c) 4 sentences correct.
- d) 1 – 3 sentences correct.
- e) 0 correct or nil response.

Error Examples

- | | |
|-----------------|---|
| Paraphasia - | 3. : “conquest” for ‘contest’, depending on overall pattern of errors. |
| Incomplete - | Not applicable. |
| Inappropriate - | 3. : “My Italian brother sang in a contest and now he has to contest again.” (confabulation). |
| Associated - | 3. : “conquest” for ‘contest’, depending on overall pattern of errors. |

IV AUDITORY MEMORY

N Passage Recall

Major processes involved

Short-term auditory-verbal memory, auditory comprehension, narrative formulation.

Administration

"I'm going to read a short story to you. When I've finished I want you to tell me as much as you can remember."

Examiner reads "From Australia to New Zealand" or "From Britain to Ireland" passage.

Cue

To encourage the client to give his/her maximal response, the examiner may give non-specific cues, e.g. "Tell me more".

Scoring

To score an a) rating, some indication of the following six points must be given plus indication of the inference:

1. A man had a plane/was a pilot
2. He sought permission to fly to New Zealand/Ireland but was not allowed.
3. He said he was going to fly from Sydney to Brisbane / Cardiff to Birmingham.
4. He made preparations for the flight.
5. He landed in New Zealand/Ireland.
6. He met/talked to the airport clerk.

Rating Scale

- a) 6 major points plus the inference given.
- b) 6 major points given but reduction in efficiency due to an error type.
- c) 4 – 5 major points.
- d) 2 – 3 major points.
- e) 1 major point or nil response.

Error Examples

- Circumlocution - "He told the air people, you know in charge, he wanted to fly to Brisbane."
- Irrelevant - Response is initially on-target and then becomes sidetracked, e.g. discussion of how to fly a plane, comments on the accuracy of the story etc.
- Inappropriate - "He asked the queen for permission to fly" (confabulation).
- Incomplete - Not applicable.

V AUDITORY COMPREHENSION

O Paragraph Comprehension and Structured Recall

Major processes involved

Short-term auditory verbal memory, auditory comprehension, structured recall/recognition. The questions provide a structured recall task and may indicate difficulty in storage, retrieval, word-finding or initiation.

Administration:

“Now I'm going to re-read the story and ask you to answer some questions about it.”

Use the record form to ask and record responses for easy scoring.

QUESTIONS	CUES
1. What was the name of the pilot?	Thompson/Johnson/Jones
2. Where did he live?	Brisbane/Sydney/Auckland Birmingham/Cardiff/Dublin
3. Was he granted permission to fly to New Zealand/Ireland?	yes/no/didn't say
4. In what year did he make these flights?	1920/1926/1928
5. Where did he say he was flying to?	Melbourne/Brisbane/Auckland Cardiff/Birmingham/Dublin
6. How much money did he have?	\$10/\$15/\$20 £10/£15/£20
7. How long did it take?	8/10/12 hours
8. Where did he land?	Auckland/Sydney/Brisbane Dublin/Bristol/Birmingham
9. How did he feel when he arrived?	surprised/glad/unhappy
10. Did he mean to fly to New Zealand/Ireland?	yes/no/didn't say

Cue

The stated multiple-choice cue is given if the client cannot respond spontaneously in order to assess recognition of correct information.

Scoring

Correct un-cued responses score one point. If response is incorrect, score 0. If no response is given, give multiple-choice cue. Responses correct after cue score 0.5 points.

Rating Scale

- a) 10 prompt correct responses.
- b) 10 correct answers given but reduction in efficiency due to an error type.
- c) Score of 7 – 9.5.
- d) Score of 2.5 – 6.5.
- e) Score of 0 – 2.

Error Examples

- Inappropriate - 10. intention : “Of course, because he wanted to see an old friend in New Zealand. He left New South Wales to have fun.” (confabulation).
- Associated - 3. : “cents” for ‘dollars’; “pence” for ‘pounds’.

V AUDITORY COMPREHENSION

P Logico-Semantic Relationships

Major processes involved

Auditory comprehension of complex semantic relationships.

Administration:

“In the next set of questions, I’ll give you an example first, then you answer the second part.”

