

| Test      | Test Name  | Abbreviation | Date | Age Range        | Description  |
|-----------|--|--------------|------|------------------|--|
| Cognitive | Leiter International Performance Scale               | Leiter-3     | 2013 | 3-75+ years      | Nonverbal measure of IQ, memory, and attention, particularly for nonverbal and ELL students.   |
| Cognitive | Kaufman Achievement Battery-2                        | KABC-2       | 2004 | 3 to 18-11 years | Measure of processing and cognitive abilities; includes a nonverbal index  |
| Cognitive | Stanford-Binet 5                                     | SB5          | 2003 | 2 to 85+ years   | Measure of verbal and nonverbal cognitive abilities, including Fluid Reasoning, Knowledge, Quantitative Reasoning, Visual-Spatial Processing, Working Memory |
| Cognitive | Wechsler Adult Intelligence Scale                    | WAIS-IV      | 2008 | 16:0-90:11       | Measure of cognitive abilities in adults.  |
| Cognitive | Wechsler Pre-K & Primary Scale of Intelligence       | WPPSI-III    | 2002 | 2:6-7:3 years    | Measure of cognitive abilities in young children.  |
| Cognitive | Wechsler Intelligence Scale for Children             | WISC-V       | 2014 | 6:0-16:11        | Measure of cognitive abilities in school-age children.   |
| ECSE      | Brigance Diagnostic Inventory of Early Development-3 | Brig. IED-3  | 2013 | 0-7 years        | Measures self-help, psychomotor, communication, gen. knowledge, comprehension, acad skills   |

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| ECSE       | Developmental Assessment of Young Children | DAYC-2    | 2012 | 0-5:11       | The DAYC-2 is a popular test used to identify children birth through 5-11 with possible delays in the following domains: cognition, communication, social-emotional development, physical development, and adaptive behavior. Each of the five domains reflects an area mandated for assessment and intervention for young children in IDEA. |
| Gen. Acad. | Kaufman Test of Educational Achievement-3  | KTEA-III  | 2014 | 4:0-25:11    | Assessment of academic skills, including reading, math, written & oral language  |
| Gen. Acad. | Woodcock-Johnson-IV Achiev./Oral           | WJ-IV     | 2014 | 2-Adult      | 20 subtests measuring reading, math, written language, and academic knowledge; oral language   |
| Math       | KeyMath-3                                  | KeyMath-3 | 2007 | 4:6-21 years | 10 subtests organized into three major areas-Basic Concepts, Operations, and Applications.   |

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| Reading    | Gray's Oral Reading Tests-V          | GORT-5     | 2012 | 6 - 23:11  | Measure of oral reading fluency and comprehension. 16 developmentally sequenced passages/5 questions each. |
| Reading    | Test of Early Wr. Lang. Ability-3    | TEWL-3     | 2012 | 4-11:11    | Assesses mastery of early developing reading skills; alphabet, conventions, and meaning.                   |
| Reading    | Test of Oral Reading & Comp-3        | TORC-3     | 1995 | 7:0-17:11  | Measures comprehension with vocab, syntactic similarities, paragraph reading, sent. sequencing.            |
| Wr. Lang.  | Test of Written Language-4           | TOWL-4     |      | 9:0-17:11  | Provides composite scores in Contrived Writing and Spontaneous Writing and a Total Written Language scores |
| Adap. Beh. | Adaptive Behavior Evaluation Scale:2 | ABES:2     | 2006 | 4-12 years |  |
| Adap. Beh. | Vineland Adaptive Behavior Scale: 3  | Vineland-3 | 2016 | 0 to 18:11 | Measure Personal and social skills in daily life; interpersonal, Play & Leisure, Coping Skills             |

