



# Special Services Guide to Assessments

## 2008-09 School Year



*\*Indicates information sheet is available to review, in the following pages.  
(Click on the test of choice to be directed to the information sheet - Ctrl + Home to return  
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■ = Manual and Protocols available at the Ed. Center

### Academic Assessments:

#### General Academic Tests

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- [\\*Brigance Diagnostic Comprehensive Inventory of Basic Skills - Revised](#)
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- [\\*Mini Battery of Achievement \(MBA\)](#)
- [\\*Peabody Individual Achievement Test - Revised](#)
- [\\*Weschler Individual Achievement Test - 2<sup>nd</sup> Edition \(WIAT-II\)](#)
- [\\*Wide Range Achievement Test - 3](#)
- [\\*Woodcock-Johnson III Test of Achievement](#)
- [\\*Young Children's Achievement Test \(YCAT\)](#)

#### Reading:

- Dyslexia Early Screening Test (DEST) - Contact: Ellis Elementary
- [\\*Gray Oral Reading Test - Diagnostic \(GORT-D\)](#)
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- [\\*Group Reading Assessment and Diagnostic Evaluation \(GRADE\)](#)
- [\\*Test of Early Reading Ability - 2<sup>nd</sup> Edition \(TERA-2\)](#)
- [\\*Test of Reading Comprehension - Third Edition \(TORC-3\)](#)
- [\\*Test of Word Reading Efficiency \(TOWRE\)](#)
- Woodcock Diagnostic Reading Battery
- [\\*Woodcock-Johnson III Diagnostic Reading Battery](#)
- [\\*Woodcock Reading Mastery Test - Revised \(WRMT-R\)](#)

#### Math:

- [\\*KeyMath - Revised](#)
- [\\*Test of Early Mathematics Ability - 2<sup>nd</sup> Edition \(TEMA-2\)](#)

#### Written Language:

- [\\*Test of Early Written Language - 2 \(TEWL-2\)](#)
- [\\*Test of Written Language - Third Edition \(TOWL-3\)](#)

#### Adaptive Behavior Scales

- [\\*The Adaptive Behavior Evaluation Scale - Revised \(ABES-R\)](#)
- Checklist of Adaptive Living Skills (CALS)
- Scales of Independent Behavior - R (SIB-R) - Contact: Nunn
- [\\*Vineland - II Adaptive Behavior Scales](#)

## Behavior Assessments and Checklists

- [\\*Achenbach Child Behavior Checklist](#)
- [\\*ADD-H Comprehensive Teacher Rating Scale \(ACTeRS\) 2<sup>nd</sup> Edition](#)
- [\\*The Attention Deficit Disorders Evaluation Scale \(ADDES\) - 2<sup>nd</sup> Edition](#)
- [\\*ADHD Rating Scale - IV](#)
- [\\*Asperger Syndrome Diagnostic Scale \(ASDS\)](#)
- Beck Youth Inventories - Contact: Sue Nunn
- [\\*Behavior Evaluation Scale - 3<sup>rd</sup> Edition - Long Form \(BES-3:L\)](#)
- [\\*Behavioral Assessment for Children - 2<sup>nd</sup> Edition](#) - Contact: Perkins, Stocks
- Child and Adolescent Functional Assessment Scale (CAFAS)
- [\\*Childhood Autism Rating Scale \(CARS\)](#)
- [\\*Child Symptom Inventory - 4 \(CSI-4\)](#)
- [\\*Conner's Continuous Performance Test II](#)
- [\\*Conner's Rating Scales](#)
- [\\*Depression and Anxiety in Youth Scale \(DAYS\)](#) - Contact: Stocks
- [\\*Emotional and Behavior Problem Scale \(EBPS\)](#)
- [\\*Functional Assessment and Intervention Program \(FAIP\)](#)
- [\\*Gilliam Rating Autism Scale \(GARS\)](#)
- [\\*Krug Asperger's Disorder Index](#)
- [\\*Millon Adolescent Clinical Inventory \(MACI\)](#)
- [\\*Minnesota Multiphasic Personality Inventory - Adolescent \(MMPI-A\)](#)
- [\\*Practical Ideas That Really Work for Students with Autism Spectrum Disorders - 2<sup>nd</sup> Edition](#)
- [\\*Psychoeducational Profile - 3<sup>rd</sup> Edition \(PEP-3\)](#)
- [\\*Reynolds Adolescent Depression Scale \(RADS\)](#)
- [\\*Scales for Predicting Successful Inclusion \(SPSI\)](#)
- [\\*Social Skills Rating System \(SSRS\)](#)
- [\\*The Social Communication Questionnaire \(SCQ\)](#)

## Gross Motor Assessments

- [\\*Bruininks-Oseretsky Test of Motor Proficiency](#)

## Intellectual Assessments

- [\\*Behavior Rating Inventory of Executive Functioning \(BRIEF\)](#) - Contact: Stocks
- [\\*Cognitive Assessment System \(CAS\)](#) - Contact: Nunn, Cuoio
- Comprehensive Test of Non-Verbal Intelligence (CTONI) - Contact: Stocks
- [\\*Kauffman Assessment Battery for Children - 2<sup>nd</sup> Edition \(KABC-II\)](#) - Contact: Nunn, Miner
- [\\*Neuropsychological Assessment \(NEPSY\)](#)
- [\\*Slosson Full-Range Intelligence Test \(S-FRIT\)](#)
- [\\*Stanford-Binet Intelligence Test - Fifth Edition for Early Childhood](#)
- [\\*Test of Non-Verbal Intelligence - 2<sup>nd</sup> Edition \(TONI-2\)](#)
- [\\*Universal Non-Verbal Intelligence Test \(UNIT\)](#)
- Weschler Adult Intelligence Scale - III (WAIS-III) - Contact: Miner, Perkins
- Weschler Intelligence Scale for Children - 4<sup>th</sup> Edition (WISC-IV) - Contact: Carlson, Cuoio, Nunn, Miner, Perkins, Stocks
- [\\*Weschler Preschool and Primary Scale of Intelligence - 3<sup>rd</sup> Edition \(WPPSI-III\)](#) - Contact: Miner, Nunn
- [\\*Woodcock-Munoz Language Survey \(WMLS\)](#)

## Perception and Memory Tests

- [\\*Detroit Test of Learning Aptitude - 4 \(DTLA-4\)](#)
- [\\*Developmental Test of Visual Motor Integration \(VMI\)](#)
- [\\*Quick Neurological Screening Test - Revised](#)
- [\\*Test of Memory and Learning \(TOMAL\)](#)
- [\\*Test of Visual Motor Skills \(TVMS\)](#)
- Wide Range Assessment of Memory and Learning (WRAML) - Contact: Sue Nunn

## Preschool and Kindergarten Assessments

- Battelle Developmental Inventory - Revised - Contact: Lincoln Center
- [\\*Brigance Inventory of Early Development - Revised \(listed previously\)](#)
- The Oregon Project for Visually Impaired and Blind Preschool Children
- [\\*Young Children's Achievement Test \(YCAT\) \(listed previously\)](#)

## Speech and Language Assessments

- [\\*Bankson Language Test - 2](#)
- Clinical Evaluation of Language Fundamentals Screening Test - Contact: Duggan, Stites, VanVooren
- [\\*Clinical Evaluation of Language Fundamentals - 4<sup>th</sup> Edition \(CELF-4\) - Contact: Duggan, Perrine, Stites, VanVooren](#)
- [Comprehensive Receptive and Expressive Vocabulary Test \(no description - Revised Test available\)](#)
- [\\*Comprehensive Test of Phonological Processing](#)
- Expressive One Word Picture Vocabulary Test - 3 - Contact: Cree, Duggan
- Expressive One Word Picture Vocabulary Test - R - Contact: Matkin
- [\\*Expressive Vocabulary Test \(EVT\) - Contact: Brown, Guard, Stites, VanVooren](#)
- Goldman-Fristoe 2 Test of Articulation - Contact: Bellusci, Cree, Duggan, Guard, Matkin, Perrine, Stites
- [\\*Khan-Lewis Phonological Analysis \(KLPA-2\)](#)
- [\\*Language Processing Test - 3 Elementary - Contact: Stites](#)
- [Oral-Motor/Feeding Rating Scales \(no description\)](#)
- [\\*Oral Speech Mechanism Screening Examination - 3<sup>rd</sup> Edition](#)
- [\\*Oral and Written Language Scales \(OWLS\) - Contact: Duggan](#)
- [\\*Peabody Picture Vocabulary Test - III \(PPVT-III\) - Contact: Duggan, Guard, Matkin, Perrine, Stites, VanVooren](#)
- [\\*Pre-School Language Scale - 4 \(PLS-4\)](#)
- [\\*Structured Photographic Expressive Language Test 3 \(SPELT-3\) - Contact: Bellusci, Duggan, Matkin, Stites](#)
- [\\*Test of Language Development - Primary 3<sup>rd</sup> Edition \(TOLD-P:3\) - Contact: Perrine, VanVooren](#)
- [\\*Test of Language Development - Intermediate 3<sup>rd</sup> Edition \(TOLD-I:3\) - Contact: Perrine, VanVooren](#)
- [\\*Test for Examining Expressive Morphology \(TEEM\) - Contact: Brown, Cree, Matkin, Stites, VanVooren](#)
- [\\*Test for Problem Solving 3 - Elementary \(TOPS-3\) - Contact: Cree, Matkin, Stites, Perrine](#)
- [\\*Test of Semantic Skills - Primary \(TOSS-P\) - Contact: Cree](#)
- [\\*The WH Question Comprehensive Test - Contact: Matkin](#)
- [\\*Wiig Assessment of Basic Concepts \(WABC\) - Contact: Duggan, Matkin, Stites](#)

## Students with Severe Disabilities

- [\\*Assessment for Persons Profoundly or Severely Impaired \(APPSI\)](#)
- [\\*Developmental Assessment for Individuals with Severe Disabilities - Revised \(DASH-2\)](#)

## Vocational/Transition Assessments

- [\\*Brigance Employability Skills Inventory](#)
- [\\*Brigance Life Skills Inventory](#)
- [\\*Comprehensive Adult Student Assessment System \(CASAS\) and Employability Competency System \(ECS\)](#)
- [\\*The Pre-Vocational Assessment and Curriculum Guide \(PACG\)](#)
- [\\*Reading-Free Vocational Interest Inventory - Revised](#)
- Responsibility and Independence Scale for Adolescents (RISA)
- [\\*Transition Behavior Scale - 2<sup>nd</sup> Edition \(TBS-2\)](#)
- [\\*Transition Planning Inventory \(TPI\)](#)
- [\\*Vocational Adaptation Rating \(VARs\)](#)
- [\\*The Vocational Assessment and Curriculum Guide \(VACG\)](#)
- [\\*Work Adjustment Scale \(WAS\)](#)

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■ = **Manual and Protocols** are available at the Education Center



# **ACADEMIC ASSESSMENTS**

General Academic Tests

Reading

Math

Written Language

NAME OF TEST:

**Brigance Inventory of Early Development - Revised**

PURPOSE:

Evaluates developmental and performance levels in 11 major skill areas.

MAJOR AREAS TESTED:

Motor, Self-Help, Speech/Language, Social/Emotional, Readiness, Basic Reading, Basic Math, Manuscript Writing

AGE OR GRADE LEVEL:

Birth to age 7

USUALLY GIVEN BY:

Classroom teacher, Special Education teacher

TYPE OF TEST:

Criterion-referenced

SCORES OBTAINED:

No standardized scores

TESTING TIME:

Depends on the number of subtests selected.

NORMED ON:

Skill sequences were developed and validated by researching the references in the bibliography.

STRENGTHS:

Aids in planning and implementing instructional objectives. Identifies “at risk” infants and preschoolers.

Kit of materials provided.

WEAKNESSES:

None noted.

NAME OF TEST:

**Brigance Diagnostic Comprehensive Inventory of Basic Skills - Revised (CIBS-R)**

PURPOSE:

To assess specific academic areas of educational need.

