

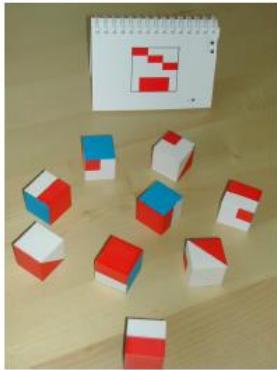


AID for developmental enhancement-directed assessment

Klaus D. Kubinger



Try this pattern



“What is common in ‘fish’ and ‘ship’?”

There are 5 ladybugs sitting on a leaf. 3 fly away. How many are still sitting on the leaf?



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Be aware of the psycho-diagnostic added value of individual testing settings!

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Be aware of the psycho-diagnostic added value of individual testing settings!

in German since 1985, currently by Kubinger & Holocher-Ertl (2014)

in English (British) in print (2016), in Japanese in prep., in Russian in prep.

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- Use of **test materials** important for extensive assessment (e.g., for eye-hand coordination)
- Offers a **situation of optimal achievement motivation**
- Serves for **hypotheses** with regard to non-cognitive determinants of achievement

(qualitative assessment of his/her working and contact behaviour)

AID's

*Supplemental sheet
for categorising the
testee's
“attitude to work”
acts as a qualitative
assessment of the
testee's working and
contact behaviour*

<i>Achievement motivation</i>	apathetic, disinterested	keen, eager to perform	excessively achievement-oriented
<i>Attitude towards work</i>	socially oriented	(appropriately) task/goal oriented	extremely (specifically) task oriented, strives for achievement
<i>Alertness</i>	fluctuating, easily distracted	well concentrated	restricted, rigid
<i>Endurance</i>	gives up easily, tires quickly	good stamina	dogged, has trouble concluding
<i>Operation accuracy</i>	superficial, cursory	careful, exact	meticulous, perfectionist
<i>Work pace</i>	slow, sluggish	(appropriately) rapid, swift	hectic, hasty
<i>Independence/ autonomy</i>	seeks help and reassurance	(age-appropriately) independent, tractable	rejects help, willful
<i>Self-evaluation</i>	insecure, underestimates self	secure	overestimates self
<i>Tolerance of frustration</i>	disheartened, despondent	increases exertion, accepts failure	tries to distract, becomes aggressive, rationalizes
<i>Task criticism</i>	overly critical	problem-appropriate	uncritical
<i>Prevailing mood</i>	sad, subdued, fearful	even-tempered	overly cheerful, frolicsome
<i>Drive</i>	listless, languid	(appropriately) active	overactive, driven
<i>Contact behavior</i>	self-conscious, shy	sociable	uninhibited, no personal distance
<i>Perception</i>	confuses, rotates spacial location	sensomotorically coordinated	fails to differentiate well (visually, acoustically) well
<i>Gross motor skills</i>	not very mobile, clumsy	calm	unsettled, fidgety
<i>Fine motor skills</i>	undifferentiated, uncoordinated, shaky	adept	cramped, awkward
<i>Handedness</i>	left dominant	right-left integrated	alternating, ambidextrous
<i>Language</i>	silent, shy of speaking	communicates appropriately	talkative, speaks excessively
<i>Articulation</i>	stutters, poltert	speaks clearly	speaks indistinctly, stammers, twangs
<i>Wealth of verbal expression</i>	simple, ungrammatical	articulate	contrived

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all of them considered responsible for “intelligent“ behavior.

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all of them considered responsible for “intelligent“ behavior.

→ by its manifold subtests **AID** produces a differentiated impression of a child’s/juvenile’s intelligence structure ...

AID refers to:

Intelligence is “the package of all cognitive requirements being necessary for gaining knowledge and emerging ability to perform”

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Cognition means “all processes, from which a person gets information about any object or by which he/she becomes consciousness of his/her environment”

AID aims for the ascertainment of ...

*... conditions, which **block**, **protect**, or **stimulate** a person's **cognitive development, evolvement, and structuring** ...,*

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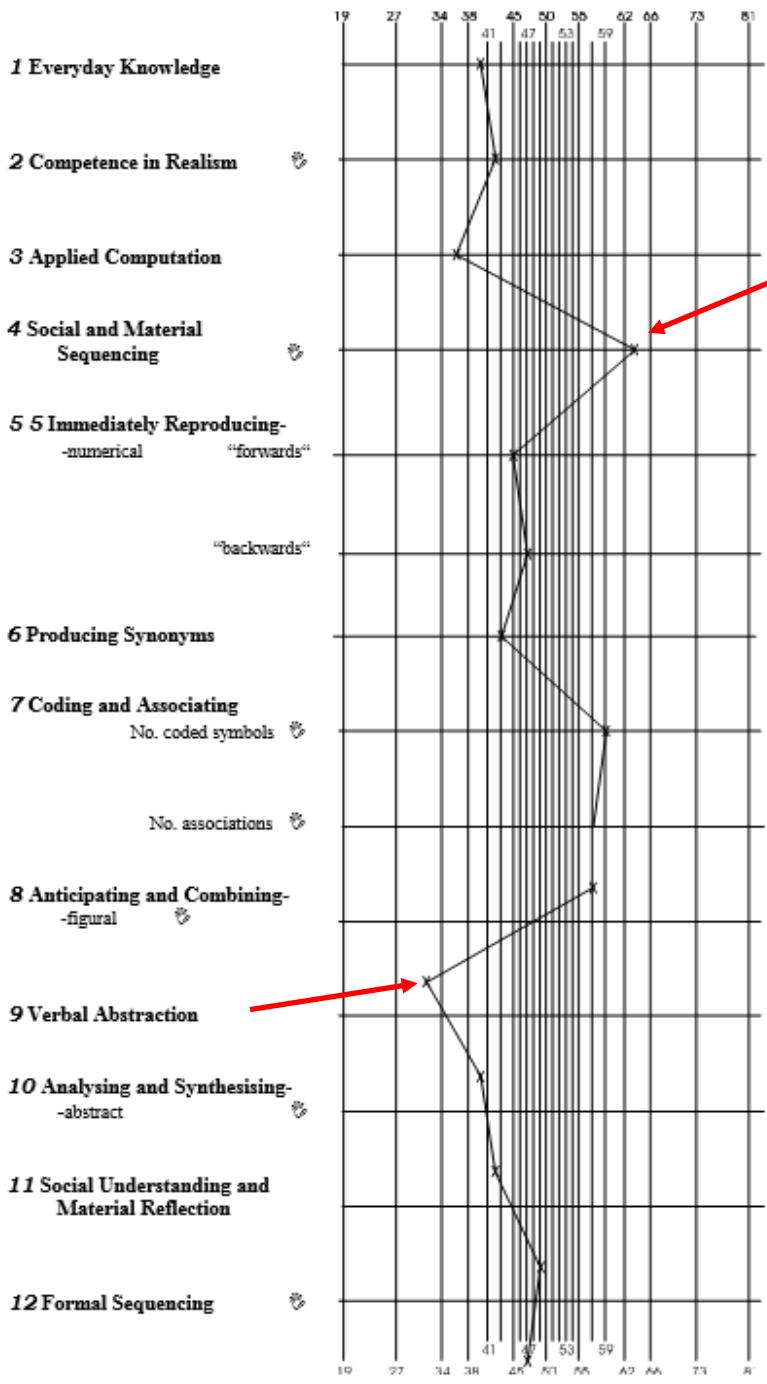
*... conditions, which **block**, **protect**, or **stimulate** a person's **cognitive development**, **evolvement**, and **structuring***

that is, AID testing tries for the detection of ...

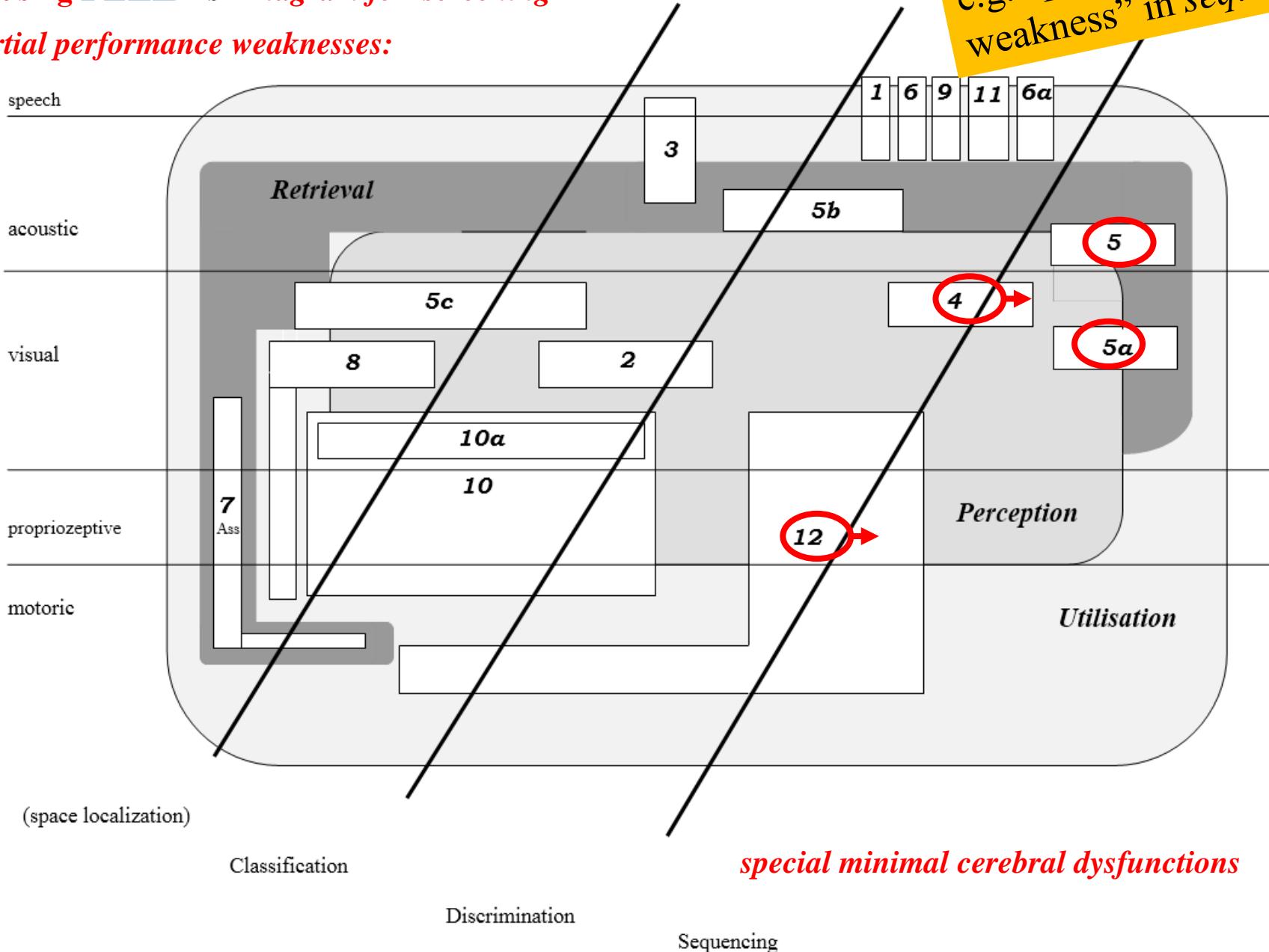
risk factors**, **protective factors**, or **beneficial factors

The **result of AID testing** is a **differentiated profile** of test achievements, from which
→ **relatively strengths** and
→ **relatively weaknesses** are identifiable:

Psychological assessment in such a manner always is aimed-for enhancement!



... using AID's *Diagram for screening partial performance weaknesses:*



Furthermore ...

AID polarizes **stimulation-dependent** and **stimulation-independent** subtests.

That is, contrasting test performances in certain subtests differ between two types of children:

children who were – in relation to their cognitive “nature” – **remarkably highly stimulated**

children who were – in relation to their cognitive “nature” – **stimulated to a remarkably low extent**

[this is according to a questionnaire measuring “parentally offered (intellectually) stimulating environment”]

Main characteristics of AID:

- each subtest has been conceptualized according to **operational definitions** of the measured ability and developed due to detailed rules of item generation

☞ Subtest **3 Applied Computation** shall measure the ability to solve everyday numerical problems, primarily by reasoning and without applying any high-level school numeracy techniques.

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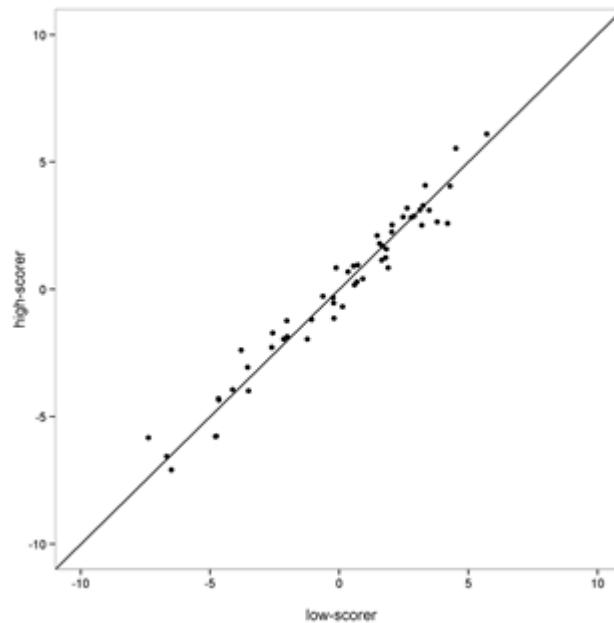


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Calculation operations are numerically easy.

