
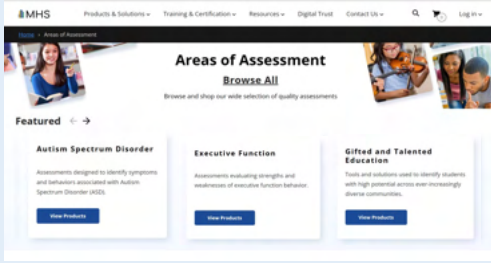


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4

4

Core Group Discussion → Deeper Learning

- **C**oach – Help the group decide what to do
- **O**rganizer – Have your group discuss the case of Manuel
- **R**ecorder – Keep notes and speak for the group
- **E**nergizer – Focus the group !



5

5

1. Why are we here?
2. What did we discover?
3. What solution did we create?

6

6

Dina and Kim to discuss what they saw as Gifted Coordinators

7

7

One Definition of Gifted & Talented

- "Giftedness designates the possession and use of untrained and spontaneously expressed natural abilities (*called aptitudes or gifts*), in at least one ability domain (e.g. *intellectual, creative, socio-affective, perceptual/motor, and 'others'*)..."
- "By contrast, 'talent' designates the superior mastery of systematically developed abilities (*or skills*) and knowledge in at least one field of human activity."



Francois Gagné

8

A Few Differences Between a... Bright Child & Gifted Child

Knows the answer	Asks questions
Is interested	Is highly curious
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Top of the group	Beyond the group
Learns with ease	Already knows
Understands ideas	Constructs abstractions
6-8 Repetitions for mastery	1-2 Repetitions for mastery
Grasps the meaning	Draws inferences
Completes the assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning ⁹
Enjoys straightforward, sequential learning	Thrives on complexity

9

Profiles of Gifted Learners

- Creatively gifted people
- Gifted Perfectionists
- Highly and profoundly gifted
- Culturally & linguistically diverse gifted students
- Twice-exceptional gifted students
- Non-productive gifted students
- High ability / high achieving students



10

1. Why are we here?
2. What did we discover?
3. What solution did we create?

11

Did you know...

- The origin of the most widely used intelligence tests?
- That the most widely used group and individual intelligence tests measure vocabulary knowledge and include Arithmetic word problems like those found on achievement tests?
- Does that feel right?

12

Naglieri's Nonverbal Tests: 1985 to Present

• Research on Six Versions of the Naglieri Nonverbal Tests



Each of these versions of the NNAT showed similar scores by RACE, ETHNICITY, & SEX and had strong correlation with achievement

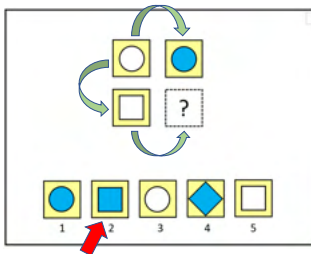
MAT Short and Expanded Forms: 1985 Naglieri Nonverbal Ability Test 1997 NNAT - Individual, 2003 NNAT - 2 2008 NNAT3 2016

This research convinced me that measuring intelligence using test questions that measured how well a student can think was a valid and equitable way to measure general intelligence 'g'.

16

16

Tests that Measure Thinking or Knowing?



Girl is woman as boy is to man ?

3 is to 6 as 5 is to 10 ?

C⁷ is to F as E⁷ is to A ?

17

17

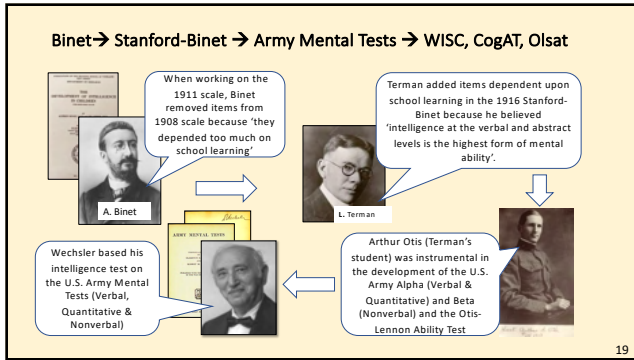
Why do we measure intelligence the way we do?

