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| **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. Measures self-help, psychomotor, communication, gen. knowledge, comprehension, acad skills |
| 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 |
| 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. |
| 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 | 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. |
| Autism | Childhood Autism Rating Scale-2 | CARS-2 | 2010 | 2 & up | Rating scale to identify children with autism and determine sympton 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 | 1999 | 3-21 years | Measure processes of comprehension, esxpression, 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 rerieval 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. |
| Language | Preschool Language Scale-4 | PLS-4 | 2002 | 3-6:11 | Measure of receptive and exressive language. Gives standard scores for Total Langauge, 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 sematic, grammatic, and phonologcal 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 sematic, grammatic, and phonologcal 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 Language Competence | TLC | 1989 | Level 1: 5-9; Level 2: 10-18 | Helps determine students' language strategies, assist in developing remediation plans, and write Individual Education Plan (IEP) goals and objectives. |
| 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 |
| Motor | Bruininks-Osteretsky Test of Motor Proficiency-2 | BOTS-2 | 2005 | 4-21 years | Assess motor function; provides comprehensive indiex 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. |