

Norm-Referenced Assessment Tools for Children Birth to Age Five Years with Potential for Remote Administration for Eligibility Determination

updated October 22, 2020

*This document and additional resources on remote screening, evaluation and assessment can be found at:
<https://ectacenter.org/topics/earlyid/remote.asp>*

The [DEC Recommended Practices](#) and [IDEA](#) require that multiple sources of information be used to determine eligibility for early intervention or preschool special education. Depending on the child's age, the nature of the child's special needs, and state policy, one of those sources might need to be an assessment that is norm-referenced to produce a score that provides, for example, a percent delay or standard deviations below the mean. Some norm-referenced tools require a trained practitioner to administer structured items directly to the child using a specific script and strict procedures. When these tools are not administered according to the required procedures, the resulting scores should be suspect. Because of the strict administration requirements, these kinds of tools are not well suited for situations where the practitioner and the child and parent cannot meet in person.

There are, however, other norm-referenced assessments that rely on the parent or caregiver as the source of information about the child's behavior and what the child knows and can do. There also are tools that use observation. Depending on what needs to be observed, the practitioner might be able to use videoconferencing or videos created by the parent to observe the child. Tools that do not require a practitioner to be present with the child are better suited for remote administration.

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Project Officers: Meredith Miceli, Amy Bae, and Julia Martin Eile.



Purpose

This list of tools was compiled to assist states and programs with identifying assessments that can be administered when the assessor cannot be in the room with the child. We encourage those using this resource to review the recent presentations about applying [assessment principles to evaluation for eligibility remotely](#) for Part C and Part B Preschool.

What is Included

The table includes norm-referenced tools for children birth through five years old with one or more domains that can be administered by observation, interview, and/or parent/caregiver checklist. The table provides a link to the website where the tool can be obtained, information about the age range of the tool, the name of domains or content areas that have potential to be gathered remotely, the administration approach, language translations available, and additional details about scoring, classifications, or use.

Disclaimer

The information in the table was gathered from publisher websites and online reviews. The authors do not have experience administering all of the assessment tools. For some assessments, it was difficult to discern exactly how they were administered without purchasing them. **The inclusion of a tool on the table does not constitute endorsement or indicate any evaluation about the tool's validity or reliability.** Users are encouraged to thoroughly investigate any assessment tools before adoption or use.

Feedback Requested

We welcome feedback from individuals who have used these assessments, especially if the information about the tools in the table is incomplete or inaccurate. If you know of another tool that should be included, please send the name and publisher. Send any feedback or additional information to Haidee.Bernstein@sri.com and put "Assessment" in the subject line. We will revise the table as more information becomes available.

Name and Publisher/website ¹	Age Range	Areas Possible to Assess Without Direct Assessment	Administration Details and Additional Notes	Languages and Any Specific Scoring Information
<p>Achenbach System of Empirically Based Assessment (ASEBA) (2000)</p> <p>Research Center for Children, Youth, and Families at University of Vermont.</p>	<p><i>Preschool forms</i> 1:6 to 5 years</p>	<p>Language and Social Emotional; DSM V scales/syndromes</p> <p>Both parent form and teacher/caregiver form generate Internalizing, Externalizing, and Total Problems scales and a Stress Problems scale.</p>	<p>Includes a child behavior checklist and language development survey (CBCL-LDS) completed by the parent</p> <p>LDS focuses on expressive vocabularies, word combinations, and risks for language delays.</p> <p>CTRF is the caregiver-teacher report form. Separate forms completed by parent and caregiver/teacher. Publisher information does not describe if CBCL and CTRF are both needed for complete scoring/normative comparisons or if options to only administer one of them.</p>	<p>Available in over 100 languages and multicultural variations consider incidence of problem behaviors in different societies (different sets of norms)</p> <p>App available, as well as scoring options by hand, PC, or web-entry</p>
<p>Adaptive Behavior Assessment System -Third Edition (ABAS-3) (2015)</p> <p>Pearson WPS</p>	<p>Birth to 89:11 years</p>	<p>Daily Living Skills: General Adaptive Composite, Conceptual, Social, and Practical (11 skill areas with norms for each).</p>	<p>Evaluates intellectual and developmental disabilities</p> <p>Conceptual includes cognitive and some language aspects</p> <p>Behavior Rating Scale typically completed by parent, caregiver, and/or teacher. Parent/Primary Caregiver Form (Ages 0–5), Teacher/Daycare Provider Form (Ages 2–5), Parent Form (Ages 5–21), Teacher Form (Ages 5–21), Adult Form (Ages 16–89)</p> <p>The ABAS-2 (2003) is also still available.</p>	<p>Available in English and Spanish</p> <p>Norm-referenced standard scores with confidence intervals and percentile rankings</p> <p>An online version is also available.</p>

¹ Assessment also may be available through other publishers not listed.

