

### Student Assessment List

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Note: Publishers update standardized tests every few years. We administer the most recent versions provided by the test publishers. Each assessment area may have up to three tests identified. At least one of the tests will be administered.*

#### *Assessments of Academic Achievement*

- Kaufman Test of Education Achievement – This test measures academic achievement in reading, math, and written language for individuals ages 4:6 to 25:0.
- Wechsler Individual Achievement Test – This assesses skills in word reading, reading comprehension, decoding, mathematics reasoning, numerical operations, spelling, writing, listening comprehension, and oral expression.
- Woodcock-Johnson Tests of Achievement – English -This battery includes individually administered achievement tests that measure reading, mathematics, and written language skills.
- Batería III Woodcock-Muñoz: Pruebas de aprovechamiento –This Spanish normed battery includes individual administered achievement tests that measure reading, mathematics, and written language skills
- Bracken Basic Concept Scale – English and Spanish – This test measures the understanding of many basic concepts for children between the ages of 2:6 and 6:11. A School Readiness Composite can also be derived which includes knowledge of numbers, letters, colors, comparatives, and shapes. A Spanish version of this test also is available.
- Brigance Diagnostic Inventories – These criterion-referenced inventories cover skills in school readiness, reading, language arts, math, and life skills for students in preschool to 12<sup>th</sup> grade. A Spanish version of this test is also available.
- Brigance K&1 Screening – This test is used to screen school readiness skills for kindergarten and first grade. A Spanish version of this test is also available.
- Diagnostic Achievement Battery – This standardized battery assesses the areas of listening skills, speaking skills, reading, writing, and math. It can be used for students between the ages of 6:0 and 14:11.
- Dynamic Indicators of Basic Early Literacy Skills – The DIBELS tool assesses and monitors the development of phonemic awareness, early reading skills, fluency, and comprehension for students in kindergarten through sixth grade.
- Gray Oral Reading Test – This test measures a student's reading ability in the areas of rate, accuracy, fluency, comprehension, and overall reading ability. It can be used with students between the ages of 6:0 and 18:11.
- Hawaii Early Learning Profile – This is a curriculum-based assessment for use with children who are developing typically and those who may have developmental delays. It is used for assessment and early intervention, program intervention, parent involvement, in a team approach. One of two test versions is selected depending on age and ability (birth to 3; 3 to 6 years).

- Key Math –Diagnostic Assessment –This test measures a student’s basic math concepts, calculation skills, and applied math abilities.
- Mullen Scales of Early Learning – This standardized test measures cognitive functioning in the domains of gross motor, visual reception, fine motor, receptive language, and expressive language. It is used with young children from birth through 68 months.
- Oral and Written Language Scales (OWLS) - The OWLS assesses written language on two scales, Reading Comprehension and Written Expression, both for ages 5-21. The Reading Comprehension Scale measures the receptive aspects of written language. It may identify language factors that may be impairing or facilitating reading comprehension. The Written Expression Scale measures expressive aspects of written language.
- Peabody Individual Achievement Test – This test is an individualized achievement test that measures skills in general information, reading recognition, reading comprehension, mathematics, spelling, and written expression. The student listens to questions and points to or writes the correct answer.
- Standardized and Informal Reading Inventories – These types of tests help determine the level of reading material a student can read and comprehend. Typically, a student reads a passage aloud, and then answers comprehension questions.
- Test of Early Mathematics Ability – This test assesses early math skills, such as the concepts of size and length, counting and calculation skills, and knowledge of math conventions.
- Test of Early Reading Ability – This test assesses the early reading skills, such as a student’s understanding of contextual meanings, the alphabet, and reading conventions.
- Test of Early Written Language – This test assesses early writing skills, such as copying a model, writing dictated letters and words, and knowledge of the conventions of print.
- Test of Written Language – This test assesses writing skills, such as spelling, vocabulary, and thematic maturity. It provides scores for structured and spontaneous writing, as well as a profile of the student’s strengths and weaknesses.
- Test of Written Spelling – This is intended for use in grades 1 – 8 with two subtests: predictable words (adhering to spelling conventions) and unpredictable words (sight words). It provides a spelling quotient, spelling age, and grade equivalent.
- Woodcock Diagnostic Reading Battery – This test provides measures of broad reading, basic reading skills, comprehension, phonological awareness, and oral comprehension.
- Woodcock-Muñoz Language Survey – English and Spanish – This standardized assessment establishes language proficiency in English and/or Spanish.
- Other - \_\_\_\_\_

### *Assessments of Cognitive Ability*

- Comprehensive Test of Phonological Processing – This measures various aspects of phonological processing.
- Kaufman Assessment Battery for Children – This test provides a measure of cognitive abilities. A nonverbal score can be obtained with selected subtests.

