

The Gibson Test of Cognitive Skills

Introduction

The Gibson Test of Cognitive Skills was designed to identify whether weak cognitive skills are present, which may be keeping a student, or adult, from achieving his or her full potential. Results can be affected by various circumstances. An age reported as 9.8 means the subject is 9 and 8/10 of a year old at the time the test was taken. Expected cognitive skill abilities change based upon age. If the subject was stressed, did not understand the instructions, is not comfortable using a computer, was distracted, or the computer (or headphones), did not have satisfactory sound, the results may not accurately reflect the true cognitive skill abilities of that person.

Beyond IQ

The Gibson Test of Cognitive Skills is not a test that emphasizes an Intelligence Quotient (IQ) score, since standard IQ scores can be misleading. Simply providing an IQ score that represents an average or composite score does not reveal the presence of one or more weak cognitive skills. It is similar to having a great car with a high-performance engine, great aerodynamic design, but one flat tire. You need to know how each component is performing to identify what may be causing the lack of performance.

The Gibson Test of Cognitive Skills is a compilation of seven subtests that measure core cognitive skills that are critical for learning. The values are reported in the tables and charts on the following pages. It goes beyond just IQ. This gives you the power to know if any weak skills may be holding someone back from achieving his or her full potential.

Overview of what the Test Results Mean:

The Gibson Test of Cognitive Skills (GTCS) measures individual cognitive abilities and decoding skills. These findings represent current cognitive abilities, not one's potential cognitive abilities, because cognitive skills are not fixed and can be enhanced. However, the current level of these cognitive skills will determine the current ease, speed, and quality of one's learning and performance.

The purpose of the test results is not to diagnose or label. It is intended to:

1. Indicate relative cognitive skill strengths and weaknesses.
2. Understand a potential reason/cause of a learning problem.
3. Compare changes in cognitive skills over time.
4. Measure the effectiveness of skill intervention.
5. Determine the best intervention to bring weaker skills to productive levels.
6. Guide future life choices.

The Gibson Test of Cognitive Skills is based on a clinical test that has been used for over 10 years to serve over 15,000 students in over 300 clinical settings. The current results are normed by age using over 2,800 test results from a diverse population, ranging in age from 5 to 85. Validity and reliability studies have been completed, and adjustments were made when appropriate. Unlike many individual ability tests, the GTCS subtests are explicitly designed to assess a student's abilities on many specific Cattell-Horn-Carroll "cognitive factors," not just a total score or a few factors. Word Attack, a learned skill, is also included as a subtest because this measurement is very helpful to identify causes of weak reading performance.



Cognitive Skills Profile

Name: Karen Nixon LearningRx Charlottesville
Birthdate: 1955-04-12 1441 Sachem Place #3
Pre-Test Date: 2021-08-10 Age: 66.3 Charlottesville, VA 22901
434-220-7475

The Gibson Test of Cognitive Skills

Primary Reason for Assessment (as indicated by a parent, guardian, teacher, adult client, or spouse)

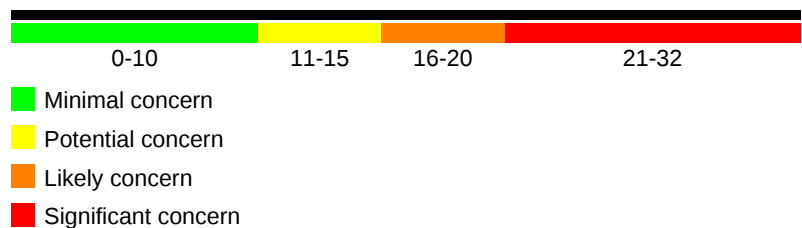
Information not recorded.