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Autism Spectrum Rating Scale (ASRS) (2009) WPS	2 to 18 years	Peer socialization, Adult Socialization, Social/Emotional Reciprocity, Atypical Language, Stereotypy, Behavioral Rigidity, Sensory Sensitivity, and Attention	Can be used to guide diagnostic decisions, treatment planning and response to intervention. ASRS uses a 5-point Likert response scale. Parents and teachers indicate how often they observe specific behaviors in the child being evaluated.	Available in English and Spanish Norm referenced based on parent and teacher ratings of 2,500 children in the US and a clinical sample of 1200 children with autism spectrum disorder, ADHD, mood and anxiety disorders, and disruptive behavior
Battelle Developmental Inventory, 3 rd Edition (BDI-3) (2020, available in June) Riverside Insights	Birth to 7:11 years	Adaptive and Social-Emotional (Other domains assessed but these require some direct assessment.) Also, has Early Academic Survey to assess mathematics and literacy for children 3:6 to 7:11 years. Information about administration of EAS is limited, but it appears to be a direct assessment.	BDI-II , Normative Update (2016) is still available. It includes Personal-Social instead of Social-Emotional domain and no Early Academic Survey.	English and Spanish Developmental Assessment available Mobile scoring and reporting options Standard scores are available even if only one or two specific domains are administered to a child.

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<p>Bayley Scales of Infant and Toddler Development, 4th Edition (Bayley-4) (2019)</p> <p>Pearson</p>	<p>16 days to 42 months</p>	<p>Social-Emotional and Adaptive Behavior (Other domains assessed but these require some direct assessment.)</p>	<p>Q-Global allows digital administration of social-emotional and adaptive behavior domains on iPad or computer. See video. Paper forms are available too.</p> <p>Bayley-III (2005) also is available.</p>	<p>English</p> <p>Scaled score, age equivalent, standard score, percentile rank</p> <p>Sample score report for social-emotional and adaptive behavior domains</p>
<p>Behavior Assessment System for Children (BASC-3) (2015)</p> <p>Pearson</p>	<p>2 to 21:11 years</p>	<p>Adaptive Skills, Behavioral Symptoms, Specific Clinical and Adaptive Scales, and Executive Functioning</p>	<p>Teacher Rating Scale (TRS) and Parent Rating Scale (PRS) Can use both forms or either individually.</p> <p>Also, a self-report of personality (SRP) for children 6 through college age</p> <p>Both Parenting Relationship Questionnaire (PRQ) and Structured Developmental History (SDH) can also be completed by parents.</p> <p>Student Observation System (SOS) available but involves direct observation of classroom setting.</p> <p>Q-Global allows digital administration of forms or can use paper option</p> <p>Link for scales on BASC-3</p>	<p>Available in English and Spanish.</p> <p>T scores and percentiles. Detailed scales and indices that can be derived listed here.</p>

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Brigance Inventory of Early Development III – Standardized (IED III Standardized) (2013) Curriculum Associates	Birth to 7 years	Social-emotional Adaptive Behavior domain for Infants and Toddlers birth-23 months which relies on observation and interview. (Other domains assessed but these require some direct assessment.)	Sample questions and information about domains	English Standard scores, percentiles, and age equivalents generated for each key area and domain.
Communication and Symbolic Behavior Scales, Normed Edition (CSBS) (2001) Brookes	0:8 to 2:0 functional level communication or 0:8-6:0 if developmental delays are present	22 communication and symbolic rating scales grouped into seven “clusters”: communicative functions, gestural communicative means, vocal communicative means, verbal communicative means, reciprocity, social-affective signaling, and symbolic behavior	Uses parent interviews and direct observations of natural play to gather information A toy kit is sold as an option to stimulate communication during naturalistic play that is videotaped.	No information listed about languages of assessment.

