

School Assessments: Updated December 2025

Academic

Brigance Inventory of Early Development III

- **Ages:** Birth - 7 yrs (used for students with severe delays up through grade 12+)
- **Test Schedule:** Used for 3 year IEP evaluations. Eligibility determined based on age and presence of additional disabilities. Typically used with younger students.
- **Test Categories:** Readiness, Word Recognition Grade Placement, Reading Comprehension, Functional Word Recognition, Spelling - Grade Placement Test, Writing, Math Grade Placement, Numbers, Number Facts, Computation of Whole Numbers, Fractions and Mixed Numbers, Decimals, Percents, Time, Money, US Customary Measurement & Geometry
- **Description:** Brigance is a screening tool widely used by schools for students in Pre-Kindergarten, Kindergarten and First Grade. The test is not an IQ test nor is it a full scale educational assessment – it is a norm referenced test that compares each child's results with the performance of other examinees. Brigance Testing covers a variety of school based curriculum topics through a series of 12 assessments, including language development, science and math proficiencies and gross motor skills. The Inventory of Early Development III (IED III), intended for use with students functioning at a developmental age from birth through age 7, consists of more than 100 assessments that cover a broad array of skills and behaviors to offer a comprehensive picture of a student's skill mastery. With assessments in the key domains of Physical Development, Language Development, Literacy, Mathematics and Science, Daily Living, and Social-Emotional Development, the IED III is aligned to state and national standards, including the College and Career Readiness Standards, as well as IDEA requirements for a comprehensive and accurate assessment.



Brigance Comprehensive Inventory of Basic Skills II

- **Grades:** K- 9 (used for students with severe delays up through grade 12+)
- **Test Schedule:** Used for 3 year IEP evaluations. Eligibility determined based on age and presence of additional disabilities.
- **Test Categories:** Reading and Math
- **Description:** The Comprehensive Inventory of Basic Skills II (CIBS II) includes two volumes—one for Reading/English Language Arts (ELA) and one for Mathematics—and consists of nearly 400 criterion-referenced assessments and grade-level placement tests intended for students in Grades K–9. The Reading/ELA content includes fluency assessments, and the Mathematics content is based on focal points from the National



Council of Teachers of Mathematics (NCTM). Assessments align to many state and national standards, including the College and Career Readiness Standards. The CIBS II supports educators in pinpointing present level of performance and present level of academic achievement and functional performance, providing ongoing assessment, monitoring progress, and writing measurable objectives for IEPs.

Stanford Achievement Test 10

- **Grades:** K-12+
- **Test Schedule:** Used for 3 year IEP evaluations. Eligibility and test level determined based on screening test results.
- **Test Categories:** Math, Reading, Language
- **Description:** The Stanford Achievement Test, Tenth Edition® provides a valid and reliable measure of academic achievement which enables educators to make important instructional decisions for each student. The clear yet thorough reporting also communicates to Parents the academic strengths of their child in addition to the skills in need of more support. The 2018 norms retain the trusted integrity of the Stanford 10 while measuring student performance against a contemporary representative national sample. The SAT-10 has been normed on a sample group of deaf and hard-of-hearing students, enabling schools to compare their deaf/hard-of-hearing students of the same age to other deaf/hard-of-hearing students.



Key Math 3

- **Grades:** K-9 (used for students with severe delays up through grade 12+)
- **Test Schedule:** Used for 3 year IEP evaluations. Eligibility and test level determined based on ability levels.
- **Test Categories:** Math
- **Description:** The KeyMath Diagnostic Assessment – Third Edition (KeyMath-3; Connolly, 2007) is an individually-administered, norm-referenced inventory designed to assess mathematical concepts and skills. Items are divided into three areas: Basic Concepts, Operations, and Applications. Each area is further divided into subtests covering kindergarten through ninth-grade math curricula, based on content strands of the national standards set by the National Council of Teachers of Mathematics (NCTM). Math communication, connections, and reasoning are also assessed. Two written computation subtests (Addition and Subtraction; Multiplication and Division) assess mathematical operations to ensure adequate diagnostic information in this area. Application subtests measure the student's ability to apply conceptual knowledge and operations to solve math problems, identify missing elements, determine the correct operation needed, and use problem-solving strategies. Finally, applied problem solving subtests measure the use of



standard and nonstandard problem-solving strategies in real-world contexts. It can be scored manually or with the ASSIST software.

