<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Uses</th>
<th>Age</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beta III (B-III)</td>
<td>A nonverbal measure of cognitive abilities in adults</td>
<td>16 years and older</td>
<td>Manual, 25 Response Booklets, Scoring Key.</td>
</tr>
<tr>
<td>Career Ability Placement Survey (CAPS)</td>
<td>A comprehensive, multi-dimensional battery designed to measure vocationally relevant abilities.</td>
<td>Grades 6-12, college and adult</td>
<td>1 Manual, 25 Non reusable test booklet, 25 profile sheets, 1 set of scoring key</td>
</tr>
<tr>
<td>Developmental Tasks for Kindergarten Readiness—II (DTKR-II)</td>
<td>provides objective data on a child’s skills and abilities as they relate to successful performance in kindergarten.</td>
<td>4-6 through 6-2</td>
<td>Test Manual, Materials Book (cards), and 25 Test Booklets.</td>
</tr>
<tr>
<td>Differential Aptitude Tests®, Fifth Edition (DAT®)</td>
<td>Find solutions to career guidance and school-to-career transition</td>
<td>7 through 12 years and adults</td>
<td>1 Manual, 15 pcs booklet, 25 auto score answer sheets, 50 pcs profile sheets, 1 direction for administering</td>
</tr>
<tr>
<td>Draw-A-Person Intellectual Ability Test (DAP:IQ)</td>
<td>Provides a common set of scoring criteria to</td>
<td>4-0 through 89-11 years</td>
<td>Examiner's Manual, 50 Administration/Scoring Forms, and 50 Drawing</td>
</tr>
<tr>
<td>Test</td>
<td>Description</td>
<td>Age Range</td>
<td>Materials</td>
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<tr>
<td>OASIS:3 Aptitude Test</td>
<td>Measures six broad aptitude factors that are directly related to skills and abilities required in more than 20,000 jobs</td>
<td>Grades 8 through 12 and adults</td>
<td>1 manual, 25 booklet, 25 profile sheets, 25 answer sheets, scoring stencil</td>
</tr>
<tr>
<td>Raven’s Progressive Matrices: Advance (RPM:A)</td>
<td>Measure mental ability useful in high-level strategic, leadership roles</td>
<td>General Population Managers</td>
<td>5 pieces booklet, 50 pieces answer sheets, 1 manual, 1 scoring key</td>
</tr>
<tr>
<td>Raven’s Progressive Matrices: Colored (RPM:C)</td>
<td>Assess nonverbal abilities at three levels</td>
<td>5 through 11 years, elderly persons, and mentally and physically impaired persons</td>
<td>2 pieces booklet, 50 pieces answer sheets, 1 manual, 1 scoring key</td>
</tr>
<tr>
<td>Raven’s Progressive Matrices: Standard (RPM:S)</td>
<td>Assess nonverbal abilities at three levels</td>
<td>6:0-16:0, 17:0 years and older</td>
<td>5 pieces booklet, 50 pieces answer sheets, 1 manual, 1 scoring key</td>
</tr>
<tr>
<td>Reynolds Intellectual Screening Test (RIST)</td>
<td>Screening measure of general intelligence</td>
<td>3 to 94 years</td>
<td>RIAS/RIST Professional Manual, RIAS/RIST Stimulus Book 1, and 25 RIST Record Forms</td>
</tr>
<tr>
<td>Test Name</td>
<td>Description</td>
<td>Age Range</td>
<td>Required Materials</td>
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<tr>
<td>Screening Assessment for Gifted Elementary and Middle School Students, 2nd Ed. (SAGES-2)</td>
<td>Identify gifted students in kindergarten through 8th grade</td>
<td>5 to 14 years</td>
<td>SAGES-2 Examiner's Manual, 10 K-3 Mathematics/Science Student Response Booklets, 10 K-3 Language Arts/Social Studies Student Response Booklets, 10 K-3 Reasoning Student Response Booklets, 10 4-8 Mathematics/Science Student Response Booklets,10 4-8 Language Arts/Social Studies Student Response Booklets, 10 4-8 Reasoning Student Response Booklets, 50 K-3 Profile/Scoring Sheets, 50 4-8 Profile/Response Sheets, and 4-8 Scoring Transparency</td>
</tr>
<tr>
<td>Scholastic Abilities Test for Adults (SATA)</td>
<td>Measures the scholastic competence of persons</td>
<td>16 through 70 years</td>
<td>1 Manual, 25 Test Book, 25 Response Book, 50 profile sheets</td>
</tr>
<tr>
<td>School Readiness Test (SRT)</td>
<td>Effective tool for determining the readiness of each student for first grade</td>
<td>End of kindergarten or before the third full week of grade one.</td>
<td>Examiner's Manual, 15 Test Booklet, 1 answer key</td>
</tr>
<tr>
<td>Test Name</td>
<td>Purpose</td>
<td>Age Range</td>
<td>Included Items</td>
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<tr>
<td>Slosson Intelligence Test-Revised (SIT:R3)</td>
<td>Quick, reliable index of intellectual ability in both adults and children</td>
<td>4 through 65 years</td>
<td>50 Score Sheets; 1 Norm Tables/Technical Manual; 1 Manual; 1 Supplementary Manual</td>
</tr>
<tr>
<td>Test of Nonverbal Intelligence, Fourth Edition (TONI-4)</td>
<td>Measure intelligence</td>
<td>6 to 89 years</td>
<td>Examiner's Manual, Picture Book, Critical Reviews and Research Findings [1982-2009], 50 Form A Answer Booklet and Record Forms, and 50 Form B Answer Booklet and Record Forms, all in a sturdy storage box</td>
</tr>
<tr>
<td>Wechsler Adult Intelligence Scale—Fourth Edition (WAIS–IV)</td>
<td>Developed to provide you with the most advanced measure of cognitive ability and results you can trust when addressing the changing clinical landscape.</td>
<td>16:0-90:11</td>
<td>Includes Administration and Scoring Manual, Technical Manual, 2 Stimulus Books, 25 Record Forms, 25 Response Booklet #1, 25 Response Booklet #2, Symbol Search Scoring Key, Coding Scoring Key, Cancellation Scoring Templates, 9 Block Design Cubes in a box.</td>
</tr>
</tbody>
</table>
Wechsler Intelligence Scale for Children® — Fourth Edition (WISC®-IV)

