

Pullman School District

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Commonly Used Tests for Special Education Eligibility and Program Services

OVERVIEW

The purpose of evaluation is to provide student, parents, teachers, school psychologists, and other professionals with information to assist them in identification, programing, and placement of children found eligible for special education services.

It is important to remember that a referral for an evaluation to determine special education eligibility is a means to gather additional information.

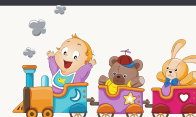
**Please note this is not an extensive list of evaluations. The district may propose an evaluation that may not be listed.*



WHAT MAY BE EVALUATED

- Development
- Academic Achievement
- Social Communication/Behavior
- Cognitive/Intelligence
- Motor
- Behavioral/Emotional/Personality
- Speech and Language
- Adaptive Skills

DEVELOPMENT ASSESSMENTS



Used to assess a young child's current skills relative to where they should be compared to typical child development. Used in the Child Find and B-3 Program evaluation process.

Assessments in development may include the following:

- Battelle Development Inventory
- Developmental Assessment of Young Children (DAYC)

ACADEMIC ACHIEVEMENT



Achievement tests directly assess students' skill development in academic areas such as reading, math, and written language. They measure the extent to which a student has profited from schooling and/or life experiences compared to others of the same age or grade. Achievement test provide a global index of academic skill development and may be used to identify individual students for whom educational intervention is necessary. Achievement tests are used most often to assess students in an effort to identify those who demonstrate relatively low -level, average, or high - level skills in comparison to their peers.

Examples of achievement tests may include the following:

- Woodcock-Johnson Tests of Achievement - (WJ -ACH)
- Young Children's Achievement Test (YCAT) Kaufman Test of Educational Achievement - (KTEA)
- District Assessments
- Wechsler Individual Achievement Test
- Classroom and social time observations

Achievement tests for diagnosing specific skill development may include the following:

- Tests of Written Language -(TOWL)
- Brigance Basic Skills Inventory
- Other data such as student work samples, observations and curriculum based measure

SOCIAL COMMUNICATION/BEHAVIOR



Tests of social communication/behavior assess communication and social interactions, unusual responses to sensory experiences, impairments with patterns of behaviors, interests and/or activities that are restrictive, repetitive or stereotypic. These may include rating scales, direct interactions, interviews and observations.

Assessments of social communication/behavior may include:

- *Asperger's Syndrome Diagnostic Scale (ASDS)*
- *Childhood Autism Rating Scale- (CARS)*
- *Childhood Autism Rating Scale – Questionnaire for Parents and/or Caregivers (CARS-QPC)*
- *Gilliam Asperger's Disorder Scale (GADS)*
- *Gilliam Autism Rating Scale (GARS) Social Responsiveness Scale, (SRS)*

COGNITIVE/INTELLIGENCE



Cognitive tests are usually administered for the purpose of identifying processing strengths and weaknesses relative to learning. Cognitive testing assesses verbal and nonverbal reasoning, perceptual skills, attention, and memory. Cognitive assessments are often called intelligence tests. Individually administered intelligence tests are often used for making educational placement decisions.

Examples of cognitive assessment may include the following:

- *Wechsler Intelligence Scales for Children (WISC)*
- *Wechsler Adult Intelligence Scale*
- *Kaufman Assessment Battery for Children (KABC)*
- *Differential Abilities Scale (DAS)*
- *Universal Nonverbal Intelligence Test (UNIT)*
- *Woodcock –Johnson Tests of Cognitive Abilities - (WJ)*
- *Cognitive Assessment System (CAS)*
- *Comprehensive Test of Nonverbal Intelligence (CTONI)*
- *Stanford Binet*
- *Wechsler Primary Preschool Scale of Intelligence - (WPPSI)*
- *Comprehensive Test of Phonological Processing (CTOPP)*

MOTOR



- *Peabody Developmental Motor Skills (PDMS)*
- *Beery-Buktenica Developmental Test of Visual-Motor Integration (BEERY VMI)*
- *Sensory Profile*
- *Sensory Processing Measure*

SPEECH AND LANGUAGE



Speech tests measure the student's ability to articulate sounds and speak intelligibly. Language tests measure a student's ability to understand and use language. Language consists of syntax, morphology, semantics, and pragmatics. Syntax and morphology refer to the use of accurate sentence structure and word endings such as past tense, plurals, possessives, etc. Semantics refers to the understanding and use of vocabulary and concepts. Pragmatics is a measurement of how the student uses his/her language to meet their social needs.

Examples of Speech assessment may include the following:

- *Speech Sample*
- *Hearing Screening*
- *Goldman-Fristoe Test of Articulation (GFTA)*
- *Khan-Lewis Phonological Analysis (KLPA)*
- *Stuttering Severity Instrument (SSI)*

Examples of Language assessment may include the following:

- *Comprehensive Receptive & Expressive Vocabulary Test*
- *Clinical Evaluation of Language Fundamentals- (CELF)*
- *Test of Language Development Primary (TOLD)*
- *Language Sample*
- *Preschool Language Scale (PLS)*
- *Peabody Picture Vocabulary Test (PPVT)*
- *Expressive Vocabulary Test (EVT)*
- *Receptive-Expressive Emergent Language Test (REEL)*
- *Functional Communication Profile*
- *Other data such as student work samples, observations, criterion referenced testing related to academics.*

ADAPTIVE SKILLS



In the evaluation of adaptive behavior, the primary purpose of assessment is to determine the extent to which a child performs living skills at age-appropriate levels. Various measures of adaptive behavior usually rely on the observations of a person (parent or teacher) who is familiar with the child. Typical areas assessed include communication, daily living skills, socialization, and motor skills.

Examples of adaptive behavior assessments may include the following:

- *Vineland Adaptive Behavior*
- *Scales of Independent Behavior- Revised (SIB-R)*
- *Adaptive Behavior Assessment System (ABAS)*
- *Adaptive Behavior Inventory*