

Catalog of **Screening** and
Assessment Instruments
for **Young Children**

Birth Through **Age 5**



**Office of Early Learning
and School Readiness**

Second Edition
2010

State Board of Education

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Deborah S. Delisle, Superintendent of Public Instruction

May 1, 2010

Dear Early Childhood Educator,

The *Catalog of Screening and Assessment Instruments for Young Children Birth through Age 5* is a document that can assist Ohio's early learning providers and leadership in identifying appropriate screening and assessment instruments for use with young children. While the list is not exhaustive, the descriptions allow for a review of the purpose of the instrument, requirements for administration, training of personnel and guidance for interpretation of results.

All screening and assessment instruments should be selected for the intended purpose and used as prescribed by the authors. It is the responsibility of early childhood leaders to assure that the instruments used are appropriate, valid and reliable and that the resulting data are used to improve the educational and developmental needs of the children served.

In addition to the selection and use of the instrument, a timely process for screening and additional testing and referrals, if needed, is essential to an effective and intentional education system.

Please take the time to review the contents of this document. If you should have any questions please do not hesitate to contact our office.

Sincerely,

A handwritten signature in black ink that reads "Sandra Miller". The signature is written in a cursive, flowing style.

Sandra Miller, Ph.D., Director
Office of Early Learning and School Readiness
Ohio Department of Education

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This 2007 guide represents the second revision and expansion of the Early Childhood Screening and Assessment: Annotated List of Screening and Assessment Instruments, produced with support from the Ohio Department of Education. The first edition was developed through collaboration between the Cuyahoga County Special Education Regional Resource Center, Director: Kathe Shelby and the Cuyahoga County Early Intervention Collaborative, Director: Melissa Manos. Thanks are expressed to the original committee members who contributed to the development of this guide, including:

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CATALOG OF SCREENING AND ASSESSMENT INSTRUMENTS
FOR YOUNG CHILDREN BIRTH THROUGH AGE 5

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SECTION 1

OVERVIEW AND BEST PRACTICES

OVERVIEW

This document includes an alphabetized, annotated list of early childhood screening and assessment instruments. An effort was made to list as many current, age-appropriate instruments as possible. In keeping with recommendations for best practice, tools were selected to represent a variety of assessment approaches, including norm- and criterion-referenced tests, curriculum-based assessments, checklists, rating scales, observation and interview formats. No attempt was made to evaluate these instruments based on either technical or practical merit, and the inclusion or exclusion of a particular instrument should not be interpreted as a judgment about the instrument's value in early childhood assessment.

Research indicates that in evaluating young children, norm-referenced tools should be used with caution, as the accuracy and predictive value of these tools may be compromised when used with young children. Norm-referenced instruments may not provide the type of data needed to design meaningful interventions and, although norm-referenced tests may be necessary to establish eligibility for preschool children, these instruments play little role in the assessment of infants and toddlers.

Best practice indicates that early childhood assessment should be an ongoing, dynamic system that emphasizes collecting authentic data in natural settings through a variety of methodologies. Assessment results should provide relevant information that contributes to the design and implementation of interventions, specialized instruction and informed instructional decisions.

In this catalog, assessment instruments are grouped by age category for measuring specific domains or as global, multidimensional tools. Within each category, the measures are listed alphabetically. For each instrument, the name of the publisher, age range and a brief description is provided. Instruments for children birth through age five are included as considerations in local decision-making models. To the degree possible, relevant information, such as the types of scores reported and domains addressed is noted. Information is based upon published descriptions of the instruments and ages are reported accordingly.

BEST PRACTICE GUIDELINES

EVALUATION, ASSESSMENT AND PROGRESS MONITORING

OF CHILDREN

In addition to determining the need for services, an equally important goal for using assessment is for planning program goals, determining learning experiences and identifying key instructional strategies. While norm-referenced tools may be utilized to establish eligibility for special education services, early childhood professionals are encouraged to choose tools based on the characteristics of the child and the type of information needed for educational services. Observations, criterion-referenced tools, and curriculum- and activity-based assessments are essential components of an assessment system that provides more authentic information than what is gained from norm-referenced assessments.

Children's progress (knowledge, skills and behaviors) should be systematically evaluated, referencing the learning activities that are typical of a high-quality, comprehensive and developmentally appropriate early childhood curriculum.

Parents should be consulted and informed regularly and viewed as active participants in the assessment and program-planning process by providing information and feedback. Programs should establish multiple avenues for parents to contribute to assessing of a child's behaviors and progress.

Documentation of a young child's behavior, skills and progress should occur at regular intervals and be an integral part of adult/child interactions throughout the day. Notations of a child's accomplishments and challenges contribute to meaningful accommodations in the environment, instructional strategies and the curriculum. Observations play a critical and key role in an ongoing assessment system and in documenting progress.

Research provides the basis for designing and implementing processes for monitoring child progress. The assessment system should:

- Use a variety of informal and formal assessment methodologies to provide a balance in perspectives (observation, interviews, criterion-, curriculum- and norm-referenced tools). Assessment should not be focused on skill drills.
- Be conducted during the course of a child's typical day across normal activities instead of artificially contrived situations.
- Be part of normal day and staff activities, including documentation of ongoing assessments and observations.
- Include input from a variety of professionals and staff involved with the child and family.
- Provide for adults to reflect on data at regular intervals to ensure a cohesive planning approach to instruction and assessments and implementation of any necessary interventions.
- Increase staff understanding of the whole child, his or her abilities, strengths and challenges.
- Allow for gathering information across multiple settings and conditions to determine what influences the behavior and any discrepancies based upon varying conditions.
- Result in informed instructional decisions and effective instructional responses when a difficulty or delay is apparent.
- Include the use of data to evaluate instructional strategies used and any accommodations made to assist the child in learning.
- Recognize a child's accomplishments in designing instructional strategies, the curriculum and the environment.
- Provide evidence of child progress over time by documenting observations, assessments, family input and feedback, and work sampling.
- Provide information that is communicated with families so skills can be reinforced in different settings and in interactions with individuals other than early childhood education (ECE) staff.
- Foster a professional environment for instructional leadership, professional development and support for staff.

A well-designed assessment system will produce valuable data for evaluating individual child progress and overall class progress (the average as well as the range of progress). In addition,

data can be used to develop an overall program composite to assist leadership in allocating resources and supports.

ELIGIBILITY FOR SPECIAL EDUCATIONAL SERVICES

Research suggests that the skills of the individual conducting the evaluation are a significant factor in the assessment of young children. Individuals responsible for assessing children in this age group need specialized experience and training and should be knowledgeable regarding child development, assessment tools and techniques, as well as with early childhood curricula. Comfort and expertise in working with families are critical.

Preschool Special Education. Federal and state laws require that multifaceted evaluations for preschool children address the following domains of development: adaptive behavior, cognitive, communication, hearing and vision, preacademic, sensorimotor, background and medical information. Domain areas must be assessed using various methodologies such as structured interview and observation, norm- and criterion-referenced tools. The area(s) of suspected disability must be assessed sufficiently to document that a disability exists.

The Individuals with Disabilities Education Act (IDEA) requires that assessment instruments be nondiscriminatory, technically adequate and validated for the purpose(s) for which they are used. The following guidelines, drawn from the field of early childhood assessment, are provided to supplement federal and state evaluation requirements. For more detailed information regarding eligibility criteria for preschool children in the state of Ohio, please consult *Operating Standards for Ohio's Schools Serving Children with Disabilities*.

Preschool special education programs should coordinate with the local early intervention system regarding eligibility data and assessments. By ensuring current and accurate information is available regarding child performance, the need to reassess a child in all areas can be eliminated.

Early Intervention — Birth Through Age 2. The primary purpose for the initial and annual evaluation of infants and toddlers with suspected delays or disabilities is to establish eligibility for services under federal and state law. A second and equally important purpose is to provide

information for program planning and for developing the Individualized Family Service Plan (IFSP). Information that can be passed on to service providers reduces the amount of evaluation that infants and toddlers must experience. Evaluations for children birth to three years old include two components: (1) a developmental evaluation conducted by qualified personnel to establish levels of functioning in all required developmental domains and to determine eligibility; and (2) family assessment, focusing on the needs and strengths of the family.

Documentation. School personnel are required to document evaluation activities using forms required by either the Ohio Department of Education or the Ohio Department of Health. Agencies or professionals conducting independent evaluations should be aware of reporting requirements to assure that the information provided can be utilized by the school district or Help Me Grow.

School district reports include a description of the assessment tool and methodology, date of administration and the purpose for the assessment in relationship to the referral question(s). Test results are described in terms of the child's emerging and functional skills in comparison to typically developing children and in relationship to the early childhood curriculum. Instructional implications are addressed in all areas assessed, contributing to the development of the individualized education plan (IEP). A team summary is completed, integrating the test results of all areas assessed, providing a basis for determining eligibility for services. Reports are written in parent-friendly language and shared with parents. Parents receive a copy of the final report.

For infants and toddlers, information regarding federal and state regulations is provided by the Help me Grow program, administered by the Bureau of Early Intervention Services (BEIS), Ohio Department of Health. Please refer to this agency for up-to-date information for children from birth through three years of age. Suggestions in this catalog are provided to assist professionals in maintaining best practices when determining eligibility for early intervention services. The process of evaluation must respect the developmental level of the child and the child's attachment to the family. It is important to include parents in meaningful ways.

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Himley, M., and Carini, P. F., eds. (2000). *From another angle: Children's strengths and school standards*. New York: Teachers College Press.

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SECTION 2

ASSESSMENT CATEGORIES

ASSESSMENT TOOLS BY CATEGORY

ASSESSMENT CATEGORIES

Global Screening	Comprehensive tools that assess multiple domains of functioning. Screening tools are included in this section.
Adaptive Behavior/ Social Emotional	Assessment tools used to evaluate social-emotional functioning, adaptive behavior, attention and/or hyperactivity, and behaviors associated with autism.
Cognitive	Assessments used to evaluate intellectual functioning. Administration of these measures is generally restricted to a professional diagnostician.
Communication	Assessments used to evaluate all aspects of expressive and receptive communication, including articulation, vocabulary, semantics, auditory processing skills, basic concepts and sign vocabulary.
Motor/Sensory	Includes assessment tools evaluating fine and gross motor skills, mobility, visual motor skills and sensory functions.
Family	Assessments used to gather information regarding the home environment and the needs of the family.
Pre-Academic	This section includes tools that measure early kindergarten readiness skills, phonemic awareness and early academic skills relating to math, reading, writing and language.

Assessment Instruments Listed in the Catalog

AGES 3 – 5	AGES 0 – 3
Adaptive Behavior/Social Emotional	Adaptive Behavior/Social Emotional
Cognitive	Cognitive
Communication	Communication
Motor/Sensory	Motor/Sensory
Pre-Academic	Family

AGES 0 – 5 ASSESSMENT TOOLS BY CATEGORY

ADAPTIVE BEHAVIOR/SOCIAL EMOTIONAL
• Achenbach Child Behavior Checklist (CBCL)
• Adaptive Behavior Assessment System – Second Edition (ABAS®-II)
• Ages & Stages Social-Emotional
• Autism Screening Instrument for Educational Planning – Second Edition (ASIEP-2)
• Behavior Assessment System for Children – Second Edition (BASC-2)
• Behavior Rating Instrument for Autistic & Other Atypical Children – Second Edition (BRIACC)
• Burks Behavior Rating Scale – Second Edition (BBRS-2)
• Childhood Autism Rating Scale (CARS)
• Devereux Early Childhood Assessment (DECA)
• Differential Assessment of Autism & Other Developmental Disorders (DAADD)
• Greenspan Social-Emotional Growth Chart
• Pervasive Developmental Disorders Screening Test – II (PDDST-II)
• Scales of Independent Behavior – Revised (SIB-R)
• Temperament and Atypical Behavior Scale (TABS)
• Vineland Adaptive Behavior Scales – Second Edition (Interview/Classroom Editions)
• Vineland Social-Emotional Early Childhood Scales (SEEC)
COGNITIVE
• Central Institute for the Deaf Preschool Performance Scale (CID-PPS)
• Differential Ability Scale – Second Edition (DAS-II)
• Kaufman Assessment Battery for Children – Second Edition (KABC-II)
• Kaufman Infant and Preschool Scale (KIPS)
• Leiter International Performance Scale – Revised
• Stanford-Binet Intelligence Scales – Fifth Edition (SB-5)
• Stanford-Binet Intelligence Scales for Early Childhood (Early SB-5)
• Wechsler Preschool and Primary Scale of Intelligence – Third Edition (WPPSI™-III)
• Woodcock-Johnson III Tests of Cognitive Abilities (WJ-III)
COMMUNICATION
• Bracken School Readiness Assessment (BSRA)
• Clinical Assessment of Articulation and Phonology (CAPP™)
• Computerized Articulation and Phonology Evaluation System (CAPES™)
• Evaluating Acquired Skills in Communication – Revised (EASIC)
• Expressive One-Word Picture Vocabulary Test – 2000 Edition (EOWPVT-2000)
• Expressive Vocabulary Test (EVT)
• Functional Communication Profile – Revised (FCP-R)
• Goldman-Fristoe Test of Articulation – Second Edition (GFTA-2)
• Khan-Lewis Phonological Analysis – Second Edition (KLPA-2)
• Peabody Picture Vocabulary Test – Third Edition (PPVT-III)
• Preschool Language Scale – Fourth Edition (PLS-4)

AGES 0 – 5 ASSESSMENT TOOLS BY CATEGORY

COMMUNICATION (continued)
• Receptive One-Word Picture Vocabulary Test – 2000 Edition (ROWPVT-2000)
• Stuttering Severity Instrument for Children and Adults – Third Edition (SSI-3)
• Test de Vocabulario en Imagenes Peabody (TVIP)
• Test of Early Language Development – Third Edition (TELD-3)
• Woodcock Language Proficiency Battery – Revised (WLPB-R)
MOTOR/SENSORY
• Developmental Test of Visual-Motor Integration – Fifth Edition (BERRY-VMI)
• Gross Motor Function Measure (GMFM)
• Peabody Developmental Motor Scales – Second Edition (PDMS-2)
• Pediatric Evaluation of Disability Inventory (PED-I)
GLOBAL/SCREENING
• Assessment, Evaluation, and Programming System for Infants and Children (AEPS)
• Battelle Development Inventory (BDI)
• Bayley Scales of Infant and Toddler Development – Third Edition
• Brigance Diagnostic Inventory of Early Development – II (IED-II)
• Callier-Azusa Assessment of Deaf/Blind Children (Out of Print)
• Carolina Curriculum for Preschoolers with Special Needs
• Child Development Inventory (CDI)
• Developmental Assessment for Students with Severe Disabilities (DASH-2)
• Developmental Observation Checklist System (DOCS)
• Developmental Profile II (DP-II)
• Early Screening Profiles (ESP)
• FirstSTEP™: Screening Test for Evaluating Preschoolers
• Focused Portfolios
• Hawaii Early Learning Profile for Preschoolers (HELP®)
• Hawaii Early Learning Profile Strands (HELP Strands)
• High/Scope Child Observation Record (HSCOR)
• INSITE Developmental Checklist: Assessment of Developmental Skills for Young Multidisabled Sensory Impaired Children
• Kent Infant Developmental Scale (KIDS)
• Merrill-Palmer Scales of Development – Revised
• Mullen Scales of Early Learning (MSEL)
• Oregon Project Curriculum for Visually Impaired and Blind Preschoolers – Fifth Edition
• Ounce Scale Assessment System
• Preschool Evaluation Scale (PES)
• Psychoeducational Profile (PEP-3)
• Transdisciplinary Play-Based Assessment & Transdisciplinary Play-Based Intervention – Revised

AGES 3 – 5 ASSESSMENT TOOLS BY CATEGORY

ADAPTIVE BEHAVIOR/SOCIAL EMOTIONAL
• AAMR Adaptive Behavior Scales – School, Residential and Community Second Edition (ABS-S:2)
• Achenbach Child Behavior Checklist (CBCL)
• Adaptive Behavior Assessment System – Second Edition (ABAS®-II)
• Ages & Stages Social-Emotional
• Attention Deficit Disorders Evaluation Scale – Third Edition (ADDES-3)
• Autism Screening Instrument for Educational Planning – Second Edition (ASIEP-2)
• Behavior Assessment System for Children – Second Edition (BASC-2)
• Behavior Evaluation Scale – Third Edition (BES-3)
• Behavior Rating Instrument for Autistic and Other Atypical Children – Second Edition (BRIACC)
• Brown Attention-Deficit Disorder Scales (Brown ADD Scales)
• Burks Behavior Rating Scale – Second Edition (BBRS-2)
• Childhood Autism Rating Scale (CARS)
• Conners Rating Scales – Revised (CRS-R)
• Devereux Early Childhood Assessment (DECA)
• Differential Assessment of Autism & Other Developmental Disorders (DAADD)
• Early Childhood Attention Deficit Disorders Evaluation Scale (ECADES)
• Early Childhood Behavior Scale (ECBS)
• Functional Assessment and Intervention System: Improving School Behavior (FAIS)
• Gilliam Asperger’s Disorder Scale (GADS)
• Gilliam Autism Rating Scale – Second Edition (GARS)
• Greenspan Social-Emotional Growth Chart
• Parenting Stress Index (PSI)
• Pervasive Developmental Disorders Screening Test – II (PDDST-II)
• Preschool and Kindergarten Behavior Scales – Second Edition
• Scales of Independent Behavior – Revised (SIB-R)
• Social Skills Rating System (SSRS)
• Temperament and Atypical Behavior Scale (TABS)
• Vineland Adaptive Behavior Scales – Second Edition (Interview/Classroom Editions)
• Vineland Social-Emotional Early Childhood Scales (SEEC)
COGNITIVE
• Central Institute for the Deaf Preschool Performance Scale (CID-PPS)
• Developmental Neuropsychological Assessment (NEPSY)
• Differential Ability Scale – Second Edition (DAS-II)
• Hiskey-Nebraska Test of Learning Aptitude (H-NTLA)
• Kaufman Assessment Battery for Children – Second Edition (KABC-II)
• Kaufman Brief Intelligence Test – Second Edition (KBIT-2)
• Kaufman Infant and Preschool Scale (KIPS)

