WV Birth to Three Approved Assessment Tool List

Purpose: The WV Birth to Three Approved Assessment Tool List provides information on a broad range of assessment instruments available to the field for the purpose of screening, eligibility determination and program planning. Assessment instruments will be chosen based on the purpose of the information gathering and the unique needs of the individual child.

Selection of Assessment Instruments: As our knowledge and understanding of infant and toddler development has increased, we know that all areas of development are integrated and cannot be assessed in isolation from the child's daily activities and routines where the child uses these skills. We should gather information around the child's individual strengths and needs as well as inquiring as to what activities the child engages in, with whom and where. This information assists us in eligibility determination and in understanding where there are challenges for the child when participating in the daily activities and routines of the family.

Assessment instruments should be selected that are developmentally appropriate; child/family focused and linked to meaningful intervention strategies. Assessment instruments must be administered as intended to achieve consistent and valid results. Practitioners must understand the purpose of the instrument they have selected and be aware of copyright issues. Do not copy the test or test protocols unless given permission from the publisher.

All practitioners must meet the credential requirements as specified by the specific instrument they are utilizing. Practitioners should only perform assessments that they are qualified and trained to administer. Qualifications refers to —the combination of knowledge, skills, abilities, training, experience, and, where appropriate, practice credentials (APA, 2000). This may include formal training such as attending a workshop and completing the corresponding supervision requirements or more informal training such as review the administration manual. Some instruments also have training modules or —Frequently Asked Questions documents on- line for additional training and support.

Note: Evaluation/Assessment results must be documented on the appropriate WV Birth to Three assessment report template at WVBTT Evaluation/Assessment Forms.

Definitions:

Criterion-referenced assessment instruments: Are used to determine if a child has achieved mastery in a specific domain. The child's behavior is measured in relation to a specific behavior, rather than to a normative group. The focus is on what the child knows or can do, not on how they compare to others. The strength of these tools is they provide information about what children can do in several developmental domains.

Curriculum based assessment instruments: Are used to provide a direct assessment of a child's skills upon entry into a curriculum; guide development of individual goals, interventions, and accommodations for continual monitoring of developmental progress. The strength of these tools is they provide a method for monitoring a child's progress within a developmentally sequenced curriculum.

Developmental Checklists, Inventories and Rating Scales: Are used by both professionals and parents to record developmental skills, progress or to record other types of child or family information. Some require only a present or absent type of response obtained by observation or parent report. These tools may not provide qualitative information, for example, the checklist may record how many words the child uses but does not document the contexts in which these words are used.

Norm-referenced assessment instruments: Are used to compare the performance of an individual child to that of the normative group. Group "norms" are developed by obtaining the performance of a representative sample. This is called the standardization process. The standardization is critical to the validity and reliability of a test. The normative sample should be comprised of a representative cross-section of the population for whom the test is designed. Norm referenced instruments many times do not allow for modifications based on the child's disability and are weak in assisting in IFSP development or program planning.

Screening tools: Are used to make a judgment about a child's developmental status to determine if further assessment is necessary. The screening process helps an individual judge whether development is progressing typically or if there is cause for concern. A screening tool is not designed to provide detailed description of developmental functioning or to design intervention strategies.

Key Considerations for Conducting Virtual Assessment:

Understanding Professional Guidelines and Requirements: As a professional, you are responsible for understanding guidelines and requirements for your professional association, as well as state regulations. Check with your licensing board on technologies approved (i.e., HIPAA and FERPA compliant) and your liability insurance carrier for coverage in case of a formal complaint.

Selecting the Appropriate Assessment Tool: Each practitioner should have a toolbox of various assessment tools that you are qualified and trained to administer. Review and use tools that are easy and most accurate/appropriate to use during teleconferencing. The tool should allow for parent report and observation. Review publisher Web Links for guidance on use of telecommunications, including non-public facing options for the administration of the tool. Verify that you are authorized to make modifications to the original test content.

