



IDS-2

Intelligence and Development Scales® –
2nd Edition

“To understand and assess the whole child.”

Prof. Alexander Grob, Ph.D., Author



Intelligence and Development Scales – 2nd Edition (IDS-2)

The Whole Child

When a child, adolescent, or young adult is referred for an assessment, the psychologist first takes the time to understand why the referral was made, and what tests could be used. The goal is to learn as much as possible — to gain a comprehensive view of the “whole child” from the assessment process.

With the new Intelligence and Development Scales – 2nd Edition (IDS-2), psychologists can acquire that knowledge using just one test kit. The IDS-2 can be used in the identification and diagnosing of intellectual disabilities and learning disorders, as well as a robust evaluation of cognitive skills, motor skills, social competency, and scholastic skills. The IDS-2 provides the professional with an extensive understanding of psychological and academic strengths and challenges.

The IDS-2 assesses:

- Intelligence
- Psychomotor Skills
- Scholastic Skills
- Executive Functions
- Social-Emotional Skills
- Motivation and Attitude

While new in the U.S., the IDS-2 is the second edition of the widely used German IDS, a comprehensive diagnostic tool that assesses strengths and developmental needs across six domains — with 30 subtests covering cognitive and developmental areas. The modular, friendly design allows for personalized testing, with color-coded materials and online scoring for ease and accuracy.

By administering the IDS-2, the psychologist or diagnostician has the evidence needed to inform diagnostic clarification, guide special education decision-making, and support individualized educational planning — while offering valuable insights for targeted interventions.



Age Range	5 to 20 years and 11 months	Format	Paper and Pencil; Online Scoring
Authors	Alexander Grob, Priska Hagmann-von Arx	Qualification	Level C
Administration Time	Intelligence: - IQ Profile (Complete Profile Parts 1 & 2), 14 subtests – 70 minutes - IQ Score (Core Part 1), 7 subtests – 40 minutes - IQ Screening, 2 subtests – 10 minutes Executive Functions, 4 subtests – 25 minutes Psychomotor Skills, 3 subtests – 20 minutes Social-Emotional Skills, 3 subtests – 15 minutes Scholastic Skills, 4 subtests (based on age) – 30–60 minutes Motivation and Attitude, 2 subtests – 7 minutes	Kit Contents Administration and Scoring Manual, Test Development and Interpretation Manual 6 Administration Booklets, 6 Sets of Record Forms, Response Sheets and Booklets, Stimulus Materials, Wheeled Suitcase HTS Online Scoring Usages, Optional eLearning	Languages U.S. English, Danish, Dutch, German, Italian, Polish, and U.K. English; Finnish, French, Norwegian, Portuguese (Brazilian), Spanish, and Swedish are in development

Who can Administer the IDS-2?

The IDS-2 is a comprehensive and multidimensional assessment. To maintain the integrity of the assessment and the results, the IDS-2 should be administered by qualified professionals who meet rigorous standards. Typical users in the U.S. include school psychologists, clinical psychologists, and educational diagnosticians.

To purchase and administer the IDS-2, users must meet Hogrefe’s Level C qualification, which includes:

- Advanced Degree: At least a master’s degree in psychology, education, or a closely related field.
- Specialized Training: Formal training in the ethical administration, scoring, and interpretation of standardized assessments.

When Should the IDS-2 be Used?

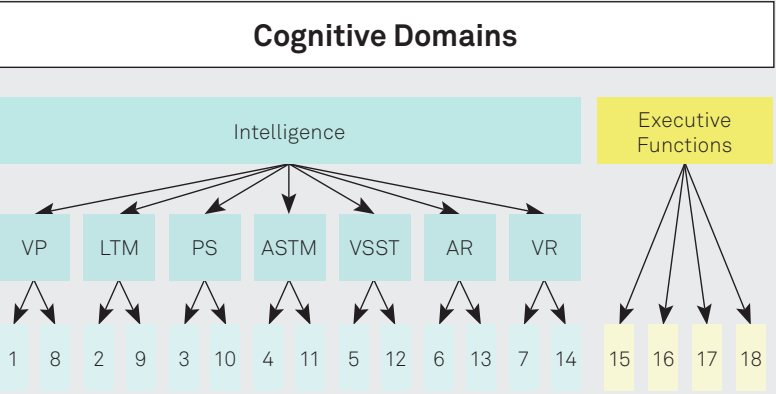
The IDS-2 is standardized on individuals ages 5–20 and should be used when identifying and diagnosing learning and intellectual disabilities, as well as to provide information related to executive functions, psychomotor, social-emotional, and scholastic skills about the individual student or young adult.

