Assessing Kindergarten Children: A Compendium of Assessment Instruments

Written for SERVE by

Judith Niemeyer, Ph.D., School of Education
Department of Specialized Education Services
University of North Carolina at Greensboro

and

Catherine Scott-Little, Ph.D., SERVE

SERVE
Improving Learning through
Research & Development

Associated with the School of Education,
University of North Carolina at Greensboro

First Edition, First Printing 2001
First Edition, Second Printing 2002

Edited by
Charles Ahearn, Director of Communications and Publications, SERVE
Donna Nalley, Publications Project Director, SERVE
Christy Casbon, Assistant Publications Specialist, SERVE

Designed by
Jeremy McClellan, Graphic Designer, SERVE

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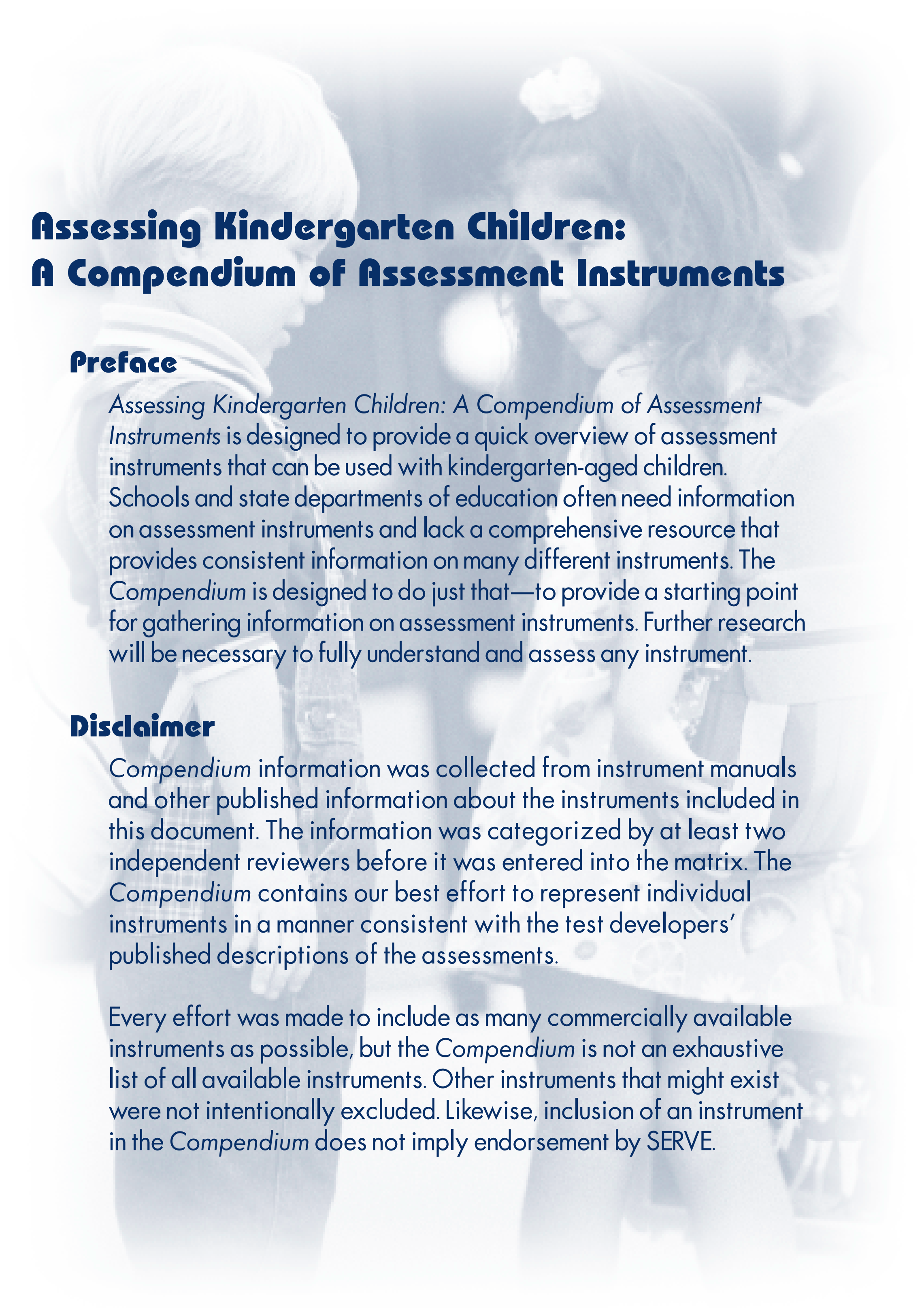
This document was produced with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. ED-01-CO-0015.



Assessing Kindergarten Children:
A Compendium of Assessment Instruments

Preface

Assessing Kindergarten Children: A Compendium of Assessment Instruments is designed to provide a quick overview of assessment instruments that can be used with kindergarten-aged children. Schools and state departments of education often need information on assessment instruments and lack a comprehensive resource that provides consistent information on many different instruments. The *Compendium* is designed to do just that—to provide a starting point for gathering information on assessment instruments. Further research will be necessary to fully understand and assess any instrument.

Disclaimer

Compendium information was collected from instrument manuals and other published information about the instruments included in this document. The information was categorized by at least two independent reviewers before it was entered into the matrix. The *Compendium* contains our best effort to represent individual instruments in a manner consistent with the test developers' published descriptions of the assessments.

Every effort was made to include as many commercially available instruments as possible, but the *Compendium* is not an exhaustive list of all available instruments. Other instruments that might exist were not intentionally excluded. Likewise, inclusion of an instrument in the *Compendium* does not imply endorsement by SERVE.

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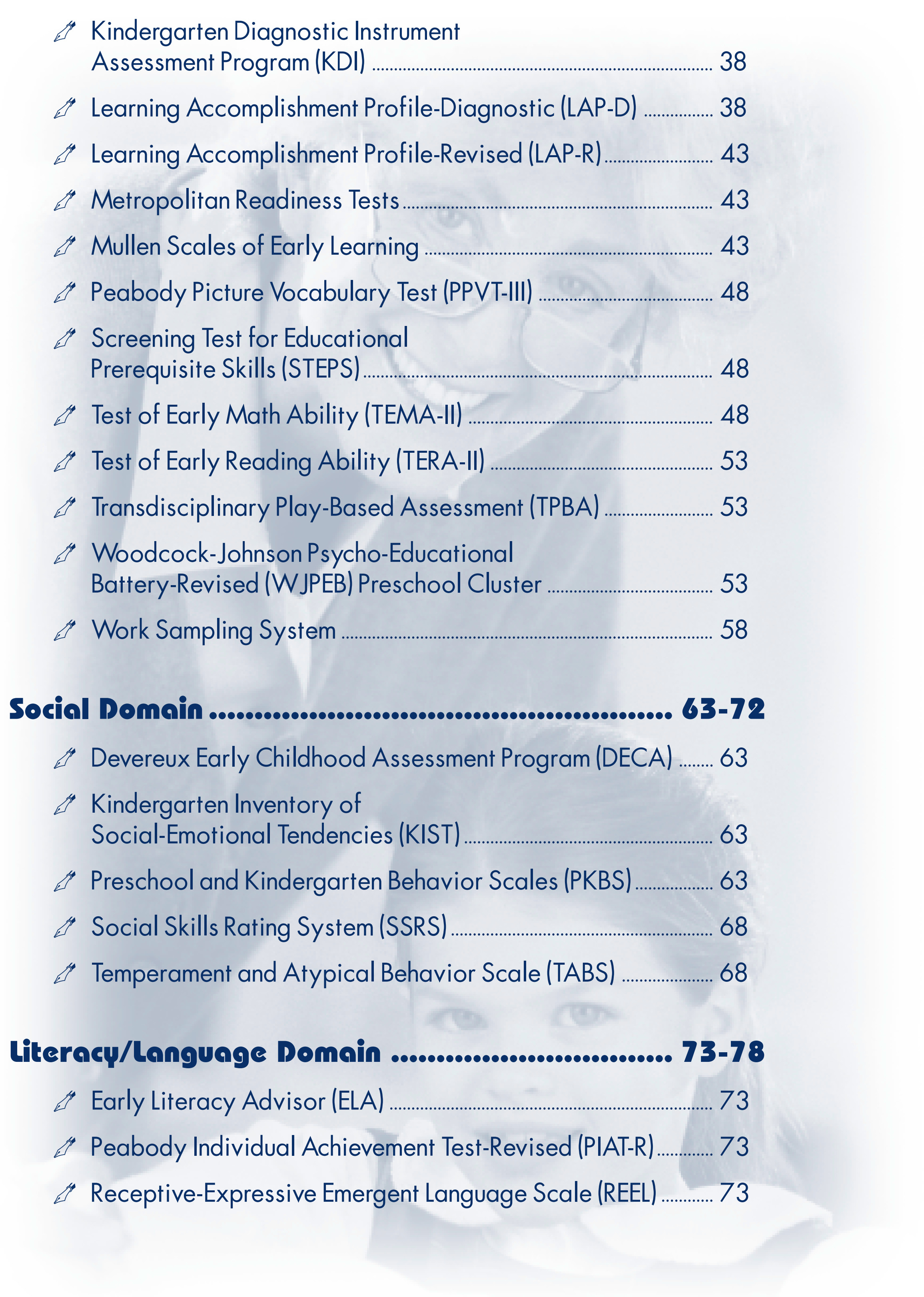

