Commonly Used Tests for Special Education Eligibility and Program Planning

Achievement
Achievement tests directly assess students’ skill development in academic areas such as reading, math, and written language. They measure the extent to which a student has profited from schooling and/or life experiences compared to others of the same age or grade. Achievement tests provide a global index of academic skill development and may be used to identify individual students for whom educational intervention is necessary.

Examples of achievement tests may include the following:
- Woodcock-Johnson Tests of Achievement (WJ-ACH)
- Young Children’s Achievement Test (YCAT)
- Kaufman Test of Educational Achievement - (KTEA)
- Tests of Kindergarten/First Grade Readiness Skills
- Curriculum-Based Measures (CBM)
- Wechsler Individual Achievement Test

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

Assessments of social communication/behavior may include:
- Autism Diagnostic Observation Schedule, (ADOS)
- Childhood Autism Rating Scale- (CARS)
- Childhood Autism Rating Scale—Questionnaire for Parents and/or Caregivers (CARS-QPC)
- Gilliam Asperger’s Disorder Scale (GADS)
- Gilliam Autism Rating Scale (GARS)
- Social Responsiveness Scale, (SRS)
Examples of cognitive assessment may include the following:
- Wechsler Intelligence Scales for Children (WISC)
- Wechsler Adult Intelligence Scale
- Kaufman Brief Intelligence Test
- Universal Nonverbal Intelligence Test (UNIT)
- Woodcock–Johnson Tests of Cognitive Abilities (WJ)
- Cognitive Assessment System (CAS)
- Wide Range Assessment of Memory and Learning (WRAML)
- Comprehensive Test of Nonverbal Intelligence (CTONI)
- Leiter International Performance Scale (LIAT)
- Reynolds Intellectual Assessment Scales (RIAS)
- Wechsler Primary Preschool Scale of Intelligence (WPPSI)
- Comprehensive Test of Phonological Processing (CTOPP)

Examples of cognitive assessment may include the following:
- Attention Deficit Disorder Evaluation Scale – Revised (ADDES)
- Conners Parent/Teacher Rating Scale – Revised (SIB-R)

Examples of adaptive behavior assessments may include the following:
- Vineland Adaptive Behavior Scales of Independent Behavior–Revised (ABAS)
- Adaptive Behavior Assessment System (ABAS)
- Adaptive Behavior Inventory

Examples of Language assessment may include the following:
- Expressive One-Word Picture Vocabulary Test (EOWPVT)
- Receptive One-Word Picture Vocabulary Test (ROWPVT)
- Comprehensive Receptive & Expressive Vocabulary Test Clinical Evaluation of Language Fundamentals–Revised (CELF)
- Test of Language Development Primary (TOLD)
- Test of Auditory Comprehension
- The Listening Comprehension Test
- Language Processing Test
- Language Sample
- Preschool Language Scale (PLS)
- Peabody Picture Vocabulary Test (PPVT)
- Test of Semantic Skills
- Expressive Vocabulary Test (EVT)
- Test of Pragmatic Language
- Test of Problem Solving
- Comprehensive Assessment of Spoken Language (CASL)
- Test of Narrative Language
- Boehm Test of Basic Concepts
- Structured Photographic Expressive Language Test
- Other data such as student work samples, observations, criterion referenced testing related to academics.

Examples of speech assessment may include the following:
- Clinical Assessment of Articulation and Phonology (CAAP)
- The Apraxia Profile
- Speech Sample
- Hearing Screening
- Photo Articulation Test
- Goldman-Fristoe Test of Articulation (GFTA)
- Test of Minimal Articulation Competence

Behavioral/Emotional/Personality
Tests of personality and social-emotional behavior evaluate an individual’s behavior according to societal expectations. The purpose of assessing social, emotional, and behavioral development is to establish instructional interventions for areas identified as delayed. Methods commonly used are rating scales, self-report measures, situational measures, observational procedures, and technical characteristics.

Assessments in behavior/personality may include the following:
- Draw-A- Person
- Roberts Apperception Test for Children
- Reynolds Adolescent Depression Scale
- Delis-Kaplan Executive Functioning System
- Other data such as observations, interviews, and Functional Behavior Assessments

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

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