ASSESSMENT SERVICES

Publication Summary Form

Publication Data

Instrument name/abbreviation: Kaufman Assessment Battery for Children (K-ABC)

Author(s): Alan S. Kaufman & Nadeen L. Kaufman

Publisher/address: AGS

Copyright date: 1983

Product Description

Brief description: Individually administered intelligence battery based upon Luria-Das model of Sequential vs. Simultaneous information processing.

Primary use/purpose: Individual cognitive assessment

Age/grade range covered: 2 years, 6 months through 12 years, 5 months

Administration

Time: About 35 minutes at age 2 1/2; 50 to 60 minutes at age 5; 75 to 85 minutes at ages 7 & above.

Individual vs group: Individual only

User qualifications: CL1

Content

Domains: Cognitive: Sequential processing, simultaneous processing, nonverbal, achievement

Subtest names: Mental Processing: Magic Window, Face Recognition, Hand Movements, Gestalt Closure, Number Recall, Triangles, Word Order, Matrix Analogies, Spatial memory, Photo Series

Achievement: Expressive Vocabulary, Faces & Places, Arithmetic, Riddles, Reading/Decoding, Reading/Understanding
<table>
<thead>
<tr>
<th>Composite names</th>
<th>Sequential Processing, Simultaneous Processing, Mental Processing Composite, Achievement, Nonverbal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms</td>
<td>One Individual Test Record</td>
</tr>
<tr>
<td>Materials included in the kit</td>
<td>Administration &amp; Scoring Manual, Interpretive Manual, Three Easel Kits, Magic Window Disk, Triangles, Photo Series Cards, Matrix Analogies Chips, Individual Test Records</td>
</tr>
</tbody>
</table>

**Scoring Information**

<table>
<thead>
<tr>
<th>Items</th>
<th></th>
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<tbody>
<tr>
<td>Item types</td>
<td>Various verbal and nonverbal tasks, all individually administered.</td>
</tr>
<tr>
<td>Response format</td>
<td>Some verbal, some fine motor, some pointing</td>
</tr>
<tr>
<td>Item scoring</td>
<td>Rules given on easels &amp; test records</td>
</tr>
<tr>
<td>Scoring options</td>
<td>Items are examiner scored. Scoring ASSIST program available for both Macintosh and Windows</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Derived scores available</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Subtests</td>
<td>Scaled scores (M=10, SD=3), National percentile ranks, Age equivalents, Out-of Level norms (ages 4 1/2 through 5 only), Socio-cultural percentile ranks (achievement tests only)</td>
</tr>
<tr>
<td>Composites</td>
<td>Standard scores (M=100, SD=15)</td>
</tr>
</tbody>
</table>

| Norm groups available         | National; Sociocultural percentiles for Blacks and Whites separately              |
| Interpretive features         | Significance of global scale discrepancies; multi-step procedure for composite and subtest profile analyses; step-by-step approach to hypothesis generation; remediation suggestions and techniques |
| Computerised scoring          | ASSIST program available for both Macintosh and Windows                           |
**Technical Information**

**Standardisation**

**Description**
National sample stratified for age, sex, region, parental education, community size and race

**Date**
1981

**Size**
2,000

Based on U.S. census data for the year 1980

Sample controlled for
- Age
- Gender
- Race
- Geographic region
- SES/parent education
- Community size

Special populations included: speech impaired, learning disabled, mentally retarded, emotionally disturbed, other handicaps and gifted and talented.

**Reliability**

**Internal consistency**
Subtests: Split half means for mental processing subtests .71 to .85; for achievement subtests .84 to .92
Composites: Internal consistency means .89 to .97

**Test - Retest**
Subtests: Test-retest means .62 to .96;
Composites: Test-retest means .77 to .97

**Validity**

**Intercorrelations**
Correlations of subtests and composites by age and also tables of mean correlations

**Content**
Extensively described

**Construct**
Extensive exploratory and confirmatory factor analyses examining structure of battery; convergent and discriminant validity with Das-Jarman successive-simultaneous battery; correlations with Wechsler and Stanford-Binet IQs for various samples

**Concurrent**
Correlations with individual achievement tests (WRMT, KeyMath, PIAT, WRAT, and Stanford Diagnostic Achievement);
Correlations with group achievement tests (SRA, Gates-MacGinitie, Stanford Achievement, ITBS, CAT);
Correlations with tests of general cognitive ability: (McCarthy Scales of Children's Abilities, Woodcock-Johnson, Cognitive Abilities Test, Luria-Nebraska Children's Battery), and various brief cognitive tests, including PPVT-R

Predictive
Studies on a range of achievement tests six to 12 months later

Factor analysis
Principal components and principal factor analyses conducted on all K-ABC subtests for the standardisation sample. Varimax rotation produced Sequential and Simultaneous dimensions. This structure was also supported using confirmatory factor analyses.

Clinical sample
Mean profiles are presented for learning disabled, mentally retarded, behaviorally disordered, physically handicapped, hearing impaired, high risk preschool, and gifted children.

Other

Developmental history
Developed by AGS between 1978 and 1983. Huge marketing effort at launch, including dozens of workshops across the nation.

Special features
Liked because of its appeal for preschool children (though it has problems in measuring the least able) and for its ease of presentation and scoring. Interpretive manual was unusual for its time in attempting to link cognitive profiles to remediation techniques.

Sensitivity to other cultures
Considerable, and successful, efforts were made to minimise race differences in scores on the K-ABC. Black children tend to score higher on the K-ABC than they do on other instruments.

Training options available
Demonstration videotape -- 33 minutes.