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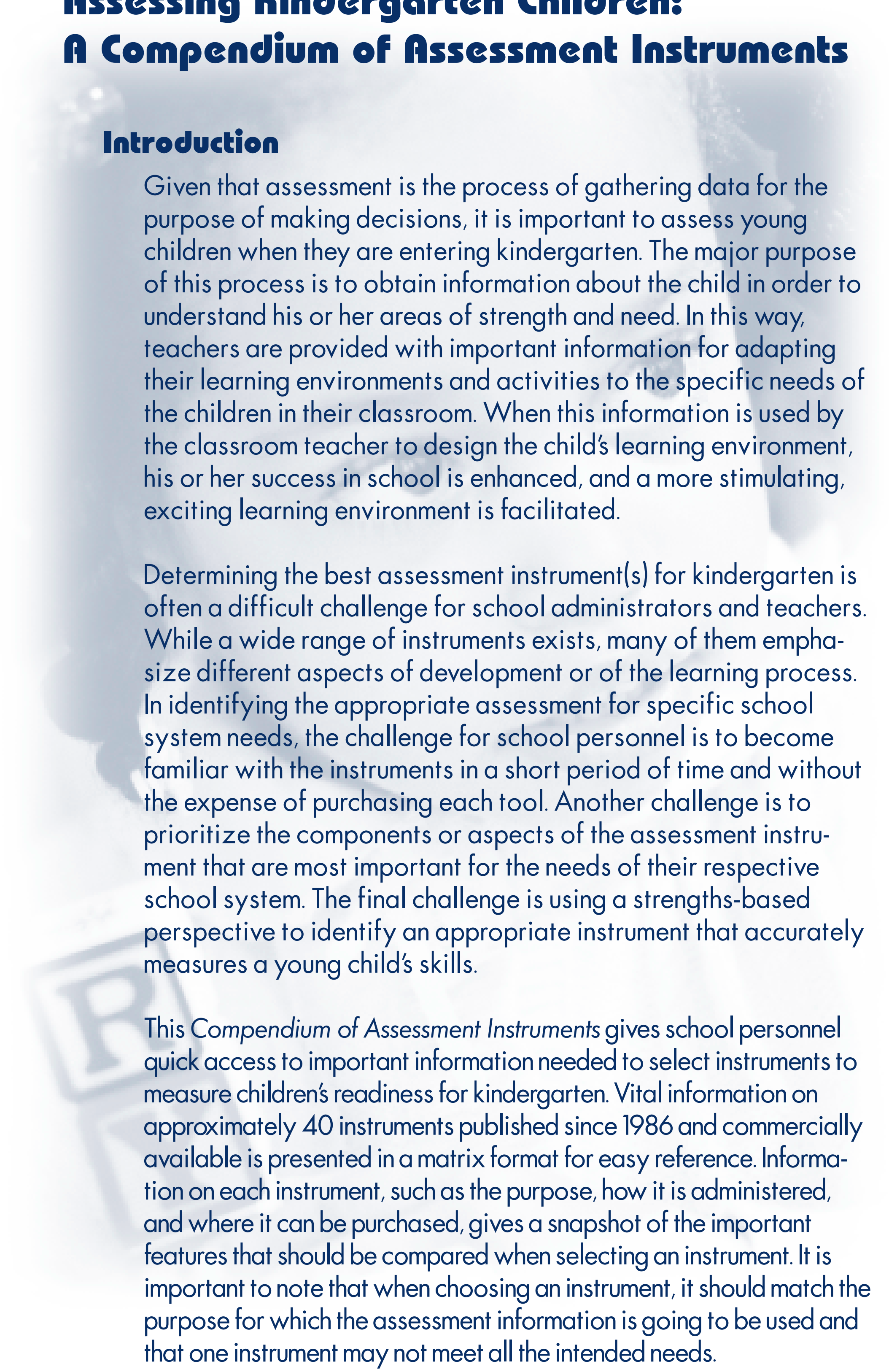


Introduction

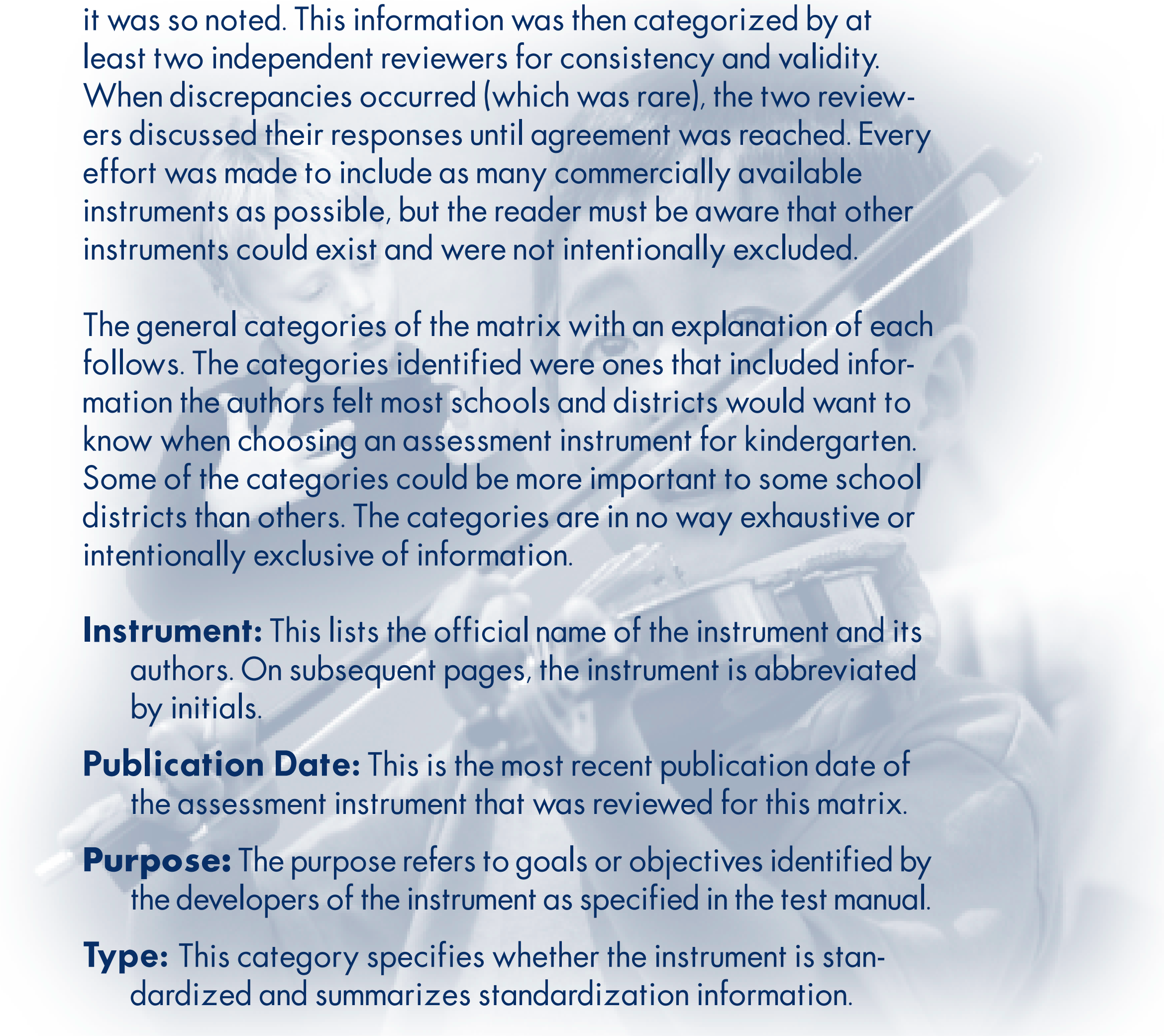
Given that assessment is the process of gathering data for the purpose of making decisions, it is important to assess young children when they are entering kindergarten. The major purpose of this process is to obtain information about the child in order to understand his or her areas of strength and need. In this way, teachers are provided with important information for adapting their learning environments and activities to the specific needs of the children in their classroom. When this information is used by the classroom teacher to design the child's learning environment, his or her success in school is enhanced, and a more stimulating, exciting learning environment is facilitated.

Determining the best assessment instrument(s) for kindergarten is often a difficult challenge for school administrators and teachers. While a wide range of instruments exists, many of them emphasize different aspects of development or of the learning process. In identifying the appropriate assessment for specific school system needs, the challenge for school personnel is to become familiar with the instruments in a short period of time and without the expense of purchasing each tool. Another challenge is to prioritize the components or aspects of the assessment instrument that are most important for the needs of their respective school system. The final challenge is using a strengths-based perspective to identify an appropriate instrument that accurately measures a young child's skills.

This *Compendium of Assessment Instruments* gives school personnel quick access to important information needed to select instruments to measure children's readiness for kindergarten. Vital information on approximately 40 instruments published since 1986 and commercially available is presented in a matrix format for easy reference. Information on each instrument, such as the purpose, how it is administered, and where it can be purchased, gives a snapshot of the important features that should be compared when selecting an instrument. It is important to note that when choosing an instrument, it should match the purpose for which the assessment information is going to be used and that one instrument may not meet all the intended needs.

The system's companion publication, *Assessing Children When They Enter Kindergarten: What Schools Systems Need to Know*, provides guidance on how to select an instrument and use the data collected through the assessment process. Taken together, the two documents present an essential resource for schools and districts as they determine how to assess children when they enter kindergarten.

The information compiled in this compendium was obtained from published information printed in each of the respective assessment instrument manuals. When the information was unavailable, it was so noted. This information was then categorized by at least two independent reviewers for consistency and validity. When discrepancies occurred (which was rare), the two reviewers discussed their responses until agreement was reached. Every effort was made to include as many commercially available instruments as possible, but the reader must be aware that other instruments could exist and were not intentionally excluded.



The general categories of the matrix with an explanation of each follows. The categories identified were ones that included information the authors felt most schools and districts would want to know when choosing an assessment instrument for kindergarten. Some of the categories could be more important to some school districts than others. The categories are in no way exhaustive or intentionally exclusive of information.

