What is a Standardized Test?

A Standardized test is a test that is given in a consistent or “standard” manner. Standardized tests are designed to have consistent questions, administration procedures, and scoring procedures. When a standardized test is administered, it is done so according to certain rules and specifications so that testing conditions are the same for all test takers. Standardized tests come in many forms, such as standardized interviews, questionnaires, or directly administered intelligence tests. The main benefit of standardized tests is they are typically more reliable and valid than non-standardized measures. They often provide some type of “standard score” which can help interpret how far a child’s score ranges from the average.

Below is a list of commonly used tests for child and adolescent evaluations. Specific tests are typically chosen based on the child’s unique needs. This is not an all-inclusive list.

<table>
<thead>
<tr>
<th>TEST NAME</th>
<th>DESCRIPTION</th>
<th>AGE RANGE</th>
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<tbody>
<tr>
<td>ADOS: Autism Diagnostic Observation Schedule</td>
<td>A structured, standardized assessment that is administered directly to the client. It involves interactive activities that allow the examiner to observe communication, social interaction, play, and behaviors related to autism spectrum disorders. Scores derived are compared with cutoff scores that suggest an Autism Spectrum or Autism classification.</td>
<td>Toddler (around age 2)-adult</td>
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<tr>
<td>ADI-R: Autism Diagnostic Interview Revised</td>
<td>A comprehensive, standardized parent/caregiver interview designed to obtain developmental history and a thorough range of information needed to assist in the diagnosis of Autism and autism spectrum disorders. Three functional domains are assessed: language/communication, reciprocal social interaction, and restrictive, repetitive, and stereotyped behaviors and interests. Scores derived are compared to cut-off scores that suggest Autism or none.</td>
<td>Children and adults with a mental age above 2 years</td>
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<tr>
<td>CARS2: Childhood Autism Rating Scale-Second Edition</td>
<td>A structured interview and observation instrument that is used to assess children suspected of having an autism spectrum disorder. It helps identify children with Autism and to distinguish them from developmentally delayed children who are not autistic. In addition, it distinguishes mild-to-moderate from severe autism. A rating scale is used to derive scores.</td>
<td>24 months and up</td>
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<tr>
<td>GADS: Gilliam Asperger’s Disorder Scale</td>
<td>A parent/caregiver questionnaire designed to evaluate individuals with unique behavior problems who may have Asperger's Disorder. Items are broken down into 4 scales: Social Interaction, Patterns of Behavior, Cognitive Patterns, and Pragmatic Skills. A rating scale is used to derive scores.</td>
<td>3 years-22 years</td>
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<tr>
<td><strong>SCQ: Social Communication Questionnaire</strong></td>
<td>A screening measure that helps evaluate communication skills and social functioning in children suspected of having an autism spectrum disorder. The format is a parent/caregiver questionnaire. Results provide a cut-off score that can be used to indicate the likelihood that an individual has an autism spectrum disorder.</td>
<td>Over 4 years with a mental age of 2 years</td>
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<tr>
<td><strong>Intelligence</strong></td>
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<tr>
<td><strong>WPPSI-III: Wechsler Preschool and Primary Scale of Intelligence- Third Edition</strong></td>
<td>An assessment directly administered to the child that measures cognitive and intellectual functioning. Several subtests are administered and produce a global IQ score as well as other Composite scores in different areas of cognitive functioning such as verbal and non-verbal abilities.</td>
<td>2 years 6 months-7 years 3 months</td>
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<tr>
<td><strong>WISC-IV: Wechsler Intelligence Scale for Children- Fourth Edition</strong></td>
<td>An assessment directly administered to the child that measures cognitive and intellectual functioning. Several subtests are administered and produce a global IQ score as well 4 index scores in the areas of: Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed.</td>
<td>6 years-16 years 11 months</td>
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<tr>
<td><strong>LIPS-R: Leiter International Performance Scale-Revised</strong></td>
<td>A directly administered non-verbal measure of intellectual functioning, memory, and attention.</td>
<td>2 years-20 years 11 months</td>
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<tr>
<td><strong>KABC: Kaufman Assessment Battery for Children</strong></td>
<td>A directly administered test of cognitive/ intellectual functioning that has limited verbal requirements (limited verbal instructions and necessary responses).</td>
<td>3-18 years</td>
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<td><strong>Developmental</strong></td>
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<tr>
<td><strong>Bayley Scales of Infant Development-Third Edition</strong></td>
<td>An assessment directly administered to the child. It evaluates developmental functioning in the areas of cognitive, motor, and behavioral functioning. It is used to identify children with developmental delays.</td>
<td>1 month-42 months</td>
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<tr>
<td><strong>DP-3: Developmental Profile-Third Edition</strong></td>
<td>A caregiver report measure that assesses overall development in the areas of motor, language, personal/self-help, social and intellectual functioning. It is administered in either an interview or caregiver-report format. The DP-3 helps to identify areas of developmental delay.</td>
<td>Birth-12 years 11 months</td>
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<td><strong>Adaptive Behavior</strong></td>
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<tr>
<td><strong>Vineland-II: Vineland Adaptive Behavior Scales-Second Edition</strong></td>
<td>A measure of adaptive behavior that is given in the form of an interview or rating form, typically to a guardian or parent who knows the client well. Areas assessed include communication, daily living skills, socialization, and motor skills.</td>
<td>Birth-18 years</td>
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<tr>
<td><strong>ABAS-II: Adaptive Behavior Assessment System- Second Edition</strong></td>
<td>A measure of adaptive functioning. General areas of adaptive behavior assessed are: conceptual, social and practical. Administered in a caregiver report format.</td>
<td>Birth-89 years</td>
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<tr>
<td>Achievement</td>
<td>Description</td>
<td>Ages</td>