NWEA MAP Growth Test

- **Grades:** 2-12+
- **Test Schedule:** 3x / year in Sept, Jan, and May
- **Test Categories:** Math, Reading, Language
- **Description:** MAP Growth from NWEA® is a computer adaptive assessment—meaning that the difficulty of questions adjusts throughout the assessment based on the student's responses. MAP Growth tests produce both an overall subject score and scores for the instructional areas, also called "goals." You can test up to four times per academic year without presenting the same question to a student in a two-year period. The scaled score is referred to as the RIT score, which is a measurement that quantifies a student's academic performance. The RIT score allows educators to initially identify students' achievement in a given subject area. Since the RIT scale is grade-independent, educators can track a student's growth over time. Based on a student's RIT score, MAP Growth assessments provide suggested areas of strength and focus so that educators can personalize their instructional planning for students in their classrooms.



MCAS

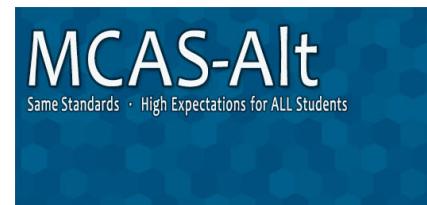
- **Grades:** 3-10
- **Test Schedule:** 1x / year as per the testing schedule
- **Test Categories:**
 - English language arts (grades 3–8, 10)
 - Mathematics (grades 3–8, 10)
 - Science and Technology/Engineering, or STE (grades 5 and 8)
 - High school STE (grade level varies based on when the students take the corresponding science course)
 - Biology
 - Chemistry
 - Introductory Physics
 - Technology/Engineering
- **Description:** The Massachusetts Comprehensive Assessment System (MCAS) is a summative testing system that measures students' progress toward mastering the skills and concepts described in the Massachusetts Curriculum Frameworks. Starting in third grade, students are assessed across subjects as a way to gauge their academic strengths and weaknesses, while also providing accountability to individual schools and districts. High school students must pass the grade 10 MCAS tests in English language arts and math in order to graduate, along with at least one of the high school STE



tests. There are opportunities to retake the grade 10 MCAS tests in grades 11 and 12 if a student doesn't initially pass the exams.

MCAS ALT

- **Grades:** 3-10
- **Test Schedule:** 1x / year as per the testing schedule
- **Test Categories:**
 - English language arts (grades 3–8, 10)
 - Mathematics (grades 3–8, 10)
 - Science and Technology/Engineering, or STE (grades 5 and 8)
- **Description:** MCAS is designed to measure a student's knowledge of key concepts and skills outlined in the Massachusetts Curriculum Frameworks. A small number of students with the most significant disabilities who are unable to take the standard MCAS tests even with accommodations participate in the MCAS Alternate Assessment (MCAS-Alt). MCAS-Alt consists of a portfolio of specific materials collected annually by the teacher and student. Evidence for the portfolio may include work samples, instructional data, videotapes, and other supporting information.



WIDA Access for ELLs (Online)

- **Grades:** K-12
- **Test Schedule:** 1x / year in Feb-Apr
- **Test Categories:** Reading, Writing, Listening, Speaking (*our students are waived from the listening and speaking)
- **Description:** ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12 in WIDA Consortium member states. ACCESS for ELLs Online (ACCESS Online) is a computer-based, adaptive test that responds to student performance and may be administered in group or individual settings. ACCESS Online meets U.S. federal requirements under the Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs' progress toward English language proficiency. It tests students' language in the four domains: Listening, Reading, Speaking, Writing.



WIDA Alternate Access for ELLs (Paper)

- **Grades:** 1-12
- **Test Schedule:** 1x / year in Feb-Apr

- **Test Categories:** Reading, Writing, Listening, Speaking (*our students are waived from the listening and speaking)
- **Description:** Alternate ACCESS for ELLs (Alternate ACCESS) is a large-print, paper-based test individually administered to students in Grades 1-12 who are identified as English language learners (ELLs) with the most significant cognitive disabilities. Alternate ACCESS is intended for ELLs who participate, or who would be likely to participate, in their state's alternate content assessment(s). Alternate ACCESS meets U.S. federal requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and the Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs' progress toward English language proficiency.



DIBELS 8th ed.

