

IQ SKILLS SUCCESS SHEET

Take advantage of strengths. Improve or compensate for weaknesses.
 Use the boxes to record each IQ SKILL evaluation from tests or observation.
 See other side for further explanation of each IQ SKILL.

V
E
R
B
A
L

I
Q

P
E
R
F
O
R
M
A
N
C
E

I
Q

1. Verbal Information & Alertness



2. Ability to Organize & Generalize
What is Known



3. Mental Math Skills



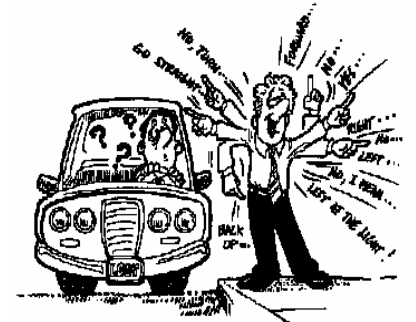
4. Vocabulary



5. Practical Living Skills & Good Judgment



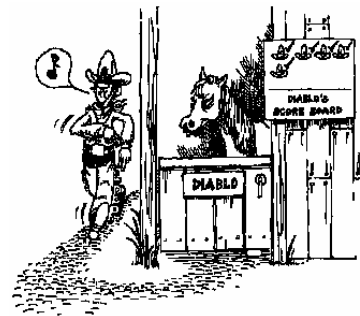
6. Listening & Remembering Skills



7. Visual Information & Alertness



8. Understanding Sequence/Cause & Effect in Social Situations



9. Designing & Constructing with Model



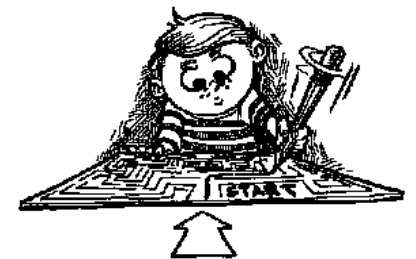
10. Designing & Constructing without Model



11. Seeing & Remembering Skills



12. Visual-Motor Skills



From the book *IQ Boosters: A Complete Program to Increase Your Family's IQ Through Time Management, Habits, Activities, & Games* by Brent R. Evans

1. Verbal Information & Alertness (WISC: Information) Your ability to recognize, understand, and recall verbal information is the foundation of your thinking ability. An added advantage is that the more you know, the easier it is to learn and understand still more. It is tested by answering questions such as: *Who was the third president of the United States?*

2. Ability to Organize & Generalize (WISC: Similarities) Your ability to categorize, organize, generalize, and use what you already know and apply it to new situations and problems. This is measured by having the test-taker answer comparison questions given orally. Examples: *In what way is a table and a chair the same? How are they different? Apply the concept of the law of supply and demand to one or more articles in today's newspaper.* Higher credit is given for identifying abstract relations than for concrete ones. Example: *In what way is a truck and a car the same?* The answer they are both vehicles would score higher than they both have wheels or motors. Logical thinking, in which a conclusion is established from examining related information, and associative thinking, in which you quickly think of other information that may be related to the problem at hand, are also key skills to be developed.

3. Mental Math Skills (WISC: Arithmetic) The ability to do math computation in your head, giving you freedom to think mathematically at all times, not just when you have a pencil in your hand. This is measured by having the test-taker listen to and solve arithmetic word problems without the use of a pencil. Most of the problems are drawn from familiar life situations, and require relatively simple computation and reasoning. Success is based on the ability to focus and maintain attention, effective use of short-term memory, freedom from undue anxiety about math, and good, basic math skills.

4. Vocabulary (WISC: Vocabulary) Vocabulary concerns our ability to understand the meanings of words and give clear definitions of them. This is an important part of intelligence because words help us receive and understand information as well as do our thinking. This is tested by presenting the test-taker with a series of words that he or she is to define. Vocabulary correlates higher with full scale IQ than any other subtest on the WISC. It is such an important part of intelligence, some IQ tests contain only vocabulary questions. By the time a child goes to school, he or she has usually learned several thousand words or about 90% of the words adults normally use in ordinary conversation. To grow much more, a person needs an enriched verbal environment, a continuing interest in reading, and engage in purposeful vocabulary development.

5. Practical Living Skills & Good Judgment (WISC: Comprehension) Practical knowledge, an understanding of the reasons for things in daily life, a moral sense, and the ability to appropriately respond to real-life situations and problems. It is measured by answering questions, such as: *Why is honesty important? Why do governments have constitutions? Why do we keep milk in the refrigerator?*

6. Listening and Remembering Skills (WISC: Digit Span) Your ability to listen and remember what you hear. Also referred to as short-term auditory memory. This is measured by having the test-taker repeat a series of random digits given orally at one-second intervals. Example: $7 - 2 - 9 - 2 - 1 - 8 - 2$. After checking to see how many digits can be remembered and repeated forwards, the test-taker is given an additional series of digits, which are to be repeated backwards. Attention, concentration, sequencing ability, and freedom from over-anxiety are important. For the digits backward, it requires a transformation of the digits and spatial visualization in addition to immediate auditory memory. Memory for digits is one of the oldest and most commonly used measures of intelligence.

7. Visual Information & Alertness (WISC: Picture Completion) Your visual knowledge and alertness to detail. The test-taker is asked to identify parts missing in a series of pictures.

8. Understanding Cause & Effect in Social Situations (WISC: Picture Arrangement) Your ability to understand cause and effect in social situations. The test-taker is asked to correctly sequence a series of pictures presented in mixed order reflecting real-life situations. Relevant skills include visual attention, comprehension of what is happening as a whole, understanding of time and space, sequencing, distinguishing essential from non-essential, and social judgment. Perceptual organization skills and verbal comprehension abilities are important. Self-talk can increase effectiveness in solving the problems.

9. Designing & Constructing with a Model (WISC: Block Design) Your ability to think spatially when you have a model or clear outcome to which you can refer. Includes ability to visually analyze an object or problem, break it into individual parts or steps, and reproduce or solve it. This is measured by having the test-taker reproduce designs using special playing blocks that are red on two sides, white on two sides, and half red and half white (diagonally) on the other two sides.

10. Designing & Constructing without a Model (WISC: Object Assembly) Your ability to think spatially and create things of worth. It involves figuring things out spatially without a model to refer to. Test-taker takes ambiguous puzzle pieces and puts them together to make a meaningful whole. The test also measures the ability to handle frustration and still keep going.

11. Seeing and Remembering Skills (WISC: Coding) This involves quickly scanning visual information, and then accurately reproducing or using it with limited looks back at the model. Perceptual and visual-motor speed, confidence, and motivation are also involved. This is measured by showing the test-taker a unique design for each of the digits 0 through 9. Two minutes are given to draw as quickly as possible the correct design for a series of digits that follow in random order.

12. Visual-Motor Skills (WISC: Mazes) Visual-motor coordination, spatial thinking, and the ability to plan ahead visually. The test-taker is asked to complete a series of mazes that increase in complexity.