

Assessment Tools for Planning Instruction and Monitoring Young Children’s Progress Remotely

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>

Assessment tools are developed for different purposes. One type of assessment is designed to support practitioners and families in identifying a child’s strengths and needs in order to plan for instruction or intervention. Many of these same tools help practitioners and families monitor the child’s progress over time often in relation a specific curriculum or criterion for the child’s age.

Both IDEA and recommended practice in early intervention and early childhood special education emphasize the importance of using assessments to plan and track progress. For example, [DEC Recommended Practice A9](#) states: “Practitioners implement systemic ongoing assessment to identify learning targets, plan activities, and monitor the child’s progress to revise instruction as needed.” Collecting and using good assessment information to plan for instruction and monitor progress is essential even when practitioners cannot be in the same room with the child and family.

Purpose

This resource provides information about tools for planning and monitoring progress that can be administered remotely. These assessments rely on practitioner observations, interviews with, or questionnaires completed by a parent or caregiver to learn about the child’s behavior and what the child knows and can do. Depending on what needs to be observed, practitioners also may be able to use videoconferencing or asynchronous videos of the child as part of the assessment process.

In addition to supporting planning and tracking progress, the information provided by these tools can be helpful in determining whether the child is eligible for early intervention or preschool special education services although they are not norm-referenced and do not provide a standard score (e.g., percent delay).

What is Included in the Table

The table includes assessments for children birth through five years old in which one or more domains can be administered by observation, interview, and/or parent/caregiver checklist. Many of these tools could be described as curriculum-based or criterion-referenced assessments. Assessments that are companions to a curriculum were included as long as use of the curriculum was not a requirement for use of the tool. Assessments focused largely on children's behavior in classrooms were not included. As noted in the table, some assessments were designed for use with a particular population, such as, children with visual and/or hearing loss or children with physical, cognitive, social, or emotional disabilities. The table provides a link to the website (or websites, when the tool is available from more than one source) where the tool can be obtained; the age range of the tool; the name of domains or content areas that have potential to be assessed remotely; the administration approach; language translations available; and additional details about the tool. Links are provided for tools that have been [crossed walked](#) to the [three child outcomes](#) used for state reporting to the Office of Special Education Programs.

Disclaimer

The information in the table was gathered from publisher websites and online reviews. For some assessments, it was difficult to discern specific content including how much of the tool's content was based on classroom behaviors or exactly how some of the items were administered. 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 deciding to use it.

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 "Progress Monitoring Assessment" in the subject line. We will revise the table as more information becomes available.

The contents of this tool and guidance were developed under grants from the U.S. Department of Education, #H373Z190002 and #H326P170001. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.
Project Officers: Meredith Miceli, Amy Bae, and Julia Martin Eile.



Name and Publisher/website	Age Range	Areas Possible to Assess Without Direct Assessment	Administration Details and Additional Notes	Languages and Any Specific Scoring Information
<p>Assessment of Basic Language and Learning Skills, Revised (ABLLS-R) (2006)</p> <p>WPS</p>	<p>Birth to 12 years</p>	<p>Language, Academic, Self-Help, Motor</p>	<p>Administration relies on child observation and caregiver input.</p> <p>Designed for assessment, instruction, and monitoring children with autism or other developmental delays. The assessment also factors in motivation and attention, but emphasizes language. It is frequently paired with Applied Behavior Analysis (ABA).</p>	<p>Available in English and Spanish</p> <p>Includes skill tracking grids that provide a visual reference to child progress.</p>
<p>Assessment, Evaluation, and Programming System for Infants and Children (AEPS), Second Edition. (2002)</p> <p>Brookes Publishing</p>	<p>Birth to 6 years</p> <p>Two separate assessments: Birth to 3 and 3 to 6 years</p>	<p>Fine Motor, Gross Motor, Cognitive, Adaptive, Social-Communication, and Social.</p> <p>Includes preacademic preliteracy, numeracy, and pre-writing.</p>	<p>Administration relies on observation and family report.</p> <p>Links assessment, goal development, intervention, and evaluation for children with and without special needs.</p> <p>Crosswalks of items to the three child outcomes has been developed for the AEPS Birth to 3 and AEPS 3 to 6. New edition coming in Spring 2021</p>	<p>Available in English and Spanish</p> <p>Web-based data management system and electronic scoring available. See sample reports.</p>
<p>Behavioral Characteristics Progression (BCP) (1997)</p> <p>VORT Corporation</p>	<p>1 to 14 years</p>	<p>Cognition, Language, Gross Motor, Fine Motor, Social, Self-Help, and Vocational</p>	<p>Document child's skills on developmental strands through parent interviews, ecological observation, and observing exposure to different activities.</p> <p>Covers 2,300 skills grouped into 56 strands. Instructions and background for administration provided here.</p>	<p>Available in English</p> <p>Each strand is shown on a single page and includes a developmental progression of skills "generally starting at age 1" and proceeding (without separate item age equivalencies) up to adult behavior.</p>

