COMPREHENSIVE IQ REPORT

Your Tickle IQ Score

Your Intelligence Type

Your Intelligence Scales

IQ Answer Key

What is an IQ?

Average Tickle IQ Scores By State

IQ Test Development

Additional Reading

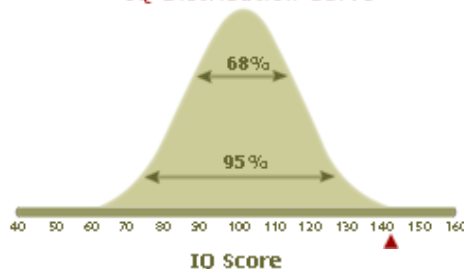Certificate of Intellectual Achievement

Your IQ score is:

142

You scored 142 on Tickle's IQ test. This means that based on your answers, your IQ score is between 132 and 142. Most people's IQs are between 70 and 130.

In fact, 95% of all people have IQs within that range. 68% of people score between 80 and 120. The following chart to your right, shows these percentages and where *your* IQ score is on that scale.

Print your Certificate of Intellectual Achievement.

There's more to intelligence than a single number, a single score or a single label. Tickle uses four distinguishable Intelligence Scales in the Ultimate IQ Test. By analyzing your individual scores on those four scales, we are able to look beyond the raw IQ score into how you process information and thereby determine your Intellectual Type.

How do you relate to other IQ test takers?

IQ Distribution Curve

68%

95%

40 50 60 70 80 90 100 110 120 130 140 150 160

IQ Score

Your Intellectual Type Is:

Your mind's strengths allow you to think ahead of the game — to imagine or anticipate what should come next in just about any situation. Because you're equally skilled in the numerical and verbal universes of the brain, you can draw from multiple sources of information to come up with great ideas. The timelessness of your vision and the balance between your various skills are what make you a Visionary Philosopher.

In addition to your strengths in math and linguistics, you have a knack for matching and anticipating patterns. These skills and your uncanny ability to detect the underlying blueprint of most of life's situations add to your Visionary Philosopher mind.

Two philosophers who share the same combination of skills you possess are Plato and Benedict Spinoza. Spinoza had insight into how things worked in the world. He could envision a future based on the patterns he saw in life, and used mathematical logic as a structure within

Great Jobs For You

Because of the way you process information, these are just some of the many careers in which you could excel:

which to present his philosophical arguments. With that base he was able to use logic to formulate his theories. Borrowing from his linguistic strengths he wrote eloquent texts and, therefore, was able to bring his philosophical ideas and structure to the rest of the world. His story exemplifies the talents that are present in the Visionary Philosopher intellectual type.

Whatever you decide to do in life, you've got a powerful mix of skills and insight that can be applied in a wide variety of ways. You can expand your mind to understand a situation. Your strong balance of math and verbal skills will help you explain things to others. For example, if you were on an archaeological dig and discovered an object, you could probably use your deductive powers to figure out not only what the object was but also how it was used. Given your ability to put things together, you are more than capable of inventing a life plan that is in synch with your perspective on how things were, how they are, and how they might be one day.

- Archaeologist
- Detective
- Psychologist
- Sculptor
- Architect
- City planner
- Chief executive

Some of Your Greatest Talents

You've got tons of strengths. It wouldn't surprise us if you:

- Think of the "big picture"
- Can anticipate and predict patterns
- Are good at context clues
- Can see similarities in seemingly disparate things

Your 4 Intelligence Scales

Now let's look at the factors that contribute to you being a Visionary Philosopher with a 142 IQ score.

Based on the results of your test, Tickle divided your scores into four distinguishable dimensions — mathematical intelligence, visual-spatial intelligence, linguistic intelligence and logic intelligence.

Here's how each of your intelligence scores break down:

Mathematical Intelligence
Your Mathematical Percentile

You scored in the 100th percentile on the mathematical intelligence scale.This means that you scored higher than 90% - 100% of people who took the test and that 0% - 10% scored higher than you did. The scale above illustrates this visually.

Your mathematical intelligence score represents your combined ability to reason and calculate. You scored relatively high, which means you're probably the one your friends look to when splitting the lunch bill or calculating your waitresses' tip. You may or may not be known as a math whiz, but number crunching might come a little easier to you than it does others.

This is the kind of question that helped to determine your mathematical intelligence score:

A boy is 4 years old and his sister is three times as old as he is. When the boy is 12 years old, how old will his sister be? 16, 20, 24, 28, 32.

answer: 20.
The sister is (3)three times older than her (4) four-year-old brother. Three times 4 is 12, in other words, when he is four, she is 12. Twelve years old is 8 years older than 4 years old, which makes her 8 years older than him. This never changes. Therefore, when he is 12, she is still 8 years older, or 12+8=20.

Flexing Your Math Muscles

Like anything, keeping or improving your math talents requires practice. Here are some everyday mental exercises that could be particularly helpful to you:

- Balancing your checkbook
- Figuring out your monthly budget
- Predicting what the change will be the next time you buy something
- Calculating your waitperson's tip in your head
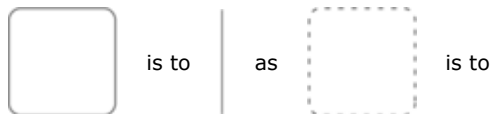
Visual-Spatial Intelligence

Your Visual-Spatial Percentile

You scored in the 100th percentile on the visual-spatial intelligence scale.
This means that you scored higher than 90% - 100% of people who took the test and that 0% - 10% scored higher than you did. The scale above illustrates this visually.

The visual-spatial component of intelligence measures your ability to extract a visual pattern and from that envision what should come next in a sequence. Your score was relatively high, which could mean that you're the one navigating the map when you're on an outing with friends. You have, in some capacity, an ability to think in pictures. Maybe this strength comes out in subtle ways, like how you play chess or form metaphors.

Here's the type of question that contributed to your visual-spatial intelligence score:

is to | as   is to

Answer:

The answer lies in recognizing not only the visual sequence of a square and then a line, but in the recognizing the solidity of the line in the first example and the broken quality of the line in the second example.

