

ACADEMIC

Test Name: Adult Basic Learning Examination (ABLE)

General Purpose:

Battery of tests designed to measure the level of educational achievement among adults. The Adult Basic Learning Examination measures the basic educational skills of vocabulary, reading comprehension, spelling, and arithmetic computation and problem-solving.

Target Group:

The Adult Basic Learning Examination has three different levels: A) grades 1-4; B) grades 5-8; C) grades 9-12. A short screening test is used to determine the most appropriate level to use. The Adult Basic Learning Examination is appropriate for adults of all ages. The initial norming study was a correlational one with the Stanford Achievement Test and, according to the reviewers of the Burroughs Mental Measurements Yearbook, coefficients are "fairly impressive", and the reliability and validity studies were similarly substantial.

Test Administration:

Levels 1 and 2 are not timed and require about 2 hours. Level 3 requires 3 hours. The screening (SelectAdult Basic Learning Examination) requires about 15 minutes. The scoring time is 30 minutes, and any reading level is sufficient for persons to take this test. It can be administered to individuals or groups.

Testing Considerations/Accommodations:

With standardized administration the evaluatee must be able to see, hear, and be able use a pencil. Untimed tests (Levels 1 and 2) could be modified easily for persons who cannot hold a pencil and for those who are non-hearing. Print is large in test booklets for Levels 1 and 2.

Scoring/Interpretation:

Levels 1 and 2 put grade equivalence for grades 1 through 6 and 3 through 9, respectively. Level 2 also reports stanine scores for 3 adult groups. Level 3 reports percentile ranks, stanines, and standard scores.

Reviewer Comments:

The Adult Basic Learning Examination is a good test of functional academic levels of adults, and the Levels 1 and 2, due to their being untimed, are less intimidating to clients taking the tests who are somewhat insecure about testing or who have had negative experiences towards test-taking. The test does seem to be fairly well normed, and provides more than a cursory review of academic functional level.

Test Name: Assessment of Skills for Successful Entry and Transfer (ASSET)

General Purpose:

The Assessment of Skills for Successful Entry and Transfer measures the educational achievement and/or life experiences, which enable clients to perform academic skills, and is primarily used for placing students into postsecondary institutions. There are three basic measures that include Writing Skills, Numerical Skills, and Reading Skills. Advanced Mathematic Skills may be measured in the areas of Elementary Algebra, Intermediate Algebra, College Algebra, and Geometry.

Target Group:

Students or individuals entering post-secondary education.

Test Administration:

This is a timed assessment, with the basic test requiring a total of 1 hour and 15 minutes.

Testing Considerations/Accommodations:

Special accommodations may be requested.

Scoring/Interpretation:

Assessment of Skills for Successful Entry and Transfer has three options for scoring available. Option 1 has self-score answer documents and does not require a scoring machine or computer, option 2 has machine-score answer documents that is used with a stand-alone scanner and option 3 has a microcomputer database software system that scores the answer sheets and immediately prints a report.

Post-secondary students are provided with reports offering immediate student advising, educational planning and/or transfer planning. The **Entering Student Descriptive Report** provides a comprehensive summary of the background, needs, skills, and plans of assessed students. (No additional charge to Assessment of Skills for Successful Entry and Transfer clients). The **Returning Student Retention Report** provides extensive detail concerning the characteristics of students in six retention categories. (No additional charge to Assessment of Skills for Successful Entry and Transfer clients). The **Course Placement Service** organizes information useful for evaluating cut scores and outcomes at the individual course level. The **Underprepared Student Follow-Up Report** is designed for use in identifying the success of underprepared students in standard courses after they have participated in preparation or development courses. Each report provides subgroup-reporting options to allow intensive study of target groups of students.

Who can administer?:

Assessment of Skills for Successful Entry and Transfer includes staff training assistance, provided at no additional charge through implementation guides, telephone support, state and regional user conferences, and on-site campus or system training sessions. These services are delivered by professional ACT regional staff.

Reviewer Comments:

The Assessment of Skills for Successful Entry and Transfer system includes four research services to provide extensive information for use in planning and evaluating your recruitment, course placement, and retention efforts.

Test Name: The Computer-Adaptive Placement Assessment and Support System (COMPASS)

General Purpose:

The Computer-Adaptive Placement Assessment and Support System test measures a student's entry-level skills in math, reading and writing. The results are then used to guide the student to the appropriate classes and campus learning resources that will assist the student in fulfilling his or her goals.

