BRIEF DESCRIPTION OF STANDARDIZED TESTS

MENTAL ABILITY

Woodcock-Johnson Revised Tests of Cognitive Ability
A test that measures both verbal and nonverbal cognitive ability and is specifically a measure of school aptitude

Test of Nonverbal Intelligence-3
Raven Progressive Matrices
Columbia Mental Maturity Scale
A screening assessment of nonverbal mental ability

Slosson Intelligence Test-Revised
A screening assessment of verbal mental ability

Goodenough-Harris Draw-A-Man Test
In addition the subject drew pictures of a man, woman, and himself. The test is scored on the amount of detail the child includes in the pictures, and for young children these drawings provide a developmental measure of mental maturity.

RECEPTIVE LANGUAGE

Wepman Test of Auditory Discrimination
Auditory discrimination for spoken language is assessed by asking whether pairs of words such as "cash/catch," or "madder/matter," sounded the same or different.

Wechsler Individual Achievement Test - Listening Comprehension
Auditory comprehension was measured first with a test that assessed understanding of both vocabulary and connected language.

Peabody Picture Vocabulary Test-Revised
A test which asked the subject to point to one of four pictures that matched a word spoken by the examiner.

WIAT - Listening Comprehension
Comprehension of connected language was assessed by asking the subject questions about short passages that were read aloud by the examiner. The questions asked after the passages were read required the subject to comprehend and remember (1) a simple fact, (2) a fact requiring interpretation of the language in the passage (3) a series or sequence, and (4) inferential interpretation of the passage.

Durrell Analysis of Reading Difficulty - Auditory Vocabulary
Understanding of vocabulary categories was measured by asking (him) (her) to listen to a word and then point to one of three pictures that represented categories such as "time words," "transportation," and "feelings."

Test of Adolescent Language-2 (TOAL-2) - Vocabulary
Understanding of the multiple meanings of words, such as "palm," "crane" and "fencing" was tested as well
Test of Language Development - Primary (TOLD-P-2)  Grammatical Understanding
Comprehension of grammatical structures was assessed by asking the subject to point to one of several pictures that matched a sentence spoken by the examiner that featured a specific grammatical form such as "He is going to pitch."

Test of Language Development - Intermediate (TOLD-I-2)  Grammatical Comprehension
Comprehension of grammatical structures was assessed by asking the subject to indicate whether a sentence spoken by the examiner was grammatically correct or incorrect.

Test of Adolescent Language (TOAL-3)  Listening Grammar
Comprehension of grammatical structures was assessed by asking the subject to listen to three sentences spoken by the examiner and choose the two that had the same meaning, even though they differed in grammatical form.

AUDITORY MEMORY

Woodcock-Johnson (WJ-R) - Memory for Words
Memory for unrelated information was assessed by asking the subject to repeat strings of digits in reverse order.

Woodcock-Johnson - Numbers Reversed
Subject is asked to repeat strings of unrelated words such as: cat, ice, dog, ship.

TOLD-P-2 Sentence Imitation
Woodcock Johnson - Memory for Sentences
Detroit Test of Learning Aptitude - Memory for Related Words
TOAL-Speaking Grammar
Subject repeats sentences spoken by the examiner.

Detroit Test of Learning Aptitude - Oral Directions
A paper and pencil task where subject is asked to carry out a series of instructions spoken by the examiner.

EXPRESSIVE LANGUAGE

WIAT - Oral Expression
Expressive ability was assessed first with a general test of oral expression that includes picture naming and responses to picture prompts involving description or explanation. The subject is asked to describe a picture, to describe a map, to explain how a person might get from one location to another, and also to explain how to complete an action such as getting a snack from a vending machine. On the descriptive items the child is evaluated on (his) (her) ability to (1) name objects, (2) describe objects, (3) give an overview of the picture, and (4) give details of the picture. On the explanatory items the child is evaluated on (his) (her) ability to (1) comply with the stated directions, (2) express a logically ordered sequence, (3) give an overview of the activity, and (4) give details of the activity.
Woodcock-Johnson - Picture Vocabulary
Expressive One Word Picture Vocabulary Test
Oral vocabulary is assessed specifically by asking the subject to name a series of pictures.

