Multidimensional Aptitude Battery-II
(MAB-II)
Extended Report

Name:	**Sam Sample**
Age:	**30** (Age Group 25 - 34)
Gender:	**Male**
Report Date:	**May 12, 2024**

The profile and report below are based upon your responses to the Multidimensional Aptitude Battery-II (MAB-II). Your scores indicate how your aptitudes relate to those of other people of the same age.

These scores do not indicate all of your capabilities. They reflect your aptitude for problem solving and logical thinking. These aptitudes are shaped by your previous experiences, amount of education, and how well you understand new information. The processes measured by the ten scales are interrelated. Thus, some of the skills used in one task will also be necessary for the completion of another. Therefore, the individual scores are best examined as a unit.

Your results from the Multidimensional Aptitude Battery-II can be a valuable source of information. People usually know how well they can do certain tasks and therefore might not be surprised by their results. Your profile shows you how your scores compare to those of your peers. A high score suggests that you could probably do some tasks better or faster than most of your peers, while a low score suggests that some others could probably do that task with less effort.

When you receive your profile, study it carefully in relation to the scale descriptions included in this report. Do not interpret the scale names alone, but consider the entire scale description.

Before continuing, check to see that this report correctly indicates your name at the top. If it contains someone else's name, you should return it and ask for the report with your name on it.

Profile of Scores

Scales	Raw	SS	SS (Age Corrected)
Information	40	83	80
Comprehension	24	62	59
Arithmetic	17	67	64
Similarities	24	56	53
Vocabulary	25	54	53
Digit Symbol	24	56	52
Picture Completion	24	58	54
Spatial	35	62	59
Picture Arrangement	7	42	37
Object Assembly	8	47	44

The Raw Score for each test indicates the number of questions that the respondent answered correctly. The first set of Scaled Scores (SS) are not age-based and are used to calculate Verbal, Performance and Full Scale IQ scores. The Age-Corrected Scaled Scores (SS) and the associated bar graph compare the respondent's results with those of people in the same age group.

Scales	Sum	IQ
Verbal	322	120
Performance	265	100
Full Scale	587	112

The average IQ score is 100. Approximately 68% of the general population obtain IQ scores falling between 85 and 115 inclusive.

Report for **Sam Sample**

Verbal Scale Descriptions

Scale	Description
Information	The Information score reflects the degree to which an individual has accumulated a fund of knowledge about diverse topics. This fund of information is influenced by an individual's level of curiosity, extensiveness of reading, and motivation to learn new things. Long term memory is required for the Information test.
Comprehension	Comprehension assesses the ability to evaluate social behavior, to identify behavior that is more socially desirable, and to give the reasons why certain laws and social customs are practiced. It requires not only general verbal ability, but a degree of incidental social acculturation, social intelligence, and knowledge of conventional standards for moral and ethical judgment.
Arithmetic	This test, requiring the solution of numerical problems, reflects reasoning and problem solving abilities. High scorers have the capacity to abstract those elements of a problem necessary for its solution and to arrive at a correct answer quickly.
Similarities	Similarities requires an individual to conceptualize and order likenesses and differences as properties of an object and to compare these abstract likenesses to those of another object, identifying the one that is most appropriate. Such a task requires flexibility and adjustment to novelty as well as an appreciation for and comprehension of properties of objects, long-term memory, and the capacity for abstract thought. Unlike certain other verbal tests, Similarities requires more than simply retrieving knowledge from long term memory; in addition, it is a measure of how effectively one can use this knowledge.
Vocabulary	In its narrow interpretation, Vocabulary is an indication of the number of words or verbal concepts that have been learned and stored. But more broadly, it indicates the individual's openness to new information and concepts and reflects the capacity effectively to store, categorize, and retrieve this information appropriately. Persons scoring high on vocabulary can be expected, not only to be able to use words effectively, but to demonstrate a higher level of subtlety and depth of thought processes, and of conceptual and classificatory skills in the verbal domain.

Performance Scale Descriptions

Scale	Description
Digit Symbol	Digit Symbol requires the learning of a new coding and its use in a context in which visual-motor activity is important. Thus, like other Performance subtests but unlike most of the Verbal Scale, it involves adaptation to a novel set of demands. The application in a novel combination of abilities -- visual acuity, figural memory, motor skills, speed of information processing, and motivation and persistence -- is a further task requirement. It is markedly affected by age and by impairment of visual-motor performance.
Picture Completion	The identification of important missing elements in a picture requires knowledge of a variety of common objects and the rules used for simplified sketches. Other task requirements are the perceptual skills necessary to interpret a percept meaningfully, the analytical skills required to distinguish important, critical details from unessential omissions, the ability to avoid the competition of irrelevant details in arriving at a solution, and the verbal ability to identify quickly the first letter of the name of the missing detail.
Spatial	The Spatial subtest requires the ability to visualize abstract visual objects in different positions in two-dimensional space and to be sensitive to critical differences among alternatives. More generally, it requires reasoning in the figural-spatial domain combined with visual and imaginal processes, processes which for high scorers must be evoked quickly and automatically, for the task is timed. An excessive degree of checking responses as a result of cautiousness will impair speed of performance. Age also affects performance substantially.
Picture Arrangement	Picture Arrangement requires the respondent to identify a meaningful sequence from a random sequence, where the meaningful sequence often has a humorous interpretation. As such, it requires, first, an ability to decode perceptually a number of drawings, to abstract their intent and meaning, second, to integrate these separate perceptions into a meaningful temporal pattern, third, to locate the letter sequence corresponding to the correct sequence, and to follow these steps as quickly as possible in recognition of the timed nature of the task. Thus, the task requires both perceptual abilities and sufficient social intelligence to have insight into others' behavior, permitting evaluation of alternative outcomes.
Object Assembly	Object Assembly requires that the respondent identify a meaningful object from a left-to-right sequence of disarranged segments. For such a task, perceptual analytical skills are required to visualize how the separate parts might be reassembled, or, alternatively, first to identify elements of familiar objects in the disarranged segments and to form a judgment about the integration of the segments into a whole. Because the parts are printed, rather than in a manipulable form, visualization skills are also required to imagine the form of the figure when parts are re-arranged.

Multidimensional Aptitude Battery-II (MAB-II)
Professional File Summary

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(Age Corrected Scaled Scores axis: 0 10 20 30 40 50 60 70 80 90 100)

Scales	Sum	IQ	Intelligence Quotient (IQ)
Verbal	322	120	
Performance	265	100	
Full Scale	587	112	

(Intelligence Quotient axis: 70 85 100 115 130 145)