

Standard Assessment Tests

Name of Assessment	Nickname or acronym	What does it test?	Type of test	What the Test Measures	Who Should Use Test	Grade/ Age Range	Individual or Group	Approximate Time of Test	Test Tools	Qualifications of the examiners	Publisher	Norm groups	Scoring	Validity	Reliability	Combined with other assessments
Bilingual Verbal Ability Tests	BVAT	Ability	Verbal	Measures overall verbal ability for bilingual individuals	Students K-12; All ages; Bilingual individuals	Ages 5 to 90+ years; Grades K to graduate school	Individual	Approximately 30 minutes	Assessment includes 17 languages plus English; Comprised of 3 subtests from the Woodcock-Johnson-Revised Test of Cognitive Ability: Picture Vocabulary, Oral Vocabulary, Verbal Analogies	Bachelor's degree in educational field; Certification by or full active professional membership in a professional organization that requires training and experience in a relevant area of assessment.	Riverside	2007; Using same data gathered from 8,818 subjects in more than 100 geographically diverse U.S. communities	Software-scored	The construct validity of the BVA score was validated by comparing estimates of bilingual verbal ability obtained by two parallel, but independent, testing procedures.	Alternate-form procedure reliabilities are provided for the BVA score	
Cognitive Abilities Test - Form 6	CogAT	Ability	Group administered ability test battery	To assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols	Students K-12	Grades K-12	Group	30 minutes or less per session for Level K; 50 minutes or less per session for Levels 1-2; 60 minutes or less per session for Levels A-H	Three test batteries: Verbal, Quantitative, Nonverbal; can be administered in whole or in part	None	Riverside	2005; Developed under the same standards as The Iowa Tests.	Central, local, and hand scoring options are available			

Standard Assessment Tests

Name of Assessment	Nickname or acronym	What does it test?	Type of test	What the Test Measures	Who Should Use Test	Grade/ Age Range	Individual or Group	Approximate Time of Test	Test Tools	Qualifications of the examiners	Publisher	Norm groups	Scoring	Validity	Reliability	Combined with other assessments
Cognitive Abilities Test - Form 7	CogAT Form 7	Ability	Group administered ability test battery	To assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols	Students K-12	Grades K-12	Group	Between 2-24 minutes per battery, depending on grade level	Three test batteries: Verbal, Quantitative, Nonverbal; Primary Battery (K-2); Multilevel Battery (3-12)	None	Riverside	2009; a national sample of 9,320 children in grades 1-7, 9, and 11	Web-based scoring software	Construct validity of new pictorial items designed to measure verbal reasoning was studied using both students' verbal reports and statistical analyses.		
Comprehensive Test of Nonverbal Intelligence, 2nd Ed.	CTONI-2	Ability	Nonverbal	Measures analogical reasoning, categorical classification, and sequential reasoning	Students K-12; All ages; Children and adults whose performance on traditional tests might be adversely affected by subtle or overt impairments involving language or motor abilities	Ages 6-0 through 89-11	Both	60 minutes	6 subtests (Pictorial Analogies, Geometric Analogies, Pictorial Categories, Geometric Categories, Pictorial Sequences, Geometric Sequences)	None	Pro-Ed	2007, 2008; Normed on a large (~2,827) representative national sample that was stratified by age.	Hand-scored	Considerable other validity evidence is provided in the manual.	Mostly in the .90s with a few in the high .80s.	

