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Iq test for 9 year old

If your child is challenged by the learning environment in which he or she is currently placed, there is little reason for requesting additional testing. The teachers in the school are responding to your child’s characteristics and an IQ score will do little to enhance his or her education. On the other hand, if you suspect a problem at school or your child complains that he or she is bored or unchallenged in class, it might be beneficial have evidence of his or her learning capacity. In addition, IQ testing may be helpful in gaining admission to educational opportunities that are available only to students with a demonstrated level of aptitude. WHAT CAN AN IQ TEST TELL ME ABOUT MY CHILD? IQ tests assess general intellectual ability, which comprises verbal and logical thinking skills in the most traditional sense. General intellectual ability, as reflected in IQ scores, is the best overall predictor of school achievement and educational success; hence intelligence tests are often one of the assessments used to identify exceptional general intellectual ability in children. Because it assesses specific logical, spatial, memory, and verbal skills, IQ testing can be helpful if your child is having a problem in school. The results can help determine if your child is underachieving given his or her level of potential or, possibly, suggest the need for further evaluation of a potential learning disability. WHAT WILL IT NOT TELL ME? Experts agree that intelligence is multi-faceted, displayed in many different ways, and multiple measures should be used when assessing for giftedness. And although helpful in understanding specific cognitive abilities, an IQ score alone does not determine a student’s educational needs, the curriculum most appropriate for him or her, or whether or not he or she will be a good fit for a particular program. For these reasons, IQ testing should only comprise one part of any process for identifying gifted children. TYPES OF IQ TESTS Individualized intelligence tests take considerable time to administer and interpret, but they provide the most comprehensive information about overall general aptitude. They must be administered by licensed psychologists or psychometricians. Group intelligence tests often underestimate the scores received on individual tests. If you are requesting that your child be assessed, request that a school psychologist administer an individualized test. The most widely used individual IQ tests for school-aged youngsters, and the most valid and reliable of the measures are the Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V), the Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition (WPPSI-IV) and the Stanford Binet Intelligence Scales. WHAT ARE THESE TESTS LIKE? WHAT WILL THE SCORES MEAN? Individual IQ tests do not require reading or writing, and each consists of a series of subtests. Some are verbal subtests that are oral questions, usually without time limits. Other subtests are generally visual or spatial in nature, and usually are timed. The test takes about 1 to 2 hours to administer. The psychologist will use subtest scores to identify relatively weak or strong areas of performance (e.g., verbal ability as manifested by vocabulary or mathematical reasoning ability). The “Full Scale” or “Composite” IQ score based on all or most of the subtests, is the number most people are referring to when discussing someone’s IQ. (Unless otherwise specified, when “IQ” is mentioned in this column, it will mean Full Scale IQ.) The developers of IQ tests use mathematical calculations to find the mean or average score. An IQ score from 90 to 110 is generally considered average, corresponding to roughly the middle 50 percent of the population. If we just look at the scores at the high end, 2-3 percent of the population will have IQ scores above 130. An IQ score of 145 should occur 0.1 percent of the time or one time in 1,000. No IQ score should be considered an exact measure of intellectual ability. For example, good guesses may artificially increase an IQ estimate or having a bad day may decrease the estimate. There are many factors that might make an individual score vary a little from one occasion to another on any test. These include anxiety, motivation, rapport with the examiner, and guessing. Hence, psychologists will most often present a range of scores. A psychologist is likely to say, “Your child’s IQ falls in the range 123-137. This is the exceptional range.” This range takes into account the random error of testing. A WISC IQ score will not be the same as a SB IQ because the test items are different, the children to whom your child is compared are different, and the ideas that underlie the construction of the test differ. However, the scores are highly correlated. That is, children who earn higher scores on one test tend to earn higher scores on the other. Individuals with the same IQ are still very different people, with different strengths and weaknesses, behaviors, and personalities. A child’s IQ score tells us about only one dimension of a person. IQ is not the best measure or predictor for everyone or for all success measures. IQ tests do not measure creativity, leadership, initiative, curiosity, commitment, artistic skill, musical talent, social skills, emotional well-being, or physical prowess – all components which can be included in definitions of giftedness. There is considerable evidence that students who are economically disadvantaged, from ethnic minorities, and/or speak English as a second language generally receive a lower score on IQ tests. This is a fault in the tests, not