Multidimensional Aptitude Battery-II (MAB-II)

Clinical Report

Name: **Sam Sample**
ID Number: **1000**
Age: **30** (Age Group 25 - 34)
Gender: **Male**
Years of Education: **15**
Report Date: **January 8, 2026**

Summary of Results

Verbal Scale	Raw Score	Scaled Score	Age Corrected Scaled Score	%ile	Range
Information	40	83	80	99	Well Above Average
Comprehension	24	62	59	82	High Average
Arithmetic	17	67	64	92	Above Average
Similarities	24	56	53	62	Average
Vocabulary	25	54	53	62	Average

Mean Age Corrected Verbal Standard Score = 61.80

Performance Scale	Raw Score	Scaled Score	Age Corrected Scaled Score	%ile	Range
Digit Symbol	24	56	52	58	Average
Picture Completion	24	58	54	66	Average
Spatial	35	62	59	82	High Average
Picture Arrangement	7	42	37	10	Low Average
Object Assembly	8	47	44	27	Average

Mean Age Corrected Performance Standard Score = 49.20

Scales	Sum	IQ	%ile	Range
Verbal	322	120	90	Above Average
Performance	265	100	50	Average
Full Scale	587	112	79	High Average

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Introduction

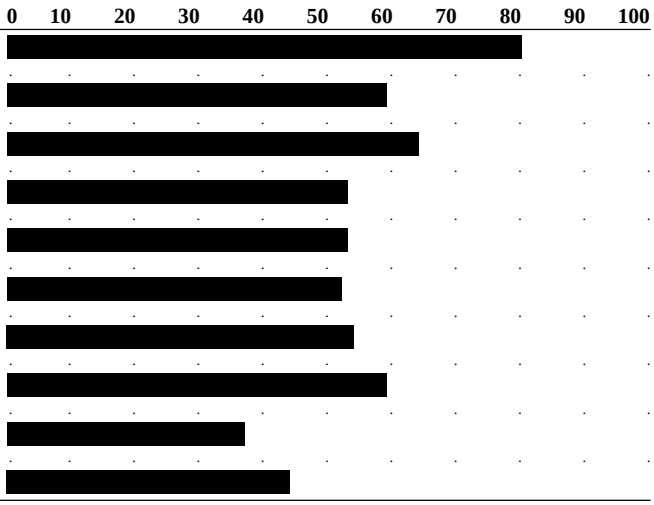
This report is based on an administration of the Multidimensional Aptitude Battery-II (MAB-II). As with all psychological test results, these findings should be professionally interpreted in the light of other information about the individual. It should be recognized that, although intellectual abilities have been shown to predict many aspects of behavior, other characteristics of the individual, including social skills, personality, motivation, and interests will have a bearing on a person's effectiveness. Questions regarding these results should be referred to the supervising examiner.

Interpretation of IQ Results

The examinee received a Full Scale IQ of 112, which places overall intellectual ability as measured by the MAB-II in the high average range. This Full Scale IQ is equivalent to a percentile score of 79. The Verbal Scale IQ was 120, equivalent to a percentile of 90, and the Performance Scale IQ was 100, equivalent to a percentile of 50.

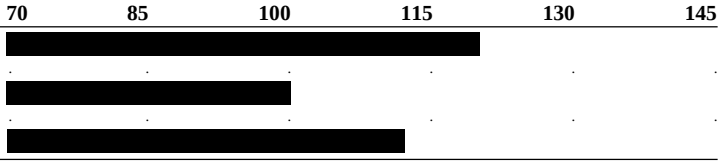
Profile of Scores

	Scores		Age Corrected Scaled Scores
Scales	**Raw**	**SS**	**SS**
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.

	Scores		Intelligence Quotient (IQ)
Scales	**Sum**	**IQ**	**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.

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.

Subtest and Verbal/Performance Differences

Below are the examinee's subtest patterns and differences. Although for most people no great importance is attached to these patterns, they are included for the sake of completeness in this report.

Profile of Age Corrected Verbal Subtest Scaled Scores Expressed as a Deviation from the Respondent's Mean Verbal Scaled Score

	Diff	Sign	-20 -10 0 +10 +20
Information	18.20	(p<.10)	
Comprehension	-2.80	n.s.	
Arithmetic	2.20	n.s.	
Similarities	-8.80	n.s.	
Vocabulary	-8.80	n.s.	

Profile of Age Corrected Performance Subtest Scaled Scores Expressed as a Deviation from the Respondent's Mean Performance Scaled Score

	Diff	Sign	-20 -10 0 +10 +20
Digit Symbol	2.80	n.s.	
Picture Completion	4.80	n.s.	
Spatial	9.80	n.s.	
Picture Arrangement	-12.20	n.s.	
Object Assembly	-5.20	n.s.	

The above profiles present the examinee's age corrected subtest deviations for the both the Verbal and Performance scales. As is evident from these profiles, the examinee's highest subtest score on the Verbal battery was for Information, and on the Performance battery the highest subtest score was on Spatial. The lowest scores on Verbal and Performance scales were for Similarities, and Picture Arrangement, respectively. The Information subtest is markedly elevated, in comparison with related scales, indicating a significantly higher degree of aptitude relating to knowledge of diverse facts, suggesting a wide range of interests and excellent long term memory.

