

**Multidimensional Aptitude Battery-II**  
**(MAB-II)**  
*Clinical Report*

Name: **Sam Sample**  
 ID Number: **1000**  
 Age: **14** (Age Group 16 - 17)  
 Gender: **Male**  
 Years of Education: **15**  
 Report Date: **August 19, 2010**

**Summary of Results**

<b>Verbal Scale</b>	<u>Age Corrected</u>				<b>Range</b>
	<b>Raw Score</b>	<b>Scaled Score</b>	<b>Scaled Score</b>	<b>%ile</b>	
Information	40	83	87	99	Well Above Average
Comprehension	24	62	69	97	Above Average
Arithmetic	17	67	70	98	Well Above Average
Similarities	24	56	60	84	High Average
Vocabulary	25	54	65	93	Above Average

Mean Age Corrected Verbal Standard Score = 70.20

<b>Performance Scale</b>	<u>Age Corrected</u>				<b>Range</b>
	<b>Raw Score</b>	<b>Scaled Score</b>	<b>Scaled Score</b>	<b>%ile</b>	
Digit Symbol	24	56	54	66	Average
Picture Completion	24	58	59	82	High Average
Spatial	35	62	59	82	High Average
Picture Arrangement	7	42	38	12	Low Average
Object Assembly	8	47	46	34	Average

Mean Age Corrected Performance Standard Score = 51.20

<b>Scales</b>	<b>Sum</b>	<b>IQ</b>	<b>%ile</b>	<b>Range</b>
Verbal	322	135	99	Well Above Average
Performance	265	102	54	Average
Full Scale	587	122	92	Above Average

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## **Introduction**

This report is based on an administration of the Multidimensional Aptitude Battery-II (MAB-II). As with all psychological test results, these findings should be professionally interpreted in the light of other information about the individual. It should be recognized that, although intellectual abilities have been shown to predict many aspects of behavior, other characteristics of the individual, including social skills, personality, motivation, and interests will have a bearing on a person's effectiveness. Questions regarding these results should be referred to the supervising examiner.

### **Interpretation of IQ Results**

The examinee received a Full Scale IQ of 122, which places overall intellectual ability as measured by the MAB-II in the above average range. This Full Scale IQ is equivalent to a percentile score of 92. The Verbal Scale IQ was 135, equivalent to a percentile of 99, and the Performance Scale IQ was 102, equivalent to a percentile of 54.

**Profile of Scores**

Scales	Scores		Age Corrected Scaled Scores											
	Raw	SS	SS	0	10	20	30	40	50	60	70	80	90	100
Information	40	83	87											
Comprehension	24	62	69											
Arithmetic	17	67	70											
Similarities	24	56	60											
Vocabulary	25	54	65											
Digit Symbol	24	56	54											
Picture Completion	24	58	59											
Spatial	35	62	59											
Picture Arrangement	7	42	38											
Object Assembly	8	47	46											

The Raw Score for each test indicates the number of questions that the respondent answered correctly. The first set of Scaled Scores (SS) are not age-based and are used to calculate Verbal, Performance and Full Scale IQ scores. The Age-Corrected Scaled Scores (SS) and the associated bar graph compare the respondent's results with those of people in the same age group.

Scales	Scores		Intelligence Quotient (IQ)				
	Sum	IQ	70	85	100	115	130
Verbal	322	135					
Performance	265	102					
Full Scale	587	122					

The average IQ score is 100. Approximately 68% of the general population obtain IQ scores falling between 85 and 115 inclusive.

