

APPENDIX B

Tests for Assessing Adolescents and Adults with Learning Disabilities

When selecting a battery of tests, it is critical to consider the technical adequacy of instruments, including their reliability, validity, and standardization on an appropriate norm group. The professional judgment of an evaluator in choosing tests is important. Whenever feasible, the most recent version of the test should be used. The following list includes a variety of popular standardized measures for diagnosing LD and/or LD/ADHD. It is meant to be a helpful resource to evaluators but not a definitive or exhaustive listing.

Tests of Intellectual Functioning

- *Kaufman Adolescent and Adult Intelligence Test*
- *Reynolds Intellectual Assessment Scales (RIAS)*
- *Stanford-Binet 5 (SB5)*
- *Test of Non-Verbal Intelligence(TONI-4)*
- *Wechsler Adult Intelligence Scale – IV (WAIS-IV)*
- *Woodcock-Johnson – IV Tests of Cognitive Ability*

The *Slosson Intelligence Test - Revised*, *Wechsler Abbreviated Scale of Intelligence (WASI)* and the *Kaufman Brief Intelligence Test (K-BIT-2)* are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodation(s) decisions.

Attention, Memory, Learning

- *Brown Attention Deficit Disorder Scale*
- *California Verbal Learning Test (CVLT-II)*
- *Conners' Adult ADHD Rating Scale – Self Report*
- *Conners' Continuous Performance Test-III (CPT-III)*
- *Detroit Test of Adult Learning Aptitude(DTLA-A).*
- *Detroit Test of Learning Aptitude -4 (DLTA-4)*
- *Halstead-Reitan Neuropsychological Test Battery*
- *Integrated Visual and Auditory Continuous Performance Test (IVA+Plus)*
- *Test of Variable Attention (TOVA)*
- *WAIS IV Working Memory Index (WMS)*
- *Wide Range Assessment of Memory and Learning - Second Edition (WRAML-2)*
- *Wechsler Memory Scales IV*
- *Wender Utah Rating Scale (for ADHD)*

Executive Functioning

- *D-KEFS*
- *Stroop Color and Word Test*
- *Trail Making Test Parts A and B*
- *Wisconsin Card Sorting Test*

Visual - Perceptual – Motor

- *Bender Visual Motor Gestalt Test*
- *Brief Visual-Spatial Memory Test*
- *Finger Tapping Test*
- *Grooved Pegboard Test*
- *Purdue Pegboard Test*
- *Rey-Osterrieth Complex Figure Drawing Test*

Language Skills

- *Boston Naming Test*
- *Comprehensive Test of Phonological Processing (CTOPP)*
- *Peabody Picture Vocabulary Test-III (PPVT- III)*
- *Test of Adolescent and Adult Language(TOAL-4)*

Tests of Achievement

- *Gray Oral Reading Test (GORT-5th Ed)*
- *Nelson-Denny Reading Test*
- *Scholastic Abilities Test for Adults (SATA)*
- *Stanford Diagnostic Mathematics Test*
- *Stanford Test of Academic Skills (TASK)*
- *Test of Adolescent and Adult Word Finding (TAWF)*
- *Test of Written Language -4 (TOWL-4)*
- *Wechsler Individual Achievement Test -III (WIAT-III)* or specific achievement tests such as:
- *Woodcock-Johnson IV - Tests of Achievement*
- *Woodcock Reading Mastery Tests – Revised*

Specific achievement tests are useful instruments when administered under standardized conditions and when the results are interpreted within the context of other diagnostic information. The *Wide Range Achievement Test - 4 (WRAT-4)* is not a comprehensive measure of achievement and therefore should not be used as the sole measure of achievement.

Given that the differential diagnosis of LD often involves considering other co-occurring or co-morbid conditions, there is a wide variety of other tests or measures that may be appropriate to include in a diagnostic report. A brief list of representative measures is listed below:

Miscellaneous Others:

- *Beck Depression Inventory - Second Edition (BDI-II)*
- *Beck Anxiety Inventory*
- *MMPI -2*
- *Personality Assessment Inventory (PAI)*
- *Revised Test Anxiety Scale*
- *Test of Memory Malingering (TOMM)*