

# The Gibson Test of Cognitive Skills

## Introduction

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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 effected 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:**

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***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: Test Student

ZZ Development

Birthdate: 2000-12-01

## Skill Type - Attention

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**Your Attention Score**, as measured by the Learning Skills Rating Scale and the rater's observations, is 8 (Minimal concern). Higher scores mean that more symptoms and concerns were indicated in relation to attention skills.

This score considers sustained attention (the ability to stay on task), selective attention (the ability to handle distractions), and divided attention (the ability to split attention between two or more activities).

**Weakness in Attention may result in:** being easily distracted; taking longer to complete tasks; making simple errors; not following directions; avoiding tasks that are complicated.

## Skill Type - Long-Term Memory

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**Your Long-Term Memory percentile score** of 93 is in the High 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

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**Your Visual 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 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

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**Your Auditory Processing percentile score** of <1 is in the Very Low 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.

# Cognitive Skills Profile

Name: Test Student

ZZ Development

Birthdate: 2000-12-01

## Skill Type - English Word Attack

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**Your Word Attack percentile score** of 97 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.

## Skill Type - Logic & Reasoning

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**Your Logic & Reasoning 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 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

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**Your Processing Speed 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 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

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**Your Working Memory percentile score** of 62 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."