Main characteristics of AID:

- all the subtest have been calibrated according to IRT (item response theory) in such a way, that model tests disclose a fair, uni-dimensional scoring – there is no DIF (differential item functioning) leading systematically to specific handicaps of pertinent groups of children



Graphical model check of subtest **I**
Everyday Knowledge – item parameter estimations according to the Rasch model as opposed for “high-“ and “low-scorer“

Main characteristics of AID :

all above offers adaptive testing!

... item presentation is organized according to a copy-right scheduled branched testing design, that is according to adaptive testing theory.

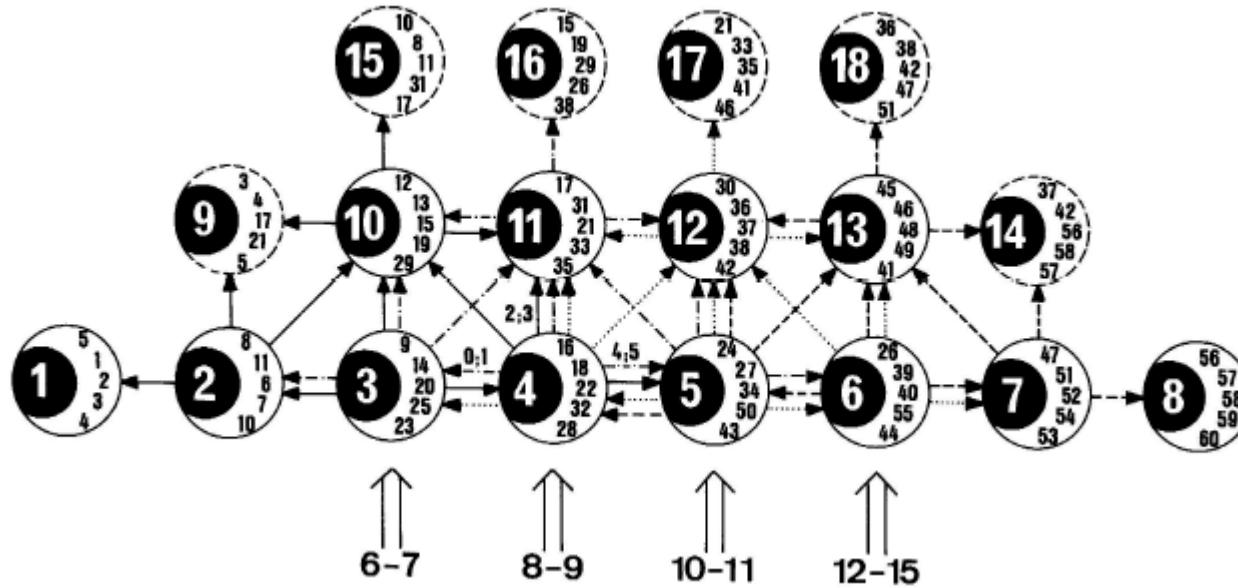
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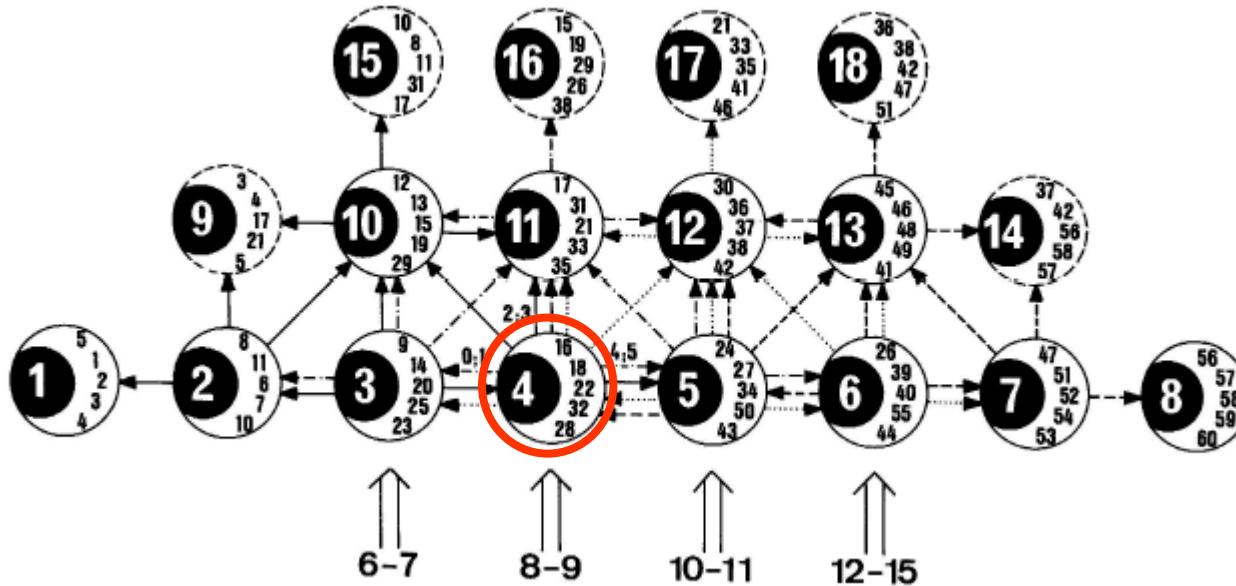
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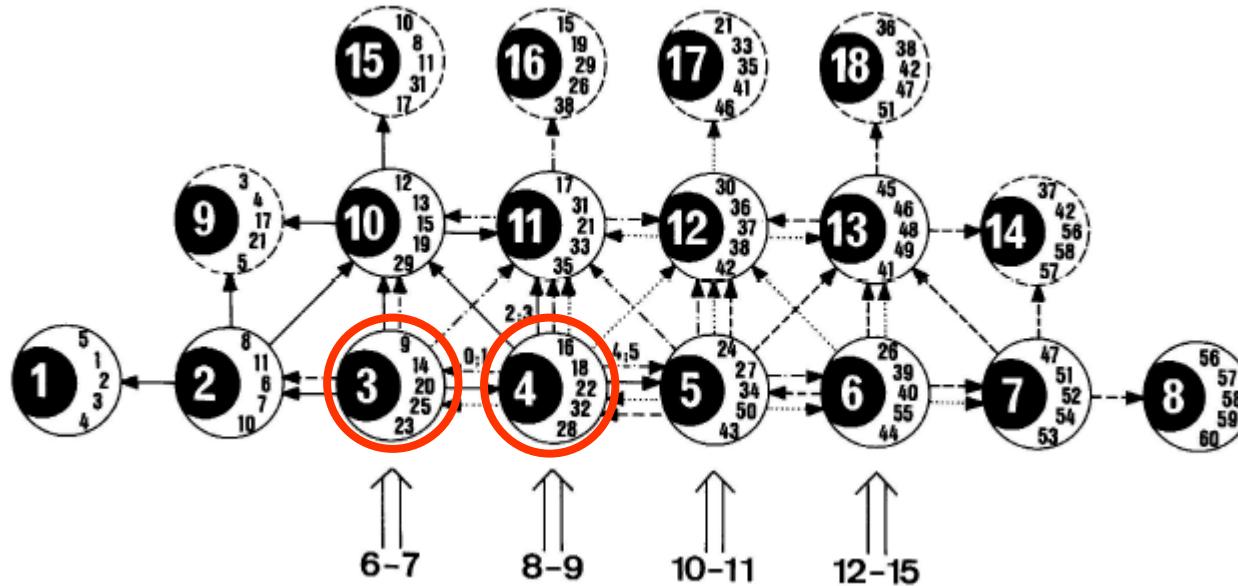
(high achievement motivation, because neither too easy nor too difficult items are administered)



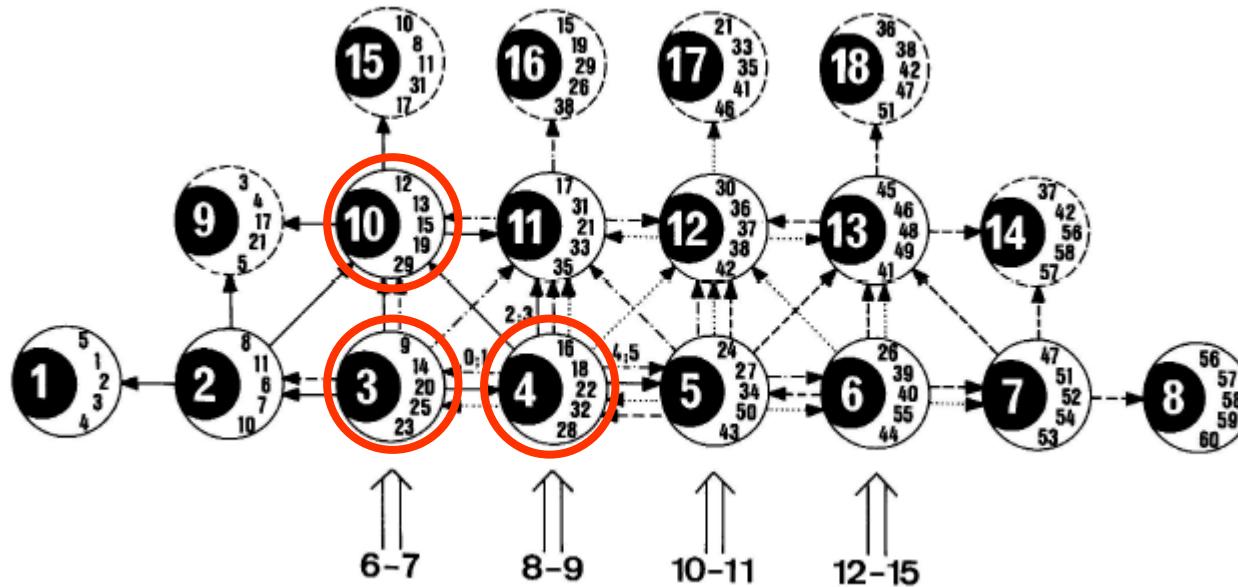
The **branched testing design** for **AID**. Circles represent different subsets of items, up-leveled from left to right. **Each subset contains five items**, the number of each corresponds to the item's level of difficulty. The age of the testee determines the starting point. **Branched testing terminates after the third subset**.