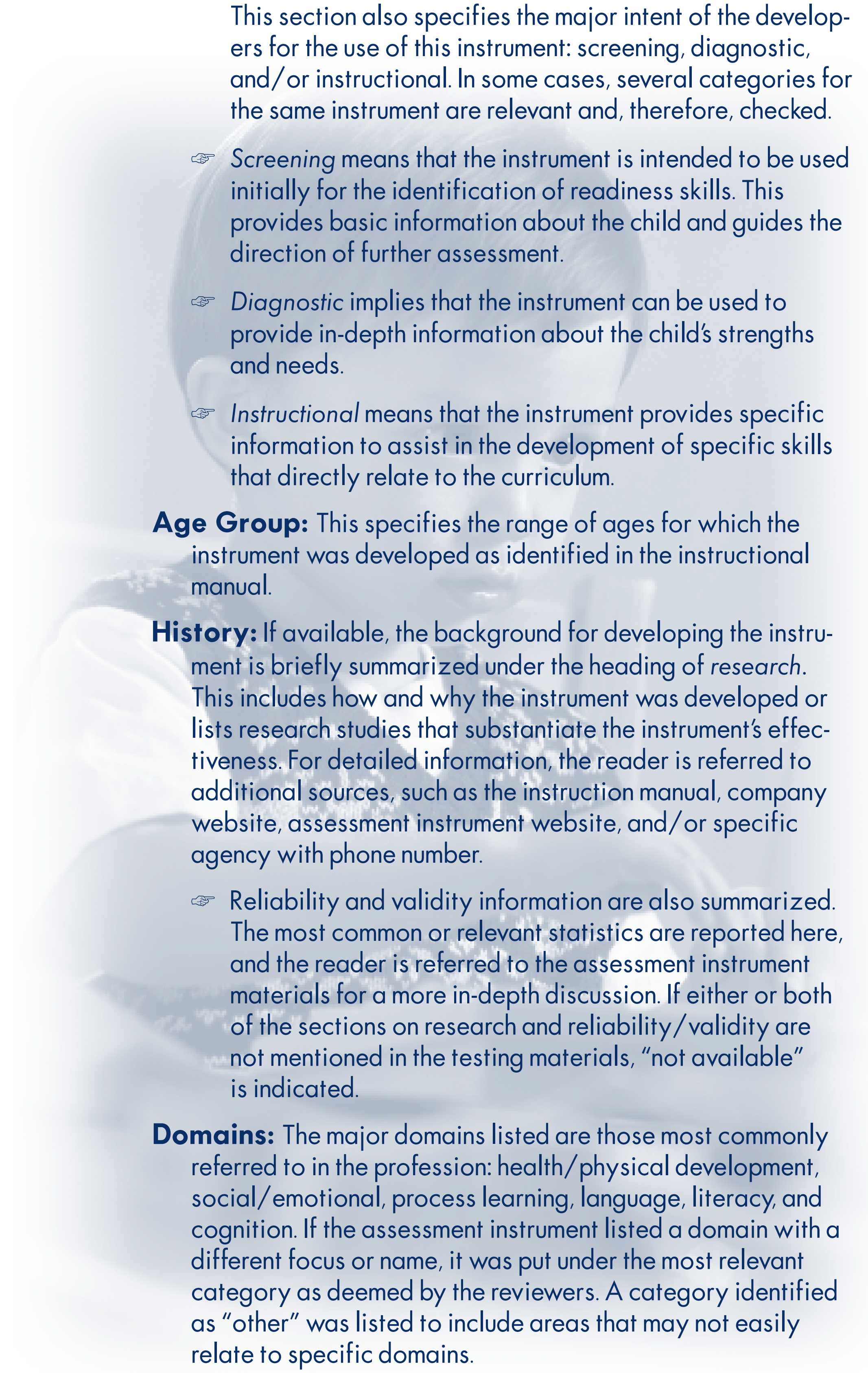
Instrument: This lists the official name of the instrument and its authors. On subsequent pages, the instrument is abbreviated by initials.

Publication Date: This is the most recent publication date of the assessment instrument that was reviewed for this matrix.

Purpose: The purpose refers to goals or objectives identified by the developers of the instrument as specified in the test manual.

Type: This category specifies whether the instrument is standardized and summarizes standardization information.

- Standardization—For a more complete description of this information, the reader is referred to the instruction manual of the instrument. Some of the instruments provide this information and others do not.
- *Not available* is noted if this information is not provided.



This section also specifies the major intent of the developers for the use of this instrument: screening, diagnostic, and/or instructional. In some cases, several categories for the same instrument are relevant and, therefore, checked.

- *Screening* means that the instrument is intended to be used initially for the identification of readiness skills. This provides basic information about the child and guides the direction of further assessment.
- *Diagnostic* implies that the instrument can be used to provide in-depth information about the child's strengths and needs.
- *Instructional* means that the instrument provides specific information to assist in the development of specific skills that directly relate to the curriculum.

Age Group: This specifies the range of ages for which the instrument was developed as identified in the instructional manual.

History: If available, the background for developing the instrument is briefly summarized under the heading of *research*. This includes how and why the instrument was developed or lists research studies that substantiate the instrument's effectiveness. For detailed information, the reader is referred to additional sources, such as the instruction manual, company website, assessment instrument website, and/or specific agency with phone number.

- Reliability and validity information are also summarized. The most common or relevant statistics are reported here, and the reader is referred to the assessment instrument materials for a more in-depth discussion. If either or both of the sections on research and reliability/validity are not mentioned in the testing materials, "not available" is indicated.

Domains: The major domains listed are those most commonly referred to in the profession: health/physical development, social/emotional, process learning, language, literacy, and cognition. If the assessment instrument listed a domain with a different focus or name, it was put under the most relevant category as deemed by the reviewers. A category identified as "other" was listed to include areas that may not easily relate to specific domains.

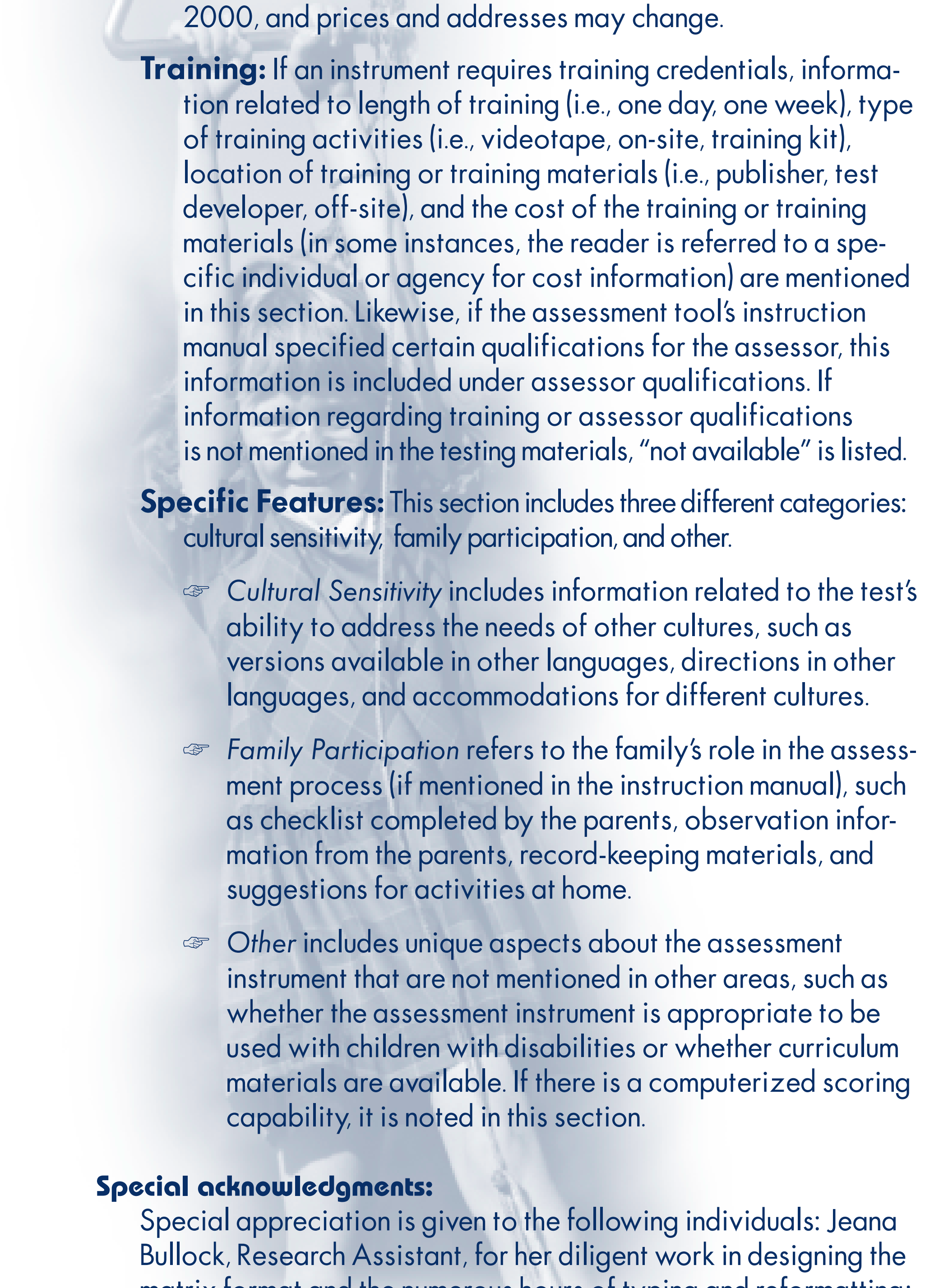
Administration: This category attempted to identify how the instrument was administered—method, the length of time it took to administer, whether it was easy for the classroom teacher to learn and administer, and classroom relevance.

- Method: whether it was group or individually administered. *Naturalistic* means that it was conducted in the child's natural environment–either the home or classroom environment–within the context of natural routines.
- Easy to learn: the perceived ease with which someone with average knowledge of child development can learn to administer the instrument. The reviewers attempted to include relevant information that explained why it was or wasn't easy to learn.
- Easy to administer: the perceived ease with which the instrument can be administered. The reviewers attempted to specify why administration would be easy or added qualifying information about the administration process.
- Relevant to classroom: the degree to which the assessment instrument itself and/or child results would be supportive to the teacher in developing classroom curriculum and activities.

Data Collection: This section refers to the way the test information is collected.

The specific areas include the following:

- *Observation* refers to collecting the information by observing the child and not directly requesting that the child perform specific tasks.
- *Checklist* is a specific list of skills the child is judged as having accomplished or not. This can be completed by the parent (so noted) or teacher through observation of the skills being performed or based on their knowledge of the child.
- *Task Performance* requires that the child be requested to complete specific activities demonstrating certain skills. This is typically in an individual situation with the tester.
- *Multiple Data Points* refers to the ability of the instrument to be used multiple times over the school year, or several different items (i.e., checklist and observation) are used to reach a final decision about the child's abilities.



Accessibility: This category identifies the price and where the assessment instrument can be purchased. As much information as possible is included, such as address, phone, and website. It should be noted that this information is current as of May 2000, and prices and addresses may change.

Training: If an instrument requires training credentials, information related to length of training (i.e., one day, one week), type of training activities (i.e., videotape, on-site, training kit), location of training or training materials (i.e., publisher, test developer, off-site), and the cost of the training or training materials (in some instances, the reader is referred to a specific individual or agency for cost information) are mentioned in this section. Likewise, if the assessment tool's instruction manual specified certain qualifications for the assessor, this information is included under assessor qualifications. If information regarding training or assessor qualifications is not mentioned in the testing materials, "not available" is listed.

Specific Features: This section includes three different categories: cultural sensitivity, family participation, and other.

☞ *Cultural Sensitivity* includes information related to the test's ability to address the needs of other cultures, such as versions available in other languages, directions in other languages, and accommodations for different cultures.

☞ *Family Participation* refers to the family's role in the assessment process (if mentioned in the instruction manual), such as checklist completed by the parents, observation information from the parents, record-keeping materials, and suggestions for activities at home.

☞ *Other* includes unique aspects about the assessment instrument that are not mentioned in other areas, such as whether the assessment instrument is appropriate to be used with children with disabilities or whether curriculum materials are available. If there is a computerized scoring capability, it is noted in this section.

Special acknowledgments:

Special appreciation is given to the following individuals: Jeana Bullock, Research Assistant, for her diligent work in designing the matrix format and the numerous hours of typing and reformatting; Rosalie Parrish for her technical assistance in editing; Jane Leatherman, Ph.D., and Paula Grubbs, Ph.D., for their assistance in validating the information.

