

# Specific Learning Disability Identification



## A Guide for Teams to Determine SLD Eligibility

This document was created by Thompson School District during the 2009-2010 school year. It was adapted from the Fountain-Fort Carson School District with permission.



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# Background and Purpose

The purpose of this guide is to support teams in determining whether or not a student meets the eligibility criteria for a Specific Learning Disability. The basis of this document comes from the Colorado Department of Education SLD Guidelines (2008).

First and foremost, it is required that a problem-solving process be implemented prior to, or as a part of, the evaluation for a Specific Learning Disability. The federal guidelines indicate that teams must determine that “the child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas...when using a process based on the child’s response to scientific, research-based intervention.”

Teams must identify both an academic skill deficit and insufficient progress to determine a Specific Learning Disability. A few guidelines should be followed while utilizing this document:

1. Assessment includes direct measures of learning that inform instruction and intervention and must be collected over an adequate period of time. Furthermore, the team **may not** utilize the same assessment tool to identify the student’s academic skill deficit **and** their insufficient progress. For example, if a child is struggling in the area of reading fluency, the team may not use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for both areas. Another example would be the use of Acuity measures to indicate academic skill deficits in one area of mathematics standards. The team could not then use the same tool to show insufficient progress.
2. If a team has concerns in multiple academic areas, academic skill deficit must be identified in all areas of concern; however, the student’s insufficient progress only needs to be identified in one area. For example, if a team has been utilizing the problem-solving process in reading and decides that they suspect a disability, the team can decide to include other areas in the comprehensive evaluation to determine academic skill deficit, but would not have to collect data to support insufficient progress in those areas as well.

The most important expectation of identifying a specific learning disability is that a school-wide problem-solving process is in place and is utilized to support students who have an identified need. Schools should only use this guide after a comprehensive problem-solving process has been followed to support targeted and intensive interventions.

# Specific Learning Disability Exclusionary Factors Worksheet

As a team, determine the presence or absence of the exclusionary factors listed below. For each factor determined to be present for the student, the team must decide whether that factor is a PRIMARY factor for the student's inability to progress in the general education curriculum. If one or more factors are determined to be the primary cause, the student cannot be found eligible with a specific learning disability.

	Not present	Present	Primary Factor
<b>1. Lack of Instruction in essential components of reading and math</b>			
Does information obtained during the Response to Intervention process or regarding prior educational environments indicate that the student's inability to make progress academically is a result of a lack of research-based instruction in reading or math?			
<b>2. Limited English Proficiency</b>			
Is there a language other than English spoken by this student?			
Is there a language other than English spoken in this student's home?			
Are there any specific dialect or cultural influences that would affect the student's ability to speak or understand English?			
<b>3. Environmental, Cultural, or Economic Disadvantage</b>			
Does information obtained during the Response to Intervention process or regarding the student's prior experiences indicate that there has been a lack of opportunity to learn due to environmental, cultural, or economic disadvantage?			
<b>These factors must also be considered before making SLD eligibility determination:</b>			
<b>4. Motivational Factors</b>			
Was intervention necessary to increase the student's motivation to complete work and engage in academics?			
Does information gathered indicate a lack of motivation is the determinant factor?			
<i>If 'Yes' is indicated on either item above, please attach documentation of intervention and results</i>			
<b>5. Situational Trauma</b>			
Has the student's academic performance fallen dramatically within the last 6-12 months?			
Is there knowledge of any situations within the student's life that would contribute to a drop in academic performance?			
Does information obtained during the Response to Intervention process indicate that the student's inability to make progress academically is related to situational trauma?			
<b>6. Atypical Educational History</b>			
Has irregular school attendance impacted the student's ability to access research-based instruction on a consistent basis in order to make academic gains?			
Has attendance at multiple schools impacted the student's ability to access research-based instruction on a consistent basis in order to make academic gains?			
<i>If 'Yes' is indicated on either item above, please attach educational history and attendance history</i>			
<b>7. The Presence of Other Disabilities as Defined by Law</b>			
Does the student meet criteria for any other special education disability category to include: Significantly Limited Intellectual Capacity, Significant Identifiable Emotional Disability, Physical Disability, Autism, Speech/Language Impairment?			

# Insufficient Progress Checklist

<i>Please answer all questions and then proceed to the next section.</i>	<b>YES</b>	<b>NO</b>
Were researched-based interventions implemented?		
Was the intervention selected based on the skill deficit identified?		
Were interventions monitored for fidelity of implementation?		
Was the intervention (resources used) implemented above and beyond what is provided to typical peers?		
Was a progress monitoring tool used to monitor the intervention?		
After breaks in the school year, did the student exhibit significant regression of skills?		
Did the student take a significant amount of time to regain those skills lost?		

