Assessment Protocol Toolkit

Infant & Toddler
Connection of Virginia

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Assessment Toolkit Introduction

Assessment is an essential component of early intervention.   As indicated in Chapter 6 of the *Infant & Toddler Connection of Virginia Practice Manual*, assessment can occur in a variety of ways and at several points in the early intervention process:

- Assessment for eligibility determination – targeted assessment completed when existing information (including use of a screening tool) is not enough for the eligibility team to determine eligibility
- Assessment for service planning – comprehensive assessment designed to determine the child's strengths and needs in all areas of development, including the child's functional status on the three global child outcomes
- Discipline-specific assessment - assessment that may occur during a provider's first session with the child and family when the provider did not participate in the initial assessment for service planning or when a new service is added. The purpose of this assessment is to determine the best approach to addressing the IFSP outcomes and short-term goals identified during the IFSP meeting, with a continued focus on the child's functional skills and the three child outcome areas
- Ongoing assessment - assessment that occurs as a routine part of service delivery based on observation of the child's functioning and skills across all developmental domains and global outcome areas
- Exit assessment - assessment of the child's functional skills compared to same-age peers to determine the child's status (rating) for each of the three child outcomes at exit

Many assessment tools are available for use by early interventionists. The purpose of this toolkit is to provide an overview of assessment tools used throughout Virginia. The tools included can be administered by any early intervention professional knowledgeable in child development. This toolkit contains profiles of comprehensive assessment tools addressing all areas of development and commonly used screening or assessment tools addressing one developmental area of concern. Inclusion of an assessment tool is not intended to be an endorsement of use of this tool over another.

While this toolkit focuses on assessment tools, use of an assessment tool is only one component of assessment. Parent/caregiver report; personal observation; review of information from other sources, including medical records; and informed clinical opinion are all important components of assessment.

Definition of Functional Assessment

Functional assessment is a continuous collaborative process that combines observing, asking meaningful questions, listening to family stories, and analyzing individual child skills and behaviors within naturally occurring everyday routines and activities across multiple situations and settings.

The subgroup that worked on the definition established a priority to describe what functional assessment looks like throughout the early intervention process. For the purposes of conversations and training materials, the subgroup offers the following visual representation example and definitions.

*Functional assessment is a **continuous collaborative process** that combines **observing, asking meaningful questions, listening** to family stories, and **analyzing** individual child skills and behaviors within **naturally occurring** everyday routines and activities across **multiple situations and settings**.*

CONTINUOUS-from referral throughout the early intervention experience

COLLABORATIVE PROCESS- building and maintaining rapport and relationships among early intervention team members including the service providers and family members/caregivers

OBSERVING- observations, including videos, of the child in the home and in other natural environments

ASKING MEANINGFUL QUESTIONS-promoting a conversation with the family using open-ended questions to convey respect that enhances family-centered services

LISTENING-connecting with the family to gain a comprehensive understanding of their priorities and concerns based on their resources, values and culture

ANALYZING- putting together information about the child from all sources (parent report, observation, age-anchored assessment tool, etc.) in order to understand the child's functioning compared to same age peers

NATURALLY OCCURRING -the activities and routines the child participates in that are unique to the family's culture, community, and values

MULTIPLE SITUATIONS AND SETTINGS- a skill becomes mastered when a child is able to do it in multiple places with multiple people

Ages and Stages Questionnaires: Social-Emotional Second Edition (ASQ-SE-2) 2015

Publisher	Brookes Publishing
Website for information	http://agesandstages.com/products-services/asqse-2/
Cost	Starter Kit: $275 (English and Spanish versions available) http://products.brookespublishing.com/ASQSE-2-English-Starter-Kit-P852.aspx
Age range	1 – 72 months: 9 questionnaires and scoring sheets at 2, 6, 12, 18, 24, 30, 36, 48, and 60 months of age
Purpose	More children are increasingly exposed to risk factors such as poverty or toxic stress, the likelihood of depression, anxiety, and anti-social behavior increases. There is tremendous opportunity during the first few years of a child's life to identify and address potential social-emotional concerns. This is at the heart of ASQ:SE-2. It is modeled after the acclaimed ASQ-3™and is tailored to identify and exclusively screen social and emotional behaviors. ASQ:SE-2 is an easy-to-use tool with all the advantages of ASQ-3. It's cost-effective, parent-completed, photocopiable, and culturally sensitive. With questionnaire results, professionals can quickly recognize young children at risk for social or emotional difficulties, identify behaviors of concern to caregivers, and identify any need for further assessment.
Areas included	Self-regulation, compliance, social-communication, adaptive functioning, autonomy, affect, and interaction with people
Time to administer	A questionnaire takes 10–15 minutes to complete
Scored	1–3 minutes to score
Type of scores	Total scores in the developmental areas are reported in relation to established cut-off scores that indicate whether further assessment or monitoring is required in the specific developmental areas.
Age norms	Developed to compliment the ASQ by specifically addressing the social and emotion behavior of children from 3-66 months
Age ranges given for items	Uses cut-off scores
How frequently it can be given	Within three months for the 6-30 month intervals or six months for the 36-60 month interval
Standardized tasks	Items were written based on setting/time. Developmental, health and family/cultural variables
Based on observations in natural settings	Yes
Based on information from parents or providers	Completed by parent either during an interview or independently Sixth grade reading level
Data provided on reliability	Yes, investigated with over 3000 children across the age intervals and their families. Data from parental completion of a second ASQ-SE were used to examine test-retest reliability, shows a 94% test-re-test agreement.
Data provided on	Yes. Brookes reports that validity is between 75% and 89%. In addition,

validity	completion of the CBCL (Child Behavior Checklist for ages 1 ½ - 5) and the SEEC (Vineland Social Emotional Early Childhood Scale) compared with the ASQ-SE show the following: • Sensitivity ranges from 90% at 30 months to 98% at 6 months with 94% overall • Agreement between the ASQ-SE and standardized assessments ranged from 88% at 30 months to 94% at 60 months with overall agreement of 92%
Web-based data entry	Online questionnaires available for parents to complete Online data management
Electronic scoring	Yes, through ASQ Pro. For single site programs, this online management option can manage all ASQ results. ASQ Pro provides automated scoring of questionnaires, easy questionnaire selection, customizable letter to parents, etc.
Other languages	Spanish
Who administers	Parents complete via interview with an early intervention or early childhood professional
Training available through the publisher	Yes

