élých

intelligence endorsed this definition: "Intelligence is a very general mental capacity that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience" (Gottfredson, 1997, p. 13). In an attempt to update the Neisser et al. summary just

IQ pod normou
Deficit adaptivních schopností
< 18 let

High IQ Society	percentile	1/x	IQ level
International High IQ Society	5	1/20	124
Mensa International, High Potentials Society, Mysterium Society	2	1/50	130
Top One Percent Society, Intertel, Elateneos	1	1/100	135
Poetic Genius Society, Colloquy Society	0.5	1/200	139
Infinity International Society	0.37	1/270	140
Exactiq High IQ Society, ePiq	0.3	1/333	141
Glia Society, International Society for Philosophical Inquiry, Triple Nine Society	0.1	1/1000	146
Prometheus Society, Tetra Society, Homo Universalis Society	0.003	3/100,000	160
The Ultranet	0.001	1/100,000	164
The Mega Society, The Omega Society	0.00001	1/1000,000	172
PARS Society	0.000003	1/3333,333	175

Direct Forerunners of CHC Theory

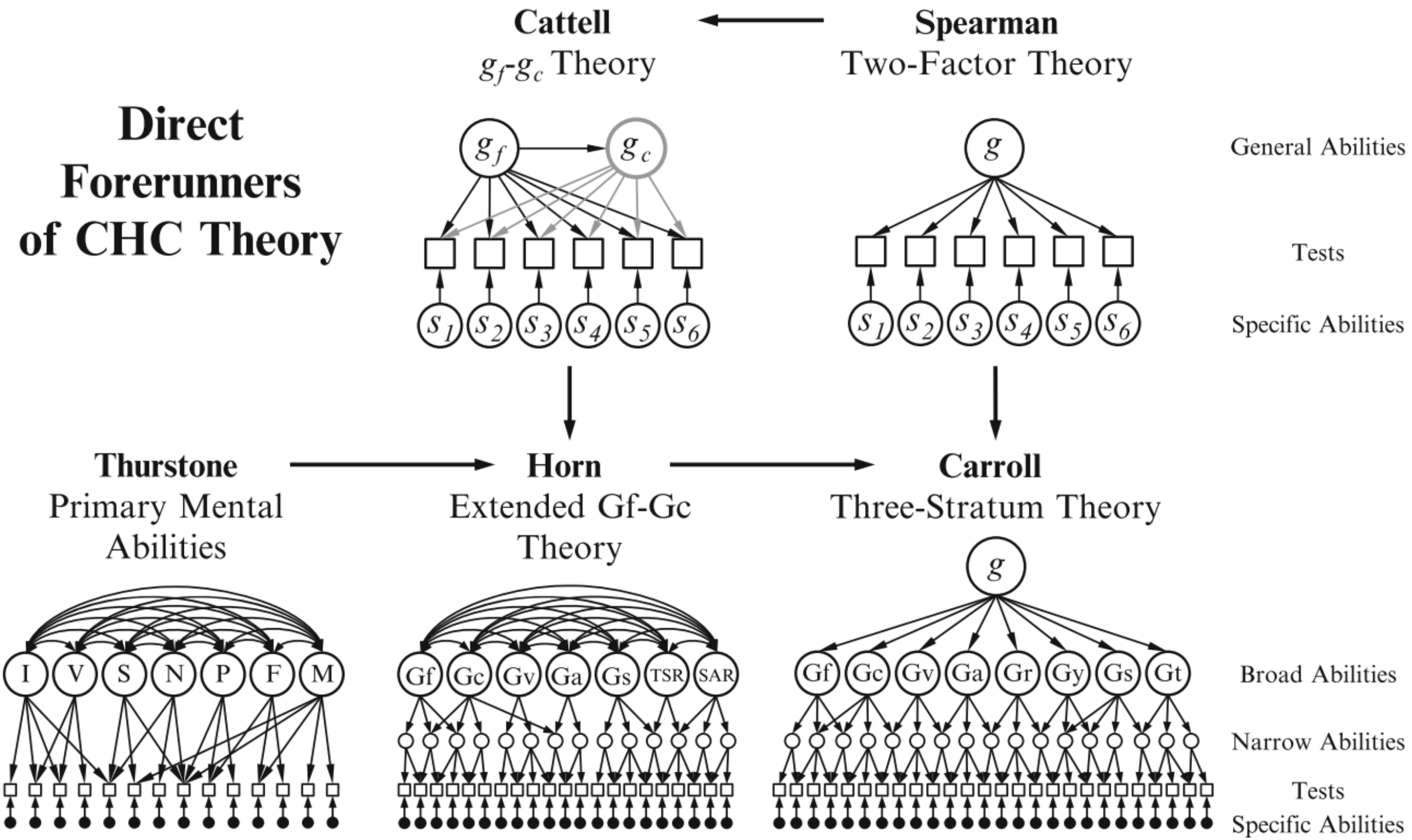


Fig. 21.1 Direct forerunners of CHC theory

Grw Gq

Gc Gkn

Acquired Knowledge

Go

Ga Gh

Gv

Sensory

Gk

Gp

Motor

Sensory–Motor Domain-Specific Abilities

Gf

Gsm Glr

Memory

Gps

Gs Gt

General Speed

Parameters of Cognitive Efficiency

Conceptual Grouping ·····

Functional Grouping ——

Domain-Independent General Capacities

Cattell-Horn-Carroll Theory of Cognitive Abilities

Motor

Gp

Psychomotor Abilities

Perception

Visual-Spatial

Gv

Kinesthetic

Gk

Ga

Auditory

Gh

Go

Tactile

Olfactory

Controlled Attention

Fluid Reasoning

Gf

Gsm

Short-Term Memory

Knowledge

Realistic

Investigative

Quantitative Knowledge

Gq

Reading/ Writing

Grw

Verbal Comprehension & Knowledge

Gc

Conventional

Artistic

Domain-Specific Knowledge

Gkn

Enterprising

Social

Speed

Gps

Psychomotor Speed

Gt

Speed of Perception

Gs

Attentional Fluency

Glr

Learning Efficiency & Retrieval Fluency

CHC model v2.0 – Part 1 (Schneider & McGrew, 2012)

