Learning disabilities in children can be caused by a variety of syndromes, genetic conditions, or acquired disorders. However, one common language learning disability in children, specific language impairment (SLI), has no known cause and occurs only in the absence of other disorders. According to the National Institutes of Health, SLI affects 8% of kindergarten children. To ensure these children receive proper therapy, correct diagnosis of SLI by a speech-language pathologist (SLP) is critical. SLPs can diagnose SLI using methods such as standardized language tests, language samples of the child’s spontaneous speech, parent or teacher interviews, observations of the child in a natural setting, hearing screenings, and cognitive assessments. However, not all methods are used by every SLP and there is no standard diagnostic approach. Therefore, children might receive varying diagnoses from different SLPs. To determine which available methods are most often used, this study conducted a nationwide survey of 828 SLPs regarding assessment methods for SLI in children 5 to 7 years old. Results indicated the most useful and frequently mentioned assessment methods were standardized tests (97%), interviews (67%), language samples (55%), and observations (55%). Hearing evaluations, cognitive assessments, and articulation tests were each mentioned by less than 10% of respondents. These results suggest SLPs use multiple methods to assess both structured and naturalistic communication before reaching a diagnosis. However, SLPs do not formally assess identifiable causes of language impairment such as hearing loss or low cognition. Therefore, children with various etiologies might incorrectly receive a diagnosis of SLI.