

## Common Educational Tests used for Assessments for Special Education

PROCESS	DEFINITION	TESTS WHICH GIVE INFORMATION
Cognition/Intelligence	Ability to reason, to think abstractly, and to solve problems.	<ul style="list-style-type: none"> <li>• □ Wechsler tests: WISC-III, WAIS-R, WPPSI-R</li> <li>• □ Stanford-Binet: Fourth Edition</li> <li>• □ Differential Ability Scales (DAS)</li> </ul>
Verbal Intelligence	Ability to use cognitive processes which rely primarily on verbal language	<ul style="list-style-type: none"> <li>• □ Wechsler: Verbal Scales</li> <li>• □ Stanford-Binet: FE-Verbal Comprehension Factor</li> <li>• □ DAS: Verbal Ability</li> </ul>
Non Verbal Intelligence	Ability to use cognitive processes which do not rely primarily on verbal language.	<ul style="list-style-type: none"> <li>• □ Wechsler: Performance Scales</li> <li>• □ Stanford-Binet: FE: Nonverbal Reasoning/Visualization Factor</li> <li>• □ DAS: Nonverbal Ability</li> <li>• □ Kaufman Assessment Battery for Children (K-ABC): Nonverbal Scale</li> <li>• □ Leiter International Performance Scale</li> <li>• □ Columbia Mental Maturity Scale</li> <li>• □ Raven's Progressive Matrices</li> </ul>
<b>Language</b>		
Receptive Verbal Language	Ability to understand incoming spoken language.	<ul style="list-style-type: none"> <li>• □ Wechsler: Verbal Scales</li> <li>• □ Test of Language Development-2 (TOLD-2): Listening Composite</li> <li>• □ Test of Auditory Comprehension of Language-Revised</li> <li>• □ Clinical Evaluation of Language Fundamentals (CELF-R): Receptive Subtests</li> <li>• □ Peabody Picture Vocabulary Test-Revised</li> </ul>

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Expressive Verbal Language	Ability to convey ideas and relate information through oral language.	<ul style="list-style-type: none"> <li>• □ Wechsler: Verbal Scales</li> <li>• □ TOLD-2: Speaking Composite</li> <li>• □ CELF-R: Expressive Subtests</li> <li>• □ Woodcock-Johnson, Revised-Rests of Cognitive Ability (WJ-R COG): Oral Language Cluster</li> <li>• □ Speech Exam and Language Sample</li> </ul>
Receptive Nonverbal Language	Ability to derive meaning from pictures, gestures, and facial expressions, and to interpret social situations without verbal clues.	<ul style="list-style-type: none"> <li>• □ Wechsler: Picture Completion, Picture Arrangement, Object Assembly</li> <li>• □ Stanford-Binet: FE – Absurdities</li> <li>• □ K-ABC: Gestalt Closure, Photo Series, Face Recognition</li> <li>• □ Detroit Tests of Learning Aptitude-2 (DTLA-2): Conceptual Matching</li> <li>• □ Observations of behavior</li> </ul>
Expressive Nonverbal Language	Ability to convey meaning through gestures, facial expressions, and drawings.	<ul style="list-style-type: none"> <li>• □ Goodenough-Harris Drawing Test</li> <li>• □ Kinetic Family Drawing</li> <li>• □ ITPA: Manual Expression</li> <li>• □ Observations of behavior</li> </ul>
<b>Auditory Skills</b>		
Auditory Discrimination	Ability to detect subtle likenesses and difference between speech sounds.	<ul style="list-style-type: none"> <li>• □ Wepman Auditory Discrimination Test –2<sup>nd</sup> Edition</li> <li>• □ Test of Auditory Perceptual Skills (TAPS): Auditory Word Discrimination</li> <li>• □ Goldman-Fristoe-Woodcock Test</li> </ul>

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<b>Auditory Discrimination</b>		
Auditory Analysis	Ability to break words into syllables and/or discrete sound components	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> WJ-R, Cognitive: Incomplete Words</li> <li>• <input type="checkbox"/> Slingerland: Test 7, Echolalia</li> <li>• <input type="checkbox"/> Auditory Analysis Task (plant = p-l-a-n-t)</li> </ul>
Auditory Synthesis	Ability to combine supplied sounds or syllables into words (sound blending).	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> WJ-R, Cognitive: Sound Blending</li> <li>• <input type="checkbox"/> Mann-Suiter Sound Blending</li> </ul>
Auditory Immediate Memory	Ability to retain information just heard for a short period of time (no storage involved).	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Wechsler: Digit Span</li> <li>• <input type="checkbox"/> Stanford-Binet: FE- Memory for Sentences, Memory for Digits</li> <li>• <input type="checkbox"/> K-ABC: Number Recall, Word Order</li> <li>• <input type="checkbox"/> WJ-R, Cognitive: Memory for Sentences, Memory for Words</li> <li>• <input type="checkbox"/> DTLA-2: Sentence Imitation, Word Sequences, Oral Directions</li> </ul>
Auditory Recent Memory	Ability to store and recall recently heard auditory material.	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Slingerland: Tests 6, 8</li> <li>• <input type="checkbox"/> Ray Auditory-Verbal Learning Test</li> </ul>
Auditory Remote Memory	Ability to store and recall auditory material heard several months or years earlier.	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Wechsler: Information, Similarities, Vocabulary, Comprehension</li> <li>• <input type="checkbox"/> Stanford-Binet: FE – Vocabulary, Comprehension, Verbal Relations</li> <li>• <input type="checkbox"/> WJ-R, Achievement: Knowledge Cluster</li> <li>• <input type="checkbox"/> Peabody Individual Achievement Test- Revised: General Information</li> </ul>

