The Rey Auditory Verbal Learning Test (RAVLT) evaluates a wide diversity of functions: short-term auditory-verbal memory, rate of learning, learning strategies, retroactive, and proactive interference, presence of confabulation of confusion in memory processes, retention of information, and differences between learning and retrieval.

Participants are given a list of 15 unrelated words repeated over five different trials and are asked to repeat. Another list of 15 unrelated words are given and the client must again repeat the original list of 15 words and then again after 30 minutes. Approximately 10 to 15 minutes is required for the procedure (not including 30 min. interval).

Authors


Reliability and Validity

Reported reliability for the Rey Auditory Verbal Learning Test was varied; 0.70 for List A and 0.38 for recall of List B (Snow, 1988). Test-retest reliability for a one-year interval between test administration was reported moderate, 0.55 (Snow, Tierney, Zorzitto, Fisher, & Reid, 1988). The RAVT is closely correlated with the California Test of Verbal Learning—Childrens Version. Correlations ratings of 0.50 to 0.65 with other factor grouping and other learning tools (MacCartney-Filgnate & Vriezen, 1988) supports RAVLT validity. Such functions as acquisition, storage, and retrieval were indicated as measures for the test by factor analytic studies.

Where to Purchase

Western Psychological Services

Administration, Analysis and Reporting

Statistics Solutions consists of a team of professional methodologists and statisticians that can assist the student or professional researcher in administering the survey instrument, collecting the data, conducting the analyses and explaining the results.
For additional information on these services, click here.

**Dissertations Using the Rey Auditory Verbal Learning Test**

Below is a list of dissertations that use the RAVLT. The full version of these dissertations can be found on ProQuest.


**References**


**Journals**