Advantages/Strengths of Tool	Disadvantages/Weaknesses of Tool
• Users (local programs) report using the ASQ-SE-2 as a powerful tool to use with parents when discussing behavior and social issues • Addresses parent/provider concerns about behavior • Facilitates IFSP outcome development • Easy, cost effective and pairs with the ASG • Supports identification of social/emotional learning outcomes	• One more tool to use for providers • Potential for over identification

The Assessment, Evaluation, and Programming System for Infants and Children (AEPS)
2nd Edition, 2002

Publisher	Brooks Publishing Company
Website for information	http://products.brookespublishing.com/Assessment-Evaluation-and-Programming-System-for-Infants-and-Children-AEPS-Second-Edition-Birth-to-Three-Set-P482.aspx
Cost	Birth to Three Set $179
Age range	Birth To Three Three to Six age range also available
Purpose	Criterion-referenced to: • Identify children's strengths across developmental areas • Identify functional goals and objectives for IFSPs • Assist in planning and guiding intervention • Monitor children's progress
Areas included	• Fine motor • Gross motor • Adaptive • Cognitive • Social-Communication • Social
Time to administer	30-120 minutes
Scored	Area raw scores summarize results from 0,1,2 scoring of items and can be converted to percent scores in each domain per test period
Type of scores	Developmental levels are estimates of performance
Age norms	No, but cutoff scores are provided to corroborate eligibility decisions
Census Used For Normative Data	Not normed
Age ranges given for items	No, not useful for creating age equivalencies
How frequently it can be given	4 times a year
Standardized tasks	Not a standardized tool
Based on observations in natural settings	Yes
Based on information from parents or providers	Yes
Data provided on reliability	Yes- interrater/interobserver agreement, test-retest reliability
Data provided on validity	Concurrent validity, treatment validity, and face validity
Web-based data entry	yes

Electronic scoring	yes
Other languages	Spanish, French, and Korean
Cultural Sensitivity	Can be used successfully with different populations
Addresses Working With Interpreters	unknown
Who administers	Interventionists, teachers, specialists and caregivers
Training available through the publisher	Yes, see website regarding on-site consultation and workshops

Advantages/Strengths of Tool	Disadvantages/Weaknesses of Tool
- Links assessment to intervention and assists with writing meaningful goals. - For each test item there are associated goals and suggested intervention activities. - Helps provide high quality IFSP goals that are measureable, functional and easier to sequence and embed in daily activities. - Strong in monitoring progress toward goals. - The descriptive criteria for each developmental step provide a consistent base for various team members. It helps providers know exactly what skills they are looking for. - Can be completed section by section by different people with varying levels of expertise. - It provides materials that permit and encourage active input and participation of family members in assessment, outcome development, intervention and evaluation for their children. - Family report section is a good way to gather resources, concerns and priorities.	- Length of administration (30-120 minutes). - Materials can be overwhelming- hundreds of items across 6 developmental areas in two age ranges. - Recommended training is at least 2 full days. - Designed to have data collected over time and across environments. - Parent report is to be completed by parents independently and some parents may have difficulty.

Battelle Developmental Inventory (BDI-2)
2nd edition, 2007
Normative Update 2016

Publisher	Riverside Publishing
Website for information	http://www.riversidepublishing.com/products/bdi2
Cost	Complete BDI-2 kit (no manipulatives): $689.10 Complete BDI-2 kit with Manipulatives: $1333.30
Age range	Birth – age 7
Purpose	Norm-referenced • Helps identify relative strengths and opportunities for learning of typically developing children • Assess and identify children with a disability or developmental delay • Plan and provide instruction and intervention by using the behavioral milestone in an item as the targeted objective; scoring criteria can be used to measure attainment • Evaluate the effects of various intervention strategies and educational programs on groups of children
Areas included	Adaptive; Personal-Social; Communication; Motor and Cognitive
Time to administer	Complete BDI-2: 1-2 hours
Scored	Can be hand scored or scored with the optional software.
Type of scores	Total BDI-2 DQ Score-Per author the most reliable score, Domain DQ Scores, Scaled Scores, Percentile Ranks and Age Equivalents
Age norms	Author suggests caution in using age equivalent scores; they should always be interpreted in conjunction with percentile rank or standard score information.
Census Used For Normative Data	The BDI-2 NU includes re-weighted normative data based on 2015 U.S. Census data projections to meet federal requirements for eligibility.
Age ranges given for items	No, single age score given in year and months.
How frequently it can be given	Not referenced in the examiner's manual. A BDI-2 representative from Riverside Publishing suggested every 6 months.
Standardized tasks	Structured procedures usually require using specific instruction text. There is some flexibility in the wording; however, the changes should not alter the intent of the item content. BDI-2 provides a variety of accommodations to allow a child with special needs to be able to respond to the item.
Based on observations in natural settings	No. Includes Test Session Behavioral Observations which is documentation of any unusual responses or behaviors by the child during testing that may impact interpretation of results.
Based on information from parents or providers	The parent, teacher, caregiver interview is used especially for many items in the earliest age ranges. Limited information is requested.
Data provided on reliability	High level of measurement precision in terms of internal consistency, stability over time for BDI-2 scores, and consistency between scorers. The BDI-2 sub-domain, domain, Total DQ, and Total Screening Scores consistently meet or exceed standards for reliability indices.

