

**Psychoeducational Assessment  
Common Measures Used by School Psychologists**

**Cognitive/Intellectual Assessment:**

**Wechsler Intelligence Scale for Children- Fourth Edition (WISC-IV)**

*The Wechsler Intelligence Scale for Children- Fourth Edition (WISC-IV) is a standardized intelligence test consisting of a series of ten core subtests and five optional subtests designed to measure the intellectual functioning of an individual as compared to others of the same age. A Full Scale Intelligence Quotient (FSIQ) is derived from the combined results of the core subtests. The WISC-IV also provides four factor-based scores, including Verbal Comprehension, Perceptual Reasoning, Working Memory and Processing Speed. Canadian norms were used to score this measure.*

**Wechsler Intelligence Scale for Children (Integrated) – Fourth Edition (WISC-IV Integrated)**

*The WISC-IV Integrated is a standardized and individually-administered instrument used to assess the cognitive functioning of children aged 6 years through 16 years, 11 months. This instrument includes an extended array of 16 subtests to compliment the core test components of the WISC-IV. It allows the user to go beyond the process scores and determine if underlying processing problems are affecting the test results in the Verbal Comprehension, Perceptual Reasoning, Working Memory or Processing Speed subtests. The standard and scaled score performances outlined in this report were calculated based on the United States normative sample.*

**Woodcock-Johnson III Tests of Cognitive Abilities (WJ III COG)**

*The Woodcock-Johnson III Tests of Cognitive Abilities (WJ III COG) are divided into two batteries: the Standard Battery (tests 1 through 10) and the Extended Battery (tests 11 through 20). This assessment instrument provides a comprehensive set of individually administered tests for measuring intellectual abilities. Depending on the purpose of the assessment, the examiner can administer the Standard Battery alone or in conjunction with the Extended Battery. The clusters or grouping of tests are the primary source for interpretive information to help identify performance levels and individual strengths and weaknesses. Norms are provided for individuals ranging in age from 2 to over 90 years.*

**Wechsler NonVerbal Scale of Ability (WNV):**

*The Wechsler NonVerbal Scale of Ability (WNV) is an assessment tool that examines multiple dimensions of cognitive ability through nonverbal means. The WNV is especially appropriate for individuals who have language-related difficulties, such as those who are English as a Second Language. Instructions are given through pictorial representations, allowing ease of understanding without language requirements.*

**Wechsler Adult Intelligence Scale – 4<sup>th</sup> edition (WAIS-IV)**

*The Wechsler Adult Intelligence Scale – 4<sup>th</sup> edition (WAIS-IV) is a standardized intelligence test consisting of a series of ten core subtests designed to measure the intellectual functioning of an individual as compared to others of the same age. A Full Scale Intelligence Quotient (FSIQ) is derived from the combined results of the core subtests. The WAIS-IV also provides four factor-*

based scores, including Verbal Comprehension, Perceptual Reasoning, Working Memory and Processing Speed. Canadian norms were used to score this measure.

### **Test of Nonverbal Intelligence -3 (TONI-3)**

*The Test of Nonverbal Intelligence -3 (TONI-3) is a language free intelligence test that measures an individual's ability to solve problems without the use of language.*

## **Memory and Learning:**

### **Children's Memory Scale (CMS)**

*The Children's Memory Scale (CMS) is a standardized test that evaluates the important processes involved in learning and memory and compares performance to that of others of the same age. A General Memory and Index score can be derived from the core subtests. Results are interpreted in accordance with United States norms.*

### **Wide Range Assessment of Memory and Learning, Second Edition (WRAML-2)**

*The WRAML2 is a reliable, norm-referenced test that has been nationally standardized to assess a wide range of clinical issues related to learning and memory functions for individuals 5 to 90 years of age. The WRAML2 is composed of six core subtests that yield three indexes: (a) the Verbal Memory Index, (b) the Visual Memory Index and (c) the Attention/Concentration Index. Together, these indexes form the General Memory Index, which is a composite of all assessed memory functions. In addition, there are several optional subtests and diagnostic procedures.*

## **Academic Assessment (General):**

### **Wechsler Individual Achievement Test - Second Edition (WIAT-II)**

*The Wechsler Individual Achievement Test - Second Edition (WIAT-II) is a standardized test of achievement and functioning. The WIAT is an individually administered measure that examines performance in the areas of Reading, Mathematics, Language and Writing. These areas are combined to provide an overall achievement score.*

