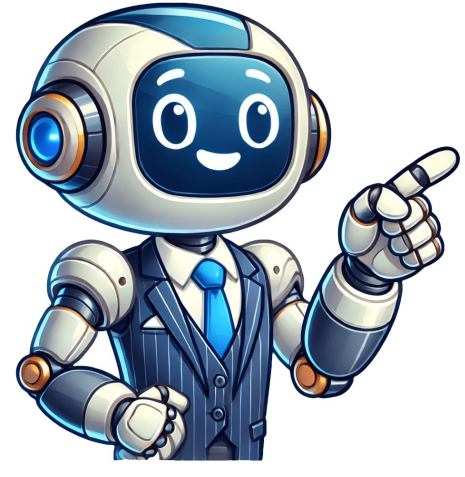


[Click Here](#)



960 stanford binet iq tes

[illegible]

with a uniform standard deviation of 16. However, it was later demonstrated that very high scores occurred with much greater frequency than what would be predicted by the normal curve with a standard deviation of 16, and scores in the gifted range were much higher than those yielded by essentially every other major test, so it was deemed that the ratio IQs modified to have a uniform mean and standard deviation, referred to as "deviation IQs" in the manual of the third edition of the Stanford-Binet (Terman & Merrill, 1960), could not be directly compared to scores on "true" deviation IQ tests, such as the Wechsler Intelligence Scales, and the later versions of the Stanford-Binet, as those tests compare the performance of examinees to their own age group on a normal distribution (Ruf, 2003). While new features were added, there were no newly created items included in this revision. Instead, any items from the 1937 form that showed no substantial change in difficulty from the 1930s to the 1950s were either eliminated or adjusted (Roid & Barram, 2004). Robert Thorndike was asked to take over after Merrill's retirement. With the help of Elizabeth Hagen and Jerome Sattler, Thorndike produced the fourth edition of the Stanford-Binet Intelligence Scale in 1986. This edition covers the ages two through twenty-three and has some considerable changes compared to its predecessors (Graham & Naglieri, 2003). This edition was the first to use the fifteen subtests with point scales in place of using the previous age scale format. In an attempt to broaden cognitive ability, the subtests were grouped and resulted in four area scores, which improved flexibility for administration and interpretation (Youngstrom, Glutting, & Watkins, 2003). The fourth edition is known for assessing children that may be referred for gifted programs. This edition includes a broad range of abilities, which provides more challenging items for those in their early adolescent years, whereas other intelligence tests of the time did not provide difficult enough items for the older children (Laurent, Swerdlik, & Ryburn, 1992). Gale Roid published the most recent edition of the Stanford-Binet Intelligence Scale. Roid attended Harvard University where he was a research assistant to David McClelland. McClelland is well known for his studies on the need for achievement. While the fifth edition incorporates some of the classical traditions of these scales, there were several significant changes made. April 1905: Development of Binet-Simon Test announced at a conference in Rome June 1905: Binet-Simon Intelligence Test introduced 1908 and 1911: New Versions of Binet-Simon Intelligence Test 1916: Stanford-Binet First Edition by Terman 1937: Second Edition by Terman and Merrill 1960: Third Edition by Merrill (form L-M) 1973: Third Edition by Merrill (1937 norms were re-normed) 1986: Fourth Edition by Thorndike, Hagen, and Sattler 2003: Fifth Edition by Roid Just as it was used when Binet first developed the IQ test, the Stanford-Binet Intelligence Scale: Fifth Edition (SB5) is based in the schooling process to assess intelligence. It continuously and efficiently assesses all levels of ability in individuals with a broader range in age. It is also capable of measuring multiple dimensions of abilities (Ruf, 2003). The SB5 can be administered to individuals as early as two years of age. There are ten subsets included in this revision including both verbal and nonverbal domains. Five factors are also incorporated in this scale, which are directly related to Cattell-Horn-Carroll (CHC) hierarchical model of cognitive abilities. These factors include fluid reasoning, knowledge, quantitative reasoning, visual-spatial processing, and working memory (Bain & Allin, 2005). Many of the familiar picture absurdities, vocabulary, memory for sentences, and verbal absurdities still remain from the previous editions (Janzen, Obrzut, & Marusiak, 2003), however with more modern artwork and item content for the revised fifth edition. For every verbal subtest that is used, there is a nonverbal counterpart across all factors. These nonverbal tasks consist of making movement responses such as pointing or assembling manipulatives (Bain & Allin, 2005). These counterparts have been included to address language-reduced assessments in multicultural societies. Depending on age and ability, administration can range from fifteen minutes to an hour and fifteen minutes. The fifth edition incorporated a new scoring system, which can provide a wide range of information such as four intelligence score composites, five factor indices, and ten subtest scores. Additional scoring information includes percentile ranks, age equivalents, and a change-sensitive score (Janzen, Obrzut, & Marusiak, 2003). Extended IQ scores and gifted composite scores are available with the SB5 in order to optimize the assessment for gifted programs (Ruf, 2003). To reduce errors and increase diagnostic precision, scores are obtained electronically through the use of computers now. The standardization sample for the SB5 included 4,800 participants varying in age, sex, race/ethnicity, geographic region, and socioeconomic level (Bain & Allin, 2005). Several reliability tests have been performed on the SB5 including split-half reliability, standard error of measurement, plotting of test information curves, test-retest stability, and inter-scorer agreement. On average, IQ scores for this scale have been found quite stable