

WHAT TESTS - ASSESS

Wechsler Adult Intelligence Scales – IV (WAIS-IV)

9-11 = **Average**; 12-14 = **High Average**; 15-17 = **Superior**; 18-20 = **Very Superior**
6-8 = **Low Average**; 3-5 = **Borderline**; 1-2 = **Deficit**

Subtest	What it Assesses
Similarities.....	Abstract Verbal Reasoning
Vocabulary.....	Assesses the use of specific cognitive constructs applied with orally presented information; constructs include retrieval of verbal information from long-term memory and reasoning with verbal information.
Comprehension.....	Ability to deal with abstract social conventions, rules and expressions
Information.....	Degree of general knowledge and knowledge acquired from culture
Block Design.....	Spatial perception, visual abstract processing & problem solving
Matrix Reasoning.....	Nonverbal abstract problem solving, inductive reasoning, spatial reasoning
Visual Puzzles.....	Non-verbal, visual-spatial reasoning
Figure Weights.....	Visual measure of fluid reasoning, with complex verbal instructions
Picture Completion.....	Visual closure & nonverbal problem solving
Digit Span.....	Attention, concentration, mental control
Letter-Number Sequence.....	Attention, working memory
Arithmetic.....	Concentration while manipulating mental mathematical problems, working memory
Coding.....	Visual-motor coordination, motor and mental speed
Symbol Search.....	Visual perception, speed
Cancellation.....	Visual-perceptual speed

Wechsler Intelligence Scales for Children – IV (WISC-IV)

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Wechsler Intelligence Scales: WAIS-IV & WISC IV
Factor Index Scores

90-110 = **Average**; 111-119 = **High Average**; 120-129 = **Superior**; 130 & ↑ = **Very Superior**
80-89 = **Low Average**; 70-79 = **Borderline**; 60-69 = **Deficit**; 59 & ↓ = **Very Deficit**

Factor Index Scores	What it Assesses
Verbal Comprehension.....	Requires verbal conceptualization, stored knowledge access, and oral expression. Orally presented questions that assess common-sense reasoning, reasoning out or retrieving word associations, and the ability to describe the nature or meaning of words. Knowledge acquired from one's environment. Verbal expression required (length of response varies). One of the best predictors of overall intelligence.
Perceptual Reasoning.....	Requires visual perception, organization and reasoning with visually presented, nonverbal material to solve the kinds of problems that are NOT school taught. The Block design also requires spatial processing, visual-motor coordination and the ability to apply all skills in a quick, efficient manner. The highest scores reflect both accurate and very quick responses. Picture Concepts score may differ from these other subtest because of the effect of language on the performance.
Working Memory.....	Requires working memory processes applied to the manipulation of orally presented verbal sequences. The ability to temporarily retain information in memory, by performing some operation or manipulation with it, and produce a result. Involves attention, concentration, mental control, and reasoning. Essential component of other cognitive higher order progresses. Closely related to achievement and learning.
Processing Speed.....	Requires visual perception and organization, visual scanning, and the efficient production of multiple motor responses. These tasks require executive control of attention and sustained effort for a 2-minute period of time while working with simple visual material as quickly as possible. Performance on Coding is also dependent on paired-associative learning.
Full Scale IQ.....	Score derived from tests designed to assess multiple intellectual abilities

Wechsler Intelligence Scales for Children – V (WISC-V)*

9-11 = **Average**; 12-14 = **High Average**; 15-17 = **Superior**; 18-20 = **Very Superior**
6-8 = **Low Average**; 3-5 = **Borderline**; 1-2 = **Deficit**

Subtest	What it Assesses
Similarities.....	Abstract Verbal Reasoning
Vocabulary.....	Assesses the use of specific cognitive constructs applied with orally presented information; constructs include retrieval of verbal information from long-term memory and reasoning with verbal information.
Comprehension.....	Ability to deal with abstract social conventions, rules and expressions
Information.....	Degree of general knowledge and knowledge acquired from culture
Block Design.....	Spatial perception, visual abstract processing & problem solving
Visual Puzzles.....	Non-verbal, visual-spatial reasoning
Picture Concepts.....	Visual abstract processing
Matrix Reasoning.....	Nonverbal abstract problem solving, inductive reasoning, spatial reasoning
Figure Weights.....	Visual measure of fluid reasoning, with complex verbal instructions
Digit Span.....	Attention, concentration, mental control
Picture Span.....	Measures visual working memory and working memory capacity
Letter-Number Sequence.....	Attention, working memory
Arithmetic.....	Concentration while manipulating mental mathematical problems, working memory
Coding.....	Visual-motor coordination, motor and mental speed
Symbol Search.....	Visual perception, speed
Cancellation.....	Visual-perceptual speed

