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Adverse Effect Chart of Measures

Purpose

The purpose of this document is to offer additional background related to adverse effect, the basic skill areas that might be assessed related to adverse effect, the variety of measures that could be used, along with examples of potential measures of performance. This list is non-exhaustive. Additional recommendations of measures that could be added to this list can be shared with [Cassie Santo](#).

Overview of Adverse Effect

In July of 2023, Vermont returned to an eligibility definition of adverse effect in line with most other states. Vermont's definition of adverse effect relies on evidence-based results, student continuous progress measures, as well as other examples of student work, which demonstrates that the student's disability has a negative impact on their basic skill or basic skills development. Due to the recent rule changes, the criteria for determining Specific Learning Disabilities and Deaf-Blindness have changed slightly to no longer explicitly include a separate Adverse Effect consideration. Instead, the determination of these disability categories inherently includes evidence that the student's educational performance has been impacted.

When considering special education eligibility in Vermont, a school-aged child is eligible for Special Education if the student's disability results in an adverse effect on the student's educational performance and if the student requires Special Education services to make progress in school. No single piece of evidence or measure of school performance is required by regulations and adverse effect is determined by a review of all available evidence. Promising practice demonstrates that additional factors, while not required to be documented should continue to be used to substantiate an Adverse Effect. This approach will impact the Evaluation Planning Team's (EPT) Assessment Planning. An EPT should still consider how it will use evidence such as grades, performance on individual and group assessments, continuous progress monitoring, attendance, observations, clinical judgment from qualified experts, and samples of student work throughout the Assessment Process.

To determine if Adverse Effect is present, the EPT must:

- Identify areas of Adverse Effect due to disability in the Basic Skills areas using a range of diagnostic and performance data appropriate to the student.
- Consider academic and non-academic aspects of the student's functioning in making the determination.



- Document the impact of the Adverse Effect on educational performance to substantiate that the educational deficiencies persist or will persist over time despite specific alternative strategies that are provided within the general education setting.
- Consider the impact of scientific, research-based interventions and document that these strategies have been implemented with fidelity.

An Adverse Effect is not present if:

- The determinant factor for the decision is the lack of instruction in (a) reading; (b) math; or (c) limited English proficiency.
- The child does not otherwise meet Eligibility Criteria.
- For determination of Adverse Effect, while State regulations do not indicate a required number of measures, an EPT should use multiple pieces of evidence in order to get a full picture of the student's educational performance.

While it may sometimes be challenging to differentiate the components of each part of this determination, teams should engage in a deep conversation about the student's unique educational needs and how the LEA can best address those needs going forward.

Measures for Adverse Effect

There are many indicators of educational performance that can be used as measures for adverse effect. This information will continue to be provided collaboratively between special education and general education staff. The appropriateness of the school district's educational goals, as reflected in the curriculum and in the formal grading reports, should also be considered.

Multiple Ways of Measuring Performance:

1. Individually Administered Nationally Normed Achievement Test: any standardized achievement test that offers results in the form of standard scores or percentiles.
2. Group Administered Nationally Normed Achievement Test: standardized tests that are given to all students in a group format - results provide national percentile ranking.
3. Grades: Performance on comprehensive assessments based on a system of learning results, or the Common Core as of 2014 indicating that the student is not meeting the standard or is showing little evidence of meeting the standard for that stage of development.
4. Curriculum Based Measures: Data that reports the student's performance over an extended period of time and is reported in reference to a grade level expectation.
5. Criterion Referenced Assessments: Tests that are not standardized but are scored on a level of expected development.
6. Other Measures of Performance which could include, but is not limited to: student work products, language samples, or portfolios; disciplinary evidence; student's attendance; and social, behavioral, or emotional observations.

Adverse Effect Charts 2024

The charts below represent the ten basic skill areas that might be considered when evaluating a student for special education eligibility. Each chart includes examples of the multiple ways that a student’s educational performance might be measured.

