

SELECTION ASSESSMENT INSTRUMENTS

- * Evaluations must be based upon the child's needs as determined by the IEP team. The purpose of conducting evaluations is to generate information in order to make decisions about eligibility, educational strategies and placement options.
- * The team should take into account any exceptionality of the individual in the choice of assessment procedures.
- * It is up to the assessment team to determine the appropriate assessment instruments to use for each evaluation. Evaluators, including school psychologists, special education teachers and examiners need to carefully select instruments for the purpose of evaluating students.
- * The technical qualities of instruments used, such as reliability, validity, and norming should be carefully examined based on the test's technical manuals, as well as independent sources. Assessments should also be culturally and ethnically relevant for each student.
- * A valid diagnosis establishes the first prong of eligibility. A comprehensive evaluation is then needed to determine prongs 2 and 3 (adverse effects and need for specialized instruction)

STATISTICAL OVERVIEW

Choosing appropriate assessment instruments is a vital step in the evaluation process. Having a basic understanding of the terms and concepts used provides the evaluator with the knowledge and skills to ensure that the student will be appropriately evaluated.

A. Norm-Referenced/Criterion-Referenced

1. Norm-referenced instruments compare a student's performance with a norm, which indicates a student's ranking relative to that group.
 - a. norm referenced instruments provide standard scores, percentiles/stanines, and standard deviation scores.
 - b. examples: Woodcock-Johnson Tests of Achievement-IV, Wechsler Individual Achievement Test-IV, Kaufman Test of Educational Achievement-3
2. Criterion-referenced instruments compare a student's performance with a criterion or an expected level of performance. Criterion referenced tests provide useful information for program planning for the individual student.
 - a. can obtain percentage, indicate mastery, etc.
 - b. examples: BRIGANCE, Qualitative Reading Inventory-5

Some of the individual achievement tests such as the Woodcock Reading Mastery-III and KeyMath-3 are both norm- and criterion-referenced.

B. Standardization:

1. The test selected must be representative of the student to be evaluated.
2. The sample should be based on the most recent census data of the United States according to: age, race, ethnicity, grade, socioeconomic status, place of residence (urban/rural), and geographic location.
3. To be adequately standardized, there must be at least 100 children per age or grade level.
4. A standardization sample (also called a normative sample) should be current because of the rapidly expanding knowledge base that exists for children today. When a test is revised with a new standardization sample, the old test should not be used to ensure the accuracy of obtained scores and for comparison across examinees.

C. Reliability:

1. Reliability is the consistency or accuracy of test scores.
2. A reliability coefficient expresses the degree of consistency in measurement of the test scores. The reliability coefficient (r) ranges from 1.00 (indicating perfect reliability) to .00 (indicating absence of reliability).
3. The standard error of measurement (SEM) provides an estimate of the amount of error associated with an individual's obtained score. Factors to consider:
 - a. the lower the SEM, the better, and
 - b. use a range when reporting test scores. The SEM provides the basis for forming the confidence interval.Confidence interval = obtained score \pm Z(SEM). Z values for 90% and 95% levels of confidence are 1.65 and 1.96, respectively.

D. Three methods of estimating reliability:

1. Test/retest (stability) method estimates how stable the scores are over time. The test is administered to the same group of children two times using a specified interval and then correlated to determine consistency. Generally, the shorter the retest interval, the higher the reliability coefficient. If the two administrations of the test are close in time, there is a relatively great risk of carryover and practice effects.
2. Equivalent (parallel) forms method uses two different but equivalent forms of a test. They are administered to the same group of children and the results are correlated.
3. Internal consistency (split-half) method involves splitting the test items of a test into halves. The test is administered to a group of children and the answers are divided into odd/even, then correlated.

E. Factors that affect reliability:

1. the number of items on the test;
2. the interval between testing;
3. guessing (true-false/multiple choice tests);
4. effects of memory and practice; and

5. variations in the testing conditions.

F. Reliability in general:

1. How reliable is reliable? The answer depends on the use of the test. However, reliability coefficients of .80 or greater are generally accepted as meeting the minimum criteria for most purposes.
2. For a test used to make a decision that affects a student's future, evaluators must be certain to minimize any error in classification. Thus, a test with a reliability coefficient of .90 or above should be considered (e.g., intelligence tests).
3. For screening instruments, a reliability coefficient of .70 or higher is generally accepted as meeting minimum reliability criteria.

G. Validity:

1. Answers the question - Does the test measure what it is supposed to measure? The most recent standards emphasize that validity is a unitary concept that represents all of the evidence that supports the intended interpretation of a measure. In other words, it is viewed as a unitary concept based on various kinds of evidence.
2. Three types of evidence for validity:
 - a. Content related evidence - determined by examining three factors:
 1. Are the test items relevant?
 2. Are there enough items on the entire test for each area and/or skill?
 3. Are the testing procedures appropriate?
 - b. Criterion-related evidence - the extent to which the test results correlate with that student's performance on another measure of the same construct.
 1. Concurrent evidence represents how much the results agree with the results from another test measuring the same construct.
 2. Predictive evidence represents how well the results of the test predict the future success of the student (the higher the r the better)
 - c. Construct evidence - the extent to which the test measures the construct it purports to measure. The gathering of construct validity evidence is an ongoing process that is similar to amassing support for a complex scientific theory.

H. Factors that affect validity include:

1. reliability;
2. intervening conditions; and
3. test-related factors (e.g. anxiety, motivation, speed, directions, administration procedures).

I. Relation between reliability and validity:

Reliability (consistency) of measurement is needed to obtain valid results. An assessment that produces totally inconsistent results cannot possibly provide valid information about the performance being measured. On the other hand, highly consistent assessment results may be measuring the wrong thing. Thus, low reliability indicates that a low degree of validity is

consistent assessment results may be measuring the wrong thing. Thus, low reliability indicates that a low degree of validity is present, but high reliability does not ensure a high degree of validity. In short, reliability is a necessary but not sufficient condition for validity.

J. Choosing an assessment instrument for eligibility:

1. must be normed on the student's age in order to compare current performance to other age peers; and
2. must measure the skill areas identified through the referral process as areas of concern (i.e., reading, motor skills, language skills, etc.)

