Appropriate tests for Psychoeducational Assessment

Thinking and Reasoning Abilities
It is mandatory to document, by means of standardized, formal, psychological assessment, average or above average levels (that is, a score equal to or greater than one standard deviation below the mean) in one or more of the following:

Full scale IQ on WAIS-IV (over age 16)
   (Or: General Abilities Index (GAI on the WAIS-IV)
   Provided evidence indicates FSIQ is not appropriate)
General Intellectual Abilities (GIA) Woodcock-Johnson Tests of Cognitive Ability (WJ- IV) (any age)
Kaufman Adolescent and Adult Intelligence Test (any age)
Stanford-Binet IV (any age)

Psychological Processes Related to Learning
It is mandatory to document performance in one or more of the following areas that is significantly and consistently below the measures of thinking and reasoning outlined above. It is also necessary that statements related to such deficits in psychological processes be based on more than one source of information, and that they be logically related to the observed learning difficulties.

The tests listed under the various psychological processes are intended to provide common examples, rather than to be exclusive and exhaustive, and it is anticipated that good clinical judgment will be exercised both in their selection and in their interpretation.

Phonological Processing:
Examples:
Test of Phonological Awareness (TOPA) (only up to age 18)
Comprehensive Test of Phonological Processing (CTOPP) (only up to age 24)
Rosner Test of Auditory Analysis (under age 10 only)
Auditory Processing Factor (Ga) from the Woodcock-Johnson

Memory and Attention:
Examples:
Learning & Memory Battery (LAMB) (over age 16)
Wechsler Memory Scale-IV (over age 16)
Wechsler Children’s Memory Scale (under age 16)
Wide Range Assessment of Memory and Learning (WRAML) (under age 16)
Detroit Tests of Learning Aptitude
Long-term retrieval factor (Glr) from the Woodcock-Johnson
Rey-Osterreith Complex Figure
Neurological Assessment Battery-Memory or Attention composite

Processing Speed
Examples:
Processing Speed Index on the WAIS-IV
Processing Speed factor (Gs) on the Woodcock-Johnson
Detroit Tests of Learning Aptitude
**Language Processing**
*Examples:*
- Verbal IQ on WAIS-IV
- Verbal Comprehension index on the WAIS-IV
- Peabody Picture Vocabulary Test – Third Edition (PPVT-III)
- Expressive Vocabulary Test (EVT)
- Auditory Comprehension from WJPB
- Oral comprehension from the WJPB

**Visual-Spatial Processing**
*Examples:*
- Block Design, Visual Puzzles and Picture Completion subtests on WAIS-IV
- Raven’s Coloured/Standard Progressive Matrices
- Test of Nonverbal Intelligence
- Gv composite from WJPB

**Executive Functions**
*Examples:*
- Matrix Reasoning subtest on WAIS-IV
- Delis-Kaplan (D-KEFS)
- Fluid reasoning scale on WJPB
- Wisconsin Card Sort Test
- Tower of London Test

**Academic Achievement**
It is mandatory to document significant and unexpectedly low levels of achievement in one or more of the following areas using standardized tests. Measured achievement levels should, however, be generally consistent with the individual’s observed on-going performance and areas of weakness.

**General Achievement Batteries**
*Examples:*
- Wechsler Individual Achievement Test (WIAT-III)
- Woodcock-Johnson-IV Tests of Achievement
- Canadian Adult Achievement Test
- Kaufman Test of Educational Achievement (KTEA)
- Scholastic Abilities Test for Adults (SATA)

**Reading**
*Examples:*
- Woodcock-Johnson Reading subtests (Gsr)
- Wechsler Individual Achievement Test– IV (WIAT-IV)-Reading subtests
- Nelson-Denny Reading Test (screening only, must use Standard Scores)
- Test of Reading Comprehension – Third Edition
- Wide Range Achievement Test – IV – word decoding only
- KTEA Reading
- Test of Word Reading Efficiency (TOWRE)

**Written Language**
*Examples:*
- Test of Written Language – Third Edition
- Woodcock-Johnson Written Language subtests (Gsw)
Wechsler Individual Achievement Test– IV (WIAT-IV) Written Expression
KTEA Written Expression

**Spelling**

*Examples:*
Test of Written Spelling – Fourth Edition
Woodcock-Johnson-IV Spelling and Spelling of sounds
Wechsler Individual Achievement Test– IV (WIAT-IV) Spelling
KTEA Spelling

**Mathematics (more than just calculation!)**

*Examples:*
Woodcock-Johnson –IV Math subtests
WIAT-III Math subests
Key Math Diagnostic Test
Stanford Tests of Mathematical Ability
Stanford Diagnostic Mathematics Test
KTEA Math subtests

**Attention and concentration (note, all are screening ONLY)**

- Conners’ Adult Attention Disorders Scale (CAARS)- self and observer
- College ADHD Response Evaluation (CARE)
- Wender Utah Rating Scale (WURS)
- Adult ADHD Self Report Scale (ASRS)
- Test of Visual Attention (TOVA)-version 8
- Integrated Visual and Auditory Continuous Attention Test (IVA)
- Gordon Diagnostic Systems (GDS)
- Conners’ Continuous Performance Test (CCPT)

Examples of additional tests that can be used in order to identify or rule out co-existing conditions:

**Personality, Behavioural and Emotional Functioning**

- Minnesota Multiphasic Personality Assessment (MMPI-2)
- Rorschach Test, Comprehensive System
- Conners’ Rating Scales – Revised (under age 16)
- Behavioural Assessment System for Children (BASC)
- Personality Assessment Inventory (PAI)
- Dissociative Experiences Scale (DES) Beck
- Anxiety Inventory (Screening only) Beck
- Depression Inventory (Screening only) Beck
- Structured Clinical Interview for DSM disorders (SCID)
- Learning and Study Skills Inventory (LASSI)
- Study Skills and Habits Questionnaire (SSHQ)