

COGNITIVE

Test Name: Ammons Quick Test

General Purpose:

To provide a means of quick screening of verbal intelligence in practical situations.

Target Group:

Ages 2 and older.

Test Administration:

The test has three forms, each represented by a card with four drawings (pictures). The subject is required to choose "the best picture" for each of the 50 words associated with a given card.

Testing Considerations/Accommodations:

Tester should attempt to eliminate guessing on the part of the subject. A word list may be given to subjects in the 7th grade or over to look at during the testing.

Scoring/Interpretation:

Correct responses are marked with a plus sign; incorrect responses are marked with a minus sign. The subject is given credit for each item correctly answered. Separate scores are obtained for each form. Mental age forms, adult percentiles, and IQs may be obtained for separate or a combination of forms.

Reviewer Comments:

Test is easy to learn to administer. Test (depending on if one or all forms are used) can be completed in 10 -20 minutes. Easy to score.

Test Name: Revised Beta Examination

General Purpose:

The Revised Beta Examination is designed to measure the general intellectual ability of persons who are relatively illiterate, or nonEnglish-speaking. It contains six subtasks which are individually named and intended to measure different aspects of nonverbal ability. The six subtasks are: mazes, coding, paper form board, picture completion, clerical checking, and picture absurdities.

Target Group:

The Revised Beta is normed on adults (ages 16 through 64) and seems to be useful with functionally illiterate clients or individuals who seem to be academically low functioning. It has a high test-retest reliability coefficient of .90, and is highly correlated with the performance section of the Wechsler Adult Intelligence Scale - Revised . It does not, however, differentiate as well among exceptionally-able examinees as it does those of lower ability.

Test Administration:

The test can be either group or individually administered and administration time is 30-45 minutes. The subtasks, although worthy of consideration, should not be interpreted solely; the test is intended to be used as a complete battery.

Testing Considerations/Accommodations:

The test can be taken by literate and illiterate persons but does require visual acuity. It is paper-and-pencil.

Scoring/Interpretation:

The examination, which can be hand-scored in 10 minutes, yields an overall estimation of the ability which can be expressed as either an IQ or as a percentile. Those scores can then be converted to Department of Labor terminology for use in job matching.

Reviewer Comments:

The Revised Beta is suitable for use with the general adult group, but does not differentiate well among highly functioning individuals. It is well used with illiterate or non English-speaking groups. It tends to score lower than people would typically score on the WAIS, but should never be used as an instrument to classify individuals.

Test Name: Comport

General Purpose:

Provides a computerized structure for the evaluation process from developing an evaluation plan to writing the final evaluation report.

Target Group:

The supplements were developed to cover the higher levels of some factors not covered by the work samples or standardized test.

Test Administration:

Designed to be computer scored.

Can be group or individually administered.

No time limit for administration-usually requires 60 to 90 minutes.

Designed to minimize the evaluators time in carrying out the clerical tasks which are so much a part of each evaluation.

Testing Considerations/Accommodations:

Requires at least a 6th grade reading level. Supplemental assessment exercises extend the range of the Valpar Work Samples to include all levels for each factor in the Dictionary of Occupational Title's Worker Trait Qualifications Profile.

Scoring/Interpretation:

Comport compiles all final assessment and test data into one of several report formats. An evaluator can use these formats or develop a personalized format.

Reviewer Comments:

Although the readability level is not set, it has been found that one need to be able to read and comprehend at least the 8th grad level. The Comport allows for report writing flexibility and customizing for each individual facility. The evaluator decides which question or questions the evaluation should answer. Offers three levels of operation to accommodate evaluators who have no experience, some experience, or many years of experience. Evaluation plans can be developed by questions the plan needs to answer and by information given, information is then stored, the program searches all the work samples and standardized test that are available in the facility which can best answer the evaluation questions. When the search is complete, the program writes an evaluation plan.

Test Name: Henmon-Nelson Tests of Mental Ability (HEN.NEL.)

General Purpose:

The Henmon-Nelson was designed to measure those aspects of mental ability which are important for success in academic work and similar endeavors outside the classroom. High performance on the test requires the efficient utilization of verbal and numerical symbols and the ability to acquire and retain information in common symbol form for use at later times in the solution of verbal, quantitative and abstract reasoning problems.

Target Group:

The Henmon-Nelson is published in three levels: Grades 3-6, 6-9, and 9-12.

Test Administration:

Thirty minute time limit.

Can be group or individually administered.

Testing Considerations/Accommodations:

Ninety questions, five possible answer choices. Available with scoring sheets or self-marking booklets. May require a sheet of scratch paper for some problems.

