Evaluation of this Assessment

This assessment proved to be quite cumbersome in determining its’ uses within educational testing. It appears to be a relevant tool when suspecting a visual/motor/perception/memory deficiency in a student.

Based on the scoring system used, the BVMGT-2 can identify areas of weakness and concern and thus, prompt further testing or educational accommodations for a specific student.

Test takers with brain injury, psychological disorders, sensory or communication deficiencies were excluded from normative samples, though, they are the ones for who this test would be intended for use. This eliminated high validity and reliability results.

It is recommended to use this test in conjunction with other similar tests to develop an educational plan or diagnosis of a learning challenge.

The Bender Visual—Motor Gestalt Test—2

Summary of the Bender Visual—Motor Gestalt Test—2 (BVMGT-2)

A psychological assessment instrument used to evaluate visual motor functioning and visual perception skills in both children and adults.

The original test consisted of 9 geometric designs that examinees were asked to copy. These reproductions were then scored for accuracy. The latest version of the test now includes 16 designs.
Quick Facts on the BVMGT—2

* Age Range : 4– 85 years

Test includes 16 geometric designs that are to be reproduced. For children younger than 8, there are 13 designs and for test-takers older than 8, there are 12 designs. 8 designs are common to both. There are three sub tests: Design Recall, Motor and Perception.

Pencil and paper test. Test takers are asked to copy the geometric design shown. Rulers or other aids are not allowed but test takers may erase to self-correct. This test is untimed, but is often complete within 10-20 minutes.

Scoring the BVMGT—2

Scores:

Each design is scored on a 5 point scale for the Recall Design sub test. The other two subtests are marked on a pass or fail basis. Raw scores are then converted to standard scores and percentiles, with confidence intervals ranging 90-95%.

Norms:

Normative sample consisted of 4000 individuals. Individuals with limited English proficiency, brain injury, behavioural and emotional disorders were excluded from the sample. Due to this, the norms misrepresent a specific population of test-takers, for whom this test is intended to be used.

Reliability:

Reliability data exists only for the recall and copying subtests. Of this data, there appears to be internal consistency. The copying subtest has greater stability and is sufficiently reliable in making educational based decisions.

Validity:

The internal validity of the copying subtest is measured using three sources. These looked at the i) ability to reproduce designs ii) the presence of a single underlying factor and iii) the way in which performance changes with age. There is no evidence of validity for the Motor or Perception Subtest. The inability to establish criterion-related validity makes this assessment unreliable in diagnosing individual results.

The BVMGT –2 does not have its own independent scoring system and can be scored using other scoring systems. Examiners are encouraged to carefully consider the reliability and validity and the norm sample, when selecting a scoring system for the BVMGT-2.