For additional guidance on completing evaluation/assessment via teleconference, please review the, "Completing Evaluation/Assessments Through Teleconferencing" infographic at:
http://www.wvdhhr.org/birth23/covid_emails/Conducting_Eval_Assess_Teleconferencing.pdf

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ADAPTIVE-SENSORY/NURSING/NUTRITION

Name of Tool/Training Administration Requirements (See Key)	Tool Type	Age Range	Language	Used to determine eligibility?	Allows Parent/Family Report	Time to Administer	Scoring Options Manual Electronic	Web Link
Infant Toddler Sensory Profile ▲	Norm Referenced	Birth to 36 months	English	Yes	Yes	15 minutes	Manual	Pearson Assessments
Sensory Profile, Second Edition ■	Norm Referenced	Birth to 14:11 years	English Spanish	Yes	Yes	5 to 20 minutes	Manual	Pearson Assessment – Sensory Profile 2
Sensory Processing Measure – Preschool (SPM-P) ■	Criterion Referenced	2 to 5 years	English	Yes	Yes	15 to 20 minutes	Manual Electronic Guidance for Tele-practice	Pearson Clinical Assessment
WV Birth to Three Nursing Assessment Report *(Nurses only)*	Parent Interview	Birth to 3 years	English	Yes	Yes	60 to 90 minutes	Manual	WV Birth to Three Nursing Assessment
WV Birth to Three Nutrition Assessment Report *(Registered Dietitians only)*	Parent Interview	Birth to 3 years	English	Yes	Yes	60 to 90 minutes	Manual	WV Birth to Three Nutrition Assessment
WV Birth to Three Nutrition Screen	Parent Interview	Birth to 3 years	English	No	Yes	15 minutes	Manual	Parent Nutrition Screen

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AUTISM

Name of Tool/Training Administration Requirements (See Key)	Tool Type	Age Range	Language	Used to determine eligibility?	Allows Parent/Family Report	Time to Administer	Scoring Options Manual Electronic	Web Link
Autism Diagnostic Observation Schedule, Second Edition ♦	Norm referenced	12 months to adult	English	Yes	Yes	40 to 60 minutes	Manual	[Pearson Autism Diagnostic Observation Schedule, Second Edition: ADOS-2](#)
Autism Spectrum Rating Scale (ASRS) ▲	Norm referenced	2 years to 18 years	English	Yes	Yes	20 minutes	Manual	[Pearson Autism Spectrum Rating Scales](#)
Childhood Autism Rating Scale, Second Edition ▲ ■	Professional Screening Tool	2 years and older	English	No	Yes	5 to 10 minutes	Manual	[Pro ed – CARS-2: Childhood Autism Rating Scale – 2nd Edition](#)
Early Start Denver Model Curriculum Checklist ●	Curriculum referenced	12 to 48 months	English	No	Yes	60 to 90 minutes	Manual	[Early Start Denver Model (ESDM) Curriculum Checklist for Young Children with Autism](#)
Modified Checklist for Autism in Toddlers, (M-CHAT) Revised ■	Parent Report Screening Tool	16 to 30 months	English	No	Yes	5 to 10 minutes	Manual	[Modified Checklist for Autism in Toddlers (M-CHAT)](#)

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AUTISM

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Screening Tool for Autism in Toddlers and Young Children (STAT) ●	Professional Screening Tool	24 to 36 months	English	No	Yes	20 minutes	Manual	[Screening Tool for Autism in Toddlers and Young Children (STAT)](#)
Verbal Behavior Milestones Assessment and Placement (VB Mapp) ●	Criterion referenced	All ages if verbal skills are not above a 4-year old typically developing child	English	No	Yes	2 to 10 hours	Manual Electronic	https://www.vbmappapp.com/

