

CONSIDERATIONS IN CONDUCTING SPECIAL EDUCATION ASSESSMENTS VIA TELEPRACTICE DURING COVID-19

In light of the COVID-19 school closures, school-based assessment teams are working to determine the appropriateness of conducting initial, triennial and ancillary special education assessments. In order to assist schools in making informed decisions around this topic, this document includes the following information:

- References to pertinent guidance documents from various professional organizations.
- Links to statements from test publishing companies on telepractice during COVID-19.
- A non-exhaustive list of common assessment instruments and corresponding implications for telepractice from test publishers. The tables included in this document notes specific considerations for conducting virtual assessments provided by test publishing companies.
- Additional considerations for use of rating scales during COVID-19 school closures.
- Suggestions for report writing when assessments are conducted in a virtual or distance learning format.

Guidance From Professional Organizations

California Association of School Psychologists

The California Association of School Psychologists (CASP) issued a Position Paper titled “Mandated Special Education Assessments During the COVID-19 Shut Down” that can be accessed at www.casponline.org. This publication recommends against conducting testing online that has been designed or normed to be administered in person. This document also cautions practitioners against conducting cognitive assessments online, even though certain cognitive assessments are being promoted by various test publishing companies. The CASP paper purports that these tests do not measure a full range of processing areas and thus, fall short of being comprehensive cognitive batteries. Finally, CASP shares recommendations about how school psychologists should proceed throughout the foreseeable duration of the school closures.

- [Mandated Special Education Assessments During the Covid-19 Shut Down, CASP](#)

National Association of School Psychologists (NASP)

The National Association of School Psychologists (NASP) issued a guidance document titled “Virtual Services Delivery in Response to COVID-19 Disruptions” that can be accessed at www.nasponline.org or by clicking on the link below. This publication provides guidance on the use of virtual platforms, in-person support and proctoring, and potential validity issues related to testing due to heightened stress during the global pandemic.

- [Virtual Service Delivery in Response to COVID-19 Disruptions, NASP](#)

Publisher Statements and Letters Regarding Telepractice

In order to communicate telepractice suggestions to the field, different test publishing companies have provided statements or letters via their respective websites. For reference, links are provided to the statements from several major test publishing companies.

- [STATEMENT ON TELE-ASSESSMENT, WPS](#)
- [PRO-ED's Statement on Tele-Assessment, PRO-ED](#)
- [Letter To Colleagues, Customers, and Partners, dated 3/20/20, Pearson](#)
- [Using PAR digital assessments during the COVID-19 crisis, PAR](#)
- [Letter Dear Valued Customer, dated 4/13/20, Riverside Publishing](#)

Assessment Instruments and Publisher’s Considerations

The following pages include tables of Assessment Instruments and Publisher’s Considerations. This list is intended for reference only and does not equate to a recommendation or endorsement from EDCOE SELPA. Assessment professionals are responsible for researching their assessment tools, following the state and federal laws, and adhering to ethical guidelines from relevant professional associations (e.g., APA, AOTA, ASHA, NASP, AMA, or educational organizations) at all times including during the COVID-19 school closures.

Academic Achievement

ASSESSMENT	ACRONYM	PUBLISHER	Virtual Provision Considerations from Publisher?	Publisher recommended use of in-person proctor?	Normed or studied in a Teletherapy/Virtual Setting?
Comprehensive Mathematical Abilities Test	CMAT	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software and tools to assist in the remote administration of the CMAT.	No information available	No information available
Ekwall/Shanker Reading Inventory, 6th Edition		Pearson	No information available	No information available	No information available

<p>Gray Oral Reading Tests, 5th Edition</p>	<p>GORT-5</p>	<p>Pro-Ed</p>	<p>Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software and tools to assist in the remote administration of the GORT-5</p>	<p>No information available</p>	<p>No information available</p>
<p>Kaufman Test of Educational Achievement, 3rd Edition</p>	<p>KTEA-3</p>	<p>Pearson</p>	<p>Pearson has granted permission for delivery of the KTEA-3 materials listed below only via telepractice without additional permission from Pearson. Permission is only for KTEA-3 manuals, digital stimulus books, and associated administration materials via Q-global and the Q-Global Interactive platform. Any other use of the KTEA-3 via telepractice requires prior permission from Pearson.</p>	<p>Yes. If the on-site facilitator is a well-trained professional, then telepractice administration can involve all aspects of individual administration of the KTEA-3. If using an onsite facilitator who is not in a professional role (e.g., parent/guardian), the examiner should use their professional judgment about the capacity of the facilitator. As specified in the KTEA-3 manual, it is very rare that the parent/guardian stays in the room during testing. The parent/guardian may only make audiovisual adjustments and, if</p>	<p>As self-reported by Publisher, studies have been completed on delivery of KTEA-3 in telepractice setting. Please see Pearson website for additional information regarding the research methods and efficacy of this assessment tool in a telepractice setting.</p>

				deemed appropriate, manage response booklets.	
KeyMath-3 Diagnostic Assessment		Pearson	No information available	No information available	No information available
Oral and Written Language Scales, 2nd Edition	OWLS-II	WPS	WPS has stated that virtual administration might be an option to consider when the practitioner can support that the integrity of the OWLS-II is preserved within this adapted format.	No information available	No information available
Test of Early Written Language, 3rd Edition	TEWL-3	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software (such as Zoom or Google HangOuts) and tools to assist in the remote administration of the TEWL-3	No information available	No information available
Test of Mathematical Abilities- 3rd Edition	TOMA-3	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software (such as Zoom or Google HangOuts) and tools to assist in the remote administration of the TOMA-3	No information available	No information available

Test of Reading Comprehension- 4th Edition	TORC-4	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software and tools to assist in the remote administration of the TORC-4	No information available	No information available
Test of Word Reading Efficiency, 2nd Edition	TOWRE-2	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software and tools to assist in the remote administration of the TOWRE-2	No information available	No information available
Test of Written Language, 4th Edition	TOWL-4	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software and tools to assist in the remote administration of the TOWL-4	No information available	No information available
Wechsler Individual Achievement Test, 3rd Edition	WIAT-III	Pearson	No information available	No information available	No information available
Wide Range Achievement Test V	WRAT-5	Pearson	No information available	No information available	No information available
Woodcock Johnson Tests of Achievement, 4th Edition	WJ-IV	Riverside	Riverside has granted permission to use assessments and is providing digital	No information available	No information available

			versions of the examinee-facing pages of the Test Books for the WJ IV Tests of Achievement (Standard Battery, Form A).		
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Motor Coordination

ASSESSMENT	ACRONYM	PUBLISHER	Virtual Provision Considerations from Publisher?	Publisher recommended use of in-person proctor?	Normed or studied in a Teletherapy/Virtual Setting?
Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition	Beery VMI	Pearson	Pearson has granted permission for delivery of the Beery VMI Short Form and Full Form, Visual Perception Form and Motor-Coordination form may be delivered with video-conferencing administration. Any other use of the Beery VMI via telepractice requires prior permission from Pearson.	Yes. If the on-site facilitator is a well-trained professional, then telepractice administration can involve all aspects of individual administration of the Beery VMI assessment. If using an onsite facilitator who is not in a professional role (e.g., parent/guardian), the examiner should use their professional judgment about the capacity of the facilitator to perform the required functions correctly and without interfering in the testing session.	As self-reported by Publisher, studies have been completed on delivery of BVMI in telepractice setting. Please see Pearson website for additional information regarding the research methods and efficacy of this assessment tool in a telepractice setting.

Bender Visual Motor-Gestalt Test, 2nd Edition		Riverside	No information available	No information available	No information available
Bruininks-Osteretsky Test of Motor Proficiency, 2nd Edition	BOT-2	Pearson	No information available	No information available	No information available
Miller Function & Participation Scales	M-FUN	Pearson	No information available	No information available	No information available
Minnesota Handwriting Assessment			No information available	No information available	
Movement Assessment Battery for Children, 2nd Edition	Movement-ABC-2	Pearson	No information available	No information available	
Shore Handwriting Assessment for Early Handwriting Development			No information available	No information available	

Language/Speech Communication Development

ASSESSMENT	ACRONYM	PUBLISHER	Virtual Provision Considerations from Publisher?	Publisher recommended use of in-person proctor?	Normed or studied in a Teletherapy/Virtual Setting?
Children's Communication Checklist, 2nd Edition	CCC-2	Pearson	No information available	No information available	No information available
Clinical Evaluation of Language Fundamentals, 5th Edition	CELF-5	Pearson	Pearson has granted permission for delivery of the CELF-5 tests via telepractice without additional permission from Pearson only for the	No information available	As self-reported by Publisher, studies have been completed on delivery of CELF-5 in telepractice setting. Please see Pearson website for additional information regarding the research methods and efficacy of

			CELF-5 Digital Stimulus book on Q-global®. Any other use of the CELF-5 via telepractice requires prior permission from Pearson.		this assessment tool in a telepractice setting.
Comprehensive Assessment of Spoken Language, 2nd Edition	CASL2	WPS	WPS has stated that virtual administration might be an option to consider when the practitioner can support that the integrity of the CASL-2 is preserved within this adapted format.	No information available	No information available
Expressive One-Word Picture Vocabulary Test, 4th Edition	EOWPVT-4	ATP	No information available	No information available	No information available
Goldman-Fristoe Test of Articulation, 3rd Edition	GFTA-3	Pearson	No. There is not enough evidence at this time to fully support the reliable and valid administration of the GFTA-3 test via telepractice including the use of the normative data.	No information available	As self-reported by Publisher, studies have been completed on delivery of GFTA-3 in telepractice setting. Please see Pearson website for additional information regarding the research methods and efficacy of this assessment tool in a telepractice setting.
Overall Assessment of the Speaker's Experience of Stuttering	OASES	Pearson	No information available	No information available	No information available
Receptive One-Word Picture Vocabulary Test, 4th Edition	ROWPVT-4	ATP	No information available	No information available	No information available

Test for Auditory Comprehension of Language, 4th Edition	TACL-4	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software (such as Zoom or Google HangOuts) and tools to assist in the remote administration of the TACL-4	No information available	No information available
Test of Language Development, 4th Edition	TOLD-4	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software (such as Zoom or Google HangOuts) and tools to assist in the remote administration of the TOLD-4	No information available	No information available

Intellectual Development/Cognitive Abilities

ASSESSMENT	ACRONYM	PUBLISHER	Virtual Provision Considerations from Publisher?	Publisher recommended use of in-person proctor?	Normed or studied in a Teletherapy/Virtual Setting?
Cognitive Assessment System (ages 5-18), 2nd Edition	CAS2	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software (such as Zoom or Google HangOuts) and tools to assist in the remote	No information available	No information available

			administration of the TOLD-4		
Comprehensive Test of Nonverbal Intelligence, 2nd Edition	CTONI-2	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software (such as Zoom or Google HangOuts) and tools to assist in the remote administration of the TOLD-4	No information available	No information available
Differential Ability Scales (ages 2:6-17:11), 2nd Edition	DAS-II	Pearson	No information available	No information available	No information available
Kaufman Assessment Battery for Children (ages 3-18), 2nd Edition	KABC-II	Pearson	No information available	No information available	No information available
Naglieri Nonverbal Ability Test, 3rd Edition	NNAT-3	Pearson	Pearson NNAT3 provides tablet administration options and a new online interface for administering the NNAT-3.	No information available	Pearson has integrated the raw-score-to-scaled-score conversion into the standard scoring tables so that students of the same ability have the same expected scaled score and NAI regardless of whether they take NNAT3 through an online or a paper administration.
Stanford-Binet Intelligence Scales(ages 2+), Fifth Edition	SB5	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software (such as Zoom or Google HangOuts) and tools to assist in the remote	No information available	No information available

			administration of the TOLD-4		
Test of Nonverbal Intelligence, 4th Edition	TONI-4	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software (such as Zoom or Google HangOuts) and tools to assist in the remote administration of the TOLD-4	No information available	No information available
Universal Test of Nonverbal Intelligence, 2nd Edition	UNIT2	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software (such as Zoom or Google HangOuts) and tools to assist in the remote administration of the TOLD-4	No information available	No information available
Wechsler Adult Intelligence Scale (ages 17+), 4th Edition	WAIS-IV	Pearson	No information available	No information available	No information available
Wechsler Intelligence Scale for Children (ages 6-16:11), 5th Edition	WISC-V	Pearson	Pearson has granted permission for delivery of the WISC-V materials listed below only via telepractice without additional permission from Pearson. Approved are the WISC-V manuals, digital stimulus books, response booklets,	Yes. If the on-site facilitator is a well-trained professional, then telepractice administration can involve all aspects of individual administration of the WISC-V. If using an onsite facilitator who is not in a professional role (e.g.,	As self-reported by Publisher, studies have been completed on delivery of WISC-V in telepractice setting. Please see Pearson website for additional information regarding the research methods and efficacy of this assessment tool in a telepractice setting.

			portions of WISC–V Integrated Record Form, WISC–V Integrated Block Design Multiple Choice manual and stimulus book, and associated administration materials via Q-global.	parent/guardian), the examiner should use their professional judgment about the capacity of the facilitator. As specified in the WISC-V manual, it is very rare that the parent/guardian stays in the room during testing. The parent/guardian may only make audiovisual adjustments and, if deemed appropriate, manage response booklets. The composite scores may not all be available in this case.	
Wechsler Preschool and Primary Scale of Intelligence (ages 2:6-7:7)4th Edition	WPPSI-IV	Pearson	No information available	No information available	No information available

Cognitive Processing

ASSESSMENT	ACRONYM	PUBLISHER	Virtual Provision Considerations from Publisher?	Publisher recommended use of in-person proctor?	Normed or studied in a Teletherapy/Virtual Setting?
Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition	Beery VMI	Pearson	Pearson has granted permission for delivery of the Beery VMI Short Form and Full Form, Visual Perception Form and Motor-Coordination form may be delivered with video-	Yes. If the on-site facilitator is a well-trained professional, then telepractice administration can involve all aspects of individual administration of the Beery VMI assessment.	As self-reported by Publisher, studies have been completed on delivery of BVMI in telepractice setting. Please see Pearson website for additional information regarding the research methods and efficacy of this assessment tool in a telepractice setting.

			conferencing administration. Any other use of the Beery VMI via telepractice requires prior permission from Pearson.	If using an onsite facilitator who is not in a professional role (e.g., parent/guardian), the examiner should use their professional judgment about the capacity of the facilitator to perform the required functions correctly and without interfering in the testing session.	
Children's Auditory Verbal Learning Test-2	CAVLT-2	PAR	PAR is granting temporary and revocable permission to administer the CAVLT-2 assessments using telehealth technologies.	No information available	No information available
Children's Color Trails Test	CCTT	PAR	PAR is granting limited and revocable permission to administer the CCTT assessments using telehealth technologies.	No information available	No information available
Cognitive Assessment System	CAS-2	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software and tools to assist in the remote administration of the CAS2.	No information available	No information available
Comprehensive Test of Phonological	CTOPP-2	Pro-Ed	Pro-Ed has granted permission to use appropriate non-	No information available	No information available

Processing, 2nd Edition			public facing teleconferencing software and tools to assist in the remote administration of the CTOPP-2		
Continuous Visual Memory Test	CVMT	PAR	PAR is granting limited and revocable permission to administer the CVMT assessments using telehealth technologies.	No information available	No information available
Delis-Kaplan Executive Function System	D-KEFS	Pearson	No information available	No information available	No information available
Developmental Profile, 3rd Edition	DP-3	WPS	WPS provides the DP-3 using their Online Evaluation System (OES).	No information available	No information available
Developmental Test of Visual Perception	DTVP	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software and tools to assist in the remote administration of the DTVP.	No information available	No information available
Motor Free Visual Perception Test, 4th Edition	MVPT	ATP Assessments	No information available	No information available	No information available
NEPSY-II	NEPSY-II	Pearson	No information available	No information available	No information available
Peabody Developmental Motor Scales, 2nd Edition	PDMS-2	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing	No information available	No information available

