

Supplemental Material S1. Raw data and various accuracy indices for tools using empirically derived cut scores: dialects combined.^a

| | Reference Standard DELV-NR | | | | Se | Sp | PPV (95% CI) | NPV (95% CI) | LR+ (95% CI) | LR- (95% CI) |
|------------|----------------------------|----|----|----|-----|-----|------------------|------------------|---------------------|------------------|
| | LI | | TD | | | | | | | |
| | + | - | + | - | | | | | | |
| TROLL | 33 | 10 | 14 | 41 | .77 | .75 | .70 (.56-.81) | .80 (.68-.89) | 3.01 (1.86-4.88) | .31 (.18-.55) |
| CCC-2 | 28 | 15 | 17 | 38 | .65 | .69 | .62 (.48-.75) | .72 (.58-.82) | 2.11 (1.31-3.31) | .51 (.32-.79) |
| DELV-ST-II | 28 | 15 | 21 | 34 | .65 | .62 | .57 (.43-.70) | .69 (.56-.81) | 1.70 (1.14-2.55) | .57 (.36-.89) |
| DIBELS | 27 | 16 | 21 | 34 | .63 | .62 | .56 (.42-.69) | .68 (.54-.79) | 1.64 (1.09-2.47) | .60 (.39-.94) |

Note. LI = language impairment; TD = typically developing; + = classified as LI by index tool; - = classified as TD by index tool; Se = Sensitivity; Sp = Specificity; PPV = positive predictive value; NPV = negative predictive value; LR+ (95% CI) = positive likelihood ratio with 95% confidence interval; LR- (95% CI) = negative likelihood ratio with 95% confidence interval; TROLL = Teacher Rating of Oral Language and Literacy (Dickinson, McCabe, & Sprague, 2001, 2003); CCC-2 = Children’s Communicative Checklist–Second Edition (Bishop, 2006); DELV-ST-II = Part II of the Diagnostic Evaluation of Language Variation–Screening Test (Seymour, Roeper, & de Villiers, 2003); DIBELS = Dynamic Indicators of Basic Early Literacy Skills–Next (Good, Gruba, & Kaminski, 2009).

^aIndices calculated with <http://ebm-tools.knowledgetranslation.net/calculator/diagnostic>.

References

- Bishop, D. V. M. (2006). *CCC-2; Children's Communication Checklist—Second Edition*. San Antonio, TX: Pearson.
- Dickinson, D. K., McCabe, A., & Sprague, K. (2001). *Teacher Rating of Oral Language and Literacy (TROLL): A research-based tool*. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement, University of Michigan.
- Dickinson, D. K., McCabe, A. & Sprague, K. (2003). Teacher Rating of Oral Language and Literacy (TROLL): Individualizing early literacy instruction with a standards-based rating tool. *The Reading Teacher*, 56, 554–569.
- Good, R. H., Gruba, J., & Kaminski, R. A. (2009). *Dynamic Indicators of Basic Early Literacy Skills—Next*. Longmont, CO: Cambium Learning Group.
- Seymour, H. N., Roeper, T. W., & de Villiers, J. (2003). *Diagnostic Evaluation of Language Variation—Screening Test*. San Antonio, TX: PsychCorp.