



# Gama<sup>TM</sup>

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*This report has been scored according to THE ROMANIAN NORMS FOR 20-24 YEARS (N=328ss)*

REPORT PREPARED FOR:

**DEMO**

Gender: MALE

Age: 20

Occupation : Student

QUESTIONNAIRE APPLIED UNDER LICENCE BY :

Specialist: -

Administration date: 2017-10-18

Report generated on date/hour: 13.07.2020 / 12:02:27

ID/Serial number: 00299610



PEARSON



## Understanding this report

### PURPOSE

This report will help in the better understanding of the cognitive abilities of the evaluated person.

This report is intended for the use of psychologists, counselors or other specialized professionals in their work with clients.

### USAGE

Although formulated like a stand-alone report, which especially in the second section (detailed report) may also be easily read by persons not trained in the usage of psychological tests, this report has been projected and developed in such a way as to offer assistance to the professional who is interpreting the test results.

These results should only be considered in conjunction with professional judgment, after a careful and detailed analysis, and only after corroborating these data with the results of an interview and, if possible, with other psychometric instruments. Results contained in this report may be subject to alterations and special highlights as a function of such corroborations made by a specialized professional.

We warn the less qualified persons in the usage and interpretation of aptitudinal tests, who are in possession of this report, that it is forbidden its usage by persons who are not acknowledged by a professional institution in the field of psycho diagnostic and psychometrics.

### FUNDAMENT

This report is based on GAMA, a modern psychometric instrument that has been validated in a wide variety of research programs.

GAMA (General Ability Measure for Adults) is a test that measures the cognitive abilities. GAMA consists in four subtests that can be compared among them. However, the final result is the GAMA IQ score.

## What information does this report include?

### SECTIONS CONTENT

In addition to the introductory section, the report contains two sections:

1. The GAMA profile,
2. The Detailed Report.

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**GAMA PROFILE  
CONTENT**

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**SCORES**

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**AGE DEPENDANCY**

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**SCORES RUN-DOWN**

## 1. The GAMA profile

The GAMA profile section contains a summary and a graphic representation of the scores characteristic for the evaluated person on the 4 GAMA subtests. It also includes the scores and the graphic interpretation for the evaluated person's GAMA IQ scores.

The scores for all the four GAMA subtests are reported in raw scores and standardized scores. The GAMA IQ score is reported exclusively in standardized scores and in percentiles. The scalar score for the subtests is a standardized score, with an average of 10 and a standard deviation of 3.

The percentiles are the values that divide the cases (subjects) on the basis of the cut-off points for certain percentages of cases. For example, the tenth percentile for the IQ score is the score for which 10% of the subjects have lower scores, and 90% of the subjects have higher scores.

The scaled scores for the subtests are dependent on the respondent's age and are influenced by the choice of norms. Therefore, it is important to choose the adequate norm when generating the report. The GAMA IQ score is computed such as it is not dependent on the respondent's age.

## 2. The Detailed Report

The detailed report of the subtest scores provides a verbal drilldown of the cognitive abilities ascertained through GAMA and already shown in the GAMA profile.

This section has been developed in such a way as to offer assistance to the psychologist who is interpreting the results, as to minimize his/her need to return to the manual of the test. This section may also be read by the evaluated person as part of a structured discussion or development program he/she is a part of. However, consideration of the conclusions of this report should only be done after discussing them with a specialized professional.

