



Comprehensive Early Childhood Assessment Guide: Screening, Evaluation, Ongoing Assessment, Program Assessment

Purpose of this guide:

To inform early childhood professionals about assessment tools that are available to assist in gathering data for purposes such as screening, evaluation, ongoing assessment and program assessment.

Common Language: What is assessment?

The Council for Exceptional Children, [Division for Early Childhood Recommended Practices](#) describes assessment as follows:

“Assessment is the process of gathering information to make decisions. Assessment informs intervention and, as a result, is a critical component of services for young children who have or are at risk for developmental delays/disabilities and their families. In early intervention and early childhood special education, assessment is conducted for the purposes of screening, determining eligibility for services, individualized planning, monitoring child progress, and measuring child outcomes. Not all of the practices that follow apply to all purposes of assessment. For example, practice A9. focuses on monitoring child progress but does not relate to assessment for eligibility.”

Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. <http://www.dec-spced.org/recommendedpractices>

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Screening

Quick, easy to administer tests that are used to identify children who may be below the norm in certain areas. The purpose is to quickly assess the potential problem so more in-depth assessments can be administered.

General Development

Used to assess multiple areas of development including the areas of Cognitive, Social-emotional, Motor, Adaptive, and Communication within one assessment tool.

Family Caregiver Report

Includes the child's birth and developmental history, current health information, current diagnoses, medications and possible effects. The family identifies its concerns, priorities, and resources in accordance with the aspects of family life that are relevant to the child's development.

Fine and Gross Motor

Physical activity in gross motor skills, such as the ability to move around and interact with the environment with appropriate coordination, balance and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils, and other useful objects in the environment.

Cognitive Activity

Cognitive activity, such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing, and problem-solving skills often observed in a child's play.

Social Emotional

Emotional activity such as the ability to feel and express emotions and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers, and sustaining bonds with family members and other significant adults.

Communication

Communication activity in expressive language, such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving and understanding language.

Adaptive

Adaptive activity, such as caring for their own needs and acquiring independence in age-appropriate eating, toileting, dressing and hygiene tasks.




Ongoing Assessment and Child Outcomes

A process used to measure and document how children grow, develop, and learn. Identify each child's unique strengths and needs. Inform planning to meet children's needs. Offer families practical information about their child's development. Measure each child's progress toward individual and program school readiness goals. Gather information to improve child outcomes. Go to the Wisconsin DPI [Child Outcomes webpage for more information](#).


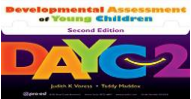


Classroom Observation

Classroom observation tools measure high quality, evidence-based practices that teachers use in early learning settings. Observations help to identify the program's strengths and areas to consider for growth.





Additional Web Resources

Screening			Back to Table of Contents	
Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Ages & Stages Questionnaires, Third Edition (ASQ-3) Publication Date: 2009 Update in process, 2024</p>	1 month - 5yrs 6 months	Below cutoff, Monitoring zone, Above cutoff	Parent Completed Interview, Staff Conducted Parents/ Caregivers complete questionnaires early childhood/healthcare professionals score	Communication, Gross motor, Fine motor Problem solving, and Personal-social
 <p>Ages & Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2) Publication Date: 2015</p>	1 month - 6yrs	Below cutoff, Monitoring zone, Above cutoff	Parents/caregivers complete questionnaires early childhood/health care professionals score	Social-emotional
 <p>The Battelle Developmental Inventory, Third Edition (BDI-3) Publication Date: 2020</p>	Birth - 7yrs, 11 months	Developmental quotient Percentile rank, Standard score, Z-score, Age equivalent, Change sensitive score, Relative developmental index, T-score, Normal curve equivalent	Examine	Social-Emotional, Communication, Motor, Cognitive, Adaptive

Screening Continued




Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>BRIGANCE Early Childhood - The Early Childhood Screens III Publication Date: 2013</p>	Birth - 1st grade	Cutoff scores for gifted/talented, at-risk and developmental delay	Examiner	Physical, Language Academic Skills, Cognitive, Self-help, Social-Emotional
 <p>The Developmental Assessment of Young Children Second Edition (DAYC-2) Publication Date: 2012</p>	Birth - 5yrs	Standard scores, Percentile ranks, Age equivalents	Observation, Interview, Direct assessment	Cognition, Communication, Social-Emotional, Physical Development, Adaptive Behavior
 <p>Developmental Indicators for the Assessment of Learning - Fourth Edition (DIAL-4) Publication Date: 2011</p>	2yrs 6 months - 5yrs 11 months	Ok, Poor, Potential Delay	Teacher questionnaire, Parents questionnaire	Motor, Concepts, Language, Self-Help, Social Development
 <p>Early Screening Inventory- Revised 2008 Edition (ESI-R) Publication Date: 2008</p>	ESI-P Preschool: 3yrs - 4yrs 5 months, ESI-K Kindergarten: 4yrs 6 months - 5yrs 11 months	Refer, Rescreen, OK	Examiner	Visual Motor/Adaptive , Language and, Cognition, Gross Motor Skills

