Stroop Color-Word Test
Scoring Report

Report Date: 2021-09-17

Contents

PAPER RECORD FORM REQUIRED WITH EACH ADMINISTRATION TO ACCOMPANY THIS REPORT

Background Information

Demographics											
Examinee First Name/ID	Examinee Last Name	Location	Testing Number	Examiner First Name	Examiner Last Name	Referral Reason for Testing	Additional Information	Highest Education	Birth Date	Test Date
Stewart	Stevenson	Highla High	1	David	van Driessen	School Problems	Interperso difficulties	No HS Diploma	2003-01-01	2021-09-16

Stewart Stevenson was administered the Stroop Color and Word Test on 2021-09-16, by David van Driessen on 2021-09-16. At the time of testing, was 18.7 and had completed No HS Diploma as highest level of education. The Stroop Color-Word Test is an efficient assessment of several neuropsychological and cognitive abilities, including ability to inhibit distracting information and process information quickly and accurately, abilities commonly used in tasks requiring attention, working memory, flexibility, and processing speed.
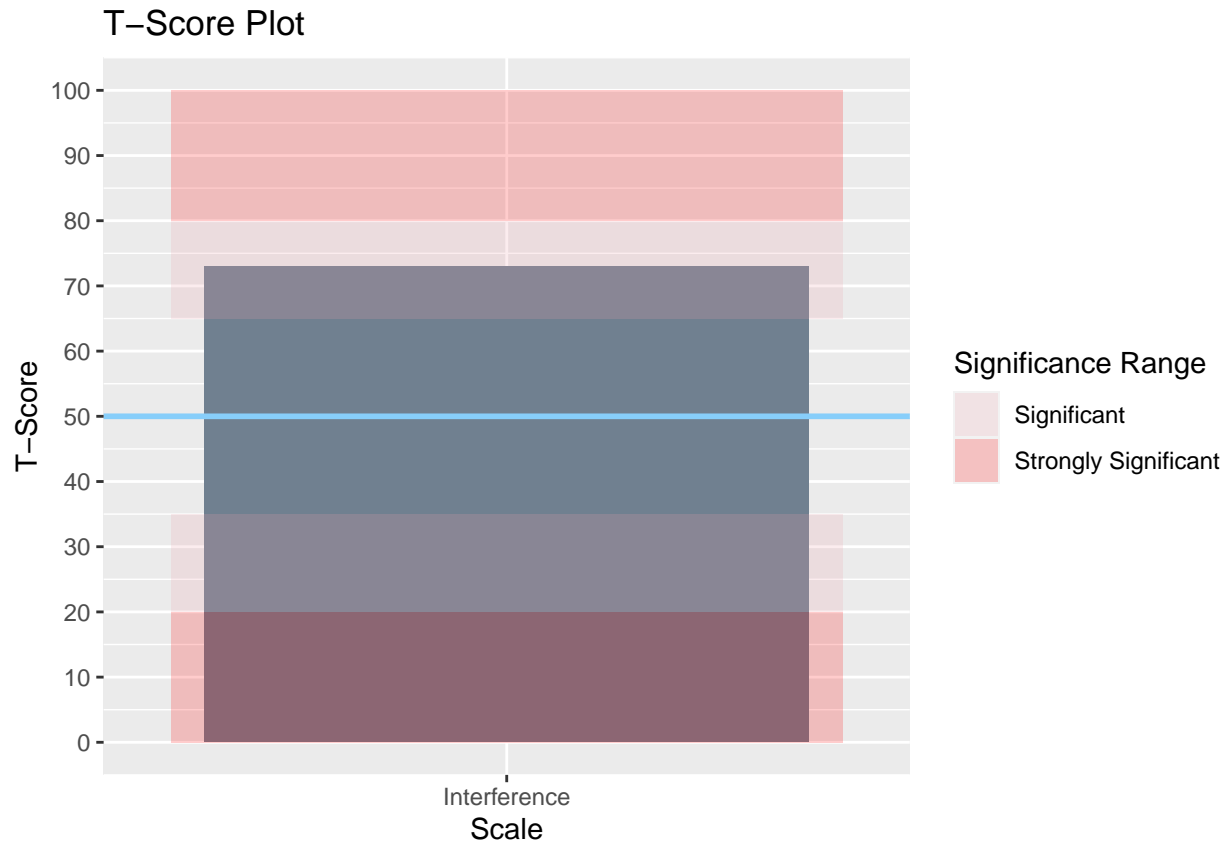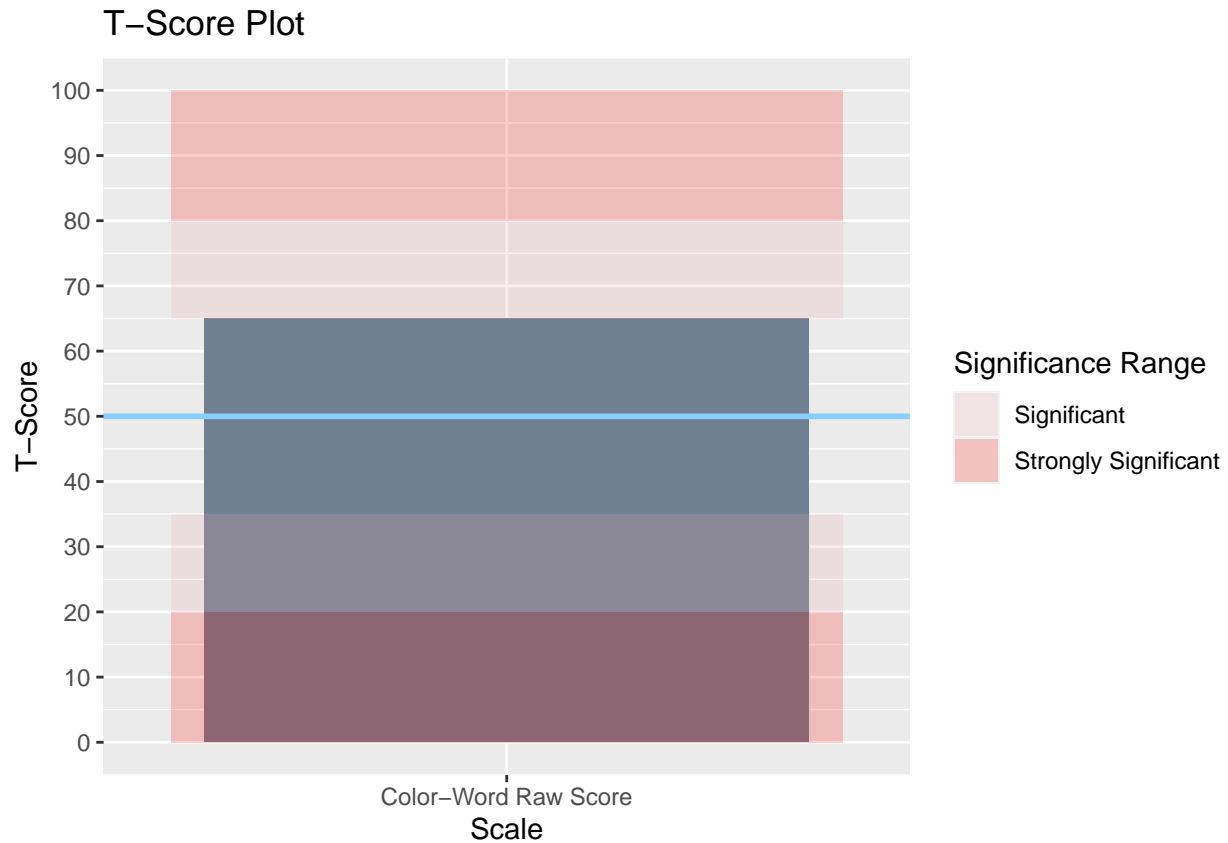
Results

Overall

T-Scores				
Scale	Word	Color	Color-Word	Interference
T-score	37	54	65	73

Individual Scales

Interference

T−Score Plot

Stewart scored 73 on Interference. This score is 1 SD above the mean, significantly better than peers. This scale is an assessment of an individual's ability to discern among competing stimuli, ability to work efficiently, and attention. It is a within-person comparison of performance on a task with incongruent stimuli (Color-Word Task) compared to those with congruent stimuli (Color and Word). These tasks must be examined separately, as follows, to compare performance against relative to others. Low values on Color-Word score in the presence of normal Color and Word scores are indicative of interference. T-scores for Color-Word which are significantly better than T-scores for Color or Word, combined with Raw Color-Word scores which are at least 20% below Raw Color scores and 30% below Raw Word scores, suggest good ability to inhibit conflicting responses.

