



If a conflict arises between a Clinical Payment and Coding Policy (“CPCP”) and any plan document under which a member is entitled to Covered Services, the plan document will govern. If a conflict arises between a CPCP and any provider contract pursuant to which a provider participates in and/or provides Covered Services to eligible member(s) and/or plans, the provider contract will govern. “Plan documents” include, but are not limited to, Certificates of Health Care Benefits, benefit booklets, Summary Plan Descriptions, and other coverage documents. BCBSNM may use reasonable discretion interpreting and applying this policy to services being delivered in a particular case. BCBSNM has full and final discretionary authority for their interpretation and application to the extent provided under any applicable plan documents.

Providers are responsible for submission of accurate documentation of services performed. Providers are expected to submit claims for services rendered using valid code combinations from Health Insurance Portability and Accountability Act (“HIPAA”) approved code sets. Claims should be coded appropriately according to industry standard coding guidelines including, but not limited to: Uniform Billing (“UB”) Editor, American Medical Association (“AMA”), Current Procedural Terminology (“CPT®”), CPT® Assistant, Healthcare Common Procedure Coding System (“HCPCS”), ICD-10 CM and PCS, National Drug Codes (“NDC”), Diagnosis Related Group (“DRG”) guidelines, Centers for Medicare and Medicaid Services (“CMS”) National Correct Coding Initiative (“NCCI”) Policy Manual, CCI table edits and other CMS guidelines.

Claims are subject to the code edit protocols for services/procedures billed. Claim submissions are subject to claim review including but not limited to, any terms of benefit coverage, provider contract language, medical policies, clinical payment and coding policies as well as coding software logic. Upon request, the provider is urged to submit any additional documentation.

## **Psychological and Neuropsychological Testing**

**Policy Number: CPCP008**

**Version 2.0**

**Enterprise Clinical Payment and Coding Policy Committee Approval Date: March 4, 2020**

**Effective Date: June 1, 2020**

*\*Note: This policy is not applicable to Blue Cross Community Centennial<sup>SM</sup> contracted providers providing services to Blue Cross and Blue Shield of New Mexico Blue Cross Community Centennial members.*

### **Description**

The purpose of this document is to clarify the payment policy for covered psychological and neuropsychological testing. Health care providers are expected to exercise independent medical judgment in providing care to patients.

### **Reimbursement Information:**

#### **Guidelines:**

- Testing services must be provided or overseen by medical or mental health providers who are licensed in their state of practice to administer, score and interpret psychological testing.
- Unless preauthorization is required, claims should be submitted upon the completion of all testing related services rendered. This includes all activities related to pre-assessment planning, test administration, scoring, and integration of data, report write up and feedback session. If testing takes place across multiple days, the claim should be submitted at the conclusion of all services.
- Testing comprised solely of brief symptom inventories or screening tests (paper and pencil or computerized) does not qualify as comprehensive psychological testing. When indicated, these services may be billed using brief assessment or automated testing CPT codes. When such testing administered as part of an intake, psychiatric follow up or routine therapy sessions it is not separately payable if another CPT code is being submitted for the same time period.
- Approval for payment is only applicable to standardized tests that are based on published, national, normative data with scoring resulting in standardized or scaled scores.

**Guidelines (cont'd):**

The following table summarizes expected timeframes for certain categories of evaluation and testing.

Type of Evaluation	Expected Timeframe
Neuropsychological evaluations (inclusive of time for administration, scoring, interpretation and report write up)	8 hours
Psychological testing to determine readiness for a medical procedure (i.e. bariatric surgery, spinal cord stimulation)	3-4 hours
Psychological testing to diagnose uncomplicated Attention Deficit/Hyperactivity Disorder (combination presentation, predominantly inattentive or hyperactive/impulsive presentation). Neuropsychological testing for Attention Deficit/Hyperactivity Disorder is indicated only when there is remarkable evidence of medical or neurological history.	3-4 hours

- Psychological or neuropsychological testing is limited to once per calendar year. More than one claim submission for testing per year may be subject to medical records and a medical necessity review.
  - A minimum of 16 minutes must be provided to report a 30-minute code
  - A minimum of 31 minutes must be provided to report any per-hour code
  - For criteria and exclusions relating to psychological and neuropsychological testing please refer to Medical Policy PSY301.020. For specific test expected timeframes, refer to Appendix A.

The following procedural codes serve as guidelines for the billing of psychological and neuropsychological testing services:

<b>Assessment of Aphasia and Cognitive Performance Testing</b>	
96105	ASSESSMENT OF APHASIA
96125	COGNITIVE TEST BY HC PRO
<b>Developmental /Behavioral Screening and Testing</b>	
96110	DEVELOPMENTAL SCREEN W/SCORE (For an emotional /behavioral assessment, use 96127)
96112	DEVEL TST PHYS/QHP 1ST HR
+96113	DEVEL TST PHYS/QHP EA ADDL (List separately in addition to code for primary procedure)
96127	BRIEF EMOTIONAL/BEHAV ASSMT (For developmental screening, use 96110)

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<b>Psychological /Neuropsychological Testing</b>	
<b>Neurobehavioral Status Exam</b>	
96116	NUBHVL XM PHYS/QHP 1ST HR
+96121	NUBHVL XM PHY/QHP EA ADDL HR
<b>Test Evaluation Services</b>	
96130	PSYCL TST EVAL PHYS/QHP 1ST
+96131	PSYCL TST EVAL PHYS/QHP EA
96132	NRPSYC TST EVAL PHYS/QHP 1ST
+96133	NRPSYC TST EVAL PHYS/QHP EA
<b>Test Administration and Scoring</b>	
96136	PSYCL/NRPSYC TST PHY/QHP 1ST
+96137	PSYCL/NRPSYC TST PHY/QHP EA
96138	PSYCL/NRPSYC TECH 1ST
+96139	PSYCL/NRPSYC TST TECH EA
<b>Automated Testing and Result</b>	
96146	PSYCL/NRPSYC TST AUTO RESULT

### References:

1. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders, (5th Ed.). Arlington, VA: American Psychiatric Publishing.
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18. Heilbronner, R.L. Ph.D., Sweet, J. J., Attix, D.K., Krull, K.R., Henry, G.K. and Hart, R.P. Official position of the American Academy of Clinical Neuropsychology on serial neuropsychological assessments: the utility and challenges of repeat test administrations in clinical and forensic contexts. *The Clinical Neuropsychologist* (2010) 24:8: 1267-1278.

**Policy Update History: CPCP008**

<b>HCSC Approval Date</b>	<b>Description</b>	<b>BCBSNM Approval Date</b>	<b>BCBSNM Effective Date</b>	<b>BCBSNM End Date</b>
08/23/2017	New policy	11/01/2017	12/01/2017	09/06/2018
07/28/2018	Annual Review	09/04/2018	09/07/2018	04/04/2019
02/04/2019	Coding Updates	03/29/2019	04/05/2019	05/31/2020
03/04/2020	Annual Review, Disclaimer Update, BCBS Centennial Statement	04/14/2020	06/01/2020	TBD

## References (cont'd):

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## CATALOG OF PSYCHOLOGICAL AND NEUROPSYCHOLOGICAL TESTS

*This guide is intended as an aid for providers who administer psychological and neuropsychological testing. There may be other covered tests that are not on this list. Medical necessity as defined by the Psychological and Neuropsychological Testing Policy (PSY 301.020) must be established prior to testing. Test Administration and Scoring times were calculated using established Tests in Print guidelines and test publisher's guidelines. Additional time for Test Evaluation Services will be determined based on tests utilized and accompanying clinical data.*

<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration and scoring)</b>
<i>Achenbach System of Empirically Based Assessment</i>	ASEBA	<i>Adaptive and maladaptive functioning</i>	1.5y - 90y+	<i>Preschool (1.5y - 5y)</i>
				<i>CBCL: 20 min, C-TRF: 10-15 min, TOF: 10 min</i>
				<i>School age (6y – 18y)</i>
				<i>CBCL, TRF, YSR (11y - 18y): 15-20 min, BPM: 1-2 min/form, DOF (6y - 11y): 30 min, SCICA: 1 h -1.5 h</i>
				<i>Adult (18y - 59y)</i>
				<i>ASR: 15-20 min, ABCL: 10-15 min</i>
				<i>Older Adult (60y - 90y)</i>
				<i>OASR, OABCL: 15-20 min</i>
<i>Adaptive Behavior Assessment System- 3<sup>rd</sup> Ed.</i>	ABAS-3	<i>Adaptive skills</i>	Birth - 89y	<i>20 min for all forms</i>
				<i>Parent /Primary Caregiver Form (Birth-5y)</i>
				<i>Parent Form (5y - 21y)</i>
				<i>Teacher/Day Care Form (2y - 5y)</i>
				<i>Teacher Form (5y - 21y)</i>
				<i>Adult Form (16y - 89y)</i>
<i>Adaptive Behavior Diagnostic Scale</i>	ABDS	<i>Adaptive skills</i>	2y - 21y	<i>30 min</i>
<i>ADHD Comprehensive Teachers Rating Scale-2<sup>nd</sup> Ed.</i>	ACTeRS	<i>Attention Disorder (with or without hyperactivity)</i>	Grades K-Adult	<i>10-15 min for all forms</i>
				<i>ACTeRS Teachers Form (K-8<sup>th</sup> grade)</i>
				<i>ACTeRS Parent Form</i>
				<i>ACTeRS Self Report, (adolescent-adult)</i>
<i>ADHD Rating Scale-IV</i>	ADHD-IV	<i>ADHD</i>	5y - 18 y	<i>15 min</i>
<i>ADHD Symptom Checklist-4</i>	ADHD-SC4	<i>ASHD</i>	3y - 18 y	<i>15 min</i>
<i>ADHD Symptom Rating Scales</i>	ADHD-SRS	<i>ADHD</i>	5y - 18y	<i>15-20 min</i>