The IDS-2 can be used when a professional needs to:

- Provide information about individual learning style.
- Provide evidence to support eligibility decisions.
- Analyze cognitive and phonological processing areas to identify evidence-based indicators of dyslexia.
- Assess intelligence and development in the context of a particular developmental disorder.
- Determine aptitude (e.g., intellectual impairment, giftedness, etc.).
- Guide interventions and special education supports.



Test Design



CHC Theory

The IDS-2 measures intelligence using the well-established Cattell–Horn–Carroll (CHC) theory of hierarchical intelligence (McGrew, 1997). CHC theory views intelligence as made up of several broad abilities, and each of these abilities is assessed through specific task types. By using a wide range of these tasks in both the Cognitive and Development Domains, the IDS-2 evaluates the cognitive tools children use to learn — and not just the knowledge they have already acquired.

Cognitive Domains

Intelligence

The IDS-2 design provides three types of IQ scores. The IQ Screening score includes one verbal (Verbal Reasoning) and one nonverbal (Abstract Reasoning) component. The IQ Score is provided when administering one subtest from each of the seven *Intelligence Factors* (Part 1) and can be completed in approximately 40 minutes.

The most comprehensive option is the IQ Complete Profile which provides an IQ Profile score and seven *Intelligence Factor* scores. Using different subtest tasks, each factor is measured twice, giving the examinee multiple ways to demonstrate their cognitive strengths. All 14 intelligence tests can be given in approximately 70 minutes.



Executive Functions

Executive functioning encompasses the set of higher-order processes that enable us to plan, focus attention, remember instructions, and manage multiple tasks. These cognitive processes are necessary to select and successfully monitor behaviors that facilitate the attainment of chosen goals.

Three basic mechanisms included in these processes are measured on the IDS-2: inhibition, working memory, and cognitive flexibility. As executive functions can display a developmental growth beyond preschool and school age into adolescence and early adulthood — measuring these processes can be significant in the context of developmental requirements for school readiness and school success.

Tests on the IDS-2 include asking individuals to perform single tasks (e.g., listing words) as well as multiple tasks (e.g., crossing out parrots while naming animals) that are both verbal and nonverbal.



General Development Domains

Psychomotor Skills

Psychomotor activity refers to the full range of processes involved in controlling movement — including sensory, perceptual, cognitive, and motivational functions that support posture and physical actions. In the IDS-2, psychomotor activity is assessed through measures of overall coordination, gross motor skills, fine motor skills, and hand-eye coordination.

Psychomotor activity plays an important role in healthy child development. Gross motor skills, fine motor skills, and hand-eye coordination are closely connected to cognitive abilities. Problems with coordination can also interfere with the development of physical and social skills. In addition, psychomotor activity is often linked to levels of self-esteem, anxiety, and physical (somatic) concerns.

Tests include typical motor tasks such as balancing and working with small beads.



Social-Emotional Skills

The value of healthy social and emotional development in young children is well established. Research has shown that as children develop social and emotional skills, they gain the confidence and competence needed to build relationships across settings, problem solve, and cope with challenges.

The IDS-2 measures the constructs of emotional and social skills by asking children and adolescents to both identify emotions that are pictured, and to describe how those emotions could be regulated appropriately in that situation.



Scholastic Skills

Understanding learning disabilities often means looking at cognitive ability as well as academic achievement, so the IDS-2 contains school-based tests of learning. In each adaptation of the IDS-2 these tasks are different — as they are based on the teaching curriculum of that country.

However, all IDS-2 language adaptations contain some measure of mathematical reasoning, as well as language skills in reading and spelling. This is because logical-mathematical competencies have been shown to influence the educational and professional opportunities of an individual, and linguistic skills have relationships with cognitive development and social-emotional skills.

Tests on the IDS-2 include typical academic achievement measures, including phonological tasks, receptive and expressive language, reading, spelling, and a range of mathematical problems.



