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| **Assessment Tools**  ***Digging Deep Into Data, February 6, 2024*** |

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| **Commonly Used Assessment Tools**  \*The lists below are only a selection of commonly used assessments and do not represent all available tools for assessing these areas. |

**Common Individualized Standardized Tests**

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| **Academic/Achievement**  KTEA-3, 2014  WIAT-4, 2020  WJ-IV Ach, 2014  WRAT-5, 2017  **Communication**  CASL-2, 2017  CELF-4, 2004  EVT-3, 2018  GFTA-3, 2015  PLS-5, 2010  PPVT-5, 2018 | **Full Cognitive**  K-ABC-II (NU), 2018  WISC-V, 2015  WPPSI-IV, 2012  WJ-IV-Cog, 2014  \*Stanford-Binet-5, 2003  **Nonverbal Cognitive**  CTONI-2, 2009  Leiter-3, 2013  TONI-4, 2010  UNIT-2, 2018 | **Developmental**  Bayley-4, 2019  BBCS-4:R, 2022  DAYC-2, 2012  DIAL-4, 2011  WJ-ECAD, 2014  **Autism**  ADI-R, 2003  ADOS-2, 2012  CARS-2, 2010 |

**Common Standardized Rating Forms**

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| **Adaptive Behavior**  ABAS-3, 2015  Vineland-3, 2016  **Autism**  ASRS, 2009  GARS-3, 2013  SRS-2, 2012 | **Behavior**  BASC-3, 2015  BRIEF-2, 2015  Conners-4, 2023  CBRS, 2008  Conners-EC, 2009  **Personality**  MMPI-A-RF, 2016  M-PACI, 2005 | **Emotional**  BYI-2, 2005  CDI-2, 2010  MASC-2, 2012  RCMAS-2, 2008  **Developmental**  DP-4, 2020  DBC-2, 2018 |

**Common Curriculum Based Measurements**

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| **Early Reading Skills**  First sound fluency  Nonsense word fluency  Phoneme segmentation fluency  Letter sound fluency  **Early Math skills**  Quantity discrimination  Number fluency  Number sequencing | **Reading/Writing skills**  Oral Reading Fluency  MAZE (fill in blank-comprehension)  Spelling  Written expression  **Math**  Math computation  Concepts and applications | **CBM Assessment Systems**  DIBELS/Acadience  Aimsweb  Fast-Bridge  Easy CBM  Amira  Some CAT systems have added CBM, such as STAR  Some CBMs have added CAT including Fast-Bridge and Aimsweb |

\*CBM- Curriculum Based Measurement, CAT- Computer Adaptive Tests

How different data is used in the assessment process across identification of disability, to identifying needs, and monitoring progress and response to intervention.

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| **Disability Identification** |  | * Almost always uses norm-referenced data. * May include criterion reference data. * May include intervention progress monitoring data to evaluate response to interventions. |
| **Needs**  **Identification** |  | * Criterion-based and absolute levels of performance. * Standardized scores only identify broad areas of deficits * CAT or CBM assessment may be used for this * Goal is Identify specific skills for intervention |
| **Monitoring**  **Progress** |  | * Measure a specific skill development over time. * Criterion-based assessments, same as what was used to identify needs or baseline performance |