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<b>Visual Skills</b>		
Visual Discrimination	Ability to detect subtle likenesses and differences in visual stimuli such as symbols, pictures, and designs.	<ul style="list-style-type: none"> <li>• Wechsler: Performance Scale</li> <li>• WJ-R, Cognitive: Visual Matching, Cross Out</li> <li>• Motor Free Visual Perception Test</li> <li>• Slingerland: Test 4</li> <li>• Test of Visual Perceptual Skills (TVPS): Visual Discrimination</li> </ul>
Visual Analysis	Ability to identify the parts of a visual stimulus and to differentiate figure from ground.	<ul style="list-style-type: none"> <li>• Wechsler: Performance Scale</li> <li>• K-ABC: Gestalt Closure, Triangles, Matrix Analogies, Photo Series</li> <li>• Slingerland: Tests 1, 2, 3, 8</li> <li>• Motor Free Visual Perception Test</li> <li>• Jordan Left-Right Reversal Test (1990 Edition)</li> <li>• Observations of word list and paragraph reading</li> </ul>
Visual Analysis/Synthesis	Ability to identify the parts of a visual stimulus and to combine visual elements into a whole.	<ul style="list-style-type: none"> <li>• Wechsler: Picture Arrangement, Block Design, Object Assembly</li> <li>• K-ABC: Triangles, Photo Series</li> <li>• Raven's Progressive Matrices</li> </ul>
Visual Immediate Memory	Ability to retain information just seen for a short period of time (no storage involved).	<ul style="list-style-type: none"> <li>• Wechsler: Coding Stanford-Binet: FE – Bead Memory, Memory for Objects</li> <li>• K-ABC: Hand Movements, Spatial Memory</li> <li>• WJ-R, Cognitive, Picture Recognition</li> </ul>
Visual Recent Memory	Ability to store and recall recently seen visual information	<ul style="list-style-type: none"> <li>• Slingerland: Tests 3, 5</li> <li>• Ray Complex Figure Drawing</li> <li>• Weekly Spelling Tests</li> </ul>

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Visual Remote Memory	Ability to store and recall visual information seen several months or years earlier.	<ul style="list-style-type: none"> <li>•☐ Wechsler: Picture Completion, Object Assembly</li> <li>•☐ Achievement tests: word recognition, oral reading, spelling</li> </ul>
Visual-Spatial Orientation	Ability to perceive spatial relationships involving one's own body and the environment. Ability to organize and interpret spatial relationships on a two-dimensional level as in copying, writing, or reading.	<ul style="list-style-type: none"> <li>•☐ Slingerland Tests: 1, 2</li> <li>•☐ Bender Visual-Motor Gestalt Test</li> <li>•☐ Jordan Left-Right Reversal Test (1990)</li> <li>•☐ Wechsler: Block Design</li> <li>•☐ Right-Left Discrimination Test</li> <li>•☐ Observations of written work, reading, and behavior</li> </ul>
Visual Scanning	Ability to investigate visual material in a systematic, organized way.	<ul style="list-style-type: none"> <li>•☐ Slingerland: Tests 3, 4, 8</li> <li>•☐ Motor Free Visual Perception Test</li> <li>•☐ Jordan Left-Right Reversal Test (1990)</li> <li>•☐ Observations of paragraph reading</li> </ul>
<b>Motor Skills</b>		
Fine Motor Coordination	Ability to control fine muscle movements, as in writing, drawing, and cutting	<ul style="list-style-type: none"> <li>•☐ Wechsler: Coding, Mazes</li> <li>•☐ Stanford-Binet: FE – Copying</li> <li>•☐ Bender-Gestalt</li> <li>•☐ Developmental Test of Visual-Motor Integration (VMI)</li> <li>•☐ Slingerland: Tests 1, 2, 5, 6</li> <li>•☐ Observations of writing, drawing, and cutting</li> </ul>
Fine Motor Coordination – Speech	Ability to coordinate articulatory movement patterns for speech	<ul style="list-style-type: none"> <li>•☐ Speech Exam</li> <li>•☐ Slingerland: Echolalia</li> </ul>

