

**Special Education Evaluation
Assessment Options**

Academic/Pre-Academic Achievement: These tests measure current reading, written language, oral language, listening comprehension and/or math skills.

Administer	Evaluation/Procedure and Description
	Woodcock-Johnson Test of Academic Achievement (WJ-IV, ACH): Includes oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, reading fluency, math calculation skills, and math reasoning.
	Wechsler Individual Achievement Test, Third Edition (WIAT-III): Includes word reading (pronunciation), decoding, reading comprehension, spelling, written expression, math computation, math reasoning, listening comprehension, and oral expression.
	Kaufman Test of Educational Achievement-Third Edition (KTEA-III): Includes word reading, decoding, reading comprehension, reading fluency, phonemic awareness, written expression, spelling, math computations, math reasoning, listening comprehension, oral expression, naming facility, and association fluency.
	Key Math, Third Edition: Designed to assess understanding and application of critical math concepts and skills from counting through algebraic expressions.
	Gray Oral Reading Test-Fifth Edition (GORT-5): Includes measures for reading rate, reading accuracy, reading fluency, and reading comprehension.
	Key Math-III: Includes measures for basic math concepts, math operations and math applications.
	Oral and Written Language Scales (OWLS): Includes a subtest for written expression skills with measures for conventions, grammar, and syntax.
	Illinois Test of Psycho-linguistic Abilities-Third Edition (ITPA-3): Includes measures for syntax, grammar, spelling, comprehension of the written word, and rhyming.
	Comprehensive Test of Phonological Processing-Second Edition (CTOPP-2): Assessment of strengths and weaknesses among phonological processes, including phonological awareness, phonological memory, and efficient retrieval of phonological information from long-term or permanent memory.
	Other:

Medical: Oregon law requires that a medical statement or health assessment be obtained for certain categories of disabilities.

Administer	Procedure and Description
	Medical and Health Assessment Statement: Must be completed by (1) a physician licensed by a State Board of Medical Examiners, or (2) a nurse practitioner licensed by a State Board of Nursing, specially certified as a nurse practitioner, or (3) a physician assistant licensed by a State Board of Medical Examiners. Both a nurse practitioner and a physician assistant must be practicing within his/her area of specialty.
	Other:

Psycho-Motor & Perceptual Development: Measure how well an individual coordinates body movements in both small (fine) and large (gross) muscle activities; may also measure visual and/or auditory perceptual skills.

Administer	Evaluation/Procedure and Description
	Beery-Buktenica Developmental Test of Visual-Motor Integration-Sixth Edition (VMI-6): A measurement device to determine the level of a child's integration of visual perception and finger-hand movements for ages 3.0 to 17.11. The child is asked to copy a series of increasingly complex shapes.
	Developmental Test of Visual Perception – Second Edition A or B (DTVP – 2): A test used to measure visual perceptual and visual motor abilities in children. A battery of eight subtests that measure hand-eye coordination, position in space, copying, figure-ground, spatial relations, visual closure, visual motor speed, and form constancy.
	Sensory Profile and/or School Companion-2: Measurement of a child's sensory processing skills and how these skills affect the child's classroom behavior and performance.
	Total Gross Motor Development Test, Second Edition (TGMD – II): For children 3 through 10 years of age who are significantly behind peers in gross motor skill development. Assessment of locomotor and object control.
	Other:

Intellectual Development: Measures how individual remembers what she/he has seen and heard, how well she/he can use that information and how she/he solves problems. Measurement reflects learning rate and may assist in predicting academic success. Verbal and performance instruments used as appropriate.