Screening Continued




Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>The Learning Accomplishment Profile - LAP-D Screen Kits Publication Date: 2004</p>	3 - 5yrs	Z-scores, T scores, Percentile rank, Cutoff scores	Examine	Fine Motor, Gross Motor, Cognitive, Language
 <p>PEDStest Parents' Evaluation of Developmental Status (PEDS) Publication Date: 2007</p>	Birth - 8yrs	Monitor vigilantly Screen further (or refer for screening), Reassure	Interview	Language, Motor Self-help, Early academic skills, Behavior, Social-emotional mental Health
 <p>Speed DIAL-4 Publication Date: 2011</p>	2yrs 6 months - 5yrs 11 months	Ok, Poor, Potential Delay	Teacher and Parent/ caregiver questionnaire	Motor, Concepts, Language
 <p>Well Screening Publication Date: 2021</p>	4yrs - 6yrs	A strength to celebrate, On track, A weakness to bolster	Child-completed online with minimal adult supervision.	Receptive language, Expressive language, Social communication, Early literacy, Reading, Attention, Math calculation, Speech sound production

General Developmental



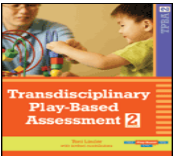
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Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Assessment, Evaluation, and Programming System for Infants and Children (AEPS), Third Edition Publication Date:2021</p>	Birth - 6yrs	Criterion Referenced, Independent, Needs assistance or Cannot perform or meet criteria	Observation Parent/ caregiver report	Fine motor, Gross motor, Cognitive, Adaptive, Social-emotional, Social communication, Literacy, Math
 <p>Battelle Developmental Inventory, Second Edition (BDI-3) Publication Date: 2020</p>	Birth - 7yrs	Norm Referenced, Criterion Referenced	Structured assessment, Interview with parent/caregiver, Observation	Communication, Social-emotional, Adaptive, Motor, Cognitive, Early Academic Survey (literacy and math) for children 3 yrs 6mo - 7yrs 11mo
 <p>Bayley Scales of Infant and Toddler Development Fourth Edition (Bayley-IV) Publication Date: 2019</p>	16 days - 3yrs 6 months	Norm Referenced, Index Scores, Subtest Scaled Scores	Structured assessment Parent/caregiver questionnaire	Cognitive, Language, Motor, Social-Emotional, Adaptive


General Developmental Continued

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Brigance Early Childhood - The Inventory of Early Development III Publication Date: 2013</p>	Birth - 7yrs 11 months	Criterion Referenced	Structured assessment, Parent/caregiver/ teacher interview, Observation	Physical Development, Language Development, Literacy, Mathematics and Science, Daily Living, Social and Emotional Development
 <p>Brigance Early Childhood - The Inventory of Early Development III Standardized Publication Date: 2013</p>	Birth - 7yrs 11 months	Norm referenced, Percentile Ranks, Age Equivalents	Structured assessment, Parent/caregiver/ teacher interview, Observation	Physical development (gross motor and fine motor), Language development (receptive and expressive), Academic, skills/cognitive development (literacy and mathematics), Adaptive behavior (daily living), Social and emotional development (interpersonal and self-regulatory)
 <p>The Developmental Assessment of Young Children Second Edition (DAYC-2) Publication Date: 2012</p>	Birth - 5yrs	Norm referenced, Percentile Ranks, Age Equivalents	Structured assessment, Caregiver interview, Observation	Cognition, Communication, Social-Emotional, Physical, Adaptive

General Developmental Continued

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Developmental Profile 4 (DP-4) Publication Date: 2020</p>	<p>Birth - 21yrs 11 months</p>	<p>Norm referenced, Percentiles, Stanines, Age equivalents, Determine specific areas for further assessment, Determine eligibility, Progress monitoring, Plan intervention</p>	<p>Parent caregiver interview Parent caregiver questionnaire Teacher checklist Clinician rating (any can be used separately or together)</p>	<p>Physical, Adaptive, Social- Emotional, Cognitive, Communication</p>
 <p>The Learning Accomplishment Profile Third Edition (LAP-3) Publication Date: 2004</p>	<p>3yrs - 6yrs</p>	<p>Criterion referenced, Ongoing observational assessment</p>		<p>Gross Motor, Fine Motor, Pre- writing, Cognitive, Language, Self- Help, Personal-Social</p>
 <p>Transdisciplinary Play-Based Assessment, Second Edition (TPBA2) Publication Date: 2008</p>	<p>Birth - 6yrs</p>	<p>conduct accurate observations, address child and family needs, guide interventions</p>	<p>Observation</p>	<p>Sensorimotor, Emotional and Social, Communication, Cognitive</p>




General Developmental Continued




Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Young Children's Achievement Test (YCAT) Second Edition Publication Date: 2018</p>	4yrs -7yrs 11 months	Standard Scores, Percentiles, Age Equivalents, Identify children who are at risk of falling behind in school	Individual administration	General Information, Mathematics, Reading, Writing, Spoken Language

Family Caregiver Report




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Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
Routines-Based Interview (RBI) Publish Date: 2009	Birth - any age	Provides a rich and thick description of child and family functioning , Establish an immediately positive relationship between the family and the professional	Interview	



