HULL PUBLIC SCHOOLS

Special Education Evaluation Tools

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COGNITIVE ASSESSMENTS	DESCRIPTION
Delis-Kaplan Executive Function System, (DKEFS) Age range: 8-89 (ages vary by subtest) Scoring: Computer Year of publication: 2001	The DKEFS is a standardized assessment made up of nine subtests designed to measure different aspects of executive functions in children and adults. Some of the tests have baseline conditions that provide a means for identifying the contribution of more fundamental cognitive skills from performance on the higher level cognitive tasks. Other tests have two or more conditions that measure different aspects of similar executive functions. Average scores are between 8-12.
NEPSY-II: A Developmental Neuropsychological Assessment, 2nd Edition (NEPSY-II) Age range: 3-16 (ages vary by subtest) Scoring: Manual Year of publication: 2007	The NEPSY is a developmental neuropsychological assessment that is designed to assess neuropsychological development in preschool and school-age children. A broad range of subtests is included in order to assess neuropsychological development in six functional domains including Attention/Executive Functions, Language, Sensorimotor Functions, Visuo-Spatial Processing, Social Perception, and Memory/Learning. It is designed to assess school-based problems such as poor academic performance and behavioral control problems. Data is interpreted in both quantitative and qualitative measures.
Rey-Osterrieth Complex Figure Test (RCFT) Age range: 6-89 Scoring: Manual Year of publication: -	The Rey Complex Figure Test, a standardized measure of visual-spatial constructional ability, organization, and visual-spatial memory/retention. As part of this measure, students are asked to copy a complex stimulus, recall and draw this stimulus after an immediate (3 minutes) and a half-hour delay, and recognize elements of the design when presented in a multiple choice format. Design drawings are scored based on the accuracy and correct placement of its eighteen individual elements and reported as T-scores and percentiles. It can also be interpreted and reported qualitatively. The Rey Complex Figure Task is administered to assess the student's planning and organizational skills as well as perceptual, motor and immediate visual recall as measured on a drawing task.
Test Of Nonverbal Intelligence, 4th Edition (TONI-4) Age range: 6:0 – 89:11 Scoring: Manual Year of publication: 2010	The TONI-4 is a norm-referenced measure of intelligence, aptitude, abstract reasoning, and problem solving that is completely free of the use of language. The test requires no reading, writing, or speaking on the part of the examinee. It is completely nonverbal and for the most part, motor-free, requiring only a point, nod, or symbolic gesture to indicate response choices. The TONI-4 is ideal for evaluating subjects who have

	previously been difficult to test, and is well suited for individuals who are known or believed to have disorders of communication or thinking. The evaluator has the option of selecting form A or B to administer.
Wechsler Abbreviated Scale of Intelligence, Second Edition (WASI-II) Age range: 6:0-90:11 Scoring: Computer Year of publication: 2011	The WASI-II is an individually administered standardized assessment of cognitive functioning. The WASI-II provides composite scores that estimate intellectual functioning in two areas, verbal comprehension and perceptual reasoning, as well as two composite scores that estimate general intellectual ability. It includes four subtests (Block Design, Vocabulary, Matrix Reasoning, and Similarities). Administration of all four subtests is a way of quickly estimating verbal, nonverbal, and general cognitive functioning in approximately 30 minutes. Composite scores have a mean of 100 and standard deviation of 15 points. Composite scores between 90 and 109 are considered to fall within the average range. Subtest T-scores have a mean of 50 and a standard deviation of 10. Subtest scores between 40 and 60 are considered to fall within the average range. Subtest T-scores can be converted to scaled scores. The mean for subtest scaled scores is 10 with a standard deviation of 3 points. Subtest scaled scores falling between 8 and 12 are considered to fall within the average range.
Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV) Age range: 6:0-90:11 Scoring: Computer Year of publication: 2008	The WAIS-IV is an individually administered standardized assessment of cognitive functioning. The results of this test often reveal areas of strengths and weaknesses, as well as give indications of a student's learning style. The WAIS-IV provides primary index scores including Verbal Comprehension (VCI), Perceptual Reasoning Index (PRI), Working Memory (WMI), and Processing Speed (PSI), a composite score that represents general intellectual ability (FSIQ), and ancillary index scores that represent other aspects of cognitive ability (General Ability Index). Scores have a mean of 100 and standard deviation of 15 points. Scores between 90 and 109 are considered to fall within the average range. The mean for subtest scores is 10 with a standard deviation of 3 points. Subtest scores falling between 8 and 12 are considered to fall within the average range.