Vision Quest

Like anything, keeping or improving visual-spatial talents requires some practice. Here are some everyday mental exercises that will be particularly helpful to you:

- Playing chess, or video games like Tetris
- Studying maps and become the navigator on your next trip
- Sculpting or photography

Linguistic Intelligence

Your Linguistic Percentile

You scored in the 100th percentile on the linguistic intelligence scale.
This means that you scored higher than 90% - 100% of people who took the test and that 0% - 10% scored higher than you did. The scale above illustrates this visually.

Linguistic abilities include reading, writing and communicating with words. Tickle's test measures knowledge of vocabulary, ease in completing word analogies and the ability to think critically about a statement based on its semantic structure. Your score was relatively high, which could mean you know your way around a bookstore and maybe like to bandy about the occasional 25-cent word to impress friends.

Here's the type of question that contributed to your linguistic intelligence scale score:

Inept is the opposite of:

Answer: Skillful.

The answer is derived by prior knowledge that "inept" means "unskillful" (Oxford Concise Dictionary).

Word Power

Like anything, keeping or improving linguistic talents requires some practice. Here are some everyday mental exercises that will be particularly helpful to you:

- Doing crossword puzzles
- Start reading just for fun
- Befriending your dictionary
- The next time something breaks, try reading the instruction book first

Logical Intelligence

Your Logical Percentile

You scored in the 100th percentile on the logical intelligence scale.
This means that you scored higher than 90% - 100% of people who took the test and that 0% - 10% scored higher than you did. The scale above illustrates this visually.

Tickle's logical intelligence questions assess your ability to think things through. The questions determine the extent to which you use reasoning and logic to determine the best solution to a problem. Your logic score was relatively high, which could mean that when the car breaks down, your friends look to you to help figure out not only what's wrong, but how to fix it and how you're going to get to the next gas station.

Here's the kind of question that contributed to your logical intelligence score:

If some Wicks are Slicks and some Slicks are Snicks, then some Wicks are definitely Snicks.

Answer: False
The statement is false because while some Wicks might be Slicks, there is no conclusive proof that any of them might be Snicks.

Logic Lessons

Like anything, keeping or improving logical talents requires some practice. Here are some everyday mental exercises that will be particularly helpful to you:

- Trying some brain teasers
- Throwing away the instructions and relying on instinct to fix something
- Playing chess

What do all these percentiles mean?

For each scale, Tickle determined how many people received scores above and below yours. Your "percentile" represents what percentage of people scored lower than you. In other words, 90th percentile means you scored higher than 80 to 90% of people did.

How are the percentiles determined? These percentiles were determined based on the one million users who have already taken our test. We then adjusted these percentiles based on a nationally representative IQ distribution to make sure that no level of intelligence was over- or underrepresented in the analysis. Thus, the percentiles we present reflect your score compared with people in the United States in general.

What factors helped determine my score?
If your score isn't as high as you thought it would be, remember that there are plenty of external factors that can affect your performance on the test. If you were tired, hungry or distracted, you might have scored lower than you expected because you were less able to concentrate.

Your level of formal education and your familiarity with taking these kinds of tests also influence how well you do. That's part of the reason IQ tests aren't a perfect measure of your intelligence. Your score would probably be quite different if the IQ test was designed to take into account your musical, artistic, emotional and social skills.

On their own, IQ scores can't predict someone's ultimate success or definitive potential for success. Many of the qualities that lead to great achievements are learned through culture, experience and schooling - not solely from doing well on an IQ test.

What your IQ test can help explain, however, is how your brain works best. By looking at the kinds of questions you answered correctly and the kinds of questions you answered incorrectly, we can tell you more about your intelligence type — the type that explains the kind of information that makes sense to your brain.

Test Question Answer Key

Now that you know your IQ score, your Intelligence Type and your rank along the four intelligence scales (Mathematical, Visual-Spatial, Linguistic and Logical), we thought you might want to go back and see how you answered various questions. People often waver on at least a couple of questions, so we've provided the full set of questions along with the answer key.

➡ = your answer
✔ = correct answer

1. Which one of the five choices makes the best comparison? LIVED is to DEVIL as 6323 is to:

    2336
    6232
➡   3236 ✔
    3326
    6332

The most important thing to notice in comparing the words in this problem is that "devil" is "lived" spelled backwards. This is the pattern that you need to apply to the number 6323 - solve the problem by finding which number is 6323 "spelled" backwards. The answer is 3236, option C.

2. Which one of these is least like the four?

    Horse
➡   Kangaroo ✔
    Goat
    Deer
    Donkey

Try picturing each of the five animals in the list and thinking of which characteristics 4 of them have in common that is not found in the fifth.

You might start by thinking that some have fur. If you picture all of the animals on the list, you actually find that they all have fur. Because all the animals on the list are included in the group called "animals with fur," you know that this cannot be the right answer - you need a categorization that excludes one - and only one - animal from the group.

The right answer is that the kangaroo is least like the other four, option B. One reason for this is that a kangaroo can get around on two legs, whereas all of the others are four-legged animals. Another reason is that a kangaroo carries her young around in a pouch, whereas none of the other animals have evolved with pouches to carry their young. There are other justifications as well - how many can you think of?

3. Which number should come next? 144 121 100 81 64 ?

    17
    19
    36
➡   49 ✔
    50

The most important thing to notice in comparing the words in this problem is that all of these numbers are the product of a number multiplied by itself - they are all squares. In addition, the pattern is a descending list of sequential numbers, squared. Here is the pattern:

144 = 12 x 12
121 = 11 x 11
100 = 10 x 10
81 = 9 x 9
64 = 8 x 8

The next number must be the product of 7 x 7. Therefore, the correct answer is 49, or option D.