Scoring/Interpretation:

Raw scores can be converted to deviation IQ, percentile rank, and stanine of IQ. When compared to achievement, scores can be used to diagnose learning problems. Can be used as an entrance examination in selecting those who are most likely to succeed to profit from vocational or advanced educational pursuits.

Reviewer Comments:

Can be easily modified for the visually impaired. Closely correlated with verbal IQ.

The time element can influence scores of methodical test-takers.

Test Name: Kaufman Brief Intelligence Test (K-BIT)

General Purpose:

The Kaufman Brief Intelligence Test is a brief individually administered measure of the Verbal and non-verbal intelligence. It does not substitute for a comprehensive measure of a child's or adult's intelligence. The Kaufman Brief Intelligence Test was developed specifically to be used for screening purposes.

Target Group:

The Kaufman Brief Intelligence Test is intended for children, adolescents, and adults from ages 4 to 90.

Test Administration:

The K -Bit is individually administered and requires approximately 15 to 30 minutes to administer the two subtests: Vocabulary and Matrices.

Testing Considerations/Accommodations:

The Kaufman Brief Intelligence Test may require accommodations for use with individuals with disabilities such as hearing impairments, visual impairments or physical, impairments. However, the test was not normed on individuals with disabilities and use of accommodations such as interpreters may affect the scores obtained.

Scoring/Interpretation

The test requires about 15 minutes to score and interpreted data is given in two measures of intelligence. Vocabulary is a measure of general intelligence as well as an individual's language development and level of verbal conceptualization. Matrices measures general intelligence as well as the nonverbal reasoning.

Test Name: Perceptual Memory Task (PMT) (1984)

General Purpose:

The Perceptual Memory Task is a test of memory functions, auditory, visual, recognition, sequencing, spatial relations, conceptual, and delayed recall.

Target Group:

Norms are based on 1,500 average individuals, ages 4 years - 35 years; Sex, geographic area, socioeconomic background, ethnic composition, IQ range, and teacher/evaluator observations are specified in the manual. Extensive reliability -validity studies and individual studies are provided.

Test Administration:

Individually administered.

Untimed format; the client is given 10 seconds to memorize the individual items in all subtests except delayed recall.

Typical administration time is 35 minutes.

Individual subtests may be administered and scored separately.

Testing Considerations/Accommodations:

A verbal response by the client is not required.

Visual acuity required is 20/400 or better in either eye.

Alternate subtests are included in the set for the hearing or visually impaired.

Scoring/Interpretation:

Hand scored in 15 minutes.

Scores are reported in age-related standard scores.

Client performance can be correlated with the appropriate vocational program level. Client performance shows preferred modalities of teaming 9 (visual, auditory); specific memory deficits; and number of units of information correctly processed visually and auditorily. The manual provides suggested remedial/accommodation procedures for deficits in spatial relations, visual, auditory, and delayed recall memory. The manual provides discussion of behavioral observations related to the Perceptual Memory Task .

Reviewer Comments:

The manual is a valuable rehabilitation resource, and provides excellent discussions of disabilities such as brain injury, learning disability, and mental illness. This reviewer believes the Perceptual Memory Task is perhaps the most useful single test in vocational evaluation, and always uses it when there are possibilities of brain injury or learning disability in a client.

Test Name: The Raven Progressive Matrices

General Purpose:

The Raven is described by the author as a "test of clear thinking and observation" and is used as a cultural "bias-free" IQ test.

Target Group:

The normative data on the Raven is somewhat limited, including a group of children, ages 8-14 (N equals 1407) and a group of adults (3663 militiamen and 2,000 civilians) ages 20-65. Also, on 375 British children, ages 6-13. This test is especially applicable for persons with sensory impairment, aphasia, persons who are not English-speaking, persons with learning difficulties, or others with difficulties with verbal materials. It is also useful with physically-disabled because it is untimed.

Test Administration:

The Raven can be group-, individually-, or self-administered. It requires about 45 minutes to complete (untimed).

Testing Considerations/Accommodations:

The test is paper-pencil and has no reading requirements.

Scoring/Interpretation:

The Raven is intended and lives up to 'the intention of being a test of' intellectual capacity", and seems well-suited for the norm groups referenced above. It requires about 10 minutes to score, although the interpretation, as with all intelligence measures, can cause a great deal of temperance. It has good predictive value regarding academic studies and correlates well with some other IQ tests.

Reviewer Comments:

There are better culturally-biased-free measures of intellectual capacity available to vocational evaluators. The norms are limited and, therefore, have limited applicability across all groups for consideration of interpreting the scores to the "G" factor in the worker trait profile.

Test Name: Ross Information Processing Assessment (RIPA2)

General Purpose:

The Ross Information Processing Assessment is designed to assess “cognitive-linguistic deficits following traumatic brain injury.” Abilities assessed include: immediate memory, recent memory, temporal orientation, spatial orientation, environmental orientation, recall of general information, problem solving and abstract reasoning, organization, and auditory processing.