Standard Assessment Tests

Name of Assessment	Nickname or acronym	What does it test?	Type of test	What the Test Measures	Who Should Use Test	Grade/ Age Range	Individual or Group	Approximate Time of Test	Test Tools	Qualifications of the examiners	Publisher	Norm groups	Scoring	Validity	Reliability	Combined with other assessments
Das-Naglieri Cognitive Assessment System	CAS	Ability	Assessment battery	Cognitive processing measure of ability; Measures Planning, Attention, Simultaneous, and Successive Processes	Students K-12, especially minority children	Ages 5 to 17-11 years	Individual	40 minutes for the Basic Battery or 60 minutes for the Standard Battery	Pictorial Categories; Standard Battery of 12 subtests or Basic Battery of 8 subtests	None	Riverside	Standardized on a representative group of 2,200 children and adolescents	Software-scored (CAS Rapid Score)	Construct, concurrent, predictive, and discriminant	Full Scale reliability is .96 with the PASS Scale reliabilities ranging from .83 to .93	
Differential Ability Scales-II	DAS-II	Ability	Battery of tests	Cognitive abilities that are important to learning	Students K-12; appropriate for diverse populations	Ages 2:6-17:11; Some subtests can be used with children ages 2:6-17:11, while others have specific age ranges	Individual	Core Battery: 45-60 minutes, Diagnostic Subtests: 30 minutes	Core Battery; Diagnostic Subtests	A doctorate degree in psychology, education, or closely related field with formal training in the ethical administration, scoring, and interpretation of clinical assessments related to the intended use of the assessment.	Pearson	Standard Scores and Percentiles by Age	Software-scored			
Gifted and Talented Evaluation Scale	GATES	Ability	Paper-pencil	Assesses the characteristics, skills, and talents of gifted students	Students K-12	Ages 5-18	Individual	5-10 minutes	50 items that describe characteristic behaviors of persons who are gifted and talented	None	Prufrock Press	Normed in 1995 on a representative national sample of more than 1,000 persons who were identified as gifted and talented	Hand-scored	Content, construct, criterion-related, and concurrent	High (.90+) coefficients	

Standard Assessment Tests

Name of Assessment	Nickname or acronym	What does it test?	Type of test	What the Test Measures	Who Should Use Test	Grade/ Age Range	Individual or Group	Approximate Time of Test	Test Tools	Qualifications of the examiners	Publisher	Norm groups	Scoring	Validity	Reliability	Combined with other assessments
Kaufman Assessment Battery for Children, 2nd Ed.	KABC-II	Ability	Battery of tests	Measure of cognitive ability	Students K-12; appropriate for diverse populations	Ages 3-18	Individual	25 to 55 minutes (core battery, Luria model), 35 to 70 minutes (core battery, CHC model)	Core Battery and Luria Model; Core Battery and CHC model with subtests to minimize verbal instructions and responses	A doctorate degree in psychology, education, or closely related field OR Certification by or full active membership in a professional organization that requires training and experience in a relevant area of assessment.	Pearson	Full conorming with the Kaufman Test of Educational Achievement, Second Edition (KTEA-II)	Software-scored (ASSIST™ software)	Highly valid		
Leiter International Performance Scale - Revised	Leiter-R	Ability	Nonverbal; game-like administration	To measure general intelligence/cognitive ability	Students K-12; Young adults	Ages 2-21	Both	25-40 minutes (I.Q. scales)	Consists of 2 battery domains: A revision of the original Visualization and Reasoning (VR) domains for measuring IQ and The new Attention and Memory (AM) domains	Level B - can't find description	Stoetling	Standardized on 1,719 typical children and adolescents, and 692 atypical children (representing 9 clinical groups) ages 2-0 to 20-11, using a national stratification plan	Software-scored (Leiter-R Computer Scoring Software System (Leiter-R/CS3))	Construct, content and criterion validity	Ranges between .88 and .93.	

Standard Assessment Tests

Name of Assessment	Nickname or acronym	What does it test?	Type of test	What the Test Measures	Who Should Use Test	Grade/ Age Range	Individual or Group	Approximate Time of Test	Test Tools	Qualifications of the examiners	Publisher	Norm groups	Scoring	Validity	Reliability	Combined with other assessments
Naglieri Nonverbal Ability Test, 2nd Ed.	NNAT2	Ability	Nonverbal	Assessment of nonverbal reasoning and general problem-solving ability	Students K-12; appropriate for diverse populations	Ages 5-17	Both	30 minutes	Paper and pencil or online; Unique pictorial direction	A master's degree in psychology, education, occupational therapy, speech-language pathology, social work; OR Certification by or full active membership in a professional organization that requires training and experience in a relevant area of assessment.	Pearson	2011 Normative Data, extending the age range from 4 year olds to 18 year olds	Online, machine scoring or hand scoring			
Otis-Lennon School Abilities Test, 8th Ed.	OLSAT-8	Ability	Verbal, nonverbal, quantitative	Measures cognitive abilities that relate to a student's academic success in school.	Students K-12	Grades K-12	Group	Varies by level, maximum 75 minutes	A variety of tasks, including detecting likenesses and differences, recalling words and numbers, defining words, following directions, classifying, establishing sequence, solving arithmetic problems, and completing analogies	None	Pearson		Total score; separate Verbal and Nonverbal scores			Obtain Achievement/Ability Comparisons score when administered with Stanford 10

