Sample Tests Descriptions:
Language Appropriate for Use When Introducing a Test in a Psycho-Educational Report

ADT
The *Auditory Discrimination Test* (ADT) measures the ability to recognize the fine differences between the sounds (or phonemes) used in the English language. On this test a student is asked to listen to the examiner read 40 pairs of words and to indicate (either verbally or gesturally) whether the words he or she heard were the same (a single word repeated) or different.

Bender-Gestalt-II
The *Bender® Visual-Motor Gestalt Test* (2nd edition; Bender®-Gestalt II) is a brief measure used to assess level of maturity in visual-motor perception. It is a paper and pencil test in which a series of nine abstract designs are presented and copied.

Beery VMI
The *Beery-Buktenica Developmental Test of Visual-Motor Integration* (5th edition; Berry VMI) is designed to assess visual-motor integration. It is a paper and pencil test that makes use of a test booklet with presents 24 geometric forms for the student to copy. The forms are printed in heavy black outlines, presented in order of increasing difficulty, and arranged three to a page with a space below each one for the student to copy the form.

CTOPP
The *Comprehensive Test of Phonological Processing* (CTOPP) assesses phonological awareness, phonological memory, and rapid naming, skills strongly associated with the ability to learn to read. It was developed to assist in the identification of individuals who may require direct phonological skill instruction.

KABC-II
The *Kaufman Assessment Battery for Children* (2nd edition; KABC-II) is an individually administered measure of cognitive ability. Making use of the Luria or Cattell-Horn-Carroll theoretical models of intelligence, the KABC-II also purports to provide data on how a student receives and processes information. From these data cognitive strengths and weaknesses can be identified.

MAT-EF
The *Matrix Analogies Test - Expanded Form* (MAT-EF) is an individually administered measure of non-verbal reasoning ability that reduces the effects of language, verbal skill, and motor coordination. The MAT-EF is organized into four specific groups on the basis of item factor analysis: Pattern Completion, Reasoning by Analogy, Serial Reasoning, and Spatial Visualization.

MVPT-3
The *Motor-Free Visual Perception Test* (3rd edition; MVPT-3) is an individually administered test of overall visual perceptual processing ability that avoids motor involvement. Reponses to ground, visual closure, visual memory, and form discrimination tasks. Responses can be given

assess five areas of visual perception: spatial relations, visual discrimination, figure-ground perception, visual closure, and visual memory.

PPVT-III
The *Peabody Picture Vocabulary Test* (3rd edition; PPVT-III) is an individually administered, un-timed, norm-referenced measure of receptive single word vocabulary. On this test the examiner read a word and student selects one of four black and white illustrations that he or she felt corresponded to the word just read. The test has two parallel forms, requires no oral or written responses, and no reading by the examinee.

Raven
The *Raven's Coloured Progressive Matrices* (Raven) is a test measuring the ability to form perceptual relations and to reason by analogy independent of language and formal schooling. It consists of 36 matrices or designs, from each of which a part has been removed. The student is asked to choose the missing insert from six given alternatives. The items are grouped into three series each containing 12 matrices of increasing difficulty but similar in principle. The earlier series require accuracy of discrimination; the later, more difficult series involve analogies, transformation and alteration or pattern, and other logical relations.

TONI-3
The *Test of Nonverbal Intelligence* (3rd edition; TONI-3) is a language-free measure of intelligence, aptitude, abstract reasoning, and problem solving. There is no listening, speaking, reading or writing required in administering the test or responding to test items. In administering this test the examiner pantomimes instructions and the student then indicates his or her choice by pointing, nodding, or offering a symbolic gesture.

Vineland-II
The items of the *Vineland Adaptive Behavior Scales* (2nd edition; Vineland-II) measure performance of the personal and social skills of individuals from birth through adulthood. Adaptive behavior refers to an individual's typical performance of the day-to-day activities necessary for taking care of oneself and getting along with others (vs. what the individual is able to do). The *Vineland-II* assesses the following broad domains of behavior: Communication, Daily Living Skills, Socialization, and Motor Skills.

WRAML-2
The *Wide Range Assessment of Memory and Learning* (2nd edition; WRAML-2) is designed to assess a child's ability to actively learn and memorize. It provides data regarding both immediate and delayed memory ability, as well as the acquisition of new learning.

WRAT-III
The *Wide Range Achievement Test* (3rd edition; WRAT-III) is a quick screening measure of reading, written spelling, and arithmetic computation. The Reading subtest assesses recognizing and naming capital letters, and recognizing single words in isolation. The Spelling subtest measures the ability to write letters and single words in isolation from dictation. Finally, the arithmetic subtest measures the ability to count and solve simple word and math calculation problems.