K. Interpreting the assessment results:

1. The assessment needs to be administered and scored according to the directions given in the test manual. If there are any modifications or deviations from the way a test was standardized, this should be noted in any evaluation results or reports, stating that current results may not be valid due to testing modifications.
2. Standard scores should always be reported. Standard scores are raw scores that have been converted to equal units of measurement. They have a given mean and standard deviation. Standard scores from one test are comparable to standard scores on other assessments, if based upon the same mean and standard deviation.
3. Age- and grade-equivalent scores should not be used in determining eligibility. These scores are computed by determining the average raw score obtained on a test by students of various ages and grade placements. Since age-equivalent and grade-equivalent scores are based on unequal units, they are not comparable across tests or even subtests of the same battery of tests. Thus, they can be misleading. These scores should not be reported.

L. General Information:

1. Standard deviation is a measure of variability in a set of scores, or spread of scores. Essentially, it is the average of the distances scores are from the mean.

* Standard deviations of intelligence tests are typically 15 points, but always refer to the test manual to determine standard deviation.

* Approximately 68 percent of the scores fall within one standard deviation above and below the mean.

2. Standard error of measurement (SEM) indicates how much a person's score might vary if examined repeatedly with the same test. It is perhaps the most useful index of reliability for the interpretation of individual scores. This index is used to create a confidence interval around an observed score. As a reminder, **when determining eligibility, the only time the SEM range is to be utilized is for the category of cognitive disability**. For all other disability categories, the standard score received must be used.

3. Regression equations – “The equation takes into account regression-to-the mean effects, which occur when the correlation between two measures is less than perfect, and the standard error of measurement of the difference score. The regression-to-the-mean effect means that children who are above average on one measure will tend to be less superior on the other, whereas those who are below average on the first measure will tend to be less inferior on the second. Use of the most effective regression equation requires knowledge of the correlation between the two tests used in the equation; the

effective regression equation requires knowledge of the correlation between the two tests used in the equation; the correlation should be based on a large representative sample.” (Sattler, 1988) As a reminder, **the regression to the mean effect must be considered when determining if a specific learning disability exists, using the discrepancy model.**

Test Administration Qualifications Key

Level A – Basic training in evaluations and measures, and supervision by qualified individual (level B-D) (Example: paraprofessional)

Level B1 – Bachelors-level degree in field relevant to the test, which includes coursework in the principles of measurement, and the administration and interpretation of tests. (Example: special education teacher, speech/language pathologists)

Level B2 – Masters-level degree in field relevant to the test, which includes advanced coursework in the principles of measurement, and the administration and interpretation of tests. (Example: special education teacher, speech/language pathologists)

Level C – All B-Level qualifications, plus an advanced professional degree that provides appropriate training in the administration and interpretation of clinical tests (Example: school psychologists, clinical psychologists)

Note:

It is recommended that examiners not only administer but also interpret scores. As a general rule, test administrators should have an understanding of the basic principles and limitations of psychological testing, particularly psychological test interpretation. Although instruments can be easily administered and scored, the ultimate responsibility for interpretation must be assumed by a school psychologist who realizes the limitations in such screening and assessment procedures.

****** NOTE: The Evaluation list is updated after the release of the Mental Measurements Yearbooks (MMY) published every three years. (Last publication 2021-21st Edition of MMY)**

Testing Instruments	Grade/ Age Level	Standardization	Reliability	Validity	Qualification	Comments	Type of Assessment
Bracken School Readiness Assessment – 3 rd Edition	2:6 to 7:11	Questionable	Questionable	Questionable	A	***SCREENER (Based on Norms from 1997)	Achievement
Kaufman Test of Educational Achievement 3 rd Ed, Comprehensive Form (KTEA-3) (2014)	4:0 to 25:11 years	Pending	Pending	Pending	B1	Previous edition KTEA-II was adequate (Oral Expression and Listening Comprehension Subtests Questionable)	Achievement
Wechsler Individual Achievement Test IV (WIAT-IV) (2020)	4:0-19:11 years	Adequate	Adequate	Adequate	B1		Achievement
Wide Range Achievement Test, Fifth Edition (WRAT5) (2017)	5 to 85+ years	Adequate	Adequate	Inadequate	B1	***SCREENER	Achievement

Woodcock-Johnson- IV Tests of Achievement (WJ IV) (2014)	2 to 90+ years	Adequate	Adequate	Adequate	B1		Achievement
Woodcock-Johnson – IV Tests of Oral Language (2014)	2 to 90+ years	Adequate	Adequate	Adequate			Achievement
Young Children’s Achievement Test-2nd Edition (YCAT-2) (2018)	4 to 7:11 years	Adequate	Adequate	Adequate	B1		Achievement
Ages and Stages Questionnaires: A Parent-Completed Child Monitoring System, Third Edition (ASQ) (2009)	1 to 66 months	Inadequate	Inadequate	Inadequate		First-level screening device	Developmental
Ages and Stages Questionnaires: Social-Emotional: A Parent-Completed, Child-Monitoring System for Social-Emotional Behaviors (ASQ: SE) (2003) Spanish Version Available	3 to 66 months	Questionable	Questionable	Questionable		***SCREENER	Developmental
Battelle Developmental Inventory, 3rd edition (2020) (BDI-3)	Birth to 7:11 years	Adequate	Adequate	Adequate	B1	Little evidence provided on test fairness: caution on using this tool with ESL children and children with disabilities	Developmental
Bayley Scales of Infant and Toddler Development—Fourth Edition, Screening Test (2019) (Bayley-III Screening Test)	Ages 1 to 42 months	Questionable	Adequate	Questionable		*** SCREENER	Developmental
BRIGANCE® Early Childhood Complete System (2010)	Birth to 5 years (Enrolled in an Early Childhood Program)	Inadequate	Inadequate	Inadequate	B1	***SCREENER	Developmental