General

General Intelligence (*g*)

Broad

Narrow

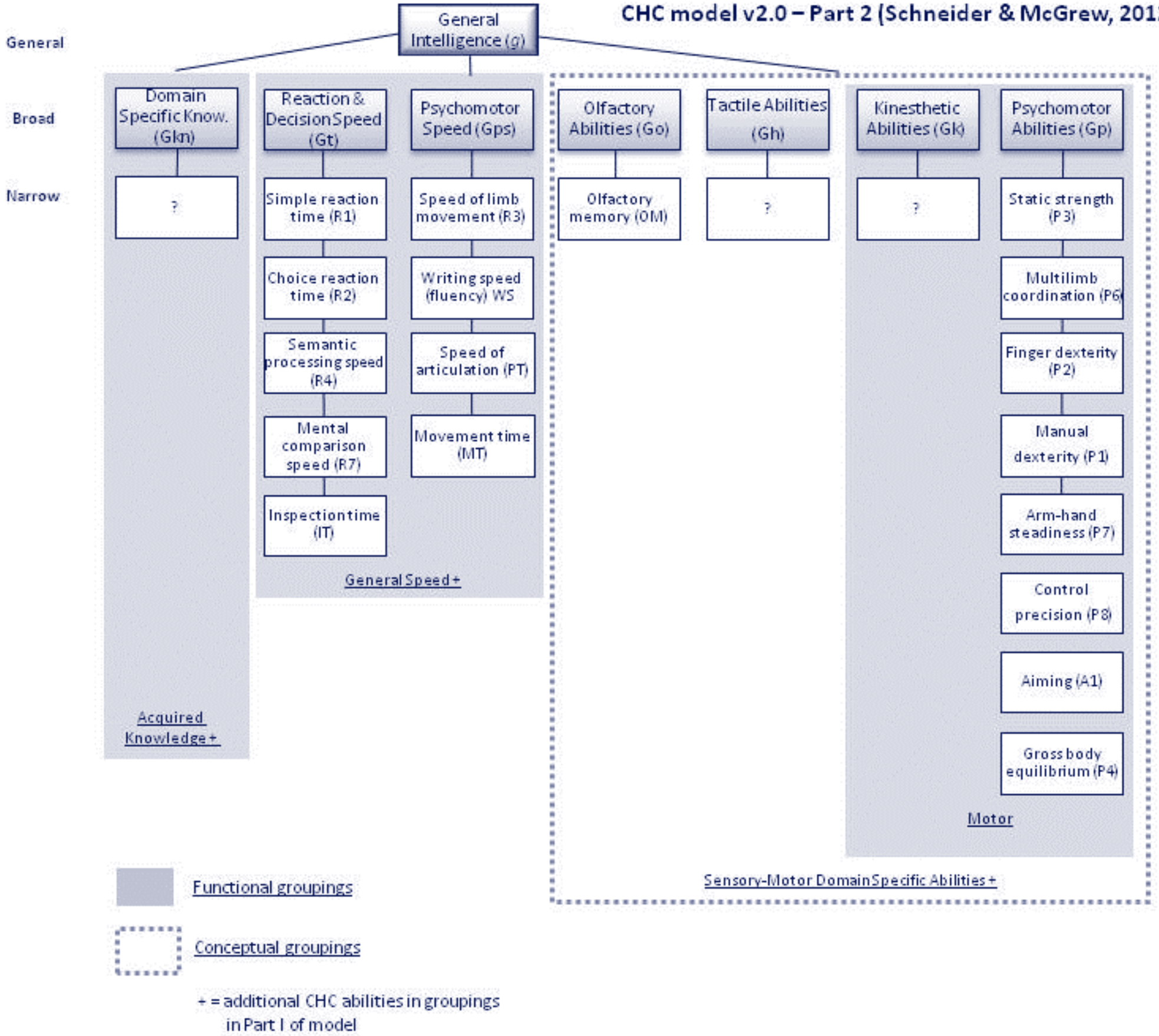
Quantitative Knowledge (Gq)	Reading & Writing (Grw)	Comp-Knowledge (Gc)	Fluid Reasoning (Gf)	Short-Term Memory (Gsm)	Long-Term Storage & Retrieval (Glr)	Visual Processing (Gv)	Auditory Processing (Ga)	Processing Speed (Gs)
Mathematical knowledge (KM)	Reading decoding (RD)	General verbal information (K0)	Induction (I)	Memory span (MS)	Associative memory (MA) *	Visualization (Vz)	Phonetic coding (PC)	Perceptual speed (P)
Mathematical achievement (A3)	Reading comprehension (RC)	Language development (LD)	General sequential reasoning (RG)	Working memory capacity (MW)	Meaningful memory (MM) *	Speeded rotation (SR)	Speech sound discrimination (US)	Rate of test-taking (R9)
	Reading speed (RS)	Lexical knowledge (VL)	Quantitative reasoning (RQ)		Free-recall memory (M6) *	Closure speed (CS)	Resistance to auditory stimulus distortion (UR)	Number facility (N)
	Spelling ability (SG)	Listening ability (LS)			Ideational fluency (FI) **	Flexibility of closure (CF)	Memory for sound patterns (UM)	Reading speed/fluency (RS)
	English usage (EU)	Communication ability (CM)			Associational fluency (FA) **	Visual memory (MV)	Maintaining & judging rhythm (U8)	Writing speed/fluency (WS)
	Writing ability (WA)	Grammatical sensitivity (MY)			Expressional fluency (FE) **	Spatial scanning (SS)	Musical discrim. & judgment (U1 U9)	General Speed +
	Writing speed (WS)				Sens. to probs. /altern. Sol. fluency (SP) **	Serial perceptual integration (PI)	Absolute pitch (UP)	
Acquired Knowledge +				Memory * Learning Efficiency ** Retrieval Fluency	Originality /creativity (FO) **	Length estimation (LE)	Sound localization (UL)	
					Naming facility (NA) **	Perceptual illusions (IL)		
					Word Fluency (FW) **	Perceptual alternations (PN)		
					Figural Fluency (FF) **	Imagery (IM)		
				Domain-Independent General Capacities +	Figural flexibility (FX) **	Sensory-Motor Domain Specific Abilities (Sensory) +		

