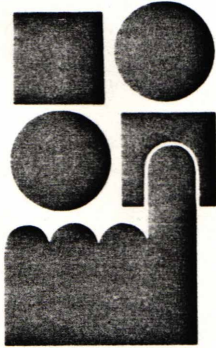


TOKEN TEST

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TOKEN

THE TOKEN TEST FOR CHILDREN



Frank DiSimoni

1978

Teaching Resources Corporation
Boston, Massachusetts

TEST ADMINISTRATION

General Guidelines

The Token Test for Children is a rapid and effective measure for assessing subtle receptive language dysfunction in children when used by a conscientious examiner. The examiner should be thoroughly familiar with the test commands, the scoring procedures and the scoring form before attempting to administer the test.

The test is divided into five parts or subtests, each part presenting progressively longer and more complex commands, for a total of sixty-one items. The subtests must be administered in consecutive order. That is, Part I should be presented first, followed by Part II, Part III, Part IV and Part V last. The examiner should present all five parts of the test, unless a child makes numerous errors on Part I. In this case, the examiner should discontinue testing. Standardization of test results is based on administering all subtests in the specified sequence; omitting subtests or changing the order of presentation invalidate the use of the norms.

Specific Instructions

Before beginning, the examiner must be certain that the child understands the meaning of the words *circle* and *square*, *large* and *small*, and the colors blue, green, yellow, white, and red.

The examiner sits to the side and slightly behind the child. The child should not be able to see the examiner's face. Placing the tokens in the child's field of vision, the examiner arranges the tokens for Part I according to the illustration provided on the scoring form.

The examiner, speaking clearly and distinctly, is then ready to present the following instructions to the child:

I'M GOING TO ASK YOU TO DO DIFFERENT THINGS WITH THESE (gesture at tokens). LISTEN VERY CAREFULLY BECAUSE I CAN SAY EACH ONE ONLY ONCE. SOME OF THEM WILL BE EASY AND SOME WILL BE HARDER TO DO. ARE YOU READY?

When the child indicates readiness, the examiner begins testing by ing Part I, Item 1. All test commands should be spoken clearly and *h no emphasis or stress on any words. Do not repeat any stimulus* n. If a child asks the examiner to repeat an item, the examiner may r, "I can only say it once. Do what you think I said." If the child still as not attempt the task say, "Let's go on to the next one." Under no cumstances should the instructions be repeated, even if a child re not "paying attention." Some children may request feedback on ir performance. The examiner is permitted to respond to this request giving a neutral answersuch as "O.K.", or "That's fine." The examiner ould not give the child any verbal or gestural indication of a failure. After a child performs each command the tokens are replaced to ir original positions.

Expanded Directions to the Child

As testing proceeds, the examiner may need to provide additional ctions. The following are examples of situations which may occur.

1. If the child begins a task before the complete command has been given say, "Wait until I've finished the whole thing before you touch them."
2. If in response to the instructions, "Touch the..." in Parts I-IV, the child keeps his or her finger on the token say, "You don't have to hold your finger on it. Just do this." (Demonstrate touching the token and immediately removing your finger.)
3. If, in Parts III and IV, the child uses one hand to simultaneously touch the two tokens (using index and middle fingers) say, "You don't have to do it that way. You can do it this way." (Demonstrate touching one token with an index finger and then touching the other token, or touching one token with the right hand and other token with the left hand.)

Scoring

Each test item is scored as correct (+) or incorrect (-). A value of point is assigned for each correct response to a test command, for aximum score of 61. In order for an item to be scored as correct (+), ust be performed accurately *in its entirety*. No partial credit scoring sed. If a child performs a task incorrectly, but spontaneously self-ects before the next item is presented, the item is scored as correct However, any variation in response from the explicit instruction scored as an error (-).

Scoring Criteria for Specific Parts

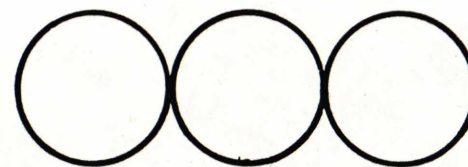
Parts I and II

Score correct only if the child touches the one specific token named.

Parts III and IV

The tasks in these parts require the child to identify two tokens for each item. The order of response is immaterial. For example, in Item 1 of Part III, the task is, "Touch the yellow circle and the red square." The response is scored as correct if the child touches the red square first and the yellow circle second.

If the child slides the tokens together, that is, considers the verb *touch* to mean "touch the tokens together," score as correct and demonstrate the task with the child's response tokens.



Touch means to touch the tokens with his or her finger. If the child slides *incorrect* tokens together, score as an error and demonstrate the task with the child's response tokens.

Part V

After each item is completed, the token is replaced to its original position.

Item 1. Put the red circle on the green square.

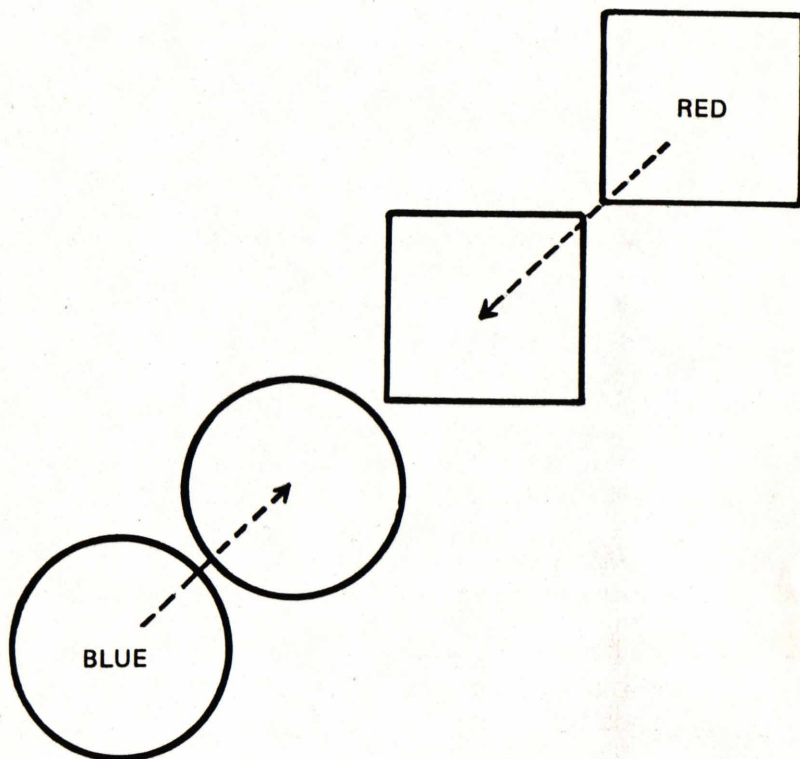
The red circle must be the active agent; placing the green square under the red circle is incorrect.

Item 2. Put the white square behind the yellow circle.

The white square must be the active agent; placing the yellow circle in front of the white square is incorrect.

Item 3. Touch the blue circle with the red square.

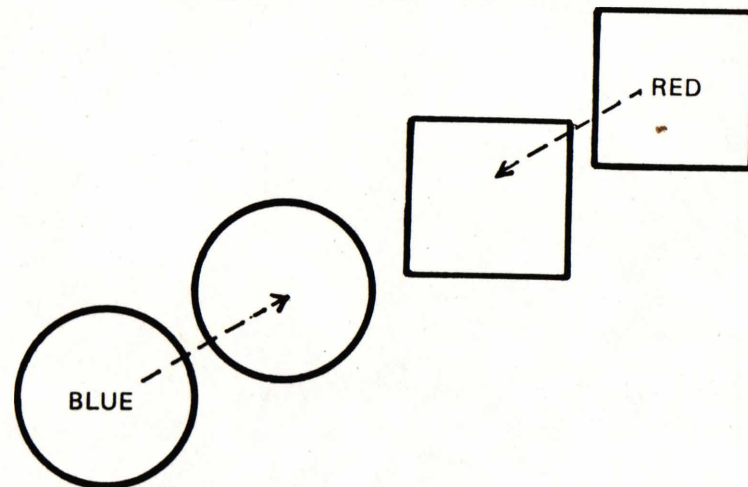
Stress the word *with*. The red square must be the active agent. Either sliding or picking up the red square is adequate so long as it is physically touching the blue square. Sliding, moving, or picking up the blue circle is automatically incorrect. In other words, any movement of the blue circle is wrong. The most common error is as follows:



The purpose of this item is to determine whether the child can shift the function of the verb *touch* from the way it was used in Parts I-IV.