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Conners Early Childhood (Conners EC) (2009) WPS	2 to 6 years	Behavior, Developmental Milestones (Adaptive Skills, Communication, Motor Skills, Play, Pre-academic/Cognitive), Global Index Notes can administer one area if not wish to assess all of them.	Parent and Teacher/Caregiver Ratings	English and Spanish Reports indicate elevated scores, milestones met, and status relative to peers. It also compares scores across raters when multiple raters are used. See a sample report . Insufficient information to determine if tool is a screener or detailed enough for diagnostic use.
Developmental Assessment of Young Children, Second Edition (DAYC-2) (2012) Pearson WPS	Birth to 5:11	Adaptive Behavior, Cognition, Communication, Physical Development, Social-Emotional Development	Observation, interview, or direct assessment for each item There is not a test kit. Can test any one domain alone, or all of them. Subscale scores for Receptive and Expressive Communication and Gross and Fine Motor.	English Standard scores, percentile ranks, and age equivalents are provided for each domain, and for overall general development if all five domains are tested.

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<p>Developmental Profile 4 (DP-4) (2020) Can pre-order now</p> <p>DP-3 (2007) is also still available.</p> <p>WPS</p>	<p>Birth-21 years, 11 months</p>	<p>Physical, Adaptive Behavior, Social-Emotional, Cognitive, and Communication</p>	<p>Parent/caregiver interview, parent/caregiver checklist, teacher checklist, and clinician rating</p> <p>Clinician form does not provide standard scores, only designed for growth monitoring.</p> <p>For DP-3, indicated that parent/caregiver interview is preferred, but a checklist option is also provided</p>	<p>English and Spanish with additional Spanish language norms (Clinician form English only)</p> <p>DP-3 was translated into Bulgarian, Czech, Danish, & Spanish</p> <p>Norms-based standard scores, percentiles, stanines, age equivalents, descriptive ranges, and growth scores for progress monitoring</p> <p>Insufficient information to determine if tool is a screener or detailed enough for diagnostic use</p>

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Devereux Early Childhood Assessment (DECA-I/T) Assessment Program (2007) Kaplan	DECA Infant 0:1 to 1:6 years DECA Toddler 1:6 to 3:0 years	Infant: Protective Factors (Initiative, and Attachment/Relationships) Toddler: Protective Factors (Initiative, Self-Regulation, and Attachment/Relationships)	Assesses protective factors and screens for social-emotional risks	English and Spanish Publisher can be contacted if other languages are needed. See a sample report . Includes T scores, percentiles and whether each item and area is a strength, typical, or area of need
Devereux Early Childhood Assessment for Preschool, 2 nd Edition (DECA-P2) (2012) Kaplan	3 to 5 years	Protective Factors (Initiative, Self-regulation, Attachment/Relationships) and Behavioral Concerns	Questionnaire/assessment form with questions for teachers/caregivers and/or parents to complete Also, has an individual child profile that shows parent profile ratings and caregiver/teacher ratings	English and Spanish See a sample report . Includes T scores, percentiles and whether each item and area is a strength, typical, or area of need.

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<p>Devereaux Early Childhood Assessment, Clinical Form (DECA-C) (2003)</p> <p>Kaplan</p>	<p>2 to 5 years</p>	<p>Protective factors (initiative, self-control, and attachment) in the DECA and Behavioral concerns such as aggression, attention problems, emotional control problems, and withdrawal/depression</p>	<p>Questionnaire completed by either parents or teachers but interpreted by mental health professional</p> <p>Individuals are encouraged to do a series of focused observations of the child across settings and situations before completing the tool.</p> <p>For use with select children with social and emotional problems or significant behavioral concerns</p> <p>More information about use and standardization in the DECA-C booklet</p>	<p>English and Spanish</p> <p>Paper and e-reporting system</p> <p>Includes information about standard scores and classification into area of need, typical, or strength and profiles change over time for child or classroom</p>
<p>Eyberg Child Behavior Inventory (ECBI) and Sutter-Eyberg Student Behavior Inventory – Revised (SESBI-R) (1999)</p> <p>Par</p>	<p>2-16 years</p>	<p>Presence, frequency, and severity of disruptive behaviors</p>	<p>ECBI is questionnaire for parent response. SESBI-R is questionnaire for teacher/caregiver response.</p> <p>Fact sheet says measures noncompliance, defiance, aggressiveness, and impulsiveness. When both tools are used together, it provides information to identify and treat conduct-disordered behaviors including attention-deficit/hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), and conduct disorder (CD).</p>	<p>English and Spanish</p> <p>Provides standard scores (T scores) with percentiles and whether or not it exceeds the cutoff See a sample report.</p> <p>Insufficient information to determine if tool is a screener or detailed enough for diagnostic use</p>