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<td>WJ-III: Woodcock-Johnson III Normative Update</td>
<td>A directly administered test used to assess an individual’s achievement in several areas including reading, spelling, math etc. It is often used to identify learning disabilities in which scores from the test are compared to those of a standardized measure of intelligence. It also helps identify learning strengths and weaknesses.</td>
<td>2 years-90+ years</td>
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<tr>
<td>Tests of Achievement</td>
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<tr>
<td>WRAT-4: Wide Range Achievement Test</td>
<td>A brief, directly administered test of achievement in the areas of reading, spelling, sentence comprehension, and math. It is often used to identify possible areas of learning disabilities.</td>
<td>5 years-94 years</td>
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<tr>
<td>Fourth Edition</td>
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<tr>
<td>WIAT-III Wechsler</td>
<td>A directly administered test used to assess an individual’s achievement in several areas including language, reading, writing and math. It is often used to identify learning disabilities as well as learning strengths and weaknesses.</td>
<td>4 years-50 years 11 months</td>
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<tr>
<td>Individual Achievement Test Third Edition</td>
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<tr>
<td>Language</td>
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<tr>
<td>CELF-Pre-school-2: Clinical Evaluation of</td>
<td>A directly administered, comprehensive assessment of language skills. It helps to identify language disorders, the nature of the disorder, what might be causing it, and how the disorder affects the child/adolescent’s functioning. Examples of derived composite scores include: Core Language, Receptive Language, Expressive Language, Language Structure, Language Content, Language Memory, and Working Memory.</td>
<td>(pre-school) 3 years-6 years; (children) 5 years-21 years</td>
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<tr>
<td>Language Fundamentals- Preschool-Second Edition</td>
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<tr>
<td>CELF-4: Clinical Evaluation of Language</td>
<td>A directly administered, non-verbal test used to evaluate hearing, vocabulary, and receptive knowledge.</td>
<td>2 years 6 months-90 years</td>
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<td>Fundamentals-Fourth Edition</td>
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<tr>
<td>PPVT-4: Peabody Picture Vocabulary Test</td>
<td>An individually administered test that assesses language development of young children. It helps to identify receptive and expressive language delays.</td>
<td>Birth-6 years 11 months</td>
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<tr>
<td>Fourth Edition</td>
<td>A directly administered test of expressive language and word retrieval. Can be directly compared to results of the PPVT-4 to identify language disorders.</td>
<td>2 years 6 months-90 years</td>
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<tr>
<td>EVT: Expressive Vocabulary Test</td>
<td>A directly administered test of spoken language that specifically assesses areas such as: sentence combining, picture vocabulary, word ordering, relational vocabulary, morphological comprehension, and multiple meanings etc.</td>
<td>(primary) 4 years-8 years; (intermediate) 8 years-17 years 11 months</td>
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<tr>
<td>TOLD-P:4: Test of Language Development: Primary</td>
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<td>Fourth Edition</td>
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<tr>
<td>TOLD-I:4: Test of Language Development</td>
<td>A directly administered test that assesses a</td>
<td>6 years-18 years</td>
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<tr>
<td>Intermediate-Fourth Edition</td>
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<td>TOPL-2: Test of</td>
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<td><strong>Pragmatic Language-Second Edition</strong></td>
<td>child/adolescent’s understanding and usage of pragmatic language (social communication). It tests 6 subcomponents of pragmatic language including: physical setting, audience, topics, purpose, visual gesturing cues, and abstraction.</td>
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<td><strong>Social</strong></td>
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<td>SRS: Social Responsiveness Scale</td>
<td>A 65 item questionnaire used to assess social awareness, social information processing, reciprocal social communication, social anxiety/avoidance, and autistic preoccupations and traits. Results indicate a quantitative measure of severity of impairment. A parent or teacher rating form is used.</td>
<td>4 years-18 years</td>
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<tr>
<td>SSIS: Social Skills Improvement System</td>
<td>A rating form that helps measure social skills, competing problem behaviors, and academic competence. The measure also helps with intervention planning and response to intervention. It can be completed in a parent, teacher, or self report format.</td>
<td>3 years-18 years</td>
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<tr>
<td><strong>Executive Functioning/Neuropsychological</strong></td>
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<tr>
<td>BRIEF: Behavior Rating Inventory of Executive Functioning</td>
<td>Assesses executive functioning in the areas of cognitive inhibition, working memory, cognitive shifting, planning/organizing, and emotional control. It is useful for evaluating children with a variety of developmental or neurological conditions. It is given in the format of a rating form (caregiver and teacher forms).</td>
<td>(Pre-school) 2 years-5 years 11 months; (Children) 5 years-18 years</td>
</tr>
<tr>
<td>NEPSY-II: Developmental Neuropsychological Assessment-Second Edition</td>
<td>A directly administered assessment that includes a battery of tests designed to identify neurological deficits that impact learning. Five cognitive domains are assessed: attention/execution, language, sensorimotor, visuospatial processing, memory, and learning.</td>
<td>3 years-12 years</td>
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<td><strong>Other</strong></td>
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<tr>
<td>BASC-2: Behavior Assessment System for Children-Second Edition</td>
<td>A comprehensive system of rating scales and forms that are used to assess children and adolescent’s behavioral and emotional functioning. Types of forms include self report, parent report, and teacher report.</td>
<td>2 years-25 years</td>
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<tr>
<td>PDD-BI: PDD Behavior Inventory</td>
<td>A rating scale used to evaluate the response to treatment of children who have been diagnosed with Pervasive Developmental Disorders.</td>
<td>1 year 6 months-12 years 5 months</td>
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