Functional groupings

Conceptual groupings

+ = additional CHC abilities in groupings in Part 2 of model

CHC model v2.0 – Part 2 (Schneider & McGrew, 2012)



http://themindhub.com/special-projects/intelligence-theory

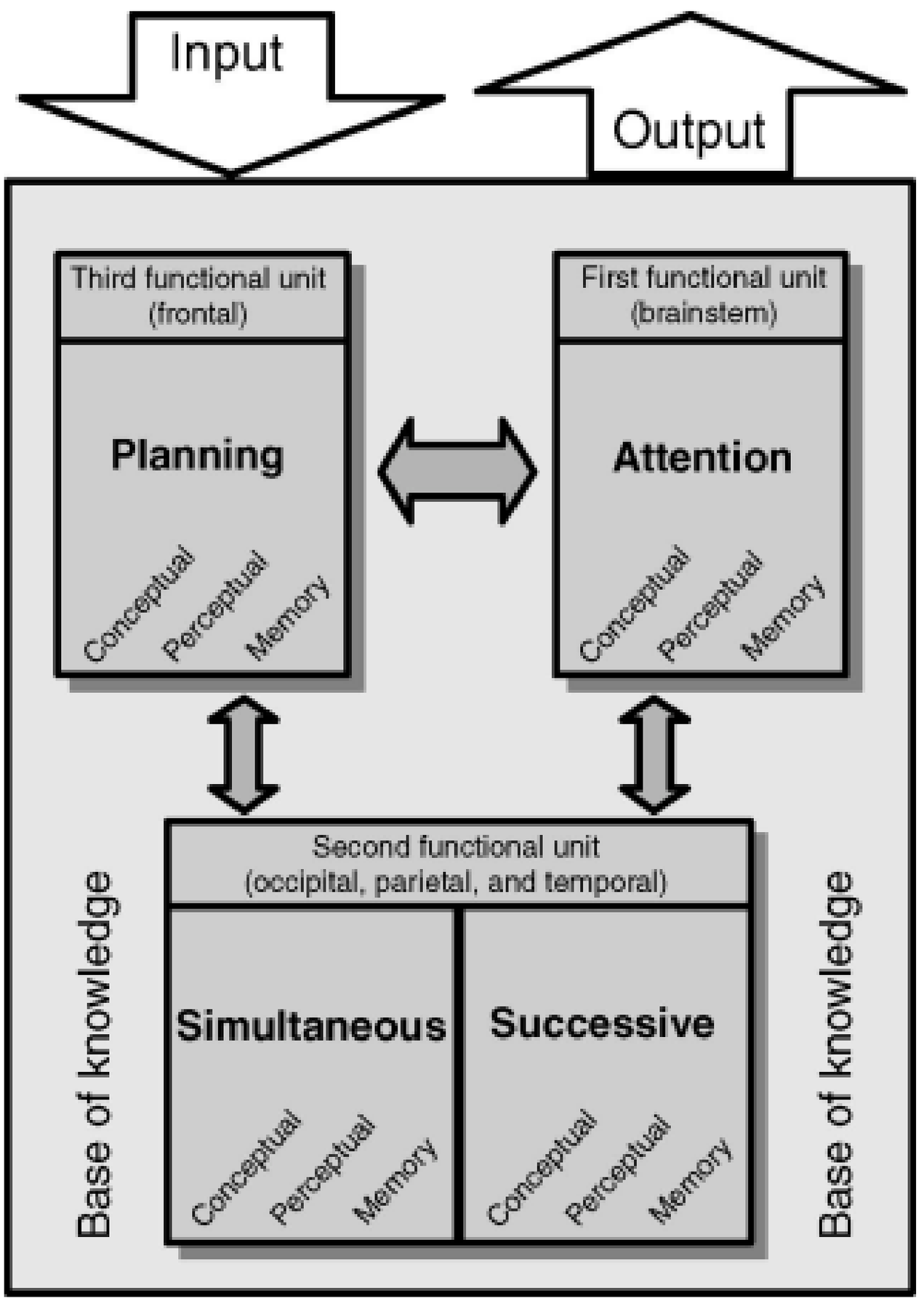


FIGURE 7.1. PASS theory.

lescents, or adults. Intelligent testing rests on five assumptions, discussed in the sections below:

1. IQ tasks measure what the individual has learned.
2. IQ tasks are samples of behavior and are not exhaustive.
3. IQ tests like the WAIS-III, KAIT, and WJ III assess mental functioning under fixed experimental conditions.