Fine and Gross Motor			Back to Table of Contents	
Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Beery-Buktenica Developmental Test of Visual-Motor Integration Sixth Edition (BEERY VMI) Publication Date: 2010</p>	Short form: 2 - 7yrs Full Form: 2 - 100yrs	Standard Scores, Age Equivalents	Individually or in groups	Identifies significant difficulties in integrating or coordinating visual perceptual and motor (finger and hand movement) abilities.
<p>Pediatric Balance Scale Publication Date:</p>	5yrs - 15yrs	Criterion referenced	Individually with verbal or visual instructions	Functional balance in the context of everyday tasks
 <p>Sensory Profile - 2 Publication Date: 2014</p>	Birth - 14yrs 11 months	Raw scores, Cut scores, Percentile bands	Paper/pencil or online Caregiver and teacher reports	Identify and document how sensory processing may be contributing to or interfering with a child's participation at home, school, and the community. Contribute valuable information to a comprehensive assessment of the child's sensory strengths and challenges in context.
 <p>The Test of Gross Motor Development - Third Edition (TGMD-3) Publication Date: 2019</p>	3yrs - 10yrs 11 months	Scaled scores, standard scores	Individual administration	Locomotor measures the gross motor skills that require fluid coordinated movements of the body as the child moves in one direction or another, Ball Skills measure the gross motor skills that demonstrate efficient throwing, striking, and catching movements

Cognitive Activity			Back to Table of Contents	
Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Cognitive Assessment of Young Children (CAYC) Publication Date: 2010</p>	2 months - 5yrs 11 months	Percentiles, Age, Equivalents, Index Scores, Estimate cognitive ability relative to peers	Individually administered play-based tasks	Fine Motor Coordination and Planning, Communication and Play, Memory, Reasoning, Perceptual Development, Processing, Classification and, Organization, Concept,, Development, Practical Knowledge
 <p>Comprehensive Test of Phonological Processing- Second Edition (CTOPP-2) Publication Date: 1999 New Normative Data 2008/2009</p>	4yrs - 24yrs 11 months	Age/Grade equivalents, Percentile ranks, Subtest scaled scores, Composite indexes, Developmental scores	Individually administered	Phonological awareness, Phonological memory, Naming
 <p>Differential Ability Scales-II (DAS-II) Publication Date: 2007 Update was set for Nov. 2021- impacted by COVID</p>	2.6yrs- 17.11yrs	Ability scores, T scores, Cluster scores, Composite scores, Percentile rank	Paper/pencil Individually administered	Verbal ability, Nonverbal reasoning ability, Spatial ability




Cognitive Activity Continued

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Kaufman Assessment Battery for Children Second Edition Normative Update (KABC™-II NU) Publication Date: 2018</p>	3yrs - 18yrs	Age-based standard scores, Age Equivalents, Percentile Ranks	Paper/pencil	Simultaneous, Sequential, Planning, Learning, Knowledge
 <p>Phonological Awareness Test PAT-2:NU Publication Date: 2016</p>	5yrs - 9yrs 11months	Age Equivalents, Percentile Ranks, Scaled Scores	Individual administration	Phonological Awareness/phoneme-grapheme correspondence/ Phonemic decoding: Rhyming, Segmentation, Isolation, Deletion, Substitution, Blending
 <p>Primary Test of Nonverbal Intelligence (PTONI) Publication Date: 2008</p>	3yrs - 9yrs 11 months	Standard Score, (Non-verbal index), Percentile Rank, Age Equivalent assess reasoning abilities	Individual administration (child looks at and points to pictures)	Non-Verbal Intelligence: Visual and Spatial Perception, Analogical Thinking, Sequential Reasoning, Categorical Formulation



Cognitive Activity Continued

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Stanford-Binet Intelligence Scales, Fifth Edition (SB-5) for Early Childhood Publication Date: 2005</p>	<p>Full battery: 2yrs - 5yrs 11 months, Abbreviated battery: 6yrs - 7yr 3 months</p>	<p>Nonverbal IQ, Verbal IQ, Abbreviated Battery IQ, Full Scale IQ</p>	<p>Individually administered</p>	<p>Nonverbal fluid reasoning, Verbal knowledge, Quantitative, Visual-spatial, Working memory</p>
 <p>Stanford-Binet Intelligence Scales, Fifth Edition (SB-5) Publication Date: 2003</p>	<p>2yrs - 85+yrs</p>	<p>Standard scores for each subtest Composite scores for Verbal IQ; Nonverbal IQ; Brief IQ; Full Scale IQ; and five Factors—Fluid, Knowledge, Quantitative, Visual-Spatial, and Working Memory; Optional criterion-referenced Change-Sensitive scores</p>	<p>Individually administered</p>	<p>Fluid reasoning, Knowledge, Quantitative, Visual-spatial, Working memory</p>



Cognitive Activity Continued

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Test of Early Reading Ability (4) Publication Date: 2018</p>	4yrs - 8yrs 11 months	Scaled Scores, Composite Index, Scores, Percentile Ranks, Assesses mastery of early developing reading skills	Individual administration	Reading Ability: Alphabet, Conventions, Meaning
 <p>Wechsler Preschool & Primary Scale of Intelligence - Fourth Edition (WPPSI-IV) Publication Date: 2012</p>	2yrs 6 months - 7yrs 7 months	Index Scores, Scaled Scores, Evaluate/identify cognitive delays, intellectual disabilities, autism, and giftedness	Paper/pencil	2:6-3:11, Verbal Comprehension, Visual Spatial, Working Memory 4:0-7:7, Verbal Comprehension,, Visual Spatial, Working Memory, Fluid Reasoning, Processing Speed
 <p>Woodcock-Johnson IV Tests of Early Cognitive and Academic Development (ECAD) Publication Date: 2015</p>	2yrs 6 months - 7yrs 11 months (up to 9 yrs 11 months when a cognitive delay is present)	Percentile of delay, Standard Deviation of delay, Months in age of delay, Xrmine presence and severity of cognitive delays, determine eligibility	individual administration	General Intellectual Ability, Early Academic Skills, Oral Expression