BRIGANCE® Head Start and Early Head Start Complete System	Birth to 6 years (Enrolled in Head Start)	Inadequate	Inadequate	Inadequate		***SCREENER	Developmental
BRIGANCE® K & 1 Screen-II	Grades K-1	Inadequate	Inadequate	Inadequate		***SCREENER	Developmental
BRIGANCE® Early Preschool Screen-II	Age 2:0 – 2:11	Inadequate	Inadequate	Inadequate		Not recommended to be used as a SCREENER	Developmental
Developmental Assessment of Young Children (DAYC-2) (2013)	Birth to 5:11 years	Questionable	Questionable	Questionable	B1	Use in conjunction with another assessment	Developmental
Developmental Indicators for the Assessment of Learning-4 th Edition (DIAL-4) (2011) Spanish Edition Available	2:6 to 5:11 years	Adequate	Adequate	Adequate	B1	***SCREENER	Developmental
Developmental Profile 4 (DP4) (2020)	Birth to 12:11 years	Adequate	Adequate	Inadequate		***SCREENER, Norm referenced	Developmental
Infant-Toddler Developmental Assessment - Second Edition (IDA-2) (2016)	Birth to 3 years	Questionable	Questionable	Questionable	A		Developmental
Comprehensive Test of Phonological Processing – 2 nd Edition (CTOPP-2) (2013)	6 to 24 years	Adequate	Adequate	Adequate	B1		Reading
Ekwall/Shanker Reading Inventory – 6 th Edition (2013)		NA	NA	NA			Reading
Gates-MacGinitie Reading Tests-Normative Update (2017) (GMRT)	K to 12 th grade & Adults	Adequate	Adequate	Adequate			Reading
Gray Oral Reading Test- 5 (GORT-5) (2012)	6 to 23 years	Adequate	Adequate	Adequate	B1		Reading
Oral & Written Language Scales Second Edition: Reading Comprehension and Written Expression (OWLS-II RC; OWLS-II WE) (2011)	5 to 21 Years	Adequate	Adequate	Adequate	B1		Reading

Rapid Automatized Naming and Rapid Alternating stimulus Tests (RAN/RAS) (2005)	5:0 to 18:11 years	Adequate	Adequate	Adequate		Measure Rapid Naming Ability	Reading
STAR® Early Literacy (2018)	PreK to 3 rd grade	Adequate	Adequate	Questionable		Criterion Referenced Computer based instructional placement test Used a skill-based assessment	Reading
STAR® Reading (2018)	K to 12 th grades	Adequate	Adequate	Adequate		Computer based instructional placement test Used as skill-based assessment in conjunction with other measures	Reading
Test of Early Reading Ability –4 (TERA-4) (2018)	4 to 8:11 years	Adequate	Adequate	Adequate	B1	Phonemic awareness is not measured	Reading
Test of Preschool Early Literacy (TOPEL) (2007)	3 to 5:11 years	Adequate	Adequate	Adequate			Reading
Test of Reading Comprehension-4 (TORC-4) (2009)	7 to 17:11	Adequate	Adequate	Adequate	B1	Assessment lacks sensitivity to identify specific reading deficit areas	Reading
Test of Silent Contextual Reading Fluency Second Edition (TOSCRF-2) (2014)	7 to 24:11 years	Questionable	Questionable	Questionable			Reading
Test of Silent Reading Efficiency Comprehension (TOSREC) (2010)	1 st to 12 th Grade	Pending	Pending	Pending			Reading
Test of Word Reading Efficiency Second Edition (TOWRE-2) (2012)	6 to 24 years	Inadequate	Adequate	Questionable	B1	Caution advised with populations who have regional, social, or foreign language accents	Reading
Woodcock Reading Mastery Tests- Third Edition (WRMT-III) (2011)	4:6 to 79:11 years	Questionable	Questionable	Questionable	B1	Should be administered in conjunction with other reading measures.	Reading
Key Math -3 DA (2007)	4:6 to 21:11 years	Adequate	Adequate	Adequate	B1		Math

STAR® Math (2018)	K to 12 th grades	Adequate	Adequate	Adequate		Computer based instructional placement test. Used as skill-based assessment	Math
Test of Early Math Ability-3 (2003) (TEMA-3)	3 to 8:11	Adequate	Adequate	Questionable			Math
Test of Mathematical Abilities-3rd Edition (TOMA-3) (2012)	8 to 18:11	Questionable	Adequate	Questionable			Math
Oral & Written Language Scales Second Edition: Reading Comprehension and Written Expression (OWLS-II RC; OWLS-II WE) (2011)	5 to 21 years	Adequate	Adequate	Adequate	B1		Written Language
Test of Early Written Language - 3 rd Edition (TEWL- 3) (2012)	4 to 11:11 years	Adequate	Adequate	Adequate	B1		Written Language
Test of Written Language-Fourth Edition (TOWL-4) (2009)	9:0 to 17:11 years	Adequate	Adequate	Adequate			Written Language
Test of Written Spelling – Fifth Edition (TWS-5) (2013)	6 to 18 years	Adequate	Adequate	Adequate	B1		Spelling
Arizona Articulation and Phonology Scale, Fourth Revision (Arizona-4) (2017)	18 months to 21 years	Adequate	Adequate	Adequate	B2	Not for intervention planning	Speech Language
Bracken Basic Concept Scale – 3 rd Edition - Expressive (BBCS-E) (2006)	3 to 6:11 years	Adequate	Adequate	Adequate	B1	***Becoming dated	Speech Language
Bracken Basic Concept Scale – 3 rd Edition -Receptive (BBCS-3:R)(2006) Spanish Edition available	3 to 6:11 years	Adequate	Adequate	Questionable	B1	***Becoming dated	Speech Language
Children’s Communication Checklist-2: U.S. Edition (CCC-2) (2006)	4 to 16 years	Adequate	Adequate	Adequate		***SCREENER	Speech Language
Clinical Assessment of Articulation and Phonology 2 nd Edition (CAAP-2®) (2014)	2:6 to 11:11 years	Pending	Pending	Pending		Previous edition CAAP was adequate in all areas	Speech Language