1. If we consider a car to be the whole then the wheels will be a part of it. Tell me, if a hand is the whole, what are the parts? (**fingers ± palm**)
2. If the part is a branch, then the tree is the whole. Tell me, if the part is a nose, what is the whole? (**face**)
3. ‘Sleep is to bed as sit is to chair’.
Can you finish these?
Plumber is to pipes as carpenter is to ... (**wood**).
4. Cold is to hot as cool is to ... (**warm/tepid**).

Cue

Examiner should pause between the example and the question. Repetition of the question may be given. The examiner may also use gesture to demonstrate the part/whole relationship.

Scoring

The correct responses are given in brackets.

Rating Scale

- a) 4 correct responses given.
- b) 4 correct responses given but reduction in efficiency due to an error type.
- c) 3 correct responses given.
- d) 1 – 2 correct responses given.
- e) 0 correct or nil response.

Error Examples

- Irrelevant - 1. hand : “fingers, knuckles, nails, palms, metacarpals, sinews, blood vessels, veins, wrist” (verbose).
- Associated - 1. hand : “arm”.
2. nose : “body”.
- Associated + Irrelevant- 1. hand : “The hand? The parts of the arm. A hand is part of the arm and the arm is part of the body – of the shoulder. The shoulder is part of the chest.” (tangential).
- Other - 3. carpenter : “carpet”.

V AUDITORY COMPREHENSION

Q Logico-Grammatical Relationships

Major processes involved

Auditory comprehension of complex logico-grammatical relationships.

Administration:

“Answer the following questions.” Do not emphasize words in bold.

- 1. David is taller than **Michael**. Who is shorter?
- 2. **Peter** was hit by John. Who was the victim?
- 3. Is someone's sister their **father's daughter** or their daughter's father?
- 4. I had breakfast after I **spoke to Kate**. What did I do first?
- 5. ‘I am not used to disobeying rules.’ Would a law-abiding citizen say this? (**yes**)

Scoring

The correct responses are given in bold above.

Rating Scale

- a) 5 correct responses.
- b) 5 correct responses but reduction in efficiency due to an error type.
- c) 4 correct responses.
- d) 2 – 3 correct responses.
- e) 0 – 1 correct or nil response.

Error Examples

Paraphasia -	3. father's daughter : "Their mother's daughter."
Circumlocution -	1. Michael : "Not David the other one you said" (correct).
Irrelevant -	5. rules : "Most law-abiding people would normally obey rules so I would say they would normally say yes." (verbose but correct).
Inappropriate -	2. Peter : "Peter was hit by John in the face and he was sore and painful." (confabulation).
Associated -	Not applicable.
NB: Delay-	Time allowance should be given for processing.

VI READING COMPREHENSION

R Factual Paragraph

Major processes involved

Comprehension of factual written information.

Administration

"Read this newspaper article to yourself, then write down your answers to the following questions."

The page with the article "Shelter May Beat Bushfires" is presented.

1. What did Mr Toyne invent?
(bushfire shelter)
2. What memories inspired his invention?
(London Blitz/bomb shelter)
3. What prompted Mr Toyne to build the shelter?
(Ash Wednesday bushfires)
4. What materials were used to make the shelter?
(concrete and steel)
5. What is the approximate cost of a shelter?
(\$2,000)

Cue

The client is allowed to refer to the written article when answering the questions and may be prompted to do so. Verbal responses are accepted if necessary.

Scoring

The correct responses are given in bold above. The client is not penalised for incomplete sentence structure or minor errors in grammar or spelling.

Rating Scale

- a) 5 correct answers given.
- b) 5 correct answers given but with reduced efficiency due to an error type.
- c) 4 correct answers given.
- d) 2 – 3 correct answers given.
- e) 0 –1 correct or nil response.

Error Examples

- | | |
|-----------------|--|
| Paraphasia - | 1. bushfire shelter : “bus shelter.” |
| Irrelevant - | 5. cost : “\$2,000 selling price, includes profits of inventor and manufacturer.” (verbose). |
| Inappropriate - | 2. memories : “Memories of being in a bomb shelter where eight people were sick and burnt.” (confabulation). |
| Incomplete- | 4. materials : “concrete.” |

VI READING COMPREHENSION

S Inferential Paragraphs

Major processes involved

Comprehension of inferential written information.

