# Evaluation/Reevaluation Testing

| **Area** | **Tests and Purposes** |
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| Academic | Tests in this area measure a student’s current reading, math, written expression and academic readiness skills. Tests such as: Woodcock Johnson (WJ), Key Math, Woodcock Reading Mastery Test, Kaufman Test of Educational Achievement (KTEA), Test of Written Language, Woodcock-Muñoz, Test of Reading Comprehension, Brigance, Wechsler Individual Achievement Test (WIAT), observation. |
| Adaptive behavior | Tests in this area assess a student’s personal independence and social functioning in school, home and community. Tests such as: Vineland Adaptive Behavior Scales, Adaptive Behavior Assessment System (ABAS), Battelle, observation. |
| Communication | Tests in this area measure a student’s ability to understand, relate to and use language and speech appropriately. Tests such as: Clinical Evaluation of Language Fundamentals, Peabody Picture Vocabulary Test, Test of Auditory Comprehension of Language, Test of Problem Solving, Computer Analysis of Phonological Processes, Battelle, Goldman Fristoe, Test of Language Development, Children’s Communication Checklist (CCC), language sample/observation. |
| Functional behavior assessment | Functional behavior assessment (FBA) is a systematic process of identifying problem behavior and the events that (1) reliably predict occurrence and nonoccurrence of those behaviors and (2) maintain the behaviors across time. The process may involve observation of the student in various school settings, interviews with school staff, student, and parent, and analysis of the data collected. The assessment may result in development of a Behavior Intervention Plan (BIP). |
| Hearing | Tests in this area assess the student’s hearing acuity and middle ear function. Assessments may include tympanometry, pure tone audiometry, speech audiometry, and hearing aid analysis. |
| Intellectual/Cognitive | Tests in this area measure a student’s ability to remember what has been seen and heard, the ability to solve problems, knowledge, visual and spatial skills, and the student’s learning rate. They assist in predicting how well a student will do in school without additional support. General intellectual functioning refers to a student’s global or overall level of intelligence, often referred to as IQ. The single score indicates general functioning, but index scores can help to identify areas of strength that can be developed to make more gains. Tests such as: Wechsler Intelligence Scale for Children (WISC), Weschler Adult Intelligence Scales (WAIS), Stanford Binet, Woodcock Johnson (WJ), Leiter, Kaufman Assessment Battery for Children (KABC), Battelle, Batería, Differential Ability Scales (DAS), Universal Nonverbal Intelligence Test (UNIT). |
| Motor | Tests in this area may assess large and small muscle coordination, mobility, self-help and accessibility. Tests such as: Utah School Therapy Assessment, Occupational Therapy Functional Assessment, Physical Therapy Neuromotor Evaluation, Mobility Assessment, Battelle, observation. |
| Observation | Observation data collected for the purposes of determining whether a student is, or continues to be, a student with a disability under the Individuals with Disabilities Education Act (e.g., emotional-behavioral disability, specific learning disabilities). All areas of function may be observed in a naturalistic environment (e.g., classroom, recess) in addition to formal assessment with structured tasks. |
| Psychomotor | Tests in this area may assess how well a student perceives, processes motorically, and remembers visual and auditory information. These tests may also assess large and small muscle coordination. Tests such as: Beery Visual Motor Integration (VMI), Motor Free Visual Perception Test, Carrow Auditory Visual Abilities Test, Screening Test for Central Auditory Processing Disorders (SCAN), observation. |
| Social/Behavioral | Tests in this area assess a student’s personal independence and social functioning in school, home and community. They may also assess behavioral patterns that may adversely affect education performance. Tests such as: Behavior Evaluation Scale, Child Behavior Checklist, Devereux School Behavior Rating Scales, Battelle, Behavior Assessment Scales for Children (BASC), Autism Spectrum Rating Scale (ASRS), Autism Diagnostic Observation Scale (ADOS), Childhood Autism Rating Scale (CARS), Social Communication Questionnaire, Social Responsiveness Scales, observation.  Social/behavioral can assess executive functioning skills such as flexibility, managing impulsivity, and remembering instructions can also be assessed. Tests such as: Behavior Rating Inventory of Executive Function (BRIEF), Comprehensive Executive Function Inventory (CEFI).  Social/behavioral can assess sensory functioning with tests such as Sensory Processing Measure (SPM) and Sensory Profile. |
| Vision | Tests in this area assess a student’s visual acuity, visual processing ability, and mobility skills. Tests such as: Diagnostic Assessment Procedure, Visual Efficiency Scale, Low-Vision Functioning Assessment, mobility assessment for vision. |