Target Group:

The Computer-Adaptive Placement Assessment and Support System test is used by the professional-technical colleges and was adapted by the Kentucky Council on Post-secondary Education for entrance into the KCTCS affiliate. By measuring key skills for placement in areas of writing, reading, and mathematics, it increases the likelihood that entering students would achieve education success and retention.

Test Administration:

The Computer-Adaptive Placement Assessment and Support System is an adaptive computerized test (no prior computer knowledge is necessary). It is not a timed test so the length of each assessment and the total exam varies for each individual. Some students complete the exam in 30 minutes and others may take two hours. Since it is a computer adaptive assessment, it randomly assigns questions to student at various levels of difficulty depending on the student's responses. Correct answers trigger the computer program to generate more difficult questions until the correct course recommendations can be made.

Testing Considerations/Accommodations:

Because the test is computerized, some accommodations are available. Calculators are permitted when the math test is administered.

Scoring/Interpretation:

The three standard The Computer-Adaptive Placement Assessment and Support System placement measures, Mathematics, Reading, and Writing Skills, are designed to assist institutions of higher learning in placing students into appropriate college credit courses or developmental or preparation courses. The three measures result in a total of up to seven possible placement scores (one each in Writing Skills, Reading and up to five in Mathematics, including Numerical Skills/Prealgebra, Algebra, College Algebra, Trigonometry, and Geometry).

Who can administer?:

Trained assessment counselors must administer the The Computer-Adaptive Placement Assessment and Support System Test in a proctored environment.

Reviewer Comments:

This test does not measure grade level equivalency, however, a cross walk has recently been established between the The Computer-Adaptive Placement Assessment and Support System and the Test of Adult Basic Education, allowing both adult education programs and KCTCS institutions to honor both assessments.

Test Name: Differential Aptitude Tests (DAT)**General Purpose:**

The Differential Aptitude Tests is designed to measure students' ability to learn or to succeed in a number of different areas, such as mechanical reasoning, verbal reasoning, numerical reasoning, and spatial relations. There are eight subtests that include Verbal Reasoning, Numerical Reasoning, Abstract Reasoning, Perceptual Speed and Accuracy, Mechanical Reasoning, Space Relations, Spelling and Language Usage.

Target Group:

While the tests are constructed primarily for use in junior and senior high schools, they are also used in the educational and vocational counseling of adults in various adult basic education and vocational technical school programs and in the selections of employees. Level 1 is designed for Grades 7 through 9; Level 2 is for Grades 10 through 12.

Test Administration:

Form C is a paper and pencil test that features separate test booklets and answer documents that are machine-scored. A second version of the answer document is available for hand scoring. The Computerized Adaptive Edition is administered and scored entirely by computer. Both versions of the test can be administered individually and in groups. Working time for the standard version of Form C is 2.5 hours; working time for the Computerized Adaptive Edition is 1.5 hours. The Differential Aptitude Tests Partial Battery is a shorter version of Form C that reduces administration time to 1.5 hours.

Testing Considerations/Accommodations:

Test-takers will require the ability to read standard print and the ability to use paper and pencil or a computer keyboard.

Scoring/Interpretation:

The Differential Aptitude Tests has been validated extensively against criteria such as school grades, related tests and previous editions of the Differential Aptitude Tests. Validity studies have not been made using job or training success as criteria. Both levels 1 and 2 can be used with adults.

Who can administer?:

Administration of all levels require name, address, and phone number of purchasing organization or agency or, if ordered by an individual, verification of licensure or certification by an agency recognized by The Psychological Corporation to require training and experience in a relevant area of assessment consistent with the expectations outlined in the 1985 *Standards For Educational and Psychological Testing*. In addition, Level B requires verification of a Master's-level degree in Psychology or Education or the equivalent in a related field with relevant training in assessment or verification of membership in, or certification by, a professional association. For Level C, assessment counselors must have verification of a PhD-level degree in Psychology or Education or the equivalent in a related field with relevant training in assessment or verification of licensure or certification.

Reviewer Comments:

There is a Career Interest Inventory available to use separately or with the Differential Aptitude Tests.