- Universal Non-Verbal Intelligence Test – This is a non-verbal intelligence test which can be administered in abbreviated, standard, or extended form.
- Wechsler Intelligence Scales – These are individually administered IQ tests that provide Index scores and a Full Scale IQ score. One of three test versions is selected depending on the student's age.
- Batería III Woodcock-Muñoz: Pruebas de habilidades cognitivas – This is an individually administered IQ test for ages preschool through adult that is normed for Spanish Speaking Individuals.
- Battelle Developmental Inventory – This standardized battery assesses five key domains for children birth to 8 years of age. The domains are: Personal/Social, Adaptive, Motor, Communication, and Cognitive. Data is collected through both direct testing and parent/caregiver interview.
- Bilingual Verbal Abilities Test – This is a test of verbal cognitive ability. The subtests are administered in English first and then selected items are re-administered in one of the following appropriate languages: Spanish, Arabic, Chinese, French, German, Haitian-Creole, Hindi, Italian, Hmong, Japanese, Korean, Navajo, Polish, Portuguese, Russian, Turkish, or Vietnamese.
- Comprehensive Test of Nonverbal Intelligence – This is a cognitive assessment that minimizes verbal requirements. It may be used to assess students with limited English proficiency.
- Differential Abilities Scale – This is a test of cognitive ability that provides an estimate of an individual's capacity to learn and use school related skills and information.
- Stanford-Binet Intelligence Scale – This is an individually administered IQ test for ages 2 to adult, and provides verbal and nonverbal scores.
- Wechsler Abbreviated Scale of Intelligence – This is a shortened version of the Wechsler scales and can be used with children or adults.
- Wechsler Intelligence Scale – Integrated – Subtests are administered along with the Wechsler Intelligence Scale for Children to assess areas of particular strengths or weaknesses in processing information.
- Woodcock-Johnson Tests of Cognitive Abilities – This is an individually administered IQ test for ages preschool through adult.
- Woodcock Johnson IV – Test of Oral Language (WJ-IV:TOL) – English and/or Spanish  
This standardized assessment is used to measure oral language abilities for diagnostic decision-making utilizing patterns of strengths and weaknesses (PSW) and provides a measure of Cognitive-Academic Language Proficiency (CALP).
- Other – \_\_\_\_\_

### *Assessments of Adaptive Behavior*

- Adaptive Behavior Assessment System – English and Spanish -This measures the individual's ability to independently meet age-appropriate standards of behavior necessary for daily functioning, including areas such as communication and socialization.
- Adaptive Behavior Evaluation Scale – This scale measures the degree to which an individual is able to function independently and meet expectations of personal and social responsibility.
- Vineland Adaptive Behavior Scales – English and Spanish -This scale measures the degree to which an individual is able to function independently and meet expectations of communication, daily living skills, and socialization.
- Scale of Independent Behavior – This scale measures a student's ability to function in activities of daily living, socialization, communication, and motor activities.
- Other - \_\_\_\_\_

#### *Assessments of Behavior/Social-Emotional*

*Note:* If considering eligibility for Emotional Disturbance two behavior rating scales are required.

- Behavior Assessment System for Children – English and Spanish - This behavior rating scale measures pro-social and problem behaviors.
- Behavior Disorders Identification Scale – This rating scale provides measures of a student's behavior in areas such as interpersonal relationships and inappropriate behaviors.
- (Achenbach) Child Behavior Checklist – These inventories gather information from the parent and the student's teacher regarding social skills and behaviors.
- Child Depression Inventory – This is a self-rated inventory of depressive symptoms for students ages 7 to 17.
- Conners - This behavior rating scale is a focused assessment of ADHD for use with ages 6-18 years.
- Conners Comprehensive Behavior Rating Scales – These rating scales help assess behavioral, emotional, and social concerns for use with ages 6-25 years.
- Emotional Disturbance Decision Tree (EDDT)  
The *EDDT* is a standardized, norm-referenced rating scale designed to assist in the identification of children who qualify for the Special Education category Emotional Disturbance. The *EDDT* is based on the federal criteria of emotional disturbance, and is completed by parents/caretakers, teachers, or other school personnel who have substantial contact with the student.
- Social Skills Rating System - These rating scales provide information about the student's social strengths and weaknesses.
- Devereux Scales of Mental Disorders – These scales assess externalizing and internalizing behavior disorders such as depression and anxiety using information from parents and teachers.

