

Test	Test Name	Abbreviation	Date	Age Range	Description	Qualifications for ID
Cognitive	Leiter International Performance Scale	Leiter-3	2013	3-75+ years	Nonverbal measure of IQ, memory, and attention, particularly for nonverbal and ELL students.	Mean of 100, standard deviation of 15. Must be 2 standard deviations below the mean to qualify for ID. Needs to score a 70 or below.
Cognitive	Kaufman Achievement Battery-2	KABC-2	2004	3 to 18-11 years	Measure of processing and cognitive abilities; includes a nonverbal index	Mean of 100, standard deviation of 15. Must be 2 standard deviations below the mean to qualify for ID. Needs to score a 70 or below.
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	Mean of 100, standard deviation of 15. Must be 2 standard deviations below the mean to qualify for ID. Needs to score a 70 or below.
Cognitive	Wechsler Adult Intelligence Scale	WAIS-IV	2008	16:0-90:11	Measure of cognitive abilities in adults.	Mean of 100, standard deviation of 15. Must be 2 standard deviations below the mean to qualify for ID. Needs to score a 70 or below.
Cognitive	Wechsler Pre-K & Primary Scale of Intelligence	WPPSI-III	2002	2:6-7:3 years	Measure of cognitive abilities in young children. Measures self-help, psychomotor, communication, gen. knowledge, comprehension, academic skills	Mean of 100, standard deviation of 15. Must be 2 standard deviations below the mean to qualify for ID. Needs to score a 70 or below.
Cognitive	Wechsler Intelligence Scale for Children	WISC-V	2014	6:0-16:11	Measure of cognitive abilities in school-age children.	Mean of 100, standard deviation of 15. Must be 2 standard deviations below the mean to qualify for ID. Needs to score a 70 or below.
ECSE	Brigance Diagnostic	Brig. IED-3	2013	0-7 years	Measures self-help, psychomotor, communication,	

	Inventory of Early Development-3				gen. knowledge, comprehension, academic skills	
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.	
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.	
Wr. Lang.	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-4	2009	7:0-17:11	Measures silent reading comprehension, identifying students who need to improve reading proficiency and guiding intervention efforts	

Listening Comprehension	The Listening Comprehension Test-2	LCT-2	2006	6:0-11:11	The <i>Listening Comprehension Test 2</i> assesses listening through natural classroom situations rather than evaluating listening through simple repetition or discrimination subtests. The tasks reveal students' strengths and weaknesses in integrated language problem solving, reasoning, and comprehension of material presented auditorily.
Wr. Lang.	Test of Written Language-4	TOWL-4	2009	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	measure of adaptive behaviors necessary for success in the educational and residential settings that are not measured by academic skills testing
Adap. Beh.	Vineland Adaptive Behavior Scale: 2	Vineland-2	2016	0 to 18:11	Measure Personal and social skills in daily life; interpersonal, Play & Leisure, Coping Skills
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	2008	Self-report assessment tool designed to assess the underlying thoughts that predispose violent behavior.	
Behavior	Social Emotional Evaluation	SEE	2008	6:0-12:11	The <i>Social Emotional Evaluation</i> (SEE) evaluates the social skills and higher-level language that students need to interact successfully in everyday situations at home, school, and in the community.	
Autism	Childhood Autism Rating Scale-2	CARS-2	2010	2 & up	Rating scale to identify children with autism and determine symptom severity.	
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	CASL2	2017	3-21 years	Measure processes of comprehension, expression, and retrieval in categories of lexical/semantic, syntactic, spralinguistic, 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-3	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	Measures the receptive (hearing) vocabulary of children and adults. A norm-referenced, wide-range instrument that is untimed and individually administered.	
Language	Preschool Language Scales-5	PLS-5	2011	Birth-7:11	This play-based assessment comprehensive, reliable, and trusted information about language skills for children birth through age 7.	
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, grammatical, and phonological context. Assess strengths and weaknesses.	
Language	Test of Language Development-5:Primary	TOLD-5:Prim	2019	4:0 to 8:11	Assess spoken language ability within semantic, grammatical, and phonological context. Assess strengths and weaknesses.	

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.
Language	Picture Exchange Communication System	PECS2	2002	2 and up	Primary goal is to help teach functional communication.
Language	Test of Visual-Perceptual skills (non-motor)	TVPS	1982	5-21 years	To determine the visual perceptual strengths and weaknesses of students
Language	Test of Early Language Development	TELD-2	1986	2-7 years	Identify students who are significantly below their peers in early language development, in order to provide early intervention. Measures oral language in the areas of receptive and expressive language, syntax, and semantics.
Language	Pragmatic Language Skills Inventory	PLSI	2006	5-0 through 12-11	Designed to assess children's pragmatic language abilities.
Language	Evaluation Tool of Children's Hand writing	ETCH	1995	6:0-12:5	Evaluate manuscript and cursive handwriting skills of children in Grades 1 through 6. Its focus is to assess a student's legibility and speed of handwriting tasks similar to those required of students in the classroom
Language	Stuttering Severity Instrument	SSI-4	2009	Over 2:10	Allows you to quickly quantify stuttering problems and evaluate the effectiveness of therapy
Language	The Word Test-2	WORD Test	2014	6:0-17:11	Assesses expressive vocabulary and semantic skills critical to reading

					comprehension, showing how these variables affect academic performance	
Language	Language Processing Test-3	LPT-3	2005	5:0-11:11	Assesses discrete language processing skills, profiling strengths and weaknesses to inform diagnosis and treatment	
Language	Assessment of Basic Language and Learning Skills	ABILLS-R	2006		An assessment tool, curriculum guide, and skills-tracking system used to help guide the instruction of language and critical learner skills for children with autism or other developmental disabilities.	
Language	Test of Problem Solving-2	TOPS-2	2007	12:0-17:11	<i>TOPS 2: Adolescent</i> assesses critical thinking abilities based on the student's language strategies using logic and experience. It uses a natural context of problem-solving situations related to adolescent experiences and assesses five different decision-making skill areas critical to academic, problem solving, and social success.	
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.	

Motor	Sensory Processing Measure Pre-K	SPM-P	2010	2-5 years	Looks at overall sensory functioning as well as specific vulnerabilities that can affect learning.
Motor	(Beery) Visual Motor Integration-5	VMI-5	2004	2-18 years	Developmental sequence of 24 geometric forms. Two supplemental tests that test motor and visual perception separately.
Motor	Sensory Profile 2	SP-2	2014	Birth–14:11	Provides standardized tools to help evaluate a child's sensory processing patterns in the context of home, school, and community-based activities.