Administration

“Read these paragraphs and circle the correct answer to complete the sentence.”

1. Most men would be insulted if they were asked to earn their wages by throwing stones over a wall and then throwing them back again. Men like to work at jobs they think are:
A - meaningful B - uncertain C - underpaid D - tiring

2. Physicians and nutrition specialists urge people to take the time to eat a good breakfast. An inadequate breakfast invites physical and mental fatigue. Many studies show that when you do not eat a good breakfast, fatigue will overtake you when the morning is still:
A - late B - cool C - fresh **D - young**

3. One of my plants is in gorgeous bloom at the moment. Even though in the eight years of its life I have never repotted it, contrary to all of the rules of the gardening books, it continues to bloom year after year. I do fertilise it heavily though. I am telling you this to show you that, even though gardening books are extremely important:
- A - one need not be a slave to their rules**
 - B - a gardener really needs more than one such book
 - C - they should not be taken lightly
 - D - most gardeners achieve better results without them

Scoring

The correct responses are given in bold above.

Rating Scale

- a) 3 correct responses.
- b) 3 correct responses with reduced efficiency due to an error type.
- c) 2 correct responses.
- d) 1 correct response.
- e) 0 correct or nil response.

Error Examples

- Irrelevant - "I can't decide between A and C, well, they're the same, really."
Delay - Self-corrected response.

VII WRITTEN EXPRESSION

T Dictation

Major processes involved

Sound-symbol association, spelling, visuomotor skills.

Administration:

"Write down these sentences." Examiner reads out:

1. Take your toothbrush to hospital.
2. The iron is quite hot.
3. When are you going away?
4. The judge knows the law.
5. That was a wonderful surprise.

Scoring

Client is scored as a b) if minor errors in spelling or punctuation, e.g. omitting question mark.

Rating Scale

- a) All 25 words and punctuation correct.
- b) Correct but with minor errors and/or reduced efficiency due to an error type.
- c) 20 + words correct.
- d) 10 – 19 words correct.
- e) 0 – 9 words correct

Error Examples

Before categorising errors pre-morbid spelling ability and the pattern of errors should be considered.

- Paraphasia - 1. your : “you”.
 5. surprise : “supries”
Distortion - Reduction in legibility.

VII WRITTEN EXPRESSION

U Composition

Major processes involved

Organisation, syntax, semantics, spelling and visuomotor skills.

Administration

“Write four points or a paragraph on this topic:
How would you set about organising a holiday?”

Scoring

Point-form or prose is acceptable provided the format is consistent.
Main ideas include reference to booking accommodation, transport, packing, money, and household arrangements. These should be listed in an appropriate order.

Client is scored as a b) for minor spelling errors, verbosity, inappropriate language, delay and/or distorted graphics.

Rating Scale

- a) At least 4 main ideas given in appropriate order and with correct spelling, and no irrelevancies.
- b) 4 correct main ideas but with minor errors and/or reduced efficiency due to an error type.
- c) 2 – 3 main ideas in appropriate order or 3 – 4 main ideas with errors in spelling, syntax, semantics and/or sequencing.
- d) 1 main idea or 2 main ideas with errors in spelling, syntax, semantics, and/or sequencing.
- e) 1 main idea with errors in spelling, syntax and/or semantics or nil response.

Error Examples

- Paraphasia - "transport agent" for 'travel agent'.
Irrelevant - Initially on target and then becomes sidetracked (tangential).
Inappropriate - 1. Choose a destination and accommodation methods.
2. Choose transport method.
3. Book accommodation if normally required.
4. Pack suitable clothing and articles as necessary.
5. Leave on chosen transport when required.
(over-formalised but correct).

VIII NUMERACY

V Problem Solving

Major processes involved

Reading comprehension, attention to detail, selection of arithmetic processes, calculation.

Administration:

This subtest should be omitted if the client's reading is not at an adequate level.

"Write down answers to these questions."

A weekend in the Jones household.