### **Woodcock-Johnson III Tests of Achievement (WJ III ACH)**

*The Woodcock-Johnson III Tests of Achievement (WJ III ACH) contains 22 individually administered tests that are subdivided into two batteries: the Standard Battery (tests 1 through 12) and the Extended Battery (tests 13 through 22). Each test measures various aspects of academic achievement. Depending on the purpose of the assessment, the examiner can administer the Standard Battery alone or in conjunction with the Extended Battery. The 19 clusters or grouping of tests are the primary source of for interpretive information to help identify performance levels, determine educational progress and identify strengths and weaknesses. Norms are provided for individuals ranging in age from 2 to over 90 years.*

**Reading, Writing, and Arithmetic:**

**Comprehensive Test of Phonological Awareness (CTOPP)**

*The Comprehensive Test of Phonological Awareness (CTOPP) was used to examine X's phonological abilities. The CTOPP provides scores for three composites: Phonological Awareness (an awareness of, and access to, the sound structure of oral language), Phonological Memory (the ability to code information phonologically for temporary use in short-term memory), and Rapid Naming (the ability retrieve phonological information from long-term memory).*

**Key Math – Third Edition (Key Math-3)**

*The Key Math-3 is a standardized test of mathematical skills. It is an individually administered measure that examines performance in the areas of basic concepts (rational numbers and geometry), operations (addition and subtraction), and applications (measurement and time). These areas are combined to create an overall mathematical achievement score. Canadian norms were used to score this measure.*

**Process Assessment of the Learner (Reading and Writing) – Second Edition (PAL-II)**

*The PAL-I Reading and Writing is a comprehensive, research-based assessment system comprised of subtests for children in Kindergarten to grade 6. Tasks are designed to gather additional neuropsychological and process information on reading and writing skills in children in who may demonstrate deficits in these areas discrepant from their cognitive ability. Interpretation can be made using composite scores, scaled scores, percentiles, and base rates.*

**Language and Communication:**

**Clinical Evaluation of Language Fundamentals-Fourth Edition (CELF-4):**

*The Clinical Evaluation of Language Fundamentals-Fourth Edition (CELF-4) is an individually administered clinical tool for the identification, diagnosis and follow-up evaluation of language and communication disorders in students 5-21 years old.*

**Expressive Vocabulary Test, Second Edition (EVT-2):**

*The Expressive Vocabulary Test, Second Edition (EVT-2) is designed to measure expressive vocabulary and word-retrieval abilities, or the ability to retrieve and pronounce the correct word in order to communicate verbally.*

**Peabody Picture Vocabulary Test-4<sup>th</sup> Edition Form A/B (PPVT-IV)**

*The Peabody Picture Vocabulary Test-4<sup>th</sup> Edition (PPVT-IV) is a test of listening comprehension for spoken English. It is designed to measure a student's vocabulary acquisition that does not require a spoken response.*

**Adaptive Behaviour:**

**Adaptive Behaviour Assessment System – Second Edition (ABAS-II)**

*The ABAS-II provides a comprehensive, norm-referenced assessment of the adaptive behavior and skills of individuals from birth to age 89. It provides composite norms for three general areas of adaptive behavior including Conceptual, Social and Practical abilities. The ABAS-2 also assesses an individual in ten specific adaptive skills areas; Communication, Community Use, Functional Academics, Home, Living, Health and Safety, Leisure, Self-Care, Self-Direction, Social and Work.*

### **Vineland Adaptive Behaviour Scales, 2<sup>nd</sup> edition (Vineland-II)**

*The Vineland Adaptive Behaviour Scales, 2<sup>nd</sup> edition assess personal and social sufficiency of individuals aged 3 through 21 years of age based on the report of the student's teacher or parent. The student is rated on scales of Communication (receptive, expressive, and written), Daily Living Skills (personal, academic, and school community), Socialization (interpersonal relations, play and leisure time, and coping skills), Motor Skills, and an Adaptive Behaviour Composite.*

### **Behaviour Ratings Scales (General):**

#### **Behavior Assessment System for Children (BASC-2)**

*The Behavior Assessment System for Children (BASC-2) is an assessment tool that evaluates the behavior and self-perceptions of children ages 4 to 18 years. It measures numerous aspects of behavior and personality including positive (adaptive) as well as negative (clinical) dimensions. The BASC-2 provides information about a student from a variety of sources, allowing for a more complete understanding of the student. On the BASC-2, scores that fall in the Clinically Significant range suggest a high level of maladjustment. Scores in the At-Risk range identify either a significant problem that may not be severe enough to require formal treatment or the potential of developing a problem that needs careful monitoring.*