Data provided on validity	Content-related evidence of validity from professional judgment of content, coverage of important constructs and empirical item analysis. Criterion-related evidence including convergent and divergent validity with other similar tests.
Web-based data entry	Yes
Electronic scoring	Yes
Other languages	Spanish
Cultural Sensitivity	Normative data for BDI-2 NU were gathered from over 2500 children between the ages of birth through 7 years, 11 months. The normative sample closely matches the 2000 U.S. Census (education level based on 2001 data). Bias reviews were conducted on all items for gender and ethnicity concerns. Item desirability information from examiners was also considered in the selection of the final items. The Normative Update (NU) to the BDI-2 was created because of significant changes in the demographic characteristics of the U.S. population, including a notable increase in the percentage of the population identifying as Hispanic/Latino and an increase in the percentage of the population with at least some higher education. The BDI-2 norms were recalculated using U.S. Census projections for 2015. No changes were made to the test structure, items or item content, nor were any new norming data gathered for this update. The BDI-2 NU will contain the same items as the BDI-2. Examiners will automatically receive access to the BDI-2 NU norms with the purchase of the Data Manager. For those who hand-score the BDI-2, tables for obtaining the NU norms will only be available in the new BDI-2 NU Examiner's Manual.
Addresses Working With Interpreters	Not Available on publisher's website
Who administers	Early childhood, kindergarten and primary teachers, special educators, and infant intervention providers and related service providers. Educational aides with considerable experience with the children being assessed may use the BDI-2 or parts of it if they have received comprehensive training. General qualifications include an understanding of testing in general and the BDI-2 specifically and knowledge of development and experience working with young children.
Training available through the publisher	Yes

Advantages/Strengths of Tool	Disadvantages/Weaknesses of Tool
- BDI-2 Normative Update released in November 2016. - Tool is well known, used across the country and frequently used in research studies. - Providers from a variety of disciplines and backgrounds can use this tool.	- Tester must be extremely well trained and practiced for a smooth evaluation. - May not be the best tool for children under 18 months old and those who are extremely distractible. - Additional information about how child functions in natural environments may be needed in order to translate assessment information into functional IFSP/IEP outcomes/goals.

Brigance Inventory of Early Development III (IED III)
2013

Publisher	Curriculum Associates, Inc.
Website for information	www.curriculumassociates.com
Cost	Norm-referenced - IED III Standardized Kit (includes IED III standardized inventory, standardization and validation manual, 20 standardized records books, accessories kit) $349 Criterion-referenced - Inventory of Early Development III (IED 1I1) 0-35 Month Kit $529
Age range	Criterion Referenced: Birth to 7
Purpose	<u>Norm-referenced and criterion-referenced versions</u> To identify educational strengths and needs and current levels of development, monitor progress, support IFSP development
Areas included	Physical Development (Preambulatory, Gross Motor, and Fine Motor), Language Development (Receptive Language and Expressive Language), Literacy, Mathematics and Science, Daily Living, Social and Emotional Development
Time to administer	30-60 minutes
Scored	Generates criterion-referenced data related to curricular objectives or, if using the standardized approach option, provides standardized scores for norm-referenced assessments, including raw scores, age equivalents, percentiles, quotients, age level of instructional range, and total adaptive behavior scores
Type of scores	Raw score, Age equivalents, Percentiles, and Quotients (using standardized administration)
Age norms	Yes, when using the standardized approach option
Census Used For Normative Data	New standardization and validation studies reflect: Up-to-date normative data based on a nationally representative sample. (Specific info regarding Census Used for Normative Data not found on publisher's website.)
Age ranges given for items	Yes, for both criterion-referenced and standardized approaches
How frequently it can be given	The IED III Standardized supports annual measurement of growth (through administration as a pretest and posttest) as well as more frequent progress monitoring, as needed.
Standardized tasks	Yes, the directions for administration and for scoring have been field-tested and are explicitly stated so that the test can be administered in exactly the same way by different examiners.
Based on observations in natural settings	Yes, some assessments can be administered by observing the child in a natural setting. Specific assessment methods are indicated on the first page of each assessment.
Based on information from parents or providers	Yes, some assessments can be administered by interviewing the parent/caregiver or someone who knows the child well. For these assessments, prescribed directions, specific questions, and exact wording are included.

Data provided on reliability	Yes, internal consistency, standard error of measurement, test-retest reliability, and inter-rater reliability data is provided. (See Chapter 6 of the Inventory of Early Development III Standardization and Validation Manual.)
Data provided on validity	Yes, test content (content validity), internal structure and fairness (construct validity), and criterion-related validity are verified. (See Chapter 7 of the Inventory of Early Development III Standardization and Validation Manual.)
Web-based data entry	No
Other languages	No
Electronic scoring	Yes, the IED III Standardized Online Scoring Tool generates normative scores by converting raw scores into standard scores, percentiles, age equivalents, instructional ranges, and total developmental score.
Cultural Sensitivity	The sample of children is nationally representative in terms of geographic, demographic, and socioeconomic characteristics. (See infographic: http://www.casamples.com/downloads/Brigance-IEDIIIStandardized-Infographic.pdf)
Addresses Working With Interpreters	Not Available on publisher's website
Training available through the publisher	Yes, the publisher offers CA101® e-Training, webinar training, and onsite workshops

Advantages/Strengths of Tool	Disadvantages/Weaknesses of Tool
• Directions for administration and for scoring have been field-tested and are explicitly stated so that the test can be administered in exactly the same way by different examiners. • Criterion and norm referenced • Test can be adjusted to accommodate for child's needs and culture • Provides precautions related to child's response (ex. eye gaze for making choices)	• Costly individual child record books

The Carolina Curriculum for Infants and Toddlers with Special Need (CCITSN) 3rd edition, 2004

