

Early Childhood Outcomes System Illinois Assessment List*

Broad-Based General Assessments

- Assessment, Evaluation, and Programming Systems (AEPS)
- Bank Street
- Battelle Developmental Inventory (BDI)
- Brigance Diagnostic Inventory of Early Development-Revised
- Carolina Curriculum for Infants and Toddlers or Preschoolers with Special Needs
- High Scope Child Observation Record (COR)
- Teaching Strategies GOLD
- Learning Accomplishment Profile (LAP) and related instruments (e.g., LAP-D, E-LAP)
- Hawaii Early Learning Profile (HELP)
- Transdisciplinary Play-Based Assessment (TPBA) - Revised (Toni Linder)
- Work Sampling System Illinois (WSS-IL)
- Portage Project 0-6 (WI)
- Early Learning Scales (ELS)

Broad-Based Screening Instruments

- Developmental Indicators for Assessment of Learning (DIAL- 3 or DIAL-R)
- Early Screening Inventory (ESI-R or ESI-P)
- Battelle Screen
- Brigance Screen
- Ages and Stages
- AGS Early Screening Profiles
- FirstSTEP-First Screening Test for Evaluating Preschoolers
- CIP (Comprehensive Identification Process) Screen
- Chicago Early
- Infant-Preschool Play Assessment Scale (I-PAS)

Supplemental** Assessments for Social-Emotional (Child Outcome 1)

- Ages and Stages - Social-Emotional
- Vineland Adaptive Behavior Scales

Supplemental Assessments for Literacy (under Child Outcome 2)

- Getting Ready to Read
- Early Literacy Assessment (ELA) - High Scope
- Individual Growth and Developmental Indicators (IGDIs) (www.ggg.umn.edu)
- PALS-PreK
- Test of Early Reading Ability (TERA-3)
- Pre-Literacy Rating Scale

Supplemental Assessments for Adaptive Behavior and Meeting Own Needs (Child Outcome 3)

- Ages and Stages - Social-Emotional
- Vineland Adaptive Behavior Scales

* This list does not include assessments that would be used by therapists or other specialists as part of their evaluation of particular areas of development (e.g., speech-language pathologists might use the Preschool Language Scale or other specialized instrument to obtain more in-depth information on a child's language development or a psychologist might use the Mullen Scale).

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** Supplemental assessments will be useful when the general assessment does not cover all of the required areas, or for children who are receiving only speech services.