4. Even the most _____ rose has thorns.

    Ugly
    Weathered
    Elusive
    Noxious

→ Tempting ✔

This incomplete sentence is focused on the fact that roses have thorns. When thinking about this fact, you may find that you have a negative reaction to the idea of rose thorns. After all, while thorns may serve a positive purpose for the rose itself, anyone who has grabbed a rose by its thorns knows that this is a negative experience and will view thorns with caution from then on.

The way this sentence is constructed tells you that the word you need to fill in the blank is something that contrasts with the downside of roses - the fact that they have thorns. It is a sentence that contrasts positive with negative: "Even the most (positive thing) has (negative thing)." Therefore, we know we are looking for a word that fits into the sentence that describes a positive aspect of roses. In looking over the list of 5 words, all are negative with the exception of the word "tempting". This makes "tempting," answer option E, the best choice to fill the blank.

5. HAND is to Glove as HEAD is to

   Hair
→ Hat ✔
   Neck
   Earring
   Hairpin

When looking for two pairs of things that act the same way, the best way to approach the problem is to identify how the complete pair (hand and glove) relates the two items. When considering the relationship of a hand to a glove, you may characterize the relationship as a glove as a garment that covers or surrounds a hand, or that a hand fits into. After identifying this relationship, you can create a simple question to test the relationships of other pairings to see if the same relationship is present. For example, you may construct a simple sentence such as "Does a head fit into a ____?" When testing each of the 5 answer options, you'll find that option B - Hat - is the only one that shares the same relationship as a hand to a glove.

6.

When looking for two pairs of things that act the same way, the best way to approach the problem is to identify how the complete pair relates the two items.

In this example, the first item in the complete pair is an image of two triangles stacked vertically and the second item is two circles lined up horizontally. The first pair has two items that differ in two notable ways: (1) in their shape (triangle vs. circle), and (2) in their physical orientation (vertical vs. horizontal). The first image is the "opposite" of the second image.

When looking for the missing image that completes the second pairing, you should keep in mind what you learned from the first pair (shape and physical orientation). In looking at the first image in the second pair, you'll notice that it contains circles that are stacked vertically. Therefore, you should be looking for the "opposite" of the first pair - triangles that are lined up horizontally. The only answer option that fits this description is D, therefore D is the correct answer.

7. John likes 400 but not 300; he likes 100 but not 99; he likes 3600 but not 3700. Which does he like:

→ 900 ✔
   1000
   1100
   1200

John likes squares of whole numbers. The consistent distinction between the pairs of numbers that John likes or doesn't like is that the one that John likes is a square of a whole number. Take a look:

John likes 400. The square root of 400 is 20.
John doesn't like 300. The square root of 300 is approximately 17.32; it is not a whole number squared.

John likes 100. The square root of 100 is 10.
John doesn't like 99. The square root of 99 is approximately 9.95; it is not a whole number squared.

John likes 3600. The square root of 3600 is 60.
John doesn't like 3700. The square root of 3700 is approximately 60.83; it is not a whole number squared.

To answer the question, look through the list of 4 numbers to see which is a square of a whole number. The only number in the list that is exactly equal to a whole number multiplied by itself is 900. The square root of 900 is 30. Therefore, the answer is "A".

8. A fallacious argument is:
   Disturbing
   Valid
→ False ✔
   Necessary

This is a vocabulary question. The definition of fallacious is "based on an incorrect or misleading notion or information." The words "disturbing" and "necessary" are conceptually unrelated to the word fallacious, and the word "valid" is actually one of its antonyms (opposites).Therefore, answer option C, "false," is the closest match to the definition of fallacious

9. If you rearrange the letters "ANLDEGN," you would have the name of a(n):
   Ocean
→ Country ✔
   State
   City
   Animal

If you unscramble the letters of "ANLDEGN," you get the word "ENGLAND." England is a country, therefore answer option B is correct.

10. NASA received three messages in a strange language from a distant planet. The scientists studied the messages and found that "Necor Buldon Slock" means "Danger Rocket Explosion" and "Edwan Mynor Necor" means "Danger Spaceship Fire" and "Buldon Gimilzor Gondor" means "Bad Gas Explosion". What does "Slock" mean?
   Danger
   Explosion
   Nothing
→ Rocket ✔
   Gas

To solve this problem, study the three phrases and their translations to figure out the meanings of the foreign words. The phrases "Necor Buldon Slock" and "Buldon Gimilzor Gondor" both contain a word that translates as "explosion"; also, the only word that these two foreign phrases have in common is "buldon." Therefore, "buldon" must mean "explosion". Following this same procedure with "necor," you will find that "necor" means

"danger". By looking at the first foreign phrase again - "Necor Buldon Slock" (which translates as "Danger Rocket Explosion") you can deduce that "slock" means "rocket" since you know the meanings for "buldon" and "necor". Translating word for word, the phrase is "Necor (Danger) Buldon (Explosion) Slock (Rocket)". As is generally the case with foreign languages, the sentence syntax differs in translation. Answer option D, or "Rocket," is the correct answer.

11. If some Wicks are Slicks, and some Slicks are Snicks, then some Wicks are definitely Snicks. The statement is:

    True
    False ✔
→ Neither

Because the same Slicks that are also Wicks may not be the same Slicks that are also Snicks, we can draw no firm conclusions from the information given that there is a direct relationship between Snicks and Wicks. It is possible that some Wicks may also be Snicks, but you cannot correctly make the statement "some Wicks are definitely Snicks." Therefore, answer option "B," or False, is the right answer.

12. Ann is taller than Jill, and Kelly is shorter than Ann. Which of the following statements would be most accurate?

    Kelly is taller than Jill
    Kelly is shorter than Jill
    Kelly is as tall as Jill
→ It's impossible to tell ✔

The only information supplied in the question is that Ann is taller than both Kelly and Jill. Since there is no information in the question about the difference in height between Kelly and Jill and there is no way to draw conclusions from their shared relationship to Ann, it is impossible to tell how much taller or shorter Kelly is from Jill. Therefore, the correct answer is "D."

13. A boy is 4 years old and his sister is three times as old as he is. When the boy is 12 years old, how old will his sister be?