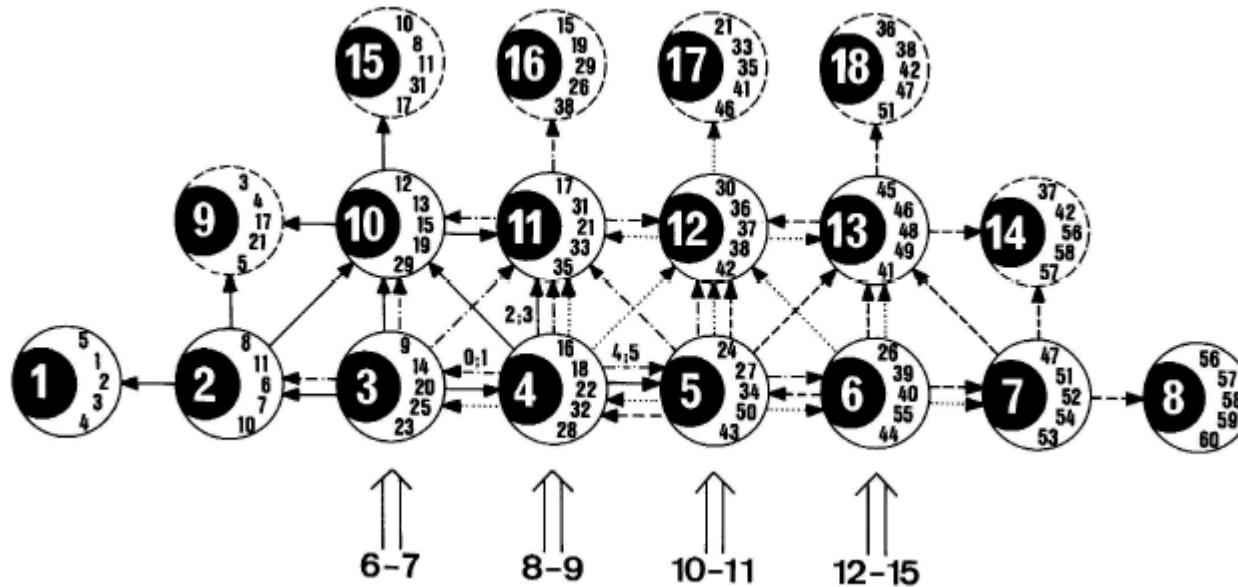
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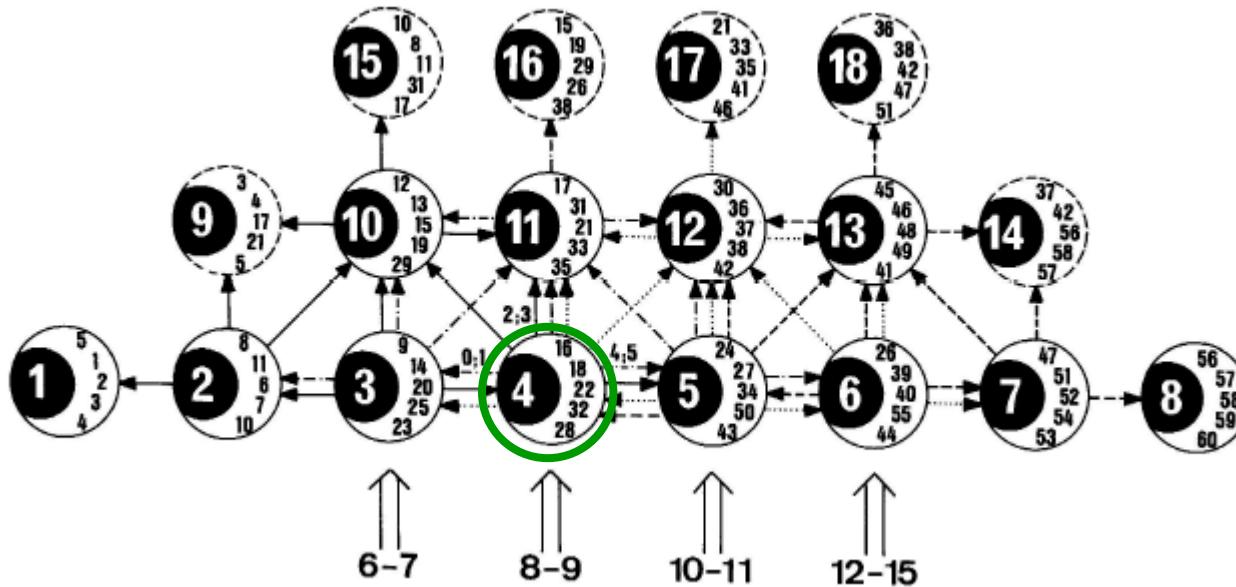
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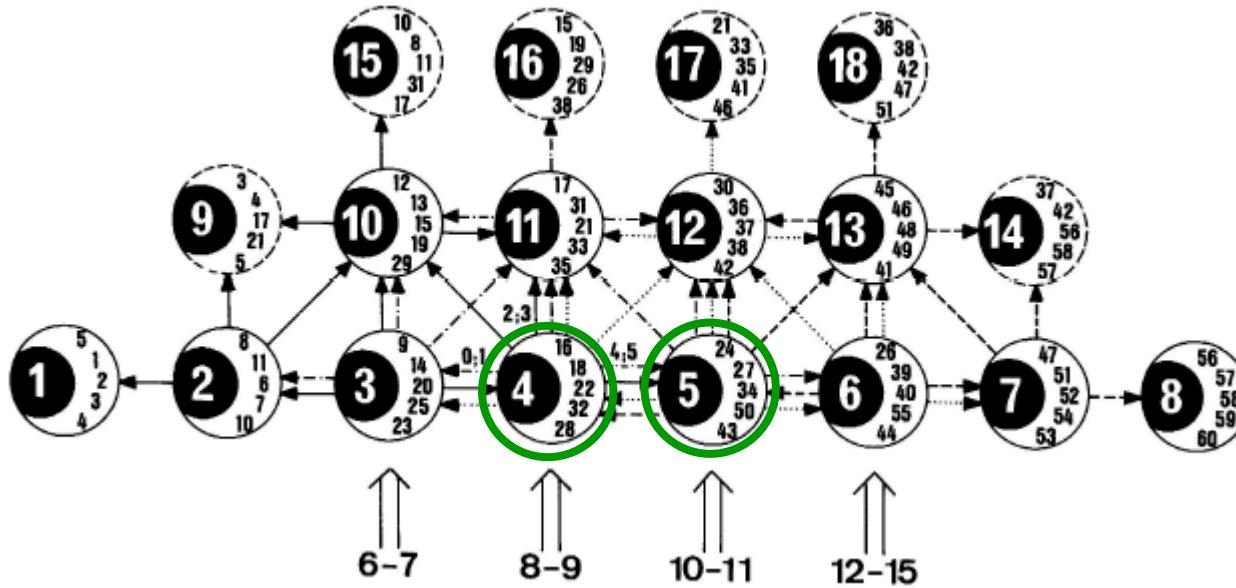
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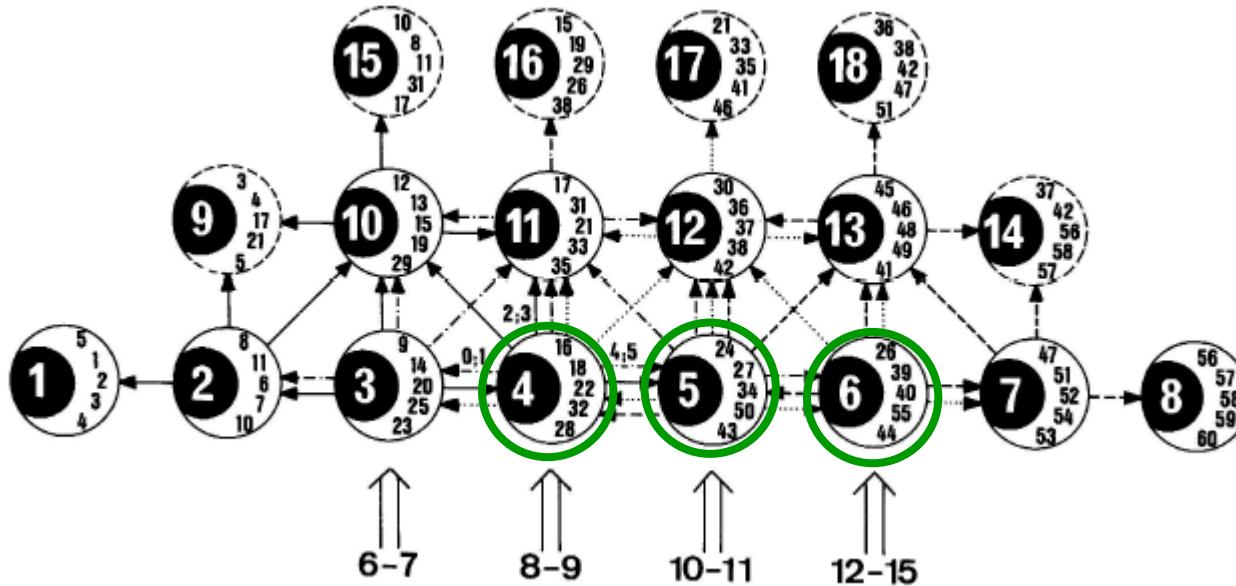
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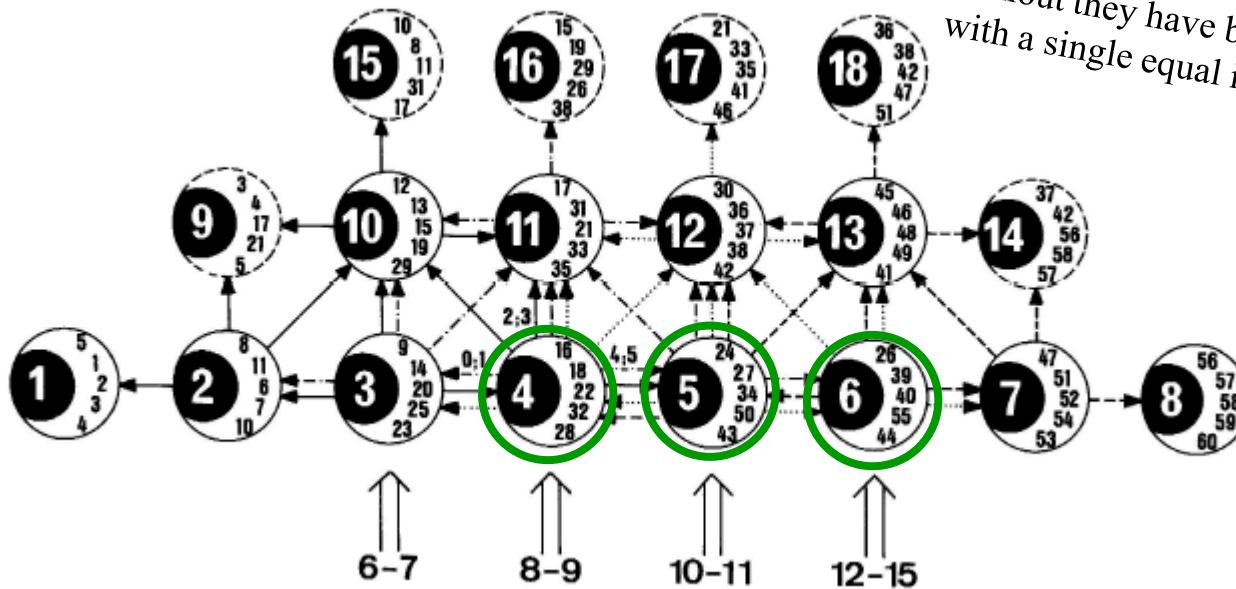


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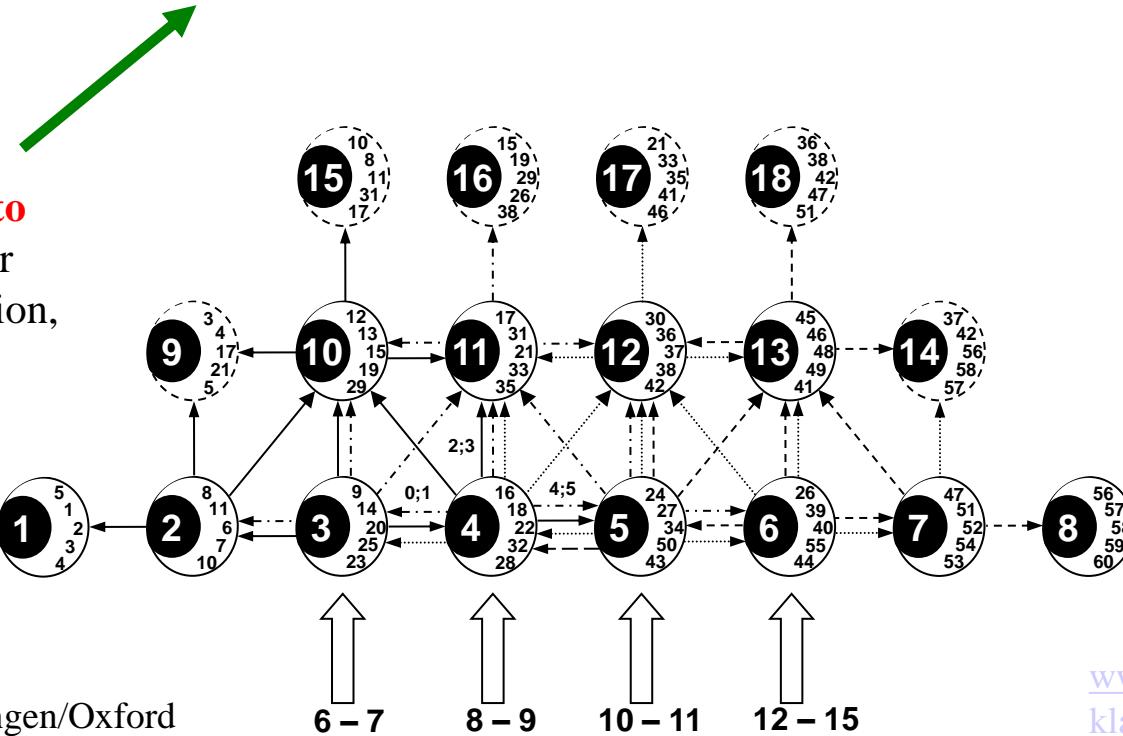


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An examinee's ability parameter can be estimated and compared with that of another examinee without they have been administered with a single equal item!



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6-7
Years

1 Name an animal that ...

2 How many days are there ...?

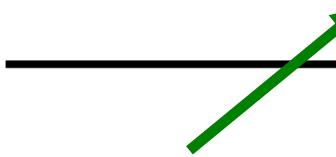
3 Name a mammal that only lives ...

3

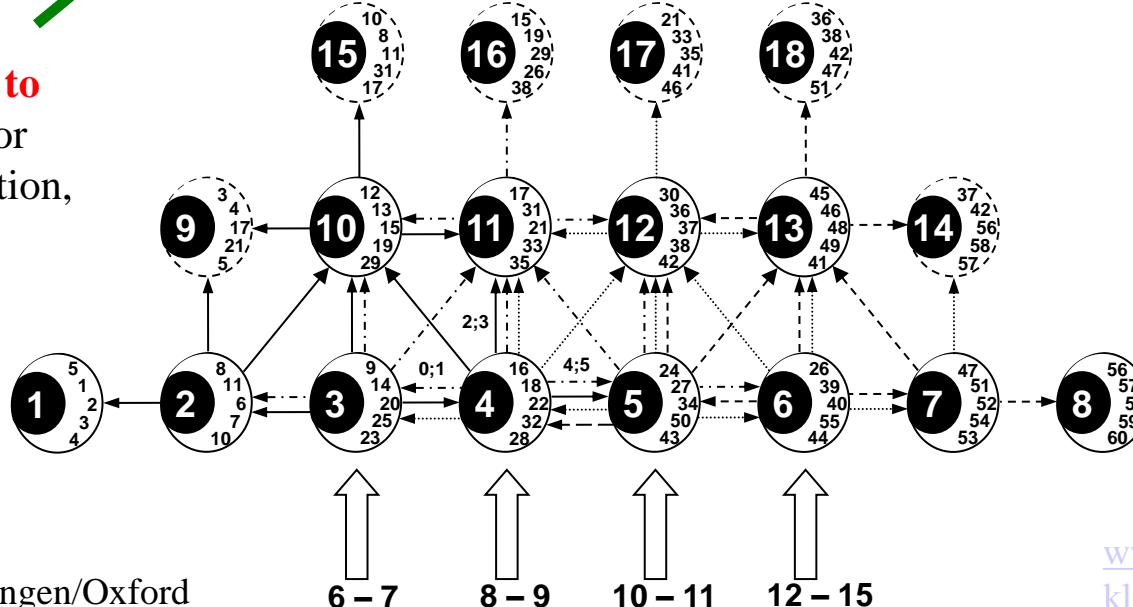
4 What country did pizza ...?