Multiple Domains

Multiple Domains

Multiple Domains

INSTRUMENT	PUB DATE	PURPOSE	TYPE				AGE GROUP
			Norm-Referenced	Screening	Diagnostic	Instructional	
Ages and Stages Questionnaire Diane Bricker and Jane Squire with Linda Mounts, LaWanda Potter, Robert Nikel, Elizabeth Twombly and Jane Farrel	1999	First level comprehensive screening program, used to identify children who need additional evaluations	Not available	X			0 through 5 years
Assessment, Evaluation, and Programming System for Infants and Children (AEPS measurement for 3–6-year-olds) Diane Bricker and Kristie Pett-Frontczak	1996	1. Determine curriculum goals 2. Assess abilities and skills of young children who are at risk	Not available		X	Curriculum-based	Development age of 3 through 6 years
Battelle Developmental Inventory (BDI) J. Newborg, J. R. Stock, J. Wnek, J. Guidubaldi, and J. S. Svinicki	1988	1. Depicts child progress in intervention programs 2. Identifies children with special needs 3. Provides comprehensive analysis of functional capabilities	Sample included 800 children from birth through 8 years Norm-based	X	X	X	0 through 8 years

INSTRUMENT	HISTORY		DOMAINS						
	Research	Reliability/Validity	Health/ Physical	Social/ Emotional	Process Learning	Language	Literacy	Cognition	Other
ASQ	Originally (1980) was called the infant/child monitoring questionnaires	Reliability Inter-observer agreement r=.92 Test-retest r=.95 Validity Concurrent .84 Sensitivity .72 Specificity .86	Fine motor Gross motor	Personal Social		Expressive Receptive		Problem solving	General parental concerns
AEPS	Based on 20 years of programmatic and research efforts on assessment	R= Currently being conducted Inter-observer .94 Test-Retest .91 Validity Congruent	Fine motor Gross motor	X		X		X	Adaptive
BDI	Based on early intervention research	R= Test-retest =.71–1.0 Validity Concurrent .566 with PPVT-R; .66 with the Preschool Language Scale	Motor	Personal-social Adult interactions Expression of feelings		X		X	Adaptive Reasoning

INSTRUMENT	ADMINISTRATION				
	Time to Administer	Method	Relevant to Class	Easy to Learn	Easy to Administer
ASQ	Approximately 10–15 minutes	Naturalistic (Completed by parent in the home)	Based on functional activities	Question format	YES
AEPS	Administered by experienced examiner for 1–2 hours	Naturalistic observation	Useful in developing IEP	YES	YES
BDI	Approximately 45–90 minutes	Individually administered	Items related to curricula	Familiarity with test and psychometric procedures needed	After test familiarity

INSTRUMENT	DATA COLLECTION				ACCESSIBILITY	
	Observation	Checklist	Task Performance	Multiple Data Points	Where Purchased	Cost
ASQ	Direct observation of some skills	Parent report		Parent and teacher reports	Paul H. Brookes Publishing P.O. Box 10524 Baltimore, MD 21285-0624 800-638-3775 www.pbrookes.com	$190
AEPS	YES		YES	YES	Paul H. Brookes Publishing P.O. Box 10524 Baltimore, MD 21285-0624 800-638-3775 www.pbrookes.com	$57 forms extra
BDI	Naturalistic		Items not observed		Riverside Publishing Co. 8420 Bryn Mawr Ave. Chicago, IL 60631 800-767-8420 www.riverpub.com	$312.50

INSTRUMENT	TRAINING					SPECIFIC FEATURES		
	Assessor Qualifications	How Long	What	Where	Cost	Cultural Sensitivity	Family Involvement	Other
ASQ	Childcare service providers Medical or mental health providers Familiarity with child	Not specified	Videotape available	University of Oregon Early Intervention Program	Not specified	Spanish version available	Parent report	For children with disabilities
AEPS	Direct service providers (interventionists, home visitors) and specialists (OT, PT, SLP, Psychologist)		Not specified	Not available		Not specified	Family report form Family interest survey Family focused	Primarily for children with disabilities Activity-based intervention
BDI	Recommends supervised practice of test			Not available		Not specified	Parental input for social areas	Adaptations for children with disabilities

INSTRUMENT	PUB DATE	PURPOSE	TYPE				AGE GROUP
			Norm-Referenced	Screening	Diagnostic	Instructional	
Brigance Comprehensive Inventory of Basic Skills—Revised (CIBS-R) Albert H. Brigance	1999	1. Identify child's strengths and weaknesses 2. Assess readiness for school 3. Identify interventions needed	Sample included 1,849 children, based on U.S. Census	X	X	X	Birth through 68 months
Brigance Diagnostic Inventory of Early Development —Revised Albert H. Brigance	1991 Revised from 1988 version	1. Determine performance at developmental level 2. Identify strengths and weaknesses 3. Identify instructional objectives	Not available		X	X	Developmental age of 3 through 6 years
Brigance K–1 Screening Albert H. Brigance	1997	1. Sampling of child's skills and behavior 2. Identify need for a more comprehensive assessment 3. Assist in program planning 4. Monitor child's growth	Not available	X		X	5 through 8 years

INSTRUMENT	HISTORY		DOMAINS						
	Research	Reliability/Validity	Health/ Physical	Social/ Emotional	Process Learning	Language	Literacy	Cognition	Other
Brigance CIBS-R	Available in test booklet	Reliability Internal consistency Test-retest Inter-rater Validity Content Construct Concurrent			Study skills	Speech	Readiness Reading Spelling Writing	Math	Listening
Brigance	Field-tested and critiqued by 100 professionals in 16 states (1977) Developed in response to programs that identify and assess children with learning disabilities 1991 edition—critiques from 1978—most current research	Not available	Preambulatory motor Gross motor Fine motor	X		X	Reading	Math	Adaptive Self-help
Brigance K–1	Available from publisher website: www.curriculumassociates.com	Not available	Visual-motor skills Visual discrimination Gross motor	Follows directions		Syntax Fluency	Picture vocabulary	Math Personal data responses General knowledge	

INSTRUMENT	ADMINISTRATION				
	Time to Administer	Method	Relevant to Class	Easy to Learn	Easy to Administer
Brigance CIBS-R	Screening—approximately 10–15 minutes Diagnostic— varies with areas tested	Individual administration	YES	YES	YES
Brigance Diagnositc	Varies with the number of areas tested	Naturalistic observation	YES	YES	YES
Brigance K–1	Approximately 15–20 minutes	Individual administration	Based on classroom activities	Checklist used	Adaptive and accommodative to individual needs

INSTRUMENT	DATA COLLECTION				ACCESSIBILITY	
	Observation	Checklist	Task Performance	Multiple Data Points	Where Purchased	Cost
Brigance CIBS-R	X				Curriculum Associates 5 Esquire Road North Billerica, MA 01862-2589 800-225-0248 www.curriculumassociates.com	$149
Brigance Diagnostic	Naturalistic		For areas not observed Interviews	YES	Curriculum Associates 5 Esquire Road North Billerica, MA 01862-2589 800-225-0248 www.curriculumassociates.com	$124
Brigance K–1	Can be scored from classroom observations	YES	If skills not observed	Can be administered multiple times	Curriculum Associates P.O. Box 2001 North Billerica, MA 01862-0901 800-225-0248 www.curriculumassociates.com	Manual $70 Scoring Sheets $21.00 $80.00 for 120+ sheets

INSTRUMENT	TRAINING					SPECIFIC FEATURES		
	Assessor Qualifications	How Long	What	Where	Cost	Cultural Sensitivity	Family Involvement	Other
Brigance CIBS-R	Child development knowledge		Video available	Not available	Video $15.95	Not specified	Reports to parents	For children with disabilities Computer scoring available
Brigance Diagnostic	Trained professionals		Not specified	Not available			Parent observations included	For children with disabilities Cross references developmental competencies with BRIGANCE Prescriptive Readiness: Strategies and Practice
Brigance K–1	Child development knowledge Classroom experience			Not available		Spanish version Directions available: Laotian, Vietnamese, Cambodian, Togalog	Not specifically included	For children with disabilities

INSTRUMENT	PUB DATE	PURPOSE	TYPE				AGE GROUP
			Norm-Referenced	Screening	Diagnostic	Instructional	
Carolina Curriculum for Preschoolers with Special Needs (CCPSN) Nancy M. Johnson-Martin, Susan M. Attermeier, and Bonnie Hacker	1990	Assess preschoolers with disabilities	Not available		X	Curriculum based	2 through 5 years
Child Development Inventory (CDI) Harold Ireton	1992	A systematic assessment requiring in-depth developmental information from parents	Sample included 608 children 1 year old through kindergarten		X	X	3 through 6 years and 6 through 11 years
Developmental Activities Screening Inventory (DASI-II) Rebecca Fewell and Mary Beth Langley	1984	1. Designed for use with children with disabilities 2. Early screening for developmental delays	Not available	X		X	0 through 6 years

INSTRUMENT	HISTORY		DOMAINS						
	Research	Reliability/Validity	Health/ Physical	Social/ Emotional	Process Learning	Language	Literacy	Cognition	Other
CCPSN	Extension of Carolina Curriculum for Handicapped Infants and Toddlers At-risk (1986)	Not available	Fine motor Gross motor	X		X		X	
CDI	Hohmann, Banet, and Weikert, 1979 Berrueta-Clement, Schweinhart, Barnett, Epsteins, and Wikart, 1984	Validity Concurrent with IQ and achievement	Gross motor Fine motor	X		X	Letters	Numbers	Self-help
DASI-II	Not available	Pearson r=.91 Concurrent validity DDST (Denver Develop Screening Test) r=.95	Fine motor					Associations Numbers Memory Object functions	Cause and effect

INSTRUMENT	ADMINISTRATION				
	Time to Administer	Method	Relevant to Class	Easy to Learn	Easy to Administer
CCPSN	Depending upon child's level and prior knowledge 30 minutes—2 hours	Individual administration in center or home-based program Naturalistic Observation-based Parent interview	Designed for teacher to use in the classroom	Manual with clear explanations	YES
CDI	Approximately 15—30 minutes	Parent completes checklists	YES	YES	YES
DASI-II	Approximately 20—40 minutes	Individual administration	Based on classroom activities	Checklist format	YES

