**Notes on Assessment Tools**

* Comprehensive across settings/situations
* Sensitive to small increments of progress
	+ 6 weeks
	+ 3 x per year
* Easy to use
* Authentic Information
* Useful – Informs instruction
* Culturally sensitive
* Developmentally appropriate
* 0 – 5 with strong/sensitive 3 - 5 items
* Link between the content of the instrument and the purposes of the assessment

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| **Tool** | **Strengths** | **Weaknesses** | **Questions/Comments****Other** |
| LAP/ELAP | Cross walkedItems in each outcome Outcome 2 is more comprehensiveFairly comprehensiveThe LAP 3 goes back to 12 – 17 months in areasProvides guidelines based on primary disability. You don’t have to purchase the toys for the kitThe manual is comprehensiveIt is a combination of observation and structured probesMeets Head Start requirements | If you need to go lower than 12 17 months you need the ELAPYou need 2 kits to go 0 – 6Training and practice is required to organize the materialsTime consumingThere are some key skills that teachers need to use the instrument. Does not meet universal design criteria.  | 2 large districts use this tool in region 13 |
| ASQ – you give an age defined survey for the parent or caregiver to give in the home or authentic setting. Designed to be sent home for the provider to do in the home. There is also a way to send it home and have the parents use the materials that they already have in the home.  | The ASQ-SE includes lots of functional items and helps you get the full vision of the child. The ASQ would be really helpful for the transition meeting to get the right questions asked during the | From 36 – 66 months the interval between assessments is wider and might not be sensitive to subtle changes. There might be additional support necessary. The information is only as good as the person that did it. You need to supplement with the ASQ-SE to measure outcome 1The items in the ASQ are less functional. The ASQ-SE has broader intervalsThe ASQ states that it should not be used on children with known disabilities |  |
| BDI-II – structured tests and  | Very comprehensiveMeets the age level criteria of 0 – 7. Used for children with disabilitiesAvailable in SpanishDomain basedThe adaptive domain is very detailedThere is a parent interview in the adaptive domain.The adaptive domain is functional in nature. Includes accommodations for children that speak Spanish. It covers the outcomes well.  | Requires special training to administer and score the test.It is difficult to add accommodations because of the structured nature of the test. There is footwork before you give the test. Takes 1 – 1.5 hours to administer.The scores are very complicated. If the implementation is not appropriate the reliability and validity are not maintained | Bi-lingual administrators charge 3 – 5 hours |
| HELP – it has an assessment strand 0 – 3 and 3 – 6 the strand is what you mark and from there you color code a chart  | It is sensitiveVery easy to useTime effectiveCost 64.93You have to purchase individually. It is usefulIt is developmentally appropriateIt is available in Spanish0 – 6 age rangeComprehensiveIncludes parents in the rating. It has adaptations for SPEDWeb-based data entryCovers all of the outcomes. This helps educate teachers about what is developmentally appropriate.  | Mix of functional and non-functional items.You need to be well trained to use all of the pieces. Very detailed and takes a lot of time.  | This is what her ECI uses and she thinks that would make the transition more seamless. It is one of the recommended tools.  |
| Creative Curriculum -  | They have an online version of the curriculum. Easy to use.Aligned to the Pre-K outcomesLinked to instructionWeb interface is linked to activities and gives you easier activitiesVery little training.Place for anecdotal notes. Parent newsletters that you can print and send out. It has the evolution of the same skills over time. This helps with rating the COSF. They felt that the assessment helped them better understand the developmental constructs measured through the COSF | The paper copy is difficult to administer because the forerunners are not included in the manual. Difficult to use for teachers that are not computer savvy. Not good for kids that are medically fragile you might need to use another tool. Less information in social emotional (kids with ASDs are not well measured on the social emotional scale).  | Rita has a document with the forerunners and regular levels combined. She had the items put into her IEP system so that they can generate functional outcomes that are linked to assessment.  |
| High-Scope- two products IT 0 – 3 and Preschool 2.5 – 6. Available in 2 versions paper version where you record anecdotal notes. There is a cd rom or onlineCOR you buy 5 slots at a time and you need to purchase every year.  | The skills assessed are very functional Assessment conducted in natural environments. You record quoted student language.Good coverage for the COSF There is information for families about the assessment available in English and SpanishCorrelated to the Pre-K guidelines and head start guidelineIncludes instructional activities based on key developmental indicators. They have individualized reports for parents. That allow parents to see progress. It has been validated against standardized tests. You can include information from the parents in the scoring | There are some areas where the IT and Preschool are not aligned e.g. self awareness and social emotionalNot age normed | Robin has a form with guidelines for interpreting the High Scope COR. This helps people interpret the information in the context of typically developing peers.  |
| DAYC -  | Has good age range You have to be trained in assessment to administerThere is a large amount of observation included. There is a parent interview componentIt covers all of the areasThe items are very functional. There is a developmental chart that provides great information for teachers [ you can buy the chart separately Brenda posts this in her child find offices]  | Tough for ELL and kids at riskEnglish onlyShould be used for eligibility and not program planning (experience says that it is not helpful)It is difficult to use for progress monitoring [ there is not distinction between a mastered skill and an emerging skill] The higher age range skills seem too high/not developmentally appropriateThe developmental continuum does not have face validityAll the articulation is at the 12 month level.  |  |