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<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration and scoring)</b>
<b>Adolescent Anger Rating Scale</b>	<b>AARS</b>	<b>Anger expression</b>	<b>11y - 19y</b>	<b>Individual: 5-10 min Group: 10-20 min</b>
<b>Adolescent Coping Scale-2<sup>nd</sup> Ed.</b>	<b>ACS-2</b>	<b>Coping strategies</b>	<b>12y - 18y</b>	<b>Long Form: 20-30 minutes; Short Form: 10-15 minutes</b>
<b>Adolescent Diagnostic Interview, Revised</b>	<b>ADI-R</b>	<b>Assess psychoactive substance use</b>	<b>12y - 18y</b>	<b>90-150 minutes, including scoring</b>
<b>Adolescent Psychopathology Scale</b>	<b>APS</b>	<b>Psychopathology, personality, and social-emotional problems</b>	<b>12y - 19 y</b>	<b>45-60 min</b>
<b>Adolescent Psychopathology Scale-Short Form</b>	<b>APS-SF</b>	<b>Psychopathology and personality characteristics</b>	<b>12y - 19y</b>	<b>15-20 min</b>
<b>Adult Attention Deficit Disorders Evaluation Scale 4<sup>th</sup> Ed.</b>	<b>ADDES-4</b>	<b>ADHD</b>	<b>Adults</b>	<b>School and Home version-20 min</b>
<b>Adult Manifest Anxiety Scale</b>	<b>AMAS-A (Adult), AMAS-C (College) AMAS-E (Elderly)</b>	<b>Anxiety/Worry</b>	<b>&gt;19y</b>	<b>10 min</b>
<b>Adult Self-Report Inventory-4</b>	<b>ASRI-4 AI-4</b>	<b>Diagnosis</b>	<b>18y -75y</b>	<b>10-15 min</b>
<b>Adult Suicide Ideation Questionnaire</b>	<b>ASIQ</b>	<b>Suicidal thoughts</b>	<b>&gt;18y</b>	<b>10 min</b>
<b>Aggression Questionnaire</b>	<b>AQ</b>	<b>Aggressive behavior</b>	<b>9y - 88y</b>	<b>10 min</b>
<b>Alcohol Use Inventory</b>	<b>AUI</b>	<b>Alcohol use</b>	<b>&gt;16y</b>	<b>35-60 min</b>
<b>Aphasia Diagnostic Profiles</b>	<b>ADP</b>	<b>Language and communication</b>	<b>Adults</b>	<b>1 h</b>
<b>Asperger's Syndrome Diagnostic Scale</b>	<b>ASDS</b>	<b>Asperger syndrome</b>	<b>5y - 18y</b>	<b>10-15 min</b>

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<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration and scoring)</b>
<b>Attention Deficit/Hyperactivity Disorder Test-2<sup>nd</sup> Ed.</b>	<b>ADHDT-2</b>	<b>ADHD</b>	<b>5y - 17y</b>	<b>3-5 min</b>
<b>Attention Test Linking Assessment and Services</b>	<b>ATLAS</b>	<b>ADHD</b>	<b>8y - 18y</b>	<b>40-50 min</b>
<b>Auditory Processing Abilities Test</b>	<b>APAT</b>	<b>Auditory processing</b>	<b>5y - 12y</b>	<b>45 min</b>
<b>Autism Diagnostic Interview, Revised</b>	<b>ADI-R</b>	<b>Autism</b>	<b>&gt;2y mental age</b>	<b>1.5h - 2.5h</b>
<b>Autism Diagnostic Observation Schedule-2<sup>nd</sup> Ed. (4 modules)</b>	<b>ADOS-2</b>	<b>Autism</b>	<b>1y - Adult</b>	<b>40-60 min</b>
<b>Autism Spectrum Rating Scales</b>	<b>ASRS</b>	<b>Autism</b>	<b>2y - 18y</b>	<b>20 min; 4 minutes for Short Form</b>
<b>Barkley Adult ADHD Rating Scale-IV</b>	<b>BAARS-IV</b>	<b>Adult ADHD</b>	<b>18y - 89y</b>	<b>Long Form: 5-7 minutes, Quick Screen: 3-5 minutes</b>
				<b>Self Report (Current symptoms, Childhood Symptoms)</b>
				<b>Other Report (Current symptoms, Childhood Symptoms)</b>
				<b>Self-Report (Current Symptoms Interview, Childhood Symptoms Interview)</b>
				<b>Other Report (Current Symptoms Interview, Childhood Symptoms Interview)</b>
<b>Barkley Deficits in Executive Functioning Scale</b>	<b>BDEFS</b>	<b>Executive functioning</b>	<b>18y - 81y</b>	<b>Long Form: 15-20 minutes, Short Form: 4-5 minutes</b>
<b>Barkley Deficits in Executive Functioning Scale-CA</b>	<b>BDEFS-CA</b>	<b>Executive functioning</b>	<b>6y - 17y</b>	<b>Short form: 3-5 min Long form: 10-15 min</b>

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<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration and scoring)</b>
<i>Barkley Functional Impairment Scale</i>	<i>BFIS</i>	<i>Functional Impairment</i>	<i>18y - 89y</i>	<i>Long Form: 5-7 minutes, Quick Screen: 3-5 minutes.</i>
<i>Barkley Sluggish Cognitive Tempo Scale-Children and Adolescents</i>	<i>BSCTS-CA</i>	<i>Concentration deficits</i>	<i>6y - 17y</i>	<i>Less than 5 min</i>
<i>Basic Personality Inventory</i>	<i>BPI</i>	<i>Personality and psychopathology</i>	<i>Adolescent-Adult</i>	<i>35 min</i>
<i>Battelle Developmental Inventory-2</i>	<i>BDI-2</i>	<i>Childhood developmental milestones</i>	<i>Birth - 7 y</i>	<i>Battery: 60-90 min Screener: 10-30 min</i>
<i>Bayley Infant Neurodevelopmental Screener</i>	<i>BINS</i>	<i>Development Delay/Neurological Impairments</i>	<i>3 months-24 months</i>	<i>10-15 min</i>
<i>Bayley Scales of Infant and Toddler Development 3<sup>rd</sup> Ed.</i>	<i>Bayley-III</i>	<i>Early development</i>	<i>1 month - 3.5 y</i>	<i>30 to 90 minutes (depending upon age of child)</i>
<i>Bayley Scales of Infant and Toddler Development, 4<sup>th</sup> Ed.</i>	<i>Bayley- 4 Screening Test</i>	<i>Early development</i>	<i>1 month - 3.5 y</i>	<i>15-25 min</i>
<i>Bayley Scales of Infant and Toddler Development, 4th Ed., Screening Test</i>	<i>Bayley-4</i>	<i>Early development</i>	<i>1 month - 3.5 y</i>	<i>30 to 90 minutes (depending upon age of child)</i>
<i>Beck Anxiety inventory</i>	<i>BAI</i>	<i>Anxiety</i>	<i>17y - 80 y</i>	<i>5-10 min</i>
<i>Beck Depression Inventory-II</i>	<i>BDI-2</i>	<i>Depression</i>	<i>13 y - 80 y</i>	<i>5 min</i>
<i>BDI - FastScreen for Medical Patients</i>	<i>BDI</i>	<i>Depression</i>	<i>13y - 80 y</i>	<i>Less than 5 min</i>
<i>Beck Hopelessness Scale</i>	<i>BHS</i>	<i>Hopelessness</i>	<i>17y - 80y</i>	<i>5-10 min</i>

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<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration and scoring)</b>
<i>Beck Scale for Suicidal Ideation</i>	<i>BSS</i>	<i>Suicidal ideation.</i>	<i>&gt;17 y</i>	<i>5-10 min</i>
<i>Beck Youth Inventories for Children and Adolescents– 2<sup>nd</sup> Ed.</i>	<i>BYI-II, BDI-Y, BSCI-Y, BAI-Y, BANI-Y, BDBI-Y</i>	<i>Depression, anxiety, anger, disruptive behavior and self-concept</i>	<i>7y - 18 y</i>	<i>5 minutes per inventory</i>
<i>Beery Buktenica Visual Motor Integration test- 6<sup>th</sup> Ed.</i>	<i>Beery VMI</i>	<i>Visual-motor abilities</i>	<i>2y - 99 y</i>	<i>Short Format and Full Format tests: 10–15 minutes each; Supplemental Visual Perception and Motor Coordination tests: 5 minutes each</i>
<i>BASCTM-2 Behavioral and Emotional Screening System</i>	<i>BASC-2 BESS</i>	<i>Behavioral and emotional strengths and weaknesses in children and adolescents</i>	<i>Preschool-Grade 12</i>	<i>5-10 min</i>
<i>Behavioral and Emotional Screening System</i>	<i>BASC-3 BESS</i>	<i>Behavioral and emotional strengths and weaknesses in children and adolescents</i>	<i>3y - 18y</i>	<i>15 min</i>
<i>Behavior Assessment System for Children-2<sup>nd</sup> Ed.</i>	<i>BASC-2</i>	<i>Behavior and self-perception</i>	<i>2y - 21y (TRS and PRS); 6y-college age (SRP)</i>	<i>10-20 minutes (TRS and PRS), 30 minutes (SRP)</i>
<i>Behavior Assessment System for Children-2<sup>nd</sup> and 3<sup>rd</sup> Ed.</i>	<i>BASC-3</i>	<i>Behavior and self-perception</i>	<i>2y – 21y (TRS and PRS); 6y-college age (SRP)</i>	<i>10-20 minutes (TRS and PRS), 30 minutes (SRP)</i>
<i>Behavior Assessment System for Children-3<sup>rd</sup> ed., Parenting Relationship Questionnaire</i>	<i>BASC-3, PRQ</i>	<i>Parents perspective on parent child relationship</i>	<i>Parents/ caregiver of children 2y - 18y</i>	<i>10-15 min</i>