The History of IQ tests

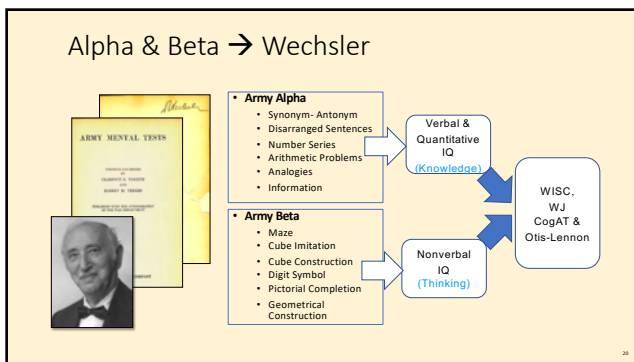


18

18



19



20

Wechsler's View of General ability

- Wechsler "believed that his Verbal and Performance Scales represented different ways to access **g (general ability)**", but **he never believed [in verbal and] nonverbal intelligence** as being separate from g. Rather he saw the **Performance Scale as the most sensible way** to measure the general intelligence of people with ... limited proficiency in English. (Kaufman, 2008)

"The aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment (1939)"

21


21

CONCEPT OF GENERAL INTELLIGENCE 61

The Criteria of a Test of Intelligence. — Influenced both by the theoretical discussion of general intelligence and by the empirical work of testing, we have arrived at certain requirements for a good test of intelligence, which we may discuss under the four following headings:

1. Tests must be relatively new. — A good intelligence test must avoid as much as possible anything that is commonly learned by the subjects tested. In a broad sense this rests upon a differentiation between knowledge and intelligence. To use as a test of intelligence something that is commonly taught in school is not desirable, because those children who have reached the particular grade in which this is generally taught have memorized this fact, whereas other children of equal or greater intelligence may have had no opportunity to learn this same fact, simply because they may not have reached this particular grade in their school work. To ask the question, "Who discovered America?" would be indicative of the school progress or general cultural environment of the child rather than of his general intelligence. Failure to answer might indeed be due to lack of intelligence in the case of school children of a certain grade in which this had been a matter of instruction, but on the other hand a very intelligent child might fail to answer owing to the fact of his not being in that grade in which this was taught.

Pintner
(Intelligence Testing, 1923)



- This is a social justice issue for those from disadvantaged communities and those with limited education

22

22

Woodcock-Johnson Cognitive & Achievement Tests (CHC)

Very Similar Items on "Different" Tests

Cognitive: Oral Vocabulary #1 subtest has a question like this: Tell me another word for hot. Correct: Warm	Cognitive: Test #17B Reading Vocabulary-Antonyms subtest has a question like this: Tell me the opposite of up Correct: down
Achievement: Reading Vocabulary subtest #17 has a question like this: Tell me another word for Warm. Correct: Hot	Achievement Test #1C Verbal Comprehension-Antonyms has a question like this: Tell me the opposite of down. Correct: up

23

23

Knowledge is Included in "Ability" Tests

Stanford-Binet-5	WISC-V	WJ-IV	KABC-II	OLSAT	CogAT
<ul style="list-style-type: none"> • Verbal • Knowledge • Quantitative Reasoning • Vocabulary • Verbal Analogies 	<ul style="list-style-type: none"> • Verbal Comprehension • Vocabulary, Similarities, Information & Comprehension • Fluid Reasoning: Figure Weights, Arithmetic 	<ul style="list-style-type: none"> • Comprehension • Knowledge: Vocabulary & General • Information • Fluid Reasoning: Number Series & Concept Formation • Auditory Processing: Phonological Processing 	<ul style="list-style-type: none"> • Knowledge / GC • Riddles, Expressive Vocabulary, Verbal Knowledge 	<ul style="list-style-type: none"> • Verbal • Following directions • Verbal Reasoning • Quantitative • Verbal Arithmetic Reasoning 	<ul style="list-style-type: none"> • Verbal Scale • Analogies • Sentence Completion • Verbal Classification • Quantitative • 45 pages of oral instructions

24

24

What is the Practical Impact of intelligence tests that are confounded by knowledge?

