



**Developmental enhancement-directed assessment by the
*Adaptive Intelligence Diagnosticum***

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The intelligence test-battery AID (Adaptive Intelligence Diagnosticum; Kubinger, 2017 in print) was originally devised in 1985 for German speaking children and adolescents aged 6 to 16. The AID's diagnostic focus is on the interpretation of test takers' individual ability profile based on the assumption that insights about individual's strengths and weaknesses across a wide range of cognitive abilities are essential to the effective planning of individually tailored intervention programs. Such programs should not primarily focus on cognitive deficits they also should capitalise on cognitive potentials. As an example, the assessment of minimal cerebral dysfunctions is relevant even for gifted children who are challenged by a circumscribed weakness. Pertinent enhancement programs will be beneficial to the manifestation of their high intelligence potential. Due to its methodological foundation in Item Response Theory for (branched) adaptive testing the AID is highly efficient. Test takers are only presented with items that are most informative with regard to achieving sufficient levels of precision of ability estimates. The AID represents a new, effective, and economically efficient alternative for measuring children's cognitive capabilities and developmental progress throughout their school career. In this seminar I will introduce the AID, present some validity related research and discuss benefits of its use.

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