Name and Publisher/website	Age Range	Areas Possible to Assess Without Direct Assessment	Administration Details and Additional Notes	Languages and Any Specific Scoring Information
<p>Birth to Three Assessment and Intervention System - 2nd Edition (BTAIS-2) (2000)/ Comprehensive Test of Developmental Abilities (CTDA)</p> <p>Pro-Ed</p>	<p>Birth to 3 years</p>	<p>Language Comprehension, Language Expression, Nonverbal Thinking, Social/Personal Development, and Motor Development</p>	<p>CTDA is a criterion-referenced measure that is part of the BTAIS-2.</p> <p>Limited information available about administration and scoring/reporting.</p> <p>A crosswalk of items to three child outcomes has been developed.</p>	<p>Available in English</p>
<p>Callier-Azusa Scale G-Edition (1978)</p> <p>Callier-Azusa H-Sub-scale addendum (1984)</p> <p>UTDallas</p>	<p>Birth to 8 years</p>	<p>G-Edition: Directions, Motor Development, Perceptual Abilities, Daily Living, Language, Socialization</p> <p>H-Sub-scale addendum: Representational and symbolic abilities, Receptive Communication, Intentional Communication, Reciprocity</p>	<p>Completed by direct observation and input from parents or others who know the child well.</p> <p>Specifically designed for children with severe disabilities, especially children with visual and/or hearing impairments, and deaf/blindness.</p> <p>Includes subscales related to visual, auditory, and tactile development.</p>	<p>Available in English</p>

Name and Publisher/website	Age Range	Areas Possible to Assess Without Direct Assessment	Administration Details and Additional Notes	Languages and Any Specific Scoring Information
<p>Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN) Third Edition (2004)</p> <p>Brookes Publishing</p>	<p>Birth to 3 years</p>	<p>Personal-Social, Cognitive, Communication, Fine Motor, and Gross Motor</p>	<p>Administered by observation and parent interview. Some items can be directly tested using materials and situations occurring in the child's environment.</p> <p>Includes suggested adaptations for children with visual, motor, and hearing impairments. Includes YouTube Webinar</p> <p>A crosswalk of items to the three child outcomes has been developed.</p>	<p>Available in English</p> <p>Items are organized in developmental progressions with age ranges included for each item. Includes a developmental progress chart organized by item and age ranges.</p>
<p>Carolina Curriculum for Preschoolers with Special Needs (CCPSN), Second Edition (2004)</p> <p>Brookes Publishing</p>	<p>2 to 5 years</p>	<p>Personal-Social, Cognitive, Communication, Fine Motor, and Gross Motor</p>	<p>Administered by observation and parent interview. Some items can be directly tested using materials and situations occurring in the child's environment.</p> <p>Includes suggested adaptations for children with visual, motor, and hearing impairments. Includes YouTube Webinar</p> <p>A crosswalk of items to the three child outcomes has been developed.</p>	<p>Available in English</p> <p>Items are organized in developmental progressions with age ranges included for each item. Includes a developmental progress chart organized by item and age ranges. Also includes 22 logical teaching sequences and provides suggestions for eliciting behavior within daily routine.</p>
<p>Desired Results Developmental Profile (DRDP) (2015)</p> <p>California Department of Education</p>	<p>Infant and Toddler version</p> <p>Preschool version</p>	<p>Self- Regulation, Social-Emotional Development, Literacy and Language development, English-Language Development, and Cognition</p>	<p>Administered through parent and teacher/provider information about child's mastery based on observation, interview, and documentation in many situations.</p> <p>A crosswalk of items to the three child outcomes has been developed.</p>	<p>English and Spanish</p> <p>Rating form is included in the link</p>