- Beck Youth Inventories – Five self-report scales can be used separately or in combination to assess a child’s experience of depression, anxiety, anger, disruptive behavior and self-concept; for 7 to 18 year-olds.
- Other - \_\_\_\_\_

### *Assessments of Attention*

- Attention Deficit Disorders Evaluation Scale – English and Spanish - This behavior rating scale measures how often hyperactive/impulsive and inattentive behaviors are observed.
- Behavior Assessment System for Children – English and Spanish - This behavior rating scale measures problem behaviors.
- Brown Attention Deficit Disorders Scales – This rating scale measures a variety of behaviors associated with inattention and hyperactivity.
- Behavior Rating Inventory of Executive Functioning – This rating scale measures a student’s executive functioning, such as the ability to plan, initiate, and effectively carry out actions.
- Conners - This behavior rating scale is a focused assessment of ADHD for use with ages 6-18 years.
- Conners Comprehensive Behavior Rating Scales – These rating scales help assess behavioral, emotional, and social concerns for use with ages 2-25 years.
- Test of Variables of Attention – This computerized continuous performance test measures sustained attention and impulsivity.
- Other – \_\_\_\_\_

### *Assessments of Autism*

- Asperger Syndrome Diagnostic Scale – This instrument assesses characteristics of Asperger Syndrome in the areas of language, social, mal adaptive, cognitive, and sensorimotor behaviors.
- Autism Diagnostic Observation Schedule – This is a structured observation that engages the student in various activities so that social communication and interactions can be observed.
- Autism Spectrum Rating Scales (ASRS) English and/or Spanish - This behavior rating scale measures symptoms, behaviors, and associated features of Autism Spectrum Disorders. The areas measured include socialization, communication, unusual behaviors, behavioral rigidity, sensory sensitivity, and self-regulation.
- Childhood Autism Rating Scale – This behavior rating scale measures characteristics associated with autism.
- Functional Communication Assessment – A functional communication assessment includes one or more informal observations of the student aimed at evaluating the individual’s communication skills in the school context. Specifically, it assesses social communication abilities, which may adversely impact access to academic content, interaction with typical peers, participation in general education and transition across tasks, events, and circumstances. It may also include assessment of a student’s

language using standardized measures. Further, assessment may require gathering information from other sources regarding the student's communication functions and intentionality in natural environments with familiar and unfamiliar peers and adults.

- Gilliam Autism Rating Scale – This rating scale measures the degree to which a student shows behaviors associated with autism.
- Social Responsiveness Scale – This rating scale measures interpersonal behavior, communication, and autistic mannerisms.
- Other - \_\_\_\_\_

### *Assessments of Communication*

#### *Articulation/Phonology*

- Arizona Articulation Proficiency Scale – This assesses articulation skills in children, covering all major speech sounds in the English language, including initial and final consonants, blends, vowels, and diphthongs.
- Assessment of Phonological Processes – This diagnostic tool was designed to identify and understand the phonological processes that unintelligible children may be using.
- Contextual Probes of Articulation Competence – Spanish – Spanish - This standardized measure uses a simple picture-presentation format to assess the production of all Spanish phonemes of various dialects. The CPAC-S is designed for use with children preschool age to adults.
- Goldman-Fristoe Test of Articulation – This evaluates both spontaneous and imitative sound production, including single words and conversational speech, providing detailed information about articulation ability.
- Khan-Lewis Phonological Analysis – Standardized analysis of the results of the Goldman-Fristoe Test of Articulation to determine phonological processes that may be contributing to a speech sound disorder.
- Other - \_\_\_\_\_