Measure a child's intellectual ability 6:0–16:11

WISC-IV Administration and Scoring Manual, WISC-IV Integrated Technical and Interpretative Manual (for use with both WISC-IV and WISC-IV Integrated), Stimulus Book #1, 25 WISC-IV Record Forms, 25 WISC-IV Response Booklets #1, 25 WISC-IV Response Booklets #2, Symbol Search Scoring Key, Coding Scoring Key with Coding Recall, Cancellation Scoring Template, Block Design Cubes – 9

Beta III

Author(s): C.E. Kellogg and N.W. Morton

A nonverbal measure of cognitive abilities in adults

- Administration: 30 minutes
- Test Setting: Individual or Group
- Qualification level: B, Q2-Level
- Publication Date: 1999
- Ages / Grades: 16 years and older
- Norms: Scaled Scores, General IQ Score, Percentile Ranks

Quickly Evaluate Employment Readiness of Applicants Using this Measure of Basic Nonverbal Intellectual Abilities
Obtain a quick assessment of adults' nonverbal intellectual abilities with the Beta III. Beta III is easy to administer and score and is useful for screening large numbers of people for whom administering comprehensive test batteries would be time-consuming and costly. It is especially useful when assessing low-functioning or low-skilled individuals. Beta III can be administered by group or individually.

Beta III is the latest revision of an instrument with a long and distinguished history. The original version was developed by the U.S. Army during World War I to assess the intellectual ability of illiterate recruits. In 1934, Kellogg and Morton revised it to make it suitable for civilian use. Beta III is an updated version of the Revised Beta Examination, Second Edition, published in 1974.

Various Applications
The test has a variety of occupational and educational applications. Appropriate uses include prison systems assessing the intellectual ability of inmates, companies evaluating the employment readiness of potential new hires, and vocational schools determining placement of students. Beta III is also appropriate for use with ESL individuals, as no reading is required. Administration instructions are available in English and Spanish.

Easy to Use
Professionals familiar with Beta II can administer Beta III with minimal training. Technicians, paraprofessionals, and others in the fields of psychology and education can also administer Beta III with training and supervision. It is easily hand scored with a key.

Reliable and Valid
Extensive reliability and validity studies were conducted with Beta III. The norm sample included 1,260 adults. Validation data were collected using individuals with Mental Retardation and more than 400 prison inmates. The standardization sample was stratified by age, gender, race/ethnicity, educational level, and geographic region according to 1997 census data.

Beta III was validated using other well-known tests, including the WAIS®–III, ABLE–II, Raven's Standard Progressive Matrices, Revised Minnesota Paper Form Board Test (RMPFBT™), Personnel Tests for Industry-Oral Direction Test (PTI–ODT™), Bennett Mechanical Comprehension Test® (BMCT®), and Revised Beta Examination, Second Edition (Beta II).