25

APA Apology for Promoting Racism

- APA recognizes the **roles of psychology in promoting...racism, and the harms that have been inflicted on communities of color** ... and the ways measurement of intelligence has been systematically used to create the ideology of White supremacy'
- Throughout the 1900s prominent **psychologists involved in IQ test development supported eugenics**
- Psychology ... **helped to create, express, and sustain them, continues to bear their indelible imprint, and often continues to publish research that conforms with White racial hierarchy**

26

National Survey of Gifted Education

Which of the following assessments does your district use to identify gifted students? Select all that apply.

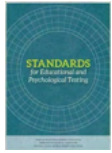
Assessment	Percentage
CogAT	54%
Renzulli Nonverbal Ability Test	31%
ITBS	25%
Other Nonverbal	19%
Stanford-Binet L	17%
Stanford-Binet L-M	13%
Test of Nonverbal Intelligence	13%
District created assessments	10%
ACT	9%
Reasoning Programmatic Matrix	7%
Test of Mathematical Ability of Gifted Students	5%
SAT	5%
MAP	2%
SSA	1%
Honors Nation	1%
Other	42%

These tests have verbal and quantitative questions and lengthy verbal directions

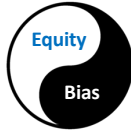
27

Test Bias vs Test Equity

According to the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014) Psychometric TEST BIAS and EQUITY are two different ways of measuring test fairness.

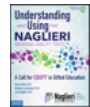


- ... if a person has had limited opportunities to learn the content in a test of intelligence, **that test may be considered unfair** (because it penalizes students for not knowing the answers) **even if there is no evidence of psychometric test bias.**
- Evidence of EQUITY is examined by test content and mean score differences



28

Race and Ethnic Differences for Traditional and Second-Generation Intelligence Tests



Note: The results summarized here were reported for the Otis-Lennon School Ability Test by Naglieri and Pfeiffer (2002), Stanford-Binet by Naglieri (2009), Wechsler Intelligence Scale Abbreviated by Edwards and Gardner (2002) and various differences by Davis, Sprague, Oles, Campbell, and Naglieri (2002), CogAT by Sprague, Andrew and Naglieri (2004) and WISC-V (normative sample), WI-III (normative sample), K-ABC II Fluid-Crystallized Index, WISC-V (statistical controls normative sample), K-ABC II Mental Processing Index, CogAT Total (V, Q & NV), CogAT7 - Verbal, CogAT7 - Nonverbal, CogAT7 - Quantitative

	By Race	By Ethnicity
TRADITIONAL Tests that require knowledge	9.4	6.4
Otis-Lennon School Ability Test (district wide)	13.6	-
Stanford-Binet IV (normative sample)	12.6	-
CogAT7 Nonverbal	11.8	7.6
WISC-V (normative sample)	11.6	-
WI-III (normative sample)	10.9	10.7
K-ABC II Fluid-Crystallized Index	9.4	9.8
WISC-V (statistical controls normative sample)	8.7	5.4
K-ABC II Mental Processing Index	8.1	8.2
CogAT Total (V, Q & NV)	7.0	4.5
CogAT7 - Verbal	6.6	5.3
CogAT7 - Nonverbal	6.4	2.9
CogAT7 - Quantitative	5.6	3.6
SECOND GENERATION Tests that require minimal knowledge	4.5	2.5
CAS-2 (normative sample)	6.3	4.5
Naglieri General Ability Test-Verbal (N= 392 & 709)	6.2	1.0
Naglieri General Ability Test-Quantitative (N= 392 & 709)	5.5	4.4
CAS (statistical controls normative sample)	4.8	4.8
Naglieri General Ability Test-Nonverbal (N= 392 & 709)	4.4	0.3
CAS-2 (statistical controls normative sample)	4.3	1.8
Naglieri General Ability Test-Quantitative (N = 6,098)	4.3	2.9
NNAT (matched samples)	4.2	2.8
Naglieri General Ability Test-Verbal (N = 5,739)	4.2	1.3
Naglieri General Ability Test-Nonverbal (N=6,887)	3.5	0.9
CAS-2 Brief (normative samples)	2.0	2.8

