

This study investigated the needs of assessment tools in special education area. The methods used in present study included the literature reviewing and the questionnaires surveying. The conclusions drawn from the study are as follows: 1. The amount of tests, including the individual intelligence test, academic aptitude test, talented aptitude test, achievement test, and social skills test, is insufficient. 2. The amount of tests, including the creative test, the perceptual-motor test, and adaptive behavior scale, is barely enough. 3. Assessment tools urgently needed to be developed for the identification purpose take in the intellectual test, including individual test and group test, and achievement test, including written language test, mathematics test, and multiple-skill test. 4. Assessment tools urgently needed to be developed for the instructional planning purpose contain (1) individually administered criterion-referenced academic test, including multiple-skill battery, written language, and mathematics; (2) group administered criterion-referenced multiple-skill test; (3) social skill test; and (4) adaptive behavior scale. 5. To resolve the problem that tests are often hard to employ for sensory and physical handicaps, the feasible approaches approved by many of the experts (61.1%) involve altering the administered procedure, transforming the testing form (e.g. Braille), and developing the extraordinary norm. 6. Lacking in tools, short on managing means about the tools, and inadequate for trained professionals are the pressing and urgent problems now, and the correspondent resolutions are: (1) to set up a special committee or to assign academic organizations to develop tests; (2) to assign Special Education Centers to manage sensitive tests such as intelligence tests and achievement tests and to assign Special Children Placement and Guidance Committee to manage other tests; (3) assessing experts could be selected and trained by Special Education Center year by year.