

Dr. Kevin S. McGrew bio (long form; 01-26-26)

Education and Professional Work Experience. Dr. Kevin McGrew is the owner and Director of the Institute for Applied Psychometrics (IAP), llc. He received a BA in Psychology (1974) and MS in School Psychology (1975) from Moorhead State University (now Minnesota State University—Moorhead). He received his doctorate in Educational Psychology (Special Education, with emphasis on research methods and applied psychometrics) at the University of Minnesota (1989).

McGrew has 12 years of experience as a practicing school psychologist in Iowa and Minnesota (1975-1989). He was a Professor in Applied Psychology at St. Cloud State University, St. Cloud, MN (1990 to 2000). He served as the Research Director for Dr. Richard Woodcock’s Woodcock-Muñoz Foundation (WMF) from 2005 to 2014. He also served as Associate Director for Dr. Richard Woodcock’s Measurement Learning Consultants (MLC) from 2008 to 2014. He was a Visiting Lecturer in Educational Psychology (School Psychology program; 2000-2019) and Adjunct Research Professor (Institute for Community Integration; 2019-2024) at the University of Minnesota.

McGrew was involved in multiple nationally funded special education grants through a cooperative agreement between SCSU and the University of Minnesota’s Institute on Community Integration while a professor at SCSU. He was one of the Principal Investigators (PI) for the first five years of the federally funded University of Minnesota National Center on Educational Outcomes (NCEO; for students with disabilities), a center still in existence. He was also co-PI for a two-year grant on Research on the Self-Determination of Individual with Disabilities.

Psychological and Educational Test Development Activities. McGrew has extensive experience in the development and psychometric analysis of nationally standardized norm referenced psychological and educational assessment instruments. He was the primary measurement consultant (and first author of the technical manual) for the *Woodcock-Johnson Psychoeducational Battery—Revised* (WJ-R, 1991). He is as a coauthor of the *Woodcock-McGrew-Werder Mini-Battery of Achievement* (MBA, 1993), *Sharpe-McNear-McGrew Braille Assessment Inventory* (BAI, 1996), *Woodcock-Johnson Battery—III* (WJ III, 2001), *Woodcock-Johnson Diagnostic Supplement* (WJ III DS, 2003), *Batería III Woodcock-Muñoz* (BAT III, 2005), *Woodcock-Johnson III Normative Update* (WJ III NU, 2007), *Woodcock-Johnson III—Australian Adaptation* (2008), and the *Woodcock-Johnson IV* (WJ IV, 2014). He is the senior coauthor for the fifth revision of the digitally-based *Woodcock-Johnson—Fifth Edition* (WJ V, 2025). He was the psychometric and statistical consultant for the development of the first edition of the *Children’s Psychological Processes Scale*.

Primary Research Interests. McGrew’s research interests include: (a) theories and measurement of human intelligence, personal competence and adaptive behavior, (b) the application of psychological and educational measurement principles and techniques (i.e., applied psychometrics) to the development and interpretation of psychological and educational assessment instruments, (c) the Cattell-Horn-Carroll (CHC) theories of cognitive abilities, (d) narrowing the theory-practice gap in educational and psychological assessment, (c) the influence of non-cognitive (conative; motivation and self-regulated learning strategies) characteristics on learning and human performance (McGrew 2022 CAMML model; Cognitive Affective Motivation Model of Learning), and (d)

psychological assessment practices in the identification and classification of individuals with intellectual and learning disabilities and other exceptionalities.

Primary Knowledge Dissemination Mechanisms. The practical application of psychometric methods to educational and psychological problems, together with a strong interest in knowledge dissemination and the education to both psychologists and non-psychologists about psychological measurement, is a particular interest of McGrew. He has authored or coauthored over 100 peer-reviewed journal articles and book chapters, four books on intelligence test interpretation, nine norm-referenced intelligence, achievement, or special purpose psychological test batteries, and over 50 technical (grant) special publications and reports. He has conducted many state, national, and international presentations or workshops. In addition, McGrew has served on the editorial board or as an ad hoc reviewer of manuscripts for journals in psychology and developmental disabilities, including *Intelligence*, *Journal of Psychoeducational Assessment*, *Psychology in the Schools*, *School Psychology Review*, *School Psychology Quarterly*, *Baltic Journal of Psychology*, *Learning and Individual Differences*, and the *American Journal on Intellectual and Development Disabilities*.

