

EDUCATIONAL ASSESSMENTS

Jefferson County ESD August 2019

When a child is referred for special education services or reevaluated to determine continued eligibility for services, an evaluation must be conducted. This evaluation will include a review of existing data (data contained in educational records). It will also include assessments to determine educational needs (unless existing data is available addressing such needs). The following measures (highlighted or otherwise indicated) are included in the assessment plan.

Achievement Testing

Achievement tests assess reading, mathematics, and written language skills. They may also assess oral language and expressive communication. The assessment plan includes:

- Wechsler Individual Achievement Test – III
- Woodcock Johnson Tests of Achievement - IV
- Kaufman Tests of Educational Achievement - 2
- Gray Oral Reading Test – 5th Edition
- Kaufman Survey of Early Academic and Language Skills
- Curriculum-based Measures and/or Content Standards Rating Scales

Children who have been educated in a Spanish-speaking program may be assessed on levels of reading and writing skills in Spanish. Tests used to determine a child's achievement levels in Spanish include:

- Woodcock Munoz Language Proficiency Scales-R
- Bateria Woodcock Munoz
- Other

Intelligence Testing

Children suspected of cognitive impairment (intellectual disability) must be assessed with a standardized measure of intelligence (if possible). Intelligence testing may assist in identifying strengths and weaknesses in ability for all children and may be included in assessments for other suspected conditions (e.g., learning disability). Some intelligence tests measure verbal and nonverbal abilities.

They may also measure reasoning skills, processing speed, or working memory. The plan includes the following:

- Wechsler Intelligence Scale for Children – V
- Wechsler Adult Intelligence Scale – IV
- Wechsler Preschool and Primary Scales of Intelligence - IV
- Woodcock Johnson-IV Tests of Cognitive Ability
- Kaufman Assessment Battery for Children - 2
- Comprehensive Test of Nonverbal Intelligence - 2
- Universal Nonverbal Intelligence Test

Children with limited English skills who come from Spanish-speaking homes may be assessed using these tests.

- Bateria Woodcock-Munoz
- Bilingual Verbal Abilities Scales
- Nonverbal tests listed above

Measures of Learning Processes

Children with suspected learning problems may need assessments addressing memory, executive function, perception, sensory functioning, phonological processes, or visual-motor skills. The assessment plan includes:

- Developmental Test of Visual-Motor Integration - 6
- Bender Visual-Motor Gestalt Test - 2
- NEPSY- 2
- Wide Range Assessment of Memory and Learning – 2
- Behavior Rating Inventory of Executive Functioning-2
- Comprehensive Test of Phonological Processes - 2
- Sensory Profile - 2
- Classroom Observations

When more in-depth assessments are needed, the student may be referred to an Occupational Therapist from Central Oregon Regional Program (CORP) for additional assessment. Parents will be asked to sign a separate consent form evaluation when CORP specialists conduct initial evaluations.

Adaptive Behavior

Measures of adaptive behavior rate the child's functional skill levels. A parent (or other caregiver) of a child or a teacher who has observed the child over time responds to

the adaptive behavior scales. Adaptive behavior scales may rate levels of communication, daily living skills and socialization. Some scales rate motor abilities. Other scales rate the child's academic abilities and vocational abilities. The assessment plan includes:

- Vineland Adaptive Behavior Scale – 3 (Survey Edition, Teacher Rating Form, Parent Rating Form)

Behavior/Personality

Children suspected of emotional or behavioral problems that may be interfering with their educational progress may be assessed to determine how their behaviors compare with other children of the same age and gender. The assessment plan includes the following:

- Behavior Assessment System for Children – 3
- Conners 3rd Edition
- Attention Deficit Disorders Evaluation Scale – IV
- Clinical Assessment of Depression
- Interviews (Child, Parent, Teacher)
- Human Figure Drawing
- Kinetic Family Drawing
- Sentence Completion Technique
- Functional Behavior Assessment (FBA)

Other Assessments

Children suspected of autism spectrum disorder may be assessed with a variety of instruments including direct observation, rating scales, standardized assessments of cognitive ability and/or achievement, an assessment of social communication skills and interviews. The assessment plan may include:

- Autism Diagnostic Observation Schedule, Second Ed. (ADOS-2)
- Childhood Autism Rating Scale, Second Ed. (CARS-2)
- Autism Spectrum Rating Scales (ASRS)
- Gilliam Autism Rating Scale, Second Ed. (GARS-2)
- Developmental Interview checklist

Parents may be requested to complete a Developmental History form. A history form summarizes prenatal, birth, developmental, and current medical or social concerns.

