

## “Data on File” Dictionary of terms

**ABAS:** Used to evaluate areas of functioning, determine strengths and weaknesses, and specify training goals for students in the Challenges and Life Skills program.

**Benchmark Assessment System (BAS):** One-on-one, comprehensive assessment to determine independent and instructional reading levels and for placing students on the F&P Text Gradient™, (A-Z)

**CCATs:** Canadian Cognitive Abilities Test. Every student in the WQSB has completed a CCAT at some point in their career with us.

**Conners’ Rating Scales:** Used for the assessment of attention-deficit/hyperactivity disorder (ADHD) and related problem behaviours. Combines reports from teachers, parents, and adolescents.

**The Developmental Reading Assessment (DRA):** An individually administered assessment of a child’s reading capabilities. It is a tool to be used by instructors to identify a student’s reading level, accuracy, fluency, and comprehension.

**Occupational Therapy Report/Assessment:** Occupational therapy interventions focus on adapting the environment, modifying the task, teaching the skill, and educating the client/family in order to increase participation in and performance of daily activities. Usually focused on environmental/physical needs.

**PPVT-R: (Peabody):** Designed primarily to measure a subject’s receptive (hearing) vocabulary for Standard American English. It is an achievement test, since it shows the extent of English vocabulary acquisition. It is a scholastic aptitude test. It measures only one important facet of general intelligence: vocabulary.

**Psycho-educational Assessment:** *Consists of an assessment of psychological aspects of learning and of academic skills.* Psychological aspects include intelligence, language skills, memory, verbal and visual learning, attention / concentration, eye - hand coordination for paper - and - pencil tasks, planning ability, and reflective / impulsive response style. Academic skills include reading (phonetic skills, sight vocabulary, reading comprehension), spelling, writing, mathematics (basic numerical operations, mathematical reasoning), academic fluency (speed of reading, writing, calculating), listening comprehension, and oral expressive skills. A psycho-educational assessment often includes many of the other assessments included in this list.

**Speech and Language Report/Assessment:** Completed by a speech pathologist when a student exhibits language development delays.

**TAPS-UL:** Test of Auditory-Perceptual Skills and functions

**TONI: Test of Nonverbal Intelligence:** Was developed to assess the aptitude of children and adults whose cognitive, linguistic, or motor skills might adversely affect their performance on traditional tests of intelligence or might prevent them from even understanding or responding to the material contained on such tests. Frequently used with students who are unable to listen, speak, read, or write, or who come from different cultural and linguistic backgrounds.

**Weshler Intelligence Scale for Children (WISC):** an individually administered intelligence for children between the ages of 6 and 16 inclusive that can be completed without reading or writing. The WISC generates an IQ score which represents a child's general cognitive (intelligence) ability.

**Weschler Individual Achievement Test (WIAT-II):** A comprehensive, individually administered test for assessing achievement (academic success). Reading, writing, mathematics, and oral language are included.

**Weschler Fundamentals:** A brief achievement test that measures broad skills in the areas of reading, spelling, and math computation. (a screener test, that depending on results would be followed by a WISC and/or WIAT).

**Woodcock Reading Mastery Tests:** A comprehensive set of individually administered tests of reading. Reading readiness, reading achievement, word identification, word attack, word comprehension, and passage comprehension.