### Interventions Attempted

**\*\*\*If the Problem-Solving Process was completed with the student, you may attach intervention information from the P-S forms in lieu of completing this portion of the document. You will also need to attach the Progress Monitoring Data Sheet and all student graphs.**

**What was the length of the intervention period?** \_\_\_\_\_  
**How many interventions were attempted?** \_\_\_\_\_

Please include all interventions attempted. It is recommended that teams identify intended intervention time for the intervention as well as the intended focus of the intervention. For example, a standard protocol intervention that is intended to last for 36 weeks and address multiple skills should not be the only intervention attempted to determine SLD. Teams should consider standard protocols as well as individual interventions before determining insufficient progress.

<u>Skill Deficit</u>	<u>Interventions Implemented</u>	<u>Duration</u>	<u>Data/Results</u> (please attach relevant graphs Work samples, etc.)

Please attach additional documentation if necessary.

### Progress Monitoring Tools

What tool(s) were utilized for progress monitoring? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Is the rate of improvement the same as peers receiving the same or similar intervention? \_\_\_\_\_  
 Is the rate of improvement the same compared to typical peers? \_\_\_\_\_

### Gap Analysis

What was the initial Gap?  
 What is the current Gap (at review time, after interventions)?  
 Is the Gap still significant after interventions?  
 Will the Gap continue to close without significant interventions in place?

### Data

**PLEASE UTILIZE THE FOLLOWING WORKSHEET TO CONDUCT A GAP ANALYSIS**

# GAP ANALYSIS WORKSHEET

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

WHY we use GAP ANALYSIS:

- Helps determine if or how a student is responding to a particular intervention
- Helps determine how intense an intervention should be

HOW TO CALCULATE THE GAP (REMEMBER that the Gap is ALWAYS calculated at CURRENT GRADE level)

Step 1

- The Gap is determined by dividing the CURRENT benchmark by CURRENT performance
- Then we determine if the Gap is significant (guideline: anything above 2.0 is significant in elementary school)

Step 2 (what kind of progress is needed to close the gap??)

- This step is determined by subtracting the CURRENT performance from the END OF YEAR benchmark
- Divide this number by the amount of weeks left in the year
- Is this a reasonable goal for this student?

OR

- Determine reasonable amount to be made up per week for this student
- Figure out how many weeks it will take for the student to accomplish this goal

## STEP 1: DETERMINE GAP

Assessment used: \_\_\_\_\_

CURRENT GAP: \_\_\_\_\_

$$\frac{\text{Current Benchmark}}{\text{current performance}} = \text{CURRENT GAP}$$

is it Significant? **Y** \_\_\_\_\_ **N** \_\_\_\_\_  
(significant =more than 2)

## Step 2: GAP ANALYSIS

$$\text{End of Year Benchmark} - \text{current performance} = \text{Needed to catch up}$$

$$\frac{\text{Needed to catch up}}{\text{weeks left in year}} = \text{how many/much per week}^*$$

OR

$$\frac{\text{Needed to catch up}}{\text{how many/much per week}} = \text{number of weeks to meet goal}^*$$

**\*Team to determine: Is closing this gap REALISTIC FOR THIS STUDENT? Comments? Plan?:**

\_\_\_\_\_

\_\_\_\_\_

Student Name: Leonardo  
 GRADE: 6<sup>th</sup> Date: Sept 20  
 Teacher: Jones

## GAP ANALYSIS WORKSHEET

### WHY we use GAP ANALYSIS:

- Helps determine if or how a student is responding to a particular intervention
- Helps determine how intense an intervention should be

### HOW TO CALCULATE THE GAP (REMEMBER that the Gap is ALWAYS calculated at CURRENT GRADE level)

#### Step 1

- The Gap is determined by dividing the CURRENT benchmark by CURRENT performance
- Then we determine if the Gap is significant (guideline: anything above 2.0 is significant in elementary school)

#### Step 2 (what kind of progress is needed to close the gap??)

- This step is determined by subtracting the CURRENT performance from the END OF YEAR benchmark
- Divide this number by the amount of weeks left in the year
- Is this a reasonable goal for this student?

