

Overview of Kaufman Brief Intelligence Test-2
Gloria Maccow, Ph.D., Assessment Training Consultant



**OVERVIEW OF KAUFMAN BRIEF
INTELLIGENCE TEST-SECOND EDITION**

Webinar Presented by:
Gloria Maccow, Ph.D.
Assessment Training Consultant

ADVANCE LEARNING **PEARSON**



1. Verbal Knowledge
2. Matrices
3. Riddles

**Kaufman Brief Intelligence Test
Second Edition**
Alan S. Kaufman, PhD
Nadeen L. Kaufman, EdD

(2004)

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Agenda

- Describe the KBIT-2.
- Describe administration, scoring, interpretation of the KBIT-2.
- Describe technical properties of the KBIT-2.

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What is the KBIT-2?

- Brief, individually administered test of verbal (crystallized) and nonverbal (fluid) abilities.
- Appropriate for examinees aged 4 to 90.
- Quick and easy to administer.
- Can be useful in a variety of clinical, educational, vocational, and research settings.

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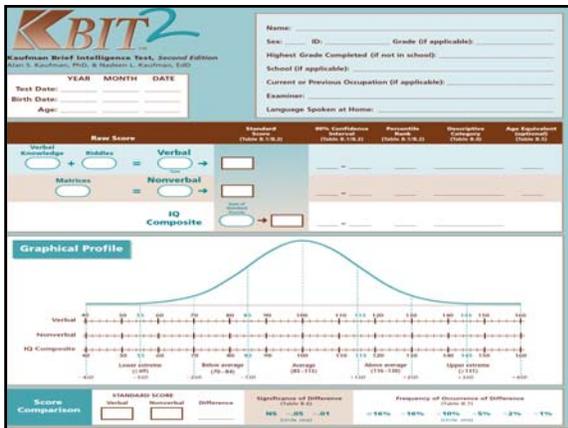
KBIT-2: Purposes and Uses

The KBIT-2 is designed for those circumstances in which a brief measure of intelligence will suffice.

- Screening to identify high-risk students.
- Selecting students for gifted/talented.
- Testing adolescent job applicants to facilitate hiring or placement decisions.
- Re-evaluating intellectual ability.
- Estimating cognitive functioning of children referred for assessment of specific learning disabilities.

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Composites and Subtests

Raw Score	Standard Score (Table 8.1.1.2)	95% Confidence Interval (Table 8.1.1.2)	Percentile Rank (Table 8.1.1.2)	Descriptive Category (Table 8.4)	Age Equivalent (optional) (Table 8.5)
Verbal Knowledge + Riddles = Verbal →					
Matrices = Nonverbal →					
Sum of Standard Scores →					
IQ Composite					

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SUBTESTS

ADMINISTRATION AND SCORING

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Bilingual Examinees

Do you test bilingual examinees who speak both Spanish and English?

Although the KBIT-2 Crystallized (Verbal) Scale must be administered in English, correct responses in other languages are given credit. The KBIT-2 provides correct Spanish language responses on the record form for the Riddles subtest, making scoring easier and more accurate.

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Administration Time

Age	Average Test Time (in minutes)
4 – 9	15
10 – 15	20
16 – 45	25
46 – 90	30

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Calculate Chronological Age

	YEAR	MONTH	DATE
Test Date:	2005	5	22
Birth Date:	1981	4	17
Age:	24	1	5

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Subtest 1: Verbal Knowledge

- Consists of 60 items measuring receptive vocabulary and range of general information about the world.
- For each item, the examinee sees an array of six full-color illustrations or photographs.
- The examiner says a word or asks a general-information question, and the examinee points to the picture that shows the meaning of the word or the answer to the question.

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Administering Verbal Knowledge

Overview

The examiner says a vocabulary word or asks a general information question, and the examinee points to the picture that illustrates the word or fact.

Giving the Subtest

- Position yourself to see the examinee's side of the easel.
- **Read each prompt aloud, verbatim, from the record form.** Do not change the wording of the prompt. You may repeat an item if the examinee asks you to, or if you suspect the examinee did not hear.
- **After Item 31, turn the easel around** and continue.

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Administering Verbal Knowledge

Teaching the Task

- Teaching Items: None
- If the examinee does not respond to the initial prompt, encourage the examinee to respond, then repeat the prompt.
- Do not tell the examinee the correct answer to any item.

