



Neurocognitive Longitudinal – Comprehensive Battery

Validity Rating Form

Patient ID ____ - ____ - ____ - ____

Date of testing (mm/dd/yy): __ / __ / __

SECTION I: OVERALL TEST VALIDITY

Sufficient Validity: Test scores are judged to be an accurate reflection of the child's optimal ability

Questionable Validity: There are mild concerns that the test scores may slightly underestimate the child's optimal ability due to other factors affecting his/her performance

Serious Concerns: There are clear and serious concerns that the test scores significantly underestimate the child's optimal ability due to other factors affecting his/her performance

Validity of Test Scores (check one for each test; see key above)

	Sufficient	Questionable	Serious Concerns	Not Administered
WPPSI-IV / WISC-IV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VMI-6				
Visual-Motor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Perception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K-CPT / CPT-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Report Questionnaires				
BRIEF-SR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CDI-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PTSD-RI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTE: Complete Section II for any tests rated **QUESTIONABLE** or **SERIOUS CONCERNS**.

SECTION II: FACTORS JUDGED TO BE IMPACTING VALIDITY

If validity was judged to be sufficient, leave this section blank. If validity was judged to be Questionable or Serious, please mark all factors that you think affected the validity of the scores on each measure.

WPPSI-IV / WISC-IV – Check all that affected test validity

- Low stamina / Fatigue
- Inattention / Distractibility / Impulsivity / Hyperactivity
- Noncompliance / Poor persistence (due to low frustration tolerance) / Poor effort (not trying hard – bored, unengaged in the testing, or showing a lack of motivation to do well)
- Mood (e.g., dysthymic, angry, anxious, or labile)
- Poor comprehension of instructions
- Poor fine motor skills
- Vision or Hearing problem (there is evidence that subject could not see or hear the stimuli well enough)
- Other (describe) _____
- Comments: _____



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VMI-6 – Check all that affected test validity

- Low stamina / Fatigue
- Inattention / Distractibility / Impulsivity / Hyperactivity
- Noncompliance / Poor persistence (due to low frustration tolerance) / Poor effort (not trying hard – bored, unengaged in the testing, or showing a lack of motivation to do well)
- Mood (e.g., dysthymic, angry, anxious, or labile)
- Poor comprehension of instructions
- Vision or Hearing problem (there is evidence that subject could not see or hear the stimuli well enough)
- Other (describe) _____
- Comments: _____

K-CPT/CPT-2 – Check all that affected test validity

- Low stamina / Fatigue
- Inattention / Distractibility / Impulsivity / Hyperactivity
- Noncompliance / Poor persistence (due to low frustration tolerance) / Poor effort (not trying hard – bored, unengaged in the testing, or showing a lack of motivation to do well)
- Mood (e.g., dysthymic, angry, anxious, or labile)
- Poor comprehension of instructions
- Poor fine motor skills
- Vision or Hearing problem (there is evidence that subject could not see or hear the stimuli well enough)
- Other (describe) _____
- Comments: _____

Self-Report Questionnaires – Check all that affected test validity

- Low stamina / Fatigue
- Inattention / Distractibility / Impulsivity / Hyperactivity
- Noncompliance / Poor persistence (due to low frustration tolerance) / Poor effort (not trying hard – bored, unengaged in the testing, or showing a lack of motivation to do well)
- Mood (e.g., dysthymic, angry, anxious, or labile)
- Poor comprehension of instructions
- Poor fine motor skills
- Vision or Hearing problem (there is evidence that subject could not see or hear the stimuli well enough)
- Other (describe) _____
- Comments: _____

Data collector initials: ____ Date data collection completed (mm/dd/yy): __ / __ / __