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) Age range: 6:0–16:11 Scoring: Computer Year of publication: 2014	The WISC-V is an individually administered standardized assessment of cognitive functioning. The results of this test often reveal areas of strengths and weaknesses, as well as give indications of a student's learning style. The WISC-V provides primary index scores including Verbal Comprehension (VCI), Fluid Reasoning Index (FRI), Visual-Spatial (VSI), Working Memory (WMI), and Processing Speed (PSI), a composite score that represents general intellectual ability (FSIQ), and ancillary index scores that represent other aspects of cognitive ability (Non-Verbal Index, General Ability Index, Cognitive Proficiency Index). Scores have a mean of 100 and standard deviation of 15 points. Scores between 90 and 109 are considered to fall within the average range. The mean for subtest scores is 10 with a standard deviation of 3 points. Subtest scores falling between 8 and 12 are considered to fall within the average range.
Wechsler Intelligence Scale for Children, Fifth Edition Integrated (WISC-V Integrated) Age range: 6:0–16:11 Scoring: Manual Year of publication: 2015	The WISC-V Integrated is an individually administered standardized assessment of cognitive functioning in a multiple choice format. The WISC-V Integrated provides adapted and varied versions of the WISC-V subtests to help more clearly explain WISC-V performance. THe Multiple Choice Verbal Comprehension Index (MCVCI) obtainS a measure of verbal comprehension that eliminates expressive demands and the Visual Working Memory Index (VWMI) obtains a measure of visual working memory that includes both visual and visual-spatial tasks. Scores have a mean of 100 and standard deviation of 15 points. Scores between 90 and 109 are considered to fall within the average range. The mean for subtest scores is 10 with a standard deviation of 3 points. Subtest scores falling between 8 and 12 are considered to fall within the average range.
Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV) Age range: 2:6 – 7:7 Scoring: Computer Year of publication: 2012	The WPPSI-IV is an individually administered standardized assessment of cognitive functioning. The results of this test often reveal areas of strengths and weaknesses, as well as give indications of a student's learning style. The WPPSI-IV provides primary index scores including Verbal Comprehension (VCI), Fluid Reasoning Index (FRI), Visual-Spatial (VSI), Working Memory (WMI), and Processing Speed (PSI), a composite score that represents general intellectual ability (FSIQ), and ancillary index scores that represent other aspects of cognitive ability

	(Non Verbal Index, General Ability Index, Cognitive Proficiency Index). Scores have a mean of 100 and standard deviation of 15 points. Scores between 90 and 109 are considered to fall within the average range. The mean for subtest scores is 10 with a standard deviation of 3 points. Subtest scores falling between 8 and 12 are considered to fall within the average range.
Wide Range Assessment of Memory and Learning, Second Edition (WRAML-2) Age range: 5 - 90 Scoring: Paper Year of publication: 2003	The Wide Range Assessment of Memory and Learning-Second Edition (WRAML-2), is an assessment designed to assess one's active ability to learn and memorize. The WRAML-2 consists of six core subtests, which give information related to a student's Verbal Memory, Visual Memory, and Attention/Concentration. The WRAML-2 also includes optional subtests for delayed recall and recognition of visual and verbal memory. In order to be successful on these tasks the student must develop and use appropriate strategies aimed at taking in, processing, and remembering information as it is presented through various means. Index scores (including percentile ranks) are generated and average ranges from 90-109. Scores are also generated for subtests making up each index.

RATING SCALES	DESCRIPTION
Adaptive Behavior Assessment System, Third Edition (ABAS-3) Age range: Birth-89 Scoring: Manual Year of publication: 2015	The Adaptive Behavior Assessment System, Third Edition (ABAS-3) is a questionnaire with parent, teacher, daycare provider, and self-report forms of school-aged children. It is a comprehensive, norm-referenced assessment of adaptive skills needed to effectively and independently care for oneself, respond to others, and meet environmental demands at home, school, work, and in the community. This questionnaire is often used as part of evaluations for intellectual disabilities. Adaptive domain/GAC standard scores falling between 90-109 are considered average and scores below 70 are considered extremely low. Adaptive skill area scaled scores between 8-12 are average.
Autism Spectrum Rating Scale (ASRS) Age range: 2-18 Scoring: Protocol/by hand Year of publication: 2009	The ASRS is a multi-informant measure designed to help identify symptoms, behaviors, and associated features of Autism Spectrum Disorders (ASDs). Using a five-point Likert rating scale, parents and teachers are asked to evaluate how often they observe specific behaviors in the child or adolescent. The full form contains 70 items for ages 2–5 and 71 items for ages 6–18. The short form, designed for ages 2–18, contains 15 items. Key areas measured include Social/Communication, Unusual Behaviors, Self-Regulation (Full form for ages 6–18), Peer Socialization, Adult Socialization, Atypical Language, and Stereotypy.
The Beck Youth Inventories of Emotional & Social Impairment (BYI) Age range: 7-14 Scoring: Manual Year of Publication: 2001	The The Beck Youth Inventories of Emotional & Social Impairment (BYI) are five self-report measures that may be used separately or in any combination to assess a child's experience of depression, anxiety, anger, disruptive behavior and self-concept. Each inventory contains 20 statements about thoughts, feelings, or behaviors associated with emotional and social impairment in youth. The students respond to each item by indicating how frequently the statement is true for them. The items are easy to understand and may be administered orally by the examiner.
The Behavior Assessment System for Children, Third Edition (BASC-3)	The Behavior Assessment System for Children, Third Edition (BASC-3) is a multi method, multidimensional system used to evaluating the behaviors and self-perception of children ages 2 to 25 years. Parent, teacher, and self-report rating