1. There are five people in the Jones family. Each person has three meals a day and eats two slices of bread at each meal. Will one loaf of 24 slices be enough for the weekend? **(no)**
2. On Saturday afternoon, the three children go to a movie. An adult ticket is \$/£6.50, but they each pay half-price. How much should Mrs Jones give them if they also need \$/£1.00 each spending money? **(\$/£12.75)**
3. Mr Jones buys a new jumper. The normal price is \$/£25.00, but it's on sale for 20% off. How much does he pay? **(\$/£20)**
4. Mrs Jones goes shopping for fruit and vegetables. She buys two kilograms of tomatoes at \$/£1.30/kg. She gives the cashier two \$/£2.00 coins. How much change does she get? **(\$/£1.40)**
5. The youngest boy, John requires two hayfever tablets three times daily. He has eleven left. Will that be sufficient for the weekend? **(no)**

Cue

Prompt the client to show their calculation on paper, or use a calculator; this is permitted.

Scoring

The correct responses are given in bold above.

Rating Scale

- a) 5 correct responses.
- b) 5 correct but reduced efficiency due to an error type.
- c) 4 correct responses.
- d) 2 – 3 correct responses.
- e) 0 – 1 correct or nil response.

Error Examples

- Irrelevant - 5. : “No. Eleven hayfever tablets would not be sufficient because John requires a total of six tablets per day, over two days which totals twelve hayfever tablets he needs for the weekend. As he only has eleven tablets, he would be one tablet short.” (verbose but correct).
- Incomplete - 1. : 30 slices.
2. : \$4.25.
3. : \$5.00.
4. : \$2.60.
5. : 12.
-

MOUNT WILGA HIGH LEVEL LANGUAGE TEST

Test Form

with UK adaptations and large print additions

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This test record form may be photocopied for clinical use.

Jane Christie, Wendy Clark and Lynne Mortensen,
Speech Pathology Department, Mount Wilga Rehabilitation Centre, 1986 (1st Edition)
Fiona Simpson, 2006 (20th Anniversary Revised Edition 1)

MOUNT WILGA HIGH LEVEL LANGUAGE TEST – PROFILE SUMMARY SHEET

PATIENT'S NAME:
PATIENT ID:

DATE OF BIRTH:
DATE OF ONSET:

DATE OF TEST:
EXAMINER:

	I NAMING SKILLS				II VERBAL EXPLANATION					III PLANNING			IV AUDITORY MEMORY		V AUDITORY COMPREHENSION			VI READING		VII WRITING		VIII NUM	
	A Description	B Category	C Association	D Divergence	E Definitions	F Differentiation	G Absurdities	H Idioms	I Reasoning	J Jumbled	K Construction	L Sequencing	M Repetition	N Recall	O Paragraph	P Logico-semantic	Q Logico-grammatical	R Factual	S Inferential	T Dictation	U Composition	V Problem Solving	
a) Normal response																							
b) Mild reduction in efficiency																							
c) Mild impairment																							
d) Moderate impairment																							
e) Severe impairment																							
ERROR TYPES																							
Paraphasia																							
Associated																							
Circumlocution																							
Agrammatism																							
Distortion																							
Delay																							
Incomplete																							
Irrelevant																							
Inappropriate																							
Other																							

SUMMARY AND RECOMMENDATIONS:

MOUNT WILGA HIGH LEVEL LANGUAGE TEST - BIOGRAPHICAL DETAILS

TO BE COMPLETED BY CLIENT (all questions optional)

NAME:

ADDRESS:

DATE OF BIRTH / AGE:

SCHOOLING:

- Level completed:
- Average / Above average / Below average student
- Further studies since school:

EMPLOYMENT:

- Last job:

FAMILY:

- Names:
- Ages:
- Who lives with you at home?

CAUSE OF ILLNESS:

- How would you describe your style of communication before your illness/accident? e.g. talkative, quiet, good listener, start conversations, enjoy telling jokes...
 - Has this changed?
 - What gives you most trouble now?
-

I **NAMING SKILLS**
A **Naming From Description**

“Give me one word to fit these descriptions.”

