

The Kaufman Brief Intelligence Test, Second Edition (KBIT-2), Summary

The Kaufman Brief Intelligence Test, Second Edition (KBIT-2), is a brief, individually administered measure of both verbal and non-verbal intelligence.

Equipment Used:

- Administration easel with pictures
- Administration and scoring protocol (hard copy or computer assisted)

Administration Time:

20–25 minutes

Administration Method:

The KBIT-2 consists of three subtests administered to the participant by an interviewer. For two subtests (Verbal Knowledge and Matrices) of the instrument, the participant is shown pictures on a tabletop easel and asked questions about them. The respondent points to the correct answer on the easel. For the third subtest (Riddles) the participant is asked questions and provides spontaneous verbal responses.

Administration Procedures:

Basal Starting Points and End Points

Each participant is asked only a subset of the total complement of questions in each subtest. Questions within each subtest are ordered by difficulty. The starting point for asking questions is determined by a combination of the participant's age and the participant's responses to the first three questions at that age-identified start point. Questions begin at the point identified for the participant's age. Incorrect answers for any of the first three questions result in a shift to an easier start point. After the appropriate start point is identified, questions move forward until either four consecutive incorrect answers are given or the end of the subtest is reached.

Subtests:

Verbal Knowledge

The Verbal Knowledge subtest is the first subtest in the verbal intelligence portion of the instrument. This subtest contains two types of items. One type measures receptive vocabulary, in which the examiner says a word and the individual points to the picture that best illustrates the word. The other type measures general information about the world (nature, geography, the arts, science, etc.). In these items, the examiner asks a general information question and the individual points to the picture that best illustrates the answer. The Verbal Knowledge subtest includes 60 items. The typical adult participant (ages 16–90) would start on question 25 and, moving forward in the subtest, would be asked 36 questions or fewer.

Matrices

The Matrices subtest is the second subtest and is the only test of non-verbal intelligence in the instrument. This subtest measures the participant's ability to solve new problems, perceive relationships and complete visual analogies without testing vocabulary or language skill. For this subtest the interviewer shows the participant pictures or abstract designs that follow a pattern but are missing one element, and asks the participant to point to the picture that would complete the pattern. The Matrices subtest includes 46 items. The typical adult participant (ages 11–75) would begin with a sample question and then start on question 15. Moving forward on the subtest, the participant would be asked 32 questions or fewer, with two sample questions included to teach the question formats.

Riddles

The Riddles subtest is the third subtest in the instrument, and the second verbal intelligence test. The Riddles subtest measures verbal comprehension, reasoning, and vocabulary knowledge. No reading is

involved. The examiner asks a riddle and the individual responds with the single word that answers the riddle (at lower levels intended for ages 4-6, pictures on the easel are used in place of free response). The examiner records the response. The Riddles subtest includes 48 items. An adult participant ages 12–21 or 66–90 would start on item 14 and, moving forward on the subtest, would be asked 35 questions or fewer. An adult participant ages 22–65 would start on item 20 and would be asked 29 questions or fewer.

Scoring

After the examination is complete the verbal and non-verbal scales are tallied, standardized for age, and can be transformed into an IQ score with a mean of 100 and a standard deviation of 15.

Risks and Protections against Risks

This instrument involves minimal risk. The examination is comparable to that which would be experienced in the course of routine educational testing. Some participants might find themselves briefly unable to answer questions and might find this slightly frustrating. Because basal starting points are identified both by age and initial responses, and the subtests are discontinued after four consecutive incorrect responses, participant frustration with the questions is minimized.