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Introduction

The Academic Achievement Battery (AAB) Comprehensive Form is a broad battery of tests that covers a wide range of achievement domains in children and adults ages 4 to 85 years. Specifically, the AAB Comprehensive Form assesses an individual's performance in the main areas of achievement defined by the Individuals with Disabilities Education Act (IDEA; 2004): oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving. The AAB Comprehensive Form assesses these constructs across 15 subtests, each of which addresses a specific function within a broader area of achievement. These subtests yield seven composite scores, which combine to create an eighth score, a total achievement composite (see Figure 1.1).

In addition to the AAB Comprehensive Form, there is also an AAB Screening Form that contains subtests in four core areas of achievement: Letter/Word Reading, Spelling, Mathematical Calculation, and Written Expression. For more information about the development, use, scoring, reliability, and validity of the AAB Screening Form, see the AAB Screening Form Professional Manual (Messer, 2014).

Uses of the AAB Comprehensive Form

Results obtained from the AAB can be used to identify academic strengths and weaknesses, inform decisions regarding eligibility, and aid in planning interventions. For school-aged children (ages 4-19 years), the results from the Comprehensive Form may aid in decision making about inclusion in special education services or other targeted interventions. For college-aged students, AAB scores can be used in placement and/or accommodation decisions. In addition, the AAB can be used with adults (ages 18-85 years) to help identify individuals with special needs who may qualify for disability services.

General Principles Guiding the Development of the AAB

Several principles guided the development of the AAB. The following sections review those guiding principles and provide a brief description of how they were integrated into the AAB.

Tasks Cover a Wide Range of Achievement Domains

A total of 15 subtests yield eight composite scores, which address the areas of academic achievement defined by IDEA (2004). The AAB composite scores are Basic Reading, Reading Comprehension, Listening Comprehension, Expressive Communication, Written Expression, Mathematical Calculation, Mathematical Reasoning, as well as a total composite—the Academic Achievement Battery Composite. Table 1.1 describes the 15 subtests in detail; Figure 1.1 illustrates the relationship between the AAB subtests and composite scores. Given the breadth of material addressed, the AAB is suitable for use in educational, clinical, vocational, and research settings.

Scores Help Identify Academic Strengths and Weaknesses

The AAB Comprehensive Form provides a significant amount of information regarding an individual's academic strengths and weaknesses based on his or her performance. As discussed in more detail in Chapter 3 of this Professional Manual, a variety of quantitative and qualitative scores can be calculated. These include subtest and composite standard scores, score discrepancies, and reliable change scores. A skills analysis can also be performed.

IQ/Achievement Discrepancy Data Are Provided for Widely Used Intelligence Assessments

Although measuring IQ/achievement discrepancy is still a primary testing practice, most achievement instruments provide discrepancy data for only a limited number of instruments, which can be very restrictive for a clinician. Discrepancy analysis for the AAB will be available for the Reynolds Intellectual Assessment Scale–2 (RIAS-2; Reynolds & Kamphaus, in press) and is currently available for the Wechsler Intelligence Scale for Children–Fourth Edition (WISC-IV; 2003) and the Wechsler Adult Intelligence Scale–Fourth Edition (WAIS-IV; 2008). See Appendixes L and M.