Features & Benefits
Beta III features:

- New norms
- Contemporary and larger artwork
- New items
- New subtest (Matrix Reasoning)
- Extended (upward) age range
- Low floors for individuals with average and lower cognitive abilities
- Higher ceiling with more challenging items

**Areas of Assessment**

The five subtests are:

- Coding
- Picture Completion
- Clerical Checking
- Picture Absurdities
- Matrix Reasoning

**Quick Facts**

**Range:** Grades 6-12, college and adult
**Norms:** Middle, high school and college

**Administration Time**
- 5 minutes for each of the eight tests
- 50 minutes to complete the entire battery

**A Time-Efficient Measure of Vocationally Relevant Abilities**

- Help students develop abilities and plan for the future
- Use with adults in vocational training programs
- Place employees to maximize talent and well-being

The Career Ability Placement Survey (CAPS) is a comprehensive, multi-dimensional battery designed to measure vocationally relevant abilities. Each of the eight ability dimensions is keyed to entry requirements for the majority of occupations in each of the 14 COPSystem Career Clusters. CAPS scores are interpreted in terms of examinees' abilities relative to others at the same educational level. Scores are also interpreted in terms of each of the 14 COPSystem Career Clusters. Examinees learn which occupational areas are most suited to present abilities and which areas might require a bit more training if examinees are interested in pursuing related occupations.
The Career Ability Placement Survey (CAPS) Tests

Mechanical Reasoning (MR) measures how well a person can understand mechanical principles and devices and the laws of physics. This ability is especially important in courses in industrial arts and occupations in Technology as well as Science.

Spatial Relations (SR) measures how well a person can visualize or think in three dimensions and can mentally picture the position of objects from a diagram or picture. This ability is important in courses in arts and industrial arts and jobs in Science, Technology and Arts.

Verbal Reasoning (VR) measures how well a person can reason with words and has the facility for understanding and using concepts expressed in words. This ability is important in general academic success and in jobs requiring written or oral communication, especially those Professional level occupations in Communication, Science, Business and Service involving high levels of responsibility and decision-making.

Numerical Ability (NA) measures how well a person can reason with and use numbers and work with quantitative materials and ideas. This ability is important in school courses and jobs in the fields of Science, Service and Technology involving mathematics, chemistry, physics, or engineering and in the Business and Clerical fields.

Language Usage (LU) measures how well a person can recognize and use correct grammar, punctuation and capitalization. This ability is especially important in jobs requiring written or oral communication and in Clerical jobs as well as Professional level occupations in Science, and in all levels of Business and Service.

Word Knowledge (WK) measures how well a person can understand the meaning and precise use of words. This is important in Communication and all Professional level occupations involving high levels of responsibility and decision-making.

Perceptual Speed and Accuracy (PSA) measures how well a person can perceive small details rapidly and accurately within a mass of letters, numbers and symbols. This ability is important in Clerical office work, and other jobs requiring fine visual discrimination.

Manual Speed and Dexterity (MSD) measures how well a person can make rapid and accurate movements with their hands. This ability is important in Arts, Skilled and Technology, Skilled occupations and other jobs requiring use of the hands.

Developmental Tasks for Kindergarten Readiness—II (DTKR-II)

Assessment of Prekindergarten Children to Determine Kindergarten Readiness

Ages: 4-6 through 6-2
Testing Time: 20 to 30 minutes
Administration: Individual

The Developmental Tasks for Kindergarten Readiness-II(DTKR-II) provides objective data on a child’s skills and abilities as they relate to successful performance in kindergarten. It is used for both screening and diagnostic-prescriptive purposes.
The results can be used by school personnel to plan remedial instructional programs and/or to make adjustments in the kindergarten curriculum when the child enters school. Raw scores are converted to standard scores. A composite quotient and factor scores are also available.

The DTKR-II is a restandardized, updated version of the DTKR. New to the second edition are scaled scores (mean of 10, standard deviation of 3) for subtests and three factors, and a composite score with a mean of 100 and a standard deviation of 15. The DTKR-II was normed on 2,521 prekindergarten children (1,273 males and 1,248 females).

Reliability was determined using internal consistency, interrater agreement, and test-retest reliability. Test-retest reliability ranges from .82 to .97. The composite score reliability is .93. Predictive validity data are available in the manual. The DTKR-II can be individually administered in about 20 to 30 minutes.

**Differential Aptitude Tests®, Fifth Edition (DAT®)**

**Author(s):** G.K. Bennett, H.G. Seashore, A.G. Wesman

Use the *Differential Aptitude Tests® for Personnel and Career Assessment* to identify candidates for hiring, training and career development in any organizational setting.

From corporations to nonprofits, the skills measured in these tests offer clear indications of a candidate's strengths and weaknesses. The *Differential Aptitude Tests® for Personnel and Career Assessment* tests applicants in key areas directly related to successful job performance.

General Cognitive Abilities - Contains Verbal Reasoning and Numerical Ability. These tests measure the ability to learn in either an occupational or training setting, and specifically the ability to learn from books and manuals, self instruction, trainers, teachers, or mentors.