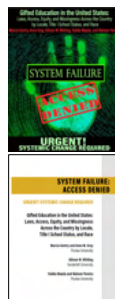
29

Access Denied: Gentry et. al. (2019)

Equity Across Underserved Groups and Locales²

Key Findings

- Underrepresentation of AIAN, Black, Latinx, and NHP1 students is widespread and persistent across the United States, continuing a trend of more than 40 years; whereas, Asian and White students are consistently well-represented.
- Students in Rural and Town locales are more likely to be less proportionally represented than their Suburb and City counterparts.



30

Numbers of Gifted Students Missed = 1,266,708

Gifted Enrollment by Race and Ethnicity as of 2020 (updated 2024)				
	N in Public Education K-12 in 2020	N Potentially Gifted (8%: 92 percentile)	N Students in gifted programs	Difference Between Potential and Identified
White	23,834,458	1,906,757	1,937,350	30,593
Black	7,754,506	620,360	330,774	-289,586
Hispanic	14,337,467	1,146,997	600,498	-546,499
Native Americans	748,000	59,840	26,700	-33,140
Two or More Races	1,641,817	131,345	105,371	-25,974
Total Non-Whites	24,481,790	1,958,543	1,063,343	-895,200

Percent of Schools that do not identify: 41.5%
 Additional non-white gifted students = 41.5% of 895,200
 Total non-white gifted students missed: **N = 1,266,708**



895,200

371,508

31

OSEP Office of Special Education Programs Office of Special Education and Rehabilitative Services

OSEP Fast Facts: Race and Ethnicity of Children with Disabilities Served under IDEA Part B
 For the purposes of this fast fact, racial ethnic groups are defined by the IDEA Part B Civil Court and Educational Environments for School Year 2019-2020. OSEP Data Documentation: [https://www2.ed.gov/osep/programs/osp/idea/13_data_collection_documentation_data_documentation/idea/act/act/child_court_and_educational_environment/idea/act/act/child_court_and_educational_environment/2019-2020.pdf](https://www2.ed.gov/osep/programs/osp/idea/13_data_collection_documentation_data_documentation/idea/act/act/child_court_and_educational_environment/idea/act/act/child_court_and_educational_environment/idea/act/act/child_court_and_educational_environment/2019-2020.pdf)

Risk Ratio of Students with Disabilities by Disability Category and by Specific Race and Ethnicity, Ages 5 (in kindergarten) through 21: SY 2019-20



The relative risk ratio of students with disabilities under IDEA by race and Ethnicity is the probability of a student with a disability being identified for intellectual disability. The higher the number, the larger the probability. Nationally, **Black Students are 1.48 times more likely to be identified with intellectual disability** compared to all students with disabilities.

<https://sites.ed.gov/idea/osep-fast-facts-race-and-ethnicity-of-children-with-disabilities-served-under-idea-part-b/>
https://ldaamerica.org/lda_today/disproportionate-identification-of-students-of-color-in-special-education/

32

Academic Learning Loss & COVID

- COVID-19 has increased the impact of disparities in access and opportunity for students of color and they are even further behind than they were before.
- Their scores on traditional intelligence tests which demand knowledge are even more inaccurate.
- Solutions:
 - For traditional tests, use post-COVID norms only.
 - Use intelligence tests that are not dependent upon knowledge



Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students. US Dept. of Ed- Office of Civil Rights. June, 21, 2021. <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19-a>

33

Core Group Discussion

•What was the MOST important idea we shared from the previous presentation



34

34

15-
minut
e
break



35

35



Your questions
and thoughts
please

36

36

1. Why are we here?
 2. What did we discover?
 3. What solution did we create?

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The Naglieri General Ability Tests: Verbal, Nonverbal and Quantitative

Jack A. Naglieri, Ph.D. jnaglieri@gmail.com
 Dina Brulles, Ph.D. dbrulles@gmail.com
 Kim Lansdowne, Ph.D. kimberlylansdowne@asu.edu