MAJOR AREAS TESTED:

Readiness, Reading, Writing, Math, Speech & Listening

AGE OR GRADE LEVEL:

Grades Pre-K - 9

USUALLY GIVEN BY:

Special Education teacher

TYPE OF TEST:

Criterion-referenced, Individual

SCORES OBTAINED:

Grade and age equivalent scores  
Percentile and quotients in 6 of 7 areas

TESTING TIME:

Dependent upon how many sections tested.

NORMED ON:

Information unavailable

STRENGTHS:

Provides options for group testing.

WEAKNESSES:

None noted

**NAME OF TEST:**

**Brigance Diagnostic Inventory of Essential Skills, 1981 (Red)**

**PURPOSE:**

To assess basic academic skills and applied skills as related to those skills identified as relevant and essential to assure that student's success as a citizen, consumer, worker and family member.

**MAJOR AREAS TESTED:**

Reading, Mathematics, Language Arts, Health and Safety, Vocational, Money and Finance, Travel and Transportation, and Food and Clothing.

**AGE OR GRADE LEVEL:**

Grade 6 - Adult Education

**USUALLY GIVEN BY:**

Classroom teacher, Special Education teacher

**TYPE OF TEST:**

Informal, Individual, Group, Criterion Referenced

**SCORES OBTAINED:**

Grade placements for some tests (word recognition, writing, spelling and math)

**TESTING TIME:**

15-90 minutes (depending on purpose of testing)

**NORMED ON:**

Field tested in 55 programs in 26 states. Not normed

**STRENGTHS:**

Well written, organized.  
Comprehensive  
No special materials required.

**WEAKNESSES:**

Validity and reliability data not available.

**NAME OF TEST:**

Mini Battery of Achievement (MBA)

**PURPOSE:**

To give a brief screening of achievement.

**MAJOR AREAS TESTED:**

Reading, Writing, Math, Factual Knowledge

**AGE OR GRADE LEVEL:**

Ages 4.0 - Adult

**USUALLY GIVEN BY:**

Special Ed Teacher

**TYPE OF TEST:**

Individual

**SCORES OBTAINED:**

Standard Scores  
Grade Equivalent  
Age Equivalent  
Percentile Rank

**TESTING TIME:**

20-30 minutes

**NORMED ON:**

6,000 students

**STRENGTHS:**

Broader coverage of skills without increasing administration time.  
All subtests can be scored independently.

**WEAKNESSES:**

None noted

Manual: Deon Mace (HHS)  
Protocols at Ed. Center  
Riverside Publishing-1994

NAME OF TEST:

**Peabody Individual Achievement Test - Revised**

PURPOSE:

Is an efficient, individual measure of achievement.

MAJOR AREAS TESTED:

General Information, Reading Recognition, Reading Comprehension, Written Expression, Mathematics, Spelling

AGE OR GRADE LEVEL:

Grades K-12

Ages 5-0 through 22-11

USUALLY GIVEN BY:

School Psychologist, Special Education teacher

TYPE OF TEST:

Individual, Standardized

SCORES OBTAINED:

Age and grade based standard scores

Percentile rank

TESTING TIME:

60 minutes

NORMED ON:

Normative update provided in 1998 on 3,000 people.

STRENGTHS:

Provides written language composite and a total reading score.

Requires only a pointing response for most items.

WEAKNESSES:

None noted.

**NAME OF TEST:**

Weschler Individual Achievement Test - 2<sup>nd</sup> Edition (WIAT-II)

**PURPOSE:**

To evaluate an individual's achievement skills.

**MAJOR AREAS TESTED:**

Reading, Math, Written Language

**AGE OR GRADE LEVEL:**

4 years through adult

**USUALLY GIVEN BY:**

Special Education Teacher

**TYPE OF TEST:**

Individual, Standardized

**SCORES OBTAINED:**

Standard Scores: Age and Grade  
Percentile Ranks  
Age & Grade Equivalents

**TESTING TIME:**

Pre K-K: 45 minutes  
Grades 1-6: 90 minutes  
Grades 7-16: 1 ½ - 2 hours

**NORMED ON:**

Information available in manual.

**STRENGTHS:**

Meets IDEA guidelines. Expanded age levels. Co-normed with WISC-IV.

Available in each building  
Protocols at Ed. Center  
Psychological Corporation-2002

NAME OF TEST:

**Wide Range Achievement Test 3 (WRAT-3)**

PURPOSE:

To provide an evaluation of the coding skills of reading, spelling and arithmetic.

MAJOR AREAS TESTED:

Reading, Spelling, Arithmetic

AGE OR GRADE LEVEL:

Ages 5 through 75

USUALLY GIVEN BY:

Classroom teacher, Special Education teacher

TYPE OF TEST:

Individual.

Spelling and arithmetic may be administered to groups.

Age normed reference test.

SCORES OBTAINED:

Raw scores

Standard scores

Percentile rank

Grade equivalent scores

TESTING TIME:

15-30 minutes

NORMED ON:

100 children ranging in age from 6-16 participated in a WRAT-3 and WISC-III/WAIS-R relationship study.

STRENGTHS:

Two alternate test forms available.

Allows for pre-post testing.

WEAKNESSES:

None noted

**NAME OF TEST:**

**Woodcock-Johnson III (WJ III) Test of Achievement**

**PURPOSE:**

To provide a co-normed set of tests for measuring general intellectual ability, specific cognitive abilities, oral language, and academic achievement.

**MAJOR AREAS TESTED:**

Test of Cognitive Abilities; Test of Achievement: Reading Clusters, Oral Language Clusters, Math Clusters, Written Language Clusters, Academic Knowledge Clusters, Special Purpose Clusters

**AGE OR GRADE LEVEL:**

Grades K to graduate school, ages 2-0 to 90 plus years

**USUALLY GIVEN BY:**

Special Education Teacher, School Psychologist

**TYPE OF TEST:**

Individual, Norm-Referenced

**SCORES OBTAINED:**

Standard Scores  
Grade Equivalent  
Age Equivalent  
Percentile Rank  
Instructional Ranges

**TESTING TIME:**

Cognitive Battery: 35-45 minutes  
Achievement Battery: 55-65 minutes

**NORMED ON:**

8,818 subjects in over 100 geographically diverse communities in the U.S.

**STRENGTHS:**

Expanded depth and coverage. Comprehensive discrepancy procedures, parallels IDEA areas. Includes scoring software.

**WEAKNESSES:**

Cannot be hand scored.

Manual and Protocols: Education Center  
Riverside Publishing-2001

NAME OF TEST:

**Young Children's Achievement Test (YCAT)**

PURPOSE:

A measure to help identify preschool, kindergarten and 1<sup>st</sup> grade children who are at risk for school failure.

MAJOR AREAS TESTED:

General Information  
Reading  
Writing  
Mathematics  
Spoken Language

AGE OR GRADE LEVEL:

Age 4-0 through 7-11

USUALLY GIVEN BY:

Special Education Teachers

TYPE OF TEST:

Individual

SCORES OBTAINED:

Standard Scores  
Percentages  
Age Equivalent

TESTING TIME:

25-45 minutes

NORMED ON:

1,224 children in 32 states and D.C.

STRENGTHS:

Subtests can be given independently of each other.  
Yields overall score and subtest scores.

WEAKNESSES:

None noted

Manual and Protocols: Education Center  
Pro Ed - Spring 2005  
Developmental Disabilities

NAME OF TEST:

**Gray Oral Reading Test - Diagnostic (GORT-D)**

PURPOSE:

To assess students who have difficulty reading continuous print and who require an evaluation of specific abilities and weaknesses.

MAJOR AREAS TESTED:

Meaning Cues: Paragraph Reading, Word Identification

Function Cues: Morphemic Analysis, Contextual Analysis, Word Ordering

Graphic/Phonemic Cues: Decoding, Word Attack

AGE OR GRADE LEVEL:

Ages 5-6 through 12-11

USUALLY GIVEN BY:

Professional who has formal training in assessment.

TYPE OF TEST:

Individual, Standardized

SCORES OBTAINED:

Raw scores

Percentile rank

Subtest standard scores

Composite quotients

Grade equivalent scores

TESTING TIME:

50-90 minutes, including orientation time

NORMED ON:

Standardized on 831 examinees residing in 13 states.

STRENGTHS:

Can be used for intelligence/achievement discrepancy.

WEAKNESSES:

Not standardized on secondary students.

NAME OF TEST:

**Group Reading Assessment and Diagnostic Evaluation (GRADE)**

PURPOSE:

Measures individual skills in reading.

MAJOR AREAS TESTED:

Pre-reading, Reading Readiness, Vocabulary, Comprehension, Oral Language

AGE OR GRADE LEVEL:

Ages 4-25 years.

USUALLY GIVEN BY:

Classroom teachers, Reading Specialists, Title I Specialists, Special Educators, School Counselor, School Psychologist

TYPE OF TEST:

Group administered or individual.

SCORES OBTAINED:

Stanines  
Percentile Ranks  
Grade Equivalents  
Standard Scores  
NCE  
Growth Scale Values

TESTING TIME:

Not a timed test - average 45-90 minutes.

NORMED ON:

Not available at time of printing.

STRENGTHS:

Provides reliable testing and retesting capabilities with spring and fall norms.  
Determines group or individual reading placement.  
Determines reading readiness skills.  
Evaluates transfer students quickly.  
Helps with education planning.

WEAKNESSES:

Only levels 5, 6 and middle school currently available.

NAME OF TEST:

**Test of Early Reading Ability (TERA-2)**

PURPOSE:

To measure the actual reading ability of young children.

MAJOR AREAS TESTED:

Knowledge of Contextual Meaning, Alphabet, Conventions

AGE OR GRADE LEVEL:

Ages 3-0 to 9-11

USUALLY GIVEN BY:

Special Education Teacher or School Psychologist

TYPE OF TEST:

Individual, Norm-Referenced

SCORES OBTAINED:

Standard Scores  
Percentile Ranks  
NCE's

TESTING TIME:

15-30 minutes

NORMED ON:

1,454 children residing in 15 states.

STRENGTHS:

Easy, quick to administer. Reliability coefficients exceed .80.

WEAKNESSES:

TERA-3 is now available.

**NAME OF TEST:**

Test of Reading Comprehension - Third Edition (TORC-3)

**PURPOSE:**

To determine a student's general reading comprehensive score.

**MAJOR AREAS TESTED:**

General Vocabulary, Syntactic Similarities, Paragraph Reading, Sentence Sequencing

**AGE OR GRADE LEVEL:**

Ages 7-0 through 17-11

**USUALLY GIVEN BY:**

Special Education teacher

**TYPE OF TEST:**

Individual, Standardized

**SCORES OBTAINED:**

Raw scores  
Standard scores  
Grade and age equivalent scores  
Percentile rank

**TESTING TIME:**

30 minutes

**NORMED ON:**

1,962 students from 19 states.

**STRENGTHS:**

Four diagnostic supplement subtests are used to obtain a more comprehensive evaluation of relative strengths/weaknesses in content areas of math, social studies and science.

**WEAKNESSES:**

None noted.

**NAME OF TEST:**

**Test of Word Reading Efficiency (TOWRE)**

**PURPOSE:**

Provides efficient means of monitoring the growth of two kinds of word reading skills that are critical in the developmental of overall reading ability.

**MAJOR AREAS TESTED:**

Ability to accurately recognize familiar words as whole units or “sight words.”  
Ability to “sound out” words quickly.

**AGE OR GRADE LEVEL:**

Ages 6-0 through 24-11

**USUALLY GIVEN BY:**

Classroom teacher, Special Education teacher

**TYPE OF TEST:**

Individual, Standardized

**SCORES OBTAINED:**

Percentile rank  
Standard scores  
Age and grade equivalent scores

**TESTING TIME:**

5-10 minutes

**NORMED ON:**

1,500 individuals ranging in age from 6 to 24 years old residing in 30 states.

**STRENGTHS:**

Form A and B available  
Quick to administer.

**WEAKNESSES:**

None noted.

NAME OF TEST:

**WJ III Diagnostic Reading Battery**

PURPOSE:

Measure important dimensions of phonological awareness, phonics knowledge, reading achievement and related oral language abilities.