#### *Language*

- Boehm Test of Basic Concepts – This evaluates the student's mastery of 50 basic concepts used during the first years of school, such as *above, below, right, left, smallest*. Can be administered to a classroom or individually. Standardization problems make it useful primarily as a criterion-referenced measure.
- Bracken Basic Concept Scale – English and/or Spanish - The individually administered component of this test is normed for ages 2:6 to 6:11 and allows an in-depth assessment of a student's conceptual knowledge. There is also a screening tool for use with small groups of young children. As with the Boehm, it is most appropriate as a criterion referenced measure.
- Clinical Evaluation of Language Fundamentals English and/or Spanish – This is an individually administered tool for the identification, diagnosis, and follow-up evaluation of language and communication disorders in students ages 5:0 to 21:11. It contains 13 subtests that are administered



in different combinations, depending on age and presenting concerns. The scores yield an overall score and five possible index scores.

- ❑ Clinical Evaluation of Language Fundamentals Metalinguistics - The CELF Metalinguistics is a situational demands of conversation. Four assessments are administered assessing areas such as, making inferences, conversational skills, multiple meanings of words, and figurative language to determine the student's language strategies and language flexibility.
- ❑ Comprehensive Assessment of Spoken Language – This test measures knowledge and use of words, word combinations, grammar, complex language and language appropriate to social situations for ages 3-21. Fifteen tests measure language processing skills (comprehension, expression and retrieval) in four language structure categories: Lexical/Semantic, Syntactic, Supralinguistic and Pragmatic.
- ❑ Dynamic Assessment and Intervention – This nonstandardized assessment may be used as a guide to distinguish between a language difference and a language disorder. A testing phase to obtain a baseline measure of the student's narrative abilities is followed by a teaching phase. Then the student is retested to obtain information regarding learning rate and responsiveness reflected in narrative abilities.
- ❑ Expressive Vocabulary Test – This individually administered assessment of expressive vocabulary and word retrieval is designed for use with ages 2:0 to 90. It measures expressive vocabulary knowledge requiring one-word oral responses with two types of items, labeling and synonyms.
- ❑ Expressive/Receptive One-Word Picture Vocabulary Test – English and/or Spanish Bilingual Edition – A standardized assessment of expressive and receptive vocabulary. The bilingual Spanish edition allows the assessment of total acquired vocabulary in both English and Spanish.
- ❑ Language Processing Test – This assesses the ability to attach meaning to language and to formulate a response effectively. Two pretests and five subtests are arranged in hierarchical order from easiest to most difficult.
- ❑ Oral and Written Language Scales – An individually administered assessment of receptive and expressive language for children and young adults. The Listening Comprehension Scale measures receptive language or language understanding. The Oral Expression Scale measures language use, requiring the examinee to answer questions, complete a sentence, or generate one or more sentences in response to a visual/verbal stimulus.
- ❑ Oral Language Sample – This is an informal sampling of the student's oral language skills as thoughts and ideas are expressed, reflecting language organization and fluency, and is often recorded and transcribed.
- ❑ Peabody Picture Vocabulary Test – An individually administered, untimed, norm-referenced, wide-range test for ages 2:6 to adult. It assesses receptive single-word vocabulary attainment for Standard English and screens for verbal ability.
- ❑ Preschool Language Scale – English and Spanish Bilingual Edition - This test measures expressive and receptive language skills in young children birth through 7:11. It is composed of two subscales: Auditory Comprehension and Expressive Communication. Results reflect how the child integrates knowledge of vocabulary, concepts, and language structure to follow directions, reflect on information, and solve problems.