Test Name: Gates-MacGinitie Reading Tests (GATES-MACGINITE)**General Purpose:**

The Gates-MacGinitie Reading Test were designed to measure the general reading achievement level of individual students. The tests can be used to plan a student's level of instruction, determine effectiveness of instructional programs and/or aid in the grouping of students based on achievement levels.

Target Group:

A total of 67 school systems were tested in the fall and spring of 1987 and 1988. The standardized sample, comprised of 8 tests, was administered to 42,000 student participants from kindergarten through the twelfth grade. A second standardized sample was administered to 25,000 students from 36 school systems, with alternative forms of the original test. The school systems tested were stratified for geographic region, enrollment and socioeconomic factors of income and education. The norms are based on the results of the above standardized testing.

Test Administration:

The tests are available in machine-scoreable answer sheets or booklets, or can be scored by hand with a scoring mask. The tests can be administered individually or in a group setting. The time required for administering the test is a total of 55 minutes for levels 7/9 and 10/12. Other levels of the test may have a different time frame. Directions for the test take approximately six minutes.

Testing Considerations/Accommodations:

The test level administered is primarily based on the student's grade level. Other factors such as, over or under achievement may be used as guidelines by counselors and evaluators to determine the appropriate test level for each student. Machine scored tests require proper, completion of a name block, use of a black lead pencil, and darkening in a circle for each response. Complete erasure of errors is necessary for proper scoring.

Scoring/Interpretation:

Scores can be reported as stanines percentiles, grade equivalents and extended scale scores for levels (grades) 1-12. The scores are given for each section of the test, Vocabulary and Comprehension, independently. The chart provided with the hand-scoring mask gives easy access to all norming methods, using the raw score as a guideline.

Reviewer Comments:

The time frame allows for adequate testing without fatiguing the client. The closeness of the letters on the answer sheet is sometimes distracting while the variance of reading passages in the Comprehension section of the test is less monotonous and fatiguing. The usage of identified words in phrases or sentences in the Vocabulary section of the test helps to clarify word usage and eliminate misinterpretation. The test is well normed and reports scores in useful terms.

Test Name: General Educational Development (GED)

General Purpose:

GED depicts formal and informal education which develops basic reasoning/direction following skill and language/math skills. Experience or self-study can develop GED. The GED Scale is composed of three divisions: Reasoning Development, Mathematical Development, and Language Development. Each should be considered and rated independently of the others in evaluating the levels required for a job.

Target Group:

Non-high school graduates must be certified by a local adult education provider to be “test ready” before administering the GED.

Test Administration:

To be determined ‘test ready’ an individual must pass the Official GED Steck-Vaughn Practice Test which is administered by an official. The test consists of five comprehensive examinations: Language Arts - Writing, Language Arts – Reading, Social Studies, Science, and Mathematics.

Testing Considerations/Accommodations:

The GED format consists of multiple choice and essay. Each section is timed for a total maximum length of time: 7.5 hours. Applicants with disabilities should contact their local testing center for information about accommodations.

Scoring/Interpretation:

A successful applicant must achieve a minimum average standard score of 450 (2250 total points) for the combined five tests with no score on any one test less than 410. High school equivalency diplomas are issued directly to examinees passing the tests.

Reviewer Comments:

The GED tests measures the educational achievement of adults who are not high school graduates and compares their competency with that of high school graduates. This battery of tests involves some higher-level thinking skills, including application, analysis, comprehension and evaluation.

Test Name: Tests of General Educational Development Official Practice Tests (GEDOP)

General Purpose:

The purpose of the GED Practice Test is twofold. First, it helps the client become familiar with the types of subjects and questions on the GED Tests and the needed test-taking skills. Second, the scores earned on the Practice Tests will help estimate how well the client will score on the actual GED Tests.

Target Group:

The Official GED Practice Tests and one of the current full-length GED Tests were administered to a national sample of high school graduating seniors. Using data from this administration, the correlations between Practice Test scores and full-length GED Test scores and reliability coefficients were calculated. The values are acceptable in terms of the accuracy of scores for their intended use.

Test Administration:

The entire Practice Tests must be completed and can be administered to a group or individually. It includes five subtests and total testing time is approximately four hours.

