



Examiner's Manual



Table of Contents

Introduction	3
Testing Environment.....	4
Timing Chart	4
Completing Examinee Information Grids	5
Crystallized Knowledge (Gc).....	6
Visual Processing (Gv)	7
Fluid Reasoning (Gf)	8
Short-Term Memory (Gsm).....	9
Long-Term Memory Retrieval (Glr)	10
Auditory Processing (Ga)	11
Processing Speed (Gs)	12
After All Testing is Completed	13
Background Information	13

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Dear Teachers:

Insight subtests are administered using a DVD.

Your role is primarily to make sure the required audio-video equipment is set up, prepare students for testing, play the DVD, and monitor the students as they write. Please make sure that equipment is set up and tested well in advance of testing.

Introduction

The testing times are shown on Page 4 of this manual. Students should be allowed a short break between tests. We recommend that you follow the order shown in the table. If you are administering all 7 tests, it is suggested that testing be spread over at least two days.

For some of the tests, the questions range widely in difficulty. Reassure students that, even though some questions will be difficult, they can do well on the test even if they don't answer every question correctly.

You will need to supply the following equipment:



- a data projector connected to a computer with speakers and capable of playing a DVD
- a screen or wall upon which to project the images (or a similar Smartboard set-up)

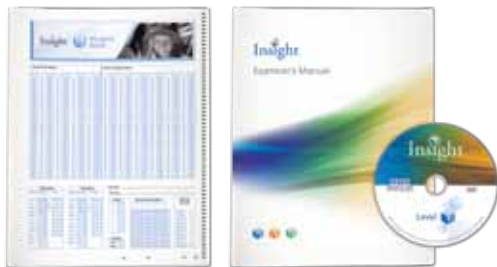
OR

- (for a very small group of students) you may use a DVD player and TV.

Well in advance of testing, make sure that you can play the DVD. If you experience technical difficulties while using a computer, please make sure you have the most recent version of Windows Media Player; you can download it for free from <http://windows.microsoft.com/en-US/windows/products/windows-media-player>.

You will need to provide two pencils and an eraser for each student. Please do not give students scratch paper for any of the tests.

We have provided you with the following:



- Student Books (1 per student)
- Examiner's Manual (1 per teacher)
- DVD (1 per teacher)

Count the student books in your package to make sure there is an adequate number for your students. If you need more books, please contact your testing coordinator.

Testing Environment

Before administering a test, please make sure that the testing environment is suitable:

- Be sure that projected images will be visible to all students in the class. Provide lighting that makes the screen visible but is adequate for allowing students to mark their answers.
- Be sure that the audio is clear and loud enough to be heard by all students in the class.
- Be sure that the room is quiet before testing begins.
- Use the protocols that you would normally use during classroom and/or provincial assessments for introducing the test, regulating classroom size, dealing with students who complete early, handling emotional events, managing breaks between tests, and navigating generic problems that can significantly affect student performance (e.g., washroom breaks).

Timing Chart

	Testing Times (in minutes, including instructions/samples)		
	Level 1 (grades 2–3)	Level 2 (grades 4–5)	Level 3 (grades 6–7)
Crystallized Knowledge	17	17	16
Visual Processing	16	16	16
Fluid Reasoning	14	14	14
Gifted Screening	47	47	46
Short-Term Memory	9	11	10
Long-Term Memory Retrieval	12	13	17
Auditory Processing	13	12	13
Processing Speed	3	3	3
Total	84	86	89

Completing Examinee Information Grids

Before administering the first test, hand out the Student Books and ask students to look at the front cover. Then ask them to fill in the following information using a PENCIL, not a pen:

Important: It is very important that each student print:

- his or her **Birth Date**,
- the **Test Date**,
- his or her **First and Last Name**
- (for schools doing CAT-4 as well) his or her **Student ID Number**.

The corresponding bubbles must also be filled in using a pencil. If students are too young to fill in the bubbles themselves, you will need to fill in the bubbles once testing has been completed.

The students should also fill in the appropriate bubbles for **Grade** and **Gender** and print the name of their **Teacher** and **School**.

Complete the Special Groups section only if you have been directed to do so by your testing coordinator.