## Verbal Scale Descriptions

Scale	Description
<b>Information</b>	The Information score reflects the degree to which an individual has accumulated a fund of knowledge about diverse topics. This fund of information is influenced by an individual's level of curiosity, extensiveness of reading, and motivation to learn new things. Long term memory is required for the Information test.
<b>Comprehension</b>	Comprehension assesses the ability to evaluate social behavior, to identify behavior that is more socially desirable, and to give the reasons why certain laws and social customs are practiced. It requires not only general verbal ability, but a degree of incidental social acculturation, social intelligence, and knowledge of conventional standards for moral and ethical judgment.
<b>Arithmetic</b>	This test, requiring the solution of numerical problems, reflects reasoning and problem solving abilities. High scorers have the capacity to abstract those elements of a problem necessary for its solution and to arrive at a correct answer quickly.
<b>Similarities</b>	Similarities requires an individual to conceptualize and order likenesses and differences as properties of an object and to compare these abstract likenesses to those of another object, identifying the one that is most appropriate. Such a task requires flexibility and adjustment to novelty as well as an appreciation for and comprehension of properties of objects, long-term memory, and the capacity for abstract thought. Unlike certain other verbal tests, Similarities requires more than simply retrieving knowledge from long term memory; in addition, it is a measure of how effectively one can use this knowledge.
<b>Vocabulary</b>	In its narrow interpretation, Vocabulary is an indication of the number of words or verbal concepts that have been learned and stored. But more broadly, it indicates the individual's openness to new information and concepts and reflects the capacity effectively to store, categorize, and retrieve this information appropriately. Persons scoring high on vocabulary can be expected, not only to be able to use words effectively, but to demonstrate a higher level of subtlety and depth of thought processes, and of conceptual and classificatory skills in the verbal domain.

## Performance Scale Descriptions

Scale	Description
<b>Digit Symbol</b>	Digit Symbol requires the learning of a new coding and its use in a context in which visual-motor activity is important. Thus, like other Performance subtests but unlike most of the Verbal Scale, it involves adaptation to a novel set of demands. The application in a novel combination of abilities -- visual acuity, figural memory, motor skills, speed of information processing, and motivation and persistence -- is a further task requirement. It is markedly affected by age and by impairment of visual-motor performance.
<b>Picture Completion</b>	The identification of important missing elements in a picture requires knowledge of a variety of common objects and the rules used for simplified sketches. Other task requirements are the perceptual skills necessary to interpret a percept meaningfully, the analytical skills required to distinguish important, critical details from unessential omissions, the ability to avoid the competition of irrelevant details in arriving at a solution, and the verbal ability to identify quickly the first letter of the name of the missing detail.
<b>Spatial</b>	The Spatial subtest requires the ability to visualize abstract visual objects in different positions in two-dimensional space and to be sensitive to critical differences among alternatives. More generally, it requires reasoning in the figural-spatial domain combined with visual and imaginal processes, processes which for high scorers must be evoked quickly and automatically, for the task is timed. An excessive degree of checking responses as a result of cautiousness will impair speed of performance. Age also affects performance substantially.
<b>Picture Arrangement</b>	Picture Arrangement requires the respondent to identify a meaningful sequence from a random sequence, where the meaningful sequence often has a humorous interpretation. As such, it requires, first, an ability to decode perceptually a number of drawings, to abstract their intent and meaning, second, to integrate these separate perceptions into a meaningful temporal pattern, third, to locate the letter sequence corresponding to the correct sequence, and to follow these steps as quickly as possible in recognition of the timed nature of the task. Thus, the task requires both perceptual abilities and sufficient social intelligence to have insight into others' behavior, permitting evaluation of alternative outcomes.
<b>Object Assembly</b>	Object Assembly requires that the respondent identify a meaningful object from a left-to-right sequence of disarranged segments. For such a task, perceptual analytical skills are required to visualize how the separate parts might be reassembled, or, alternatively, first to identify elements of familiar objects in the disarranged segments and to form a judgment about the integration of the segments into a whole. Because the parts are printed, rather than in a manipulable form, visualization skills are also required to imagine the form of the figure when parts are re-arranged.



The Verbal Scale IQ is 135, and the Performance Scale IQ is 102, a difference of 33. This is a relatively large difference. Large Verbal/Performance differences are sometimes observed in the general population, but if there is reason to suspect central neuropsychological problems, it should be noted that a higher Verbal Scale IQ than Performance Scale IQ is believed to be characteristic of persons suffering from right hemisphere or diffuse brain damage. A larger Verbal Scale IQ has also sometimes been observed in normal persons who are highly educated and/or who read widely. If the presence of psychopathology is indicated, certain additional hypotheses can be evaluated. Among personality disorders, it is believed to be more characteristic of persons with obsessive-compulsive disorders, although it is essential to base such a diagnosis on sufficient additional evidence. Among major forms of psychopathology, it is sometimes associated with clinical levels of depression, although, again, relevant data are needed to confirm such a diagnosis.