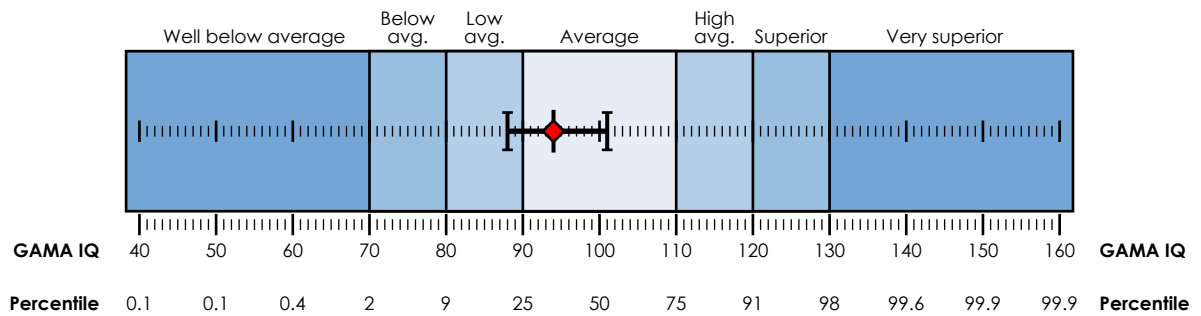
GAMA RESULTS

# GAMA RESULTS

Subtest	Raw score for the subtest	Scaled score for the subtest	Descriptive category for the subtest	Comparisons between the subtests scores																				
<b>MAT</b> Matching	6	4	<u>Below avg.</u>	<table border="0"> <tr> <td></td> <td>The score deviation</td> <td>The value needed for significance</td> <td>Significant?</td> </tr> <tr> <td></td> <td><math>\frac{5}{\text{Matching}}</math></td> <td>3.79</td> <td>Ⓚ</td> </tr> <tr> <td></td> <td><math>\frac{1}{\text{Analogies}}</math></td> <td>3.35</td> <td>Ⓚ</td> </tr> <tr> <td></td> <td><math>\frac{6}{\text{Sequences}}</math></td> <td>3.25</td> <td>Ⓚ</td> </tr> <tr> <td></td> <td><math>\frac{2}{\text{Construction}}</math></td> <td>3.43</td> <td>Ⓚ</td> </tr> </table>		The score deviation	The value needed for significance	Significant?		$\frac{5}{\text{Matching}}$	3.79	Ⓚ		$\frac{1}{\text{Analogies}}$	3.35	Ⓚ		$\frac{6}{\text{Sequences}}$	3.25	Ⓚ		$\frac{2}{\text{Construction}}$	3.43	Ⓚ
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	$\frac{2}{\text{Construction}}$	3.43	Ⓚ																					
<b>ANA</b> Analogies	12	10	<u>Average</u>																					
<b>SEQ</b> Sequences	14	15	<u>Superior</u>																					
<b>CON</b> Construction	5	7	<u>Low avg.</u>																					
The sum of the scaled scores for the subtests		= 36																						
<b>GAMA IQ score</b>		94	<u>Average</u>	<b>Percentile</b> 34	<b>Confidence interval</b> 88-101																			

IQ PROFILE

# The GAMA IQ Score Profile



## Detailed report

### Subscale MAT : Matching

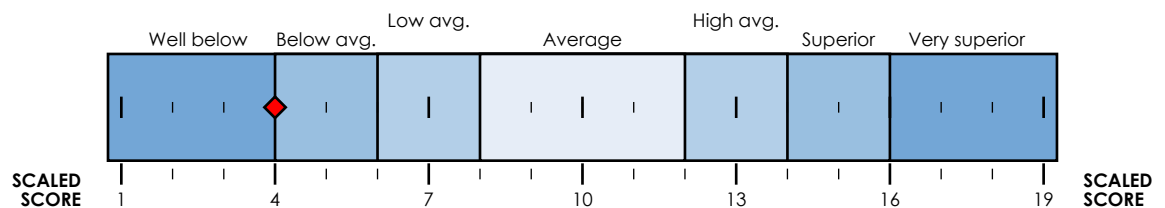
#### SUMMARY

#### SUMMARY

<b>MAT</b>	RAW SCORE: 6
	SCALED SCORE: 4

#### GRAPHIC

#### GRAPHIC



#### DESCRIPTION

#### DESCRIPTION

##### DEFINITION

The Matching item require the examinee to determine which one of the six options is identical to the stimulus in color, shape, and configuration.

##### SECIFIC ABILITIES

For the Matching subtest it is extremely important the careful analysis of the specific details included in the stimulus. Flexibility of closure is among the specific abilities included in the Fleishman taxonomy and assumed to have higher values associated with higher values for the Matching subtest.

Flexibility of closure is the ability to identify or detect a known pattern (a figure, word, or object) that is hidden in other material. The task is to pick out the pattern you are looking for from the background material.

##### OCUPATIONAL AREAS

High scores at this subtest are expected for a lot of occupations, but especially for the ones that require the identification of familiar patterns in complex materials. The following occupations can be mentioned: laboratory medical assistant, chemist, biochemist, geologist, geographer or meteorologist.

## Subscale ANA : Analogies

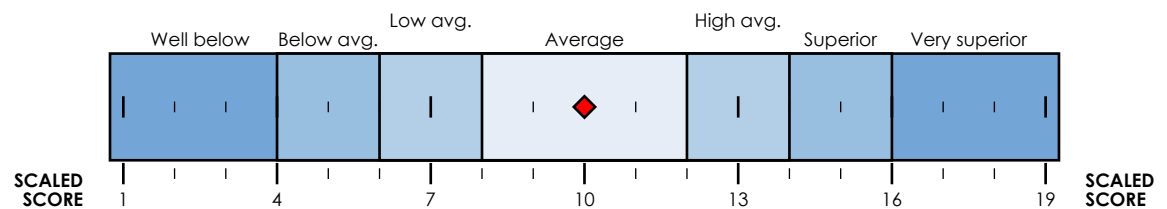
### SUMMARY

#### SUMMARY

<b>ANA</b>	RAW SCORE: 12
	SCALED SCORE: 10

### GRAPHIC

#### GRAPHIC



### DESCRIPTION

#### DESCRIPTION

##### DEFINITION

The Analogies subtest requires the examinee to recognize the relationship between two abstract figures and then identify the option that has a different pair of figures with the same conceptual relationship.