Target Group:

Normed for persons ages 15-90.

Test Administration:

Individually administered. Administration takes from 45-60 minutes.

Testing Considerations/Accommodations:

None noted. Primarily used to identify cognitive and linguistic levels following TBI or with persons identified as having learning disorders or ADD/ADHD.

Scoring/Interpretation:

Information not available.

Reviewer Comments:

Widely used in clinical settings.

Test Name: Slosson Intelligence Test - Revised (SIT-R)**General Purpose:**

The Slosson Intelligence Test is designed to provide a measure of verbal I.Q. for children and adults.

Target Group:

The target group for this testing instrument is both children and adults. It has been used as an instrument to test "giftedness" and is best used in vocational settings as a predictor of academic success.

Test Administration:

The SIT-R is not timed, with the mean time for completion being 10 to 30 minutes. As the test is a verbal I.Q. test and the items are orally read and responded to, it needs to be given in isolation from other potential evaluatees. It is strictly individually administered.

Testing Considerations/Accommodations:

The actual test administration can be quite frustrating to some evaluatees due to the nature of the test and the manner in which it is administered. A basal rate must be established in the early stages of testing which require that 10 consecutive responses be correct, while the ceiling is determined when 10 consecutive incorrect responses are given. In addition, as the test becomes progressively more difficult, persons taking the test occasionally experience a drop in confidence level as they are able to answer fewer and fewer items correctly.

Scoring/Interpretation:

The Slosson I.Q. is easily determined; a seasoned examiner can complete the scoring process in less than 5 minutes. Interpretation of this instrument does require a great deal of discretion. The Slosson Intelligence Test is not a test for classification or diagnosis.

Reviewer Comments:

The Slosson Intelligence Test is a well-utilized and normed test of verbal I.Q., but one which should not be used as a "stand-alone" instrument. The scores of the Slosson must be taken in consideration of other test data and background factors in order to shed light upon an individual's vocational/educational prognosis. The Slosson has been criticized in literature as an instrument with cultural bias as the norming samples and items do not represent an accurate cross-section of people and lifestyles. The test does seem heavily weighted towards knowledge typically acquired in formal education. Accordingly, one of the better predictors of adult performance on the SIT is educational background.

Test Name: Test Of Nonverbal Intelligence (TONI)

General Purpose:

This language-free, motor reduced, and culture reduced measure of intellectual functioning requires abstract/figural problem solving.

Target Group:

This instrument should be used in the intellectual appraisal of subjects whose test performance may be confounded by language and motor impairments arising from such conditions as aphasia, hearing impairments, lack of proficiency with spoken or written English, cerebral palsy, stroke, head trauma, and lack of familiarity with the culture of the United States.

Test Administration:

There are two equivalent forms, form A and form B. Each form contains items arranged in order of difficulty. This is not a timed test.

Testing Considerations/Accommodations:

Items on the forms contain one or more of the following characteristics: shape, position, direction, rotation, contiguity, shading, size, length, movement, and figured pattern. One or more of the following rules are used in each item: simple matching, analogies, addition, subtraction, alteration progressions, classification intersections and progressions.

Scoring/Interpretation:

Raw scores are converted to percentile ranks and to deviations quotients with a mean of 100 and a standard deviation of 15 points. The test was normed on a large sample of over 3,000 respondents.

Reviewer Comments:

The third edition is shortened from earlier versions to 45 items. New norms are also provided.

Test Name: Vocational Intelligence Scale for Adult Blind (VISAB)

General Purpose:

The test is designed to measure nonverbal intelligence, and is reported to predict best for industrial workers and be less affected by cultural factors than verbal tests.

Target Group:

Blind and visually impaired individuals with a high vision loss of 80-90%, midvision loss of 91-99% and low vision of light perception. Total loss.

Test Administration:

The test was normed on individuals who were ready for employment, between 20 to 50 years old and free from physical disabilities other than blindness and legally blind of 80 to 100% loss in the better eye. A total of 625 legally blind adults were interviewed and evaluated.

The test is administered on an individual basis (i.e., one-on-one). There is no time limit. The time will vary because there are 43 test items and 13 practice problems. These are arranged in order of difficulty. Each is composed of a row of four geometric forms of which three share a common relationship and one does not.

Testing Considerations/Accommodations:

The test should be administered in a one-on-one situation.

Consideration should be given to whether or not the client has problems with the ability to use his/her tactual perception ability (i.e., diabetes can affect an individual's finger sensitivity). The client has to be able to communicate (orally or manually).