INSTRUMENT	DATA COLLECTION				ACCESSIBILITY	
	Observation	Checklist	Task Performance	Multiple Data Points	Where Purchased	Cost
CCPSN	Naturalistic	X		X	Paul H. Brookes Publishing P.O. Box 10524 Baltimore, MD 21285-0624 800-638-3775 www.pbrookes.com	$34.00
CDI		X			Behavior Science Systems Box 580274 Minneapolis, MN 55458 612-929-6220	Manual $30 Booklet $10–15 Answer Sheets $10 Profiles $10
DASI-II	Can be scored from classroom observations		If skills not observed	Can be administered multiple times	Pro-Ed 8700 Shoal Creek Boulevard Austin, TX 78757-6897 512-451-3246 www.proed.com	$82.00

INSTRUMENT	TRAINING					SPECIFIC FEATURES		
	Assessor Qualifications	How Long	What	Where	Cost	Cultural Sensitivity	Family Involvement	Other
CCPSN	Knowledge of child development Classroom teacher		Not specified	Not available				For children with disabilities
CDI	Not specified			Not available		Not specified	Measures parent concerns about vision, hearing, health, growth, and development as well as behavior	
DASI-II	Classroom teacher with minimum testing experience			Not available		No reference	Not specifically included	For children with visual/auditory problems or expressive language deficits

INSTRUMENT	PUB DATE	PURPOSE	TYPE				AGE GROUP
			Norm-Referenced	Screening	Diagnostic	Instructional	
Developmental Indicators for Assessment of Learning—3 (DIAL-3) Carol Mardell-Czudnowski and Dorthea S. Goldenberg	1998	1. Identify at-risk children 2. Assess developmental skills	Sample included 1,560 English-speaking children and 605 Spanish-speaking children, based on the 1994 U.S. Census Normed speed DIAL Normed parent questionnaire	X		X	3 through 6 years, 11 months
Developmental Indicators for Assessment of Learning—Revised (DIAL-R) Carol Mardell-Czudnowski and Dorothea S. Goldenberg	1990—Revision of the 1983 version	1. Identify young children in need of further diagnostic assessment or curricular modification 2. Identify potentially advanced children 3. Identify potentially at-risk children 4. Determine curriculum—strengths and weaknesses for planning instruction for children	Sample included 2,227 children ages 2–5 years old: Caucasian, minority, based on U.S. Census	X		X	2 through 5 years, 11 months
Early Screening Inventory—Revised (ESI-R) Samuel J. Meisels, Dorthea B. Marsden, Martha Stone Wiske, and Laura W. Henderson	1997	1. Measure children's ability to acquire new skills 2. Identify children in need of additional assessment 3. Identify possibility of a learning problem	Sample included 5,034 children, based on U.S. Census, representative sample	X			3 through 6 years

INSTRUMENT	HISTORY		DOMAINS						
	Research	Reliability/Validity	Health/ Physical	Social/ Emotional	Process Learning	Language	Literacy	Cognition	Other
DIAL-3	Available from publisher AGS and website at www.agsnet.com Based on previous DIAL and DIAL-R with enhancements and cultural versions	Reliability Internal consistency .87 Test-retest .88–.89 Validity Content Concurrent	Fine motor Gross motor	Behavioral observations		X		Concepts	Self-Help
DIAL-R	Available from publisher AGS and website at www.agsnet.com	Reliability Test-retest r=.87 Internal consistency r=.86 Validity Content Construct Criterion Concurrent with Stanford Binet r=.68	Fine motor Gross motor	X		X		Concepts	
ESI-R	Developed from EPSI (1975)	Reliability Inter-rater R=.97 R=.87 Validity Concurrent with MSCA (McCathy Scale) R=.73	Fine motor Gross motor			X		X	Speech perception

INSTRUMENT	ADMINISTRATION				
	Time to Administer	Method	Relevant to Class	Easy to Learn	Easy to Administer
DIAL-3	Approximately 30 minutes Speed DIAL for 15 minutes	Team of adults screen three children in station format Individual administration Speed format (10 items)	Flexibility in scoring to meet local needs	Formal training required	YES
DIAL-R	Approximately 20–30 minutes	Pull-out but simulated play-based Individual administration Defined physical layout Team of adults conduct screening Material included Short time period Assessor responsible for one area	Instructional modification suggestions	Formal training required	YES
ESI-R	Approximately 15–20 minutes	Checklist Individually administered Quiet, distraction-free area	Based on classroom activities	YES	YES

INSTRUMENT	DATA COLLECTION				ACCESSIBILITY	
	Observation	Checklist	Task Performance	Multiple Data Points	Where Purchased	Cost
DIAL-3	Parental Self-help Social	Ratings of psycho-social behaviors during testing	Motor Concepts Language	One-time administration	AGS American Guidance Services 4201 Woodland Road P.O. Box 99 Circle Pines, MN 55014-1796 800-328-2560 www.agsnet.com	$349.95
DIAL-R	Social-Emotional	Social-Emotional	Motor Concepts Language	One-time administration	AGS American Guidance Services 4201 Woodland Road P.O. Box 99 Circle Pines, MN 55014-1796 800-328-2560 www.agsnet.com	$309.95
ESI-R		X	X	X	Rebus, Inc 715 North Univ. Ave., Suite 6 Box 4479 Ann Arbor, MI 48106-4479 800-435-3085	$96.00

INSTRUMENT	TRAINING					SPECIFIC FEATURES		
	Assessor Qualifications	How Long	What	Where	Cost	Cultural Sensitivity	Family Involvement	Other
DIAL-3	Formal training required		Training video available Training kit T/T model	Not available	Not available	Spanish norms available Available in Spanish	Parent questionnaire for self-help and social Results given during conference Booklet for families Parents can administer	Two formats: station and speed Kit included Computer scoring available
DIAL-R	Knowledge of developmental areas Relate to young children Trained in use of DIAL-R Competence in scoring and administering DIAL-R	Four hours with prior familiarity with DIAL-R	Video Workshop—4 hours, training packet included Demonstration criterion by coordinator Training scripts, written tests, performance tests	Local programs	Not available	Under standardization	Information survey: Background information Health and environmental concerns Parent-child activity form—activities to enhance child's development	
ESI-R	Formal background in early childhood Rapport with child Requires understanding of psychometrics	1+ days	Study manual Observation Experienced examiner Supervised practice Videos	Not available	Not available	Spanish version	Parent questionnaire Parents invited to participate	For children with disabilities

INSTRUMENT	PUB DATE	PURPOSE	TYPE				AGE GROUP
			Norm-Referenced	Screening	Diagnostic	Instructional	
Early Screening Profiles (ESP) Patti Harrison, Alan Kaufman, Nadeen Kaufman, Robert Bruininks, John Rynders, Steven Ilmer, Sara Sparrow, and Domenic Cicchetti	1990	1. Identify children with learning needs or disabilities 2. Identify potentially gifted children	Sample included 1,149 children (representative sample based on U.S. census estimates)	X			3 through 6 years and 6 through 11 years
Early Prevention of School Failure (EPSF) Lucille Werner	1990	1. Increase student learning 2. Sustain program effects for at-risk children 3. Link initial and ongoing assessment and observation with a developmental literary-based program	Sample included 4,616 kindergarten-aged children Validated every four years (1990)		X	X	4 through 7 years
Hawaii Early Learning Profile: For Preschoolers (HELP) Stephanie Parks	1995	1. Determine developmental age levels 2. Identify strengths and weaknesses	Not available	X	X	Curriculum embedded	3 through 6 years Special needs focus

INSTRUMENT	HISTORY		DOMAINS						
	Research	Reliability/Validity	Health/ Physical	Social/ Emotional	Process Learning	Language	Literacy	Cognition	Other
ESP	Expanded version of language area of the Cognitive/ Language profile in the AGS (ESP)	Reliability Test-retest immediate=all correlations above .80, except motor .70 Delayed=all above .70, except motor .55 Validity Correlations of the cognitive/Language profile with the K-ABC Mental Processing Composite and Achievement Scale, and the Stanford Binet range from .64-.84	X	X		X		X	
EPSF	Available from contact person: Lucille Werner 800-933-3478 Based on child growth and development Principles of learning	Not available	Fine motor Gross motor		Learning style	X	X		Auditory Visual
HELP	Available from test manual	Not available	Gross motor Fine motor Adaptive	X	Problem solving	Expressive		X	Adaptive

INSTRUMENT	ADMINISTRATION				
	Time to Administer	Method	Relevant to Class	Easy to Learn	Easy to Administer
ESP	Approximately 15–30 minutes	Individual administration	Specific task-oriented	YES	YES
EPSF		Team administration	YES	Special team administrators	
HELP	Depends upon child's developmental level	Naturalistic Individual administration in center or home-based program Observation-based Parent interview	YES	Manual with clear explanations	YES

INSTRUMENT	DATA COLLECTION				ACCESSIBILITY	
	Observation	Checklist	Task Performance	Multiple Data Points	Where Purchased	Cost
ESP		Home survey	Station format		AGS American Guidance Services 4201 Woodland Road P.O. Box 99 Circle Pines, MN 55014-1796 800-328-2560 www.agsnet.com	$299.95
EPSF	YES		Collect samples of work Child evaluated by team	Ongoing	Lucille Werner National Director Peotone School District 207U 114 North Second Street P.O. Box 956 Peotone, IL 60468 708-258-3478 800-933-3478	Individually based Must contact Lucille Werner
HELP	Naturalistic	Identifies mastery of skills and objectives Track progress		YES	VORT Corporation P.O. Box 60880 Palo Alto, CA 94306 415-322-8282	Assessment Instrument and Curriculum Guide: $49.95 Software: $595 single use or $1295 network version

INSTRUMENT	TRAINING					SPECIFIC FEATURES		
	Assessor Qualifications	How Long	What	Where	Cost	Cultural Sensitivity	Family Involvement	Other
ESP	Trained professionals	Not specified	Guidelines included in test manual	Not available	Not available	Not addressed	Home survey included	For children with disabilities
EPSF	Certified by trainer	Two days	Workshop	Not available	Honorarium (travel and per diem)	Developed for multi-ethnic Available in Spanish	Letter describing developmental level and suggested activities	Computer-based Portfolio-based Evaluated every four years
HELP	Knowledge and experience with preschoolers with special needs Consultation with other professionals		Not specified	Not available		Recommendations to accommodate children with special needs Available in Spanish	Guide provided with information and record keeping for parents	Computer software available (maintaining IEP records and reporting IEP progress) For children with disabilities