Testing Considerations/Accommodations:

Client needs to be at a 10th grade reading level. Caution is advised in using results from the Practice Tests to identify specific strengths and weaknesses. Inappropriate to administer to clients who are known to be severely deficient in educational preparation and who might be discouraged by the testing experience from pursuing further preparation. Inappropriate to administer as a graduation or completion requirement at the end of an adult education course or program. Inappropriate to administer to clients not counseled before and after testing regarding test limitations and appropriate test score use. Inappropriate administration to the same individual repeatedly as a way of preparing a client for the full length GED tests. Inappropriate administration to the same individual repeatedly as a way of preparing a client for the full length GED tests. Inappropriate to use the item clusters within the tests as the sole source of information for diagnosing specific areas of weakness or needs for remediation.

Scoring/Interpretation:

The multiple choice sections are scored using scoring templates. The essay section is given an "estimate score". A summary profile section is provided on client's answer sheet to help in comparing the client's scores on the five tests. With this information, the examiner can review a client's performance both by estimating the probably degree of success on full length GED Tests and by identifying subject areas for which further study may be necessary.

Reviewer Comments:

Being relatively short, the Practice Tests provide a fairly quick screening of client's readiness to take the full length GED tests. Helps reduce anxiety by increasing familiarity with the actual GED tests. Examiner needs to be familiar with guidelines, interpreting results and all aspects of scoring an essay.

Test Name: Peabody Individual Achievement Test–Rev. 1989 (PIAT-R)

General Purpose:

The Peabody Individual Achievement Test is a scholastic achievement test for screening in six content areas: general information; reading recognition; reading comprehension; mathematics; spelling; written expression.

Target Group:

Norms are based on the responses of 1,563 students in kindergarten through grade 12, corrected for sex, race, parental education, and geographic areas to represent the U.S. population. 91% were from public schools, 9% were from private schools. No students were used from special education classes.

Test Administration:

Individually administered. Not timed (except for the Level II of Written Expression which is 20 minutes). Typical administration times: general information, 15 minutes; reading recognition, 5 minutes; reading comprehension, 15 minutes; mathematics, 15 minutes; spelling, 10 minutes. Individual subtests may be administered and scored separately.

Testing Considerations/Accommodations:

Clients with disabilities can be accommodated, except in the Reading Recognition and Written Expression subtests (which can be omitted).

Scoring/Interpretation:

The Peabody Individual Achievement Test is a screening test, not a diagnostic test. The tester must establish basal and ceiling times in each subtest during administration. Scores can be reported in grade equivalents, age equivalents, standard scores, and percentile ranks. Written expression is reported only in grade-based stanines or developmental scaled scores. Hand scored in 15 minutes or less. Adult scores must be compared with student norms.

Reviewer Comments:

Manual is detailed and thorough. Items in each subtest become increasingly more difficult, which can be demoralizing for some clients. A client whose responses are slow or inconsistent may add considerable time to the administration. This reviewer particularly likes the Reading Comprehension subtest, but does not like or use the Written Expression. Overall, an excellent and useful test.

Test Name: Scientific Research Associates Pictorial Reasoning Test (SRA)

General Purpose:

This test estimates general learning ability of individuals from diverse backgrounds, independent of language and reading skills. It is used as a placement instrument to measure the learning potential of dropouts or adults in basic educational programs or persons in remedial reading programs.

Target Group:

This is a screening for entry level positions. Data is reported on 13 job groups representing 7500 subjects in 40 companies. For six of the 13 job groups norms are reported separately for white and minorities. The total sample of normed job groups varied from skilled personnel to packers. Educational norms are available by grade and age group with percentile ranks beginning at ninth through twelfth grade and ages 14 through 18.

Test Administration:

Designed to be self-scored. Can be group or individually administered. Fifteen minutes for timed norms; if untimed can usually be completed in less than 30 minutes.

Testing Considerations/Accommodations:

Does not require reading.. This is a paper and pencil task that consists of 80 rows of pictures, five pictures in each row. The client chooses the one picture in each row that is different or unlike the other four. Vocational norms are given for ninth through twelfth grades and ages 14 through 18.

Scoring/Interpretation:

Scoring is obtained by counting the responses automatically recorded through carbon as correct on 2 scoring grids. The responses are recorded as the client marks his answers to the problems. The total score is converted to a percentile score by using the percentile tables. Percentiles are then presented in the areas of various skilled and unskilled jobs and by educational and age norms.