- Structured Photographic Expressive Language Test – English and Spanish - This assessment involves color photographs of everyday situations and objects paired with simple verbal prompts to assess syntax and morphology for ages 4:0 to 9:11.
- Student Oral Language Observation Matrix – An informal screening tool to help distinguish communication differences from communication disorders. Typically filled out by classroom teacher and /or school staff familiar with the student.
- Test for Auditory Comprehension of Language – This measures receptive spoken grammar and syntax through auditory comprehension tasks. It assesses how well a child understands word classes, word relations, grammatical morphemes, and elaborated sentence constructions for ages 4:0 to 13:11.
- Test of Early Language Development Spanish – Third Edition (TELD-3:S) Spanish – Ages 2:0 – 7:11 – The TELD-3:S is an early language test that assesses receptive and expressive language in
- Test of Language Development – This test has a primary version (ages 4:0 to 8:11) and an intermediate version (ages 8:0 to 12:11), each with a variety of subtests that assess components of receptive and expressive language.
- Test of Pragmatic Language – This assesses the effectiveness and appropriateness of a student's pragmatic language in six subcomponent areas, for students in kindergarten through middle school.
- Test of Problem Solving – This test has an elementary (6:0 to 11:11 years) and an adolescent (12:0 to 17:11 years) version. It is designed to assess a student's language-based thinking abilities and strategies, using logic and experience to reason and problem solve.
- Test of Semantic Skills – A receptive and expressive test designed to assess semantic skills, including labels, categories, attributes, functions, and definitions. There is a primary version (ages 4:0 to 8:11) and an intermediate version (ages 9:0 to 13:11).
- Woodcock Johnson IV – Test of Oral Language - English and/or Spanish – This standardized assessment is used to measure oral language abilities for diagnostic decision-making utilizing patterns of strengths and weaknesses (PSW) and provides a measure of Cognitive-Academic Language Proficiency (CALP).
- Wiig Assessment of Basic Concepts (WABC) – Ages 2:6 – 7:11  
The WABC is a unique, norm-referenced assessment that evaluates a child's receptive and expressive concept knowledge of 113 basic concepts across 7 categories such as, color or shape, size, weight, or volume, distance time, or speed, quantity or completeness, location or direction, condition or quality, and sensation, emotion, or evaluation.
- Other – \_\_\_\_\_

### Other

- Augmentative Communication Assessment Profile – This tool provides guidance for seeking the most effective and easy to implement low technology communication system for nonverbal students.



- Functional Communication Assessment – A functional communication assessment includes one or more informal observations of the student aimed at evaluating the individual’s communication skills in the school context. Specifically, it assesses social communication abilities, which may adversely impact access to academic content, interaction with typical peers, participation in general education and transition across tasks, events, and circumstances. It may also include assessment of a student’s language using standardized measures. Further, assessment may require gathering information from other sources regarding the student’s communication functions and intentionality in natural environments with familiar and unfamiliar peers and adults.
- Stuttering Severity Instrument – This gives a reliable measure of stuttering severity in both children and adults, including measures of frequency of repetition and prolongations, and duration of blocks.
- Test of Childhood Stuttering – The TOCS is a standardized assessment which evaluates the overall language fluency of students and can help to identify the rate and severity of stuttering behaviors. The assessment includes tasks such as, rapid picture naming, modeled sentences, structured conversation, and narration.
- Other – \_\_\_\_\_

#### *Assessments of Communication - District-based (administered by district staff)*

##### *Articulation/Phonology*

- Kaufman Speech Praxis Test for Children – A test for determining or ruling out the presence of developmental apraxia of speech in children.
- Marshalla Oral SensoriMotor Test – A test for examining oral awareness and placement abilities for production of specific speech sounds.
- Other – \_\_\_\_\_

##### *Language*

- Differential Screening Test for Processing – A test for determining whether a processing problem occurs at the level of auditory processing or language processing.
- Social Language Development Test: Adolescent – This is a diagnostic test of social language skills for adolescents aged 12.0 through 17.11. The tasks focus on taking someone else’s perspective, making correct inferences, solving problems with peers, interpreting social language, and understanding idioms, irony and sarcasm. This test does not address all aspects of social language; it focuses on social interpretation and interaction with peers.
- Social Language Development Test: Elementary – This is a diagnostic test of social language skills, including nonverbal communication, for elementary students aged 6.0 through 11.11. The tasks focus on taking someone else’s perspective, making correct inferences, negotiation conflicts with peers, being flexible in interpreting situations and supporting friends diplomatically.
- Test for Examining Expressive Morphology – A test for determining grammatical knowledge.