- **Grades:** K-3 (for early literacy screening), K-8 (assessment range)
- **Test Schedule:** 2x per school year for grades K-3
- **Test Categories:** Letter Naming Fluency (LNF) and Maze passages
- **Description:** DIBELS 8th Edition literacy assessment is a battery of short (one minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring in Kindergarten - 8th grade. Student scores are used to determine how each student is doing in relation to a benchmark goal that is predictive of later reading success. The benchmark goals are criterion-referenced. Each measure has an empirically established goal (or benchmark) that changes across time to ensure students' skills are developing in a manner predictive of continued progress. The full assessment includes the following categories: Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Word Reading Fluency (WRF), Oral Reading Fluency (ORF), and Maze passages. As a dyslexia screener the LNF, PSF, and NWF measures are validated against measures of rapid automatized naming (RAN), phonological awareness and the alphabetic principle that are typically used in dyslexia identification.

Speech and Language

The Listening Comprehension Test-2nd Edition

- **Ages:** 6:0 - 11:11
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Main Idea, Details, Reasoning, Vocabulary, and Understanding Messages
- **Description:** The Listening Comprehension Test 2 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. The test, as closely as possible, models the type of listening

required in the classroom. The student must determine what part of the message needs immediate attention, organize and understand the input, and plan appropriate responses. In order to respond, the student must integrate the communication skills of vocabulary and semantics, syntax and morphology, phonology, and thinking.

Expressive One Word Picture Vocabulary Test - 4th Edition. (EOWPVT)

- **Ages:** 2:0 - 70+
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Expressive Language
- **Description:** Expressive One-Word Picture Vocabulary Test Fourth Edition (EOWPVT-4) is an individually administered, co-normed test that helps make accurate comparisons of a child's expressive vocabulary skills. The EOWPVT-4 tests an individual's ability to name, with one word, objects, actions, and concepts when presented with color illustrations. The test was standardized on English-speaking individuals ages 2 through 80+ years residing in the United States.

Receptive One Word Picture Vocabulary Test - 4th Edition. (ROWPVT)

- **Ages:** 2:0 - 70+
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Receptive Language
- **Description:** Receptive One-Word Picture Vocabulary Tests Fourth Edition (ROWPVT-4) is an individually administered, co-normed test that helps make accurate comparisons of a child's receptive vocabulary skills. The ROWPVT-4 tests an individual's ability to match a spoken word with an image of an object, action, or concept. The test was standardized on English-speaking individuals ages 2 through 80+ years residing in the United States.

Clinician Evaluation of Language Fundamentals-5th Edition (CELF-5)

- **Ages:** 5-21
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Core Language Score, Receptive Language, Expressive Language, Language Structure and Language Content
- **Description:** CELF-5 provides clinicians with a streamlined, flexible battery to assess semantics, morphology, syntax, and pragmatics for students ages 5-21. CELF-5 features structured and authentic tests of language ability (including observational and interactive measures) for a complete picture of students' language skills.

Goldman Fristoe Test of Articulation - 3rd Edition (GFTA-3)

- **Ages:** 2:0 - 21:11
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Sounds-in-Words, Sounds-in-Sentences, and Stimulability
- **Description:** Designed to evaluate speech sound abilities in the area of articulation in children, adolescents, and young adults. It allows the SLP to measure the client's ability to produce consonant and vowel sounds across word positions.

PLS Preschool Language Test- 5th Edition

- **Ages:** Birth—7:11
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Attention, play, gesture, vocal development, social communication, semantics, language structure, integrative language skills, and emergent literacy skills.
- **Description:** An individually-administered, norm-referenced, play-based instrument that assesses developmental language skills in children. Offers a comprehensive developmental language assessment with items that range from pre-verbal, interaction-based skills to emerging language to early literacy. Scores include total language, auditory comprehension, expressive communication standard scores, growth scores, percentile ranks, language age equivalents.

Test of Pragmatic Language - 2nd Edition (TOPL-2)

- **Ages:** 6-0 to 18-11 years
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** physical setting, audience, topic, purpose (speech acts), visual-gestural cues, and abstraction.
- **Description:** 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

Functional Communication Profile -Revised

- **Ages:** 3-0 through adult
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Sensory/motor, attentiveness, receptive language, expressive language, pragmatic/social language, speech, oral, fluency, non-oral communication
- **Description:** The FCP-R lets you account for some of the unique aspects of communication and the diversity among individuals with developmental and acquired delays. It addresses all communication possibilities and is not limited to oral language expression. The test assesses students' language-based responses to portrayed, peer-to-peer situations. The FCP-R yields an overall inventory of the individual's communication abilities, mode of communication (e.g., verbal, sign, nonverbal, augmentative), and degree of independence. Clients are assessed and rated in the major skills categories of communication through direct observation, teacher and caregiver reports and one on one testing.