1. Name the object which protects you from the rain. (**umbrella, raincoat**)
 2. Name a sport which uses racquets. (**tennis**)
 3. Name a spotted animal of the cat family. (**leopard, cheetah**)
 4. A conversation in which there is a disagreement is a(n) _____. (**argument, quarrel**)
 5. A bed which is hung between two trees or posts is a _____. (**hammock**)
 6. A list of foods served in a restaurant is a _____. (**menu**)
-

I **NAMING SKILLS**
B **Category Naming**

Repeat instructions if necessary.

“The word ‘table’ belongs to the group of objects called furniture. What groups do the following words belong to?”

1. Jupiter (**planets, stars**)
 2. Mosquito (**insects, bugs**)
 3. Copper (**metals, elements**)
 4. Sadness (**feelings, emotions**)
-

I NAMING SKILLS
C Association Naming

Responses are timed and can be divided into four periods of 15 seconds on test form for own analysis.

1. In one minute, give me the names of as many animals as you can think of. Two examples are 'chicken' and 'lion'.

0-15 seconds	15-30 seconds	30-45 seconds	45-60 seconds

TOTAL:

2. In one minute, give as many words as you can that are related to 'school'. Two examples are 'teacher' and 'geography'.

0-15 seconds	15-30 seconds	30-45 seconds	45-60 seconds

TOTAL:

3. In one minute, give as many words as you can starting with "T". Two examples are 'three' and 'terrible'.

0-15 seconds	15-30 seconds	30-45 seconds	45-60 seconds

TOTAL:

I **NAMING SKILLS**
D **Divergent Semantics**

Repeat instruction on first item if client gives similar examples.
Ask client to explain if relevance of response is not immediately obvious

1. Give two different examples of things that fizz.

 2. Give two different examples of things that are painful.

 3. Give two different examples of things that change shape.
-

II **VERBAL EXPLANATION**
E **Definitions**

“Explain what these words mean. What is a _____?”

1. clock **(object + time)**

 2. handle **(object + open/carry/hold)**

 3. staircase **(way/structure + up/down)**

 4. lottery **(way/game + chance ± prize/money)**
-

II **VERBAL EXPLANATION**
F **Differentiation**

A cue should be given if client only considers one of the pair of words.

“What is the most important difference between these things?”

1. telephone - letter **(speaking-writing/immediate-delayed)**

 2. dog - fox **(domestic-wild)**

 3. open fire - radiator/heater **(wood-electricity)**
-

II **VERBAL EXPLANATION**
G **Absurdities**

Repeat if necessary. If client does not explain the incongruity fully, non-specific cues may be given.

“What is ridiculous about these stories?”

1. An old lady said, “I'm no longer able to take my walk around the block everyday. I can just go half way around and back again. That's all.”

continued....

II **VERBAL EXPLANATION**
G **Absurdities continued ...**

2. When there is a train wreck/crash, frequently the last carriage receives the most damage. Now, I think it would be a good idea for the last carriage to be taken off before the train ever starts.

3. Betty and Janet lived several blocks from each other. It was getting dark and they were afraid to walk home alone. "I have a good idea," said Betty, "First I'll walk home with you and then you can walk home with me".

II **VERBAL EXPLANATION**
H **Idioms**

Give a non-specific cue if client gives another idiom or example in response.

"Explain what these sayings mean."

1. Butterflies in the stomach. **(nervous/tense/scared)**

2. Turn over a new leaf. **(start over/change ways)**

3. Fly off the handle. **(get angry/lose control)**

4. Hit the nail on the head. **(exactly right)**

II **VERBAL EXPLANATION**

I **Verbal Reasoning**

1. "Life is better in the country than in the city."
Give me a reason to support this statement.

Now, give me an argument against it.

If the client does not understand the "against" argument, say, "life is better in the city than in the country. Give me a reason to support this."

2. Give two reasons why people like to eat in restaurants.

Provide a non-specific cue if two similar reasons are given.

III **PLANNING**
J **Jumbled Sentences**

The jumbled sentences are read aloud by the examiner. **Provide client with page of written words if showing any difficulty remembering the spoken words.** Examiner then says the words whilst the client reads them.

“The words in these sentences are out of order. Can you rearrange them to make a good sentence?”

