

ERC Test List

AAMR ABS (1993)

Adaptive Behavior Scale – Residential and Community, Second Edition

Adaptive Behavior Scale – School, Second Edition

The **AAMR ABS-RC:2 & AAMR ABS-S:2** are rating scales of persons with mental retardation, designed to evaluate coping skills considered important to personal independence and responsibility in daily living, and social behavior.

ABAS III (2015)

Adaptive Behavior Assessment System, Third Edition

The **ABAS III** is a comprehensive, diagnostic assessment of individuals having difficulties with the daily adaptive skills necessary to function effectively in their environments.

ABES - Revised (1995)

Adaptive Behavior Evaluation Scale: Home Version

Adaptive Behavior Evaluation Scale: School Version

The **ABES Home & School Version** identify mentally retarded, behaviorally disordered, learning disabled; and visually, hearing, or physically impaired students between the ages of 5 and 18 years, via a norm-referenced scale designed to assess the adaptive behavior of individuals.

ABLLS-R (2010)

The Assessment of Basic Language and Learning Skills, Revised

The **ABLLS-R** assesses basic language and learning skills of children with autism or other developmental disabilities, identifies skills needed by the child to effectively communicate/ learn from everyday experiences.

ADDES-3 (2004)

Attention Deficit Disorders Evaluation Scale, Third Edition

The **ADDES-3, m-home** provides observational documentation and measurement of the characteristics of ADHD in the settings of the school and home.

ADHD-IV (1998)

Attention-Deficit Hyperactivity Disorder Rating Scale, Fourth Edition

The **ADHD-IV** assesses ADHD symptoms, among American children and adolescents, and treatment responses.

ADHDT (1995)

Attention-Deficit/Hyperactivity Disorder Test

The **ADHDT** detects ADHD in children ranging from ages 2½ to 7 years.

ADI-R (2008)

Autism Diagnostic Interview, Revised

The **ADI-R** diagnoses autism or autism spectrum disorders in children with a mental age of at least 18 months, and measures behavior in reciprocal social interaction, communication and language.

ADOS (2008)

Autism Diagnostic Observation Schedule

The **ADOS** assesses communication, social interaction, and play to determine possible autism or other pervasive developmental disorders at different developmental levels and chronological ages.

AIR (1993)

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Assessment of Interpersonal Relations

The **AIR** assesses the quality of interpersonal relations of children between 9 and 19 years of age, from the child's perspective, examining the relationships of: mother, father, male peers, female peers, and teachers.

ASCA (1994)

Adjustment Scales for Children and Adolescents

The **ASCA** objectively assesses behavior problems, psychopathology, and specific styles of healthy adjustment, in youths aged 5 through 17 years; survey is completed by a youth's classroom teacher.

ASDS (2001)

Asperger Syndrome Diagnostic Scale

The **ASDS** identifies Asperger Syndrome in children ages 5 through 18.

ASEBA (2000)

Achenbach System of Empirically Based Assessment – Preschool

The **ASEBA-PRE** is a language development survey of parents, daycare providers, and teachers regarding preschoolers aged 1½ - 5 years.

Achenbach System of Empirically Based Assessment – School

The **ASEBA-SCH** is a school-age assessment survey, with multicultural options, for parents, surrogates, teachers and other school staff regarding students aged 6 - 18 years.

AWR (2001)

Assessment of Work Readiness

The **AWR** consists of three sections: self-help and domestic domains; social and communication domains; and academics and school-based domain.

BarOn EQI (1997)

Emotional Quotient Inventory

BarOn EQ-I measures emotionally and socially intelligent behavior and can be used in clinical, educational, forensic, medical, corporate, human resources, and research settings. In psychodiagnostics, it can assess a client's general degree of emotional intelligence, potential for emotional health, and psychological well-being.

BASC-3 (2015)

Behavior Assessment System for Children, Third Edition

The **BASC-3** assesses children's emotions and behavior, for the evaluation, diagnosis and treatment of developmental, learning and behavior disorders, for use with children and young adults, ages 2 to 25 years.

BAYLEY-III (2006)

Bayley Scales of Infant and Toddler Development, Third Edition

The **BAYLEY-III** provides a basis for the evaluation of a child's developmental status in the first 3½ years of life.

BBCS-3 (2006)

Bracken Basic Concept Scale, Third Edition

The **BBCS-3** is a basic-concept assessment for ages 2.6 to 8.0 yrs, in both regular & special education settings.

