

PART 1: DESCRIPTION

Overview

InView[™], a cognitive abilities test, provides reliable and valid cognitive ability and anticipated achievement information that reflects current research. *InView* is composed of five subtests: Sequences, Analogies, Quantitative Reasoning, Verbal Reasoning—Words, and Verbal Reasoning—Context. As with other CTB/McGraw-Hill cognitive abilities tests, such as the *Test of Cognitive Skills, Second Edition (TCS/2)*, *InView* assesses the cognitive skills and abilities of students in Grades 2 through 12.

Cognitive abilities cannot be measured directly but are inferred by assessing behaviors that reflect those abilities. The *InView* subtests are intended to sample many of the cognitive abilities that are reflected in academic performance and are important for success in educational programs. Items have been developed from a variety of important ability domains, such as understanding verbal concepts, and analyzing and comprehending relationships among quantitative concepts. Each subtest presents students with novel problems to solve.

InView has six levels that correspond to the following grades:

Level 1: Grades 2–3	Level 3: Grades 6–7	Level 5: Grades 10–11
Level 2: Grades 4–5	Level 4: Grades 8–9	Level 6: Grades 11–12

Description of Subtests

The five *InView* subtests are described below.

Sequences

The Sequences subtest is a nonverbal measure of a student’s ability to comprehend a rule or principle implicit in a pattern or sequence of figures, letters, or numbers. Students must analyze the pattern presented and then select the answer choice that would continue or complete the pattern. Since students must distinguish between those elements that continue the pattern and those that do not, Sequences items measure the ability to make inferences. Items involve recognition of progressions, spatial relationships, ordered patterns, and combinations of parts to form a whole.

At Level 1, the items comprise patterns and sequences of figures. At Levels 2 through 6, the items consist of patterns and sequences of figures, letters, and numbers.

Analogies

The Analogies subtest is a nonverbal measure of a student’s ability to discern various types of relationships between picture pairs and then infer parallel relationships between incomplete picture pairs. The pictures include scenes, people, animals, objects, and abstract graphic symbols. In each item, students must recognize the nature of the relationship between two pictures and then, given a third picture, find an answer choice that will produce a relationship parallel to that of the first two pictures.

Quantitative Reasoning

The Quantitative Reasoning subtest is intended to measure a student’s ability to think with numbers. This test also measures a student’s ability to solve problems through complex quantitative reasoning processes and systematic logic, including attribute analysis and deductive and inductive reasoning.

Since both verbal and quantitative skills are related to success in school, Quantitative Reasoning receives the same prominence as Verbal Reasoning. In the Quantitative Reasoning subtest, innovative item formats focus assessment on critical quantitative processes, rather than learned mathematics skills. Students are presented with several item formats—they must identify arithmetic patterns; model complex concepts and relationships;

classify according to common attributes; infer relationships among quantitative data, concepts, and processes; apply deductive and inductive mathematical reasoning; and draw logical conclusions based on quantitative data.

Verbal Reasoning—Words

The Verbal Reasoning—Words subtest is a measure of complex verbal reasoning processes, logic, and applied thought, such as a student’s ability to solve verbal problems by reasoning deductively, analyzing category attributes, and discerning relationships and patterns. This measure of verbal ability contains several item formats, such as items that require students to identify essential elements of objects or concepts, classify according to common attributes, and infer relationships between separate but related sets of words.

Verbal Reasoning—Context

The Verbal Reasoning—Context subtest is a measure of a student’s ability to solve verbal problems by reasoning deductively and inductively. These verbal problems require students to identify essential elements of concepts presented in short passages and draw logical conclusions.

Item Formats

The five subtests of *InView* contain a variety of item formats that provide strong indicators of the cognitive skills being assessed. Table 1 presents the item formats that make up each subtest.

Table 1

InView Item Formats

Item Types	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Sequences						
Figural	■	■	■	■	■	■
Geometric	■	■	■	■	■	■
Mixed	■	■	■	■	■	■
Numeric		■	■	■	■	■
Alphabetic		■	■	■	■	■
Analogies						
Action	■	■	■	■	■	■
Common Element	■	■	■	■	■	■
Opposites	■	■	■	■	■	■
Part/Whole	■	■	■	■	■	■
Phrase-Mediated	■	■	■	■	■	■
Visual Rule	■	■	■	■	■	■
Quantitative Reasoning						
Number Operations Puzzle	■					
Grid Comparison	■		■			
Algebraic Substitution—Equations	■			■		■
Grid Inference		■				
Number Equivalence		■				
Substitution		■				
Number Operations Flowchart			■	■		■
Grid Fraction				■	■	■
Function			■		■	
Algebraic Substitution—Balances					■	
Verbal Reasoning—Words						
Necessary Part	■	■	■	■	■	■
Category Inclusion	■	■	■	■	■	■
Category Exclusion	■	■	■	■	■	■
Analogous Sets	■	■	■	■	■	■
Verbal Reasoning—Context						
Deductive Reasoning	■	■	■	■	■	■
Inductive Reasoning	■	■	■	■	■	■