Cognitive Activity Continued




Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Woodcock Johnson IV Publication date: 2014</p>	2yrs - 90 years	Subtest standard scores, Qualitative description, Percentiles	Individual administration	Academic achievement, Cognitive abilities, Oral language
 <p>Weschler Individual Achievement Test (4) (WIAT 4) Publication Date: 2020</p>	4yrs - 50yrs 11 months	Fall, Winter, and Spring grade-based standard scores, age-based standard scores, percentile ranks, stanines, NCEs, age and grade equivalents, and growth scale values	individual administration	Reading, Written Expression, Math, Oral Language, Phonological Processing, Orthographic Processing, Writing Fluency, and an Orthographic Processing Extended Composite*

Cognitive Activity Continued

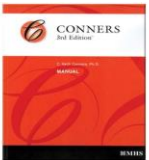


Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Kaufman Test of Educational Achievement (3) Publication Date: 2014</p>	<p>4yrs - 25yrs 11 months</p>	<p>Age/grade based standard scores, Age/grade equivalents, Percentile ranks, Normal curve equivalents (NCEs), Stanines, Growth Scale Value (GSV)</p>		<p>Phonological Processing (PP), Math Concepts & Applications (MCA), Letter & Word Recognition (LWR), Math Computation (MC), Nonsense Word Decoding (NWD), Writing Fluency (WF), Silent Reading, Fluency (SRF), Math Fluency (MF), Reading Comprehension (RC), Written Expression (WE), Associational Fluency (AF), Spelling (SP), Object Naming Facility (ONF), Reading, Vocabulary (RV), Letter Naming Facility (LNF), Listening, Comprehension (LC), Word Recognition Fluency (WRF), Oral Expression (OE), Decoding Fluency (DF)</p>
 <p>Gray Oral Reading Test (5) Publication Date: 2012</p>	<p>6yrs - 23yrs 11 months</p>	<p>Scaled score, Standard score, Range</p>	<p>Individual administration</p>	<p>Rate, Accuracy, Fluency (Rate and Accuracy combined), Comprehension, and an Oral Reading Index (a composite of Fluency and Comprehension)</p>

Social Emotional




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Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Autism Diagnostic Observation Schedule (2)(ADOS 2) Publication Date: 2012</p>	12 months - adult	Cutoff scores for autism and autism spectrum classifications comparison score indicating level of autism spectrum-related symptoms compared to children with ASD who are the same age and have similar language skills	Standardized observation and coding	Communication, Reciprocal Social Interaction, Restricted and Repetitive Stereotyped Behaviors and Interests
 <p>Behavior Assessment System for Children Third Edition (BASC-3) Publication Date: 2015</p>	2yrs 1 month - 21yrs 11 months (TRS and PRS) 6yrs - college age (SRP)	T-scores, Percentiles	Self, parent and teacher completed rating scale, Direct observation, Remote completion	Both adaptive and maladaptive behaviors, from positive peer interaction to repetitive motor movements
 <p>Behavior Rating Inventory of Executive Function (2) (BRIEF 2) Publication Date: 2015</p>	5yrs - 18 yrs	T-scores	Parent, teacher, student completed rating scale, Remote completion	Assesses impairment of executive function in 3 areas: Behavior Regulation, Emotion Regulation, and Cognitive Regulation



Social Emotional Continued



Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>The Conners 3rd Edition (Conners 3) Publication Date:2008</p>	<p>6yrs -18yrs parent/teacher report 8yrs-18yrs self report</p>	<p>T scores</p>	<p>Teacher, parent or self report, Individual or large groups</p>	<p>ADHD, Comorbid disorders, Anxiety/depression screener</p>
 <p>Devereux Early Childhood Assessment Clinical (DECA-C) Publication Date:2003</p>	<p>2yrs -5yrs</p>	<p>T scores, Percentile rank</p>	<p>Parent and/or teacher completed rating scale</p>	<p>Initiative, Self Regulation, Attachment/relationships, Behavioral concerns: aggression, attention, emotional control, withdrawal/depression</p>
 <p>Devereux Early Childhood Assessment Preschool Program, 2nd Edition Publication Date:2012</p>	<p>3yrs - 5yrs</p>	<p>Percentile rank, T-scores</p>	<p>Parent and/or teacher completed rating scale</p>	<p>Initiation, Self Regulation, Attachment/Relationships, Behavioral Concerns</p>