Clinical Evaluation of Language Fundamentals- Fifth Edition (CELF-5) (2013)	5 to 21 years	Adequate	Adequate	Adequate	B1		Speech Language
Clinical Evaluation of Language Fundamentals Preschool –Third Edition (2020) (CELF Preschool-3)Spanish Edition available	3 to 6:11 years	Pending	Pending	Pending	B1	Caution when used as a diagnostic tool because of lower then acceptable reliability for some subtests and age groups***Last edition was adequate in all areas	Speech Language
Communication Activities of Daily Living: Third Edition (CADL-3) (2018)	Adults ages 18 and older with neurogenic language disorders	Adequate	Adequate	Adequate	B2		Speech Language
Comprehensive Receptive & Expressive Vocabulary Test: Third Edition (CREVT-3) (2013)	5 years to adult	Adequate	Adequate	Adequate		Caution advised when interpreting for identification; more appropriate for a skill-based assessment than for eligibility	Speech Language
Comprehensive Assessment of Spoken Language, Second Edition (CASL-2) (2017)	3 to 21 years	Adequate	Adequate	Adequate	B2	Includes a pragmatic component	Speech Language
Expressive One-Word Picture Vocabulary Test 4 th Edition (EOWPVT-4) (2011)	2 to 80 years	Adequate	Adequate	Questionable	B1	***SCREENER	Speech Language
Expressive One-Word Picture Vocabulary Test-Spanish-Bilingual 4 th Edition (EOWPVT-4:SB) (2013)	2 to 70+ years	Adequate	Adequate	Adequate	B1		Speech Language
Expressive Vocabulary Test – 3rd Edition (EVT-3) (2019)	2:6 to 90+ years	Adequate	Adequate	Questionable	B1	Standardized on those with no language or hearing deficits and who were fluent in English	Speech Language

Goldman-Fristoe Test of Articulation: Third Edition (GFTA-3) (2015)	2 to 21:11years	Adequate	Adequate	Adequate	B1	Controlled for cultural and linguistic biases	Speech Language
Hodson Assessment of Phonological Patterns – Third Edition (HAPP-3) (2004)	3 to 7:11 who have unintelligible speech	Adequate	Adequate	Adequate		For students with unintelligible speech	Speech Language
Khan-Lewis Phonological Analysis – 3 (KLPA-3) (2015)	2 to 21:11 years	Adequate	Adequate	Adequate	B1	Must be administered with GFTA-3	Speech Language
Lindamood Auditory Conceptualization Test – Third Edition (2004) (LAC-3)	K - 6 grade	Adequate	Adequate	Adequate	B1	Caution on using this for hard-of hearing children **Becoming dated	Speech Language
Montgomery Assessment of Vocabulary Acquisition (MAVA) (2008)	3:0 to 12:11 years	NA	NA	NA		NOT REVIEWED	Speech Language
Oral & Written Language Scales, Second Edition: Listening Comprehension and Oral Expression (OWLS-II LC; OWLS-II OE) (2011)	3 to 21 years	Adequate	Adequate	Adequate	B1		Speech Language
Oral Speech Mechanism Screening Examination – Third Edition (OSMSE-3) (2000)	5 years to adult	Questionable	Questionable	Inadequate		***SCREENER	Speech Language
Peabody Picture Vocabulary Test – 5 (PPVT-5) (2019)	2:6 to 90 years	Adequate	Adequate	Adequate	B1	Not meant to be a diagnostic tool.	Speech Language
Pragmatic Language Skills Inventory (PLSI) (2006)	5 to 12:11 years	Adequate	Adequate	Adequate			Speech Language
Preschool Language Scale – 5 th Edition (PLS-5) (2011) Spanish Edition Available	Birth to 6:11 years	Adequate	Adequate	Adequate	B1		Speech Language
Receptive One-Word Picture Vocabulary Test 4 th Edition (ROWPVT-4) (2011)	2 to 80 years	Adequate	Adequate	Adequate			Speech Language
Receptive-Expressive Emergent Language Test-4th Edition (REEL-4) (2020)	Birth to 3:11 years	Previous version was Adequate	Previous version was Adequate	Previous version was Adequate			Speech Language

SCAN-3 for Adolescents & Adults: Test for Auditory Processing Disorders (SCAN-3:A) (2009)	13 to 50 years	Questionable	Questionable	Questionable	B1		Speech Language
SCAN-3 for Children: Test for Auditory Processing Disorders (SCAN-3:C) (2009)	5 to 12 years	Questionable	Questionable	Questionable	B1		Speech Language
Structured Photographic Articulation Test – III Featuring Dudsberry (SPAT-D III) (2016)	3 to 9:11	Adequate	Adequate	Adequate			Speech Language
Stuttering Severity Instrument-4 th Edition (SSI:4) (2009)	2:10 years and up	Adequate	Adequate	Adequate			Speech Language
Test of Adolescent and Adult Language-Fourth Edition (TOAL-4) (2007)	12 to 24:11 years	Adequate	Adequate	Questionable	B1	***Becoming dated	Speech Language
Test of Auditory Processing Skills – Fourth Edition (TAPS-4) (2018)	5 to 21:11 years	Adequate	Adequate	Questionable	B1		Speech Language
Test of Childhood Stuttering (TOCS) (2009)	4 to 12:11 years	Inadequate	Questionable	Questionable			Speech Language
Test of Early Language Development – Fourth Edition (TELD-4) (2018)	3 to 7:11years	Adequate	Adequate	Adequate	B1	Good screening device	Speech Language
Test of Language Development - Intermediate: Fifth Edition (TOLD – I:5) (2020)	8 to 17:11	Previous edition was Adequate	Previous edition was Adequate	Previous edition was Adequate	B1	Caution when used with students for whom English is a second language: test authors caution that the test scores themselves cannot be used to diagnose a language disorder	Speech Language
Test of Language Development – Primary: 5 th Edition (TOLD – P:5) (2019)	4:0 to 8:11 years	Adequate	Adequate	Adequate	B1		Speech Language
Test of Narrative Language, Second Edition (TNL-2) (2017)	4 to 15:11 years	Adequate	Adequate	Adequate	B1	Can be used for progress monitoring in this specific skill.	Speech Language