AGES 3 – 5 ASSESSMENT TOOLS BY CATEGORY

COGNITIVE (continued)
• Leiter International Performance Scale – Revised
• Stanford-Binet Intelligence Scales – Fifth Edition (SB-5)
• Stanford-Binet Intelligence Scales for Early Childhood (Early SB-5)
• Wechsler Preschool and Primary Scale of Intelligence – Third Edition (WPPSI™-III)
• Woodcock-Johnson III Tests of Cognitive Abilities (WJ-III)
COMMUNICATION
• The Apraxia Profile
• Assessment Link Between Phonology and Articulation – Revised (ALPHA)
• Assessment of Literacy and Language (ALL)
• Bankson-Bernthal Test of Phonology (BBTOP)
• Bankson Language Test – Second Edition (BLT-2)
• Bracken School Readiness Assessment (BSRA)
• Carolina Picture Vocabulary Test
• Children’s Speech Intelligibility Measure (CSIM)
• Clinical Assessment of Articulation and Phonology (CAPP™)
• Clinical Evaluation of Language Fundamentals – Preschool – Fourth Edition (CELF-Preschool 4)
• Comprehensive Assessment of Spoken Language (CASL)
• Comprehensive Receptive and Expressive Vocabulary Test – Second Edition (CREVT-2)
• Computerized Articulation and Phonology Evaluation System (CAPES™)
• Evaluating Acquired Skills in Communication – Revised (EASIC)
• Expressive One-Word Picture Vocabulary Test – 2000 Edition (EOWPVT-2000)
• Expressive One-Word Picture Vocabulary Test – Spanish Bilingual Edition (EOWPVT-SBE)
• Expressive Vocabulary Test (EVT)
• Fluharty Preschool Speech and Language Screening Test – Second Edition
• Functional Communication Profile – Revised (FCP-R)
• Goldman-Fristoe Test of Articulation – Second Edition (GFTA-2)
• Hodson Assessment of Phonological Patterns – Third Edition (HAPP-3)
• Khan-Lewis Phonological Analysis – Second Edition (KLPA-2)
• Kindergarten Language Screening Test – Second Edition (KLST-2)
• OWLS Oral Languages Scales
• Peabody Picture Vocabulary Test – Third Edition (PPVT-III)
• Photo Articulation Test – Third Edition (PAT-3)
• Preschool Language Assessment Instrument – Second Edition (PLAI-2)
• Preschool Language Scale – Fourth Edition (PLS-4)
• Receptive One-Word Picture Vocabulary Test – 2000 Edition (ROWPVT-2000)
• Reynell Developmental Language Scales (RDLS)
• Rhode Island Test of Language Structure

AGES 3 – 5 ASSESSMENT TOOLS BY CATEGORY

COMMUNICATION (continued)
• Rice/Wexler Test of Early Grammatical Impairment
• Screening Test for Developmental Apraxia of Speech – Second Edition (STDAS-2)
• Second Contextual Articulation Tests (S-CAT)
• Structured Photographic Expressive Language Test – 3 (SPELT®-3)
• Structured Photographic Expressive Language Test – Preschool-2 (SPELT®-P 2)
• Stuttering Severity Instrument for Children and Adults – Third Edition (SSI-3)
• Test de Vocabulario en Imagenes Peabody (TVIP)
• Test for Auditory Comprehension of Language – Third Edition (TACL-3)
• Test of Auditory Processing Skills (TAPS-3)
• Test of Early Language Development – Third Edition (TELD-3)
• Test of Language Development – Primary – Third Edition (TOLD-R:3)
• Test of Phonological Awareness in Spanish (TPAS)
• Test of Semantic Skills – Primary (TOSS-P)
• Test of Word Finding – Second Edition (TWF-2)
• Utah Test of Language Development – Fourth Edition (UTLD-4)
• Verbal Motor Production Assessment for Children (VMPAC)
• WIIG Assessment of Basic Concepts (WABC)
• Woodcock Language Proficiency Battery – Revised (WLPB-R)
• Woodcock-Munoz Language Survey – Revised (WMLS-R)
MOTOR/SENSORY
• Bruininks-Oseretsky Test of Motor Proficiency (BOT-2)
• DeGangi-Berk Test of Sensory Integration (TSI)
• Developmental Test of Visual-Motor Integration – Fifth Edition (BERRY-VMI)
• Developmental Test of Visual Perception – Second Edition (DTVP-2)
• Gross Motor Function Measure (GMFM)
• Miller Function & Participation Scales (M-FUN-PS)
• Motor Free Visual Perception Test – 3 (MVPT-3)
• Peabody Developmental Motor Scales – Second Edition (PDMS-2)
• Pediatric Evaluation of Disability Inventory (PED-I)
• Sensory Integration and Praxis Tests (SIPT)
• Sensory Profile
• Test of Gross Motor Development – Second Edition (TGMD-2)
• Test of Visual Motor Integration (TVMI)
• Test of Visual Perceptual Skills – Revised (TVPS-R) Non motor
• Wide Range Assessment of Visual Motor Ability (WRAVMA)
GLOBAL/SCREENING
• Assessment, Evaluation, and Programming System for Infants and Children (AEPS)

AGES 3 – 5 ASSESSMENT TOOLS BY CATEGORY

GLOBAL/SCREENING (continued)
• Battelle Development Inventory (BDI)
• Bayley Scales of Infant and Toddler Development – Third Edition
• Brigance Diagnostic Inventory of Early Development – II (IED-II)
• Brigance Pre School Screen II
• Callier-Azusa Assessment of Deaf/Blind Children (Out of Print)
• Carolina Curriculum for Preschoolers with Special Needs
• Child Development Inventory (CDI)
• Developmental Assessment for Students with Severe Disabilities (DASH-2)
• Developmental Indicators for Assessment of Learning – Third Edition (DIAL-3)
• Developmental Observation Checklist System (DOCS)
• Developmental Profile II (DP-II)
• Early Childhood Observation System (ECHOS™)
• Early Screening Profiles (ESP)
• FirstSTEp™: Screening Test for Evaluating Preschoolers
• Focused Portfolios
• Hawaii Early Learning Profile for Preschoolers (HELP®)
• Hawaii Early Learning Profile Strands (HELP Strands)
• High/Scope Child Observation Record (HSCOR)
• INSITE Developmental Checklist: Assessment of Developmental Skills for Young Multidisabled Sensory Impaired Children
• Kent Infant Developmental Scale (KIDS)
• Learning Accomplishment Profile – Third Edition (LAP-3)
• Learning Accomplishment Profile Diagnostic (LAP-D)
• Merrill-Palmer Scales of Development – Revised
• Miller Assessment for Preschoolers (MAP)
• Mullen Scales of Early Learning (MSEL)
• Oregon Project Curriculum for Visually Impaired and Blind Preschoolers – Fifth Edition
• Ounce Scale Assessment System
• Pre-Kindergarten Screen (PKS)
• Preschool Evaluation Scale (PES)
• Psychoeducational Profile (PEP-3)
• Transdisciplinary Play-Based Assessment and Transdisciplinary Play-Based Intervention – Revised
PRE-ACADEMIC
• Basic School Skills Inventory – Third Edition (BSSI-3)
• Boehm Test of Basic Concepts – Preschool Version – Third Edition (Boehm-3)
• Bracken Basic Concept Scale – III: Receptive (BBCS-3:R) / Expressive (BBCS-E)
• Brigance Diagnostic Comprehensive Inventory of Basic Skills – Revised (CIBS-R)

AGES 3 – 5 ASSESSMENT TOOLS BY CATEGORY

PRE-ACADEMIC (continued)
• Brigance K & 1 Screen – II
• Daberon Screening for School Readiness (DABERON-2)
• Detroit Tests of Learning Aptitude – Primary – Third Edition (DTLA-P:3)
• Developmental Tasks for Kindergarten Readiness II (DTKR-II)
• Early Math Diagnostic Assessment (EMDA)
• Early Reading Diagnostic Assessment – Second Edition (ERDA™-II)
• Kaufman Survey of Early Academic and Language Skills (K-SEALS)
• Kaufman Test of Educational Achievement – Second Edition (KTEA-II)
• Mini-Battery of Achievement (MBA)
• Pre-Reading Inventory of Phonological Awareness (PIPA™)
• Ready to Learn: A Dyslexia Screener
• Test of Early Mathematics Ability – Third Edition (TEMA3)
• Test of Early Reading Ability – Deaf or Hard of Hearing (TERA-D/HH)
• Test of Early Reading Ability – Third Edition (TERA-3)
• Test of Early Written Language – Second Edition (TEWL-2)
• Test of Kindergarten/First Grade Readiness Skills (TKFGRS)
• Wechsler Individual Achievement Test – Second Edition (WIAT®-2)
• Woodcock Diagnostic Reading Battery (WDRB)
• Woodcock-Johnson III Tests of Achievement (WJR-III)
• Young Children’s Achievement Test (YCAT)

AGES 0 – 3 ASSESSMENT TOOLS BY CATEGORY

ADAPTIVE BEHAVIOR/SOCIAL EMOTIONAL
• Achenbach Child Behavior Checklists (CBCL)
• Adaptive Behavior Assessment System – Second Edition (ABAS®-II)
• Ages & Stages Social-Emotional
• Autism Screening Instrument for Educational Planning (ASIEP-2)
• Behavior Assessment System for Children – Second Edition (BASC-2)
• Behavior Rating Instrument for Autistic & Other Atypical Children – Second Edition (BRIACC)
• Childhood Autism Rating Scale (CARS)
• Devereux Early Childhood Assessment (DECA)
• Differential Assessment of Autism & Other Developmental Disorders (DAADD)
• Early Childhood Attention Deficit Disorders Evaluation Scale (ECADDES)
• Early Coping Inventory (ECI)
• Greenspan Social-Emotional Growth Chart
• Infant Toddler Social Emotional Assessment (ITSEA)
• Pervasive Developmental Disorders Screening Test – II (PDDST-II)
• Scales of Independent Behavior – Revised (SIB-R)
• Temperament and Atypical Behavior Scale (TABS)
• Vineland Adaptive Behavior Scales – Second Edition (Interview, Classroom Editions)
• Vineland Social-Emotional Early Childhood Scales (SEEC)
COGNITIVE
• Central Institute for the Deaf Preschool Performance Scale (CID-PPS)
• Cognitive Abilities Scale – Second Edition (CAS)
• Differential Ability Scale – Second Edition (DAS-II)
• Kaufman Assessment Battery for Children – Second Edition (K-ABC-II)
• Kaufman Infant and Preschool Scale (KIP-S)
• Leiter International Performance Scale – Revised
• Stanford-Binet Intelligence Scales – Fifth Edition (SB-5)
• Stanford-Binet Intelligence Scales for Early Childhood (Early SB-5)
• Wechsler Preschool and Primary Scale of Intelligence – Third Edition (WPPSI™-III)
• Woodcock-Johnson III Tests of Cognitive Abilities
COMMUNICATION
• Bracken School Readiness Assessment (BSRA)
• Clinical Assessment of Articulation and Phonology (CAAP™)
• Computerized Articulation and Phonology Evaluation System (CAPES™)
• Evaluating Acquired Skills in Communication – Revised (EASIC)
• Expressive One-Word Picture Vocabulary Test, 2000 Edition (EOWPVT-2000)
• Expressive Vocabulary Test (EVT)
• Goldman-Fristoe Test of Articulation – Second Edition (GFTA-2)

AGES 0 – 3 ASSESSMENT TOOLS BY CATEGORY

COMMUNICATION (continued)
• Khan-Lewis Phonological Analysis – Second Edition (KLPA)
• Peabody Picture Vocabulary Test – Third Edition (PPVT-III)
• Preschool Language Scale – Fourth Edition (PLS-4)
• Receptive One-Word Picture Vocabulary Test – 2000 Edition (ROWPVT-2000)
• Receptive-Expressive Emergent Language Test – Third Edition (REEL-3)
• Reynell Developmental Language Scales (RDLS)
• Rossetti Infant Toddler Language Scale
• Stuttering Severity Instrument for Children and Adults – Third Edition (SSI-3)
• Test de Vocabulario en Imagenes Peabody (TVIP)
• Test of Early Language Development – Third Edition (TELD-3)
• Woodcock Language Proficiency Battery-Revised (WLPB-R)
• Woodcock-Munoz Language Survey – Revised (WMLS-R)
MOTOR/SENSORY
• Developmental Test of Visual-Motor Integration – Fifth Edition (BERRY-VMI)
• Gross Motor Function Measure (GMFM)
• Infanib
• Infant/Toddler Sensory Profile
• Motor Skills Acquisition Checklist
• Peabody Developmental Motor Scales – Second Edition (PDMS-2)
• Peabody Mobility Kit for Infants and Toddlers (PMKIT)
• Pediatric Evaluation of Disability Inventory (PED-I)
• Test of Sensory Functions in Infants – DeGangi (TSFI)
• T.I.M.E. – Toddler and Infant Motor Evaluation – A Standardized Assessment
GLOBAL/SCREENING
• Assessment, Evaluation and Programming System for Infants and Children (AEPS)
• Batelle Developmental Inventory – Second Edition (BDI-2)
• Bayley Scales of Infant and Toddler Development – Third Edition
• Birth to Three Assessment and Intervention System: A Parent-Teacher Interaction Program – Second Edition (BTAIS-2)
• Brigance Diagnostic Inventory of Early Development – II (IED-II)
• Brigance Infant and Toddler Screen
• Callier-Azusa Scale Assessment of Deaf/Blind Children (Out of print)
• Carolina Curriculum for Infants and Toddlers with Special Needs – Third Edition (CCITSN)
• Carolina Curriculum for Preschoolers with Special Needs
• Child Development Inventory (CDI)
• Developmental Assessment for Students with Severe Disabilities (DASH-2)
• Developmental Observation Checklist System (DOCS)

AGES 0 – 3 ASSESSMENT TOOLS BY CATEGORY

GLOBAL/SCREENING (continued)
• Developmental Profile II (DP-II)
• Early Learning Accomplishment Profile for Developmentally Young Children (E-LAP)
• Early Screening Profiles (ESP)
• FirstSTep™: Screening Test for Evaluating Preschoolers
• Focused Portfolios
• Hawaii Early Learning Profile (HELP®)
• Hawaii Early Learning Profile Strands (HELP Strands)
• High/Scope Child Observation Record (HSCOR)
• Infant-Toddler and Family Instrument (ITFI) & Manual
• Infant/Toddler Developmental Assessment (IDA)
• Infant/Toddler Environment Rating Scale (ITERS)
• INSITE Developmental Checklist: Assessment of Developmental Skills for Young Multidisabled Sensory Impaired Children
• Kent Infant Developmental Scale (KIDS)
• Merrill-Palmer Scales of Development – Revised
• Mullen Scales of Early Learning (MSEL)
• Oregon Project Curriculum for Visually Impaired and Blind Preschoolers – Fifth Edition
• Ounce Scale Assessment System
• Preschool Evaluation Scale (PES)
• Psychoeducational Profile – Third Edition (PEP-3)
• Transdisciplinary Play-Based Assessment and Transdisciplinary Play-Based Intervention – Revised (TPBI)
FAMILY
• Family Needs Survey (FNS)
• Home Observation for Measurement of the Environment (HOME)
• Infant/Toddler Environment Rating Scale (ITERS)
• Parenting Stress Index

SECTION 3

GLOBAL SCREENING INSTRUMENTS

GLOBAL SCREENING INSTRUMENTS 3-5

Title	Publisher	Ages	Descriptor
Assessment, Evaluation, and Programming System for Infants and Children (AEPS) 2002	Paul H. Brookes Publishing Co. (800) 638-3773 www.brookespublishing.com	0 – 6 years	Curriculum-based evaluation system. Six AEPS domains — fine and gross motor, adaptive, cognitive, social-communication and social development — provide a framework for developing IEP/IFSP objectives. Offers linked age-appropriate, activity-based intervention strategies. Criterion-referenced.
Battelle Developmental Inventory – Second Edition (BDI-2) 2004	Riverside Publishing (800) 323-9540 www.riverpub.com	0 – 8 years	Comprehensive instrument used for screening and evaluation. Domains include personal social, adaptive, motor, communication and cognitive developments for disabled children. norm-referenced. Provides adaptations for disabled children. Scores obtained include percentile ranks, standard scores, age equivalents. The screening tool is an abbreviated version of the full measure. Spanish version available.
Bayley Scales of Infant and Toddler Development – Third Edition 2005	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	1 month – 3.6 years	Expanded to measure all developmental domains, including direct measurement of cognitive, motor and language skills. Social-emotional and adaptive domains are assessed through parent report. Also features updated norms and expanded floor and ceiling limits. Growth scores and charts allow for documentation of growth over time. Screening version available for one to 42 months. Norm-referenced; provides standard scores, age equivalents and percentiles.