    16
→ 20 ✔
    24
    28
    32

To solve this problem, try to relate everything to the age of the boy by naming the boy's age an unknown variable. For example:

Boy's age = x
Sister's age = x + 8
We know this works because the question has told us that when the boy was 4, his sister was 12 (3 times as old as he was when he was 4) and that is 8 years older than him. She won't always be 3 times as old as him, but she will always be 8 years older than him, so x + 8 is the best representation for the sister's age in relation to the boy's age. As the boy ages to 12 years old, we can replace x with his current age and x + 8 becomes 12 + 8, which equals 20. Therefore the correct answer is "B," or 20.

14. Assume that these two statements are true: All brown-haired men have bad tempers. Larry is a brown-haired man. The statement Larry has a bad temper is:

→ True ✔

    False
    Unable to determine

If all brown-haired men have bad tempers and Larry is a brown-haired man, then Larry has a bad temper. This is true only if both of these statements are true. Since the question tells us that the statements are to be assumed true, then the fact that Larry has a bad temper must also be true. Therefore, the correct answer is "A," or True.

15. Two girls caught 25 frogs. Lisa caught four times as many as Jen did. How many frogs did Jen catch?

    4
→ 5 ✔
    8
    10
    15

Try setting up an equation to solve this problem, with x=number of frogs that Jen caught. Since Lisa caught four times as many frogs as Jen did, 4x=number of frogs Lisa caught. The total frogs that the two girls caught is 25, so the final equation looks something like this: x + 4x = 25

Solve for x:

x + 4x = 25
5x = 25 combine like variables (x + 4x = 5x)
x = 5 divide both sides of the equation by 5 (5x /5 = x; 25/5 = 5)

The solution to this problem is 5, therefore the answer is "B".

16. Inept is the opposite of:
      Healthy
      Deep
→ Skillful ✔
      Sad
      Happy

The definition of inept is "generally incompetent and ineffectual." Try reversing the definition of inept to see if it could describe any of the five words given as answer options. Remember, you are looking for the closest match, not necessarily the best possible opposite (which may not be present in the answer options). Since someone who is competent and effectual could be called skillful, "skillful" is the word that is closest to the opposite of "inept." Therefore the answer is "C."

17. A car traveled 28 miles in 30 minutes. How many miles per hour was it traveling?
      28
      36
→ 56 ✔
      58
      62

A useful thing to know in figuring out this problem is that Time travelled = Distance traveled/Rate of travel, or, T=d/r. To see how this works, plug in some numbers test it. For example, you know that if you are driving 60 miles per hour (rate), you can travel 120 mile (distance) in 2 hours (time). Plug this into the formula T=d/r to see if it's true: 2 = 120/60 - it works out!

Now that you have a formula that works, you can solve this problem by plugging in the values that are known. 30 minutes is the time, 28 miles is the distance, and the rate of travel (miles per hour) is unknown. Since you will want to solve this problem in terms of hours, you'll want the time to be expressed in terms of hours; 30 minutes is the same as 0.5 hours, which is the measurement that you'll want to use in your equation.

Solve for r:

0.5 = 28/r
0.5r = 28 multiply both sides by r (0.5 x r = 0.5r; 28/r x r = 28)
r = 56 divide both sides by 0.5 (0.5r/0.5 = r; 28/0.5 = 56)

Since r (the rate of travel) equals 56, the car was going 56 miles per hour and the correct answer to this problem is "C."

18. If all Zips are Zoodles, and all Zoodles are Zonkers, then all Zips are definitely Zonkers. The above sentence is logically:
→ True ✔
      False
      Neither

To solve this problem, it may be helpful to draw a diagram. The question is phrased in such a way that you might be able to see a progression of inclusions, much like Russian nesting dolls (which stack one inside the other) or concentric circles. Try following this series of steps to arrive at your answer:

1. The innermost layer is the group called "Zips". Draw a small circle in the middle of a piece of paper and write "Zips" inside the circle.

2. The next layer out is the group called "Zoodles". Since we are told that all Zips are Zoodles, we know that the circle that we draw to signify the group called

"Zoodles" will need to include the circle we drew to include the group called "Zips". However - this is where it gets tricky - this does not mean that all Zoodles are Zips, so we need to account for cases in which a Zoodle is not a Zip, so the circle we draw to signify the group called "Zoodles" must be larger than the one we drew to signify "Zips". Draw another circle on your paper, which both includes the circle you drew to signify the group called "Zips" and is also slightly larger than the Zips circle, then write "Zoodles" in the space inside the larger circle and outside the smaller circle. Your diagram should now look like two nested (or concentric) circles, the smaller marked "Zips" and the larger marked "Zoodles". What this diagram says is that "all Zips are Zoodles, but not all Zoodles are Zips".

3. Continue in this way, drawing the third circle layer and identifying it as "Zonkers." Now the diagram reads "all Zips are Zoodles, but not all Zoodles are Zips - and - all Zoodles (and Zips) are Zonkers, but not all Zonkers are Zoodles (or Zips)."

From looking at the completed diagram, we can see that the group called "Zips" is wholly included in the circle called "Zonkers," therefore, all Zips are definitely Zonkers and answer option "A", True, is the correct answer.

19. Sue is both the 50th best and the 50th worst student at her school. How many students attend her school?

- 50
- 75
- → 99 ✔
- 100
- 101

If Sue is the 50th best student in her class, that means she is ranked number 50. Since she is ranked 50th worst as well, this means that she must have performed better than 49 of her lower-scoring classmates. Because her position is 50 and there are 49 students who scored lower than her, there must be 50 + 49=99 students total. The correct answer option is "C".

20. In a race from point X to point Y and back, Jack averages 30 miles per hour to point Y and 10 miles per hour back to point X. Sandy averages 20 miles per hour in both directions. If Jack and Sandy begin the race at the same time, who will finish first?

- Jack
- → Sandy ✔
- They tie
- Neither
- Impossible to tell

To figure out this problem, the first thing you might want to do is choose an arbitrary distance between point X and point Y. In this example, 60 is an easy number to work with so let's say the distance between point X and point Y is 60 miles.

