1. **Alphabet, Letters and Sounds**  
The Alphabet, Letters and Sounds test evaluates the student’s ability to orally recite and write the alphabet, give sound/letter association and identify the upper and lower case letters.

2. **Kaufman Brief Intelligence Test, Second Edition (KBIT-2)**  
This test is a brief, individually administered measure of verbal and nonverbal intelligence. The test yields Verbal and Nonverbal scores as well as an IQ Composite. The Verbal score measures verbal, school-related skills by assessing a person’s word knowledge, range of general information, verbal concept formation, and reasoning ability. The Nonverbal score measures the ability to solve new problems by assessing an individual’s ability to perceive relationships and complete visual analogies.

3. **Comprehensive Test of Phonological Processing 2 (CTOPP 2)**  
This test measures three areas of phonological processing through the administration of six subtests. First, it evaluates the child’s Phonological Awareness, which determines the child’s awareness and ability to use the sound system of English. The area of Phonological Memory evaluates if the child is able to recall information from his short-term memory. Finally, the area of Rapid Naming is tested. This tells if the child is able to retrieve information from his long-term memory.

4. **Woodcock Reading Mastery Test-III (WRMT-III)**  
The WRMT-III provides a comprehensive battery of individually administered tests that measure reading readiness and achievement. From the battery of tests, three subtests measure needed information. The first subtest given is Word Identification which is an untimed test that evaluates sight vocabulary. The second administered subtest is Word Attack. This untimed subtest evaluates the ability of a student to decode common phonics patterns. Listening Comprehension measures the ability to comprehend and respond to oral directions and passages with accuracy.

5. **Decoding Skills Test (DST)**  
This is a test that is administered upon initial placement and annually (usually in the spring) to determine the child’s progress and placement for the following year. It has two subtests. The first subtest evaluates sight words. The second evaluates standard phonic patterns through reading words. Then, the child is given the standard patterns in nonsense words to evaluate if the child is flexible with the phonic patterns and can use them on any unknown word.

6. **Gray Oral Reading Test 5 (GORT 5)**  
The GORT is administered by having the child orally read passages of increasing difficulty. The administration of the GORT gives information about the child’s ability in the areas of oral reading rate and accuracy. These scores are then used to give a fluency score. Additionally, a comprehension score is obtained. In addition to information about the separate areas of reading, there is an overall score for Oral Reading Quotient.

7. **Test of Written Spelling 5 (TWS-5)**  
This is a basic spelling test that evaluates the child’s ability to spell short and long vowel patterns, blends, digraphs and multi-syllable words.
All Bilingual Students are administered the following tests.

1. **Alphabet, Letters and Sounds (Spanish)**
   The Alphabet, Letters and Sounds test evaluates the student’s ability to orally recite and write the alphabet, give sound/letter association and identify the upper and lower case letters.

2. **Test of Oral Reading Proficiency in Spanish (TORPS)**
   The TORPS is a series of sentences to be read orally by the student. It provides a brief view of the student’s ability to read basic sight words, decode and read fluently in Spanish.

3. **Batería III**
   The Batería III is divided into two parts which are Cognitive Abilities and Tests of Achievement. There are numerous subtests in the two sections and those appropriate for evaluation for dyslexia identification are administered. The areas evaluated include cluster scores in the areas of Phonological Awareness, Basic Reading Skills, Broad Reading Skills, Reading Comprehension, Listening Comprehension and Spanish Oral Language. The areas of Rapid Naming, Phonological Memory, Spelling and Writing are also evaluated.

Additionally, subtests are administered that will provide information to show that the student has “Adequate Cognitive Ability” in order for Dyslexia identification to take place.

*In addition to the tests already listed, a child who has transitioned to English (usually grades 4 and above) will be administered the following tests:*

1. **Woodcock Johnson III (English)**
   This test is the same as the Spanish Batería III. The test items are different, but it has the same subtests. By comparing the tests, the evaluator can determine which language is stronger in each subtest. It also gives a CALP score in English. This test is extremely beneficial to see where a child’s strengths and weaknesses lie as the transition to English takes place.

2. The child is also administered the following tests from the English testing battery to provide information for instructional purposes:
   - **Alphabet, Letters and Sounds**
   - **Decoding Skills Test (DST)**