

Frequently Asked Questions About the Stanford-Binet Test

What is the purpose of using the Stanford-Binet test in our district?

Purpose: The Stanford-Binet Test assesses IQ and cognitive abilities in people from 2-23. It can determine the presence of a learning disability (as one component of a combination of several measures) and it assesses giftedness with other measures as well. We use it as an additional test to gain more knowledge about a student's intelligence for consideration into our gifted program.

How and why was it developed?

In 1905 psychologist Alfred Binet and Theophilus created a scale to measure intelligence. Lewis Terman published the first scale in 1916. This has been revised five times and is currently in the fifth edition.

Why should I trust this test?

This scale and test has been around since 1905 and has had so many people review, revise and work on test validity. The current edition was normed on a random sample of over 4,800 individuals. Bias reviews were conducted on all items for gender, ethnic, cultural/religious, regional and socioeconomic status issues.

Who will administer this test?

In our district we believe that a trained psychologist should only administer this test. We have two psychologists that have been trained to administer the Stanford-Binet, so that is who we have administer this test to provide consistency and validity.

How is this test administered?

This test is administered one on one with one of our psychologists. This test takes approximately 45-60 minutes depending on the child's age. The psychologist calls the parent to set up an agreed upon time and place to administer this test.

What does this test look for?

The Stanford-Binet scale tests intelligence across six areas: general intelligence, knowledge, fluid reasoning, quantitative reasoning, visual-spatial processing and working memory. Both verbal and nonverbal intelligence is measured. In our district, we use the nonverbal, the verbal scores and for our program we look at the Quantitative Reasoning for the final score.

How is this test scored?

The test has a mean (or average), standard score of 100. The standard deviation is 15 for composite scores. The standard deviation explains how far above or below the norm the child's score is. For example, a child scores a standard age score of

115. The mean score of 100 is the average level at which all students at this age score. The child with the score of 115 is one standard deviation above the norm.

How will I know how my child did on the test?

The psychologist who administered the test will send you a full report via mail. This report will also be given to the gifted department so that they can use the results for discussion of possible placement into the Gifted program.

Here is what the report will look like with all the areas filled in specific to your child and what happened during testing:

Lake Forest School District #67

300 S. Waukegan Road
Lake Forest, Illinois 60045-2153
(847) 235-9657
www.lfelem.lfc.edu

Confidential Psycho-educational Evaluation Report

Name:	District of Residence: 67
Date of Birth:	School Attending:
Age:	Grade:
Sex:	Handedness:
Dates of Evaluation:	

Reason for Referral:

Why is this student taking an additional test?

Background Information:

This shares any important information that the committee will need to know about the students' past school history, concerns or basic information.

Current Procedures:

Stanford Binet Intelligence Scales – 5th Edition (SB-5) – *selected subtests*
Testing Observations
Student Interview

Testing Observations:

This is what is observed during testing.

Quantitative Reasoning Findings:

Stanford Binet Intelligence Scales – 5th Edition (SB-5) – *selected subtests*
Here is a sample of one student so you can see how the score is shown and a description of it is given to you.

Quantitative Reasoning Scaled Scores

Nonverbal: 10

Verbal: 17

	<u>IQ/Index</u>	<u>Range</u>	<u>Percentile</u>
Quantitative Reasoning	119	High Average	90
SAMPLE.....			

With a chronological age of eight years, seven months, this student attained a composite score for Quantitative Reasoning (119) score in the High Average range of measured intelligence, in the 90th percentile overall. His ability to quantitatively reason was assessed both verbally and nonverbally. The nonverbal subtests concentrate on the student's ability to form number concepts, problem-solve using implied equations and examine functional relationships. The verbal subtests focus on geometric relationships, measurement and solving word problems that may have multiple methods of determining the correct answer. This child scored higher in the verbal domain, suggesting stronger abilities to read, and a strong academic preparedness.

Discussion:

In this area the psychologist will share his/her findings and anything particular that he/she noticed during testing which could impact program decisions. The full Quest team is given this information so that appropriate placement decisions can be made.

Certified School Psychologist
Quest/Explore Committee