Social Emotional Continued

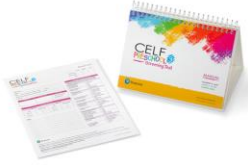


Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Devereux student strengths assessment (Dessa) Publication Date:2014</p>	K - 8th grade	T-scores, Percentile ranks	Paper/pencil Digital	Self Awareness, Self-Management, Social Awareness,, Relationship Skills, Goal-Directed Behavior, Personal Responsibility, Decision Making, Optimistic Thinking
 <p>Gilliam Autism Rating Scales (3) Publication Date: 2014</p>	3yrs - 22 yrs	Standard scores , Percentile ranks, Severity level, Probability of Autism	Individual administration	Restrictive/Repetitive Behaviors, Social Interaction , Social Communication, Emotional Responses, Cognitive Style, Maladaptive Speech
 <p>Social-Emotional Assessment/Evaluation Measure (SEAM) Publication Date:2014</p>	2 months - 5yrs 6 months	Qualitative information on children's social-emotional competence and identifies their caregivers' strengths and areas of need	Parent/guardian completed	Empathy, Adaptive skills,, Self-image, Emotional responses, Healthy interactions with others

Social Emotional Continued



Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Social Skills Improvement System SSIS Rating Scales (SSIS Rating Scales) Publication Date: 2008</p>	3yrs - 18yrs	Standard scores, Percentile rank, National norms for preschool, Separate sex norms	Individual and small group administration	Communication, Cooperation, Assertion, Responsibility, Empathy, Engagement, Self-Control
 <p>Vineland Adaptive Behavior Scales Third Edition (Vineland-3) Publication Date: 2016</p>	Birth - 90 yrs	Standard scores, Domain composite scores	Interview, Parent-Caregiver Form, Teacher Form, Remote	Communication, Daily living skills, Socialization, Motor skills, Maladaptive behavior

Communication			Back to Table of Contents	
Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Clinical Evaluation of Language Fundamentals Fifth Edition CELF-5 Publication Date: 2013</p>	5yrs - 21yrs 11 months	Core Language Score, Language Structure, Language Content, Standard scores, Percentile ranks, Growth scale values, Age equivalents	Verbal response to picture stimuli	Observational Rating Scale, Sentence Comprehension, Linguistic Concepts, Word Structure, Word Classes, Following Directions, Formulated Sentences, Recalling Sentences, Understanding Spoken, Paragraphs, Word Definitions, Sentence Assembly, Semantic Relationships, Reading, Comprehension, Structured Writing, Pragmatics Profile, Pragmatics Activities Checklist
 <p>Clinical Evaluation of Language Fundamentals Preschool-3 (CELF Preschool-3) Publication Date: 2020</p>	3yrs - 6yrs 11 months	Core language, Receptive and expressive language index, Expressive language, language content, and language structure index, Standard, Percentile ranks, Age equivalents, Growth scores.	Individually administered	<p>Subtests with scaled scores: Sentence Comprehension, Word Structure, Expressive Vocabulary, Following Directions, Recalling Sentences, Basic Concepts, Word Classes, Phonological Awareness, Descriptive Pragmatics Profile, Emerging Literacy Rating Scale</p> <p>Subtests with criterion score and/or descriptive information: Connected Speech Sample, Pragmatic Activities Checklist</p>




Communication Continued

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Clinical Evaluation of Language Fundamentals Preschool-3 Screening Test Publication Date: 2020</p>	3yrs - 6yrs 11 months	Norms-based criterion score, Descriptive information	Verbal response to stimulus picture	Basic Concepts, Word Structure, Following Directions
 <p>Expressive Vocabulary Test Third Edition (EVT-3) Publication Date: 2018</p>	2yrs 6 months - 90+Yrs	Age-based standard scores, Percentiles, Normal curve equivalents (NCEs), Stanines, Age equivalents Growth Scale Values (GSVs)	Individually administered	Expressive vocabulary acquisition
 <p>Goldman-Fristoe Test of Articulation 3 (GFTA-3) Publication Date: 2015</p>	2yrs - 21yrs 11 months	Percentile rank, Age equivalent, Growth value scale	Individually administered	Phonetic Error Analysis, Stimulability, R Error Analysis, Vowel Error Analysis, Intelligibility Rating



Communication Continued

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Hodson Assessment of Phonological Patterns- Third Edition (HAPP-3) Publication Date: 2004</p>	3yrs - 8yrs	Ability scores, Percentiles, Severity intervals/rating	Individually administered	Assesses the way in which the student substitutes or uses other strategies to compensate for poor articulation
 <p>Khan-Lewis Phonological Analysis Second Edition (KLPA-2) Publication Date: 2015</p>	2yrs - 21yrs 11 months	standard scores, percentiles, test-age equivalents, and percent-of-occurrence	Individually administered	Helps determine if use of phonological processes are contributing to an individual's speech sound disorder




Communication Continued

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>OWLS-II Oral and Written Language Scales Second Edition (OWLS-II) Publication Date: 2011</p>	(LC/OE): 3yrs - 21yrs 11 months, (RC/WE):5 yrs - 21 yrs 11 months	Age and grade-based standard scores, Testage equivalents, Percentile ranks, Descriptive categories	Individually administered	Listening Comprehension (LC), Oral Expression (OE), Reading Comprehension (RC), Written Expression (WE)
 <p>Peabody Picture Vocabulary Test™ Fifth Edition (PPVT-5) Publication Date:2018</p>	2yrs 6 months - 90+Yrs	Age-based standard scores, Percentiles, Normal curve equivalents (NCEs), Stanines, Age equivalents Growth Scale Values (GSVs)	Individually administered	Receptive vocabulary acquisition
 <p>Preschool Language Scales Fifth Edition (PLS-5) Publication Date:2011</p>	Birth - 7yrs 11 months	Total language Standard scores Growth scores Percentile ranks Age equivalents	Individually administered	Auditory comprehension Expressive communication