GLOBAL SCREENING INSTRUMENTS 3-5

Title	Publisher	Ages	Descriptor
<p>Brigance Diagnostic Inventory of Early Development – II (IED-II) 2004</p>	<p>Curriculum Associates (800) 225-0248 www.curriculumassociates.com</p>	<p>0 – 7 years</p>	<p>Criterion-referenced assessment tool. Eleven areas are covered: preambulatory, gross and fine motor, adaptive, speech/language, general knowledge/comprehension, social-emotional, reading-readiness, basic reading, writing and math; 98 skill sequences are covered within these domains. Developmental ages are indicated for each sequence of skills, plus scales link assessment with intervention. Screening tool available.</p>
<p>Brigance Preschool Screen-II 2005</p>	<p>Curriculum Associates (800) 225-0248 www.curriculumassociates.com</p>	<p>3 – 4 years</p>	<p>Brief criterion-referenced screening instrument designed to identify children for further assessment and to assist in program planning. Items are linked with the Brigance Inventory of Basic Development. Samples skills in the areas of fine and gross motor, language, preacademics, general knowledge, self-help and social-emotional development. Spanish directions available.</p>
<p>Callier-Azusa Scale Assessment of Deaf/Blind Children</p>	<p>(Out of print)</p>	<p>0 – 8 years</p>	<p>Criterion-referenced scale for use with children who are deaf-blind or multihandicapped. Domains assessed are motor functioning, perceptual skills, daily living skills, cognition, communication, language and social development; 18 subscales within the domains. Observations are completed in natural settings. Parents assist in assessment by providing information. Caution: Dated norms.</p>
<p>Carolina Curriculum for Preschoolers with Special Needs 2004</p>	<p>Riverside Publishing (800) 323-9540 www.riverpub.com</p>	<p>2 – 5 years</p>	<p>Preschool edition of the Carolina includes 25 subdomains covering the areas of cognition, communication, social-emotional, fine and gross motor. Criterion-referenced. Emphasis on naturally occurring tasks.</p>

GLOBAL SCREENING INSTRUMENTS 3-5

Title	Publisher	Ages	Descriptor
Child Development Inventory (CDI) 1992	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	1.6 – 6 years	Replaces the Minnesota Child Development Inventory. Parent-report scale provides a comparison of child's development with peers of same age and sex in eight areas: general development, gross and fine motor, expressive language, comprehension-conceptual, situation comprehension, self-help, personal-social. Age equivalent scores are plotted, and performance is scored as normal or below-age criteria. Criterion-referenced.
Developmental Assessment for Students with Severe Disabilities (DASH-2) 1999	Pro-Ed (800) 897-3202 www.proedinc.com	0 – 11 years	Five scales assess development in language, sensory-motor skills, self-help, basic academic skills and social-emotional skills. Criterion-referenced sequence of skills, may be used for curriculum planning and progress monitoring.
Developmental Indicators for the Assessment of Learning – Third Edition (DIAL-3) 1998	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	3 – 6.11 years	Global-screening tool that evaluates all five early childhood areas of development. Provides scores for motor, concepts, language, an overall composite and behavioral observation cutoffs. Provides standard scores for self-help and social development, assessed by a parent questionnaire. Norm-referenced, provides standard scores and percentiles. Also available in Spanish and as the Speed Dial, a brief screening tool.
Developmental Observation Checklist System (DOCS) 1994	Pro Ed (800) 897-3202 www.proedinc.com	0 – 6 years	A three-part inventory/checklist system used in assessing general development (DC), adjustment behavior (ABC), and parent stress and support (PSSC). The DC component measures the areas of language, motor, social and cognitive development. May be completed by parents and caregivers. Norm-referenced, provides quotients, standard scores, age equivalents and percentiles.

GLOBAL SCREENING INSTRUMENTS 3-5

Title	Publisher	Ages	Descriptor
Developmental Profile II (DP-II) 1986	Western Psychological Services (800) 648-8857 www.wpspublish.com	0 – 9.6 years	Utilizes interview and direct assessment techniques to determine developmental competencies in the areas of physical, self-help, social, academic and communication. Data obtained helpful in developing interventions. Also provides an adequate measure for evaluating programs with pre- and post-test data. Norm-referenced, standardized.
Early Childhood Observation System (ECHOS™) 2006	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	K – Grade 2 Norms Only	Classroom observation system provides activities and continuous assessment of children's skills, knowledge and behavior based on national standards in seven domains, including language, literacy, math, social and self-help. Provides performance levels for all indicators. Written for PC or PDA; Web-based reporting options available.
Early Screening Profiles (ESP) 1990	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	2 – 6.11 years	Screening instrument designed to identify children who may be gifted or at risk. May administer part or all of three basic profiles (cognitive/language, motor, and self-help/social) and four surveys (articulation, home, health history, behavior). Derives screening index scores or standard scores. Norm-referenced; provides percentile ranks and age equivalents.
FirstSTEP™: Screening Test for Evaluating Preschoolers 1993	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	2.9 – 6.2 years	Developmental screening tool addressing all domains within 12 subtests. Includes social-emotional and adaptive checklists. Used to identify the need for more comprehensive assessment. Norm-referenced, provides standard scores. Spanish version available.
Focused Portfolios 2002	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	0 – 6 years	Curriculum-embedded system accurately documents children's growth and development through observation in the natural context of the classroom and the home. The resulting portfolio collection becomes a useful communication tool.

GLOBAL SCREENING INSTRUMENTS 3-5

Title	Publisher	Ages	Descriptor
Hawaii Early Learning Profile for Preschoolers (HELP) 1995	VORT Corp. (888) 757-VORT www.vort.com	3 – 6 years	Curriculum-embedded assessment stresses observation in natural settings and promotes activity-based learning. Charts display more than 650 specific skills in six developmental areas: cognitive, language, gross and fine motor, social-emotional and self-help. Developmentally sequenced activities in monthly increments. Criterion-referenced.
Hawaii Early Learning Profile Strands (HELP Strands) 1995	VORT Corp. (888) 757-VORT www.vort.com	3 – 6 years	Extends the original HELP® materials to link with intervention planning. Skills are hierarchal and clustered into strands. Used to record outcomes and track progress. Criterion-referenced.
High/Scope Child Observation Record (HSCOR) 1992	High/Scope (800) 407-7377 www.highscope.com	2.6 – 6 years	Curriculum-embedded observation tool. Identifies children's strengths and skills in six developmental domains, including initiative, social, creative representation movement, language and literacy, and mathematics. Children are observed more than three times. Criterion-referenced.
INSITE Developmental Checklist: Assessment of Developmental Skills for Young Multidisabled Sensory Impaired Children. 1989	Hope Publishing Inc. (435) 752.9533 www.hopepubl.com	0 – 5 years	Curriculum-embedded assessment of the areas of gross and fine motor, self-help, cognition, social, emotional, communication, vision, auditory and tactile development. Adaptations provided for use with children with sensory impairment and additional disabilities. Many skills are listed in the one- to two-month age range. Criterion-referenced.
Kent Infant Developmental Scale (KIDS) 2001	Western Psychological Services (800) 648-8857 www.wpspublish.com	0 – 6 years	Caregiver-completed developmental assessment. Behaviors are divided into five domains on the basis of their content: cognitive, motor, language, self-help and social. Norm-referenced; provides developmental age scores and percentiles.

GLOBAL SCREENING INSTRUMENTS 3-5

Title	Publisher	Ages	Descriptor
Learning Accomplishment Profile – Third Edition (LAP-3) 2005	Kaplan Press (800) 334-2014 www.kaplanco.com	3 – 6 years	Curriculum-embedded, comprehensive evaluation generates a profile of development in seven domains: gross and fine motor, prewriting, cognitive, language, self-help and socialization. Items are arranged in a hierarchy of developmental skills. Criterion-referenced. Available in Spanish.
Learning Accomplishment Profile Diagnostic (LAP-D) 1992	Kaplan Press (800) 334-2014 www.kaplanco.com	3 – 5 years	Comprehensive screening system evaluates development within four domains: fine and gross motor, cognitive and language. Norm-referenced, yields standard scores. Available in Spanish.
Merrill-Palmer Scales of Development – Revised 2004	Stoelting (630) 860-9700 www.stoeltingco.com	1 month – 6.5 years	Based on the former Merrill-Palmer Scale, uses toy-based activities to assess visual-motor abilities, learning and problem-solving skills. Provides global assessment with separate scores in all developmental domains including cognitive, language, motor, social-emotional and adaptive. Norm-referenced; provides standard scores, percentiles, age equivalents, and criterion-referenced, change-sensitive scores for the five domains.
Miller Assessment for Preschoolers (MAP) 1982	Harcourt Assessment Inc. (800) 211.8378 www.harcourtassessment.com	2.9 - 5.8 years	Comprehensive battery designed to identify children with mild to moderate developmental problems. Assess motor, coordination, language, memory and visual-spatial skills. Norm-referenced; provides percentile rank scores.
Mullen Scales of Early Learning (MSEL) 1996	Stoelting (630) 860-9700 www.stoeltingco.com	0 – 5.8 years	Standardized comprehensive assessment tool. Assesses language, motor and perceptual abilities using both visual and language skills at receptive and expressive levels. Norm-referenced. Scales: T scores, percentile ranks, age equivalents. Composite: standard scores, percentile ranks.

GLOBAL SCREENING INSTRUMENTS 3-5

Title	Publisher	Ages	Descriptor
<p>Oregon Project Curriculum for Visually Impaired and Blind Preschoolers – 5th Edition 1991</p>	<p>Oregon Project Jackson Education Service District (541) 776-8580 www.jacksonesd.k12.or.us</p>	<p>0 – 6 years</p>	<p>Criterion-referenced tool designed to provide assessment and curriculum guidance. Consists of 640 behavioral statements organized into eight areas: cognitive, language, socialization, vision, compensatory skills, self-help, fine motor and gross motor. Designed for children with visual impairments, blindness or other multiple disabilities.</p>
<p>The Ounce Scale Assessment System 2003</p>	<p>Pearson Early Learning (800) 552-2259 www.pearsonearlylearning.com</p>	<p>0 – 3.6 years</p>	<p>The Ounce Scale helps parents document everyday behaviors, learn about and record their child's development, and enables staff members to evaluate the child's development over time. Domains include personal connections, feelings about self, relationships with other children, understanding and communicating, exploring and problem solving, and movement and coordination. Curriculum-based, criterion-referenced.</p>
<p>Pre-Kindergarten Screen (PKS) 2000</p>	<p>Academic Therapy Publications (800) 422-7249 www.academictherapy.com</p>	<p>4 – 5 years</p>	<p>Areas evaluated include fine and gross motor, language comprehension, visual perception/discrimination, beginning letter/number recognition and impulse control. Total test score is interpreted relative to cutoff scores. Norm-referenced; raw scores may be converted into standard scores and percentiles.</p>
<p>Preschool Evaluation Scale (PES) 1992</p>	<p>Hawthorne Educational Services (800) 542-1673 www.hes-inc.com</p>	<p>0 – 6 years</p>	<p>Rating scale based on observational assessment of child development, focusing on the domains of fine and gross motor, cognitive, expressive language, social-emotional and self-help skills. School and home versions. Norm-referenced; provides standard scores and percentiles.</p>

GLOBAL SCREENING INSTRUMENTS 3-5

Title	Publisher	Ages	Descriptor
Psychoeducational Profile (PEP-3) 2005	Pro Ed (800) 897-3202 www.proedinc.com	6 months – 7 years	The PEP-3 is the assessment component of the four-volume Individualized Assessment and Treatment for Autistic and Developmentally Delayed children. Features an inventory of behaviors and skills within five domains: imitation, perception, fine and gross motor, and cognitive ability. Additionally, rates identity levels of relating and affect, play and interest in materials, sensory responses, and use of language. Most items are nonverbal and presented within structured play activities. Norm-referenced; provides group comparison data for children with autism.
Transdisciplinary Play-Based Assessment & Transdisciplinary Play Based Intervention – Revised 1993	Paul H. Brookes Publishing Co. (800) 638-3773 www.brookespublishing.com	0 – 6 years	A functional, play-based approach assessing development in cognitive, social-emotional, communication, language and sensorimotor domains through observation and play. Worksheets are used to document and summarize observations into areas of strength and weakness. Results are used to plan interventions. Criterion-referenced.

GLOBAL SCREENING INSTRUMENTS 0-3

Title	Publisher	Ages	Descriptor
Assessment, Evaluation and Programming System for Infants and Children (AEPS) 2002	Paul H. Brookes Publishing Co. (800) 638-3773 www.brookespublishing.com	0 – 36 months plus	Curriculum-based evaluation system. Six AEPS domains – fine and gross motor, adaptive, cognitive, social-communication, and social development provide a framework for developing IEP/IFSP objectives. Offers linked age-appropriate, activity-based intervention strategies. Criterion-referenced.
Battelle Developmental Inventory – Second Edition (BDI-2) 2004	Riverside Publishing (800) 323-9540 www.riverpub.com	0 – 36 months plus	Comprehensive instrument used for screening and evaluation. Domains include personal social, adaptive, motor, communication and cognitive development. Curriculum- and norm-referenced. Provides adaptations for disabled children. Scores obtained include percentile ranks, standard scores and age equivalents. The screening tool is an abbreviated version of the full measure. Spanish version also available.
Bayley Scales of Infant and Toddler Development – Third Edition 2005	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	1 – 36 months plus	Expanded to measure all developmental domains, including direct measurement of cognitive, motor and language skills. Social-emotional and adaptive domains are assessed through parent report. Also features updated norms and expanded floor and ceiling limits. Growth scores and charts allow for documentation of growth over time. Screening version available for one to 42 months. Norm-referenced; provides standard scores, age equivalents and percentiles.
Birth to Three Assessment and Intervention System: A Parent-Teacher Interaction Program – Second Edition (BTAIS-2) 2000	Riverside Publishing (800) 323-9540 www.riverpub.com	0 – 36 months	Provides for early identification of developmental delays in five domains: language expression and comprehension, problem-solving, social/personal and motor skills. Norm-referenced; provides standard scores, percentiles and stanines with norms at six-month intervals.

GLOBAL SCREENING INSTRUMENTS 0-3

Title	Publisher	Ages	Descriptor
Brigance Diagnostic Inventory of Early Development – II (IED-II) 2004	Curriculum Associates (800) 225-0248 www.curriculumassociates.com	0 – 36 months plus	Norm- and criterion-referenced assessment. Eleven areas covered preambulatory, gross and fine motor, adaptive, speech and language, general knowledge and comprehension, social-emotional, reading-readiness, basic reading, writing and math. Screening tool available. Provides percentiles and age equivalents.
Brigance Infant & Toddler Screen 2002	Curriculum Associates (800) 225-0248 www.curriculumassociates.com	0 – 23 months	Brief screening tool includes the developmental areas of fine and gross motor, receptive and expressive communication, self-help skills, and social-emotional functioning. Pre- and postevaluations serve as growth indicators. Curriculum- and norm-referenced; provides cut scores, growth indicators, percentiles and age equivalents.
Callier-Azusa Scale Assessment of Deaf/Blind Children 1976	(Out of print)	0 – 36 months plus	Criterion-referenced scale for use with children 0 to 8 years who are deaf-blind or multihandicapped. Domains assessed include: motor functioning, perceptual skills, daily living skills, cognition, communication, language and social development; 18 subscales are within the domains. Observations are completed in natural settings. Parents assist in assessment by providing information. Caution: Dated norms.
Carolina Curriculum for Infants and Toddlers with Special Needs – Third Edition (CCITSN) 2004	Paul H. Brookes Publishing Co. (800) 638-3773 www.brookespublishing.com	0 – 24 months	Curriculum-embedded assessment tool for children with mild to severe developmental delays, with 26 precise subdomains covered within the five domains: cognitive, communication, social/adaptive, fine and gross motor. (Adaptations are noted for children with vision, motor and hearing impairments.) Functional emphasis on naturally occurring tasks. Criterion-referenced; provides age equivalents.

GLOBAL SCREENING INSTRUMENTS 0-3

Title	Publisher	Ages	Descriptor
Carolina Curriculum for Preschoolers with Special Needs 2004	Riverside Publishing (800) 323.9540 www.riverpub.com	24 – 36 months plus	Preschool edition of the Carolina includes 25 subdomains covering the areas of cognition, communication, social-emotional, fine and gross motor. Criterion- referenced. Emphasis on naturally occurring tasks.
Child Development Inventory (CDI) 1992	Pearson Assessment (800) 627.7271 www.pearsonassessments.com	15 – 36 months plus	Replaces the Minnesota Child Development Inventory. Parent-report scale provides a comparison of child's development with peers of same age and sex in eight areas: general development, gross and fine motor, expressive language, comprehension-conceptual, situation comprehension, self-help, and personal-social. Age equivalent scores are plotted, and performance is scored as normal or below age criteria. Criterion-referenced.
Developmental Assessment for Students with Severe Disabilities (DASH-2) 1999	Pro-Ed (800) 897.3202 www.proedinc.com	0 – 36 months plus	Five scales assess development in language, sensory-motor skills, self help, basic academic skills and social-emotional skills. Criterion-referenced sequence of skills; may be used for curriculum planning and progress monitoring.
Developmental Observation Checklist System (DOCS) 1994	Pro Ed (800) 897-3202 www.proedinc.com	0 – 36 months plus	Three-part inventory/checklist system used in assessing general development (DC), adjustment behavior (ABC), and parent stress and support (PSSC). The DC component measures the areas of language, motor, social and cognitive development. May be completed by parents and caregivers. Norm-referenced, provides quotients, standard scores, age equivalents and percentiles.
Developmental Profile II (DP-II) 1986	Western Psychological Services (800) 648-8857 www.wpspublish.com	0 – 36 months plus	Utilizes interview and direct assessment techniques to determine developmental competencies in the areas of physical, self-help, social, academic and communication. Data obtained is helpful in developing interventions. Also provides an adequate measure for evaluating programs with pre- and post-test data. Norm-referenced; standardized.