- ❑ Test of Word Knowledge – Assesses a student’s skill in the reception and expression of semantics at three different levels. The first level probes abilities with spoken and pictured referents; the second level probes knowledge of meaning features and shared dimensions of meaning in word pair; and the third level probes higher-level metalinguistics.
- ❑ The Help Test: A Test of Language Competence – This test is a diagnostic test of general language skills across six areas: semantics, specific vocabulary, word order, general vocabulary, question grammar and defining. These tasks are designed to provide information about a child’s semantic and syntactical skills within the context of school-related language. The Help Test focuses on language skills needed in classroom and daily living activities. The subtests exhibit a heavy auditory load, which mirrors the prevalence of the auditory channel as the primary means of conveying information in the classroom.
- ❑ The Listening Comprehension Test – This test is a diagnostic test of listening comprehension for elementary students age 6.0 through 11.11. The subtests assess a student’s strengths and weaknesses in specific listening comprehension skills areas related to classroom listening situations. Areas examined are listening for main idea, details, reasoning, vocabulary, and understanding messages.
- ❑ The Listening Comprehension Test Adolescent – This test is a diagnostic test of listening comprehension for adolescents aged 12.0 through 17.11. The subtest assesses a student’s strengths and weaknesses in specific listening comprehension skill areas related to classroom listening situations.
- ❑ The Word Test: Adolescent – This test is a diagnostic test of expressive vocabulary and semantics for secondary students. It is designed to assess a subject’s facility with language and word meaning using common as well as unique contexts. The test surveys six semantic and vocabulary tasks reflective of curriculum vocabulary, as well as language usage in everyday life.
- ❑ The Word Test: Elementary – This test is a diagnostic test of expressive vocabulary and semantics. It is designed to assess a subject’s ability to recognize and express the critical semantic attributes of his lexicon. Categorizing, defining, verbal reasoning, and choosing appropriate words are all indicative of a subject’s grasp of semantic attributes. The tasks of The Word Test: Elementary are taken from the curriculum of grades one through six.
- ❑ Other – \_\_\_\_\_

### *Assessments of Psycho-Motor and Perceptual Development*

- ❑ Hearing Evaluation or Screening – This uses pure tone audiometry to elicit responses to determine a student’s hearing acuity, or to screen for responses within the normal range of hearing.
- ❑ Vision Screening – A Titmus model vision testing machine screens vision, checking near- and far-point acuity, eye muscle balance, and color vision.
- ❑ Bender Visual-Motor Gestalt Test – This provides information about a student’s visual-perceptual and motor abilities.
- ❑ Developmental Test of Visual-Motor Integration – This measures the student’s ability to integrate and coordinate visual-perceptual and motor abilities.
- ❑ Screening Test for Auditory Processing Disorders – Three or four subtests comprise this test, which includes two versions, depending on age (3 to 11 years, and 12 to 50 years). The student wears

stereo headphones and listens to a tape recording (filtered words, auditory figure ground, competing words, and competing sentences).

- Other – \_\_\_\_\_

### *Assessments of Gross Motor Development*

- Functional Motor Assessment – This motor skills assessment is based on structured observation of students in motor tasks and the clinical judgment of a motor therapist (Occupational or Physical Therapist) of the child's motor skills compared to expected developmental progression. It may include the areas of mobility, fine motor, self-care, and the use of adapted equipment in a variety of settings.
- School Function Assessment (SFA) – This rating scale was designed to help identify student's strengths and limitations performing school-related functional tasks in K through 6th grade. This information will help the student's team identify areas where intervention is needed. It examines three aspects of school related function: participation, task supports, and activity performance.
- Peabody Developmental Motor Scales (PDMS) Gross Motor – This standardized tool measures the motor skills of children from birth through 6 years of age in the developmental categories of: reflexes, stationary, locomotion, and object manipulation.
- Bruininks-Oseretsky Test of Motor Proficiency (BOT) – A standardized measure of motor development that may include five composites: fine manual control, manual coordination, body coordination, strength/agility, and total motor composite. BOT assesses the motor proficiency of all students, ranging from those who are normally developing to those with moderate motor-skill deficits.
- Test of Gross Motor Development (TGMD) – This test is an assessment of the larger muscles of the body. This test assesses a student in gross motor skills that involve movement tasks such as throwing an object (object control skills) and moving the body from one place to the other (locomotion). The information that results from this assessment can then be used to formulate goals for the student's gross motor development. *This assessment is most commonly used by the Adapted Physical Education Specialist.*
- Gross Motor Function Measure (GMFM) – This standardized observational instrument is used to assess school age children with cerebral palsy and measures change in gross motor function over time. The GMFM is used to assess motor function (how much a child can accomplish) rather than motor performance (how well the child performs the activity).
- Oregon Regional Eligibility Screening Tool (OREST) – *LBL ESD Regional Districts please consult with OT/PT before checking. Severe OI eligibility only.*  
For a student receiving special education under the category of orthopedic impairment, this tool is used to determine eligibility for Oregon's Regional Program for Students with Severe Orthopedic Impairment. It rates the severity of functional motor skills used to perform school tasks including mobility, self-care, and managing classroom materials.
- Other – \_\_\_\_\_

