

ASSESSMENT TESTING

We administer a wide range of assessments, depending upon the needs of your student. The typical reading assessment includes:

Comprehensive Test of Phonological Processing (CTOPP)

Woodcock Reading Mastery Test III (WRMT-III)

Slosson Oral Reading Test (SORT-R)

Wide Range Achievement Test of Spelling (WRAT-3)

Gray Oral Reading Test (GORT-V)

Symbol Imagery Test

LEARNING ABILITY ASSESSMENT TESTS ADMINISTERED

Rapid Automated Naming Test (RAN)

The Rapid Automated Naming Test is highly predictive of reading difficulties and provides an excellent tool to assess processing speed. The individual must repeatedly name colors, letter, numbers or objects presented on a board accurately and quickly.

Peabody Picture Vocabulary Test - III

The Peabody Picture Vocabulary Test - III is the latest revision of this measure and is designed to assess an individual's receptive oral vocabulary. The individual must select the picture---four different pictures are presented---which matches an orally presented word.

Detroit Tests of Learning Aptitude

The Detroit Test of Learning Aptitude is a selected group of subtests, each with separate mental age norms, allowing a flexible choice of tests to fit the need of each individual.

Visual Attention Span For Letters

This subtest of the DTLA is designed to assess an individual's visual

memory for letters. The individual is shown a non-word sequence of letters beginning with two and increasing to seven letters. A stimulus, such as "bmr," is shown briefly and then removed. The examinee then verbally repeats the letters back to the examiner.

Verbal Absurdities

This subtest is designed to assess the individual's oral language comprehension. Expressions, which contain something foolish, are read to the individual, who verbally expresses what is foolish about each one.

Detroit Tests of Learning Aptitude - II

The Detroit Tests of Learning Aptitude II is a revision of the original DTLA and is also a selected group of subtests.

Following Oral Directions

The Following Oral Directions subtest is designed to assess the individual's ability to follow oral directions. The individual is given a series of oral directions and required to mark visual material after the directions have been given in their entirety.

Detroit Tests of Learning Aptitude - IV

The DTLA- IV is a revision of the DTLA - III, and is also a selected group of subtests.

Basic Information
Sentence Imitation
Story Sequences
Word Opposites
Design Reproduction

Woodcock Reading Mastery Test III

This subtest, which provides a grade equivalent and a percentile, is designed to assess an individual's ability to decode lists of nonsense words, ranging from one to five syllables, and provides information about an individual's ability to decode novel words.

Slosson Oral Reading Test - Revised

This test is designed to assess the individual's ability to decode lists of unrelated, real words that are presented out of context. The lists begin at the primer level and progress through high school.

Gray Oral Reading Test - 3

This test is a revised edition of the original GORT and is also designed to assess paragraph reading rate and accuracy. This test also includes multiple choice comprehension questions, five for each paragraph read, and provides a separate score for rate, accuracy, passage and comprehension.

Gray Oral Reading Test - 4

This test is a revised edition of the GORT-3 and is also designed to assess paragraph reading rate and accuracy. This test also includes multiple choice comprehension questions, five for each paragraph read, and provides a separate score for rate, accuracy, fluency and comprehension.

Wide Range Achievement Test - 3

The Wide Range Achievement Test assesses academic progress in three areas: word recognition, written spelling and arithmetic computation.

Reading

The individual is asked to recognize English Letters and then read single words out of context, ranging from the primer through the adult grade levels.

Spelling

The individual is asked to write his/her name and spell given real words ranging from single syllable to complex multi-syllable.

Arithmetic

The individual may be given an oral pretest and then asked to compute math problems ranging from simple to complex.

Lindamood® Auditory Conceptualization Test-3

This test assesses an individual's ability to judge the number, order and identity of sounds in single syllable words. An individual hears a stimulus pattern, such as "sust," and shows number, order and sameness or difference of sounds by encoding patterns with colored blocks. This auditory judgment is essential as a base for self-correcting in reading and spelling.

An individual is also asked to judge the number of syllables in words, to compare the number, order and sameness or difference among syllables in words and, finally, to discriminate the number, order and identity of sounds within syllables.

Informal Sound/Symbol Association

This test assesses an individual's ability to trans-code *isolated* phonemes into their corresponding letter identities.

Nonsense Spelling

This test assesses an individual's ability to represent pseudo-words with their corresponding letter identities.

Test of Written Language - 3

The Test of Written Language is a comprehensive assessment of an individual's written language skill. A group of subtests, each with separate age norms, evaluates an individual's abilities in the following areas: vocabulary, spelling, style, logical sentences, sentence combining, contextual conventions, contextual language and story construction.

Vocabulary

An individual is asked to write a sentence that incorporates a stimulus word.

Spelling

An individual is asked to write dictated sentences while observing and using spelling rules.

