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*Your Monthly Minute*

**NaglieriGiftedTests.com**



**FEB 2023, ISSUE 2**

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**Distinguishing between the Naglieri Nonverbal Ability Tests (NNAT) and the Naglieri General Ability**

Like the *Naglieri Nonverbal Ability Tests (NNAT)*, these tests are used for the identification of gifted students. However, several important distinctions exist. *Naglieri General Ability Tests; Verbal, Nonverbal, and Quantitative*, published by MHS ([mhs.com](http://mhs.com)), include innovative approaches to test construction that have allowed us to identify students with high intellectual ability in a fair and equitable manner. To achieve that goal we created these new tests, which can be solved regardless of the language a student knows and the test questions that demand only a small amount of knowledge.

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## THINKING VS. KNOWING

Figure 1.

A Test that Measures *Thinking*

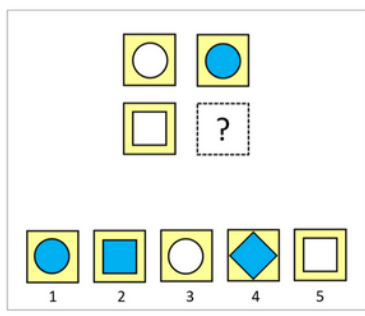
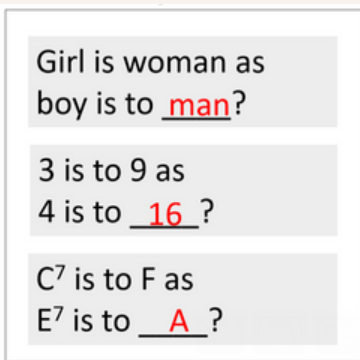


Figure 2. Tests that Measure *Thinking and Knowing*



These examples illustrate the differences between a test question that measures *Thinking* (that is, intelligence) and *Knowing* (information acquired over time). In order to measure intelligence in a way that is fair for all students regardless of the educational opportunities they may have had, we want to use tests that measure *Thinking* in a way that is not influenced by what a person has learned. The question in Figure 1 can be answered using the information presented. The questions presented in Figure 2 demand knowledge of words, the mathematical function of squaring a value, and musical relationships of chords. Only one of these examples can be used to measure intelligence for people with very different backgrounds.



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### WHAT'S COMING UP NEXT MONTH?

Thank you for subscribing for updates and news specific to the *Naglieri General Ability Tests*. Your next Monthly Minute, which focuses on the new companion book, *Understanding and Using the Naglieri General Ability Tests* published by Free Spirit Publishers, offers a deeper understanding of the new suite of tests. The companion book is geared towards educators administering the tests and towards teachers who have students taking the tests. It is a guide to the why, how, and what now of administering the tests, understanding and sharing the test results, and planning services and instruction for those newly identified gifted learners. See you next month!