BDI-II (1996)

Beck Depression Inventory, Second Edition

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The **BDI-II** is a multiple choice self-report inventory which measures the severity of depression and is designed for individuals aged 13 and over.

BDS (1995)

Behavior Dimensions Scale – Home

The **BDS Home** aids in diagnosis, placement, and planning for children, ages 3 through 18 years, who demonstrate significant behavior problems which interfere with success in school and home environments.

Behavior Dimensions Scale - School

The **BDS School** aids in diagnosis, placement, and planning for children, ages 5 through 18 years, who demonstrate significant behavior problems which interfere with success in school and home environments.

BENDER II (2003)

Bender Gestalt II – Bender Visual Motor Gestalt Test

The **BENDER II** is an assessment of visual-motor integration functioning measuring recall, motor and perception ability in ages 4 to 85+ years.

BOEHM 3 (2001)

Boehm Test of Basic Concepts, Third Edition

The **BOEHM 3** assesses students' understanding of 50 important concepts needed to be successful during the first years of school.

BOT-2 (2010)

Bruininks-Oseretsky Test of Motor Proficiency, Second Edition

The **BOT-2** assesses the fine and gross motor functioning of individuals, ages 4 - 21.

BRIGANCE

CIBS-R (1999)

Brigance Diagnostic Comprehensive Inventory of Basic Skills, Revised

The **BRIGANCE CIBS-R** assesses basic readiness and academic skills from kindergarten to ninth grade levels.

BIED III (2013)

Brigance Inventory of Early Development III

The **BIED III** Standardized provides a variety of normative scores which can be used for benchmarking, standardized reporting, and supporting identification of special needs

Brigance K & 1 Screen II, Second Edition (2005)

The **BRIGANCE K&1 SCREEN II** evaluates basic developmental and readiness skills of children for program planning, placement, and special service referrals.

BROWN ADD (1996)

Brown Attention-Deficit Disorder Scales

The **BROWN ADD** is a comprehensive clinical assessment to help assess executive function impairments associated with ADD/ADHD and related learning or psychiatric problems in children, adolescents, and adults.

BRP-2 (1990)

Behavior Rating Profile, Second Edition

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The **BRP-2** identifies elementary and secondary students, thought to have behavior problems, and the settings in which those problems seem prominent, and individuals with differing perceptions about student behavior.

BSRA (2007)

Bracken School Readiness Assessment

The **BSRA** assesses academic readiness by evaluating a child's understanding of 88 important foundational concepts in the categories of colors, letters, numbers/counting, sizes, comparisons, and shapes.

CAB (2004)

Clinical Assessment of Behavior

The **CAB** assesses adjustment, psychosocial strengths and weaknesses, and problem behaviors in ages 2-18 years (parent ratings) and 5-18 years (teacher ratings).

CAROLINA (1980)

Carolina Development Profile

The **CAROLINA** assists teachers in establishing objectives and increasing maximum/proficient developmental abilities in fine and gross motor, visual perception, reasoning, receptive language, and expressive language to prepare students for the formal academic tasks in the early elementary school years.

CARS-2 (2010)

Childhood Autism Rating Scale, Second Edition

The **CARS-2** diagnoses and teaches children with autism, and distinguishes them from those with developmental disabilities and Asperger's Syndrome.

CAS 2 (2014)

Cognitive Assessment System

The **CAS** proves a valid and reliable means to assess four basic psychological processes in children 5 through 18 years of age, derived from the Planning, Attention, Simultaneous, and Successive (PASS) theory.

CAST (1989)

Children's Apperceptive Story-Telling Test

The **CAST** identifies social, emotional, and/or behavioral problems in children, intervention planning, documentation of therapeutic change, and research in school/clinical settings with children ages 6 through 13.

CBRS (2008)

Conners Comprehensive Behavior Rating Scale

The **CBRS** assesses behavioral, emotional, social, and academic concerns and disorders in children and adolescents between 6 and 18 years of age, using multi-informant (parent, teacher, and self-report) forms.

CBRSC (1990)

Comprehensive Behavior Rating Scale for Children

The **CBRSC** assesses school functioning in children or adolescents, ages 6 to 14 years, via a teacher rating questionnaire describing particular behaviors and/or cognitive attributes.

CDI-2 (2011)

Children's Depression Inventory, Second Edition

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The **CDI-2** is a brief self-report test that assesses cognitive, affective and behavioral signs of depression in children and adolescents 7 to 17 years old.