4. IQ tests are optimally useful when they are interpreted from an information-processing model.
5. Hypotheses generated from IQ test profiles should be supported with data from multiple sources.

BLOCK DESIGN: Influences Affecting Subtest Scores

- Cognitive style (field dependence-field independence)
- Visual-perceptual problems
- Working under time pressure

SIMILARITIES: Influences Affecting Subtest Scores

- Flexibility
- Interests
- Negativism ("They're not alike")
- Overly concrete thinking
- Outside reading

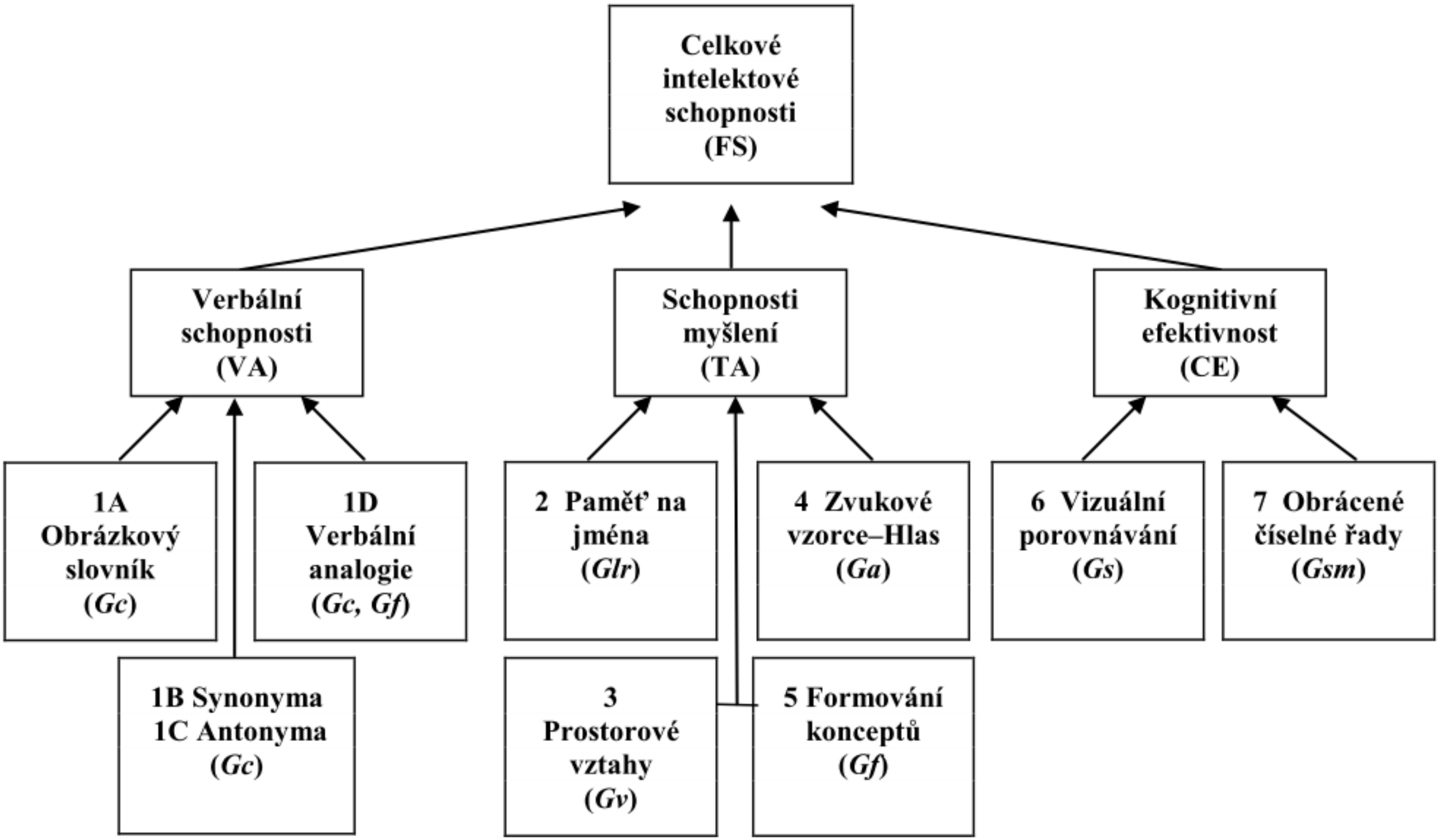
DIGIT SPAN: Influences Affecting Subtest Scores