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Wechsler Intelligence Scale for Children - V
Factor Index Scores

90-109 = **Average**; 111-119 = **High Average**; 120-129 = **Very High**; 130 & ↑ = **Extremely High**
80-89 = **Low Average**; 70-79 = **Very Low**; 69 & ↓ = **Extremely Low**

Factor Index Scores	What it Assesses
Verbal Comprehension.....	Requires verbal conceptualization, stored knowledge access, and oral expression. Orally presented questions that assess common-sense reasoning, reasoning out or retrieving word associations, and the ability to describe the nature or meaning of words. Knowledge acquired from one's environment. Verbal expression required (length of response varies). One of the best predictors of overall intelligence.
Visual Spatial.....	Requires the ability to evaluate visual details and to understand visual spatial relationships. Requires visual-spatial reasoning, integration, and synthesis of part-whole relationships, attentiveness to visual detail, and visual-motor integration -motor integration deficits, or general low reasoning ability.
Fluid Reasoning.....	Requires the ability to detect the underlying conceptual relationship among visual objects and to use reasoning to identify and apply rules. Requires inductive and quantitative reasoning, broad visual intelligence, simultaneous processing, and abstract thinking.
Working Memory.....	Requires working memory processes applied to the manipulation of orally presented verbal sequences. The ability to temporarily retain information in memory, by performing some operation or manipulation with it, and produce a result. Involves attention, concentration, mental control, and reasoning. Essential component of other cognitive higher order progresses. Closely related to achievement and learning.
Processing Speed.....	Requires visual perception and organization, visual scanning, and the efficient production of multiple motor responses. These tasks require executive control of attention and sustained effort for a 2-minute period of time while working with simple visual material as quickly as possible. Performance on Coding is also dependent on paired-associative learning.
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Woodcock-Johnson – III: Tests of Cognitive Abilities (WJ-III: COG)

90-110 = **Average**; 111-119 = **High Average**; 120-129 = **Superior**; 130 & ↑ = **Very Superior**
 80-89 = **Low Average**; 70-79 = **Borderline**; 60-69 = **Deficit**; 59 & ↓ = **Very Deficit**

Cognitive Area	What it Assesses
Verbal Ability	Higher-order language-based acquired knowledge and the ability to communicate that knowledge
Thinking Ability	Different thinking processes influencing short-term memory
Cognitive Efficiency	Ability to process information automatically
Comprehension-Knowledge.....	Measure of language-based knowledge, including the ability to verbally communicate verbal knowledge and comprehension
Long-Term Retrieval	Ability to store and retrieve information
Visual-Spatial Thinking	Perception, analysis, synthesis, and manipulation of visual stimuli
Auditory Processing	Perception, analysis, and synthesis of auditory stimuli
Fluid Reasoning	Ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures
Processing Speed	Ability to perform simple and automatic cognitive tasks rapidly, particularly when under pressure to maintain focused attention
Short-Term Memory	Apprehension & retention of information in immediate awareness & then use of it within a few seconds
Phonemic Awareness	The ability to attend to the sound structure of language through analyzing and synthesizing speech sounds
Working Memory	Ability to hold information in immediate awareness while performing a mental operation on the information
Broad Attention.....	Cognitive index of attention
Cognitive Fluency	Cognitive automaticity; the speed at which an individual performs simple to complex cognitive tasks
Executive Processes	Ability to plan, monitor performance & arrive at solutions to problems

Woodcock-Johnson – IV: Tests of Cognitive Abilities (WJ-IV: COG)*

90-110 = **Average**; 111-119 = **High Average**; 120-129 = **Superior**; 130 & ↑ = **Very Superior**
 80-89 = **Low Average**; 70-79 = **Borderline**; 60-69 = **Deficit**; 59 & ↓ = **Very Deficit**

