

# ALPHA

## Test of Phonology

Robert J. Lowe, Ph.D.

File # \_\_\_\_\_

Name \_\_\_\_\_ Examiner \_\_\_\_\_

Site \_\_\_\_\_ Grade \_\_\_\_\_

Test Date (Yr/Mo/Day) \_\_\_\_\_

Birth date \_\_\_\_\_

Chronological Age \_\_\_\_\_

Raw Score \_\_\_\_\_

Percentile Rank \_\_\_\_\_

Standard Score \_\_\_\_\_

Total Processes \_\_\_\_\_

Consonants Correct \_\_\_\_\_

### Phoneme Errors Analysis

Initial				Final					
Stimulability	Phoneme	Non Mastered	Percent of Age Group Mastering Phoneme	Age of Mastery	Non Mastered	Percent of Age Group Mastering Phoneme	Age of Mastery	Phoneme	Stimulability
	m			3					
	n			3			3	n	
	p			3			3	p	
	b			3					
	t			4½			3	t	
	d			3			3	d	
	k			3			3	k	
	g			3			3	g	
	tʃ			4			7	tʃ	
	dʒ			3			5½	dʒ	
	ʃ			4			4½	ʃ	
	f			3			3	f	
	v			4½			3	v	
	s			4½			6½	s	
	z			4½			6½	z	
	θ			6½			7	θ	
	ð			5½					
	h			3					
	w			3					
	j			3					
	r			6½					
	l			4½			6		
	pr			6					
	tr			6					
	fr			6			5	ɪr	
	str			6½			6½	ə	
	dr			5½			3½	ɛr	
	kr			6			3½	nt	
	bl			5½			3	ŋ	
	pl			6			3	ŋk	
	sp			6½					
	st			6½					

### Phonological Process Analysis

Process		Totals	Pr Sup Age	SD
Consonant Deletion	CD		4	0 1 2
Syllable Deletion	SY		5	0 1 2
Stridency Deletion	SD		6½	0 1 2
Stopping	ST		6	0 1 2
Fronting	FR		5½	0 1 2
Backing	BS		3	0 1 2
Alveolarization	AL		6	0 1 2
Labialization	LA		8	0 1 2
Affrication	AF		3	0 1 2
Deaffrication	DE		4½	0 1 2
Voicing Change	VC		3	0 1 2
Gliding	GL		6½	0 1 2
Vowelization	VO		6½	0 1 2
Cluster Reduction	CR		6	0 1 2
Cluster Substitution	CS		6½	0 1 2
<b>Total Processes</b>				

Notes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Relational Analysis

Name \_\_\_\_\_ Date \_\_\_\_\_

Sentence	Target	Initial	Final	Secondary	Initial	Final
a. My <i>cat</i> is black.						
b. Her <i>book</i> is big.						
1. The <i>match</i> is broken.	Match	m	tS	Broken	br	n
2. Her <i>mouth</i> is open.	Mouth	m	θ	Her	h	ə
3. The <i>knife</i> is sharp.	Knife	n	f	Sharp	S	p
4. Her <i>nose</i> is big.	Nose	n	z	Big	b	g
5. My <i>pencil</i> is big.	Pencil	p	l			
6. The <i>bath</i> is fun.	Bath	b	θ	Fun	f	n
7. The <i>bus</i> is big.	Bus	b	s			
8. The <i>tomato</i> is big.	Tomato	t				
9. The <i>telephone</i> is ringing.	Telephone	t	n	Ringing	r	ŋ
10. A <i>duck</i> is swimming.	Duck	d	k	Swimming	sw	ŋ
11. The <i>ditch</i> is deep.	Ditch	d	tS	Deep	d	p
12. The <i>deer</i> is pretty.	Deer	d	ɪr	Pretty	pr	
13. My <i>calendar</i> is ripped.	Calendar	k	ə	Ripped	r	pt
14. He <i>cut</i> his finger.	Cut	k	t	Finger	f	ə
15. My <i>key</i> is big.	Key	k				
16. The <i>goat</i> is hungry.	Goat	g	t	Hungry	h	
17. Throw the <i>garbage</i> out.	Garbage	g	dʒ	Throw	θr	
18. The <i>goose</i> is eating.	Goose	g	s	Is		z
19. My <i>chair</i> is broken.	Chair	tS	ɛr			
20. The <i>cheese</i> is cut.	Cheese	tS	z	Cut	k	t
21. Her <i>jeep</i> is stuck.	Jeep	dʒ	p	Stuck	st	k
22. The <i>shop</i> is open.	Shop	S	p			
23. They <i>shoot</i> a bear.	Shoot	S	t	Bear	b	ɛr
24. The <i>fish</i> is caught.	Fish	f	S	Caught	k	t
25. Her <i>fudge</i> is good.	Fudge	f	dʒ	Good	g	d
26. The <i>van</i> is black.	Van	v	n	Black	bl	k
27. They are <i>sick</i> again.	Sick	s	k	They	ð	
28. The <i>sad</i> woman cried.	Sad	s	d	Cried	kr	d
29. The <i>zoo</i> is fun.	Zoo	z		The	ð	
30. The <i>thorn</i> is sharp.	Thorn	θ	n	The	ð	
31. Give me <i>that</i> one.	That	ð	t	Give	g	v
32. They <i>hide</i> a present.	Hide	h	d	Present	pr	nt
33. Her <i>house</i> is big.	House	h	s	Her	h	ə
34. The <i>witch</i> is mean.	Witch	w	tS	The	ð	
35. My <i>yard</i> is big.	Yard	j	d	My	m	
36. Her <i>yarn</i> is falling.	Yarn	j	n	Falling	f	ŋ
37. The <i>rug</i> is dirty.	Rug	r	g	Dirty	d	
38. The <i>rabbit</i> is white.	Rabbit	r	t	White	w	t
39. I <i>love</i> you.	Love	l	v	You	j	
40. The <i>leash</i> is long.	Leash	l	S	Long	l	ŋ
41. The <i>present</i> is nice.	Present	pr	nt	Nice	n	s
42. The <i>train</i> is neat.	Train	tr	n	Neat	n	t
43. The <i>frog</i> is big.	Frog	fr	g	The	ð	
44. Her <i>string</i> is long.	String	str	ŋ	Is		z
45. My <i>drink</i> is gone.	Drink	dr	ŋk	Gone	g	n
46. They <i>cry</i> all night.	Cry	kr		All		l
47. Wear a <i>black</i> hat.	Black	bl	k	Hat	h	t
48. They <i>plant</i> a tree.	Plant	pl	nt	Tree	tr	
49. Her <i>spoon</i> is big.	Spoon	sp	n	Her	h	ə
50. Throw the <i>stick</i> away.	Stick	st	k	Throw	θr	