ASL

Starting with Assessment: A Developmental Approach to Deaf Children's Literacy - Kendall Conversational Proficiency Levels (P-Levels)

- **Ages:** Birth to Mature
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** The scale is based on categories of interdependent competencies that support a child's growing ability to communicate with others, beginning at birth.
- **Description:** The Kendall Conversational Proficiency Levels (P-Levels) is rating scale designed to assess deaf children's communicative competency. The P-Levels scale includes eight numbered paragraphs that summarize what a child should be able to do at progressively more proficient levels of language development. These paragraphs, representing points on the scale, describe communicative competency from birth to a mature level of development, with levels ranging from 0+, the first level; to Level 7, the highest level.

Social ASL Evaluation, California School for the Deaf, Fremont

- **Ages:** Ages 6 to 18
- **Test Schedule:** Used for IEP 3 year evaluations, any new student is assessed twice a year in their primary language, American Sign Language (ASL).
- **Test Categories:** The ASL Social Rubric was developed to monitor a student's abilities and growth in five areas of signing, These include: Sign Production, Vocabulary, Grammar, Discourse, and Fluency.
- **Description:** Social ASL Evaluation is a standardized, comprehensive checklist used to assist in tracking young children's sign language development from early childhood to age 18.

Visual Communication and Sign Language Checklist (VCSL)

- **Ages:** Birth to age 5
- **Test Schedule:** Used for annual IEP reviews
- **Test Categories:** Receptive and expressive language milestones including early non-verbal indicators, babbling, vocabulary and sentences development as well as ASL specific area such as handshapes, classifiers, lexicalized fingerspelling, topicalization, and complex handshapes)
- **Description:** The VCSL is a standardized, comprehensive checklist used to assist in tracking young children's sign language development from birth to age 5. It can be used with children who are visual learners and are acquiring sign language regardless of level of hearing. If the child has developmental delays as indicated by the VCSL, the gaps in learning that are identified can be used to help plan intervention programs.

Language Skills Hierarchy

- **Ages:** No restrictions

- **Test Schedule:** Used for annual IEP reviews
- **Test Categories:** Receptive and expressive language skills.
- **Description:** The Language Skills Hierarchy is intended to help clinicians choose appropriate language skills to target with Deaf students with language deprivation. It is also meant to be language-agnostic so that it can be used in oral or signed language as a guide for goal writing and activity planning.

Psychological

WAIS-IV

- **Ages:** 16 - 90:11
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Full Scale IQ, Verbal Comprehension, Perceptual Reasoning, Working Memory, Processing Speed
- **Description:** The Wechsler Adult Intelligence Scale | Fourth Edition (WAIS-IV) was developed to provide the most advanced measure of cognitive ability and results when addressing the changing clinical landscape. It is an individually-administered, norm-referenced test designed to measure cognitive ability in individuals from age 16 years to 90 years, 11 months. It is the most frequently used measure of intelligence for adults and older adolescents. The WAIS-IV yields Full Scale IQ, Index Scores, and subtest-level scaled scores. The four Index Scores are Verbal Comprehension (VCI), Perceptual Reasoning (PRI), Working Memory (WMI), and Processing Speed (PSI). The WAIS-IV includes 10 core subtests and five supplemental subtests. The WAIS-IV may be administered in paper-and-pencil or web-based (Q-interactive) format; it can be scored manually or with software.

WISC-V

- **Ages:** 6-16
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Verbal Comprehension, Visual Spatial Index, Fluid Reasoning, Working Memory Index, Processing Speed
- **Description:** The WISC Test (Wechsler Intelligence Scale for Children) is an IQ test administered to children between ages 6 and 16 by school districts and psychologists. The objective of the exam is to understand whether or not a child is gifted, as well as to determine the student's cognitive strengths and weaknesses.

CTONI-2

- **Ages:** 6:0 - 89:11
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Pictorial Analogies, Geometric Analogies, Pictorial Categories, Geometric Categories, Pictorial Sequences, and Geometric Sequences

- **Description:** Comprehensive Test of Nonverbal Intelligence | Second Edition (CTONI-2) is a norm-referenced test using nonverbal formats. Measure general intelligence of children and adults who might be adversely affected by subtle or overt impairments involving language or motor abilities. The CTONI-2 uses six subtests — Pictorial Analogies, Geometric Analogies, Pictorial Categories, Geometric Categories, Pictorial Sequences, and Geometric Sequences — in two different contexts: pictures of familiar objects (e.g., people, toys, animals) and geometric designs (unfamiliar sketches and drawings).