Communication Continued



Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Receptive-Expressive Emergent Language Test, Third Edition (REEL-3) Publication Date: 2003</p>	Up to 3 yrs	Standard scores, Percentile ranks, Age equivalents	Parent observations Individually administered	Receptive Language, Expressive Language, Inventory of Vocabulary Words
 <p>Receptive & Expressive One-Word Picture Vocabulary Tests Fourth Edition (EOWPVT-4, ROWPVT-4) Publication Date: English 2010; Spanish-Bilingual 2012</p>	2yrs - 70+yrs	Percentiles	Individually administered	The EOWPVT-4 tests an individual's ability to name, with one word, objects, actions, and concepts when presented with color illustrations.

Communication Continued


Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>The Rossetti Infant-Toddler Language Scale Publication Date:2006</p>	Birth-3yrs	Criterion referenced	Individually administered, Parent report, Observation	Interaction Attachment, Pragmatics, Gesture, Play, Language Comprehension, Language Expression
 <p>Test of Language Development-Primary Fourth Edition (TOLD-P:4) Publication Date: 2018</p>	4yrs - 8yrs 11 months	Standard scores, Percentiles, Age equivalents	Individually administered	Semantics and grammar, Listening, organizing, Speaking, Overall language ability
 <p>Expressive One Word Picture Vocabulary Test (4) Publication Date: 2011</p>	2yrs - 80yrs	Standard scores, Percentile ranks, Age equivalents.	Individually administered	Expressive vocabulary

Communication Continued

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Arizona Articulation and Phonology Scale (4) Publication Date: 2017</p>	18 months - 21 yrs 11 months	Speech intelligibility interpretation values, Standard scores, Percentile ranks, Age equivalents Severity ranges, Word-sentence articulation critical difference score, Percentage of occurrence for phonological error pat	Individually administered	Articulation , Phonology
 <p>Clinical Assessment of Articulation and Phonology (2) Publication Date: 2013</p>	2yrs 6 months - 11yrs 11 months	Standard scores, Percentile ranks, Age equivalents	Individually administered	Articulation, Phonology
 <p>Receptive Expressive and Social Communication Assessment Elementary Publication Date: 2015</p>	5yrs - 12yrs 11 months	Standardized scores	Individually administered	Receptive, Expressive, Social communication




Adaptive			Back to Table of Contents	
Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Adaptive Behavior Assessment System Third Edition (ABAS-3) Publication Date: 2017</p>	Birth - 89years	For the 11 skill areas assessed: norm-referenced scaled scores. For the 3 adaptive domains and the General Adaptive Composite (GAC): norm-referenced standard scores, confidence intervals for standard scores, and percentile ranks.	Completed by parent, caregiver, and/or teacher, Self-rating option for adults: Parent/Primary Caregiver Form (Ages 0-5), Teacher/Daycare Provider Form (Ages 2-5), Parent Form (Ages 5-21), Teacher Form (Ages 5-21), Adult Form (Ages 16-89)	Conceptual, Social, Practical
 <p>Adaptive Behavior Diagnostic Scale (ABDS) Publication Date: 2015</p>	2yrs - 21yrs	Three domain scores:conceptual, social, practical and the adaptive behavior index	Interview	Adaptive behavior

Adaptive Continued

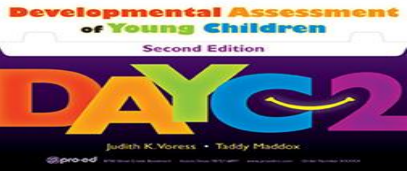

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p data-bbox="205 570 569 703"> Vineland Adaptive Behavior Scales Third Edition (Vineland-3) Publication Date: 2016 </p>	<p data-bbox="600 386 753 451">Birth - 90yrs</p>	<p data-bbox="783 386 989 418">Standard scores</p>	<p data-bbox="1115 386 1415 451">Interview, Parent caregiver teacher form</p>	<p data-bbox="1444 386 1814 451">Communication, Daily Living Skills, Socialization.</p>

Ongoing Assessment and Child Outcomes

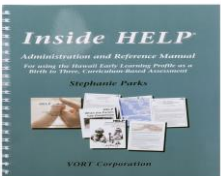
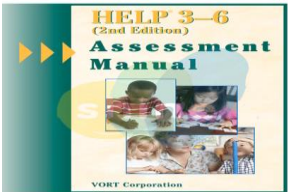

