

Manuals

1998-2004 EDITIONS OF THE MANUAL TO RAVEN'S PROGRESSIVE MATRICES AND VOCABULARY TESTS

Over the last decade, the *Manual* for the *Raven Progressive Matrices and Vocabulary Scales* has, in response to the needs of the greatly expanded range of test users, gradually been transformed into a fundamentally important set of basic texts. These *Sections* may be purchased separately or as a set. In keeping with these developments, the following materials have been incorporated into the recent editions.

The Y2K edition of the **Standard Progressive Matrices Section** discussed the procedures used to develop the *Parallel* and *Plus* versions of the tests. The 2004 Update includes additional norms for the SPM+ and a cross-validation of the item analysis. Procedures for measuring change (eg in response to drug treatments or education) in a meaningful way and detecting the faking of low scores (eg in connection with insurance claims) are also included. The discussion of the test's contributions to our understanding of cognitive ability, its consequences, and its development has also been extended.

The **Coloured Progressive Matrices Section** contains data on the comparability between the *Parallel* and *Classic* versions of the test as well as additional normative data.

The 1998 edition of the **General Section** (updated 2003) describes the full range of tests currently available. An updated overview of the theory on which Raven's Progressive Matrices and Vocabulary Scales are based and an account of their development and background is also included. There is a discussion of the range of audiences – test “users” – to whom the *Sections* of the Manual are addressed.

The 1998 edition of the **Advanced Progressive Matrices Section** of the Manual contains an extended discussion of the construct validity of the RPM, situating that discussion in the context of wider models of intelligence and competence. This understanding of what is being measured greatly facilitates the appropriate use of the test in occupational settings.

The **Mill Hill Vocabulary Scale Section** of the Manual was radically revised for 1998 and contains a discussion of the use of the *Short Form* of the test. It reviews the extensive evidence supporting the theoretical framework in which both eductive and reproductive abilities (but especially the latter) are based and presents an illuminating discussion of the multiple uses and limitations of vocabulary tests in general. The sections dealing with the clinical applications of the Vocabulary Scales have been extended to incorporate a framework for classifying abnormal responses.

The Y2K edition of **Research Supplement No. 3: American Norms and Neuropsychological Applications** contains a compendium of U.S. School District and ethnic norms (and the detailed overall U.S. norms for young people derived from them), a chapter reviewing the extensive literature on the applications of the RPM in neuropsychological assessment, a chapter on the methodology employed to construct the CPM/SPM/APM/SPM+ conversion tables, and chapters on the environmental effects on RPM scores and the policy implications of the data.

The new Manual Sections are available in several languages from test publishers in many countries. Further information and the distribution network can be obtained from:

Customer Services, Harcourt Assessment, Halley Court, Jordan Hill, Oxford OX2 8EJ, England (Phone 01865 888188; e-mail: info@harcourt-uk.com www.Harcourt-uk.com)

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TESTS

RAVEN'S PROGRESSIVE MATRICES AND VOCABULARY SCALES FOR THE 21ST CENTURY

Raven's Progressive Matrices and Vocabulary Scales measure two complementary components of general intelligence. The *Progressive Matrices* measure **eductive** ability. The term comes from the Latin *educere*, meaning "to draw out". It thus refers to the ability to make sense of complex situations, to draw meaning out of confusion, to perceive and think clearly. The *Vocabulary Scales* measure **reproductive** ability – the ability to store and reproduce information. These two components are reasonably distinct, have different genetic and environmental origins, and predict different types of contribution to workplaces and the community. Used together, the two tests provide almost all the useful information that can be obtained from full-length "intelligence" tests. Because the test booklets are re-usable, the Raven Progressive Matrices and Vocabulary Scales are the most cost-effective measures of general cognitive ability available.

New, Parallel, Coloured, and Standard Progressive Matrices Tests

Because the tests have become so well known, users have requested *Parallel* versions to use when the normal procedures to detect those who have memorised the answers cannot be applied. In these, both the logic and difficulty of the individual items and the distribution of total scores match those of the *Classic* series. All the existing normative and other reference data can therefore be used with confidence.

The Standard Progressive Matrices "Plus"

Because increasing numbers of adolescents and young adults score near the ceiling on the *Classic* version of the *Standard Progressive Matrices*, it has been necessary to restore its discriminative power at the upper end by incorporating more difficult items. This version is the *Standard Progressive Matrices Plus*.

The **SPM Plus** maintains the 60-item, cyclical, format of the *Classic* SPM. By retaining the parallel versions of all the easier items, it has been possible to capitalise on the SPM's enhanced ability to discriminate among those with lower scores. However, by building on developments in Item Response Theory, it has simultaneously been possible to develop a more efficient test offering a more linear relationship between raw score and latent ability. This facilitates the interpretation of fundamental research.

Board Form of the Coloured Progressive Matrices

It has at last proved possible to produce the *Board Form* of the **CPM** commercially. Each pattern, or matrix, is separately presented in the form of a board from which the part required for completion has been removed. The options from which a choice has to be made are available as movable pieces. By placing a selected piece in position, people can see the results of their judgement. Use of the Board Form makes the testing of younger children and certain clinical patients easier.

The new tests are available from test publishers in most countries. A complete list of tests and the distribution network can be obtained from:

Customer Services, Harcourt Assessment, Halley Court, Jordan Hill, Oxford OX2 8EJ, England (Phone 01865 888188; e-mail: info@harcourt-uk.com www.harcourt-uk.com)

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