Full Scale AIQ   113

The Full Scale AIQ score is calculated from 10 subtests, which are then grouped into four categories: Visual Spatial Processing, Reaction Time, Decision Making, and Learning Efficiency.

Visual Spatial Processing   105

This factor measures visual perception and organization, simultaneous processing, visual memory, and spatial scanning. Ultimately, these tasks require athletes to mentally organize visual information efficiently and effectively.

Manipulation / Rotation	Navigation	Visual Retention	Spatial Awareness
98	86	117	120

Reaction Time   111

This factor measures an athlete's speed in response to stimuli. It also assesses the ability to make snap judgments, detect differences, or compare information. These tasks require sustained attention, concentration, and mental control.

Reaction Time - Simple	Reaction Time - Distract
117	104
●●●	●●●●

●●●● Highly Accurate
●●● Accurate
●● Fairly Inaccurate
● Highly Inaccurate

Decision Making   111

This factor measures the speed and accuracy of decision making over time.

Target Comparison	Multiple Target Search
120	102

Learning Efficiency   132

This factor measures the ability to store information into long-term memory and then retrieve that information later.

Acquisition	Recall
135	130

Scoring Key				
<85	85-94	95-104	105-114	115<
POOR	LOW AVG	AVG	HIGH AVG	SUPERIOR

Analysis

This player's ability to find the quickest route to his desired destination is a weakness As a tight end, this weakness may lead to difficulty identifying the quickest route to block a defender down field.

His ability to hold immediately presented visual information, like formation photographs, was a strength (visual retention). This may help him recognize defensive formations shown on the sideline when in the game.

A strength in being able to maintain the appropriate spacing and distance to other players and landmarks (spatial awareness) can enable a tight end to find an opening against zone coverage.

His ability to respond quickly to stimuli, with and without distractors present, is a strength.

Without distractors present, his ability to respond quickly to stimuli is a strength. This may help him respond quickly to passes thrown before he is out of his break.

On the measure of reaction time with distractors, he was highly accurate, indicating both patience and focus.

His speed and accuracy in decision-making is a strong asset.

His ability to make two-option decisions (target comparison) is a strength. For a tight end, this may help him make quick and accurate decisions on option routes.

A strength is his ability to acquire and remember information. Thus he may need fewer reps to learn plays and skills, and he will recall them appropriately when needed. In addition to requiring less reps and the ability to recall it, he is likely to absorb the information in greater depth.

This player's ability to learn information is strength. As a result, he may require fewer reps on the practice field or less time in the film room to learn important information

This player's ability to recall information he has learned is a strength. As such, he may be able to remember key information from the 1st quarter in the 4th quarter and appropriately adjust in-game strategy in response to the opposition

Recommendations

He had difficulty finding the most efficient route to his destination. Therefore, coaches may want to spend additional time with him at practice working on the angles or routes he takes.

This athlete's visual retention was a strength and may help him to remember in-game adjustments made on the whiteboard or based on sideline pictures

Because of his strength in spatial awareness, he is less likely to get lost during plays. He is also likely to do well with maintaining orientation to play.

This athlete's reaction time abilities are an asset for him and may enable him to get a jump on opposing players.

Based on this athlete's strength in reaction time - simple, he is likley to respond quickly when he knows what he is looking for.

Based on his highly accurate responding on the reaction time - distract task, he is likely to maintain focused attention, even with distractors present.

His strengths in decision-making suggest that he is likely to do well with scanning the field for his next action step or following concrete executable steps.

Given his strength in two-option decision making, coaches could set this player up for success by giving him if-then performance rules to follow.

His strength in learning efficiency is likely to be an asset on the field. He may also be able to remind his teammates of critical game information.

Based on his strength in acquisition, he may require fewer repetitions in practice to learn the game plan or play book.

Given his strength in recalling learned information, he may be able to digest the playbook in greater depth.

Visual Spatial Processing   105

This factor measures visual perception and organization, simultaneous processing, visual memory, and spatial scanning. Ultimately, these tasks require athletes to mentally organize visual information efficiently and effectively.

Visual Spatial Processing - Subtests

Manipulation/Rotation   98

(Shape Rotations)

Assesses the ability to visualize the field well, especially under altered conditions. A strength in manipulation/rotation might come into play when an athlete must adapt to his visual field changing as a play unfolds.

Navigation   86

(Route Finding)

Assesses the ability to scan a visual field quickly and effectively, and determine the shortest route to the destination. A strength in navigation may enable an athlete to quickly recognize obstacles and identify the best path.

Visual Retention   117

(Memory for Shapes)

Assesses the ability to form and store mental images and then recognize or recall them later. A strength in visual retention may enable an athlete to learn different offensive and defensive formations more efficiently. In addition, the athlete is likely to remember where other players are supposed to be on the field as plays are carried out.

Spatial Awareness   120

(Design Matching)

Assesses the ability to maintain orientation with respect to objects in space. A strength in spatial awareness may enable an athlete to keep a specific play in mind and maintain his positioning in relation to other players or landmarks.

Scoring Key				
<85	85-94	95-104	105-114	115<
POOR	LOW AVG	AVG	HIGH AVG	SUPERIOR

Reaction Time   111

This factor measures an athlete's speed in response to stimuli. It also assesses the ability to make snap judgments, detect differences, or compare information. These tasks require sustained attention, concentration, and mental control.

Reaction Time - Subtests

Reaction Time - Simple   117

(Simple Reaction Time)

●●●

Assesses the ability to respond quickly and accurately to immediate stimuli. A strength in reaction time - simple may enable an athlete to get a jump on an opposing player.

Reaction Time - Distract   104

(Choice Reaction Time)

●●●●

Assesses the ability to respond quickly and accurately to important stimuli while ignoring distractions. A strength in reaction time - distract may enable an athlete to remain focused on key information while ignoring extraneous factors.

●●●● Highly Accurate
●●● Accurate
●● Fairly Inaccurate
● Highly Inaccurate

Scoring Key				
<85	85-94	95-104	105-114	115<
POOR	LOW AVG	AVG	HIGH AVG	SUPERIOR

Decision Making   111

This factor measures the speed and accuracy of decision making over time.

Decision Making - Subtests

Target Comparison   120

(Number Matching)

Assesses the ability to quickly compare information in a visual field. A strength in this area may allow a player to quickly decide what to do next, based on the actions of opposing players.

Multiple Target Search   102

(Object Scanning)

Assesses the ability to search for information rapidly in a visual field. A strength in this area would likely enable an athlete to quickly locate players or markers of interest.

Scoring Key				
<85	85-94	95-104	105-114	115<
POOR	LOW AVG	AVG	HIGH AVG	SUPERIOR

Learning Efficiency   132

This factor measures the ability to store information into long-term memory and then retrieve that information later.

Learning Efficiency - Subtests

Acquisition   135

(Paired-Associative Learning)

Assesses the ability to store and recall information through association. A strength in this ability may enable an athlete to learn and recall plays efficiently and effectively, thus requiring less study time.

Recall   130

(Paired-Associative Learning - Delayed)

Assesses the ability to recall previously learned information quickly and accurately. A strength in this area may allow an athlete to retain previously learned plays well over time.

Scoring Key				
<85	85-94	95-104	105-114	115<
POOR	LOW AVG	AVG	HIGH AVG	SUPERIOR