Age range: 2-25 (age based forms) Scoring: Computer Year of publication: 2015	scales are completed to gather descriptions of the child's observable behavior. The scales survey a broad range of behaviors, including adaptive (adaptability, social skills, leadership, functional communication, activities of daily living) and maladaptive (hyperactivity, aggression, conduct problems, anxiety, depression, somatization, learning problems, attention, withdrawal, atypicality) observed in school and community settings. The BASC-3 can be used for assessment as well as progress monitoring. The Self Report is administered to the student in order to assess his /her feelings and opinions, as compared to others of the same age. The student responds to statements that they can read and complete independently or the evaluator can read and circle the students' responses. Results are reported in the form of T-Scores. Scores for adaptive behavior scales between 31-40 are at-risk and scores <30 are clinically significant. Scores for negative behaviors between 60-69 and at risk and scores >70 are clinically significant.
<u>The Behavior Rating Inventory of Executive Function. Second Edition (BRIEF-2)</u> Age range: 5-18 Scoring: Computer Year of publication: 2015	The Behavior Rating Inventory of Executive Function, Second Edition (BRIEF-2) is a questionnaire completed by parents, teachers, and children. The BRIEF-2 is designed to provide a better understanding of a child's self control and problem solving skills by measuring eight aspects of executive functioning. Domains include behavioral regulation (inhibition, self-monitor), emotional regulation (shift, emotional control), and cognitive regulation (initiate, working memory, plan/organize, task monitor, and organization of materials) scores as well as an overall global executive composite. The self-report form for children ages 11-18 and includes task completion. Results are reported in the form of T-Scores. T-scores of 60-64 indicate mildly elevated scores. T-scores of 65-69 indicate potentially clinically elevated scores. T-scores of >70 is classified as clinically elevated.
<u>Children's Depression Inventory, 2nd Edition (CDI-2)</u> Age range: 7-17 Scoring: Manual Year of publication: 2010	The CDI-2 is a brief self-report test that helps assess cognitive, affective and behavioral signs of depression in children and adolescents. The CDI-2 contains 28 items, each of which consists of three statements. For each item, the individual is asked to select the statement that best describes their feelings. The assessment is designed for a variety of situations,

	including schools, child guidance clinics, pediatric practices, and child psychiatric settings. The CDI-2 uses two scales: Emotional Problems and Functional Problems. Four subscales are also reported including Negative Mood/Physical Symptoms, Negative Self-Esteem, Interpersonal Problems, Ineffectiveness. The CDI-2 also uses a teacher report form to assess school functioning through a multiple choice response format.

The Conners, Third Edition (Conners-3)
 	
    Age range: 6-18
    Scoring: Computer
    Year of publication: 2008
	The Conners-3 is a multi-informant assessment of children and adolescents that takes into account home, social and school settings. It features multiple scales that help assess not only inattention and hyperactivity/impulsivity, but also related problems in executive functioning, learning problems, defiance/aggression, and peer/family relations. Responses can also be compared to diagnostic criterion from the DSM-IV-TR and DSM-V updates.

Emotional Disturbance Decision Tree (EDDT)
 	
    Age range: 5-18
    Scoring: Manual
    Year of publication: 2007
	The Emotional Disturbance Decision Tree (EDDT) is a standardized norm referenced scale designed to assist in the identification of children who qualify for the category of Emotional Disturbance (ED). The EDDT is based on the criteria presented in the Individuals With Disabilities Education Improvement Act of 2004 (IDEA, 2004). The EDDT is completed by teachers or other personnel who have had substantial contact with the students.