The examinee obtained a Hold over Don't Hold ratio of 1.42. "Hold" subtests are those which have been found to show minimum decrements due to age while "Don't Hold" subtests show more substantial decrements. A higher ratio indicates a decrement in intellectual abilities required by novel tasks as compared with persons of the same age. The expected value of the ratio in the normal population is 1. There is a marked tendency for "Don't Hold" tests to be low relative to "Hold" tests. Although intellectual deterioration is one hypothesis to be considered, alternate interpretations should first be ruled out.

**Appendix - Summary of Raw Responses**  
*(Do not return to respondent)*

Item #	INF	COM	ARI	SIM	VOC	DS	PC	SP	PA	OA	Key
1.	A	B	C	A	A	B	A	B	C	A	A-E - response
2.	D	A	E	A	A	A	A	C	D	D	* - incorrect response
3.	E	A	A	D	**	C	**	E	A	D*	** - item skipped
4.	E	E	C	B	E	C	**	D	D	D	.. - end of subtest
5.	E	C	A	A	C	D	A	A	E	E*	
6.	B	C	A	B	D	B	A	C	**	D	
7.	E	B	B	C	B	E	B	D	E	B*	
8.	C	E	B	D*	E	E	C	A	A*	C*	
9.	C	D	A	E	D	C*	A	E	D*	A	
10.	A	C	A	C	A	D	D	D	**	B	
11.	C	D	D	A	C	C	A*	C	E*	E	
12.	A	D	C	E	C	B	C	E	D	C*	
13.	C	E	C	D	D	E	E	D*	**	E*	
14.	D	E	B	D	D	D	C	A	**	A*	
15.	B	C	D	D	C*	A	D	A	**	E	
16.	C	A	D	A	E	C	D	D	**	**	
17.	A	B	D	B	**	A	E	B	**	**	
18.	A	D	C*	D*	A	B	D	B	**	**	
19.	C	A	**	D	B*	E	A*	E	**	**	
20.	A	E	**	E*	B*	D	E	E	**	**	
21.	B	A	**	E	E*	A	B	A	**	..	
22.	B	B	**	B	D*	C	D	D	..	..	
23.	D	D	**	C*	**	A*	D	A	..	..	
24.	E	D*	**	D	C	C	**	D	..	..	
25.	B	D*	**	A	**	E	**	B	..	..	
26.	E	E	**	**	C	D	E*	C	..	..	
27.	C	E*	..	**	E*	**	B	B	..	..	
28.	D	A*	..	C	B	**	B	D	..	..	
29.	A	..	..	A	D	**	B*	A	..	..	
30.	B	..	..	E	B	**	**	D	..	..	
31.	E	..	..	**	B	**	D	E	..	..	
32.	C	..	..	**	B*	**	D	A*	..	..	
33.	D	..	..	**	C*	**	**	E	..	..	
34.	B	..	..	**	A	**	C*	E*	..	..	
35.	A	..	..	..	B	**	E	C	..	..	
36.	D	..	..	..	B	..	..	A	..	..	
37.	A	..	..	..	C*	..	..	B	..	..	
38.	B	..	..	..	E*	..	..	E	..	..	
39.	A	..	..	..	**	..	..	E*	..	..	
40.	A	..	..	..	**	..	..	E*	..	..	
41.	..	..	..	..	B*	..	..	**	..	..	
42.	..	..	..	..	A*	..	..	**	..	..	
43.	..	..	..	..	**	..	..	**	..	..	
44.	..	..	..	..	B	..	..	**	..	..	
45.	..	..	..	..	**	..	..	**	..	..	
46.	..	..	..	..	**	..	..	**	..	..	
47.	..	..	..	..	..	..	..	**	..	..	
48.	..	..	..	..	..	..	..	**	..	..	
49.	..	..	..	..	..	..	..	**	..	..	
50.	..	..	..	..	..	..	..	**	..	..	