OR

- Determine reasonable amount to be made up per week for this student
- Figure out how many weeks it will take for the student to accomplish this goal

### STEP 1: DETERMINE GAP

Assessment used: AIMSweb, words read correctly

$$\frac{137}{\text{Current Benchmark}} \div \frac{58}{\text{current performance}} = \frac{2.36}{\text{CURRENT GAP}}$$

CURRENT GAP: 2.36

is it Significant? X Y N  
 (significant = more than 2)

### Step 2: GAP ANALYSIS

$$\frac{156}{\text{End of Year Benchmark}} - \frac{58}{\text{current performance}} = \frac{98}{\text{Needed to catch up}}$$

$$\frac{98}{\text{Needed to catch up}} \div \frac{30}{\text{weeks left in year}} = \frac{3.27}{\text{how many/much per week}}^*$$

$$\frac{98}{\text{Needed to catch up}} \div \frac{2.5}{\text{how many/much per week}} = \frac{39.2}{\text{number of weeks to meet goal}}^*$$

\*Team to determine: Is closing this gap REALISTIC FOR THIS STUDENT? Comments? Plan?:

Yes: intensive intervention necessary with weekly progress monitoring

Student Name: Ethan  
 GRADE: 9<sup>th</sup> Date: Sept 26  
 Teacher: Jones

## GAP ANALYSIS WORKSHEET

### WHY we use GAP ANALYSIS:

- Helps determine if or how a student is responding to a particular intervention
- Helps determine how intense an intervention should be

### HOW TO CALCULATE THE GAP (REMEMBER that the Gap is ALWAYS calculated at CURRENT GRADE level)

#### Step 1

- The Gap is determined by dividing the CURRENT benchmark by CURRENT performance
- Then we determine if the Gap is significant (guideline: anything above 2.0 is significant in elementary school)

#### Step 2 (what kind of progress is needed to close the gap??)

- This step is determined by subtracting the CURRENT performance from the END OF YEAR benchmark
- Divide this number by the amount of weeks left in the year
- Is this a reasonable goal for this student?

#### OR

- Determine reasonable amount to be made up per week for this student
- Figure out how many weeks it will take for the student to accomplish this goal

### STEP 1: DETERMINE GAP

Assessment used: Acuity (percentage of points obtained)

77% (district average on Acuity A)

$$\frac{\text{Current Benchmark}}{\text{current performance}} = \frac{77\%}{35\%} = 2.2 = \text{CURRENT GAP}$$

CURRENT GAP: 2.2

is it Significant? X Y N  
 (significant = more than 2)

### Step 2: GAP ANALYSIS

79% (district average on Acuity C)

$$\frac{\text{End of Year Benchmark}}{\text{current performance}} = \frac{79\%}{35\%} = 2.26 = \text{Needed to catch up}$$

$$\frac{44\%}{\text{Needed to catch up}} / \frac{16 \text{ weeks until Acuity C}}{\text{weeks left in year}} = \frac{2.75\% \text{ per week}}{\text{how many/much per week}}$$

OR

$$\frac{44\%}{\text{Needed to catch up}} / \frac{1.5\% \text{ point per week}}{\text{how many/much per week}} = \frac{58\% \text{ by Acuity C}}{\text{number of weeks to meet goal}}$$

\*Team to determine: Is closing this gap REALISTIC FOR THIS STUDENT? Comments? Plan?:

Yes: intensive intervention necessary with weekly progress monitoring

# SLD Academic Skill Deficit Worksheet

**To qualify a student as eligible for Special Education services under the SLD label, the student must meet the following criteria:**

***"The student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the areas identified below, when provided with experiences and instruction for their age or State-approved grade-level standards AND the student does not make sufficient progress to meet age or State-approved grade-level standards in the area(s) identified when using a process based on the student's response to scientific, research-based intervention."***

## Part I- Progress Monitoring Data

Skill Deficit Area	P.M. Tool	Student's gap or score	Typical student's score or %	Is there a lack of progress?		Is this student receiving significant support?
				Yes	No	
				Yes	No	
				Yes	No	
				Yes	No	
				Yes	No	

## Part II- Based on the student's like-population (ethnicity, ELA, GT, SES, etc.) how does this student compare?

Similar to like-population?	Significantly different from like-population?
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## Part III- Based on the student's progress monitoring data, circle the student's suspected deficits.

Oral Expression	Basic Reading	Math Calculation
Language Comprehension	Reading Comprehension	Math Problem Solving
Written Expression	Reading Fluency	

## Part IV- What additional assessments were given to determine if an academic deficit exists?

Assessment	Targeted Skill	Student's Score	Deficit Marker	Is there a deficit?

## **Determining SLD Academic Skill Deficit**

Special education teachers may use the following measures to determine a student’s academic skill deficit. Listed below are measure options that include appropriate ages for each assessment and an identified skill deficit marker range.