Standard Assessment Tests

Name of Assessment	Nickname or acronym	What does it test?	Type of test	What the Test Measures	Who Should Use Test	Grade/ Age Range	Individual or Group	Approximate Time of Test	Test Tools	Qualifications of the examiners	Publisher	Norm groups	Scoring	Validity	Reliability	Combined with other assessments
Screening Assessment for Gifted Elementary and Middle School Students, 2nd Ed.	SAGES-2	Ability	Subtests	Aptitude and achievement	Students K-8	Grades K-8	Both	30-45 minutes	Reasoning subtest; Subtest with questions about core content areas	None	Prufrock Press	1998 and 1999; Sample 1 (normal sample) consisted of 3,023 students who were in heterogeneous classrooms, and Sample 2 (gifted sample) consisted of 2,290 students who were identified as gifted by their local school districts.	Hand-scored	Several new validity studies were conducted with special attention devoted to showing that the test is valid for a wide variety of subgroups, as well as for a general population.	High, ranging from .77 to .95.	
Stanford-Binet Intelligence Scales, 5th Ed.	SB5	Ability	Cognitive ability assessment battery	Fluid Reasoning, Knowledge, Quantitative Reasoning, Visual-Spatial Processing, Working Memory	Students K-12; All ages	2 to 85+ years	Individual	5 minutes per subtest	Battery of cognitive tests with routing subtests	Master's degree and/or doctorate in education, psychology, or related field	Riverside	Gathered from 4,800 individuals between the ages of 2 and 85+ years. The normative sample closely matches the 2000 U.S. Census	Software-scored (SB5 ScoringPro) or hand-scored	Concurrent and criterion	.95 to .98 (FSIQ, NVIQ, and VIQ); .90 to .92 (Factor Indexes); .84 to .89 (subtests)	

Standard Assessment Tests

Name of Assessment	Nickname or acronym	What does it test?	Type of test	What the Test Measures	Who Should Use Test	Grade/ Age Range	Individual or Group	Approximate Time of Test	Test Tools	Qualifications of the examiners	Publisher	Norm groups	Scoring	Validity	Reliability	Combined with other assessments
Structure of Intellect Test of Learning Abilities	SOI-LA	Ability	Paper-pencil	A detailed profile of each student's cognitive strengths and weaknesses-- information that leads to specific educational interventions	Students K-12; All ages	For students in grades 2-12 or adults	Individual	1 to 2.5 hours	26 subtests, each measuring a separate cognitive ability		SOI Systems					
Test of Nonverbal Intelligence - 4th Ed.	TONI-4	Ability	Orally administered; answers include gestures like pointing, nodding, or blinking.	Measures individual's intelligence	Students K-12; All ages; those who have language, hearing, or motor impairments, or are not familiar with mainstream American culture	Ages 6:0 through 89:11	Individual	15-20 minutes	Oral instructions; answers with gestures; In addition to English, included are instructions in seven other major foreign languages: Spanish, French, German, Chinese, Vietnamese, Korean, and Tagalog.	Master's degree in psychology, education, or a related field with relevant training in assessment; completed specialized training or have developed expertise in a specific area	Pro-Ed	Data was collected from a normative sample of 2,272 people residing in 33 states	Hand scoring	Concurrent		