CONSONANTS CORRECT

TOTALS: (110)

61

49

TOTALS (84)

51

33





# ***ALPHA***

## Test of Phonology

Robert J. Lowe, Ph.D.

The ALPHA was originally developed so that it could be used to do both a traditional articulation assessment and, if needed, a phonological process assessment. It was the first phonology test to be published that was based on a normative sample. I believe that it is still a useful assessment instrument and have adjusted the forms so that it can be easily downloaded in pdf format. Below are some of the changes from the original forms.

**Cover Page:** The original ALPHA test form was all on one large 16 x 22 inch sheet that neatly folded into compact size. That was not convenient for downloading, so now there are three (or four) 8 x 11 inch sheets instead. The cover sheet has the traditional identifying information, summary score information, phoneme and process analysis sections. I have added a Consonants Correct score which is just a total of consonants that were targeted and made correctly. From one administration to the next this score should become smaller if the client is making progress. This number could reflect just the sounds listed for the Target words or could also include the sounds listed for the Secondary words which will be described later.

**Relational Analysis Form:** This form has seven columns. The first column contains the sentence stimuli with the Target Words italicized and bolded. The second column lists the Target Words. The third and fourth columns are for entering the initial and final sound transcriptions. The last three columns are new. In that the ALPHA uses sentence stimuli, I decided that some of the other words in the sentences could also provide the clinician with useful information. These 'Secondary' words are listed and the final two columns are for transcription of the indicated sounds in those words. The information from the Secondary words **CANNOT** be used when applying the ALPHA norms, but do provide additional information about sound production.

**Phonological Process Forms:** There are two forms for identifying the phonological processes. These were designed to line up with the Target and Secondary word rows on the Relational Analysis Form. One is set up for the Target words and one for the Secondary words. Shaded areas indicate that the process is not likely to occur for the sounds in the associated word. Each column is wide enough so that potential processes for initial sounds can be checked on the left and for final sounds checked on the right. The advantage is that a quick visual inspection will show the clinician positional influences on the use of phonological processes. As with the original ALPHA, you would total all of the checks in the column and write it in at the bottom of the page. Only the processes identified for the Target words can be used with the ALPHA norms.

**Manual and Tables:** The original manual and tables have also been put into pdf format for easy downloading along with the picture stimuli and an identification matrix. The matrix makes process identification a much easier task and is recommended for those who are new to the ALPHA or to phonological processes in general. The matrix is based on the process definitions used by the ALPHA and would not be appropriate for other tests of phonology.

**Sentence Stimuli:** The stimulus sentences used for the ALPHA have been placed on two label templates (Avery 5160). If the user desires he or she can download the pictures and labels to create a test booklet so that while the client is looking at the picture stimulus, the clinician will be looking at the associated stimulus sentence.

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