Scoring

- For credit, the examinee must identify the correct response by pointing to or saying its letter.
- The answer key is shown on the record form.

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Basal Rule & Discontinue Rule

If the examinee scores 0 on any of the first 3 items given drop back one start point.

Discontinue after 4 consecutive scores of 0.

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Start Point

Age	Start Point
4-5	1
6-7	5
8	10
9-10	15
11-15	20
16-90	25

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Subtest 2: Matrices

- Matrices is a 46-item nonverbal measure composed of several types of items involving visual stimuli, both meaningful (people and objects) and abstract (designs and symbols).
- All items require understanding of relationships among the stimuli, and all are multiple choice, requiring the person either to point to the correct response or to say its letter.

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Administering Matrices

Overview

The examiner finds a relationship or rule in a set of pictures or patterns, and points to the picture or pattern that best fits the relationship or rule.

Giving the Subtest

- Position yourself to see both sides of the easel.
- On the sample items, you may want to use a piece of paper to cover the response options.
- If the examinee spends a great deal of time on an item and does not seem to be making progress, say **Make a guess** and go on to the next item. Give credit if the examinee responds correctly.

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Administering Matrices

Teaching the Task

- Teaching Items: Sample A and Items 1 and 2
Sample B and Items 10 and 11
Sample C and Items 23 and 24

Always teach following an error on these items, regardless of how many items the examinee has taken.

- Do not teach on Items 15 and 16, even if the examinee starts at Item 15.
- Score only the examinee's first response to each teaching item.

Scoring

- For credit, the examinee must identify the correct response by pointing to it or saying its letter.

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Basal Rule & Discontinue Rule

If the examinee scores 0 on any of the first 3 scored items given (not counting the sample items), drop back one start point.

Discontinue after 4 consecutive scores of 0.

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Start Point

Age	Start Point
4-7	Sample A, 1
8-10	Sample B, 10
11-75	Sample B, 15
76-90	Sample B, 10

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Subtest 3: Riddles

- Consists of 48 items that measure verbal comprehension, reasoning, and vocabulary knowledge.
- The examiner asks a riddle, and the examinee either points to a picture that shows the answer to the riddle or says a single word that answers the riddle.

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Administering Riddles

Overview

The examiner says a verbal riddle, and the examinee points to the picture (Items 1-8) or says the word (Items 9-48) that answers the riddle.

Teaching the Task

- Teaching Items: Items 1, 2, 9, and 10.
- Score only the examinee's first response to each teaching item.

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Administering Riddles

Giving the Subtest

- For Items 1–8, position yourself to see both sides of the easel.
- For Items 1–8, a correct oral response is acceptable. For example, if the examinee says “shoe” instead of pointing to the foot for Item 7, score 1. However, if the examinee gives an incorrect oral response, say **Point to the answer**, and score according to the examinee's pointing response.
- Before giving the first non-picture item (Items 9–48), say **I'll ask you some questions. Each answer is just one word.**

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Administering Riddles

Giving the Subtest

- For Items 9–48, read each item aloud verbatim from the record form. Do not change the wording of an item. You may repeat a question if the examinee asks you to, or if you suspect the examinee didn't hear it.
- If the examinee gives a response with two or more words, say **Remember, the answer has to be just one word. Tell me the best word.** The prompt is meant to remind the examinee of that rule.

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Basal and Discontinue Rule

If the examinee scores 0 on any of the first 3 items given, drop back one start point.

Discontinue after 4 consecutive scores of 0.

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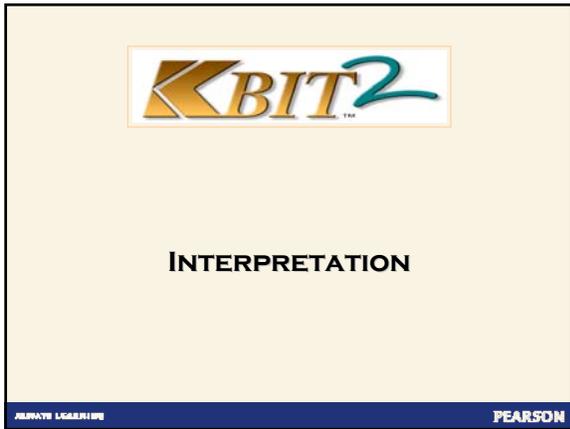
Start Point