Publisher: MHS
 Contact: Debbie.Roby@MHS.com
 Phone: 214.908.7769





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2016 – 2022 Developmental Process

Naglieri General Ability Tests

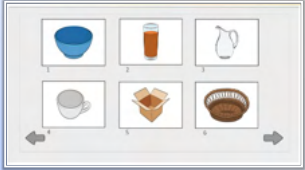
- We explicitly made tests for equitable identification of students from diverse cultural, linguistic, or socioeconomic backgrounds
- We used the traditional Verbal, Nonverbal and Quantitative formats to measure general ability using:
 - Test questions that do not require academic knowledge,
 - Verbal and Quantitative test questions that can be solved using any language,
 - Animated instructions remove the need for comprehension of directions,
 - A multiple-choice response removes the need for verbal expression.
 - Online (and paper) administration for group or individual assessment
 - Universal assessment using local and national norms

39

The Naglieri-V measures general ability using pictures of objects representing verbal concepts. The items are comprised of universally recognized pictures that do not rely on knowledge acquired in academic settings.

The student's task is to identify which of the six pictures does not represent the verbal concept shared by the other five.

The test items require close examination of the relationships among the pictures.



Naglieri Verbal
General Ability Test

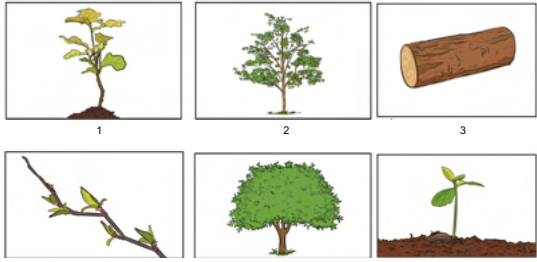
Naglieri General Ability Test – Verbal
(Naglieri & Brulles)

40



41






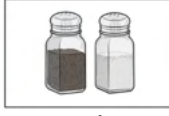
Verbal 1st Gr. Easy



Naglieri Verbal

42






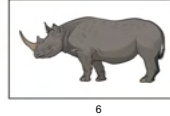
Verbal 1st Gr. Hard

 1	 2	 3
 4	 5	 6

Naglieri Verbal

43







Verbal 6th Gr. Easy

 1	 2	 3
 4	 5	 6

Naglieri Verbal

44

6th Gr. Hard

 1	 2	 3
 4	 5	 6


Naglieri Verbal

45

The Naglieri-NV measures general ability using questions that require a student to recognize the relationships among the shapes.

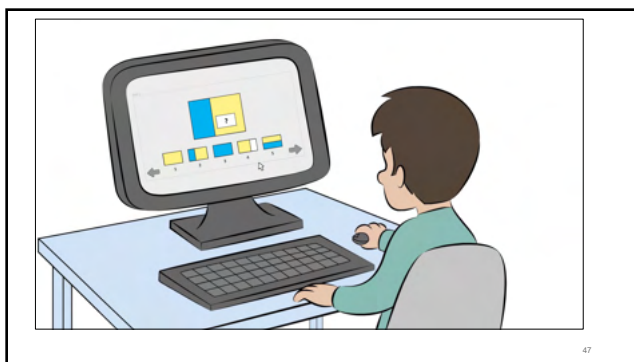
The structure of the items varies, but all items require that the student decipher the logic behind the relationships among the shapes, sequences, spatial orientations, patterns, and other distinguishing characteristics.

This nonverbal test is conceptually similar to the NNAT3 but it contains many NEW kinds of items not included before.



Naglieri General Ability Test – Nonverbal (Naglieri)

46



47

1st Gr. Easy



Naglieri General Ability Test – Nonverbal (Naglieri)

48

1st Gr. Hard

49

6th Gr. Easy

50

6th Gr. Hard


51

The Naglieri-Q measures general ability using numbers and/or symbols. Students must decipher the logic behind the relationships among the numbers and symbols to identify the answer.

Items require the student to determine equivalency of simple quantities, analyze a matrix of numbers and solve mathematical sequences.

Items require minimal academic knowledge, and the calculation requirements are simple.