Reviewer Comments:

Has timed and untimed norms by age and grade. Reflects a broad range of jobs from technical to unskilled. Does not require a reading level. Has timed vocational norms for those just entering a trade school program and those entering the workforce upon graduating. Particularly suitable for high school students who are seeking vocational courses.

Test Name: Scientific Research Associates Pictorial Reasoning Test Reading Index and Scientific Research Associates Pictorial Reasoning Test Arithmetic Index

General Purpose: The SRA Reading and Arithmetic Indexes are tests of general reading and computational achievement where the basic skills are often too low to be reliably evaluated by typical selection tests.

Target Group:

The tests are designed for use with adults and young people over fourteen years of age who are applicants for entry-level jobs and special training programs. Normative data is available to compare performance to unskilled (N=322), semi-skilled (N=1426), skilled (N=855), and office and technical worker (N=671) norms obtained from a variety of industries and job classifications. [N equals the number of subjects in the norm sample.]

Test Administration:

It is recommended that the indexes be given as untimed tests; however, if necessary to control the time for administrative reasons, examinees should be allowed 25 minutes for each index.

Testing Considerations/Accommodations:

The tests may be individually administered with a proctor to record answers for persons unable to make their responses. Scratch paper should be provided for the arithmetic index. Evaluatees should be reminded of the correct procedure for changing answers as erasures are not recognized on the self-scoring booklets.

Scoring/Interpretation:

Answer sheets and test booklets are combined into oneself-scoring format for each test. When testing is complete the carbon inserts are removed from the booklet and raw scores can be quickly counted using the now exposed grid. Raw scores can be compared to the appropriate norm group for analysis. In addition, functional academic skills related to job tasks can be identified as Pass/Fail in individual competency areas such as:

Picture-word association

Word decoding

Comprehension of phrases

Comprehension of sentences

Comprehension of paragraphs

Addition and subtraction of whole numbers

Multiplication and division of whole numbers

Basic operations involving fractions

Basic operations involving decimals and percentages

Test Name: Test of Adult Basic Education (FORM S/D) (TABE)**General Purpose:**

The Test of Adult Basic Education is a norm-referenced test designed to measure achievement in reading, mathematics, language, and spelling - the subject areas commonly found in adult basic education curricula. It focuses on basic skills that are required to function in society.

Target Group:

The statistical data collected in the calibration and equating studies represent the various groups of adults who participated in the studies. The sample of participants was identified according to one of the following four reference groups: (1) adult basic education programs that teach basic academic skills to adults beyond normal high school ages, except those programs under the auspices of the remaining three reference groups; (2) vocational-technical schools, centers, and training facilities that teach basic academic skills to adults beyond normal high school age as part of their program in vocational training; (3) juvenile correctional institutes and programs that teach basic academic skills to juvenile offenders. Groups selected for participation in the study were older juveniles who would be appropriately tested with Test of Adult Basic Education 5 and educated as adults rather than as children; (4) adult correctional institutions and programs that teach basic academic skills to adult offenders who are beyond normal high school age.

Test Administration:

Can be group or individually administered. Designed to be a timed test. Instructions in the examiner's manual are to be followed precisely and read verbatim to examinee. All subtests except spelling must be completed to obtain a total battery score.

Testing Considerations/Accommodations:

The approximate grade range of skill for Level D (Difficult) is grades 6.6 to 8.9. The complete battery takes approximately three hours and 20 minutes to complete.

Scoring/Interpretation:

Hand scoring of individual tests involves using overlays to check and count the number of items for which only the correct response has been marked. Grade equivalents (GEs) are intended to indicate achievement levels related to typical educational structures and elementary and secondary schools. The scale of grade equivalent range from .0 through 12.9 representing the 13 years of school (K through 12) and the 10 months in the traditional school year. Caution should be exercised in interpreting grade equivalents. If an examinee obtains a grade equivalent of 4.8 on a mathematics test, it does not mean that examinee has mastered all the mathematics that is taught in the first eight months of grade 4. It means that the examinee's performance on this test is theoretically equivalent to the typical performances of students who had completed eight months of grade 4. GE scores are not comparable across tests (i.e., GE of 6.7 in reading does not necessarily represent a higher skill level than a 6.1 in mathematics).