Name and Publisher/website	Age Range	Areas Possible to Assess Without Direct Assessment	Administration Details and Additional Notes	Languages and Any Specific Scoring Information
Developmental Assessment for Individuals with Severe Disabilities, Third Edition (DASH-3) (2012) Pro-Ed WPS	6 months to adulthood	Sensory Motor, Language, Social-Emotional, Activities of Daily Living, and Academics	Administered by direct observation, interview, or informant report.	English Results provide an overall developmental age level estimate.
Early Intervention Developmental Profile Preschool Assessment (Developmental Programming for Infants and Young Children) (1981) University of Michigan Press	Birth to 3 years 3 to 5 years	Perceptual/Fine motor, Gross Motor, Cognition, Language, Social-Emotional, and Self-Care	Administered by observation and interview. Includes adaptations for children with specific disabilities. A list of materials needed to administer the entire profile is provided. Also known as “the Michigan.”	English Items are organized in age bands. Volume 1 , includes instructions for use with children up to 36 months and Volume 2 is the profile. Volumes 4 and 5 are for use with preschoolers.
Early Learning Accomplishment Profile (E-LAP) (2002) Kaplan	Birth to 3 years	Language, Self Help and Social Emotional (Other domains: Gross Motor, Fine Motor, and Cognitive may require some direct assessment. The LAP, for preschool ages, is more heavily direct assessment.)	Administered through observation and parent report. Also includes a test kit with manipulatives for some item administration. Criterion referenced with basal and ceiling criteria. A crosswalk of the tool items to the three child outcomes is available (2006).	English and Spanish Includes a scoring means to calculate the approximate developmental age of a child in each of the domains.

Name and Publisher/website	Age Range	Areas Possible to Assess Without Direct Assessment	Administration Details and Additional Notes	Languages and Any Specific Scoring Information
<p>Early Learning Scale (ELS) (2012)</p> <p>NIEER</p>	<p>3 to 6 years</p>	<p>Math/Science, Language/Literacy, Social-Emotional/Social Studies</p>	<p>Authentic assessment based on observation in natural settings. Examples mainly from classroom situations, but it appears that ratings could be made from other settings too.</p> <p>Brochure describing ELS.</p> <p>A crosswalk of the tool items to the three child outcomes is available (2014).</p>	<p>Available in English. Spanish translation available upon request.</p> <p>Online and mobile system for documenting and organizing observations.</p> <p>Skills rated on 1-5 scale based on observation.</p>
<p>Functional Emotional Assessment Scale (FEAS) (2001)</p> <p>ICDL</p>	<p>7 months to 4 years</p>	<p>Social emotional functioning including caregiver capacity to support the child's emotional development</p>	<p>Observation, including observation of caregiver and child playing. As needed, the practitioner can elicit behaviors.</p> <p>Manual online Score Sheets online</p>	<p>English</p> <p>Six different score sheets organized around the following age bands (7 - 9 months; 10 - 12 months; 13 - 18 months; 19 - 24 months; 25 - 35 months; and 3 - 4 years). Yields a profile of functioning with cut offs of normal, at risk, or deficit for regulation, attachment, two-way communication, and behavioral organization.</p>
<p>Gross Motor Function Measure Two versions: GMFM 66 or GMFM 88) (2013)</p> <p>Wiley.com</p>	<p>Birth to 12 years</p>	<p>Gross Motor</p>	<p>Designed to measure change over time in motor skills of children with cerebral palsy. Structured administration, observation, parent interview rating scale.</p>	<p>The book provides two ways to estimate GMFM: 66 items set and a set with a basal and ceiling.</p>