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Tactile-Kinesthetic Discrimination	Ability to identify and interpret information gained through touch and movement	<ul style="list-style-type: none"> <li>•☐ Task: Examiner moves child's fingers to form letters or numbers with eyes closed; child identifies</li> </ul>
Kinesthetic Memory	Ability to remember information gained through movement	<ul style="list-style-type: none"> <li>•☐ Task: Examiner teaches a new word through repeated writing; child reproduces letter</li> <li>•☐ Observations of motor patterns in writing</li> </ul>
Gross Motor Coordination	Ability to coordinate large muscle movements as in running, walking, skipping, and throwing.	<ul style="list-style-type: none"> <li>•☐ Bruininks – Oseretsky Test of Motor Proficiency</li> <li>•☐ Observation of gross motor activities</li> </ul>
Modality Integration	Ability to transfer information from one sensory modality to another. Ability to coordinate two or three modalities in the production of outgoing responses.	<ul style="list-style-type: none"> <li>•☐ Slingerland</li> <li>•☐ Halstead – Reitan and Reitan – Indiana Neuropsychological Test Batteries</li> <li>•☐ WJ-R, Cognitive: Visual – Auditory Learning</li> <li>•☐ Comparisons of performance on academic tasks such as reading, copying, and dictated spelling</li> </ul>
<b>Social and Emotional Adjustment</b>		
Self-Concept and Relationships with Others		<ul style="list-style-type: none"> <li>•☐ Projective Drawing Tests</li> <li>•☐ Apperception Tests (CAT, TAT, Roberts)</li> <li>•☐ Piers-Harris Self Concept Scale</li> <li>•☐ Sentence Completion Tests</li> <li>•☐ Rorschach</li> </ul>

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Social Maturity and Appropriateness of Behavior		<ul style="list-style-type: none"> <li>•☐ Woodcock-Johnson Scales of Independent Behavior (SIB)</li> <li>•☐ Vineland Adaptive Behavior Scale</li> <li>•☐ Developmental Profile II</li> <li>•☐ Child Behavior Checklist</li> <li>•☐ Conners Parent &amp; Teacher Rating Scales</li> <li>•☐ Behavior Evaluation Scale – 2</li> <li>•☐</li> </ul>
<b>Academic Skills and Achievement</b>		
Reading and Phonics Skills	Ability to decode unfamiliar words, to recognize familiar words, and to understand written material.	<ul style="list-style-type: none"> <li>•☐ Wechsler Individual Achievement Test (WIAT): Reading Composite</li> <li>•☐ Woodcock-Johnson, Revised-Tests of Achievement (WJ-R ACH): Reading Subtests</li> <li>•☐ Kaufman Test of Educational Achievement (K-TEA): Reading Composite</li> <li>•☐ Ekwall Reading Test</li> <li>•☐ Informal survey of phonics skills</li> </ul>
Spelling Skills	Ability to encode words in written form. Use of spelling rules, visual recall, and auditory analysis skills in encoding words.	<ul style="list-style-type: none"> <li>•☐ WIAT: Spelling</li> <li>•☐ K-TEA: Spelling</li> <li>•☐ Wide Range Achievement Test-3 (WRAT-3): Spelling</li> <li>•☐ Dictated Spelling Tasks</li> </ul>
Handwriting Skills	Neatness, spatial organization, and knowledge of manuscript and/or cursive alphabets.	<ul style="list-style-type: none"> <li>•☐ WIAT: Written Expression</li> <li>•☐ Test of Written Language –2 (TOWL-2)</li> <li>•☐ Slingerland, Tests 1, 2, 5, 6</li> <li>•☐ Alphabet writing task</li> <li>•☐ Classroom Writing Samples</li> </ul>

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Written Language Skills	Ability to organize and relate ideas in written form. Knowledge of written language mechanics skills.	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> WIAT: Writing Composite</li> <li>• <input type="checkbox"/> Test of Written Language – 2</li> <li>• <input type="checkbox"/> Test of Early Written Language (TEWL)</li> <li>• <input type="checkbox"/> Test of Written English</li> <li>• <input type="checkbox"/> WJ-R, Achievement: Written Language Subtests</li> </ul>
Mathematics Skills	Ability to perform arithmetic computations and to solve problems involving mathematical concepts and reasoning.	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> WIAT: Mathematics Composite</li> <li>• <input type="checkbox"/> Key Math-Revised</li> <li>• <input type="checkbox"/> WJ-R, Achievement: Mathematics Subtests</li> <li>• <input type="checkbox"/> K-TEA: Mathematics Composite</li> <li>• <input type="checkbox"/> WRAT-3: Arithmetic</li> </ul>
<b>Physical Health and Development</b>		
Visual Activity	Keeness of vision.	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Snellen Vision Screening</li> <li>• <input type="checkbox"/> Titmus Test</li> </ul>
Auditory Activity	Keeness of hearing	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Pure Tone Audiometric Screening</li> <li>• <input type="checkbox"/> Tympanometry</li> </ul>
Health & Developmental History		<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Health &amp; Developmental Interview</li> <li>• <input type="checkbox"/> Neurodevelopmental Exam</li> </ul>