

Full Scale Score (FS-AIQ)	116	Based on all ten subtest scores, the FS-AIQ is considered the best overall estimate of athletic intelligence.
Visual Spatial Processing (Gv)	112	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 (Shape Rotations)	124	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 (Route Finding)	106	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 (Memory for Shapes)	113	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 (Design Matching)	106	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.
Reaction Time (Gt)	116	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 (Simple Reaction Time)	115	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.
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Reaction Time - Distract (Choice Reaction Time)	118	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.
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Decision Making (Gs)	115	This factor measures the speed and accuracy of decision making over time.
Multiple Target Search (Object Scanning)	103	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.
Target Comparison (Number Matching)	127	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.
Learning Efficiency (Glr)	123	This factor measures the ability to store information into long-term memory and then retrieve that information later.
Acquisition (Paired-Associative Learning)	120	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 (Paired-Associative Learning - Delayed)	126	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.

Poor < 85	Low Average 85 - 94	Average 95 - 104	High Average 105 - 114	Superior 115 ≤
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Note: the AIQ is not intended for diagnostic purposes. It is a descriptive tool that provides information about how athletes acquire, process, and apply sport-specific information.

Analysis

- This player's visual spatial processing is a well-developed ability. For a center mid, a strength in this area suggests good presence and awareness on the field.
- This player's ability to see a play unfold in his mind's eye is a strength. This ability can help a central midfielder anticipate how the play will develop and is a foundation to being able to anticipate offensive and defensive needs.
- This center mid's ability to find the quickest and most efficient route to his desired destination is a strength. This ability can help him identify the optimal path to take physically, such as finding the best path to take on an offensive run, as well as tactically, such as finding the most efficient passing lane to a teammate.
- This athlete's ability to take a mental picture and hold the information in mind is strong. This strength can help him recall the locations of his teammates and opponents who are out of view.
- This player's understanding of spacing and orientation relative to other players and landmarks is strong. This ability can help a central midfielder effectively command space on the field by understanding his positioning relative to teammates, opponents, the side line, and the goal. Similarly, he is more apt to know where he is on the field, even as he turns back and forth in transition from attacking to defending.
- This player's reaction time is fast.
- This central midfielder's reaction time without distractors present is fast, and can help him react with a quick strike such as a full volley.
- His reaction time with distractors present is fast, and can help him react quickly and win a ball in the air in a crowded space.
- This central midfielder makes quick and accurate decisions.
- This player's two-option decision making is strong and can help him decide where to pass the ball when two teammates are making a run.
- This central midfielder can learn and retain new skills and information more quickly and in greater depth than other players.
- This player's ability to learn new information and skills is strong. He may require fewer reps or less time in the film room to learn his assignments.
- This central midfielder's ability to recall what he has been taught is a strength. He may be able to recall assignments and plays in greater depth, and may require fewer repetitions during practice or time in the film room. Additionally, he is more likely to recall valuable information acquired in the 1st half at an important time later in the game, such as an opponent's tendency to favor one foot or direction over the other.

Recommendations

- This player displayed strong visual spatial processing abilities. Athletes who earn a high score on this factor are likely to do well with their general presence and awareness on the field.
- His strong manipulation/rotation ability may allow him to anticipate and see plays unfold in his mind.
- His strength in navigation may enable him to take good angles and to identify efficient passing lanes or shot angles on set pieces.
- This athlete's visual retention was a strength and may help him remember in-game adjustments made on a whiteboard at halftime.
- Because of his strength in spatial awareness, he is less likely to get lost during play. He is also likely to do well with maintaining appropriate spacing and orientation to teammates and defenders as well as markers on the field.
- Overall, his 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 likely to respond very quickly when he knows what he is looking for.
- Given his strength in reaction time – distract, he is likely to react immediately even when distractors are present.
- His strength in decision-making suggests that he would 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 can set him up for success by giving him if-then performance rules to follow.
- His strength in learning efficiency is likely to be an asset. He is likely to absorb and retain information well.
- He may require fewer reps in practice to learn the game plan or specific skills.
- During play, he may recall important details he noticed from game film or in prior games played against his opponent.