Stanford Binet Intelligence Scales (5th edition)

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 The Stanford Binet Intelligence Scales were designed to assess intelligence and cognitive abilities. Since the creation of this assessment in 1916, there have been four revisions and in 2003 the 5th edition was published. Lewis Truman was the author of the 1st edition and Gale Roid is the author of the most recent 5th edition.

 The Stanford Binet Intelligence Scales are given to people ages 2-85 years old. The test is said to take between 45-75 minutes to complete. These scales can be used to assess mental retardation, developmental delays, intellectual giftedness, etc. Eight factors are assessed during the test. These include: fluid reasoning, knowledge, quantitative reasoning, visual-spatial processing, and working memory. Each factor is examined in two domains; verbal and nonverbal.

 Reliability can be defined as the degree to which an assessment produces consistent results (Phelan & Wren, 2005). Reliability was tested on the Stanford Binet Intelligence Scales through the form of test-retest, split-half, and interscorer agreement. Correlations using split-half reliability ranged from .84-.89. Test-retest reliability correlations ranged from .90-.95. Finally, interscorer agreement correlations ranged from .74-.97.

 Validity is referring to how well a test measures what it says it is measuring (Phelan & Wren, 2005). Preliminary data has been collected on content-related, criterion-related, concurrent, and construct-related validity. Criterion validity was examined with a counterbalance of the fifth edition scales and the fourth edition scales. The correlation was .90. Construct validity was examined through a five-factor model. Each factor demonstrated an average of .70, which is consistent with other intelligence tests.

 The norming of the Stanford Binet Intelligence Scales (5th edition) is said to be the most impressive feature. A sample of 4,800 participants was taken. Each ranged in age from 2-85 years old. This sample highly resembled the variables in the 2001 US Consensus documents. These variables included sex, age, race, socioeconomic level and geographic region. 1,400 of the participants were young children, 1,322 were adolescents, and 1,078 were adults. The regions being measured were the Midwest, South, Northeast and West. Due to the differentiation of participants, the manual states this as a norm group and one that represents the United States.

 Knowing what I do about the nature of standardized tests, I am quick to dismiss the Stanford Binet Intelligence Scales altogether. I had a strong belief that standardized tests are not a good identifier of intelligence at all, due to the fact that individuals learn so differently from one another. In fact, I tended to think that is was ridiculous that someone would base any degree of intelligence on a simple test. However, after learning details of the Stanford Binet Intelligence Scales (5th edition), I have shifted my mindset.

 As mentioned above, the Stanford Binet Intelligence Scales (5th edition) have tested for reliability and validity, and been high in both areas. They have also sampled a population that is representative of the United States. Furthermore, the fifth edition has made revisions only making the assessment stronger. In terms of psychometric properties, I would advocate that the Stanford Binet Intelligence Scales (5th edition) is a good assessment of intelligence. This tool can be used to determine intelligence levels anywhere from retardation to giftedness. While my initial hesitance of standardized testing still stands, I would agree with using results from the Stanford Binet Intelligence Scales (5th edition) and comparing it to other observations and tests of an individual.

References

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