CELF-5 (2013)

Clinical Evaluation of Language Fundamentals, Fifth Edition

The **CELF-5** determines if a student (ages 5 through 21 years) has a language disorder or delay by assessing morphology and syntax, semantics, pragmatics, and phonological awareness;
A clinical evaluation of language fundamentals

CLASS (2008)

Classroom Assessment Scoring System

The **CLASS** assesses the extent to which teachers are effectively supporting children's social and academic development through emotional support, classroom organization, and instructional support.

CON-3 (2008)

Conners, Third Edition

The **CON-3** assesses Attention-Deficit/Hyperactivity Disorder (ADHD) and its most common comorbid problems and disorders in children and adolescents between 6 and 18 years of age, using multi-informant (parent, teacher, and self-report) forms.

COPS (1995)

Career Occupational Preference System Interest Inventory

The **COP** provides job activity interest scores related to the 14 COP System Career Clusters and keyed to high school and university curriculum, as well as current sources of occupational information.

CREVT-2 (2002)

Comprehensive Receptive and Expressive Vocabulary Test, Second Edition

The **CREVT-2** measures receptive/expressive oral vocabulary and comprehension, identifying at-risk students.

CRI (2011)

Classroom Reading Inventory, Twelfth Edition

The **CRI** diagnoses a student's reading grade level, listening capacity, and specific skill progress.

CTOPP 2 (2013)

Comprehensive Test of Phonological Processing

The **CTOPP** assesses phonological memory and rapid naming. Aids in the identification of individuals from kindergarten through college who may profit from instructional activities.

DABERON-2 (1991)

Daberon Screening for School Readiness, Second Edition

The **DABERON-2** assesses school readiness for children age 4 to 6, and may also identify early elementary students with learning or behavior problems who are at risk for school failure.

DAP SPED (1991)

Draw a Person: Screening Procedure for Emotional Disturbance

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The **DAP SPED (DRAW)** identifies children and adolescents, ages 6 – 17, who have emotional or behavior disorders and require further evaluation through ratings of drawings of a man, woman, and self-portrait.

DARTTS (1992)

Diagnostic Assessments of Reading with Trial Teaching Strategies

The **DARTTS** provides current student achievement in reading and reading-related areas, including word and silent reading comprehension, to improve weaknesses and undergird strengths in reading.

DAS-2 (2007)

Differential Ability Scales, Second Edition

The **DAS-2** is a cognitive ability battery for children in preschool through high school, yielding an overall cognitive ability and achievement score and providing a reliable measure of specific ability.

DAT (1990)

Differential Aptitude Tests, Fifth Edition

The **DAT** measures an individual's ability to learn or to succeed in a number of different areas such as mechanical reasoning, verbal reasoning, numerical reasoning, and spatial relations.

DAYC (1998)

Developmental Assessment of Young Children

The **DAYC** identifies children, birth through 5-11, with possible delays in the domains of cognition, communication, social and emotional development, physical development, and adaptive behavior.

DELV (2003)

Diagnostic Evaluation of Language Variation – Criterion Referenced

The **DELV CRIT** distinguishes speech and language development delays by assessing performance and language ability, and integrating pragmatics with syntax, semantics, and phonology.

DIAL-4 (2011)

Developmental Indicators for the Assessment of Learning, Fourth Edition

The **DIAL-4** identifies young children, ages 2 to 6 years through 5 to 11, who in need of intervention or diagnostic assessment in the following areas: motor, concepts, language, self-help, and social-emotional skills.

D-REF (2012)

Delis Rating of Executive Functions

The D-REF is a quick measure of an individual's behaviors related to executive function difficulties.

DTLA-4 (1998)

Detroit Tests of Learning Aptitude, Fourth Edition

The **DTLA-4** evaluates areas of strengths and weaknesses in an individual's cognitive functioning and diagnoses learning disabilities and mental retardation in language, attention, and manual dexterity.

ELLA (2006)

Emerging Literacy & Language Assessment

The **ELLA** evaluates phonological awareness, semantics, memory skills, and story retell.

EQI (1997)

BarOn Emotional Quotient Inventory

The **EQI** assesses the Bar-On model of emotional-social interpersonal intelligence.

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ERDA-R (2002)

Early Reading Diagnostic Assessment, Revised

The **ERDA-R** tests phonemic awareness, phonics, fluency, vocabulary, and comprehension to identify and prevent reading problems and identify children at risk for reading difficulty or failure.