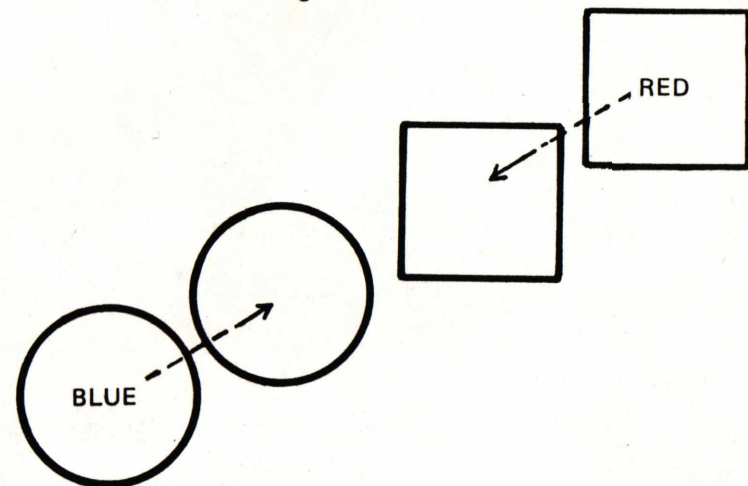
Item 4. Touch—with the blue circle—the red square.

This item is comparable to Item 3, except that now the blue circle is the active agent. An incorrect response is any sliding, moving, or picking up of the red square. Again, the following is an error:



Item 5. Touch the blue circle and the red square.

Score as in Parts III and IV. The tokens need not be touched simultaneously or in the order given. Again, the following is incorrect:



Item 6. Pick up the blue circle or the red square.

The child must physically lift one of the two tokens.

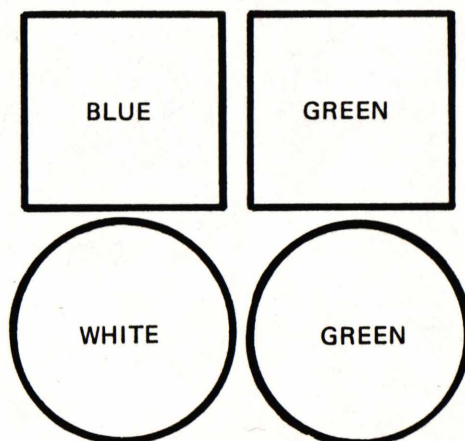
Item 7. Put the green square away from the yellow square.

The green square may be placed anywhere on the table so long as it is more distant from the yellow square than it was initially. If the green square is picked up (lifted), the child may not simply hold it, but must place it back on the table *away from the yellow square* in order for the item to be scored as correct.

Item 8. Put the white circle in front of the blue square.

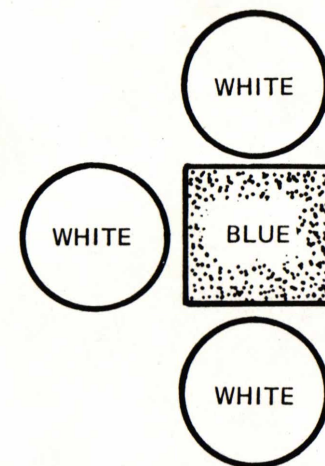
The white circle must be the active agent.

Note that in the original position, the white circle is located below the blue square:

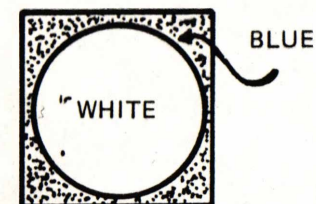


The usual confusion with this item is the interpretation of the phrase, *in front of*. The item is correct if the

white circle is placed above, below, or to the left of the blue square as in the following illustration:



Placement to the right of the blue square is an error. It is also an error if the white circle is placed on top of the blue square as in the example below.



If the child places the white circle below the blue square, make certain this is a definite movement of the white circle from its original position before giving credit.



Item 9. If there is a black circle, pick up the red square.

Wait a few seconds to be sure no response will be made. In order to receive credit, the child should not make any contact whatsoever with the tokens.

Item 10. Pick up the squares, except the yellow one.

The child must actually lift all four tokens. The tokens can be picked up all at once, or the child can pick up one token and replace it, pick up a second and replace it, etc.

Item 11. When I touch the green circle, you take the white square.

Wait **five** seconds before touching the green circle. Be sure the child takes the white square only after the green circle has been touched. The child must actually take (pick up) the white square, not simply touch it.

Item 12. Put the green square beside the red circle.

The green square must be the active agent and may be placed at any point around the red circle. The green square does not have to be touching, but it should be very close.

Item 13. Touch the squares slowly and the circles quickly.

If the subject attempts to touch the squares and circles simultaneously, score as incorrect. The item is correct regardless of order. That is, the child may touch the squares or circles first.

The verb *touch* means that the child must touch the tokens with his or her fingers. If the child slides the tokens together (quickly or slowly) so that they touch each other score the response as an error.

Item 14. Put the red circle between the yellow square and the green square.

The red circle must be the active agent. It may be placed between the other two tokens, either two or three dimensional (e.g., a "sandwich").

Item 15. Except for the green one, touch the circles.

Again, touch means to touch the tokens with a finger. The child may touch them simultaneously or one after the other. Touch does not mean to slide the tokens together so that the tokens are touching each other.

Item 16. Pick up the red circle—No!—the white square.

The manner in which this instruction is given is important. Give the first part of the command as a final, complete statement, (i.e., "Pick up the red circle.") Then pause. The phrase, "No," should not be presented until the child starts to respond to the first part of the command. In other words, as soon as the child starts to move his or her hand toward the red circle, say very quickly, "No!—the white square." Do not repeat the verb, *pick up*. The child must actually lift the white square in order for the item to be scored as correct. Very few children make an error on this item, but it is part of a sequence of items that includes Items 16, 17, and 18.

Item 17. Instead of the white square, take the yellow circle.

Do not pause at the comma. The child must actually lift the yellow circle and not simply touch it.

Item 18. Together with the yellow circle, take the blue circle.

The response must be a simultaneous action, involving both circles at the same time. The child may pick up one with the right hand and the other with the left, or may pick them both up with one hand. However, the child may not pick up one token, replace it, and then pick up the other.

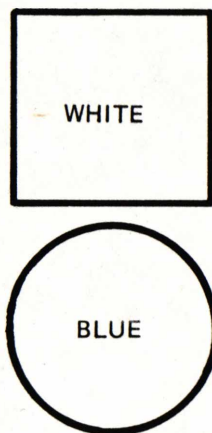
Item 19. After picking up the green square, touch the white circle.

The response must be in the order given. The child must first lift the green square and then touch the white circle with a finger (not with the other token). The child may pick up the green square, replace it, and touch the white circle, or may pick up the green square and touch the white circle while holding the green square.

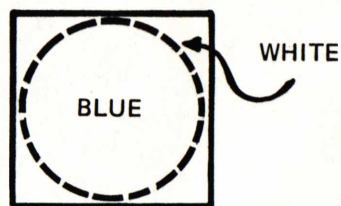
Item 20. Put the blue circle underneath the white square.

The blue circle is the active agent, and may be placed underneath the white square either two or three dimensional. The child receives credit for either A or B responses.

A.



B.



Item 21. Before touching the yellow circle, pick up the red square.

The child must first lift the red square and then touch the yellow circle with his or her finger. The child may either pick up the red square, replace it, and touch the yellow circle, or pick up the red square and hold it while touching the yellow circle.

Recording Scores

As each item is presented, the examiner records correct (+) and incorrect (-) responses by marking to the right of each item on the scoring form. When testing has been completed, the examiner tallies the number of correct responses for each Part. Each Part score is placed in the appropriate space provided on the scoring form in the Raw Score column. An overall raw score, obtained by summing the Part scores, is entered in the space provided at the bottom of the Raw Score column.