MAJOR AREAS TESTED:

Letter Word Identification  
Passage Comprehension  
Word Attack  
Reading Vocabulary  
Oral Vocabulary

Reading Fluency  
Spelling of Sounds  
Sound Awareness  
Sound Blending  
Oral Comprehension

AGE OR GRADE LEVEL:

Ages 4-80

USUALLY GIVEN BY:

School Psychologist  
Special Education Teacher

TYPE OF TEST:

Individual

SCORES OBTAINED:

Age / Grade  
Standard Score  
Percentile Rank

TESTING TIME:

One Hour

NORMED ON:

8,818 individuals ages 2-90 from more than 100 geographically driven communities.

STRENGTHS:

Includes oral comprehension subtest  
Can be used for screening, developing instructional goals for IEPs.

WEAKNESSES:

None Noted

Manual and Protocols: Education Center  
Riverside Publishing - 2004

NAME OF TEST:

**Woodcock Reading Mastery Test - Revised (WRMT-R)**

PURPOSE:

An individual assessment of reading skills for children and adults.

MAJOR AREAS TESTED:

Form G: Visual-Auditory Learning, Letter Identification, Word  
Identification, Word Attack, Word Comprehension, Passage  
Comprehension

Form H: Word Identification, Word Attack, Word Comprehension, Passage  
Comprehension

AGE OR GRADE LEVEL:

Grades K-16

Ages 5-0 through 75+

USUALLY GIVEN BY:

Classroom teacher, Special Education teacher

TYPE OF TEST:

Standardized, Individual

SCORES OBTAINED:

Age and grade based percentile rank

Standard scores

Grade equivalent scores

TESTING TIME:

10-30 minutes for each cluster of tests

NORMED ON:

1998 normative update based on a national sample of over 3,000 individuals.

STRENGTHS:

Two forms available - G and H.

Comprehensive for program planning.

WEAKNESSES:

None noted

NAME OF TEST:

**Key Math-Revised**

PURPOSE:

Provides an accurate measurement of student's math skills with 516 test items.

MAJOR AREAS TESTED:

Numberation Rational Numbers, Geometry, Operations (+ - x ÷), Measurement, Time & Money, Estimation, Interpreting Data, Problem Solving, Mental Computation

AGE OR GRADE LEVEL:

Grades K-12

Ages 5-22

USUALLY GIVEN BY:

Classroom teacher, Special Education Teacher

TYPE OF TEST:

Individual Standardized

SCORES OBTAINED:

Age and grade based standard scores

TESTING TIME:

35-50 minutes

NORMED ON:

1998 normative data based on 3, 000 individuals

STRENGTHS:

Has Form A and Form B

Expanded age range

WEAKNESSES:

None noted.

NAME OF TEST:

**Test of Early Mathematics Ability - Second Edition (TEMA-2)**

PURPOSE:

To measure the mathematical performance of children indentifying specific strengths and weaknesses.

MAJOR AREAS TESTED:

Reading and Writing Numerals, Counting Skills, Number Facts, Calculation, Computational Algorithms, Base-Ten Concepts

AGE OR GRADE LEVEL:

Ages 3-0 through 8-11 (also useful with older children who have learning problems).

USUALLY GIVEN BY:

Special Education Teacher, School Psychologist

TYPE OF TEST:

Individual, Norm-Referenced

SCORES OBTAINED:

Percentiles  
Standard Scores  
Age-Equivalents

TESTING TIME:

5-15 minutes

NORMED ON:

896 children representing 27 states.

STRENGTHS:

Includes a book of remedial techniques for improving skills in the areas assessed on the test.

WEAKNESSES:

None noted.

Manual and Protocols: Education Center  
Pro-Ed-2002

NAME OF TEST:

**Test of Early Written Language - Second Edition (TEWL-2)**

PURPOSE:

To assess writing skills of younger children.

MAJOR AREAS TESTED:

Basic Writing and Contextual Writing

AGE OR GRADE LEVEL:

Ages 3-0 through 10-11

USUALLY GIVEN BY:

Teachers, Educational Diagnosticians, Psychometricians, Psychologists and School Psychologists

TYPE OF TEST:

Individual

SCORES OBTAINED:

Standard Score Quotients  
NCE's  
Percentiles  
Age Equivalent

TESTING TIME:

30-45 minutes

NORMED ON:

1,400 children from 33 states.

STRENGTHS:

Companion to the TOWL-3 and extends the assessment range to younger children.

WEAKNESSES:

None noted.

**NAME OF TEST:**

**Test of Written Language - Third Edition (TOWL-3)**

**PURPOSE:**

Provides a standardized way to document the presence of deficits in this area of literacy.  
Measures a student's writing competence through both essay-analysis formats and traditional test formats.

**MAJOR AREAS TESTED:**

Spontaneous Formats, Contextual Conventions, Contextual Language, Story Construction, Contrived Formats, Vocabulary, Spelling, Style, Logical Sentences, Sentence Combining.

**AGE OR GRADE LEVEL:**

Ages 7-0 through 17-11

**USUALLY GIVEN BY:**

Special Education Teacher or School Psychologist

**TYPE OF TEST:**

Individual/Group, Norm-Referenced

**SCORES OBTAINED:**

Percentiles  
Standard Scores  
Age Equivalent  
Composite Quotients

**TESTING TIME:**

1 ½ hours

**NORMED ON:**

26 state sample of more than 2,000 students, Grades 2-12

**STRENGTHS:**

Unbiased relative to gender and race. Can evaluate student growth in writing using pretesting and posttesting that is not contaminated by memory.

**WEAKNESSES:**

None noted.

Manual and Protocols: Education Center  
Pro-Ed - 2002

**ADAPTIVE  
BEHAVIOR  
SCALES**

NAME OF TEST:

**The Adaptive Behavior Evaluation Scale - Revised (ABES-R)**

PURPOSE:

Provides a measure of adaptive behavior of students who experience behavior and learning problems in the educational environment.

MAJOR AREAS TESTED:

Communication Skills, Self-Care, Home-Living, Social, Community Use, Self-Direction, Health and Safety, Functional Academics, Leisure, Work

AGE OR GRADE LEVEL:

Ages 5 to 18

USUALLY GIVEN BY:

Classroom teacher, Special Education teacher, Counselor

TYPE OF TEST:

104 item rating scale

SCORES OBTAINED:

Raw scores  
Scaled scores  
Adaptive Skills Quotient  
Percentile score

TESTING TIME:

20-30 minutes

NORMED ON:

7,124 individual students from 24 states and the four major geographical regions of the U.S.

STRENGTHS:

Identifies adaptive skills which can be observed in and relevant to an educational setting.

WEAKNESSES:

None noted.

Manuals: Education Center and Clovis Carlson  
Protocols: Education Center  
Hawthorne-1995

**NAME OF TEST:**

Vineland Adaptive Behavior Scales, 2<sup>nd</sup> Edition

**PURPOSE:**

A measure of personal and social skills from birth to adulthood.

**MAJOR AREAS TESTED:**

Communication  
Daily Living Skills  
Socialization  
Motor Skills

**AGE OR GRADE LEVEL:**

3 years to 21-11 (Teacher Rating Form)

**USUALLY GIVEN BY:**

School Psychologist

**TYPE OF TEST:**

Individual, interview

**SCORES OBTAINED:**

Standard Scores  
Percentile Ranks  
Adaptive Levels  
Age Equivalents

**TESTING TIME:**

20-60 minutes

**NORMED ON:**

New norms based on U.S. census data

**STRENGTHS:**

Expanded age range  
Updated content

**WEAKNESSES:**

None noted

**BEHAVIOR  
ASSESSMENTS  
AND CHECKLISTS**

**NAME OF TEST:**

Child Behavior Checklist - Achenbach

**PURPOSE:**

To obtain a picture of the child's behavior as the parent/teacher sees it.

**MAJOR AREAS TESTED:**

General behavior

**AGE OR GRADE LEVEL:**

Ages 4 to 18

**USUALLY GIVEN BY:**

Parents/Teachers

**TYPE OF TEST:**

113 item rating scale

**SCORES OBTAINED:**

Raw scores  
T-scores  
Total problem score

**TESTING TIME:**

Completed in 15-17 minutes

**NORMED ON:**

Unavailable  
Very high test-retest reliability.  
Very high inter-interview reliability.

**STRENGTHS:**

Parent & Teacher Forms.

**WEAKNESSES:**

Hand scored.

NAME OF TEST:

**ADD-H Comprehensive Teacher's Rating Scale (ACTeRS) 2<sup>nd</sup> Edition**

PURPOSE:

Intended for diagnosing and monitoring the behavior of a child who manifests a deficit in attention in the classroom or is unusually active or restless.

MAJOR AREAS TESTED:

Attention, Hyperactivity, Social Skills, Oppositional

AGE OR GRADE LEVEL:

Grades K-8

USUALLY GIVEN BY:

Classroom teacher who is familiar with the student.

TYPE OF TEST:

24 behavioral item rating scale

SCORES OBTAINED:

Percentile scores

TESTING TIME:

10-15 minutes

NORMED ON:

2,362 students from 23 schools who had been rated by a total of 84 teachers.

STRENGTHS:

Easy to use.

WEAKNESSES:

No parent form available.  
Not frequency referenced.

Manuals: Ed. Center, John Cuoio, Dave Miner, Sue Nunn, and Kathy Stocks  
Protocols: Education Center  
Metri Tech. Inc-1991

NAME OF TEST:

**The Attention Deficit Disorders Evaluation Scale (ADDES) 2<sup>nd</sup> Edition**

PURPOSE:

Enables educators, school and private psychologists, pediatricians, and other medical personnel to evaluate and diagnose ADHD in children and youth from input provided by primary observers of the student's behavior.

MAJOR AREAS TESTED:

Inattentive, Hyperactive-Impulsive

AGE OR GRADE LEVEL:

Ages 4 to 18

USUALLY GIVEN BY:

Educational personnel who are familiar with the student, parents.

TYPE OF TEST:

60 item rating scale

SCORES OBTAINED:

Raw scores  
Standard scores  
Percentile rank

TESTING TIME:

10-15 minutes

NORMED ON:

8,210 students including identified ADHD students.

STRENGTHS:

Home version and school version available.  
The Attention Deficit Disorders Intervention Manual is also available at the Education Service Center for all 60 items of the scale.

WEAKNESSES:

Hand-scored.

Manual and Protocols: Education Center  
Hawthorne Educational Services-1995

NAME OF TEST:

**ADHD Rating Scale-IV**

PURPOSE:

To diagnose ADHD in children and adolescents and to assess treatment response.

MAJOR AREAS TESTED:

Home and classroom behaviors for diagnosing ADHD in children and adolescents focuses on Inattention symptoms and Hyperactivity-Impulsive symptoms.

AGE OR GRADE LEVEL:

Ages 5-17 years

USUALLY GIVEN BY:

Teacher, Parent

TYPE OF TEST:

Parent Questionnaire on home behaviors  
Teacher Questionnaire on classroom behaviors

SCORES OBTAINED:

Raw Scores  
Percentiles

TESTING TIME:

15-20 minutes

NORMED ON:

4,860 children and adolescents from 22 school districts across the U.S.

STRENGTHS:

Easy to administer. Based on DSM-IV criteria. Able to reproduce rating scales.

WEAKNESSES:

Rights of test belong to only one user.

**NAME OF TEST:**

**Asperger Syndrome Diagnostic Scale (ASDS)**

**PURPOSE:**

To help determine whether a child or adolescent is likely to have Asperger Syndrome.

**MAJOR AREAS TESTED:**

5 Areas of Behavior: Cognitive, Maladaptive, Language, Social, Sensorimotor

**AGE OR GRADE LEVEL:**

Ages 5-18

**USUALLY GIVEN BY:**

Anyone who knows the child such as a parent, teacher, SLPs, psychologist, etc.

**TYPE OF TEST:**

Individual Rating Scale  
50 Item Yes/No

**SCORES OBTAINED:**

AS Quotient  
Raw Scores  
Percentile  
Standard Scores

**TESTING TIME:**

10-15 minutes

**NORMED ON:**

227 persons with asperger, autism, learning disabilities, behavior disorders and ADHD.

