

# ERC Test List with Descriptions

## **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)**

#### *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.

### **ASRS (2009)**

#### *Autism Spectrum Rating Scales*

The **ASRS** is a multi-informant measure to identify symptoms, behaviors, and associated features of Autism Spectrum Disorders.

### **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*

The **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. *English and Spanish Protocol.*

### **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*

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.

### **BRIEF 2 (2015)**

*Behavior Rating Inventory of Executive Function, Second Edition*

The **BRIEF 2** is an assessment test of impairment of executive function in children and adolescents.

### **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*

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 K1 (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*

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*

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.

**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.

**FAI (1984)**

*Functional Assessment Inventory*

The **FAI** 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, Fifth 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-5 (2012)**

*Gray Oral Reading Tests, Fifth 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.

**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)**

*Harrington-O'Shay 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)**

*Harrington-O'Shay 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 4<sup>th</sup> 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 8<sup>th</sup> grade: vocabulary, word analysis, reading comprehension, listening, language, mathematics, social studies, and science.

**KABC II (2004)**

*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, 2<sup>nd</sup> 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.

**LEITER - 3 (2013)**

*Leiter International Performance Scale, Third Edition*

The **Leiter-3** evaluates nonverbal cognitive, attentional and neuropsychological abilities, and targets "typical" as well as "atypical" children, adolescents, and now adults.

**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.

**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*

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*

The **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*

The **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*

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 12<sup>th</sup> grade students who may be at risk for reading failure.

**RAVEN'S-2 Progressive Matrices, Clinical Edition (2018)**

Suitable for non-verbal adults and children as young as four, the **Raven's** provides a convenient, digital, and easy-to-use way to assess observational skills and ability in a variety of settings.

**RCMAS-2 (2008)**

*Revised Children's Manifest Anxiety Scale, Second Edition*

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, 4<sup>th</sup> 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.

**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 12<sup>th</sup> 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.

**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)**

*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.

**TWS-5 (2013)**

*Test of Written Spelling, Fifth Edition*

The **TWS-5** is an accurate and efficient instrument that uses a dictated-word format to assess spelling skills in school-age children and adolescents.

**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 3 (2016)**

*Vineland Adaptive Behavior Scales, 3<sup>rd</sup> Edition*

The **VINELAND 3** Diagnoses and classifies the ability level of communication, daily living skills, and socialization of persons with intellectual and developmental disabilities and other disorders, such as autism, Asperger Syndrome, and developmental delays.

**VMI (2010)**

*Beery-Buktenica Visual Motor Integration Developmental Test of Visual Perception, 6<sup>th</sup> 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.

**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 K (1996)**

*Working: Assessing Skills, Habits, and Style*

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

**WPPSI-IV (2012)**

*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 5 (2017)**

*Wide Range Achievement Test, Fourth Edition*

The **WRAT 5** 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 1<sup>st</sup> grade children who are at risk for school failure.