The items have no verbal requirements (i.e., no math word problems) so that they can be solved regardless of the language used by the student.



Naglieri Quantitative
General Ability Tests


*Naglieri General Ability Test – Quantitative
(Naglieri & Lansdowne)*

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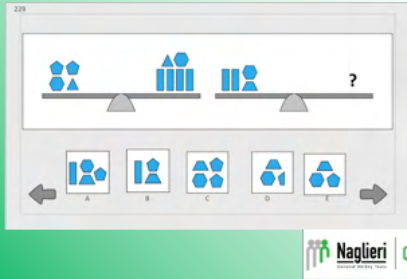
Naglieri General Ability Tests-Grade 1-Easy



Naglieri Quantitative
General Ability Tests

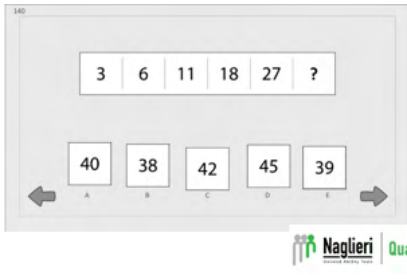
54

Naglieri General Ability Tests-Grade 1-Hard

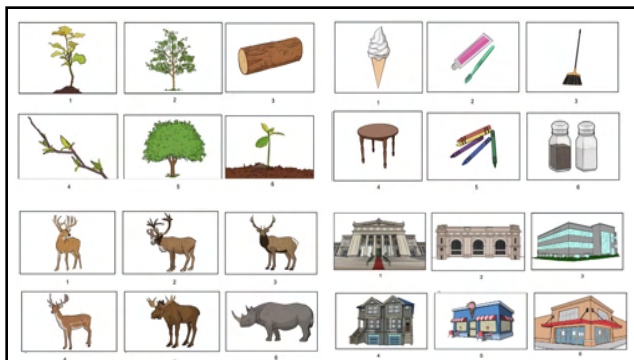


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Naglieri General Ability Tests-Grade 6-Easy



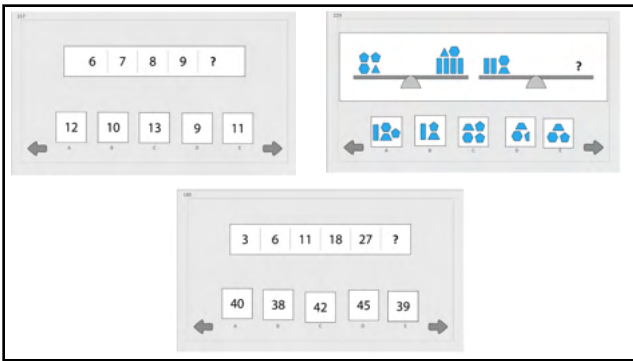
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Research Evidence of Equity

Schwartzman, M., Pasolunghi, A., Solomon, J., Naglieri, J. A., & Schmidt, M. T. (submitted for publication, Nov. 2020). Race, Ethnic, Gender, and Parental Education Level Differences on Verbal, Nonverbal, and Quantitative Naglieri General Ability Tests: Achieving Equity.

NONVERBAL TEST	VERBAL TEST	QUANTITATIVE TEST
<ul style="list-style-type: none"> No 3,630 Sample closely matches the US population on key demographics No GENDER differences found between males and females for raw score across all forms No RACE/ETHNICITY differences among White, Black, & Hispanic for raw score across all forms No PARENTIAL EDUCATIONAL differences among five education levels (No high school diploma; High School graduate; Some college/Associate's degree; Bachelor's degree; Graduate/professional degree) for raw score across all forms 	<ul style="list-style-type: none"> No 2,482 Sample closely matches the US population on key demographics No GENDER differences found between males and females for raw score across all forms No RACE/ETHNICITY differences among White, Black, & Hispanic for raw score across all forms No PARENTIAL EDUCATIONAL differences among five education levels (No high school diploma; High School graduate; Some college/Associate's degree; Bachelor's degree; Graduate/professional degree) for raw score across all forms 	<ul style="list-style-type: none"> No 2,841 Sample closely matches the US population on key demographics No GENDER differences found between males and females for raw score across all forms No RACE/ETHNICITY differences among White, Black, & Hispanic for raw score across all forms No PARENTIAL EDUCATIONAL differences among five education levels (No high school diploma; High School graduate; Some college/Associate's degree; Bachelor's degree; Graduate/professional degree) for raw score across all forms

