







Comparison with Prior Edition (KLPA™ -3)

Khan-Lewis Phonological Process Analysis	 <i>Khan-Lewis Phonological Analysis</i>		 <i>Khan-Lewis Phonological Analysis</i>	
Age Range	2:0–21:11		2:0–21:11	
Publication Date	2002		2015	
Completion Time	10–20 minutes		Average: 10–30 minutes (<i>hand-scoring</i>) NEW! Average: 3 seconds <i>using Q-interactive® and Q-global® scoring</i>	
Scoring	Identify the phonological processes from examining the entire word		Identify the phonological processes from examining each phoneme	
Scores	Standard Scores Confidence Intervals Percentile Ranks Age Equivalents		Standard Scores Confidence Intervals Percentile Ranks Age Equivalents	
Digital Scoring	ASSIST™ software		NEW! Digital Options  Q-global Enter GFTA™-3 item level scores and select GFTA-3/KLPA-3 score report  Q-interactive® Purchase KLPA-3 score report after GFTA-3 test administration; phonological analysis of GFTA-3 responses with the press of a button!	
Review of Results	You can note and document...	You can conduct an analysis of...	You can note and document...	You can conduct an analysis of...
		Developmental Phonological Processes Percent of occurrence for Developmental Phonological Processes Phonetic Inventory in Words	Suppression of Core Phonological Processes Other Phonological Processes (<i>by sound</i>)	Core Phonological Processes Percent of occurrence for Core Phonological Processes Consonant Analyses <ul style="list-style-type: none"> • Phonetic Inventory for Consonants in Single Words • NEW! Core Phonological Process Analysis Percent of Occurrence of Supplemental and Other Phonological Processes per Word (PPW)
	Additional Phonological Processes (<i>by word</i>)			NEW! Vowel Analyses <ul style="list-style-type: none"> • Phonetic Inventory for Vowels in Single Words • Vowel Phonological Process Usage
	Vowels Vowel Alterations			
	Dialectal Influence (the standardization sample included examinees who spoke Standard American English (SAE) only; no information in the Manual about scoring dialectal responses)		Dialectal Influence (the standardization sample included examinees who spoke SAE or other dialectal variations of English; Appendix E includes information about scoring responses that are dialectal variations of SAE)	

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Standardization	<p>Based on March 1998 U.S. Census</p> <p><i>N</i> = 2350</p> <p>Over 300 sites in the U.S.</p> <p>Examinees' bilingualism not reported</p> <p>Special Education representation in the normative sample</p>	<p>Based on 2013 U.S. Census American Community Survey</p> <p><i>N</i> = 1500</p> <p>198 sites in the U.S.</p> <p>13.2% of the sample was bilingual (<i>English as primary language</i>)</p> <p>Special Education representation (<i>as well as Gifted and Talented</i>) in the normative sample</p>
Psychometric Characteristics	<p>Reliability</p> <p>Internal Consistency:</p> <p>Alphas ranged from .89–.98</p> <p>Median alphas ranged from .94–.95</p>	<p>Reliability</p> <p>Internal Consistency:</p> <p>Alphas ranged from .81 to .99</p> <p>Overall alphas range from .94–.95</p>
	<p>Test-retest Stability</p> <p>Decision Consistency: Total agreement .81–1.0</p> <p>Inter-rater Reliability: .79–1.0</p>	<p>Test-retest Stability .94</p> <p>Inter-scoring Agreement for Core Processes .98–1.0 (<i>Overall: 1.0</i>)</p>
	<p>Validity</p> <p>Evidence of content validity</p> <p>Evidence of construct validity</p>	<p>Validity</p> <p>Evidence based on test content</p> <p>Evidence based on response processes</p> <p>Evidence based on relationships to other variables:</p> <p>Correlation with KLPA-2: .73 (<i>Mean of 4.5 standard score points lower than KLPA-2</i>)</p> <p>NEW! Sensitivity/Specificity</p> <p>-1 SD: .93/.83</p> <p>-1.5 SD: .81/.94</p> <p>-2 SD: .67/1.0</p>