**USEFUL TABLES FOR WRITING UP**

**COGNITIVE ASSESSMENT RESULTS**

|  |  |
| --- | --- |
| Standard Score | Classification |
| 130 and up | Significantly above average |
| 120-129 | Well above average |
| 116-119 | Above average |
| 110-115 | High average |
|  90-109 | Average |
|  85-89 | Low average |
|  80-84 | Below average |
|  70-79 | Well below average |
|  69 and below | Significantly below average |

|  |  |
| --- | --- |
| Scaled Score | Classification |
| 16-19 | Well above average |
| 13-15 | Above average |
|  8-12 | Average |
|  5-7 | Below average |
|  1-4 | Well below average |

|  |  |
| --- | --- |
| T-score | Classification |
| 68 and up | Well above average |
| 57-67 | Above average |
| 43-56 | Average |
| 33-42 | Below average |
| 32 and below | Well below average |

|  |  |  |
| --- | --- | --- |
| Symbol | Name | Definition |
| Gf | Fluid Intelligence | Novel reasoning and problem solving, reasoning that depends minimally on learning and acculturation |
| Gc | Crystallized Intelligence | Breadth and depth of knowledge of a culture, reasoning that depends on previously learned procedures |
| Gv | Visual Processing | Ability to analyze and synthesize visual information, perceptions and manipulations of visual shapes |
| Ga | Auditory Processing | Ability to analyze and synthesize auditory information, perception or discrimination of auditory patterns |
| Gq | Quantitative Ability | Ability to manipulate numeric symbols, reasoning procedurally with quantitative information |
| Gsm | Short-Term Memory | Ability to hold information in immediate awareness and use it within a few seconds |
| Glr | Long-Term Retrieval | Ability to store information in long-term memory and fluently retrieve it later through association |
| Gs | Processing Speed | Ability to quickly perform automatic cognitive tasks, maintaining focused concentration |
| Gt (CDS) | Decision/ Reaction Time | Quickness in providing correct answers (not measured by any major intelligence battery; is an unclear construct) |
| Grw | Reading/Writing Ability | (an unclear construct—how is this different from achievement?) |

|  |  |
| --- | --- |
| **CALP Level** | **English Instruction will be:** |
|  | **5** | **Advanced** | **Very Easy** |
|  | 4-5 | Fluent to Advanced | Easy |
|  | **4** | **Fluent** | **Manageable** |
|  | 3-4 | Limited to Fluent | Difficult |
|  | **3** | **Limited** | **Very Difficult** |
|  | 2-3 | Very Limited to Limited | Very to Extremely Difficult |
|  | **2** | **Very Limited** | **Extremely Difficult** |
|  | 1-2 | Negligible to Very Limited | Extremely Difficult to Impossible |
|  | **1** | **Negligible** | **Impossible** |