To obtain standard scores, the examiner must consult two different sets of tables; one appropriate to the child's chronological age, and the other, to grade placement. After locating the appropriate tables, the examiner converts raw scores to standard scores by the following procedure:

1. Read down the Raw Score column to the left or right of each table and locate a number corresponding to the raw score achieved by the child.
2. Read horizontally across the page to the part or subtest of interest, to find the corresponding scaled score.
3. Record scaled scores in the appropriate spaces on the scoring form.

For example, to obtain an age scaled score for a child 9 years, 3 months old, who scored 15 correct on Part V of the test, the examiner would turn to Table 2.25, which reports age scores from 9-0 to 9-5. Reading down the Raw Score column to the score 15, the examiner then reads across the row to the Part V column to locate the value 495. This value is the scaled score for that age corresponding to a raw score of 15. Presuming that the same child was in the fourth grade, the examiner locates Table 1.15, which reports the performance of fourth graders. On this table a raw score of 15 yields a scaled score of 495. The examiner then records these values for age and grade in the spaces provided on the scoring form.

Guidelines for Test Interpretation

Since the mean standard score and standard deviation selected for this test are 500 and 5 respectively, one should envision "average performance" as those raw scores in any category that are equal to standard scores in the range of 495 to 505. A rating of superior performance is assigned to scores that are 506 and higher, while inferior performance rating is given to standard scores of 494 or lower. Children obtaining standard scores of 490 to 494 are in the second negative

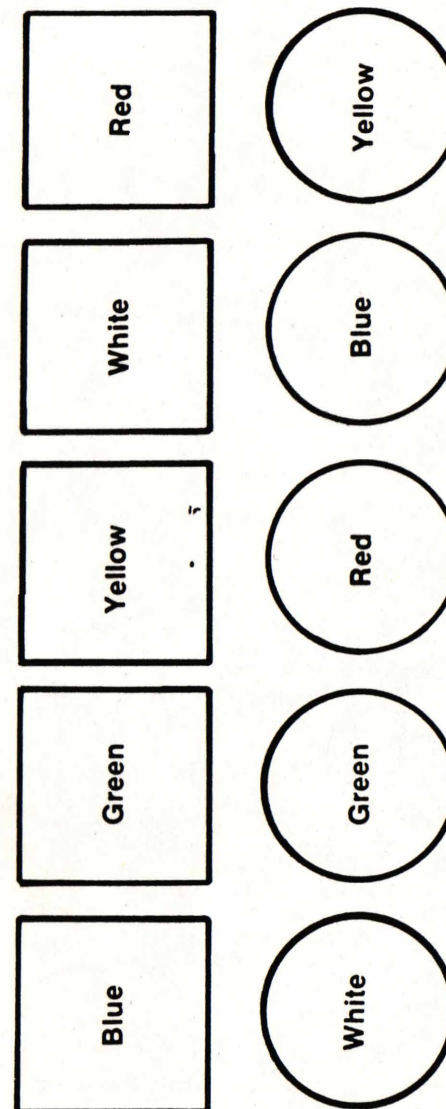
standard deviation range; those in the 485 to 489 range are in the third negative standard deviation range, and so forth. Any child scoring even at the uppermost portion of the second negative standard deviation will have scored, by the nature of the normal distribution, more poorly than approximately 84% of those in the standardizing group of children. Those scoring in the range of the third negative standard deviation will have scored more poorly than at least 97%.

In evaluation of scaled scores it is suggested that conservative interpretation be exercised. That is, there should be some leeway for interpretation. The scaled score tells the examiner how well the child performed in that instance in relation to children of similar ages or grades in functional listening ability; however, scoring one or two scaled score points below the normal cut-off does not necessarily mean that the child is grossly abnormal or deficient. Instead, the Token Test For Children should be considered a rapid screening device serving to provide a gross measurement of functional language adequacy (in the semantic sense), and as an indicator of the need for further testing of lexicon and syntax.

APPENDIX 1

Arrangement of Tokens

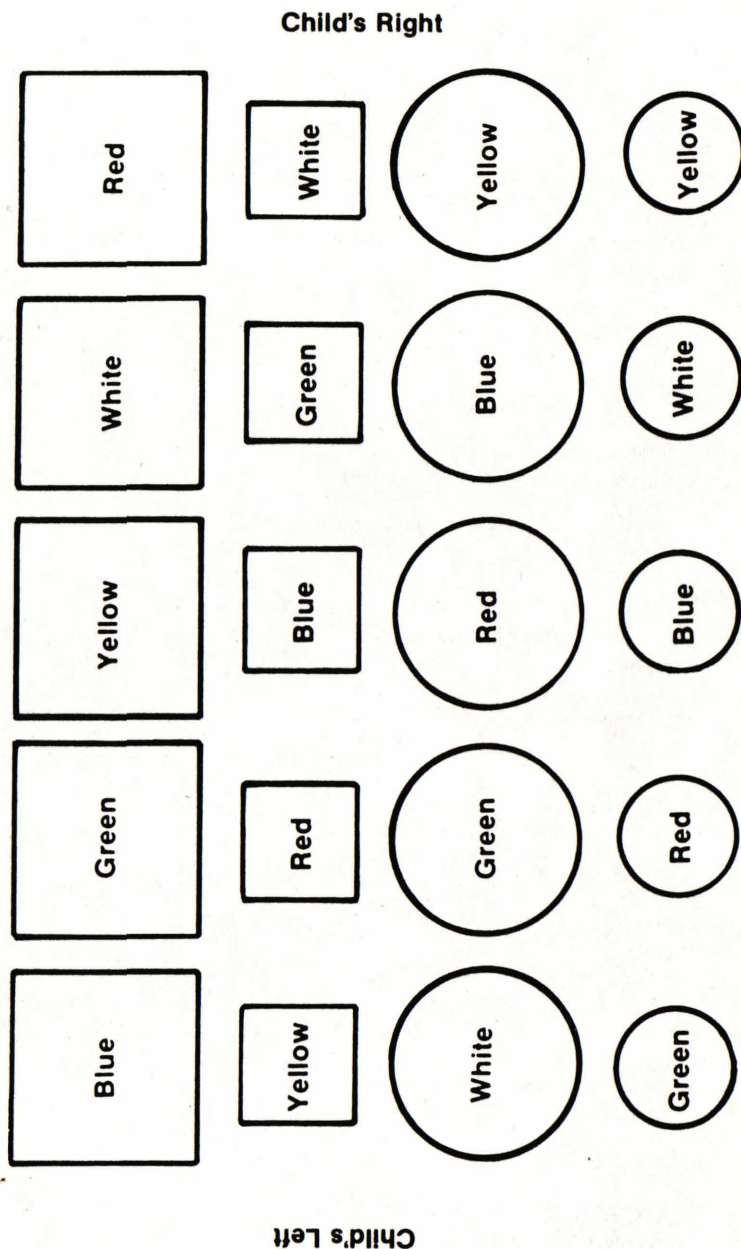
Child's Right



For administering PARTS I, III, V arrange the tokens as follows:

APPENDIX 2

Test Commands



Part I

1. Touch the red circle.
2. Touch the green square.
3. Touch the red square.
4. Touch the yellow circle.
5. Touch the blue circle.
6. Touch the green circle.
7. Touch the yellow square.
8. Touch the white circle.
9. Touch the blue square.
10. Touch the white square.

Part II

1. Touch the small yellow circle.
2. Touch the large green circle.
3. Touch the large yellow circle.
4. Touch the large blue square.
5. Touch the small green circle.
6. Touch the large red circle.
7. Touch the large white square.
8. Touch the small blue circle.
9. Touch the small green square.
10. Touch the large blue circle.

Part III

1. Touch the yellow circle and the red square.
2. Touch the green square and the blue circle.
3. Touch the blue square and the yellow square.
4. Touch the white square and the red square.
5. Touch the white circle and the blue circle.
6. Touch the blue square and the white square.
7. Touch the blue square and the white circle.
8. Touch the green square and the blue circle.
9. Touch the red circle and the yellow square.
10. Touch the red square and the white circle.