Name and Publisher/website	Age Range	Areas Possible to Assess Without Direct Assessment	Administration Details and Additional Notes	Languages and Any Specific Scoring Information
<p>Hawaii Early Learning Profile (HELP) 0-3 (2013) 3-5 (2010)</p> <p>VORT</p>	<p>Birth to 3 and 3 to 6 years</p>	<p>Cognitive, Language, Gross Motor Fine Motor, Social, Self-Help</p> <p>Also a Behavioral Characteristics Progression (BCP) from 1-14 years</p>	<p>Administered by observation and engaging the child in playful activities. The parent is asked to assist with presenting tasks and to provide information via interview.</p> <p>The Inside HELP Administration and Reference Manual is required for use of the checklists.</p> <p>A crosswalk of the tool items to the three child outcomes is available (2006).</p>	<p>English and Spanish</p> <p>Guidelines for determining developmental age levels (DALs) are available online.</p> <p>HELP skills focus on specific underlying concepts, are grouped within strands, and are developmentally sequenced where one skill leads to or builds the foundation for the next skill.</p>
<p>High/Scope Child Observation Record Advantage</p> <p>High/Scope</p>	<p>Birth to 6 years</p>	<p>Approaches to Learning; Social and Emotional; Physical Development and Health; Language, Literacy and Communication; Mathematics; Creative Arts; Science and Technology; Social Studies; English Language Learning (Some areas may require direct assessment)</p>	<p>36 criterion-referenced assessment items</p> <p>Observation based assessment</p> <p>Product information brochure and video</p> <p>A crosswalk of the tool items to the three child outcomes is available (2014).</p>	<p>English</p> <p>Contains a variety of reports and dashboards</p>

Name and Publisher/website	Age Range	Areas Possible to Assess Without Direct Assessment	Administration Details and Additional Notes	Languages and Any Specific Scoring Information
<p>Infant Toddler Developmental Assessment 2nd Edition (IDA-2) (2016)</p> <p>Includes the Provence Birth to Three Developmental Profile.</p> <p>Pro.ed</p>	<p>Birth to 3 years</p>	<p>Gross Motor, Fine Motor, Cognition, Language/Communication, Self-Help, Relationship to Inanimate Objects, Relationship to Persons, Emotions and Feeling States, and Coping Behavior (Some areas may require direct assessment)</p>	<p>Information is gathered from multiple sources including parent interview and naturalistic observation.</p> <p>The IDA-2 also includes a kit with manipulatives. The authors are providing a variety of COVID friendly workarounds.</p> <p>Product information and video</p>	<p>English and Spanish</p> <p>Includes guidelines for figuring percentage of delay.</p>
<p>INSITE Developmental Checklist (1989)</p> <p>HOPE</p>	<p>Birth to 6 years</p>	<p>Gross Motor, Fine Motor, Self-Help, Social-Emotional, Cognition, Communication, Vision, Auditory, Tactile Development</p>	<p>Administer by interview and observation. Organized in developmental progressions with some pictures to illustrate particular behaviors.</p>	<p>English</p> <p>The checklists include illustrations to guide scoring and has adaptations for children with multisensory impairments.</p>
<p>Measure of Engagement, Independence, and Social Relationships (MEISR)</p> <p>Brookes</p>	<p>Birth to 3 years</p>	<p>Engagement, Independence, and Social Relationships. Items are cross walked with Motor, Communication, Cognition, Social, and Adaptive</p>	<p>Completed by parents or by parents with a practitioner. Parent input is essential because the functional items are organized around 14 common family routines.</p> <p>Several free downloads are available online.</p> <p>The items are cross walked with five developmental domains as well as the three child outcomes.</p>	<p>English</p>