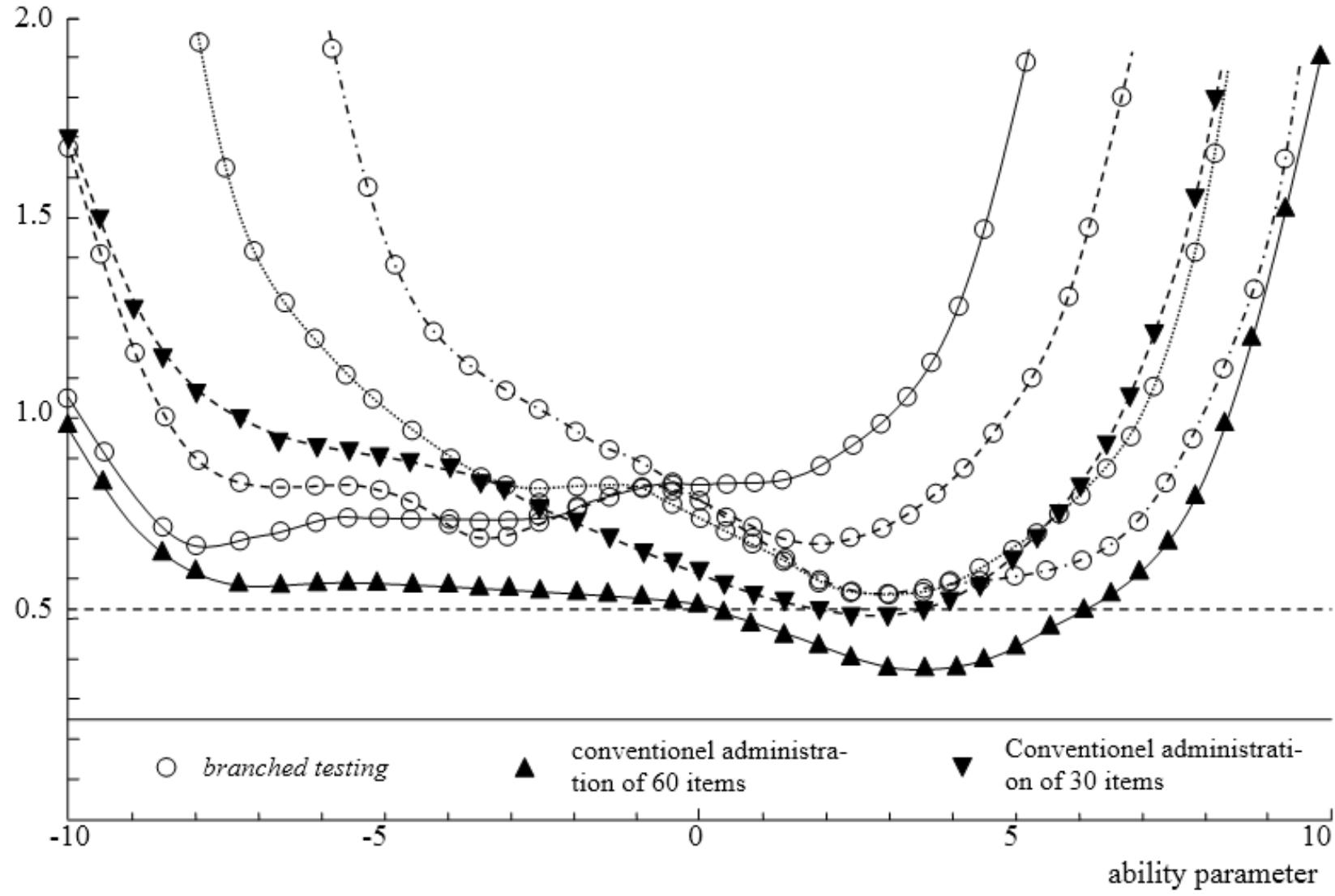
5 The earth is orbiting around which ...?

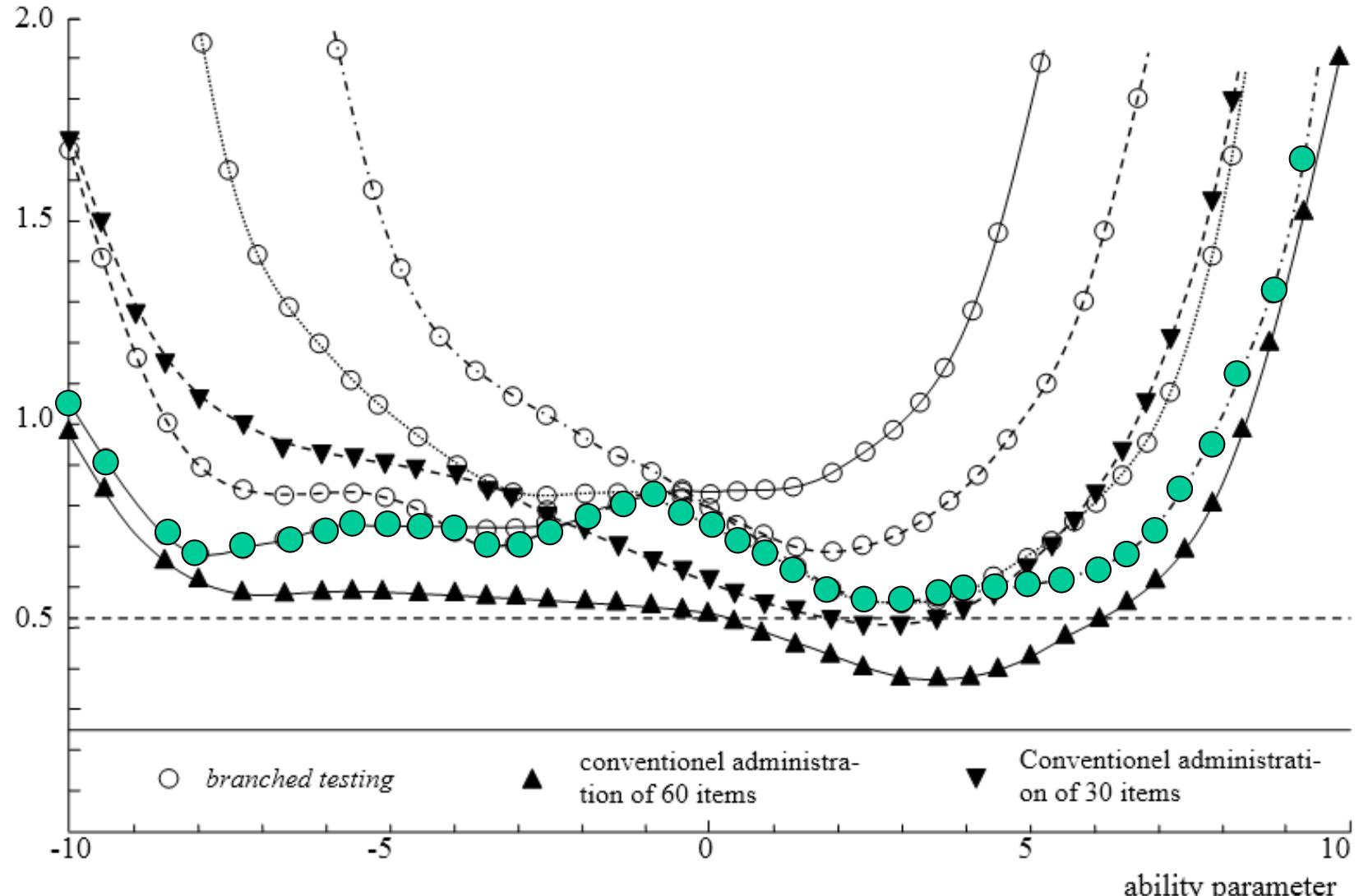
Block-score	Age in Years			
	6-7	8-9	10-11	12-15
0; 1	2	2	-	-
2; 3	10	10	-	-
4; 5	4	11	-	-



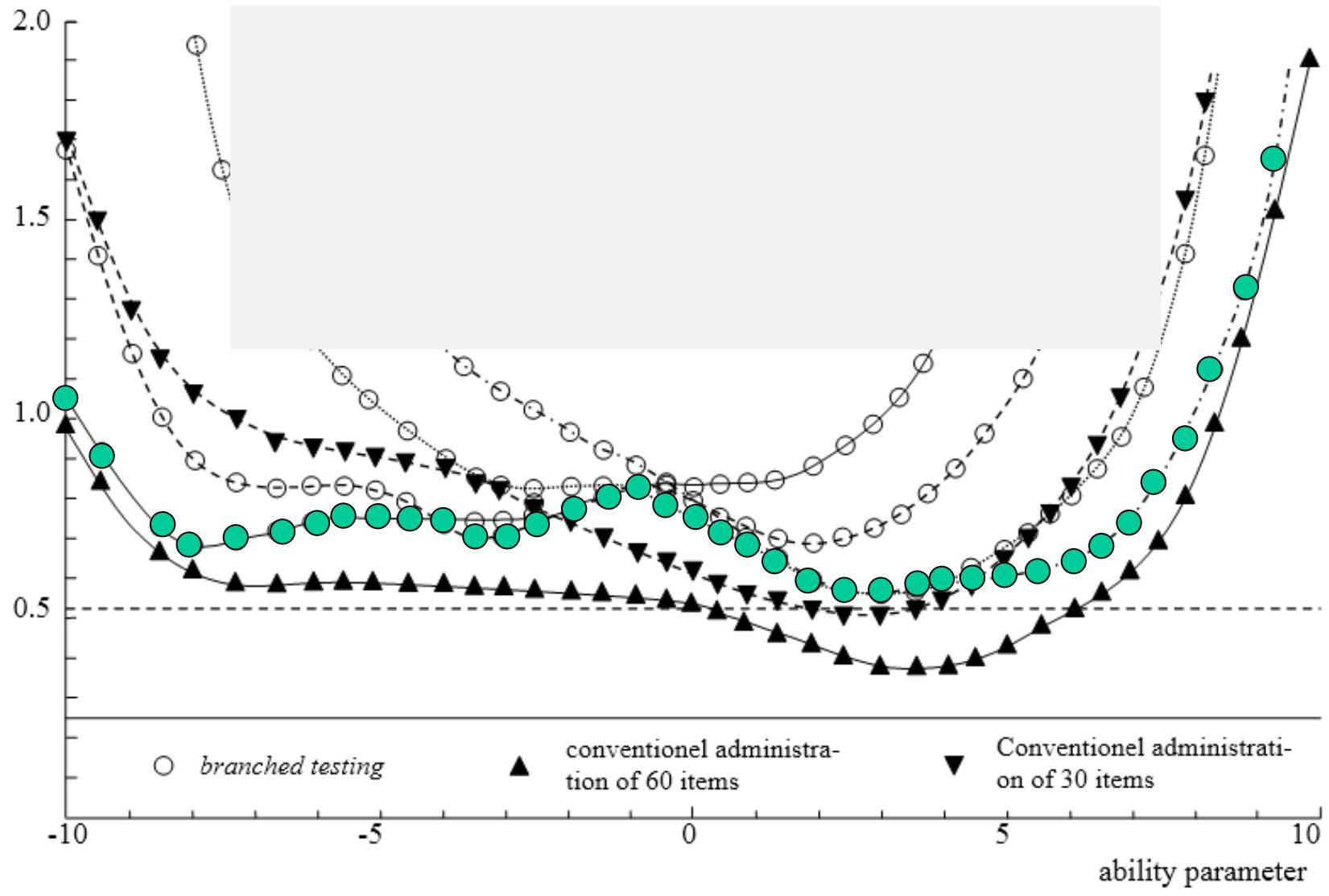
There is **no need to use this design** for actual administration, but ...