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| Behavior | Behavior Assessment Scale for Children-3            | BASC-3 | 2015 | 2:0-21:11     | Teacher, Parent, & Self-report to understand behaviors, emotions of children and adolescents.            |
| Behavior | Beck Youth Inventories-2                            | BYI-2  | 2001 | 7:0-18:11     | Self-report scales to assess depression, anxiety, anger, disruptive behavior, self-concept.              |
| Behavior | Behavior Evaluation Scale-3                         | BES-3  | 2005 | 4 to 19 years | To screen for behavior problems, assess behavior, assist in diagnosis of BD/ED, develop IEP.             |
| Behavior | Behavioral & Emotional Rating Scale-2               | BERS-2 | 2004 | 5 thru 18     | To assess behavioral and emotional strengths of children.  |
| Behavior | Clinical Assessment of Behavior                     | CAB    | 2004 | 2-18          | Assesses adjustment, psychosocial strengths and weaknesses, problem behavior                             |
| Behavior | Firestone Assessment of Violent Thoughts-Adolescent | FAVT-A | 2008 |               | Self-report assessment tool designed to assess the underlying thoughts that predispose violent behavior. |
| Autism   | Childhood Autism Rating Scale-2                     | CARS-2 | 2010 | 2 & up        | Rating scale to identify children with autism and determine symptom severity.                            |

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| Autism   | Gilliam Autism Rating Scale-3                  | GARS-3 | 2014 | 3-22 years   | Screening instrument to identify severe behavior problems that may be indicative of autism.  |
| Language | Clinical Evaluation of Language Fundamentals-5 | CELF-5 | 2013 | 5 thru 21    | Assesses receptive and expressive language.  |
| Language | Comprehensive Assessment of Spoken Language    | CASL   | 1999 | 3-21 years   | Measure processes of comprehension, expression, and retrieval in categories of lexical/semantic, syntactic, supralinguistic, and pragmatic language. |
| Language | Expressive Vocabulary Test-2                   | EVT-2  | 2007 | 2:6 to adult | Measures expressive vocabulary knowledge. Word retrieval evaluated by comparing differences between EVT-2 and PPVT-4.                                |
| Language | Goldman-Fristoe Test of Artic.-2               | GFTA-2 | 2000 | 2-21 years   | Assess articulation of consonant sounds; sounds-in-words, sounds-in-sentences, stimulability.  |
| Language | Peabody Picture Vocabulary Test-4              | PPVT-4 | 2007 | 2-adult      | Wide-range test of hearing vocabulary.   |

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| Language | Preschool Language Scale-4                  | PLS-4        | 2002 | 3-6:11     | Measure of receptive and expressive language. Gives standard scores for Total Language, Auditory Comprehension, Expressive Communication.             |
| Language | Preschool Language Scale-4/screen           | PLS-4/screen | 2005 | 3-6:11     | Screens language, articulation, connected speech, social/interpersonal communication skills, stuttering, and voice disorder. No standardized scoring. |
| Language | Test of Language Development-4:Intermediate | TOLD-4:Inter | 2008 | 8 to 17:11 | Assess spoken language ability within semantic, grammatic, and phonological context. Assess strengths and weaknesses.                                 |
| Language | Test of Language Development-4:Primary      | TOLD-4: Prim | 2008 | 4 to 8:11  | Assess spoken language ability within semantic, grammatic, and phonological context. Assess strengths and weaknesses.                                 |

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| Language | Receptive-Expressive Emergent Language Test      | REEL-3 | 2003 | 0-3          | The Receptive-Expressive Emergent Language Test – Third Edition (REEL-3) is designed to help you identify infants and toddlers who have language impairments or who have other disabilities that affect language development. |
| Motor    | Bruininks-Osteretsky Test of Motor Proficiency-2 | BOTS-2 | 2005 | 4-21 years   | Assess motor function; provides comprehensive index of motor proficiency, separate measures of gross and fine motor skills.   |
| Motor    | Peabody Developmental Motor Scales-2             | PDMS-2 | 2007 | 0 to 5 years | Assessment, training, remediation of fine and gross motor skills.   |
| Motor    | Sensory Processing Measure                       | SPM    | 2007 | 3-5 /5-12    | Provides complete picture of children's sensory processing difficulties at school and home. Parent and/or teacher rating scale.   |

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| Motor | (Beery) Visual<br>Motor<br>Integration-5 | VMI-5 | 2004 | 2-18 years | Developmental<br>sequence of 24<br>geometric<br>forms. Two<br>supplemental<br>tests that test<br>motor and<br>visual<br>perception<br>separately. |
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