McGrew shares his professional information as widely as possible via his www.theMindHub.com web portal. Since March 2005 McGrew has kept an active blog—*IQ's Corner* (www.iqscorner.com). IQ's Corner originated to share “*intelligent insights on intelligence theories and tests*” but, over time, it has expanded to cover a wider and diverse range of cognitive and learning related information. As of 11-03-25, IQ's Corner has had approximately 6 million “hits/visits” (without including the first 6 most active years of the 20 years of the blogs existence—the blogging platform does not provide data from 2005 to 2011). Recently McGrew linked IQ's Corner to his LinkedIn (<http://linkedin.com/in/kmcgrew>) profile, Twitter/X (@iqmobile), and BlueSky (@iqmcgrew.bsky.social) accounts that results in the immediate FYI posting of his latest blog posts on these three social media platforms. McGrew's passion for immediate and free knowledge dissemination reflects his core belief in the importance of sharing critical learning and individual differences theoretical and research information to as many educational and psychological practitioners and researchers as possible.

Select Measurement and Research Consulting.¹ McGrew has served as a measurement consultant to several psychological test publishers, including Riverside Publishing and the Psychology Corporation (now Pearson Assessments). He also served as a measurement and research consultant or advisory board member for several *national* research studies and organizations including the U. S. Department of Education—Office of Special Education Programs (OSEP), National Center on Educational Outcomes (NCEO) for students with disabilities, Stanford Research Institute (SRI), American Institutes for Research (AIR), National Accessible Reading Assessment Project (NARAP), National Academy of Science (NAS), National Academy on Education (NAE), National Center on Student Progress Monitoring, Special Education Elementary Longitudinal Study (SEELS), National Longitudinal Transition Study-2 (NLTS2), NCES Early Childhood Longitudinal Study (ECLS), and the American Association for Intellectual and Developmental Disabilities (AAIDD) Death Penalty Task Force and Advisory Committee for the *Intellectual Disability: Definition, Diagnosis, Classification, and Systems of Support, 12th Edition* manual. He has also served as an external consultant to Interactive Metronome, a private rehabilitation and neurotechnology company.

¹ See vita for more information and dates.

International Project Consultation. McGrew served as an intelligence and individual differences theory and testing consultant for three international test development and research projects. He served in this capacity (2014-2017) to the Dharma Bermakna Foundation and Universitas Gadjah Mada (UGM) for the Indonesian *AJT Cognitive Assessment Development Project*. The CHC-theory based AJT intelligence test was the first ever individually administered comprehensive intelligence test developed and normed in Indonesia.² He also served as an external consultant to Ayrton Senna Institute (Instituto Ayrton Senna, Sao Paulo, Brazil; 2016-2017) for a large group assessment project in collaboration with the international OECD (Organization for Economic Cooperation and Development)—*Twenty-first century cognitive SKILLS: Measures of reasoning, knowledge, and creativity in large-scale assessment systems*. Since 2020 he has served as an External Research Consultant to the Instituto Ayrton Senna-eduLab21 for a research project focused on developing a model of motivated self-regulated learning that integrates McGrew’s (2022) *Cognitive-Affective-Motivation Model of Learning (CAMML)* in the context of ASI’s SENNA social-emotional skills project (August 2020 to current). Since 2007 McGrew has served as a formal and informal theory and measurement consultant to Psychological Assessments Australia (PAA) about adaptation and standardization of the Woodcock-Johnson III, Woodcock-Johnson IV, and Woodcock-Johnson V in Australia (see prior Test Development section).

Atkins Intellectual Disability Expert Consultation. Since 2009 McGrew has served as an expert (via written declarations, expert in-court witness, or informal pro-bono consultation—approximately four dozen cases) to psychologists, lawyers, and the courts on the measurement of intelligence and psychometric issues relevant to intellectual assessment in *Atkins (Atkins v Virginia, 2001)* death penalty cases. As per the landmark *Atkins (2001)* U.S. Supreme Court Decision, it is unconstitutional, as per the eighth amendment to the U.S. constitution, to execute an individual with a diagnosis of an intellectual disability. He is sole author of two authoritative chapters (*Intellectual Functioning; Norm Obsolescence: The Flynn Effect*) in the American Association on Intellectual and Developmental Disabilities (AAIDD) *The Death Penalty and Intellectual Assessment* book (Polloway, 2015). He also coauthored the *Theories and Measurement of Intelligence* chapter in the American Psychological Association (APA) *Handbook of Intellectual and Developmental Disabilities* (Floyd et al., 2021). These three chapters are often cited in *Atkins*-related expert declarations, legal briefs, and court decisions. He also advised the American Psychological Association (APA) on the preparation of an amicus brief (with other mental health organizations) for the 2014 *Atkins*-related precedent setting U.S. Supreme Court *Hall v Florida* (Case No. 12-10882) decision. He, together with Dr. Tom Oakland, organized and wrote an amicus brief (“Concerned Experts in Intellectual Disability”) in support of A. A. Ortiz’s 2015 US SCOTUS *Atkins* petition (Case No. 14-7506).³ More recently McGrew served as one of three experts expressly acknowledged in the APA amicus brief for *Hamm v. Smith* (Case No. 24-872), an *Atkins* case where oral arguments were made before the U.S. Supreme Court on December 10, 2025 (a final decision has not yet been made). The central question before the court is “whether and how courts may consider the cumulative effect of multiple intelligence quotient (IQ) scores in assessing a claim under *Atkins v. Virginia*, 536 U.S. 304 (2002).” In addition, McGrew provided pro bono consultation to select members of the legal team that presented *Smith’s* oral arguments before the U.S. Supreme Court.