Scoring/Interpretation:

The number of correct responses are compared to one of three vision groups (depending on the individual's amount of vision loss). This number will yield an IQ score and a percentile ranking.

Reviewer Comments:

A beneficial test that can be used to supplement other psychometric test information especially for the blind, severely impaired and the deaf/blind clients. It is performance measure vs. a verbal ability. The total time for administration depends on the client's ability to absorb the directions. Communication is a key factor when administering this test to a deaf/blind or a visually impaired individual who also has a hearing impairment. At our facility the test is administered only with select eligible clients. The test is probably no longer available for order.

Test Name: Wechsler Adult Intelligence Scale - Revised (WAIS-R)

General Purpose:

The Wechsler scales were developed as sets of standardized questions and tasks for assessing an individual's potential for purposeful and useful behavior. Intelligence is conceptualized as one's major mental abilities to comprehend and interact with the world

Target Group:

IQ equivalents are calculated from scaled scores based on age groups, from 16 to 74 years of age. Scaled scores are based on the reference group of 500 persons between 20-and 34 years of age, considered peak performers. Demographics of the reference group reflect 1970 US Census data, with updating as available for the following variables: age, sex, race, geographic region, and occupational group. Validity studies build from the empirical and rational data compiled from earlier versions of the instrument. Revisions were not sufficient to alter the eleven subtest content areas: Information, Digit Span, Vocabulary, Arithmetic, Comprehension, Similarities, Picture Completion, Picture Arrangement, Block Design, Object Assembly, and Digit Symbol.

Test Administration:

Individually administered by a trained clinician, with average time 90 minutes. Timed subtests are arithmetic and all five Performance ones.

Testing Considerations/Accommodations:

Individuals must be 16 years of age or older. Does not discriminate well with persons of extremely high or low ability. To complete full battery, responses are oral, written, and manipulative. Prorated Verbal and Performance scaled scores are based on one less than full battery only.

Scoring/Interpretation:

Verbal and Performance factor scores are generated, as well as a Full Scale IQ. Scaled scores are based on peak performers between 20-34 years old based on a mean of 10 and a standard deviation of 3. IQs are derived from sums of scaled scores based on a mean of 100 and a standard deviation of 15 points; the range is 45 to 150.

Reviewer Comments:

Valid and reliable measures of capacity to learn, which is important in training/retraining. Invalid as an absolute measure of a single construct, intelligence. Examiner can be questioned as to most effective instructional methodology, given variety of testing formats used (oral, written, manipulated) and other non-intellective observations. Criticized for ignoring non-cognitive measures of intelligence. Culture and language loaded instrument. Lack of information in manual to guide administration with special populations. Lack of presentation of special populations in reference sample or other normative age groups.

Test Name: Watson Glaser Critical Thinking Appraisal

General Purpose:

The Critical Thinking Appraisal seeks to provide an estimate of an individual's standing in the following composite of abilities (1) ability to define a problem, (2) ability to select pertinent information for the solution of a problem, (3) ability to recognize stated and unstated assumptions, (4) ability to formulate and select relevant and promising hypotheses, and (5) ability to draw valid conclusions and judge the validity of inferences. The exercises include problems, statements, arguments, and interpretation of data similar to those encountered on a daily basis at work, in the classroom, and in newspapers or magazine articles.

Target Group:

The test may be used to predict success in certain types of occupations or instructional programs where critical thinking is known to play an important role. Many executive and technical positions fall into this category. Evaluatees should have education and achievement at approximately the ninth grade level in order to comprehend test items.

Test Administration:

The test is intended as a measure of power rather than speech but a 40 minute time limit can be imposed for the sake of convenience in administration. It may be administered individually or in a group setting.

Testing Considerations/Accommodations:

Examinees should be provided with a test booklet, answer sheet and pencils. Due to the level of concentration needed, a quiet and distraction-free environment is important.

Scoring/Interpretation:

The test can be scored by machine or by hand. A scoring key is available for hand scoring. Raw scores are then compared to an appropriate norm group for interpretation.

Norms for high school students are based on a sample of school districts systematically selected with respect to geographic location and community socio-economic status: 9th grade (N=1676), 10th grade (N=1950), 11th grade (N=1 844), and 12th grade (N=1 636). College norms are available based on students at a small college on the Northeast geared toward early entry (N=175), students in junior and community colleges (N=388), freshman in four-year colleges (N=824), and upper division students in four-year colleges (N=417). Professional student norms are also available for teaching, nursing, medical, and MNA students. Employee and applicant norms are based on state troopers, police officers, and sales representatives from a large business machine company.

Reviewer Comments:

This test is very useful for assessing individuals with college and professional school aspirations. It is one of the few reliable instruments available for measuring higher cognitive skills.