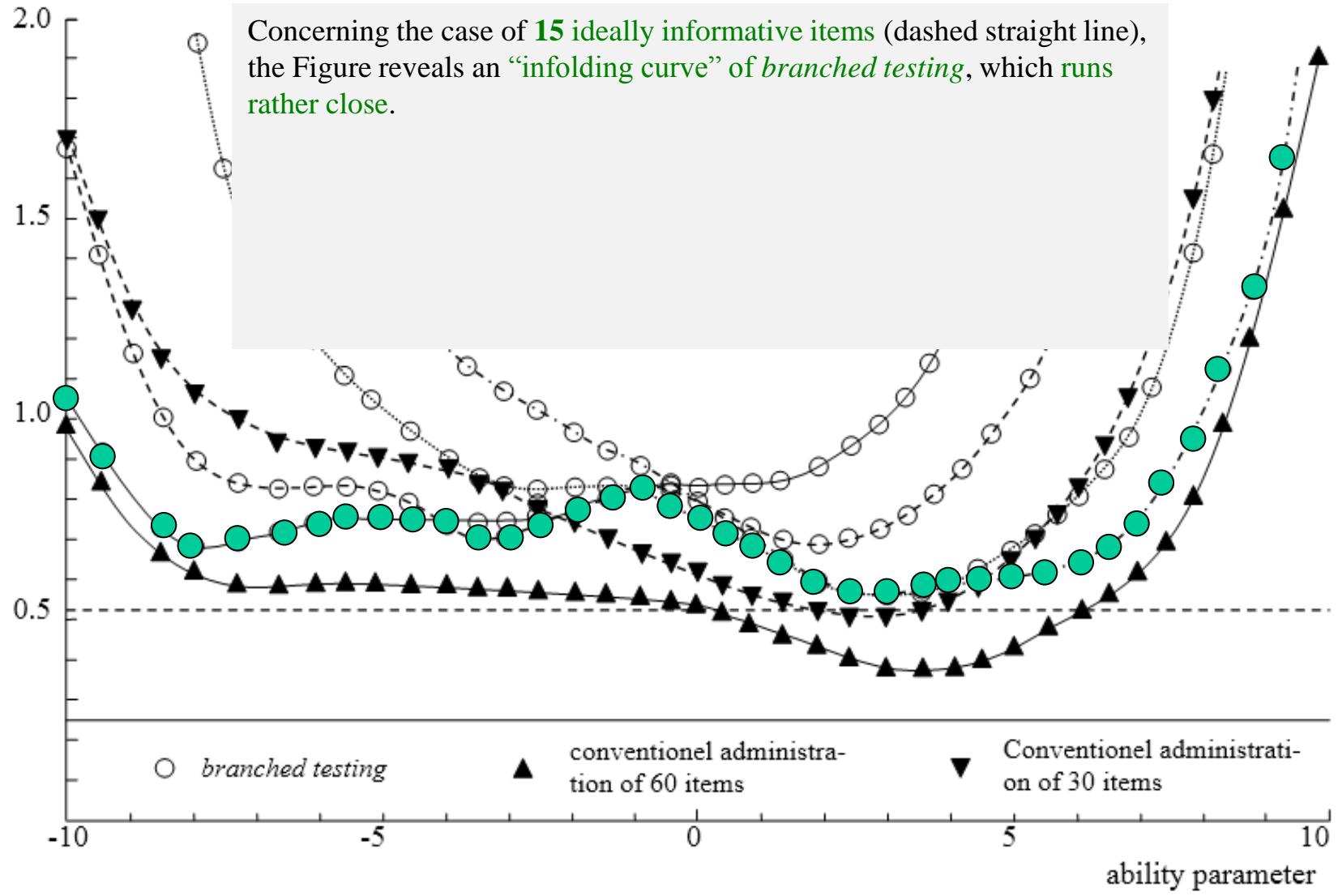
standard error of estimation

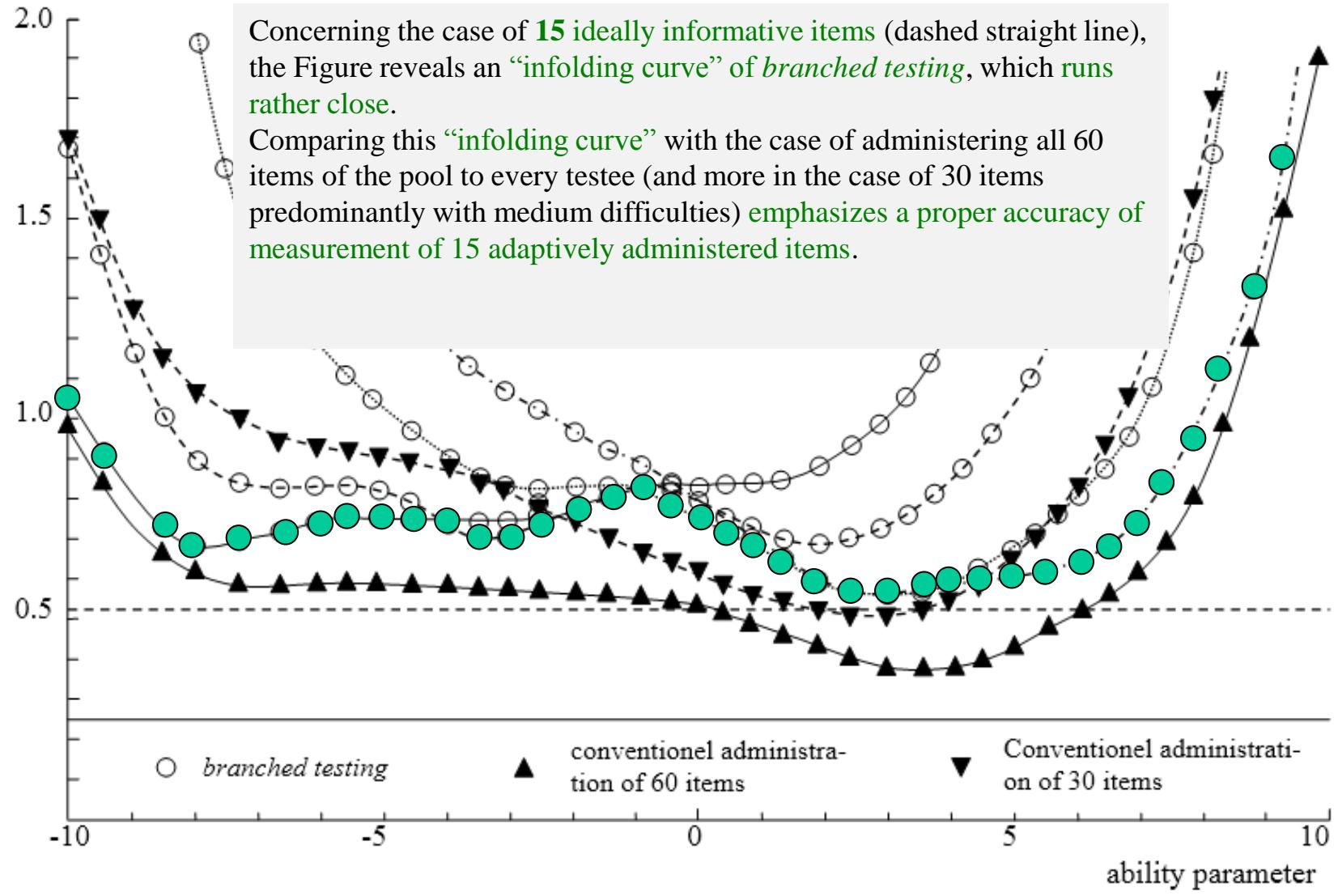
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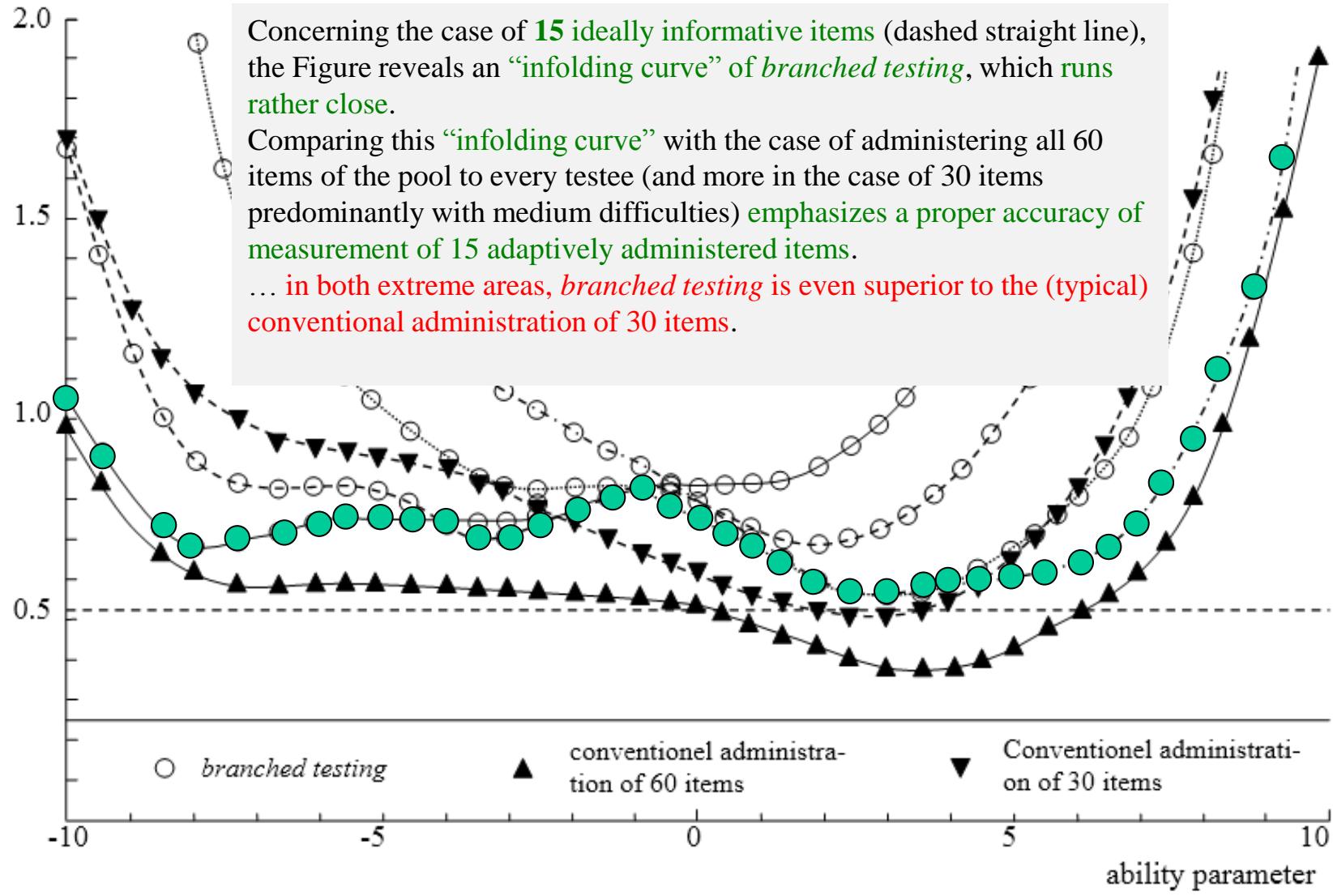
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... that is for instance, instead of administering up to 30 items even 15 suffices for acceptable accuracy of measurement!

AID consists of the following subtests:

subtests with “verbal-acoustic“ tasks:

1 Everyday Knowledge

3 Applied Computation

5 Immediately Reproducing-numerical

6 Producing Synonyms

9 Verbal Abstraction

11 Social Understanding and Material Reflection

AID

consists of the following subtests:

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“Name an animal that we get milk from”

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“ $8 - 1 - 5$ ”

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“agreement”

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“agreement”
“fish - ship/boat”

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“Why should you not enter a construction site?”

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11 Social Understanding and Material Reflection

subtests with “manual-visual“ tasks:

2 Competence in Realism

4 Social and Material Sequencing

7 Coding and Associating

8 Anticipating and Combining-figural

10 Analysing and Synthesising-abstract

12 Formal Sequencing

AID

consists of the following subtests:

point at, what is missing



subtests with “manual-visual“ tasks:

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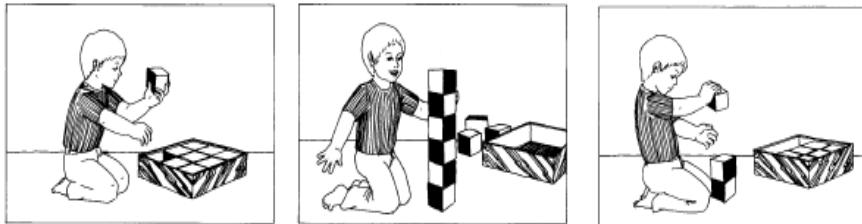
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12 Formal Sequencing

AID

consists of the following subtests:

order that!



subtests with “manual-visual“ tasks:

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4 Social and Material Sequencing

7 Coding and Associating

8 Anticipating and Combining-figural

10 Analysing and Synthesising-abstract

12 Formal Sequencing

AID

consists of the following subtests:

code!



subtests with “manual-visual“ tasks:

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4 Social and Material Sequencing

7 Coding and Associating

8 Anticipating and Combining-figural

10 Analysing and Synthesising-abstract

12 Formal Sequencing

AID

consists of the following subtests:

put together!

subtests with “manual-visual“ tasks:

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4 Social and Material Sequencing

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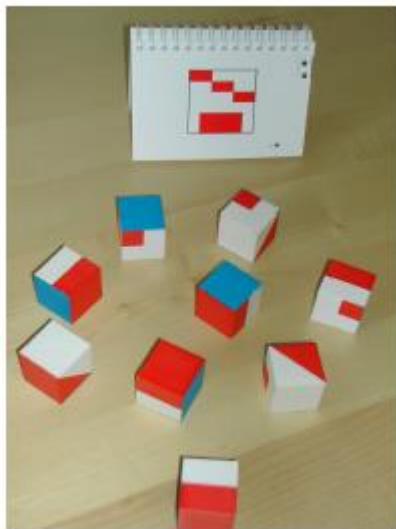
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consists of the following subtests:



try this pattern!

subtests with “manual-visual“ tasks:

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4 Social and Material Sequencing

7 Coding and Associating

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subtests with “manual-visual“ tasks:

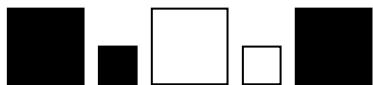
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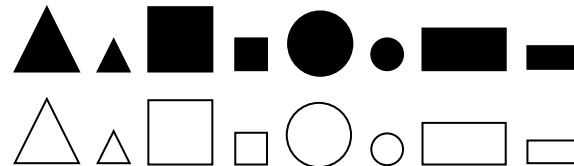
8 Anticipating and Combining-figural

10 Analysing and Synthesising-abstract



add the next figure!

12 Formal Sequencing



AID consists of some optional tests :

subtests with “verbal-acoustic“ tasks:

5b Storing by Repetition-lexical

6a Producing Antonyms

subtests with “manual-visual“ tasks:

5a Immediately Reproducing-figural/abstract

5c Learning and Long-range Memorising-
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10a Recognition of Structures-visuo-motoric

AID consists of some optional tests :

subtests with “verbal-acoustic“ tasks:

5b Storing by Repetition-lexical

“wap nor rip ...”