### **\*Oral Expression**

Test	Type	Age Range	Deficit Marker
OWLS	NR	Ages 5-21	10%ile or below
TELD-3	NR	Ages 2.0-7.11	10%ile or below
CASL	NR	Ages 3-21	10%ile or below
CELF-4	NR	Ages 6-21	10%ile or below
TOLD-4 Intermediate and Primary	NR	Ages 8-17.11 or Ages 4-8	10%ile or below
EVT-2	NR	Ages 2.6 and up	10%ile or below
PPVT-4	NR	Ages 2-90	10%ile or below

### **\*Written Expression**

Test	Type	Age Range	Deficit Marker
TOWL-4	NR	Ages 9-17	10%ile or below
TEWL-2	NR	Ages 3.0-10.11	10%ile or below
OWLS	NR	Ages 5-21	10%ile or below

### **\*Reading Fluency**

Test	Type	Age Range	Deficit Marker
GORT	NR	Ages 6.0-18.11	10%ile or below
GSRT	NR	Ages 7.0-25	10%ile or below
DIBELS ORF	CBM	Grades 1-5	3 data points below the 10%ile
AIMSweb (ORF)	CBM	Grades 1-8	3 data points below the 10%ile
TOWRE	NR	Ages 6-24.11	10%ile or below

### **\*Math Calculation**

Test	Type	Age Range	Deficit Marker
Key Math-3 DA (Operations)	NR	Grades K-12	10%ile or below
TEMA-3	NR	Grades preK-3	10%ile or below
TOMA-2	NR	Grades 3-12	10%ile or below
Key Math-3	NR	Grades K-12	10%ile or below
AIMSweb (calculation)	CBM	Grades 1-8	10%ile or below
AIMSweb (early numeracy)	CBM	Grades K-1	10%ile or below
PAL-II	NR	Grades K-6	10%ile or below
Acuity	CR	Grades 3-10	2 or more predictive scores below the district 10%ile (percentage of points possible)

**KEY:**

**CBM:** Curriculum-Based Measurement  
**CR:** Criterion Referenced Assessment  
**NR:** Norm Referenced Assessment

### **\*Language Comprehension**

Test	Type	Age Range	Deficit Marker
CELF-4	NR	Ages 6-21	10%ile or below
PLS-4	NR	Ages birth – 6.0	10%ile or below
CASL	NR	Ages 3-21	10%ile or below
TELD-3	NR	Ages 2.0-7.11	
TOLD-4 Intermediate and Primary	NR	Ages 8.0-17.11 or 4-8	10%ile or below

### **\*Basic Reading**

Test	Type	Age Range	Deficit Marker
TERA-3	NR	Ages 3.6- 8.6	10%ile or below
DIBELS	CBM	Grades K-3	10%ile or below
CTOPP	NR	Ages 5.0-24.11	10%ile or below
TOWRE	NR	Ages 6-24.11	10%ile or below
GDRT-2	NR	Ages 6.0-13.11	10%ile or below
Acuity	CR	Grades 3-10	2 or more predictive scores below the district 10%ile (percentage of points possible)

### **\*Reading Comprehension**

Test	Type	Age Range	Deficit Marker
GDRT-2	NR	Ages 6.0-13.11	10%ile or below
GSRT	NR	Ages 7.0-25	10%ile or below
AIMSweb (MAZE)	CBM	Grades K-8	3 data points below the 10%ile
Acuity	CR	Grades 3-10	2 or more predictive scores below the district 10%ile (percentage of points possible)

### **\*Math Problem Solving**

Test	Type	Age Range	Deficit Marker
Key Math-3 DA (Applications)	NR	Grades K-12	10%ile or below
TOMA-2	NR	Grades 3-12	10%ile or below
AIMSweb (concepts & applications)	CBM	Grades 2-8	3 data points below the 10%ile
PAL-II	NR	Grades K-6	10%ile or below
Acuity	CR	Grades 3-10	2 or more predictive scores below the district 10%ile (percentage of points possible)

## SLD ASSESSMENT GLOSSARY

### ❖ **Oral Expression**

- 1. OWLS:** *Oral and Written Language Scale (OWLS)* offers an assessment of written language skills in children and young adults. Its wide age range (5-21) gives you a broad-based record of growth. Three important skill areas:
  - a. Use of conventions (handwriting, spelling, punctuation)
  - b. Use of syntactical forms (modifiers, phrases, sentence structures)
  - c. Ability to communicate meaningfully (relevance, cohesiveness, organization)
  
- 2. TELD-3:** *Test of Early Language Development, Third Edition (TELD-3)* fills the need for a well-constructed, standardized instrument, based on current theory that can be used to assess spoken language skills at early ages. TELD-3 now has two subtests, Receptive Language and Expressive Language, and yields an overall Spoken Language score. The test is quick and easy to administer and includes all necessary manipulatives.
  