**STRENGTHS:**

Ease of administration. Can be used to document behavioral progress and target goals for change.

**WEAKNESSES:**

Test results are valid only when the rater knows the person well.

Manual: Kathy Stocks  
Protocols: Education Center  
Psychological Assessment Resources, Inc.-2001

**NAME OF TEST:**

Behavior Assessment System for Children, 2<sup>nd</sup> Edition (BASC-2)

**PURPOSE:**

To help understand the behaviors and emotions of children and adolescents.

**MAJOR AREAS TESTED:**

Adaptive and problem behavior in the school setting.

**AGE OR GRADE LEVEL:**

Ages 2-0 - 21-11

**USUALLY GIVEN BY:**

School Psychologist

**TYPE OF TEST:**

Rating Scale 100-139 items

**SCORES OBTAINED:**

T scores and percentile for a general population and clinical population

**TESTING TIME:**

10-20 minutes (TRS & PRS), 30 min. (SRP)

**NORMED ON:**

Normed based on current U.S. census population characteristics

**STRENGTHS:**

Includes Teacher Rating Scale (TRS), Parent Rating Scale (PRS), and Self-Report of Personality (SRP), Student Observation System (SDS) and Structured Developmental History.

**WEAKNESSES:**

None Noted

Manuals: Kathy Stocks and Jenni Perkins

Protocols: Ed. Center

Pearson Assessments

**NAME OF TEST:**

**The Behavior Evaluation Scale - 3<sup>rd</sup> Edition - Long Form (BES-3:L)**

**PURPOSE:**

To assist school personnel in making decisions about eligibility, placement and programming for students with behavior problems who have been referred for evaluation.

**MAJOR AREAS TESTED:**

Learning Problems, Interpersonal Difficulties, Inappropriate Behavior, Unhappiness/Depression, Physical Symptoms/Fears

**AGE OR GRADE LEVEL:**

Grades K-12

**USUALLY GIVEN BY:**

Classroom teacher or school personnel who have primary instructional responsibilities with the student.

**TYPE OF TEST:**

73 item rating scale

**SCORES OBTAINED:**

Raw scores  
Standard scores  
Percentile rank

**TESTING TIME:**

15 minutes

**NORMED ON:**

4,643 children from 29 states

**STRENGTHS:**

May be used with students who have learning disabilities, cognitive impairments, physical impairments or other impairments.  
Based on IDEA's definition of emotional disturbance.

**WEAKNESSES:**

Only school version currently available.

Manuals: Ed. Center and All Psychs  
Protocols: Ed. Center  
Hawthorne Educational Services - 2005

NAME OF TEST:

**Childhood Autism Rating Scale (CARS)**

PURPOSE:

Helps to identify children with autism and distinguish them from children with developmental disabilities who are not autistic.

MAJOR AREAS TESTED:

5 prominent systems for diagnosing autism. Each item covers a particular characteristic, ability or behavior.

AGE OR GRADE LEVEL:

Ages: 2 years and older

USUALLY GIVEN BY:

School Psychologist

TYPE OF TEST:

Rating Scale  
Individual

SCORES OBTAINED:

Children who score above a certain point are categorized as autistic.

TESTING TIME:

Less than 30 minutes

NORMED ON:

1500 cases over a 15 year period

STRENGTHS:

Ratings based on direct behavioral observation.

WEAKNESSES:

None Noted

Manual: Ed. Center  
Protocols: Ed. Center  
AGS - 2005

NAME OF TEST:

**Child Symptom Inventory - 4 (CSI-4)**

PURPOSE:

Behavior rating scale that screens for a variety of childhood emotional and behavioral disorders

MAJOR AREAS TESTED:

Emotional and behavioral disorder

AGE OR GRADE LEVEL:

Ages 5-12 years

USUALLY GIVEN BY:

School Psychologist

TYPE OF TEST:

Checklist

SCORES OBTAINED:

T Scores  
Raw Scores

TESTING TIME:

Less than 20 minutes

NORMED ON:

Children between 5 and 12 years old who attended public school

STRENGTHS:

Parent Checklist  
Teacher Checklist  
Based on criteria specified in the DSM-IV  
Computer Scoring

WEAKNESSES:

None Noted

Manuals: Ed. Center and John Cuoio  
Protocols: Ed. Center  
Checkmate Plus

NAME OF TEST:

**Conner's Continuous Performance Test II**

PURPOSE:

Aid in identification of attention problems and measurement of treatment effectiveness.

MAJOR AREAS TESTED:

Attention

AGE OR GRADE LEVEL:

Ages 6 and older

USUALLY GIVEN BY:

School Psychologist

TYPE OF TEST:

Individual

SCORES OBTAINED:

TESTING TIME:

14 minutes

NORMED ON:

Large normative samples, including new ADHD clinical data and data on neurological impaired adults.

STRENGTHS:

Can compare the results of 4 administrations for the same student.

WEAKNESSES:

Check with school psychologist for availability.

**NAME OF TEST:**

Conner's Rating Scales - Revised

**PURPOSE:**

To help in the identification of hyperactive children as well as characterizing a number of other symptoms and behavioral problems.

**MAJOR AREAS TESTED:**

All include Hyperactivity Index.

CTRS-39: Classroom Behavior, Group Participation, Attitude Toward Authority

Other Scales: General School/Home Behavior

**AGE OR GRADE LEVEL:**

Ages 3 to 17

**USUALLY GIVEN BY:**

Classroom teacher and parents

**TYPE OF TEST:**

28-93 item rating scale

**SCORES OBTAINED:**

Raw scores

T scores

Plot scores on profile form

**TESTING TIME:**

CPRS-93: 30 minutes

CPRS-48: 20 minutes

CTRS-39: 15 minutes

CTRS-28: 15 minutes

**NORMED ON:**

Normative data unavailable. Reliability validity information available in manuals.

**STRENGTHS:**

Parent/Teacher forms available.

Long and short forms available.

**WEAKNESSES:**

No normative information available.

**NAME OF TEST:**

Depression and Anxiety in Youth Scale (DAYS)

**PURPOSE:**

Useful in identifying major depressive disorder and overanxious disorders in children and adolescents.

**MAJOR AREAS TESTED:**

Depression, Anxiety

**AGE OR GRADE LEVEL:**

Ages 6 through 18 years

**USUALLY GIVEN BY:**

School Psychologist

**TYPE OF TEST:**

Individual

**SCORES OBTAINED:**

Standard Scores

**TESTING TIME:**

30 minutes

**NORMED ON:**

5,000 typical learners ranging in age from 6-0 to 18-0 from 25 states.

**STRENGTHS:**

Has student, parent, and teacher scales.

**WEAKNESSES:**

None noted

Kathy Stocks (Greenacres)  
Protocols at Ed. Center  
Pro-Ed, Inc. - 1994

NAME OF TEST:

**Emotional and Behavior Problem Scale (EBPS)**

PURPOSE:

To contribute to the early identification and service delivery for students with behavior disorders/emotional disturbance.

MAJOR AREAS TESTED:

Learning Problems, Interpersonal Problems, Inappropriate Behavior, Unhappiness or Depression, Physical Symptoms or Fears, Social Aggression, Social/Emotional Withdrawl, Learning/Comprehension Disorder, Avoidance/Unresponsiveness, Aggressive/Self-Destructive

AGE OR GRADE LEVEL:

Ages 4-5 to 21-0 years

USUALLY GIVEN BY:

Persons familiar with the student.

TYPE OF TEST:

58 item rating scale

SCORES OBTAINED:

Raw scores  
Standard scores  
Percentile scores

TESTING TIME:

Approximately 15-20 minutes

NORMED ON:

2,988 behaviorally disordered and regular education students, ages 4-5 to 21 years from 71 public schools in 23 states.

STRENGTHS:

Provides results in two interpretations - Theoretical Interpretation and Empirical Interpretation.  
Has accompanying IEP and Intervention Manual.

WEAKNESSES:

Has been revised in 1999-2000 school year (EBPS-2 available).

NAME OF TEST:

**Functional Assessment and Intervention Program (FAIP)**

PURPOSE:

To conduct functional behavioral assessments. The software also analyzes your responses to questions and suggests strategies.

MAJOR AREAS TESTED:

General student behavior including physical and emotional condition, setting characteristics, person's present and associated events.

AGE OR GRADE LEVEL:

Grades Pre K - 12th

USUALLY GIVEN BY:

School Psychologist

TYPE OF TEST:

Computerized

SCORES OBTAINED:

N/A - Generates report that contains confirmed factors, motivations, strategies and a list of suggested interventions.

TESTING TIME:

30-60 minutes to enter data

NORMED ON:

N/A

STRENGTHS:

Helps to develop effective behavior plan.

WEAKNESSES:

Program loads on only one computer per program (School Psychologist only).

NAME OF TEST:

**Gilliam Rating Autism Scale (GARS)**

PURPOSE:

To assist teachers, parents and clinicians in identifying and diagnosing autism.

MAJOR AREAS TESTED:

Stereotyped Behaviors  
Communication  
Social Interaction

AGE OR GRADE LEVEL:

Ages 3-22

USUALLY GIVEN BY:

School Psychologist

TYPE OF TEST:

42 item rating scale; individual

SCORES OBTAINED:

Raw Score  
Percentile Ranks  
Standard Scores

TESTING TIME:

5-10 minutes

NORMED ON:

1,107 persons with autism from 48 states

STRENGTHS:

Structured interview  
Easy to administer & score

WEAKNESSES:

None noted.

NAME OF TEST:

**Krug Asperger's Disorder Index**

PURPOSE:

To assist in the identification of individuals who have Asperger's Disorder  
To target for intervention on the student's IEP  
To use in research projects attempting to study individuals with Asperger's Disorder

AREAS ADDRESSED:

None Identified

TYPE OF TEST:

Individually administered, norm-referenced 32 item screener  
Elementary Form - Ages 6-11  
Secondary Form - Ages 12-21

AGE RANGE:

Ages 6.0 years through 21-11 years

ASSESSMENT TIME:

20-30 minutes

SCORES OBTAINED:

Raw Scores, Standard Scores and Percentile  
May be administered by a variety of professionals  
Raters must be familiar with the way the individual behaves in a variety of social environments and have daily contact with the student for at least a few weeks.

LIMITATIONS:

The KADI results are only one part of a comprehensive assessment that may include clinical assessment, observations, interviews, and other measurements.

NAME OF TEST:

**Millon Adolescent Clinical Inventory (MACI)**

PURPOSE:

To assess adolescent personality characteristics and clinical syndromes.

MAJOR AREAS TESTED:

Personality Patterns, Expressed Concern

AGE OR GRADE LEVEL:

Ages 13 to 19 only

USUALLY GIVEN BY:

School Psychologist

TYPE OF TEST:

160 items self-report inventory

SCORES OBTAINED:

Raw scores

Scale scores

TESTING TIME:

Dependent on person completing the self-report.

NORMED ON:

Revision involved more than 1,000 adolescents and their clinicians from 28 states and Canada.

STRENGTHS:

Mail in scoring report.

WEAKNESSES:

Limited to ages 13 to 19.

Purchased limited use.

**NAME OF TEST:**

Minnesota Multiphasic Personality Inventory-Adolescent (MMPI-A)

**PURPOSE:**

To assess personality, psychological symptoms and behavior problems of adolescents.

**MAJOR AREAS TESTED:**

Various behavioral and psychological areas.

**AGE OR GRADE LEVEL:**

Ages 14 to 18

**USUALLY GIVEN BY:**

School Psychologist

**TYPE OF TEST:**

Individual, Standardized, Group

**SCORES OBTAINED:**

Raw scores

T-scores

**TESTING TIME:**

Varies - 478 True/False Questions

**NORMED ON:**

805 boys and 815 girls in 8 states.

**STRENGTHS:**

Individual or group testing available.

**WEAKNESSES:**

Reading level is at 5th-6th grade reading level.

NAME OF TEST:

**Practical Ideas that Really Work for Students with Autism Spectrum Disorder -  
Rating Scale - 2<sup>nd</sup> Edition**

PURPOSE:

Criterion referenced measure for evaluation behavior that impact student learning and social interactions.