Perceptual Abilities - Abstract Reasoning, Mechanical Reasoning, and Space Relations. Tests abilities that are important when dealing with things, rather than people or words.

Clerical and Language Skills - Spelling, Language Usage, and Clerical Speed and Accuracy. Tests skills necessary to perform various types.

Areas of Assessment
Subtests Help Measure Aptitude for Success
• Verbal Reasoning - is appropriate for measuring general cognitive ability and for placing employees in professional, managerial, and other positions of responsibility requiring higher order thinking skills.

• Numerical Ability - test the understanding of numerical relationships and facility in handling numerical concepts. Good prediction of success of applicants in such fields as mathematics, physics, chemistry, engineering, and in occupations such as laboratory assistant, bookkeeper, statistician, shipping clerk, carpenter, tool-making, and other professions related to the physical sciences.

• Abstract Reasoning - is a nonverbal measure of the ability to perceive relationships in abstract figure patterns. Useful in selection when the job requires perception of relationships among things rather than among words or numbers, such as mathematics, computer programming, drafting, and automobile repair.

• Clerical Speed and Accuracy Paper Administration Only- measures the speed of response in a simple perceptual task. This is important for jobs such as filing and coding, and for jobs involving technical and scientific data.

• Mechanical Reasoning - closely parallels the Bennett Mechanical Comprehension Test and measures the ability to understand basic mechanical principles of machinery, tools, and motion. It is useful in selection decisions about applicants for jobs such as carpenter, mechanic, maintenance worker, and assembler.

• Space Relations - measures the ability to visualize a three dimensional object from a two dimensional pattern, and how this object would look if rotated in space. This ability is important in fields such as drafting, clothing design, architecture, art, die making, decorating, carpentry, and dentistry.

• Spelling Paper Administration Only - measures an applicant's ability to spell common English words, a basic skill necessary for success in a wide range of jobs including business, journalism, proofreading, advertising, or any occupation involving written language.

• Language Usage - measures the ability to detect errors in grammar, punctuation, and capitalization. When Language Usage and Spelling are both administered, they provide a good estimate of the ability to distinguish correct from incorrect English usage, which is important in business communication.


For Children, Adolescents, and Adults

Ages: 4-0 through 89-11
Testing Time: 10-12 minutes
Administration: Individual or Group

The Draw-A-Person Intellectual Ability Test for Children, Adolescents, and Adults(DAP:IQ) provides a common set of scoring criteria to estimate intellectual ability from a human figure drawing. Until now, measurement of cognitive ability by scoring drawings of human figures focused mainly on children and
adolescents. The DAP:IQ applies this form of evaluation to adults as well, allowing for a more direct, continuous measurement of a common construct across the age range.

The DAP:IQ improves the practice of evaluating human figure drawings (HFDs) as a measurement of cognitive ability by scoring elements representative of universal features of the human figure. The collection of a HFD is easily standardized with a set of simple, easily understood instructions, and requires a very short period of time.

This flexible assessment is for use by psychologists, school counselors, and professionals working with special-needs populations. The DAP:IQ allows you to derive reliable, quantitative ability estimates by using the largest single collection of normative data on this task ever gathered. Psychometric data, including normative reference data, are provided for ages 4 years to 89 years and are based on a total sample of 3,090 individuals across the United States. The validity and utility of this test lie in the scoring system's emphasis of concepts over artistic skill and motor coordination.

Features of the DAP:IQ

- Standardized instructions for the task are easy to derive
- Standardized scoring systems emphasize conceptual aspects of drawings, not artistic quality
- Drawings collected in a rapid, efficient manner
- Few people are hesitant to do the drawing once they are assured that the artistic quality is not being evaluated
- Drawings can be obtained in even the most challenging of clinical situations (such as the assessment of autistic or severely hyperactive children, non-reading or non-English speaking clients)
- Scoring criteria have less cultural specificity than most intelligence tests, verbal or nonverbal (culture-reduced)
- All you need to give and score of the DAP:IQ is the test manual, the Administration/Scoring Form, and a sharpened pencil.

OASIS-3:AS - Occupational Aptitude Survey

The OASIS-3 Aptitude Survey measures six broad aptitude factors that are directly related to skills and abilities required in more than 20,000 jobs listed in the Dictionary of Occupational Titles. The Aptitude Survey yields six scores: General Ability, Verbal Aptitude, Numerical Aptitude, Spatial Aptitude, Perceptual Aptitude, and Manual Dexterity. Validity coefficients with similar subtests of the General Aptitude Battery range from .60 to .80. Median alpha reliabilities range from .70 to .91.