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<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration and scoring)</b>
<i>Behavioral and Emotional Rating Scale- 2<sup>nd</sup> Ed.</i>	<i>BERS-2</i>	<i>Strengths and competencies</i>	<i>5y - 18 y</i>	<i>10 min</i>
<i>Behavior Rating Inventory of Executive Function</i>	<i>BRIEF</i>	<i>Executive functions</i>	<i>5y - 18y</i>	<i>10-15 min</i>
<i>Behavior Rating Inventory of Executive Function, 2<sup>nd</sup> Ed.</i>	<i>BRIEF2</i>	<i>Executive functions</i>	<i>5y - 18 y</i>	<i>10 min</i>
<i>Behavior Rating Inventory of Executive Function-Adult Version</i>	<i>BRIEF-A</i>	<i>Executive functions</i>	<i>18y - 90 y</i>	<i>10-15 min</i>
<i>Behavior Rating Inventory of Executive Functioning-Preschool Version</i>	<i>BRIEF-P</i>	<i>Executive functions</i>	<i>2y - 5y</i>	<i>10-15 min</i>
<i>Behavior Rating Inventory of Executive Function- Self Report Version</i>	<i>BRIEF-SR</i>	<i>Cognitive, emotional and behavioral functions</i>	<i>11y - 18 y</i>	<i>10-15 min</i>
<i>Bender Visual Motor Gestalt Test- 2<sup>nd</sup> Ed.</i>	<i>Bender Gestalt-II</i>	<i>Visual-motor integration</i>	<i>4y - 85y+</i>	<i>5-10 minutes; 5 minutes each for the supplemental visual and motor tests 2<sup>nd</sup> Ed.</i>
<i>Benton Facial Recognition</i>	<i>NA</i>	<i>Brain Damage</i>	<i>16y - 74y</i>	<i>Time varies</i>
<i>Benton Judgment of Line Orientation</i>	<i>JOLO</i>	<i>Visuospatial judgment in brain-injured patients</i>	<i>7y - 74 y</i>	<i>15 -20 min</i>

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<i>Benton Motor Impersistence</i>	NA	<i>ability to maintain a movement or posture</i>	5y - 66y	<i>Time varies</i>
<i>Benton Pantomime Recognition</i>	NA	<i>Brain damage</i>	38y - 60y	<i>Time varies</i>
<i>Benton Right-Left Orientation</i>	NA	<i>Brain damage</i>	16y - 64y	<i>5 min</i>
<i>Benton Serial Digit Learning</i>	NA	<i>Brain damage</i>	16y - 64y	<i>5-10 min</i>
<i>Benton Temporal Orientation</i>	NA	<i>Temporal orientation</i>	16y - 64y	<i>Time varies</i>
<i>Benton Visual Form Discrimination</i>	NA	<i>Brain damage</i>	19y - 94y	<i>Time varies</i>
<i>Benton Visual Retention test- 5<sup>th</sup> Ed.</i>	BVRT-5	<i>Visual perception, memory, and visuoconstructive abilities</i>	8y - Adult	<i>15-20 min</i>
<i>Binge Eating Scale</i>	BES	<i>Binge eating</i>	<i>Adults and Adolescents</i>	<i>10 min</i>
<i>Booklet Category Test, 2<sup>nd</sup> Ed</i>	BCT	<i>Brain damage</i>	15y - 80y	<i>30-60 min</i>
<i>Boston Diagnostic Aphasia Examination-3<sup>rd</sup> Ed. (Includes Boston naming Test 2<sup>nd</sup> Ed).</i>	<i>BDAE-3 (includes BNT)</i>	<i>Aphasia</i>	18y - 79y	<i>Standard Form: 90 minutes; Short Form: 30-45 minutes</i>
<i>Brief Cognitive Status Exam</i>	BCSE	<i>Cognitive status</i>	>17y	<i>15-20 min</i>

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<i>Brief Neuropsychological Cognitive Examination</i>	<i>BNCE</i>	<i>Cognitive impairment</i>	<i>&gt;18y</i>	<i>30 min or less</i>
<i>Brief Symptom Inventory</i>	<i>BSI</i>	<i>Psychological symptoms</i>	<i>&gt;13y</i>	<i>10 min</i>
<i>Brief Test of Attention</i>	<i>BTA</i>	<i>Attention</i>	<i>17y - 82 y</i>	<i>10 min</i>
<i>Brief Visuospatial memory Test- Revised</i>	<i>BVMT-R</i>	<i>Visuospatial memory</i>	<i>18y – 79y</i>	<i>45 min</i>
<i>Brown Attention Deficit Disorder Scales</i>	<i>Brown ADD Scales</i>	<i>ADD</i>	<i>3y-Adult</i>	<i>All Forms: 10-20 min each</i> <i>Primary/Preschool Level (3y - 7y)</i> <i>School-age Level (8y - 12y)</i> <i>Adolescent Level (13y - 18y)</i> <i>Adult (&gt;18y)</i>
<i>Burks Behavior Rating Scales-2<sup>nd</sup> Ed.</i>	<i>BBRS-2</i>	<i>Problem behavior in school</i>	<i>4y - 18y</i>	<i>Teacher or Parent form: 20 min</i>
<i>California Verbal learning Test-II, Adult Version</i>	<i>CVLT-II</i>	<i>Verbal learning and memory</i>	<i>16y - 89 y</i>	<i>Standard and Alternate Forms: 30 minutes testing plus 30 minutes of delay. Short Form: 15 minutes testing plus 15 minutes of delay</i>
<i>California Verbal Learning Test-Children's version</i>	<i>CVLT-C</i>	<i>Verbal learning and memory</i>	<i>5y - 16 y</i>	<i>15 to 20 minutes, plus a 20-minute interval to accommodate delayed recall measure</i>
<i>Category Test</i>	<i>Cat</i>	<i>Problem solving/brain damage</i>	<i>9y - 69y</i>	<i>Halsted Category test (HCT) (16y-69y) :30-40 min</i> <i>Adaptive Category test (ACT) (16y-69y): 30 to 40</i> <i>Russell Revised short form (RCat) (16y-69y):20 min</i> <i>Intermediate Category test (ICat) (9y-15y):30-40 min</i>



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<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration and scoring)</b>
<i>Checklist for Autism Spectrum Disorder</i>	<i>CASD</i>	<i>Autism</i>	<i>1y-17y</i>	<i>15 min</i>
<i>Checklist for Autism Spectrum Disorder-Short Form</i>	<i>CASD-SF</i>	<i>Autism</i>	<i>1y-17y</i>	<i>5 min</i>
<i>Child and Adolescent Symptom Inventory-5</i>	<i>CASI-5</i>	<i>Emotional and behavioral disorders</i>	<i>5y - 18y</i>	<i>Parent and Teacher checklist: 10-15 min</i>
<i>Child Development Inventory</i>	<i>CDI</i>	<i>Development, symptoms, and behavior problems</i>	<i>1y - 6y</i>	<i>30-50 min</i>
<i>Childhood Autism Rating Scale-2<sup>nd</sup> Ed.</i>	<i>CARS-2</i>	<i>Autism</i>	<i>&gt;2y</i>	<i>5-10 minutes (after the information needed to make the ratings has been collected)</i>
<i>Childhood Trauma Questionnaire</i>	<i>CTQ</i>	<i>Abuse history</i>	<i>&gt;12y</i>	<i>5 min</i>
<i>Children's Aggression Scale</i>	<i>CAS</i>	<i>Aggression</i>	<i>5y - 18y</i>	<i>10-15 min</i>
<i>Children's Apperception Test</i>	<i>C.A.T</i>	<i>Personality and emotional disturbance</i>	<i>3y - 10y</i>	<i>20- 45 min</i>
<i>Children's Auditory Verbal learning Test-2</i>	<i>CAVLT-2</i>	<i>Verbal learning and memory</i>	<i>6y -17y</i>	<i>25 min</i>
<i>Children's Category Test</i>	<i>CCT</i>	<i>Non-verbal concept formation</i>	<i>5y -16 y</i>	<i>15-20 min</i>
<i>Children's Color Trails Test</i>	<i>CCTT</i>	<i>Alternating and Sustained visual attention, sequencing</i>	<i>8y - 16 y</i>	<i>10-14 min</i>