#### **Conners Behavioral Rating Scales (CBRS)**

*The CBRS is an assessment tool used to obtain parent, teacher and/or self observations about a child or adolescent's behavior. The use of this assessment is helpful when information regarding a number of childhood disorders and problem behaviors is desired.*

### **Attention and Executive Functioning (Direct Assessment):**

#### **Delis-Kaplan Executive Function System (D-KEFS)**

*The Delis-Kaplan Executive Function System (D-KEFS) is a comprehensive set of nine individual subtests measuring verbal and non-verbal executive functioning. Often, a clinician chooses to only administer the subtests most relevant to the individual client's needs. Norms are provided for individuals ranging from age 8 to 89 years. Results are interpreted in accordance with American norms.*

#### **Test of Everyday Attention for Children (TEA-Ch)**

*The Test of Everyday Attention for Children (TEA-Ch) is a standardized measure that evaluates how well children can control their attention to achieve goals and compares their performance to that of same aged peers. The TEA-Ch is comprised of nine subtests that provide separate*

*measurements of selective attention, sustained attention, and attentional control/switching. American age-based norms were used to score this measure, due to the lack of Canadian norming.*

### **Developmental Neuropsychological Assessment - Second Edition (NEPSY-II)**

*The Developmental Neuropsychological (NEPSY-II) Assessment is a measure of an individual's neuropsychological functioning. It incorporates six domains: Attention and Executive Functioning, Language, Social Perception, Visuospatial Processing, Memory and Learning, and Sensorimotor. Often, a clinician chooses to only administer the subtests most relevant to the individual client's needs.*

### **Conners' Continuous Performance Test II (CPT II V.5)**

*The Conners' Continuous Performance Test II (CPT) was designed for use in detecting difficulties with inattention, especially that of attention deficit hyperactivity disorder. This test requires the respondent to view alphabet letters appearing on the computer screen, with the requirement that the test-taker press the space bar for all letters except "X". The letters and the "X"s appear at varying rates and the task occurs for approximately fifteen minutes. The Confidence Index, as denoted immediately below, indicates the degree of fit with most clinical samples (e.g., ADHD) versus those without a clinical problem.*

### **Attention and Executive Functioning (Rating Scales):**

#### **Behavioral Rating Inventory of Executive Function (BRIEF)**

*The Behavioral Rating Inventory of Executive Function (BRIEF) is a questionnaire for parents and teachers of school age children that enable professionals to assess executive function behaviors in both the home and school environments. Executive functions are a collection of processes that are responsible for guiding, directing, and managing cognitive, emotional, and behavioral functions. Each form contains 86 items within eight theoretically and empirically derived clinical scales that measure differing aspects of executive functioning. The clinical scales form two broader Index categories, Behavioral Regulation and Metacognition, and an overall score, the Global Executive Composite.*

#### **Conners – Third Edition (Conners -3)**

*The Conners-3 uses observer ratings to help assess attention-deficit/hyperactivity disorder (ADHD), and to evaluate problem behaviour in children and adolescents. Any score in the Markedly or Moderately Atypical range suggests a high level of maladjustment. Scores in the Mildly Atypical range indicate a possible significant problem and scores in the Slightly Atypical range indicate a possible concern.*

#### **Comprehensive Executive Functioning Inventory (CEFI)**

*The Comprehensive Executive Functioning Inventory (CEFI) is used to quantify observations of a child's executive functioning behaviours. In combination with other information, results from the CEFI help to calibrate the child's level of executive functioning in the following areas: attention, emotional regulation, flexibility, inhibitory control, initiation, organization, planning, self-monitoring, and working memory.*



## **SNAP 26**

*The SNAP 26 parent and teacher rating scales is an abbreviated version of the SNAP-IV, developed by James Swanson, psychologist from the University of California. The items on SNAP 26 are based on the DSM-IV criteria for ADHD, and also include some items from the DSM-IV criteria for ODD. Each item is rated on a four point scale.*