Adverse Effect Chart 2024: Written Expression

Measures	Examples
Individually Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Woodcock-Johnson Achievement Test - Test of Early Written Language - Word Identification and Spelling Test - Wechsler Individual Achievement Test - Kaufman Test of Educational Achievement - Diagnostic Assessment of Reading - Test of Orthographic Competence - Test of Written Spelling - Test of Written Expression - Test of Written Language
Group Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Gates-MacGinitie - Stanford Achievement Test - Terra Nova - Otis Lennon School Ability Test - Metropolitan Achievement Test - Comprehensive Test of Basic Skills
Grades	<ul style="list-style-type: none"> - Most recent report card or progress report - Student’s level of written expression is adversely impacted by their disability - Teacher determined grading system - IEP-based individualized grading systems
Curriculum Based Measures	<ul style="list-style-type: none"> - On-demand writing prompt compared to Common Core, Grade Equivalents, or a classroom rubric - Writing fluency (number of sentences produced) as compared to peers - Quality of writing – does the student’s disability adversely impact their ability to write? To access, is specially designed instruction required? - Charts, graphs, or checklists
Criterion Referenced Assessments	<ul style="list-style-type: none"> - Brigance Inventory - Developmental Reading Assessment - Assessment of Basic Language and Learning Skills - Verbal Behavior Milestones Assessment and Placement Program - Primary Observation Assessment - Measures of Academic Progress (MAPS)
Other Measures of Performance	<ul style="list-style-type: none"> - Alternative placement or already receiving Specially Designed Instruction due to written expression weaknesses - Writing portfolio - Grade Equivalent comparison – writing skills/expression well below grade level

Adverse Effect Chart 2024: Reading Fluency

Measures	Examples
Individually Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Comprehensive Test of Phonological Processing - Woodcock-Johnson Achievement Test - Word Identification and Spelling Test - Gray Oral Reading Test - Wechsler Individual Achievement Test - Test of Word Reading Efficiency - Test of Silent Word Reading Fluency - Diagnostic Assessment of Reading - Phonological Awareness Test - Nelson-Denny Reading Test - Kaufman Test of Educational Achievement
Group Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Gates-MacGinitie - Stanford Achievement Test - Terra Nova - Otis Lennon School Ability Test - Metropolitan Achievement Test - Comprehensive Test of Basic Skills
Grades	<ul style="list-style-type: none"> - Most recent report card or progress report - Student's level of reading fluency is adversely impacted by their disability - Teacher determined grading system - IEP-based individualized grading systems
Curriculum Based Measures	<ul style="list-style-type: none"> - Reading group text level as compared to peers, Common Core Standards or Grade Equivalents - Charts, graphs, or checklists indicating student performance over time - Teacher made tests - Standardized benchmark assessment (AIMSWEB, Lexia, Track My Progress, Fountas and Pinnell) - Continuous progress monitoring - Great Leaps
Criterion Referenced Assessments	<ul style="list-style-type: none"> - Brigance Inventory - Qualitative Reading Inventory - Developmental Reading Assessment - Phonological awareness screening tools - Primary Observation Assessment - Dynamic Indicators of Basic Early Literacy Skills - STAR Reading - Study Island
Other Measures of Performance	<ul style="list-style-type: none"> - Alternative placement or already receiving Specially Designed Instruction due to reading fluency weaknesses - Observations - Grade Equivalent comparison - Student Work

Adverse Effect Chart 2024: Reading Comprehension

Measures	Examples
Individually Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Woodcock-Johnson Achievement Test - Test of Early Reading Ability - Gray Oral Reading Test - Wechsler Individual Achievement Test - Diagnostic Assessment of Reading - Gray Silent Reading Test - Test of Reading Comprehension - Test of Silent Contextual Reading Fluency - Kaufman Test of Educational Achievement
Group Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Gates-MacGinitie - Stanford Achievement Test - Terra Nova - Otis Lennon School Ability Test - Metropolitan Achievement Test - Comprehensive Test of Basic Skills
Grades	<ul style="list-style-type: none"> - Most recent report card or progress report - Student's level of reading comprehension is adversely impacted by their disability - Teacher determined grading system - IEP-based individualized grading systems
Curriculum Based Measures	<ul style="list-style-type: none"> - Reading group comprehension level as compared to peers, Common Core Standards or Grade Equivalents - Charts, graphs, or checklists indicating student performance over time - Teacher made tests - Standardized benchmark assessment (AIMSWEB, Lexia, Fountas and Pinnell, Great Leaps) - Continuous progress monitoring - Classroom assessments measuring understanding of concepts/vocabulary from silent or oral reading
Criterion Referenced Assessments	<ul style="list-style-type: none"> - Brigance Inventory - Qualitative Reading Inventory - Developmental Reading Assessment - Primary Observation Assessment - Dynamic Indicators of Basic Early Literacy Skills - Assessment of Basic Language and Learning Skills - Verbal Behavior Milestones Assessment and Placement Program - STAR Reading - Study Island - Measures of Academic Progress (MAPS)
Other Measures of Performance	<ul style="list-style-type: none"> - Alternative placement or already receiving Specially Designed Instruction due to reading comprehension weaknesses - Observations - Grade Equivalent comparison - Student Work