the students. Full-scale scores on an IQ test may be lower for a gifted student who also has a learning disability; however a trained psychologist will be likely to see discrepancies in performance on the sub-scales, which may suggest a possible learning disability. WHAT CAN I EXPECT AS A RESULT OF TESTING? The results may help you better understand your child’s specific strengths, weaknesses and potential ability. They also may help your child’s teacher recognize the level of reasoning, knowledge, and skills your child has already mastered so as to appropriately match curriculum and instruction to your child’s abilities. The results may also be used by a teacher or other school administrator as the basis for admission to a program for children with similar abilities or interests. It is also possible that nothing changes for your child as a result of the testing, the outcome is different for every family, and every school with which they are working. HOW CAN I HELP PREPARE MY CHILD FOR TESTING? The best ways to help prepare your child for the testing experience include: • Relaxing. If you are nervous, your child will be too. • Explaining that the session will involve puzzles and games and most kids find it really fun. • Noting that the psychologist wants to see how he/she likes to solve problems, so they should just try their best, and feel free to guess if they don’t know the answer. • Ensuring he/she gets a good night’s sleep the night before and eats a healthy breakfast the day of the test • After the test, praising his/her effort and allowing some down time. The testing experience can be mentally taxing for some children. So you’ve scheduled an IQ test for your child. You want them to do as well as possible, but it may feel like it’s all out of your control. Your child can’t study for it, and many parents go into the process believing that IQ is purely genetic.Not so! Lucky for you, children’s intelligence is actually influenced by their environment – not just their genetics. Specifically, research has found there are three behaviors that may contribute to higher IQ scores. In fact, children who exhibited all three behaviors scored 4% higher on intelligence tests than children who did not. This may not sound like a big change, but when it comes to getting into private school or gifted and talented programs, it can make all the difference. Here are three scientifically proven things that may help improve your child’s test scores: Limit screen time: Parents should limit their kids’ recreational screen time to no more than 2 hours per day. Between smartphones, tablets, computers, TV, and videogames, this can be a tall order. However, there is compelling evidence that screen time has negative effects on developing brains. Get 9 to 11 hours of sleep every night: Sleep has a big impact on memory and the speed at which kids can complete mental tasks – both things that have a significant impact IQ scores. Getting 9-11 hours of sleep aligns with the American Academy of Pediatrics and the American Academy of Sleep Medicine recommendations for the amount of sleep, on average, that children should get every night. Aim for 60 min of physical activity every day: Whether it’s playing a sport, riding a bike, playing on the playground, or just running around the neighborhood, physical activity can boost your child’s cognitive abilities. Getting at least 60 minutes of exercise every day aligns with the Centers for Disease Control and Prevention (CDC) guidelines for children’s physical activity. Incorporating these three things into your child’s routine before the test could help set them up for success on the big day. While these behaviors don’t guarantee a high IQ score, they will help your child perform as well as possible on the test. Learn more about Dr. Kathryn Ziemer –Previous 1 2 3 ... 7 Next→ Visit the help section or contact us The reasons not to give IQ tests to young children are compelling. As the Youth & Education Ambassador for Mensa®, I receive inquiries every day (sometimes with accompanying videos) from parents (and grandparents) wanting to know how to get a young child tested. Mensa allows youth fourteen and over to take the Mensa Admissions Test, and it accepts testing done outside of Mensa by schools or psychologists, but it does not test young children. Although you might think Mensa would have a vested interest in having people test young children so they could join the organization, it actually takes no opinion. I, however, do. These opinions are mine alone. Here are six reasons not to give IQ tests to young children: If you test a child who is three years old and the score is high (say two standard deviations above the mean or more), the odds that that score will be the same if the child were tested six years later are very, very low. It’s the equivalent of the IQ lottery. Possible, but don’t make it part of your retirement plan. The problem with that is that parents then carry that unstable score number in their heads and it compromises their ability to make appropriate choices later. It is very hard to tease apart giftedness and precociousness in young children, and if you are an early reader with a strong vocabulary and good memory, you can end up with a much higher score than you would if you were tested when you were older. The scores are more likely to be stable if all of the subtest scores are aligned, so it is possible to get a fairly accurate score at this age, but unlikely. So unlikely, in fact, that the odds that it will detrimental instead of useful are too high to make it a good idea in most cases. We’ve all heard stories of two-year-olds joining Mensa and wondered what in the