Learning Performance History

Reading ☐	Writing ☐	Math ☐
Spelling ☐	Comprehension ☐	Avoidance of School or Work ☐
Works Too Hard on School / Work ☐	Slow Work ☐	Reversal of Letters and Words ☐
Poor Memory ☐	Attention / Concentration ☐	Motivation / Behavior ☐
Low Self-Esteem ☐	Overly Active ☐	None ☒

Learning Skills Rating Scale (as indicated by a parent, guardian, teacher, adult client, or spouse)

Attention Skills
Processing Speed Skills
Auditory Processing Skills
Memory Skills
Visual Processing Skills
Logic & Reasoning Skills
Sensory Motor Skills
Oppositional Behavior
Work or Academic Performance



Test Administration

The Gibson Test of Cognitive Skills tests an individual's core cognitive skills. These skills are the foundation for fast, efficient learning and performance. The scores reported include Processing Speed, Working Memory, Long-Term Memory, Visual Processing, Auditory Processing, Logic & Reasoning, Attention, and English Word Attack skills. The Gibson Test of Cognitive Skills highlights an individual's strengths and weaknesses, but it's important to understand that cognitive skills are not fixed. They can be improved with targeted cognitive training exercises.



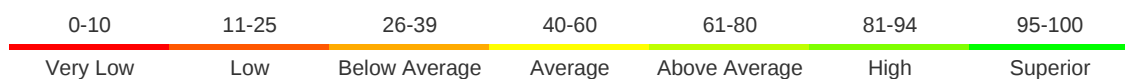
Cognitive Skills Profile

Name: Karen Nixon LearningRx Charlottesville
Birthdate: 1955-04-12 1441 Sachem Place #3
Pre-Test Date: 2021-08-10 Age: 66.3 Charlottesville, VA 22901
434-220-7475

The Gibson Test of Cognitive Skills

These tests are from The Gibson Test of Cognitive Skills. They measure important underlying skills that are the foundation for fast, efficient learning and performance. These tests measure Long-Term Memory, Working Memory, Visual Processing, Logic & Reasoning, Auditory Processing, Processing Speed, Attention, and English Word Attack skills.

Skills Tested	Description	Standard Score	Percentile Rank
Long-Term Memory	The ability to store information and fluently retrieve it later in the process of thinking.	97	42 - Average
Working Memory	The ability to hold information in immediate awareness while performing a mental operation on it.	108	71 - Above Average
Visual Processing	The ability to perceive, analyze, and synthesize visual patterns, including the ability to store and recall visual images.	98	45 - Average
Logic & Reasoning	The ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures.	110	75 - Above Average
Processing Speed	The ability to perform cognitive tasks, particularly when measured under pressure to maintain focused attention.	110	75 - Above Average
Auditory Processing	Phonemic Awareness, the ability to analyze and manipulate speech sounds; crucial underlying skill for reading and spelling.	145	>99 - Superior
English Word Attack	The knowledge of, and application of, sound codes in order to pronounce unknown words.	127	96 - Superior
Attention Cluster	A composite score of sustained and selective attention skills representing the ability to focus and stay on task.	109	73 - Above Average
Composite IQ	A composite score of six core cognitive skills representing overall cognitive ability.	111	



Definitions

Age Equivalent: The student's score is stated based upon the average score in the age range of <5 to >18. If the subject is older than 16, no age equivalent score is given.

Standard Score: The standard score is determined from the percentile score using a psychometric conversion table. For example, a standard score of 100 is equivalent to the 50th percentile. It is a helpful way to see where the student scored in relation to the average for his or her age. Scores above 100 are above average. Scores below 100 are below average.

Percentile Rank: Compared to 100 subjects, percentile indicates the number of subjects that are equal to or below the same score. For example, a 45th percentile would mean that out of 100 subjects the same age, 45 scored at or below this subject's score.



Cognitive Skills Profile

Name:

Birthdate:

Pre-Test Date:

Karen Nixon

1955-04-12

2021-08-10

Age: 66.3

LearningRx Charlottesville

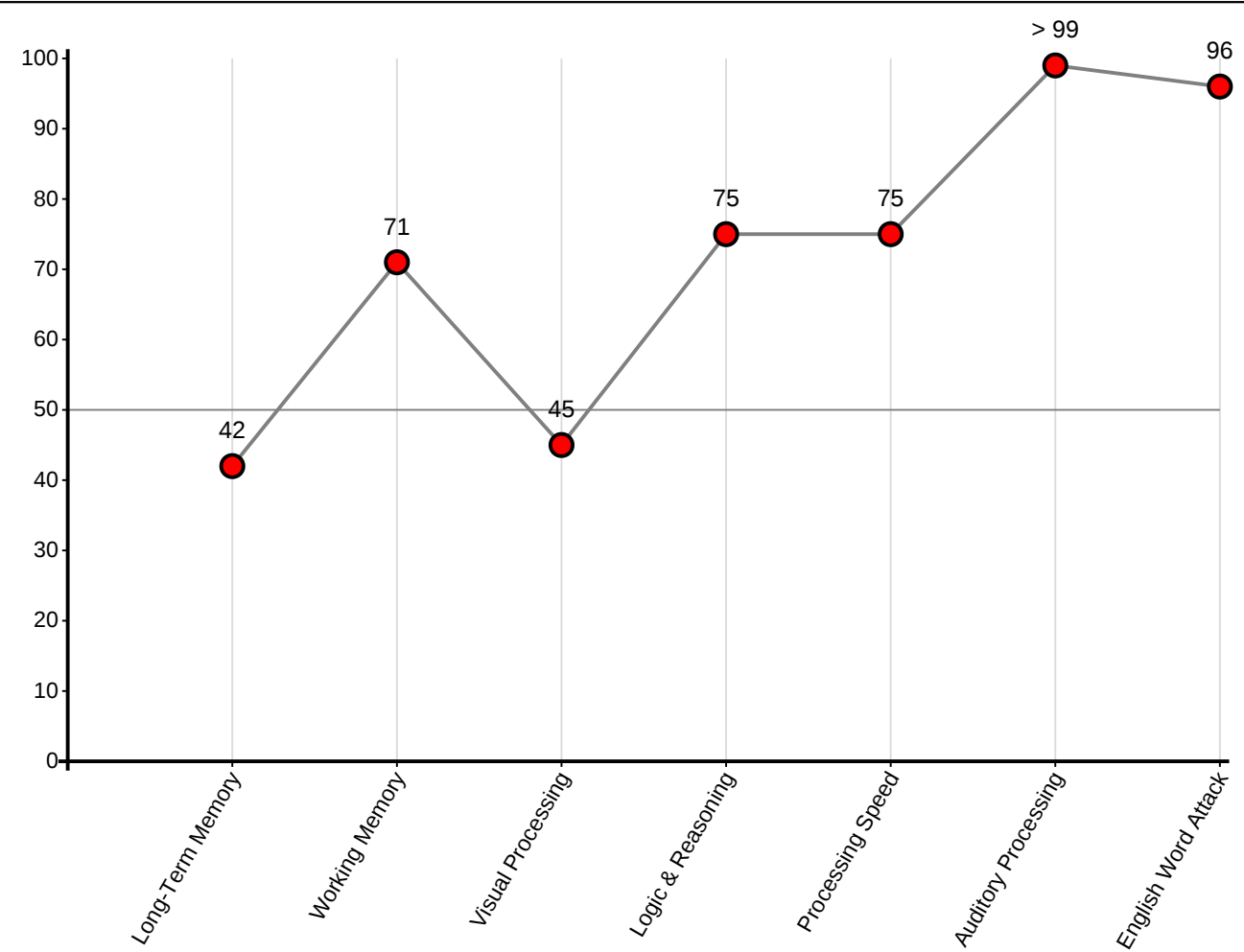
1441 Sachem Place #3

Charlottesville, VA 22901

434-220-7475

The Gibson Test of Cognitive Skills

Pre Percentile Scores



Cognitive Skills Profile

Name:

Birthdate:

Pre-Test Date:

Karen Nixon

1955-04-12

2021-08-10

Age: 66.3

LearningRx Charlottesville

1441 Sachem Place #3

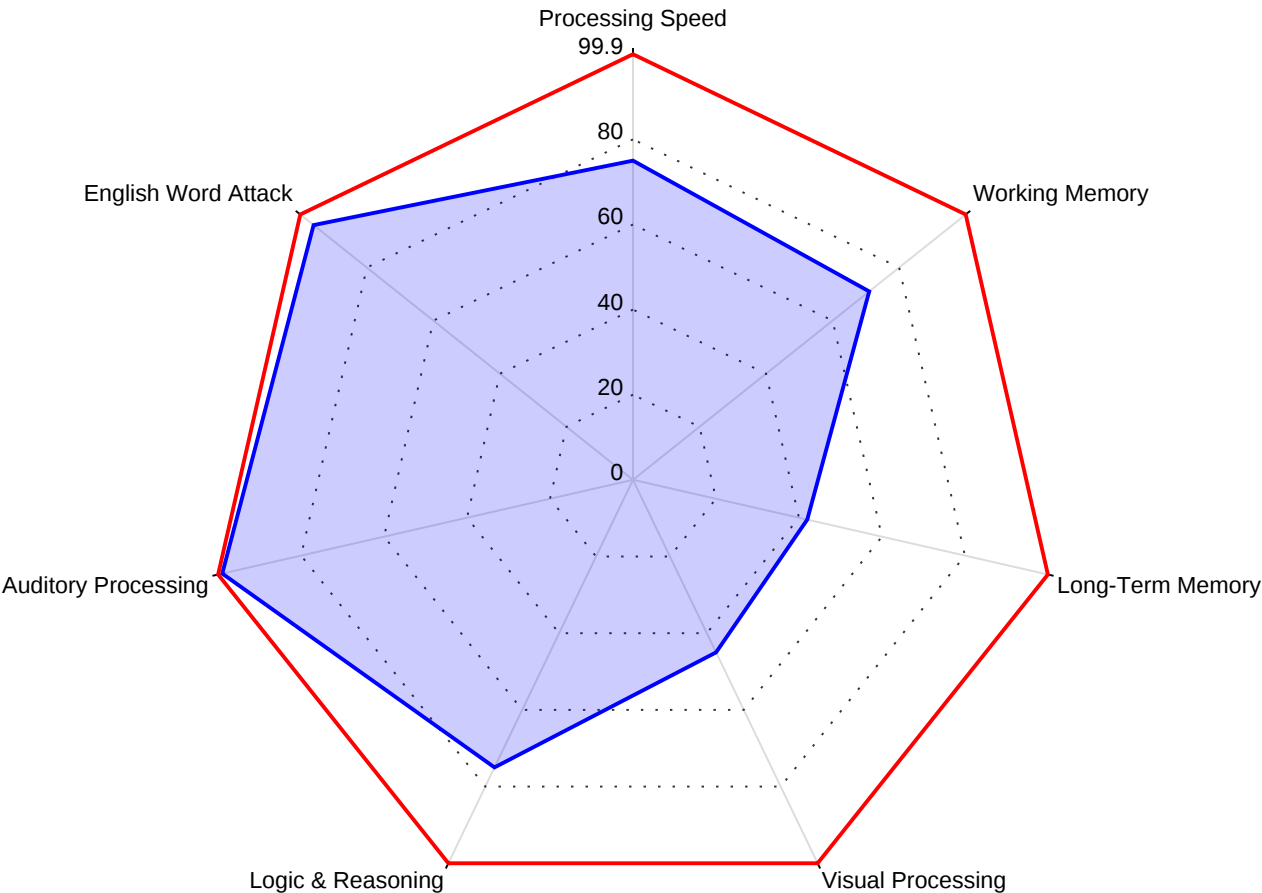
Charlottesville, VA 22901

434-220-7475

The Gibson Test of Cognitive Skills

Pre Percentile Scores

The Radar Graph below shows a comparison of current skill set (in blue) to the 99.9th percentile (in red).



Cognitive Skills Profile

Name: Karen Nixon
Birthdate: 1955-04-12

LearningRx Charlottesville

Skill Type - Long-Term Memory

Your Long-Term Memory percentile score of 42 is in the Average range. This score indicates the number of individuals out of 100, of the same age, that are equal to, or below, this subject's score.

This test measures long-term storage and retrieval ability. The test requires the subject to store and retrieve a series of pictures and statements after time and numerous activities have intervened.

Weakness in Long-Term Memory may result in: difficulty retrieving content for tests; a need for more practice and repetition than most; difficulty recalling math facts and word definitions; difficulty recalling names and facts; frequent use of general descriptors/words in written language rather than specific ones; saying, "It's on the tip of my tongue but I can't quite remember it."

