Ideal for bilingual examinees

Although the KABC-II® must be administered in English, examinees may use other languages (such as Spanish or Korean, or sign language for individuals with hearing impairments) for the test items (items on the test easel and record form, making scoring easier and more precise). Knowledge of the language is not an ability assessed by the KABC-II. It provides correct Spanish-language responses and teaching text for the test items and record form, making scoring easier and more precise.


correct Spanish-language responses and teaching text for the test items and record form, making scoring easier and more precise.

ASSIST™ software increases the efficiency of scoring and reporting

Quick and accurate, this easy-to-use program provides four analysis options, including:

• Score summary
• Scale profile
• Score table
• Additional diagnostic information for hypothesis generation

KABC-II Training Video

Review professional video training on the administration, scoring, and interpretation of the KABC-II directly from the experts who built this outstanding test. The video program provides four analysis options, including:

• Score summary
• Scale profile
• Score table
• Additional diagnostic information for hypothesis generation

About the authors

Drs. Alan S. and Nadeen L. Kaufman believe that diagnosis and intervention mean knowing what makes each child unique. They combine their expertise in psychology, test construction, neuropsychology, and learning disabilities to create tests that offer a clearer understanding of a child’s achievement and ability. Built into each Kaufman battery is a clarity of vision and passion for children, combined with scrupulous research, sound theory, and an evidenced-based approach to best practices. The result is 40 years of renowned leadership that gives you the confidence that, when using a Kaufman test, you are doing the right thing for each child.

The Kaufmans have been at Yale University’s Child Study Center since 1972. Alan is a Clinical Professor of Psychology and Nadeen is on the clinical faculty. A student of Robert L. Thorndike at Columbia University, Alan earned a “clinician’s degree” with David Wechsler and Donald McCall while employed from 1968 to 1974 as Assistant Director of Test Research and Supervisor of Teachers in the Test Division of The Psychological Corporation. Alan helped develop the WPPSI and the Wechsler Intelligence Scale for Children-Revised (WISC–R). He served on the boards of five professional journals and has published 17 books (including Essentials of Psychological Assessment, instruments, and training programs in psychology and education). He is a Fellow of four divisions of the American Psychological Association, past president of the National Association of School Psychologists (NASP), Academy of Educational Leadership, and an editor for two special issues of Psychological Assessment. In 2006, he coedited two special issues of Psychological Assessment in Schools that were devoted to the integration of cognitive assessment and Response to Intervention (RTI) in the KABC-II and the KTEA-II. The Kaufmans have authored a number of psychological and educational texts in the areas of ability, achievement, and neuropsychology that can be administered to individuals from preschool through the adult life span.

DISCOVER THE VALUABLE CONTRIBUTION THE KABC-II MAKES TO PSYCHOEDUCATIONAL, PSYCHOLOGICAL, DENTAL, AND NEUROPSYCHOLOGICAL EVALUATION.

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Kaufman Assessment Battery for Children, Second Edition (KABC-II™)

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Designed with cultural fairness in mind

Drs. Alan S. and Nadeen L. Kaufman have spent 40 years improving children’s cognitive ability testing. These distinguished leaders believe that, if you can confidently identify potential, you can change the momentum of a child’s life. That’s why they designed the KABC™-II with minimal change and a focus on engaging tasks, so children stay focused and engaged. The KABC-II comprises five scales (four at the preschool level). The name of each scale denotes a defined area of ability to ensure you have a detailed picture when the battery is completed. Depending on the theoretical model you choose to employ, there are 5 to 10 subtests in the standard battery that give you the most efficient information. When there is no depth of information to demand, administer the Supplementary subtests—items, Spanish-language teaching, and highly engaging tasks, were designed to meet this end. Success was demonstrated only when objective data supported the cultural fairness of the test. This theory-based, individually administered measure of processing and cognitive abilities helps you give a true picture of each child’s abilities—regardless of language or cultural differences. And when you choose a complete understanding of cognitive strengths and weaknesses, you can be sure that you are making effective, informed decisions that lead to more accurate placement and interventions.