The Verbal Scale IQ is 120, and the Performance Scale IQ is 100, a difference of 20. This is a relatively large difference. Large Verbal/Performance differences are sometimes observed in the general population, but if there is reason to suspect central neuropsychological problems, it should be noted that a higher Verbal Scale IQ than Performance Scale IQ is believed to be characteristic of persons suffering from right hemisphere or diffuse brain damage. A larger Verbal Scale IQ has also sometimes been observed in normal persons who are highly educated and/or who read widely. If the presence of psychopathology is indicated, certain additional hypotheses can be evaluated. Among personality disorders, it is believed to be more characteristic of persons with obsessive-compulsive disorders, although it is essential to base such a diagnosis on sufficient additional evidence. Among major forms of psychopathology, it is sometimes associated with clinical levels of depression, although, again, relevant data are needed to confirm such a diagnosis.

The examinee obtained a Hold over Don't Hold ratio of 1.30. "Hold" subtests are those which have been found to show minimum decrements due to age while "Don't Hold" subtests show more substantial decrements. A higher ratio indicates a decrement in intellectual abilities required by novel tasks as compared with persons of the same age. The expected value of the ratio in the normal population is 1. There is a marked tendency for "Don't Hold" tests to be low relative to "Hold" tests. Although intellectual deterioration is one hypothesis to be considered, alternate interpretations should first be ruled out.

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Appendix - Summary of Raw Responses
(Do not return to respondent)

Item #	INF	COM	ARI	SIM	VOC	DS	PC	SP	PA	OA
1.	**A**	**B**	**C**	**A**	**A**	**B**	**A**	**B**	**C**	**A**
2.	**D**	**A**	**E**	**A**	**A**	**A**	**A**	**C**	**D**	**D**
3.	**E**	**A**	**A**	**D**	**	**C**	**	**E**	**A**	**D***
4.	**E**	**E**	**C**	**B**	**E**	**C**	**	**D**	**D**	**D**
5.	**E**	**C**	**A**	**A**	**C**	**D**	**A**	**A**	**E**	**E***
6.	**B**	**C**	**A**	**B**	**D**	**B**	**A**	**C**	**	**D**
7.	**E**	**B**	**B**	**C**	**B**	**E**	**B**	**D**	**E**	**B***
8.	**C**	**E**	**B**	**D***	**E**	**E**	**C**	**A**	**A***	**C***
9.	**C**	**D**	**A**	**E**	**D**	**C***	**A**	**E**	**D***	**A**
10.	**A**	**C**	**A**	**C**	**A**	**D**	**D**	**D**	**	**B**
11.	**C**	**D**	**D**	**A**	**C**	**C**	**A***	**C**	**E***	**E**
12.	**A**	**D**	**C**	**E**	**C**	**B**	**C**	**E**	**D**	**C***
13.	**C**	**E**	**C**	**D**	**D**	**E**	**E**	**D***	**	**E***
14.	**D**	**E**	**B**	**D**	**D**	**D**	**C**	**A**	**	**A***
15.	**B**	**C**	**D**	**D**	**C***	**A**	**D**	**A**	**	**E**
16.	**C**	**A**	**D**	**A**	**E**	**C**	**D**	**D**	**	**
17.	**A**	**B**	**D**	**B**	**	**A**	**E**	**B**	**	**
18.	**A**	**D**	**C***	**D***	**A**	**B**	**D**	**B**	**	**
19.	**C**	**A**	**	**D**	**B***	**E**	**A***	**E**	**	**
20.	**A**	**E**	**	**E***	**B***	**D**	**E**	**E**	**	**
21.	**B**	**A**	**	**E**	**E***	**A**	**B**	**A**	**	..
22.	**B**	**B**	**	**B**	**D***	**C**	**D**	**D**	..	..
23.	**D**	**D**	**	**C***	**	**A***	**D**	**A**	..	..
24.	**E**	**D***	**	**D**	**C**	**C**	**	**D**	..	..
25.	**B**	**D***	**	**A**	**	**E**	**	**B**	..	..
26.	**E**	**E**	**	**	**C**	**D**	**E***	**C**	..	..
27.	**C**	**E***	..	**	**E***	**	**B**	**B**	..	..
28.	**D**	**A***	..	**C**	**B**	**	**B**	**D**	..	..
29.	**A**	..	..	**A**	**D**	**	**B***	**A**	..	..
30.	**B**	..	..	**E**	**B**	**	**	**D**	..	..
31.	**E**	..	..	**	**B**	**	**D**	**E**	..	..
32.	**C**	..	..	**	**B***	**	**D**	**A***	..	..
33.	**D**	..	..	**	**C***	**	**	**E**	..	..
34.	**B**	..	..	**	**A**	**	**C***	**E***	..	..
35.	**A**	..	..	..	**B**	**	**E**	**C**	..	..
36.	**D**	..	..	..	**B**	..	..	**A**	..	..
37.	**A**	..	..	..	**C***	..	..	**B**	..	..
38.	**B**	..	..	..	**E***	..	..	**E**	..	..
39.	**A**	..	..	..	**	..	..	**E***	..	..
40.	**A**	..	..	..	**	..	..	**E***	..	..
41.	..	..	..	..	**B***	..	..	**	..	..
42.	..	..	..	..	**A***	..	..	**	..	..
43.	..	..	..	..	**	..	..	**	..	..
44.	..	..	..	..	**B**	..	..	**	..	..
45.	..	..	..	..	**	..	..	**	..	..
46.	..	..	..	..	**	..	..	**	..	..
47.	..	..	..	..	..	..	..	**	..	..
48.	..	..	..	..	..	..	..	**	..	..
49.	..	..	..	..	..	..	..	**	..	..
50.	..	..	..	..	..	..	..	**	..	..

Key

A-E - response
** - incorrect response*
*** - item skipped*
.. - end of subtest