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<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration and scoring)</b>
<i>Children's Depression Inventory-2</i>	<i>CDI-2</i>	<i>Depression</i>	<i>7y - 17y</i>	<i>15-20 minutes; Short: 5 minutes</i>
<i>Children's Depression Rating Scale-Revised</i>	<i>CDRS-R</i>	<i>Depression</i>	<i>6y - 12 y</i>	<i>15-20 min</i>
<i>Children's Inventory of Anger</i>	<i>ChIA</i>	<i>Anger</i>	<i>6y-16y</i>	<i>10 min</i>
<i>Children's Measure of Obsessive–Compulsive Symptoms</i>	<i>CMOCS</i>	<i>OCD</i>	<i>8y - 19y</i>	<i>10-15 min</i>
<i>Children's Memory Scale</i>	<i>CMS</i>	<i>Memory</i>	<i>5y - 16y</i>	<i>30 min</i>
<i>Children's Personality Questionnaire</i>	<i>CPQ</i>	<i>Personality</i>	<i>8y - 12 y</i>	<i>30-60 min per form</i>
<i>Clinical Assessment of Attention Deficit–Adult</i>	<i>CAT-A</i>	<i>Comprehensive assessment of ADD/ADHD</i>	<i>19y – 79y</i>	<i>20-15 min</i>
<i>Clinical Assessment of Attention Deficit–Child</i>	<i>CAT-C</i>	<i>Comprehensive assessment of ADD/ADHD</i>	<i>8y - 18y</i>	<i>10-20 min</i>
<i>Clinician-Administered PTSD Scale</i>	<i>CAPS</i>	<i>PTSD</i>	<i>&gt;16y</i>	<i>25-45 min</i>
<i>Clock Drawing Test</i>	<i>NA</i>	<i>Cognitive impairment</i>	<i>&gt;65y</i>	<i>10 min</i>

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<i>Cognistat (The Neurobehavioral Cognitive Status Examination)</i>	<i>Cognistat</i>	<i>Intellectual functioning</i>	<i>Adults</i>	<i>10 minutes for cognitively intact clients; 20-30 minutes for cognitively impaired clients</i>
<i>Cognitive Abilities Scale-2<sup>nd</sup> Ed.</i>	<i>CAS-2</i>	<i>Cognitive abilities</i>	<i>3 months - 4y</i>	<i>20-30 min</i>
<i>Cognitive Assessment System, 2<sup>nd</sup> Ed.</i>	<i>CAS2</i>	<i>Cognitive abilities</i>	<i>4y - 18y</i>	<i>40-60 min</i>
<i>Cognitive Assessment System, 2<sup>nd</sup> Ed. : Brief Form</i>	<i>CAS2:BF</i>	<i>cognitive processing ability</i>	<i>5y-18y</i>	<i>30-40 min</i>
<i>Color Trails Test</i>	<i>CTT</i>	<i>Sustained attention and sequencing</i>	<i>18y-89y</i>	<i>3-8 min</i>
<i>Comprehensive Assessment of Spoken Language</i>	<i>CASL</i>	<i>oral language skills</i>	<i>3y - 21y</i>	<i>30 to 45 minutes for the core battery</i>
<i>Comprehensive Executive Function Inventory</i>	<i>CEFI</i>	<i>Executive functioning</i>	<i>5y - 18y</i>	<i>15 min</i>
<i>Comprehensive Test of Nonverbal Intelligence-2<sup>nd</sup> Ed.</i>	<i>CTONI-2</i>	<i>Nonverbal intellectual abilities</i>	<i>6y - 89y</i>	<i>1 h</i>
<i>Comprehensive Trail-Making Test</i>	<i>CTMT</i>	<i>Brain injury</i>	<i>8y - 74y</i>	<i>5-12 min</i>
<i>Conners Adult ADHD Diagnostic Interview for DSM-IV</i>	<i>CAADID</i>	<i>ADHD</i>	<i>&gt;18 y</i>	<i>90 min per part Interview, Self , Professional</i>

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<b>Conners Adult ADHD Rating Scale</b>	<b>CAARS</b>	<b>ADHD in adults</b>	<b>18y - 80y</b>	<b>10-15 min</b>
<b>Conners Comprehensive Behavior Rating Scales CBRS-T- Teacher CBRS-P- Parent CBRS SR- Self Report</b>	<b>Conners CBRS Conners CI</b>	<b>Assess wide range of behavior concerns</b>	<b>6y - 18 y</b>	<b>20 min: Teacher, CBRS- Parent, CBRS- Self Report 30 min &lt;5 min- All Index Scales</b>
<b>Conners Continuous Performance Test, 3<sup>rd</sup> Ed.</b>	<b>Conners CPT 3</b>	<b>Attention</b>	<b>&gt;8 y</b>	<b>14 min</b>
<b>Conners Early Childhood</b>	<b>Conners EC</b>	<b>Behavior, emotional and social concerns</b>	<b>2y - 6y</b>	<b>25 min</b>
<b>Conners Kiddie Continuous Performance Test- 2<sup>nd</sup> Ed</b>	<b>K-CPT 2</b>	<b>Attention</b>	<b>4y -7y</b>	<b>7.5 min</b>
<b>Conners- 3<sup>rd</sup> Ed</b>	<b>Conners 3</b>	<b>ADHD</b>	<b>6y - 18y</b>	<b>20 minutes for long forms; 10 minutes for short forms; less than 5 minutes for ADHD Index</b>
<b>Continuous Visual Memory Test</b>	<b>CVMT</b>	<b>Visual memory</b>	<b>7y - 80y</b>	<b>45-50 minutes (includes 30-minute delay)</b>
<b>Controlled Oral Word Association Test</b>	<b>COWAT/FAS</b>	<b>Word fluency</b>	<b>16y - 70y</b>	<b>10 min</b>
<b>Coolidge Assessment Battery</b>	<b>CAB</b>	<b>Determine Axis 1 &amp; II and neuropsychological functioning</b>	<b>&gt;18 y</b>	<b>40 min</b>

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<i>Correa-Barrick Postpartum Depression Scale</i>	<i>CBPDS</i>	<i>Postpartum depression scale</i>	<i>Post partum women</i>	<i>5-10 min</i>
<i>Delis Kaplan Executive Function System</i>	<i>D-KEFS</i>	<i>Executive functioning</i>	<i>8y - 89 y</i>	<i>Variable depending on subtest selected: full battery 90 minutes, 10 min per subtest</i>
<i>Delis Rating of Executive Functions</i>	<i>D-REF</i>	<i>Executive functioning</i>	<i>5y - 18y</i>	<i>5-10 min/form</i>
<i>Dementia Rating Scale-2</i>	<i>DRS-2</i>	<i>Dementia</i>	<i>56y - 105y</i>	<i>15-30 minutes</i>
<i>Dementia Rating Scale-2 Alternate Form</i>	<i>DRS-2: AF</i>	<i>Dementia</i>	<i>56y - 105y</i>	<i>15-30 min</i>
<i>Developmental Test of Visual Perception-Adolescent and Adult</i>	<i>DTVP-A</i>	<i>Visual perceptual and motor integration skills</i>	<i>11y - 74y</i>	<i>25 min</i>
<i>Developmental Test of Visual Perception-3<sup>rd</sup> Ed.</i>	<i>DTVP-3</i>	<i>Visual perceptual and motor integration skills</i>	<i>4y - 12y</i>	<i>30 min</i>
<i>Devereux Scales of Mental Disorders</i>	<i>DSMD</i>	<i>Behavioral or emotional problems in children and adolescents</i>	<i>5y - 18 y</i>	<i>15 min</i>
<i>Diagnostic Interview for Children and Adolescents-IV</i>	<i>DICA-IV</i>	<i>Behavioral problems</i>	<i>6y - 17y</i>	<i>20 min</i>
<i>Differential Abilities Scale-II</i>	<i>DAS-II</i>	<i>Cognitive abilities</i>	<i>2.5y - 17y</i>	<i>Core Battery 45-60 minutes; Diagnostic Subtests 30 minutes</i>

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<b>Draw a Person-A Quantitative Scoring System</b>	<b>Draw a Person-QSS</b>	<b>Intellectual ability</b>	<b>5y - 17y</b>	<b>20 min</b>
<b>Draw a Person-Screening Procedures for Emotional Disturbance</b>	<b>DAP-SPED</b>	<b>Emotional disturbance</b>	<b>6y - 17y</b>	<b>20 minutes</b> <b>Administration: Individual or Group</b>
<b>Early Childhood Attention-Deficit Disorders Evaluation Scale</b>	<b>ECADDES</b>	<b>ADHD</b>	<b>2y - 7y</b>	<b>15 min-home and school version</b>
<b>Eating Disorder Inventory-3</b>	<b>EDI-3</b>	<b>Eating disorder</b>	<b>13y - 53 y</b>	<b>20 min</b>
<b>Expressive Vocabulary Test, 2<sup>nd</sup> Ed.</b>	<b>EVT-2</b>	<b>Expressive vocabulary</b>	<b>2.5y - 90y+</b>	<b>10-20 Minutes</b>
<b>Family Relations Test: Children's version</b>	<b>FRT</b>	<b>Assessing family relationships</b>	<b>3y - 15y</b>	<b>20-25 min</b>
<b>Feelings, Attitudes, and Behaviors Scale for Children</b>	<b>FAB-C</b>	<b>Emotional and behavioral problems</b>	<b>6y - 13y</b>	<b>10 min</b>
<b>Gilliam Asperger's Disorder Scale</b>	<b>GADS</b>	<b>Aspergers</b>	<b>3y - 22y</b>	<b>5-10 min</b>
<b>Gilliam Autism Rating Scale-3<sup>rd</sup> Ed.</b>	<b>GARS-3</b>	<b>Autism</b>	<b>3y - 22y</b>	<b>5-10 min</b>
<b>Gordon Diagnostic System</b>	<b>GDS</b>	<b>ADHD</b>	<b>Children &amp; adults</b>	<b>9 min per task (11 tasks)</b>