IV

Touch the small yellow circle and the large green square.
Touch the small blue square and the small green circle.
Touch the large white square and the large red circle.
Touch the large blue square and the large red square.
Touch the small blue square and the small yellow circle.
Touch the small blue circle and the small red circle.
Touch the large blue square and the large green square.
Touch the large blue circle and the large green circle.
Touch the small red square and the small yellow circle.
Touch the small white square and the large red square.

V

Put the red circle on the green square.
Put the white square behind the yellow circle.
Touch the blue circle with the red square.
Touch—with the blue circle—the red square.
Touch the blue circle and the red square.
Pick up the blue circle or the red square.
Put the green square away from the yellow square.
Put the white circle in front of the blue square.
If there is a black circle, pick up the red square.
Pick up the squares, except the yellow one.
When I touch the green circle, you take the white square.
Put the green square beside the red circle.
Touch the squares slowly and the circles quickly.
Put the red circle between the yellow square and the green square.
Except for the green one, touch the circles.
Pick up the red circle—No!—the white square.
Instead of the white square, take the yellow circle.
Together with the yellow circle, take the blue circle.
After picking up the green square, touch the white circle.
Put the blue circle underneath the white square.
Before touching the yellow circle, pick up the red square.

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TABLE 1.0
MEANS AND STANDARD DEVIATIONS FOR CHILDREN
OF VARIOUS GRADE LEVELS

Grade Level	Part I	Part II	Part III	Part IV	Part V	Overall Score
Preschool Age 3 (N=19)						
Mean	8.11	4.32	3.31	1.11	3.52	20.32
S.D.	2.73	3.23	2.86	2.15	4.50	13.13
Preschool Age 4 (N=54)						
Mean	9.68	7.35	5.78	2.98	7.76	33.37
S.D.	.82	2.27	2.17	2.25	4.75	9.61
Preschool Age 5 (N=28)						
Mean	9.42	8.25	7.39	5.00	11.71	41.07
S.D.	1.93	3.25	3.29	3.33	5.00	14.60
Kindergarten (N=183)						
Mean	9.21	9.02	8.34	5.97	13.05	46.19
S.D.	.88	1.62	1.80	2.55	4.31	8.62
Grade 1 (N=249)						
Mean	9.64	9.45	8.97	6.85	15.32	50.53
S.D.	.30	1.15	1.70	2.53	3.20	6.64
Grade 2 (N=211)						
Mean	9.98	9.59	9.33	7.66	16.65	53.12
S.D.	.37	.74	.95	2.07	2.58	5.00
Grade 3 (N=202)						
Mean	9.98	9.42	9.50	8.15	17.24	54.53
S.D.	.27	.75	1.01	1.89	2.33	4.42
Grade 4 (N=178)						
Mean	9.98	9.71	9.66	8.54	17.28	55.16
S.D.	.19	.29	.61	1.60	2.50	4.24
Grade 5 (N=105)						
Mean	9.98	9.73	9.65	8.52	17.58	55.10
S.D.	.10	.42	.71	1.50	1.98	4.08
Grade 6 (N=81)						
Mean	9.98	9.68	9.56	8.67	17.54	55.41
S.D.	.13	.70	.74	1.42	1.88	3.51

TABLE 2.0
MEANS AND STANDARD DEVIATIONS FOR CHILDREN
OF VARIOUS AGES

Age Group		Part I	Part II	Part III	Part IV	Part V	Overall Score
3.0-3.5	(N=11)						
	Mean	7.73	4.00	3.73	.72	3.36	19.55
	S.D.	3.20	3.00	2.69	1.86	3.47	11.28
3.6-3.11	(N=8)						
	Mean	8.62	4.75	2.75	1.63	3.75	21.50
	S.D.	2.00	3.69	3.20	2.56	5.90	15.43
4.0-4.5	(N=26)						
	Mean	9.46	6.88	5.92	3.07	8.07	33.77
	S.D.	1.10	2.42	2.37	2.53	5.35	11.00
4.6-4.11	(N=21)						
	Mean	9.90	7.71	5.71	3.29	8.19	34.33
	S.D.	.30	2.26	2.15	2.00	4.90	8.71
5.0-5.5	(N=55)						
	Mean	9.42	8.29	7.32	4.89	11.49	41.04
	S.D.	1.61	2.83	2.97	2.81	5.05	13.32
5.6-5.11	(N=88)						
	Mean	9.88	8.83	8.50	5.92	13.44	46.73
	S.D.	.45	1.72	1.67	2.50	4.12	8.07
6.0-6.5	(N=110)						
	Mean	9.98	9.28	8.80	6.38	14.10	48.45
	S.D.	.13	1.51	1.67	2.64	4.26	7.59
6.6-6.11	(N=122)						
	Mean	9.98	9.56	8.97	6.81	15.81	50.54
	S.D.	.49	.98	1.63	2.38	2.91	6.03
7.0-7.5	(N=91)						
	Mean	9.98	9.52	9.02	7.21	15.54	51.44
	S.D.	.32	1.00	1.31	2.51	3.44	6.52
7.6-7.11	(N=113)						
	Mean	9.96	9.57	9.02	7.21	16.33	52.24
	S.D.	.24	.81	1.48	2.07	2.95	5.33
8.0-8.5	(N=104)						
	Mean	9.98	9.68	9.43	7.92	16.84	53.80
	S.D.	.20	.63	.83	2.02	2.44	4.80
8.6-8.11	(N=84)						
	Mean	9.99	9.66	9.21	8.15	17.19	54.21
	S.D.	.11	.77	1.96	2.25	2.45	5.32
9.0-9.5	(N=93)						
	Mean	9.98	9.81	9.49	8.37	17.15	54.91
	S.D.	.10	.47	.82	1.72	2.19	3.89
9.6-9.11	(N=93)						
	Mean	9.96	9.65	9.56	8.31	17.19	54.69
	S.D.	.20	.76	.81	1.57	2.51	4.47

TABLE 2.0
MEANS AND STANDARD DEVIATIONS FOR CHILDREN
OF VARIOUS AGES

	Part I	Part II	Part III	Part IV	Part V	Overall Score
(N=88)	9.99 .11	9.66 .91	9.71 .64	8.42 1.81	17.38 2.45	55.15 4.40
(N=77)	9.95 .28	9.66 .74	9.56 .68	8.49 1.67	17.30 2.35	54.77 4.42
(N=60)	9.93 .41	9.63 .74	9.62 .72	8.82 1.14	17.96 1.88	55.81 3.83
(N=41)	9.95 .22	9.78 .47	9.61 .70	8.62 1.54	16.46 4.39	54.73 4.73
(N=19)	10.00 ¹ 0.00 ¹	9.79 .71	9.89 .32	8.47 2.14	17.57 2.21	55.74 4.33

ed to standard score.

TABLE 2.1
STANDARD SCORES FOR SUBTESTS
AGE 3.0 - 3.5 (N=11)

STANDARD SCORES						
Raw Score	Part I	Part II	Part III	Part IV	Part V	Raw Score
1	489.	495.	495.	501.	497.	1
2	491.	497.	497.	503.	498.	2
3	493.	498.	499.	506.	499.	3
4	494.	500.	501.	509.	501.	4
5	496.	502.	502.	512.	502.	5
6	497.	503.	504.	514.	504.	6
7	499.	505.	506.	517.	505.	7
8	500.	507.	508.	520.	507.	8
9	502.	508.	510.	522.	508.	9
10	504.	510.	512.	525.	510.	10
11					511.	11
12					512.	12
13					514.	13
14					515.	14
15					517.	15
16					518.	16
17					520.	17
18					521.	18
19					523.	19
20					524.	20
21					525.	21

TABLE 2.2
STANDARD SCORES FOR OVERALL PERFORMANCE
AGE 3.0 - 3.5 (N=11)

Overall Raw Score	Standard Score	Overall Raw Score	Standard Score
1	492.	32	506.
2	492.	33	506.
3	493.	34	506.
4	493.	35	507.
5	494.	36	507.
6	494.	37	508.
7	494.	38	508.
8	495.	39	509.
9	495.	40	509.
10	496.	41	510.
11	496.	42	510.
12	497.	43	510.
13	497.	44	511.
14	498.	45	511.
15	498.	46	512.
16	498.	47	512.
17	499.	48	513.
18	499.	49	513.
19	500.	50	513.
20	500.	51	514.
21	501.	52	514.
22	501.	53	515.
23	502.	54	515.
24	502.	55	516.
25	502.	56	516.
26	503.	57	517.
27	503.	58	517.
28	504.	59	517.
29	504.	60	518.
30	505.	61	518.
31	505.		