Multidimensional Anxiety Scale for Children, 2nd Edition (MASC-2)
 	
    Age range: 8-19
    Scoring: Manual
    Year of publication: 2012
	The MASC-2 assesses the presence of symptoms related to anxiety disorders in youth. The measure distinguishes between important anxiety symptoms and dimensions that broadband measures do not capture.
	    The MASC-2 is a multi-rater assessment with parent and self-report ratings in order to gather in-depth, multi-perspective information. It uses the following scales: Separation Anxiety/Phobias, Social Anxiety, Obsessions & Compulsions, Physical Symptoms, Harm Avoidance, and a GAD Index and Inconsistency Index.

ACHIEVEMENT ASSESSMENTS	DESCRIPTION
Brigance Transition Skills Inventory (TSI) Age range: Scoring: N/A Year of publication: 2010	See "Transition Planning" section of guide for how to supplement with achievement testing.
Comprehensive Test Of Phonological Processes, 2nd Edition (CTOPP) Age range: 4:0- 4:11 Scoring: Manual Year of publication: 2013	The CTOPP-2 is a measure of phonological awareness, phonological memory, and naming. The CTOPP-2 includes twelve subtests plus supplemental tests to assess specific phonological strengths and weaknesses. Subtests include Elision, Blending Words, Sound Matching, Phoneme Isolation, Blending Nonwords, Segmenting Nonwords, Memory for Digits, Nonword Repetition, Rapid Digit Naming, Rapid Letter Naming, Rapid Color Naming and Rapid Object Naming. *This evaluation may be used by special education or speech/language therapists based on each building's protocol*
Gray Oral Reading Test, 5th Edition (GORT-5) Age range: 6:0- 23:11 Scoring: Manual Year of publication: 2012	The GORT-5 has two equivalent forms: Form A and Form B. Each form contains 16 developmentally sequenced reading passages with five comprehension questions each. It provides scores for Rate, Accuracy, Fluency (Rate and Accuracy combined), Comprehension, and an Oral Reading Index (a composite of Fluency and Comprehension). There are not any restrictions/time limits between when Form A and Form B can be administered (i.e. Form A is administered on an outside evaluation, school does not have to wait to administer Form B).
Gray Silent Reading Test (GSRT) Age range: 7:0- 25:0 Scoring: Manual Year of publication: 2000	The GSRT measures an individual's silent reading comprehension ability. It consists of two parallel forms, each containing 13 developmentally sequenced reading passages with five multiple-choice questions. There are not any restrictions/time limits between when Form A and Form B can be administered (i.e. Form A is administered on an outside evaluation, school does not have to wait to administer Form B).
KeyMath-3 Age range: 4:6- 21:11 Scoring: Manual	KeyMath-3 covers the full spectrum of math concepts and skills that are typically taught in kindergarten through ninth grade. It is available in two parallel forms, designated as Form A and Form B. Subtests include Basic Concepts, Numeration,

Year of publication: 2007	Algebra, Geometry, Measurement, Data Analysis and Probability, Operations, Mental Computation and Estimation, Written Computation (Addition and Subtraction), Written Computation (Multiplication and Division), Applications, Foundations of Problem Solving, and Applied Problem Solving. The KeyMath 3 Diagnostic Assessment includes two versions (Form A and Form B) that can be administered in alternating sequence every 3 months. *As of January 2020, the district has testing materials and protocols for Form B only*
<u>Test of Early Written Language, 3rd Edition (TEWL-3)</u> Age range: 4:0- 11:11 Scoring: Manual Year of publication: 2012	The TEWL-3 includes three subtests: basic writing, contextual writing, and normative writing.It includes two forms (Form A and Form B). *As of January 2020, the district has protocols for Form A only*
<u>Test Of Written Language, 4th Edition (TOWL-4)</u> Age range: 9:0- 17:11 Scoring: Manual Year of publication: 2009	The TOWL-4 offers seven subtests that assess conventional, linguistic, and conceptual aspects of students' writing. Composite scores can be generated for Overall Writing, Contrived Writing, and Spontaneous Writing.
<u>Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)</u> Age range: 4- 50 yrs, 11 mos Scoring: Computer Year of publication: 2009	The WIAT-III is an achievement test for use in a variety of clinical, educational and research settings, including schools, clinics, private practices and residential treatment facilities. Subtests include: Enhanced Listening Comprehension, Oral Expression, Written Expression subtests, Enhanced Reading Comprehension, Oral Reading, Math Fluency, and Early Reading Skills.
<u>Young Children's Achievement Test, 2nd Edition (YCAT-2)</u> Age range: 4:0-7:11 Scoring: Manual Year of publication: 2013	The YCAT-2 is designed to identify young children at risk for school failure. It yields an overall Early Achievement score and individual subtest scores for General Information, Mathematics, Reading, Writing, and Spoken Language. The subtests can be administered independently of each other. All can be transformed to standard scores, percentiles, and age equivalents.