ERSI (2004)

Early Reading Success Indicator

The **ERSI** identifies children, ages 5 through 10 years, who are at risk for developing reading difficulties.

EVT-2 (2007)

Expressive Vocabulary Test, Second Edition

The **EVT** assesses oral vocabulary (measured with labeling and synonyms) and evaluates word retrieval.

FAIS (2004)

Functional Assessment and Intervention System

The **FAIS** identifies intent or function of a student's challenging behaviors, gains an understanding of the student's needs, determines associated contextual factors, consider modifications, designs and applies interventions, monitors progress, and evaluates outcomes.

FLUHARTY-2 (2001)

Fluharty Preschool Speech and Language Screening Test, Second Edition

The **FLUHARTY-2** identifies preschool children who need a complete speech and language evaluation and reflects their performance in articulation, receptive/expressive language, and composite language.

FUNCASSMTINVENTORY (1984)

Functional Assessment Inventory

The **FUNCASSMTINVENTORY** identifies a person's strengths and limitations (whether modifiable or not) that predict ability to return to work.

GARS-3 (2014)

Gilliam Autism Rating Scale – Third Edition

The **GARS-3** identifies persons who have autism and is designed to help professionals diagnose autism.

GATSB (1993)

Guide to the Assessment of Test Session Behavior

The **GATSB** evaluates the test session behavior of children administered one or both of the Wechsler intelligence scale for children and the Wechsler individual achievement test.

GMRT (2000)

Gates-MacGinitie Reading Tests, Fourth Edition

The **GMRT** determines the general reading level achievement for level pre-reading, beginning reading, and grades 1-3, and identifies students who need additional individual diagnosis and special instruction.

GORT-4 (2001)

Gray Oral Reading Tests, Fourth Edition

The **GORT** measures oral reading fluency and comprehension via the amount of time in seconds taken by a student to read a story aloud.

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GSRT (2000)

Gray Silent Reading Tests

The **GSRT** is a silent reading comprehension for individuals from 7 years through 25 years of age.

HARR BCES (1993)

Beginning Career Exploration System

The **HARR BCES** is a curriculum designed to assist individuals with career exploration, planning, and decision making to be used with Harrington-O'Shea Career Decision, Revised.

HARR CES (1993)

Career Exploration System

The **HARR CES** is a curriculum designed to assist individuals with career exploration, planning, and decision making to be used with Harrington-O'Shea Career Decision, Revised.

HCSBS (2002)

Home and Community Social Behavior Scales

The **HCSBS** identifies children and adolescents with problem behaviors before social-emotional difficulties become major roadblocks to academic success and personal adjustment.

HIT (2001)

How I Think

The **HIT** measures self-serving cognitive distortions (thinking errors of individuals who have at least a 4th grade reading level): self-centered, blaming others, minimizing/mislabeling, and assuming the worst.

HPAT (2011)

HearBuilder Phonological Awareness Test

The **HPAT** assesses letter-sound and initial sound identification, rhyming, blending, syllables, segmenting words, and deleting and substituting initial and final sounds to identify children at risk for reading failure.

HSRT (2012)

HearBuilder Story Retell Test

The **HSRT** evaluates the ability to listen to, remember the content of, reconstruct, and retell a story.

INTEGRATED LA K (1990)

Integrated Assessment System: Reading/Writing

The **INTEGRATED LA K** assesses reading comprehension, writing performance, and higher-level thinking.

INTEGRATED MATH K (1991)

Integrated Assessment System: Grades 1,2,3 Mathematics Performance Assessment

The **INTEGRATED MATH K** measures individual or group performance on problem-solving skills and strategies.

IOWA (1996)

Iowa Tests of Basic Skills

The **IOWA** is a standardized test which measures specific skills in K through 8th grade: vocabulary, word analysis, reading comprehension, listening, language, mathematics, social studies, and science.

KABC II (2004)

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Kaufman Assessment Battery for Children, Second Edition

The **KABC II** measures intelligence and achievement and is used for psychological/clinical assessment of children, especially the learning disabled, gifted, minority groups, and for neuropsychological research.

KBIT 2 (2004)

Kaufman Brief Intelligence Test, Second Edition

The **KBIT 2** tests verbal and nonverbal intelligence: vocabulary and matrices and is designed as an initial screening device only.

KEYMATH 3 (2007)

KeyMath 3 Diagnostic Achievement

The **KEYMATH 3** measures essential mathematical concepts and skills for grades K through 12th.