BRIEF-2

- **Ages:** 5 - 18
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Executive Functioning
- **Description:** The Behavior Rating Inventory of Executive Function, Second Edition measures executive function in home and school environments. It is efficient, comprehensive, and useful for evaluating children and adolescents with developmental and acquired neurological conditions such as learning disabilities, ADHD, traumatic brain injury, low birth weight, Tourette's Disorder, and autism.

WPPSI-VI

- **Ages:** 2:6 – 7:7
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Full Scale IQ, Verbal IQ, Performance IQ, Processing Speed, Global Language
- **Description:** WPPSI™-IV Wechsler Preschool & Primary Scale of Intelligence™ | Fourth Edition is an innovative measure of cognitive development for preschoolers and young children, rooted in contemporary theory and research.

BASC-3

- **Ages:** 2 - 21:11
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Adaptive Skills, Behavioral Symptoms Index, Externalizing Problems, Internalizing Problems, School Problems, Inattention/Hyperactivity, Personal Adjustment, Emotional Symptoms, and Functional Impairment.
- **Description:** The Behavior Assessment System for Children – Third Edition (BASC-3; Reynolds & Kamphaus, 2015) is an individually-administered, norm-referenced, comprehensive set of rating scales and forms designed to inform understanding of the behaviors and emotions of children and adolescents ages 2 years through 21 years, 11 months. Forms available in this system include Parent Rating Scales (PRS), Teacher Rating Scales (TRS), the Self-Report of Personality (SRP; 6 years through 21 years, 11 months), Student Observation System (SOS), the Structured Developmental History (SDH), and new to the BASC-3, a Parenting Relationship Questionnaire (PRQ). The TRS, PRS, and SOS measure the child's behavior patterns in home, community, and/or school settings. The SRP can be used to assess the child's thoughts and feelings. The

SDH is useful for obtaining students' comprehensive history and background information across social, psychological, developmental, educational, and medical domains. Three age levels are available for the TRS and PRS forms: preschool (ages 2 to 5), child (ages 6 to 11), and adolescent (ages 12 to 21). For the SPR, the interview form is used for ages 6-7; the child form for ages 8-11, and the adolescent form for ages 12-21. A College Form is also available for examinees up to age 25 years, 11 months.

TOPS - 3

- **Ages:** 6-12 years
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Making Inferences, Sequencing, Negative Questions, Problem Solving, Predicting, and Determining Causes
- **Description:** The TOPS 3 Elementary assesses a school-aged child's ability to integrate semantic and linguistic knowledge with reasoning ability by way of picture stimuli and verbal responses. TOPS 3 Elementary focuses on the student's linguistic ability to think and reason. Language competence is the overall indicator of how a child's language skills affect his ability to think, reason, problem solve, infer, classify, associate, predict, determine causes, sequence, and understand directions. The TOPS 3 Elementary test questions focus on a broad range of language-based thinking skills, including clarifying, analyzing, generating solutions, evaluating, and affective thinking.

ABAS-3

- **Ages:** Birth – 89:11
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Communication, Community Use, Functional Academics, Health and Safety, Home or School Living, Leisure, Self-care, Self-direction, Social, Work, and Motor
- **Description:** Adaptive Behavior Assessment System Third Edition (ABAS-3) gives a complete picture of adaptive skills across the lifespan. It is particularly useful for evaluating those with developmental delays, autism spectrum disorder, intellectual disability, learning disabilities, neuropsychological disorders, and sensory or physical impairments.

Woodcock-Johnson - IV

- **Ages:** 2-90+
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Reading, Writing, and Math
- **Description:** The Woodcock-Johnson IV Tests of Achievement (WJ IV ACH) is an individually-administered, norm-referenced instrument that is useful for screening, diagnosing, and monitoring progress in reading, writing, and mathematics achievement areas for persons ages 2-90+ years. Basic skills, fluency, and application are measured in each of these academic domains (i.e., reading, writing, mathematics)

Battelle Developmental Inventory - 3rd edition

- **Ages:** birth - 7 years 11 months
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Communication, Social-emotional, Adaptive, Motor, and Cognitive
- **Description:** The Battelle® Developmental Inventory, Third Edition (BDI-3®) is a research-backed, IDEA-aligned tool for assessing children from birth through age 7 years, 11 months on developmental milestones. Each global domain is comprised of subdomains which help measure the child's overall developmental progress as well as their mastery of discrete skill sets. It evaluates children through structured tasks, observations, and parent/teacher interviews.