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<b>Green's Word Memory Test</b>	<b>WMT</b>	<b>Verbal and nonverbal memory</b>	<b>&gt;7y</b>	<b>Not reported</b>
<b>Grooved Pegboard Test</b>	<b>NA</b>	<b>Manipulative dexterity</b>	<b>5y- Adult</b>	<b>10 min</b>
<b>Halstead Reitan Neuropsychological Test Battery</b>	<b>HRNTB</b>	<b>Neuropsychological Tests</b>	<b>&gt;5y</b>	<p><b>Young Children (5y - 8y), Older children (9y-14y) and Adults (&gt;15y)</b></p> <p><b>Category: 30-60 min</b>  <b>Tactual performance: 10-15 minutes per trial; Limit: 3 trials</b>  <b>Finger tapping: 5 min</b>  <b>Lateral dominance examination: 15 min</b>  <b>Aphasia screening: 30 min</b>  <b>Sensory perceptual: 20 min</b>  <b>Grip strength: 5 min</b>  <b>Seashore Rhythm test: 30 min</b>  <b>Speech sounds perception: 20 min</b>  <b>Trail making: 10 min</b>  <b>Finger tapping: 10 min</b>  <b>Trail making: 10 min</b></p>
<b>Hamilton Depression Rating Scale</b>	<b>HAM-D</b>	<b>Depression</b>	<b>Adults</b>	<b>10 min</b>
<b>Hare Psychopathy Checklist-Revised: 2nd Ed.</b>	<b>PCL-R: 2<sup>nd</sup> Ed.</b>	<b>Psychopathic (antisocial) personality disorder</b>	<b>&gt;18y</b>	<b>Individual Interview: 1 hour 30 minutes</b> <b>Collateral Review: 1 hour</b>
<b>Hare Psychopathy Checklist: Screening Version</b>	<b>PCL:SV</b>	<b>Psychopathic (antisocial) personality disorder</b>	<b>&gt;18y</b>	<b>Individual Interview: 45 minutes</b> <b>Collateral Review: 35 minutes</b>

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<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration and scoring)</b>
<b>Hare Psychopathy–SCAN Research Version</b>	<b>P-Scan RV</b>	<b>Three key facets of psychopathy</b>	<b>&gt;13y</b>	<b>10-15 min</b>
<b>Hooper Visual Organization test</b>	<b>VOT</b>	<b>Neurological impairment-ability to organize visual stimuli</b>	<b>&gt;5y</b>	<b>Less than 15 minutes</b>
<b>House-Tree-Person and Draw-A-Person as Measures of Abuse in Children: A Quantitative Scoring System</b>	<b>H-T-P/D-A-P</b>	<b>Possible child sexual abuse</b>	<b>7y - 11 y</b>	<b>Untimed</b>
<b>House Tree Person Projective Drawing Technique</b>	<b>H-T-P</b>	<b>Psychopathology</b>	<b>&gt;3 y</b>	<b>Varies</b>
<b>Human Figures Drawing Test</b>	<b>HFDT</b>	<b>Projective test</b>	<b>Age range not found</b>	<b>30 min</b>
<b>IVA+Plus (Integrated Visual and Auditory Continuous Performance Test)</b>	<b>IVA+Plus CPT</b>	<b>Sustained attention</b>	<b>6y - Adult</b>	<b>20 min</b>
<b>Jesness Behavior Checklist</b>	<b>JBC</b>	<b>Behavioral tendencies</b>	<b>13y - 18y</b>	<b>20 min</b>
<b>Jesness Behavior Checklist-Revised</b>	<b>JJ-R</b>	<b>Personality and psychopathology</b>	<b>&gt;8y</b>	<b>20 to 30 Minutes</b>
<b>Kaufman Assessment Battery for Children-2<sup>nd</sup> Ed</b>	<b>K-ABC-II</b>	<b>Cognitive ability</b>	<b>3y - 18 y</b>	<b>25 to 55 minutes (core battery, Luria model), 35 to 70 minutes (core battery, CHC model)</b>



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<i>Kaufman Brief Intelligence Test</i>	<i>KBIT-2</i>	<i>Verbal and nonverbal intelligence</i>	<i>4y - 90 y</i>	<i>20 min</i>
<i>Kinetic Drawing System for Family and School</i>	<i>NA</i>	<i>Relationship between self and others</i>	<i>Children and adolescents</i>	<i>20 min</i>
<i>Leiter International Performance Scale-3rd Ed.</i>	<i>Leiter-3</i>	<i>Nonverbal measure of intelligence</i>	<i>3y- 75y</i>	<i>20-45 min</i>
<i>Luria-Nebraska Neuropsychological battery-Children's Revision</i>	<i>LNNB-C</i>	<i>Cognitive functioning</i>	<i>8y -12 y</i>	<i>Varies</i>
<i>Luria-Nebraska Neuropsychological battery: Forms I and II</i>	<i>LNNB</i>	<i>Neuropsychological functioning</i>	<i>&gt;15 y</i>	<i>1.5h-2.5 h</i>
<i>McCarthy Scales of Children's Abilities</i>	<i>MSCA</i>	<i>Cognitive and motor development in children</i>	<i>2.5y - 8.5 y</i>	<i>45-60 min</i>
<i>Memory Assessment Scales</i>	<i>MAS</i>	<i>Attention/memory</i>	<i>&gt;18y</i>	<i>45 min</i>
<i>Merrill Palmer Revised Scales of Development</i>	<i>M-P-R</i>	<i>Developmental delay</i>	<i>Birth – 6.5.y</i>	<i>45 min</i>
<i>Millon Adolescent Clinical Inventory</i>	<i>MACI</i>	<i>Adolescent personality and self-reported concerns</i>	<i>13y - 19y</i>	<i>25 min</i>
<i>Millon Adolescent Personality Inventory</i>	<i>MAPI</i>	<i>Adolescent personality</i>	<i>13y - 18 y</i>	<i>20-30 min</i>

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<i>Millon Behavioral Medicine Diagnostic</i>	<i>MBMD</i>	<i>Psychosocial factors that support or interfere with a chronically ill patient's course of medical treatment.</i>	<i>18y - 85 y</i>	<i>25 min</i>
<i>Millon Clinical Multiaxial Inventory—III</i>	<i>MCMI-III</i>	<i>Personality and psychopathology</i>	<i>&gt;18y</i>	<i>30 min</i>
<i>Mini-Mental Status Exam-2<sup>nd</sup> Ed.</i>	<i>MMSE-2</i>	<i>Cognitive impairment</i>	<i>18y - 100y</i>	<i>5 minutes for the MMSE-2:BV; 10-15 minutes for the MMSE-2: SV; 20 minutes for the MMSE-2: EV</i>
<i>Minnesota Multiphasic Personality Inventory- 2</i>	<i>MMPI-2</i>	<i>Adult psychopathology</i>	<i>&gt;18 y</i>	<i>60-90 min</i>
<i>Minnesota Multiphasic personality Inventory- Adolescent</i>	<i>MMPI-A</i>	<i>Adolescent psychopathology</i>	<i>14y - 18y</i>	<i>1 h</i>
<i>Minnesota Multiphasic personality Inventory-2- Restructured Form</i>	<i>MMPI-RF</i>	<i>Symptoms, personality characteristics, behavior, interests and functioning</i>	<i>&gt;18y</i>	<i>35-50 min</i>
<i>Montreal Cognitive Assessment</i>	<i>MoCA</i>	<i>Cognitive assessment</i>		<i>10-12 min</i>
<i>Motor-Free Visual Perception Test- Third Ed.</i>	<i>MVPT-3</i>	<i>Visual perception</i>	<i>4y - 70y+</i>	<i>20-25 mi</i>

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<b>Motor-Free Visual Perception Test-4</b>	<b>MVPT-4</b>	<b>Visual perception</b>	<b>4y - 80y</b>	<b>20-25 min</b>
<b>Mullen Scales of Early Learning</b>	<b>NA</b>	<b>Cognitive functioning</b>	<b>Birth - 68 months</b>	<b>15 minutes (1 year); 25-35 minutes (3 years); 40-60 minutes (5 years)</b>
<b>Multidimensional Anxiety Questionnaire</b>	<b>MAQ</b>	<b>Adult anxiety</b>	<b>18y -89 y</b>	<b>10 min</b>
<b>Multidimensional Anxiety Scale for Children-2<sup>nd</sup> Ed.</b>	<b>MASC 2</b>	<b>Anxiety symptoms</b>	<b>8y - 19 y</b>	<b>15 min</b>
<b>Multilingual Aphasia Examination-3<sup>rd</sup> Ed.</b>	<b>MAE</b>	<b>Aphasia</b>	<b>6y-69y</b>	<b>Varies</b>
<b>Multiscore Depression Inventory for Children</b>	<b>MDI-S</b>	<b>Depression</b>	<b>8y - 17y</b>	<b>15-20 min</b>
<b>NAB Auditory Comprehension Test</b>	<b>NAB</b>	<b>Assess language impairments, aphasia, and deficits in auditory comprehension</b>	<b>18y - 97y</b>	<b>10-15 min</b>
<b>NAB Digits Forward/Digits Backward Test</b>	<b>NAB</b>	<b>attentional capacity and working memory</b>	<b>18y-97y</b>	<b>10-15 min</b>
<b>NAB Naming Test</b>	<b>NAB</b>	<b>Naming abilities</b>	<b>18y -97y</b>	<b>10-15 min</b>
<b>NAB Numbers &amp; Letters Test</b>	<b>NAB</b>	<b>attention, inhibition, and impulsivity</b>	<b>18y -97y</b>	<b>15-20 min</b>