Test of Phonological Awareness Skills (TOPAS) (2003)	5:0 to 10:11 years	Adequate	Adequate	Adequate	B1	Caution noted for interpretation of very low scores for young children ***Becoming dated	Speech Language
Test of Pragmatic Language – Second Edition (TOPL-2) (2007)	6 to 18:11 years	Adequate	Adequate	Adequate		***SCREENER ***Becoming dated	Speech Language
The WORD Test 3: Elementary (2014)	6 years and older	Questionable	Questionable	Questionable		Sample based on 2004 population	Speech Language
Woodcock-Munoz Language Survey III (2017) (WMLS III)	3 to 22:11 years	Adequate	English Version: Adequate; Spanish Version: Inadequate	English Version: Adequate; Spanish Version: Inadequate	B2		Speech Language
Bender Visual Motor Gestalt Test II (Bender Gestalt II) (2003)	4 to 85 years	Adequate	Adequate	Adequate		*Becoming dated	Motor
Bruiniks-Oseretsky Test of Motor Proficiency-2 (BOT-2) (2005)	4 to 21 years	Questionable especially with students with disabilities	Questionable	Questionable			Motor
Developmental Test of Visual Perception – Second Edition (DTVP-3) (2013)	4 to 12 years	Adequate	Adequate	Adequate	B1		Motor
Full Range Test of Visual-Motor Integration (FRTVMI) (2006)	5 to 74 years	Adequate	Adequate	Adequate		***SCREENER specifically for measuring copying ability *Becoming dated	Motor
Motor-Free Visual Perception Test- Fourth Edition (MVPT-4) (2015)	4 to 94 years	Adequate	Adequate	Inadequate	B1		Motor
Peabody Developmental Motor Scales – Second Edition (PDMS-2) (2000)	Birth to 72 months	Adequate	Adequate	Adequate	B1	*is dated	Motor

Test of Gross Motor Development – Third Edition (TGMD-3) (2019)	3 to 10:11 years	Questionable	Adequate	Adequate	A		Sensory-Motor
Test of Visual-Motor Skills – 3 (TVMS-3) (2010)	3 to 90 years	Inadequate	Inadequate	Inadequate	B1		Motor
Test of Visual-Perceptual Skills – 4th Edition (TVPS-4) (2017)	5 to 21:11 years	Inadequate	Inadequate	Inadequate	B1	***SCREENER	Motor
The Beery-Buktenica Developmental Test of Visual-Motor Integration, 6 th Edition (BEERY VMI) (2010)	2 to 99:11 years	Adequate	Adequate	Adequate			Motor
Visual Motor Assessment -3rd edition (ViMo)	6 years and older	Inadequate	Inadequate	Inadequate			Motor
Bateria IV Woodcock -Munoz (Bateria IV) (2019)	Spanish speakers ages 2-95	Adequate	Adequate	Adequate	C		Intelligence
Bayley Scales of Infant and Toddler Development—Third Edition (2006) (Bayley-III)	1 to 44 months	Adequate	Adequate	Adequate	C	Very good assessment, especially with special populations	Intelligence
Comprehensive Test of Nonverbal Intelligence-Second Edition (CTONI-2) (2009)	6 to 90 years	Adequate	Adequate	Adequate	B2	*This assessment is only to be used for individuals whose language or motor skills would impact performance	Intelligence
Detroit Test of Learning Abilities-Fifth Edition (DTLA-5) (2018)	6 to 17:11 years	Adequate	Adequate	Adequate	C		Intelligence
Differential Abilities Scale-2nd Edition (DAS-2) (2007)	2:6 to 18 years	Adequate	Adequate	Adequate	C		Intelligence
Kaufman Assessment Battery for Children, 2nd Edition Normative Update (KABC-II NU) (2018)	3 to 18 years	Adequate	Adequate	Adequate	C	Non-verbal score obtainable	Intelligence
Kaufman Brief Intelligence Test-2nd Edition (KBIT-II) (2004)	4 to 90 years	Adequate	Adequate	Adequate	C	***SCREENER*** Brief Intelligence should not be used to make high stakes decisions	Intelligence

Leiter International Performance Scale-Third Edition (Leiter-3) (2013)	3 to 75 years	Adequate	Adequate	Adequate	C	non-verbal assessment; useful with individuals with speech difficulties	Intelligence
Reynolds Intellectual Assessment Scale -Second Edition (RIAS-2)	3 to 94 years	Adequate	Adequate	Adequate	C		Intelligence
Reynolds Intellectual Screening Test (RIST-2)	3 to 94 years	Adequate	Adequate	Adequate	B2	***SCREENER*** Brief Intelligence should not be used to make high stakes decisions	Intelligence
Stanford-Binet Intelligence Scale: Fifth Edition (SB5) (2003)	2 to 90 years	Adequate	Adequate	Adequate	C		Intelligence
Test of Nonverbal Intelligence –Fourth Edition (TONI-4) (2010)	6:0 to 89:11 years	Adequate	Questionable	Questionable	B2	***SCREENER Caution when administering to children under nine years of age Previous edition TORC-3 better for older students	Intelligence
The Cognitive Abilities Scale-Second Edition (CAS2) (2001)	3-23 months- Infant Form & 24-47 months-Pre-school Form	Adequate	Adequate	Questionable	B2	*Little or no predictive validity (Swanson, 2009)	Intelligence
The Cognitive Assessment System, Second Edition: Brief (CAS2:Brief) (2014)	4 to 18 years	Adequate	Adequate	Adequate	C	Good assessment for minority students	Intelligence
Universal Nonverbal Intelligence Test: Second Edition (UNIT2) (2016)	5 to 21 years	Adequate	Adequate	Adequate	C		Intelligence
Wechsler Intelligence Scale for Children- Fifth Edition (WISC-V) (2014)	6 to 16:11 years	Adequate	Adequate	Adequate	C		Intelligence