GLOBAL SCREENING INSTRUMENTS 0-3

Title	Publisher	Ages	Descriptor
Early Learning Accomplishment Profile for Developmentally Young Children (E-LAP) 2002	Kaplan Press (800) 334-2014 www.kaplanco.com	0 – 36 months	Curriculum-embedded assessment designed to assess the overall development of children from 0-3. Areas assessed include gross motor, fine motor, cognitive, language, self-help and social-emotional. Each item on the scale specifies materials, procedures and criteria for assessment. Criterion-referenced.
Early Screening Profiles (ESP) 1990	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	24 – 36 months plus	Screening instrument designed to identify children who may be gifted or at risk. May administer part or all of three basic profiles (cognitive/language, motor and self-help/social) and four surveys (articulation, home, health history, behavior). Derives screening index scores or standard scores. Norm-referenced; provides percentile ranks and age equivalents.
FirstSTEP™: Screening Test for Evaluating Preschoolers 1993	Harcourt Assessment Inc. (800) 211.8378 www.harcourtassessment.com	33 – 36 months plus	Developmental screening tool addressing all domains within 12 subtests. Includes social-emotional and adaptive checklists. Used to identify the need for more comprehensive assessment. Norm-referenced, provides standard scores. Spanish version available.
Focused Portfolios 2002	Pearson Assessment (800) 627.7271 www.pearsonassessments.com	0 – 36 months plus	Curriculum-embedded system accurately documents children's growth and development through observation in the natural context of the classroom and the home. The resulting portfolio collection becomes a useful communication tool.
Hawaii Early Learning Profile (HELP®) 1995	VORT Corp. (888) 757-VORT www.vort.com	0 – 36 months	Curriculum-embedded assessment; stresses observation in natural settings and promotes activity-based learning. Charts display more than 650 specific skills in six developmental areas: cognitive, language, gross motor, fine motor, social-emotional and self-help. Developmentally sequenced activities in monthly increments. Criterion-referenced.

GLOBAL SCREENING INSTRUMENTS 0-3

Title	Publisher	Ages	Descriptor
Hawaii Early Learning Profile Strands (HELP Strands) 1995	VORT Corp. (888) 757-VORT www.vort.com	0 – 36 months	Extends the original HELP® materials to link with intervention planning. Skills are hierarchical and clustered into strands. Used to record outcomes and track progress. Criterion-referenced.
High/Scope Child Observation Record for Infants and Toddlers (HSCOR) 1992	High/Scope (800) 407-7377 www.highscope.com	6 – 36 months	HSCOR is a curriculum-embedded observation tool. The Child Observation Record is used to identify children's strengths and skills in six developmental domains. Information can be used to adjust teaching materials, techniques and activities. Children are observed more than three different times. Criterion-referenced.
Infant-Toddler and Family Instrument (ITFI) and Manual 2001	Paul H. Brookes Publishing Co. (800) 638-3773 www.brookespublishing.com	6 – 36 months	Flexible, comprehensive tool used to identify strengths and weaknesses. Consists of caregiver interview; developmental map covering five areas (fine and gross motor, communication, social-emotional, coping and self-help); and a checklist for evaluating concerns, completed after family visits.
Infant/Toddler Developmental Assessment (IDA) 1995	Riverside Publishing (800) 323-9540 www.riverpub.com	0 – 36 months	Integrated assessment process that includes IDA/Provence Birth to Three Developmental Profile, IDA Parent Report and IDA Health Recording Guide. Provides a description of functioning across domains, including gross and fine motor, communication, social-emotional, adaptive, and cognitive. Developmental concerns, health concerns, and family strengths and priorities are identified. Criterion-referenced, graduated scoring system yields percentage delayed and performance range.
INSITE Developmental Checklist: Assessment of Developmental Skills for Multihandicapped Sensory Impaired Children 1989	Hope Publishing Inc. (435) 752-9533 www.hopepubl.com	0 – 36 months plus	Curriculum-embedded assessment of the areas of gross motor, fine motor, self-help, cognition, social, emotional, communication, vision, auditory and tactile development adaptations, provided for use with children with sensory impairment and additional disabilities. Many skills are listed in the one- to two-month age range. Criterion-referenced.

GLOBAL SCREENING INSTRUMENTS 0-3

Title	Publisher	Ages	Descriptor
Kent Infant Development Scale (KIDS) 2001	Western Psychological Services (800) 648-8857 www.wpspublish.com	0 – 36 months plus	Caregiver completed developmental assessment. Behaviors are divided into five domains: content/cognitive, motor, language, self-help and social. Norm-referenced; provides developmental age scores and percentiles.
Merrill-Palmer Scales of Development – Revised 2004	Stoelting (630) 860-9700 www.stoeltingco.com	1 – 36 months plus	Based on the former Merrill-Palmer scale, uses toy-based activities to assess visual-motor abilities, learning, and problem-solving skills. Provides global assessment with separate scores in all developmental domains, including cognitive, language, motor, social-emotional and adaptive. Norm-referenced; provides standard scores, percentiles, age equivalents, and criterion-referenced, change sensitive scores for the five domains.
Mullen Scales of Early Learning (MSEL) 1996	Stoelting (630) 860-9700 www.stoeltingco.com	0 – 36 months plus	Norm-referenced, standardized comprehensive assessment tool. Assesses language, motor and perceptual abilities using both visual and language skills at receptive and expressive levels. Scales: T scores, percentile ranks, age equivalents. Composite: standard scores, percentile ranks.
Oregon Project Curriculum for Visually Impaired and Blind Preschoolers – 5th Edition 1991	Oregon Project Jackson Education Service District (541) 776-8580 www.soesd.k12.or.us	0 – 36 months plus	Criterion-referenced tool designed to provide assessment and curriculum guidance. Consists of 640 behavioral statements organized into eight areas: cognitive, language, socialization, vision, compensatory skills, self-help, fine and gross motor. Designed for children with visual impairments, blindness or other multiple disabilities.

GLOBAL SCREENING INSTRUMENTS 0-3

Title	Publisher	Ages	Descriptor
The Ounce Scale Assessment System 2003	Pearson Early Learning (800) 552-2259 www.pearsonearlylearning.com	0 – 36 months plus	Helps parents document everyday behaviors, learn about and record their child's development, and enables staff members to evaluate the child's development over time. Domains include personal connections, feelings about self, relationships with other children, understanding and communicating, exploration and problem solving, and movement and coordination. Curriculum-based, criterion-referenced.
Preschool Evaluation Scale (PES) 1992	Hawthorne Educational Services (800) 542-1673 www.hes-inc.com	0 – 36 months plus	Rating scale based on observational assessment of child development, focusing on the domains of fine and gross motor, cognitive, expressive language, social-emotional and self-help skills. Norm-referenced; provides standard scores, percentiles.
Psychoeducational Profile – Third Edition (PEP-3) 2005	Pro Ed (800) 897-3202 www.proedinc.com	6 – 36 months plus	The PEP-3 is the assessment component of the four-volume Individualized Assessment and Treatment for Autistic and Developmentally Delayed children. Features an inventory of behaviors and skills in five domains: imitation, perception, fine and gross motor, and cognitive ability. Additionally, ratings identify levels of relating and affect, play and interest in materials, sensory responses, and use of language. Most items are nonverbal and presented within structured play activities. Norm-referenced. Includes norms for children with autism.
Trandisciplinary Play-Based Assessment & Transdisciplinary Play Based Intervention – Revised (TPBI) 1993	Paul H. Brookes Publishing Co. (800) 638-3773 www.brookespublishing.com	0 – 36 months plus	Functional play-based approach to assessing development in cognitive, social-emotional, communication, language and sensorimotor domains through observation and play. Worksheets are used to document and summarize observations into areas of strength and weakness. Results are used to plan interventions. Criterion-referenced.

SECTION 4

ADAPTIVE BEHAVIOR/ SOCIAL-EMOTIONAL ASSESSMENT TOOLS

ADAPTIVE BEHAVIOR/SOCIAL-EMOTIONAL ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
AAMR Adaptive Behavior Scales-School, Second Edition (ABS-S:2) 1993	Pro-Ed (800) 897-3202 www.proedinc.com	3 – 16 years	Behavior rating scale contains 16 domains and five factors. Can utilize first person or interview methods. Raw scores for each domain can be converted to standard scores and percentiles. Norm-referenced.
Achenbach Child Behavior Checklist (CBCL) 2003	Riverside Publishing (800) 323-9540 www.riverpub.com	1.5 – 5.5 years	Revised form spans ages 1.5 – 5.5 years. Caregiver and teacher rating forms used to measure behavioral and social-emotional functioning. Derived scores (T scores) and percentiles are plotted on a profile sheet by behavioral factors. Factors form internalizing, externalizing and total problems scales. Includes a profile of Diagnostic and Statistical Manual (DSM) oriented scales and a language development survey. Norm-referenced.
Adaptive Behavior Assessment System – Second Edition (ABAS®-II) 2003	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	Birth – adult	Provides a complete measure of behavior that incorporates current American Association of Mental Retardation guidelines for evaluation in three general areas: conceptual, social and practical. Norm-referenced; provides age-based standard scores.
Ages & Stages, Social-Emotional 2003	Kaplan Press (800) 334-2014 www.kaplanco.com	4 months – 5 years	Assessment system used to screen social-emotional development. Areas include self regulation, compliance, communication, adaptive functioning, autonomy, affect and interaction with people. The brief checklist is completed by the caregiver. Spanish version is available. Criterion-referenced.
Attention Deficit Disorders Evaluation Scale – Third Edition (ADDES-3) 2004	Hawthorne Educational Services (800) 542-1673 www.hes-inc.com	4 – 18 years	Consists of school and home versions designed to document and rate behavior associated with major characteristics of attention deficit hyperactivity disorder (inattention, impulsivity and hyperactivity). Includes home and school reporting forms. Spanish version available. Norm-referenced. Norms for students with ADHD available. Reports subscale standard scores and a global percentile rank.

ADAPTIVE BEHAVIOR/SOCIAL-EMOTIONAL ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Autism Screening Instrument for Educational Planning (ASIEP-2) 1993	Pro-Ed (800) 897-3202 www.proedinc.com	1.5 years – adult	Examines behavior in five areas. When combined, subtests provide a profile of abilities in spontaneous verbal behavior, social interaction and learning characteristics. Norm-referenced; provides percentiles and standard scores.
Behavior Assessment System for Children, Second Edition (BASC-2) 2004	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	2.6 – 18.11 years	A comprehensive set of behavior rating scales. Checklists include teacher, parent rating scales, self-report, student observation system and structured developmental history. Scales include communication, daily living, depression, conduct problems, withdrawal, attention problems and hyperactivity. Norm-referenced; provides T scores and percentiles.
Behavior Evaluation Scale – Third Edition (BES-3) 2005	Hawthorne Educational Services (800) 542-1673 www.hes-inc.com	4 – 19 years	Behavior checklists for home and school designed to evaluate emotional/behavioral functioning. The BES-2 factors include learning problems, interpersonal difficulties, inappropriate behavior, unhappiness/depression and physical symptoms/fears. Norm-referenced; provides gender differentiated standard scores and percentiles.
Behavior Rating Instrument for Autistic & Other Atypical Children – 2nd Edition (BRIACC) 1991	Stoelting (630) 860-9700 www.stoeltingco.com	0 – 18 years	Utilizes a standardized observation procedure to evaluate the status of low-functioning, atypical and autistic students. Evaluates eight areas relating to motor, communication and interpersonal behavior. Two additional scales assess nonverbal communication. Norm-referenced.
Brown Attention-Deficit Disorder Scales (Brown ADD Scales) 2001	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	3 years – adult	Screening instrument utilizing caregiver, teacher and student self report. Features five behavioral clusters, including executive functioning aspects of cognition and problems in self-monitoring and regulation. Norm-referenced; provides cluster scores and T scores, percentile ranks for each cluster.

ADAPTIVE BEHAVIOR/SOCIAL-EMOTIONAL ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Burks Behavior Rating Scales – Second Edition (BBRS-2) 2006	Stoelting (630) 860-9700 www.stoeltingco.com	4 – 18 years	Parent- and/or teacher-completed scale, rating the frequency of the behavior of concern. Ratings are compiled to provide a score profile rating for 19 problem behavior areas. Handbook provides specific suggestions for intervention. Norm-referenced.
Childhood Autism Rating Scale (CARS) 1988	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	0 – 18 years	Observational scale designed to distinguish and identify behaviors associated with autism. Helpful adjunct to other tests. CARS includes items drawn from five prominent systems for diagnosing autism; each is rated on a seven-point scale. Provides ratings based on direct observation. Criterion-referenced.
Conners Rating Scales – Revised (CRS-R) 1996	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	3 – 17 years	The revised Conners includes the following scales: ADHD index, DSM-IV scales linked to diagnostic criteria and/or global index measuring restlessness/impulsivity and emotional liability. Teacher, parent and self-report versions available. Long and short form available. Norm-referenced, provides T scores.
Devereux Early Childhood Assessment (DECA) 1998	Kaplan Press (800) 334-2014 www.kaplanco.com	2 – 5 years	Checklist completed by parents, family caregivers or early childhood professionals. Scale used to assess a child's protective factors related to resilience (initiative, self-control and attachment) and screen for behavior concerns. Also available: Devereux Early Childhood Assessment Clinical Form (2004), focusing on problem behaviors and E-DECA, a computerized version of the DECA that may be administered in Spanish. Standardized, norm-referenced. Yields percentiles, T scores.

ADAPTIVE BEHAVIOR / SOCIAL-EMOTIONAL 3-5

Title	Publisher	Ages	Descriptor
Differential Assessment of Autism & Other Developmental Disorders (DAADD) 2003	Lingui Systems (800) 776-1332 www.linguisystems.com	2 – 8 years	Compile a meaningful profile of strengths and weaknesses based on observations of language, social, sensory, physical and behavior. Facilitates differentiation between autism and other developmental disabilities. Criterion-referenced.
Early Childhood Attention Deficit Disorders Evaluation Scale (ECADES) 1995	Hawthorne Educational Services (800) 542-1673 www.hes-inc.com	2 – 6.5 years	ECADES subscales, inattentive and hyperactive-impulsive, are based on current criteria used to identify ADD/ADHD in children. Scale is available in school and home versions. Provides gender-specific norms. Norm-referenced; provides standard scores and percentiles.
Early Childhood Behavior Scale (ECBS) 1994	Hawthorne Educational Services (800) 542-1673 www.hes-inc.com	3 – 6 years	Behavior rating scale designed to be completed by teachers and parents. Includes four subscales: self-care, social relationships, personal adjustment and academic progress. Provides gender-specific norms. Companion volume, Early Childhood Behavior Intervention, provides intervention strategies. Norm-referenced; provides standard scores and percentiles.
Functional Assessment and Intervention System: Improving School Behavior (FAIS) 2003	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	PreK – Grade 12 Norms only	Provides a framework for analyzing the function of challenging behaviors and using the assessment data to develop performance-based intervention strategies. Norm-referenced.
Gilliam Asperger's Disorder Scale (GADS) 2000	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	3 – 22 years	Parent and or teacher rating scale. Includes four subscales describing specific, observable behaviors based on current definitions. Includes a list of resources related to Aspergers for parents and teachers. Norm-referenced; group includes individuals with Aspergers. Provides standard scores and percentiles.

ADAPTIVE BEHAVIOR / SOCIAL-EMOTIONAL 3-5

Title	Publisher	Ages	Descriptor
Gilliam Autism Rating Scale – Second Edition (GARS) 1995	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	3 – 22 years	Designed to identify the presence of characteristics associated with autism, based on current definitions. Behaviors are rated according to frequency on three scales: stereotyped behaviors, communication and social interaction. Includes structured parent interview. Norm-referenced.
Greenspan Social-Emotional Growth Chart 2004	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	0 – 3.6 years	Screening tool used to measure social-emotional milestones in infants and toddlers. Allows for early identification of developmental lags in social-emotional capacities, and assists in developing early intervention goals, as well as progress monitoring. Includes caregiver report. Criterion-referenced, point rating scale; results are reported relative to identified cut scores.
Parenting Stress Index (PSI) 1995	Riverside Publishing (800) 323-9540 www.riverpub.com	1 – 12 years	A parent self-report, 101-item questionnaire, designed to identify potentially stressful parent-child relationships. Designed to identify the need for intervention and treatment planning in high-stress areas, family functioning and parenting skills.
Pervasive Developmental Disorders Screening Test – II (PDDST-II) 2004	Harcourt Assessment Inc. (800) 211.8378 www.harcourtassessment.com	1.5 – 4 years	Parent report screening measure facilitates early identification of autism spectrum disorders. Norm-referenced.
Preschool and Kindergarten Behavior Scales – Second Edition 2002	Hawthorne Educational Services (800) 542-1673 www.hes-inc.com	3 – 6 years	Behavior rating scale evaluates on a social skills scale and a problem behavior scale. Rating form may be completed by parents, caregivers and/or teachers. Norm-referenced.
Scales of Independent Behavior – Revised (SIB-R) 1996	Riverside Publishing (800) 323-9540 www.riverpub.com	0 – 18 years	Structured interview format collects information for measuring personal and community independence in the areas of motor, social, personal living and community living skills. Includes a problem behavior scale. Norm-referenced; provides standard scores, percentiles and age equivalents.

