

GIBSON COGNITIVE SKILL TEST OVERVIEW

There are 7 sub-tests. The title of each test area identifies the cognitive skill that is being measured. The tests are intended to start off with easy questions and gradually move to harder questions. In all but one test, the test is terminated early if the student misses three in a row. If they miss three in a row it is assumed the student is guessing. If a student misses the first question, the instructions are repeated once.

TEST 1. PROCESSING SPEED

This test provides a total of up to 50 screens that present a series of six numbers or letters. Within the six are two which are the same, a pair. The student is asked to click on one of the numbers or letters from the pair as quickly as possible. The series starts off with each of the six numbers or letters consisting of one number or letter each, then goes to two numbers or letters, then goes to three numbers and letters. Each group is about 1/3 of the test. Total time allowed is two minutes. Test is terminated early if student gets three in a row wrong.

TEST 2. WORKING MEMORY

This test consists of 26 questions about statements or pictures that were presented during the test at different times. There are five different groups of statements and pictures scattered throughout the test. Later questions can be about information that was given earlier, combined with new related information or a picture that is introduced. There is a per question time limit. There is no early termination. Four different types of memory are being tested: short-term memory, long-term memory, auditory memory and visual memory. Scores are combined to assess working memory.

TEST 3. WORD ATTACK

There are 23 words presented orally to the student. Most are nonsensical made-up words. The student is presented each word and is given four different options visually from which to select the spelling that seems best for the word heard. Students have 10 seconds to click on the right answer. Test is terminated early if student gets three in a row wrong. Tests whether a student understands how to identify combinations of sounds and a group of letters that best represent the combination they heard.

TEST 4. VISUAL PROCESSING

Test shows a complete puzzle and each of the pieces separately. Each separate piece is highlighted in sequence and the student has to click on where the piece goes in the puzzle. There are eight puzzles with a total of 55 possible points. Test is terminated early if student gets three in a row wrong. Student has a total of three minutes to complete the test.

TEST 5. AUDITORY ANALYSIS—COMPOSITE OF TWO SUB-TESTS

A. SEGMENTING

A word (usually made up) is stated verbally. Then each sound is presented. If all the sounds are correct, the student chooses the all-correct answer. If one of the sounds presented is wrong, the student must select the incorrect sound. They can choose their answer as they hear and see them or have five seconds to choose after all four choices have been presented. There are 13 questions.

B. DROP

A word (usually made-up) is stated; the student is asked to drop a sound and then is asked to select the best of four choices that represents the word that is left after the sound is dropped. They can

choose their answer as they hear and see them or they have five seconds to choose after all four choices have been presented. There are 13 questions.

TEST 6. LOGIC AND REASONING

Student is presented with a set of patterns with one pattern missing. Student is to select the answer from a set of five choices that best completes the pattern. There are twenty-one patterns; the first one is considered preliminary and not scored. If a student missing the first one, the instructions are repeated. Student has 45 seconds max on each question and a total of 4 minutes to complete the test. Test is terminated early if student gets three in a row wrong after the first ten questions.