Publisher	Paul H. Brookes Publishing Co.
Website for information	http://products.brookespublishing.com/Carolina-Curriculum-C1038.aspx
Cost	$54.95 per book/$99.95 for 2 volume set
Age range	CCITSN (3rd edition) Birth-26 months CCPSN (2nd edition) 24-60 months
Purpose	Criterion-referenced - To link assessment to intervention through hierarchies of developmental tasks that are relevant to typical routines for young children and pertinent to long term adaptation. "Authentic" tool.
Areas included	Personal/social adaptation; cognition; communication; fine motor; gross motor
Time to administer	Manual indicates 60-90 minutes for experienced assessor
Scored	+ = skill mastered +/- = inconsistent or emerging skill - = unable to do skill
Type of scores	Developmental levels are estimates of performance
Age norms	Scored by looking at pattern of where "plus" scores cluster = developmental age
Census Used For Normative Data	Not Available on publisher's website
Age ranges given for items	3 month increments up to 24 months; 6 month increments from 24-36 months
How frequently it can be given	There appear to be no restrictions since the assessment tool is tied to curriculum, but the manual recommends 4, 8 and 12 month intervals from entry.
Standardized tasks	Not a standardized tool - age levels are estimates based on information from other standardized instruments and developmental literature.
Based on observations in natural settings	Yes
Based on information from parents or providers	Yes
Data provided on reliability	1st edition was field tested as part of federal grant
Data provided on validity	1rst edition data on actual use by providers collected monthly
Web-based data entry	No
Electronic scoring	No
Other languages	CCITSN has been translated into Portuguese, Russian, Korean, Chinese, Spanish, and Italian.
Cultural Sensitivity	Not Available on publisher's website
Addresses Working With Interpreters	Not Available on publisher's website

Who administers	Designed to be administered by a variety of early intervention providers
Training available through the publisher	No

Advantages/Strengths of Tool	Disadvantages/Weaknesses of Tool
- Designed to be used with children showing a range of needs "Authentic" tool/observation and routines based - Includes suggestions for curricular adaptations - Ability to monitor progress over time - Assessment tied to intervention goals - Manual provides a list of materials for assessment - Can involve parents and caregivers - Easy to visualize performance/progress on the assessment log - Diagnostically sensitive to developmental atypical - One year overlap between the infant/toddler and preschool tool; authors have made transition seamless between the two tools	- Developmental ages are estimates only - Cannot replace standardized instruments - Suggested time frame of 60-90 minutes is long; may be hard to keep child focused; may need to assess over several sessions

Developmental Assessment for Young Children- 2nd edition (DAYC-2)
2013

Publisher	PRO-ED Inc.
Website for information	http://www.proedinc.com/customer/productview.aspx?id=5157
Cost	Complete Kit: $325 including 25 each of Adaptive, Cognitive, Communication, Physical and Social-Emotional Scoring forms.
Age range	Birth through 5 years 11 months
Purpose	Norm-referenced – To identify developmental delays in children who may benefit from early intervention; Built to measure the 5 areas of assessment mandated by IDEA; cognition, communication, social-emotional development, physical development and adaptive behavior.
Areas included	Cognition, Communication. Social-Emotional Development, Adaptive Behavior, Physical development
Time to administer	Each subtest 10-20 minutes; total 50-100 minutes
Scored	Yes. Provides standard scores, percentile ranks, age equivalents, and if all subtests are completed, a general developmental quotient
Type of scores	Norm referenced instrument; Standard scores, percentile ranks, age equivalents, general development quotient
Age norms	Yes
Census Used For Normative Data	The DAYC-2 was normed on a national sample of 1,832 children; characteristics of the normative sample approximate the 2010 census.
Age ranges given for items	Yes
How frequently it can be given	Since this is a developmental scale, growth is expected so the time between assessments can be shorter. If intervention is occurring, then 3 to 4 months would be appropriate.
Standardized tasks	Yes
Based on observations in natural settings	Yes. May use observation in natural environment, but primarily relies on direct assessment and interview.
Based on information from parents or providers	Yes. Interview is part of the assessment process.
Data provided on reliability	Yes. Content-Sampling, Inter-scorer Differences, Test-retest Time Sampling Reliability and Standard Error of Measurement
Data provided on validity	Yes. Construct-Identification Validity, Criterion Prediction Validity as compared to the BDI
Web-based data entry	No
Electronic scoring	No
Other languages	None
Cultural Sensitivity	The DAYC may be administered to non-English speaking children and families with the assistance of a translator; however, in these situations, utilizing additional methods should be considered since: 1) the DAYC was normed on an English speaking population from an American culture, and 2) the publisher does not have any research data or norms to determine

	how the children in the standardization sample would have performed with modifications to the administration, such as translation.
Addresses Working With Interpreters	When administering the DAYC with the use of a translator, the evaluator should address sociocultural variables, which may include a conversation with the family about their daily routines and how routines impact their child's development. The evaluator must take the socio-cultural variables into consideration when determining the results of the test. It is expected that both information about routines and socio-cultural variables are documented in the DAYC Summary Report.
Who administers	Examiners with formal training in assessment and child development
Training available through the publisher	Yes, but not required

Advantages/Strengths of Tool	Disadvantages/Weaknesses of Tool
- Re-Normed on 2010 Census data - Assesses al five developmental domains - Yields standardized scores, percentile scores and age equivalents - Each subtest may be administered individually - Cost effective, relatively inexpensive - Not too time consuming - May be used with age adjustment for prematurity - Determines eligibility easily - Can be done in a child's home, within a play based context - Anybody can use it without lots of training, easily learned	- Not detailed for infants under 12 months of age - Does not address cultural diversity or non-English speaking families

The Early Learning Accomplishment Profile (E-LAP)
3rd Edition, 2002

Publisher	Kaplan Early Learning Company and Chapel Hill Training-Outreach Project, Inc.
Website for information	https://www.kaplanco.com/product/13649/early-learning-accomplishment-profile-e-lap-kit; http://chtop.org/Products/LAP-System/The-Early-Lap.htm
Cost	$349.95 for complete assessment kit Software CD-ROM/web-based system and PDA scoring system. Cost varies on numbers of users and system selected.
Age range	Birth to 36 months
Purpose	The purpose of this criterion-referenced assessment is to assist teachers, clinicians, and parents in assessing individual skill development in six domains of development. The results of the Early LAP can be used to generate a complete picture of a child's developmental progress in the six domains so that individualized, developmentally appropriate activities can be planned and implemented. This assessment can be used with any infant and toddler, including children with disabilities.
Areas included	Gross Motor, Fine Motor, Social Emotional, Cognition, Language, Self Help
Time to administer	45-90 minutes to administer, updates may be on an ongoing basis.
Scored	Yes. Scores represent approximations of developmental ages for use in planning developmentally appropriate instruction. These are not age equivalents because the instrument is not norm-referenced.
Type of scores	Approximation of developmental levels.
Age norms	No. Normative developmental ages assigned to items vary among reputable research-based sources. The ELAP data reflect documented norms in research, but the manual suggests it is essential that the developmental ages be viewed as approximate in nature.
Census Used For Normative Data	Not Available on publisher's website
Age ranges given for items	Yes. Age ranges provided for items are approximations of developmental ages and not age equivalents.
How frequently it can be given	Administered at specific intervals or for ongoing monitoring. Scoring sheet allows for beginning, mid-year and end-of-year scores.
Standardized tasks	Assessment guidelines do provide information about specific materials, procedures, and criteria to use for scoring each item during administration or appropriate observation of the child's skills.
Based on observations in natural settings	Yes. Depending on the components being evaluated, information from natural observation may be used.
Based on information from parents or providers	Yes. Information from parents may be used.
Data provided on reliability	Yes. Internal consistency reliability using Cronbach's coefficient alpha, standard error of measurement, test-retest reliability, and inter-rater reliability.