- Ability to receive stimuli passively
- Attention span
- Anxiety
- Distractibility
- Flexibility (when switching among forward, backward, and sequencing)
- Learning disabilities
- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Negativism (refusal to try to reverse digits, to exert effort until the more challenging Backward or Sequencing items, or to take a "meaningless" task)

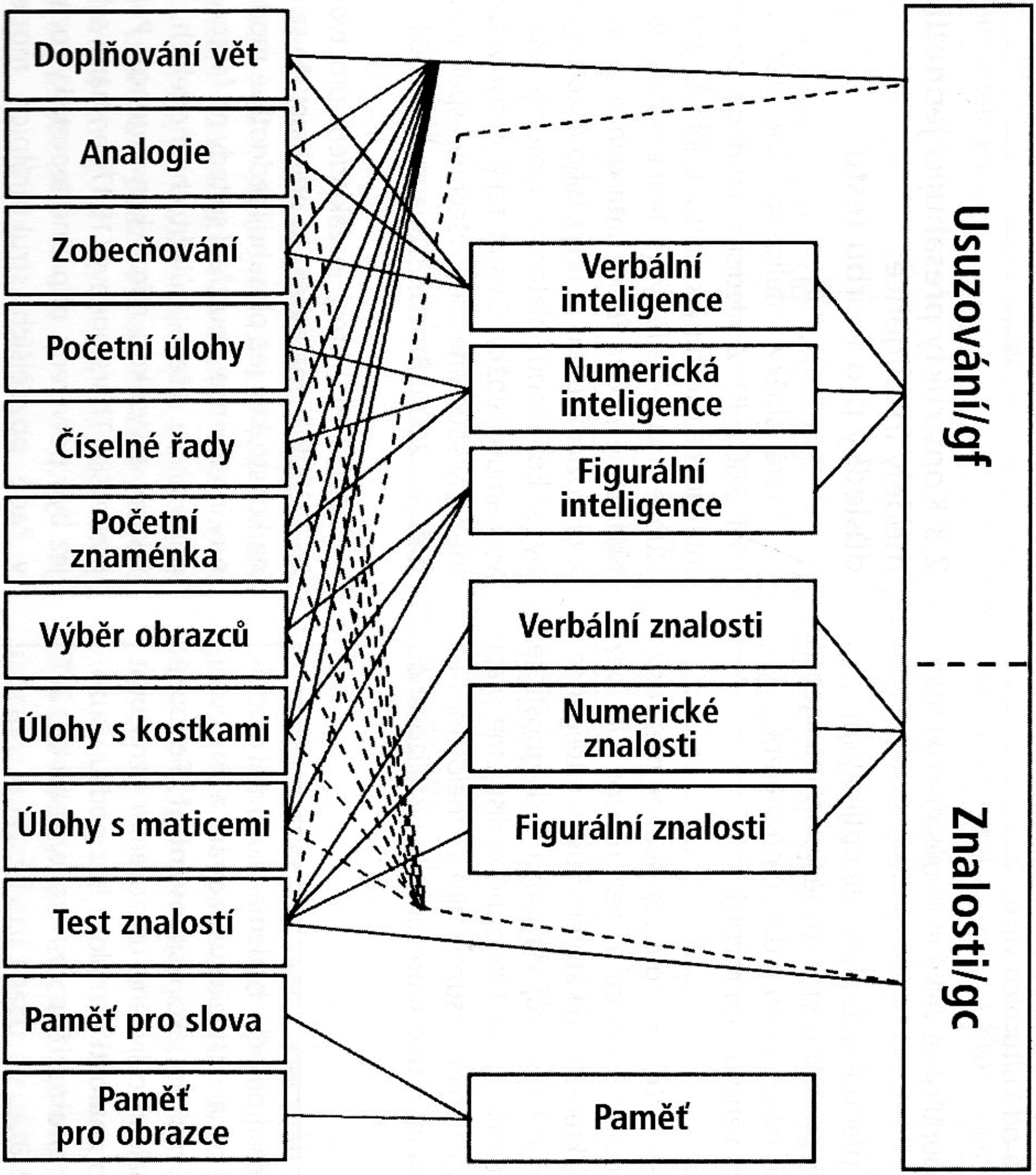
Diskrepanční analýza výsledků konkrétního klienta umožňuje znázornit rozdíly mezi verbálním a performačním IQ i mezi jednotlivými indexovými skóry.

