

## **APPENDIX A**

### **Tests for Assessing Adolescents and Adults**

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. The following list is provided as a helpful resource.

#### **Aptitude/Cognitive Ability**

- Wechsler Adult Intelligence Scale-III(WAIS-III)
- Woodcock-Johnson- III Tests of Cognitive Ability
- Kaufman Adolescents and Adult Intelligence Test
- Stanford-Binet IV

The Slosson Intelligence Test- Revised and the Kaufman Brief Intelligence Test are primarily screening devices which are not comprehensive enough to provide the kinds of information necessary to make accommodations decisions.

#### **Academic Achievement**

- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills (TASK)
- Woodcock-Johnson-III- Tests of Achievement
- Wechsler Individual Achievement Test (WIAT)

#### **Or specific achievement tests such as**

- Nelson-Denny Reading Test
- Stanford Diagnostic Mathematics Test
- Test of Written Language- 3(TOWL-3)
- 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 the other diagnostic information. The Wide Range Achievement Test-3 (WRAT-3) is not a comprehensive measure of achievement and therefore should not be used as the sole measure of achievement.

#### **Information Processing**

Acceptable instruments include, but are not limited to, Detroit Tests of Learning Aptitude-3 (DTLA-#) or Detroit Tests of Learning Aptitude- Adult (DTLA-A). Information from subtests on WAIS-R or Woodcock-Johnson-III\_Tests of Cognitive Ability, as well

as other relevant instruments, may be useful when interpreted within the context of other diagnostic information.

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