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Gilliam Autism Rating Scale, 3 rd Edition (GARS-3) (2013) WPS Pearson	3 to 22 years	Measures language and social emotional functioning to diagnose Autism Spectrum Disorder and its severity	Questionnaire completed by parent, caregiver, teacher, or clinician.	English or Spanish Provides standard scores, percentile ranks, severity level, and probability of Autism. Consistent with DSM-V criteria
Infant Toddler Social Emotional Assessment (ITSEA) (2005) Mapi Research Trust	1 to 3 years	Provides scores on 4 domains: Internalizing, Externalizing, Dysregulation, and Competence. Also provides scores for 3 clusters: Maladaptive, Social Relatedness, and Atypical.	Questionnaires in parent form and childcare provider forms Additional information available at NCTSN & ECTA	English and Spanish Information provided about suggesting additional translations Provides T scores, percentages, classifications, and item analysis

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<p>MacArthur Bates Communicative Development Inventories (2018)</p> <p>Brookes</p>	<p>0:8 to 2:6 years</p> <p>Short Form extension for English-Learning children up to 3:1 years</p>	<p>Words and Gestures form for 8 to 18 months Words and Sentences form for 16 to 30 months</p> <p>Forms may be used with children outside those age ranges if they have developmental delays</p>	<p>Parents complete an inventory about child's language and communication. It also can be used as a structured interview.</p> <p>Asks about children's developing abilities in early language, including vocabulary comprehension, production, gestures, and grammar</p> <p>https://www.youtube.com/watch?v=eQE1rh5ZU7M</p>	<p>English and Spanish forms</p> <p>Also, numerous adaptations for different languages are listed. See all the languages listed here.</p> <p>Percentiles and classifications are provided. Additional information about scoring at CDI.</p> <p>Insufficient information to determine if tool is a screener or detailed enough for diagnostic use</p>
<p>Pediatric Evaluation of Disability Inventory (PEDI) (1992)</p> <p>Pearson</p>	<p>0:6 to 7:0 years</p> <p>May be used with functional abilities in this age range.</p>	<p>Self-Care, Mobility, Social Function</p> <p>Examines functional skills, caregiver assistance, and modifications</p>	<p>Administration includes parent report and observation.</p> <p>Structured interview is also an option. Teachers or therapists may also complete it.</p> <p>Specific yes/no responses to a series of functional tasks and types of help rather than indicating quality of performance observed while doing a task. Not much emphasis on school-related items in educational setting or specific cognitive skills separate from functional tasks.</p>	<p>PEDI is translated into 13 languages. It is not clear which languages have established norms.</p> <p>Yields standard and scaled scores</p>

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Preschool and Kindergarten Behavior Scales, Second Edition (PKBS-2) (2002) Pro-Ed	3:0 to 6:11 years	Social Skills; Problem Behavior scale. Five supplementary problem behavior subscales are optional	Questionnaire can be completed by parents, teachers, caregivers, or other raters who have knowledge of the child.	English and Spanish Separate score conversion tables for home-based and school-based raters Provides standard scores and converts those into risk levels with cut points Also, individual item analysis and interpretation for problems or trends
Receptive Expressive Emergent Language (REEL) Scale (2003) Third Edition Pro-ed WPS	Birth to 3:0 years	Receptive Language and Expressive Language Two core subtests: Receptive Language and Expressive Language, and a supplementary subtest, Inventory of Vocabulary Words	Results are obtained from a caregiver interview.	Standard scores, percentile ranks, age equivalents
Scales of Independent Behavior - Revised (SIB-R) (1995) Riverside Insights	0:3 to 80+ years Early Development Form for Infant to 8 years.	Adaptive Behavior, Problem Behavior, Support Scale (based on other two scores)	Administer by structured interview or checklist for parent/guardian At older ages, it is self-report.	English Scores: Standard score, percentile range, age equivalents, and developmental range