Adverse Effect Chart 2024: Basic Reading

Measures	Examples
Individually Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Comprehensive Test of Phonological Processing - Woodcock-Johnson Achievement Test - Test of Early Reading Ability - Word Identification and Spelling Test - Gray Oral Reading Test - Wechsler Individual Achievement Test - Test of Word Reading Efficiency - Test of Silent Word Reading Fluency - Diagnostic Assessment of Reading - Phonological Awareness Test - Nelson-Denny Reading Test - Kaufman Test of Educational Achievement
Group Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Gates-MacGinitie - Stanford Achievement Test - Terra Nova - Otis Lennon School Ability Test - Metropolitan Achievement Test - Comprehensive Test of Basic Skills
Grades	<ul style="list-style-type: none"> - Most recent report card or progress report - Student's reading accuracy/text level is adversely impacted by their disability - Teacher determined grading system - IEP-based individualized grading systems
Curriculum Based Measures	<ul style="list-style-type: none"> - Reading group text level as compared to peers, Common Core Standards or Grade Equivalents - Charts, graphs, or checklists indicating student performance over time - Teacher made tests - Standardized benchmark assessment (AIMSWEB, Lexia, Track My Progress, Fountas and Pinnell) - Continuous progress monitoring - Great Leaps
Criterion Referenced Assessments	<ul style="list-style-type: none"> - Brigance Inventory - Qualitative Reading Inventory - Developmental Reading Assessment - Phonological awareness screening tools - Primary Observation Assessment - Dynamic Indicators of Basic Early Literacy Skills - Assessment of Basic Language and Learning Skills - Verbal Behavior Milestones Assessment and Placement Program - STAR Reading - Study Island - Measures of Academic Progress (MAPS)
Other Measures of Performance	<ul style="list-style-type: none"> - Alternative placement or already receiving Specially Designed Instruction due to reading skill weaknesses - Observations - Grade Equivalent comparison - Student Work

Adverse Effect Chart 2024: Math Reasoning

Measures	Examples
Individually Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Woodcock-Johnson Achievement Test - Wechsler Individual Achievement Test - Kaufman Test of Educational Achievement - Comprehensive Mathematical Abilities Test - Key Math - Test of Early Mathematical Ability - Test of Mathematical Ability
Group Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Gates-MacGinitie - Stanford Achievement Test - Terra Nova - Otis Lennon School Ability Test - Metropolitan Achievement Test - Comprehensive Test of Basic Skills
Grades	<ul style="list-style-type: none"> - Most recent report card or progress report - Student's math reasoning is adversely impacted by their disability - Teacher determined grading system - IEP-based individualized grading systems
Curriculum Based Measures	<ul style="list-style-type: none"> - Math computation level as compared to grade level expectations - Classroom assessment based on classroom math calculation instruction or Common Core/Grade Equivalents - Mad Minutes mastery as compared to peers - Charts, graphs, or checklists indicating student performance over time - Teacher made tests - Standardized benchmark assessment (AIMSWEB) - Continuous progress monitoring
Criterion Referenced Assessments	<ul style="list-style-type: none"> - Brigance Inventory - District Math Assessment - Primary Numbers and Operations Assessment - Early Numeracy Assessment - Assessing Math Concepts - Assessment of Basic Language and Learning Skills - Verbal Behavior Milestones Assessment and Placement Program - STAR Math - Measures of Academic Progress (MAPS)
Other Measures of Performance	<ul style="list-style-type: none"> - Alternative placement or already receiving Specially Designed Instruction due to math reasoning weaknesses - Observations - Grade Equivalent comparison, i.e. working on standards well below grade level - Student Work - Teacher statement that student's math skills are adversely impacted by their disability