If Jack averaged 30 miles per hour from point X to point Y, he would have arrived at point Y in two hours (60 miles/30 mph = 2 hours). If he averaged 10 miles per hour on the return trip, he would have arrived back at point X after 6 hours (60 miles/10 mph = 6 hours). His total travel time would have been 8 hours (two hours to get there, six hours to return).

If Sandy averaged 20 miles per hour from point X to point Y, she would have arrived at point Y in three hours (60 miles/20 mph = 3 hours). If she averaged 20 miles per hour on the return trip, she would have arrived back at point X after 3 hours (60 miles/20 mph = 3 hours). Her total travel time would have been 6 hours (three hours to get there, three hours to return).

Sandy finished traveling first; the correct answer is "B."

21. Ten people can paint 60 houses in 120 days, so five people can paint 30 houses in:

- 15 days
- 30 days
- 60 days
- → 120 days ✔

To solve this problem, try simplifying. If the ten people who had the task of painting 60 houses in 120 days decided that they all wanted to work alone, one person painting one house at a time, how many houses would just one person need to paint to have all 60 houses painted by the deadline in 120 days? To figure this out, you would divide 10 people into 60 houses to get 6 houses each. One person would need to paint 6 houses in 120 days to complete the goal. You can check your work by multiplying it back out - if each of 10

people painted 6 houses each in 120 days, how many houses would be painted at the end of the period? 10 multiplied by 6 is 60.

Now, how long would it take for 5 people to paint 30 houses? Well, if they decided to divide the work amongst themselves and work alone, each of five people would paint 6 houses. So, the question becomes, how long would it take for one person to paint 6 houses? We already know that it takes one person 120 days to paint 6 houses, so the correct answer is that 5 people can paint 30 houses in 120 days, or answer option "D".

22. The pure and simple truth is rarely pure and never _____.
- Complete
- Accurate
- Complex
→ Simple ✔
- Wise

The pattern of this question is to assert a claim (the truth is pure and simple) then refute it (the truth is rarely pure and simple). The second word in this pattern is missing and the solution to the problem is to see that pattern and supply the missing word (simple). The correct answer is option "D".

23. Which number should come next? 64, 16, 4, 1, 1/4?
→ 1/16 ✔
- 1/12
- 1/8
- 1/2
- 1

The pattern of this number sequence is to divide the last number in sequence to arrive at the next number in sequence.

64 divided by 4 is 16
16 divided by 4 is 4
4 divided by 4 is 1
1 divided by 4 is 1/4
1/4 divided by 4 is 1/16

The correct answer is 1/16, answer option "A".

24. What number is one half of one quarter of one tenth of 800?
- 2
- 5
- 8
→ 10 ✔
- 40

To solve this problem, break it down into a mathematical equation and solve it in stages according to mathematical laws. Here is the equation:

(1/2 (1/4 (800/10))) = ?

To solve the equation, start from the innermost parentheses and work your way out, doing one operation at a time. In this example, each step is executed, updating the equation each time on the right side of the equals sign:

1/2 (1/4 (800/10)) = 1/2 (1/4 (80)) or it can also be written = 1/2 (80/4)
= 1/2 (20) or it can also be written = 20/2
= 10

The correct answer is answer option "D".

25. A cynic is one who knows the price of everything and the _____ of nothing.
- Emotion
→ Value ✔
- Meaning
- Color
- Quality

This sentence will make the most sense if you search for a word that is similar to the word "price". If you think about price, it pertains to money or the cost of something. By looking through the five words on the list of answer options, you can see that only one of the words on the list also pertains to money or the cost of something - Value. The correct answer is "B"

26. Two cars start off at the same point on a straight highway facing opposite directions. Each car drives for 6 miles, takes a left turn, and drives for 8 miles. How far apart are the two cars?
    - 2 miles
    - 11 miles
    - 14 miles
    → 20 miles ✔
    - 26 miles

To solve this problem, you may want to get a piece of scratch paper. Draw a point on your paper that indicates the starting location of both cars. From here, draw a line that is 6 units long in opposite directions from the starting point (you decide what a unit is; if you used ? inch as your unit, the distance that on car goes would be 1 ? inches). The line you end up with should be 12 units long and straight. For the purposes of this example, let's say that line runs East-West. From there, each car turns left and drives 8 miles (units). In this case, one of the cars would have driven due north and the other would have driven due south. Your illustration should look kind of like a "Z". Now you know the location of each car.

To find out how far apart they are, use the Pythagorean Theorem, which says that the square of the longest side (hypotenuse) of a right triangle is equal to the sum of the squares of the other two sides. In this case, the distance between the two points is the hypotenuse of a right triangle. The distance the cars drove away from each other in the East-West direction was 12 miles, so one side of the right triangle is 12 units long. The distance the cars drove away from each other in the North-South direction was 16 miles, so the other side of the right triangle is 16 units long. Plugging these values into the Pythagorean Theorem, you should get:

$12^2 + 16^2 = c^2$
$144 + 256 = c^2$
$400 = c^2$
$\text{SQRT } 400 = c$
$20 = c$

The cars are 20 miles apart, so answer option "D" is the correct answer.

27. Which one of these five things is least like the other four?
    - Plum
    → Grape ✔
    - Apricot
    - Peach
    - Cherry

Try thinking of which characteristics 4 of the fruits have in common that are not found in the fifth - you need a categorization that excludes one - and only one - fruit from the group.

The right answer is that option "B", grape, is least like the other four. The other 4 fruits are in a category called "stone fruits" meaning that they have an outer fleshy part which surrounds a shell (the pit or stone) with a seed inside.

In addition, all 4 of the other fruits are temperate fruits, where grapes are Mediterranean fruits. Fruits of temperate climates are almost universally borne on trees or woody shrubs or lianas. They will not grow adequately in the tropics - they need a period of cold (a chilling requirement) each year before they will flower. Whereas Mediterranean fruits are not hardy to extreme cold, as the preceding temperate fruits are, yet tolerate some frost and may have a modest chilling requirement.