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Sensory Profile 2 (Includes what was formerly the Infant/Toddler Sensory Profile) (2014) Pearson	Birth to 14 years	Includes some combination of Sensory System, Behavioral, Sensory Pattern, and School Factor scores. Provides an idea of sensory processing preferences	Questionnaire completed to identify sensory processing of individual Separate forms for Infant, Toddler, Child, School Companion forms and a Child short form. More details about the previous version of the Infant/Toddler Sensory Profile here	English and Spanish Sample report. Multi-rater sample report Provides cut scores and classifications into five groupings relative to the overall population with percentile Also provides item analysis
Social Skills Improvement Scales Rating System (SSIS Rating Scales) (2008) Pearson	3:0 to 18:0 years	Social skills, Problem Behaviors, Academic Competence	Questionnaire items can be rated by parents, teachers, and/or students ages 8 and up. This is an update of the Social Skills Rating System (SSRS, 1990), but it is substantially redesigned.	English and Spanish Standard scores and percentile ranks
Temperament and Atypical Behavior Scale (TABS) (1999) Brookes	0:11 to 5:11 years	Temperament and self-regulation	Completed by parents and practitioners Detects temperament and self-regulation issues indicating a child's risk for future behavioral challenges or developmental delay Uses: determining eligibility, designing IFSPs/IEPs, or developing mental health behavioral support plans	No information provided

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<p>Toddler & Infant Motor Evaluation (T.I.M.E.) (1994)</p> <p>Not able to locate current publisher; Manual available here</p>	0:4-3:5 years	<p>Five primary subtests: mobility, stability, motor organization, functional performance, and social/emotional abilities</p> <p>three optional subtests: component analysis, quality rating, and atypical movements</p>	Two combined methods: (1) therapist observes child with parent used to provide interaction as needed for encouragement of movement, and (2) with a Parent/Caregiver Questionnaire	<p>English</p> <p>Raw score, standard score, percentile ranks for primary subtests. No standard scores for 3 optional subtests, but a clinical deviation score can be derived for atypical movement positions subtest</p>
<p>Vineland Adaptive Behavior Scales, Third Edition (Vineland-3) (2016)</p> <p>Pearson</p>	Birth to 90 years	<p>Communication, Daily Living, Socialization, Motor Skills and an Adaptive Behavior Composite</p> <p>Also, some information about internalizing and externalizing maladaptive behavior</p>	<p>Parent and caregiver questionnaire for all ages</p> <p>Teacher questionnaire also available for children 3 to 21 years</p>	<p>English and Spanish</p> <p>Standard scores, scaled scores, percentiles, age equivalents, classification of strengths and weaknesses and recommended bands for qualitative descriptors. Critical items are also identified</p>

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WeeFIM II Functional Independence Measure (2005) Uniform Data System for Medical Rehabilitation	0:6 – 7:11 years Can be supplemented with the WeeFIM Instrument: 0-3 Module with additional items for younger children	Self-Care, Mobility, and Cognition	Completed by interview of caregiver of observation of the child Used for measuring pediatric outcomes.	English Other language information not available but some normative data from Japan and China Norm tables show standard deviations below mean

Additional Resources

Halle, T., Zaslow, M. Wessel, J. Moodie, S., and Darling, K.E., (2011). [Understanding and Choosing Assessments and Developmental Screeners for Young Children 3-5](#). Child Trends.

Ringwalt, S. (2008). [Developmental Screening and Assessment Instruments](#). NECTAC.

Snow, C.E. and Van Hemel, S.B. (2008) [Early Childhood Assessment: What, Why and How](#). National Research Council.

Washington State (2008). [A Guide to Assessment in Early Childhood: Infancy to Age Eight](#).

Child Trends (2004). [Early Childhood Measures Profile](#).

University of Alberta. [Early Childhood Measurement Tool Reviews](#).