TABLE 2.3
STANDARD SCORES FOR SUBTESTS
AGE 3.6 - 3.11 (N=8)

STANDARD SCORES						
e	Part I	Part II	Part III	Part IV	Part V	Raw Score
	481.	495.	497.	499.	498.	1
	483.	496.	499.	501.	499.	2
	486.	498.	500.	503.	499.	3
	488.	499.	502.	505.	500.	4
	491.	500.	504.	507.	501.	5
	493.	502.	505.	509.	502.	6
	496.	503.	507.	510.	503.	7
	498.	504.	508.	512.	504.	8
	501.	506.	510.	514.	504.	9
	503.	507.	511.	516.	505.	10
					506.	11
					507.	12
					508.	13
					509.	14
					510.	15
					510.	16
					511.	17
					512.	18
					513.	19
					514.	20
					515.	21

TABLE 2.4
STANDARD SCORES FOR OVERALL PERFORMANCE
AGE 3.6 - 3.11 (N=8)

v Score	Standard Score	Overall Raw Score	Standard Score
	493.	32	503.
	494.	33	504.
	494.	34	504.
	494.	35	504.
	495.	36	505.
	495.	37	505.
	495.	38	505.
	496.	39	506.
	496.	40	506.
	496.	41	506.
	497.	42	507.
	497.	43	507.
	497.	44	507.
	498.	45	508.
	498.	46	508.
	498.	47	508.
	499.	48	509.
	499.	49	509.
	499.	50	509.
	500.	51	510.
	500.	52	510.
	500.	53	510.
	500.	54	511.
	501.	55	511.
	501.	56	511.
	501.	57	512.
	502.	58	512.
	502.	59	512.
	502.	60	512.
	503.	61	513.
	503.		

TABLE 2.5
STANDARD SCORES FOR SUBTESTS
AGE 4.0 - 4.5 (N=26)

STANDARD SCORES						
Raw Score	Part I	Part II	Part III	Part IV	Part V	Raw Score
1	462.	488.	490.	496.	493.	1
2	466.	490.	492.	498.	494.	2
3	471.	492.	494.	500.	495.	3
4	475.	494.	496.	502.	496.	4
5	480.	496.	498.	504.	497.	5
6	484.	498.	500.	506.	498.	6
7	489.	500.	502.	508.	499.	7
8	493.	502.	504.	510.	500.	8
9	498.	504.	506.	512.	501.	9
10	502.	506.	509.	514.	502.	10
11					503.	11
12					504.	12
13					505.	13
14					506.	14
15					506.	15
16					507.	16
17					508.	17
18					509.	18
19					510.	19
20					511.	20
21					512.	21

TABLE 2.6
STANDARD SCORES FOR OVERALL PERFORMANCE
AGE 4.0 - 4.5 (N=26)

Overall Raw Score	Standard Score	Overall Raw Score	Standard Score
1	485.	32	499.
2	486.	33	500.
3	486.	34	500.
4	486.	35	501.
5	487.	36	501.
6	487.	37	501.
7	488.	38	502.
8	488.	39	502.
9	489.	40	503.
10	489.	41	503.
11	490.	42	504.
12	490.	43	504.
13	491.	44	505.
14	491.	45	505.
15	491.	46	506.
16	492.	47	506.
17	492.	48	506.
18	493.	49	507.
19	493.	50	507.
20	494.	51	508.
21	494.	52	508.
22	495.	53	509.
23	495.	54	509.
24	496.	55	510.
25	496.	56	510.
26	496.	57	511.
27	497.	58	511.
28	497.	59	511.
29	498.	60	512.
30	498.	61	512.

TABLE 2.7
STANDARD SCORES FOR SUBTESTS
AGE 4.6 - 4.11 (N=21)

STANDARD SCORES						
ore	Part I	Part II	Part III	Part IV	Part V	Raw Score
	352.	485.	489.	494.	493.	1
	368.	487.	491.	497.	494.	2
	385.	490.	494.	499.	495.	3
	402.	492.	496.	502.	496.	4
	418.	494.	498.	504.	497.	5
	435.	496.	501.	507.	498.	6
	452.	498.	503.	509.	499.	7
	468.	501.	505.	512.	500.	8
	485.	503.	508.	512.	501.	9
	502.	505.	510.	517.	502.	10
					503.	11
					504.	12
					505.	13
					506.	14
					507.	15
					508.	16
					509.	17
					510.	18
					511.	19
					512.	20
					513.	21

TABLE 2.8
STANDARD SCORES FOR OVERALL PERFORMANCE
AGE 4.6 - 4.11 (N=21)

Raw Score	Standard Score	Overall Raw Score	Standard Score
1	481.	32	499.
2	481.	33	499.
3	482.	34	500.
4	483.	35	500.
5	483.	36	501.
6	484.	37	502.
7	484.	38	502.
8	485.	39	503.
9	485.	40	503.
10	486.	41	504.
11	487.	42	504.
12	487.	43	505.
13	488.	44	506.
14	488.	45	506.
15	489.	46	507.
16	489.	47	507.
17	490.	48	508.
18	491.	49	508.
19	491.	50	509.
20	492.	51	510.
21	492.	52	510.
22	493.	53	511.
23	493.	54	511.
24	494.	55	512.
25	495.	56	512.
26	495.	57	513.
27	496.	58	514.
28	496.	59	514.
29	497.	60	515.
30	498.	61	515.

TABLE 2.9
STANDARD SCORES FOR SUBTESTS
AGE 5.0 - 5.5 (N=55)

STANDARD SCORES						
Raw Score	Part I	Part II	Part III	Part IV	Part V	Raw Score
1	474.	487.	489.	493.	490.	1
2	477.	489.	491.	495.	491.	2
3	480.	491.	493.	497.	492.	3
4	483.	492.	494.	498.	493.	4
5	486.	494.	496.	500.	494.	5
6	489.	496.	498.	502.	495.	6
7	492.	498.	499.	504.	496.	7
8	496.	499.	501.	506.	497.	8
9	499.	501.	503.	507.	498.	9
10	502.	503.	505.	509.	499.	10
11					500.	11
12					501.	12
13					501.	13
14					502.	14
15					503.	15
16					504.	16
17					505.	17
18					506.	18
19					507.	19
20					508.	20
21					509.	21

TABLE 2.10
STANDARD SCORES FOR OVERALL PERFORMANCE
AGE 5.0 - 5.5 (N=55)

Overall Raw Score	Standard Score	Overall Raw Score	Standard Score
1	485.	32	497.
2	485.	33	497.
3	486.	34	497.
4	486.	35	498.
5	486.	36	498.
6	487.	37	498.
7	487.	38	499.
8	488.	39	499.
9	488.	40	500.
10	488.	41	500.
11	489.	42	500.
12	489.	43	501.
13	489.	44	501.
14	490.	45	501.
15	490.	46	502.
16	491.	47	502.
17	491.	48	503.
18	491.	49	503.
19	492.	50	503.
20	492.	51	504.
21	492.	52	504.
22	493.	53	504.
23	493.	54	505.
24	494.	55	505.
25	494.	56	506.
26	494.	57	506.
27	495.	58	506.
28	495.	59	507.
29	495.	60	507.
30	496.	61	507.