SPEECH/LANG ASSESSMENTS	DESCRIPTION
Clinical Assessment of Articulation and Phonology, Second Edition (CAAP-2) Age range: 2.6 - 11.11 years Scoring: Manual Year of publication: 2013	The CAAP -2 provides an assessment of articulation and phonology that virtually eliminates the need for phonetic transcription.
Clinical Evaluation of Language Fundamentals, 5th Edition (CELF-5) Age range: 5:0-21:11 Scoring: Computer Year of publication: 2012	The CEFL-5 generates standard index scores for Core Language, Receptive Language, Expressive Language, Language Structure and Language Content. It is comprised of 16 subtests.
Comprehensive Assessment of Spoken Language (CASL-2) Age range: 3 -21 years Scoring: Manual Year of publication: 2017	The CASL-2 measures spoken language across four structural categories: Lexical/Semantic, Syntactic, Supralinguistic and Pragmatic Language. The assessment includes 14 individual test scores and six index scores: General Language Ability Index (overall skill), Receptive Language Index, Expressive Language Index, Lexical/Semantic Index, Syntactic Index, and Supralinguistic Index.
Developmental Assessment of Young Children, 2nd Edition (DAYC-2) Age range: birth - 5:11 Scoring: Manual Year of publication: 2013	The DAYC-2 measures children's development level in the following domains: communication, cognition, social-emotional development, physical development, and adaptive behaviors. Each domain can be assessed independently. Scores for items can be based on any one or all of three sources including observation of a child in their home or school environment, structured interview with parent/caregiver, and direct assessment.
Expressive Vocabulary Test - Second Edition (EVT-2) Age range: 2.6 - 90+ years Scoring: Manual Year of publication: 2007	The EVT–2 assesses expressive vocabulary and word retrieval. Available in two parallel forms (Form A and Form B) that are administered individually. Each form contains example items and 190 test items arranged in increasing difficulty. For each item, the examiner presents a picture and reads a stimulus question, and the examinee responds with one word that provides an acceptable label, answers a specific question, or provides a synonym for a word that fits the picture.

Goldman Fristoe Test of Articulation, 3rd Edition (GFTA-3) Age range: 2:0-21:11 Scoring: Manual Year of publication: 2015	The GFTA - 3 The GFTA provides information about a child's articulation ability by sampling both spontaneous and imitative sound production. Part 2 (Sounds-in-sentences) is administered to participants receiving an additional speech/language evaluation.
Hodson Assessment of Phonological Patterns, 3rd Edition (HAPP-3) Age range: 3.0-8.0 years Scoring: Manual Year of publication:2004	The HAPP-3 is designed to identify deviant phonological patterns in children with highly unintelligible speech, 2 years of age and older.
Language Processing Test, 3rd Edition Age range: 5-0 to 11-11 years Scoring: Manual Year of publication: 2005	The *Language Processing Test, Elementary* assesses a hierarchy of discrete language-processing skills, ranging from simple to complex. Its eight subtests measure the student's ability to assign meaning to auditory stimuli.
Peabody Picture Vocabulary Test-4 (PPVT-4) Age range: 2.6 - 90+ years Scoring: Manual Year of publication: 2007	The PPVT-4 is an assessment that measures receptive vocabulary for Standard American English. PPVT-4 offers two forms of the assessment so that students do not become accustomed to the test. PPVT-4 can be used as a diagnostic, universal screening, and progress monitoring tool.
Social Language Development Test–Elementary: Normative Update (SLDT-E: NU) Age range:6.0 -11.11 years Scoring: Manual Year of publication: 2016	The SLDT-E: NU assesses language-based skills of social interpretation and interaction with friends. Specifically, it measures the language required to appropriately infer and express what another person is thinking or feeling within a social context, to make multiple interpretations, take mutual perspectives, and negotiate with and support their peers.
Social Language Development Test-Adolescence Normative Update (SLDT-A: NU) Age range: 12.0-17.11 Scoring: Manual Year of publication: 2010	The SLDT-A: NU is a standardized test of social language skills that focuses on social interpretation and interaction with peers. Tasks require students to take someone's perspective, make correct inferences, solve problems with peers, interpret social language, and understand idioms, irony, and sarcasm.
Test of Auditory Processing Skills, Fourth Edition,(TAPS-4) Age range: 5-21 years Scoring: Manual Year of publication: 2018	The TAPS-4 assesses skills across three intersecting areas: phonological processing, auditory memory and listening comprehension. These areas underpin the development of effective listening and communication skills, and are critical to the development of higher order language skills, including literacy skills.