61

61

Summary of Reliability, Validity and Fairness

- The Naglieri-V items were subjected to a cultural review
- Reliability coefficients for the Verbal, Nonverbal and Quantitative tests were high and exceed guidelines for test reliability
- Confirmatory factor analysis of the three tests, independently and in combination supported a broad factor of general ability
- The Naglieri-NV correlated significantly with the NNAT3
- Gifted students scored considerably higher than students from the general population
- All test ITEMS were inspected for fairness by gender, race, ethnicity, parental education level (PEL), and primary language spoken using differential item functioning (DIF) and analyses of covariance; negligible to small differences were found
- Overall, initial findings suggest that the Naglieri General Ability Tests meet guidelines for reliability, validity, and fairness

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Comparison of English and Non-English Groups

- Total sample size = 322
- A matched sample was randomly drawn, pairing an English-speaking student with a Non-English-speaking student on the basis of gender, race, ethnicity, region, and age

Table 4.30. Demographic Characteristics of Matched English and Non-English Sample: Naglieri General Ability Tests

Demographic	English	English		Non-English		Total	
		N	%	N	%	N	%
Gender	Female	16	50.0	17	51.5	33	50.8
	Male	16	50.0	17	51.5	33	50.8
	Female	36	52.9	40	52.2	76	52.5
	Male	30	47.1	37	47.8	67	47.5
Race	White	16	50.0	17	51.5	33	50.8
	Black	16	50.0	17	51.5	33	50.8
	Hispanic	16	50.0	17	51.5	33	50.8
	Other	16	50.0	17	51.5	33	50.8
Parent/Ethnic Group	White	16	50.0	17	51.5	33	50.8
	Black	16	50.0	17	51.5	33	50.8
	Hispanic	16	50.0	17	51.5	33	50.8
	Other	16	50.0	17	51.5	33	50.8
U.S. Region	North	16	50.0	17	51.5	33	50.8
	South	16	50.0	17	51.5	33	50.8
	West	16	50.0	17	51.5	33	50.8
	Other	16	50.0	17	51.5	33	50.8
Age in years (M-SD)		8.10 (.21)		8.10 (.21)		8.10 (.21)	
		96	96.0	96	96.0	192	96.0

63

63

Group Differences by Primary Language Spoken

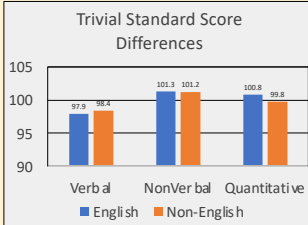


Table 6.31. Group Differences by Primary Language Spoken: Naglieri General Ability Tests

Test	Language Spoken	Descriptives		Differences		
		M	SD	Cohen's d	95% CI	t
Naglieri-V	English	97.9	14.5	-0.04	[-0.07, 0.13]	-0.32
	Non-English	98.4	14.8			
Naglieri-NV	English	101.3	14.1	0.00	[-0.17, 0.02]	0.04
	Non-English	101.2	13.5			
Naglieri-Q	English	100.8	14.1	0.07	[-0.01, 0.13]	0.65
	Non-English	99.8	12.9			

Note. N = 38 for each English and Non-English group. Statistics produced from a Welch Two-Sample t-test. Cohen's d, small effect size = 0.20 to 0.49; medium effect size = 0.50 to 0.79; large effect size = 0.80. Positive Cohen's d values indicate higher scores for English Primary students. Naglieri-V = Naglieri General Ability Tests-Verbal; Naglieri-NV = Naglieri General Ability Tests-Nonverbal; Naglieri-Q = Naglieri General Ability Tests-Quantitative.