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Long-Term Retrieval	Ability to store and retrieve information
Visual-Spatial Thinking	Perception, analysis, synthesis, and manipulation of visual stimuli
Auditory Processing	Perception, analysis, and synthesis of auditory stimuli
Fluid Reasoning	Ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures
Cognitive Processing Speed.....	Ability to quickly perform both simple and complex cognitive tasks, particularly when measured under pressure to sustain controlled attention and concentration
Short-Term Working Memory ...	Ability to apprehend and hold information in immediate awareness and then use or manipulate it to carry out a goal; also measure of efficiency of attentional control during the process
Phonemic Awareness	The ability to attend to the sound structure of language through analyzing and synthesizing speech sounds
Working Memory	Ability to hold information in immediate awareness while performing a mental operation on the information
Broad Attention.....	Cognitive index of attention
Cognitive Fluency	Cognitive automaticity; the speed at which an individual performs simple to complex cognitive tasks
Executive Processes	Ability to plan, monitor performance & arrive at solutions to problems

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Woodcock-Johnson – III: Tests of Achievement (WJ-III: ACH)

Average Score for Individual Subtests is same as Woodcock-Johnson – III: Cognitive

Academic Area	What it Assesses
Academic Fluency.....	Assesses whether the level of basic skills automaticity is facilitating or inhibiting academic performance
Academic Skills.....	Provides a general, basic skills achievement level and can help determine if the individual's level of skills is similar or variable across academic areas
Academic Applications.....	Ability to apply academic knowledge
<u>Reading</u>	
Broad Reading.....	General measure of reading achievement
Reading Fluency.....	Ability to engage in reading automatically
Letter-Word Identification.....	Ability to identify letters & words (not required to know the meaning of the word)
Passage Comprehension.....	Ability to understand what has been read
<u>Mathematics</u>	
Broad Math.....	General measure of math achievement
Math Calculation Skills.....	Provides a measure of basic math skills, including computational skills and automaticity with basic math facts
Math Fluency.....	The ability to engage in math automatically
Calculation.....	Ability to perform mathematical computations of problems already set up for working
Applied Problems.....	Ability to analyze, plan and solve applied math (word) problems
<u>Written Language</u>	
Broad Written Language.....	General measure of written language achievement
Writing Fluency.....	Ability to formulate and write sentences automatically
Writing Samples.....	Ability to write responses to a variety of demands; this assesses "getting your thoughts on paper"
Spelling.....	Ability to write orally presented words
<u>Oral Language</u>	
Understanding Directions.....	Ability to follow oral directions in the order in which the directions are given
Story Recall.....	Ability to repeat a story that was presented orally with as many of the details in the originally telling as possible

Woodcock-Johnson – IV: Tests of Achievement (WJ-IV: ACH)*

Average Score for Individual Subtests is same as Woodcock-Johnson – IV: Cognitive

Academic Area	What it Assesses
Academic Fluency.....	Level of basic skills automaticity & if it's facilitating or inhibiting academic performance
Academic Skills.....	Provides a general, basic skills achievement level and can help determine if the individual's level of skills is similar or variable across academic areas
Academic Applications.....	Ability to apply academic knowledge
Academic Knowledge.....	Provides broad sample of scientific knowledge, social studies knowledge and cultural knowledge
<u>Reading</u>	
Broad Reading.....	Comprehensive measure of reading achievement
Reading Rate.....	Ability to engage in reading automatically
Reading Fluency.....	Provides a measure of several aspects of reading fluency, including prosody, automaticity, accuracy and cognitive processing speed
Passage Comprehension.....	An aggregate measure of comprehension and reasoning & to a lesser extent, long-term retrieval
<u>Mathematics</u>	
Broad Math.....	Comprehensive measure of math achievement
Math Calculation Skills.....	Provides a measure of basic math skills, including computational skills and automaticity with basic math facts
Math Fluency.....	The ability to engage in math automatically
Math Problem Solving.....	It is an aggregate measure of problem solving, analysis, and reasoning
Applied Problems.....	Ability to analyze, plan and solve applied math (word) problems
<u>Written Language</u>	
Broad Written Language.....	General measure of written language achievement
Writing Expression.....	An aggregate of measure of meaningful written expression and fluency and cognitive processing speed
Basic Writing Skills.....	Provides a measure of basic writing skills in both isolated and contextually based formats