<u>Test of Integrated Language and Literacy Skills (TILLS)</u>
 	
    Age range: 6-18 years
    Scoring: Computer/Manual
    Year of publication: 2016
	Through a series of 15 subtests in key areas like speech perception and production, decoding and spelling, comprehension, and story recall, TILLS lets you capture the full picture of students' oral and written language skills. TILLS was developed so you can administer the entire test, single subtests, or combinations of them in one or more sessions.

<u>Test of Language Development, Intermediate—Fourth Edition (TOLD-4)</u>
 	
    Age range: 8.0-17.11 years
    Scoring: Manual
    Year of publication: 2008
	The TOLD-I:4 identifies oral language proficiency. The Intermediate form adds a new subtest (Multiple Meanings), and a new Composite Score (Organizing). Other indices include Semantics and Grammar; Listening, Organizing, and Speaking; and Overall Language Ability.

<u>Test of Narrative Language, 2nd Edition (TNL-2)</u>
 	
    Age range: 4.0-15.11 years
    Scoring: Manual
    Year of publication: 2017
	The TNL-2 is a norm-referenced test that measures children's narrative language abilities (i.e., children's ability to understand and tell stories). The TNL-2 enables clinicians to assess important aspects of narrative language without having to transcribe children's stories. TNL-2 provides a valid and reliable metric of narrative language development and complements other standardized tests that use contrived formats to assess oral language. It is especially useful for diagnosing language-based learning disabilities.

<u>Test of Pragmatic Language, Second Edition (TOPL-2)</u>
 	
    Age range: 6.0-18.11 years
    Scoring: Manual
    Year of publication: 2007
	The TOPL-2 evaluates social communication in context, telling you how well students listen, choose appropriate content, express feelings, make requests, and handle other aspects of pragmatic language

<u>The Test of Problem Solving-3rd Edition - Elementary (TOPS-3E)</u>
 	
    Age range:6.0-12.11 years
    Scoring: Manual
    Year of publication: 2018
	The TOPS-3E assesses a school-age child's ability to integrate semantic and linguistic knowledge with reasoning ability by way of picture stimuli and verbal responses.The test focuses on a broad range of language-based thinking skills, including clarifying, analyzing, generating solutions, evaluating, and showing affective thinking.

<u>The Test of Problem Solving-2 Adolescent</u>
 	
    Age range:12.0 - 17.11 years
    Scoring: Manual
    Year of publication: 2007
	The TOPS-2 Adolescent assesses language-based, critical thinking abilities. It focuses on cognitive processes such as self-regulation, inference, analysis, evaluation, insight, problem solving, interpretation, explanation, and decision making. Test items require a student to pay careful attention, process, and think about what they hear and read.

<u>The Word Test 2</u>
    Age range: 6.0-17.11
    Scoring: Manual
    Year of publication: 2004
	The Word Test 2 assesses expressive vocabulary and semantic skills critical to reading comprehension, showing how these variables affect academic performance