MAJOR AREAS TESTED:

Social Interactions  
Communication  
Repetitive / Stereotyped Patterns

AGE OR GRADE LEVEL:

Preschool - Grade 12

USUALLY GIVEN BY:

Special Education Teacher  
School Psychologist

TYPE OF TEST:

Rating Scale - Individual

SCORES OBTAINED:

Raw Scores

TESTING TIME:

15-20 minutes

NORMED ON:

Field tested on 50 students from 3-18 in Texas

STRENGTHS:

Correlates to the DSM-IV Criteria  
For Autism Disorder

WEAKNESSES:

Not to be used solely for diagnosis, rather as a tool for intervention strategies

**NAME OF TEST:**

**Psychoeducational Profile - Third Edition (PEP-3)**

**PURPOSE:**

Assess the skills and behaviors of children with autism and communication disability.

**MAJOR AREAS TESTED:**

3 composite areas:

Communication

Motor

Maladaptive Behaviors

**AGE OR GRADE LEVEL:**

Developmental ages of 6 months to 7 years

**USUALLY GIVEN BY:**

School Psychologist

Special Education Teacher

**TYPE OF TEST:**

Rating Scale

**SCORES OBTAINED:**

Subtest Standard Scores

Composite Percentile Ranks

**TESTING TIME:**

45-90 minutes

**NORMED ON:**

Large national samples of children with autism ranging from 2 to 7 ½ years

**STRENGTHS:**

Includes Caregiver Report

Problem Behaviors

Personal / Self Care

Adaptive Behaviors

**NAME OF TEST:**

Reynolds Adolescent Depression Scale - 2<sup>nd</sup> Edition (RADS-2)

**PURPOSE:**

Screen for depression symptoms in adolescents.

**MAJOR AREAS TESTED:**

Dysphoric Mood, Anhedonia/Negative Affect, Negative Self-Evaluation,  
Somatic Complaints

**AGE OR GRADE LEVEL:**

Ages 11 to 20 years

**USUALLY GIVEN BY:**

School Psychologist

**TYPE OF TEST:**

30 item self-report

**SCORES OBTAINED:**

T Scores (clinical severity - normal, mild, moderate or severe)  
Percentile Rank

**TESTING TIME:**

5-10 minutes

**NORMED ON:**

3,300 adolescents stratified to meet the 2000 census for gender and ethnicity.

**STRENGTHS:**

New carbonless, hand scorable test booklet facilitates scoring and interpretation.  
Expanded age levels.

**WEAKNESSES:**

None noted.

**NAME OF TEST:**

**Scales for Predicting Successful Inclusion (SPSI)**

**PURPOSE:**

Predicts which students with disabilities are likely to be successful in general education.

**MAJOR AREAS TESTED:**

Work Habits, Coping Skills, Peer Relationships, Emotional Maturity

**AGE OR GRADE LEVEL:**

Ages 5 to 18

**USUALLY GIVEN BY:**

Regular Education teachers, Special Education teachers

**TYPE OF TEST:**

60 item rating scale

**SCORES OBTAINED:**

Raw scores  
Standard scores  
Percentile rank  
Successful inclusion quotient

**TESTING TIME:**

5-10 minutes

**NORMED ON:**

More than 1,700 school-age children in 36 states.

**STRENGTHS:**

Excellent source of data for completing functional behavior assessments.  
Easily completed by teachers and parents.

**WEAKNESSES:**

None noted.

NAME OF TEST:

**Social Skills Rating System (SSRS)**

PURPOSE:

To obtain information on the social behaviors of children and adolescents from teachers, parents and the students themselves.

MAJOR AREAS TESTED:

Social Skills, Problem Behaviors, Academic Competence

AGE OR GRADE LEVEL:

Ages 3 to 18.  
Student Self-Report Grades 7-12

USUALLY GIVEN BY:

School Psychologist

TYPE OF TEST:

Individual, Questionnaire

SCORES OBTAINED:

Standard scores  
Percentile ranks

TESTING TIME:

10-25 minutes for each questionnaire

NORMED ON:

National sample of 4,170 children from 4 geographical regions of the U.S.

STRENGTHS:

Preschool Level: Ages 3-5  
Elementary Level: Grades K-6  
Secondary Level: Grades 7-12

WEAKNESSES:

None noted.

**NAME OF TEST:**

**The Social Communication Questionnaire (SCQ)**

**PURPOSE:**

Provides a dimensional measure of ASD (Autism Spectrum Disorder) symptomatology, with a cut off score that can be used to indicate that an individual has an ASD. The instrument has three (3) main uses: (1) it can be used as a screening device with individual children in order to select those who need a more thorough clinical assessment; (2) it can be used on a group basis to compare overall levels of ASD symptomatology across different samples; and (3) it can be used over time to assess the possible benefits of therapeutic and educational interventions.

**MAJOR AREAS TESTED:**

Reciprocal Social Interaction Domain  
Communication Domain  
Restricted Repetitive and Stereotyped Patterns of Behavior

**TYPE OF TEST:**

40 item parent report screening measure

**AGE RANGE:**

4.0 years and above, provided that their mental age is at least 2.0 years.

**ASSESSMENT TIME:**

20 - 30 minutes

**SCORES OBTAINED:**

Total score with reference to cut-off scores.

**LIMITATIONS:**

Should not be used with very young children (below a mental age of 2.0 years). It is not suitable for an individual diagnosis. Care giver reports must be checked against clinical observations.

# **GROSS MOTOR ASSESSMENTS**

NAME OF TEST:

**Bruininks-Oseretsky Test of Motor Proficiency**

PURPOSE:

Assesses the motor proficiency of able-bodied students as well as students with serious motor dysfunctions and developmental handicaps.

MAJOR AREAS TESTED:

Gross Motor Development, Fine Motor Development

AGE OR GRADE LEVEL:

Ages 5-6 through 14-5

USUALLY GIVEN BY:

Occupational Therapist, Physical Therapist (graduate training)

TYPE OF TEST:

Individual

SCORES OBTAINED:

Standard scores

Percentile rank

Stanines

Age equivalents for complete battery only

TESTING TIME:

Complete Battery: 45-60 minutes

Short Form: 15-20 minutes

NORMED ON:

800 students from 3 years to 18 years from the 4 geographic regions of the U.S.

STRENGTHS:

Complete battery and short form available.

WEAKNESSES:

Specific directions for each item.

(Materials still unaccounted for.)

# **INTELLECTUAL ASSESSMENTS**

**NAME OF TEST:**

Behavior Rating Inventory of Executive Functioning (BRIEF)

**PURPOSE:**

To assess impairment of executive function in the home and school environments.

**MAJOR AREAS TESTED:**

Behavioral Regulation, Metacognition, Global Executive Composite

**AGE OR GRADE LEVEL:**

Ages 5 to 18 years

**USUALLY GIVEN BY:**

School Psychologist

**TYPE OF TEST:**

Rating Forms: Parent Questionnaire and a Teacher Questionnaire (86 items).

**SCORES OBTAINED:**

T Scores  
Percentiles

**TESTING TIME:**

10-15 minutes to administer  
15-20 minutes to score

**NORMED ON:**

Child ratings from 1,419 parents and 720 teachers from urban, suburban and rural areas reflecting the 1999 census for SES, ethnicity and gender.

**STRENGTHS:**

Useful in evaluating children with a wide spectrum of developmental and acquired neurological conditions such as: learning disabilities, low birth weight, ADHD, tourette's, TBI and PDD/autism.

**WEAKNESSES:**

None noted.

**NAME OF TEST:**

Cognitive Assessment System (CAS)

**PURPOSE:**

To provide a cognitive processing measure of ability that is fair to minority children, effective for differential diagnosis, and related to intervention.

**MAJOR AREAS TESTED:**

Cognitive Processes - Planning, Attention, Simultaneous, Successive

**AGE OR GRADE LEVEL:**

Ages 5-0 through 17-11

**USUALLY GIVEN BY:**

School Psychologist

**TYPE OF TEST:**

Individual, Norm-Referenced

**SCORES OBTAINED:**

Standard Scores

Percentile Rank

Scales Scores

Age Equivalent

**TESTING TIME:**

40 minutes for the Basic Battery (8 subtests)

60 minutes for the Standard Battery (12 subtests)

**NORMED ON:**

A group of 2,200 children and adolescents 5-17 years of age, at 68 sites in the U.S.

**STRENGTHS:**

Provides a tool to evaluate children's strengths and weaknesses in important areas of cognitive processing.

**WEAKNESSES:**

None noted.

Manuals: Sue Nunn or John Cuoio  
Protocols: Ed. Center  
Riverside Publishing-1997

**NAME OF TEST:**

KABC II: Kaufman Assessment Battery for Children, 2<sup>nd</sup> Edition

**PURPOSE:**

Measures cognitive ability.

**MAJOR AREAS TESTED:**

Luria Model-

Simultaneous Processing

Sequential Processing

Planning Ability

Learning Ability

CHC Model-

Visual Processing

Short-Term Memory

Fluid Reasoning

Long-Term Storage and  
Retrieval

Crystallized Ability

**AGE OR GRADE LEVEL:**

Ages 3-18

**USUALLY GIVEN BY:**

School Psychologist

**TYPE OF TEST:**

Individual

**SCORES OBTAINED:**

Age Based Standard Scores

Age Equivalent

Percentile Ranks

**TESTING TIME:**

35-70 minutes

**NORMED ON:**

Not indicated

**STRENGTHS:**

Assesses children of different backgrounds and with diverse problems.

Has non-verbal option.

**WEAKNESSES:**

None noted

Manuals: Dave Miner (Alameda) Sue Nunn (Gate City)  
Protocols: Ed. Center  
AGS-2004

NAME OF TEST:

**Neuropsychological Assessment (NEPSY)**

PURPOSE:

To assess neuropsychological development in children.

MAJOR AREAS TESTED:

Attention & Executive Functions, Language, Sensorimotor Functions, Visuospatial Processing, Memory & Learning

AGE OR GRADE LEVEL:

Ages 3-12 years

USUALLY GIVEN BY:

School Psychologist

TYPE OF TEST:

Individual, Norm-Referenced

SCORES OBTAINED:

Scaled Scores  
Percentile Ranks  
Standard Scores

TESTING TIME:

Core Assessment - Ages 3-4: 45 minutes; Ages 5-12: 65 minutes  
Full NEPSY - Ages 3-4: 1 hour; Ages 5-12: 2 hours

NORMED ON:

More than 1,000 U.S. children in a nationally representative sample.

STRENGTHS:

Includes scoring assistant. Child friendly test. Standard score can be obtained for each domain.

WEAKNESSES:

Time to administer.

Manual: Ed. Center, Kathy Stocks, John Cuoio  
Protocols: Ed. Center  
The Psychological Corporation - 1997

NAME OF TEST:

**Slosson Full-Range Intelligence Test (S-FRIT)**

PURPOSE:

To provide a quick estimate of general cognitive ability.

MAJOR AREAS TESTED:

Verbal Index, Performance Index, Memory Index, Full-Range Intelligence Quotient

AGE OR GRADE LEVEL:

Ages 5 to 21

USUALLY GIVEN BY:

School Psychologist

TYPE OF TEST:

Standardized, Individual

SCORES OBTAINED:

Raw scores  
Standard scores  
Percentile rank  
Stanines

TESTING TIME:

20-35 minutes to administer and score

NORMED ON:

1,509 children, adolescents and young adults ages 5 to 21.

STRENGTHS:

Quick  
Easily scored

WEAKNESSES:

A screener, not to be used in final eligibility or placement decision.

NAME OF TEST:

**Stanford-Binet Fifth Edition for Early Childhood**

PURPOSE:

An individually administered assessment of intelligence and cognitive abilities.