- 3. TOLD-4:** *Test of Language Development, Fourth Edition (TOLD-4)* provides six subtests that measure different components of spoken language:
  - a. Sentence Combining
  - b. Picture Vocabulary
  - c. Word Ordering
  - d. Relational Vocabulary
  - e. Morphological Comprehension
  - f. Multiple Meanings
  
- 4. CASL:** *Comprehensive Assessment of Spoken Language (CASL)* for ages (3-21). Fifteen tests measure language-processing skills—comprehension, expression, and retrieval—in four language structure categories: Lexical/Semantic, Syntactic, Supralinguistic, and Pragmatic.
  
- 5. CELF-4:** *Clinical Evaluation of Language Fundamentals, Fourth Edition (CELF-4)* Composite scores include Core Language, Receptive Language, Expressive Language, Language Structure, Language Content, Language Memory, and Working Memory Indexes as Standard Scores New subtests include Expressive Vocabulary, Word Definitions, Number Repetition, Phonological Awareness, Pragmatics Profile, and the Observational Rating Scale. Ages (6-21)

- 6. PPVT-4:** *Picture Peabody Vocabulary Test, Fourth Edition (PPVT-4)*  
Ages (2-90) Vocabulary comprehension
- EOWPVT:** The test has also been co normed with the EOWPVT Expressive One-Word Picture Vocabulary Test so that meaningful comparisons can be easily made between an individual's receptive and expressive language. Ages (2-18)
  - ROWPVT:** The test has also been co normed with the ROWPVT Receptive One-Word Picture Vocabulary Test so that meaningful comparisons can be easily made between an individual's expressive and receptive language. Ages: (2-18)
- 7. EVT-2:** *Expressive Vocabulary Test* The EVT-2 is an individually administered, norm-referenced instrument that assesses expressive vocabulary and word retrieval for children and adults. Age Range: 2 years, 6 months and older. Administration: Individual - 10 to 15 minutes.

#### ❖ **Language Comprehension**

- 1. CELF-4:** *Clinical Evaluation of Language Fundamentals, Fourth Edition (CELF-4)* Composite scores include Core Language, Receptive Language, Expressive Language, Language Structure, Language Content, Language Memory, and Working Memory Indexes as Standard Scores. New subtests include Expressive Vocabulary, Word Definitions, Number Repetition, Phonological Awareness, Pragmatics Profile, and the Observational Rating Scale. Ages (6-21)
- 2. PLS:** *The Pre School Language Scale, Fourth Edition (PLS 4)* is an individually administered test for identifying children from (0-6 years) who have a language disorder or delay and features updated norms and expanded language coverage. PLS-4 targets receptive and expressive language skills in the areas of attention, play, gesture, vocal development, social communication, vocabulary, concepts, language structure, integrative language skills, and phonological awareness.
- 3. CASL:** *Comprehensive Assessment of Spoken Language (CASL)* for ages (3-21). Fifteen tests measure language processing skills—comprehension, expression, and retrieval—in four language structure categories: Lexical/Semantic, Syntactic, Supralinguistic, and Pragmatic

4. **TELD-3:** *Test of Early Language Development, Third Edition (TELD-3)* fills the need for a well-constructed, standardized instrument, based on current theory that can be used to assess spoken language skills at early ages. TELD-3 now has two subtests, Receptive Language and Expressive Language, and yields an overall Spoken Language score. The test is quick and easy to administer and includes all necessary manipulatives.
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  - a. Sentence Combining
  - b. Picture Vocabulary
  - c. Word Ordering
  - d. Relational Vocabulary
  - e. Morphological Comprehension
  - f. Multiple Meanings

#### ❖ **Written Expression**

1. **TOWE:** *Test of Written Expression (TOWE)* can be administered to individuals or groups of students. It uses two assessment methods to evaluate a student's writing skills. The first method involves administering a series of 76 items that assesses different skills associated with writing. The second method requires students to read or hear a prepared story starter and use it as a stimulus for writing an essay (i.e., the beginning of the story is provided, and the writer continues the story to its conclusion). The TOWE provides a source of writing samples that can be used independently in a norm-referenced assessment of writing or as a component of a student's portfolio of written products.
2. **TEWL-2:** *Test of Early Written Language, Second Edition (TEWL-2)* includes two forms, each with a Basic Writing and a Contextual Writing subtest. It can be used as an individual assessment for children ages (4-10). It allows items to be profiled for diagnosis of strengths and weaknesses. It also provides direction for interpretation and instruction.
3. **OWLS:** *Oral and Written Language Scales (OWLS)* offers an assessment of written language skills in children and young adults. Its wide age range (5-21) gives you a broad-based record of growth. Three important skill areas:
  - a. Use of conventions (handwriting, spelling, punctuation)

