# ASSESSMENT SERVICES
Publication Summary Form

## Publication Data

<table>
<thead>
<tr>
<th>Instrument name/abbreviation:</th>
<th>Kaufman Short Neuropsychological Assessment Procedure (K-SNAP)</th>
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<tbody>
<tr>
<td>Author(s):</td>
<td>Alan S. Kaufman and Nadeen L. Kaufman</td>
</tr>
<tr>
<td>Publisher/address:</td>
<td>American Guidance Service, Inc., 4201 Woodland Road, Circle Pines, MN 55014</td>
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<tr>
<td>Copyright date:</td>
<td>1994</td>
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## Product Description

**Brief description:** Individual assessment of an adolescent’s or adult’s cognitive functioning at three levels of complexity.

**Primary use/purpose:** Can be used as a short cognitive evaluation, or as part of a comprehensive neuropsychological or intellectual assessment, in such places as clinics, hospitals, schools, private practices, and nursing facilities. Can help determine whether comprehensive testing is necessary.

**Age/grade range covered:** Ages 11 to over 85 years

**Administration Time:** 20 to 30 minutes

**Individual vs group:** Individual

**User qualifications:** Can be given by a range of personnel, but must be interpreted by a professional with knowledge and training in psychometrics and individual assessment.

## Content

**Subtest names:** Mental Status, Gestalt Closure, Number Recall, and Four-Letter Words

**Composite names:** Recall/Closure Composite, K-SNAP Composite

**Forms:** One

**Materials included in the kit:** Manual, easel, and 25 Record Booklets

## Scoring Information

**Item types:** Most tasks are administered in easel format. Part of one subtest is paper and pencil.

**Response format:** Mental Status—stimuli are auditory and/or visual, response is verbal; Gestalt Closure—stimuli are visual, response is verbal; Number Recall—stimuli are auditory, response is verbal; Four-Letter Words—stimuli are visual, response is verbal or motor.

**Item scoring:** Objective, 1–0 (correct or incorrect)

**Scoring options:** Must be hand scored

**Derived scores available**

- **Subtests:** Scaled scores ($M = 10$, $SD = 3$), percentile ranks, and descriptive categories. Mental Status has descriptive categories only.

- **Composites:** Recall/Closure Composite offers same scores as subtests. K-SNAP Composite has standard scores, percentile ranks, and descriptive categories.

- **Impairment Index:** Impairment Index score can be calculated using four diagnostic criteria, chosen based on clinical and neuropsychological theory.

**Norm groups available:** Age-based

**Interpretive features:** can be interpreted in the context of several intellectual and neuropsychological assessment theories -- Luria’s PASS model, Piaget’s stages of thought, psycholinguistic theories, or process models. Measures functioning at three distinct levels of complexity. Impairment Index provides an objective look at a person’s level of impairment (specific criteria were selected to correspond to specific clinical and neurological disorders).

**Computerized scoring:** No
Technical Information

Standardization
Date: April 1988 to October 1991
Size: 2,000 (same sample as for KAIT)
Based on U.S. census data for 1990
Sample controlled for
Age: Yes
Gender: Yes
Race: Yes
Geographic region: Yes
SES/parent education: Yes
Community size: No
Special populations included: No

Reliability
Internal consistency:
- Gestalt Closure: .82
- Number Recall: .83
- Four-Letter Words: .84
- Recall/Closure Composite: .85
- K-SNAP Composite: .89

Test - Retest:
- Gestalt Closure: .78
- Number Recall: .78
- Four-Letter Words: .65
- Recall/Closure Composite: .83
- K-SNAP Composite: .82
- Impairment Index: .68

Interrater:
None

Validity
Intercorrelations: Yes
Content: Yes
Construct: Yes
Concurrent: Yes
Predictive: Yes (diagnostic)
Factor analysis: Yes, joint with K-FAST, KAIT, and WAIS-R
Clinical sample: Yes, neurologically impaired, Alzheimer’s, MR, reading disabled, clinically depressed

Other
Development history: Developed with the KAIT, K-BIT, and K-FAST
Special features: Covers wide age range and wide range of ability levels; provides a well-normed measure of mental status.
Adaptation to special needs: Allows teaching to ensure that all examinees understand the nature of the task. Includes various input/output formats to minimize unfairness to people with lateralized brain damage. People with reading disabilities should not be given Four-Letter Words.
Sensitivity to other cultures: All items were analyzed for bias.