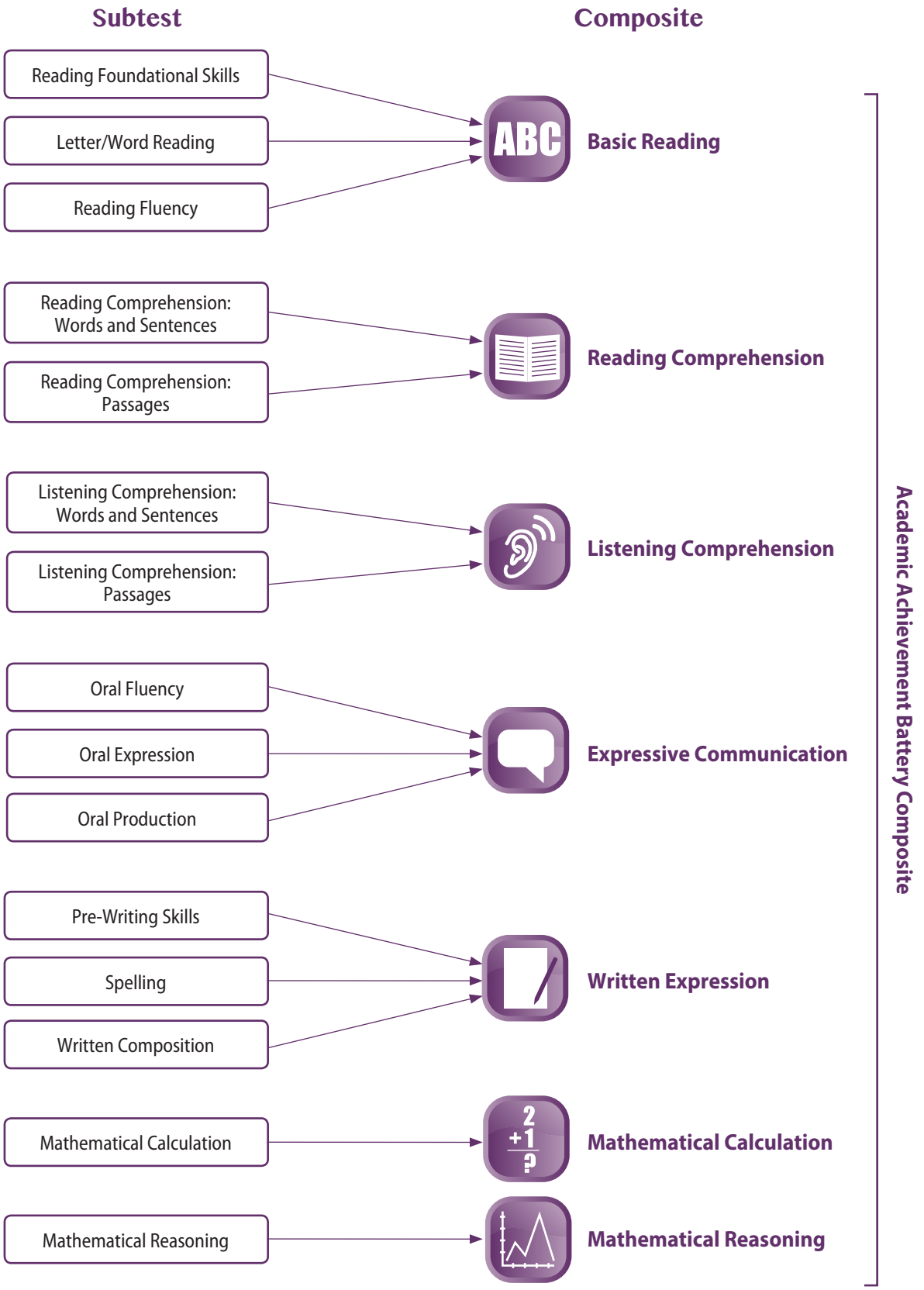

Figure 1.1. AAB Comprehensive Form subtests and composites.

Table 1.1
Description of the AAB Composites

Composite	Subtest	Acronym	Description
Basic Reading	Reading Foundational Skills	RFS	Requires the examinee to demonstrate phonological awareness through tasks focused on rhyming, sound matching, blending, segmenting, deleting, and substitution.
	Letter/Word Reading	LWR	Letter Reading requires the examinee to identify lowercase and uppercase letters. Word Reading requires the examinee to pronounce words of increasing difficulty.
	Reading Fluency	RF	Requires the examinee to demonstrate oral reading fluency during a timed reading task.
Reading Comprehension	Reading Comprehension: Words and Sentences	RC: WS	Requires the examinee to point to the written word or sentence that matches a visual stimulus.
	Reading Comprehension: Passages	RC: P	Requires the examinee to read passages of increasing difficulty and draw a line after each sentence.
Listening Comprehension	Listening Comprehension: Words and Sentences	LC: WS	Requires the examinee to select the visual stimulus that matches a spoken word or sentence.
	Listening Comprehension: Passages	LC: P	Requires the examinee to respond orally to literal and inferential questions after hearing a passage read aloud.
Expressive Communication	Oral Fluency	OF	Requires the examinee to list as many items as possible in 60 seconds when provided a category.
	Oral Expression	OE	Requires the examinee to demonstrate his or her grasp of pragmatics, grammar, and expressive vocabulary through various oral responses.
	Oral Production	OP	Requires the examinee to describe an illustrated scene; measures speech output and fluency.
Written Expression	Pre-Writing Skills	PWS	Requires the examinee to trace lines and figures of increasing difficulty.
	Spelling	SP	Letter Writing requires the examinee to write lowercase and uppercase letters. Word Writing requires the examinee to correctly spell words of increasing difficulty.
	Written Composition	WC	Requires the examinee to spontaneously write; evaluates theme, organization, voice, word choice, sentence fluency, presentation, and conventions.
Mathematical Calculation	Mathematical Calculation	MC	Part 1 requires the examinee to provide oral and written responses to math problems. Part 2 requires the examinee to complete increasingly difficult math calculations in a timed task.
Mathematical Reasoning	Mathematical Reasoning	MR	Requires the examinee to apply mathematical reasoning to real-life problems through oral response.

Note. An eighth composite, the Academic Achievement Battery Composite, is created by adding the seven composite scores together to create a total composite score.

Total Administration Takes Less Than 90 Minutes

Another goal during development was to keep administration time to less than 90 minutes. The Comprehensive Form can be administered in approximately 80-90 minutes for adults, 45 minutes for children in Grades 3-12, and 30-45 minutes for those in Grade 2 and younger.

Scoring Is Simple and Requires Minimal Training

In addition to ensuring that the total administration time was less than 90 minutes, it was also important to ensure that scoring would be simple and easy to understand. Therefore, the AAB requires only minor training for examiners, and detailed or subjective scoring is kept to a minimum. All scoring criteria can be found in the AAB Item Booklet, allowing for scoring during administration. Overall scoring takes 15 to 20 minutes. Refer to Chapter 2 of this Professional Manual for more information regarding the scoring of the AAB.

The remaining chapters of this Professional Manual provide information about administration, scoring, and interpretation, as well a review of the development, reliability, and validity of the AAB.