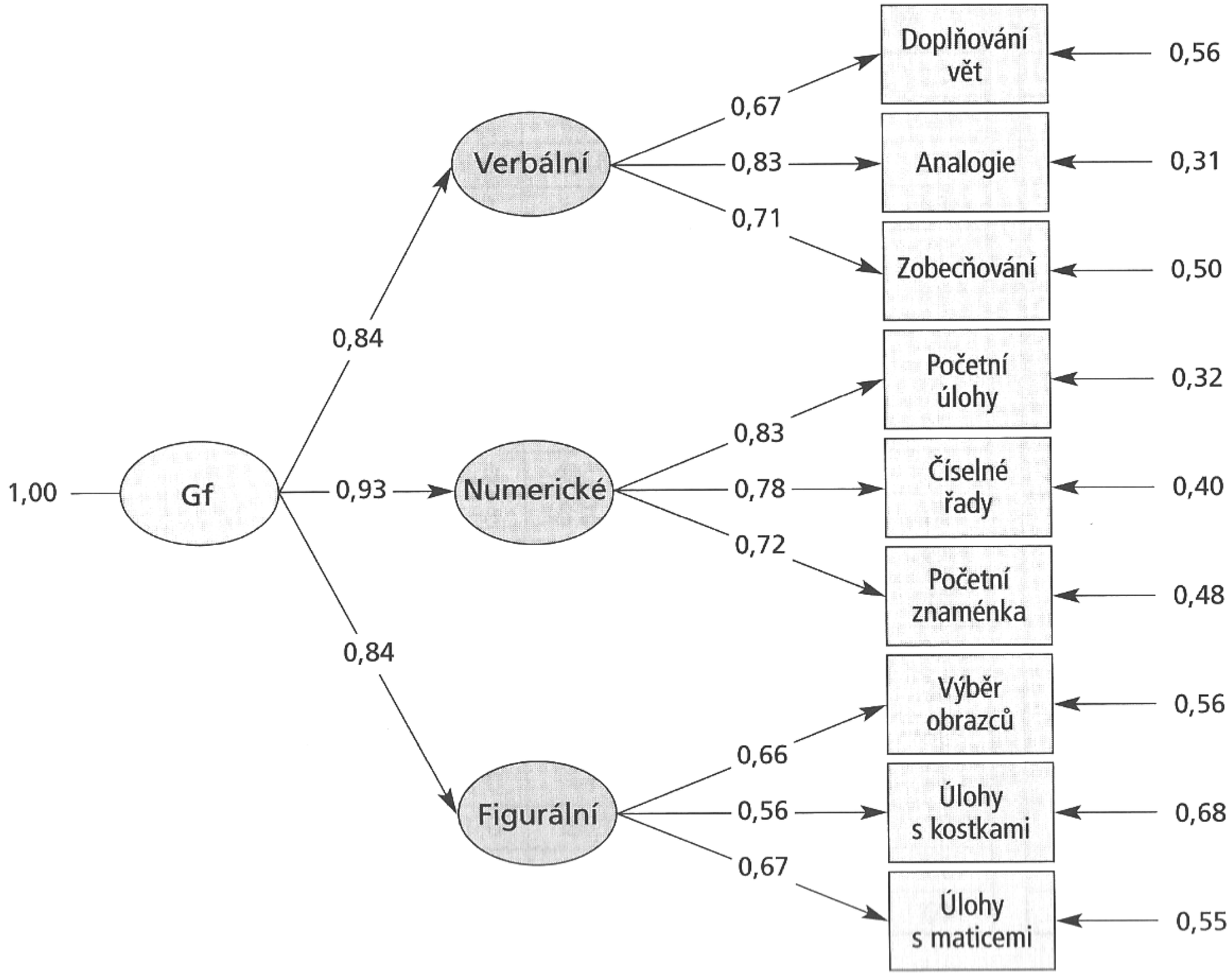
	Porovnání diskrepancí	Skór 1	Skór 2	Rozdíl	Hladina statistické významnosti 0,15	Frekvence rozdílu ve standard. vzorku
Kombinovaná úroveň	Verbální IQ – Performační IQ	VIQ 106	PIQ 120	−14	12,14	19,5 %
	Verbální porozumění – Percepční uspořádání	IVP 101	IPU 113	−12	12,48	32,7 %
	Verbální porozumění – Pracovní paměť	IVP 101	IPP 110	−9	14,06	50,6 %
	Percepční uspořádání – Rychlost zpracování	IPU 113	IRZ 123	−10	13,90	49,8 %
	Verbální porozumění – Rychlost zpracování	IVP 101	IRZ 123	−22	12,71	17,5 %
	Percepční uspořádání – Pracovní paměť	IPU 113	IPP 110	3	15,33	84,6 %
	Pracovní paměť – Rychlost zpracování	IPP 110	IRZ 123	−13	15,33	37,2 %
Úroveň subtestu	Nejdelší číselná řada dopředu	7				5,26 %
	Nejdelší číselná řada dozadu	4				31,58 %
	Řady dopředu – dozadu	DP 7	DZ 4	3		2,00 %

