

## BRIEF DESCRIPTION OF PSYCHOLOGICAL TESTS AND TERMINOLOGY

### DESCRIPTION OF COMMONLY USED TESTS

#### ***Wechsler Tests of Cognitive Ability***

Assesses a student's overall level of intellectual functioning in areas including verbal comprehension, visual-spatial, fluid reasoning, working memory and processing speed.

#### ***Test of Visual Motor Integration***

Measures a child's developmental visual-motor ability or their skill development in copying geometric designs.

#### ***Conners' Scales***

These rating scales are designed as brief screening tools to assess difficulties in the following categories: Hyperactivity, Hyperactivity-Impulsivity, Inattention, Learning Problems, Anxiety, Perfectionism, Social, Emotional and Oppositional behaviour.

#### ***Adaptive Behaviour Assessment Scales***

These scales measure a child's performance on daily activities necessary for taking care of themselves and getting along with others (i.e. communication, socialization, self-care, self-direction, health and safety).

#### ***Wechsler Individual Achievement Test***

Assesses a student's overall level of academic achievement in areas including Reading, Math, Written Expression, Listening Comprehension, and Oral Expression.

#### **Comprehensive Executive Functioning Inventory**

Evaluates a wide spectrum of behaviours associated with executive function, particularly in the areas of attention, emotion regulation, flexibility, inhibitory control, initiation, planning, self-monitoring and working memory.

## DEFINITIONS

### ***Percentile***

A percentile score is a ranking system that benchmarks a student's performance relative to other students their age. A percentile score of 50 represents a score at the middle of their age group, i.e. 50 percent of the students would score above this student, while 50 percent of the students at that age would score below them. Likewise, a score at the 20<sup>th</sup> percentile means that 80 percent of the students their age would score higher than them, while 20 percent would score lower. The average range is between the 25th and 74th percentiles.

### ***Standard Score***

A standard score is another numerical way of comparing a student's achievement in relation to other children their age. In standard scores, the average ranges from 90 - 109. The mid-point of the average range is 100. The Wechsler Intelligence Scale for Children - 5<sup>th</sup> Edition manual more accurately classifies intellectual scores within the following standard score ranges:

<b>Score</b>	<b>Classification</b>
<b>130 +</b>	Extremely High (Gifted) Range
<b>120 - 129</b>	Very High Range
<b>110 - 119</b>	High Average Range
<b>90 - 109</b>	Average Range
<b>80 - 89</b>	Low Average Range
<b>70 - 79</b>	Very Low Range
<b>69 and below</b>	Extremely Low Range

### ***Confidence Interval***

Accuracy of measurement is always a concern in the measurement and appraisal of student's performance. For example, a student may perform better or worse on one day than another. Therefore, test scores are often written to include a range of scores (i.e. 85-95). By indicating the performance is within a certain range, one can have more confidence in approximating a student's particular performance in a given area.

### ***Statistical Significance***

A particular factor is considered 'significant', if there is a strong statistical probability that it occurred for a specific reason, and not solely by random chance, or inaccurate measurement. For example, a probability of .05 means that there is a 95% probability that the finding is accurate and reliable. Similarly, a probability of .01 means that there is a 99% probability that the finding is accurate.