## **Autism:**

### **Autism Spectrum Rating Scales (ASRS)**

*The Autism Spectrum Rating Scales (ASRS) was designed to effectively identify symptoms, behaviors, and associated features of Autism Spectrum Disorders (ASDs) in children and adolescents aged 2 to 18. ASRS items assess DSM-IV-TR™ symptom criteria for ASDs. When used in combination with other assessment information, results from the ASRS can help guide your diagnostic decisions, treatment planning, ongoing monitoring of response to intervention, and evaluating the effectiveness of a treatment program for a child with an ASD.*

### **Autism Diagnostic Interview – Revised (ADI-R)**

*The Autism Diagnostic Interview- Revised is an extended interview designed to obtain a full range of information needed to produce a diagnosis of autism and to assist in the assessment of related Autism Spectrum Disorders. Use of the ADI-R involves an experienced clinical interviewer and a parent or caregiver who is familiar with both developmental history and day-to-day functioning of the individual being assessed.*

### **Autism Diagnostic Observation Schedule (ADOS)**

*The Autism Diagnostic Observation Schedule (ADOS) is an individually-administered standardized measure of communication, social interaction, and imaginative use of play materials. The ADOS examines performance in the areas of Communication, Reciprocal Social Interaction, Imagination/Creativity, Stereotyped Behaviours and Restricted Interests, and Other Abnormal Behaviours. It consists of four Modules, each designed for use with individuals with a specific age and/or language proficiency.*

### **Krug Asperger's Disorder Index (KADI)**

*The KADI helps clinicians distinguish individuals with Asperger's disorder from those who have other forms of high functioning autism. Information generated by the KADI can help determine a student's educational needs and contribute to a more focused and relevant Individualized Education Plan.*

## **Anxiety and Depression:**

### **Beck Anxiety Index (BAI)**

*The Beck Anxiety Index (BAI) assesses the presence of anxiety symptoms and also discriminates between the presence of anxiety and depression symptoms. Each item on the BAI is descriptive of subjective, somatic, or panic-related symptoms of anxiety. This is a self-report measure.*

### **Beck Depression Inventory, Second Edition (BDI-II)**

*The Beck Depression Inventory, Second Edition (BDI-II) is a self-report measure assessing the severity of depression in adults and adolescents 13 years and older. The BDI-II assesses symptom presence and severity related to DSM-IV-TR criteria for Depression. The norming sample for the instrument included individuals who were non-depressed, and those with clinical Depression who presented as Minimal, Mild, Moderate, and Severe. Responders are asked to rate their feelings on a variety of areas in the past 2 weeks.*

### **Children's Depression Inventory (CDI)**

*The Children's Depression Inventory (CDI) is both a self-reported inventory and a teacher/parent questionnaire that measures depressive symptoms in children ages 7 to 17. The CDI quantifies levels of depressive symptoms using reports from the child, parents, educators, and other caregivers. Main features of the assessment tool include large normative samples, multidimensional scales assessing various facets of depression, clinical relevance, multi-perspective characterization of depression, easy administration, and strong reliability and validity.*

### **Multidimensional Anxiety Scale for Children (MASC)**

*The Multidimensional Anxiety Scale for Children (MASC) assesses the presence of a variety of anxiety symptoms across several significant symptom domains. The MASC consists of the following scales and indexes: the Physical Symptoms Scale (which assesses the presence of physical symptoms and differentiates between somatic and tension symptoms), the Social Anxiety Scale (which assesses the presence of social anxieties and differentiates between humiliation fear and performance fear symptoms), the Harm Avoidance Scale (which assesses the presence of avoidance behaviors and differentiates between perfectionism symptoms and anxious coping symptoms), the Separation/Panic Scale (which assesses separation anxiety and panic as well as autonomic and somatic symptoms), Total Anxiety, and the Anxiety Disorders Index (which assesses the likelihood of the presence of an anxiety disorder). This is a self-report measure.*

### **The Spence Children's Anxiety Scale (SCAS) – Self-Report**

*The SCAS consists of 38 anxiety items and one open-ended, non-scored item. It provides an overall measure of anxiety together with scores on six sub-scales each tapping a specific aspect of child anxiety (i.e., Panic Attack and Agoraphobia, Separation Anxiety, Physical injury fears, Social Phobia, Obsessive Compulsive Disorder, and Generalized Anxiety/overanxious symptoms).*

### **Social and Emotional Development (General):**

#### **Bar-On Emotional Quotient – Youth version (EQ-i:YV)**

*The EQ-i:YV is a self-report emotional intelligence test that measures the level of emotional and social functioning in children and adolescents. It can be used by psychologists, school counselors, social workers, and psychiatrists to identify a child's strong and weak areas and help develop the skills needed for academic, personal, and social success.*