Data provided on validity	Yes. Content validity study results; construct validity with intercorrelations among domains, and criterion-concurrent validity (BSID-II Mental and Motor Scales). Examined correlations between chronological ages and developmental ages. Also assessed children with disabilities and determined that test did discriminate their "skill levels independent of their ages, and that it can be used to assess the developmental skills of children with disabilities."
Web-based data entry	Yes. See www.redesetgrow.com/
Electronic scoring	Yes
Other languages	Spanish
Cultural Sensitivity	A stratified sampling procedure was used based on geographic region, age, race/ethnicity, gender, and type of setting.
Addresses Working With Interpreters	Not Available on publisher's website
Who administers	Teachers, clinicians, or professionals familiar with child development in conjunction with observational information from others.
Training available through the publisher	Yes. Training in administration and scoring available from Kaplan Co. and Red-e-Set Grow.

Advantages/Strengths of Tool	Disadvantages/Weaknesses of Tool
• Criterion referenced tool. • Assess development in 6 domains. • Recognizes the importance of observation as part of the assessment and planning process. • Can be used by multiple disciplines. Easily implemented in an arena-style assessment. • Allows for easy and consistent. administration of testing items. • Each testing item has specifically identified materials, procedures and criteria for assessment. • Many items on the E-LAP are cross-referenced between domains (Ex. Cognitive item #39 is the same as Language item #19, Fine Motor item #58 is the same as Cognitive item # 75). • Cross-walked to Child Outcomes. • Easy to develop outcomes based on assessment results.	• Language Domain: area is too general. Does not separate out receptive from expressive language. Most programs seem to supplement with more comprehensive language assessments (i.e. REEL, PSL-4 or Rosetti Infant-Toddler Scales, etc.). • Children presenting with mild language delays (and who can meet eligibility for having a 25% delay) can be missed using solely the E-LAP. • Self Help Domain: does not begin until 6 months of age. Many infants present with significant feeding issues which are not captured on this scale. • Social Domain: Scale is too general. Does not address play skills or social pragmatic skills, eye contact, joint attention, etc.

Teaching Strategies GOLD
2010

Publisher	Teaching Strategies, Inc., Washington, D.C.
Website for information	http://shop.teachingstrategies.com/page/GOLD-assessment-online.cfm
Cost	Toolkit - $199.96; Objectives for Development & Learning $69.95 (included in Toolkit)
Age range	Birth through kindergarten
Purpose	- Criterion-referenced assessment tool to help teachers observe and document children's development and learning over time; - support, guide, and inform planning and instruction; - identify children who might benefit from special help, screening, or further evaluation; - report and communicate with family members and others; - collect and gather child outcome information as one part of a larger accountability system; - provide reports to administrators to guide program planning and professional development opportunities
Areas included	Social-Emotional Development, Physical Development, Language Development, Cognitive Development, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, English Language Acquisition
Time to administer	Authentic, classroom-based, naturalistic, observational assessment to be administered ongoing over time
Scored	May be scored based on observational data sources at 3 or 4 checkpoint periods throughout a year
Type of scores	Numeric scores based on 9 levels and "not yet" for each of 38 objectives and their dimensions
Age norms	Yes - Established based on widely held expectations as indicated in current research.
Census Used For Normative Data	Not Available on publisher's website
Age ranges given for items	Birth through kindergarten
How frequently it can be given	It is implemented ongoing in classroom and other naturalistic settings and scored three or four times per year
Standardized tasks	No
Based on observations in natural settings	Yes
Based on information from parents or providers	Yes
Data provided on reliability	Yes
Data provided on validity	Yes
Web-based data entry	Yes - GOLD Online System

Electronic scoring	Yes – GOLD Online System
Other languages	Spanish
Cultural Sensitivity	Provides specific strategies and resources for every type of learner, including dual-language learners and those with special needs.
Addresses Working With Interpreters	Not Available on publisher's website
Who administers	Teachers
Training available through the publisher	Yes, both onsite and webinar format

Advantages/Strengths of Tool	Disadvantages/Weaknesses of Tool
- Yields a rich picture of each individual child's strengths and areas of concern - Strengths-based - Comprehensive and clear - Supports teachers to be intentional and focused with collecting data and making evaluations - Inter-rater reliability certification protocol - Developmentally appropriate authentic assessment system - Appropriate for assessing all children including those with disabilities and those who are English language learners - Quantifiable scoring with 9 possible levels per objective	- Not an on demand assessment that has a set, one-time administration window - Not standardized