6a Producing Antonyms

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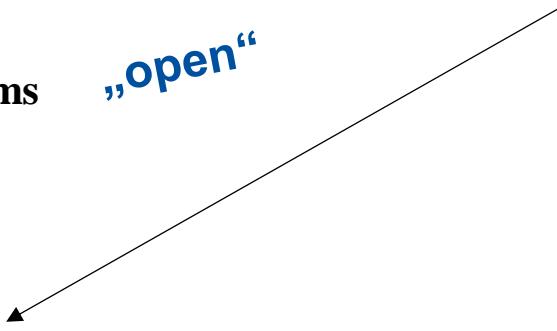
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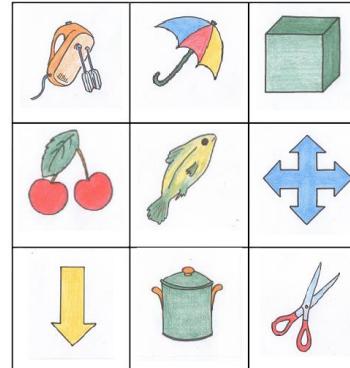
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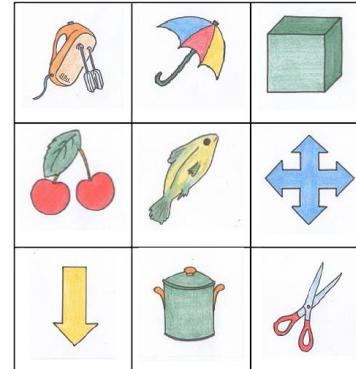
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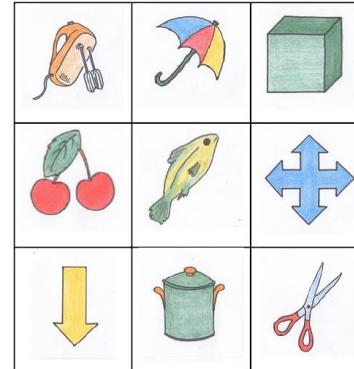
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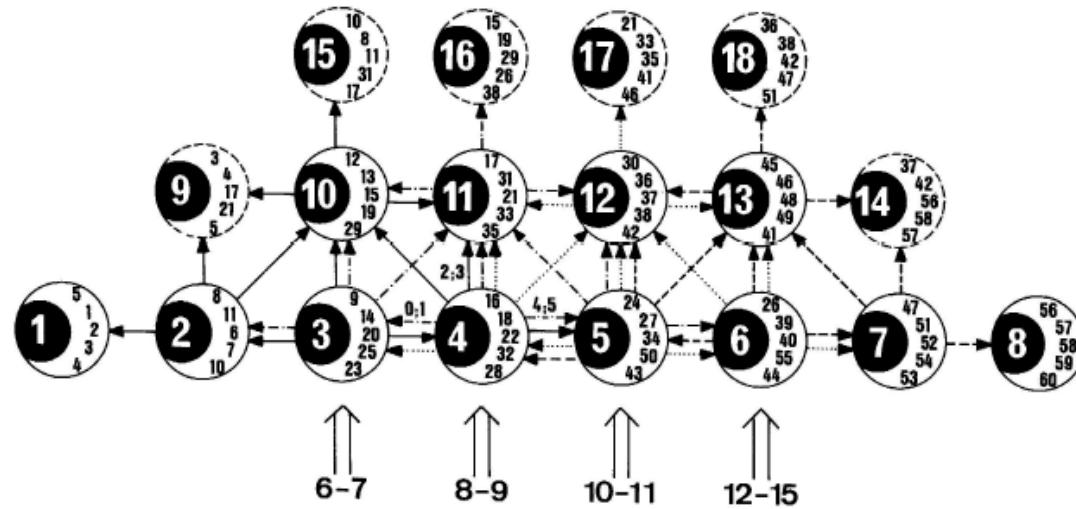
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- a) Short versions: Only two subtests are administered!

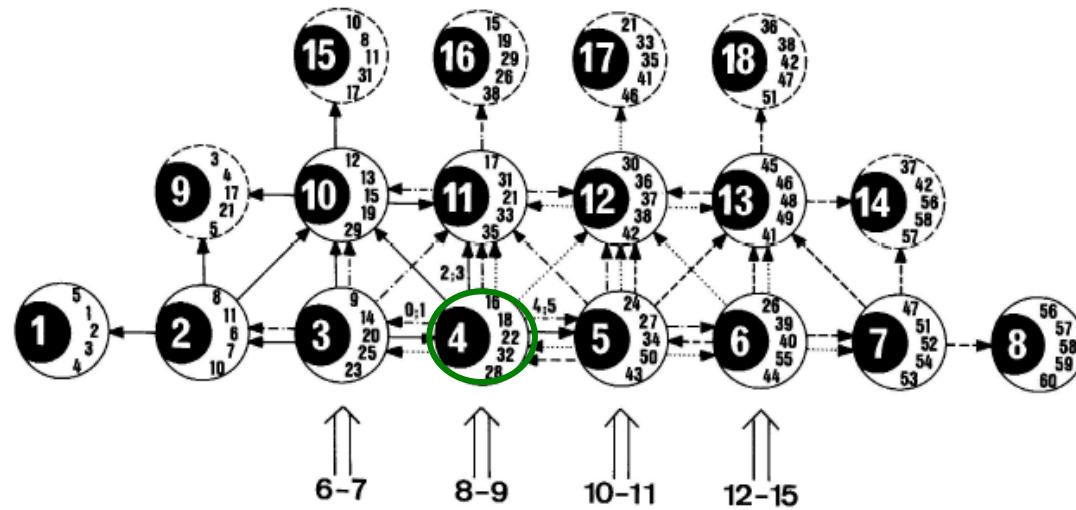
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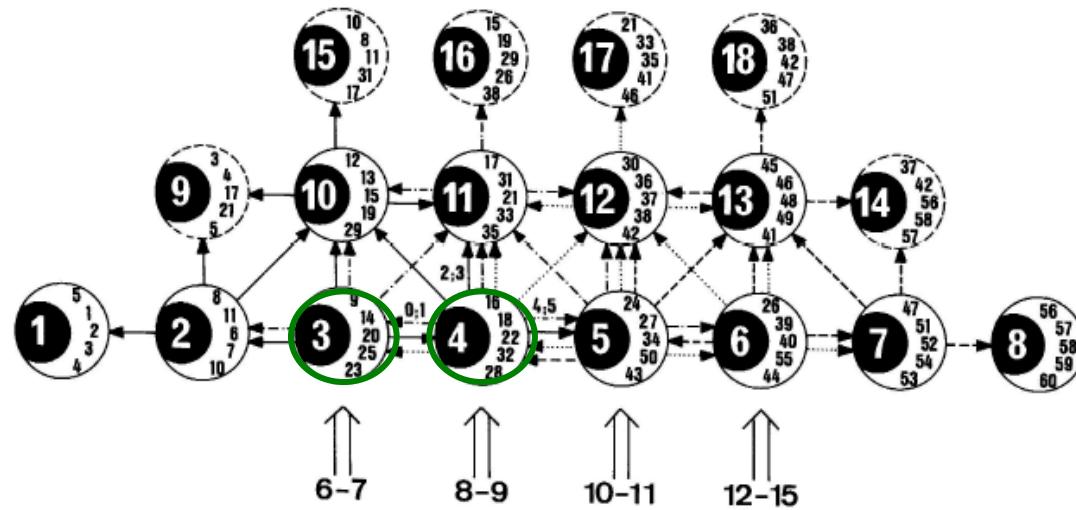
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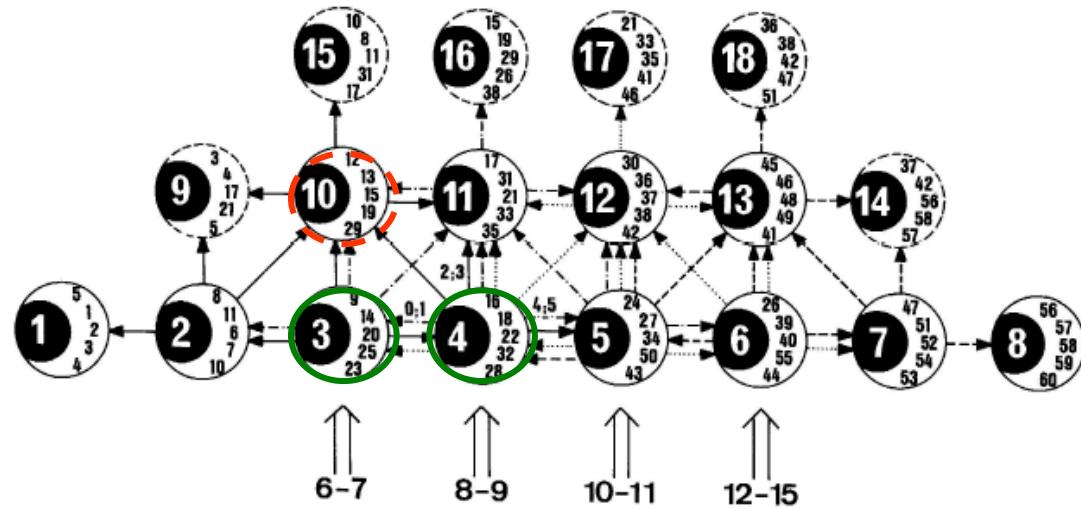
