Abstract:

The aim of this work is to introduce a new assessment method of children's cognitive abilities, the Cognitive Assessment System 2, to examine its criterion concurrent validity in a population of children with special educational needs and analyze the test profiles of these children. In the theoretical part of the work various assessment tools of children’s cognitive abilities are presented. The Cognitive Assessment System 2 is also introduced. In the empirical part concurrent criterion validity of the CAS2 is examined via the correlation between the results of CAS2 and the results of other commonly used intelligence tests – it is examined on a sample of children with specific learning disabilities and children with below-average intelligence or mental retardation. The test profiles of children from both groups are analyzed. It was found that the overall scores in the method CAS2 highly correlate with total scores of the WISC-III in a group of children with a below-average intelligence and mental retardation, and with total scores of the WISC-III or the K-ABC in a group of children with specific learning disabilities. This is considered as evidence of the concurrent criterion validity of the CAS2. It was found that the children with a below-average intellect and mental retardation have balanced test profile, while children with SLD achieve statistically significantly worse results on a scale of attention compared to the other PASS scales in the CAS2.

Keywords:

assessment of cognitive abilities, Cognitive Assessment System 2, specific learning disabilities, mental retardation