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Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Assessment, Evaluation, and Programming System for Infants and Children (AEPS), Second Edition Publication Date: 2002 New one in November 2021</p>	Birth - 6yrs	Area raw scores summarize results from 0, 1, 2 scoring of items can be converted to percent scores in each domain per test period	Observation Individual	Fine motor, Gross motor, Cognitive, Adaptive, Social-communication, Social, Preliteracy, Numeracy, Pre-writing.
 <p>The Battelle Developmental Inventory, Third Edition (BDI-3) Publication Date:2020</p>	Birth - 7yrs 11 months	T scores, Z scores, Percentile rank, Age equivalent	Structured observation, Interview	Communication, Social-emotional, Adaptive, Motor, Cognitive, Foundational literacy and mathematics skills
 <p>Brigance Early Childhood - The Inventory of Early Development III Publication Date:2013</p>	Birth - 7yrs	Criterion related data related to developmental curricular objectives	Observation, Interview, Parent/caregiver report	Physical Development, Language Development, Literacy, Mathematics and Science, Daily Living, Social and Emotional Development



Ongoing Assessment and Child Outcomes Continued

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
<p>The Carolina Curriculum The Carolina Curriculum The Carolina Curriculum for Infants and Toddlers with Special Needs, Third Edition; Preschoolers with Special Needs (CCITSN), Second Edition Publication Date: 2004</p>	Birth - 5yrs	Approximate levels of development in each domain	Informal observation Direct assessment	Cognition, Communication, Personal-social, Fine motor, Gross motor
 <p>The Developmental Assessment of Young Children Second Edition (DAYC-2) Publication Date: 2012</p>	Birth - 5yrs	Standard scores, Percentile ranks, Age equivalents	Individually administered	Cognition, Communication, Social-Emotional Development, Physical Development, Adaptive Behavior
 <p>Developmental Profile 4 (DP-4) Publication Date: 2020</p>	Birth - 21yrs 11 months	Standard scores, Percentiles, Stanines, Age equivalents, Descriptive ranges, Growth scores	Parent/Caregiver Interview, Parent/Caregiver Checklist, Teacher Checklist, Clinician Rating	Cognition, Communication, Social-Emotional Development, Physical, Development Adaptive, Behavior



Ongoing Assessment and Child Outcomes Continued

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Hawaii Early Learning Profile (HELP: 0-3 years)-2nd Edition Publication Date:2015</p>	Birth - 36 months	Age-based levels of development	Observation in multiple settings	Cognitive, Language, Gross Motor, Fine Motor, Social-Emotional, Self-Help
 <p>Hawaii Early Learning Profile (HELP: 3-6 years - 2nd Ed.) Publication Date:2010</p>	3yrs - 6yrs	Age-based levels of development	Parent interview Observation, Individual or small group	Cognitive, Language, Gross Motor, Fine Motor, Social-Emotional, Self-Help
 <p>Individual Growth and Development Indicators for Infants and Toddlers (IGDIs) Publication Date:2010</p>	6 months - 3yrs 6 months	Individual growth Compare a child's observed growth compared to expected growth based on age. See how a child's growth is responding to intervention or change.	Individually administered-based on a child's observed behavior rather than parent/teacher ratings or self-reports	Expressive language, Problem solving, Gross motor, Social competence



Ongoing Assessment and Child Outcomes Continued



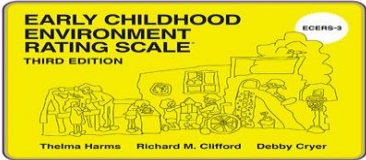
Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Individual Growth and Development Indicators for Preschoolers (IGDIS) Publication Date:2010</p>	3yrs - 6yrs	Seasonal benchmarks show whether children are meeting growth expectations or require more intensive support.	Individually administered early language, literacy and numeracy. Social and emotional and other competencies based on observation over time	Early Language, Literacy and Numeracy, Social Emotional, Creativity and the Arts, Physical and Motor, Cognitive, Approaches to Learning
 <p>The Learning Accomplishment Profile Third Edition (LAP-3) Publication Date:2004</p>	3yrs - 6yrs	Individual growth Growth compared to expected growth based on age	Observation	Gross Motor, Fine Motor, Pre-writing, Cognitive, Language, Self-Help, Personal/Social

Ongoing Assessment and Child Outcomes Continued

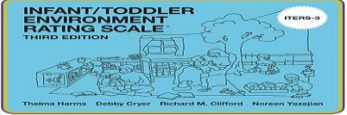

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>The Ounce Scale Publication Date: 2003</p>	Birth to 3yrs 6 months	The Observation Record, The Family Album, The Developmental Profile	Observation	Personal connections: How children show they trust you, Feelings about self: How children express who they are, Relationships with other children: What children do around other children, Understanding and communicating: How children understand and communicate, Exploration and problem solving: How children explore and figure things out, Movement and coordination: How children move their bodies and use their hands to do things.
 <p>Portage Guide 3</p>	18 months - 6yrs	Assessment and curriculum planning, needs of home visiting and center-based programs	Observation Interview	

Ongoing Assessment and Child Outcomes Continued



Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 Teaching Strategies® Teaching Strategies GOLD Publication Date: 2010	Birth - 3rd grade	Growth norms	Observation Individual assessment	Social-emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and technology, Social studies, Arts, English language acquisition
 Work Sampling System - Fifth Edition Publication Date: 2013	(P3, P4, K through Grade 3), Multi- Age Complet e Classro m Kit (P3 and P4 combin e)	Standards-based developmental guidelines performance indicators score: Not Yet, In Progress, or Proficient	Observational Individual assessment	Personal and social development, Language and literacy, Mathematical thinking, Scientific thinking, Social studies, Arts, Physical development, health and safety

