

Contents

I. The Origins of Intellectual Assessment

1. A History of Intelligence Assessment: The Unfinished Tapestry	3
<i>John D. Wasserman</i>	
2. A History of Intelligence Test Interpretation	56
<i>Randy W. Kamphaus, Anne Pierce Winsor, Ellen W. Rowe, and Sangwon Kim</i>	

II. Contemporary Theoretical Perspectives

3. The Cattell–Horn–Carroll Theory of Cognitive Abilities	73
<i>W. Joel Schneider and Kevin S. McGrew</i>	
4. Assessment from the Perspective of Multiple-Intelligences Theory: Principles, Practices, and Values	164
<i>Jie-Qi Chen and Howard Gardner</i>	
5. The Triarchic Theory of Successful Intelligence	174
<i>Robert J. Sternberg</i>	
6. Redefining Intelligence with the Planning, Attention, Simultaneous, and Successive Theory of Neurocognitive Processes	195
<i>Jack A. Naglieri and Tulio M. Otero</i>	
7. The Parieto-Frontal Integration Theory: Assessing Intelligence from Brain Images	219
<i>Richard J. Haier and Rex E. Jung</i>	
8. Intelligence-as-Process, Personality, Interests, and Intelligence-as-Knowledge: A Framework for Adult Intellectual Development	225
<i>Phillip L. Ackerman</i>	

III. Contemporary Intelligence, Cognitive, and Neuropsychological Batteries and Associated Achievement Tests

- 9. The Wechsler Preschool and Primary Scale of Intelligence—
Fourth Edition, Wechsler Intelligence Scale for Children—
Fifth Edition, and Wechsler Individual Achievement Test—
Third Edition**

*Dustin Wahlstrom, Susan Engi Raiford, Kristina C. Breaux, Jianjun Zhu,
and Lawrence G. Weiss*

245
- 10. The Woodcock–Johnson IV Tests of Early Cognitive
and Academic Development**

Fredrick A. Schrank and Barbara J. Wendling

283
- 11. The Wechsler Intelligence Scale for Children—
Fifth Edition Integrated**

Susan Engi Raiford

302
- 12. The Kaufman Assessment Battery for Children—
Second Edition and KABC-II Normative Update**

*Lisa Whipple Drozdick, Jennie Kaufman Singer,
Elizabeth O. Lichtenberger, James C. Kaufman,
Alan S. Kaufman, and Nadeen L. Kaufman*

333
- 13. The Differential Ability Scales—Second Edition**

Colin D. Elliott, Joseph D. Salerno, Ron Dumont, and John O. Willis

360
- 14. The Woodcock–Johnson IV: Tests of Cognitive Abilities,
Tests of Oral Language, Tests of Achievement**

Fredrick A. Schrank and Barbara J. Wendling

383
- 15. The Cognitive Assessment System—Second Edition:
From Theory to Practice**

Jack A. Naglieri and Tulio M. Otero

452
- 16. The Wechsler Adult Intelligence Scale—Fourth Edition
and the Wechsler Memory Scale—Fourth Edition**

*Lisa Whipple Drozdick, Susan Engi Raiford, Dustin Wahlstrom,
and Lawrence G. Weiss*

486
- 17. The Wechsler Nonverbal Scale of Ability:
Assessment of Culturally and Linguistically Diverse Populations**

Jack A. Naglieri and Tulio M. Otero

512
- 18. The Reynolds Intellectual Assessment Scales, Second Edition,
and the Reynolds Intellectual Screening Test, Second Edition**

Tara C. Raines, Cecil R. Reynolds, and Randy W. Kamphaus

533
- 19. The NEPSY-II**

Robb N. Matthews and John L. Davis

553

20. The Universal Nonverbal Intelligence Test—Second Edition: A Multidimensional Nonverbal Alternative for Cognitive Assessment	567
<i>R. Steve McCallum and Bruce A. Bracken</i>	

**IV. Relevance of Tests of Intelligence, Cognitive Abilities,
and Neuropsychological Processes in Understanding
Individual Differences**

