

# Theory of Intelligence

Presented  
by  
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- Concept
  - Nature
- Factor theories of Intelligence
- Measurement of Intelligence
  - Intelligence Quotient

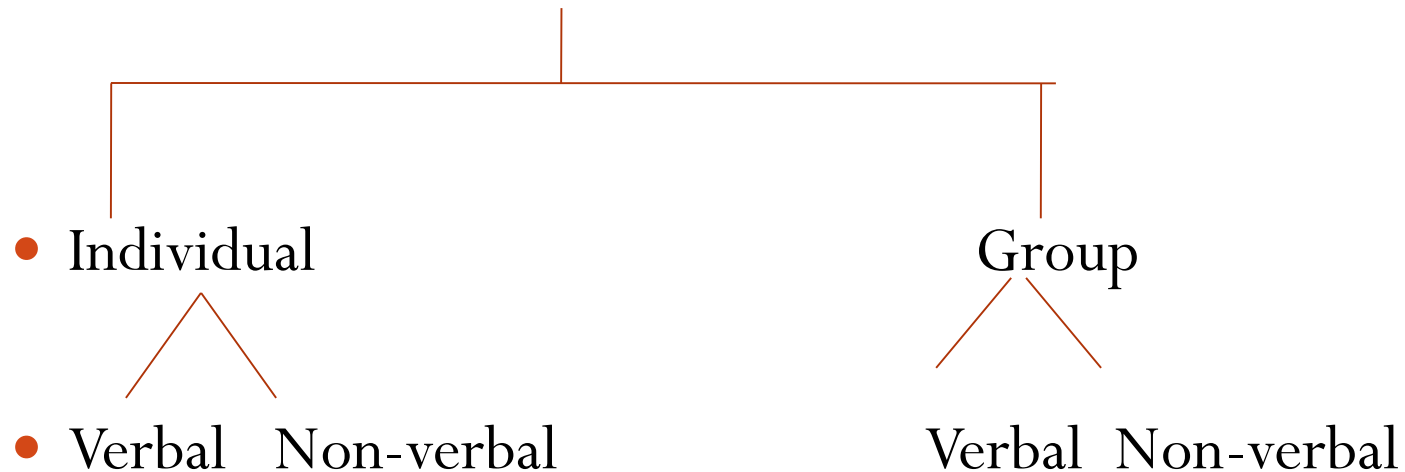
# Stanford Revision Intelligence-1932

## Intelligence Test pattern

Age group(Years)	No. of age group	No. of Items per age Group	Score for Test Item	Total no. Of Test Item
2,2 and 6 month,... 4 and 6 month, 5	7	6+1	1 month	$7*7=49$
6,7,8,... 14	9	6	2 month	$6*9= 54$
Normal Age	1	8	2 month	8
Superior Adult-I	1	6	4 month	6
Superior Adult-II	1	6	5 month	6
Superior Adult-III	1	6	6 month	6
Total	20			129

# Types of Intelligence Test

## Intelligence



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Ex. Army Alpha and Beta Test

# Performance test

- 1. Alexander's Pass-a-long test.
- 2. Koh's Block Design test.
- 3. Collin and Drever's Performance Tests.
- 4. Weschlers Performance Test.
- 5. Terman and Merrill's Performance Test.
- 6. Kent's Performance Test

<i>Individual Tests</i>	<i>Group Tests</i>
<p>1. It is administred to an individual at a time.</p> <p>2. It is costly in terms of administration and time.</p> <p>3. A trained tester is required to administer it.</p> <p>4. There is face to face interaction between the individual and the tester.</p> <p>5. Individual test is more reliable. Guidance can be provided to the individual on the basis of its results.</p> <p>6. It is useful for small children.</p> <p>7. The tester can motivate the individual by means of praise and encouragement as he can adapt to the needs of the individual child.</p> <p>8. There is very little scope for cheating.</p> <p>9. There is no competition in individual testing.</p> <p>10. No special formalities are observed in individual testing.</p> <p>11. Instructions can be made clear before testing.</p>	<p>1. It is administred to a group at the same time.</p> <p>2. It is less costly in terms of administration and time.</p> <p>3. No trained person is required to administer it.</p> <p>4. There is no such face to face interaction.</p> <p>5. Group test may be influenced by several factors.</p> <p>6. It is suitable for older children and adults.</p> <p>7. It is not possible to do so.</p> <p>8. Cheating on a large-scale is possible.</p> <p>9. Speed and reading ability may influence the test score.</p> <p>10. Several formalities are observed in administering.</p> <p>11. A few members of the group may not clearly understand the instructions.</p>

# Example

- Verbal Individual test:- S .B test, Army individual test of GMA.
  - Verbal Group test:- Army Alpha, Army general classification test
  - Non-verbal intelligence test:- Alexander pass-along test, Raven's progressive Matrices
  - Individual performance test:
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