Innovation you expect from a Kaufman test

The KABC-II gives you detailed information and supplemented flexibility with:

- Dual theoretical models (Luria neuropsychological and the Cattell-Horn-Carroll or CHC theory of intelligence) to help you choose the data needed for each individual tested
- An interactive measure of learning ability (the Learning/Glr Scale) that allows you to actually measure a child’s ability to learn new material during the testing session and provides you with information that translates directly to the classroom
- A measure of Risk Reasoning (the Planning/Gf Scale) that allows you to measure a child’s executive functioning and complex problem-solving skills
- The Knowledge/Gc Scale, a measure of the child’s knowledge base and crystallized ability that you control the important school-related skills to the child’s ability to solve new problems and learn new information
- A separate age range for ages 5 to 16 that enables you to run test for preschool, elementary school, middle school, and high school children
- A separate set of subtests for preschool ages 3 to 5 of scaled of child-oriented tasks with appropriate measures that allow you to get reliable valid measurement of the 3 to 5 age group

KABC-II scales and subtests yield a detailed picture of cognitive ability and processing skills

Easy to administer subtests feature engaging tasks, so children stay focused and provide their best effort. Each scale concentrates on a defined area of ability to ensure you have a detailed picture when the battery is completed. Depending on the theoretical model you choose to employ, there are 5 to 10 subtests in the standard battery that give you the most efficient information. When there is no depth of information to demand, administer the Supplementary subtests—items, Spanish-language teaching, and highly engaging tasks, were designed to meet this end. Success was demonstrated only when objective data supported the cultural fairness of the test. This theory-based, individually administered measure of processing and cognitive abilities helps you give a true picture of each child’s abilities—regardless of language or cultural differences. And when you choose a complete understanding of cognitive strengths and weaknesses, you can be sure that you are making effective, informed decisions that lead to more accurate placement and interventions.

KABC-II Dual Theoretical Model

Luria Terms Cattell-Horn-Carroll (CHC) Terms
Luria Terms
Pattern Reasoning (ages 7–18), Atlantis, Rebus, Atlantis Delayed, Rebus Delayed
Word Order, Number Recall, Hand Movements
Nonverbal Index
Mental Processing Index (MPI)    Fluid-Crystallized Index (FCI)
Crystallized Ability (Gc)           Knowledge/Gc
Learning Ability                      Long-Term Storage & Transitory Memory (Gsm)
Sequential Processing           Short-Term Memory (Gsm)      Sequential/Gsm
Gv
Atlantis, Rebus, Atlantis Delayed
Glr
Gv

Knowledge/

Learning/Glr

Sequential/Gsm

KABC-II Subtests

KABC-II scales and subtests yield a detailed picture of cognitive ability and processing skills

You control how to interpret the test

Only the KABC-II gives you a dual theoretical model so you can decide how best to meet the needs of each individual. Choose the Cattell-Horn-Carroll (CHC) model for children from a mainstream cultural and linguistic background. However, if you believe the CHC model would not be a good indicator of the child’s cognitive ability because it includes the Knowledge/Gc Scale, you may choose the model based on Luria neuropsychological theory. The global scores for the Luria model (the Global Index/Fi Scale) or the CHC model (the Knowledge/Gc scale) or the global score is a processing abilities and includes measures of a child’s processing, learning (e.g., vocabulary, forward knowledge). This dual model allows you to provide a far measurement for children from nonmainstream cultural and linguistic backgrounds and children with language disorders.

The KABC-II comprises five scales (four at the preschool level). The name of each scale denotes the dual theoretical model. For example, the Sequential/Gsm Scale is the “sequential processing” that is part of Luria’s theory and the “Gv” (short-term memory) included in the array of CHC cognitive abilities. Like the other subtests, are administrate for each scale regardless of the model chosen. The difference between the models? The Knowledge/Gc scale is included only in the CHC model. Either approach gives you a global score that is both valid and reliable, and shows smaller differences between ethnic groups in comparison with other comprehensive ability batteries.