Hawaii Early Learning Profile (HELP)
2004

Publisher	Vort Corporation
Website for information	www.vort.com/products/help_overview.html
Cost	HELP Manual: $64.95; HELP Strands: $3.50; HELP at Home: $89.95; HELP Charts: $3.50; HELP Family Centered Interview: $2.00; HELP Checklist: $3.50
Age range	Birth – three years
Purpose	Comprehensive, on-going, family centered curriculum based assessment process for infants and toddlers and their families to identify needs, tracking growth and development and determining "next steps" (targeting outcomes).
Areas included	Regulatory/Sensory Organization; Cognition; Language; Gross Motor; Fine Motor; Social and Self Help Skills
Time to administer	On-going observations. Summaries to be provided periodically. Initial assessment 45-90 minutes.
Scored	Yes. Obtains approximate developmental levels. Does not yield a single age level or score. Not norm referenced or standardized. The HELP Strands can provide approximate or estimated developmental levels within and between areas of development.
Type of scores	Approximate age ranges.
Age norms	No
Census Used For Normative Data	Not available on publisher's website
Age ranges given for items	Yes
How frequently it can be given	Flexible. On-going observations can be recorded
Standardized tasks	No
Based on observations in natural settings	Yes. Observation in multiple sessions is preferred.
Based on information from parents or providers	Yes. Parent report and/or parent facilitation in eliciting targeted skills is encouraged.
Data provided on reliability	Not available.
Data provided on validity	Not available.
Web-based data entry	Yes. HELP Online can be used to "suggest" Child Outcome Summary ratings. Ratings and progress categories are based on children's developmental age levels which users enter into the online system.
Electronic scoring	No
Other languages	Spanish
Cultural Sensitivity	Not available on publisher's website
Addresses Working With Interpreters	Not available on publisher's website

Who administers	One or more interdisciplinary childhood specialists (i.e., teacher, nurse, occupational therapist, physical therapist, speech pathologist).
Training available through the publisher	Yes

Advantages/Strengths of Tool	Disadvantages/Weaknesses of Tool
• Reliability Evidence for the Hawaii Early Learning Profile Birth-3 Years: Interrater Agreement of Child Assessment Crediting study completed by University of Kentucky in 2015. • Provides crosswalk to Child Outcomes • Provides excellent guidance for program planning. • Family driven. Recognizes caregiver's interactions that facilitate and support the child's development. • Opportunities to record qualitative descriptions of child's developmental skills and behaviors along multiple lines of development. • Conduct a family-directed assessment of family concerns, priorities, and resources as they relate to the development of their child. • Excellent curriculum guide that can be easily cross-referenced to tool. • Allows for multi-disciplinary team to conduct assessment. • 685 developmental skills and behaviors covering 5 domains. • Condensed definitions directly on protocol. • Recognizes environmental factors. • Includes Sensory/Regulatory subtest. • Uses natural environment and routines. • Disability sensitive.	• Focus is not on evaluation. • Not standardized. • Not norm-referenced. • Takes a significant amount of time to become familiar with the tool (685 items). • Age ranges instead of exact age. • Can take a long time to complete. • Some items are not in homes due to available play items.

Modified Checklist for Autism in Toddlers, Revised with Follow-up
M-CHAT-R/F
2009

Publisher	Available online
Website for information	www.m-chat.org/www.mchatscreen.com
Cost	free
Age range	16-20 months
Purpose	The Modified Checklist for Autism in Toddlers, Revised with Follow-Up (M-CHAT-R/F; Robins, Fein, & Barton, 2009) is a 2-stage parent-report screening tool to assess risk for Autism Spectrum Disorder (ASD).
Areas included	No specific developmental area measured, screening specifically for ASD.
Time to administer	Parent initially answer questionnaire in about 5 minutes. If screened positive (medium or high risk), structured follow-up questions to obtain additional information and examples of at-risk behaviors takes 5-10 minutes.
Scored	Questions are answered yes or no and are scored Pass/Fail
Type of scores	Low risk, medium risk, or high risk (or diagnosis for ASD)
Age norms	Yes
Census Used For Normative Data	Toddlers in metropolitan Atlanta and Connecticut
Age ranges given for items	n/a
How frequently it can be given	Recommended to be given at 18 and 24 months of age.
Standardized tasks	No
Based on observations in natural settings	Yes
Based on information from parents or providers	Yes
Data provided on reliability	Yes
Data provided on validity	Yes; children whose total score was greater than or equal to 3 initially and greater than or equal to 2 at follow-up have a 47.5% risk of being diagnose with ASD and a 94.6% risk of any developmental delay or concern
Web-based data entry	Not needed. Can register on website and child's data can be stored for later use by parents or physicians
Electronic scoring	Not needed. Can be scored in less than two minutes
Other languages	Is available in most other languages and permission is granted to create a new translation (requirements are included on www.mchatscreen.com to make sure translation is valid)
Cultural Sensitivity	References indicate studies done to validate screener with other languages
Addresses Working With Interpreters	Translated into most languages for parents. Does not specifically address working with interpreters
Who administers	Parents complete the checklist, but follow-up should be done by physicians, specialists or other professionals with the parents

Training available through the publisher	No training necessary

Advantages/Strengths of Tool	Disadvantages/Weaknesses of Tool
• The revised tool improves early detection and long-term prognosis of ASD; additionally, it reduces the false positive rate and detects more ASD cases than the original M-CHAT • The format is simple • The reading level is approximately 6th grade • No parent or physician training is required • Even children who screen positive have a high risk for other developmental disorders • Is quick and easy to administer	• There is a high false positive rate, meaning that not all children who score at risk will be diagnosed with ASD. • If your child is older than 30 months, the M-CHAT is not as relevant as a screening tool for ASD.

Michigan Developmental Programming for Infants and Young Children
Early Intervention Developmental Profile (EIDP)
1981