Classroom Observation			Back to Table of Contents	
Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Every student deserves life-changing teachers Classroom Assessment Scoring System for Infants/Toddlers Publication Date: 2007</p>	15 - 36 months	Observation tool that focuses on the effectiveness of classroom interactions among teachers and children	Observation	Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Child Perspectives, Behavior Guidance, Facilitation of Learning and Development, Quality of Feedback, Language Modeling
 <p>Options available in English & Spanish Classroom Assessment Scoring System 2nd Edition for pre K-3 Publication Date: 2022</p>	Kindergarten - third grade	Observation tool that focuses on the effectiveness of classroom interactions among teachers and children	Observation	Emotional Support, Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspective, Classroom Organization, Behavior Management, Productivity, Instructional Learning Formats, Instructional Support, Concept Development, Quality of Feedback, Language Modeling
 <p>Early Childhood Environment Rating Scale, Third Edition (ECERS-3) Publication Date: 2014</p>	3yrs - 5yrs	measures both environmental provisions and teacher/child interactions	observation	Space and Furnishings, Personal Care Routines, Language and Literacy, Learning Activities, Interaction, Program Structure


Classroom Observation Continued

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Infant/Toddler Environment Rating Scale, Third Edition (ITERS-3) Publication Date: 2017</p>	Up to 30 months	assess center-based child care programs for infants and toddlers	observation	Space and Furnishings, Personal Care Routines, Language and Books, Activities, Interaction, Program Structure
 <p>Early Language and Literacy Classroom Observation (ELLCO) Publication Date: 2008</p>	Kindergarten - third grade	Classroom structure, curriculum, language environment, books and reading, and print and writing	observation	5 main components of reading identified by the National Reading Panel: phonics, phonemic awareness, fluency, vocabulary, and comprehension strengthen the quality of teaching practices in positive, supportive ways

Classroom Observation Continued

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p>Inclusive Classroom Profile (ICP) Publication Date: 2016</p>	2yrs - 5yrs	assesses the quality of daily classroom practices that support the developmental needs of children with disabilities in early childhood settings	Observation	Adaptations of Space, Materials, and Equipment, Adult Involvement in Peer Interactions, Adults' Guidance of Children's, Free-Choice Activities and Play, Conflict Resolution, Membership, Relationships between Adults and Children, Support for Communication, Adaptation of Group Activities, Transitions between Activities, Feedback Family-Professional Partnerships Monitoring Children's Learning
 <p>Early Care and Education Environment Indicators of High-Quality Inclusion and Observation Field Test 2021</p>	Inclusive early	Rating 0-4 in each area	Observation Self-Assessment	Promotion and Affirmation of Children's Differences, Family Partnerships, Social and Emotional Learning Development, Meaningful Interaction with Peers, Curriculum, Instruction, Collaborative Teaming, Assessment, Culturally Responsive and Identity Affirming Practices

Classroom Observation Continued

Instrument	Age Range	Score Type	Method of Assessment	Developmental Domains
 <p data-bbox="205 544 604 641"> Teaching Pyramid Observation Tool 2014 </p>	<p data-bbox="625 418 774 560">Classrooms serving children ages 2-5</p>	<p data-bbox="795 418 1104 560">Items are scored based on in place, partially in place, not in place. Red flags</p>	<p data-bbox="1125 418 1369 487">Observation Teacher Interview</p>	<p data-bbox="1390 418 1848 1084">Schedules, routines, and activities; Transitions; Supportive conversations; Promoting children’s engagement; Expectations; Directions; Social skills and emotional competencies; Collaborative teaming; Effective strategies to respond to challenging behavior; Teaching children to express emotions; Teaching problem solving; Supporting friendship skills; Supporting children with persistent challenging behavior; Communication with families and family involvement; Involving families in supporting their child’s social and emotional development and addressing challenging behavior</p>

Additional Web Resources

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[Comprehensive Special Education Evaluation](#), Wisconsin DPI

[Comprehensive Special Education Evaluation: Why it Matters](#), Wisconsin DPI

[Disability Category Criteria Worksheets and Guides](#), Wisconsin DPI

[Individualized Education Program \(IEP\): Preparing Students for College and Career](#)

[Early Childhood Special Education](#), Wisconsin DPI

[School Based Occupational Therapy](#), Wisconsin DPI

[School Based Physical Therapy](#), Wisconsin DPI

[Speech or Language Impairment](#), Wisconsin DPI

[Child Find](#), Wisconsin DPI

[Model Child Find and Referral Notices](#), Wisconsin DPI

[NAEYC Position Statement 2003: Early Childhood Curriculum, Assessment and Program Evaluation](#), National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)

[NAEYC DAP Position Statement 2021](#), National Association for the Education of Young Children (NAEYC)

[DEC Recommended Practices: Assessment](#), Early Childhood Technical Assistance Center (EC-TAI)

The contents of this resource were developed under a grant from the U.S. Department of Education. The Early Childhood Technical Assistance and Implementation Project (EC-TAI) (CFDA #84.173A) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this resource and for the continued support of this federally-funded grant project. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. There are no copyright restrictions on this document; however, please credit the Wisconsin DPI and support of federal funds when copying all or part of this material.