Adverse Effect Chart 2024: Math Calculation

Measures	Examples
Individually Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Woodcock-Johnson Achievement Test - Wechsler Individual Achievement Test - Kaufman Test of Educational Achievement - Comprehensive Mathematical Abilities Test - Key Math - Test of Early Mathematical Ability - Test of Mathematical Ability
Group Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Gates-MacGinitie - Stanford Achievement Test - Terra Nova - Otis Lennon School Ability Test - Metropolitan Achievement Test - Comprehensive Test of Basic Skills
Grades	<ul style="list-style-type: none"> - Most recent report card or progress report - Student's math calculation is adversely impacted by their disability - Teacher determined grading system - IEP-based individualized grading systems
Curriculum Based Measures	<ul style="list-style-type: none"> - Math computation level as compared to grade level expectations - Classroom assessment based on classroom math calculation instruction or Common Core/Grade Equivalents - Mad Minutes mastery - Charts, graphs, or checklists indicating student performance over time - Teacher made tests - Standardized benchmark assessment (AIMSWEB) - Continuous progress monitoring
Criterion Referenced Assessments	<ul style="list-style-type: none"> - Brigance Inventory - District Math Assessment - Primary Numbers and Operations Assessment - Early Numeracy Assessment - Assessing Math Concepts - Assessment of Basic Language and Learning Skills - Verbal Behavior Milestones Assessment and Placement Program - STAR Math
Other Measures of Performance	<ul style="list-style-type: none"> - Alternative placement or already receiving Specially Designed Instruction due to math calculation weaknesses - Observations - Grade Equivalent comparison, i.e. working on standards well below grade level - Student Work - Teacher statement that student's math skills are adversely impacted by their disability

Adverse Effect Chart 2024: Functional Skills

Measures	Examples
Individually Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Kaufman Functional Academic Skills Test - Kaufman Test of Educational Achievement - Woodcock-Johnson Achievement Test - Wechsler Individual Achievement Test - Behavior Assessment System for Children (BASC) - Achenbach System of Empirically Based Assessment
Grades	<ul style="list-style-type: none"> - Most recent report card or progress report - Any grade that has been adversely impacted by a deficit in functional skills - Teacher determined grading system - IEP-based individualized grading systems
Curriculum Based Measures	<ul style="list-style-type: none"> - Charts, graphs, or checklists indicating student performance over time - Classroom assessments - Teacher statement that the student's functional skills are adversely impacted by their disability
Criterion Referenced Assessments	<ul style="list-style-type: none"> - Adaptive Behavior Assessment Scales - Burks Behavior Rating Scale - Conners Parent and Teacher Rating Scales - Child Behavior Rating Scales - Behavioral and Emotional Rating Scale - Nisonger Child Behavior Rating Form - The Assessment of Functional Living Skills - The Callier Asuza Scale - Vineland Adaptive Behavior Scales - Diagnostic Adaptive Behavior Scale - Behavior Rating Inventory for Executive Functioning (BRIEF) - Brigance Transition Skills Inventory - Assessment of Basic Language and Learning - Vanderbilt ADHD Teacher and Parent Rating Scales - Scales for Independent Behavior (SIB-R)
Other Measures of Performance	<ul style="list-style-type: none"> - Alternative placement or already receiving Specially Designed Instruction due to motor weaknesses - Student Work - Observation by special education teacher or related service provider

Adverse Effect Chart 2024: Listening Comprehension

Measures	Examples
Individually Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Woodcock-Johnson Achievement Test - Wechsler Individual Achievement Test - Comprehensive Assessment of Speech & Language - Comprehensive Receptive & Expressive Vocabulary Test - Clinical Evaluation of Language Fundamentals – Receptive Cluster - Peabody Picture Vocabulary Test - Test of Language Competence - The Listening Comprehension Test - Oral and Written Language Scales – Receptive Language Cluster - Batelle Developmental Inventory
Grades	<ul style="list-style-type: none"> - Most recent report card or progress report - Any grade that has been directly impacted by a deficit in listening comprehension - Teacher determined grading system - IEP-based individualized grading systems
Curriculum Based Measures	<ul style="list-style-type: none"> - Listening comprehension level as compared to grade level expectations (i.e. when asked to take notes, follow directions, respond to questions, analyze/filter orally presented information) - Classroom observation by Speech Language Pathologist - Teacher made tests (e.g., vocabulary) - Rubric 1.13 Communication Standards – Listening - Teacher statement that the student’s listening comprehension is adversely impacted by their disability
Criterion Referenced Assessments	<ul style="list-style-type: none"> - Brigance Inventory of Basic Skills - Qualitative Reading Inventory (Listening Comprehension Subtest, Passage Retelling) - Primary Observation Assessment - Developmental Reading Assessment - Assessment of Basic Language and Learning Skills - Verbal Behavior Milestones Assessment and Placement Program
Other Measures of Performance	<ul style="list-style-type: none"> - Alternative placement or already receiving Specially Designed Instruction due to listening comprehension weaknesses - Grade Expectation based rubric or rubric of developmental standards for listening comprehension skills - Language Sample by Speech Language Pathologist – emphasis upon listening comprehension - Student work - Observation by Speech Language Pathologist in learning environment