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COMMUNICATION

Name of Tool/Training Administration Requirements (See Key)	Tool Type	Age Range	Language	Used to determine eligibility?	Allows Parent/Family Report	Time to Administer	Scoring Options Manual Electronic	Web Link
Arizona – 3 Arizona Articulation Proficiency Scale ▲	Norm-referenced	18 months to 21 years	English	No (assessment only -use only in conjunction with a tool that provides age equivalents)	No	5 to 20 minutes	Manual	[Arizona Articulation Phonology Scale – 4th Revision](#)
Goldman-Fristoe Test of Articulation ● ■	Norm-referenced	2 to 21:11 years	English Spanish	No (assessment only -use only in conjunction with a tool that provides age equivalents)	No	5 to 15 minutes	GFTA-2 is manual GFTA- 3 is electronic	[Pearson Goldman-Fristoe Test of Articulation 3](#)
Communication Matrix ■	Checklist	Language Skills 0 to 2 years	English	No	Yes	Unspecified	Manual	[Communication Matrix](#)

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MacArthur-Bates Communicative Development Inventories Ω	Developmental Inventory	8 months	English Spanish	No	Yes	20 to 40 minutes for parents to complete 10-15 minutes to score	Manual and Electronic	[MacArthur-Bates Communicative Development Inventories User's Guide and Tech Manual, 2nd Edition](#)
The Pragmatics Profile of Everyday Communication Skills in Children, Revised Edition ■	Parent Interview	Birth to 4 years	English	No	Yes	Unspecified	Manual	[The Pragmatics Profile of Everyday Communication Skills in Children, Revised Edition](#)
Preschool Language Scale, Fifth Edition (PLS- 5) ▲ ■	Norm-Referenced	Birth to 7:11 years	English Spanish	Yes	Yes, for items that relate to infants	45 to 60 minutes	Manual	[Preschool Language Scale, Fifth Edition (PLS-5)](#)

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Receptive Expressive Emergent Language Scale III (REEL III) ▲ ■ *REEL IV soon to be released*	Norm-Referenced	Birth to 3 years	English	Yes	Yes	20 minutes	Manual	[Receptive-Expressive Emergent Language Test, 3rd Edition (REEL-3)](#)
Rosetti Infant Toddler Language Scale ▲ ■	Criterion Referenced	Birth to 3 years	English Spanish	Yes	Yes	Unspecified	Manual	[Rosetti Infant Toddler Language Scale](#)
Test of Early Communication and Emerging Language (TECEL) ▲	Norm referenced	2 weeks to 24 months	English	Yes	Yes	15 to 45 minutes	Manual	[Pro ed - Test of Early Communication and Emerging Language (TECEL)](#)

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GLOBAL

Name of Tool/Training Administration Requirements (See Key)	Tool Type	Age Range	Language	Used to determine eligibility?	Allows Parent/Family Report	Time to Administer	Scoring Options Manual Electronic	Web Link
Assessment, Evaluation, and Programming System for Infants and Children (AEPS®), Second Edition ●	Curriculum Based, Criterion Referenced	Birth to age six	English Spanish	Yes	Yes	3—120 minutes	Manual Electronic	[Assessment, Evaluation, and Programming System for Infants and Children (AEPS®), Second Edition](#)
Ages and Stages - 3 Developmental Screener ●	Parent Report Screening Tool	1 to 66 months	Arabic, Chinese, English, French, Spanish, Vietnamese	No	Yes	10 to 15 minutes	Manual Electronic	[Ages and Stages -3 Developmental Screener (ASQ-3)](#)
Battelle Developmental Inventory, Second Edition ▲ ■ *3rd Edition to be released in 2020*	Norm referenced	Birth to 7 years	English Spanish	Yes	Yes	10 to 15 minutes per subtest	Manual Electronic	[Battelle Developmental Inventory, Second Edition](#)
Bayley Scales of Infant and Toddler Development, Third Edition ▲ ■ *Fourth edition now available*	Norm referenced	1 month to 42 months	English	Yes	Yes	30 to 90 minutes	Manual	[Bayley Scales of Infant and Toddler Development, Third Edition](#)