ADAPTIVE BEHAVIOR / SOCIAL-EMOTIONAL 3-5

Title	Publisher	Ages	Descriptor
Social Skills Rating System (SSRS) 1990	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	3 – 18 years	Teacher and parent rating scales measuring behaviors impacting relationships, peer acceptance, academic performance and more. Behavior is assessed on subscales of internalizing/externalizing problems and hyperactivity. Norm-referenced, gender-based norms and norms for students with and without disabilities. Provides standard scores and percentiles.
Temperament and Atypical Behavior Scale (TABS) 2001	Paul H. Brookes Publishing Co. (800) 638-3773 www.brookespublishing.com	1.1 months – 5.11 years	Questionnaire measures social-emotional development, focusing on behaviors associated with temperament and self-regulation. May be used to support identification and assists in developing and monitoring early intervention goals. Includes screener based on parent report. Norm-referenced on a sample that includes children with disabilities. Provides cut scores, standard scores and percentiles.
Vineland Adaptive Behavior Scales – Second Edition Interview/Classroom Editions) 1984	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	0 – 19 years	A measure of adaptive behavior from birth to adulthood. Measures the following domains: communication, daily living skills, socialization and motor skills. Norm-referenced; provides composite standard scores, percentile ranks, adaptive levels and age equivalents.
Vineland Social-Emotional Early Childhood Scales (SEEC) 1998	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	0 – 5.11 years	Measure of social-emotional development, based on the Vineland Adaptive Behavior Scales. Scales include interpersonal relationships, play and leisure time, and coping skills, plus the social-emotional composite. Data is collected through a semi-structured interview with the parent or caregiver. Norm-referenced; provides standard scores, percentile ranks and age equivalents.

ADAPTIVE BEHAVIOR / SOCIAL-EMOTIONAL 0-3

Title	Publisher	Ages	Descriptor
Achenbach Child Behavior Checklists (CBCL) 2003	Riverside Publishing (800) 323-9540 www.riverpub.com	18 – 36 months plus	Revised form spans ages 1.5 to 5 years. Caregiver and teacher rating forms used to obtain measures of behavioral and social-emotional functioning. Derived scores (T scores) and percentiles are plotted on a profile sheet by behavioral factors. Factors form internalizing, externalizing and total problems scales. Includes a profile of Diagnostic and Statistical Manual (DSM) oriented scales and a language development survey. Norm-referenced.
Adaptive Behavior Assessment System – Second Edition (ABAS®-II) 2003	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	0 – 36 months plus	Provides a complete measure of behavior that incorporates current American Association of Mental Retardation guidelines for evaluation in three general areas: conceptual, social and practical. Norm-referenced, age-based standard scores.
Ages & Stages Social & Emotional 2003	Kaplan Press (800) 334-2014 www.kaplanco.com	6 – 36 months plus	Assessment system used to screen social-emotional development. Areas include self regulation, compliance, communication, adaptive functioning, autonomy, affect and interaction with people. The brief checklist is completed by the caregiver. Spanish version is available. Criterion-referenced.
Autism Screening Instrument for Educational Planning (ASIEP-2) 1993	Pro-Ed (800) 897-3202 www.proedinc.com	18 – 36 months plus	Examines behavior in five areas. When combined, subtests provide a profile of abilities in spontaneous verbal behavior, social interaction, education level and learning characteristics. Norm-referenced; provides percentiles and standard scores.
Behavior Assessment System for Children, Second Edition (BASC-2) 2004	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	24 – 36 months plus	A comprehensive set of behavior rating scales. Checklists include teacher, parent rating scales, self-report, student observation system, and structured developmental history. Scales include communication, daily living, depression, conduct problems, withdrawal, attention problems and hyperactivity. Norm-referenced, T scores and percentiles.

ADAPTIVE BEHAVIOR / SOCIAL-EMOTIONAL 0-3

Title	Publisher	Ages	Descriptor
Behavior Rating Instrument for Autistic & Other Atypical Children – 2nd Edition (BRIACC) 1991	Stoelting (630) 860-9700 www.stoeltingco.com	0 – 36 months plus	Utilizes a standardized observation procedure to evaluate the status of low functioning, atypical and autistic students. Evaluates eight areas relating to motor, communication and interpersonal behavior. Two additional scales assess nonverbal communication. Norm-referenced.
Childhood Autism Rating Scale (CARS) 1988	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	0 – 36 months plus	This observational scale is designed to distinguish and identify behaviors associated with autism. Helpful adjunct to other tests. CARS includes items drawn from five prominent systems for diagnosing autism. Each item is rated on a seven-point scale. Provides ratings based on direct observation. Criterion-referenced.
Devereux Early Childhood Assessment (DECA) 1998	Kaplan Press (800) 334.2014 www.kaplanco.com	24 – 36 months plus	Checklist completed by parents, family caregivers or early childhood professionals. Scale used to assess a child's protective factors related to resilience (initiative, self-control and attachment) and screen for behavior concerns. Also available: Devereux Early Childhood Assessment Clinical Form (2004), focusing on problem behaviors and E-DECA, a computerized version of the DECA that may be administered in Spanish. Standardized, norm-referenced. Yields percentiles, T scores.
Differential Assessment of Autism & Other Developmental Disorders (DAADD) 2003	Lingui Systems (800) 776.1332 www.linguisystems.com	24 – 36 months plus	Compile a meaningful profile of strengths and weaknesses based on observations of language, social, sensory, physical and behavior. Facilitates differentiation between autism and other developmental disabilities. Criterion-referenced.
Early Childhood Attention Deficit Disorders Evaluation Scale (ECADDES) 1995	Hawthorne Educational Services (800) 542-1673 www.hes-inc.com	24 – 36 months plus	ECADDES subscales, inattentive and hyperactive-impulsive, are based on the current criteria used to identify ADD/ADHD. Scale is available in school and home versions. Provides gender-specific norms. Norm-referenced; provides standard scores and percentiles.

ADAPTIVE BEHAVIOR / SOCIAL-EMOTIONAL 0-3

Title	Publisher	Ages	Descriptor
Early Coping Inventory (ECI) 1988	Scholastic Testing Services (800) 642-6787 www.sttesting.com	4 – 36 months	An observational scale, which samples an infant's adaptive or coping patterns in three areas: sensorimotor organization, reactive behaviors and self-initiative. Based on observations, a five-point rating system is used to record the coping strategies observed. Criterion-referenced. Provides effectiveness scores, which are plotted on a coping profile.
Greenspan Social-Emotional Growth Chart 2004	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	0 – 36 months plus	Screening tool used to measure social-emotional milestones in infants and toddlers. Allows for early identification of developmental lags in social-emotional capacities, and assists in developing early intervention goals, as well as progress monitoring. Includes caregiver report. Criterion-referenced, point rating scale; results are reported relative to identified cut scores.
Infant Toddler Social Emotional Assessment (ITSEA) 2005	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	12 – 36 months	Assessment of social-emotional development organized within four domains: externalizing, internalizing, dysregulation and competence. Includes parent and childcare provider report forms. Norm-referenced on a national sample that includes children with disabilities. Reports T scores for broad domains and percentile ranks for subscales. Brief screening version, Brief Infant Toddler Emotional Assessment (BITSEA), also available.
Pervasive Developmental Disorders Screening Test – II (PDDST-II) 2004	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	18 – 36 months plus	Parent report screening measure facilitates early identification of autism spectrum disorders. Norm-referenced.
Scales of Independent Behavior – Revised (SIB-R) 1996	Riverside Publishing (800) 323-9540 www.riverpub.com	0 – 36 months plus	Structured interview format collects information for measuring personal and community independence in the areas of motor, social, personal living and community living skills. Includes a problem behavior scale. Norm-referenced; provides standard scores, percentiles and age equivalents.

ADAPTIVE BEHAVIOR / SOCIAL-EMOTIONAL 0-3

Title	Publisher	Ages	Descriptor
Temperament and Atypical Behavior Scale (TABS) 2001	Paul H. Brookes Publishing Co. (800) 638.3773 www.brookespublishing.com	1.1 – 36 months plus	Questionnaire measures social-emotional development, focusing on behaviors associated with temperament and self-regulation. May be used to support identification, and assists in developing and monitoring early intervention goals. Includes screener based on parent report. Norm-referenced on a sample that includes children with disabilities. Provides cut scores, standard scores and percentiles.
Vineland Adaptive Behavior Scales, Second Edition (Interview, Classroom Editions) 1984	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	0 – 36 months plus	A measure of adaptive behavior from birth to adulthood. Measures the following domains: communication, daily living skills, socialization and motor skills. Norm-referenced; provides composite standard scores, percentile ranks, adaptive levels and age equivalents.
Vineland Social-Emotional Early Childhood Scales (SEEC) 1998	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	0 – 36 months plus	Measure of social-emotional development based on the Vineland Adaptive Behavior Scales. Scales include interpersonal relationships, play and leisure time, and coping skills, plus the social-emotional composite. Data is collected through a semi-structured interview with the parent or caregiver. Norm-referenced; provides standard scores, percentile ranks and age equivalents.

SECTION 5

COGNITIVE ASSESSMENT TOOLS

COGNITIVE ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
<p>Central Institute for the Deaf Preschool Performance Scale (CID-PPS) 1981</p>	<p>Stoelting (630) 860-9700 www.stoeltingco.com</p>	<p>2 – 6 years</p>	<p>The CID Preschool Performance Scale is a completely non-verbal test of intellectual potential. The six subtests assess the following areas: manual planning, manual dexterity, form perception, perceptual/motor skills, preschool skills and part-whole relationships. Norm-referenced, yields a Deviation IQ. Caution: Dated norms</p>
<p>Developmental Neuropsychological Assessment (NEPSY) 1997</p>	<p>Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com</p>	<p>3 – 12 years</p>	<p>Evaluates five domains associated with learning: attention and executive functioning, language, memory, sensorimotor and visual-spatial processing. Norm-referenced; provides standard scores and percentile ranks.</p>
<p>Differential Ability Scales Second Edition (DAS-II) 2006</p>	<p>Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com</p>	<p>2.6 – 17.11 years</p>	<p>DAS consists of 17 cognitive and three achievement subtests: basic number skills, spelling and word reading. Obtain General Conceptual Ability score and cluster scores for verbal, spatial and nonverbal ability. A nonverbal composite may be obtained. Norm-referenced; yields age-based standard scores and percentiles.</p>
<p>Hiskey-Nebraska Test of Learning Aptitude (H-NTLA) Only protocols available from publisher.</p>	<p>Pro-Ed (800) 897-3202 www.proedinc.com</p>	<p>3 – 16 years</p>	<p>Nonverbal, untimed test most often used with hearing impaired children. Pantomime and practice exercises are included to increase comprehension of directions. Developed for and standardized on children with hearing impairments. Separate norms for deaf (learning age) and hearing (mental age) subjects. Caution: Dated norms. Under revision.</p>

COGNITIVE ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Kaufman Assessment Battery for Children, Second Edition (KABC-II) 2004	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	2.6 to 18 years	Revised; designed to minimize verbal instruction and responses. Co-normed with the Kaufman Test of Educational Achievement. Scales include simultaneous and sequential, planning, learning and knowledge. Provides a nonverbal administration option. Norm-referenced; provides age-based standard scores, age equivalents and percentile ranks.
Kaufman Brief Intelligence Test, Second Edition (KBIT-2) 2004	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	4 years – adult	A brief screen of verbal and nonverbal intelligence. Subtests include vocabulary and matrices. Norm-referenced; provides standard scores.
Kaufman Infant and Preschool Scale (KIPS) 1981	Stoelting (630) 860-9700 www.stoeltingco.com	1.4 – 4 years	Designed to measure early high-level cognitive skills in areas of general reasoning, storage and verbal communication. Test results linked to suggestions for appropriate activities. Norm-referenced; scores provided include an overall functioning age and quotient.
Leiter International Performance Scale – Revised 2000	Stoelting (630) 860-9700 www.stoeltingco.com	2 – 20.11 years	The revised Leiter measures cognitive abilities within a nonverbal format. The test consists of two batteries: visualization and reasoning domains for measuring IQ, and attention and memory domains. Norm referenced; provides standard scores, percentiles and age equivalents. Additionally, “growth” scores may be obtained to monitor progress.
Stanford-Binet Intelligence Scales – Fifth Edition (SB-5) 2003	Riverside Publishing (800) 323-9540 www.riverpub.com	2 years – adult	Enhanced nonverbal/low-verbal content requiring limited or no verbal responses. Scales include fluid reasoning, knowledge, visual-spatial processing and working memory. Norm-referenced; provides standard scores, age equivalents and percentile ranks. Change sensitive scoring option converts raw scores into criterion-referenced levels of ability, allowing for comparison over time.

COGNITIVE ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Stanford-Binet Intelligence Scales for Early Childhood (Early SB-5) 2005	Riverside Publishing (800) 323-9540 www.riverpub.com	2 – 7 years	Condensed version of the SB-5, developed for use with young children. Highest levels of items have been removed, which may limit the use of this instrument beyond screening for gifted performance. Includes test observation checklist and parent report. Reports performance on all scales and subtests of the SB-5: norm-referenced, standard scores; age equivalents; percentile ranks; and change sensitive scores.
Wechsler Preschool and Primary Scale of Intelligence – Third Edition (WPPSI™-III) 2002	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	2.6 – 7.3 years	Revised version de-emphasizes acquired knowledge and timed performance. Scales measure verbal, nonverbal and processing abilities. Norm-referenced; provides age-based standard scores, age equivalents and percentile ranks.
Woodcock-Johnson III Tests of Cognitive Abilities 2001	Riverside Publishing (800) 323.9540 www.riverpub.com	2 years – adult	The test is divided into two components: standard battery and extended battery. It includes subtests that measure aspects of executive functioning, broad attention and working memory. The measure also includes brief intellectual ability score. WJ III can be scored only with the software included. Norm-referenced; provides age-based standard scores, percentiles and age equivalents.

COGNITIVE ASSESSMENT TOOLS 0-3

Title	Publisher	Ages	Descriptor
<p>Central Institute for the Deaf Preschool Performance Scale (CID-PPS) 1981</p>	<p>Stoelting (630) 860-9700 www.stoeltingco.com</p>	<p>24 – 36 months plus</p>	<p>The CID Preschool Performance Scale is a completely nonverbal test of intellectual potential. The six subtests assess manual planning, manual dexterity, form perception, perceptual/motor skills, preschool skills and part-whole relationships. Norm-referenced; yields a deviation IQ. Caution: Dated norms</p>
<p>Cognitive Abilities Scale – Second Edition (CAS) 2001</p>	<p>Pro-Ed (800) 897-3202 www.proedinc.com</p>	<p>0 – 36 months</p>	<p>Assessment of cognitive ability, provides detailed information for planning instructional programs, and uses toys to enhance children's interest and to assess knowledge of concepts. Results are reported in standard scores and percentiles. Norm-referenced.</p>
<p>Differential Ability Scales – Second Edition (DAS-II) 2006</p>	<p>Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com</p>	<p>30 – 36 months plus</p>	<p>DAS consists of 17 cognitive and three achievement subtests: basic number skills, spelling and word reading. Obtain general conceptual ability score and cluster scores for verbal, spatial and nonverbal ability. A nonverbal composite may be obtained. Norm-referenced; yields age-based standard scores and percentiles.</p>
<p>Kaufman Assessment Battery for Children – Second Edition (KABC-II) 2004</p>	<p>Pearson Assessment (800) 627-7271 www.pearsonassessments.com</p>	<p>30 – 36 months plus</p>	<p>Revised; designed to minimize verbal instruction and responses. Co-normed with the Kaufman Test of Educational Achievement. Scales include simultaneous and sequential processing, planning, learning, and knowledge. Provides a nonverbal administration option. Norm-referenced; provides age-based standard scores, age equivalents and percentile ranks.</p>
<p>Kaufman Infant and Preschool Scale (KIP-S) 1981</p>	<p>Stoelting (630) 860-9700 www.stoeltingco.com</p>	<p>1 – 36 months plus</p>	<p>Designed to measure early high-level cognitive skills in areas of general reasoning, storage and verbal communication. Test results linked to suggestions for appropriate activities. Norm-referenced; scores provided include an overall functioning age and quotient.</p>

COGNITIVE ASSESSMENT TOOLS 0-3

Title	Publisher	Ages	Descriptor
Leiter International Performance Scale – Revised 2000	Stoelting (630) 860-9700 www.stoeltingco.com	24 – 36 months plus	The revised Leiter measures cognitive abilities within a nonverbal format. The test consists of two batteries: visualization and reasoning domains for measuring IQ, and attention and memory domains. Norm-referenced; provides standard scores, percentiles and age equivalents. Additionally, “growth” scores may be obtained to monitor progress.
Stanford-Binet Intelligence Scales – Fifth Edition (SB-5) 2003	Riverside Publishing (800) 323-9540 www.riverpub.com	24 – 36 months plus	Enhanced nonverbal/low-verbal content requiring limited or no verbal responses. Scales include fluid reasoning, knowledge, visual-spatial processing and working memory. Norm-referenced; provides standard scores, age equivalents and percentile ranks. Change sensitive scoring option converts raw scores into criterion-referenced levels of ability, allowing for comparison over time.
Stanford-Binet Intelligence Scales for Early Childhood (Early SB-5) 2005	Riverside Publishing (800) 323-9540 www.riverpub.com	24 – 36 months plus	Condensed version of the SB-5 developed for use with young children. Highest levels of items have been removed, which may limit the use of this instrument beyond screening for gifted performance. Includes test observation checklist and parent report. Reports performance on all scales and subtests of the SB-5. Norm-referenced; provides standard scores, age equivalents, percentile ranks and change sensitive scores.
Wechsler Preschool and Primary Scale of Intelligence – Third Edition (WPPSI™-III) 2002	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	30 – 36 months plus	Revised version de-emphasizes acquired knowledge and timed performance. Scales measure verbal, nonverbal and processing abilities. Norm-referenced; provides age-based standard scores, age equivalents and percentile ranks.

COGNITIVE ASSESSMENT TOOLS 0-3

Title	Publisher	Ages	Descriptor
Woodcock-Johnson III Tests of Cognitive Abilities (WJ III) 2001	Riverside Publishing (800) 323-9540 www.riverpub.com	24 – 36 months plus	The test is divided into two components: standard battery and extended battery. It includes subtests that measure aspects of executive functioning, broad attention and working memory. The measure also includes a brief intellectual ability score. WJ III can be scored only with the software included. Norm-referenced; provides standard scores, percentiles and age equivalents.

