

For more than a century, it was believed that intelligence quotient is the measure of how clever people are and the elite society have always used the test to find out the intelligence of subpar applicants. However, scientists have dismissed this scale as a “myth” as they found that our intelligence is a combination of at least three results of our mental alertness. There are different kinds of circuits within the brain, and it is used for different thought processes. As per the researchers verbal skills, reasoning, and short-term memory skills are needed to measure the overall intelligence of an individual (Duckworth *et al.*, 2012). This is an argumentative essay and it shall contain reasons and arguments as to why intelligence quotient tests are a poor predictor of assessment of intelligence in school achievement.

Scores on intelligence tests were originally used as a formula that involved calculation. Therefore, the tests were known as intelligence quotient or IQ scores. Though we continue to use the term IQ, intelligence quotient test scores are no longer dependent on the earlier formula. However, students having high IQ typically do well in school; however, one cannot conclude that their high level of success is actually an outcome of their intelligence (Ganz *et al.*, 2013). The first argument that depends on this proposition is that, other than intelligence, many factors such as family resources, parental support, motivation, and peer group expectations are the other factors that are involved in support of their success. It has been seen that many students who have IQ perform badly in class and others who have a low IQ do comparatively better in class. IQ tests do not depend on certain topics it is as overall determination of our intelligence (Kaufman, 2015). For example, IQ contains questions that are based on reasoning, analysis, and general knowledge whereas, school tests contains questions that are subject specific and students get enough time for preparation of that subject. Hence, one cannot relate results of intelligence quotient with academic success of the child.

References:

- Duckworth, A. L., Quinn, P. D., & Tsukayama, E. (2012). What No Child Left Behind leaves behind: The roles of IQ and self-control in predicting standardized achievement test scores and report card grades. *Journal of Educational Psychology*, 104(2), 439–451.
- Ganz, J., Hong, E., & Goodwyn, F. (2013). Effectiveness of the PECS Phase III and choice between the app and traditional PECS among preschoolers with ASD. *Research in Autism Spectrum Disorders*, 7, 973-983.
- Kaufman, J. C. (2015). Why creativity isn't in IQ tests, why it matters, and why it won't change anytime soon probably. *Journal of Intelligence*, 3(3), 59-72.

	4	3	2	1
Introduction (Paragraph 1) Content	The introduction is inviting, states the main topic and position, and previews the structure of the paper.	The introduction clearly states the main topic and position and previews the structure of the paper, but it is not particularly inviting to the reader.	The introduction states the main topic or position but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic, position, or structure of the paper.
Body (Paragraph 2) Content	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear, but the supporting information is general.	Main idea is somewhat clear, but there is a need for more supporting information.	The main idea is not clear. There is a collection of information that does not appear relevant to the work.
Style	Sentences flow logically and are combined in a manner that makes the writing easy to follow. Contains no casual language.	Sentences are somewhat choppy and could be revised to improve flow. Contains no casual language.	Writing has incomplete sentences and/or contains casual language.	Writing contains excessive (more than 3) incomplete sentences and/or excessive (more than 3) use of casual language.
Grammar and Spelling	Work contains no spelling nor grammatical mistakes that distract the reader from the content.	Work contains 1-2 errors in spelling or grammar that distract the reader from the content.	Work contains 3-4 errors in spelling or grammar that distract the reader from the content.	Work contains more than 4 errors in spelling or grammar that distract the reader from the content.

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