MAJOR AREAS TESTED:

Fluid Reasoning, Quantitative Processing, Visual Spatial Processing, Working Memory, and Knowledge

AGE OR GRADE LEVEL:

Ages 2 years to 85+ years

USUALLY GIVEN BY:

School Psychologist

TYPE OF TEST:

Standardized, Individual, Norm-referenced

SCORES OBTAINED:

Raw scores  
Scale scores  
Percentile rank  
Age equivalent scores  
Standard scores

TESTING TIME:

30-90 minutes (depending upon age and ability)

NORMED ON:

4800 individuals between 2.0 and 8.5 years

STRENGTHS:

Provides a single instrument that can be used with all ages.  
Offers five areas scores and a composite score.  
Multiple test scores allow users to make a better overall diagnosis.

WEAKNESSES:

None noted

Manual and Protocols: Ed. Center  
Riverside Publishing - 2003

**NAME OF TEST:**

**Test of Non-Verbal Intelligence-2 (2<sup>nd</sup> Edition) (TONI-2)**

**PURPOSE:**

A language-free measure of cognitive ability (abstract/figural problem solving).

**MAJOR AREAS TESTED:**

Abstract, Figural Problem Solving

**AGE OR GRADE LEVEL:**

Ages 5-0 through 85-11

**USUALLY GIVEN BY:**

School Psychologist

**TYPE OF TEST:**

Individual, Standardized

**SCORES OBTAINED:**

Raw scores

Quotients

Percentile rank

**TESTING TIME:**

15 minutes

**NORMED ON:**

2,764 subjects ranging in age from 5-0 through 85-11 years residing in 30 states.

**STRENGTHS:**

Minimal motor response required.

Culture reduced measure of intelligence.

**WEAKNESSES:**

TONI-3 available - contact Kathy Stocks.

Comprehensive Test of Non-Verbal Intelligence (CTONI) available

NAME OF TEST:

**Universal Nonverbal Intelligence Test (UNIT)**

PURPOSE:

To provide a fair assessment of general intelligence, measured nonverbally.

MAJOR AREAS TESTED:

Symbolic Memory, Object Memory, Spatial Memory, Analogic Reasoning, Cube Design, Mazes

AGE OR GRADE LEVEL:

Grades K-12, ages 5-1 through 17.11

USUALLY GIVEN BY:

School Psychologist

TYPE OF TEST:

Individual, Norm-Referenced

SCORES OBTAINED:

Standard Scores  
Percentile Ranks  
Quotient Scores  
Scaled Scores  
Age Equivalents

TESTING TIME:

10-15 minutes for the Abbreviated Battery  
30 minutes for the Standard Battery  
45 minutes for the Extended Battery

NORMED ON:

National sampling of 2,100 children and adolescents, ages 5-17, 38 states.

STRENGTHS:

Reliabilities are high. Entirely non-verbal administration and response formats.

WEAKNESSES:

None noted.

Manuals: Ed. Center, Clovis Carlson, John Cuoio, Dave Miner, Kathy Stocks  
Protocols: Ed. Center  
Riverside Publishing-1998

NAME OF TEST:

**Woodcock-Munoz Language Survey (WMLS)**

PURPOSE:

Establishes language proficiency level in English or Spanish.

MAJOR AREAS TESTED:

Picture Vocabulary  
Verbal Analogies  
Letter-Word Identification  
Dictation

AGE OR GRADE LEVEL:

Ages 4.0 - Adult

USUALLY GIVEN BY:

School Psychologist

TYPE OF TEST:

Individual

SCORES OBTAINED:

Standard Scores	Percentile Rank
Grade Equivalent	CALP Score
Age Scores	

TESTING TIME:

5 minutes per subtest

NORMED ON:

2001 normative update available upon request.

STRENGTHS:

Easy to administer - quick.

WEAKNESSES:

None noted

Manual: Ed. Center, Sue Nunn, Jenni Perkins, Kathy Stocks, Dave Miner  
Protocols: Ed. Center  
Riverside Publishing-2001

**NAME OF TEST:**

Weschler Preschool and Primary Scale of Intelligence - 3<sup>rd</sup> Edition  
(WPPSI-III)

**PURPOSE:**

To provide a reliable and valid measure of intelligence in young children.

**MAJOR AREAS TESTED:**

Cognitive abilities

**AGE OR GRADE LEVEL:**

2-6 through 7-3 years

**USUALLY GIVEN BY:**

School Psychologist

**TYPE OF TEST:**

Individual, Standardized

**SCORES OBTAINED:**

Scaled Scores

**TESTING TIME:**

45-60 minutes

**NORMED ON:**

Information available in manual.

**STRENGTHS:**

More user friendly. Linked to WIAT-II.

**WEAKNESSES:**

None noted.

Manuals: Susan Nunn or Dave Miner  
Protocols: Ed. Center  
Psychological Corporation-2002

**NAME OF TEST:**

Weschler Intelligence Scale for Children-4th Edition (WISC-IV)

**PURPOSE:**

To assess intellectual ability of children 6-16 years.

**MAJOR AREAS TESTED:**

New Subtests: Word Reasoning, Matrix Reasoning, Picture Concepts, Letter-Number Sequencing, Cancellation

**AGE OR GRADE LEVEL:**

6 years through 16 years

**USUALLY GIVEN BY:**

School Psychologist

**TYPE OF TEST:**

Individual, Standardized

**SCORES OBTAINED:**

4 Composite Scores

**TESTING TIME:**

One hour approximately.

**NORMED ON:**

Updated to match current U.S. census data. Information available in the manual.

**STRENGTHS:**

Reduced weight of kit to improve portability. Replaced outdated items.  
WISC-IV Writer available.

**WEAKNESSES:**

None noted.

Manuals: Sue Nunn, Jenni Perkins, Kathy Stocks, Clovis Carlson, John Cuoio, Dave Miner  
Protocols: Ed. Center  
Psychological Corporation-2003

# **PERCEPTION AND MEMORY TESTS**

NAME OF TEST:

**Detroit Test of Learning Aptitude - 4 (DLTA-4)**

PURPOSE:

Measures both general intelligence and discrete ability areas.

MAJOR AREAS TESTED:

Word Opposites, Design Sequences, Sentence Imitation, Reversed Letters, Story Construction, Design Reproduction, Basic Information, Symbolic Relations, Word Sequences, Story Sequences

AGE OR GRADE LEVEL:

Ages 6-0 through 17-11

USUALLY GIVEN BY:

School Psychologist

TYPE OF TEST:

Individual, Standardized

SCORES OBTAINED:

Raw scores  
Subtest standard scores  
Composite standard scores  
Percentile rank  
Age equivalent scores

TESTING TIME:

40 minutes - 2 hours

NORMED ON:

1,350 persons in 37 states

STRENGTHS:

Test bias controls taken.  
Software scoring available.  
No subtests are timed.

WEAKNESSES:

None noted.

**NAME OF TEST:**

**Developmental Test of Visual-Motor Integration (VMI)**

**PURPOSE:**

To help identify, through early screening, children with significant visual motor integration difficulties.

**MAJOR AREAS TESTED:**

Visual Development, Motor Development

**AGE OR GRADE LEVEL:**

Full Format: Ages 3-adult

Short Format: Ages 3-7 years

**USUALLY GIVEN BY:**

Classroom teacher, Special Education teacher, Psychologist

**TYPE OF TEST:**

Group or Individual

**SCORES OBTAINED:**

Standard scores

Scaled scores

Percentile rank

Age and grade equivalent scores

**TESTING TIME:**

10-15 minutes (full 27 item VMI)

**NORMED ON:**

1,200 children between the ages of 2-15.

**STRENGTHS:**

Short Format ages 3-7; Full Format ages 3-adult.

Has supplemental developmental tests of visual perception and motor coordination.

**WEAKNESSES:**

None noted.

NAME OF TEST:

**Quick Neurological Screening Test - Revised Edition**

PURPOSE:

To screen neurological integration as it relates to learning, to help identify persons with learning disabilities.

MAJOR AREAS TESTED:

Motor Planning and Sequencing, Sense of Rate and Rhythm, Spatial Organization, Visual and Auditory Perceptual Skills, Balance

AGE OR GRADE LEVEL:

Grades K-12

USUALLY GIVEN BY:

School Psychologist

TYPE OF TEST:

Series of 15 observed tasks.

SCORES OBTAINED:

Total score

TESTING TIME:

20 minutes

NORMED ON:

2,239 subjects representing a large variety in populations.

STRENGTHS:

Easy to administer.

WEAKNESSES:

Screening tool.

Requires subjective evaluation of performance.

Manual and Protocols: Ed. Center  
Academic Therapy-1978

NAME OF TEST:

**Test of Memory and Learning (TOMAL)**

PURPOSE:

Evaluates general and specific memory functions.

MAJOR AREAS TESTED:

Verbal: Memory for Stories, Word Selective Reminding, Object Recall,  
Digits Forward, Paired Recall  
Non-Verbal: Facial Memory, Visual Selective Reminding, Abstract Visual  
Memory, Visual-Sequential Memory, Memory for Location

AGE OR GRADE LEVEL:

Ages 5-0 through 19-0

USUALLY GIVEN BY:

School Psychologist

TYPE OF TEST:

Standardized, Individual

SCORES OBTAINED:

Standard scores  
Scaled scores  
Percentile rank

TESTING TIME:

Less than 45 minutes

NORMED ON:

More than 1,000 children and adolescents ages 5-0 through 19-11, drawn from 17 states representing all major regions of the U.S.

STRENGTHS:

Software scoring and report system available with kit.

WEAKNESSES:

None noted.

NAME OF TEST:

**Test of Visual-Motor Skills (TVMS)**

PURPOSE:

To determine a child's visual-motor functioning.

MAJOR AREAS TESTED:

Copying forms and designs.

AGE OR GRADE LEVEL:

Ages 2-13 years

USUALLY GIVEN BY:

Classroom teacher, Special Education teacher, Occupational Therapist

TYPE OF TEST:

Individual or Group, Standardized

SCORES OBTAINED:

Raw scores  
Motor ages  
Standardized scores  
Percentile rank  
Stanine scores

TESTING TIME:

3-6 minutes

NORMED ON:

1,009 children with adequate distribution at each age level.

STRENGTHS:

Simple and efficient scoring.  
Easy to administer.

WEAKNESSES:

None noted.

Manual and Protocols: Ed. Center  
Children's Hospital of San Francisco-1986

**SPEECH AND  
LANGUAGE  
ASSESSMENTS**

NAME OF TEST:

**Bankson Language Test - 2 (BLT-2)**

PURPOSE:

To measure children's psycholinguistic skills

MAJOR AREAS TESTED:

Semantic Knowledge  
Morphological / Syntactical Rules  
Pragmatics

AGE OR GRADE LEVEL:

Ages 3-0 to 6-11

USUALLY GIVEN BY:

SLP

TYPE OF TEST:

Individual

SCORES OBTAINED:

Standard Scores  
Percentiles

TESTING TIME:

Varies upon student

NORMED ON:

1200 children from 19 states

STRENGTHS:

Easy to administer

WEAKNESSES:

None noted.

Manual and Protocols: Ed. Center  
Super Duper Publications - 1990

**NAME OF TEST:**

Clinical Evaluation of Language Fundamentals - 4<sup>th</sup> Edition (CELF-4)

**PURPOSE:**

To reliably assess a child's language difficulties.

**MAJOR AREAS TESTED:**

New Areas:  
Language Structure  
Language Content  
Language Content & Memory  
Visual Memory

Supplementary Subtests:  
Phonological Awareness  
Rapid Automatic Digit Span  
Sequences  
Word Association  
Memory Composite

**AGE OR GRADE LEVEL:**

Ages 5 to 21

**USUALLY GIVEN BY:**

Speech Language Pathologist

**TYPE OF TEST:**

Standardized, Individual

**SCORES OBTAINED:**

Information available in the manual.

**TESTING TIME:**

Information available in the manual.

**NORMED ON:**

Information available in the manual.

**STRENGTHS:**

Simple to administer and score. Record forms based on age.

**WEAKNESSES:**

None noted.

Manuals: Maureen Duggan, Angela Stites, Sheryl Perrine, Debbi VanVooren  
Psychological Corporation-2003

**NAME OF TEST:**

Comprehensive Test of Phonological Processing

**PURPOSE:**

To assess phonological abilities, specifically tests that measure reading related phonological skills, and provide an index of strengths/weaknesses.