Motivation and Attitude

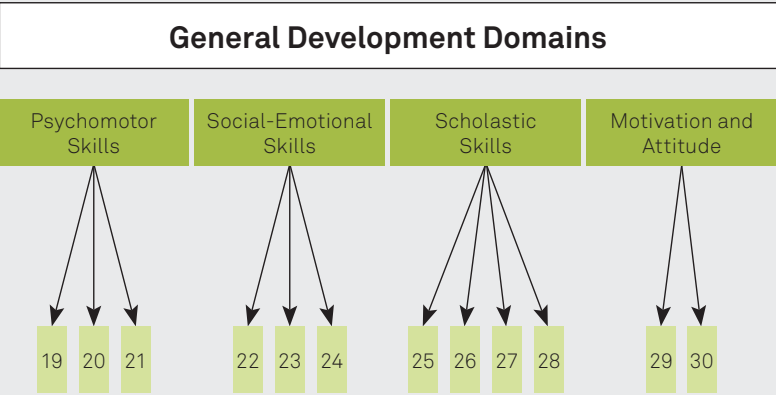
It is important to understand a student's drive to do well and their desire to succeed. Performance motivation is positively linked to success in school, academics, and even later in careers, and it can help explain differences in measured intelligence. Conscientiousness predicts school and workplace success above and beyond what intelligence alone can explain.

The IDS-2 measures these concepts for individuals ages 11–20 by securing self-ratings on a series of statements in areas such as organization, sense of responsibility, goal setting, self-discipline, thoughtfulness, and achievement orientation.

In addition, the examiner rates the adolescent or young adult using a four-point scale to determine their cooperation during the testing session. These additional insights are extremely helpful when looking at the “whole child.”



Test Design



Modular Approach

The IDS-2 offers the most comprehensive diagnostic assessment available, with 30 tests covering six domains: two Cognitive and four Development Domains.

Developed in a unique modular framework, the flexible design of the IDS-2 makes it easy to personalize each testing session. The IDS-2 also removes the need to switch between multiple test instruments based on different normative samples. Setup as a true “toolkit” for psychologists and diagnosticians, professionals can simply select which tests in the IDS-2 are appropriate for the child, adolescent, or young adult being evaluated.

Standardization

The development of the IDS-2 in the U.S. began in 2021 with a review of all subtests by curriculum experts, with a special emphasis on the Scholastic Skills subtests for relevance and alignment with the U.S. educational system. Pilot studies looked at item reordering and language considerations; standardization began in late 2023 and finished in the summer of 2025.

The IDS-2 U.S. standardization sample included 1,420 children, adolescents, and young adults from 30 states, and was collected by 67 examiners who were trained in administration techniques. The sample matches the 2020 U.S. Census data for region, race/ethnicity, gender, and parental education. No block sampling or equating techniques were used.

Table 4.7
Distribution of Sample by Region

Region	<i>n</i>	IDS-2 %	U.S. Population %
Northeast	249	17.5	17.1
Midwest	303	21.3	20.7
South	541	38.1	38.6
West	327	23.1	23.6

Table 4.8
Distribution of Sample by Race/Ethnicity

Race/Ethnicity	<i>n</i>	IDS-2 %	U.S. Population %
White, not Hispanic	683	48.1	49.2
Hispanic	376	26.5	25.2
Black, not Hispanic	204	14.4	14.2
Two or More Races, not Hispanic	83	5.8	5.2
Asian, not Hispanic	65	4.6	6.1
NHPI and AIAN, not Hispanic	9	0.6	0.1

Note. NHPI is Native Hawaiian/Pacific Islander and AIAN is American Indian/Alaska Native. Both groups are not Hispanic. The U.S. population percentages are based on data published by Statista (2024).

Examiners and participants reported along the way that they were “thoroughly enjoying being part of this effort” and given that most had experience administering other intelligence batteries, also relayed “there are definitely some features I really like about the IDS-2 in comparison.”

Norms

Norms for the IDS-2 were calculated using the state-of-the-art psychometric technique known as “continuous norming” and are supplied via the Hogrefe Testsystem. Continuous norming allows for more precise calculations, and normative scores calculated using this method are considered more appropriate for interpretation, particularly at younger ages. Precision is increased by avoiding artificial categorization of the continuous predictor, and by estimating norms based on the full sample rather than on separate subsamples. In addition to age, grade-level norms were calculated for Scholastic Skills subtests in 4-month increments (i.e., Fall, Winter, and Spring of each school year).

Reliability and Validity

The reliability of the IDS-2 was established by measuring internal consistency and by collecting test-retest data. The reliabilities for the IDS-2 IQ Profile (14 subtests) and the IQ Score (7 subtests) are .99 and .97 respectively for the entire age range, and for the individual age groups are between .93 and .98 — thus ensuring the assessment can be relied upon for making significant decisions about an individual.