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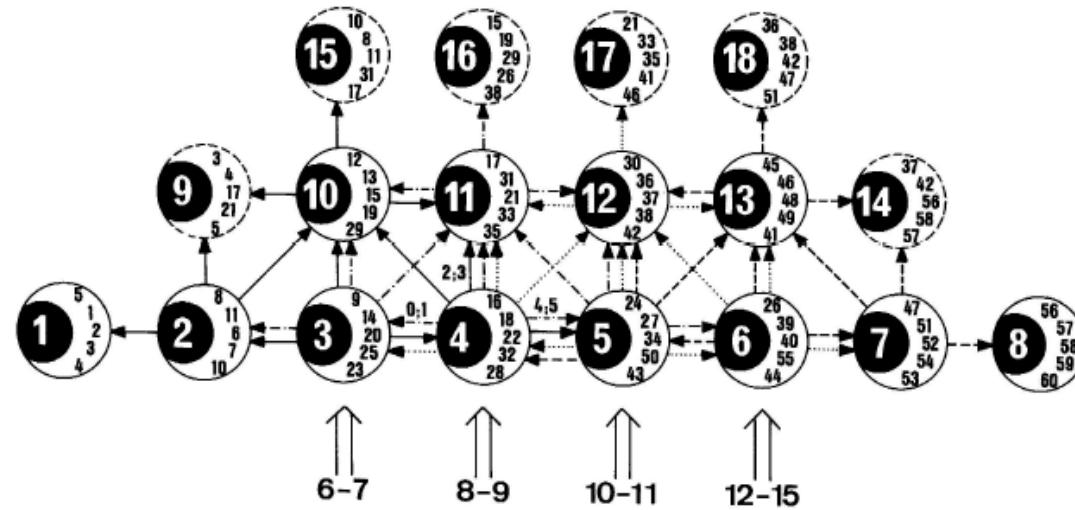
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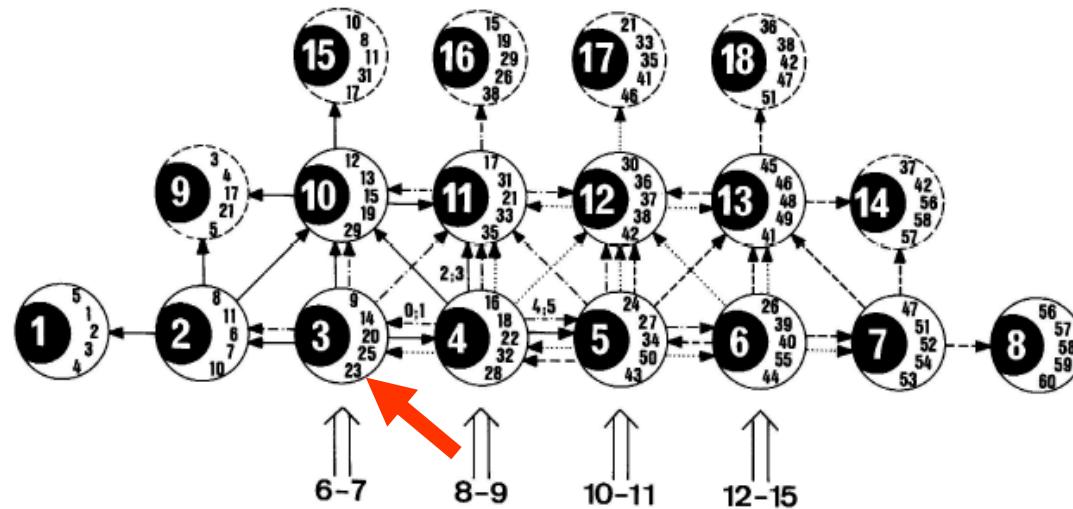
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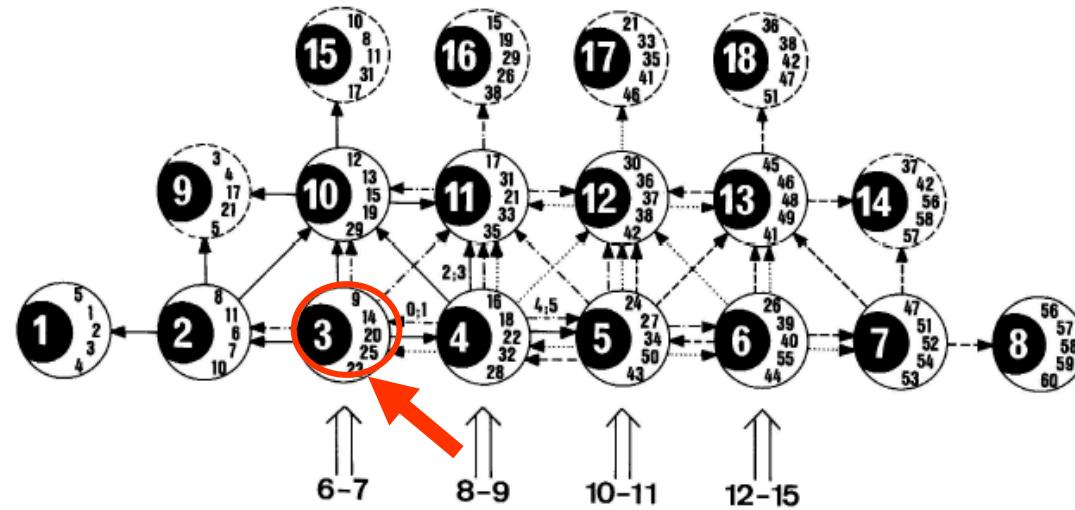
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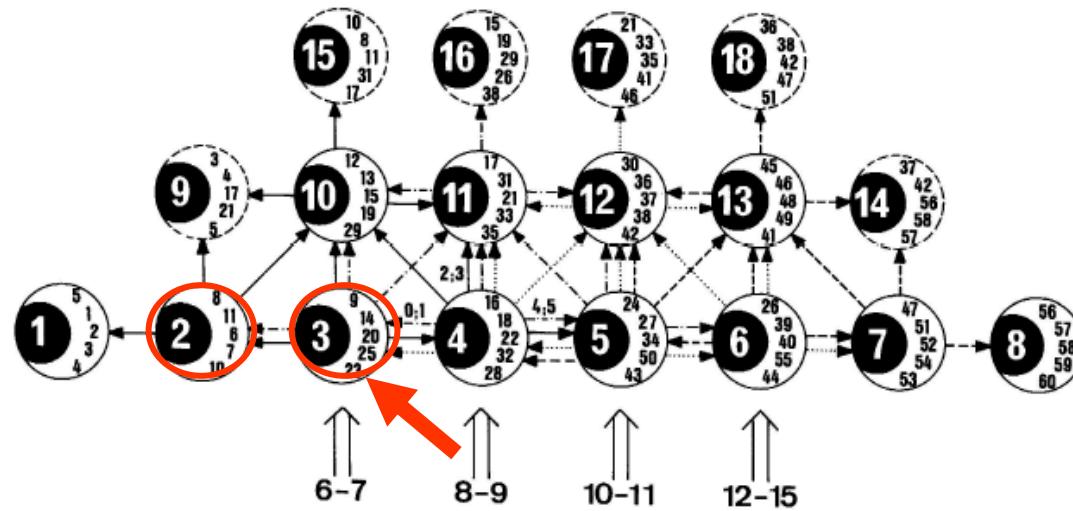
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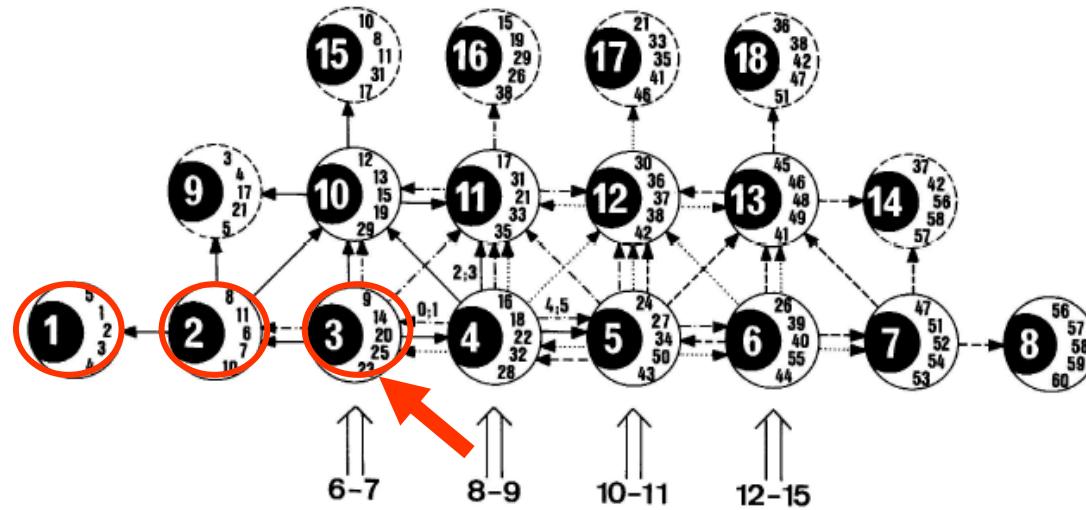
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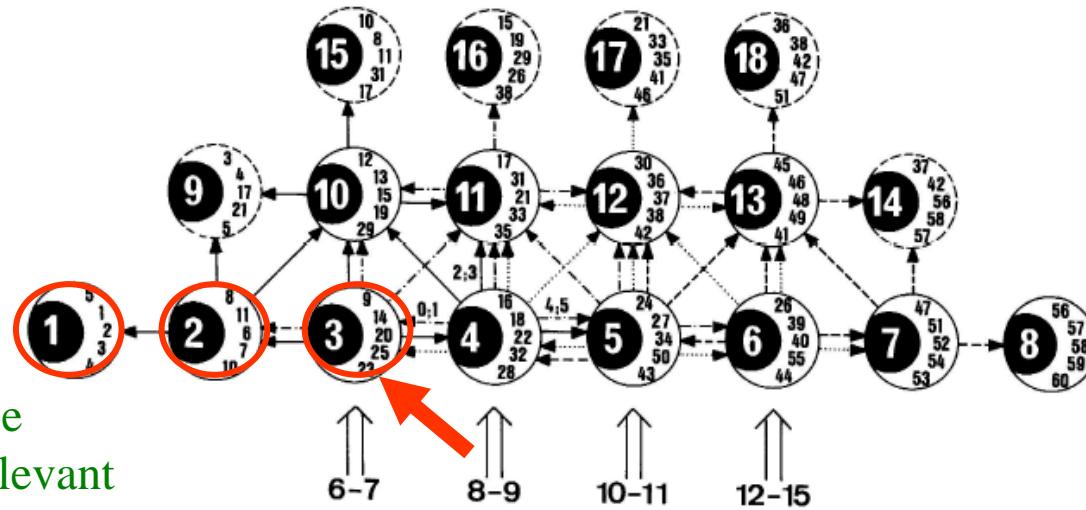
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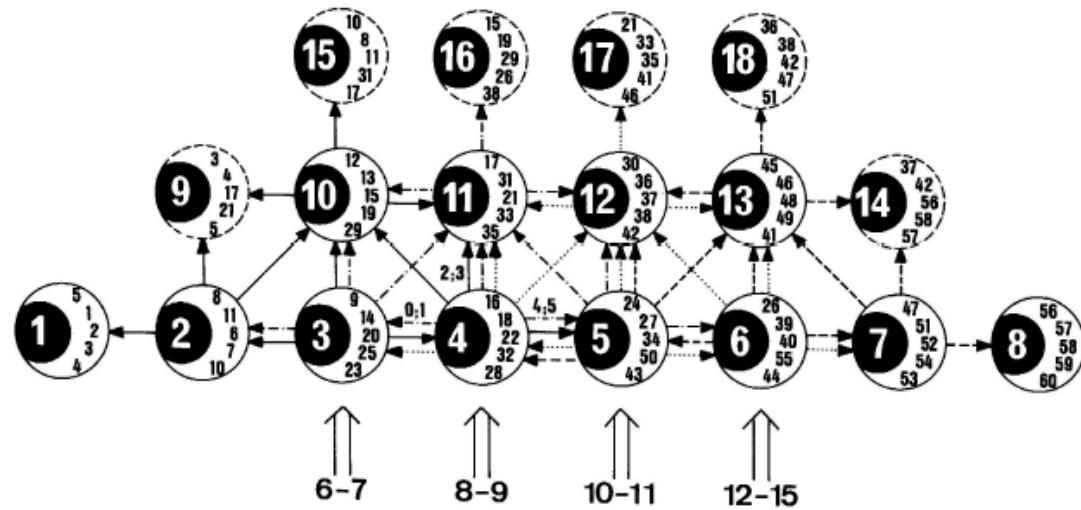
The results can still be compared with the relevant reference population of all eight year old children!