OCCUP. THERAPY ASSESSMENTS	DESCRIPTION
Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition (Beery-VMI) Age range: 2:0- 99:11 Scoring: Manual Year of publication: 2010	The Beery-VMI helps assess the extent to which individuals can integrate their visual and motor abilities. It is a standardized, norm-referenced assessment that generates scores for visual perception, motor coordination, and visual-motor integration. Short Format and Full Format tests present drawings of geometric forms arranged in order of increasing difficulty that the individual is asked to copy. (The Short Format is often used with children ages 2 to 7 years.)
Bruininks-OseretskyTest of Motor Proficiency, 2nd Edition (BOT-2) Age range: 4:0-21:11 Scoring: Manual Year of publication: 2005	The BOT-2 examines a student's wide array of motor skills. The fine motor control section of the test assesses the skills needed for writing and drawing. The second section of the manual coordination assesses skills involving grasping, reaching, and manipulating objects that require speed, coordination and dexterity of upper extremities.
Developmental Assessment of Young Children, 2nd Edition (DAYC-2) Age range: birth - 5:11 Scoring: Manual Year of publication: 2013	The DAYC-2 measures children's development level in the following domains: communication, cognition, social-emotional development, physical development, and adaptive behaviors. Each domain can be assessed independently. Scores for items can be based on any one or all of three sources including observation of a child in their home or school environment, structured interview with parent/caregiver, and direct assessment.
Developmental Test of Visual Perception, 3rd Edition (DTVP-3) Age range: 4:0-12:11 Scoring: Manual Year of publication: 2013	The DTVP-3 assesses visual perception and visual-motor integration skills. The five subtests include eye-hand coordination, copying, figure-ground, visual closure, and form constancy. Children are shown a stimulus figure and asked to find it in a series of figures. The targeted figure will have a different size, position, and/or shade, and it may be hidden in a distracting background. The results of the five subtests are combined to form three composites: Motor-reduced Visual Perception, Visual-Motor Integration, and General Visual Perception (combination of motor-reduced and motor-enhanced subtests).
ETCH Age range: Grades 1-5	The ETCH is a criterion-referenced tool designed to evaluate manuscript and cursive handwriting skills of children in Grades 1 through 5. Its focus is to assess a student's legibility

Scoring: Manual Year of publication: 2004	and speed of handwriting tasks similar to those required of students in the classroom. ETCH tasks include alphabet and numerical writing, near-point and far-point copying, dictation, and sentence generation. It assesses legibility components, pencil grasp, hand preference, pencil pressure, manipulative skills with the writing tool, and classroom observations.
Peabody Developmental Motor Scales, 2nd Edition (PDMS-2) Age range: birth- 5 Scoring: Manual Year of publication: 2000	The Peabody Developmental Motor Scale is an evaluation tool administered to test both gross and fine motor skills in children ages birth to 6 years. Each motor area is broken into subtests. Gross motor areas include reflexes (administered only when child is under 12 months), stationary, locomotion, and object manipulation subtests. Fine motor areas include grasping and visual-motor integration.
Quick Neurological Screening Test, 3rd Edition Revised (QNST-3) Age range: 4-8 Scoring: Manual Year of publication: 2017	The QNST-3R is an assessment of the development of motor coordination and sensory integration seen as neurological soft signs (NSSs), such as poor coordination, sensory perceptual changes, and difficulty sequencing complex motor tasks. The QNST-3R asks examinees to perform a series of motor tasks adapted from traditional neurological and neuropsychological exams. These tasks sample motor development, muscle control, motor planning and sequencing, sense of rate and rhythm, spatial organization, visual and auditory–perceptual skills, disorders of attention, and more.
Sensory Processing Measure (SPM) Age range: 2-5; 5-12 Scoring: Manual Year of publication: 2007	The SPM is a rating scale for children ages 2-5 (preschool form) and 5-12 (school age form) that includes home and school forms. This rating scale allows for assessment of sensory processing issues (vision, hearing, touch, body awareness), praxis (ability to plan and organize movement), and social participation.
Test of Visual Perceptual Skills, 4th Edition (TVPS-4) Age range: 5:0-21:11 Scoring: Manual Year of publication: 2017	The TVPS-4 assesses seven categories of visual perceptioon including visual discrimination, visual memory, spatial relationships, form constancy, sequential memory, visual figure-ground, and visual closure. The TVPS-4 utilizes black-and-white line drawings and items are presented in a multiple-choice format, requiring only minimal verbal or motor (pointing) responses.

<u>Wide Range Assessment of Visual Motor Abilities (WRAVMA)</u> Age range: 3-17 Scoring: Manual Year of publication: 1995	The WRAVMA lets you assess and compare visual–spatial, fine motor, and integrated visual–motor skills using norms gathered from the same sample. The WRAVMA includes three subtests, which can be used individually or in combination. The Drawing Test measures visual–motor integration by asking the child to copy designs that are arranged in order of increasing difficulty. The Matching Test assesses visual–spatial skills by asking the child to look at a visual "standard" and select the option that "goes best" with it. The Pegboard Test evaluates fine motor skills by asking the child to insert as many pegs as possible, within 90 seconds, into a pegboard. Norms are provided for both dominant and nondominant hands. Each test requires just 4 to 10 minutes, and each provides a scaled score, standard score, age equivalent, and percentile score.