Publisher	University of Michigan's Institute for the Study of Mental Retardation and Related Disabilities; University of Michigan Press
Website for information	https://www.press.umich.edu/8136/developmental_programming_for_infants_and_young_children
Cost	$19.95 Volume 1 Administration and Scoring Instructions; $4.50 Volume 2 Developmental Profiles (5 copy minimum order)
Age range	Birth to 36 months
Purpose	The purpose of this criterion-referenced assessment is to assist teachers, clinicians, and parents in assessing individual skill development in six domains of development.
Areas included	Addresses six areas of development: perceptual/fine motor, cognition, language, social/emotional, self-care, and gross motor
Time to administer	30 - 90minutes
Scored	Yes. Scores represent approximations of developmental ages for use in planning developmentally appropriate instruction. These are not age equivalents because the instrument is not norm-referenced. The tool recommends establishing a *basal level* and a *ceiling level* for each scale*.* The basal and ceiling levels define a range of items on which the child's performance is inconsistent and this range will provide a focus for programming efforts. This also provides a zone of proximal developmental level. Not all items are arranged in true order, some items occur concurrently. It requires one to use their training guidance, experience, and informed opinion in determining a present level of development.
Type of scores	Does not provide a developmental age. Score are grouped in 3 or 4-month age ranges. The score sheet is designed to permit small increments in a child's skills to be frequently noted and a child's development to be graphically displayed.
Age norms	No. Normative developmental ages assigned to items vary among reputable research-based sources. The EIPD data reflect documented norms in research, but the manual suggests it is essential that the developmental ages be viewed as approximate in nature.
Census Used For Normative Data	The tool is based on a review of standardized tools or research from other instruments
Age ranges given for items	Yes. Age ranges provided for items are approximations of developmental ages and not age equivalents.
How frequently it can be given	Administered at specific intervals or for ongoing monitoring. Scoring sheet is designed to permit small increments in a child's skills to be frequently noted and a child's development to be graphically displayed.
Standardized tasks	Assessment guidelines do provide information about specific materials, procedures, and criteria to use for scoring each item during administration or appropriate observation of the child's skills.
Based on observations in natural settings	Yes. Depending on the components being evaluated, information from natural observation may be used.

Based on information from parents or providers	Yes. Information from parents may be used for most items.
Data provided on reliability	Interrater Reliability: Page 3 in Volume 1 Range from .80 to .97 Strong and highly significant test-retest correlations ranging from.86 to .99 attest to the reliability and stability of EIDP measurements
Data provided on validity	Strong construct validity
Web-based data entry	No
Electronic scoring	No
Other languages	Not Available on publisher's website
Cultural Sensitivity	Not Available on publisher's website
Addresses Working With Interpreters	Not Available on publisher's website
Who administers	Designed to be administered by a multidisciplinary team which includes a psychologist or special educator, Developmental Services Provider, PT or OT, and a speech and language therapist.
Training available through the publisher	No University of Michigan Press, 839 Greene Street, Ann Arbor, MI 48104; Telephone: 800-621-2736; E-mail: um.press.bus@umich.edu; Web: http://www.press.umich.edu

Advantages/Strengths of Tool	Disadvantages/Weaknesses of Tool
• The EIDP materials list in Volume 2 and the Test Items Description section in Volume 1 provide examiners with suggested materials to be used in item administration. If a child's play material are consistent with those suggested, they may be used. • An assessment designed for a team to use in planning intervention. • The copyright from the University of Michigan expired in February, 1991.	• For children under 12 months of age, the adaptive section will be comprised of feeding skills only. • Only certain items can be scored as a Pass by parent report. • Limited items in each age range. • Does not provide age levels.

Receptive-Expressive Emergent Language Test – 3rd Edition (REEL-3)
2003

Publisher	Pro-Ed
Website for information	http://www.proedinc.com/customer/productView.aspx?ID=1807
Cost	$121.00 for entire kit (examiner's manual and 25 booklets) $72.00 for Examiner's Manual $56.00 Profile/Examiner Record Booklet (25) $56.00
Age range	Birth through 3 years

Purpose	The REEL-3 is designed to help clinicians identify infants and toddlers who:
	    1. Have language impairments
	    2. Have other disabilities that affect language development.
	This tool can be used as an assessment and planning instrument in Early Childhood Intervention programs mandated under P.L. 99-457.

Areas included	Two core subtest: Receptive Language and Expressive Language. There is an optional Vocabulary Inventory form (forms A and B).
Time to administer	20-30 minutes; no time limits given.
Scored	Scores derived from normative data.
Type of scores	Raw score, subtest ability score (receptive and expressive) and composite ability score (total language), percentile ranks, age equivalents.
Age norms	Age equivalents derived from raw scores.
Census Used For Normative Data	2000 Census 1,112 infants and toddlers from 2001-2002 See page 24 of the examiner's manual for more specific information.
Age ranges given for items	n/a
How frequently it can be given	Annually
Standardized tasks	n/a
Based on observations in natural settings	Guidelines given for home/natural environment observation are available in the examiner's manual (see page 51).
Based on information from parents or providers	The examiner asks a series of questions that require a simple *yes* or *no* response by the caregiver.
Data provided on reliability	Yes – inter-rater reliability and test-retest reliability.
Data provided on validity	Yes – content, criterion-related, and construct.
Web-based data entry	n/a
Electronic scoring	n/a
Other languages	No.
Cultural Sensitivity	Weighting procedures were used to ensure that the normative sample reflect the population characteristics of the U.S. as published in the 2000 Census relative to geographic region, gender, race, and ethnicity. The addition, the

	authors considered studies showing the role of gender, ethnic, and racial bias. Reliability coefficients were derived for subgroups of the normative sample (e.g. Individuals with speech or language impairments, African Americans, Hispanic Americans, and males and females). Guidelines given for adaptive assessment and how to report these results in narrative form.
Addresses Working With Interpreters	Appropriate to use with interpreters.
Who administers	Educators, psychologists, speech-language pathologists
Training available through the publisher	n/a

Advantages/Strengths of Tool	Disadvantages/Weaknesses of Tool

• Standardized assessment based on normative data.
 • Great pains taken to match normative data with that of the population of the U.S. in 2000. The sample was weighted to account for any under or over representation.
 • Easy to administer – yes/no format.
 • Research based language model used in the development of the REEL-3
  ○ Receptive and Expressive
  ○ Interactive Language Components (Content, Form, Use)
  ○ Phases of Acquisition
   ▪ Birth to 3 Prelinguistic Reflexive Communication
   ▪ Transition to Intentional Use of Language; First Words
   ▪ Rapid Vocabulary Development; Initial Sentence Formation
   ▪ Recognizable Adult-Like Register).
	• Yes/no format does not allow for a lot of flexibility with administration.
	 • Parents may not understand questions even with extension questions available.
	 • Limited to language scores. Different assessments would be needed for gross motor, fine motor, cognition, social, and self-help.