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Brigance Inventory of Early Development – 3 ▲	Norm referenced	Birth to 7 years	English	Yes	Yes	30 to 60 minutes	Manual	[Curriculum Associates – BRIGANCE Early Childhood](#)
The Carolina Curriculum for Infants and Toddlers with Special Needs, 3rd Edition ■	Criterion referenced	Birth to 36 months	English	Yes	Yes	60 to 90 minutes	Manual	[The Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN), 3rd Edition](#)
Developmental Assessment of Young Children – Second Edition (DAYC-2) ▲	Norm referenced	Birth through five years	English	Yes	Yes	10 to 20 minutes per domain	Manual	[Developmental Assessment of Young Children – 2nd Edition (DAYC-2)](#)
Developmental Profile, 4th Edition, (DP-4) ▲	Norm referenced	Birth to 12 years, 11 months	English Bulgarian, Czech, Danish & Spanish	Yes	Yes	20 to 40 minutes	Manual	[Developmental Profile 4 (DP-4)](#)
Early Learning Accomplishment Profile (ELAP), Third Edition ●	Criterion referenced	Birth to 36 months	English	Yes	Yes	Up to 90 minutes	Manual Electronic	[Early Learning Accomplishment Profile (E-LAP) Kit](#)

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Hawaii Early Learning Profile (HELP) ■	Curriculum based	Birth to 36 months	English	Yes, with use of the DALs	Yes	45 to 90 minutes	Manual	HELP:0-3 years (Hawaii Early Learning Profile) Guidelines for Determining Approximate Developmental Age Levels (DALs)
Mullen Scales of Early Learning (MSEL) ▲ ■	Norm referenced	Birth to 69 months	English	Yes	Yes	15 to 35 minutes	Manual Electronic	Mullen Scales of Early Learning
Transdisciplinary Play Based Assessment, Second Edition (TPBA-2) Ω	Curriculum based	Birth through age 6	English	Yes, with Percentage Delay Calculator	Yes	60 to 90 minutes	Manual	Transdisciplinary Play Based Assessment, Second Edition (TPBA-2)
Vineland Adaptive Behavior Scales, (Vineland-3) ▲	Norm referenced	Birth to 90 years	English	Yes	Yes	20 to 60 minutes	Manual Electronic with Third Edition	Vineland Adaptive Behavior Scales, Third Edition

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HEADING

Name of Tool/Training Administration Requirements (See Key)	Tool Type	Age Range	Language	Used to determine eligibility?	Allows Parent/Family Report	Time to Administer	Scoring Options Manual Electronic	Web Link
Auditory Development Scale Ω	Checklist	Birth through six years	English	No	Yes	Unspecified	Manual	[Auditory-Developmental-Scale](#)
Auditory Learning Guide Ω	Checklist	After Cochlear Implantation	English	No	Yes	Unspecified	Manual	[PSHA Auditory Learning Guide](#)
Checklist of Emerging ASL Skills Ω	Checklist	1.5 to 6 years	English	No	Yes	Unspecified	Manual	[ASL Development Checklist - 1994](#)
Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS). ●	Criterion referenced	0 to 8 years	English Spanish	Yes	Yes	Unspecified	Manual Electronic	[Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS).](#)
Infant Toddler Meaningful Auditory Integration Scale (IT-MAIS) Ω	Parent Interview	Birth to 3	English	No	Yes	Unspecified	Manual	[Infant Toddler Meaningful Auditory Integration Scale (IT-MAIS)](#)
Ling Sound - Listening Bubble Checklist for Young Children Ω	Checklist	2 through age 6	English	No	Yes	Unspecified	Manual	[Ling Sound – Early Listening Function (ELF) Checklist](#)

