

Academic Achievement Battery™ (AAB™)

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Overview

- Measures basic academic skills, including basic reading, spelling, mathematical calculation, and reading comprehension.
- Provides two composite scores (Reading Composite and AAB Total Composite) to deliver more data when evaluating an individual's reading skills.
- Content areas linked to standards set by the National Council of Teachers of Mathematics, the Common Core State Standards, and the National Council of Teachers of English.
- 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 may aid in decision making for inclusion in special education services or other targeted interventions.
 - For college-aged students, AAB scores can be used in placement and/or accommodation decisions.
 - For adults ages 18-85 years, AAB scores can help identify individuals with special needs who may qualify for disability services or those seeking vocational services.
- Can be used for large-scale screenings in correctional or human resources settings. The Standard Form is a subset of the Comprehensive Form, meaning clinicians can administer the Standard Form first to see if additional testing is necessary.

Administration

- Administer with paper and pencil.
- Administration takes 15-30 minutes.
- Qualification level B.
- Comprises four subtests: basic reading, mathematical calculation, spelling, and reading comprehension.
- All four subtests are in one easy-to-use response booklet.
- Includes a Fast Guide to help users learn quickly how to administer.

Scoring and Reporting

- Score in 5-10 minutes.
- Online scoring and reporting are available on PARiConnect, our online assessment platform (as of July 2017).
- Reading subtests combine to provide a Reading Composite Score, offering more data to understand an individual's reading ability.
- A Total Composite Score provides the user with a snapshot of an individual's overall academic performance.
- Passage comprehension subtest offers more objective scoring for reading comprehension.



Applications

Assesses basic academic skills including a reading comprehension subtest

Can be used throughout the life span as a time-efficient, thorough, and valid test of academic achievement

Appropriate for ages 4-85 years

Reliability, Validity, & Norms

- Reliability coefficients for the subtests range from .77 to .97 and from .88 to .98 for the composite scores across the age- and grade-based normative samples.
- AAB subtest and composite scores were found to be highly correlated with similar constructs on the WJ III, KTEA-II, WRAT4, and WIAT-III.
- Discrepancy data with the Reynolds Intellectual Assessment Scales, Second Edition (RIAS-2) offer users the ability to compare AAB scores with an IQ assessment. When used together, the RIAS-2 and AAB offer a valid and efficient way to thoroughly assess intelligence and academic achievement.
- The manual includes evidence supporting the ability of the AAB to differentiate performance in individuals with various learning disabilities, intellectual developmental disorder, ADHD, and speech/language impairment.
- Recent normative data give you confidence in your results.

Description of AAB Standard Form Subtests

Subtest	Acronym	Description
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.
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.
Reading Comprehension: Passages	RC:P	Requires the examinee to read passages of increasing difficulty and draw a line after each sentence.
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.