TABLE 2.11
STANDARD SCORES FOR SUBTESTS
AGE 5.6 - 5.11 (N=88)

STANDARD SCORES						
e	Part I	Part II	Part III	Part IV	Part V	Raw Score
	401.	477.	478.	490.	485.	1
	412.	480.	481.	492.	486.	2
	424.	483.	484.	494.	487.	3
	435.	486.	487.	496.	489.	4
	446.	489.	490.	498.	490.	5
	457.	492.	493.	500.	491.	6
	468.	495.	496.	502.	492.	7
	479.	498.	499.	504.	493.	8
	490.	500.	501.	506.	495.	9
	501.	503.	504.	508.	496.	10
					497.	11
					498.	12
					499.	13
					501.	14
					502.	15
					503.	16
					504.	17
					506.	18
					507.	19
					508.	20
					509.	21

TABLE 2.12
STANDARD SCORES FOR OVERALL PERFORMANCE
AGE 5.6 - 5.11 (N=88)

w Score	Standard Score	Overall Raw Score	Standard Score
1	472.	32	491.
2	472.	33	491.
3	473.	34	492.
4	474.	35	493.
5	474.	36	493.
6	475.	37	494.
7	475.	38	495.
8	476.	39	495.
9	477.	40	496.
10	477.	41	496.
11	478.	42	497.
12	478.	43	498.
13	479.	44	498.
14	480.	45	499.
15	480.	46	500.
16	481.	47	500.
17	482.	48	501.
18	482.	49	501.
19	483.	50	502.
20	483.	51	503.
21	484.	52	503.
22	485.	53	504.
23	485.	54	505.
24	486.	55	505.
25	487.	56	506.
26	487.	57	506.
27	488.	58	507.
28	488.	59	508.
29	489.	60	508.
30	490.	61	509.
31	490.		

TABLE 2.13
STANDARD SCORES FOR SUBTESTS
AGE 6.0 - 6.5 (N=122)

STANDARD SCORES						
Raw Score	Part I	Part II	Part III	Part IV	Part V	Raw Score
1	155.	473.	477.	490.	485.	1
2	193.	476.	480.	492.	486.	2
3	232.	479.	483.	494.	487.	3
4	270.	483.	486.	495.	488.	4
5	308.	486.	489.	497.	489.	5
6	347.	489.	492.	499.	490.	6
7	385.	492.	495.	501.	492.	7
8	424.	496.	498.	503.	483.	8
9	462.	499.	501.	505.	494.	9
10	501.	502.	504.	507.	495.	10
11					496.	11
12					498.	12
13					499.	13
14					500.	14
15					501.	15
16					502.	16
17					503.	17
18					505.	18
19					506.	19
20					507.	20
21					508.	21

TABLE 2.14
STANDARD SCORES OVERALL PERFORMANCE
AGE 6.0 - 6.5 (N=122)

Overall Raw Score	Standard Score	Overall Raw Score	Standard Score
1	469.	32	489.
2	469.	33	490.
3	470.	34	490.
4	471.	35	491.
5	471.	36	492.
6	472.	37	492.
7	473.	38	493.
8	473.	39	494.
9	474.	40	494.
10	475.	41	495.
11	475.	42	496.
12	476.	43	496.
13	477.	44	497.
14	477.	45	498.
15	478.	46	498.
16	479.	47	499.
17	479.	48	500.
18	480.	49	500.
19	481.	50	501.
20	481.	51	502.
21	482.	52	502.
22	483.	53	503.
23	483.	54	504.
24	484.	55	504.
25	485.	56	505.
26	485.	57	506.
27	486.	58	506.
28	487.	59	507.
29	487.	60	508.
30	488.	61	508.
31	489.		

TABLE 2.15
STANDARD SCORES FOR SUBTESTS
AGE 6.6 - 6.11 (N=91)

STANDARD SCORES						
Score	Part I	Part II	Part III	Part IV	Part V	Raw Score
	360.	457.	469.	488.	479.	1
	375.	462.	473.	490.	480.	2
	391.	467.	477.	492.	482.	3
	407.	472.	481.	494.	483.	4
	422.	477.	485.	496.	485.	5
	438.	482.	488.	498.	486.	6
	453.	487.	492.	500.	488.	7
	469.	492.	496.	502.	489.	8
	485.	497.	500.	504.	490.	9
	500.	502.	504.	506.	492.	10
				493.		11
				495.		12
				496.		13
				498.		14
				499.		15
				501.		16
				502.		17
				504.		18
				505.		19
				506.		20
				508.		21

TABLE 2.16
STANDARD SCORES OVERALL PERFORMANCE
AGE 6.6 - 6.11 (N=91)

Raw Score	Standard Score	Overall Raw Score	Standard Score
1	459.	32	485.
2	460.	33	485.
3	461.	34	486.
4	461.	35	487.
5	462.	36	488.
6	463.	37	489.
7	464.	38	490.
8	465.	39	490.
9	466.	40	491.
10	466.	41	492.
11	467.	42	493.
12	468.	43	494.
13	469.	44	495.
14	470.	45	495.
15	471.	46	496.
16	471.	47	497.
17	472.	48	498.
18	473.	49	499.
19	474.	50	500.
20	475.	51	500.
21	476.	52	501.
22	476.	53	502.
23	477.	54	503.
24	478.	55	504.
25	479.	56	505.
26	480.	57	505.
27	480.	58	506.
28	481.	59	507.
29	482.	60	508.
30	483.	61	509.
31	484.		

TABLE 2.17
STANDARD SCORES FOR SUBTESTS
AGE 7.0 - 7.5 (N=91)

STANDARD SCORES						
Raw Score	Part I	Part II	Part III	Part IV	Part V	Raw Score
1	360.	457.	469.	488.	479.	1
2	375.	462.	473.	490.	480.	2
3	391.	467.	477.	492.	482.	3
4	407.	472.	481.	494.	483.	4
5	422.	477.	485.	496.	485.	5
6	438.	482.	488.	498.	486.	6
7	453.	487.	492.	500.	488.	7
8	469.	492.	496.	502.	489.	8
9	485.	497.	500.	504.	490.	9
10	500.	502.	504.	506.	492.	10
11				493.		11
12				495.		12
13				496.		13
14				498.		14
15				499.		15
16				501.		16
17				502.		17
18				504.		18
19				505.		19
20				506.		20
21				508.		21

TABLE 2.18
STANDARD SCORES OVERALL PERFORMANCE
AGE 7.0 - 7.5 (N=91)

Overall Raw Score	Standard Score	Overall Raw Score	Standard Score
1	461.	32	485.
2	462.	33	486.
3	463.	34	487.
4	464.	35	487.
5	464.	36	488.
6	465.	37	489.
7	466.	38	490.
8	467.	39	490.
9	467.	40	491.
10	468.	41	492.
11	469.	42	493.
12	470.	43	494.
13	471.	44	494.
14	471.	45	495.
15	472.	46	496.
16	473.	47	497.
17	474.	48	497.
18	474.	49	498.
19	475.	50	499.
20	476.	51	500.
21	477.	52	500.
22	477.	53	501.
23	478.	54	502.
24	479.	55	503.
25	480.	56	503.
26	480.	57	504.
27	481.	58	505.
28	482.	59	506.
29	483.	60	507.
30	484.	61	507.
31	484.		

TABLE 2.19
STANDARD SCORES FOR SUBTESTS
AGE 7.6 - 7.11 (N=113)

STANDARD SCORES

Part I	Part II	Part III	Part IV	Part V	Raw Score
313.	447.	473.	485.	474.	1
334.	453.	476.	487.	476.	2
355.	459.	480.	490.	477.	3
376.	466.	483.	492.	479.	4
397.	472.	486.	495.	481.	5
418.	478.	490.	497.	482.	6
438.	484.	493.	499.	484.	7
459.	490.	497.	502.	486.	8
480.	496.	500.	504.	488.	9
501.	503.	503.	507.	489.	10
				491.	11
				493.	12
				494.	13
				496.	14
				498.	15
				499.	16
				501.	17
				503.	18
				505.	19
				506.	20
				508.	21

TABLE 2.20
STANDARD SCORES OVERALL PERFORMANCE
AGE 7.6 - 7.11 (N=113)

Score	Standard Score	Overall Raw Score	Standard Score
	452.	32	481.
	453.	33	482.
	454.	34	483.
	455.	35	484.
	456.	36	485.
	457.	37	486.
	458.	38	487.
	458.	39	488.
	459.	40	489.
	460.	41	489.
	461.	42	490.
	462.	43	491.
	463.	44	492.
	464.	45	493.
	465.	46	494.
	466.	47	495.
	467.	48	496.
	468.	49	497.
	469.	50	498.
	470.	51	499.
	471.	52	500.
	472.	53	501.
	473.	54	502.
	474.	55	503.
	474.	56	504.
	475.	57	504.
	476.	58	505.
	477.	59	506.
	478.	60	507.
	479.	61	508.
	480.		