The tests were normed on the same national sample of 2,005 individuals from 20 states. Teachers, counselors, and other professionals can easily use the OASIS-3 to assist in the career development of students in Grades 8 through 12 and adults. The OASIS-3 can be administered individually or in groups. Each test takes from 30 to 45 minutes to administer and can be hand scored.

Raven’s Advanced Progressive Matrices (APM)
Author(s): J. C. Raven
Administration: Untimed; 40-60 minutes; Individual or Group
Ages / Grades: 12:0-16:0, 17:0 years and older
Norms: Summary and detailed percentiles

Raven’s APM measures high-level observation skills, clear thinking ability, and intellectual capacity. This untimed test is designed to differentiate between people at the high end of intellectual ability. When administered under timed conditions, the APM can also be used to assess intellectual efficiency – quick and accurate high-level intellectual work.

The APM score can be used as an indication of a candidate’s potential for success in high-level technical, professional, and executive positions that require high levels of clear and accurate thinking, problem identification, holistic situation assessment, and monitoring of tentative solutions for consistency with all available information. The APM score also can be used for developmental purposes in occupational and advanced educational settings. The nonverbal aspect of the test minimizes the impact of cultural or language bias.

The Raven’s APM produces a single raw score as well as percentile rank to indicate the candidate’s educative ability or the ability to make sense of complex situations, compared to a norm group.

Raven’s Coloured Progressive Matrices (CPM)

Overview: Assess nonverbal abilities at three levels

Age Range: 5 through 11 years, elderly persons, and mentally and physically impaired persons

Administration: Paper-and-Pencil

Completion Time: Untimed, individual or group: 15-30 minutes

Scores/Interpretation: Summary and detailed percentiles
Scoring Options: Manual Scoring

Raven’s CPM measures clear-thinking ability and is designed for young children ages 5:0-11:0 years and older adults. The test consists of 36 items in 3 sets (A, Ab, B), with 12 items per set.

Before the ability to reason by analogy has developed, or in cases where intellectual ability has become impaired, the CPM can be used to assess the degree to which children and adults can think clearly, or the level to which their intellectual abilities have deteriorated.

The three sets of 12 items are arranged to assess the chief cognitive processes of which children under 11 years of age are usually capable. The CPM items are arranged to assess cognitive development up to the stage when a person is sufficiently able to reason by analogy and adopt this way of thinking as a consistent method of inference. This stage in intellectual maturation appears to be one of the earliest to decline as the result of organic dysfunction.

The Raven’s CPM produces a single raw score that can be converted to a percentile based on normative data collected from various groups.

Raven’s Standard Progressive Matrices (SPM)

**Author(s):** J. C. Raven
**Administration:** Untimed: 20-45 minutes; Individual or Group
**Ages / Grades:** 6:0-16:0, 17:0 years and older
**Norms:** Summary and detailed percentiles

Raven’s SPM is a test of observation skills and clear-thinking ability. It offers insight about someone’s capacity to observe, solve problems, and learn. The test has a total of 60 items presented in 5 sets (A–E), with 12 items per set.

The SPM can be used as an indication of a candidate’s potential for success in professional, management and high-level technical positions that require clear thinking, problem identification, holistic situation assessment, and monitoring of tentative solutions for consistency with all available information. The SPM score also can be used for developmental purposes in occupational and educational settings. The nonverbal aspect of each test minimizes the impact of cultural or language bias.

The Raven’s SPM each produces a single raw score as well as percentile rank to indicate the candidate’s educative ability or the ability to think clearly and extract meaning out of events, compared to a norm group.

Reynolds Intellectual Screening Test™ (RIST™)

Randy W. Kamphaus, PhD and Cecil R. Reynolds, PhD
Purpose: Screening measure of general intelligence

Age range: 3 to 94 years

Admin: Individual

Admin time: 10-15 minutes

Two types of intelligence are measured

- The RIST comprises a verbal subtest (Guess What) and a nonverbal subtest (Odd-Item Out), which were selected from the RIAS using theoretical, empirical, and practical considerations.
- Guess What is a classic measure of crystallized intelligence, whereas Odd-Item Out shares characteristics with fluid intelligence.
- Both subtests have good psychometric properties and similarly good factor analytic and criterion-related validity evidence, and both can be efficiently administered and scored.

Results are psychometrically sound and easy to compare

- Percentile ranks, 90% and 95% confidence intervals, T scores, z scores, NCEs, and stanines are available. RIST norms are based on the RIAS normative sample of 2,438 individuals.
- For the RIST Index, the median reliability coefficient is .95, test-retest reliability is .84 (corrected for restriction of range), and the median SEM is 3.35. These data suggest that the RIST functions well as a first or second screening gate.
- The RIST Index is highly correlated with the FSIQs of the WAIS®-III (.67) and the WIAT®mathematics (.69), language (.67), and Total Composite (.66) scores.
- Within a clinical group analysis, individuals diagnosed with mental retardation or dementia had mean RIST Index scores in the mid-70s, indicating that the RIST can effectively differentiate between individuals with and without intellectual impairment.
The SAGES-2 assesses aptitude and achievement in order to identify gifted students.