K-TEA III (2014)

Kaufman Test of Educational Achievement, 2nd Edition

The **K-TEA III** provides an in-depth assessment of key academic skills/achievement for ages 4 1/2 through 25.

LAP-D (1997)

Learning Accomplishment Profile Diagnostic Kindergarten Screen

The **LAP-D** provides a systematic method for observing and assessing individual skill development in gross motor, fine motor, cognitive, and language in children functioning in the 30-72 month age-range.

LBS (1988)

Learning Behaviors Scale and Study of Children's Learning Behaviors

The **LBS** provides objective measures of a child's pattern of learning based on a teacher's report of behaviors.

MASC – 2 (2013)

Multidimensional Anxiety Scale for Children

The **MASC - 2** is a comprehensive, multi-rater assessment of anxiety dimensions in children and adolescents, 8-19 yrs. The scale indexes the range/severity of anxiety symptoms, can be useful in diagnosing anxiety disorders and can aid in the early identification of anxiety-prone youth as well as monitor treatment effects.

MAVA (2008)

Montgomery Assessment of Vocabulary Acquisition

The **MAVA** evaluates listening and speaking vocabulary of children ages 3 years to 12 years 11 months through the child's knowledge of basic, high frequency, and curriculum based words.

MINI-BATT OF ACHIEVEMENT (1994)

Woodcock-McGrew-Werder Mini-Battery of Achievement

The **MINI-BATT OF ACHIEVEMENT** tests basic skills and knowledge including reading, math, writing, and factual knowledge (science, social studies, and humanities) and is designed for use with ages 4 through 90+.

MMPI-A (1992)

Minnesota Multiphasic Personality Inventory

The **MMPI-A** is a psychological assessment tool for use with adolescents.

MSCS (1992)

Multidimensional Self Concept Scale

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The **MSCS** assesses global self-concept and six context-dependent self-concept domains.

NELSON-DENNY (1993)

Nelson-Denny Reading Test: Vocabulary, Comprehension, Reading Rate

The **NELSON-DENNY** is a reading ability test for high school and college levels.

NSS (2012)

Number Sense Screener

NSS is a quick, reliable, and affordable way to screen early numerical competencies in Grades K-1 and identify students at risk for later math struggles.

OASIS-2 (1991)

Occupational Aptitude Survey and Interest Schedule, Second Edition

The **OASIS-2** assists students in grades 8 to 12 in making career decisions by providing them with information regarding their relative strengths in several aptitude areas related to the world of work.

OLSAT (1996)

Otis-Lennon School Ability Test, Seventh Edition

The **OLSAT** measures cognitive abilities that relate to a student's academic success in school by assessing the verbal, nonverbal, and quantitative ability of students from K through 12th.

OUTCOMES PME (2002)

Outcomes: Planning, Monitoring, Evaluating – Assessment to Intervention / Producing Positive Outcomes

The **OUTCOMES PME** provides a tool for designing and implementing progress-monitoring procedures.

OWLS II (2011)

Oral and Written Language Scales, Second Edition

The **OWLS II** identifies, monitors, and remediates oral and written language problems for ages 3 through 21.

PAL-II (2007)

Process Assessment of the Learner, Second Edition

The **PAL-II** assesses the development of reading and writing processes in children in K through 6th.

PALS-Pre-K (2004)

The Phonological Awareness Literacy Screening PreK

PALS-PreK is a scientifically-based assessment that measures preschoolers' developing knowledge of important emergent literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs.

PAT 2 (2007)

Phonological Awareness Test 2

The **PAT 2** assesses the pre-reading skills that are early indicators of reading success and identifies children who lack phonological knowledge and have difficulty acquiring sound/symbol correspondences in words.

PIC (1982)

Personality Inventory for Children, Revised

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The **PIC** measures the social-emotional adjustment or cognitive impairment of children 3 to 16 years of age.

PIERS-HARRIS 2 (2002)

Piers-Harris 2: Children's Self-Concept Scale

The **PIERS-HARRIS 2** provides an overall view of an individual's self-perception and helps identify children, adolescents, and teenagers who may require further testing and possibly treatment.

PIY (1995)

Personality Inventory for Youth

The **PIY** measures child and adolescent psychopathology.

PKBS (1994)

Preschool and Kindergarten Behavior Scales

The **PKBS** evaluates social skills and problem behavior patterns of children aged 3-6.

