# IQ Assessment Report

An IQ assessment is a formal approach that confidently predicts a child’s intellectual ability relative to their age group because many same-age children have been assessed on the same tests.

It is based on a collection of tasks grouped within a sub-test, with each sub-test providing a sub-score. So there are two types of scores involved. The sub-test scores show how the child performed on different areas of the test. The other is the global or total score, for which the sub-test scores are totalled up and then averaged out. This is usually called the Full Scale IQ Score. The total IQ will not tell you about the specific areas of strength of the child so it is important to seek out information contained in the sub-tests and what they mean.

When the IQ of a very young child has been measured it is accepted that the sub-scores are likely to be more informative about a child’s strengths than the Full Scale IQ Score. Sometimes this is written as a percentile score or rank.

A psychologist’s report should explain clearly the results of the test, and their implications for the child’s educational provision.

The following excerpts are genuine examples from a Stanford Binet 5 IQ test taken by ***‘****Tom’* when he was 4 years old. Note the large differences between each of *Tom’s* sub-scores (called here a percentile score).

**Fluid Reasoning** -Tests in this area assess a child’s ability to find relationships among pieces of information and to reason from the part to the whole, from the specific to the general, or from individual instances to the universal principle. *Tom*scored at the 92nd percentile - age equivalent of a child 5 years 3 months.

**Knowledge** - Tests in this area assess a child’s general knowledge**.** *Tom* scored at the 91st percentile - age equivalent of a child 6 years 7 months.

**Quantitative reasoning** - Tests in this area assess a child’s competency in numerical skills and applied problem solving. *Tom* scored at the 99.9th percentile - age equivalent of a child 7 years 10 months.

**Visual Spatial Processing** - Tests in this area assess a child’s ability to see patterns, relationships, spatial orientation, etc. *Tom* scored at the 82nd percentile - age equivalent of a child 4 years 9 months.

**Working Memory** - Tests in this area assess a child’s ability in both verbal and numerical tasks - to attend to a whole task, follow instructions to complete a task. *Tom* scored at the 96th percentile - age equivalent of a child 5 years 10 months.

**Tom’s** **Full Score IQ was 130** – at the 98th percentile.

The assessing psychologist should provide a clear report on the IQ test as well as

recommendations for ongoing educational provision.

For instance in *Tom’s* report, as well as discussion about *Tom* as an individual compared to the general characteristics of gifted children, the psychologist’s report may suggest that early entry to school would be the most appropriate placement for the following year. In support of this recommendation he lists guides for planning for *Tom*, some of these are:

1. *Tom* requires mastery experiences based on incremental learning. This would offer *Tom* experiences in understanding and appreciation of his abilities — his strengths and weaknesses.
2. *Tom* needs to be given tasks that are differentiated in complexity from those expected of children in the mainstream curriculum.
3. The emphasis should be on fewer tasks but at a more rigorous level of demand and requiring higher levels of application and effort.
4. *Tom* should be grouped for at least part of his day with children of like mind and like ability in the learning environment.

In this report the psychologist also provided information about the appropriate types of educational provision and a general overview of the learning needs of a young gifted child.