PHYS. THERAPY ASSESSMENTS	DESCRIPTION
Bruininks-OseretskyTest of Motor Proficiency, 2nd Edition (BOT-2) Age range: 4:0-21:11 Scoring: Manual Year of publication: 2005	The BOT-2 examines a student's wide array of motor skills. The fine motor control section of the test assesses the skills needed for writing and drawing. The second section of the manual coordination assesses skills involving grasping, reaching, and manipulating objects that require speed, coordination and dexterity of upper extremities.
Developmental Assessment of Young Children, 2nd Edition (DAYC-2) Age range: birth - 5:11 Scoring: Manual Year of publication: 2013	The DAYC-2 measures children's development level in the following domains: communication, cognition, social-emotional development, physical development, and adaptive behaviors. Each domain can be assessed independently. Scores for items can be based on any one or all of three sources including observation of a child in their home or school environment, structured interview with parent/caregiver, and direct assessment.
Peabody Developmental Motor Scales, 2nd Edition (PDMS-2) Age range: birth- 5 Scoring: Manual Year of publication: 2000	The Peabody Developmental Motor Scale is an evaluation tool administered to test both gross and fine motor skills in children ages birth to 6 years. Each motor area is broken into subtests. Gross motor areas include reflexes (administered only when child is under 12 months), stationary, locomotion, and object manipulation subtests. Fine motor areas include grasping and visual-motor integration.
Pediatric Balance Scale Age range: 5-15 Scoring: Manual Year of publication: 2003	The Pediatric Balance Scale is a modification of the Bery Balance Scale for adults. It is composed of fourteen different activities to assess balance.
School Function Assessment Age range: Kindergarten - grade 6 Scoring: Manual Year of publication: 1998	The School Function Assessment (SFA) measures student performance of functional tasks that affect the academic and social aspects of an elementary school program. SFA facilitates collaborative program planning for students with various disabling conditions. The SFA is a judgment-based (questionnaire) assessment that is completed by one or more school professionals who know the student well and have observed his or her typical performance.

Timed Up and Go (TUG) Age range: 5-13 Scoring: Hand Score Year of publication: 2016	The Timed Up and Go is a measurement of the time that it takes for a person who is seated (knees and hips at 90 degrees of flexion) to stand up, walk ten feet, turn around and return to a seated position.Results are compared to the average typical speed for a child of the same age.
Timed Floor To Stand (TFTS) Age range: 5-14 Scoring: Hand Score Year of publication: 2016	The Timed Floor to Stand is a measurement of the time that it takes for a person who is seated on the floor to stand up, walk ten feet, turn around and return to a seated position on the floor. Results are compared to the average typical speed for a child of the same age.
Timed Up and Down Stairs Test (TUDS) Age range: 8-14 Scoring: Hand Score Year of publication: 2004	The Timed Up and Down Stairs test measures the time that it takes for the participant to travel from the bottom of a 14-step flight of stairs, turn around on the top step and return to the bottom step. Results are compared to the average typical speed for a child of the same age.
6 Minute Walk test Age range: 8-14 Scoring: Hand Score Year of publication: 2014	This test measures the distance covered by a student in 6 minutes on a level walking surface (between cones in the school gymnasium). Results are compared to the average distance walked in six minutes for a child of the same gender/age.

TRANSITION PLANNING	DESCRIPTION
Brigance Transition Skills Inventory (TSI) Age range: Scoring: N/A Year of publication: 2010	The TSI helps assess a student's academic skills, community participation, independent living, employment, and post-secondary opportunities to support transition planning for middle and high-school students. The inventory determines present level of performance in transition skills, assists in developing transition goals and objectives for IEPs that meet IDEA requirements, assesses a wide range of student abilities, and assists in monitoring progress toward transition goals. The TSI can be useful for students with a wide range of skill sets in elementary, middle, and school. *This can be used to supplement some areas of achievement testing*
Transition Planning Inventory (TPI-2) Age range: 14-22 Scoring: N/A Year of publication: 2014	The TPI-2 provides a systematic way to address critical transition planning areas for individual student's preferences, interests, strengths, and needs. Key information is gathered from student, parent and school forms that include rating scales and open-ended questions. The most important outcomes are to identify transition preferences, interests, strengths, and needs and to foster transition planning and understanding for the student. The TPI-2, Transition Planning Inventory, 2nd Ed. assesses 11 domains of 57 transition planning or competency statements. The profile for each student is obtained by summarizing responses. This inventory is not a test, but an indicator of necessary further planning, learning and assessment to build a student's best possible future outcome.

NON-STANDARDIZED MEASURES
Developmental History form
Developmental Reading Assessment (DRA)
Qualitative Reading Inventory (QRI)
Behavior Observation System for Students (BOSS)
Functional Assessment Screening Tool (FAST)
Motivational Assessment Scale (MAS)