² The timing of the publication of the AJT test coincided with COVID, and as result, the AJT CHC test project was paused and has yet to be restarted.

³ Ortiz was granted clemency by President Barack Obama on January 17, 2017

Recognitions and Awards. Dr. McGrew has received a variety of awards, including:

- University of Minnesota College of Education and Human Development Distinguished Alumni Award (2016)
- Minnesota State University—Moorhead Distinguished Psychology Alumni Award (2010)
- KIDS School Neuropsychology and Resources Lifetime Achievement Award (2015)
- Minnesota School Psychologists Association Lifetime Achievement Award (2015)
- Outstanding Faculty Award (St. Cloud State University, 1991)
- Alan S. Kaufman Excellence in Assessment Award (2023)
- Dr. Richard W. Woodcock Award for Innovations in Ability Testing, Research, and Scholarship (2025)
- In August 2025 he was notified that an article where he is senior author (*A Psychometric Network Analysis of CHC Intelligence Measures: Implications for Research, Theory, and Interpretation of Broad CHC Scores “Beyond g”*; McGrew, Schneider, Decker, & Bulut, 2023) was named the “Best Paper” of 2023 in the *Journal of Intelligence*.

Recent Foci. For the past decade McGrew's research, scholarship and consultation has focused in the following areas.

- *CHC intelligence theory and measurement.* McGrew continues to be active in CHC intelligence theory and measurement research. He, together with Dr. Joel Schneider, have become the unofficial “gatekeepers” of the Cattell-Horn-Carroll (CHC) theories of intelligence (Schneider & McGrew, 2012; 2018; Schneider & McGrew, 2019). He has also completed recent research on the relations between CHC abilities and school achievement (Cormier et al., 2016; Cormier et al., 2017; Nilekesia et al., 2016).
- *Artificial Intelligence.* McGrew was one of 30 authors on a research paper led by the [AI Center for Safety](#) (Hendrycks et al., 2025) focused on using the CHC theory of intelligence as a framework for defining and evaluating AGI (Artificial General Intelligence). The paper can be downloaded by [clicking here](#).
- *The Cognitive-Affective-Motivation Model of Learning (CAMML).* Based on research and writing started during his role as a principal investigator with the University of Minnesota National Central on Educational Outcomes (NCEO; circa 2002-2010), McGrew developed the *Model of Achievement Competence Motivation (MACM)* and the *Cognitive-Affective-Motivation Model of Learning (CAMML; McGrew, 2022)*. These models build on the shoulders of multiple giants in psychology, particularly Dr. Richard Snow's notion of cognitive-conative aptitude trait complexes.
- *The intellectual prong for diagnosing intellectual disabilities.* See prior *Atkins Intellectual Disability Expert Consultation* section.
- *Psychometric network analysis.* McGrew is currently interested on the application of new structural dimensionality analysis methods (i.e., psychometric network analysis; PNA) to intelligence test data, with the overriding goal to better understand the causal mechanisms and emerging contemporary theoretical models of intelligence (e.g., Process Overlap Theory; Dynamic Mutualism) and to harness the benefit of PNA methods (compared to factor analysis methods) for identifying potential central target systems for

cognitive and achievement interventions. An additional goal of this work is to improve intelligence test structural research by reducing the frequent conflation of theoretical g and psychometric or statistical g , a critical problem contributing to the “theory crises in psychology” (Borsboom, 2022; Fried, 2020) and a frequent problem plaguing much of school psychology's IQ test factor analysis research (McGrew et al., 2023).

More information, including social media outlets, is available at [theMindHub.com](https://www.themindhub.com).