Wechsler Intelligence Scale for Children - Fifth Edition, Spanish	6 to 16:11 years	Adequate	Adequate	Adequate	C	High level of Spanish proficiency needed to administer and interpret feedback	Intelligence
Wechsler Abbreviated Scale of Intelligence®-Second Edition (WASI®-II) (2011)	6 to 90 years	Adequate	Adequate	Adequate	C	***SCREENER*** Brief Intelligence should not be used to make high stakes decisions	Intelligence
Wechsler Adult Intelligence Scale- Fourth Edition (WAIS-IV) (2008)	16 to 91 years	Adequate	Adequate	Adequate	C	*In process of being updated	Intelligence
Wechsler Nonverbal Scale of Ability (WNV) (2006)	4- to 22 years	Adequate	Adequate	Adequate	C		Intelligence
Wechsler Preschool & Primary Scale of Intelligence-Fourth Edition (WPPSI-IV) (2012)	2:6 to 7:7 years	Adequate	Adequate	Adequate	C		Intelligence
Woodcock-Johnson IV Tests of Cognitive Abilities (WAIS-IV) (2008)	2 to 90:11 years	Adequate	Adequate	Adequate	C		Intelligence
Achenbach System of Empirically Based Assessment (ASEBA) (2001)	18 months to 90 years	Adequate	Adequate	Adequate	B1		Social Behavior/ AL Personality
Anti-Social Process Screening Device (APSD) (2001)	6 to 13:11 years	Questionable	Inadequate	Inadequate		Use caution when interpreting results. Use with other measures.	Social Behavior/ AL Personality
Attention Deficit Disorders Evaluation Scale –Fifth Edition (2019) (ADDES-5)	4 to 18:11 years	Questionable	Adequate	Questionable			Social Behavior/ AL Personality
ADHD Rating Scale-5 (for Children and Adolescents)	5 to 17 years	Adequate	Adequate	Adequate			Social Behavior/ AL Personality
Beck Depression Inventory-II (BDI-II) (1996)	13 to 80 years	Adequate	Adequate	Adequate	C		Social Behavior/ AL Personality
Beck Youth Inventories – 2 nd Edition (BYI-II) (2005)	7 to 18 years	Adequate	Adequate	Adequate	C	Use with other measures	Social Behavior/ AL Personality

Behavior and Emotional Rating Scale-2 (BERS-2) (2004)	5 to 18:11 years	Adequate	Adequate	Adequate	B1		Social Behavior/ AL Personality
Behavior Assessment System for Children-3rd Edition (BASC-3) (2015) Spanish version also available	2 to 25 years	Adequate	Adequate	Adequate	B1		Social Behavior/ AL Personality
Behavior Disorders Identification Scale-Second Edition: (2012) (BDIS-2:R) Renormed	5 to 18 years	Pending	Pending	Pending		Previous assessment BDIS-2 was inadequate in all areas	Social Behavior/ AL Personality
Behavior Evaluation Scale-Fourth Edition (2014) (BES-4L, BES-4S)	4 to 19:11 years	Adequate	Adequate	Adequate		***SCREENER	Social Behavior/ AL Personality
Behavior Rating Inventory of Executive Function, Second Edition (BRIEF2) (2015)	5 to 18 years	Adequate	Adequate	Adequate	B1		Social Behavior/ AL Personality
Children's Depression Inventory-2 nd Edition (CDI 2) (2011)	7 to 17 years	Adequate	Adequate	Adequate	B1		Social Behavior/ AL Personality
Conners 3 rd Edition (Conners 3) (2008)	3 to 17:11 years	Adequate	Adequate	Adequate	B1		Social Behavior/ AL Personality
Conners Comprehensive Behavior Rating Scales (Conners CI) (2008)	6 to 18 years	Adequate	Adequate	Adequate	B1		Social Behavior/ AL Personality
Conners Early Childhood (Conners EC) (2009)	2 to 6:11 years	Adequate	Adequate	Adequate	B1	***SCREENER Use with other measures	Social Behavior/ AL Personality
Conners' Continuous Performance Test 3 rd Edition (Conners CPT 3) (2014)	8 years to Adult	Questionable	Questionable	Questionable		Use in conjunction with another assessment	Social Behavior/ AL Personality
Devereaux Early Childhood Assessment –Clinical Form (DECA-C) (2002)	2 to 5:11 years	Adequate	Questionable	Adequate	B1	Questionable reliability on parent rating	Social Behavior/ AL Personality

Differential Scales of Social Maladjustment and Emotional Disturbance (DSSMED) (2009)	6 to 17:11 years	Adequate	Adequate	Adequate			Social Behavior/ AL Personality
Minnesota Multiphasic Personality Inventory-2 nd Edition Adolescent (MMPI-2) (2001)	18+ years	Questionable	Inadequate	Questionable	C	*Dated; used heavily in clinical settings	Social Behavior/ AL Personality
Multidimensional Anxiety Scale for Children 2 nd Edition (MASC 2) (2013)	8 to 19 years	Adequate	Adequate	Adequate	B1		Social Behavior/ AL Personality
Pediatric Behavior Rating Scale (PBRs) (2008)	3 to 18:11 years	Adequate	Adequate	Adequate		Used to assist in early detection of childhood bipolar disorder	Social Behavior/ AL Personality
Personality Inventory for Children-2 (PIC-2) (2001)	5 to 19:11 years	Adequate	Adequate	Questionable	B1		Social Behavior/ AL Personality
Piers-Harris Children's Self Concept Scale – Third Edition (PHCSCS-3) (2018)	6 to 22 years	Adequate	Adequate	Adequate	B1	***SCREENER	Social Behavior/ AL Personality
Revised Children's Manifest Anxiety Scales – 2 (RCMAS-2) (2008)	6 to 19:11 years	Adequate	Adequate	Adequate	B1	*Becoming dated	Social Behavior/ AL Personality
Reynolds Adolescent Depression Scale-2 nd Edition (RADS-2) (2002)	11 to 20:11 years	Adequate	Adequate	Adequate	B1	***SCREENER	Social Behavior/ AL Personality
Scales for Assessing Emotional Disturbance-Second Edition (SAED-2) (2010)	K to 12 th grade	Questionable	Questionable	Questionable	B1	Use in conjunction with another assessment	Social Behavior/ AL Personality
Social Emotional Dimension Scale – Second Edition (SEDS-2) (2004)	6 to 18:11 years	Adequate	Adequate	Adequate		***SCREENER Use of Functional Assessment Interview is not recommended	Social Behavior/ AL Personality
Social Skills Improvement System Rating Scales (SSIS Rating Scales) (2008)	3 to 18 years	Adequate	Adequate	Adequate	B1		Social Behavior/ AL Personality