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<i>NEPSY II-2<sup>nd</sup> Ed.</i>	<i>NEPSY-II</i>	<i>Neuropsychological functioning</i>	<i>3y - 16 y</i>	<i>General Assessment: Preschool ages - 45 minutes; School ages - 1 hour. Diagnostic &amp; Selective Assessment: Varies. Full Assessment: Preschool ages - 90 minutes; School ages - 2 to 3 hours</i>
<i>Neuropsychological Assessment Battery</i>	<i>NAB</i>	<i>Neuropsychological assessment</i>	<i>18y -97 y</i>	<i>3 hours and 40 minutes for all five modules</i>
<i>Neuropsychological Status Exam</i>	<i>NSE</i>	<i>Comprehensive data collection</i>	<i>18y - 90y</i>	<i>Not reported</i>
<i>Nonverbal Stroop Card Sorting Test</i>	<i>NSCST</i>	<i>Executive function</i>	<i>3y - 75y</i>	<i>20 min</i>
<i>Overeating Questionnaire</i>	<i>OQ</i>	<i>Habits, thoughts, and attitudes related to obesity</i>	<i>9y - 98y</i>	<i>20 min</i>
<i>Paced Auditory Serial Addition Test</i>	<i>PASAT</i>	<i>Effects of traumatic brain injury on cognitive functioning</i>	<i>Not found</i>	<i>10-15 min</i>
<i>PDD Behavior Inventory</i>	<i>PDDBI</i>	<i>Adaptive and maladaptive Functioning</i>	<i>1.5y - 12.5y</i>	<i>Standard form: 20 to 30 minutes Extended form: 30-45 min</i>
<i>Peabody Developmental Motor Scales- 2<sup>nd</sup> Ed</i>	<i>PDMS-2</i>	<i>Motor development</i>	<i>Birth-5y</i>	<i>45-60 min</i>
<i>Peabody Picture Vocabulary Test, Fourth Edition</i>	<i>PPVT-4</i>	<i>Receptive vocabulary</i>	<i>2.5y – 90y+</i>	<i>10-15 min</i>
<i>Pediatric Attention Disorders Diagnostic Screener</i>	<i>PADDS</i>	<i>Attention and executive function Disorders</i>	<i>6y - 12 y</i>	<i>30 min</i>
<i>Pediatric Behavior Rating Scale</i>	<i>PBRS</i>	<i>Identification of symptoms associated with early onset Bipolar disorder</i>	<i>3y - 18 y</i>	<i>15-20 min</i>

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<i>Personal Experience Inventory</i>	<i>PEI</i>	<i>substance abuse</i>	<i>12y - 18y</i>	<i>45 min</i>
<i>Personality Assessment Inventory</i>	<i>PAI</i>	<i>Clinical diagnosis</i>	<i>18y - 89 y</i>	<i>50-60 min</i>
<i>Personality Assessment Inventory-Adolescent</i>	<i>PAI-A</i>	<i>Clinical diagnosis</i>	<i>12y - 18 y</i>	<i>30-45 minutes</i>
<i>Personality Inventory for Children- 2<sup>nd</sup> Ed.</i>	<i>PIC-2</i>	<i>Emotional, behavioral, cognitive, and interpersonal adjustment</i>	<i>5y - 19y</i>	<i>Full scale, 40 minutes; Behavioral Summary, 15 minutes</i>
<i>Personality Inventory for Youth</i>	<i>PIY</i>	<i>Emotional and behavioral adjustment</i>	<i>9y -19y</i>	<i>45 min</i>
<i>Pervasive Developmental Disorders Screening Test-2<sup>nd</sup> Ed.</i>	<i>PDDST-II</i>	<i>Autism and PDD</i>	<i>1y - 4 y</i>	<i>10-20 min</i>
<i>Piers-Harris Children's Self-Concept Scale-2<sup>nd</sup> Ed</i>	<i>Piers-Harris 2</i>	<i>Self-concept</i>	<i>7y - 18 y</i>	<i>10-15 min</i>
<i>Postpartum Depression Screening Scale</i>	<i>PDSS</i>	<i>Postpartum depression</i>	<i>New mothers</i>	<i>5-10 min</i>
<i>Posttraumatic Stress Diagnostic Scale</i>	<i>PDS</i>	<i>Symptom severity of posttraumatic stress disorder</i>	<i>18y - 65 y</i>	<i>10-15 min</i>

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<i>Primary Test of Nonverbal Intelligence</i>	<i>PTONI</i>	<i>Nonverbal measure of reasoning</i>	<i>3y - 19y</i>	<i>5-15 min</i>
<i>Psychiatric Diagnostic Screening Questionnaire</i>	<i>PDSQ</i>	<i>Common Axis 1 disorders</i>	<i>&gt;18y</i>	<i>15-20 min</i>
<i>Psychological Screening Inventory</i>	<i>PSI</i>	<i>Mental health problems</i>	<i>&gt;16y</i>	<i>20 min</i>
<i>Questionnaire on Eating and Weight Patterns-5</i>	<i>QEWP-5</i>	<i>Eating patterns</i>	<i>Adults, adolescents</i>	<i>&lt; 20 minutes to administer</i>
<i>Quotient ADHD System</i>	<i>Quotient ADHD</i>	<i>ADHD</i>	<i>Children, adolescents and adults</i>	<i>15 min</i>
<i>RAVEN'S Progressive Matrices</i>	<i>APM SPM</i>	<i>Nonverbal abilities</i>		<i>42 min- APM, 47 min- SPM</i>
<i>Raven's Coloured Progressive Matrices</i>	<i>CPM</i>	<i>Nonverbal abilities</i>	<i>5y-11y, elderly and mentally and physically impaired persons</i>	<i>Untimed, individual or group: 15-30 minutes</i>

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<i>Raven's Standard Progressive Matrices and Raven's Standard Progressive Matrices Plus</i>	<i>SPM SPM Plus</i>	<i>Nonverbal abilities</i>	<i>6y - 17y+</i>	<i>Untimed, individual or Group: 20-45 minutes</i>
<i>Ravens-2</i>	<i>Ravens-2</i>	<i>Nonverbal measure</i>	<i>4y - 90y</i>	<i>Not reported</i>
<i>Recognition Memory Test</i>	<i>RMT</i>	<i>Distinguish between right- and left-hemisphere brain damage</i>	<i>&gt;18y</i>	<i>&lt;15 min</i>
<i>Repeatable Battery for the Assessment of Neuropsychological Status Update</i>	<i>RBANS Update</i>	<i>Attention, language, visuospatial/constructional abilities, and memory</i>	<i>12y - 89y</i>	<i>30 min</i>
<i>Revised Behavior problems Checklist</i>	<i>RBPC</i>	<i>Problem behaviors</i>	<i>5y - 18y</i>	<i>20 min</i>
<i>Revised Children's Manifest Anxiety Scale-2<sup>nd</sup> Ed.</i>	<i>RCMAS-2</i>	<i>Anxiety</i>	<i>6y -19y</i>	<i>10 to 15 minutes; less than 5 minutes for Short Form</i>
<i>Revised Hamilton Rating Scale for Depression</i>	<i>RHRSD</i>	<i>Depression</i>	<i>Adults</i>	<i>5-10 min</i>
<i>Rey Auditory Verbal Learning Test</i>	<i>RAVLT</i>	<i>Verbal learning and memory</i>	<i>7y - 89y</i>	<i>10-15 min</i>
<i>Rey Complex Figure Test and Recognition Trial</i>	<i>RCFT</i>	<i>Visuospatial ability and memory</i>	<i>6y - 89 y</i>	<i>Approximately 45 minutes , including a 30-minute delay interval</i>