Style

An individual is asked to write dictated sentences using punctuation and capitalization rules.

Logical Sentences

An individual revises illogical sentences to make better sense. For example, a student changes "The dog mooed loudly." to "The cow mooed loudly."

Sentence Combining

An individual is asked to combine several short sentences into one grammatically correct written sentence.

Contextual Conventions, Contextual Language and Story Construction

An individual is asked to write a story in response to a stimulus picture. The story is evaluated for spelling, punctuation, grammar, sentence construction, plot, prose and characterization.

Gibson Cognitive Test Battery

The Gibson Cognitive Test Battery provides an excellent overview of cognitive functions that relate to the learning process. Scores are provided as an age-equivalence only. The age range for this test is 5 years to 18 years.

Processing Speed

This is a test of an individual's ability to do a relatively simple task repeatedly.

Working Memory

Information is presented both orally and visually and questions are asked out of sequence to determine his ability to store, retain and retrieve information.

Visual Processing

Two-dimensional objects are presented in a jigsaw format and one has to mentally manipulate the pieces in order to properly identify them on the puzzle.

Word Attack

A list of nonsense words is presented to the student and he is asked to read the words. The words range from one to four syllables. This subtest is designed to assess an individual's ability to decode unfamiliar words.

Auditory Analysis

The ability to blend sounds (sounds presented one second apart forming pseudo and real words), segment blended sounds (real and pseudo words), and manipulate sounds (respond by removing sounds from the beginning, middle and end of real and pseudo words) is tested.

Logic/Reasoning

Groups of images that form a pattern are presented with one missing image. Below the group is a set of images to choose from to fill the empty square. The ability to identify the pattern being established and then find the correct replacement requires planning, sequential problem solving, visual memory and attention skills. These skills are believed to form the underpinnings of non-verbal logic.

Selective Attention

Presented with multiple, competing visual stimuli one must ignore the visual distractions and provide the appropriate response. Individuals who perform poorly on this subtest tend to be easily distracted when they are in learning situations and find it difficult to maintain focus for extended periods.

Gray Silent Reading Test

This norm-referenced measure is designed to assess the paragraph comprehension abilities of an individual as compared to his peers. This test includes multiple choice comprehension questions, five for each paragraph read. The individual reads the paragraph silently and reads and answers the questions. The paragraph is available for reference while answering the questions.

Test of Reading Comprehension—3

The TORC—3 is a norm-referenced group of subtests designed to provide an accurate measure of an individual's ability to comprehend written material. The TORC—3 consists of eight subtests, four of which form the core measure and four form the supplemental diagnostic.

The core subtests include:

General Vocabulary

Three words are presented that have a common underlying relationship. Four additional words are presented, two of which share the relationship with the first group of three words. The individual is asked to identify the two words that go with the initial group of three.

Syntactic Similarities

Five sentences are presented and the individual is asked to read the sentences and then identify the two sentences that mean almost the same thing.

Paragraph Reading

Short paragraphs are presented and the student is asked to read the paragraph silently and then to answer five questions presented with the paragraph. The questions are multiple-choice and the paragraph is still visible for reference. This is a typical comprehension test.

Sentence Sequencing

Five sentences are presented. When placed in the correct order the sentences tell a story or demonstrate a sequence of events. This task relies heavily upon auditory memory and visualization skills.

Reading Comprehension Quotient

The four previous scores are combined to provide a measure of overall comprehension ability.

Comprehensive Test of Phonological Processing

The CTOPP is a norm-referenced group of subtests designed to provide an accurate observation of an individual's ability to process phonological information. There are two

groups of tests, Core and Supplemental. Each subtest includes separate age norms, and they combine to form composite scores that are more reliable than the individual subtests.

The Core subtests include:

- Elision**
- Blending Words**
- Memory for Digits**
- Rapid Digit Naming**
- Nonword Repetition**
- Rapid Letter Naming**

The Supplemental subtests include:

- Rapid Color Naming**
- Phoneme Reversal**
- Rapid Object Naming**
- Blending Nonwords**
- Segmenting Words**
- Segmenting Nonwords**

ADHD Symptom Checklist IV (ADHD-SC4)

The ADHD Symptom Checklist IV (ADHD-SC4) is a screening instrument for the behavioral symptoms of attention-deficit/hyperactivity disorder (AD/HD) and oppositional defiant disorder (ODD). The ADHD-SC4 is useful because it provides a quick and efficient means for assessing AD/HD and ODD behaviors; offers an alternative to psychiatric interviews; is disorder-oriented; and compares favorably with other widely used dimensional behavior rating scales. **The ADHD-SC4 is a symptom questionnaire; it does not diagnose a disorder.** The findings of a number of studies indicate that the ADHD-SC4 is a reliable and valid screening instrument for AD/HD and ODD and a reliable and valid measure for assessing response to stimulant medication in children with AD/HD.