Administer	Evaluation/Procedure and Description
	Woodcock-Johnson Test of Cognitive Ability, Fourth Edition (WJ-IV, COG): Measures comprehension-knowledge, long-term retrieval, visual-spatial thinking, auditory processing, fluid reasoning, processing speed, short-term memory and quantitative knowledge and reading/writing ability. Measures general intellectual ability (GAI) and specific cognitive abilities.
	Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V): Measures verbal comprehension, perceptual reasoning, processing speed and working memory. Measurement provides full scale IQ score, Verbal Comprehension Index, Visual Processing Index, Fluid Reasoning Index, Working Memory Index and Processing Speed Index.
	Wechsler Adult Intelligence Scale, Third Edition (WAIS - III): Measures verbal comprehension, perceptual reasoning, working memory and processing speed. Measurement provides full scale IQ and general ability index (GAI); GAI can be used as a measure of cognitive abilities that are less vulnerable to impairment.
	Wechsler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI -III): Fourteen subtests: block design, information, matrix reasoning, vocabulary, picture concepts, symbol search, word reasoning, coding, comprehension, picture completion, similarities, receptive vocabulary, object assembly and picture naming. Measurement provides full scale IQ, and intellectual functioning in verbal and performance cognitive domains.
	Universal Nonverbal Intelligence Test (UNIT): Assessment of general intelligence, measured nonverbally
	Other:

Language/Speech Communication Development: Measure the individual's ability to understand, relate to and use language and speech clearly and appropriately.

Administer	Evaluations/Procedures and Descriptions
	Clinical Evaluation of Language Fundamentals-Fifth Edition (CELF-V): Assessment of core language, receptive language, expressive language, language structure, language content, language memory, and working memory. Subtests include expressive vocabulary, word definitions, number repetition, and phonological awareness.
	Expressive Vocabulary Test (EVT): A norm-referenced test of expressive vocabulary and word retrieval.
	Peabody Picture Vocabulary Test (PPVT- III): Assessment of receptive vocabulary for standard English and for screening verbal ability.
	Goldman-Fristoe Test of Articulation II: Assessment of child's articulation ability by sampling both spontaneous and imitative sound production.
	Oral and Written Language Scales (OWLS): Measurement of listening comprehension and oral expression.
	Preschool Language Scale (PLS): A test used to measure early receptive and expressive language abilities for children through kindergarten age. A combination of pictures and oral tasks
	SCAN-C or SCAN-A: A screening tool for auditory processing skills. A CD player and dual earphones are used to measure a student's ability to process auditory information.
	Functional Communication Assessment: Measurement of functional communication in social communication; communication of basic needs; reading, writing and number concepts; and daily planning.
	Language Samples: Assessment of child's progress in acquiring spoken language through a sampling of child's verbal language.
	Hearing Screening: An audiological assessment by a licensed audiologist
	Oral Peripheral Exam: Assessment of lip/jaw/tongue mobility and differentiation, dentition, palate, swallowing, breathing, oral habits, diadochokineses and tactile sensitivity.
	Other:

Miscellaneous: A variety of procedures that could be used to document various aspects of a student's history or functional skills.

Administer	Procedure and Description
	Sociological and Developmental History (completed by a parent)
	Functional Behavior Assessment (FBA): A process which attempts to determine the purpose for problem behavior. The events, situations, and people who typically precede, occur during, and follow problem behaviors are analyzed.
	Other:

Social/Adaptive Behavior: Scales of development assess what an individual can do for independently and how she/he gets along with others. Assesses level of social maturity, interpersonal skills and/or perceived self-concept; may include measure of attention skills.

Administer	Evaluation/Scale and Description
	Conners' Parent/Teacher Rating Scales, Third Edition (CRS-3): Observer ratings and self-report ratings to assess attention deficit/hyperactivity disorder (ADHD) and evaluate problem behavior in children and adolescents. There are three versions: parent, teacher and adolescent self-report.
	Behavior Assessment System for Children, Second Edition (BASC-2): Comprehensive set of rating scales and forms including the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), Self-Report of Personality (SRP), Student Observation System (SOS), and Structured Developmental History (SDH). Used to assess behaviors and emotions of children and adolescents.
	Adaptive Behavior Assessment Scales-Second Edition (ABAS-2): Assesses personal and social skills, with norms up to age 18. Includes a motor skills domain for children less than 6 years old and an optional maladaptive behavior domain for children 5 through 18.
	Scale for Assessing Emotional Disturbance-Second Edition (SAED-2): Observer ratings on a form used to assess behaviors and emotions of children and adolescents.
	Other: