
Issue Date: July 24, 2024

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 updated its eligibility definition of adverse effect. 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 considering a wide range of formal measurements and additional factors (i.e. attendance, samples of student work, observations, etc.), while not required, should be documented and continue to be used to substantiate an Adverse Effect. This approach will impact the Evaluation Planning Team's (EPT) Assessment Planning.

An EPT should always consider how it will use formal measures such as a student's performance on individual and group assessments, reports of progress, curriculum-based measures, and criterion referenced assessments when determining adverse effect.



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

- Identify areas of Adverse Effect due to disability in the Basic Skill 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 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. Reports of Progress: Grades, progress reports, or other measures of academic proficiency demonstrating a student's 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 nine basic skill areas that might be considered when evaluating adverse effect and a student's 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"> - Diagnostic Assessment of Reading - Kaufman Test of Educational Achievement - Test of Early Written Language - Test of Orthographic Competence - Test of Written Spelling - Test of Written Expression - Test of Written Language - Woodcock-Johnson Achievement Test - Word Identification and Spelling Test - Wechsler Individual Achievement Test
Group Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Comprehensive Test of Basic Skills - Gates-MacGinitie - Metropolitan Achievement Test - Otis Lennon School Ability Test - Stanford Achievement Test - Terra Nova
Reports of Progress	<ul style="list-style-type: none"> - IEP-based individualized grading systems - Most recent report card or progress report - Student's level of written expression is adversely impacted by their disability - Teacher determined grading system
Curriculum Based Measures	<ul style="list-style-type: none"> - Charts, graphs, or checklists - On-demand writing prompt compared to Common Core, Grade Equivalents, or a classroom rubric - Quality of writing – does the student's disability adversely impact their ability to write? To access, is specially designed instruction required? - Writing fluency (number of sentences produced) as compared to peers
Criterion Referenced Assessments	<ul style="list-style-type: none"> - Assessment of Basic Language and Learning Skills - Brigance Inventory - Developmental Reading Assessment - Measures of Academic Progress (MAPS) - Primary Observation Assessment - 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 written expression weaknesses - Grade Equivalent comparison – writing skills/expression well below grade level - Writing portfolio

Adverse Effect Chart 2024: Reading Comprehension

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

Adverse Effect Chart 2024: Math Reasoning

Measures	Examples
Individually Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Comprehensive Mathematical Abilities Test - Kaufman Test of Educational Achievement - Key Math - Test of Early Mathematical Ability - Test of Mathematical Ability - Wechsler Individual Achievement Test - Woodcock-Johnson Achievement Test
Group Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Comprehensive Test of Basic Skills - Gates-MacGinitie - Metropolitan Achievement Test - Otis Lennon School Ability Test - Stanford Achievement Test - Terra Nova
Reports of Progress	<ul style="list-style-type: none"> - IEP-based individualized grading systems - Most recent report card or progress report - Student's math reasoning is adversely impacted by their disability - Teacher determined grading system
Curriculum Based Measures	<ul style="list-style-type: none"> - Charts, graphs, or checklists indicating student performance over time - Classroom assessment based on classroom math calculation instruction or Common Core/Grade Equivalents - Continuous progress monitoring - Mad Minutes mastery as compared to peers - Math computation level as compared to grade level expectations - Standardized benchmark assessment (AIMSWEB) - Teacher made tests
Criterion Referenced Assessments	<ul style="list-style-type: none"> - Assessing Math Concepts - Assessment of Basic Language and Learning Skills - Brigance Inventory - District Math Assessment - Early Numeracy Assessment - Measures of Academic Progress (MAPS) - Primary Numbers and Operations Assessment - STAR Math - 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 math reasoning weaknesses - Grade Equivalent comparison, i.e. working on standards well below grade level - Observations - 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"> - Comprehensive Mathematical Abilities Test - Kaufman Test of Educational Achievement - Key Math - Test of Early Mathematical Ability - Test of Mathematical Ability - Wechsler Individual Achievement Test - Woodcock-Johnson Achievement Test
Group Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Comprehensive Test of Basic Skills - Gates-MacGinitie - Metropolitan Achievement Test - Otis Lennon School Ability Test - Stanford Achievement Test - Terra Nova
Reports of Progress	<ul style="list-style-type: none"> - IEP-based individualized grading systems - Most recent report card or progress report - Student's math calculation is adversely impacted by their disability - Teacher determined grading system
Curriculum Based Measures	<ul style="list-style-type: none"> - Charts, graphs, or checklists indicating student performance over time - Classroom assessment based on classroom math calculation instruction or Common Core/Grade Equivalents - Continuous progress monitoring - Mad Minutes mastery - Math computation level as compared to grade level expectations - Standardized benchmark assessment (AIMSWEB) - Teacher made tests
Criterion Referenced Assessments	<ul style="list-style-type: none"> - Assessing Math Concepts - Assessment of Basic Language and Learning Skills - Brigance Inventory - District Math Assessment - Early Numeracy Assessment - Primary Numbers and Operations Assessment - STAR Math - 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 math calculation weaknesses - Grade Equivalent comparison, i.e. working on standards well below grade level - Observations - 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"> - Achenbach System of Empirically Based Assessment - Behavior Assessment System for Children (BASC) - Kaufman Functional Academic Skills Test - Kaufman Test of Educational Achievement - Wechsler Individual Achievement Test - Woodcock-Johnson Achievement Test
Reports of Progress	<ul style="list-style-type: none"> - Any reports that have been adversely impacted by a deficit in functional skills - IEP-based individualized grading systems - Most recent report card or progress report - Teacher determined grading system
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 - Assessment of Basic Language and Learning - Behavioral and Emotional Rating Scale - Behavior Rating Inventory for Executive Functioning (BRIEF) - Brigance Transition Skills Inventory - Burks Behavior Rating Scale - Child Behavior Rating Scales - Conners Parent and Teacher Rating Scales - Diagnostic Adaptive Behavior Scale - Nisonger Child Behavior Rating Form - Scales for Independent Behavior (SIB-R) - The Assessment of Functional Living Skills - The Callier Asuza Scale - Vanderbilt ADHD Teacher and Parent Rating Scales - Vineland Adaptive Behavior Scales
Other Measures of Performance	<ul style="list-style-type: none"> - Alternative placement or already receiving Specially Designed Instruction due to motor weaknesses - Observation by special education teacher or related service provider - Student Work