Below is an example of how the Birth Date and Test Date sections would be completed:

Birth Date			Test Date		
Month	Day	Year	Month	Day	Year
Mar	15	2004	Oct	05	2011
Jan	<input type="radio"/> 0 <input type="radio"/> 0	<input checked="" type="radio"/> 2 <input checked="" type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 4	Jan	<input checked="" type="radio"/> 0 <input type="radio"/> 0	<input checked="" type="radio"/> 2 <input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 4
Feb	<input checked="" type="radio"/> 1 <input type="radio"/> 1	<input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 1	Feb	<input type="radio"/> 1 <input type="radio"/> 1	<input type="radio"/> 1 <input checked="" type="radio"/> 0 <input checked="" type="radio"/> 0 <input type="radio"/> 4
Mar	<input checked="" type="radio"/> 2 <input type="radio"/> 2	<input checked="" type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 2	Mar	<input type="radio"/> 2 <input type="radio"/> 2	<input checked="" type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 2
Apr	<input type="radio"/> 3 <input type="radio"/> 3	<input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 3	Apr	<input type="radio"/> 3 <input type="radio"/> 3	<input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 3
May	<input type="radio"/> 4	<input type="radio"/> 4 <input type="radio"/> 4 <input checked="" type="radio"/> 4 <input type="radio"/> 4	May	<input type="radio"/> 4	<input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 4
Jun	<input type="radio"/> 5	<input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 5	Jun	<input checked="" type="radio"/> 5	<input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 5
Jul	<input type="radio"/> 6	<input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 6	Jul	<input type="radio"/> 6	<input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 6
Aug	<input type="radio"/> 7	<input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 7	Aug	<input type="radio"/> 7	<input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 7
Sep	<input type="radio"/> 8	<input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 8	Sep	<input type="radio"/> 8	<input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 8
Oct	<input type="radio"/> 9	<input type="radio"/> 9 <input type="radio"/> 9 <input type="radio"/> 9 <input type="radio"/> 9	Oct	<input checked="" type="radio"/> 9	<input type="radio"/> 9 <input type="radio"/> 9 <input type="radio"/> 9 <input type="radio"/> 9
Nov	<input type="radio"/>		Nov	<input type="radio"/>	
Dec	<input type="radio"/>		Dec	<input type="radio"/>	

Crystallized Knowledge

Crystallized Knowledge is a test of a student's breadth and depth and application of acquired knowledge of language, information, and concepts of a culture. For each question, the student must identify how two things are alike.

The sample question is shown on Page 3 of the Student Book.

Testing Procedure

1. Hand out the Student Books and be sure that students have filled in the required information on the front cover.
2. Tell the class that you will play a DVD and they should look at the screen when the DVD begins. The DVD will explain how to do the test.
3. Play the DVD chapter called "Crystallized Knowledge Instructions." You may pause or replay the instructions as required.
4. Ask your students if they have any questions about the instructions. After fielding questions, tell students that the following test begins with easy questions, but becomes very difficult. Encourage them to try their best on every question, but to move on if they get stuck on one.
5. When your students are ready, play the DVD chapter called "Crystallized Knowledge Questions." Do not pause or stop the DVD once the test has begun.
6. Monitor students to make sure they are working on the correct pages in their books.
7. Once the test has been completed, ask students to close their books. Then give them a short break before proceeding to the next test.

Visual Processing

Visual Processing is a test of a student's ability to generate, retain, retrieve, and transform well-structured visual images. For each question, the student must identify the shape that can be made by combining two or more smaller shapes.

During the test, please ensure that students are not drawing the shapes, as this is not allowed.

Two sample questions are shown on Page 9 of the Student Book.

Testing Procedure

1. Make sure that each student has his or her own Student Book.
2. Tell the class that you will play a DVD and they should look at the screen when the DVD begins. The DVD will explain how to do the test.
3. Play the DVD chapter called "Visual Processing Instructions." You may pause or replay the instructions as required.
4. Ask your students if they have any questions about the instructions. After fielding questions, tell students that the following test begins with easy questions, but becomes very difficult. Encourage them to try their best on every question, but to move on if they get stuck on one.
5. When your students are ready, play the DVD chapter called "Visual Processing Questions." Do not pause or stop the DVD once the test has begun, as the DVD provides a clock for timing the test.
6. Monitor students to make sure they are working on the correct pages in their books.
7. The DVD will let you know when time is up. If all the students complete this test before time is up, you may stop the DVD. For this test, you may give extra time to students who have not finished.
8. Once this test has been completed, ask students to close their books. Then give them a short break before proceeding to the next test.