Woodcock Johnson - Oral Vocabulary
Expressive vocabulary is measured by asking subject to give antonyms and synonyms for words spoken by the examiner.

TOLD-2:P - Oral Vocabulary
Subject is asked to define a list of words.

TOLD-I - Generals
Subject is asked to give the category word for three words spoken by the examiner, such as "grasshopper, fly, bee."

Test of Adolescent Language-2 - Speaking Vocabulary
Subject is asked to use vocabulary words in a sentence.

TOLD-2:P Grammatical Completion
A test of grammatical usage and knowledge of word endings, where the subject is asked to complete a sentence such as "Joey likes to play. Right now (he) (she) is _________________."

TOLD-I 2 Word Order
A test of grammatical usage where the subject was asked to arrange short groups of words into grammatically correct sentences.

Told-I Sentence Combining
A test which required the subject to combine short sentences to make a more complex, grammatically correct sentence.

TOLD-2:P Word Articulation
Articulation was assessed with a picture naming task.

Slingerland - Echolalia subtest
Pronunciation and sequencing of multisyllable words was assessed by asking the subject to repeat a multisyllable word several times as quickly as possible.

AUDITORY DISCRIMINATION, ANALYSIS, AND SYNTHESIS

Lindamood Auditory Conceptualization Test-Category I
Discrimination for sounds and sound sequences is measured by asking the subject to use colored blocks to represent sound sequences such as /m/ /l/ /m/.

Goldman-Fristoe-Woodcock Sound Analysis
The ability to analyze the sounds in words is measured by asking the subject to identify the first, middle and last sounds in one-syllable nonsense words.
Lindamood Auditory Conceptualization Test- Category I
The subject is asked to manipulate colored blocks to represent changes in sequence of sounds in nonsense words.

Woodcock-Johnson Sound Blending
The ability to blend sounds to form words is assessed by presenting separate sounds such as "c" "a" "t" and asking the subject what word was being said.

AUDITORY-VISUAL ASSOCIATION

Woodcock Johnson - Visual-Auditory Learning
The ability to associate words with visual symbols and remember them is measured by asking the subject to look at a series of iconic symbols that represented simple words such as "horse," "tree," "is," "the," and "on." The subject then has to "read" sentences composed of these symbols by remembering the words they represent.

VISUAL DISCRIMINATION

Motor-Free Visual Perception Test
Wepman Visual Discrimination Test
Visual discrimination is measured by asking the subject to match (shapes), (letters), (letter sequences), and (words).

Woodcock Johnson-Visual Matching
A timed test in which the subject had to match series of numbers.

Woodcock Johnson-Cross Out
A timed test in which the subject had to match series of designs.

VISUAL MEMORY

DTLA-2 Object Sequences
Visual sequential memory for objects is measured by presenting a series of pictured objects. The subject has to look at the series and then indicate the order in which they appeared originally.

DTLA-2 Memory for Designs
Visual memory for designs is assessed by asking the subject to look at a geometrical design and then draw it once the original design is removed.

DTLA-2 Letter Sequences
Visual memory for letters is measured by asking the subject to look at a series of letters and then write them after the letters were taken away.
DTLA-3 Reversed Letters
Visual Memory for letters is also measured by asking the subject to look at a series of letters and then write them in reverse order after the letters were taken away.

Durrell Analysis of Reading Difficulty-Visual Memory-Primary
Visual memory for words is assessed by asking the subject to look at a word for a short time and then after the word is taken away, find it among several similar-looking words.

Durrell-Visual Memory-Intermediate
Visual memory for words is assessed by asking the subject to look at a word for a short time and then to write it.

VISUAL SPATIAL ABILITIES

Woodcock Johnson-Spatial Relations
On a timed test of spatial relations and visual analysis and synthesis, the subject looks at a several puzzle-like shapes some of which fit together to complete a geometric design.