Occupational Therapy

Beery-Buktenica Developmental Test of Visual-Motor Integration

- **Ages:** 2:0 - 99:11
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Visual Motor Integration, Visual Perception, Motor Coordination
- **Description:** Internationally respected and backed by decades of research and clinical use, the Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition (BEERY™ VMI) helps assess the extent to which individuals can integrate their visual and motor abilities. Short Format and Full Format tests present drawings of geometric forms arranged in order of increasing difficulty that the individual is asked to copy.

Bruininks-Oseretsky Test of Motor Proficiency - Edition 2 (BOT - 2)

- **Ages:** 4 - 21
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Mobility, Changing and Maintaining body position, and Carrying, Moving and Handling Objects
- **Description:** BOT-2 measures fine and gross motor proficiency, with subtests that focus on stability, mobility, strength, coordination, and object manipulation. The test is tailored to school-aged children and young adults among the ages of 4-21 years, who have varying motor control abilities ranging from normal to mild or moderate.

Peabody Developmental Motor Scales - II (PDMS-2)

- **Ages:** Birth through age 5
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** The test provides three composite scores: Gross Motor Quotient (GMQ), Fine Motor Quotient (FMQ), and Total Motor Quotient (TMQ)
- **Description:** Peabody Developmental Motor Scales | Second Edition (PDMS-2) combines in-depth assessment with training or remediation of gross and fine motor skills of children from birth through 5 years. This early childhood motor development program contains six subtests that assess the motor skills of children: reflexes, stationary, locomotion, object manipulation, grasping, and visual-motor integration.

Sensory Processing Measure 2 (SMP-2)

- **Ages:** 4 months to 87 years
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Vision, hearing, touch, taste and smell, body awareness, balance and motion, sensory total, planning and ideas, and social participation.
- **Description:** Provides a complete picture of sensory integration and processing difficulties in multiple environments; SPM-2 Quick Tips offer item level intervention strategies to help with sensory integration and processing challenges. T-scores provide norm-referenced indexes of the integrative functions of praxis and social participation, as well as the following sensory systems: visual, auditory, tactile, olfactory and gustatory, proprioceptive, and vestibular. The SPM-2 items provide descriptive clinical information on processing vulnerabilities within each sensory system, including under- and over-reactivity, sensory-seeking behavior, and difficulties with perception.

Physical Therapy

Test of gross motor development

- **Ages:** 3 - 10:11
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Locomotor and Ball Skill
- **Description:** The Test of Gross Motor Development (TGMD) provides a developmental framework for examining the performance of twelve fundamental movement skills in terms of the movement patterns used (Ulrich, 1985, 2000). These skills are necessary for successful play in physical education and playground settings, including locomotor skills (running, galloping, hopping, sliding, leaping, jumping) and object control skills (striking and kicking a stationary ball, dribbling, catching, throwing and rolling). The locomotor skills require fluid coordinated movements, while the object control skills focus more specifically on the child's ability to play with and/or manipulate balls. The TGMD-2 is standardized for children aged 3 to 10 years 11 months; normative data suggests that by 10 years of age, the majority of typically developing children are able to achieve all of the performance criteria for a particular skill.

Bruininks-Oseretsky Test of Motor Proficiency - Edition 2 (BOT -2)

- **Ages:** 4 - 21
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Mobility, Changing and Maintaining body position, and Carrying, Moving and Handling Objects
- **Description:** BOT-2 measures fine and gross motor proficiency, with subtests that focus on stability, mobility, strength, coordination, and object manipulation. The test is tailored to school-aged children and young adults among the ages of 4-21 years, who have varying motor control abilities ranging from normal to mild or moderate.

School functional assessment

- **Grades:** K-6
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Participation, Task supports, and Activity Performance
- **Description:** Evaluate and monitor a student's participation, support, and performance of functional (nonacademic) tasks and activities that affect academic and social aspects of school environment. The instrument 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.