21. Use of Intelligence Tests in the Identification of Giftedness	587
<i>David E. McIntosh, Felicia A. Dixon, and Eric E. Pierson</i>	
22. Use of Ability Tests in the Identification of Specific Learning Disabilities within the Context of an Operational Definition	608
<i>Dawn P. Flanagan, Vincent C. Alfonso, Michael Costa, Katherine Palma, and Meghan A. Leahy</i>	
23. Use of Intelligence Tests in the Identification of Children and Adolescents with Intellectual Disability	643
<i>Ryan L. Farmer and Randy G. Floyd</i>	
24. Intellectual and Neuropsychological Assessment of Individuals with Sensory and Physical Disabilities and Traumatic Brain Injury	662
<i>Scott L. Decker, Julia Englund Strait, Alycia M. Roberts, and Joseph Ferraracci</i>	
25. Testing with Culturally and Linguistically Diverse Populations: New Directions in Fairness and Validity	684
<i>Samuel O. Ortiz, Nicole Piazza, Salvador Hector Ochoa, and Agnieszka M. Dynda</i>	

V. Linking Assessment Data to Intervention

26. Cognitive Hypothesis Testing: Linking Test Results to the Real World	715
<i>Catherine A. Fiorello and Kirby L. Wycoff</i>	
27. Cross-Battery Assessment, the Cross-Battery Assessment Software System, and the Assessment–Intervention Connection	731
<i>Dawn P. Flanagan, Michael Costa, Katherine Palma, Meghan A. Leahy, Vincent C. Alfonso, and Samuel O. Ortiz</i>	
28. Linking Cognitive Abilities to Academic Interventions for Students with Specific Learning Disabilities	777
<i>Nancy Mather and Barbara J. Wendling</i>	
29. The Kaufman Test of Educational Achievement, Third Edition, Wechsler Intelligence Scale for Children—Fifth Edition, and Wechsler Intelligence Scale for Children—Fifth Edition Integrated: Integrating Data for a Comprehensive Evaluation of Specific Learning Disability	810
<i>Jaclyn Danielle Morrison, Jennie Kaufman Singer, and Susan Engi Raiford</i>	

VI. Contemporary and Emerging Issues in Intellectual, Cognitive, and Neuropsychological Assessment

30. Using the Joint Test Standards to Evaluate the Validity Evidence for Intelligence Tests 841
Alyssa Montgomery, Erica Torres, and Jamie Eiseman
31. Using Confirmatory Factor Analysis to Aid in Understanding the Constructs Measured by Intelligence Tests 853
Timothy Z. Keith and Matthew R. Reynolds
32. Functional Cattell–Horn–Carroll Nomenclature for Practical Applications 901
Richard W. Woodcock, Denise E. Maricle, Daniel C. Miller, and Ryan J. McGill
33. The Emergence of Neuropsychological Constructs into Tests of Intelligence and Cognitive Abilities 912
Daniel C. Miller and Denise E. Maricle
34. Enhancing the Identification of Reading Disorders with Neuropsychological Tests 932
Marlene Sotelo-Dynega
35. Incorporating Recent Advances in Understanding Word-Reading Skills into Specific Learning Disability Diagnoses: The Case of Orthographic Mapping 947
David A. Kilpatrick
36. The Role of Cognitive and Intelligence Tests in the Assessment of Executive Functions 973
Denise E. Maricle and Erin K. Avirett
37. The Role of Cognitive and Intelligence Tests in DSM-5 Diagnosis of Specific Learning Disorder 993
Erin M. McDonough, Dawn P. Flanagan, Megan C. Sy, and Vincent C. Alfonso
38. Should Our Future Include the Integration of Evidence-Based Neuropsychological Services into School Settings? 1017
Elizabeth M. Power and Rik Carl D'Amato
39. Intellectual, Cognitive, and Neuropsychological Assessment in Three-Tiered Service Delivery Systems in Schools 1046
George McCloskey, Jaime Slonim, and Deanna Rumohr
- Author Index 1076
- Subject Index 1096