##### SECIFIC ABILITIES

Inductive reasoning is the most important ability in the Fleishman taxonomy associated with the Analogies subtest.

Inductive reasoning is the ability to combine separate pieces of information, or specific answers to problems, to form general rules or conclusions. This involves the ability to think of possible reasons why things go together. It also includes coming up with a logical explanation for a series of events that seem unrelated.

##### OCUPATIONAL AREAS

High scores at this subtest are expected for a lot of occupations, but especially for doctors, engineers and scientists.

## Subscale SEQ : Sequences

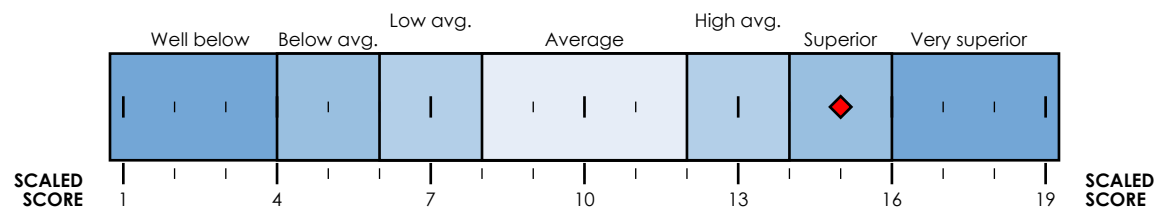
### SUMMARY

#### SUMMARY

SEQ	RAW SCORE: 14
	SCALED SCORE: 15

### GRAPHIC

#### GRAPHIC



### DESCRIPTION

#### DESCRIPTION

##### DEFINITION

*In the Sequences subtest, the shape, color, and location of a geometric design change in a logical sequence. The examinee is required to recognize the pattern of change and choose the option that fits the pattern.*

##### SECIFIC ABILITIES

*For this subtest it is extremely important to analyze the interrelations between the designs, as they move in the space. It is also important the spatial and sequential arrangement of designs.*

*Visualization is a very important ability in the Fleishman taxonomy which is associated, in its movement version, to the Sequences subtest.*

*Visualization is the ability to imagine how something will look when it is moved around or when its parts are moved or rearranged. It requires the forming of mental images of what patterns or objects would look like after certain changes, such as unfolding or rotation. You have to predict what an object, set of objects, or pattern would look like after the changes were carried out.*

##### OCUPATIONAL AREAS

*Among the occupations that require a high score for the Sequence subtest there are architect, engineer, designer and graphic designer.*

## Subscale CON : Construction

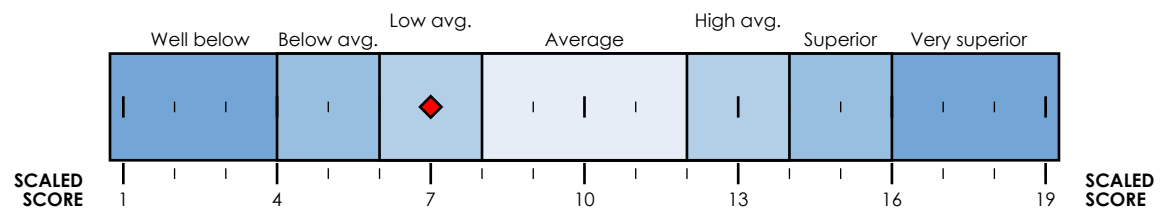
### SUMMARY

#### SUMMARY

<b>CON</b>	RAW SCORE: 5
	SCALED SCORE: 7

### GRAPHIC

#### GRAPHIC



### DESCRIPTION

#### DESCRIPTION

##### DEFINITION

The Construction items require the examinee to determine how several shapes can be combined to produce one of the designs provided as options.

The examinee has to analyze and synthesize the spatial characteristics of the shapes to mentally construct designs using two, three, or four stimuli of various shapes and colors.

##### SECIFIC ABILITIES

The Construction subtest requires the analysis, synthesis and rotation of some spatial shapes, in order to build a new figure. It is important in this case the spatial rotation of the shapes in order to produce one of designs provided as options. In this process a very important specific ability in the Fleishman taxonomy is Visualization, in its assembling form.

Visualization is the ability to imagine how something will look when it is moved around or when its parts are moved or rearranged. It requires the forming of mental images of what patterns or objects would look like after certain changes, such as unfolding or rotation. You have to predict what an object, set of objects, or pattern would look like after the changes were carried out.

##### OCUPATIONAL AREAS

High scores at this subtest can be found for the occupations that require the anticipation of the future position of an object or an ensemble of objects, together with the construction of such objects. Among these occupations there are the following occupations: architect, constructions engineer, illustrator, graphic designer, space engineer a.s.o.



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