### *Assessments of Fine/Visual Motor Development and Self-Help Skills*

- Functional Motor Assessment – This motor skills assessment is based on structured observation of students in motor tasks and the clinical judgment of a motor therapist (Occupational or Physical Therapist) of the child's motor skills compared to expected developmental progression. It may include the areas of mobility, fine motor, self-care, and the use of adapted equipment in a variety of settings.
- School Function Assessment (SFA) – This rating scale was designed to help identify student's strengths and limitations performing school-related functional tasks in K through 6th grade. This information will help the student's team identify areas where intervention is needed. It examines three aspects of school related function: participation, task supports, and activity performance.
- Peabody Developmental Motor Scales (PDMS) - Fine Motor – This standardized tool measures the motor skills of children from birth through 6 years of age in the developmental categories of grasping and visual motor integration.
- Bruininks-Oseretsky Test of Motor Proficiency (BOT) – A standardized measure of motor development that may include five composites: fine manual control, manual coordination, body coordination, strength/agility, and total motor composite. BOT assesses the motor proficiency of all students, ranging from those who are normally developing to those with moderate motor-skill deficits.
- The Beery-Buktenica Developmental Test of Visual-Motor Integration (Beery VMI) – This standardized assessment consists of a developmental sequence of geometric forms to be copied with paper and pencil. It is designed to assess the extent to which students ages 2-18 years can integrate their visual and motor abilities (eye-hand coordination).
- Motor Free Visual Perception Test (MVPT) – This standardized test assesses students ages 4 to adult in overall visual perceptual ability including the areas of spatial relationships, visual discrimination, figure-ground, visual closure, and visual memory. It assesses perceptual ability without any motor involvement needed to make a response.
- Test of Visual Perception Skills (TVPS) Non-Motor – This standardized assessment (for students ages 12-17 years) measures various aspects of visual-perceptual skills including visual discrimination, visual memory, visual spatial-relationships, visual form-constancy, visual sequential-memory, visual figure-ground, and visual closure.
- Handwriting Without Tears Print Tool – This is a complete printing assessment for students age six and older. It assesses capitals, numbers, and lowercase letter skills for memory, orientation, placement, size, start, sequence, control, and spacing.
- Minnesota Handwriting Assessment – This handwriting assessment rates five categories for manuscript or D'Nealian print: legibility, form, alignment and sizing. It was developed to test students in first grade, and can be used to compare multiple scores over time for students receiving handwriting intervention.
- Oregon Regional Eligibility Screening Tool (OREST) – *LBL ESD Regional school districts consult with OT/PT before checking. Severe OI eligibility only.*  
For a student receiving special education under the category of orthopedic impairment, this tool is used to determine eligibility for Oregon's Regional Program for Students with Severe Orthopedic Impairment. It rates the severity of functional motor skills used to perform school tasks including mobility, self-care, and managing classroom materials.
- Other – \_\_\_\_\_

*Assessments of Visual Function*

- Functional Vision Assessment –This assessment helps determine the impact of a visual impairment on a student’s education.
- Learning Media Assessment –This assessment helps ensure that the most appropriate media (*Print, Braille, Auditory*) is being used in each child’s literacy program.
- Orientation and Mobility Evaluation – This assesses the ability of a person who is blind or severely visually impaired to travel safely, independently, efficiently and confidently in their home, neighborhood, school and community.
- Other – \_\_\_\_\_

*Evaluation Procedures*

- Observation
- Teacher Interview(s)
- Other - \_\_\_\_\_

**The following professionals will be involved in the individual assessment outlined above:**

- Specialist     School Psychologist     Speech-Language Pathologist
- Occupational Therapist     Physical Therapist     Other \_\_\_\_\_