**MAJOR AREAS TESTED:**

Phonological Awareness, Phonological Memory, Rapid Naming

**AGE OR GRADE LEVEL:**

Ages 5-0 through 24-11

**USUALLY GIVEN BY:**

Special Ed teacher, Speech and Language Pathologist

**TYPE OF TEST:**

Individual, Standardized

**SCORES OBTAINED:**

Percentile rank  
Standard scores  
Age and grade equivalent scores

**TESTING TIME:**

30 minutes

**NORMED ON:**

1,600 individuals ranging in age from 5-24 and residing in over 30 states.

**STRENGTHS:**

Practice items available.  
Feedback and prompting allowed in certain circumstances.

**WEAKNESSES:**

None noted.

**NAME OF TEST:**

Expressive Vocabulary Test (EVT)

**PURPOSE:**

To measure expressive vocabulary and word retrieval for Standard American English.

**MAJOR AREAS TESTED:**

Expressive Vocabulary (one word answers)

**AGE OR GRADE LEVEL:**

2 years, 6 months through 90 years plus

**USUALLY GIVEN BY:**

Speech Language Pathologist

**TYPE OF TEST:**

Individual, student responds with one word response.

**SCORES OBTAINED:**

Age-Based Standard Scores, Percentiles, Test-Age Equivalents

**TESTING TIME:**

15 minutes

**NORMED ON:**

2,725 examinees ranging in ages from 2-6 to 90 plus.

**STRENGTHS:**

Quick and easy untimed administration. Can make direct comparisons of receptive (PPVT-III) and expressive vocabulary.

**WEAKNESSES:**

None noted.

Manuals: Debbi VanVooren, Jessica Brown, Kerry Guard, Angela Stites  
Protocols: Ed. Center  
American Guidance Services, Inc.-2003

NAME OF TEST:

**Khan-Lewis Phonological Analysis (KLPA 2)**

PURPOSE:

To provide a norm-referenced, in depth analysis of overall phonological process usage. Designed as a companion tool to the GFTA-2.

MAJOR AREAS TESTED:

3 Process Areas: Reduction Processes, Place and Manner Processes, Voicing Processes

AGE OR GRADE LEVEL:

Ages 2-0 through 21-11

USUALLY GIVEN BY:

Speech Language Pathologist

TYPE OF TEST:

Individual, Norm-Referenced

SCORES OBTAINED:

Standard Scores

TESTING TIME:

10-30 minutes

NORMED ON:

2,350 examinees stratified to match the most recent U.S. census data on gender, race/ethnicity, region and mother's educational level.

STRENGTHS:

Can provide a record of progress in speech and articulation throughout the remediation process.

WEAKNESSES:

None noted.

**NAME OF TEST:**

Language Processing Test-3 Elementary

**PURPOSE:**

To determine students' ability to attach meaning to auditory stimuli.

**MAJOR AREAS TESTED:**

Language Processing: Associations  
Categorizations  
Similarities & Differences  
Multiple Meanings Attributes

**AGE OR GRADE LEVEL:**

Grades K-6th

**USUALLY GIVEN BY:**

SLP

**TYPE OF TEST:**

Individual

**SCORES OBTAINED:**

Age Equivalency  
Percentile Rank  
Standard Scores

**TESTING TIME:**

Not Specified

**NORMED ON:**

1313 Students across the US ages 5.0 to 11.11

**STRENGTHS:**

Excellent reliability  
Strong validity

**WEAKNESSES:**

None Noted

Manual: Angela Stites  
Protocols: Ed. Center  
Linguistics

**NAME OF TEST:**

Oral Speech Mechanism Screening Examination - 3<sup>rd</sup> Edition

**PURPOSE:**

Provides a quick, efficient and reliable method to examine the oral speech mechanism of all types of speech, language and related disorders.

**MAJOR AREAS TESTED:**

Oral structure and function

**AGE OR GRADE LEVEL:**

5 years to 78 years

**USUALLY GIVEN BY:**

SLP

**TYPE OF TEST:**

Observational

**SCORES OBTAINED:**

**TESTING TIME:**

5-10 minutes

**NORMED ON:**

**STRENGTHS:**

New version is easier to administer

**WEAKNESSES:**

**NAME OF TEST:**

Oral and Written Language Scales (OWLS)

**PURPOSE:**

To provide information in listening comprehension, oral expression and written expression to assist in the development of IEPs.

**MAJOR AREAS TESTED:**

Listening Comprehension Scale (LCS), Oral Expression Scale (OES), Written Expression Scale (WES)

**AGE OR GRADE LEVEL:**

LCS & OES: Ages 3 to 21-11

WES: Ages 5 to 21-11

**USUALLY GIVEN BY:**

Speech Language Pathologist

**TYPE OF TEST:**

Individual, Standardized

**SCORES OBTAINED:**

Standard Scores, Percentile Ranks, Stanines, Ages Equivalent

**TESTING TIME:**

LCS: 5-15 minutes

OES: 10-25 minutes

WES: 15-25 minutes

**NORMED ON:**

Information available in manual.

**STRENGTHS:**

Neither the LCS or the OES require reading by the student.

**WEAKNESSES:**

None noted.

Manual: Maureen Duggan  
Protocols: Ed. Center  
Super Duper Publications-2003

**NAME OF TEST:**

Peabody Picture Vocabulary Test-Third Edition (PPVT-III)

**PURPOSE:**

A wide range measure of receptive vocabulary for Standard English and a screening test of verbal ability.

**MAJOR AREAS TESTED:**

Receptive Vocabulary

**AGE OR GRADE LEVEL:**

2-6 years through 90 plus

**USUALLY GIVEN BY:**

Speech Language Pathologist

**TYPE OF TEST:**

Standardized, Individual

**SCORES OBTAINED:**

Standard Scores, Percentiles, Age Equivalent

**TESTING TIME:**

10-15 minutes

**NORMED ON:**

Information contained in the manual. National norms extended to include ages 2-6 to 90 plus years.

**STRENGTHS:**

Quick administration with no reading or writing required. Objective and rapid scoring.

**WEAKNESSES:**

None noted.

Manuals: Maureen Duggan, Kerry Guard, Susan Matkin, Sheryl Perrine, Angela Stites,  
Debbi VanVooren  
Protocols: Ed. Center  
American Guidance Services, Inc.-2003

**NAME OF TEST:**

Pre-School Language Scale - 4<sup>th</sup> Edition (PLS-4)

**PURPOSE:**

Provides developmental information for language skills.

**MAJOR AREAS TESTED:**

Birth to 2.11 -

Interaction

Attention

Vocal/Gestural Behaviors

Ages 5-6 -

Early Literacy

Phonological Awareness

**AGE OR GRADE LEVEL:**

Birth through 6.11 years

**USUALLY GIVEN BY:**

Speech Language Pathologist

**TYPE OF TEST:**

Individual

**SCORES OBTAINED:**

Standard Scores

Percentile Ranks

Language Age Equivalents

**TESTING TIME:**

20-45 minutes

**NORMED ON:**

1,500 student, ages birth to 6 years

**STRENGTHS:**

Includes caregiver questionnaire.

**WEAKNESSES:**

None noted

**NAME OF TEST:**

Structured Photographic Expressive Language Test 3 (SPELT-3)

**PURPOSE:**

To elicit specific morphological and syntactic structures.

**MAJOR AREAS TESTED:**

Morphology Syntax

**AGE OR GRADE LEVEL:**

Ages 4-0 to 9-11

**USUALLY GIVEN BY:**

SLP

**TYPE OF TEST:**

Individual

**SCORES OBTAINED:**

Standard Scores

Percentile Ranks

Age Equivalents

**TESTING TIME:**

15-20 minutes

**NORMED ON:**

1800 children from the 4 geographical areas specified by the US Census Bureau

**STRENGTHS:**

Uses updated pictures to reflect a more current or non-biased representation.

**WEAKNESSES:**

None Noted

Manuals: Maureen Duggan, Rhonda Bellusci, Susan Matkin, Angela Stites  
Protocols: Ed. Center  
Janelle Publications

**NAME OF TEST:**

Test of Language Development-Primary: Third Edition (TOLD-P:3)

**PURPOSE:**

To measure different components of spoken language.

**MAJOR AREAS TESTED:**

Picture Vocabulary, Relational Vocabulary, Oral Vocabulary, Grammatical Understanding, Sentence Imitation, Grammatical Completion, Word Articulation, Phonemic Analysis, Word Discrimination

**AGE OR GRADE LEVEL:**

4-0 years through 8-11

**USUALLY GIVEN BY:**

Speech Language Pathologist

**TYPE OF TEST:**

Individual, Standardized

**SCORES OBTAINED:**

Standard Scores, Percentiles, Age Equivalents

**TESTING TIME:**

1 hour

**NORMED ON:**

Renormed in 1996 on more than 1,000 children from 30 states.

**STRENGTHS:**

Proven to be unbiased relative to gender and age. New students were added to reflect new ideas about language.

**WEAKNESSES:**

None noted.

Manuals: Sheryl Perrine, Debbi VanVooren  
Protocols: Ed. Center  
Pro-Ed, Inc.-2003

**NAME OF TEST:**

Test of Language Development-Intermediate: Third Edition (TOLD-I:3)

**PURPOSE:**

To measure different components of spoken language.

**MAJOR AREAS TESTED:**

Generals, Malapropisms, Picture Vocabulary, Sentence Combining, Word Ordering, Grammatical Comprehension

**AGE OR GRADE LEVEL:**

Ages 8-0 through 12-11

**USUALLY GIVEN BY:**

Speech Language Pathologist

**TYPE OF TEST:**

Individual, Standardized

**SCORES OBTAINED:**

Standard Scores, Percentiles, Age Equivalents

**TESTING TIME:**

30 minutes to 1 hour

**NORMED ON:**

7,000 children from 19 states. Characteristics of the sample approximate those of the national population in 1997.

**STRENGTHS:**

Has strongest research based of any currently available language test battery. Proven to be unbiased relative to gender and race.

**WEAKNESSES:**

None noted.

Manuals: Sheryl Perrine and Debbi VanVooren  
Pro-Ed, Inc.-2003

**NAME OF TEST:**

Test for Examining Expressive Morphology (TEEM)

**PURPOSE:**

Evaluates expressive morpheme development

**MAJOR AREAS TESTED:**

6 major morphemes

1) Present Progressives

2) Plurals

3) Possessives

4) Past Tenses

5) Third person singulars

6) Derived adjectives

**AGE OR GRADE LEVEL:**

Ages 3-7 years

**USUALLY GIVEN BY:**

SLP

**TYPE OF TEST:**

Individual - 54 items

**SCORES OBTAINED**

Not Specified

**TESTING TIME:**

7 minutes

**NORMED ON:**

Not specified

**STRENGTHS:**

Uses Pictures

**WEAKNESSES:**

None Noted

Manuals: Jessica Brown, Holly Cree, Susan Matkin, Angela Stites, Debbi VanVooren  
Pro-Ed

**NAME OF TEST:**

Test of Problem Solving 3: Elementary (TOPS:3)

**PURPOSE:**

Examine discreet skills that form the foundation of thinking, reasoning and problem solving abilities.

**MAJOR AREAS TESTED:**

Making Inferences	Problem Solving
Predicting	Determining Causes
Sequencing	Negative Questions

**AGE OR GRADE LEVEL:**

Ages 6-12 Grades 1<sup>st</sup> -7<sup>th</sup>

**USUALLY GIVEN BY:**

SLP

**TYPE OF TEST:**

Individual

**SCORES OBTAINED:**

Age equivalency  
Percentile Rank  
Standard Score

**TESTING TIME:**

Not Specified

**NORMED ON:**

Based on 2000 US Census  
2096 Students ages 6-0 to 12-11

**STRENGTHS:**

Question focuses on a broad range of thinking skills.

**WEAKNESSES:**

None Noted

Manuals: Holly Cree, Susan Matkin, Angela Stites, Sheryl Perrine  
Linguisticsystems 2005

**NAME OF TEST:**

Test of Semantic Skills - Primary (TOSS-P)

**PURPOSE:**

Analyze the receptive and expressive skills that are crucial for conversation, reading comprehension and academic achievement.