- The Reasoning subtest measures aptitude; the Mathematics/Science and Language Arts/Social Studies subtests measure achievement.
- Test items require not only recall but also understanding and application of ideas and concepts in the content areas.
- Normed on two large samples: the normal sample consisted of 3,023 students who were in heterogeneous classrooms; the gifted sample consisted of 2,290 students who were identified as gifted by their local school districts. Standard scores and percentile ranks are provided for both samples.
- Reliability coefficients for the test are high, and test-retest studies show that the SAGES-2 is stable over time.
- Extensive validity data document the test’s relationship to the WISC®-III, OLSAT™, Stanford Achievement Test, and the Gifted and Talented Evaluation Scale.

Note: The SAGES-2 is not intended for identifying children for classes emphasizing talents in creative, artistic, or leadership areas.

Scholastic Abilities Test for Adults (SATA)

Ages: 16 through 70
Testing Time: 1 to 2 hours
Administration: Individual or group

The SATA measures the scholastic competence of persons from the ages of 16 through 70. Subtest raw scores are converted to estimated grade equivalents, standard scores (M = 10, SD = 3), and percentiles. The SATA's aptitude and achievement components can provide an aptitude-achievement discrepancy analysis needed for LD placement. The SATA was normed on 1,005 persons residing in 17 states, and the sample is representative of the nation as a whole with regard to gender, race, ethnicity, urban/rural residence, and geographic region. The SATA is technically sound, with reliabilities generally in the .80s and .90s.
The School Readiness Test (SRT) is an effective tool for determining the readiness of each student for first grade.

Authors: O. F. Anderhalter, Ph.D.
Jan Perney, Ed.D.

Level: End of kindergarten or before the third full week of grade one.

Working Time: Approximately 1 hour, 20 minutes

Test Description

The seven SRT subtests are:

• Vocabulary
• Comprehension and Interpretation

• Identifying Letters
• Mathematical Knowledge

• Visual Discrimination
• Developmental Spelling Ability

• Phonemic Awareness
• Optional—Handwriting Assessment

A hand-scored group test, the SRT is administered by a classroom teacher at the end of kindergarten or before the third full week of first grade. Each student will be evaluated by seven subtests, with an optional handwriting assessment, which total one hour and twenty minutes of testing time. It allows a teacher to learn as much as possible about every entering student’s abilities—and about any factors that might interfere with his or her learning.

SRT levels of readiness are related to national percentiles and stanines. SRT’s Class Record Sheet and the new Class Summary Report are used to record information about individual and group performance on each subtest and on the entire test. This information can be used for diagnostic assistance.

After the scores for the seven subtests are determined (the optional Handwriting Assessment is not included in the Total Readiness Score), they are added together to get a total score. The total score is then matched to one of the six levels of readiness.

Slosson Intelligence Test, Revised (SIT-R3)

by Richard L. Slosson; revised by Charles L. Nicholson, Ph.D., and Terry L. Hibpshman, Ph.D.; Supplementary Manual by Sue Larson
Like previous versions of the Slossen Intelligence Test, the SIT-R3 provides a quick, reliable index of intellectual ability in both adults and children (ages 4 through 65). In addition, this revision is one of the few intelligence tests that can be used with visually impaired and blind individuals. New, embossed score sheets and a supplementary manual (included in the kit) make the test appropriate for use with people who have low visual acuity. Individually administered in just 10 to 20 minutes, the SIT-R3 is an excellent alternative to longer, more time-consuming intelligence tests.

Items are drawn from six cognitive domains: Information, Comprehension, Quantitative, Similarities and Differences, Vocabulary, and Auditory Memory. Test questions use contemporary language and are free of significant demographic, racial, or sex bias. Standardized on a sample of approximately 2,000 individuals, the test now provides deviational IQs, standard scores, and percentiles.

The SIT-R3 complements educational evaluations that target learning ability or achievement in children and adults. Widely used in schools, clinics, and industry, this popular measure continues to provide a quick, cost-effective assessment of intelligence.

Stanford-Binet Intelligence Scales, 5th Ed. (SB5)

Gale H. Roid, PhD

Purpose: Assess intelligence and cognitive abilities

Age range: 2 to 85 years

Admin: Self-report; Individual

Admin time: Approximately 5 minutes per subtest

The SB5 provides comprehensive coverage of five factors of cognitive ability: fluid reasoning, knowledge, quantitative reasoning, visual-spatial processing, and working memory.