world was going on. Quite often, the parent was having the child evaluated for something else and the IQ testing was done as part of a larger evaluation. For instance, I had one of my children evaluated for speech therapy, and he got a Woodcock-Johnson as part of that evaluation. When a parent wants a child tested purely for an IQ, the parent needs to carefully examine his or her own motives. Testing should not be done on a whim, for pure curiosity, or to prove a point. Testing should only ever be done to serve the child, and that is rarely necessary at very young ages. It is occasionally, but that is unusual. If you have a child who is not meeting developmental milestones or there is some other cause for concern or evaluation, that’s when it may be called for. Your pediatrician can and should be the one to help you decide if this is the case, not teachers or grandparents or others who say, “Wow, he can count to ten in Spanish? You should get him tested!” Mensa offers a lot for even young children, so I recommend that if you’ve got a super bright young kiddo, the parents should join and enjoy the resources until the child is old enough for testing. Just like tennis racquets, IQ testing has a sweet spot. In my opinion, that sweet spot is somewhere between seven and twelve years old (others may disagree, and I’m not married to this range, I am just seriously dating it). In the sweet spot, you get a lovely, accurate score that allows you make good educational decisions for the child. Ace! Outside of the sweet spot, your results are trickier to make solid use of. Can you test adults? Of course. Can you test young children. Obviously. But if you are really looking to know intellectual ability and potential, I’d love to see your sweet spot scores. IQ tests are pictures, not CT scans. They tell you what that person looked like on that day, with that test, with that test administrator, under those specific conditions. What they don’t tell you is a longer list. They don’t tell you how the child would do on a different day, with a different test, with a different administrator, whether the child will do well in school or can share toys, and on and on. Now, we can’t control every factor, but the younger the person being tested is, the more important it is to get the child evaluated by someone really good. By that I mean someone who not only works with the gifted but also with young children. The problem is that very few people with these reputations like to test very young children simply to get an IQ score for a curious parent. Parents then sometimes turn to less reputable businesses with fiscal incentive to give a high score. Parents seeking testing for very young children are vulnerable to testing predators out to make a buck, not share good information. So many school districts do universal screening for gifted programs with abilities tests or will conduct an assessment if requested that spending literally hundreds or thousands of dollars on an IQ test for a young child is money that would much better spent shoved in a 529 plan and set aside for the child’s college. Even if you decide to test yourself later, it’s money I believe is better spent at an older age. This is especially true in light of the fact that your odds of great, stable scores are slim. You really want to know if your four-year-old is gifted for free? Show her a Monty Python movie and if she laughs, she’s gifted. No, really, gifted kids get that crazy humor (and the adult innuendo, unfortunately). I’m kidding of course, but I could literally give a you a list of ten thousand things a three-year-old needs more than an IQ test, and I have had people ask me how to test the IQs of frozen embryos. I only wish that were hyperbole. I was an English teacher for a very long period of time. In the revision process of writing, I would teach my students to give each paragraph the “So What?” Test. This test asks, “So what? What does this say that is vital information that furthers the purpose of the essay?” Testing very young children rarely passes this test. So what? So what if the IQ is super high? How does that further your purpose in parenting? “Gifted” is an adjective modifying the noun “child,” and it is that noun that guides the verbs of parenting. Young gifted children are, at essence, children, and they need the same things all young children need: time spent with parents, books read to them, unstructured play time, a modest array of quality toys (like cardboard boxes), love and time outdoors. They do not need flashcards, so-called “educational toys,” parents who teach them cognitive cocktail party tricks to display for friends, or formal education. You don’t need a score to give them that. The Pythagoreans believed six to be the first perfect number, yet this list is far from perfect. There will be many, perhaps, who will disagree with me on this, and I’m open to that. This is simply my opinion. I’d far rather have parents relax a little and enjoy their children without worrying that if they don’t get the child tested and on some kind of bogus mind development program at a young age, then the child will not achieve his or her potential. My first question would be, potential for what? For happiness? For kindness? For love? These are the important things of life. My friend has a son with fairly severe brain damage. Christopher will never achieve cognitive milestones or cure cancer, but he shares loves unending, and no test is needed for that. Love your young children, read to them, crawl on the floor with them, and play a few games of Candyland® instead of testing them. Trust me. Testing can wait.

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