Fluid Reasoning

Fluid Reasoning is a test of a student's ability to use inductive, deductive, and quantitative reasoning to solve novel, "on-the-spot" problems. For each question, the student must identify the shape that best fits into the missing part of a matrix pattern.

During the test, please ensure that students are not drawing the shapes, as this is not allowed.

A sample question is shown on Page 23 of the Student Book.

Testing Procedure

1. Make sure that each student has his or her own Student Book.
2. Tell the class that you will play a DVD and they should look at the screen when the DVD begins. The DVD will explain how to do the test.
3. Play the DVD chapter called "Fluid Reasoning Instructions." You may pause or replay the instructions as required.
4. Ask your students if they have any questions about the instructions. After fielding questions, tell students that the following test begins with easy questions, but becomes very difficult. Encourage them to try their best on every question, but to move on if they get stuck on one.
5. When your students are ready, play the DVD chapter called "Fluid Reasoning Questions." Do not pause or stop the DVD once the test has begun, as the DVD provides a clock for timing the test.
6. Monitor students to make sure they are working on the correct pages in their books.
7. The DVD will let you know when time is up. If all the students complete this test before time is up, you may stop the DVD. For this test, you may give extra time to students who have not finished.
8. Once the test has been completed, ask students to close their books.

Short-Term Memory

Short-Term Memory is a test of a student's ability to apprehend, maintain awareness of, and mentally manipulate elements of information in the immediate situation. For each question, the student must listen to a string of numbers (e.g., 1-2-3) and then listen to a second string of numbers (e.g., 3-2-1) and identify whether or not the second string is the reverse of the first string.

During the test, please ensure that students are not writing down the numbers, as this is not allowed.

The response bubbles for the questions, along with two sample questions, are shown on Page 37 of the Student Book.

Testing Procedure

1. Make sure that each student has his or her own Student Book.
2. Tell the class that you will play a DVD and they should look at the screen when the DVD begins. The DVD will explain how to do the test.
3. Play the DVD chapter called "Short-Term Memory Instructions." You may pause or replay the instructions as required.
4. Ask your students if they have any questions about the instructions.
5. When your students are ready, play the DVD chapter called "Short-Term Memory Questions." Do not pause or stop the DVD once the test has begun.
6. Monitor students to make sure they are working on the correct page in their books and not writing down the numbers.
7. Once this test has been completed, ask students to close their books. Then give them a short break before proceeding to the next test.

Long-Term Memory Retrieval

Long-Term Memory Retrieval is a test of a student's ability to store and consolidate new information in long-term memory, and later fluently retrieve the stored information through association. For a number of symbols, the student must learn the association between a symbol and its meaning (e.g., cat). Each question requires the student to identify the symbol that was earlier associated with a given meaning.

During the test, please ensure that students are not drawing the symbols, as this is not allowed.

The response bubbles for the questions, along with one sample question, are shown on Page 39 of the Student Book.

Testing Procedure

1. Make sure that each student has his or her own Student Book.
2. Tell the class that you will play a DVD and they should look at the screen when the DVD begins. The DVD will explain how to do the test.
3. Play the DVD chapter called "Long-Term Memory Retrieval Instructions." You may pause or replay the instructions as required.
4. Tell the students that, for the sample question they just saw, they had to choose an answer from 2 choices, A or B. When they do questions in this test, they will choose an answer from 9 choices. They should fill in the circle under the answer they choose.
5. Ask your students if they have any questions about the instructions.
6. When your students are ready, play the DVD chapter called "Long-Term Memory Retrieval Questions." Do not pause or stop the DVD once the test has begun.
7. Monitor students to make sure they are working on the correct pages in their books and not drawing the symbols.
8. Once the test has been completed, ask students to close their books. Then give them a short break before proceeding to the next test.