Skill Type - Visual Processing

Your Visual Processing percentile score of 45 is in the Average range. This score indicates the number of individuals out of 100, of the same age, that are equal to, or below, this subject's score.

This test measures visual spatial relationships as well as recognition and manipulation of visual images – the ability to perceive, analyze, synthesize, and think using visual patterns. The subject is shown a complete puzzle and pieces, and then is asked to select the piece that best matches a highlighted part of the puzzle.

Weakness in Visual Processing may result in: difficulty with rapid sound/symbol processing and copying tasks; not rapidly recognizing "whole" words; reading slowly; reduced creativity; problems understanding information from pictures or graphics.

Skill Type - Auditory Processing

Your Auditory Processing percentile score of >99 is in the Superior range. This score indicates the number of individuals out of 100, of the same age, that are equal to, or below, this subject's score.

This test measures the ability to manipulate and understand spoken sounds – which is a crucial underlying skill for reading and spelling. The test consists of a segmenting subtest (which asks the subject to unglue the individual sounds in a word), a drop subtest (requiring the subject to identify a word after one of its sounds is removed), and a blending subtest (requiring sounds to be blended into a full word).

Weakness in Auditory Processing may result in: difficulty with phonetic reading activities and beginning spelling skills development; poor listening and reading comprehension/language and vocabulary acquisition.

Skill Type - English Word Attack

Your Word Attack percentile score of 96 is in the Superior range. This score indicates the number of individuals out of 100, of the same age, that are equal to, or below, this subject's score.

This test measures the ability to sound out unfamiliar words and accurately recognize letter combinations. The subject hears a made-up word and then selects one of four different letter combinations that best represents the made-up word. (Note: "Word Attack" is not a cognitive skill, but a measure of the subject's knowledge of phonic and structural analysis to read words. Normally, poor Word Attack ability is related to poor auditory processing. However, good Word Attack, when auditory processing is poor, reflects that the subject has likely had extensive phonetics instruction. It has been included in this test battery because of its importance in reading and spelling.)

Weakness in Word Attack may result in: slow reading; difficulty knowing the sound-letter relationships required to read and spell, resulting in poor reading fluidity (choppy reading), which then reduces comprehension.

Cognitive Skills Profile

Name: Karen Nixon
Birthdate: 1955-04-12

LearningRx Charlottesville

Skill Type - Logic & Reasoning

Your Logic & Reasoning percentile score of 75 is in the Above Average range. This score indicates the number of individuals out of 100, of the same age, that are equal to, or below, this subject's score.

This test measures the ability to reason and draw conclusions from given conditions – the ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures. The subject is presented with a set of patterns with one pattern missing and is to select from a set of five choices the pattern which best completes the set.

Weakness in Logic & Reasoning may result in: difficulty with general problem solving or math (including algebra, statistics, and geometry); difficulty with transfer and generalization of learning; trouble with rule-bound systems of reading; being “slower on his/her feet” when required to cope with a new situation; and poor creative writing.

Skill Type - Processing Speed

Your Processing Speed percentile score of 75 is in the Above Average range. This score indicates the number of individuals out of 100, of the same age, that are equal to, or below, this subject's score.

This test measures cognitive efficiency, more specifically the speed of processing simple concepts. The subject is asked to locate and select identical shapes in a row of six targets. This task increases in difficulty from single-shape to triple-shape combinations.

Weakness in Processing Speed may result in: difficulty with basic reading skills, written expression, and math calculation; difficulty handling complex problems; slower performance in general; and frequently needing to have instructions repeated.

Skill Type - Working Memory

Your Working Memory percentile score of 71 is in the Above Average range. This score indicates the number of individuals out of 100, of the same age, that are equal to, or below, this subject's score.

This test measures the ease and capacity to hold data in memory while processing it. The test requires the individual to hold pictures or information in immediate awareness (memory) before being required to respond.

Weakness in Working Memory may result in: difficulty remembering names; difficulty in completing problem-solving operations; needing instructions repeated; someone not able to keep up. It may seem that this person “just doesn’t get it.”