SECTION 6

COMMUNICATION ASSESSMENT TOOLS

COMMUNICATION ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
The Apraxia Profile 1997	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	3 – 13 years	Assists in the differential diagnosis of developmental verbal apraxia and problematic oral-motor sequences and movements. Facilitates documentation of present levels of performance as well as progress over time.
Assessment Link Between Phonology and Articulation – Revised (ALPHA) 1995	The Speech Bin www.speechbin.com	3 – 8 years	Delayed sentence imitation test assessing children's use of 15 phonological processes in 50 target words. Norm-referenced; provides standard scores and percentiles.
Assessment of Literacy and Language (ALL) 2005	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	PreK – Grade 1 Norms only	Identify language disorders early that could lead to reading difficulties. ALL assesses spoken language and written language skills, including listening comprehension, vocabulary, semantics, syntax, phonological awareness, alphabetic principle/phonics and concepts about print. Includes parent questionnaire. Provides norm-referenced scores for subtests and criterion-referenced scores for supplemental components.
Bankson-Bernthal Test of Phonology (BBTOP) 1990	Pro-Ed (800) 897-3202 www.proedinc.com	3 – 9 years	Assesses articulation and phonology. Provides scores in word inventory, consonant inventory and phonological process inventory areas. Standardized, norm-referenced.
Bankson Language Test Second Edition (BLT-2) 1990	Pro-Ed (800) 897-3202 www.proedinc.com	3 – 6.11 years	Assesses semantic knowledge, morphological/syntactical rules and pragmatics. A short form is available for screening. Norm-referenced; provides standard scores and percentile ranks.
Bracken School Readiness Assessment (BSRA) 2002	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	2.6 – 7.11 years	Adaptation of the Bracken Basic Concept Scale–Revised, measures concept development and receptive language skills to evaluate school readiness. Norm-referenced; provides age-based standard scores and composite percentile ranks. Allows for the development of local norms. Includes parent-teacher conference form. Spanish version available.

COMMUNICATION ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Carolina Picture Vocabulary Test 1991	Pro-Ed (800) 897-3202 www.proedinc.com	4 – 11.6 years	Assesses receptive sign vocabulary of deaf and hearing-impaired children. Norm-referenced; provides scaled scores, percentile ranks and age-equivalent scores.
Children’s Speech Intelligibility Measure (CSIM) 1999	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	3 – 10 years	Used to establish baseline information regarding intelligibility and to monitor progress during articulation/phonological treatment. With more than 100 versions of the stimulus list provided, a child can be tested frequently using a different word list. Norm-referenced; provides percentage scores.
Clinical Assessment of Articulation and Phonology (CAAP™) 2002	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	2.6 – 8.11 years	CAAP includes an articulation inventory to assess consonant inventory targets. Additionally, two phonological process checklists evaluate articulation accuracy in 10 phonological processes. Norm-referenced; provides standard scores, percentile ranks and age equivalents.
Clinical Evaluation of Language Fundamentals – Preschool – Fourth Edition (CELF-Preschool 4) 2004	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	3 – 6 years	Comprehensive assessment of language skills with flexible administration options allowing for brief assessment. Composite scores include language structure, language content, language memory and working memory. Screening version available. Norm-referenced; provides standard scores and percentiles.
Comprehensive Assessment of Spoken Language (CASL) 1999	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	3 – 21 years	Comprehensive oral language assessment battery. 15 tests measure language comprehension, expression and retrieval in four language categories: lexical/semantic, syntactic, supralinguistic and pragmatic. Norm-referenced; provides age- and grade-based standard scores, percentiles.

COMMUNICATION ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Comprehensive Receptive and Expressive Vocabulary Test – Second Edition (CREVT-2) 2003	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	4 – 89 years	Efficient assessment of both receptive and expressive vocabulary. Features full-color photographs used in the receptive scale. Vocabulary items are related to familiar concepts and are researched to eliminate biased items. Standardized, norm-referenced.
Computerized Articulation and Phonology Evaluation System (CAPES™) 2001	Pro-Ed (800) 897-3202 www.proedinc.com	2 years – adult	Computerized assessment used to analyze articulation and phonology. Tests single-word production through photo-elicitation or conversation. Provides engaging photos and videos of real people and objects. Includes option for recording and playback. Norm-referenced.
Evaluating Acquired Skills in Communication – Revised (EASIC) 1991	Pro-Ed (800) 897-3202 www.proedinc.com	3 months – 8 years	Assesses communication skills of children with severe language impairments and assists in planning appropriate therapy. Determine communication skills at these levels: prelanguage, receptive I, expressive I, receptive II and expressive II. Provides developmental age data. Criterion-referenced.
Expressive One-Word Picture Vocabulary Test – 2000 Edition (EOWPVT-2000) 2000	Academic Therapy Publications (800) 422-7249 www.academictherapy.com	2 – 18.11 years	An in-depth assessment of a child's speaking vocabulary. Co-normed with the Receptive One-Word Picture Vocabulary Test, so that comparisons can be made between an individual's expressive and receptive language. Norm-referenced. Scores are reported as standard scores and percentiles.
Expressive One-Word Picture Vocabulary Test – Spanish Bilingual Edition (EOWPVT-SBE) 2000	Academic Therapy Publications (800) 422-7249 www.academictherapy.com	4 – 12 years	Assesses expressive vocabulary of individuals who are bilingual in Spanish and English. Norm-referenced; provides standard scores and percentiles.

COMMUNICATION ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Expressive Vocabulary Test (EVT) 1997	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	2.6 years – adult	A measure of expressive vocabulary and word retrieval. Co-normed with the PPVT-III, allowing for comparison of expressive and receptive skills. Norm-referenced; provides standard scores and percentiles.
Fluharty Preschool Speech and Language Screening Test – Second Edition 2000	Harcourt Assessment Inc. (800) 211-8378 TDD-(800) 723-1318 www.harcourtassessment.com	3 – 6 years	Designed to screen for possible speech/language disorders, to be identified via further assessment. Screens syntax, auditory comprehension and articulation. Criterion-referenced.
Functional Communication Profile – Revised (FCP-R) 2003	Lingui Systems (800) 776-1332 www.linguisystems.com	3 years – adult	Designed to evaluate communication skills of students with autism and developmental disabilities. Alternate forms of communication, such as sign language and the use of augmentive devices, is also addressed. Generates a profile of strengths and needs, mode of communication and level of independence. Criterion-referenced.
Goldman-Fristoe Test of Articulation – Second Edition (GFTA-2) 2000	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	2 – 21 years	Designed to provide a systematic assessment of articulation by both spontaneous and imitative sound production. Norm referenced; provides age-based, gender-specific, standard scores and percentile ranks.
Hodson Assessment of Phonological Patterns – Third Edition (HAPP-3) 2004	Lingui Systems (800) 776-1332 www.linguisystems.com	3 – 8 years	Designed for children with unintelligible speech. Uses objects and pictures to elicit stimulus words used to code phonological deviations, determine severity and identify patterns to target for intervention. Standardized, norm-referenced and criterion-referenced.
Khan-Lewis Phonological Analysis – Second Edition (KLPA-2) 2002	Lingui Systems (800) 776-1332 www.linguisystems.com	2 years – adult	Designed to work with the Goldman-Fristoe 2 to provide a more comprehensive diagnosis of both articulation and use of phonological processes. Evaluates 10 developmental phonological processes. Norm-referenced; yields standard scores, percentiles and age equivalents.

COMMUNICATION ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Kindergarten Language Screening Test – Second Edition (KLST-2) 1998	Pro-Ed (800) 897-3202 www.proedinc.com	3 – 6 years	Individually administered screening test to help identify children who need further diagnostic testing to determine the presence of language deficits. Criterion referenced.
OWLS Oral Language Scales 1995	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	3 – 21 years	Designed to evaluate expressive and receptive language skills. Neither scale requires reading ability. Norm-referenced; provides standard score, percentile ranks and age equivalents.
Peabody Picture Vocabulary Test – Third Edition (PPVT-III) 1997	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	2 years – adult	Measure of receptive vocabulary. Norm-referenced, wide-range test available in two parallel forms. Standard scores, age equivalent scores and percentile scores provided. Spanish version available.
Photo Articulation Test – Third Edition (PAT-3) 1997	Pro-Ed (800) 897-3202 www.proedinc.com	3 – 8 years	Evaluates articulation through the use of full color photographs targeting different sounds. The sounds elicited are arranged by age of acquisition. Norm-referenced; provides standard scores and percentiles.
Preschool Language Assessment Instrument – Second Edition (PLAI-2) 2003	Lingui Systems (800) 776-1332 www.linguisystems.com	3 – 6 years	Evaluates cognitive, linguistic and pragmatic aspects of language. The formal assessment includes four subtests that assess levels of abstraction, two subtests that assess modes of response, the discourse ability score, and overall estimate of performance. The informal assessment includes two pragmatic measures. Standardized, norm-referenced; provides scaled scores, standard scores, percentile ranks and age equivalents.

COMMUNICATION ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Preschool Language Scale – Fourth Edition (PLS-4) 1992	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	0 – 6.11 years	Comprehensive language assessment includes items to assess semantics, attention, interaction and gesture. Domains include expressive language, auditory comprehension and total language. Includes caregiver questionnaire. Norm-referenced, provides standard scores and percentiles. Spanish version available.
Receptive One-Word Picture Vocabulary Test – 2000 Edition (ROWPVT-2000) 2000	Academic Therapy Publications (800) 422-7249 www.academictherapy.com	2 – 18.11 years	Measure of receptive language. Co-normed with Expressive One-Word Picture Vocabulary Test so that comparison can be made between an individual's receptive and expressive language. Norm-referenced; provides standard scores and percentiles. Spanish version available.
Reynell Developmental Language Scales (RDLS) 2003	Western Psychological Services (800) 648-8857 www.wpspublish.com	1 – 6 years	Scale used to assess children with visual impairments. Seven domains are covered: social adaptation, sensorimotor, exploration of environment, response to sound, verbal comprehension, expressive language (structure), expressive language (vocabulary) and nonverbal communication. Developmental age equivalents for blind, partially sighted and sighted children are provided. Norm referenced; provides standard scores, percentiles and developmental age scores.
Rhode Island Test of Language Structure 1983	Pro-Ed (800) 897-3202 www.proedinc.com	3 – 20 years	Designed primarily for use with the hearing impaired, but also useful in assessing other populations. Multiple-choice format used to assess child's understanding of language structure (syntax). Norm-referenced.
Rice/Wexler Test of Early Grammatical Impairment 2001	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	3 – 8 years	Designed to identify markers associated with specific language impairment and early reading difficulty. Used to supplement broader, comprehensive assessments. Criterion-referenced.

COMMUNICATION ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Screening Test for Developmental Apraxia of Speech – Second Edition (STDAS-2) 2000	Pro-Ed (800) 897-3202 www.proedinc.com	4 – 12 years	Assists in the differential diagnosis of developmental speech apraxia through the eight subtests: expressive language discrepancy, vowels and diphthongs, oral-motor movement, verbal sequencing, motorically complex words, articulation, transpositions, and prosody.
Second Contextual Articulation Tests (S-CAT) 1997	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	3 years – adult	Consists of three components: Contextual Probes of Articulation Competence tests phonemes in words, clusters and sentences; Storytelling Probes of Articulation Competence extends assessment to connected speech; and Target Words for Contextual Training includes 30,000 training words and word combinations.
Structured Photographic Expressive Language Test – 3 (SPELT®-3) 2003	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	4 – 9.11 years	Language assessment focusing on morphology and syntax. Full-color photographs of everyday situations and objects are used to elicit language structures that may not occur spontaneously. Standardized, norm-referenced; provides standard scores, percentile ranks and age equivalents.
Structured Photographic Expressive Language Test Preschool 2 (SPELT®-P2) 2004	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	3 – 5.11 years	Full-color photos designed to elicit specific morphological and syntactic structures. Target structures include prepositions, plurals, possessive nouns and much more. Norm-referenced, provides standard scores, percentile ranks and age equivalents.
Stuttering Severity Instrument for Children and Adults – Third Edition (SSI-3) 1994	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	2 – 18 years	The SSI-3 is divided in to four major areas: frequency, duration, physical concomitants (rated by degree of distractibility) and severity. New normative data are reported. Norm-referenced, provides severity ratings.

COMMUNICATION ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Test de Vocabulario en Imágenes Peabody (TVIP) 1986	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	2 – 6 years	Used to measure the language development of Spanish-speaking children. Nonverbal test, does not require reading, verbal or written responses. Norms based on Spanish-speaking children. Norm-referenced; provides age-based standard scores, percentile ranks and age equivalents.
Test for Auditory Comprehension of Language-Third Edition (TACL-3) 1999	Pro-Ed (800) 897-3202 www.proedinc.com	3 – 9.11 years	A measure of receptive and spoken vocabulary, grammar and syntax. Three subtests: vocabulary, grammatical morphemes, and elaborated phrases and sentences. Norm-referenced; provides percentile ranks, standard scores and age equivalents.
Test of Auditory Processing Skills (TAPS-3) 2005	Lingui Systems (800) 776-1332 www.linguisystems.com	4 – 18 years	Comprehensive assessment of auditory processing abilities, including word discrimination and memory, sentence memory, phonological segmentation and blending, numbers forward and reversed, auditory reasoning, and comprehension. Standardized, norm-referenced; provides scaled scores, standard scores, percentile ranks and age equivalents.
Test of Early Language Development – Third Edition (TELD-3) 1999	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	2 – 7.11 years	Yields an overall spoken language score, and includes scores for receptive language and expressive language subtests. Norm-referenced; provides standard scores, percentiles and age-equivalent subtests.
Test of Language Development-Primary: Third Edition (TOLD-P:3) 1997	Pro-Ed (800) 897-3202 www.proedinc.com	4 – 8.11 years	Designed to measure components of spoken language, including semantics, syntax and phonology. Norm-referenced. Derives standard scores, percentiles and age-equivalent scores.
Test of Phonological Awareness in Spanish (TPAS) 2004	Lingui Systems (800) 776-1332 www.linguisystems.com	4 – 10 years	Designed to measure phonological awareness ability in Spanish-speaking children. Norm-referenced; provides scaled scores, standard scores and percentiles.

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Title	Publisher	Ages	Descriptor
Test of Semantic Skills – Primary (TOSS-P) 2002	Lingui Systems (800) 776-1332 www.linguisystems.com	4 – 8 years	A receptive and expressive diagnostic test designed to assess semantic skills related to conversation, reading comprehension and academic achievement. Standardized, norm-referenced; provides standard scores, percentile ranks and age equivalents.
Test of Word Finding – Second Edition (TWF-2) 2000	Lingui Systems (800) 776-1332 www.linguisystems.com	4 – 12.11 years	Designed to evaluate word finding ability, using four naming sections based on accuracy and speed. Standardized, norm-referenced. Provides age and grade-level standard scores and percentile ranks.
Utah Test of Language Development – Fourth Edition (UTLD-4) 2003	Pro-Ed (800) 897-3202 www.proedinc.com	3 – 9.11 years	Assesses semantics, grammar and phonology of children. Norm-referenced; provides standard scores and percentiles.
Verbal Motor Production Assessment for Children (VMPAC) 1999	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	3 – 12 years	Identify children with motor issues that impact speech motor control. Assess three main areas – global motor control, focal oromotor control, sequencing – and two supplemental areas: Connected Speech and Language Control and Speech Characteristics. Norm-referenced; provides percentile scores.
WIIG Assessment of Basic Concepts (WABC) 2004	Super Duper www.superduperinc.com	2 – 11 years	Evaluates receptive and expressive basic concept knowledge. Story book format. Norm referenced; provides standard scores, percentiles and age equivalents.
Woodcock Language Proficiency Battery – Revised (WLPB-R) 1991 – English version 1995 – Spanish version	Riverside Publishing (800) 323-9540 www.riverpub.com	2 years – adult	Overall measure of language skills in English and Spanish, allowing for comparison between the languages. Areas of assessment include oral language, reading and writing. Norm-referenced; provides standard scores, age and grade equivalents, percentile ranks.

COMMUNICATION ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Woodcock-Munoz Language Survey – Revised (WMLS-R) 2005	Riverside Publishing (800) 323-9540 www.riverpub.com	2 years – adult	Assessment of language proficiency available in Spanish and English. Seven individually administered tests allow for assessment of reading, writing, listening and comprehension. Provides a measure of cognitive academic language proficiency as well as English language proficiency. Norm-referenced; provides standard scores.

COMMUNICATION ASSESSMENT TOOLS 0-3

Title	Publisher	Ages	Descriptor
Bracken School Readiness Assessment (BSRA) 2002	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	30 – 36 months plus	Adaptation of the Bracken Basic Concept Scale–Revised, measures concept development and receptive language skills to evaluate school readiness. Norm-referenced; provides age-based standard scores and composite percentile ranks. Allows for the development of local norms. Includes parent-teacher conference form. Spanish version available.
Clinical Assessment of Articulation and Phonology (CAAP™) 2002	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	30 – 36 months plus	Includes an articulation inventory to assess consonant inventory targets. Additionally, two phonological process checklists evaluate articulation accuracy in 10 phonological processes. Norm-referenced; provides standard scores, percentile ranks and age equivalents.
Computerized Articulation and Phonology Evaluation System (CAPES™) 2001	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	24 – 36 months plus	Computerized assessment used to analyze articulation and phonology. Tests single word production through photo-elicitation or conversation. Provides engaging photos and videos of real people and objects. Includes option for recording and playback. Norm-referenced.
Evaluating Acquired Skills in Communication – Revised (EASIC) 1991	Pro-Ed (800) 897-3202 www.proedinc.com	3 – 36 months plus	Assesses communication skills of children with severe language impairments and assists in planning appropriate therapy programs. Determine communication skills at these levels: pre-language, receptive I, expressive I, receptive II, and expressive II. Criterion-referenced; provides developmental age data.
Expressive One-Word Picture Vocabulary Test – 2000 Edition (EOWPVT-2000) 2000	Academic Therapy Publications (800) 422-7249 www.academictherapy.com	24 – 36 months plus	An in-depth assessment of a child's speaking vocabulary. Co-normed with the Receptive One-Word Picture Vocabulary Test, so that comparisons can be made between an individual's expressive and receptive language. Norm-referenced. Scores are reported as standard scores and percentiles.