1. I sisters two brother and one have.
 **(I have one brother and two sisters, or
 I have two sisters and one brother.)**

2. Sheila play McPherson Bill and tennis weekend every.
 **(Sheila and Bill McPherson play tennis every weekend, or
 Bill and Sheila McPherson play tennis every weekend. etc)**

III **PLANNING**
K **Sentence Construction**

Provide client with page of written words if showing any difficulty remembering the spoken words. Examiner then says the words whilst the client reads them.

If the client does not use the exact words given, repeat.

“Make a sentence using these words. Put them in any order.”

1. crop, although, drought

2. left, became, work

“Use these three words in a sentence in the order given.”

3. please, when, back

III **PLANNING**
L **Sequencing**

The initial task is a practice item and is not scored. It is used to ascertain the client's familiarity with the subject. An alternative subject may be chosen.

"Tell me how you make a cup of coffee."

"Now break it down into 5 separate steps. Number each one."
If necessary, remind the client to delineate steps.

IV **AUDITORY MEMORY**
M **Sentence Repetition**

One repetition of the whole sentence is allowed. Note if repeated.

“Say these sentences after me.”

1. They went on a picnic.

2. The swimmer has broken the Olympic Record.

3. My brother sang in a talent contest but he only won second prize.

4. Before I go home I have to go to the bank and withdraw fifty dollars/pounds to pay my gas bill.

5. I noticed that there is a three-bedroom unit/flat for rent in the block on the highway/high street but it would be too noisy for me.

IV **AUDITORY MEMORY**
N **Passage Recall**

“I’m going to read a short story to you. When I’ve finished I want you to tell me as much as you can remember.”

Examiner reads “From Australia to New Zealand” or “From Britain to Ireland” passage.

To encourage the client to give his/her maximal response, the examiner may give non-specific cues, e.g. “Tell me more”.

(record response overleaf)

IV **AUDITORY MEMORY**
N **Passage Recall continued ...**

V **AUDITORY COMPREHENSION**
O **Paragraph Comprehension and Structured Recall**

“Now I'm going to re-read the story and ask you to answer some questions about it.”

Give the multiple-choice cue if the client cannot respond spontaneously.

QUESTIONS	CUES
1. What was the name of the pilot?	Thompson/Johnson/Jones
2. Where did he live?	Brisbane/Sydney/Auckland Birmingham/Cardiff/Dublin
3. Was he granted permission to fly to New Zealand/Ireland?	yes/no/didn't say
4. In what year did he make these flights?	1920/1926/1928
5. Where did he say he was flying to?	Melbourne/Brisbane/Auckland Cardiff/Birmingham/Dublin
6. How much money did he have?	\$10/\$15/\$20 £10/£15/£20
7. How long did it take?	8/10/12 hours
8. Where did he land?	Auckland/Sydney/Brisbane Dublin/Bristol/Birmingham
9. How did he feel when he arrived?	surprised/glad/unhappy
10. Did he mean to fly to New Zealand/Ireland?	yes/no/didn't say

V **AUDITORY COMPREHENSION**

P **Logico-Semantic Relationships**

Examiner should pause between the example and the question. Repetition of the question may be given. The examiner may also use gesture to demonstrate the part/whole relationship.

“In the next set of questions, I’ll give you an example first, then you answer the second part.”

1. If we consider a car to be the whole then the wheels will be a part of it. Tell me, if a hand is the whole, what are the parts? (**fingers ± palm**)

2. If the part is a branch, then the tree is the whole. Tell me, if the part is a nose, what is the whole? (**face**)

3. ‘Sleep is to bed as sit is to chair’.
Can you finish these?
Plumber is to pipes as carpenter is to ... (**wood**).

4. Cold is to hot as cool is to ... (**warm/tepid**).

V **AUDITORY COMPREHENSION**

Q **Logico-Grammatical Relationships**

“Answer the following questions.” Do not emphasize words in bold.

1. David is taller than **Michael**. Who is shorter?

2. **Peter** was hit by John. Who was the victim?