TABLE 2.21
STANDARD SCORES FOR SUBTESTS
AGE 8.0 - 8.5 (N=104)

STANDARD SCORES

Raw Score	Part I	Part II	Part III	Part IV	Part V	Raw Score
1	276.	431.	449.	483.	468.	1
2	301.	439.	455.	485.	470.	2
3	326.	447.	461.	488.	472.	3
4	351.	455.	467.	490.	474.	4
5	376.	463.	473.	493.	476.	5
6	401.	471.	479.	495.	478.	6
7	426.	479.	485.	498.	480.	7
8	451.	487.	491.	500.	482.	8
9	476.	495.	497.	503.	484.	9
10	501.	503.	503.	505.	486.	10
11					488.	11
12					490.	12
13					492.	13
14					494.	14
15					496.	15
16					498.	16
17					500.	17
18					502.	18
19					504.	19
20					506.	20
21					509.	21

TABLE 2.22
STANDARD SCORES OVERALL PERFORMANCE
AGE 8.0 - 8.5 (N=104)

Overall Raw Score	Standard Score	Overall Raw Score	Standard Score
1	445.	32	477.
2	446.	33	478.
3	447.	34	479.
4	448.	35	480.
5	449.	36	481.
6	450.	37	483.
7	451.	38	484.
8	452.	39	485.
9	453.	40	486.
10	454.	41	487.
11	455.	42	488.
12	456.	43	489.
13	458.	44	490.
14	459.	45	491.
15	460.	46	492.
16	461.	47	493.
17	462.	48	494.
18	463.	49	495.
19	464.	50	496.
20	465.	51	497.
21	466.	52	498.
22	467.	53	499.
23	468.	54	500.
24	469.	55	501.
25	470.	56	502.
26	471.	57	503.
27	472.	58	504.
28	473.	59	505.
29	474.	60	506.
30	475.	61	507.
31	476.		

TABLE 2.23
STANDARD SCORES FOR SUBTESTS
AGE 8.6 - 8.11 (N=84)

STANDARD SCORES					
Part I	Part II	Part III	Part IV	Part V	Raw Score
91.	444.	479.	484.	467.	1
137.	450.	482.	486.	469.	2
182.	457.	484.	489.	471.	3
228.	463.	487.	491.	473.	4
273.	470.	489.	493.	475.	5
319.	476.	492.	495.	477.	6
364.	483.	494.	497.	479.	7
410.	489.	497.	500.	481.	8
455.	496.	499.	502.	483.	9
500.	502.	502.	504.	485.	10
				487.	11
				489.	12
				491.	13
				493.	14
				496.	15
				498.	16
				500.	17
				502.	18
				504.	19
				506.	20
				508.	21

TABLE 2.24
STANDARD SCORES OVERALL PERFORMANCE
AGE 8.6 - 8.11 (N=84)

Raw Score	Standard Score	Overall Raw Score	Standard Score
1	450.	32	479.
2	451.	33	480.
3	452.	34	481.
4	453.	35	482.
5	454.	36	483.
6	455.	37	484.
7	456.	38	485.
8	457.	39	486.
9	458.	40	487.
0	458.	41	488.
1	459.	42	489.
2	460.	43	489.
3	461.	44	490.
4	462.	45	491.
5	463.	46	492.
6	464.	47	493.
7	465.	48	494.
8	466.	49	495.
9	467.	50	496.
0	468.	51	497.
1	469.	52	498.
2	470.	53	499.
3	471.	54	500.
4	472.	55	501.
5	473.	56	502.
6	473.	57	503.
7	474.	58	504.
8	475.	59	505.
9	476.	60	505.
0	477.	61	506.
1	478.		

TABLE 2.25
STANDARD SCORES FOR SUBTESTS
AGE 9.0 - 9.5 (N=93)

STANDARD SCORES						
Raw Score	Part I	Part II	Part III	Part IV	Part V	Raw Score
1	51.	406.	448.	479.	463.	1
2	101.	417.	454.	481.	465.	2
3	151.	428.	460.	484.	468.	3
4	201.	438.	467.	487.	470.	4
5	251.	449.	473.	490.	472.	5
6	301.	459.	479.	493.	475.	6
7	351.	470.	485.	496.	477.	7
8	401.	481.	491.	499.	479.	8
9	451.	491.	497.	502.	481.	9
10	501.	502.	503.	505.	484.	10
11					486.	11
12					488.	12
13					491.	13
14					493.	14
15					495.	15
16					497.	16
17					500.	17
18					502.	18
19					504.	19
20					507.	20
21					509.	21

TABLE 2.26
STANDARD SCORES OVERALL PERFORMANCE
AGE 9.0 - 9.5 (N=93)

Overall Raw Score	Standard Score	Overall Raw Score	Standard Score
1	431.	32	471.
2	432.	33	472.
3	433.	34	473.
4	435.	35	474.
5	436.	36	476.
6	437.	37	477.
7	438.	38	478.
8	440.	39	480.
9	441.	40	481.
10	442.	41	482.
11	444.	42	483.
12	445.	43	485.
13	446.	44	486.
14	447.	45	487.
15	449.	46	489.
16	450.	47	490.
17	451.	48	491.
18	453.	49	492.
19	454.	50	494.
20	455.	51	495.
21	456.	52	496.
22	458.	53	498.
23	459.	54	499.
24	460.	55	500.
25	462.	56	501.
26	463.	57	503.
27	464.	58	504.
28	465.	59	505.
29	467.	60	507.
30	468.	61	508.
31	469.		

TABLE 2.27
STANDARD SCORES FOR SUBTESTS
AGE 9.6 - 9.11 (N=93)

STANDARD SCORES						
ore	Part I	Part II	Part III	Part IV	Part V	Raw Score
	276.	443.	447.	477.	468.	1
	301.	450.	453.	480.	470.	2
	326.	456.	460.	483.	472.	3
	351.	463.	466.	486.	474.	4
	376.	469.	472.	489.	476.	5
	401.	476.	478.	493.	478.	6
	426.	483.	484.	496.	480.	7
	451.	489.	490.	499.	482.	8
	476.	496.	497.	502.	484.	9
	501.	502.	503.	505.	486.	10
					488.	11
					490.	12
					492.	13
					494.	14
					496.	15
					498.	16
					500.	17
					502.	18
					504.	19
					506.	20
					508.	21

TABLE 2.29
STANDARD SCORES FOR SUBTESTS
AGE 10.0 - 10.5 (N=88)

STANDARD SCORES						
Raw Score	Part I	Part I	Part III	Part IV	Part V	Raw Score
1	91.	452.	432.	480.	467.	1
2	137.	458.	440.	482.	469.	2
3	182.	463.	448.	485.	471.	3
4	228.	469.	455.	488.	473.	4
5	273.	474.	463.	491.	475.	5
6	319.	480.	471.	493.	477.	6
7	364.	485.	479.	496.	479.	7
8	410.	491.	487.	499.	481.	8
9	455.	496.	494.	502.	483.	9
10	500.	502.	502.	504.	485.	10
11					487.	11
12					489.	12
13					491.	13
14					493.	14
15					495.	15
16					497.	16
17					499.	17
18					501.	18
19					503.	19
20					505.	20
21					507.	21

TABLE 2.28
STANDARD SCORES OVERALL PERFORMANCE
AGE 9.6 - 9.11 (N=93)

Raw Score	Standard Score	Overall Raw Score	Standard Score
1	440.	32	475.
2	441.	33	476.
3	442.	34	477.
4	443.	35	478.
5	444.	36	479.
6	446.	37	480.
7	447.	38	481.
8	448.	39	482.
9	449.	40	484.
10	450.	41	485.
11	451.	42	486.
12	452.	43	487.
13	453.	44	488.
14	454.	45	489.
15	456.	46	490.
16	457.	47	491.
17	458.	48	493.
18	459.	49	494.
19	460.	50	495.
20	461.	51	496.
21	462.	52	497.
22	463.	53	498.
23	465.	54	499.
24	466.	55	500.
25	467.	56	501.
26	468.	57	503.
27	469.	58	504.
28	470.	59	505.
29	471.	60	506.
30	472.	61	507.
31	474.		