COMMUNICATION ASSESSMENT TOOLS 0-3

Title	Publisher	Ages	Descriptor
Expressive Vocabulary Test (EVT) 1997	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	30 – 36 months plus	A measure of expressive vocabulary and word retrieval. Co-normed with the PPVT-III, allowing for comparison of expressive and receptive skills. Norm-referenced; provides standard scores and percentiles.
Goldman-Fristoe Test of Articulation – Second Edition (GFTA-2) 2000	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	24 – 36 months plus	Designed to provide a systematic assessment of articulation by both spontaneous and imitative sound production. Norm referenced; provides age-based, gender-specific, standard scores and percentile ranks.
Khan-Lewis Phonological Analysis – Second Edition (KLPA-2) 2002	Western Psychological Services (800) 648-8857 www.wpspublish.com	24 – 36 months plus	Designed to work with the Goldman-Fristoe 2 to provide a more comprehensive diagnosis of both articulation and use of phonological processes. Evaluates 10 developmental phonological processes. Norm-referenced; yields standard scores, percentiles and age equivalents.
Peabody Picture Vocabulary Test – Third Edition (PPVT-III) 1997	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	30 – 36 months plus	Measure of receptive vocabulary. Norm-referenced, wide-range test available in two parallel forms. Standard scores, age-equivalent scores, and percentile scores provided. Spanish version available.
Preschool Language Scale – Fourth Edition (PLS-4) 2002	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	0 – 36 months plus	Comprehensive language assessment includes items to assess semantics, attention, interaction and gesture. Domains include expressive language, auditory comprehension and total language. Includes caregiver questionnaire. Norm referenced; provides standard scores, and percentiles. Spanish version available.
Receptive One-Word Picture Vocabulary Test – 2000 Edition (ROWPVT-2000) 2000	Academic Therapy Publications (800) 422-7249 www.academictherapy.com	24 – 36 months plus	Measure of receptive language. Co-normed with Expressive One-Word Picture Vocabulary Test, so that comparison can be made between an individual's receptive and expressive language. Norm-referenced; provides standard scores, percentiles. Spanish version available.

COMMUNICATION ASSESSMENT TOOLS 0-3

Title	Publisher	Ages	Descriptor
Receptive-Expressive Emergent Language Test – Third Edition (REEL-3) 2003	Lingui Systems (800) 776-1332 www.linguisystems.com	0 – 36 months	Measurement of expressive and receptive language. Revised version includes a measure of vocabulary. Norm-referenced. Yields raw scores, ability scores, percentile ranks and age equivalents.
Reynell Developmental Language Scales (RDLS) 2003	Western Psychological Services (800) 648-8857 www.wpspublish.com	12 – 36 months plus	Scale used to assess children with visual impairments. Seven domains are covered: social adaptation, sensorimotor, exploration of environment, response to sound, verbal comprehension, expressive language (structure), expressive language (vocabulary) and nonverbal communication. Developmental age equivalents for blind, partially sighted and sighted children are provided. Norm-referenced; provides standard scores, percentiles and developmental age scores.
Rossetti Infant Toddler Language Scale 2005	Lingui Systems (800) 776-1332 www.linguisystems.com	0 – 36 months	Comprehensive assessment of preverbal and verbal communication. Includes assessment of caregiver-child interaction, pragmatics, use of gesture, play, language expression and comprehension. Information is gathered through direct observation and parent report. Criterion-referenced.
Stuttering Severity Instrument for Children and Adults – Third Edition (SSI-3) 1994	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	0 – 36 months plus	The SSI-3 is divided into four major areas: frequency, duration, physical concomitants (rated by degree of distractibility) and severity. New normative data are reported. Norm-referenced; provides severity ratings.
Test de Vocabulario en Imagenes Peabody (TVIP) 1986	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	30 – 36 months plus	Used to measure the language development of Spanish-speaking children. Nonverbal test does not require reading, verbal or written responses. Norms based on Spanish-speaking children. Norm-referenced; provides age-based standard scores, percentile ranks and age equivalents.

COMMUNICATION ASSESSMENT TOOLS 0-3

Title	Publisher	Ages	Descriptor
Test of Early Language Development – Third Edition (TELD-3) 1999	Pro-Ed (800) 897-3202 www.proedinc.com	24 – 36 months plus	The TELD-3 yields an overall spoken language score, and includes scores for receptive language and expressive language subtests. Norm referenced; provides standard scores, percentiles and age-equivalent subtests.
Woodcock Language Proficiency Battery – Revised (WLPB-R) 1991 – English version 1995 – Spanish version	Riverside Publishing (800) 323-9540 www.riverpub.com	24 – 36 months plus	Overall measure of language proficiency in English and Spanish, allowing for comparison between the languages. Areas of assessment include oral language, reading and writing. Norm-referenced; provides standard scores, age and grade equivalents, percentile ranks.
Woodcock-Munoz Language Survey – Revised (WMLS-R) 2005	Riverside Publishing (800) 323-9540 www.riverpub.com	24 – 36 months plus	Assessment of language proficiency available in Spanish and English. Seven individually administered tests allow for assessment of reading, writing, listening and comprehension. Provides a measure of cognitive academic language proficiency as well as English-language proficiency. Norm-referenced; provides standard scores.

SECTION 7

MOTOR/SENSORY ASSESSMENT TOOLS

MOTOR/SENSORY ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Bruininks-Oseretsky Test of Motor Proficiency (BOT-2) 2005	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	4.6 – 14.6 years	This test thoroughly assesses the motor proficiency of students with motor dysfunctions and developmental disabilities or impairments. Test can also be useful in developing and evaluating intervention. Norm-referenced; provides age-based standard scores, percentile ranks and stanines. Short form available.
DeGangi-Berk Test of Sensory Integration (TSI) 1983	Western Psychological Services (800) 648-8857 www.wpspublish.com	3 – 5 years	The Degangi-Berk Test of Sensory Integration (TSI) permits early detection of developmental delays. Measures overall sensory integration, as well as three clinically significant subdomains: postural control, bilateral motor integration and reflex integration. Criterion-referenced; scores are interpreted relative to cut scores.
Developmental Test of Visual-Motor Integration 5th Edition (BERRY-VMI) 2004	Stoelting (630) 860-9700 www.stoeltingco.com	2 – 18 years	Test measuring integration of visual and motor abilities. Format consists of geometric shapes to be copied. A short form is available. Norm-referenced; provides standard scores and percentiles.
Developmental Test of Visual Perception – Second Edition (DTVP-2) 2000	Pro Ed (800) 897-3202 www.proedinc.com	4 – 10 years	Measures both visual perception and visual-motor integration skills. Includes eight subtests, including copying, spatial relationships and visual-motor coordination and speed. Norm-referenced; provides standard scores and percentiles.
Gross Motor Function Measure (GMFM) 1993	CanChild Centre for Childhood Disability Research (905) 525-9140, Ext. 27850 www.canchild.ca	5 months – 16 years	An evaluative measure of motor function designed for quantifying change in the gross motor abilities of children with cerebral palsy. Includes software to aid in scoring and interpreting data. Criterion-referenced.

MOTOR/SENSORY ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Miller Function & Participation Scales (M-FUN-PS) 2006	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	2.6 – 7.11 years	Assessment of fine, gross and visual motor functioning using hands-on, authentic school and home-based activities. Includes early motor function skills, allowing for assessment of children with motor impairment. Standardized, norm-referenced.
Motor Free Visual Perception Test-3 (MVPT-3) 2003	Academic Therapy Publications (800) 422-7249 www.academictherapy.com	4 – 12 years	Motor free test of visual perception; includes subtests for visual discrimination, figure ground, spatial relations, visual closure and visual memory. Scores reported as perceptual ages and perceptual quotients. Norm-referenced; provides standard scores and percentiles.
Movement Assessment Battery for Children 1992	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	2 – 7 years	Checklist evaluating motor skills is completed by parents or early childhood professionals. Evaluates manual dexterity, ball skills, balance. Provides screening, assessment and monitoring for motor skill delays. Norm-referenced.
Peabody Developmental Motor Scales – Second Edition (PDMS-2) 2000	Riverside Publishing (800) 323-9540 www.riverpub.com	0 – 5 years	A comprehensive motor assessment; provides scaled scores and age equivalents in gross and fine motor areas. The tool is norm-referenced, yet may be used as a criterion-referenced measure of motor skills and as a guide for intervention planning.
Pediatric Evaluation of Disability Inventory (PED-I) 1992	Therapy Skill Builders (800) 211-8378 TDD (800) 723-1318 www.tpcweb.com	6 months – 7 years	Determines functional capabilities and performance, monitors progress in functional skill performance, and evaluates program outcomes. Norm-referenced; provides standard scale performance scores.
Sensory Integration and Praxis Tests (SIPT) 1991	Western Psychological Services (800) 648-8857 www.wpspublish.com	4 – 8.11 years	Measures visual, tactile, kinesthetic perception and motor performance. Composed of 17 brief tests that measure sensory integration processes. Norm-referenced.

MOTOR/SENSORY ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Sensory Profile 1999	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	3 – 10 years	Used to evaluate the ability to process sensory information and profile the sensory system's effect on functional performance. Caregivers complete a 125-question profile reporting the frequency with which their child responds to various sensory experiences. Norm-referenced.
Test of Gross Motor Development – Second Edition (TGMD-2) 2000	Pro-Ed (800) 897-3202 www.proedinc.com	3 – 10 years	Norm-referenced measure of common gross motor skills. Two subtests (locomotor skills and objective control skills) used to assess gross motor development in preschool and elementary age children. Norm-referenced; subtest standard scores, percentiles and a composite quotient are reported.
Test of Visual Motor Integration (TVMI) 2003	Stoelting (630) 860-9700 www.stoeltingco.com	4 – 17 years	Measures visual motor ability in students who copy a series of increasingly complex geometric figures. Norm-referenced. Results are reported in standard scores, percentiles and age equivalents.
Test of Visual Perceptual Skills – Revised (TVPS-R) Non-motor 1996	Stoelting (630) 860-9700 www.stoeltingco.com	4 – 13 years	Measures visual perceptual skills in seven areas important for reading and spelling success. Test results can be converted into perceptual ages, scaled scores and percentiles for each subtest, along with perceptual quotients. Norm-referenced.
Wide Range Assessment of Visual Motor Ability (WRAVMA) 1995	Academic Therapy Publications (800) 422-7249 www.academictherapy.com	3 – 17.11 years	Measures visual-motor integration through assessment of components, including visual-motor, visual-spatial and fine motor skills. Standardized, norm-referenced; provides scaled scores, percentiles and age equivalents.

MOTOR/SENSORYASSESSMENT TOOLS 0-3

Title	Publisher	Ages	Descriptor
Developmental Test of Visual-Motor Integration – Fifth Edition (BERRY-VMI) 2004	Stoelting (630) 860-9700 www.stoeltingco.com	0 – 24 months plus	Test measuring integration of visual and motor abilities. Format consists of geometric shapes to be copied. A short form is available. Norm-referenced; provides standard scores and percentiles.
Gross Motor Function Measure (GMFM) 1993	CanChild Centre for Childhood Disability Research (905) 525-9140 Ext. 27850 www.canchild.ca	5 – 36 months plus	An evaluative measure of motor function designed for quantifying change in the gross motor abilities of children with cerebral palsy. Includes software to aid in scoring and interpreting data. Criterion-referenced.
Infanib 1994	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	4 – 18 months	Used to determine the tone and posture of infants. Provides guidelines and a concise two-page assessment form to measure and score results. Five factors: spasticity, vestibular function, head/trunk control, resting tone and legs are summed to obtain total, age-based levels of functioning.
Infant/Toddler Sensory Profile 2002	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	0 – 36 months	Standardized tool used to evaluate sensory processing patterns. Caregiver checklist reports the frequency with which infants respond to various sensory experiences. Questionnaires are available in English and Spanish. Norm-referenced, standardized.
Motor Skills Acquisition Checklist 2000	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	0 – 12 months	Companion to <i>Motor Skills Acquisition in the First Year</i> , a comprehensive guide to motor development, assists in identifying and monitoring appropriate developmental motor milestones from birth to 12 months. Checklist may be repeated to monitor progress. Criterion-referenced.
Peabody Developmental Motor Scales – Second Edition (PDMS-2) 2000	Riverside Publishing (800) 323-9540 www.riverpub.com	0 – 36 months plus	A comprehensive motor assessment provides scaled scores and age equivalents in gross and fine motor areas. The tool is norm-referenced, yet may be used as a criterion-referenced measure of motor skills and as a guide for intervention planning.

MOTOR/SENSORYASSESSMENT TOOLS 0-3

Title	Publisher	Ages	Descriptor
Peabody Mobility Kit for Infants and Toddlers (PMKIT) 1989	Stoelting (630) 860-9700 www.stoeltingco.com	0 – 24 months	Curriculum-embedded assessment of mobility designed to assist in developing functional movement for multihandicapped and visually impaired children. Focuses on the domains of cognitive, motor, sound localization and movement/touch. Criterion-referenced.
Pediatric Evaluation of Disability Inventory (PED-I) 1992	Therapy Skill Builders (800) 211-8378 TDD (800) 723-1318 www.tpcweb.com	6 – 36 months plus	Determines functional capabilities and performance, monitors progress in functional skill performance, and evaluates program outcomes. Norm-referenced; provides standard scale performance scores.
Test of Sensory Functions in Infants — DeGangi (TSFI) 1989	Western Psychological Services (800) 648-8857 www.wpspublish.com	4 – 18 months	A measure of sensory processing and reactivity in infants. The test's five subdomains — reactivity to tactile deep pressure, adaptive motor functions, visual-tactile integration, ocular-motor control and reactivity to vestibular stimulation — were selected because of their significance in identifying children with sensory integrative dysfunction. Standardized, norm-referenced.
T.I.M.E.® - Toddler and Infant Motor Evaluation – A Standardized Assessment 1994	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	4 – 36 months	Provides a comprehensive assessment of motor skills. Can be used for diagnostic, intervention design and progress monitoring. Tests mobility, stability, motor organization, functional performance, social/emotional abilities, component analysis, quality rating and atypical positions. Norm-referenced; provides standard scores.

SECTION 8

ASSESSMENT TOOLS TO USE WITH FAMILIES

ASSESSMENT TOOLS TO USE WITH FAMILIES 0-3

Title	Publisher	Ages	Descriptor
Family Needs Survey (FNS) 1990	Frank Porter Graham Child Development Center University of North Carolina (919) 966-0857 www.fpg.unc.edu	0 – 36 months plus	Serves as a parent self-report of their personal, social, economic, health and family needs. There are seven general topics/areas, which parents respond to by checking <i>no</i> , <i>not sure</i> or <i>yes</i> . Assists in identifying needed support services.
Home Observation for Measurement of the Environment (HOME) 1985	HOME Inventory LCC (501) 565-7627 Ircoulson@ualr.edu	0 – 36 months plus	Measures young children's home environment and is divided into two sections: 0-36 and 36–72 months. The infant/toddler section covers six categories and the preschool section covers seven categories. Natural observation is conducted in the home environment. Criterion-referenced.
Infant/Toddler Environment Rating Scale (ITERS) 1990	Teachers College Press Columbia University (800) 575-6566 www.teacherscollegepress.com	0 – 24 months	Rating scale that evaluates infant/toddler group care; 35 items assess the quality of center-based care. Seven subscales/areas are evaluated in the scale. Each item in the subscale is evaluated by rating from 1 (inadequate) to 7 (excellent).
Parenting Stress Index (PSI) 1995	Psychological Assessment Resources Inc. (800) 331-8378 www.pacinc.com	0 – 36 months plus	Parent questionnaire regarding perceptions of stress in their life; beneficial for developing intervention and treatment in stressful areas. Includes six subscales that measure the child's characteristics and seven subscales that comprise the parent personality and situational variables component. Included is an all-in-one answer, scoring and profiling form. Norm-referenced.

SECTION 9

PRE-ACADEMIC ASSESSMENT TOOLS

PRE-ACADEMIC ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Basic School Skills Inventory – Third Edition (BSSI-3) 1998	Pro-Ed (800) 897-3202 www.proedinc.com	4 – 6.11 years	Assesses areas related to academic success, including daily living skills, spoken language, reading readiness, math readiness, writing readiness and classroom behavior. Designed to be completed by a teacher. Norm-referenced; provides standard scores, percentiles and age equivalents.
Boehm Test of Basic Concepts – Preschool Version – Third Edition (Boehm – 3) 2000	Pro-Ed (800) 897-3202 www.proedinc.com	K – 2nd grade	Designed to measure children's mastery of concepts considered necessary for achievement in early school years. Concepts include size, direction, quantity and classification. Can be group administered. Norm-referenced; provides percentiles. Available in Spanish.
Bracken Basic Concept Scale-III: Receptive (BBCS-III:R) / Expressive (BBCS-E) 2006	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	2.6 – 8 years	These companion assessment tools are designed to evaluate receptive and expressive knowledge of basic concepts such as colors, letters, sounds, numbers, positions, time and sequence. Provides a school readiness composite. Norm-referenced. Available in Spanish.
Brigance Diagnostic Comprehensive Inventory of Basic Skills-Revised (CIBS-R) 1999	Curriculum Associates (800) 225-0248 www.curriculumassociates.com	4 – 16 years	Criterion-referenced, the revised inventory features a new normed/standardized test option. A flexible assessment, the CIBS-R provides 10 grade placement tests, including listening vocabulary and comprehension, word recognition, oral reading, reading comprehension and comprehension, reading vocabulary comprehension, spelling, sentence writing, math computation skills and math problem solving. Provides age equivalents and standard scores. Spanish version available.
Brigance K & 1 Screen – II 2005	Curriculum Associates (800) 225-0248 www.curriculumassociates.com	4.9 – 6.6 years	Criterion- and curriculum-referenced screening instrument designed for use with kindergarten and first grade children. Samples basic early learning skills (e.g., color recognition, rote counting, picture vocabulary). May assist in identifying children who require additional assessment or program planning.