INSTRUMENT	PUB DATE	PURPOSE	TYPE				AGE GROUP
			Norm-Referenced	Screening	Diagnostic	Instructional	
High/Scope Child Observation Record (COR) High/Scope Educational Research Foundation	1992	1. Identify skills and strengths 2. Plan and adjust teaching material, techniques, and activities 3. Identify program accountability	Sample included 2,500 children from diverse cultures 64 teams of Head Start teachers in Michigan			X	2 years, 6 months through 8 years
Iowa Test of Basic Skills (ITBS) Form M H. D. Hoover, A. N. Hieronymus, D. A. Frisbie, and S. N. Dunbar	1996	Comprehensive assessment of student progress in basic skills	Not available			X	5 through 9 years
Kaufman Assessment Battery for Children (K-ABC) Alan Kaufman and Nadeen Kaufman	1983	Intelligence and achievement battery	Sample included 2,000 children (100 at each year of age between 2.6 and 12.5) Stratified by gender, parental education, race/ethnicity, geography, community size, and educational placement Includes exceptional children		X		2 years, 6 months through 12 years, 5 months

INSTRUMENT	HISTORY		DOMAINS						
	Research	Reliability/Validity	Health/ Physical	Social/ Emotional	Process Learning	Language	Literacy	Cognition	Other
COR	Hohmann, Banet, and Weikart, 1979 Berrueta-Clement, Schweinhart, Barnett, Epsteins, and Weikart, 1984	Reliability R=.80-.93 Validity Concurrent with McCathy Scales r=.27-.66 r=.53-.61	Music Movement	Initiative Social relations	Creativity	X	X	Math Logic	
ITBS	Not available	Not available				X	Writing Reading Vocabulary	Math	Social studies Science
K-ABC	Available from test manual Theoretical basis for process learning style	Reliability Split-half Pre-K r=.86-.93 School-aged r=.89-.97 Subtests in r=80's Validity Correlates with the Differential Ability Scales (DAS)	Fine motor		X	X		X	

INSTRUMENT	ADMINISTRATION				
	Time to Administer	Method	Relevant to Class	Easy to Learn	Easy to Administer
COR	Varies with classroom and child	Observation-based Naturalistic	Charts development over time Individual and/or group observations Focus on one area of curriculum or all areas In context of daily activities	Training recommended	YES
ITBS	Approximately 2 hours	Pen and pencil Some auditory			YES
K-ABC	For age 2–4, 35 minutes For age 5 years, 50–60 minutes For age 7 or older, 75–85 minutes	Individual administration		YES	YES

INSTRUMENT	DATA COLLECTION				ACCESSIBILITY	
	Observation	Checklist	Task Performance	Multiple Data Points	Where Purchased	Cost
COR	Normal daily activities and anecdotal notes Based on child-initiated actions Developmental program Systematic	Teacher comment section for each item		Many areas of classroom Scoring form includes three observations for each child	High/Scope Press 600 North River Street Ypsilanti, MI 48198-2898 313-485-2000 313-485-0274(Fax)	$90.00 includes: Note cards Manual Scoring booklet
ITBS					Riverside Publishing Co. 8420 Bryn Mawr Ave. Chicago, IL 60631 800-323-9540 www.riverpub.com	$111.50
K-ABC	Children can be observed during testing		YES		AGS American Guidance Services 4201 Woodland Road P.O. Box 99 Circle Pines, MN 55014-1796 800-328-2560 www.agsnet.com	$392.95

INSTRUMENT	TRAINING					SPECIFIC FEATURES		
	Assessor Qualifications	How Long	What	Where	Cost	Cultural Sensitivity	Family Involvement	Other
COR	Familiarity with child COR Training	Two–three days	Instruction Practice with anecdotal notes Discussion on how to "Minimize Bias" Practice in categorizing notes Videotaped episodes	Contact Training Coordinator High/Scope 313-485-2000	Not available	Observations in many contexts and not limited Notes related to why the child might not exhibit the behavior Under standardization	Parent report form	Notes for children with disabilities Portfolio-based
ITBS	Training needed			Not available				Student questionnaire
K-ABC	Competently trained examiner Knowledge of psychometrics			Not available		Statistics to eliminate items found to be biased by race or sex		Adapted for children with hearing impairments, speech and language disorders Non-English speaking

INSTRUMENT	PUB DATE	PURPOSE	TYPE				AGE GROUP
			Norm-Referenced	Screening	Diagnostic	Instructional	
Kaufman Survey of Early Academic and Language Skills (K-SEAL) Alan Kaufman Nadeen Kaufman	1993	Identify children needing further diagnostic assessment	Sample included 1,000 children representative of U.S. population average Represents ethnic diversity	X			0 through 6 years
Kindergarten Diagnostic Instrument Assessment Program (KDI-II) Robert W. Robinson, Daniel C. Miller	2000	1. Assess developmental readiness 2. Identify children with disabilities 3. Identify strengths and weaknesses for program evaluation	Re-standardized on sample of 893 children in fall of 1999 to be published in 2000	X	X	X	4 years, 6 months through 6 years
Learning Accomplishment Profile-Diagnostic (LAP-D) A. D. Nehring, E. F. Nehring, J. R. Bruni, and P. L. Randolph	1997 (Revision of 1992 version)	1. Validate an intervention program 2. Make educational decisions 3. Develop instructional objectives and strategies	Sample included 4,500 children selected, based on 1990 U.S. Census data		X	X	36 months through 72 months

INSTRUMENT	HISTORY		DOMAINS						
	Research	Reliability/Validity	Health/ Physical	Social/ Emotional	Process Learning	Language	Literacy	Cognition	Other
K-SEAL	Not available	Reliability Test-retest r=.90-.94 Split-half r=.88-.94				Receptive and expressive vocabulary Qualitative and quantitative concepts		Number/ letter recognition	Articulation
KDI-II	Based on survey conducted on previous version	Reliability Test-retest .87-.90 Validity Concurrent .68-.85 Predictive .74	Body awareness Gross motor			X	Vocabulary	Concepts General info Number skills	Auditory Memory
LAP-D	Obtained from: Chapel Hill Outreach Project 919-490-5577	Reliability Split-half ranges for subscales from r=.74-.93 Validity Correlation between the BDI, DIAL-R, and WPPSI-R	Fine motor Gross motor			X		X	Self-help

INSTRUMENT	ADMINISTRATION				
	Time to Administer	Method	Relevant to Class	Easy to Learn	Easy to Administer
K-SEAL	Approximately 15–25 minutes	Individual administration	Teacher survey based on observation in classroom	YES	YES
KDI	Approximately 35–40 minutes	Individual administration Stations include more than one child		YES	YES
LAP-D	Approximately 45–45–90 minutes depending on age of child	Individual administration	YES	YES	YES

INSTRUMENT	DATA COLLECTION				ACCESSIBILITY	
	Observation	Checklist	Task Performance	Multiple Data Points	Where Purchased	Cost
K-SEAL			YES	Could be used for pre-test and post-test	AGS American Guidance Services 4201 Woodland Road P.O. Box 99 Circle Pines, MN 55014-1796 800-328-2560 www.agsnet.com	$179.95
KDI		X	X	X	KIDS, Inc. 825 Sandpiper Street Denton, TX 76205 904-898-0533 800-594-4649 www.kidsinc.com	$175 Kit $250 Computer license
LAP-D		X	X		Kaplan Press P.O. Box 609 Lewisville, NC 27023 800-344-2014 kaplan@kaplanco.com	$525 Kindergarten Screen $67.50

INSTRUMENT	TRAINING					SPECIFIC FEATURES		
	Assessor Qualification	How Long	What	Where	Cost	Cultural Sensitivity	Family Involvement	Other
K-SEAL	Administration Practice giving the test—no qualifications Interpretation ECE, Special Ed., EE, SLP, Psychologist			Not available		Under standardization		For children with disabilities
KDI	No special training			Not available		Available in Spanish	Handbook for parents	Kit available Computer scoring available Verbal and nonverbal scoring For children with disabilities
LAP-D	Training in assessment procedures		Video available	Not available	Not available	Not specified	Parent observations encouraged	Adaptations for special needs Connected to LAP curriculum Assessment materials kit included

INSTRUMENT	PUB DATE	PURPOSE	TYPE				AGE GROUP
			Norm-Referenced	Screening	Diagnostic	Instructional	
Learning Accomplishment Profile—Revised (LAP-R) A. Sanford, J. Zelman	1995	1. Identify developmentally appropriate objectives 2. Measure individual child progress	Not available			X	3 through 6 years
Metropolitan Readiness Test Joanne Nurss	1986	Identify readiness for school	Not available	X			3 through 6 years
Mullen Scales of Early Learning Ellen M. Mullen	1995	1. Identify children's strengths and weaknesses 2. Assess readiness for school 3. Identify interventions needed	Sample included 1,849 children based on 1990 U.S. Census sample	X		X	Birth through 68 months

INSTRUMENT	HISTORY		DOMAINS						
	Research	Reliability/Validity	Health/ Physical	Social/ Emotional	Process Learning	Language	Literacy	Cognition	Other
LAP-R	Not specified	Not available	Fine motor Gross motor	Personal-Social		X	Pre-writing	X	Self-help
Metropolitan	Not specified	Not specified					X	X	
Mullen Scales	Available on website at www.agsnet.com Based on an expansion of the infant edition	Reliability Internal consistency Test-retest Inter-rater Validity Content Construct Concurrent	Gross motor Fine motor			Expressive Receptive		X	Perceptual abilities

INSTRUMENT	ADMINISTRATION				
	Time to Administer	Method	Relevant to Class	Easy to Learn	Easy to Administer
LAP-R	Varies depending on areas assessed	Individual administration	YES	YES	YES
Metropolitan		Group administration			
Mullen Scales	Approximately 25–40 minutes	Individual administration	YES	YES	YES

INSTRUMENT	DATA COLLECTION				ACCESSIBILITY	
	Observation	Checklist	Task Performance	Multiple Data Points	Where Purchased	Cost
LAP-R	X	X	If not observed		Kaplan Press P.O. Box 609 Lewisville, NC 27023 800-334-2014 Kaplan@kaplanco.com	$207
Metropolitan					The Psychological Corporation 555 Academic Court San Antonio, TX 78204-2498 800-228-0752 www.psychcorp.com	
Mullen Scales			YES		Kaplan Press P.O. Box 609 Lewisville, NC 27023 800-344-2014 kaplan@kaplanco.com	Complete $599 Computer $149.95

INSTRUMENT	TRAINING					SPECIFIC FEATURES		
	Assessor Qualifications	How Long	What	Where	Cost	Cultural Sensitivity	Family Involvement	Other
LAP-R	Knowledge of young children	Two days	Workshop	Not specified	Not specified	Manual available in Spanish	Not specified	Includes kit For children with disabilities
Metropolitan				Not available				
Mullen Scales	Knowledge of child assessment		Video available	Not available				Kit included Computer scoring available For children with disabilities