- b. Use of syntactical forms (modifiers, phrases, sentence structures)
  - c. Ability to communicate meaningfully (relevance, cohesiveness, organization)
- 4. AIMSweb:** AIMSweb is a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system to determine response to intervention. AIMSweb offers assessments in a variety of areas:
- a. Spelling-** A random selection of graded spelling words are dictated at a set pace.
  - b. Written Expression-** Students write stories after being given an orally presented prompt called a Story Started. The story is scored in one of three ways: Total Words Written; Correct Writing Sequences, or Words Spelled Correctly. This is the student's *best* writing, not their fastest writing.
- 5. TOWL-4:** *Test of Written Language Test of Written Language* The fourth edition of TOWL-4 Test of Written Language is a norm-referenced, comprehensive diagnostic test of written expression. It is used to (a) identify students who write poorly and, therefore, need special help, (b) determine students' particular strengths and weaknesses in various writing abilities, (c) document students' progress in special writing programs, and (d) measure writing in research. Ages: 9-17. Grades: 4-12.

#### ❖ **Basic Reading**

- 1. TERA-3:** *Test of Early Reading Ability-Third Edition (TERA-3)* is a direct measure of the reading ability of young children ages (3-8). Rather than assessing children's "readiness" for reading, the TERA-3 assesses their mastery of early developing reading skills. Standard scores are provided for each subtest. An overall Reading Quotient is computed using all three-subtest scores. The examiner administers three subtests:
  - a. **Alphabet:** measuring knowledge of the alphabet and its uses
  - b. **Conventions :** measuring knowledge of the conventions of print
  - c. **Meaning:** measuring the construction of meaning from print.
- 2. CTOPP:** *Comprehensive Test of Phonological Processing (CTOPP)* was developed to aid in the identification of individuals from (k-21) who may profit from instructional activities to enhance their phonological skills. The CTOPP has four principal uses:

- a. to identify individuals who are significantly below their peers in important phonological abilities
- b. to determine strengths and weaknesses among developed phonological processes
- c. to document an individual's progress in phonological processing as a consequence of special intervention programs, and
- d. to serve as a measurement device in research studies investigating phonological processing.
- e. The test contains the following subtests:
  - i. Elision, Blending Words
  - ii. Sound Matching
  - iii. Memory for Digits
  - iv. Onward Repetition
  - v. Rapid Color Naming
  - vi. Rapid Digit Naming
  - vii. Rapid Letter Naming
  - viii. Rapid Object Naming
  - ix. Blending Onwards
  - x. Phoneme Reversal
  - xi. Segmenting Words
  - xii. Segmenting Nonwords.

**3. TOWRE:** *Test of Word Reading Efficiency* The TOWRE is a standardized test composed of subtests for sight word reading efficiency (reading real words) and phonemic decoding efficiency (reading pseudo-words). It is an individually-administered test for which the test taker reads aloud as many sight words or pseudo-words as possible in 45 seconds. Ages: 6-0 through 24-11. Testing Time: 5-10 minutes. Administration: Individual

**4. GDRT-2:** *Gray Diagnostic Reading Test* The GDRT-2 is a norm-referenced, reliable, and valid assessment of oral reading ability. Individually administered in 45-60 minutes, the GDRT-2 is appropriate for individuals aged 6-0 to 13-11. It can be used to assess students who have difficulty reading continuous print or who require an evaluation of specific abilities and weaknesses. Two parallel forms are provided, allowing you to monitor a student's reading progress over time. Teachers and reading specialists find this test a useful and efficient way to gauge reading skills progress.

**5. DIBELS:** *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* are a set of procedures and measures for assessing the acquisition of early literacy skills from (k-6<sup>th</sup> grade). They are designed to be short (one minute) fluency measures used to monitor the development of

early literacy and early reading skills. DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy, and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children having trouble in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

6. **AIMSweb:** AIMSweb is a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system to determine response to intervention. AIMSweb offers assessments in a variety of areas:
  - a. **Early Literacy ( Kindergarten and 1<sup>st</sup> Grade)**
  - b. **Letter Naming Fluency-** requires students to identify as many upper and lower case letter names as they can.
  - c. **Letter Sound Fluency-**requires students to identify as many lower case letter sounds as they can.
  - d. **Phonemic Segmentation Fluency-** requires students to say the sounds in words presented orally by an examiner.
  - e. **Nonsense Word Fluency-**requires students to identify and say the sounds in non-real words. It may be appropriate for monitoring the progress of older children with low skills in letter-sound correspondence.
  
