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Test of Memory and Learning-Revised (TOMAL-2)**

Availability:	Please visit this website for more information about the instrument: Click here for the Test of Memory and Learning, Second Edition website.
Classification:	Supplemental.
Recommended Subtests:	Abstract Visual Memory. Faces. Stories. Word List Learning. Selective Reminding Test.
Short Description of Instrument:	<p>Author(s): Cecil R. Reynolds, Ph.D. & Erin D. Bigler.</p> <p>TOMAL-2 provides the most comprehensive coverage of memory assessment currently available in a standardized battery. This assessment permits a direct comparison across a variety of aspects of memory in a single battery. This allows the assessment of strengths and weaknesses, as well as potentially pathologic indicators of memory disturbances. This nationally standardized test evaluates general specific memory functions using eight core subtests, six supplementary subtests and 2 delayed recall tasks.</p> <p>TOMAL-2 is useful for evaluating children or adults referred for learning disabilities, traumatic brain injury, neurological diseases, serious emotional disturbances and ADHD.</p> <ul style="list-style-type: none"> • Administration: Time: Core Battery - 30 minutes; Core Battery plus Supplementary - 60 minutes. • Ages / Grades: Ages: 5-0 through 59-11.
Scoring:	<p>Scores/Interpretation: Core Indexes include: Verbal Memory, Nonverbal Memory and Composite Memory. Supplementary Indexes include Verbal Delayed Recall, Learning, Attention and Concentration, Sequential Memory, Free Recall and Associative Recall. Includes standardized or scaled scores and percentiles. Subtest scaled scores appear as $M = 10, SD = 3$. Composite scores and indexes are $M = 100, SD = 15$.</p>
References:	<p>Reynolds, C., and Voress, J. (2007). Test of Memory and Learning--Revised (Second ed.). Pearson Assessments: San Antonio, TX.</p> <p>Alexander, A., and Mayfield, J. (2005). Latent factor structure of the Test of Memory and Learning in a pediatric traumatic brain injured sample: support for a general memory construct. Arch Clin Neuropsychol 20(5), 587-598.</p> <p>Lowther, J., and Mayfield, J. (2004). Memory functioning in children with traumatic brain injuries: a TOMAL validity study. Arch Clin Neuropsychol 19(1), 105-118.</p> <p>Ramsay, M., and Reynolds, C. (1995). Separate digits tests: A brief history, a literature review, and a reexamination of the factor structure of the Test of Memory and Learning (TOMAL). Neuropsychol Rev 5(3), 151-171.</p> <p>Reynolds, C., and Bigler, E. (1996). Factor structure, factor indexes, and other useful statistics for interpretation of the Test of Memory and Learning (TOMAL). Arch Clin Neuropsychol 11(1), 29-43.</p>