PRE-ACADEMIC ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Daberon Screening for School Readiness (DABERON-2) 1991	Stoelting (630) 860-9700 www.stoeltingco.com	4 – 6 years	The test samples knowledge of body parts, color and number concepts, gross motor development, categorization, and other developmental abilities that relate to early academic success. Standardized, norm-referenced; provides percentiles and age equivalents.
Detroit Tests of Learning Aptitude – Primary – Third Edition (DTLA-P:3) 2003	Lingui Systems (800) 776-1332 www.linguisystems.com	3 – 9 years	An individually administered measure of abilities in three domains: language, attention and motor. Subtests include articulation, concept matching, digit and number sequences, and oral directions. Norm-referenced; provides standard scores, percentile ranks, age equivalents and a general mental ability score.
Developmental Tasks for Kindergarten Readiness (DKR-II) 1994	Slosson Educational Publications Inc. (888) 756-7766 www.slosson.com	4.6 – 6 years	Evaluates kindergarten readiness. Includes scaled scores for subtests and three factors. Norm-referenced, standard scores.
Early Math Diagnostic Assessment (EMDA) 2003	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	PreK – Grade 3 Norms only	Brief diagnostic tool used to screen and identify risk for math difficulties. Includes items related to math readiness, patterns, time, money and measurement. Norm-referenced, standardized; provides grade-based percentile ranges.
Early Reading Diagnostic Assessment – Second Edition (ERDA™ -II) 2003	Harcourt Assessment Inc. (800) 211.8378 www.harcourtassessment.com	K – Grade 3 Norms only	Brief diagnostic reading assessment evaluates early literacy development relative to current research in reading. Designed to identify young children at risk for reading failure. Norm- and criterion-referenced; provides grade-based percentile ranges and criterion-referenced scores.

PRE-ACADEMIC ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Kaufman Survey of Early Academic and Language Skills (K-SEALS) 1993	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	3 – 6.11 years	A measure of children's language (expressive and receptive vocabulary), pre-academic skills and articulation. Age-based, standard scores are available on the subtests, scale and composite. Norm-referenced. Percentile ranks, descriptive categories and grade equivalents are also provided.
Kaufman Test of Education Achievement – Second Edition (KTEA-II) 2004	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	4.6 – 25 years	Achievement battery assesses skills in reading, math, written expression and oral language. Options for advanced error analysis facilitate intervention planning. Comprehensive and brief forms included. Norm-referenced; provides standard scores, percentiles, stanines, age and grade equivalents.
Mini-Battery of Achievement (MBA) 1994	Riverside Publishing (800) 323-9540 www.riverpub.com	4 – 18 years	Provides a brief screening of achievement. MBA has four subtests: reading, mathematics, writing and factual knowledge. Norm-referenced, standard scores, grade equivalents, age equivalents and percentiles.
Pre-Reading Inventory of Phonological Awareness (PIPA™) 2003	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	4.0 – 6.11 years	Inventory of phonological awareness skills assists in identifying early reading difficulties. Includes six subtests including rhyming, syllable and sound segmentation, alliteration, sound isolation, and letter-sound. Norm-referenced; provides subtest percentile ranges.
Ready to Learn: A Dyslexia Screener 2004	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	3.6 – 6.5 years	Preschool early literacy screen evaluates a wide range of skills that predict literacy development. Includes assessment of memory, attention, auditory and visual discrimination, motor coordination, and early literacy skills. May be readministered to provide progress monitoring. Norm-referenced.

PRE-ACADEMIC ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Test of Early Mathematics Ability – Third Edition (TEMA-3) 2003	Stoelting (630) 860-9700 www.stoeltingco.com	3 – 9 years	Measures informal and school-taught concepts and skills in the following domains: numbering skills, number comparison facility, numeral literacy, mastery of number facts, calculation skills and understanding of concepts. Two parallel forms allow for repeated measurement. Norm-referenced; provides standard scores, percentiles and age equivalents.
Test of Early Reading Ability - Deaf or Hard of Hearing (TERA-D/HH) 1991	Pro-Ed (800) 897-3202 www.proedinc.com	3 – 8 years	A test of reading designed for children with moderate to profound sensory hearing loss (i.e., ranging from 41 to beyond 91 decibels). Norm-referenced. Standardized on a sample of students with hearing loss. Provides standard scores and percentiles.
Test of Early Reading Ability – Third Edition (TERA-3) 2001	Pearson Assessment (800) 627-7271 www.pearsonassessments.com	3 – 8 years	Evaluates mastery of early developing reading skills, such as knowledge of the alphabet and conventions of print, as well as constructing meaning from print. Norm-referenced; provides standard scores and percentiles.
Test of Early Written Language – Second Edition (TEWL-2) 1996	Lingui Systems (800) 776-1332 www.linguisystems.com	3 – 10 years	Measures early skills related to writing. Subtests include spelling, capitalization, punctuation, sentence construction and metacognitive knowledge, as well as the ability to develop a story when presented with a picture prompt. Norm-referenced; provides standard scores and percentiles.
Test of Kindergarten/First Grade Readiness Skills (TKFGRS) 1987	Stoelting (630) 860-9700 www.stoeltingco.com	3.6 – 7.0 years	Readiness test focuses on basic skills in reading, spelling and arithmetic. Subtests include letter, number/word identification, story comprehension, computation and word problems. Standardized, norm-referenced; provides standard scores, age equivalents and percentile ranks.

PRE-ACADEMIC ASSESSMENT TOOLS 3-5

Title	Publisher	Ages	Descriptor
Wechsler Individual Achievement Test – Second Edition (WIAT® -2) 2001	Harcourt Assessment Inc. (800) 211-8378 www.harcourtassessment.com	4 years – adult	Assessment of emerging academic skills in subtests measuring reading, math and oral language. Standardized, norm-referenced; provides standard scores, percentile ranks, age and grade equivalents.
Woodcock Diagnostic Reading Battery (WDRB) 1997	Riverside Publishing (800) 323-9540 www.riverpub.com	2 years – adult	Diagnostic test of reading achievement. Measures phonemic awareness, phonics, fluency, vocabulary and reading comprehension. Standardized, norm-referenced; provides standard scores, percentile ranks and age equivalents.
Woodcock-Johnson III Tests of Achievement (WJR-III) 2001	Riverside Publishing (800) 323-9540 www.riverpub.com	2 years – adult	Provides comprehensive measures of academic achievement in the following clusters: reading, math, oral language, written language and academic knowledge. Additional tests measure fluency in basic academic skills and early reading. Norm-referenced; provides standard scores, age equivalents, percentile ranks and grade equivalents.
Young Children's Achievement Test (YCAT) 2000	Pro-Ed (800) 897-3202 www.proedinc.com	3 – 6 years	Assessment of early achievement; individual subtests include general information, reading, writing, mathematics and spoken language. Norm-referenced; provides standard scores, percentiles and age equivalents.

SECTION 10

NORM-REFERENCED ASSESSMENTS FOR PRESCHOOL ELIGIBILITY DETERMINATION

List of Norm-Referenced Assessments for Preschool Special Education Eligibility Determination

Note: The purpose of this document is to provide programs with information about instruments that can be used for eligibility determination. This is not an exhaustive list of instruments that can be used in this process nor an endorsement of any particular instrument.

Assessment	Publisher Information	Adaptive	Cognitive	Communication	Motor	Social-Emotional	Domains/ Areas Normed Separately and/or Total Score of All Test Domains	Type of Score Produced	Age Range	Category of Norm Distribution Between Ages 2 through 3
Battelle Developmental Inventory II (BDI-2) – 2005	Riverside Publishing www.riverpub.com	X	X	X	X	X	Adaptive Personal-Social Communication Motor Cognitive	Standard Score Percentile Rank Age Equivalent	0 – 7.11 years	33–35 months 36–38 months
Bayley III Harcourt – 2005	The Psychological Corporation Harcourt www.psychcorp.com	X	X	X	X	X	Cognitive Language Social-Emotional Motor Adaptive Behavior	Standard Score Percentile Rank	0 – 42 months/ 15 days	34 months-16 days to 35 months-15 days 35 months-16 days to 36 months-15 days 36 months-16 days to 39 months-15 days
Clinical Assessment of Articulation and Phonology (CAAP) – 2002	Super Duper Publications www.superduperinc.com			X			Consonant Inventory School Age Sentence	Standard Score Percentile Rank Age Equivalent	2.6 – 8.11 years	2.6–2.11 years 3.0–3.5 years
Developmental Assessment of Young Children (DAYC) – 1998	Pro-Ed www.proedinc.com	X	X	X	X	X	Cognitive Communication Social-Emotional Physical Development Adaptive Behavior General Development	Standard Score Percentile Rank Age Equivalent	0 – 71 months	31–33 months 34–36 months
Expressive One-Word Picture Vocabulary Test (EOWPVT) – 1997	American Guidance Services www.agsnet.com		X				Expressive Word Score	Standard Score	2.5 – 90 years	2.8–2.9 years 2.10–2.11 years 3.0–3.1 years 3.2–3.3 years

Assessment	Publisher Information	Adaptive	Cognitive	Communication	Motor	Social-Emotional	Domains/ Areas Normed Separately and/or Total Score of All Test Domains	Type of Score Produced	Age Range	Category of Norm Distribution Between Ages 2 through 3
Goldman Fristoe – 2000	American Guidance Services www.agsnet.com		X	X			Articulation Total Score	Standard Score Percentile Rank Age Equivalent	2.0 – 21.11 years	2.8–2.9 years 2.10–2.11 years 3.0–3.1 years 3.2–3.3 years
Kahn-Lewis Phonological Assessment – 2002	American Guidance Services www.agsnet.com			X			Phonological Total Score	Standard Score Percentile Rank Age Equivalent	2.0 – 21.11 years	2.8–2.9 years 2.10–2.11 years 3.0–3.1 years 3.2–3.3 years
Leiter International Performance Scale – Revised 2000	Stoelting www.stoeltingco.com		X				Visualization Attention Memory Reasoning	Standard Score Percentile Rank	2.0 – 20.11 years	2.8–2.9 years 2.10–2.11 years 3.0–3.1 years 3.2–3.3 years
Mullen Scales of Early Learning – 1995	American Guidance Services www.agsnet.com		X		X		Gross Motor Fine Motor Visual Reception Expressive Language Receptive Language	Standard Score Percentile Rank Age Equivalent	0 – 68 months	2.9–2.11 years 3.0–3.2 years
Peabody Developmental Motor Scale-2nd Edition (PDMS-2) – 2000	Riverside Publishing www.riverpub.com				X		Gross Motor Fine Motor Total Motor	Standard Score Percentile Rank Age Equivalent	0 – 6 years	33–35 months 36–38 months
Peabody Picture Vocabulary Test 3rd Edition (PPVT-III) – 1999	American Guidance Services www.agsnet.com			X			Receptive Total Score	Standard Score Percentile Rank Age Equivalent	2.5 years – 90+ years	2.8–2.9 years 2.10–2.11 years 3.0–3.1 years 3.2–3.3 years

Courtesy of Mid-Eastern Ohio Special Education Regional Resource Center (MEO-SERRC) and early childhood coordinator, Sarah Jackson
(mco_jackson@neonet.k12.oh.us), 1/19/06

Assessment	Publisher Information	Adaptive	Cognitive	Communication	Motor	Social-Emotional	Domains/ Areas Normed Separately and/or Total Score of All Test Domains	Type of Score Produced	Age Range	Category of Norm Distribution Between Ages 2 through 3
Preschool Evaluation Scale (PES) – 1992	Hawthorne Educational Services http://www.hes-inc.com/hes.cgi	X	X	X	X	X	Large Muscle Small Muscle Cognitive Thinking Expressive Language Social-Emotional Self-Help	Standard Score Age Equivalent	0 – 72 months	29–35 months 36–47 months
Preschool Language Scale 4 (Spanish Version Available – 2002	The Psychological Corporation www.psychcorp.com			X			Auditory Comprehension Expressive Comm. Total Language Score	Standard Score Percentile Rank	0 – 6.11 years	2.0–2.5 years 2.6–2.11 years 3.0–3.5 years
Receptive One-Word Picture Vocabulary Test (ROWPVT) – 2000	American Guidance Services www.agsnet.com		X				Receptive Score	Standard Score Percentile Rank Age Equivalent	2.0 – 18.11 years	2.6–2.11 years 3.0–3.5 years
Scales of Independent Behavior (SIB-2) – 1996	Riverside Publishing www.riverpub.com	X		X	X	X	Motor Skills Social Communication Personal Living Community Living Broad Independence	Standard Score Percentile Rank	0.3 – 81 years	1.3–2.2 years 2.3–3.2 years
Temperament and Atypical Behavior Complete Assessment Tool (TABs) – 2001	Paul H. Brookes Publishing www.brookespublishing.com					X	Detached Hypersensitive-Active Underreactive Dysregulated Temperament and Reg. Index	Standard Score Percentile Rank	11 – 71 months	11–71 months
Test of Early Language Development (TELD) – 1999	Pro-Ed www.proedinc.com			X			Expressive Language Receptive Language Spoken Language	Standard Score Percentile Rank Age Equivalent	24 – 36 months	2.9–2.11 years 3.0–3.2 years 3.3–3.5 years

Courtesy of Mid-Eastern Ohio Special Education Regional Resource Center (MEO-SERRC) and early childhood coordinator, Sarah Jackson
(mco_jackson@neonet.k12.oh.us). 1/19/06

Assessment	Publisher Information	Adaptive	Cognitive	Communication	Motor	Social-Emotional	Domains/ Areas Normed Separately and/or Total Score of All Test Domains	Type of Score Produced	Age Range	Category of Norm Distribution Between Ages 2 through 3
Vineland Adaptive Behavior Scales 2nd Edition – 2004	American Guidance Services www.agsnet.com	X		X	X	X	Communication Daily Living Skills Socialization Motor	Standard Score Percentile Rank Age Equivalent	0 – 90 years	2.9–2.11 years 3.0–3.2 years 3.3–3.5 years
Vineland Social-Emotional Early Childhood Scales – 1998	American Guidance Services www.agsnet.com					X	Social/Emotional Comp.	Standard Score Percentile Rank Age Equivalent	0.0 – 5.11 years	2.8–2.9 years 2.10–2.11 years 3.0–3.1 years 3.2–3.3 years

SECTION 11

LIST OF PUBLISHERS

LIST OF PUBLISHERS

Academic Therapy Publications
20 Commercial Blvd.
Novato, CA 94949-6191

CanChild Centre for Childhood Disability
Research
Institute for Applied Health Sciences
McMaster University #408
1400 Main St. West
Hamilton, Ontario, Canada L8S 1C7

Curriculum Associates
PO Box 2001
North Billerica, MA 08162-9914

Frank Porter Graham Child Development
Center
University of North Carolina
CB #8185 UNC-CH
Chapel Hill, NC 27599-8185

Harcourt Assessments Inc.
Bulverde Rd.
San Antonio, TX 78259

Hawthorne Educational Services
800 Gray Oak Dr.
Columbia, MO 65201

HighScope
600 N. River Rd.
Ypsilanti, MI 48198-2898

HOME Inventory, LCC
University of Arkansas
13 Saxony Circle
Little Rock, AR 72209

Hope Publishing Inc.
1856 North 1200 East
N. Logan, VT 84321

Kaplan Press
PO Box 609
1310 Lewisville-Clemmons Road
Lewisville, NC 27023-0609

Lingui Systems
3100 4th Ave.
East Moline, IL 61244-9700

Oregon Project
Jackson Education Service District
101 North Grape St.
Medford, OR 97501

Paul H. Brookes Publishing Co.
PO Box 100624
Baltimore, MD 21285-9945

Pearson Assessment
5601 Green Valley Dr.
Bloomington, MN 55437

Pearson Early Learning
145 Mt. Zion Rd.
PO Box 2500
Lebanon, IN 46052

Pro-Ed
8700 Shoal Creek Blvd.
Austin, TX 78757-6897

Riverside Publishing
Customer Service
425 Spring Lake
Itasca, IL 60143

Scholastic Testing Service
480 Meyer Rd.
Bensenville, IL 60106-1617

Slosson Educational Publications Inc.
PO Box 280
East Aurora, NY 14052-00280

Speech Bin
3155 Northwoods Pkwy.
Norcross, GA 30071

Stoelting
620 Wheat Lane
Wood Dale, IL 60191

LIST OF PUBLISHERS

Super Duper Publications
PO Box 24997
Greenville, SC 29616

Teachers College Press
Columbia University
PO Box 20
Williston, VT 05495-0020

Therapy Skill Builders
Order Service Center
PO Box 839954
San Antonio, TX 78283-3954

VORT Corp.
PO Box 60132
Palo Alto, CA 94306

Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, CA 90025-1251