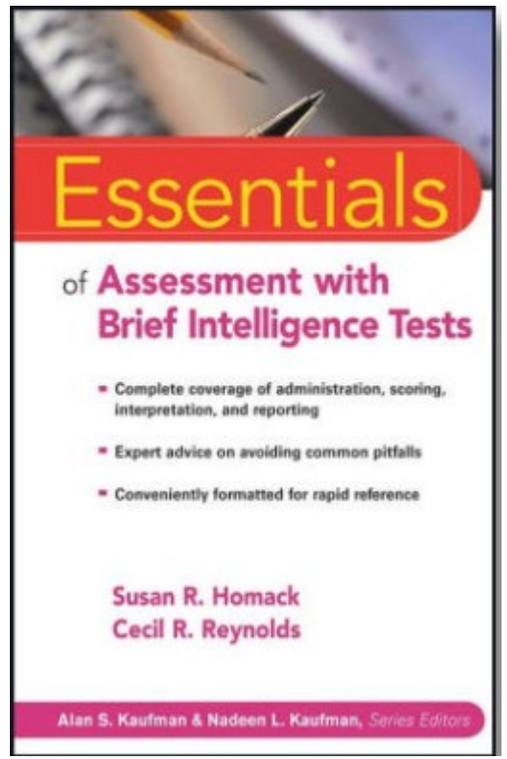
http://www.hmhco.com/hmh-assessments/clinical-and-special-needs-assessment/wj-iv



Obrázek 1-1. Mezinárodní edice Woodcock-Johnson: Testy kognitivních schopností – testy a trsy.


Doplňování vět
Analogie
Zobecňování
Početní úlohy
Číselné řady
Početní znaménka
Výběr obrazců
Úlohy s kostkami
Úlohy s maticemi
Test znalostí
Paměť pro slova
Paměť pro obrazce
Verbální inteligence
Numerická inteligence
Figurální inteligence
Verbální znalosti
Numerické znalosti
Figurální znalosti
Paměť
Usuzování/gf
Znalosti/gc