Standard Assessment Tests

Name of Assessment	Nickname or acronym	What does it test?	Type of test	What the Test Measures	Who Should Use Test	Grade/ Age Range	Individual or Group	Approximate Time of Test	Test Tools	Qualifications of the examiners	Publisher	Norm groups	Scoring	Validity	Reliability	Combined with other assessments
Torrance Tests of Creative Thinking Figural & Verbal	TTCT	Ability	Verbal, nonverbal	Identification of the creatively gifted	Students K-12; All ages; especially in multicultural settings	Kindergarten-Adult	Group	30 minutes	invite examinees to draw and give a title to their drawings (pictures) or to write questions, reasons, consequences and different uses for objects (words)	None	Scholastic Testing		Scoring from publisher		Highly reliable	
Universal Nonverbal Intelligence Test	UNIT	Ability	Nonverbal	General intelligence	Students K-12; especially students who are mentally retarded, learning disabled, gifted, deaf or hearing-impaired	Ages 5:0 - 17:11; Grades K-12	Individual	10-15 minutes for the Abbreviated Battery; 30 minutes for the Standard Battery; and 45 minutes for the Extended Battery	Three options: Abbreviated, Standard and Extended batteries	Master's degree and/or doctorate in education, psychology, or related field OR License/Certification to practice in your state in a field related to the purchase	Riverside	Normative data were collected from a comprehensive sample of 2,100 children and adolescents from age 5-0 through 17-11	Software- or hand-scored	Concurrent	Ages 5-7 (.78), 8-10 (.85), 11-13 (.89)	
Wechsler Intelligence Scale for Children, 4th Ed.	WISC-IV	Ability	Paper-pencil	Intellectual ability and cognitive functioning	Students K-12	Ages 6-16	Both	Core subtests: 60-90 minutes	Subtests include reasoning, sequencing	A doctorate degree in psychology, education, or closely related field OR Licensure or certification to practice in your state in a field related to the purchase	Pearson	Normed to 2000 US Census Data; consisted of 2,200 children between the ages of 6:00 and 16:11 years	Software- or hand-scored	Results of internal consistency, test-retest reliability, and correlational data.		

Standard Assessment Tests

Name of Assessment	Nickname or acronym	What does it test?	Type of test	What the Test Measures	Who Should Use Test	Grade/ Age Range	Individual or Group	Approximate Time of Test	Test Tools	Qualifications of the examiners	Publisher	Norm groups	Scoring	Validity	Reliability	Combined with other assessments
Woodcock-Johnson Test of Cognitive Ability - Edition III	WJIII NU	Ability	Cognitive abilities test	Measures general intellectual ability and specific cognitive abilities	Students K-12; All ages	Ages 2-90+	Individual	Varies, about 5 minutes per test; Cognitive Standard 7 tests (35-45 minutes); Achievement Standard 11 tests (55-65 minutes)	Standard Battery consists of 10 tests and contains 6 clusters. The Extended Battery includes 10 additional tests, and contains 14 clusters	A doctorate degree in psychology, education, or closely related field OR Licensure or certification to practice in your state in a field related to the purchase	Riverside	Normed to 2005 US Census Data	Software-scored			
Iowa Test of Basic Skills, Forms A, B, and C	ITBS	Achievement	Group administered achievement test battery	How students are progressing in key academic areas	Students K-8	Grades K-8	Group	30 minutes or less for each test	Tests: Vocabulary, Word Analysis, Listening, Reading Comprehension, Language, Math, Social Studies, Science	Normed in 2005	Riverside		Hand, local, and central scoring options are available			

Standard Assessment Tests

Name of Assessment	Nickname or acronym	What does it test?	Type of test	What the Test Measures	Who Should Use Test	Grade/ Age Range	Individual or Group	Approximate Time of Test	Test Tools	Qualifications of the examiners	Publisher	Norm groups	Scoring	Validity	Reliability	Combined with other assessments
Kaufman Test of Educational Achievement, 2nd Ed.	KTEA-II	Achievement	Verbal, written	Measures achievement gaps	Students K-12; All ages	Ages 4-6 through 25 (Comprehensive Form); 4-6 through 90+ (Brief Form)	Both	Comprehensive Form—(PreK-K) 30 minutes; (Grades 1-2) 50 minutes; (Grades 3+) 80 minutes; Brief Form—(4-6 to 90) 15-45 minutes	Comprehensive Form Subtests (Reading-Related) and Composites (Reading, Math, Written Language, Oral Language, Comprehensive Achievement)	A master's degree in psychology, education, occupational therapy, speech-language pathology, social work OR Certification by or full active membership in a professional organization (ASHA, AOTA, APA, AERA, ACA, AMA, NASP, NAN, INS) that requires training and experience in a relevant area of assessment.	Pearson	Co-normed with the Kaufman Assessment Battery for Children, 2nd Ed.	Computer or hand scoring			
Metropolitan Achievement Tests, 8th Ed.	MAT 8	Achievement	Test booklet with questions	Measures foundation skills and critical thinking processes and strategies	Students K-12	Grades K-12	Both	Untimed with guidelines	Tests: Reading, Math, Language, Writing, Science, Social Studies	None	Pearson	Uses year 2000 norms; co-normed with OLSAT7	Hand or machine scorable			
Mini-Battery of Achievement		Achievement	Screening of students, clients or research	Achievement in different areas	Students K-12; All ages	Ages 4 - Adult	Individual	20-30 minutes	Four subtests: Reading, Mathematics, Writing, Factual Knowledge	None	Riverside		Computer scored			