Finally, all four of the other fruits grow on a tree whereas grapes grow on a vine.

28. Wisdom is knowing what to do next; _____ is doing it.
    → Virtue ✔
    - Luck
    - Happiness
    - Sanity
    - Nostalgia

You know that the word you are looking for to fill the blank "is doing it," but you need to ask yourself what "it" is. The sentence is structured such that "it" refers to "what to do next" or, put another way, "the wise thing or the right thing to do next". In order for this sentence to make sense, the word that fits in the blank must mean "doing the right thing". When reviewing each of the five answer options, the only word that could mean "doing the right thing" is answer option "A", or Virtue.

29. It is easier to _____ than to offer a helping hand.

     Raise a flag
     Be on the ball
     Lay down
→ Point the finger ✔
     Sing praises

The words "It's easier to... than to..." identify this sentence as one which compares two things that are opposites of one another. With this understanding, you know that the word you are looking for to fill the blank is the opposite of "offer a helping hand". Of the five answer options, the only one that can be considered its opposite - something that is diametrically opposed in concept - is answer option "D", "point the finger," since placing blame is not helpful.

30. True knowledge exists in knowing that you know _____.

     Everything
→ Nothing ✔
     The truth
     The weather
     The meaning of life

The more you learn and the more wisdom you amass, the more you come to realize that you really know very little if not nothing. This is more of a philosophical question that measures a type of intellectual maturity. The answer to this question is "B", or "Nothing".

31. Which word best completes the analogy: Water is to glass as correspondence is to...

     mail
     stamp
     pen
→ envelope ✔
     book

To answer this question, you first need to identify the relationship between "water" and "glass" - water goes inside a glass. In reviewing the answer options, you should be looking for something that correspondence "goes inside". The only answer option that fits this relationship is "D", envelope.
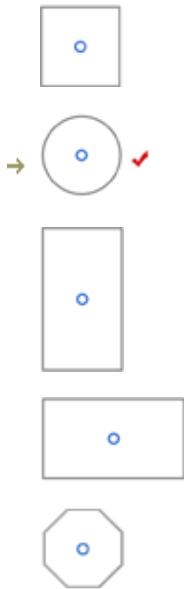
32.

is to   as   is to

To answer this question, you first need to identify the relationship between "hand" and "boxing glove" - hand goes inside a boxing glove. In reviewing the answer options, you should be looking for something that a foot "goes inside". The only answer option that fits this relationship is "D", ice skate.
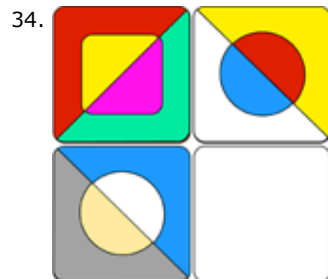
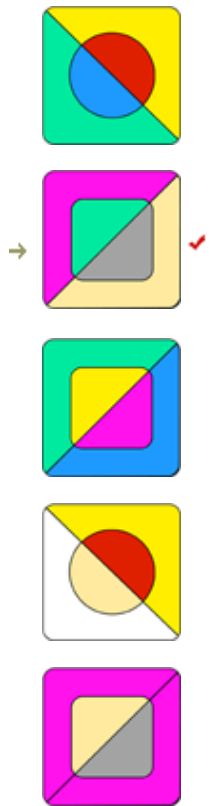33. Which one of the designs is least like the other four?

Try thinking of which characteristics 4 of the shapes have in common that is not found in the fifth - you need a categorization that excludes one - and only one - shape from the group.

The right answer is that the circle, option B, is least like the other three. The circle is the only shape that does not contain a finite number of straight lines around its perimeter.

34.

For the picture sequence above, find the picture that follows logically from one of the six below.
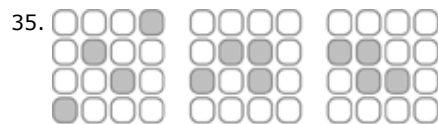
To solve this problem, use a process of elimination. For each piece of the pattern you identify (a condition), look through the potential answer options to eliminate those that do not fit the pattern. If you do this for each element of the pattern separately, you should end up with a single shape that fits all of the conditions.

First, notice that each square in the existing diagram contains a division line that runs diagonally across it, dividing the square into two halves that contain different color patters. The first condition is that the diagonals of the three existing shapes are placed such that they are forming the perimeter of a diamond-type shape in the center of the overall image. The square that fits in the lower-right quadrant of this image must have a diagonal line that crosses from its upper-right corner to its lower-left corner. The answer options that fit this condition are "C", "D" and "F". The rest of the answer options can now be eliminated.

There are two more conditions present, both of which only exist in answer option "C": " Compare the inner halves of the squares that lie across the center point diagonally from one another. The color pattern is inverse such that the half circle of one is the color of the remaining portion of the other. If you apply this condition to the relationship between the blank space and the square diagonally opposite from it, you'll find that the square that fits in the lower-right quadrant of this image must have a green triangle-like shape (half square) surrounded by pink in its upper half. " Compare the outer halves of the squares that next to each other horizontally. The color pattern is inverse such that the half circle or square of one is the color of the remaining portion of the other. If you apply this condition to the relationship between the blank space and the square to its left, you'll find that the square that fits in the lower-right quadrant of this image must have a grey triangle-like shape (half square) surrounded by tan in its lower half.
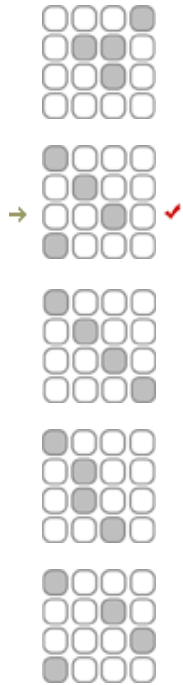
The correct answer is "C" because it meets all three of these conditions.

35.

For the picture sequence above, find the picture that follows logically from one of the five below.