1,00
Gf
0,84
0,93
0,84
Verbální
Numerické
Figurální
0,67
0,83
0,71
0,83
0,78
0,72
0,66
0,56
0,67
Doplňování vět
Analogie
Zobecňování
Početní úlohy
Číselné řady
Početní znaménka
Výběr obrazců
Úlohy s kostkami
Úlohy s maticemi
0,56
0,31
0,50
0,32
0,40
0,48
0,56
0,68
0,55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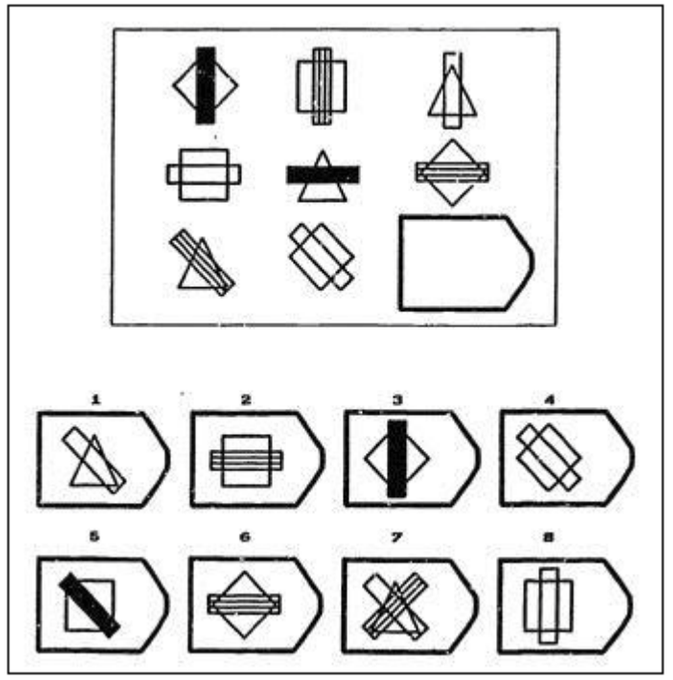
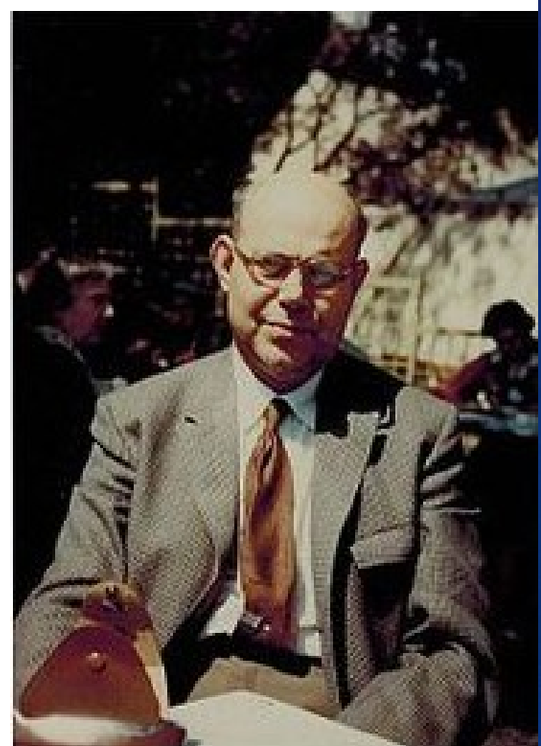
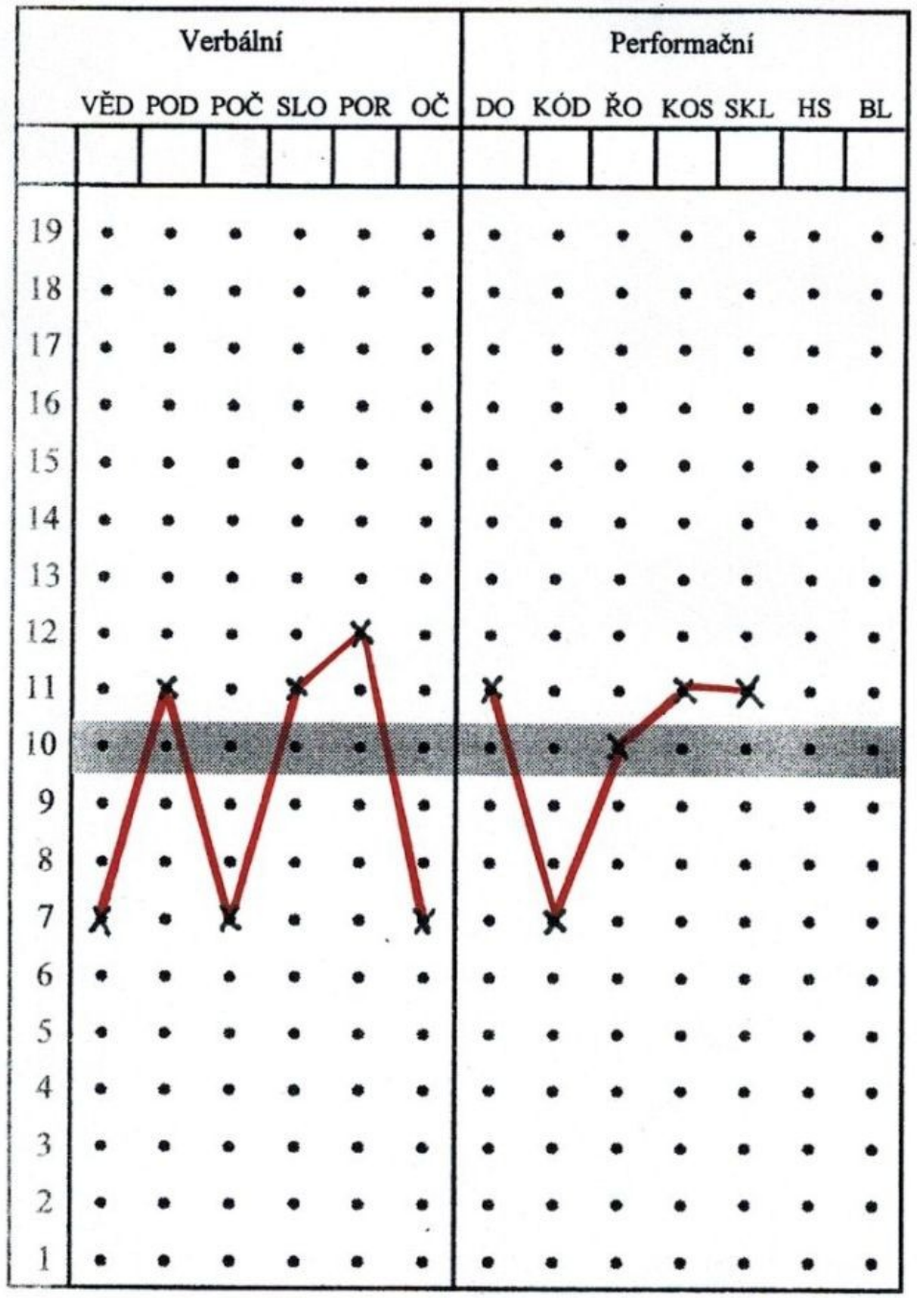

1
2
3
4
5
6
7
8



KIT

WISC-III[UK] Profil vážených skórů



KAUFMANŮV PSYCHOMETRICKÝ PŘÍSTUP

Kaufman (1979): *Intelligent testing with WISC-R*

Zdroj	Definice	Reliabilita	Validita
Celkový skór	IQ	Dobrá	Dobrá
Kombinované subtestové skóry	Dva nebo více subtestů, z nichž se vyvozují závěry	Dobrá	Uspokojivá, až nedostatečná
Skóry z jednotlivých subtestů	Skóry z jednotlivých subtestů	Uspokojivá	Nedostatečná