			software and tools to assist in the remote administration of the PDMS-2		
Phonological and Print Awareness scale	PPA	WPS	WPS has stated that virtual administration might be an option to consider when the practitioner can support that the integrity of the PPA is preserved within this adapted format.	No information available	No information available
Phonological Awareness Test, 2nd Edition	PAT 2	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software and tools to assist in the remote administration of the PAT-2	No information available	No information available
Rey Auditory Verbal Learning Test	RAVLT	WPS	WPS has stated that virtual administration might be an option to consider when the practitioner can support that the integrity of the RAVLT is preserved within this adapted format.	No information available	No information available
Roberts Apperception Test for Children, 2nd Edition	RATC-2	WPS	WPS has stated that virtual administration might be an option to consider when the practitioner can support that the integrity of the RATC-2	No information available	No information available

			is preserved within this adapted format.		
Test for Auditory Comprehension of Language, 4th Edition	TACL-4	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software and tools to assist in the remote administration of the TACL-4	No information available	No information available
Test of Auditory Processing Skills, 3rd Edition	TAPS-3	ATP	No information available	No information available	No information available
Test of Everyday Attention for Children	TEA-Ch	Pearson	No information available	No information available	No information available
Test of Memory and Language, 2nd Edition	TOMAL-2	Pro-Ed	Pro-Ed has granted permission to use appropriate non-public facing teleconferencing software and tools to assist in the remote administration of the TOMAL-2	No information available	No information available
Test of Visual Perceptual Skills, 4th Edition	TVPS-4	ATP	No information available	No information available	No information available
Thematic Apperception Tests	TAT		No information available	No information available	No information available
Wide Range Assessment of Memory and Learning, 2nd Edition	WRAML2	WPS	WPS has stated that virtual administration might be an option to consider when the practitioner can support that the integrity of the WRAML-2 is	No information available	No information available

			preserved within this adapted format.		
Test of Visual Perceptual Skills, 4th Edition	TVPS-4	ATP	No information available	No information available	No information available
Thematic Apperception Tests	TAT		No information available	No information available	No information available
Wide Range Assessment of Memory and Learning, 2nd Edition	WRAML2	WPS	WPS has stated that virtual administration might be an option to consider when the practitioner can support that the integrity of the WRAML-2 is preserved within this adapted format.	No information available	No information available

Autism

ASSESSMENT	ACRONYM	PUBLISHER
Asperger Syndrome Diagnostic Scale	ASDS	WPS, PAR
Autism Diagnostic Observation Schedule, 2nd Edition	ADOS-2	WPS
Autism Spectrum Rating Scales	ASRS	Pearson
Autism Treatment Evaluation Checklist	ATEC	Autism Research Institute
Childhood Autism Rating Scale, 2nd Edition	CARS2	PAR, Pearson, WPS
Gilliam Asperger's Disorder Scale	GADS	WPS, Pro-Ed, PAR
Gilliam Autism Rating Scale, 3rd Edition	GARS-3	WPS, Pro-Ed, PAR

Additional Considerations for Use of Rating Scales During COVID-19 School Closures

Assessors must consider potential assessment validity issues related to the heightened stress during the time of the COVID-19 school closures. This issue may be particularly important when assessing a student’s social, emotional, or behavioral functioning. Additionally, many rating scales ask raters to consider a student’s behavior over the “last month” or “last two weeks.” At this point, the majority of California’s student population has not been in a physical school building for an extended period. It is the assessment professional's responsibility to

consider and address these time-bound parameters within the current context. Assessors must also consider whether they can ensure a confidential environment when utilizing virtual platforms to administer rating scale items to students and/or caregivers.