A robust validity study was completed measuring intelligence alongside the *Wechsler Intelligence Scale for Children® – Fifth Edition* (WISC®-V). The 100 participants were evenly split between females and males with alternating test administration. The IDS-2 scores, as expected, showed high correlations with WISC-V Full Scale IQ (IDS-2 IQ Profile: *r* = .80 and IQ Score: *r* = .79). Additional studies were conducted to measure criterion validity and differential validity.

“The IDS-2 has interactive and unique features that set it apart from the more recognized cognitive and achievement instruments. I am confident the IDS-2 will be a success once practitioners/examiners become familiar with the product.”

IDS-2 Field Examiner



Hogrefe Testsystem

The Hogrefe Testsystem (HTS) is a comprehensive multilingual platform for online testing, used by all the companies in the Hogrefe Group. HTS offers extensive tools for analysis and generating reports and is now ISO 27001 certified, the internationally recognized standard for information security.

Reports

HTS supports hundreds of assessments in multiple languages, and the reporting options vary for each test. In addition to profile sheets and standard technical reports, many tests provide narrative reports to assist in interpreting the results. As the test administrator, you choose the norm group for comparison.

After administering the IDS-2, professionals input the total scores for the tests from the IDS-2 Record Forms and separate reports are generated for the Intelligence Domain, Executive Functions Domain, and General Development Domain (based on the age of the examinee). Normative scores and narrative text help the psychologist or diagnostician understand the examinee's scores in comparison to both the standardization group (inter-individual comparison) and the individual themselves (intra-individual comparison).

Online Scoring

Easy online scoring for the IDS-2 is provided through HTS by inputting total raw scores and is included with the purchase of IDS-2 Record Forms. This helps to eliminate errors and enables automatic scoring and report generation.

Available Scores and Reports:

- Six report options are available through HTS, including separate reports for Intelligence, IQ Screening, Executive Functions, and General Development (three age groups).
- In the Intelligence Domain, standard scores are reported with a mean of 100 and a standard deviation (SD) of 15.
- Subtest and domain composite scores are reported as scaled scores with a mean of 10 and an SD of 3.
- Test scores are provided with age norms but can also be analyzed using grade norms if desired for Scholastic Skills subtests.
- The IDS-2 also provides an intra-individual profile analysis to represent the examinee's strengths and weaknesses compared to their own average abilities.

eLearning

Hogrefe offers an interactive eLearning program to accompany the purchase of an IDS-2 kit. Using videos as well as text explanations for administration and scoring, the program is self-paced and covers all 30 subtests in the assessment. By reviewing the material and answering the questions included in the learning course, the professional can be assured of administering the IDS-2 efficiently and correctly, and confident that their interpretation of the results is accurate.



How Does the IDS-2 Compare?

With the IDS-2, psychologists and diagnosticians will benefit from:

- A wide age range (extended down to age 5:0 and up to 20:11).
- Full CHC model representation, assessing seven CHC broad abilities rather than only selected areas.
- More options for intelligence testing for greater flexibility — the IDS-2 provides general intelligence testing, an in-depth IQ profile, and a quick IQ screening.
- A complete battery that assesses both intelligence and development (across six modular domains and 30 subtests).
- Reliable, paper-and-pencil administration without dependence on technology or device availability.
- Engaging administration with a frustration-minimizing discontinue rule, rather than a traditional discontinue rule.
- Norms developed through state-of-the-art continuous norming so professionals are not relying on small subsamples for each age group.
- Online scoring and reporting included with each purchase of the record forms.
- An in-depth, interactive eLearning course covering theory, administration, scoring, and interpretation.



Authors



Prof. Alexander Grob, Ph.D., is trained in developmental and clinical psychology. He received his academic degrees from the Universities of Fribourg and Bern in Switzerland. He has been appointed as associate professor for Developmental and Educational Psychology at the University of Bonn, Germany, and full professor for Diagnostics and Personality Psychology at the University of Bern. Since 2005, he has been a full professor and Head of Division of Personality and Developmental Psychology; Founding Director of the Master of Advanced Studies in Child and Adolescent Psychology; and Founding Director of the Graduate Program in School Psychology, Educational Counseling and Developmental Diagnostics at the University of Basel.



Priska Hagmann-von Arx, Ph.D., is a trained psychologist with experience in both academic research and psychological practice. She received her degrees from the Universities of Bern and Basel in Switzerland. In psychological practice, she was Head of the School Services in Sursee, Switzerland, overseeing school psychology, speech and language therapy, and psychomotor therapy. Since 2022, she has been Professor of Learning Processes and Learning Development under Challenging Conditions at the University of Teacher Education in Special Needs in Zurich, Switzerland.

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