Reviewer Comments:

While the Wide Range Achievement Test (WRAT) may save time, its grade levels are merely rough clues. Instructional levels not determinations of specific instructional needs. On the other hand, for each of the forty-eight objectives on the Test of Adult Basic Education there are at least four items to assure you that weaknesses have been identified and remediation is pursued. Personally, I feel more confident that I have a truer picture of my client's skills and abilities when I use this test battery.

Test Name: Test of Written Language – II (TOWL)

General Purpose:

This test used to identify students who are having difficulty in expressing themselves graphically, to determine individual strengths and weaknesses, and to document a student's progress in a program designed to improve writing ability.

Target Group:

Students with possible written language deficits.

Test Administration:

With the exception of the fifteen minutes allocated to story writing, this test has no set time limits. The time required to give the entire test battery varies from approximately one and one-half to two hours depending on the age and ability of the student being tested. Also, the test can be administered to an individual, as well as a group.

Testing Considerations/Accommodations:

The Test of Written Language II consists of overall written language, contrived writing, and spontaneous writing. There are ten subtests.

Scoring/Interpretation:

Norm groups consist of students ages seven to seventeen.

Reviewer Comments:

If a student tires easily, testing can be conducted during several sessions. Encourage the student, but avoid prompting or deviation from test procedures. This test was built to minimize cultural and social bias, but has a decided bias regarding the English language. Tests should not be given to persons known to speak English poorly.

Test Name: Woodcock-Johnson Psychoeducational Battery Revised (WJ-R)

General Purpose:

The Woodcock-Johnson Psychoeducational Battery Revised is a wide-range battery of individually administered tests designed to measure cognitive abilities, scholastic aptitude, and achievement.

Target Group:

The Woodcock-Johnson Psychoeducational Battery Revised was nationally standardized on 6,359 subjects, age 24 months to 95 years.

Test Administration:

The Woodcock-Johnson Psychoeducational Battery Revised is individually administered and varies in its length as individual components can be used as well as the complete battery. Some tests are as brief as 5-10 minutes while the average total administration time for data to be useful to the evaluator is about 1 to 1 1/2 hours.

Testing Considerations/Accommodations:

Broad classes of subjects often require accommodation in the assessment processes including preschoolers, English As a Second Language (ESL), and individuals with disabilities. The examiner's manual discusses accommodations to use with individuals who have hearing impairments, visual impairments, and/or a physical impairment.

Scoring/Interpretation:

The test requires about 20 minutes to score, and interpretative data can best be given in grade-level equivalents and percentile rankings. This reviewer is biased toward the computer-scored version as it provides a quick and usable printout.

Reviewer Comments:

The W JR provides an excellent appraisal of academic and cognitive skill. It is, however, time-consuming and should, in fact, be taken in isolation from others, if possible.

Test Name: Wide Range Achievement Test - Revised (WRAT-R)

General Purpose:

The Wide Range Achievement Test - Revised measures the basic educational skills of word recognition, spelling, and arithmetic.

Target Group:

As with most achievement tests, the Wide Range Achievement Test - Revised was normed by age groups. The norm groups were not restricted to any economic, intellectual, or cultural populations. Norm groups range from age 5 to 65. The Wide Range Achievement Test - Revised has high reliability (average reliability coefficient, equals .93) and seems to have adequate face validity as a coarse screen in the areas of spelling, word pronunciation/recognition, and arithmetic computation.

Test Administration:

Spelling and math sections can be group-administered. Reading/word recognition must be administered individually. The overall time of the test is about 30 minutes; the only timed section is math (10 minutes). separate scores from each of the three areas can be utilized.

Testing Considerations/Accommodations:

Some people exposed to the Wide Range Achievement Test - Revised who have had negative experiences in school have difficulty with the timed math test. Additionally, persons with upper extremity difficulties and learning disabilities may require more than 10 minutes to get an accurate appraisal of mathematical ability.

Scoring/Interpretation:

Scoring of the Wide Range Achievement Test - Revised requires about 10 minutes for all 3 sections. The raw scores are converted into grade level equivalents, percentile rankings, and standard scores which relate to IQ.

Reviewer Comments:

The Wide Range Achievement Test - Revised has gotten some negative press recently, particularly for its reading section. The reading section, at best, can be considered a "word recognition" and "word pronunciation" screening but little more. The Wide Range Achievement Test - Revised is good for a basic screening, but should be used in conjunction with a more well-developed test for a complete appraisal of academic prowess.