3. Is someone's sister their **father's daughter** or their daughter's father?

4. I had breakfast after I **spoke to Kate**. What did I do first?

5. ‘I am not used to disobeying rules.’ Would a law-abiding citizen say this? (**yes**)

VI **READING COMPREHENSION**
S **Inferential Paragraphs**

“Read these paragraphs and circle the correct answer to complete the sentence.” (large print version available)

1. Most men would be insulted if they were asked to earn their wages by throwing stones over a wall and then throwing them back again. Men like to work at jobs they think are:

A - meaningful B - uncertain C - underpaid D - tiring

2. Physicians and nutrition specialists urge people to take the time to eat a good breakfast. An inadequate breakfast invites physical and mental fatigue. Many studies show that when you do not eat a good breakfast, fatigue will overtake you when the morning is still:

A - late B - cool C - fresh D - young

3. One of my plants is in gorgeous bloom at the moment. Even though in the eight years of its life I have never repotted it, contrary to all of the rules of the gardening books, it continues to bloom year after year. I do fertilise it heavily though. I am telling you this to show you that, even though gardening books are extremely important:

A - one need not be a slave to their rules
B - a gardener really needs more than one such book
C - they should not be taken lightly
D - most gardeners achieve better results without them

VII **WRITTEN EXPRESSION**
T **Dictation**

“Write down these sentences.” Examiner reads out:

1. Take your toothbrush to hospital.
2. The iron is quite hot.
3. When are you going away?
4. The judge knows the law.
5. That was a wonderful surprise.

Client records on separate sheet.

VII **WRITTEN EXPRESSION**
U **Composition**

“Write four points or a paragraph on this topic:

How would you set about organising a holiday?”

Client records on separate sheet.

VIII **NUMERACY**

V **Problem Solving – dollars and cents**

This subtest should be omitted if the client's reading is not at an adequate level. Prompt the client to show their calculation on paper, or use a calculator; this is permitted.

“Write down answers to these questions.”

A weekend in the Jones household.

1. There are five people in the Jones family. Each person has three meals a day and eats two slices of bread at each meal. Will one loaf of 24 slices be enough for the weekend?

2. On Saturday afternoon, the three children go to a movie. An adult ticket is \$6.50, but they each pay half-price. How much should Mrs Jones give them if they also need \$1.00 each spending money?

3. Mr Jones buys a new jumper. The normal price is \$25.00, but it's on sale for 20% off. How much does he pay?

4. Mrs Jones goes shopping for fruit and vegetables. She buys two kilograms of tomatoes at \$1.30/kg. She gives the cashier two \$2.00 coins. How much change does she get?

5. The youngest boy, John requires two hayfever tablets three times daily. He has eleven left. Will that be sufficient for the weekend?

MOUNT WILGA HIGH LEVEL LANGUAGE TEST

Test Form

with UK adaptations and large print additions

END OF BASIC TEST RECORD FORM

**SUPPLEMENT OR SUBSTITUTE THE FOLLOWING
PAGES ACCORDING TO CLIENT NEED**

**SOME ARE ESSENTIAL FOR TEST
ADMINISTRATION, OTHERS ARE OPTIONAL –
SEE CONTENTS PAGE FOR DETAILS**

CLIENT STIMULUS

III PLANNING

J Jumbled Sentences

1. I sisters two brother and one have.
 2. Sheila play McPherson Bill and tennis weekend every.
-

III PLANNING

K Sentence Construction

1. crop, although, drought
 2. left, became, work
 3. please, when, back
-

CLIENT STIMULUS – LARGE PRINT

III PLANNING

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CLIENT STIMULUS

IV AUDITORY MEMORY

N Passage Recall

V AUDITORY COMPREHENSION

O Paragraph Comprehension and Structured Recall

FROM AUSTRALIA TO NEW ZEALAND

Burt Thompson, of Brisbane, had a small plane. It had a large gas tank but no radio.

In 1928, he asked the Australian authorities for permission to fly across the sea to New Zealand. They said 'no' because they considered his plane was not well equipped for such a flight.

In September that year, Thompson flew from Brisbane down to Sydney. Early the next day, he was to fly back up to Brisbane. Before takeoff, he borrowed two maps and a compass. He had some chocolate and \$20. Eight hours later, the pilot arrived at an airfield in Auckland, New Zealand.

The airport clerk was amazed when Thompson said, "I've just flown from Sydney".