Auditory Processing

Auditory Processing is a test of a student's ability to discriminate patterns in sounds and musical structure, often against background noise and/or distorting conditions. There will be 4 different tasks in this test. For each, you may replay and pause the instructions, but you may not do so for the questions.

The response bubbles for the questions, along with sample questions, are shown on Page 43 of the Student Book.

Testing Procedure

1. Make sure that each student has his or her own Student Book.
2. Tell the class that this test consists of 4 different tasks. Tell them that you will play a DVD and that they should look at the screen when the DVD begins to teach the first task.
3. Play the first DVD chapter called "Section 1 Instructions" and make sure that every student can hear the audio clearly. You may pause or replay the instructions as required.
4. Ask your students if they have any questions about the instructions for the first task.
5. When your students are ready, play the DVD chapter called "Section 1 Questions." Do not pause or stop the DVD once the test has begun.
6. Monitor students to make sure they are working on the correct section in their books.
7. Repeat steps 3–6 for Section 2 and then for the remaining sections of Auditory Processing.
8. Once all sections of this test have been completed, ask students to close their books. Then give them a short break before proceeding to the next test.

Processing Speed

Processing Speed is a test of a student's ability to automatically and fluently perform relatively easy, or over-learned cognitive tasks, especially when high mental efficiency (i.e., attention and focused concentration) is required. For each question, the student must identify whether or not a presented shape has an exact match in an array of shapes that follow.

The test contains many more questions than a student can answer in the allotted time, so no student will finish the test. The idea is for students to answer as many questions as possible in a short period of time.

Four sample questions are shown on Page 45 of the Student Book.

THIS IS A 60 SECOND TEST. DO NOT GIVE EXTRA TIME.

Testing Procedure

1. Make sure that each student has his or her own Student Book.
2. Tell the students that this test will last only 1 minute and that the idea is to work as quickly as they can to answer as many questions as they can in 1 minute. Tell them that there are a lot of questions and they won't be able to answer all of the questions, but they can still do well on the test even though they won't have time to answer all the questions.
3. Tell the class that you will play a DVD and they should look at the screen when the DVD begins. The DVD will explain how to do the test.
4. Play the DVD chapter called "Processing Speed Instructions." You may pause or replay the instructions as required.
5. Ask your students if they have any questions about the instructions.
6. Remind students that they will have only 1 minute and that they won't be able to answer all the questions. Ask them to work as quickly as they can to answer as many questions as they can in 1 minute.
7. When your students are ready, play the DVD chapter called "Processing Speed Questions." Do not pause or stop the DVD once the test has begun, as the DVD provides a clock for timing the test. DO NOT GIVE EXTRA TIME.
8. As soon as the test has been completed, ask students to close their books.

After All Testing is Completed

1. Check each Student Book.

- **Important:** Please ensure that the required information on the front cover of the Student Book has been filled in. The bubbles must be filled in accurately with a pencil.
- Go through the Student Book and ensure that the student's pencil marks are dark and that erased answers have been erased thoroughly.

2. Complete both sides of the Group Information Sheet.

- On the front side of the Group Information Sheet, complete the information for **Teacher Name, Grade, School Name, Test Date** (this is the last day of testing), **Province**, and **Number of Students Tested**. Fill in the School Number (if you know it).
- On the back side, under Insight, fill in the level corresponding to the level shown on the front cover of the Student Books. Also fill in the bubble for each test that was administered to the students.

3. Place the Group Information Sheet on top of the Student Books and place the Student Books into the plastic bag.

4. Give the bag of Student Books, along with the DVD and Examiner's Manual, to the testing coordinator.

Background Information

For an introduction to the theoretical foundation for *Insight*, go to http://www.canadiantestcentre.com/pdfs/understanding_Insight2011.pdf.

For an introduction to how the broad abilities tested in *Insight* are important for learning in school, go to http://www.canadiantestcentre.com/pdfs/Importance_of_Insight.pdf.

For information about the validation and reliability of *Insight*, go to <http://www.canadiantestcentre.com/INSIGHT/INSIGHT-Technical.php>.



Canadian Test Centre
100 Leek Crescent, Unit 10
Richmond Hill, ON L4B 3E6

canadiantestcentre.com
Tel: 905.513.6636 / Fax: 905.513.6639
Email: info@canadiantestcentre.com

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