Autism Diagnostic Interview-R (2003)	Mental age above 2 years	NA	NA	NA		NOT REVIEWED	Autism
Autism Diagnostic Observation System™ Second Edition (ADOS™-2) (2012)	12 months to Adult	NA	NA	NA	B1	Previous edition ADOS was adequate in all areas: Diagnostic Team administration; Consensus coding	Autism
Autism Screening Instrument for Educational Planning Third Ed (ASIEP-3) (2008)	2:0 to 13:11 years	Adequate	Adequate	Adequate		***SCREENER	Autism
Autism Spectrum Rating Scales (ASRS) (2010)	2 to 18:11 years	Adequate	Adequate	Adequate	B1	Use with other measures	Autism
Modified Checklist for Autism in Toddlers, Revised with Follow-Up (M-CHAT-R/F) (2009)	Birth to 18 months	NA	NA	NA		***SCREENER	Autism
Childhood Autism Rating Scale – 2 nd Edition (CARS-2) (2010)	2 years to Adult	Adequate	Adequate	Adequate	C	Use with other measures	Autism
Gilliam Asperger’s Disorders Scale 2003 Update (GADS) (2001)	3 to 22:11 years	Questionable	Inadequate	Questionable	B1	***SCREENER	Autism
Gilliam Autism Rating Scale - Third Edition (GARS-3) (2014)	3 to 22:11 years	Adequate	Adequate	Adequate	B1		Autism
PDD Behavior Inventory (PDDBI) (2017)	1:6 to 18:5 years	Questionable	Inadequate	Questionable	B1		Autism
Psycho-educational Profile: TEACCH Individualized Psycho-educational Assessment for Children with Autism Spectrum Disorders- Third edition (PEP-III) (2005)	6 months to 7:5 years	Adequate	Adequate	Adequate	B1	Primarily a tool for IEP development and identifying specific strengths and needs	Autism
Social Responsiveness Scale, Second Edition (SRS-2) (2012)	2:6 to adult	Adequate	Adequate	Questionable		***SCREENER	Autism

WH Question Comprehension Test: Exploring the World of WH Question Comprehension for Students with Autism Spectrum Disorders (2004)	Ages 3 and up with cognitive impairments	Inadequate	Inadequate	Inadequate		***SCREENER	Autism
Sensory Profile 2 (2014)	3 to 14:11 years	NA	NA	NA	B	Previous edition of sensory profile had inadequate standardization and reliability and questionable validity	Sensory
Sensory Profile School Companion (2006)	3 to 11:11 years	Questionable	Questionable	Questionable		*Becoming dated	Sensory
Adolescent/Adult Sensory Profile (2002)	11 to Adult	Inadequate	Questionable	Questionable		*Becoming dated	Sensory
Sensory Processing Measure (SPM) (2007)	5 to 12	Questionable	Questionable	Questionable		Home and school forms should be used together and not in isolation *Becoming dated	Sensory
Dean-Woodcock Neuropsychological Battery (DWMB) (2003)	4 and up	Adequate	Adequate	Adequate	C	*Becoming dated	Sensory
Adaptive Behavior Assessment System-Third Edition (ABAS-3) (2015)	Birth to 89 years	Adequate	Adequate	Adequate	B1		Adaptive Behavior
Adaptive Behavior Evaluation Scale-R2 (ABES-R2) (2006)	4 to 18 years	NA	NA	NA		Previous edition ABES was questionable in all areas: Used with caution until further research is available	Adaptive Behavior

Assessment for Persons with Profound or Severe Impairments - Second Edition (APPSI-2) (2019)	Infants through adults who are thought to be profoundly or severely impaired and functioning within the birth-through-24-month age level	Inadequate	Inadequate	Inadequate		Not a norm-referenced measure, no standardization sample.	Adaptive Behavior
BRIGANCE Transition Skills Inventory (TSI) (2010)	Middle to High School students with special needs	NA	NA	NA		NOT REVIEWED	Adaptive Behavior
Developmental Assessment for Individuals with Severe Disabilities-Third Edition (DASH-3) (2012)	6 months to 6 adult	NA	NA	NA	B	Criterion referenced NOT REVIEWED	Adaptive Behavior
Vineland Adaptive Behavior Scales, Third Edition (Vineland 3) (2016)	Birth to 90 years	Adequate	Adequate	Adequate	B1		Adaptive Behavior
Vineland Social-Emotional Early Childhood Scales	Birth to 5:11 years	Adequate	Adequate	Adequate	B	***SCREENER Use with other measues	Adaptive Behavior

TRANSITION ASSESSMENT TOOLS THAT CAN BE USED TO IDENTIFY A CHILD'S MEASURABLE POSTSECONDARY GOALS AND THE INDIVIDUALIZED SERVICES TO HELP THEM TO REACH THESE GOALS.

What is transition assessment and why is it needed?

In May of 2007, The National Secondary Transition Technical Assistance Center, which is funded by the Office of Special Education Programs, provided the following paragraph pertaining to transition assessment.

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an "...ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)" (Sitlington, Neubert, & LeConte, 1997; p. 70-71).

Federal law requires **"Beginning not later than the first IEP to be in effect when the child turns 16 and then updated annually thereafter, the IEP must include: appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and independent living skills, where appropriate. (§300.320[b][1])."**

The goal of transition assessment is to assist students, families, and professionals as teams make transition planning decisions for student success in postsecondary environments. Transition assessments may be completed for many purposes and will typically answer three basic questions:

To help students develop and refine postsecondary goals –
Where will the student work, learn, and live after high school?

To provide information for the transition present levels of performance – what the student can and can't yet do related to interests, preferences, strengths, and needs –
Where is the student presently in relationship to where they plan to go after high school?

To make instructional programming decisions, including related transition services, courses of study, annual goals and objectives for the transition component of the IEP -
How will the student get from where they are functioning now to where they want to be?

Please remember that every student is unique, and that no single transition assessment tool will provide perfect results for every student. It seems most appropriate to use some combination of the following types:

Paper and pencil or computerized assessments, structured student and family interviews, community or work-based assessments (situational), curriculum-based assessments, and/or reviews of existing records.

These assessments or procedures come in two general formats – formal and informal.

Informal measures may include:

interviews or questionnaires
direct observations
anecdotal records
environmental/situational analysis
curriculum-based assessments
interest inventories
preference assessments
transition planning inventories

Formal measures may include:

adaptive behavior and independent living assessments
aptitude tests
interest assessments
intelligence and achievement tests
personality or preference tests
career development measures
on the job or training evaluations
measures of self-determination

Transition assessment information should be summarized in a brief report and transferred to the present levels of academic achievement and functional performance (PLAAFP) page. These results should lead the **student to better understand** the connection between their individual academic program and post-school ambitions, the likely key to their motivation to **engage in learning and stay in school** (Kortering & Braziel, 2008).