SOCIAL, EMOTIONAL, & BEHAVIORAL RATING SCALES	ACRONYM	PUBLISHER
Adaptive Behavior Assessment System, 3rd Edition	ABAS-3	WPS
Adaptive Behavior Diagnostic Scale	ABDS	ProEd
Adaptive Behavior Inventory	ABI	MindResources
Beck Anxiety Inventory	BAI	Pearson
Beck Depression Inventory, 2nd Edition	BDI-2	Pearson
Behavior Evaluation Scale, 4th Edition	BES-4	Hawthorne
Behavior Rating Inventory of Executive Function	BRIEF	WPS, PAR
Behavioral and Emotional Rating Scales, 2nd Edition	BERS-2	PAR, ProEd
Behavioral Assessment System for Children, Third Edition	BASC-3	Pearson
Brown Attention-Deficit Disorder Scales		Pearson
Center for Epidemiological Studies Depression Scale for Children	CES-DC	BrightFutures
Child and Adolescent Disruptive Behavior Inventory	CADBI2-3	
Child Behavior Checklist	CBCL	
Child Dissociative Checklist Version 3	CDC-3	Frank W. Putnam, MD
Children's Depression Index, 2nd Edition	CDI-2	Pearson
Children's Eating Attitude Test	ChEAT	
Clinical Assessment of Behavior	CAB	PAR
Conners Parent, Teacher & Self-Report Rating Scales, 3rd Edition	Conners-3	Pearson, WPS
CRAFFT Screening Tool for Behavioral Health	CRAFFT	CRAFFT
Culture Free Self-Esteem Inventories, 3rd Edition	CFSEI-3	Pro-Ed
Differential Scales of Social Maladjustment and Emotional Disturbance	DSSMED	Pro-Ed, MindResources
Differential Test of Conduct and Emotional Problems	DT/CEP	Slosson

Disruptive Behavior Disorder Rating Scales	DBD	
Multidimensional Anxiety Scale for Children, 2nd Edition	MASC-2	
Multidimensional Everyday Memory Ratings for Youth	MEMRY	PAR
Piers- Harris Self-Concept Scale, 2nd Edition		WPS
Preschool and Kinder Behavior Scales, 2nd Edition	PBKS-2	
Revised Children’s Manifest Anxiety Scale, 2nd Edition	RCMAS-2	
Reynolds Adolescent Depression Scale, 2nd Edition	RADS-2	
Reynolds Depression Screening Inventory	RDSI	
Scales for Assessing Emotional Disturbance, 2nd Edition	SAED-2	
Scales of Independent Behavior- Revised	SIB-R	
Sensory Profile, 2nd Edition		Pearson
Social Emotional Dimension Scale, 2nd Edition	SEDS-2	
Social Skills Improvement System Rating Scales	SSIS	
Social-Emotional Assets and Resilience Scale	SEARS	
Spence Children's Anxiety Scale		
The Columbia Impairment Scale Youth Version	CIS	
Vineland Adaptive Behavior Scale, 2nd Edition		Pearson

Report Writing Tips

If assessments are completed during this time of school closure, reports should clearly indicate specifics about the conditions under which the assessment tool was utilized and any related implications on the validity of the assessment results.

Key considerations when making statements about the conditions and validity of a given assessment tool:

- Clearly indicate that the assessment tool was administered during the COVID-19 school closures in order to provide context for any unconventional administration of assessment tools.
 - Ex. *“Due to the COVID-19 school closures, the administration of the BASC-3 student self-report rating scale was completed via a virtual platform format.”*

- Provide specifics about the modality of assessment
 - Describe which online or telepractice platform was utilized and clearly indicate whether the assessment was administered using audio and/or video.
 - If applicable, be sure to address the use of a proctor or facilitator, including any needed specifics about the qualifications and preparation or training of that person.
 - *Ex. “The examiner conducted the Comprehensive Assessment of Spoken Language (CASL) using the online audio-video teletherapy platform called eLuma. This online platform was designed for the purpose of assessing or providing services to students in a virtual setting. The platform provided Xavier with access to the assessor’s audio directions and the visual stimulus required in order to complete the assessment.”*
 - Provide specifics about student behavior and performance in the unconventional assessment setting and any related impacts on the validity of the assessment results. Be sure to detail any behavioral supports that were necessary in order to complete the assessment (ex. breaks, reinforcement schedules, etc.)
 - *Ex. “Every twenty minutes, the examiner prompted Xavier to take a water, bathroom, or movement break. Additionally, whenever a subtest was completed, the examiner and Xavier spent three minutes playing an online game together or watching a youtube video of the popular game, Minecraft. Xavier appeared motivated to work for this reward time where he was able to share his interest in games with the examiner.”*