Adverse Effect Chart 2024: Oral Expression

Measures	Examples
Individually Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Woodcock Johnson Cluster Scores - Wechsler Individual Achievement Test Skill Areas - Comprehensive Assessment of Speech & Language - Comprehensive Receptive & Expressive Vocabulary Test - Clinical Evaluation of Language Fundamentals – Expressive Cluster - Oral and Written Language Scales – Expressive Language Cluster - Test of Language Competence - Expressive Vocabulary Test - Expressive One-Word Picture Vocabulary Test - Test of Problem Solving (Expressive, pragmatic measure) - Goldman-Fristoe Test of Articulation - Arizona Articulation Proficiency Scale - Batelle Developmental Inventory
Grades	<ul style="list-style-type: none"> - Most recent report card or progress report - Any grade that has been directly impacted by a deficit in oral expression (i.e. class participation) - Teacher determined grading system - IEP-based individualized grading systems
Curriculum Based Measures	<ul style="list-style-type: none"> - Oral Expression level as compared to grade level expectations (i.e. when expressing ideas, responding to questions, giving oral report) - Classroom observation by Speech Language Pathologist - Language sample - Rubric 1.15 Communication Standards – Expression/Speaking - Teacher statement that the student’s listening comprehension is adversely impacted by their disability
Criterion Referenced Assessments	<ul style="list-style-type: none"> - Oral retell from Developmental Reading Assessment or Benchmark Assessment if retell is clearly related to oral expression deficits versus comprehension deficits - Peer comparison - Clinical Evaluation of Language Functioning - Pragmatics Profile, Teacher Checklist in oral expression - Qualitative Reading Inventory – Passage Retelling (if retell is clearly related to oral expression deficits versus comprehension deficits) - Assessment of Basic Language and Learning Skills - Verbal Behavior Milestones Assessment and Placement Program
Other Measures of Performance	<ul style="list-style-type: none"> - Alternative placement or already receiving Specially Designed Instruction due to oral expression weaknesses - Grade Expectation based rubric on oral expression skills - Developmental Benchmarks for oral expression skills – articulation standards - Language Sample by Speech Language Pathologist - Observation by Speech Language Pathologist in learning environment

Adverse Effect Chart 2024: Motor

Measures	Examples
Individually Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Alberta Infant Motor Scales - Batelle Developmental Inventory - Bruinink-Oseretsky Test of Motor Proficiency - Klein-Bell Activities of Daily Living Scale - Kaufman Assessment Battery for Children - Miller Assessment for Preschoolers - Motor-Free Visual Perception Test - Movement Assessment Battery for Children - Peabody Developmental Motor Scales - Pediatric Evaluation of Disability Inventory - Behavior Problem Checklist - Standardized Sensory Assessment - Test of Gross Motor Development - Test of Visual-Motor Skills - Test of Visual-Perceptual Skills - WeeFIM - Pediatric Evaluation of Disability Inventory
Grades	<ul style="list-style-type: none"> - Most recent report card or progress report - Any grade that has been adversely impacted by a deficit in motor skills - Teacher determined grading system - IEP-based individualized grading systems
Curriculum Based Measures	<ul style="list-style-type: none"> - Charts, graphs, or checklists indicating student performance over time - Classroom assessments - Fluency measures - Timed handwriting tests - Handwriting Without Tears assessment - Loops and Other Groups - PE Skill checklists /assessments
Criterion Referenced Assessments	<ul style="list-style-type: none"> - Quality of Upper Extremity Skills Test - Pediatric Outcomes Data Collection Questionnaires - Juvenile Arthritis Self-Report Index - Gross Motor Function Measure - Erhardt Developmental Prehension Assessment - Early Intervention Developmental Profile - Child Development Inventory - Behavioral Assessment Scale of Oral Functions in Feeding - Barthel Index - Activities Scales for Kids - School Functional Assessment - Canadian Occupational Performance Measure - Brigance Inventories - Goal Attainment Scaling - Heartland - HELP - Sensory Profile - Assessment of Basic Language and Learning Skills - Verbal Behavior Milestones Assessment and Placement Program

Measures	Examples
Other Measures of Performance	<ul style="list-style-type: none">- Alternative placement or already receiving Specially Designed Instruction due to motor weaknesses- Student Work- Observation by Occupational Therapist/Physical Therapist in learning environment