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HEARING

Name of Tool/Training Administration Requirements (See Key)	Tool Type	Age Range	Language	Used to determine eligibility?	Allows Parent/Family Report	Time to Administer	Scoring Options Manual Electronic	Web Link
EARS: Evaluation of Auditory Responses to Speech Ω	Checklist	After Cochlear Implantation	English	No	Yes	Unspecified	Manual	EARS – Evaluation of Auditory Responses to Speech
SKI-HI Language Development Scales Ω *New version to be released in 2020*	Criterion referenced	Birth through 5 years	English	Yes	Yes	Unspecified	Manual	SKI-HI Language Development Scales
A Tool for Identifying Vision and Hearing Loss in Children with Multiple Disabilities Ω	Checklist	Birth to 5 years	English	No	Yes	Unspecified	Manual	A Tool for Identifying Vision and Hearing Loss in Children with Multiple Disabilities
Track a Listening Child Ω	Criterion Referenced	Birth through 4 years	English	No	Yes	Unspecified	Manual	Track a Listening Child
VCSL Checklist for Tracking Sign Language Ω	Checklist	Birth to 5 years	English	No	Yes	Unspecified	Manual	VCSL Checklist – Gallaudet University

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MOTOR

Name of Tool/Training Administration Requirements (See Key)	Tool Type	Age Range	Language	Used to determine eligibility?	Allows Parent/Family Report	Time to Administer	Scoring Options Manual Electronic	Web Link
Alberta Infant Motor Scale ■	Norm referenced	Birth to 18 months	English	Yes	Yes	15 to 20 minutes	Manual	[Alberta Infant Motor Scale](#)
General Movements Assessment GMA) ♦	Norm referenced	Birth to 20 weeks	English	Yes	Yes	Less than 15 minutes	Manual	[General Movements Assessment](#)
Gross Motor Function 88 ● **For children with any neurotype disorder/Down Syndrome** **Gross Motor Function 66** ● **For children with Cerebral Palsy**	Criterion referenced	Birth to 2 2 to 5	English	Yes	Yes	45 to 60 minutes	GMF 88 – manual GMF 66 - electronic	[Gross Motor Function 88 & Gross Motor Function 66](#)
Hammersmith Infant Neurological Evaluation (HINE) Predictive for Cerebral Palsy ♦	Norm referenced	2 and 24 months	English	Yes, when conducted face to face cannot be used for eligibility virtually	Yes	15 to 20 minutes	Manual	[Hammersmith Neurological Examinations](#)

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Motor Skills Acquisition Checklist Ω	Norm referenced	Birth to 12 months	English	Yes	Yes	10 to 15 minutes	Manual	Motor Skills Acquisition in the First Year: An Illustrated Guide to Normal Development - AMAZON
Peabody Developmental Motor Scales, Second Edition (PDMS-2) ▲ ■	Norm referenced	Birth through age 5	English	Yes	No	45-60 minutes	Manual	Peabody Developmental Motor Scales, Second Edition (PDMS-2)
Test of Infant Motor Performance (TIMP) ▲	Norm referenced	Birth to 4 months	English	Yes	Yes	Unspecified	Manual	Test of Infant Motor Performance (TIMP)

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SOCIAL

Name of Tool/Training Administration Requirements (See Key)	Tool Type	Age Range	Language	Used to determine eligibility?	Allows Parent/Family Report	Time to Administer	Scoring Options Manual Electronic	Web Link
Achenbach Child Behavior Checklist (Preschool Ages) and Caregiver Teacher Report Form ▲	Norm Referenced	18 months to 5 years	English and over 100 languages	Yes	Yes	Unspecified	Manual and Electronic	The ASEBA: The ASEBA Approach
ASQ: SE-2 ●	Parent Report Screening Tool	1-72 months	English French Spanish	No	Yes	10 to 15 minutes	Manual Electronic	BROOKES Publishing
Devereux Early Childhood Assessment for Infants and Toddlers (DECA I/T) Kit ●	Norm referenced	4 weeks to 36 months	English	Yes	Yes	Unspecified	Manual Electronic Guidance for Tele-practice	Kaplan Early Learning Company
Early Coping Inventory: A Measure of Adaptive Behavior ▲	Observational Tool	4 months to 36 months	English	No	Yes	Unspecified	Manual	Scholastic Testing Service, Inc.