7. **Acuity** is a learning-based assessment program for Math and Reading in grades 3-10, as well as Algebra. Available on the Web and in paper and pencil, Acuity aligns to state standards and delivers targeted instructional materials to help prepare students for NCLB exams. Acuity is designed to measure and report, and improve student progress on state learning standards, and to determine students' readiness for state tests.

### ❖ **Reading Fluency**

1. **GORT-4:** *Gray Oral Reading Tests, Fourth Edition (GORT-4)* provides a measure of growth in oral reading and an aid in the diagnosis of oral reading difficulties. Five scores give you information on a student's oral reading skills in terms of:
  - a. Rate—the amount of time taken by a student to read a story
  - b. Accuracy—the student's ability to pronounce each word in the story correctly
  - c. Fluency—the student's Rate and Accuracy Scores combined

- d. Comprehension—the appropriateness of the student's responses to questions about the content of each story read
- e. Overall Reading Ability—a combination of a student's Fluency (i.e., Rate and Accuracy) and Comprehension Scores

- 2. GSRT:** *Gray Silent Reading Test* The *Gray Silent Reading Tests* (GSRT) measures an individual's silent reading comprehension ability. The GSRT is a new, exciting addition to the Gray reading test battery. This test consists of two parallel forms each containing 13 developmentally sequenced reading passages with five multiple-choice questions. You can give the test to persons 7 years through 25 years of age. It can be given individually or to groups. Each form, of the test yields raw scores, grade equivalents, age equivalents, percentiles, and a Silent Reading Quotient.
- 3. DIBELS:** *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* are a set of procedures and measures for assessing the acquisition of early literacy skills from (k-6<sup>th</sup> grade). They are designed to be short (one minute) fluency measures used to monitor the development of early literacy and early reading skills. DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy, and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children having trouble in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.
- 4. AIMSweb:** AIMSweb is a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system to determine response to intervention. AIMSweb offers assessments in a variety of areas. For reading fluency assessment, use the **Reading Fluency** probes.
- 5. TOWRE:** *Test of Word Reading Efficiency* The TOWRE is a standardized test composed of subtests for sight word reading efficiency (reading real words) and phonemic decoding efficiency (reading pseudo-words). It is an individually-administered test for which the test taker reads aloud as many sight words or pseudo-words as possible in 45 seconds. Ages: 6-0 through 24-11. Testing Time: 5-10 minutes. Administration: Individual.

## ❖ **Reading Comprehension**

1. **GDRT 2:** *Gray Diagnostic Reading Test* The GDRT-2 is a norm-referenced, reliable, and valid assessment of oral reading ability. Individually administered in 45-60 minutes, the GDRT-2 is appropriate for individuals aged 6-0 to 13-11. It can be used to assess students who have difficulty reading continuous print or who require an evaluation of specific abilities and weaknesses. Two parallel forms are provided, allowing you to monitor a student's reading progress over time. Teachers and reading specialists find this test a useful and efficient way to gauge reading skills progress.
2. **GSRT:** *Gray Silent Reading Test* The *Gray Silent Reading Tests* (GSRT) measures an individual's silent reading comprehension ability. The GSRT is a new, exciting addition to the Gray reading test battery. This test consists of two parallel forms each containing 13 developmentally sequenced reading passages with five multiple-choice questions. You can give the test to persons 7 years through 25 years of age. It can be given individually or to groups. Each form, of the test yields raw scores, grade equivalents, age equivalents, percentiles, and a Silent Reading Quotient.
3. **AIMSweb:** AIMSweb is a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system to determine response to intervention. AIMSweb offers assessments in a variety of areas:
  - a. **Reading Maze-**A passage is read and students have to select the appropriate word from a series of choices within the passage.
4. **Acuity** is a learning-based assessment program for Math and Reading in grades 3-10, as well as Algebra. Available on the Web and in paper and pencil, Acuity aligns to state standards and delivers targeted instructional materials to help prepare students for NCLB exams. Acuity is designed to measure and report, and improve student progress on state learning standards, and to determine students' readiness for state tests.