PLS-5 (2011)

Preschool Language Scales, Fifth Edition

The **PLS-5** appraises the early stages of language development, evaluates lags, strengths, and deficiencies by testing auditory comprehension and expressive communication, and is designed for children ages 1-7.

PPVT-4 (2007)

Peabody Picture Vocabulary Test, Fourth Edition

The **PPVT-4** compares receptive and expressive vocabulary performance for Standard American English.

PRE-IPT (2006)

Pre-IDEA Proficiency Test, Third Edition

The **PRE-IPT** evaluates language proficiency, determines language classification, and yields diagnostic information for initial identification of limited proficiency for language census and reclassification purposes.

PSI-4 (2012)

Parenting Stress Index, Fourth Edition

The **PSI-4** identifies stressful parent-child systems in order to help improve those parent-child relationships and decrease the frequency and intensity of behavioral and emotional disturbances among children.

QRI-5 (2011), QRI-6 (2017)

Qualitative Reading Inventory, Fifth and Sixth Editions

The **QRI-5** & **QRI-6** use narrative and expository passages and grade level questions to assess prior knowledge, word lists to measure comprehension by retelling passages, implicit and explicit questions, and other devices.

RAN/RAS (2005)

Rapid Automatized Naming and Rapid Alternating Stimulus Tests

The **RAN/RAS** estimates an individual's ability to recognize a visual symbol such as a letter or color and name it accurately and rapidly, and identifies K through 12th grade students who may be at risk for reading failure.

RCMAS-2 (2008)

Revised Children's Manifest Anxiety Scale, Second Edition

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The **RCMAS-2** identifies the source and level of anxiety, so that steps can be taken to reduce stress levels, and measures for the presence of academic stress, test anxiety, peer and family conflicts, and drug problems.

RENFREW (1994)

Renfrew Bus Story: Language Screening by Narrative Recall

The **RENFREW** identifies children with language impairments, as well as predicts language and academic skill.

RIAS-2/RIST-2 (2015)

Reynolds Intellectual Assessment Scales, Second Edition, Reynolds intellectual screening test, second edition

The **RIAS/RIST** Provide a rapid, comprehensive, and cost-effective assessment of intelligence and memory.

RISA (1990)

Responsibility and Independence Scale for Adolescents

The **RISA** assesses the ability of individuals to meet or exceed existing and changing demands within the range of social and behavioral situations of adolescent adaptive behavior between 12 and 20 years of age.

ROBERTS-2 (2005)

Roberts Apperception Test for Children and Adolescents, Second Edition

The **ROBERTS-2** evaluates the psychological development of children and adolescents.

ROSWELL (1997)

Roswell-Chall Diagnostic Reading Test of Word Analysis Skills

The **ROSWELL** assesses a child's ability to use fundamental phonic and word recognition skills.

SB-5 (2003)

Stanford-Binet, Fifth Edition

The **SB-5** tests intelligence/cognitive abilities for individuals 2 to over 85 years of age.

SCQ (2003)

Social Communication Questionnaire

The **SCQ** measures the symptomatology associated with autism spectrum disorder (ASD).

SDRT-4 (1996)

Stanford Diagnostic Reading Test, Fourth Edition

The **SDRT-4** measures competence in reading process skills and pinpoints areas of difficulty for each student.

SDS (1997)

Self-Directed Search, 4th Edition

The **SDS** is a self-administered, self-scored, and self-interpreted vocational assessment test.

SEDS (1986)

Social-Emotional Dimension Scale

The **SEDS** identifies students who may have behavior problems.

SEE (2008)

Social Emotional Evaluation

The **SEE** evaluates the social skills and higher level language that students need to interact successfully.

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SIT-R3 (2002)

Slosson Individual Test, Revised

The **SIT-R3** is a screening test of Crystallized Verbal Intelligence evaluating mental ability.

SORT-R3 (2002)

Slosson Oral Reading Test, Revised

The **SORT-R3** estimates target word recognition levels for children and adults.

SRS-2 (2012)

Social Responsiveness Scale, Second Edition

The **SRS-2** is a 65 item questionnaire that covers the various dimensions of interpersonal behavior, communication, and repetitive/stereotypic behavior that are characteristic of autism spectrum disorders.

SSBS-2 (2002)

School Social Behavior Scales, Second Edition

The **SSBS-2** tests social-emotional competence and antisocial behavior in ages K through 12th grade.