To answer this question, try tracking the movement of the shades squares. If you'd like to draw it out on scratch paper, try numbering each square from left to right, top to bottom. You would end up with a grid of squares with numbers in each square:
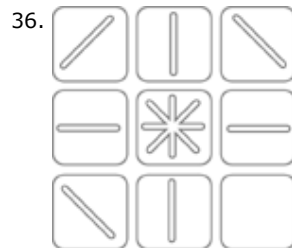
1 2 3 4
5 6 7 8
9 10 11 12
13 14 15 16

Look at each of the three illustrations that set the pattern and take note of the movement:

- squares 6 and 11 are shaded in all three illustrations. The fourth illustration should also have shaded squares 6 and 11.
- in the first illustration, square 4 is shaded. In the second illustration, square 7 is shaded. In the third illustration, square 10 is shaded. This indicates a diagonal movement across the field of squares. The fourth illustration should have a shaded square 13.
- in the first illustration, square 13 is shaded. In the second illustration, square 9 is shaded. In the third illustration, square 5 is shaded. This indicates a vertical movement from the bottom to the top of the far left side of the field of squares. The fourth illustration should have a shaded square 1.

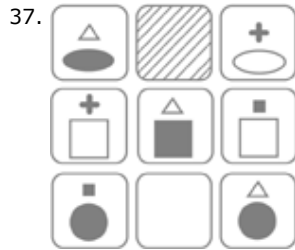The only answer option that fits these three conditions is answer option "B".

36.

Fill in the empty box above with the correct picture from below

All of the information given about this illustration indicate that it is symmetrical. Given that, the only squares you need to examine to find the correct fill for the empty box are the corner squares. Each of the corner squares has a diagonal line across the square forming a visual barrier - if the ends of each line were extended, they would cross at right angles and form a diamond-type shape. Answer option "B" completes this pattern.

37.

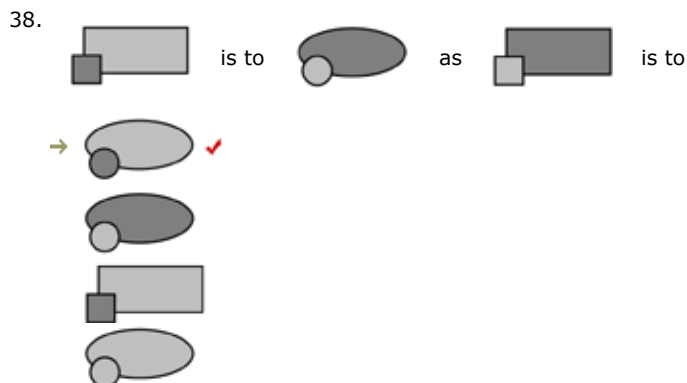Fill in the white box above with the correct picture from below

The first thing you should notice is that there is a box in the pattern which is blocked out. Because it is blocked out, you will need to guess what the image in that space is based on what you know of the pattern.

The middle row of this pattern indicates that the larger shapes in any given row are the same, but vary in whether they shaded or not. From this, you can deduce that the large shape in the obscured box is an oval and the large shape in the white box is a circle. This eliminates answer options A and C because neither of them contains a large circle.

By looking at the top and middle rows or the left and right columns, you know that each row and column in the pattern contains at least one non-shaded large shape. Because the bottom row currently contains a large shaded circle in two of its boxes, you know that the white box must contain a non-shaded large circle.

To further confirm the pattern, look at the small shapes on the diagonal that runs from left to right. You'll notice that the small shapes are exactly the same along this diagonal. Because the box that lies diagonally to the upper left of the white box contains a small plus sign, you know that the white box must also contain a small plus sign.

The only image that fits the pattern in the space of the white box is answer option D, which contains a large non-shaded circle and a small plus sign.

38.

   is to   as   is to

The first step in answering this question is to compare the first pair of illustrations. In doing so, note that the squared edges of the first illustration become rounded in the second and that the color combination is inverted from the first illustration to the second. Applying this information to the second pair, you know you are looking for an illustration with rounded edges where the color combination is inverted from the first illustration to the second (light grey oval with dark grey circle). The correct answer is option "A".

39.

is to   as   is to

The first illustration is a square and the second illustration is a vertical line. The first illustration of the second pair is exactly the same as the first illustration of the first pair, except that the lines that describe the square are dashed instead of solid. This information tells you that you are looking for a vertical line (same as the second illustration of the first pair) drawn with dashes (consistent with the relationship between the first illustrations of each pair). The correct answer is option "B".

40. Which design does not belong in this group?

Try thinking of which characteristics 4 of the illustrations have in common that is not found in the fifth - you need a categorization that excludes one - and only one - shape from the group.

The right answer is that option "C" is least like the other four. Option "C" is the only illustration that does not contain a large shape connected to a small shape. Instead, option "C" illustrates two small, connected shapes.

➜ = your answer
✔ = correct answer

What is an IQ?

The intelligence quotient (IQ) measures the ratio of a person's intellectual age to his/her chronological age. Most adult intelligence tests are designed for people who are at least 16 years old. For this reason, if you are younger than 16, your Tickle IQ score might be slightly lower than your "true" IQ.

History of IQ Testing
One of the first scientific investigations into the concept of intelligence, came from nineteenth-century British scientist, Sir Francis Galton. Galton believed that mental traits, like physical traits, could be inherited. He published his ideas on hereditary intelligence in his book, Hereditary Genius.

Meanwhile in France, psychologist Alfred Binet was exploring ways of measuring children's' intelligence. Like Galton, Binet was passionate about testing and measuring human capabilities. Binet worked with two groups of children - those who were average students, and those who were less mentally capable. He discovered that average students could complete certain tasks that less mentally capable students could not. Based on those findings, Binet calculated the "normal" abilities for students within different age groups. From there he could estimate how many years above or below the norm a student's mental age was.