"Not in that thing, surely!" the clerk exclaimed.

"Isn't this Brisbane?" Thompson asked.

"No, this is Auckland. You are in New Zealand."

Thompson laughed, "Well, what do you know? I must have flown the wrong way."

CLIENT STIMULUS

IV AUDITORY MEMORY

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V AUDITORY COMPREHENSION

O Paragraph Comprehension and Structured Recall

FROM BRITAIN TO IRELAND

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In September that year, Thompson flew from Birmingham down to Cardiff. Early the next day, he was to fly back up to Birmingham. Before takeoff, he borrowed two maps and a compass. He had some chocolate and £20. Eight hours later, the pilot arrived at an airfield in Dublin, Ireland.

The airport clerk was amazed when Thompson said, "I've just flown from Cardiff".

"Not in that thing, surely!" the clerk exclaimed.

"Isn't this Birmingham?" Thompson asked.

"No, this is Dublin. You are in Ireland."

Thompson laughed, "Well, what do you know? I must have flown the wrong way."

CLIENT STIMULUS

VI READING COMPREHENSION

R Factual Paragraph

Read this newspaper article to yourself and then write down your answers to the questions.

SHELTER MAY BEAT BUSHFIRES

MELBOURNE – Childhood memories of huddling in a bomb shelter while London was being blitzed have been the inspiration behind architect Ray Toyne’s bushfire shelter invention.

The shelter was tested this week under extreme bushfire conditions and the inventor and his creation emerged unscathed.

The Ash Wednesday bushfires prompted Mr Toyne to build the shelter.

His “little beauty” bushfire and cyclone shelter can accommodate eight people for up to two hours during the height of a blaze.

Made of concrete and steel, the 1.8 metre high underground shelter is protected by earth and a heat lock.

The atmosphere inside the chamber is maintained by compressed air. There is an escape hatch if burnt debris falls on the outside entrance.

The shelters are expected to sell for about \$2000, including installation.

CLIENT STIMULUS – LARGE PRINT

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R Factual Paragraph

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CLIENT STIMULUS – LARGE PRINT

VI READING COMPREHENSION

R Factual Paragraph – QUESTIONS continued...

4. What materials were used to make the shelter?

5. What is the approximate cost of a shelter?

VI READING COMPREHENSION
S Inferential Paragraphs

1. Most men would be insulted if they were asked to earn their wages by throwing stones over a wall then throwing them back again.

Men like to work at jobs they think are -

- a) meaningful**
- b) uncertain**
- c) underpaid**
- d) tiring**

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Many studies show that when you do not eat a good breakfast, fatigue will overtake you when the morning is still -

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|-----------------|-----------------|
| a) late | b) cool |
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3. One of my flowers is in gorgeous bloom at the moment. Even though in the eight years of its life I have never repotted it, contrary to all the rules of the gardening books, it continues to bloom year after year. I do fertilise it heavily though. I'm telling you this to show you that although gardening books are important -

Continued...

CLIENT STIMULUS – LARGE PRINT

VI READING COMPREHENSION
S Inferential Paragraphs continued...

- a) one need not have to be a slave to their rules.**

- b) a gardener really needs more than one such book.**

- c) they should not be taken lightly.**

- d) most gardeners achieve better results without them.**

CLIENT RECORDING SHEET

VII WRITTEN EXPRESSION

T Dictation

Client response:

1.

2.

3.

4.

5.

VII WRITTEN EXPRESSION

U Composition

Write four points or a paragraph on this topic:

How would you set about organising a holiday?

CLIENT STIMULUS – LARGE PRINT

VIII NUMERACY

V Problem Solving – dollars and cents

“Write down answers to these questions.”

A weekend in the Jones household.

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2. On Saturday afternoon, the three children go to a movie. An adult ticket is \$6.50, but they each pay half-price. How much should Mrs Jones give them if they also need \$1.00 each spending money?

Continued...

CLIENT STIMULUS – LARGE PRINT

VIII NUMERACY

V Problem Solving – dollars and cents continued...

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 5. The youngest boy, John requires two hayfever tablets three times daily. He has eleven left. Will that be sufficient for the weekend?
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V Problem Solving – pounds and pence

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