Color-Word

T−Score Plot
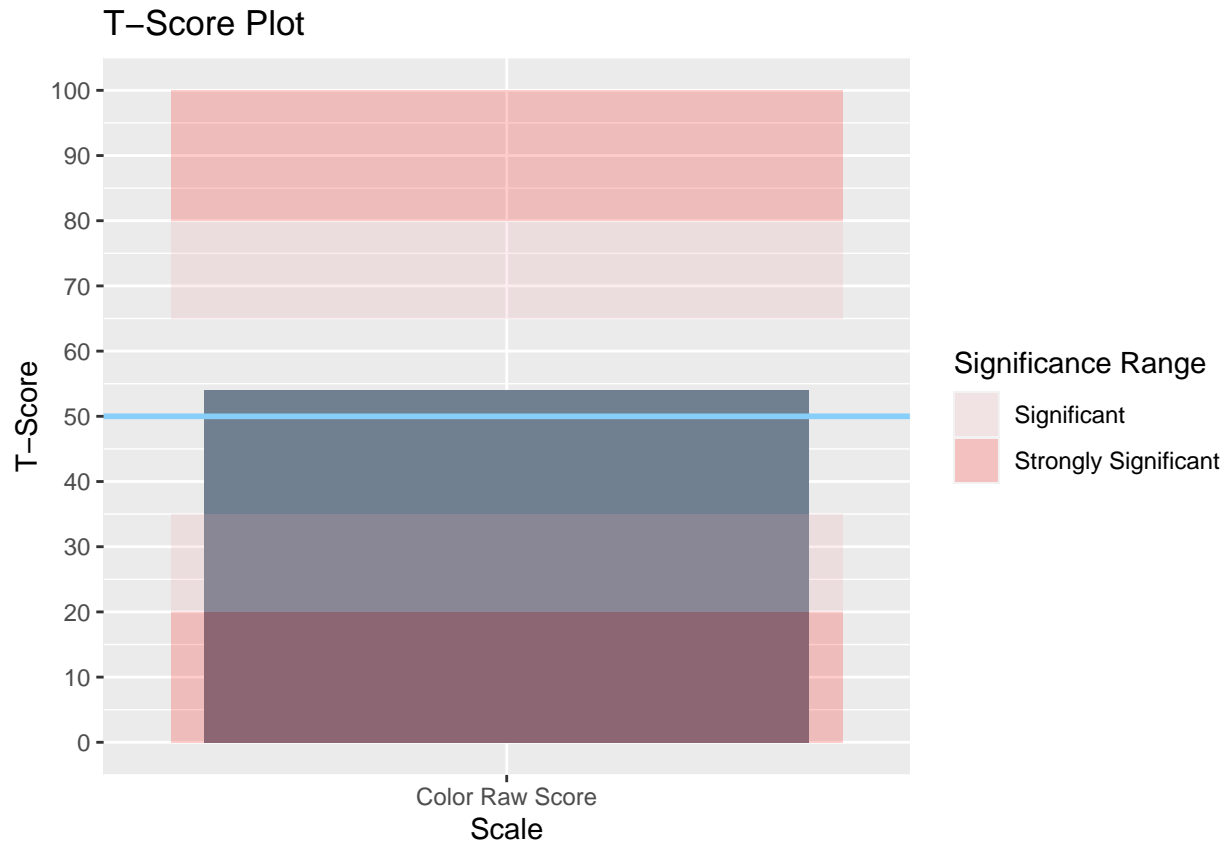

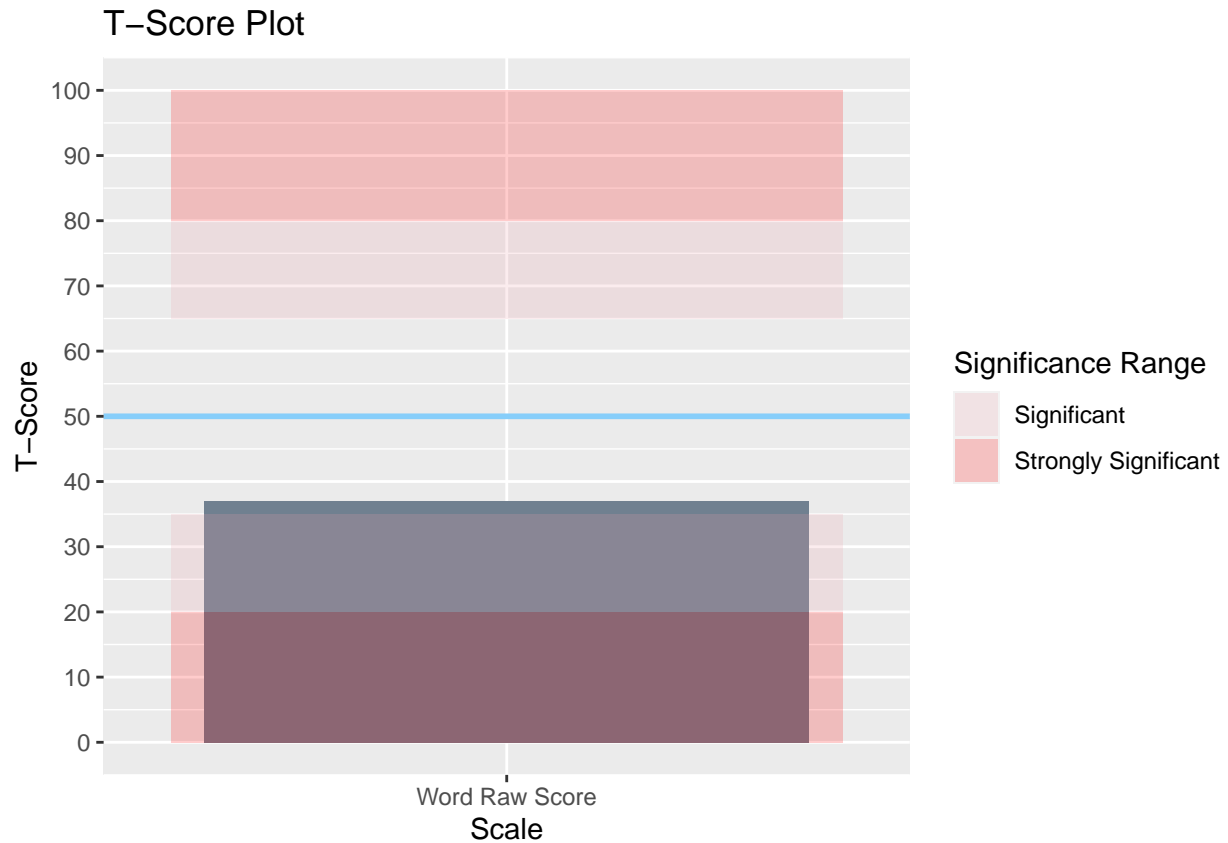Stewart scored 65 on Color-Word. This score is within +/- 1 SD from the mean, average compared to peers. This scale is an assessment of ability to manage interference from competing stimuli. Interference score is a within-person comparison. Color-Word score is relative to same age peers. Thus, Interference can be viewed as a relative comparison, while Color-Word is a personal comparison. Thus, an individual may score relatively high on Interference due to normatively poor performance on Color or Word, but also score poor relative to peers on Color-Word, or vice-versa.

Color

T−Score Plot

Stewart scored 54 on Color. This score is within +/- 1 SD from the mean, average compared to peers. This scale is an assessment of ability to discern and identify colors. Color vision impairment would influence performance in this domain and must be considered. Performance on this domain should be evaluated with others to identify global abilities or as a reflection of effort.

Word

T–Score Plot

Stewart scored 37 on Word. This score is within +/- 1 SD from the mean, average compared to peers. This scale is an assessment of basic reading speed and reaches near adult levels about age 12. Motor-speech abilities, reading, speech, and language or learning abilities are abilities involved in performance on this task.

Stoelting Psychology

www.stoeltingco.com

620 Wheat Lane

Wood Dale, IL, USA 60191

psychtests@stoeltingco.com

630–860–9700