Standard Assessment Tests

Name of Assessment	Nickname or acronym	What does it test?	Type of test	What the Test Measures	Who Should Use Test	Grade/ Age Range	Individual or Group	Approximate Time of Test	Test Tools	Qualifications of the examiners	Publisher	Norm groups	Scoring	Validity	Reliability	Combined with other assessments
Stanford Achievement Test, 10th Ed; Aprenda 3		Achievement	Multiple-choice assessment	Student progress toward high academic standards	Students K-12	Grades K-12	Both	Untimed with flexible guidelines	Battery by grade and subject; Content: Reading, Lexile Measure, Mathematics, Language, Spelling, Listening, Science, Social Science	None	Pearson	Normed in 2007	Machine scored			Aprenda 3 is Spanish version
Wechsler Individual Achievement Test, 3rd Ed.	WIAT-III	Achievement	Paper and pencil	Identify academic strengths and weaknesses	Students K-12; All ages	Ages 4 - 50	Individual	Varies by grade level and number of subtests administered	16 subtests	A master's degree in psychology, education, occupational therapy, speech-language pathology, social work OR Certification by or full active membership in a professional organization that requires training and experience in a relevant area of assessment.	Pearson	Nationally standardized on 3,000 students and adults	Computer- or hand-scored		Averages between .69-.87	

Standard Assessment Tests

Name of Assessment	Nickname or acronym	What does it test?	Type of test	What the Test Measures	Who Should Use Test	Grade/ Age Range	Individual or Group	Approximate Time of Test	Test Tools	Qualifications of the examiners	Publisher	Norm groups	Scoring	Validity	Reliability	Combined with other assessments
Woodcock-Johnson Test of Achievement, 3rd Ed.	WJ-III	Achievement	Time-tested cognitive battery assessments	Measures academic achievement	Students K-12; All ages	Ages 2 to 90+; K to graduate school	Both	Varies, about 5 minutes per test	Batteries: Achievement, Cognitive, Diagnostic Supplement	Bachelor's degree in educational field OR Certification by or full active professional membership in a professional organization that requires training and experience in a relevant area of assessment.	Riverside	Normed with 2005 US Census data; More than 8,800 subjects in more than 100 geographically diverse communities in the United States	Software-scored	High validity	.80 or higher; several are .90 or higher	
Gifted Evaluation Scale, 3rd Ed.	GES-3	Checklist or Inventory	Scales	Identification and program planning for children and adolescents in schools	Students K-12	Grades K-12	Both	Approximately 15 minutes	48 items; Subscales: Intellectual, Creativity, Specific Academic Aptitude, Leadership Ability, Performing and Visual Arts, Motivation (Optional)	None	Hawthorne	Separate norms for male and female students ages 5 through 18.	Software- or hand-scored	content, criterion-related, diagnostic, and construct	Internal consistency, test-retest, and inter-rater	
Group Inventory for Finding Interests	GIFFI	Checklist or Inventory	Paper and pencil	Creativity identification	Secondary students; Culturally fair	Grades 6-12	Both		Dimensions: Creative Writing & Arts, Challenge & Inventiveness; Confidence; Imagination; Many Interests	None	Educational Assessment Service, Inc.	normed with a population of over 8,000 children stratified according to grade	Scoring services provided			GIFT is companion instrument for screening students in the area of creativity