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Woodcock-Johnson – IV: Tests of Oral Language (WJ-IV: OL)*

Average Score for Individual Subtests is same as Woodcock-Johnson – IV: Cognitive

Area	What it Assesses
Broad Oral Language.....	Aggregate measure of lexical knowledge, listening ability, verbal comprehension, syntactic knowledge, working memory, and auditory memory span
Oral Expression.....	An aggregate measure of comprehension-knowledge, including lexical knowledge, language development, and syntactic knowledge
Listening Comprehension.....	An aggregate measure of listening ability and verbal comprehension
Academic Knowledge.....	Provides broad sample of scientific knowledge, social studies knowledge and cultural knowledge
Phonetic Coding.....	An aggregate measure of auditory processing, including phonological awareness, both analysis and synthesis
Speed of Lexical Access.....	Provides a measure of the efficiency and quickness with which individuals are able to retrieve words from long-term storage
Lenguaje Oral.....	An aggregate measure of comprehension-knowledge, including lexical knowledge, listening ability, and verbal comprehension
Amplio Lenguaje Oral.....	An aggregate measure of lexical knowledge, listening ability, verbal comprehension, syntactic knowledge, working memory, and auditory memory span
Comprension Auditiva.....	An aggregate measure of listening ability and verbal comprehension

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Wechsler Individual Achievement Test-II (WIAT-II)

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Academic Area	What it Assesses
Word Reading.....	Ability to identify letters, beginning and ending sounds, and rhyming words
Pseudoword Decoding.....	Ability to use phonetic knowledge to decode (sound out) nonsense or unfamiliar words
Reading Comprehension.....	Ability to understand what is read
Numerical Operations.....	Ability to use basic math skills to work math problems
Math Reasoning.....	Ability to analyze, plan and solve math problems related to time, money, measurement, geometry, probability, and reading and interpreting graphs
Spelling.....	Ability to spell a word based on its meaning as it is used in a sentence
Written Expression.....	Ability to write responses to a variety of demands – writing is evaluated on organization, vocabulary, theme development, and mechanics such as spelling and punctuation
Listening Comprehension.....	Ability to listen to directions and to do what is requested
Oral Expression.....	Ability to list words that match a topic, repeat sentences, tell a story based on a series of pictured events, or to describe the steps required to complete the task

Wide Range Achievement Test - 4 (WRAT-IV)

90-110 = **Average**; 111-119 = **High Average**; 120-129 = **Superior**; 130 & ↑ = **Very Superior**
 80-89 = **Low Average**; 70-79 = **Borderline**; 60-69 = **Deficit**; 59 & ↓ = **Very Deficit**

Academic Area	What it Assesses
Word Reading.....	Ability to identify letters and words

Sentence Comprehension.....	Ability to gain meaning from words and to comprehend ideas and information in sentences
Spelling.....	Ability to encode sounds into written form for dictated letters and words
Math Computation.....	Ability to count, identify numbers, solve simple oral math problems, and calculate written math problems

Nelson-Denny Reading Test (NDRT)

Academic Area	What it Assesses
Reading Vocabulary.....	Ability to read high school to college level words and sentences
Reading Comprehension.....	Ability to read and understand what has been read
Reading Rate.....	The rate at which the individual reads in comparison to his/her peers

Conners' Continuous Performance Test - 3 (CPT-3)*

Area of Attention	What it Assesses
Inattentiveness.....	Ability to sustain attention and discriminate between target and non-targets
Impulsivity.....	Response speed
Vigilance.....	Ability to sustain attention and change response speed as needed
Sustained Attention.....	Ability to sustain attention throughout a task

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Conners' Continuous Auditory Test of Attention (CATA)*

Area of Attention	What it Assesses
Inattentiveness.....	Ability to sustain auditory attention and discriminate between target and non-targets
Impulsivity.....	Response speed

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Sustained Attention..... Ability to sustain auditory attention throughout a task
Auditory Laterality..... Preference for auditory left vs. right targets
Auditory Mobility..... Ability to switch auditory attention from one ear to the other

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