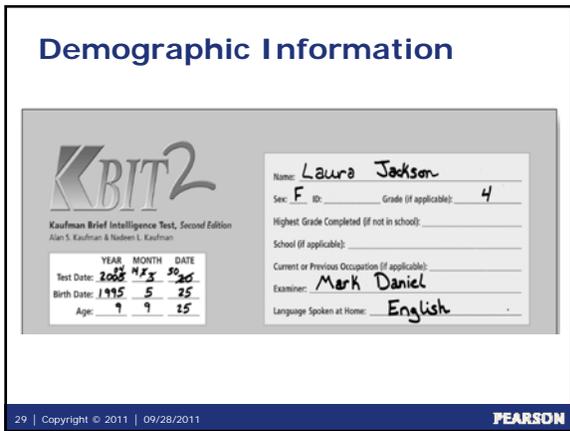
Age	Start Point
4-6	1
7-11	9
12-21	14
22-65	20
66-90	14

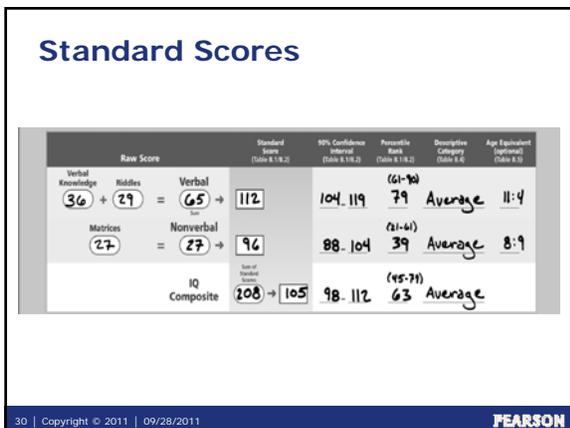
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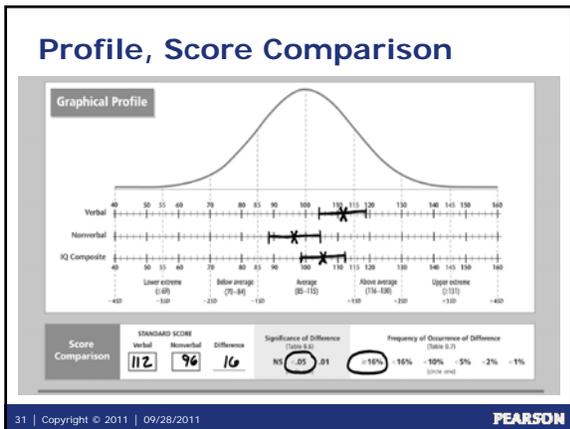






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Verbal Ability

- Both subtests that make up the Verbal score measure verbal skills by assessing a person's knowledge of word meanings.
- In addition, the Verbal tasks measure the examinee's verbal concept formation, reasoning ability, and range of general information.
- The KBIT-2 verbal score measures the Broad Ability known as *Crystallized Ability (Gc)*. *Gc* reflects the amount of specific knowledge that a person has acquired within a culture and the person's ability to apply this knowledge effectively.

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Nonverbal Ability

- The Nonverbal score measures the person's ability to solve novel problems, those that are not specifically taught or trained.
- To solve the problems presented in the Matrices subtest, the examinee needs to perceive the pictures' various attributes, generate hypotheses about how the pictures go together, and test out the hypotheses to arrive at a solution.
- *The Matrices subtest measures Fluid Reasoning (Gf) and Visual Processing (Gv).*

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TECHNICAL PROPERTIES

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Internal-Consistency Reliabilities

Age	Verbal	Nonverbal	IQ Composite
Ages 4–18 ^a	0.90	0.86	0.92
Ages 19–90 ^a	0.92	0.91	0.95
Ages 4–90 ^a	0.91	0.88	0.93

^aWeighted mean, using Fisher's z transformation

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Correlations with Other Tests

See administration manual for correlations with

- KBIT
- WASI
- WISC-III
- WISC-IV
- WAIS-III
- WRAT3
- KTEA-II Comp.

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WEBINAR-SPECIFIC QUESTIONS

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