

Supplemental Material S1. Taxonomy terms (with definitions and examples) for describing assessments according to data types, task type, environmental context and dynamic features (Denman et al., 2019).

Data Type (component of Taxonomy Aspect IV)

Norm-referenced

Assessments that quantitatively compare a child's performance on a test or task to the performance of a sample of matched peers who completed the same test or task i.e. provide standard scores, percentile ranks or means and standard deviations. These assessments should always have standardised administration and scoring procedures.

Criterion-referenced/descriptive

Assessments that compare a child's performance against a pre-determined criterion such as developmental, grade or curriculum expectations (criterion-referenced); or are designed to give descriptive or qualitative data on a child's abilities (descriptive). These assessments may or may not have standardised administration and scoring procedures.

Task Type (component of Taxonomy Aspect IV)

De-contextualized

Discrete or 'pure' skills are assessed (which may be used to infer functional performance). Typically, the assessment occurs as a highly structured procedure directed by the assessor. Assessment items are administered as a series of questions that do not relate to a specific topic or situation. Examples:

- *Picture identification or naming tasks, sentence completion tasks, producing a sentence about a given picture, identifying or segmenting sounds in words, spelling individual words*
 - *Parent or teacher interviews/checklists that document discrete skills without reference to a specific communicative situations or contexts e.g. grammatical structures produced, average sentence length, estimated vocabulary size*
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Contextualized

Abilities are assessed within a naturalistic communication context. The assessment is highly structured but occurs within a meaningful interaction, such as book reading or storytelling. If discrete skills are assessed, these are directly related to the communicative context being assessed. Examples:

- *Language sampling during conversation or play, narrative retelling, text comprehension tasks, role play tasks*
 - *Parent or teacher interviews/checklists that document communication behaviours in specific communicative situations or contexts e.g. retelling events, asking for items, understanding jokes*
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Activity Focused

Abilities are assessed in relation to actual daily activities in which the child participates. The assessment is less structured with the assessor observing or being part of the interaction rather than directing tasks. If discrete skills are assessed, these are directly related to activity being completed. Examples:

- *Observing a child during free play with peers at lunchtime and noting abilities and behaviours*
 - *Parent or teacher interviews/checklists that document the child's performance in, or level of support required to participate in, specific daily activities e.g. ordering food at a cafe, completing a class assignment, interacting with friends, following a recipe*
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Environmental Context (component of Taxonomy Aspect III)

Clinical context

Abilities are examined within a clinical context i.e. the assessment does not incorporate materials or communication partners from the day-to-day environment. Examples:

- *Observing a child interacting in a clinical environment with clinical materials (e.g. materials the SLP has provided)*
 - *Standardised tests conducted by the SLP using standardised test materials*
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School context

Abilities are examined in a school (or kindergarten) context i.e. assessment incorporates communication partners, situations or materials that represent a school environment. Examples:

- *Interviewing a teacher regarding a child's communication at school*
 - *Observing a child during regular class lesson and noting abilities and behaviours*
 - *Assessing story retelling abilities using the actual book being studied in class*
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Home/community context

Abilities are examined in a home or community context i.e. assessment incorporates communication partners, situations or materials that represent a home/community environment. Examples:

- *Interviewing a parent regarding communication at home*
 - *Observing a child interacting with a parent and siblings whilst playing with toys similar to those at home*
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Dynamic (component of Taxonomy Aspect IV)

Test-teach-retest

Assessment designed to investigate a child's learning potential by evaluating response to explicit teaching. Examples:

- *Collecting a narrative retell, teaching the features of a good narrative story and then collecting another narrative retell in the same session*
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Gradual prompting

Assessment designed to investigate a child's learning potential by evaluating the level of support the child requires to learn. Examples:

- *The child's ability to answer questions assessed using different question types and varied levels of prompting in order to determine the level of support the child needs to be successful*
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Reference

Denman, D., Kim, J.-H., Munro, N., Speyer, R., & Cordier, R. (2019). Describing language assessments for school-aged children: A Delphi study. *International Journal of Speech-Language Pathology*, 21(6), 602–612. <https://doi.org/10.1080/17549507.2018.1552716>