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

|  |
| --- |
| **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**

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

**Common Standardized Rating Forms**

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

 **Common Curriculum Based Measurements**

|  |  |  |
| --- | --- | --- |
| **Early Reading Skills**First sound fluencyNonsense word fluencyPhoneme segmentation fluencyLetter sound fluency**Early Math skills**Quantity discriminationNumber fluencyNumber sequencing | **Reading/Writing skills**Oral Reading FluencyMAZE (fill in blank-comprehension)SpellingWritten expression**Math**Math computationConcepts and applications  | **CBM Assessment Systems**DIBELS/AcadienceAimswebFast-BridgeEasy CBMAmiraSome CAT systems have added CBM, such as STARSome 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.

|  |  |  |
| --- | --- | --- |
| **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
 |