SSCS (1993)

Student Self-Concept Scale

The **SSCS** measures self-concept and related psychological constructs.

SSIS (2008)

Social Skills Improvement System

The **SSIS** facilitates the universal screening of students, ages 3 through 19, at risk for academic or social behavior difficulties, plans interventions, and evaluates progress on targeted skills after intervention.

TACL-3 (1999)

Test for Auditory Comprehension of Language, Third Edition

The **TACL-3** tests vocabulary, grammatical morphemes, elaborated phrases and sentences of children/adults.

TELD-3 (1999)

Test of Early Language Development, Third Edition

The **TELD-3** measures development of receptive and expressive language, syntax and semantics of ages 2-7.

TEMA-3 (2003)

Test of Early Mathematics Ability, Third Edition

The **TEMA-3** measures the math performance of children ages 3-8 (or older children with learning problems).

TERA-3 (2001)

Test of Early Reading Ability, Third Edition

The **TERA-3** measures the reading ability of children ages 3 through 8 and assesses their early reading skills.

TGMD-2 (2000)

Test of Gross Motor Development, Second Edition

The **TGMD-2** measures common gross motor skills, identifying children ages 3 through 10 who are behind in gross motor skill development and should be eligible for special education services in physical education.

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TIES-II (1994)

The Instructional Environment System-II

The **TIES-II** assesses the instructional needs of an individual student within the learning environment.

TOAL-4 (2007)

Test of Adolescent and Adult Language – Fourth Edition

The **TOAL-4** assesses language problems among adolescents and young adults, ages 12 through 24, and determines areas of both strengths and weaknesses in language ability.

TOLD:P (2008)

Test of Language Development: Primary, Fourth Edition

The **TOLD:P-4** assesses spoken language in young children ages 4 through 8.

Test of Language Development: Intermediate, Fourth Edition

The **TOLD:I-4** identifies children ages 8 through 17 who are significantly below their peers in oral proficiency.

TONI-4 (2010)

Test of Nonverbal Intelligence, Fourth Edition

The **TONI-4** is a language-free measure of cognitive ability for use with ages 6 through 89 years.

TOPA-2+ (2004)

Test of Phonological Awareness, Second Edition

The **TOPA-2+** measures phonological awareness (relationships between letters and phonemes) in ages 5-8.

TOPEL (2007)

Test of Preschool Early Literacy

The **TOPEL** evaluates vocabulary, phonological awareness, and print knowledge and identifies at risk students.

TORC-4 (2009)

Test of Reading Comprehension – Fourth Edition

The **TORC-4** measures word identification and contextual meaning to test silent reading comprehension.

TORR (2003)

Torrance Tests of Creative Thinking (TTCT)

The **TORR** invites K through adults to draw/give a title to their drawings or write questions, reasons, consequences and different uses for objects, reflecting upon life experiences (used to identify gifted students).

TOWL-4 (2009)

Test of Written Language, Fourth Edition

The **TOWL-4** tests written expression: conventional, linguistic, and conceptual aspects of writing.

TOWRE-2 (2012)

Test of Word Reading Proficiency, Second Edition

The **TOWRE-2** measures the ability of children in the early elementary grades to pronounce printed words accurately and fluently; it can be used to diagnose reading disabilities in older children and adults.

TPI (1997)

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Transition Planning Inventory

The **TIP** addresses students' transition needs, preferences, interests, and strengths, based upon their abilities and experiences.

TVIP/PPVT (1986)

Test de Vocabularios en Imagenes Peabody (Peabody Picture Vocabulary Test, Hispanic-American Adaptation)

The **TVIP/PPVT** assesses vocabulary of Spanish or Bilingual students aged 2 - 17.

TWS-4 (1999)

Test of Written Spelling, Fourth Edition

The **TWS-4** assesses the ability of Grades 1-6 to spell words which are predictable and words less predictable.

UNIT 2 (2016)

Universal Nonverbal Intelligence Test, Second Edition

The **UNIT 2** provides an assessment of general intelligence and 3 foundations of cognitive abilities; memory, fluid reasoning, and quantitative reasoning, for children who have speech, language, or hearing impairments, different cultural or language backgrounds, or who are verbally uncommunicative. This test was developed to meet a practical need for a comprehensive, multifaceted nonverbal measure of general intelligence.

VAPAS (2001)

Vocational Assessment for Persons with Autism and Severe Disabilities

The **VAPAS** collects information about a student's abilities (rather than disabilities), strengths, and preferences to match appropriate training opportunities with their characteristics and job-readiness skills.