Predictive scores help identify potential disabilities

- Advances the assessment of strengths and weaknesses in the cognitive processes of students; information on special predictive composite scores for identifying disabilities in both reading and math is available in the Interpretive Manual.
- Helpful in diagnosing a wide variety of developmental disabilities and exceptionalities and also may be useful in clinical and neuropsychological assessment, early childhood assessment, psychoeducational evaluations for special education placements, and more.
Useful for assessing a wide range of clients

- Enhanced nonverbal/low-verbal content requires minimal or no verbal responses from the examinee.
- Useful in assessing LEP/ELL, deaf and hard-of-hearing, and autistic populations.
- Extensive high-end items measure the highest levels of gifted performance, while improved low-end items better measure low functioning children and adults.
- Ideal for measuring basic psychological processes in problem-solving models like RTI.

Psychometrically sound and well normed

- Normative data for the SB5 were gathered from 4,800 individuals whose demographics closely matched those of the U.S. Census.
- Reliabilities for the Full Scale IQ, Nonverbal IQ, and Verbal IQ range from .95 to .98 (average internal consistency composite reliability, across all age groups). Reliabilities for the factor indexes range from .90 to .92. For the 10 subtests, reliabilities range from .84 to .89.
- Concurrent and criterion validity data were obtained using the SB-IV, SB-LM, WJ® III, UNIT™, Bender®-Gestalt II, WPPSI® R, WAIS®-III, WIAT®-II, and WISC®-III.

Test of Nonverbal Intelligence, Fourth Edition (TONI-4)

Linda Brown, PhD, Rita J. Sherbenou, PhD, and Susan K. Johnsen, PhD

Purpose: Measure intelligence

Age range: 6 to 89 years

Admin: Individual

Admin time: 15-20 minutes

The TONI-4 is a practical, easy-to-use, norm-referenced measure of intelligence.

Simple to administer and understand

- Administration and response format are pragmatic, with simple oral instructions requiring test takers to answer with gestures such as pointing, nodding, or blinking. Ideal for those who have language, hearing, or motor impairments or are not familiar with mainstream American culture.
• Two equivalent forms each comprise 60 abstract/figural items. Each item contains one or more of eight salient characteristics: shape, position, direction, rotation, contiguity, shading, size, and movement.

• Verbal and pantomime directions, along with instructions in Spanish, French, German, Chinese, Vietnamese, Korean, and Tagalog, are provided.

Norms have been updated and difficulty level has been adjusted

• Updated normative data (N = 2,272) ensure proper representation of demographic changes in the U.S. population.

• Floor effects are minimal.

• Additional evidence of test reliability and validity is offered for the entire normative sample and for specific subgroups of the sample to account for cognitive ability, race, ethnicity, and gender.

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**Wechsler Adult Intelligence Scale—Fourth Edition (WAIS-IV)**

Age Range: Individuals 16:0-90:11  
Administration: Pencil-and-Paper or web-based (Q-interactive)  
Completion Time: 60-90 minutes for core subtests  
Scores/Interpretation: FSIQ, Index scores, subtest level scaled scores  
**Report Options:** Score Report, Client Report and Interpretive Report  
Publication Date: 2008

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In recognition of emerging demographic and clinical trends, the WAIS IV was developed to provide you with the most advanced measure of cognitive ability and results you can trust when addressing the changing clinical landscape.

Responding to influencing factors:

*Changing Demographics*
  * Updated normative data for ages 16-90 years
• Enhanced utility for older adults

**Emerging Clinical Needs**
• Additional tasks for improved clinical utility
• New clinical and validity studies

**New Research in the Field**
• New subtests and items
• Improved measures of Working Memory, Processing Speed, and Fluid Reasoning

**Increase Caseload**
• Reduced administration time to obtain composite scores
• Improved scoring rules
• Enhanced scoring software to assist in generating customizable reports

**Features & Benefits**

**Five Revision Goals**
• Expanded clinical utility
• Increased developmental appropriateness
• Enhanced user-friendliness
• Improved psychometric properties
• Updated structural foundations

**Clinical utility**
• New special group studies. Click [here](#) for a listing of all special group studies.
• Co-normed with the Wechsler Memory Scale®-IV. Click here for information on WMS-IV.
• General Ability Index (GAI) included

**Increased developmental appropriateness**
• More efficient administration time
• Added teaching items to ensure understanding of task
• Reduced vocabulary-level for verbatim instructions
• Reduced emphasis on motor demands and timed performance
• Enlarged visual stimuli

**Enhanced user friendliness**
• Reduced testing time by an average of 15%
• Revised instructions for clarity and consistency
• Redesigned record form
• Increased portability
• Expanded sample responses
• Simplified technical manual organization
• Included new clinically sensitive supplemental subtests