## ❖ **Math Calculation**

1. **AIMSweb:** AIMSweb is a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-

based data management and reporting system to determine response to intervention. AIMSweb offers assessments in a variety of areas:

- a. **Test of Early Numeracy ( k-1st)**
    1. **Oral Counting-** requires students to orally count starting from 1 as high as they can.
    2. **Number Identification-** requires students to orally identify numbers.
    3. **Quantity Discrimination-** requires students to orally identify the bigger number from a pair of numbers.
    4. **Missing Number-**requires students to orally identify the missing number from a string of three numbers.
  - b. **Math Computation (Grades 1-8)**
    5. **Math Curriculum-Based Measurement and Multiple-Skill Math Fact Probes-** math facts probe for various types of math computation problems. The correct digits in the answer are scored. Grades 1-6
2. **TEMA-3:** *Test of Early Math Abilities, Third Edition (TEMA-3)*. The TEMA-3 measures the mathematics performance of children between the ages of (3-8). It is also helpful with older children who have learning problems in mathematics. It can be used as a norm-referenced measure or as a diagnostic instrument to determine specific strengths and weaknesses. The TEMA-3 is a way to measure progress in math, evaluate programs, screen for readiness, discover the bases for poor school performance in math, and identify gifted students, and guide instruction and remediation. The test measures both informal and formal concepts and skills in the following domains: numbering skills, number-comparison facility, and numeral literacy, mastery of number facts, calculation skills, and understanding of concepts. It has two parallel forms each containing 72 items.
3. **TOMA-2:** *Test of Math Abilities, Second Edition (TOMA-2)*. The TOMA-2 was developed for use in Grades (3-12). It measures math performance on the two traditional major skill areas in math (i.e., story problems and computation) as well as attitude, vocabulary, and general application of mathematics concepts in real life. This norm-referenced test can be used to monitor progress, evaluate programs, and do research. The TOMA-2 has five subtests, four in the core battery (Vocabulary, Computation, General Information, and Story Problems), and one supplemental subtest (Attitude toward Math).
4. **Key Math-3:** *Key Math 3* is a comprehensive, norm-referenced measure of essential mathematical concepts and skills. Key Math 3 DA content covers the full spectrum of math concepts and skills that are

typically taught in kindergarten through ninth grade and can be used with individuals aged (4-21) years who are functioning at these instructional levels. The items are grouped into 10 subtests that represent three general math content areas:

- a. Basic Concepts (conceptual knowledge)
- b. Operations (computational skills)
- c. Applications (problem solving)

**5. *Acuity*** is a learning-based assessment program for Math and Reading in grades 3-10, as well as Algebra. Available on the Web and in paper and pencil, *Acuity* aligns to state standards and delivers targeted instructional materials to help prepare students for NCLB exams. *Acuity* is designed to measure and report, and improve student progress on state learning standards, and to determine students' readiness for state tests.

❖ ***Math Problem Solving***

- 1. *AIMSweb***: AIMSweb is a progress monitoring system based on direct, frequent, and continuous student assessment. The results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system to determine response to intervention. AIMSweb offers assessments in a variety of areas: **Mathematics Concepts and Applications-** assess general mathematics problem-solving skills. Grades 2-8
- 2. *TOMA-2: Test of Math Abilities, Second Edition (TOMA-2)***. The TOMA-2 was developed for use in grade (3-12). It measures math performance on the two traditional major skill areas in math (i.e., story problems and computation) as well as attitude, vocabulary, and general application of mathematics concepts in real life. This norm-referenced test can be used to monitor progress, evaluate programs, and do research. The TOMA-2 has five subtests, four in the core battery (Vocabulary, Computation, General Information, and Story Problems), and one supplemental subtest (Attitude toward Math).
- 3. *Key Math-3***: The *Key Math 3* is a comprehensive, norm-referenced measure of essential mathematical concepts and skills. Key Math 3 DA content covers the full spectrum of math concepts and skills that are typically taught in kindergarten through ninth grade and can be used with individuals aged (4-21) years who are functioning at these instructional levels. The items are grouped into 10 subtests that represent three general math content areas: Basic Concepts

(conceptual knowledge), Operations (computational skills),  
Applications (problem solving)

- 4. PAL II:** *Process Assessment of the Learner* PAL-II Math measures the development of cognitive processes that are critical to learning math skills and actual math performance. Appropriate as either Tier 1, Tier 2 or Tier 3 evaluation tool. Grades K-6.
  
- 5. Acuity** is a learning-based assessment program for Math and Reading in grades 3-10, as well as Algebra. Available on the Web and in paper and pencil, Acuity aligns to state standards and delivers targeted instructional materials to help prepare students for NCLB exams. Acuity is designed to measure and report, and improve student progress on state learning standards, and to determine students' readiness for state tests.