64

64

Female (N = 3,000) Male (N = 2,999) Differences

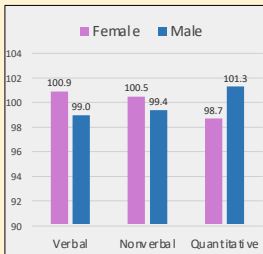


Table 7.9. Group Differences by Gender: Naglieri General Ability Tests

Test		Gender		Cohen's d
		Female	Male	
Naglieri-V	M	100.9	99.0	0.13
	SD	14.7	15.2	
Naglieri-NV	M	100.5	99.4	0.08
	SD	14.7	15.3	
Naglieri-Q	M	98.7	101.3	-0.17
	SD	14.4	15.4	
Total Score	M	100.1	99.9	0.01
	SD	14.7	15.3	

Note. Female N = 3,000 and Male N = 2,999. Guidelines for interpreting Cohen's d: small effect size = 0.20 to 0.49; medium effect size = 0.50 to 0.79; large effect size = 0.80. Positive Cohen's d values imply higher scores for females. Naglieri-V = Naglieri General Ability Tests-Verbal; Naglieri-NV = Naglieri General Ability Tests-Nonverbal; Naglieri-Q = Naglieri General Ability Tests-Quantitative; Naglieri-V = Naglieri General Ability Tests-Verbal; Naglieri-NV = Naglieri General Ability Tests-Nonverbal; Naglieri-Q = Naglieri General Ability Tests-Quantitative; Total Score = Naglieri General Ability Tests-Total Standard Score.

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POST COVID National Norms

Grade-based National Norms 1,000 students pre grade (K to grade 5).

Table 1. National Norm Sample Characteristics.

Demographic	N	%	U.S. Census (%)	Difference (%)	
Race/Ethnicity	Asian	235	3.9	4.7	-0.8
	Black	919	15.3	12.9	2.4
	Hispanic	1,261	21.0	23.3	-2.3
	White	2,914	48.6	46.1	2.5
	Other	671	11.2	12.9	-1.7
U.S. Region	Northeast	804	13.4	15.9	-2.5
	Midwest	1,270	21.2	20.2	1.0
	South	2,328	38.8	38.1	0.7
	West	1,598	26.6	25.7	0.9
	Total National Norm Sample	6,000	100.0		

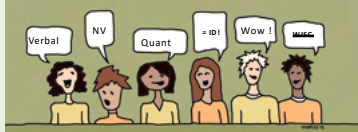
Note. U.S. population derived from the 2019 American Community Survey.*

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Core Group Discussion

•What reactions do you have about this new way to identify gifted students?



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How do *different* tests use the *same* ability?

- Even though the tests have different content (shapes, words, numbers) they all rely on **general ability ('g')**
- They all require understanding relationships among things or ideas

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The test you choose determines the results you receive, the decisions you make, and the future of your students

That is the *Practical Impact* of test selection

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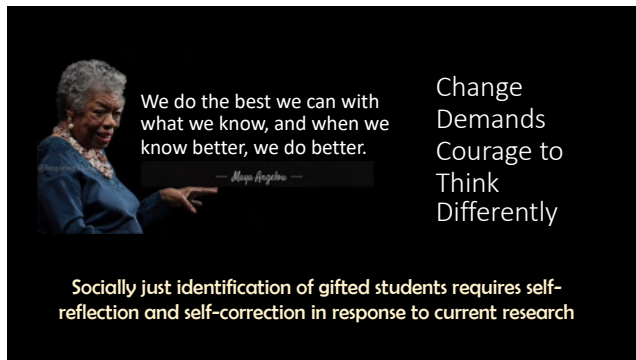
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Summary: Equitable Assessment of Intelligence

- **Equitable evaluation of intelligence** demands test questions that can be solved regardless of the amount of academic knowledge and facility with language a student has
- We have shown that
 - General ability (*g*) **can be measured equitably** across Verbal, Quantitative and Nonverbal content if the tests do not require academic knowledge
- Verbal, Quantitative and Nonverbal are a **description of the content of the tests'** questions **NOT** different types of intelligence
- Equitable tests measure THINKING in a manner that is minimally influenced by KNOWING

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Maybe It's Time to Let the Old Ways Die



**Thank
You !**

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Interview

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