This is required when considering disabilities such as intellectual disability and/or autism spectrum disorders. The Case History is recommended for all initial referrals.

Medical documentation of the presence of vision impairment, hearing impairment, orthopedic impairment, other health impairment, and traumatic brain injury is required.

SPEECH/LANGUAGE ASSESSMENTS

Jefferson County Schools March 2019

Communication Disorders Specialists (Speech/language Pathologists) evaluate children for communication needs. The evaluation includes information from formal and informal assessments. The following measures/procedures (highlighted or otherwise indicated) are included in the assessment plan.

Articulation/Phonology

Children suspected of a disorder in the ability to speak without sound distortion, substitution, or omission are assessed to determine the intelligibility of their speech, how their speech compares with children of the same age, the nature of any delayed sounds, and the potential for improvement. The parent, teacher, or the student often provides information on a child's speech performance.

- Speech Screenings
- The Arizona Articulation Proficiency Scale - 4
- The Goldman-Fristoe Test of Articulation - 3
- Kahn-Lewis Phonological Analysis
- The Photo Articulation Test
- Oral Speech Sample
- Parent/Teacher Checklists
- Classroom Observations
- Case History

Voice

Communication Disorders Specialists evaluate those students who are referred for a suspected voice disorder. These children may evidence difficulties of pitch (too high,

too low), quality (hoarseness, breathiness), loudness (too weak), or nasal tone.

The assessment plan may include:

- Observation/Interview
- Oral Reading/Language Samples
- Voice Index
- Medical Evaluation (required)
- Boone Program for children: Voice evaluation form

Hearing

A trained member of the Communications Disorders staff screens all children referred for speech/language concerns for hearing levels. The hearing screening may be a pure-tone screening or an oto acoustic emissions (OAE) hearing screen. If a child fails the initial hearing screening, he/she may be referred to Central Oregon Regional Program for a more in-depth audiological evaluation.

Language

Evaluation for language delays/disabilities will examine the child's level of understanding (receptive) and use of language (expressive). The student may be assessed on meaning (word meaning, sentence meaning, non-literal meaning), structure (grammar and syntax), communication intentions, conversational skills, and awareness of language. The assessment plan may include:

- Peabody Picture Vocabulary Test – III
- Expressive One Word Picture Vocabulary Test – 4
- Receptive One Word Picture Vocabulary Test – 4
- Oral and Written Language Scales (OWLS)
- Bracken Basic Concepts Scales
- Boehm Test of Basic Concepts, third edition
- Elementary Word Test – Revised
- Adolescent Word Test
- Clinical Evaluation of Language Fundamentals-5
- Preschool Language Scales-5
- Comprehensive Assessment of Spoken Language (CASL) – 2
- Test of Pragmatic Language, second edition (TOPL-2)
- Test of Problem Solving
- Test of Expressive Morphology
- HELP Test of Language Competence
- Oral Language Samples
- Parent/Teacher Checklists

- Classroom Observation
- Test for Auditory Comprehension of Language – 3
- Test of Auditory Processing Skills – 3
- Clinical Evaluation of Language Fundamentals Preschool (CELF-P-2)
- Expressive One-Word Picture Vocabulary Test: Spanish
- Receptive One-Word Picture Vocabulary Test: Spanish
- Early Functional Communication Profile
- Functional Communication Profile-Revised
- Children's Communication Checklist-2
- Social Communication Checklists
- Pragmatic Language Observation Scale (PLOS)

Fluency

Children who may be difficult to understand because they have difficulties with speaking at a normal rate may also be evaluated for special education services. This disability may manifest itself in stuttering-like behavior such as repeating, prolonging or blocking on given sounds, words or phrases to such a degree that it forms an educational handicap. The assessment plan includes:

- Total Dysfluency Index
- Oral Language Sampling-Audio/Video Recording
- Observation of Associated Motor Behaviors
- Speech Rate
- Self-Assessments (by dysfluent students)
- Stuttering Severity Rating
- Cluttering Characteristics Checklist
- Stuttering Severity Index
- Fluency Questionnaires: Child, Teacher, Parent