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<b>Reynolds Adolescent Adjustment Screening Inventory</b>	<b>RAASI</b>	<b>Adolescent adjustment</b>	<b>12y - 19 y</b>	<b>5 min</b>
<b>Reynolds Adolescent Depression Scale-2<sup>nd</sup> Ed.</b>	<b>RADS-2</b>	<b>Depression</b>	<b>11y - 20y</b>	<b>5 to 10 minutes; 2 to 3 minutes for Short Form</b>
<b>Reynolds Adolescent Depression Scale-2<sup>nd</sup> Ed. :Short Form</b>	<b>RADS-2:SF</b>	<b>Depression</b>	<b>11y - 20y</b>	<b>2-3 min</b>
<b>Reynolds Child Depression Scale-2<sup>nd</sup> Ed. and Short Form</b>	<b>RCDS-2 RCDS-2:SF</b>	<b>Depression</b>	<b>7y - 13y</b>	<b>RCDS-2: 10-15 minutes; RCDS-2:SF: 2-3 minutes</b>
<b>Reynolds Depression Screening Inventory</b>	<b>RDSI</b>	<b>Depression</b>	<b>18y - 89y</b>	<b>5-10 min</b>
<b>Reynolds Intellectual Assessment Scales, 2<sup>nd</sup> Ed.</b>	<b>RIAS-2</b>	<b>Verbal and nonverbal intelligence and memory</b>	<b>3y - 94y</b>	<b>20-25 minutes for Intelligence assessment; 10-15 minutes for Memory assessment; 5-10 minutes for Speeded Processing assessment</b>
<b>Reynolds Intellectual Screening Test- 2<sup>nd</sup> Ed.</b>	<b>RIST-2</b>	<b>General intelligence</b>	<b>3y - 94y</b>	<b>10-15 min</b>
<b>Reynolds Interference Task</b>	<b>RIT</b>	<b>complex processing speed</b>	<b>6y-94y</b>	<b>5 min</b>
<b>Roberts Apperception Test for Children-2</b>	<b>Roberts-2</b>	<b>Social perception</b>	<b>6y - 18 y</b>	<b>30-40 min</b>



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<i>Rorschach Inkblot Test</i>	<i>NA</i>	<i>Clinical assessment</i>	<i>&gt;5 y</i>	<i>1 hour max</i>
<i>Ross Information Processing Assessment-Geriatric: 2<sup>nd</sup> Ed.</i>	<i>RIPA-G:2</i>	<i>Cognitive linguistic deficits</i>	<i>&gt;55y</i>	<i>25-35 min</i>
<i>Ross Information Processing Assessment-Primary</i>	<i>RIPA-P</i>	<i>Information processing in children with brain problems</i>	<i>5y - 12 y</i>	<i>30 min</i>
<i>Ross Information Processing Assessment- 2<sup>nd</sup> Ed.</i>	<i>RIPA-2</i>	<i>Cognitive linguistic deficits after TBI</i>	<i>15y - 90y</i>	<i>60 min</i>
<i>Rotter Incomplete Sentences Blank-2<sup>nd</sup> Ed.</i>	<i>RISB-2</i>	<i>Overall adjustment</i>	<i>High school to adult</i>	<i>20-40 min</i>
<i>Ruff Figural Fluency Test</i>	<i>RFFT</i>	<i>Nonverbal capacity for initiation, planning, and divergent reasoning</i>	<i>16y - 70y</i>	<i>5 minutes (60 seconds for each of the 5 parts)</i>
<i>Ruff-Light Trail Learning Test</i>	<i>RULIT</i>	<i>Visuospatial learning and memory</i>	<i>16y - 70y</i>	<i>5-15 minutes with a 60-minute delayed recall trial</i>
<i>Ruff Neurobehavioral Inventory</i>	<i>RNBI</i>	<i>Cognitive, emotional, physical, and psychosocial problems before and after neuro-injury</i>	<i>18y - 75 y</i>	<i>30-45min</i>
<i>Ruff 2 &amp; 7 Selective Attention Test</i>	<i>2 &amp; 7 Test</i>	<i>Measure sustained attention and selective attention</i>	<i>16y - 70y</i>	<i>5 min</i>

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<b>SCAN-3: A</b> <i>Test for Auditory Processing Disorders in Adolescents and Adults</i>	SCAN-3:A	<i>Auditory processing disorders</i>	13y - 50y	<i> Screener: 10—15 minutes; Diagnostic Assessment: 30—45 minutes</i>
<b>SCAN-3: Test for Auditory Processing Disorders in Children</b>	SCAN-3:C	<i>Auditory processing disorders</i>	5y - 12y	<i> Screener: 10—15 minutes; Diagnostic Assessment: 30—45 minutes</i>
<b>Screening Test for Luria Nebraska Neuropsychological Battery</b>	ST-LNNB	<i>Screening for LNNB</i>	>8 y	30 min
<b>Self-Rating Depression Scale</b>	SDS	<i>Depression</i>	>18 y	5 min
<b>Sensory Profile 2</b>	NA	<i>Sensory-related difficulties</i>	Birth - 14y	5-20 min
<b>Sentence Completion Series (various types)</b>	SCS	<i>Specific areas of distress</i>	13y-70y	10-45 min/form
<b>Sentence Completion Series</b>	SCT	<i>Projective</i>	Varies	10-45 min
<b>Severe Impairment Battery</b>	SIB	<i>Severely dementia</i>	51y - 91y	20 min
<b>Shipley-2</b>	Shipley-2	<i>Cognitive functioning and impairment</i>	7y - 89y	20-25 min
<b>Short Category Test, Booklet Format</b>	SCT	<i>Assists Halstead Reitan category test</i>	>20y	15-30 min

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<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration and scoring)</b>
<b>Short Parallel Assessments of Neuropsychological Status</b>	<b>SPANS</b>	<b>Cognitive, perceptual, and language skills</b>	<b>18y - 74y</b>	<b>30-45 min</b>
<b>Social Communication Questionnaire</b>	<b>SCQ</b>	<b>Autism or autism spectrum disorders</b>	<b>Over 4.0 years, with a mental age over 2.0 years</b>	<b>&lt;10 min</b>
<b>Social Responsiveness Scale, 2<sup>nd</sup> Ed.</b>	<b>SRS-2</b>	<b>Autism spectrum</b>	<b>2.5y - Adult</b>	<b>15-20 min</b>
<b>Social Skills Rating System</b>	<b>SSRS</b>	<b>Social skills</b>	<b>3y - 18 y</b>	<b>15-25 min</b>
<b>Speech-Sounds Perception Test</b>	<b>SSPT</b>	<b>Processing</b>	<b>9y - 15y+</b>	<b>15 min</b>
<b>Spence Child Anxiety Scale</b>	<b>SCAS</b>	<b>Anxiety</b>	<b>2.5y – 12y</b>	<b>15 min</b>
<b>Stanford-Binet Intelligence Scale, 5<sup>th</sup> Ed.</b>	<b>SB5</b>	<b>Intelligence and cognitive abilities</b>	<b>2y - 85y+</b>	<b>5 minutes per subtest (10 subtests)</b>
<b>Stanford-Binet Intelligence Scale for Early Childhood, 5<sup>th</sup> Ed.</b>	<b>Early SB5</b>	<b>Intelligence and cognitive abilities</b>	<b>2y - 7.25y</b>	<b>5 minutes per subtest (10 subtests)</b>
<b>State-Trait Anger Expression Inventory-2</b>	<b>STAXI-2</b>	<b>Experience, expression, and control of anger</b>	<b>16y-63y</b>	<b>5-10 min</b>

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<i>State-Trait Anger Expression Inventory-2, Child and Adolescent</i>	<i>STAXI-2 C/A</i>	<i>Experience, expression, and control of anger</i>	<i>9y - 18y</i>	<i>10 min</i>
<i>State-Trait Anxiety Inventory</i>	<i>STAI</i>	<i>Differentiates between anxiety as state and trait</i>	<i>&gt;grade 9</i>	<i>10-20 min</i>
<i>State-Trait Anxiety Inventory for Adults</i>	<i>STAI-AD</i>	<i>Differentiates between anxiety as state and trait</i>	<i>&gt;18y</i>	<i>10 min</i>
<i>State-Trait Anxiety Inventory for Children</i>	<i>STAI-CH</i>	<i>Differentiates between temporary state anxiety and longstanding trait anxiety</i>	<i>9y - 12y</i>	<i>8-20 min</i>
<i>Stroop Color and Word Test</i>	<i>Stroop</i>	<i>Brain damage</i>	<i>15y - 90y</i>	<i>5 min</i>
<i>Stroop Color and Word Test: Children's Version</i>	<i>Stroop</i>	<i>Brain damage</i>	<i>5y - 14 y</i>	<i>10-15 min</i>
<i>Stroop Neuropsychological Screening Test</i>	<i>SNST</i>	<i>Brain damage</i>	<i>18y - 79y</i>	<i>4 min</i>
<i>Structured Interview of Reported Symptoms-2<sup>nd</sup> Ed.</i>	<i>SIRS-2</i>	<i>Psychiatric symptoms</i>	<i>&gt;18y</i>	<i>30-40 min</i>
<i>Substance Abuse Subtle Screening Inventory-4</i>	<i>SASSI-A2 (Adolescent)</i>	<i>Substance Abuse</i>	<i>12y - 18y</i>	<i>15 min</i>
<i>Substance Abuse Subtle Screening Inventory-4</i>	<i>SASSI-4 (Adult)</i>	<i>Substance Abuse</i>	<i>18y-73y</i>	<i>15 min</i>