Rossetti Infant Toddler Language Scale
2006

Publisher	Linguisystems
Website for information	http://www.linguisystems.com/
Cost	$109.95 (test kit); $41.95 (test forms)
Age range	Birth to Age 3
Purpose	The Rossetti Infant-Toddler Language Scale is designed to provide the clinician with a comprehensive, easy-to-administer, and relevant tool to assess the preverbal and verbal aspects of communication and interaction in the young child. The results from this assessment tool reflect the child's mastery of skills in each of the areas assessed at three-month intervals.
Areas included	The Rossetti Infant-Toddler Language Scale is a criterion referenced instrument that assesses Interaction-Attachment, Pragmatics, Gesture, Play, Language Comprehension, and Language Expression.
Time to administer	Time will vary; estimated 10-30 minutes
Scored	- Test items are considered "passed" if the behavior in question is noted through observation or through direct elicitation. When a behavior is not observed or elicited during the assessment, the caregiver is asked about the behavior. Observation, elicitation and reporting carry equal weight when scoring. - A child must demonstrate all behaviors for a particular developmental area within an age range before a developmental age level can be considered mastered rather than emerging. - Scoring guidelines, suggested questions for caregivers, and testing tips are given for each test item.
Type of scores	The child's performance is compared to known developmental parameters as opposed to a group of typically developing children. Observe: (O) behavior directly observed, child performs spontaneously Elicit: (E) performed behavior when cued Report: (R) parents confirm that behavior is usually performed in a normal testing
Age norms	Norms were based on a sample of 357 children ages 4 to 36 months. Each age had 60 children (20 children from each of 3 states). The sample was divided by gender and type of community; attempts were also made to include varying ethnic backgrounds and socioeconomic statuses. Non-verbal children were excluded. 80% of children passed the test at each level. Validity was not reported. Reliability = .88 to .99.
Age ranges given for items	Yes; results reflect the child's mastery of skills in each of the areas assessed at three-month intervals.
How frequently it can be given	The age performance profile can be filled out whichever way the clinician finds most suitable. If the same protocol is used for a second and third administration use a different color to differentiate between assessments. The graph that is made in the age performance profile makes the results simple to read and helps make improvements more obvious.

Standardized tasks	No, criterion-referenced test
Based on observations in natural settings	Yes
Based on information from parents or providers	Yes, but also can be elicited during assessment
Data provided on reliability	No, criterion-referenced test
Data provided on validity	Not reported
Web-based data entry	No
Electronic scoring	No
Other languages	Spanish
Who administers	The Rossetti Infant-Toddler Language Scale is designed for use by any member of the infant-toddler assessment team or intervention team regardless of primary academic discipline. It may be administered by a single administrator or as part of a multi- or transdisciplinary-team assessment. The examiner(s) should have a thorough knowledge of child development and communication skills.
Training available through the publisher	No

Advantages/Strengths of Tool	Disadvantages/Weaknesses of Tool
• Contains several subtests each assessing a key development in language. • Easy to administer • Each subset has a set of cueing • Provides information on pragmatics and social language	• This test is a criterion-referenced not a normed-referenced instrument. Criterion-referenced tests compare the subject's mastery of the specified behaviors to the specified behaviors.

Transdisciplinary Play-Based Assessment and Intervention 2 (TPBA/12)
2008

Publisher	Paul H. Brookes Publishing Co. PO Box 10624 Baltimore, Maryland 21285-0624
Website for information	http://products.brookespublishing.com/Transdisciplinary-Play-Based-Assessment-Intervention-TPBAI2-Child-and-Program-Summary-Forms-P561.aspx
Cost	3 volume set with forms CD $329 .95 3 volume set $229.95 TPBA/2 Forms (pkg. of 5 tablets; 50 pages) $54.95
Age range	Birth to 6 years
Purpose	Criterion-referenced - To determine eligibility, write IFSP/IEP outcomes/goals, monitor progress, plan for intervention/instruction, and identify family Concerns, Priorities and Resources
Areas included	Sensorimotor Development (includes daily life and self care), Emotional and Social Development, Communication Development (includes ASL), Cognitive Development
Time to administer	60-90 minutes Requires additional planning time
Scored	Yes
Type of scores	Age scores
Age norms	The child is compared with normal development, accepted by the different professional bodies (physical, occupational, and speech language therapy) as what constitutes typical development within age ranges.
Census Used For Normative Data	Not available on publisher's website
Age ranges given for items	Age tables available for skills in all areas of development
How frequently it can be given	Can be administered as often as needed.
Standardized tasks	Administration is not standardized and no specific tasks are required.
Based on observations in natural settings	Yes. Can be administered in the home or in any play area. Complete administration includes observation of play with a professional facilitator, peer, and family member(s).
Based on information from parents or providers	Parent input is obtained through questionnaires prior to assessment as well as during administration.
Data provided on reliability	The Administration Guide provides information on interrater reliability and test-retest reliability.
Data provided on validity	The Administration Guide provides information on content validity, social validity, and criterion-related/concurrent validity.
Web-based data entry	No
Electronic scoring	No
Other languages	Forms/questionnaires available in Spanish. Play-Based assessment can be conducted in any language. Contains suggestions for working with interpreters.

Cultural Sensitivity	Not available on publisher's website
Addresses Working With Interpreters	Not available on publisher's website
Who administers	Team of Early Intervention Professionals (Special Educators, OT, PT, SLP, Psychologist) in conjunction with parents. Minimum of two disciplines represented.
Training available through the publisher	Yes, training is available through Brookes. On Location Training for a fee. Training is provided by the Author.

Advantages/Strengths of Tool	Disadvantages/Weaknesses of Tool
- Play-based so children are relaxed, engaged and motivated - Child-directed, encouraging creativity and spontaneity - Strength-focused - Family-friendly, tapping into knowledge and experience of those who know the child best - Routines and natural environments emphasized - Multiple forms/questionnaires to obtain information on family concerns, priorities and resources - Format of assessment ideal for children who have a difficult time sitting for standardized test administration - Play-based nature of administration facilitates engagement of very reserved children - Can be administered in homes or center-based play areas	- Not standardized - Amount of prep time needed - Amount of time needed for administration - Multiple professionals needed at assessment - or able to view video of assessment at a later time