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Environmental Screening Questionnaire (ESQ) Ω	Parent Report Screening Tool	Birth through 6 years	English	No	Yes	10 to 15 minutes	Manual	BROOKES Publishing
Infant/Toddler (IT) HOME Inventory Ω	Observation/ Interview	Birth to 3 years	English	No	Yes	45-90 minutes	Manual	Infant Toddler HOME Inventory – Manual Infant/Toddler Forms
Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO) ●	Observational Tool	10 to 47 months	English Spanish	No	Yes	10 minutes	Manual	BROOKES Publishing
Parenting Stress Index – Short Form (PSI-4-SF) 4th Edition ▲	Parent interview	Birth to 12 Years	English Spanish	No	Yes	20 min	Manual Electronic	PAR INC

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Prevent -Teach- Reinforce for Families- A Model of Individualized Positive Behavior Support for Home and Community Ω	Curriculum Based	2 to 10 years	English	Yes	Yes	Unspecified	Manual	BROOKES Publishing
Social-Emotional Assessment/ Evaluation Measure (SEAM™), Research Edition Ω	Checklist	2 months to 66 months	English Spanish	No	Yes	15 to30 minutes SEAM/SEAM with Ages 5 min Family Profile	Manual	BROOKES Publishing
Temperament and Atypical Behavior Scale (TABS) Ω	Norm referenced	11 to 71 months	English	Yes	Yes	5 minutes for screener	Manual	BROOKES Publishing

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VISION

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Braille Readiness Grid Ω	Checklist	Birth to 19 years	English	No	Yes	Unspecified	Manual	[Braille Readiness Grid](#)
Callier-Azuza Scale Ω	Criterion reference	Birth to 9 years	English	Yes	Yes	Unspecified	Manual	[Callier Center for Communication Disorders/ - Callier-Azuza Scale](#)
CVI: An Approach to Assessment and Intervention, 2nd Edition Ω	Checklist	Birth to 19 years	English	No	Yes	Unspecified	Manual	[Cortical Visual Impairment: An Approach to Assessment and Intervention, 2nd Edition - AMAZON](#)
Developmental Assessment for Individuals with Severe Disabilities (DASH-3) 3rd Edition ▲	Criterion referenced	6 months to adult	English	Yes	Yes	2-3 hours	Manual	[wpspublish.com](#)
Functional Vision Evaluation Checklist for Preverbal and Nonverbal Children Ω	Checklist	Birth to 19 years	English	No	Yes	Unspecified	Manual	[Functional Vision Evaluation Checklist for Preverbal and Nonverbal Children – Texas School for the Blind and Visually Impaired](#)

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ISAVE: Individualized systematic assessment of visual efficiency Ω	Criterion referenced	Birth to 5 years	English	No	Yes	Unspecified	Manual	PRCVI – PERMALINK: ISAVE
INSITE Developmental Checklist Instructional Manual: Assessment of Developmental Skills for Young Multi-disabled Sensory Impaired (MSI) Children Ω	Criterion Referenced	Birth to 6 years	English	No	Yes	Unspecified	Manual	HOPE Publishing
Oregon Project for Visually Impaired Children, Sixth Edition Ω	Criterion and Curriculum referenced	Birth to 6 years	English	No	Yes	Unspecified	Manual	SOESD: The Oregon Project: Oregon Project for Visually Impaired Children, Sixth Edition

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PATTER: Preschool Attainment Through Typical Everyday Routines Ω	Curriculum Based	Birth to 5 years	English	No	Yes	Unspecified	Manual	[PATTER: Preschool Attainment Through Typical Everyday Routines/](#)
A Tool for Identifying Vision and Hearing Loss in Children with Multiple Disabilities Ω	Checklist	Birth to 5 years	English	No	Yes	Unspecified	Manual	[A Tool for Identifying Vision and Hearing Loss in Children with Multiple Disabilities](#)

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