TABLE 2.30
STANDARD SCORES OVERALL PERFORMANCE
AGE 10.0 - 10.5 (N=88)

Overall Raw Score	Standard Score	Overall Raw Score	Standard Score
1	438.	32	474.
2	440.	33	475.
3	441.	34	476.
4	442.	35	477.
5	443.	36	478.
6	444.	37	479.
7	445.	38	481.
8	446.	39	482.
9	448.	40	483.
10	449.	41	484.
11	450.	42	485.
12	451.	43	486.
13	452.	44	487.
14	453.	45	488.
15	454.	46	490.
16	456.	47	491.
17	457.	48	492.
18	458.	49	493.
19	459.	50	494.
20	460.	51	495.
21	461.	52	496.
22	462.	53	498.
23	463.	54	499.
24	465.	55	500.
25	466.	56	501.
26	467.	57	502.
27	468.	58	503.
28	469.	59	504.
29	470.	60	506.
30	471.	61	507.
31	473.		

TABLE 2.31
STANDARD SCORES FOR SUBTESTS
AGE 10.6 - 10.11 (N=88)

STANDARD SCORES						
ore	Part I	Part II	Part III	Part IV	Part V	Raw Score
	340.	441.	437.	478.	465.	1
	358.	448.	444.	481.	467.	2
	376.	455.	452.	484.	470.	3
	394.	462.	459.	487.	472.	4
	412.	469.	466.	490.	474.	5
	429.	475.	474.	493.	476.	6
	447.	482.	481.	496.	478.	7
	465.	489.	489.	499.	480.	8
	483.	496.	496.	502.	482.	9
	501.	502.	503.	505.	484.	10
					487.	11
					489.	12
					491.	13
					493.	14
					495.	15
					497.	16
					499.	17
					501.	18
					504.	19
					506.	20
					508.	21

TABLE 2.33
STANDARD SCORES FOR SUBTESTS
AGE 11.0 - 11.5 (N=60)

STANDARD SCORES						
Raw Score	Part I	Part II	Part III	Part IV	Part V	Raw Score
1	391.	442.	440.	466.	455.	1
2	403.	448.	447.	470.	458.	2
3	415.	455.	454.	474.	460.	3
4	428.	462.	461.	479.	463.	4
5	440.	469.	468.	483.	466.	5
6	452.	475.	475.	488.	468.	6
7	464.	482.	482.	492.	471.	7
8	476.	489.	489.	496.	474.	8
9	489.	496.	496.	501.	476.	9
10	501.	502.	503.	505.	479.	10
11					481.	11
12					484.	12
13					487.	13
14					489.	14
15					492.	15
16					495.	16
17					497.	17
18					500.	18
19					503.	19
20					505.	20
21					508.	21

TABLE 2.32
STANDARD SCORES OVERALL PERFORMANCE
AGE 10.6 - 10.11 (N=77)

Raw Score	Standard Score	Overall Raw Score	Standard Score
1	439.	32	474.
2	440.	33	475.
3	441.	34	477.
4	443.	35	478.
5	444.	36	479.
6	445.	37	480.
7	446.	38	481.
8	447.	39	482.
9	448.	40	483.
10	449.	41	484.
11	450.	42	486.
12	452.	43	487.
13	453.	44	488.
14	454.	45	489.
15	455.	46	490.
16	456.	47	491.
17	457.	48	492.
18	458.	49	493.
19	460.	50	495.
20	461.	51	496.
21	462.	52	497.
22	463.	53	498.
23	464.	54	499.
24	465.	55	500.
25	466.	56	501.
26	467.	57	503.
27	469.	58	504.
28	470.	59	505.
29	471.	60	506.
30	472.	61	507.
31	473.		

TABLE 2.34
STANDARD SCORES OVERALL PERFORMANCE
AGE 11.0 - 11.5 (N=60)

Overall Raw Score	Standard Score	Overall Raw Score	Standard Score
1	428.	32	469.
2	430.	33	470.
3	431.	34	472.
4	432.	35	473.
5	434.	36	474.
6	435.	37	475.
7	436.	38	477.
8	438.	39	478.
9	439.	40	479.
10	440.	41	481.
11	442.	42	482.
12	443.	43	483.
13	444.	44	485.
14	445.	45	486.
15	447.	46	487.
16	448.	47	488.
17	449.	48	490.
18	451.	49	491.
19	452.	50	492.
20	453.	51	494.
21	455.	52	495.
22	456.	53	496.
23	457.	54	498.
24	458.	55	499.
25	460.	56	500.
26	461.	57	502.
27	462.	58	503.
28	464.	59	504.
29	465.	60	505.
30	466.	61	507.
31	468.		

TABLE 2.35
STANDARD SCORES FOR SUBTESTS
AGE 11.6 - 11.11 (N=41)

STANDARD SCORES						
Score	Part I	Part II	Part III	Part IV	Part V	Raw Score
297.	407.	439.	475.	482.		1
319.	417.	446.	479.	484.		2
342.	428.	453.	482.	485.		3
365.	439.	460.	485.	486.		4
388.	449.	467.	488.	487.		5
410.	460.	474.	491.	488.		6
433.	470.	481.	495.	489.		7
456.	481.	489.	498.	490.		8
478.	492.	496.	501.	492.		9
501.	502.	503.	504.	493.		10
				494.		11
				495.		12
				496.		13
				497.		14
				498.		15
				499.		16
				501.		17
				502.		18
				503.		19
				504.		20
				505.		21

TABLE 2.36
STANDARD SCORES OVERALL PERFORMANCE
AGE 11.6 - 11.11 (N=41)

Raw Score	Standard Score	Overall Raw Score	Standard Score
1	443.	32	476.
2	444.	33	477.
3	445.	34	478.
4	446.	35	479.
5	447.	36	480.
6	448.	37	481.
7	450.	38	482.
8	451.	39	483.
9	452.	40	484.
10	453.	41	485.
11	454.	42	487.
12	455.	43	488.
13	456.	44	489.
14	457.	45	490.
15	458.	46	491.
16	459.	47	492.
17	460.	48	493.
18	461.	49	494.
19	462.	50	495.
20	463.	51	496.
21	464.	52	497.
22	465.	53	498.
23	466.	54	499.
24	468.	55	500.
25	469.	56	501.
26	470.	57	502.
27	471.	58	503.
28	472.	59	505.
29	473.	60	506.
30	474.	61	507.
31	475.		

TABLE 2.37
STANDARD SCORES FOR SUBTESTS
AGE 12.0 - 12.5 (N=19)

STANDARD SCORES						
Raw Score	Part I ¹	Part II	Part III	Part IV	Part V	Raw Score
1		438.	361.	483.	463.	1
2		445.	377.	485.	465.	2
3		452.	392.	487.	467.	3
4		459.	408.	490.	469.	4
5		466.	424.	492.	472.	5
6		473.	439.	494.	474.	6
7		480.	455.	497.	476.	7
8		487.	470.	499.	478.	8
9		494.	486.	501.	481.	9
10		501.	502.	504.	483.	10
11					485.	11
12					487.	12
13					490.	13
14					492.	14
15					494.	15
16					496.	16
17					499.	17
18					501.	18
19					503.	19
20					505.	20
21					508.	21

¹ Not converted to Standard Scores.

TABLE 2.38
STANDARD SCORES OVERALL PERFORMANCE
AGE 12.0 - 12.5 (N=19)

Overall Raw Score	Standard Score	Overall Raw Score	Standard Score
1	437.	32	473.
2	438.	33	474.
3	439.	34	475.
4	440.	35	476.
5	441.	36	477.
6	443.	37	478.
7	444.	38	480.
8	445.	39	481.
9	446.	40	482.
10	447.	41	483.
11	448.	42	484.
12	449.	43	485.
13	451.	44	486.
14	452.	45	488.
15	453.	46	489.
16	454.	47	490.
17	455.	48	491.
18	456.	49	492.
19	458.	50	493.
20	459.	51	495.
21	460.	52	496.
22	461.	53	497.
23	462.	54	498.
24	463.	55	499.
25	465.	56	500.
26	466.	57	501.
27	467.	58	503.
28	468.	59	504.
29	469.	60	505.
30	470.		