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<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration and scoring)</b>
<i>Substance Use Disorders Diagnostic Schedule-5</i>	<i>SUDDS-5</i>	<i>Substance abuse</i>	<i>adults</i>	<i>35-45 min</i>
<i>Suicide Probability Scale</i>	<i>SPS</i>	<i>Suicide risk</i>	<i>&gt;14y</i>	<i>5-10 min</i>
<i>Symbol Digit Modalities Test</i>	<i>SDMT</i>	<i>Cerebral dysfunction</i>	<i>&gt;8y</i>	<i>&lt;5 min</i>
<i>Symptom Assessment- 45 Questionnaire</i>	<i>SA-45</i>	<i>Psychiatric symptoms</i>	<i>&gt;13 y</i>	<i>10 min</i>
<i>Symptom Checklist-90-Revised</i>	<i>SCL-90-R</i>	<i>Psychological symptoms</i>	<i>&gt;13y</i>	<i>12-15 min</i>
<i>Tactile Performance Test</i>	<i>TPT</i>	<i>Complex psychomotor ability</i>	<i>5y - 90 y</i>	<i>10-15 min per trial. Max of 3 trials.</i>
<i>Test of Auditory Processing Skills, Third Edition</i>	<i>TAPS-3</i>	<i>Auditory processing</i>	<i>4y - 18y</i>	<i>1 hour</i>
<i>Tell Me a Story</i>	<i>TEMAS</i>	<i>Apperception test</i>	<i>5y - 18 y</i>	<i>45-60 minutes (short form); 120 minutes (long form)</i>
<i>Tennessee Self-Concept Scale, Second Edition</i>	<i>TSCS:2</i>	<i>Self-concept</i>	<i>7y - 90y</i>	<i>10-20 min</i>
<i>Test of Everyday Attention</i>	<i>TEA</i>	<i>Attention skills</i>	<i>18y - 80 y</i>	<i>45-60 min</i>
<i>Test of Everyday Attention-for Children</i>	<i>TEA-ch</i>	<i>Attention skills</i>	<i>6y-16y</i>	<i>55-60 min</i>
<i>Test of Memory and Learning-2nd Ed.</i>	<i>TOMAL-2</i>	<i>Memory assessment</i>	<i>5y - 60 y</i>	<i>Core battery - 30 minutes; with core battery plus supplementary - 60 minutes</i>

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<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration and scoring)</b>
<i>Test of Memory and Learning-Senior Edition</i>	<i>TOMAL-SE</i>	<i>Memory assessment</i>	<i>55y - 89y</i>	<i>25-35 min</i>
<i>Test of Memory Malinger</i>	<i>TOMM</i>	<i>Malingering</i>	<i>16y - 84y</i>	<i>15-20 min</i>
<i>Test of Nonverbal Intelligence-4thEd.</i>	<i>TONI-4</i>	<i>Intelligence, aptitude, abstract reasoning and problem solving</i>	<i>6y - 89y</i>	<i>15-20 min</i>
<i>Test of Premorbid Functioning</i>	<i>TOPF</i>	<i>Pre-morbid functioning</i>	<i>16y-90y</i>	<i>&lt;10 min</i>
<i>Test of Variables of Attention (version 9)</i>	<i>TOVA</i>	<i>Attention and impulse control</i>	<i>4y - 80+y</i>	<i>15-30 min</i>
<i>Test of Visual–Motor Skills, 3<sup>rd</sup> Ed.</i>	<i>TVMS-3</i>	<i>visual–motor skills</i>	<i>3y - 90y+</i>	<i>20-30 min</i>
<i>Test of Visual Perceptual Skills-3<sup>rd</sup> Ed.</i>	<i>TVPS-3</i>	<i>Visual perceptual strengths and weaknesses</i>	<i>4y - 18 y</i>	<i>20-30 min</i>
<i>Thematic Apperception Test</i>	<i>TAT</i>	<i>Projective</i>	<i>&gt;4y</i>	<i>Varies</i>
<i>Token Test for Children-2<sup>nd</sup> Ed.</i>	<i>TTFC-2</i>	<i>Receptive language</i>	<i>3y - 12y</i>	<i>10-15 min</i>
<i>Tower of London-Drexel University-2<sup>nd</sup> Ed.</i>	<i>TOLDX 2<sup>nd</sup> Ed.</i>	<i>Executive functions</i>	<i>7y - 80y</i>	<i>10-15 min</i>
<i>Trauma and Attachment Belief Scale</i>	<i>TABS</i>	<i>Impact of trauma</i>	<i>&lt;9y</i>	<i>10-15 min</i>

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<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration and scoring)</b>
<b>Trauma Symptom Checklist for Children</b>	<b>TSCC</b>	<b>Evaluate acute and chronic posttraumatic symptomatology</b>	<b>8y - 16y</b>	<b>15-20 min</b>
<b>Trauma Symptom Checklist for Young Children</b>	<b>TSCYC</b>	<b>Evaluate acute and chronic posttraumatic symptomatology</b>	<b>3y - 12y</b>	<b>Less than 20 min</b>
<b>Trauma Symptom Inventory-2</b>	<b>TSI-2</b>	<b>Acute and chronic posttraumatic symptomatology</b>	<b>&gt;18y</b>	<b>20 min</b>
<b>Vanderbilt Assessment Scales</b>	<b>NA</b>	<b>ADHD</b>	<b>6y - 12 y</b>	<b>10 min</b>
<b>Vineland Adaptive Behavior Scales-3<sup>rd</sup> Ed.</b>	<b>Vineland-3</b>	<b>Adaptive behavior and self sufficiency</b>	<b>Birth - 90y</b>	<b>20 minutes for Interview Form; 10 minutes for Parent/Caregiver and Teacher Forms</b>
<b>Wechsler Abbreviated Scale of Intelligence-2<sup>nd</sup> Ed.</b>	<b>WASI-II</b>	<b>Intelligence</b>	<b>6y - 90y</b>	<b>4 subtests- 30 min 2 subtests- 15 min</b>
<b>Wechsler Adult Intelligence Scale-4<sup>th</sup> Ed.</b>	<b>WAIS-IV</b>	<b>Intelligence</b>	<b>16y - 90y</b>	<b>60-90 minutes for core subtests</b>
<b>Wechsler Individual Achievement Test-3<sup>rd</sup> Ed.</b>	<b>WIAT-III</b>	<b>Achievement</b>	<b>4y - 50y</b>	<b>Varies by grade level and number of subtests administered</b>
<b>Wechsler Intelligence Scale for Children- 4<sup>th</sup> Ed.</b>	<b>WISC-IV</b>	<b>Intellectual ability</b>	<b>6y - 16 y</b>	<b>Core subtests: 60-90 minutes</b>
<b>Wechsler Intelligence Scale for Children-5<sup>th</sup> Ed.</b>	<b>WISC-V</b>	<b>Intellectual ability</b>	<b>6y - 16 y</b>	<b>1 hour - core subtests</b>

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<b>Test Name</b>	<b>Acronym</b>	<b>Type</b>	<b>Age</b>	<b>Time (inclusive of administration and scoring)</b>
<b>Wechsler Memory Scale-4<sup>th</sup> Ed.</b>	<b>WMS-IV</b>	<b>Memory</b>	<b>16y - 90 y</b>	<b>Adult battery- 80-115 min Older Adult Battery- 50-70 min</b>
<b>Wechsler Memory Scale -III Abbreviated</b>	<b>WMS-III Abbreviated</b>	<b>Adult memory</b>	<b>16y - 89 y</b>	<b>30 min</b>
<b>Wechsler Nonverbal Scale of Ability</b>	<b>WNV</b>	<b>Nonverbal measure of memory</b>	<b>4y - 21y</b>	<b>Full battery: 45 minutes; Brief version: 15-20 minutes</b>
<b>Wechsler Pre-School and Primary Scale of Intelligence- 4<sup>th</sup> Ed.</b>	<b>WPPSI-IV</b>	<b>Intelligence</b>	<b>2.5y - 7y</b>	<b>Core Subtests: Ages 2:6 to 3:11: 30-45 Minutes, Ages 4:0 to 7: 45-60 Minutes</b>
<b>Wechsler Test of Adult Reading</b>	<b>WTAR</b>	<b>Pre-morbid intellectual functioning</b>	<b>16y - 89y</b>	<b>5-10 min</b>
<b>Wide Range Achievement Test, 5<sup>th</sup> Ed.</b>	<b>WRAT5</b>	<b>Reading, spelling, and math</b>	<b>5y - 85y</b>	<b>Approximately 15-25 minutes for ages 5-7 and 35-45 minutes for ages 8 and up</b>
<b>Wide Range Assessment of Memory and Learning-2nd Ed.</b>	<b>WRAML-2</b>	<b>Memory functioning</b>	<b>5y - 90y</b>	<b>Less than 1 hour for the Core Battery</b>
<b>Wide Range Intelligence Test</b>	<b>WRIT</b>	<b>Verbal and nonverbal cognitive abilities</b>	<b>4y - 85y</b>	<b>20-30 min</b>
<b>Wide Range Assessment of Visual Motor Abilities</b>	<b>WRAVMA</b>	<b>Visual motor skills</b>	<b>3y - 17y</b>	<b>4-10 minutes per subtest</b>
<b>Wisconsin Card Sort Test</b>	<b>WCST</b>	<b>Abstract reasoning and perseveration</b>	<b>7y - 89y</b>	<b>20-30 min</b>



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<i>Wisconsin Card Sort Test- 64 Card Version</i>	<i>WCST-64</i>	<i>Abstract reasoning and perseveration</i>	<i>7y - 89 y</i>	<i>10-15 min</i>
<i>Woodcock Johnson-IV:</i>	<i>WJ-IV</i>	<i>General intellectual ability, academic achievement and oral language abilities</i>	<i>2y - 90y</i>	<i>Tests of Achievement: 40 min-75 min (varies based on subtests given) Tests of Cognitive Ability: 35 min for first 7 subtests plus 5 min for each additional subtest Tests of Oral language: 40 min</i>