Following is a list of assessment tools, which can be used by evaluators to help the IEP team to 1) Identify a child's measurable postsecondary goals, 2) Help determine the student's transition services, or 3) Point to the need for further transition assessment. The list is not exhaustive, contains both formal and informal assessment devices, and represents tools that are available and affordable. The transition skills measured by each device are marked with an X.

Updated 2021: Yellow highlighted was added in 2021.

Transition Assessment	Publisher	Employment/ vocational Interest /work readiness	Post Secondary education/	Independent Living	Community	adult services	self-determination	comments
ACT –College Entrance	http://act.org		X					Accommodations such as extended time may be available with proper disability documentation
Accuplacer	Home - ACCUPLACER College Board		X					Entrance/placement assessment used at many tech colleges
Adaptive Behavior Inventory (ABI)	PRO-ED Inc.	X		X	X	X		Evaluates functional daily living skills of school aged children
AIR Self-Determination (SD) Scale	http://education.ou.edu/zarrow						X	Free , identifies specific education goals that can be incorporated into IEP
Ansell-Casey Life Skills Assessment	www.caseylifeskills.org	X	X	X	X			Free comprehensive online assessment and report, Culturally sensitive
Arc’s Self-Determination Scale	www.beachcenter.org						X	Students rate themselves, Free download
Assessment of Functional Limitations	Available from VR Counselor	X		X				Completed at time of intake eligibility for Department of Rehabilitation Services
ASVAB-Armed Services Vocational Aptitude Battery			X				X	Available through your school counselor’s office
Brigance Employability Skills Inventory (ESI)	Curriculum Associates, Inc.	X	X					Junior high through adult, Replaced by Transition Skills Inventory (ESI recording booklets still available)
Brigance Inventory of Essential Skills (IES)	Curriculum Associates, Inc.	X		X	X	X		Junior high through adult, Replaced by Transition Skills Inventory (ESI recording booklets still available)

Brigance Life Skills Inventory (LSI)	Curriculum Associates, Inc.	X		X	X	X		Junior high through adult, Replaced by Transition Skills Inventory (ESI recording booklets still available)
Brigance Transition Skills Inventory (TSI)	Curriculum Associates, Inc.	X	X	X	X			Optional Online Management System, Replaces former Brigance Inventories for transition aged
Career Assessment Inventory –CAI & Enhanced Edition	Pearson/Psych Corp.	X	X					Paper/pencil or computer administration available, Enhanced edition for students entering or plan to enter post-secondary education
Career Exploration Inventory	Jist Works, Inc www.jist.com	X	X		X			Reflect on 128 activities and consider their past, present, and future interest in them
Checklist of Adaptive Living Skills (CALs)	Riverside Publishing	X		X	X	X	X	Useful for program planning, curriculum available for results
ChoiceMaker Self-Determination Assessment	Martin & Marshall, Sopris West	X	X	X			X	Curriculum available to go with ChoiceMaker
C.I.T.E. Learning Styles Instrument	www.wabe.org/cite/cite.pdf	X	X				X	
Enderle-Severson Transition Rating Scales - ESTR	www.ESTR.net	X	X	X	X	X		3 Rating scales for individuals with mild to significantly cognitive disabilities - Online report generator available for sale
EXPLORE Assessment	http://act.org	X	X					ACT's college readiness test for 8 th & 9th graders
FISH: Functional Independence Skills Handbook	PRO-ED Inc.	X		X	X	X	X	Assessment/curriculum for individuals with developmental disabilities
Indiana Transition Assessment Matrix		X	X	X	X	X	X	
Independent Living Assessment	Available from VR Counselor			X	X			Can obtain a blank copy from your VR office or transition liaison
The Inventory for Client and Agency Planning (ICAP)	Riverside Publishing	X		X	X	X		Also measures motor skills, & 8 categories of maladaptive behavior Used by SD Division of Developmental Disabilities to determine eligibility for services

Life Centered Career Education (LCCE)	Council for Exceptional Children	X	X	X	X	X	X	Comprehensive functional curriculum, Used with students of all ages
Personal Preference Indicator	Center for Learning/Leadership			X	X		X	applicable to students/significant needs
Pictorial Interest Inventory	www.tslp.org - Transition Assessments	X		X	X			applicable for students non-verbal/students/significant needs
Post Secondary Education Readiness Checklist	www.tslp.org		X				X	Found in Catch the Wave Manual, pp 4-6, on tslp website
PLAN – College Readiness	http://act.org/	X	X					ACT's college readiness test for 10 th graders
P-SAT	www.collegeboard.com		X					Practice test for SAT, 11 th graders can enter scholarship competition
Quick Book of Transition Assessment	Transition Services Liaison Project	X	X	X	X	X	X	Compilation of FREE informal transition assessments (informal surveys, interview forms & checklists),
Reading Free Vocational Interest Inventory: 2	PRO-ED Inc.	X						Uses pictures of individuals engaged in different occupations to measure the student's vocational likes and dislikes, No reading or writing is required
SDMyLife	See your School Counselor	X	X					Free to all South Dakota middle and high school students
Situational Assessments from job shadowing/Project Skills/ interning	Available from VR Counselor		X		X		X	Completed by individual observing employment opportunity
Transition Assessment and Goal Generator(TAGG)	https://tagg.ou.edu/tagg/	X	X					

Transition Behavior Scale	Hawthorne Educational Services, Inc.	X		X	X			McCarney & Arthaud - 3rd Edition
Transition Health Care Checklist	Pennsylvania Dept of Health			X	X		X	
Transition Planning Inventory – TPI	PRO-ED Inc.	X	X	X	X	X	X	Assesses academic skills, also
Vineland Adaptive Behavior Scales, Third Edition (Vineland 3) (2016)	Pearson/Psych Corp.			X	X			Results may also relate to other transition areas
WorkKeys Job Skills Assessment	http://act.org	X	X					Administered through local Department of Labor offices, Same developer as the ACT test