Name and Publisher/website	Age Range	Areas Possible to Assess Without Direct Assessment	Administration Details and Additional Notes	Languages and Any Specific Scoring Information
Motor Skill Acquisition Checklist (2003) Pearson	Birth to 1 year	Motor	Checklist to identify motor milestones in the first 12 months. The checklist helps identify where the child is relative to age expectations.	English
Portage Guide 3 (Infant/Toddler and Preschooler) (2015) Portage Project	Birth to 6 years	Communication/Language /Literacy, Social-Emotional, Exploration/Approaches to Learning, Purposeful Motor Activity, and Sensory Organization	Administered through natural observation and parent report. Two separate guides for infant/toddler and preschooler.	English The Tool for Observation and Planning (TOP) is the checklist completed to assess children's functioning. The items are organized in age bands (0-6; 6-12; 12-18; 18-24; 2-3; 3-4; 4-5; and 5-6 years).
Rossetti Infant-Toddler Language Scale (2006) Linguistics PAR	Birth to 3 years	Language	Observation and/or parent/caregiver report. Includes assessment of interaction-attachment, pragmatics, gesture, play, language comprehension, and language expression. A crosswalk of the tool items to the three child outcomes is available (2007).	English and Spanish Generates an age performance profile with age bands.
The Ounce Scale (2003) Pearson	Birth to 3:6 years	Social-Emotional, Communication, Cognitive, and Physical Development	Observation in natural routines. Includes a Family Album tool for families record their observations. The family tool also includes information about child development for families. A crosswalk of the tool items to the three child outcomes is available (2005).	English and Spanish

Name and Publisher/website	Age Range	Areas Possible to Assess Without Direct Assessment	Administration Details and Additional Notes	Languages and Any Specific Scoring Information
<p>Transdisciplinary Play-Based Assessment, Second Edition (TPBA2) (2008)</p> <p>Brookes</p>	<p>Birth to 6 years</p>	<p>Sensorimotor, Emotional and Social, Communication, and Cognitive</p>	<p>Play-based with a designated roles, including a play facilitator and observer. The parent is actively involved.</p> <p>Recorded Webcast from Publisher</p>	<p>English</p> <p>Includes detailed age tables and generates a percentage of delay score.</p> <p>Includes TPBA Online Guidance for conducting the TPBA via video conferencing.</p>
<p>Work Sampling System, Fifth Edition (2013)</p> <p>Pearson</p>	<p>3 years to Grade 3</p>	<p>Personal and Social Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, Physical Development, Health and Safety</p>	<p>Observation and interaction activities often occurring in the classroom. It also includes input from other educators working with the child as well as the family.</p> <p>Includes a 6-minute video overview</p> <p>A crosswalk of the tool items to the three child outcomes is available (2013).</p>	<p>Available in English</p> <p>An online system is available.</p>
<p>Teaching Strategies GOLD Assessment System (2011)</p> <p>Teaching Strategies</p>	<p>Birth to Grade 3</p>	<p>Social-Emotional, Physical, Language, and Cognitive. Also content areas: Literacy, Mathematics, Science and Technology, Social Studies, The Arts, English Language Acquisition</p>	<p>Ongoing observation-based assessment. Organized in developmental progressions from birth to 3rd grade.</p> <p>Guidance for Use of GOLD in Time of COVID-19</p> <p>A crosswalk of the tool items to the three child outcomes is available.</p>	<p>Available in English</p> <p>Online tools create a developmental profile of a child.</p>

Additional Resources

Lisa J. Bridges, L., Berry, D., Johnson, R., Calkins, J., Margie, N. Cochran, S., Ling, T., and Zaslow, M. (2004). [Early Childhood Measures Profile](#). Child Trends.

Elon University. [Tests & Measures: A Resource for Pediatric Physical Therapy Practitioners](#)

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

The National Training and Technical Assistance Center operated by NICHQ with funding from HRSA offers a searchable website of Evidence-Based Practices with information on a variety of assessments. [Healthy Start EPIC Center](#)

Ohio Dept of Education (2010). http://www.esc-cc.org/Downloads/Catalog_Screen_assessment2.pdf

Ringwalt, S. (2008) [Developmental Screening and Assessment Instruments](#). National Early Childhood Technical Assistance Center.

Snow, C.E. and Van Hemel, S.B. (2008) National Research Council.

Tribal Early Childhood Research Center. (2018). [The Tribal Early Childhood Measures Compendium](#).

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

University of Manitoba. [Psychology: Assessments, Tests, and Measures](#)

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

West Virginia List for infants and toddlers https://www.wvdhhr.org/birth23/lawandregs/wvbtt_assessment_tools_050109-final.pdf