INSTRUMENT	PUB DATE	PURPOSE	TYPE				AGE GROUP
			Norm-Referenced	Screening	Diagnostic	Instructional	
Peabody Picture Vocabulary Test (PPVT-III) Lloyd Dunn and Leota Dunn	1997	1. Identify children with language differences 2. Monitor receptive language achievement	Sample included 2,000 children and 725 adults	Only if English is first language	X		2 years, 6 months through 9 years
Screening Test for Educational Prerequisite Skills (STEPS) Frances Smith	Not available	1. Identify children at-risk without labeling or comparing to peers 2. Focus on kindergarten-related skills 3. Identify skills mastered and those needed for kindergarten	Sample included 1,500 4- to 5-year-old children	X			4 through 5 years
Test of Early Math Ability (TEMA-II) Herbert P. Ginsburg and Arthur J. Baroody	1990	Identify children's strengths and weaknesses in mathematics	Sample included 896 children in 27 states (nationally representative)	X	X	Document progress in learning math Instructional practices are suggested	2 years, 6 months through 12 years, 6 months

INSTRUMENT	HISTORY		DOMAINS						
	Research	Reliability/Validity	Health/ Physical	Social/ Emotional	Process Learning	Language	Literacy	Cognition	Other
PPVT-III	Available in instructor's guide and AGS website at www.ags.net	Reliability R=.90 Validity Correlates with WISC-III (verbal)				X		X	
STEPS	Not available	Validity Concurrent Predictive	Motor skills	Attitudes in learning situations			Verbal information skills	Intellectual skills Cognitive strategies	
TEMA-II	Available in manual	Reliability R=.94 Validity Correlates with Math Calculation Subtest of the Diagnostic Achievement Battery						X	

INSTRUMENT	ADMINISTRATION				
	Time to Administer	Method	Relevant to Class	Easy to Learn	Easy to Administer
PPVT-III	Approximately 11–12 minutes	Individual administration	Materials included	Need background in psychometrics to interpret Manual available	YES
STEPS	Approximately 8–10 minutes				YES
TEMA-II	Approximately 20 minutes	Individual administration	Suggests instructional practices	Manual available	YES

INSTRUMENT	DATA COLLECTION				ACCESSIBILITY	
	Observation	Checklist	Task Performance	Multiple Data Points	Where Purchased	Cost
PPVT-III			YES		AGS American Guidance Services Circle Pines, MN 55014-1796 800-328-2560 www.agsnet.com	III A—$129.95 III AB—$129.95 A and B—$239.95
STEPS			YES		Western Psychological Services 12031 Wilshire Boulevard Los Angeles, CA 90025 800-648-8857	$139.95 Computer software $99.50
TEMA-II			YES		Pro-Ed 8700 Shoal Creek Boulevard Austin, TX 78757-6987 512-451-3246 www.proed.com	$164.00

INSTRUMENT	TRAINING					SPECIFIC FEATURES		
	Assessor Qualifications	How Long	What	Where	Cost	Cultural Sensitivity	Family Involvement	Other
PPVT-III	Familiarity with materials and administration Interpreting scores Familiar with psychometrics		Not specified	Not available		Not specified	Not specified	For children with language impairments, autism, cerebral palsy, or moderate disabilities
STEPS	Not available			Not available			Optional home questionnaire	Does not include scores but is a narrative account Computerized scoring available Kit available
TEMA-II	Formal training in assessment		Not specified			Under standardization	Not specified	Black and white line drawings

INSTRUMENT	PUB DATE	PURPOSE	TYPE				AGE GROUP
			Norm-Referenced	Screening	Diagnostic	Instructional	
Test of Early Reading Ability (TERA-II) D. Kim Reid, Wayne P. Hresko, and Donald D. Hammill	1989	Identify children who are significantly different from their peers in the early development of reading	Sample included 1,454 children in 15 different states 83% white 66% urban Distributed evenly among males and females	X		Document progress in learning to read Instructional practices are suggested	3 through 9 years
Transdisciplinary Play-Based Assessment (TPBA) —Revised Edition Toni Linder	1993	1. Developed to enable teams to create accurate, dynamic portraits of children 2. Determine eligibility of children for services 3. Ascertain developmental functioning 4. Define appropriate intervention or curriculum	Not available		X	X	0 through 6 years
Woodcock-Johnson Psycho-educational Battery—Revised (WJPEB) Preschool Cluster Richard W. Woodcock and M. Bonner Johnson	1990	1. Measure cognitive ability and achievement 2. Diagnose specific weaknesses related to development (in-depth evaluation) 3. Develop program evaluation 4. Record individual growth	Sample included 6,359 individuals 2–90 years from 100 diverse communities		X	X	2 through 90 years

INSTRUMENT	HISTORY		DOMAINS						
	Research	Reliability/Validity	Health/ Physical	Social/ Emotional	Process Learning	Language	Literacy	Cognition	Other
TERA-II	Available in manual	Reliability Cronbach's Alpha=.80–.90 Validity Correlates with Basic School–Skills Inventory—Diagnostic, Test of Reading Comp				X	X		
TPBA	Available in manual	Reliability Test-retest Inter-rater Validity Content Concurrent	X	X	X	X	X	X	Sensory motor
Woodcock-Johnson	Not available	Reliability r for clusters .90 Test r=.80–.90 Validity Concurrent .60–.70 Content Construct				Oral Written		Math Reading Memory Processing Reasoning	

INSTRUMENT	ADMINISTRATION				
	Time to Administer	Method	Relevant to Class	Easy to Learn	Easy to Administer
TERA-II	Approximately 15–30 minutes	Individual administration	Suggests instructional practices	Manual available	YES
TPBA	Approximately one hour	Naturalistic Individual administration Materials not provided—use play materials in natural environment	YES	YES	YES
Woodcock-Johnson	Approximately 50–60 minutes	Individual administration	YES	Training required	

INSTRUMENT	DATA COLLECTION				ACCESSIBILITY	
	Observation	Checklist	Task Performance	Multiple Data Points	Where Purchased	Cost
TERA-II			X		Pro-Ed 8700 Shoal Creek Boulevard Austin, TX 78757-6987 512-451-3246 www.proed.com	$169.00
TPBA	YES		YES (in naturalistic setting)	YES	Paul H. Brookes Publishing P.O. Box 10524 Baltimore, MD 21285-0624 800-638-3775 www.pbrookes.com	$115
Woodcock-Johnson			YES		Riverside Publishing 425 Spring Lake Drive Itasca, IL 60143-9921 800-323-9540 www.riverpub.com	$890.50

INSTRUMENT	TRAINING					SPECIFIC FEATURES		
	Assessor Qualifications	How Long	What	Where	Cost	Cultural Sensitivity	Family Involvement	Other
TERA-II	Formal training in assessment instruction		Not specified	Not available		For use only with children using English as a first language	Not specified	
TPBA	Team approach (includes parents)		Not specified	Not available		Not specified	Parents involved as team members	Summary sheet Team-based Accommodates special needs
Woodcock-Johnson	Test administration and interpretation		Study administration and scoring In-service training Practice sessions	Not available	Not available	Modification for preschool, ESL, and children with disabilities	Not specified	Computer scoring Customized report

INSTRUMENT	PUB DATE	PURPOSE	TYPE				AGE GROUP
			Norm-Referenced	Screening	Diagnostic	Instructional	
Work Sampling System Samuel Miesels	1998	1. Evaluate and track learning and progress 2. Replace report cards and standardized tests 3. Aid in instructional decision making	Not available			X	3 through 10 years

INSTRUMENT	HISTORY		DOMAINS						
	Research	Reliability/Validity	Health/ Physical	Social/ Emotional	Process Learning	Language	Literacy	Cognition	Other
WSS	Not specified	Not reported	X	X	Math Scientific thinking	X	X		Social studies Arts

INSTRUMENT	ADMINISTRATION				
	Time to Administer	Method	Relevant to Class	Easy to Learn	Easy to Administer
WSS	Varies, but approximately 15 minutes for checklist	Naturalistic Based on classroom observation	Performance indicators Within daily context	YES	YES

INSTRUMENT	DATA COLLECTION				ACCESSIBILITY	
	Observation	Checklist	Task Performance	Multiple Data Points	Where Purchased	Cost
WSS	Performance indicators	X	Performance indicators with rationale and examples	X	Rebus Planning Associates 715 North Univ. Ave., Suite 6 P.O. Box 4479 Ann Arbor, MI 48106-4479 800-435-3085	$67.00 $3.05 per student

INSTRUMENT	TRAINING					SPECIFIC FEATURES		
	Assessor Qualifications	How Long	What	Where	Cost	Cultural Sensitivity	Family Involvement	Other
WSS	Teacher familiar with the system		Not specified	Not available		Not specified	Question and answer sheet for families	Includes examples related to children with disabilities

INSTRUMENT	PUB DATE	PURPOSE	TYPE				AGE GROUP
			Norm-Referenced	Screening	Diagnostic	Instructional	
Devereux Early Childhood Assessment Program (DECA) Devereux Foundation	1999	1. Promote social and emotional development 2. Identify children with potential behavior problems 3. Generate profile so children's strengths can be enhanced	Sample included 200 children in 28 states, based on 1990 U.S. Census	X		X	2 through 5 years
Kindergarten Inventory of Social-Emotional Tendencies (KIST) Daniel C. Miller and Michie A. Miller	1997	1. Screen social skills and behavior maturity 2. Screen for potential speech and language problems	Not available	X			4 through 6 years
Preschool and Kindergarten Behavior Scales (PKBS) Kenneth W. Merrell	1994	1. Identify children who are at risk for developing behavioral, social, or emotional problems 2. Assess social skill deficiencies and behavior problems	Sample included 2,855 preschool and kindergarten-aged, typically and atypically developing children	X		X	3 through 6 years

INSTRUMENT	HISTORY		DOMAINS						
	Research	Reliability/Validity	Health/ Physical	Social/ Emotional	Process Learning	Language	Literacy	Cognition	Other
DECA	Available from website: www.devereux.org	Reliability Test-retest r=.55–.80 (parents) r=.87-.94 (teachers) inter-rater r= .59–.77 Validity Construct .65 Criterion .69		Attachment Self-control Initiative					
KIST	Available from text manual	Reliability Cronbach .91 Validity Context Construct		Hyperactivity Inattentiveness Maladaptiveness Peer relations Social skills		Communication			Daily living abilities
PKBS	Available from text manual	Reliability Split-half .94–.97 Test-retest .87–.36 Inter-rater .13–.61 Validity Content Construct		Social skills Problem behavior					

INSTRUMENT	ADMINISTRATION				
	Time to Administer	Method	Relevant to Class	Easy to Learn	Easy to Administer
DECA	Approximately 10 minutes	Checklist	YES	YES	YES
KIST	Approximately 5–10 minutes	Individual administration	YES	YES	YES
PKBS	Approximately 8–12 minutes	Individual administration	YES	YES	YES

