

TABLE 3-1 Comprehensive Tests of Intelligence

Intelligence Test	Age Range ^a	Tests with adult norms	Publisher Level ^b	Appropriate for MR	Appropriate Scores
Bayley Scales of Infant Development-II	Birth to 42 months		C	Conditional ^c	Mental development index
Cognitive Assessment System	5-0 to 17-11		C	Yes	Full-scale standard score
Differential Ability Scale ^c	6-2 to 17-11	1990	C	Yes	Verbal ability Nonverbal ability General conceptual ability
Kaufman Assessment Battery for Children ^d	6-2 to 12-6	1983	C	Yes	Mental processing composite
Kaufman Adolescent and Adult Intelligence Test	11-0 to 85+	1993	C	Yes	Fluid scale Crystallized scale Composite intelligence scale
Leiter International Performance Scale-Revised ^e	2-0 to 20-0	1997	C	Yes	Full-scale IQ
Mullen Scales of Early Learning ^c	Birth to 68 months	1995	C	Conditional ^c	Early learning composite
Stanford-Binet Intelligence Scale: Fourth Edition ^b	2-0 to 24	1986	C	Yes	Abstract/visual reasoning Verbal reasoning SAS composite
Universal Nonverbal Intelligence Test ^e	5-0 to 17-11	1998	C	Yes	Reasoning Memory Full-scale IQ
Wechsler Adult Intelligence Scale-III	16 to 89	1997	C	Yes	Verbal scale Performance scale Full-scale IQ
Wechsler Intelligence Scale for Children-III	6-0 to 16-11	1991	C	Yes	Verbal scale Verbal comprehension index Performance scale Perceptual organization index Full-scale IQ

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TABLE 3-1 Continued

Intelligence Test	Age Range ^a	Publication Date	Publisher Level ^b	Appropriate for MR	Appropriate Scores
Wechsler Preschool and Primary Scale of Intelligence	11-2 to 7-3	1989	C	Yes	Verbal scale Performance scale Full-scale IQ
Woodcock-Johnson Psycho-Educational Battery-III	2-0 to 90+	2001	C	Yes	General intellectual ability

NOTE: Comprehensive intelligence tests are those that assess intelligence or early cognitive development through multiple subtests and factors, and assess a variety of cognitive processes.

^aAges are specified in years-months: 5-0 is 5 years, 0 months of age.

^bTest publishers use criteria for purchasing tests, with different levels of tests requiring different levels of training and/or credentials. Most comprehensive intelligence tests are known as Class C tests, which require the highest level of training and credential to purchase. Qualification guidelines used by The Psychological Corporation, which is similar to other publishers, to purchase a Class C test requires: "Verification of a PhD-level degree in psychology or education or the equivalent in a related field with relevant training in assessment OR Verification of licensure or certification by an agency recognized by The Psychological Corporation to require training and experience in a relevant area of assessment consistent with the expectations outlined in the 1985 *Standards for Educational and Psychological Testing*."

are revised and renormed. In addition, new instruments may be developed and considered appropriate for inclusion on the list of appropriate instruments. Thus, the list presented in Table 3-1 should be viewed as being valid today, but the equivalent list of appropriate tests is likely to change over time as old tests become outdated and new tests are developed.

The instruments listed in Table 3-1 can be thought of in a variety of ways. For example, some instruments, like the Cognitive Assessment System (CAS) and the Kaufman Assessment Battery for Children (K-ABC) are designed as "process" oriented tests that are intended to be sensitive to the processing aspects of intelligence and are based on neuropsychological theories, such as Luria's conceptualization of brain function and activity. Other instruments, like the Stanford-Binet

^cInfant scales may be used for identifying developmental delay that is in the mentally retarded range of functioning, but many psychologists and professional groups defer diagnosis of mental retardation based on developmental scales during the infant/toddler years.

^dThe K-ABC is currently undergoing revision and will be available in two or three years.

^eThe Leiter-R and UNIT are explicitly designed to assess intelligence in a nonverbal administration format. Such tests are employed when language-loaded intelligence tests may provide distorted portrayal of the client's current level of intellectual functioning due to limited English proficiency, language-related disabilities (e.g., verbal learning disability, speech disorders), certain psychiatric conditions (e.g., autism, selective mutism), or some neurological disorders.

Fourth Edition and the Wechsler scales, are product-oriented measures that tend to assess the outcome of a lifetime of knowledge acquisition. Two instruments, the Leiter International Performance Scale-Revised (Leiter-R) and the Universal Nonverbal Intelligence Test (UNIT), were designed specifically for use when an examinee's limited language facility makes it difficult to assess his or her overall cognitive functioning. This could occur with ethnic minorities, individuals who speak English as a second language, individuals who are deaf or hard of hearing or autistic or selective/elective mutes, and others. In such instances, language-based intellectual assessments may produce "construct irrelevant variance." That is, test scores may be contaminated by variance related to a confounding influence like poor English facil-