

# IDS-2

## Intelligence and Development Scales for Children and Adolescents

**Ellen Example**  
**ID 245-779**  
**female**

B – Intelligence IQ-Screening (5–20-year-olds)

Test administrator:  
Anne Administrator

Date of assessment:  
05/05/2021

Date of birth:  
05/05/2011

Age at assessment:  
10;0

# Results

## Interpretation

The IDS-2 assesses the current level of performance of a child or adolescent in the domains of Intelligence, Executive Functions, and General Development. If the IDS-2 is administered more than once, at intervals of time, it can furthermore describe and track the developmental course of the child or adolescent.

### Interpretation of the IQ-Screening score

Within the broader IDS-2 Intelligence domain, it is possible to calculate an ***IQ-Screening*** score from just two subtests (*Matrices: completion* and *Naming categories*). These two subtests represent the two central factors of intelligence: fluid intelligence and crystallised intelligence. The IQ-Screening score does not provide a conclusive statement on intelligence, but serves, for example, to monitor progress or make an initial assessment of whether intelligence should be further explored. Depending on the result, the remaining subtests in the Intelligence domain can be carried out in order to be able to make a comprehensive statement on intelligence. Detailed information on interpreting all domains, together with case studies and supporting literature, is provided in the IDS-2 Test Development and Interpretation Manual.

### Inter-individual analysis

The IQ-Screening scores can indicate *inter*-individual weaknesses or strengths, i.e. whether the child or adolescent scored below or above average in relation to his or her age group. In the profile diagrams, light grey shading represents scores in the average range for the group, medium grey shading represents scores above and below average, and dark grey shading is used for scores far above and far below average. Further guidance on verbal descriptions of the score bands can be found in Tables 8 and 10 in the IDS-2 Administration and Scoring Manual. The screening is not detailed enough for an *intra*-individual analysis.

### The IDS-2 as a means of communication

When discussing the results with parents, teachers, psychologists, SEN professionals, paediatricians, GPs, or other professionals, it can be worthwhile to show them not only the profile graphs in this report but also examples from the IDS-2 materials themselves. A detailed illustration of the tasks completed by the child or adolescent during the assessment can help to clarify the meaning of the test results and provide parents and others with a deeper understanding and appreciation of the performance levels achieved.

When communicating results, it makes sense to focus not on exact scores but on ranges in which the scores fall. The following ranges can be highlighted: far below average and far above average (dark grey shading), below and above average (medium grey) and average (light grey). A more nuanced description could then refer to the position of the score within the band, still without referring to numerical values. For example, scores could be described as being in the upper or lower part of the average band.

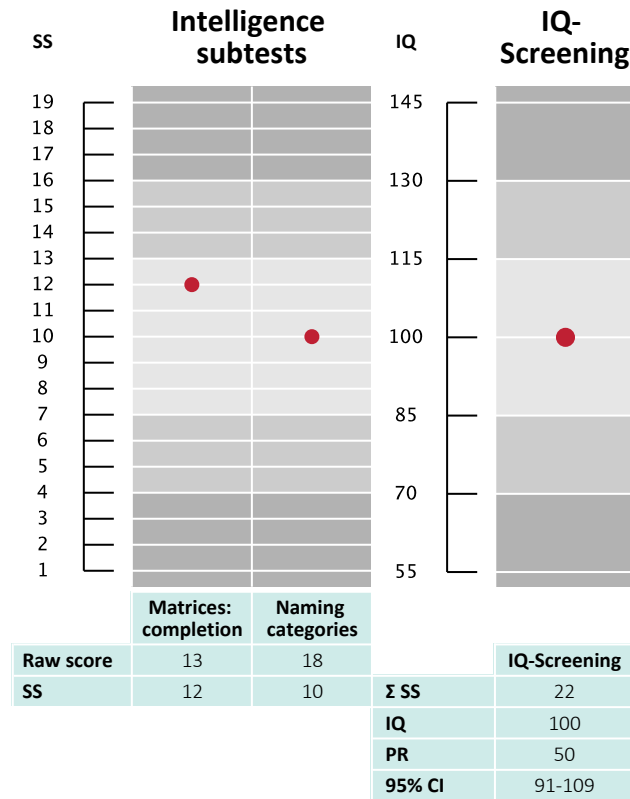
## **Opportunities and support**

When communicating IDS-2 results, it is important to emphasise positive findings at least as much as negative ones. Strengths can be referred to as development strengths or development advantages, and weaknesses as development deficits. Feedback should also highlight how strengths in the profile might be drawn upon when providing support in other areas. For example, a good level of performance motivation can moderate low scores in cognitive development. Thus, for a child or adolescent with strong motivation alongside a learning difficulty, feedback could help parents and teachers fully appreciate the value of maintaining and building on this child's motivation during his or her learning journey.

Whatever scores the child or adolescent achieves, knowledge about his or her level of development should be conveyed as an opportunity to better support and encourage the child or adolescent according to his or her abilities.

# COGNITIVE DOMAINS: INTELLIGENCE (IQ-Screening)

Age norm



Note. SS: Standard score; Σ SS: Sum of standard scores; IQ: Intelligence quotient; PR: Percentile rank; CI: Confidence interval.

# Item-level analysis

No.	Item (abbreviated)	Response
<b>Matrices: completion</b>		
B 01	Total MC	13
<b>Naming categories</b>		
B 02	Total NC items 1–15	15
B 03	Total NC items 16–34	3
<b>(Auxiliary)</b>		
Adm	Test administrator	Anne Administrator