INSTRUMENT	DATA COLLECTION				ACCESSIBILITY	
	Observation	Checklist	Task Performance	Multiple Data Points	Where Purchased	Cost
DECA	X	Rating scale		Continuous Follow-up	Kaplan P.O. Box 609 Lewisville, NC 27023 800-334-2014 kaplan@kaplanco.com	$189.95
KIST		50-item rating scale			KIDS, Inc. 825 Sandpiper Street Denton, TX 76205 940-898-0533 800-594-4549 www.kidsinc.com	$125 Computer $59 Basic Kit $175 Deluxe
PKBS	Multiple observations in natural environments (home and school)	X		Multiple locations (home and school)	AGS American Guidance Services 4201 Woodland Road P.O. Box 99 Circle Pines, MN 55014-1796 800-328-2560 www.agsnet.com	$105

INSTRUMENT	TRAINING					SPECIFIC FEATURES		
	Assessor Qualifications	How Long	What	Where	Cost	Cultural Sensitivity	Family Involvement	Other
DECA	Training in interpretation Familiarity with child		Not specified	Not available			Booklet for families Parents can administer	Classroom strategies provided Can be strengths-based Observation guide
KIST	Caregiver or teacher familiar with the child		Not specified	Not available		Standardization	Parent questionnaire	Computer scoring Kit available For children with disabilities
PKBS	Understanding of psychological and educational testing Understanding of assessment of child behavior and emotional problems			Not available			Family involved in conducting observations (50%)	Special needs included Linked to curriculum goals

INSTRUMENT	PUB DATE	PURPOSE	TYPE				AGE GROUP
			Norm-Referenced	Screening	Diagnostic	Instructional	
Social Skills Rating System (SSRS) F. M. Gresham and S. N. Elliott	1990	1. Assess behavior and social skills 2. Identify of students at risk for behavior problems and poor academic performance 3. Develop intervention plans	Sample included 4000+ children	X		X	3 through 18 years
Temperament and Atypical Behavior Scale (TABS) Stephen Bagnato, John Neisworth, John Salvia, and Frances Hunt	1999	1. Identify behavior indicators for at-risk children 2. Develop strategies for intervention and monitoring progress	Sample included 1,000 typical and atypical children			X	11 through 71 months

INSTRUMENT	HISTORY		DOMAINS						
	Research	Reliability/Validity	Health/ Physical	Social/ Emotional	Process Learning	Language	Literacy	Cognition	Other
SSRS	Not specified	Not reported		Social skills Problem behavior					Academic competence
TABS	Available in manual	Not reported		Adaptability Approach/withdrawal Emotional Persistence Distractibility					

INSTRUMENT	ADMINISTRATION				
	Time to Administer	Method	Relevant to Class	Easy to Learn	Easy to Administer
SSRS	Approximately 10–25 minutes	Observation-based	YES	YES	YES
TABS	Screening five minutes Assessment 15 minutes	Observation in naturalistic setting	YES		

INSTRUMENT	DATA COLLECTION				ACCESSIBILITY	
	Observation	Checklist	Task Performance	Multiple Data Points	Where Purchased	Cost
SSRS	Multiple observations in natural environments (home and school)			YES	Pro-Ed 8700 Shoal Creek Boulevard Austin, TX 78757-6897 512-451-3246 www.proed.com	$30+
TABS		55 items			Paul H. Brookes P.O. Box 10524 Baltimore, MD 21285-0624 800-638-3775 www.pbrookes.com	

INSTRUMENT	TRAINING					SPECIFIC FEATURES		
	Assessor Qualifications	How Long	What	Where	Cost	Cultural Sensitivity	Family Involvement	Other
SSRS	Training in psychological testing interpretation			Not available			Parent observations Parents part of team	Team approach Strengths-based Computer scoring available
TABS	Not specified			Not available			Parents complete screening and checklist	

INSTRUMENT	PUB DATE	PURPOSE	TYPE				AGE GROUP
			Norm-Referenced	Screening	Diagnostic	Instructional	
Early Literacy Advisor (ELA) McREL Publishing	1999	1. Computerized system assists classroom teachers in assessing and promoting early literacy development 2. Develop strategies for individualized instruction 3. Assess concepts/skills needed for literacy development	Standardized sample included 3,000+ preschool and kindergarten children			X	4 through 6 years
Peabody Individual Achievement Test—Revised (PIAT-R) Lloyd M. Dunn and Frederick C. Markwardt, Jr.	1998	1. Measure academic achievement 2. Plan for curriculum needs 3. Program evaluation	Sample included 1,563 students in grades K–12 Tested in 33 public and private schools	X			5 years through 18 years, 11 months
Receptive-Expressive Emergent Language Scale (REEL) —Second Edition Kenneth R. Bzoch and Richard League	1991	1. Evaluate children's entry skills 2. Evaluate children's exit skills 3. Validate intervention program	Not available	X	X	X	0 through 3 years Older pre-K when delays are suspected

Literacy/Language Domain

Literacy/Language Domain

Literacy/Language Domain

INSTRUMENT	HISTORY		DOMAINS						
	Research	Reliability/Validity	Health/ Physical	Social/ Emotional	Process Learning	Language	Literacy	Cognition	Other
ELA	Based on literacy research available from McREL	Not available			X		Reading Writing		
PIAT-R	Survey of 1,000 test users and formal critique by panel of experts Available from test manual	Reliability Split-half r=.84–.99 Test-retest r=.79–90 Validity Construct .50–.72					Reading recognition Comprehension Written expression	Math	General information
REEL	Available from test manual	Reliability Test-retest Receptive Q=.79 Expressive Q=.76 Language Q=.80 Validity Content Criteria Construct				X			

Literacy/Language Domain

Literacy/Language Domain

INSTRUMENT	ADMINISTRATION				
	Time to Administer	Method	Relevant to Class	Easy to Learn	Easy to Administer
ELA			Orally presented to children in classroom	Parents, teachers, and/or professionals can be trained Student responses are scanned into computer for analysis Analysis from McREL	Teacher fills out protocol
PIAT-R	Approximately one hour	Individual administration	Based on general review of school curricula	YES	YES
REEL	Approximately 30–45 minutes	Naturalistic	YES	YES	YES

INSTRUMENT	DATA COLLECTION				ACCESSIBILITY	
	Observation	Checklist	Task Performance	Multiple Data Points	Where Purchased	Cost
ELA			Oral In regular classroom		Diane Paynter or Elana Bodrova McREL 2550 S. Parker Road, Suite 500 Aurora, CO 80014 303-632-5543 303-632-5610 dpaynter@mcrel.org ebodrova@mcrel.org	
PIAT-R			X		American Guidance Services 4201 Woodland Road P.O. Box 99 Circle Pines, MN 55014-1796 800-328-2560	$309.95
REEL	Informal	Reports			Pro-Ed 8700 Shoal Creek Boulevard Austin, TX 78757-6897 512-451-3246 www.proed.com	

INSTRUMENT	TRAINING					SPECIFIC FEATURES		
	Assessor Qualifications	How Long	What	Where	Cost	Cultural Sensitivity	Family Involvement	Other
ELA				Not available			Reports available to the family	Computerized Individualized reports Student profile generated
PIAT-R	No special skills required for administration Interpretation requires background in measurement and education			Not available				For children with disabilities
REEL	Could be administered by anyone reasonably competent in administering assessment instruments in language, education, psychology, or a related discipline			Not available			Parents can be informants	For at-risk children

About SERVE

SERVE is an education organization with the mission to promote and support the continuous improvement of educational opportunities for all learners in the Southeast. The organization's commitment to continuous improvement is manifest in an applied research-to-practice model that drives all of its work. Building on theory and craft knowledge, SERVE staff develop tools and processes designed to assist practitioners and policymakers with their work, ultimately, to raise the level of student achievement in the region. Evaluation of the impact of these activities combined with input from affected stakeholders expands SERVE's knowledge base and informs future research.

This vigorous and practical approach to research and development is supported by an experienced staff strategically located throughout the region. This staff is highly skilled in providing needs-assessment services, conducting applied research in schools, and developing processes, products, and programs that inform educators and increase student achievement. In the last three years, in addition to its basic research and development work with over 170 southeastern schools, SERVE staff have provided technical assistance and training to more than 18,000 teachers and administrators across the region.

SERVE is governed by a board of directors that includes the governors, chief state school officers, educators, legislators, and private sector leaders from Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina.

At the core of SERVE's business is the operation of the Regional Educational Laboratory. Funded by the U.S. Department of Education's Office of Educational Research and Improvement, The Regional Educational Laboratory at SERVE is one of ten organizations providing research-based information and services to all 50 states and territories. These Laboratories form a nationwide knowledge network, building a bank of information and resources shared nationally and disseminated regionally to improve student achievement locally. SERVE's National Leadership Area, Expanded Learning Opportunities, focuses on improving student outcomes through the use of exemplary pre-K and extended-day programs.

In addition to the Lab, SERVE operates the Eisenhower Mathematics and Science Consortium for the Southeast and the Southeast Initiatives Regional Technology in Education Consortium. SERVE also administers a subcontract for the Region IV Comprehensive Center and has additional funding from the Department to provide services in migrant education and to operate the National Center for Homeless Education.

Together, these various elements of SERVE's portfolio provide resources, services, and products for responding to regional and national needs. Program areas include Assessment, Accountability, and Standards; Children, Families, and Communities; Education Policy; Improvement of Science and Mathematics Education; Education Leadership; School Development and Reform; and Technology in Learning.

In addition to the program areas, the SERVE Evaluation Department supports the evaluation activities of the major grants and contracts and provides evaluation services to state and local education agencies in the region. The Technology Support Group provides SERVE staff and their constituents with systems, technical assistance, and software applications. Through its Communications and Publications Department, SERVE publishes a variety of studies, training materials, policy briefs, and program products. Through its programmatic, technology support, evaluation, and publishing activities, SERVE also provides contracted staff development and technical assistance in specialized areas to assist education agencies in achieving their school improvement goals.

SERVE's main office is at the University of North Carolina at Greensboro, with major staff groups located in Tallahassee, Florida, and Atlanta, Georgia, as well as satellite offices in Bonita Springs, Florida; Durham, North Carolina; and Shelby, Mississippi. Unique among the ten Regional Educational Laboratories, SERVE maintains policy analysts at the state education agencies of each of the states in its region. These analysts act as SERVE's primary liaisons to the state departments of education, providing research-based policy services to state-level education policymakers and informing SERVE about key state education issues and legislation.

SERVE Main Office • P.O. Box 5367 • Greensboro, NC 27435
336-315-7400 • 800-755-3277 • Fax 336-315-7457
John R. Sanders, Ed.D.—Executive Director
www.serve.org