

Comprehension-Knowledge (Gc)

1. Verbal Comprehension. Naming pictures, giving ant-- or synonyms for spoken words, and completing oral analogies.
11. General Information. Answering "where" and "what" factual questions.

Long-Term Retrieval (Glr)

2. Visual-Auditory Learning. The student is taught rebus symbols for words and tries to "read" sentences written with the symbols.
12. Retrieval Fluency. The student tries to name as many things as possible in one minute in each of three specified categories, e.g., fruits.

Visual Processing (Gv)

3. Spatial Relations. The student tries to select by sight alone, from many choices, the fragments that could be assembled into a given geometric shape.
13. Picture Recognition. The student is shown one or more pictures and then tries to identify it or them on another page that includes several similar pictures

Auditory Processing (Ga)

4. Sound Blending. The student tries to identify words dictated broken into separate sounds.
14. Auditory Attention. The student tries to recognize words dictated against increasingly loud background noise..

Fluid Reasoning (Gf)

5. Concept Formation. For each item, the student tries to figure out the rule that divides a set of symbols into two groups.
15. Analysis-Synthesis. The student tries to solve logical puzzles involving color codes similar to mathematical and scientific symbolic rules.

Processing Speed (Gs)

6. Visual Matching. As quickly as possible for three minutes, the student circles two identical numbers in each row of six numbers.
16. Decision Speed. As quickly as possible for three minutes, the student tries to find the two pictures in each row that are most similar conceptually (e.g., sundial and stopwatch).

Short-Term Memory (Gsm)

7. Numbers Reversed. Repeating increasingly long series of dictated digits in reversed order.
17. Memory for Words. The student tries to repeat dictated random series of words in order.

Additional Tests

8. Incomplete Words. The student attempts to recognize words dictated with some sounds omitted. Ga.

9. Auditory Working Memory. The student tries to repeat randomly dictated words and numbers (e.g., cow 9 up 3 5) with the words first and then the numbers in the order they were dictated. This test also measures Gsm or working memory or division of attention.

10. Visual-Auditory Learning – Delayed. The student tries again to "read" sentences written with the rebuses learned in Visual-Auditory Learning. There are norms from one half-hour to 8 days. This is an additional measure of Glr.

18. Rapid Picture Naming. The student tries to name simple pictures as quickly as possible for 2 minutes. This test measures Gs and naming facility or Rapid Automatized Naming RAN)

19. Planning. The student tries to trace a complex, overlapping path without lifting the pencil, retracing any part of the path, or skipping any part. Gf and Gv are involved in this test.

20. Pair Cancellation. The student tries scans rows of pictures and tries, as quickly as possible for 3 minutes to circle each instance in which a certain picture is followed by a certain other picture (e.g., each cat followed by a tree). This test also measures Gs.