#### **Culture-Free Self-Esteem Inventory – Third Edition (CFSEI-3)**

*The CFSEI-3 is a norm-referenced, self-report instrument designed to elicit perceptions of personal traits and characteristics in students ages 6-0 through 18-11. There are three forms: the Primary Form (6 through 8 years), the Intermediate Form (9 through 12 years), and the Adolescent Form (13 through 18 years). All forms of the CFSEI-3 yield the Global Self-Esteem Quotient (GSEQ), which represents a person's performance on the whole inventory, and a Defensiveness Score, which is a lie scale.*

### **Diagnostic Interview for Children and Adolescents – 4<sup>th</sup> Edition (DICA-IV)**

*The Diagnostic Interview for Children and Adolescents (DICA-IV) is a computerized structured interview based on the DSM-IV. It is a valuable assessment tool to supplement a clinical examination by efficiently screening for a broad range of behaviour and mental health concerns. The DICA-IV can be used as an interview driver, or the respondent can respond to the items directly on the computer.*

### **Parenting Relationship Questionnaire (PRQ)**

*The Parenting Relationship Questionnaire (PRQ) is designed to capture a parent's perspective on the parent-child relationship. The PRQ has two forms: Preschool (ages 2 – 5) and Child and adolescent (ages 6 – 18), which can be completed in 10 – 15 minutes by the mother, father or other primary caregiver. The PRQ measures multiple dimensions that are relevant to the development of strong and healthy parent-child relationships. Scales include: Attachment, Communication, Discipline Practices, Involvement, Parenting Confidence, Satisfaction with School, and Relational Frustration.*

### **Social Skills Rating System (SSRS)**

*The Social Skills Rating System (SSRS) is a standardized multirater assessment of student social behaviors that can affect teacher-student relations, peer acceptance and academic performance. The SSRS uses teacher, parent and student rating scales to examine three domains; social skills, problem behaviors and academic competence.*

### **School Motivation and Learning Strategies Inventory (SMALSI)**

*The School Motivation and Learning Strategies Inventory (SMALSI) was used to examine X's skills related to academic success. The SMALSI assesses the ten primary constructs associated with academic motivation, learning strategies, and study habits – seven which focus on student strengths (Study Strategies, Note-Taking, Reading/Comprehension Skills, Writing/Research Skills, Test-Taking Strategies, Organizational Techniques, and Time Management) and three which focus on student liabilities (Low Academic Motivation, Test Anxiety, and Concentration/Attention Difficulties). This is a self-report measure.*

### **Social Skills Improvement System (SSIS) Rating Scales**

*The SSIS Rating Scales enables targeted assessment of individuals and small groups to help evaluate Social Skills (Communication, Cooperation, Assertion, Responsibility, Empathy, Engagement, Self-Control), Problem Behaviors (Externalizing, Bullying, Hyperactivity/Inattention, Internalizing, Autism Spectrum), and Academic Competence (Reading and Math Achievement, Motivation to Learn). Teacher, parent and student forms help provide a comprehensive picture across school, home, and community settings.*



**Schedule for Affective Disorders and Schizophrenia for School Aged Children (K-SADS-PL)**

*The K-SADS is a semi-structured diagnostic interview designed to assess current and past episodes of psychopathology in children and adolescents (ages 6-18) according to DSM-IV criteria. The K-SADS is administered by interviewing the parent(s) and child, and finally achieving summary ratings, which include all sources of information (e.g., parent, child, school, chart, and other).*

**Visual-Motor Development:**

**Beery-Buktenica Developmental Test of Visual-Motor Integration - Fifth Edition (Beery VMI)**

*The Beery-Buktenica Developmental Test of Visual-Motor Integration - Fifth Edition (Beery VMI) is a standardized test that examines a child's ability to accurately integrate visual skills, visual perceptual skills and motor skills to produce visual models using paper and pencil.*

**Developmental Coordination Disorder Questionnaire 2007 (DCDQ-'07)**

*The Developmental Coordination Disorder Questionnaire 2007 (DCDQ-'07) is a parent report measure developed to assist in the identification of Developmental Coordination Disorder (DCD) in children. Parents are asked to compare their child's motor performance to that of his/her peers using a 5-point Likert scale. It provides a standard method to measure a child's coordination in everyday, functional activities.*