

**Footnote 9. *Alternate IQs and Brief IQs* ([From Floyd, Clark & Shadish, 2008](#))****Emphasis (underline) and URL links added by Kevin McGrew**

Below, we have described how several recently developed intelligence tests batteries have provided a number of scores that are alternatives to traditional comprehensive IQs. Other intelligence tests batteries that provide these options include, but are not limited to, the Universal Nonverbal Intelligence Test (Bracken & McCallum, 1998) and the Leiter International Performance Scale—Revised (Roid & Miller, 1997).

***KABC-II* ([click here for publisher information](#))**

The KABC-II provides two comprehensive IQs. The Fluid–Crystallized Index is described in the manuscript (see Table 1). The alternate IQ, the Mental Processing Composite, is yielded from performance on eight of the ten equally weighted tests that contribute to the Fluid–Crystallized Index. However, the Mental Processing Composite omits tests of vocabulary knowledge and language abilities.

***Stanford–Binet Intelligence Scales, Fifth Edition* ([click here for publisher information](#))**

The Stanford–Binet Intelligence Scales, Fifth Edition (SB5; Roid, 2003) yields both a comprehensive IQ and an abbreviated IQ. The comprehensive IQ, the Full Scale IQ, is yielded by equally weighted 10 tests. The Abbreviated Battery IQ is yielded from the first two tests administered (i.e., the routing subtests), which also contribute to the Full Scale IQ. Both tests contributing to the Abbreviated Battery IQ are equally weighted.

***Wechsler Scales* ([links to publisher information in paragraph below](#))**

The [WAIS-III](#) ([WAIS-IV now available](#)), WISC-III, and [WISC-IV](#) Full Scale IQs (FSIQs) are described in the manuscript (see Table 1). For all three batteries, three prominent alternate IQs have been offered that are all labeled the General Ability Index (GAI). All GAIs exclude tests measuring Processing Speed and Freedom from Distractibility/Working Memory, and all tests are equally weighted. For the WAIS-III, the GAI stems from 6 of the 11 tests that contribute to the FSIQ (Tulsky, Saklofske, Wilkins, & Weiss, 2001). For the WISC-III, the GAI stems from 8 of the 10 tests that contribute to the FSIQ (Weiss, Saklofske, Prifitera, Chen, & Hildebrand, 1999). For the WISC-IV, the GAI stems from 6 of the 10 tests that contribute to the FSIQ (Raiford, Weiss, Rolfhus, Coalson, 2005; Saklofske, Prifitera, Weiss, Rolfhus, & Zhu, 2005).

***WJ III* ([click here for publisher information](#))**

The WJ III Tests of Cognitive Abilities and the WJ III Diagnostic Supplement (Woodcock, McGrew, Mather, & Schrank, 2003) provide six comprehensive or abbreviated IQs. The GIA-Standard and GIA-Extended are described in the manuscript (see Table 1). The Brief Intellectual Ability (BIA) is yielded from performance on three tests that contribute equally to the BIA. Its three tests are included in the GIA-Standard and GIA-Extended. The General

Intellectual Ability-Bilingual is yielded from performance on eight differentially weighted tests. Five of these tests are included in the GIA-Standard and GIA-Extended, and all three are included in the BIA. However, two tests replace those from the GIA-Standard to minimize the effects of English language usage. (Those two tests require children to learn the names of space creatures, which are nonsense words, and to determine if two vocally produced sounds are the same or different.) In addition, the General Intellectual Ability-Bilingual is yielded from performance on a measure of vocabulary knowledge in the child's native language (e.g., Spanish). A Broad Cognitive Ability-Low Verbal score is yielded from performance on six equally weighted tests. Four tests are shared with the GIA-Standard and GIA-Extended, two tests are shared with the BIA, and six tests are shared with General Intellectual Ability-Bilingual. However, tests measuring vocabulary knowledge (in English or in the examinee's native language) are omitted. Finally, the General Intellectual Ability-Early Development is yielded from performance on seven tests that appear to be most appropriate for preschool-age children. Three tests are shared with the GIA-Standard and GIA-Extended, two tests are shared with the BIA, four tests are shared with General Intellectual Ability-Bilingual, and two tests are shared with Broad Cognitive Ability-Low Verbal.

#### References

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