VINELAND II (2005)

Vineland Adaptive Behavior Scales, Second Edition

The **VINELAND II** measures adaptive behavior from birth through adulthood and diagnoses disabilities.

VMI (2010)

Beery-Buktenica Visual Motor Integration Developmental Test of Visual Perception, 6th Edition

The **VMI** measures the integration of visual perception and motor coordination in children through adults.

WABC (2004)

Wiig Assessment of Basic Concepts

The **WABC** evaluates a child's understanding and use of basic word opposites and related concepts.

WABC-S (2006)

Wiig Assessment of Basic Concepts, Spanish

The **WABC-S** evaluates a child's understanding and use of basic Spanish word opposites and related concepts.

WAIS-IV (2008)

Wechsler Adult Intelligence Test, Fourth Edition

The **WAIS-IV** assesses potential for purposeful and useful behavior (major mental abilities) in ages 16-90.

WASI-II (2011)

Wechsler Abbreviated Scale of Intelligence, Second Edition

The **WASI-II** estimates the intellectual functioning of individuals aged from 6 to 90 years.

ERC Test List

WIAT-III (2009)

Wechsler Individual Achievement Test, Third Edition

The **WIAT-III** measures achievement skills assessments, learning disability diagnoses, special education placements, curriculum planning, and clinical appraisals for preschool children through adults.

WISC-V (2014)

Wechsler Intelligence Scale for Children, Fifth Edition

The **WISC-V** assesses intellectual ability in children aged 6 through 16 years.

WISC-IV INTEGRATED (2004)

Wechsler Intelligence Scale for Children, Fourth Edition – Integrated

The **WISC-IV INTEGRATED** assesses the cognitive ability and problem-solving of children aged 6 through 16.

WJ-IV ACH (2014)

Woodcock Johnson IV Tests of Achievement

The **WJ-IV ACH** measures oral language and academic achievement in ages 2 through 90 years.

WJ-IV COG (2014)

Woodcock Johnson IV Tests of Cognitive Abilities

The **WJ-IV COG** measures general intellectual ability and specific cognitive abilities in ages 2 through 90 years.

WJ-IV ORAL (2014)

Woodcock Johnson IV Tests of Oral Language

The **WJ-IV ORAL** measures oral language abilities for diagnostic decision-making utilizing patterns of strengths and weaknesses (PSW) as well as providing a measure of Cognitive-Academic Language Proficiency (CALP).

WNV (2006)

Wechsler Nonverbal Scale of Ability

The **WNV** measures the general cognitive ability of ages 4 through 21 years, while minimizing verbal content.

WORK ADJ INV (1994)

Work Adjustment Inventory

The **WORK ADJ INV** measures temperament to work activities and work adjustment in ages 12-22.

WORK ADJUST SCALE (1991)

Work Adjustment Scale (originally Transition Behavior Scale)

The **WORK ADJUST SCALE** measures predictive behavior in society in general and in employment specifically.

WORKING (1996)

Working: Assessing Skills, Habits, and Style

The **WORKING** assesses workplace competencies in academic/technical skills and knowledge and beyond.

WPPSI-IV (2012)

ERC Test List

Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition

The **WPPSI-IV** measures cognitive development for preschoolers and young children ages 2 through 7.

WRAML 2 (2003)

Wide Range Assessment of Memory and Learning, Second Edition

The **WRAML 2** evaluates the memory functioning of children, adolescents, and adults, ages 5-90 years.

WRAT 4 (2006)

Wide Range Achievement Test, Fourth Edition

The **WRAT 4** assesses reading, spelling, sentence comprehension and math computation in persons of any age.

WRIOT2 (2003)

Wide Range Interest & Occupation Test, Second Edition

The **WRIOT2** is a vocational pictorial interest test that does not require reading or language understanding.

WRIT (2000)

Wide Range Intelligence Test

The **WRIT** assesses cognitive abilities of individuals ages 4-85 years and provides an estimate of cognitive ability for psychiatric or vocational rehabilitation evaluations

WRMT-III (2011)

Woodcock Reading Mastery Tests, Third Edition

The **WRMT-III** assesses reading readiness and reading achievement in children and adults aged 4 through 79.

YCAT (2000)

Young Children's Achievement Test

The **YCAT** measures and identifies Preschool through 1st grade children who are at risk for school failure.