KABC-II NU: the two models and the five scales

Kaufman Assessment Battery for Children, Second Edition (Pearson, 2004; Normative Update March 2018, 700 children aged 3:0 to 18:11). Ages 3:0 to 18:11; qualification level C; one-to-one with easels and manipulatives. Global indexes and scales: mean 100, SD 15; subtests: mean 10, SD 3. Linked to the KTEA-3.

The examiner chooses the model before testing

	Luria model	Cattell-Horn-Carroll (CHC) model
Global score	Mental Processing Index (MPI)	Fluid-Crystallized Index (FCI)
Scales	Sequential, Simultaneous, Learning, Planning (age 7+)	The same four plus Knowledge
Acquired knowledge	Left out of the global score	Included
Time (core)	25 to 55-60 minutes	30-35 to 70-75 minutes
Chosen when	Language, hearing, schooling or culture would make vocabulary unfair: bilingual, language disorder, limited schooling	Typical language and schooling; a full CHC profile wanted

The five scales

Scale (CHC name)	What it measures	Subtests
Sequential / Gsm	Short-term memory: holding and repeating a sequence	Number Recall, Word Order, Hand Movements
Simultaneous / Gv	Visual processing: seeing the whole from the parts	Triangles, Rover, Block Counting, Gestalt Closure, Conceptual Thinking, Face Recognition
Learning / Glr	Learning and retrieving new associations	Atlantis, Rebus, and their Delayed Recall versions
Planning / Gf	Fluid reasoning (ages 7 and up)	Pattern Reasoning, Story Completion
Knowledge / Gc	Crystallized knowledge and vocabulary (CHC model only)	Riddles, Expressive Vocabulary, Verbal Knowledge

Atlantis: learns made-up names for fish, plants and shells. Rebus: learns words as pictures and reads sentences of them. Triangles: builds a design from foam triangles. Rover: shortest path across a grid. Block Counting: blocks in a picture, some hidden. Number Recall, Word Order, Hand Movements: repeating sequences. Pattern Reasoning, Story Completion: reasoning. Riddles, Expressive Vocabulary, Verbal Knowledge: the knowledge tasks the Luria model leaves out. Nonverbal Index: subtests given with gestures and answered without speech.

From sciencewithshobha.com/blog/kabc-ii-explained-the-kaufman-assessment-battery-for-children-ages-3-to-18-the-luria-and-chc-models-the-five-scales-the-mpi-fci-and-nvi-and-why-it-is-used-with-bilingual-children/ · 1-on-1 online tutoring for US families, Grade 1 to AP, free 30-minute first class.

The scores, and the questions to ask the examiner

Scores to percentiles

Score	About the percentile
70	2nd
80	9th
85	16th
90	25th
100	50th
110	75th
115	84th
120	91st
130	98th
140	99.6th

What the report carries

[ ] The global index (MPI or FCI) and the Nonverbal Index if computed, with confidence intervals and percentiles.

[ ] Scale indexes, and which are personal strengths or weaknesses (against the child's own average) and normative ones (against the norm).

[ ] Subtest scaled scores.

[ ] Facilitators and inhibitors: the examiner's notes on attention, anxiety, impulsivity, perseveration on each subtest; often the most useful lines for a teacher.

[ ] The 2018 norms run a little stricter than the 2004 ones; a report from before March 2018 is on the old norms.

Questions for the examiner

Which model was used, and why: _____

MPI or FCI, and the NVI, with intervals and percentiles: _____

Scale pattern: highest and lowest, and the gap: _____

Sequential against Simultaneous: a working-memory-shaped difficulty? _____

Was the KTEA-3 given alongside, and what the ability-achievement comparison showed: _____

What the school should change because of the profile: _____