Standard Assessment Tests

Name of Assessment	Nickname or acronym	What does it test?	Type of test	What the Test Measures	Who Should Use Test	Grade/ Age Range	Individual or Group	Approximate Time of Test	Test Tools	Qualifications of the examiners	Publisher	Norm groups	Scoring	Validity	Reliability	Combined with other assessments
Group Inventory for Finding Talent	GIFT	Checklist or Inventory	Paper and pencil	Creativity identification	Elementary students; Culturally fair	Grades K-6	Both		Dimensions: Many Interests, Independence, Imagination	None	Educational Assessment Service, Inc.	normed with a population of over 8,000 children stratified according to grade	Scoring services provided			GIFFI is companion instrument for screening students in the area of creativity
Iowa Acceleration Scale, 3rd Ed.	IAS	Checklist or Inventory	Paper form	Academic acceleration	Students	Grades K-8	Individual			None	Great Potential Press		Scoring manual included			
Kingore Observation Inventory, 2nd Ed.	KOI	Checklist or Inventory	Observation test	Identifying and differentiating instruction for the students with gifted potentials	Students K-8	Grades K-8	Individual		Seven categories of observable behavior	None	Professional Associates Publishing					
Leadership Development Program, 2nd Ed.		Checklist or Inventory	Checklist	Leadership potential	Pre-teens, adolescents, young adults	Pre-teen, adolescents, young adults	Both		Leadership Skills Inventory Forms	None	Great Potential Press					
Scales for Rating the Behavioral Characteristics of Superior Students, 3rd Ed.		Checklist or Inventory	Scales	Identifying gifted students	Students		Individual		14 teacher ratings: learning, motivation, creativity, leadership, art, music, dramatics, planning, communication (precision and expression), mathematics, reading, science, and technology	None	Prufrock Press	Local norms established in a school or district				

Standard Assessment Tests

Name of Assessment	Nickname or acronym	What does it test?	Type of test	What the Test Measures	Who Should Use Test	Grade/ Age Range	Individual or Group	Approximate Time of Test	Test Tools	Qualifications of the examiners	Publisher	Norm groups	Scoring	Validity	Reliability	Combined with other assessments
Student Talent and Risk Profile	STAR Profile	Checklist or Inventory	Multiple-choice	Assesses academic performance	Students in Grades K, 5, 6, 8, 9, 12	Grades K, 5, 6, 8, 9, 12	Individual		Series of questions	None	CART	Normed on students in Utah at various grade levels			coefficients range from .77 to .91	
Orleans-Hanna Algebra Prognosis Test, 3rd Ed.		Core Content Areas	Paper and pencil	Student readiness for algebra course placement	Students 7-11	Grades 7-11	Group	50-60 minutes	Questions in the format of algebraic lessons	None	Pearson	Percentile Ranks and Stanines are given for students completing grade 7 mathematics, grade 8 mathematics, and students from each of those two groups who complete a one-year course in algebra the following year	Machine scoring or hand scoring			
Test of Early Mathematics Ability, 3rd Ed.	TEMA-3	Core Content Areas	Paper and pencil	Mathematic performance of young children	Students 3-8	Ages 3-8	Individual	40 minutes	Domains: Numbering Skills, Number-Comparison Facility, Numeral Literacy, Mastery of Number Facts, Calculation Skills, Understanding of Concepts	None	Stoetling	The standardization sample is composed of 1,219 children	Reported as standard scores, percentile ranks, and age equivalents			

Standard Assessment Tests

Name of Assessment	Nickname or acronym	What does it test?	Type of test	What the Test Measures	Who Should Use Test	Grade/ Age Range	Individual or Group	Approximate Time of Test	Test Tools	Qualifications of the examiners	Publisher	Norm groups	Scoring	Validity	Reliability	Combined with other assessments
Test of Early Reading Ability, 3rd Ed.	TERA-3	Core Content Areas	Pictorial, questions	Early reading abilities	Elementary students	Ages 3-6	Individual	30 minutes	Subtests: Alphabet, Conventions, Meaning	A master's degree in psychology, education, occupational therapy, speech-language pathology, social work OR Certification by or full active membership in a professional organization that requires training and experience in a relevant area of assessment.	Pearson	Normed data from 1999 and 2000.		Studies have been conducted	Consistently high; All but 2 of the 32 coefficients reported approach or exceed .90.	
Test of Mathematical Abilities for Gifted Students	TOMAGS	Core Content Areas	Paper and pencil	Abilities to use mathematical reasoning and mathematical problem-solving	Students K-6	Grades K-6	Both	30 to 60 minutes	Primary or Intermediate Levels	None	Pro-Ed		Hand-scored	Construct validity studies	coefficients above .80 at all 1-year age intervals	
Test of Written Expression	TOWE	Core Content Areas	Paper and pencil	Writing achievement	Students in middle school	Ages 6-14	Both	None listed	Items associated with writing; writing an essay	None	Pro-Ed	a normative sample of 1,226 students residing in 21 states	Hand-scored	content validity, criterion-related validity, and construct validity	averaged coefficients are in the .90s	