Adverse Effect Chart 2024: Listening Comprehension

Measures	Examples
Individually Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Batelle Developmental Inventory - Clinical Evaluation of Language Fundamentals – Receptive Cluster - Comprehensive Assessment of Speech & Language - Comprehensive Receptive & Expressive Vocabulary Test - Oral and Written Language Scales – Receptive Language Cluster - Peabody Picture Vocabulary Test - Test of Language Competence - The Listening Comprehension Test - Wechsler Individual Achievement Test - Woodcock-Johnson Achievement Test
Reports of Progress	<ul style="list-style-type: none"> - Any grade that has been directly impacted by a deficit in listening comprehension - IEP-based individualized grading systems - Most recent report card or progress report - Teacher determined grading system
Curriculum Based Measures	<ul style="list-style-type: none"> - Classroom observation by Speech Language Pathologist - 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) - Rubric 1.13 Communication Standards – Listening - Teacher made tests (e.g., vocabulary) - Teacher statement that the student’s listening comprehension is adversely impacted by their disability
Criterion Referenced Assessments	<ul style="list-style-type: none"> - Assessment of Basic Language and Learning Skills - Brigance Inventory of Basic Skills - Developmental Reading Assessment - Primary Observation Assessment - Qualitative Reading Inventory (Listening Comprehension Subtest, Passage Retelling) - 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 - Observation by Speech Language Pathologist in learning environment - Student work

Adverse Effect Chart 2024: Oral Expression

Measures	Examples
Individually Administered Nationally Normed Achievement Test	<ul style="list-style-type: none"> - Arizona Articulation Proficiency Scale - Batelle Developmental Inventory - Clinical Evaluation of Language Fundamentals – Expressive Cluster - Comprehensive Assessment of Speech & Language - Comprehensive Receptive & Expressive Vocabulary Test - Expressive One-Word Picture Vocabulary Test - Expressive Vocabulary Test - Goldman-Fristoe Test of Articulation - Oral and Written Language Scales – Expressive Language Cluster - Test of Language Competence - Test of Problem Solving (Expressive, pragmatic measure) - Wechsler Individual Achievement Test Skill Areas - Woodcock Johnson Cluster Scores
Reports of Progress	<ul style="list-style-type: none"> - Any grade that has been directly impacted by a deficit in oral expression (i.e. class participation) - IEP-based individualized grading systems - Most recent report card or progress report - Teacher determined grading system
Curriculum Based Measures	<ul style="list-style-type: none"> - Classroom observation by Speech Language Pathologist - Language sample - Oral Expression level as compared to grade level expectations (i.e. when expressing ideas, responding to questions, giving oral report) - 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"> - Assessment of Basic Language and Learning Skills - Clinical Evaluation of Language Functioning - Pragmatics Profile, Teacher Checklist in oral expression - Oral retell from Developmental Reading Assessment or Benchmark Assessment if retell is clearly related to oral expression deficits versus comprehension deficits - Peer comparison - Qualitative Reading Inventory – Passage Retelling (if retell is clearly related to oral expression deficits versus comprehension deficits) - 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 - Developmental Benchmarks for oral expression skills – articulation standards - Grade Expectation based rubric on oral expression skills - 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 - Behavior Problem Checklist - 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 - Standardized Sensory Assessment - Test of Gross Motor Development - Test of Visual-Motor Skills - Test of Visual-Perceptual Skills - WeeFIM
Reports of Progress	<ul style="list-style-type: none"> - Any grade that has been adversely impacted by a deficit in motor skills - IEP-based individualized grading systems - Most recent report card or progress report - Teacher determined grading system
Curriculum Based Measures	<ul style="list-style-type: none"> - Charts, graphs, or checklists indicating student performance over time - Classroom assessments - Fluency measures - Handwriting Without Tears assessment - Loops and Other Groups - PE Skill checklists /assessments - Timed handwriting tests
Criterion Referenced Assessments	<ul style="list-style-type: none"> - Activities Scales for Kids - Assessment of Basic Language and Learning Skills - Barthel Index - Behavioral Assessment Scale of Oral Functions in Feeding - Brigance Inventories - Canadian Occupational Performance Measure - Child Development Inventory - Early Intervention Developmental Profile - Erhardt Developmental Prehension Assessment - Goal Attainment Scaling - Gross Motor Function Measure - Heartland - HELP - Juvenile Arthritis Self-Report Index - Pediatric Outcomes Data Collection Questionnaires - Quality of Upper Extremity Skills Test - School Functional Assessment - Sensory Profile - 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- Observation by Occupational Therapist/Physical Therapist in learning environment- Student Work