**MAJOR AREAS TESTED:**

Labels	Functions
Categories	Definitions
Attributes	

**AGE OR GRADE LEVEL:**

Ages 4-8  
Grades Pre K - 3<sup>rd</sup>

**USUALLY GIVEN BY:**

SLP

**TYPE OF TEST:**

Individual

**SCORES OBTAINED:**

Age Equivalency  
Percentile Rank  
Standard Scores

**TESTING TIME:**

Quick and easy to administer & score

**NORMED ON:**

Based on 2000 US Census  
1510 Students ages 4-0 to 8-11

**STRENGTHS:**

Child Friendly

**WEAKNESSES:**

None Noted

**NAME OF TEST:**

The WH Question Comprehension Test

**PURPOSE:**

To increase a student's skill in understanding and responding to questions.

**MAJOR AREAS TESTED:**

WH Questions

Who, What, Where & How Questions

**AGE OR GRADE LEVEL:**

Ages 3 & up

**USUALLY GIVEN BY:**

SLP

**TYPE OF TEST:**

Not specified

**TESTING TIMES:**

Not Specified

**NORMED ON:**

Not Specified

**STRENGTHS:**

Reproducible Forms

Intervention Strategies

**WEAKNESSES:**

Screening Test



**STUDENTS WITH  
SEVERE  
DISABILITIES**

NAME OF TEST:

**Assessment for Persons Profoundly or Severely Impaired (APPSI)**

PURPOSE:

To obtain assessment results relevant to planning effective intervention for individuals functioning at the lowest levels of mental development.

MAJOR AREAS TESTED:

Interaction with Others, Visual Responsiveness, Auditory Responsiveness, Tactile Responsiveness

DEVELOPMENTAL LEVEL:

0-8 months

USUALLY GIVEN BY:

Professionals with training in individual assessment.

TYPE OF TEST:

Individual

SCORES OBTAINED:

Percentages correct/profile-summary form

TESTING TIME:

30-60 minutes

NORMED ON:

Not normed

Reliability coefficients .76-.92 (very high)

STRENGTHS:

Easy to administer.

Caregivers can be present.

WEAKNESSES:

Cannot be used as sole measure of pre-verbal communication.

NAME OF TEST:

**Developmental Assessment for Individuals with Severe Disabilities (DASH-2)**

PURPOSE:

Provides concise information about individuals who are functioning between birth and 6-11 developmentally.

MAJOR AREAS TESTED:

Language, Sensory-Motor Skills, Activities of Daily Living, Basic Academic Skills, Social/Emotional Skills

DEVELOPMENTAL LEVEL:

0-7 years

USUALLY GIVEN BY:

Professional with background in developmental and behavioral programming.

TYPE OF TEST:

Criterion-referenced test

SCORES OBTAINED:

Basal age  
Ceiling age  
Developmental age

TESTING TIME:

2-3 hours for all 5 scales

NORMED ON:

Unavailable

STRENGTHS:

Sensitive to small changes in skill performance.  
Can be used as a screener or diagnostic instrument.

WEAKNESSES:

Long testing time.

**VOCATIONAL /  
TRANSITION  
ASSESSMENTS**

NAME OF TEST:

**Brigance Employability Skills Inventory**

PURPOSE:

To assess skills necessary for job-seeking and the workplace.

MAJOR AREAS TESTED:

Reading, Career Awareness, Job Seeking Skills, Speaking and Listening, Pre-Employment Writing, Math Skills and Concepts

AGE OR GRADE LEVEL:

Secondary special education, adult education, vocational

USUALLY GIVEN BY:

Special Education teacher

TYPE OF TEST:

Criterion referenced

SCORES OBTAINED:

No scores provided

TESTING TIME:

Depends upon how many subtests are selected.

NORMED ON:

Not normed.

STRENGTHS:

Correlates with CASAS standards, SCANS Foundation Skills and the Perkins Act.

Quick screen available.

No special materials needed.

WEAKNESSES:

None noted.

Manual and Protocols: Ed. Center  
Curriculum Associates-1995

NAME OF TEST:

**Brigrance Life Skills Inventory**

PURPOSE:

To assess basic skills and functional life skills in the context of real-world situations. Uses assessment results to plan instruction, set learning goals and monitor learning growth.

MAJOR AREAS TESTED:

Speaking and Listening, Functional Writing, Words on Common Signs and Warning Labels, Telephone, Money and Finance, Food, Clothing, Health, Transportation

AGE OR GRADE LEVEL:

Secondary special education, adult basic education

USUALLY GIVEN BY:

Special Education teacher

TYPE OF TEST:

Criterion referenced, individual, some assessments are group administered.

SCORES OBTAINED:

Does not provide scores.

TESTING TIME:

Depends upon how many subtests are selected.

NORMED ON:

Not normed.

STRENGTHS:

Requires no special material.  
Easy to follow format.  
Quick screen available.

WEAKNESSES:

None noted.

**NAME OF TEST:**

**CASAS (Comprehensive Adult Student Assessment System)  
Employability Competency System (ECS)**

**PURPOSE:**

Helps to identify the skills needed by adults and youth to succeed in today's workforce. Provides a system to diagnose student learning needs and monitor their progress

**MAJOR AREAS TESTED:**

Reading for Employability, Math for Employability

**AGE OR GRADE LEVEL:**

Age 12 and above

**USUALLY GIVEN BY:**

Special Education teacher, Counselor

**TYPE OF TEST:**

Standardized competency based assessment including both multiple choice and performance based instruments.

**SCORES OBTAINED:**

Raw scores  
Scaled scores

**TESTING TIME:**

Appraisal Test:  
Math: 20 minutes  
Reading: 20 minutes  
Employability Survey Achievement: No time limit, most finish within a class period.

**NORMED ON:**

Only reliability and correlation information available.

**STRENGTHS:**

Pre-test/Post-test option available.  
Can be administered in a group setting.

**WEAKNESSES:**

None noted.

NAME OF TEST:

**The Pre-Vocational Assessment and Curriculum Guide (PACG)**

PURPOSE:

To assess and identify the pre-vocational training needs of persons with significant disabilities.

MAJOR AREAS TESTED:

Attendance/Endurance, Independence, Production, Learning, Behavior,  
Communication Skills, Social Skills, Grooming/Eating Skills, Toileting Skills

AGE OR GRADE LEVEL:

Ages 10 and older

USUALLY GIVEN BY:

Classroom teacher, Special Education teacher

TYPE OF TEST:

46 item inventory

SCORES OBTAINED:

Percentage scores

TESTING TIME:

20-30 minutes

NORMED ON:

179 persons ranging in age from 10-60 years and who were diagnosed as profoundly, severely, or moderately cognitively impaired.

STRENGTHS:

Provides pre-vocational training goals.

WEAKNESSES:

None noted.

Manual and Protocols: Ed. Center  
Exceptional Educ.-1978

NAME OF TEST:

**Reading-Free Vocational Interest Inventory-Revised**

PURPOSE:

To identify vocational preferences for students who are non-readers.

MAJOR AREAS TESTED:

Interest areas: automotive, building trades, clerical, animal care, food service, patient care, horticulture, housekeeping, personal service, laundry service and materials handling.

AGE OR GRADE LEVEL:

Ages 13 to adult

USUALLY GIVEN BY:

Classroom teacher, Special Education teacher

TYPE OF TEST:

Non-verbal, Individual, Inventory-Forced Choice Format

SCORES OBTAINED:

Percentiles  
Standards scores

TESTING TIME:

20 minutes or less

NORMED ON:

Sample includes LD and mildly cognitively impaired males and females in grades 7-12 in public schools and cognitively impaired adults in vocational training centers.

STRENGTHS:

Can be used by non-readers.

WEAKNESSES:

Norms almost 20 years old.

Manual and Protocols: Ed. Center  
Elbern Publications-1981

NAME OF TEST:

**Transition Behavior Scale, 2<sup>nd</sup> Edition (TBS-2)**

PURPOSE:

To be a direct observation screening measure of behavioral characteristics most predictive of behavior in society in general and employment specifically.

MAJOR AREAS TESTED:

Work Related  
Interpersonal Relations  
Social/Community Expectations

AGE OR GRADE LEVEL:

Ages 12 and above

USUALLY GIVEN BY:

Someone familiar with the student's behavior patterns and specific skills.

TYPE OF TEST:

62 item rating scale  
Includes school version and self report version

SCORES OBTAINED:

Standard scores  
Percentile scores  
Quotient scores provided by age and gender

TESTING TIME:

15-20 minutes

NORMED ON:

1,328 males and 1,296 females in a sample that adequately represented ethnic groups ages 12-18 years old.

STRENGTHS:

Easy to use and score.  
The areas of performance on the TBS-2 are all educationally-relevant and can be used for the developmental of transition program priorities.  
IEP and Intervention Manual also available for check out.

WEAKNESSES:

None noted

NAME OF TEST:

**Transition Planning Inventory (TPI)**

PURPOSE:

Identifies transition strengths and needs

MAJOR AREAS TESTED:

Employment	Community
Further Education / Training	Health
Daily Living	Self-Determination
Leisure Activities	Communication
Interpersonal Relationships	

AGE OR GRADE LEVEL:

Secondary Students

USUALLY GIVEN BY:

Parent, student and teacher

TYPE OF TEST:

46 transition planning statements organized according to planning areas.

SCORES OBTAINED:

TESTING TIME:

30-45 minutes

NORMED ON:

Field tested on 329 school staff, 227 parents, and 288 students

STRENGTHS:

Used for planning transition activities

WEAKNESSES:

No Standard Scores  
Limited Field Test

**NAME OF TEST:**

Vocational Adaptation Rating Scales (VARs)

**PURPOSE:**

Measures maladaptive behaviors that interferes with the vocational adjustment of cognitively impaired individuals.

**MAJOR AREAS TESTED:**

Verbal Manners, Communication Skills, Interpersonal Skills, Respect for Property, Rules, Regulations, Attendance/Punctuality, Grooming and Personal Hygiene

**AGE OR GRADE LEVEL:**

Ages 12 and above

**USUALLY GIVEN BY:**

Special Education teacher

**TYPE OF TEST:**

Individual

**SCORES OBTAINED:**

Raw scores  
Frequency scores  
Severity scores

**TESTING TIME:**

30 minutes

**NORMED ON:**

606 cognitively impaired clients from 3 states ranging in age from 13 - 50 years.

**STRENGTHS:**

Identifies characteristics related to vocational success.

**WEAKNESSES:**

None noted.

NAME OF TEST:

**The Vocational Assessment and Curriculum Guide (VACG)**

PURPOSE:

To assist in the development of effective training programs for persons with disabilities who are preparing for competitive employment.

MAJOR AREAS TESTED:

Attendance/Endurance, Independence, Production, Learning, Behavior, Communication Skills, Social Skills, Grooming/Eating, Reading/Writing, Math (Addition, Subtraction)

AGE OR GRADE LEVEL:

Ages 10 and older

USUALLY GIVEN BY:

Special Education teacher

TYPE OF TEST:

49 item inventory

SCORES OBTAINED:

Percentage scores

TESTING TIME:

20-30 minutes

NORMED ON:

108 employers who responded to “to be hired for an unskilled or semi-skilled position, a job applicant must be able to...”

STRENGTHS:

Areas of training needed easily identified.

WEAKNESSES:

None noted.

**NAME OF TEST:**

Work Adjustment Scale (WAS)

**PURPOSE:**

A measure of a student's behavioral readiness for success in the workplace.

**MAJOR AREAS TESTED:**

Work Related, Interpersonal Relations, Social/Community Expectations

**AGE OR GRADE LEVEL:**

Age 15 and above

**USUALLY GIVEN BY:**

Special Education teacher, Classroom teacher

**TYPE OF TEST:**

54 item rating scale

**SCORES OBTAINED:**

Raw scores  
Standards scores  
Percentile scores

**TESTING TIME:**

15 minutes

**NORMED ON:**

2,665 high school juniors and seniors

**STRENGTHS:**

Easy to score.  
Intervention manual available through Education Service Center

**WEAKNESSES:**

None noted.