AID's specific advantages

- c) There are parallel forms which are of use if test repetition is necessary!

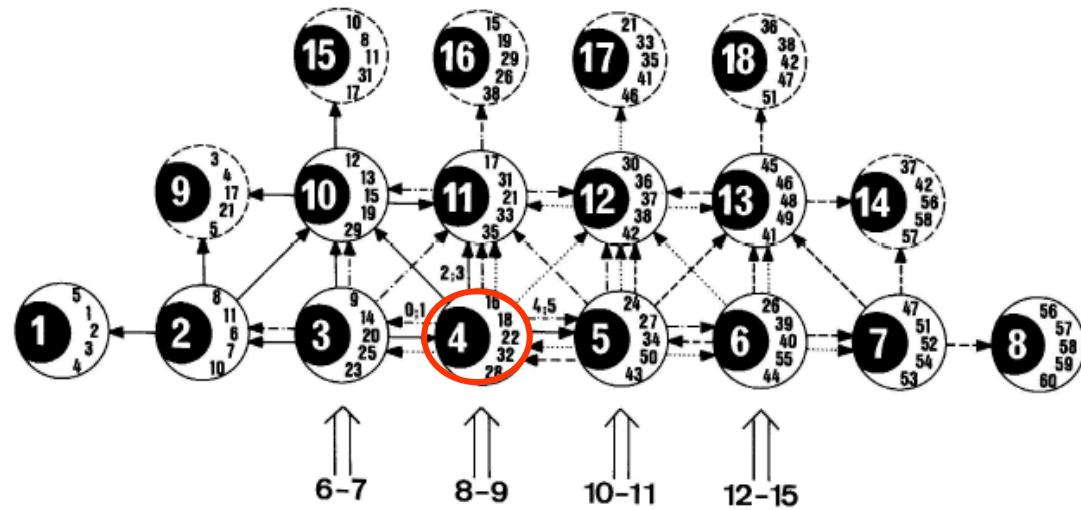
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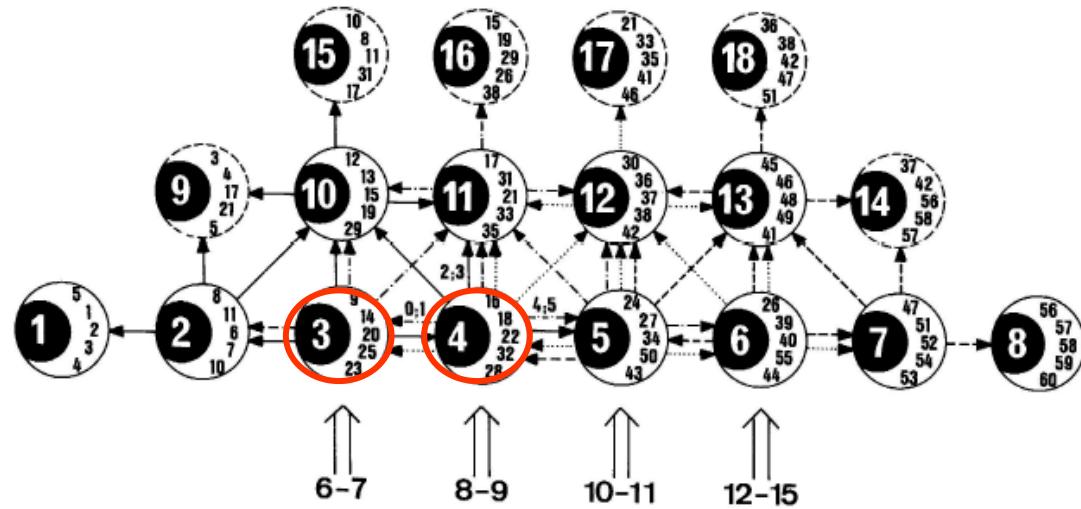
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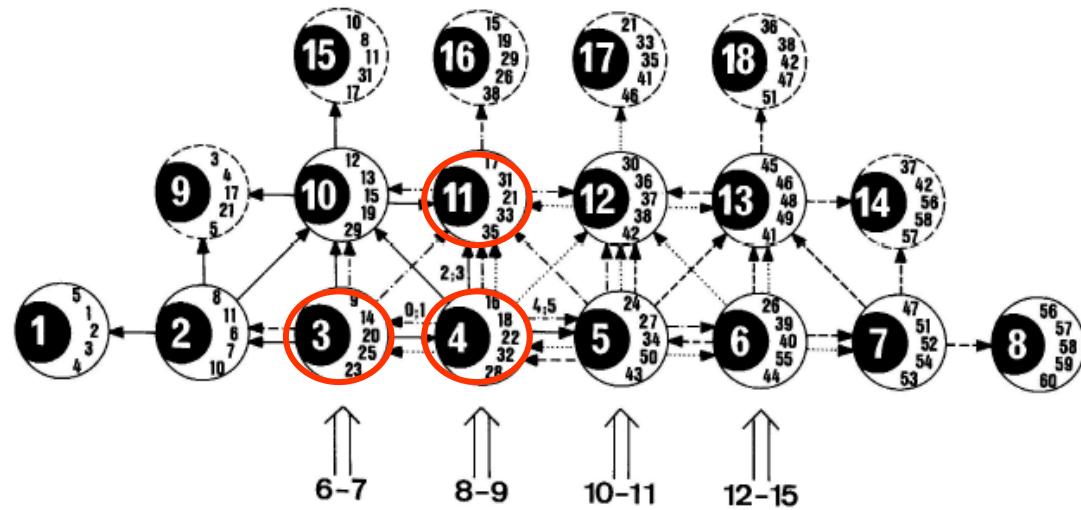
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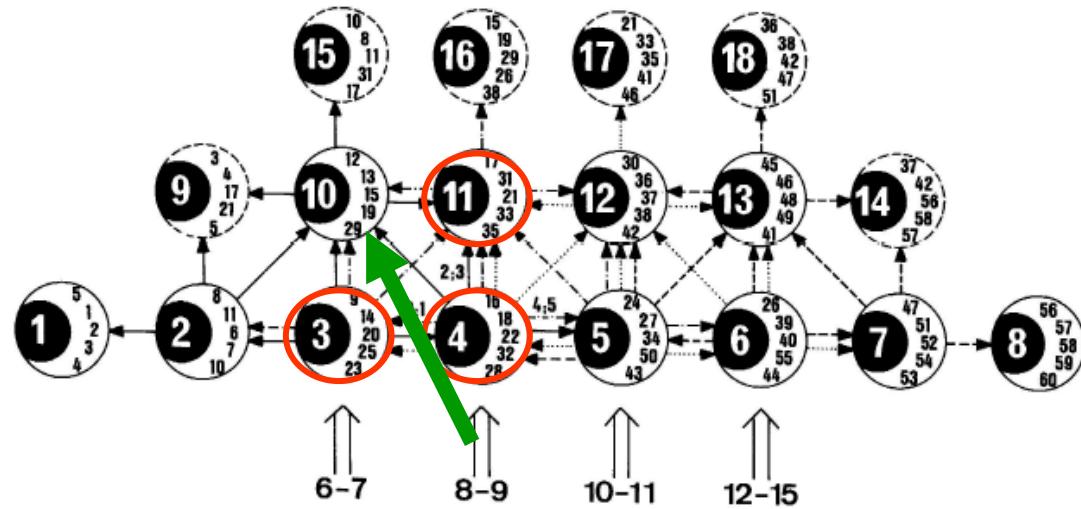
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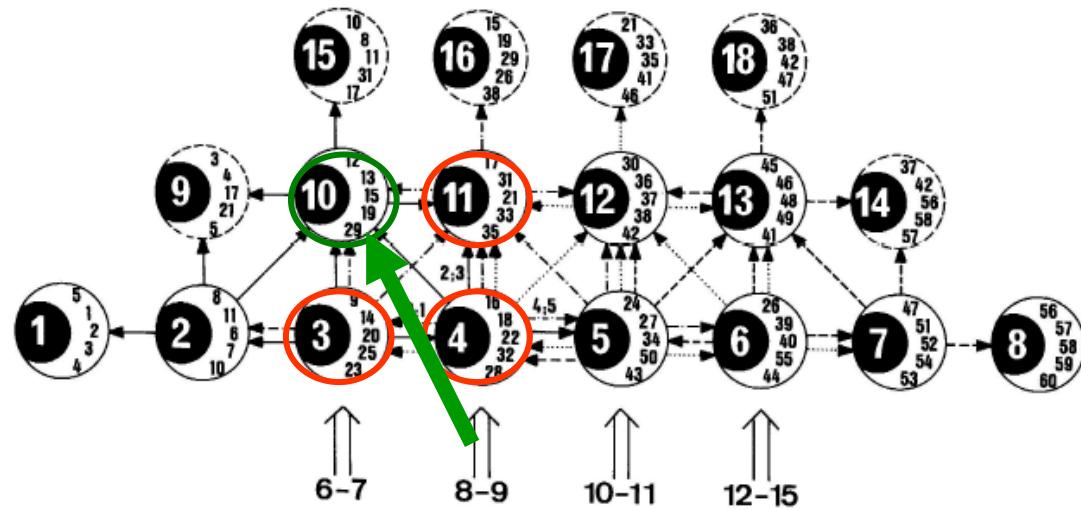
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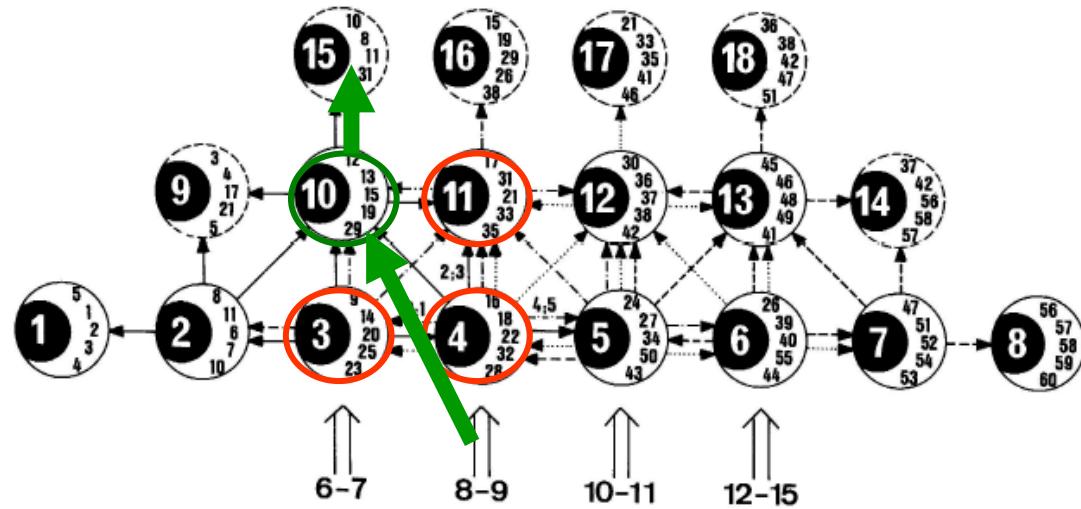
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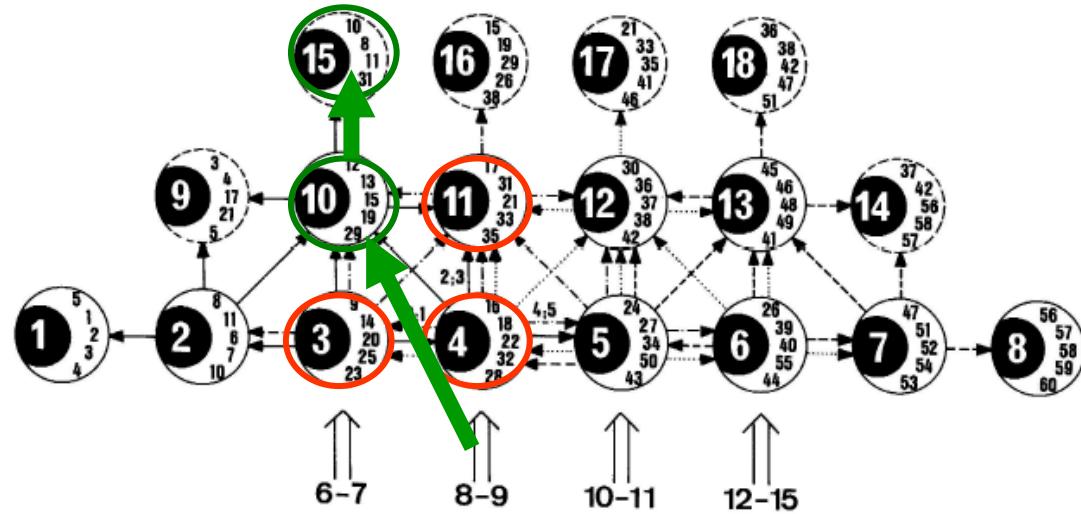
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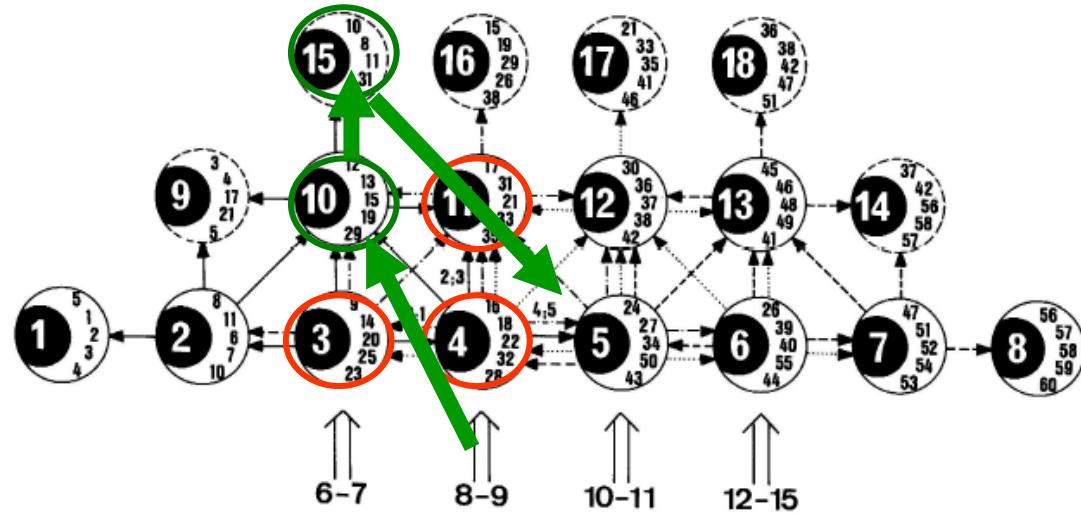
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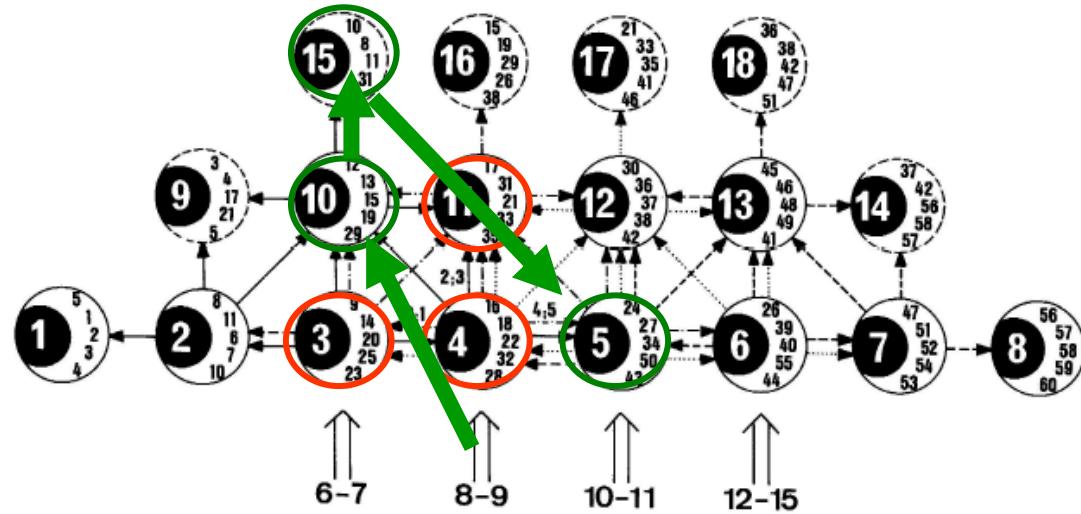
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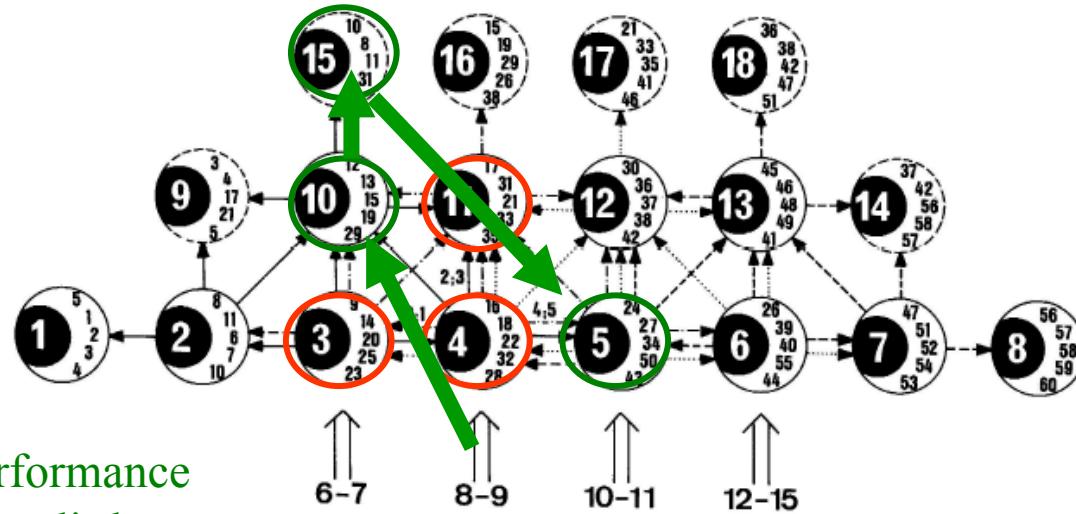
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meet the testee's performance level and contain very little or no items that the testee is already administered with

AID's specific advantages

- d) For testees who do not have adequate experience with English, sub- and add-on-tests **2, 4, 7, 8, 10, 12, 5a, 5c**, and **10a** can be administered by using the non-verbal test instruction!

AID's specific advantages

Finally:

- little effort is needed to compute the test results when using the additional distributed computer program **AID_Score**
- there will be a **computer-assisted version** (the examiner is assisted by a computer, but the examinee does not work at a computer), which applies **tailored-testing** instead of **branched testing**: then 11 to 12 items suffice instead of 15 items (3 times 5)
- there is a service address: service@aid-intelligenztest.at



Thank you for your attention!