VISUAL-MOTOR COORDINATION

Developmental Test of Visual-Motor Integration
Visual-motor functioning is assessed by asking the subject to copy geometric figures that get increasingly more complex.

READING

WIAT - Basic Reading
A general test of decoding in which the subject is asked to read a graded list of words aloud.

WIAT - Reading Comprehension
A test of reading comprehension in which the subject is asked to answer questions about short passages.

Qualitative Reading Inventory II
This inventory assesses both decoding and oral reading accuracy (reading isolated words and words in context) and oral and silent reading comprehension, and gives an estimate of independent, instructional, and frustrational reading levels.

DECODING

Durrell
Northwestern Informal
El Paso Phonics Survey
A test of phonics knowledge assessing that the subject has adequate knowledge of consonants, vowels, digraphs, blends, and diphthongs.
**Fryer Dolch-Informal Word List**
Knowledge of irregular or sight words is assessed by asking the subject to read a word list that contains words that cannot be decoded phonetically.

**QRI**
Knowledge of syllabication and structural analysis (ability to recognize word parts such as roots and affixes) is assessed by observing how the subject tries to read multi syllable words.

**Stanford Diagnostic Reading Test - Structural Analysis**
The subject is asked to create multisyllable words by selecting from lists of prefixes, roots, and affixes.

**Gray Oral Reading Test**
The ability to use context to read words accurately is measured by asking the subject to read passages at various grade levels aloud and observing how context cues are used.

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**COMPREHENSION**

**Woodcock Reading Mastery-Word Comprehension**
Reading comprehension of single words (reading vocabulary) is assessed by asking the subject to give antonyms, synonyms or to complete analogies for words read silently.

**Stanford Diagnostic Reading Test**
On a different measure of comprehension of single words (reading vocabulary) the subject is asked to read words and then select an appropriate picture, synonym, or definition from among several choices.

**Gray Oral Reading Test**
*Oral* reading comprehension is measured by asking the subject to read a passage and then answer questions about it.

**Woodcock Reading Mastery-Passage Comprehension**
*Silent* comprehension at the word and sentence level is measured by having the subject supply a missing word in a short passage.

**WIAT Reading Comprehension, Stanford Diagnostic Reading Test, Durrell Analysis of Reading Difficulty**
*Silent* comprehension of paragraphs and longer units is assessed by having the subject read graded selections and then answer a series of questions.

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**WRITTEN LANGUAGE**

**WIAT - Spelling**
A measures of spelling from dictation where the examiner dictated words orally and the subject writes them.
Peabody Individual Achievement Test - Spelling
A measure of recognition spelling in which the subject had to point to one of four words that represented the correct spelling of a word spoken by the examiner.

WIAT - Written Expression
Composition is assessed by evaluating the subject's ability to write a letter to a friend describing an ideal home and another letter inviting a friend on a trip. Various aspects of writing are evaluated: ideas and development; organization, unity and coherence; vocabulary; sentence structure and variety; grammar and usage; and capitalization and punctuation.

TOAL-3 Writing Vocabulary
Writing vocabulary is assessed by asking the subject to write sentences using specific vocabulary words listed in the test booklet.

TOAL-2 Writing Grammar
The subject has to demonstrate grammatical knowledge by combining several short sentences into one compound or complex sentence.

Informal writing sample
The subject is asked to write a short story involving narration.

MATHEMATICS

WJ-R Achievement Battery - Math Concepts
Key Math-R
The subject views math symbols or other visual representations of math concepts and answers questions.

WIAT - Numerical Operations
Key Math-R
Computation is assessed with paper and pencil tasks in which the subject has to solve math computation problems.

WIAT - Mathematical Reasoning
Key Math-R
A math problem solving and applications test involving a variety of story problems as well as measurement, time, and money problems.

Informal assessment of math
In this assessment, the subject is asked to solve problems of varying difficulty levels. As the subject worked through the problems, the subject is asked to talk aloud, explaining (his) (her) thought process. The examiner asked questions to get a clearer idea of (his) (her) (computation) (and) (problems solving strategies).