Improved Psychometric Properties
• Updated norms
• Improved floors and ceilings
• Expanded FSIQ range
• Improved subtest and composite reliability
• Reduced item bias

Updated structural foundations
• Transitioned from dual IQ to Index Score structure
  o Consistency with WPPSI-III and WISC-IV
  o Fewer Subtests yield FSIQ and 4 Index Scores (VCI, PRI, WMI, & PSI)
• New measure of fluid intelligence
  o Developed new subtest to measure fluid reasoning (Visual Puzzles and Figure Weights)
• Enhanced measures of working memory
  o Revise arithmetic to emphasize WM
  o Revise digit span to emphasize WM (added Digit Sequencing)
  o Retain auditory WM measures on WAIS, visuo-spatial WM Measures on WMS
• Improved measure of processing speed
  o Reduce fine motor demands
  o Included an additional supplemental subtest (Cancellation)

New Subtests
Visual Puzzles
• Contributes to Perceptual Reasoning Composite
• More reliable measure than

Which 3 of these pieces go together to make this puzzle?
Object Assembly

- Requires no motor skills
- Click here to see additional Sample Item

![Object Assembly Image]

**Figure Weights**

- Contributes to Perceptual Reasoning Composite
- Measure of quantitative and analogical reasoning
- Requires no motor skills

**Which one of these goes here to balance the scale?**

![Figure Weights Image]

**Cancellation**

- Contributes to Processing Speed Composite
- Imbedded Stroop Effect
- Provides scores

**When I say go, draw a line through each red square and yellow triangle.**

![Cancellation Image]
Overview

Understanding of learning disabilities and attentional disorders has greatly expanded since the publication of the WISC-III. WISC-IV makes important advances from WISC-III in order to provide the most effective clinical tool representing cutting edge research and thinking. This timely revision is the result of over a decade of research and success with the WISC-III. WISC-IV empowers you to use your experience, skills and judgment to relate test results to referral questions.

The WISC®-IV provides more than IQ scores. It provides essential information and critical clinical insights into a child's cognitive functioning.

This fourth generation of the most widely used children's intellectual ability assessment meets your testing needs for the twenty-first century. While maintaining the integrity of the Wechsler® tradition, the Wechsler Intelligence Scale for Children®-Fourth Edition (WISC-IV®) builds on contemporary approaches in cognitive psychology and intellectual assessment, giving you a new, powerful and efficient tool to help develop and support your clinical judgments.

Features & Benefits

Revision Overview
- Improved assessment of Fluid Reasoning, Working Memory, and Processing Speed
- Enhanced clinical validity
- Decreased emphasis on time with fewer time bonuses
- Improved reliabilities and validities
- Improved floors and ceilings on all subtests
- Updated norms to match current 2000 U.S. census data
- Replacement of outdated items
• Includes a chapter on interpretation
• Mazes, Object Assembly, and Picture Arrangement have been dropped
• Information, Word Reasoning, Picture Completion, Arithmetic, and Cancellation are supplemental subtests
• Culturally fair
• Reduced weight and increased portability

Benefits of WISC-IV

The WISC-IV is designed to meet several goals:

• Expand and strengthen clinical utility to support your decision making
• Develop the four Index Scores as the primary interpretive structure
• Improve the assessment of fluid reasoning, working memory, and processing speed
• Improve subtest reliabilities, floors and ceilings from WISC-III
• Link to the WIAT-II and to measures of memory (Children's Memory Scale, CMS), adaptive behavior (Adaptive Behavior Assessment System, ABAS), emotional intelligence (Bar-On EQ), and giftedness (Gifted Rating Scale, GRS)

The Wechsler Tradition: Reliability And Clinical Validity

Careful sampling ensures that norms are representative of the current population of children in the United States. The WISC®-IV sample consisted of 2,200 children between the ages of 6:00 and 16:11 years. A total of 200 children were selected for each of the 11 age groups. The sample was stratified on age, sex, parent education level, region, and race/ethnicity.

Validity Studies

Data was collected with an extensive range of validity measures and with children from sixteen special groups.

Equivalency studies were also conducted within the Wechsler family of tests enabling you to make meaningful comparisons between various Wechsler scores over the lifespan. The Technical Manual reports results of internal consistency, test-retest reliability, and correlational data.

WISC®-IV is also validated with measures of achievement, memory, adaptive behavior, emotional intelligence, and giftedness.

• Wechsler Individual Achievement Test®-Second Edition (WIAT®-II)- linked to WISC®-IV for ability achievement comparison
• Children's Memory Scale™ (CMS™)
- Adaptive Behavior Assessment System-Second Edition (ABAS®-II)
- Bar-On Emotional Quotient- Inventory® (Bar-On EQ-i®)
- Gifted Rating Scales (GRS)