across time (Janzen, Obrzut, & Marusiak, 2003). Internal consistency was tested by split-half reliability and was reported to be substantial and comparable to other cognitive batteries (Bain & Allin, 2005). The median interscorer correlation was .90 on average (Janzen, Obrzut, & Marusiak, 2003). The SB5 has also been found to have great precision at advanced levels of performance meaning that the test is especially useful in testing children for giftedness (Bain & Allin, 2005). There have only been a small amount of practice effects and familiarity of testing procedures with retest reliability; however, these have proven to be insignificant. Readministration of the SB5 can occur in a six-month interval rather than one year due to the small mean differences in reliability (Bain & Allin, 2005). Content validity has been found based on the professional judgments Roid received concerning fairness of items and item content as well as items concerning the assessment of giftedness (Bain & Allin, 2005). With an examination of age trends, construct validity was supported along with empirical justification of a more substantial g loading for the SB5 compared to previous editions. The potential for a variety of comparisons, especially for within or across factors and verbal/nonverbal domains, has been appreciated with the scores received from the SB5 (Bain & Allin, 2005). Main article: IQ classification The test publisher includes suggested score classifications in the test manual. Stanford-Binet Fifth Edition (SB5) classification[5] IQ Range ("deviation IQ") IQ Classification 145-160 Very gifted or highly advanced 130-144 Gifted or very advanced 120-129 Superior 110-119 High average 90-109 Average 80-89 Low average 70-79 Borderline impaired or delayed 55-69 Mildly impaired or delayed 40-54 Moderately impaired or delayed The classifications of scores used in the Fifth Edition differ from those used in earlier versions of the test. Fluid reasoning Knowledge Quantitative reasoning Visual-spatial processing Working memory Early reasoning Vocabulary Non-verbal quantitative reasoning (non-verbal) Form board and form patterns (non-verbal) Delayed response (non-verbal) Verbal absurdities Procedural knowledge (non-verbal) Verbal quantitative reasoning Position and direction Block span (non-verbal) Verbal analogies Picture absurdities (non-verbal) Memory for sentences Object series matrices (non-verbal) Last word Source:[6] Since its inception, the Stanford-Binet has been revised several times. The test is in its fifth edition, called the Stanford-Binet Intelligence Scales, Fifth Edition, or SB5. According to the publisher's website, "The SB5 was normed on a stratified random sample of 4,800 individuals that matches the 2000 U.S. Census". By administering the Stanford-Binet test to large numbers of individuals selected at random from different parts of the United States, it has been found that the scores approximate a normal distribution. The revised edition of the Stanford-Binet over time has devised substantial changes in the way the tests are presented. The test has improved when looking at the introduction of a more parallel form and more demonstrative standards. For one, a non-verbal IQ component is included in the tests whereas in the past, there was only a verbal component. It evolved to have equally balanced verbal and non-verbal content. It is also more animated than the other tests, providing the test-takers with more colourful artwork, toys and manipulatives. This allows the test to have a higher range in the age of the test takers. This test is purportedly useful in assessing the intellectual capabilities of people ranging from young children all the way to young adults. However, the test has come under criticism for not being able to compare people of different age categories, since each category gets a different set of tests. Furthermore, very young children tend to do poorly on the test because they lack the ability to concentrate long enough to finish it. Uses for the test include clinical and neuropsychological assessment[citation needed], educational placement, compensation evaluations, career assessment, adult neuropsychological treatment, forensics, and research on aptitude. Various high-IQ societies also accept this test for admission into their ranks; for example, the Triple Nine Society accepts a minimum qualifying score of 151 for Form L or M, 149 for Form L-M if taken in 1986 or earlier, 149 for SB-IV, and 146 for SB-V; in all cases the applicant must have been at least 16 years old at the date of the test. Intertel accepts a score of 135 on SB5 and 137 on Form L-M.[7] Science portal Cattell Infant Intelligence Scale The Flynn effect Military psychology Intelligence quotient IQ classification ^ Nicolas, Serge; Andrieu, Bernard; Croizet, Jean-Claude; Santioso, Rasyid B.; Burman, Jeremy Trevelyan (2013). "Sick? Or slow? On the origins of intelligence as a psychological object". *Intelligence*. 41 (5): 699-711. doi:10.1016/j.intell.2013.08.006. ^ "Is Intelligence Fixed or Malleable? | Poet, Don't Know It!". ^ "Psychol Clin Volume 5(7); 1911 Dec 15". www.ncbi.nlm.nih.gov. Retrieved 2020-07-03. ^ Brysbaert, Marc; Nicolas, Serge (2024). "Two Persistent Myths About Binet and the Beginnings of Intelligence Tests in Psychology Textbooks". *Collabra:Psychology*. doi:10.1525/collabra.117600. hdl:1854/LU-01JD038W08SM3PBC0DVPAAVCB6. ^ Kaufman, Alan S. (2009). *IQ Testing* 101. New York: Springer Publishing. p. 112. ISBN 978-0-8261-0629-2. Sattler, Jerome M. 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