Developmental Assessment Of Young children - 2nd Edition (DAYC-2)

- **Grades:** Birth through 5
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Cognition, Communication, Social-Emotional Development, Physical Development, and Adaptive Behavior.
- **Description:** 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. The domains can be assessed independently, so examiners may test only the domains that interest them or test all five domains when a measure of general development is desired. The DAYC-2 format allows examiners to obtain information about a child's abilities through observation, interview of caregivers, and direct assessment. The DAYC-2 may be used in arena assessment so that each discipline can use the evaluation tool independently.

Peabody Developmental Motor Scales - 3rd Edition (PDMS3)

- **Grades:** 0 to 5 years
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Core Subtests - Body Control, Body Transport, Object Control, Hand Manipulation, and Eye-Hand Coordination. Supplemental Subtest - Physical Fitness
- **Description:** The Peabody Developmental Motor Scales–Third Edition (PDMS-3) is an early childhood motor development program that provides both in-depth assessment and training or remediation of gross and fine motor skills. The assessment measures interrelated motor abilities that develop early in life.

Visual Impairment

Functional Vision Assessment

- **Grades:** P-12 grade
- **Test Schedule:** Used for IEP 3 year evaluations

- **Test Categories:** Peripheral fields, color and contrast discrimination, near and distance acuity and discrimination, light sensitivity and preference, and visual motility.
- **Description:** The FVA evaluates the day-to-day functioning of how a child uses their remaining vision across a variety of familiar and unfamiliar environments. This evaluation is conducted to determine how the student's vision impacts their educational performance.

Learning Media Assessment

- **Grades:** P-12 grade
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Use of Sensory Channels, Learning Media, Literacy, and Literacy tools/technology inventory
- **Description:** Learning Media Assessment is an assessment for selecting the appropriate literacy media for students with visual impairments. "Literacy media" refers to the way in which students access the general education curriculum and includes braille, print, auditory strategies, objects, and pictures. It offers teachers and educational teams a framework or decision-making process for the selection of literacy media. It provides a decision and monitoring tool for both conventional and functional literacy for students with visual impairments.

The Oregon Project for Preschool Children who are Blind or Visually Impaired Skills Inventory 6th Edition

- **Ages:** Birth - 6 years
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Cognitive, Language, Compensatory, Vision, Self-Help, Social, Fine Motor, and Gross Motor.
- **Description:** The Oregon Project for Preschool Children who are Blind or Visually Impaired (The OR Project) is a comprehensive assessment and curriculum designed for use with children birth to six who are blind or visually impaired. It can be used by parents, teachers, vision specialists, or counselors in the home or in the classroom setting. The Skills Inventory consists of more than 800 behavioral statements, organized in eight developmental areas. Skills have been developmentally sequenced and arranged in age categories. All major skills needed by a child who is blind or visually impaired are included. The Skills Inventory is a criterion-referenced assessment, and enables educators to find the performance level, select long and short-term objectives, and record the acquisition of information from a completed OR Project Skills Inventory.

Cortical Vision Impairment Assessment

- **Grades:** 0-22 years
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Visual and behavioral characteristics and degree of impact of CVI.
- **Description:** Provides educators, therapists, physicians, and parents of children with CVI with an understanding of the condition and a complete framework for assessment and intervention. The new and revised content in this second edition brings the book

up-to-date with new research and insights into CVI, its development and progression, and the best approaches to assessment and intervention with children affected by this condition. As in the previous edition, assessment forms, including the CVI Range and CVI Progress Chart, provide a comprehensive method for evaluating the functional vision status of, and program planning for, children with CVI.

Basic Reading Inventory - Large Print Version

- **Grades:** K-12
- **Test Schedule:** Used for IEP 3 year evaluations
- **Test Categories:** Includes but may not be limited to: Alphabet Knowledge, Writing, Literacy Knowledge, Wordless Picture Reading, Auditory Discrimination, Phoneme Segmentation, and Phoneme Awareness (Spelling)
- **Description:** Basic Reading Inventory (BRI) is an easy-to-use, individually administered informal reading assessment. This all-in-one package includes all of the tools needed for teachers to assess, interpret, and develop responsive reading instruction for their students. It assesses oral reading, early literacy, and the five core components of effective reading instruction identified by the National Reading Panel. It has multiple forms permit progress monitoring and include literary and informational passages, provides strategies for instructional uses of inventory results, and contains an easy-to-use instructional interventions grid to help target student needs.

Clinical observations and assessments are done if formal testing can't be done.