Just before WWI, German psychologist Wilhelm Stern came up with an alternative to mental age for measuring people's intelligence. He suggested that a more accurate method for assessing someone's intelligence was to measure their capabilities given their chronological age. He proposed that for a true estimate of someone's intelligence, researchers needed to calculate a ratio between the subject's mental age and their chronological age. Since the resulting numbers were represented by decimals, scientists decided to multiply this "quotient" by 100 to get rid of the decimal places. Thus, the formula for an IQ is: IQ = Mental Age/Chronological Age x 100.

Based on the ratio that Stern created, Lewis Terman, an American psychologist at Stanford University, coined the term Intelligence Quotient for Stern's Binet test scoring system.

How People Might Evaluate You Based on IQ Score
IQ tests serve as a useful tool for institutions such as public schools and the military, where great numbers of people must be processed quickly and efficiently, and placed in appropriated classes or positions.

In the United States, kindergarten-aged children are often given IQ tests to evaluate whether they need special attention or services. For example, children scoring 130 or over are often considered "gifted" and placed in programs accordingly. However, in most institutional uses of the test nowadays, the importance placed on the actual IQ score has changed.

Did You Know?

A widely-cited example of possible cultural bias appeared in the Scholastic Aptitude Test in the early 90s:

Runner: marathon
A) Envoy: embassy
B) Martyr: massacre
C) Oarsman: regatta
D) Referee: tournament

E) Horse: stable.

(Herrnstein and Murray, 1994) According to many, the answer, C), is more likely to be answered correctly by upper class children (predominantly white) because they are more inclined to know the definition of regatta.

The military tends to use IQ test results to assess which field a recruit might be best suited to. Instead of relying solely on the intelligence rating, the IQ score, the military will now look at the kinds of questions a recruit answered correctly. Once they know that, they have a better idea of what innate skills the recruit can bring to specific assignments and duties.

And as far as the business world goes, uses of such tests for employment purposes was declared illegal — except in rare circumstances — by the Supreme Court in 1971.

In social life, the IQ test is only really applicable if you're specifically joining an organization based on IQ scores like Mensa, a society founded in 1964 for people who score in the top 2% of the IQ test. But, in general, there are still some misconceptions about the importance of test results. Chances are, people you know are more likely to be judgmental about a high or low score than most institutions are. Luckily, this is usually just a case of misinformation and is easily remedied.

Did You Know?

Robert Jordan, an applicant to the New Haven, CT police force sued the department in 1997 after he was refused entry on grounds that his IQ test score was "too high." A spokesperson for the police department was quoted as saying people with too high of an IQ "tire of police work and leave not long after undergoing costly academy training."

Limitations of IQ Testing
Much debate circulates around the different IQ tests that are administered throughout the country. Many researchers claim that the tests measure cultural knowledge and understanding, not innate intelligence. Critics suggest that both IQ and standardized tests are racially and culturally biased.

According to a 1996 report by the American Psychological Association, "Intelligence scores partially predict individual differences in school achievement, such as grade point average and number of years of education that individuals complete.

Nevertheless, population levels of school achievement are not determined solely or even primarily by intelligence or any other individual-difference variable. Many differences can be attributed primarily to differences in culture and schooling rather than in abilities measured by intelligence tests."

Outside factors, such as where you grow up, what kind of school you attend, and how much school you attend contribute substantially to the development of intelligences. However, it is not yet clearly understood what those factors are, or how they work. It is widely agreed that standardized tests, like an IQ test, do not accurately reflect all forms of intelligence.

Obviously, cultural knowledge, creativity, wisdom, common sense and social sensitivity are not measured in IQ tests, but they certainly contribute to a person's intelligence.

Still, there are some people who feel strongly that IQ tests are the best way to predict future performance at work and in school. They feel that IQ tests are better predictors of future success than even trained personnel experts.

Experts have numerous theories when it comes to explaining, defining and predicting intelligence. Some claim that intelligence is innate and fixed and can be measured with clearly defined statistical methods. Others claim that experience and environment affect intelligence - that intelligence is the composite of many different talents and abilities which continue to improve over time.

Further study of Intelligence
Three researchers have made significant advances in this field in recent years:

1. **Robert Sternberg** - Has proposed three sub-theories of intelligence: context, experience, and the cognitive components of information processing. In short, intelligence involves either adapting to your environment, moving to another more appropriate environment or changing your environment. Your level of experience with the activities or knowledge being tested gets reduced to intelligence, but intelligence is best measured out of context — when you perform unfamiliar tasks.

2. **Howard Gardner** - Has proposed his "Theory of Multiple Intelligences" where there are seven independent but related intelligences: logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal and intrapersonal. Gardner is one of the biggest proponents for developing new methods for testing intelligence. He speculates that intelligence is culturally and experientially based. One's experience will influence how much each of these can be expressed.

3. **John Horn** - Horn had proposed that there are two factors to intelligence: fluid intelligence and crystallized intelligence. Fluid intelligence is one's ability to reason and solve problems in novel or unfamiliar situations. Crystallized intelligence is the extent to which an individual has attained knowledge of her culture.

In general, recent research has focused on intelligence as something that can be changed — not as something that is fixed in childhood and as something culturally and experientially based. Most current researchers agree that there are multiple forms of intelligence, although there is no consensus on how many.

Tickle's IQ Test Development

Over the last two years, Tickle's psychologists developed this IQ test using proven, high-quality IQ test questions such as those in the Mensa Workout tests and the Shipley Institute of Living Scale — an intelligence test that focuses on both vocabulary and verbal abstract reasoning. Those are the skills that are associated with problem-solving ability and social comprehension/judgement.

Reliability of the IQ Score
Once we built the Tickle IQ test, Tickle performed a large-scale study to compare the results of people who had taken both the Tickle IQ test and the established Shipley Institute of Living Scale (by Walter C. Shipley). The Shipley test has been used for more than 50 years to assess facets of intelligence. We did this to ensure that the way we constructed our test would yield reliable and valid IQ results.

We used scores calculated by the Shipley test as a basis for calibrating Tickle's IQ test. That ensured a high association between the two tests and, because of that, the validity of our IQ scores. In fact, the Tickle IQ test is highly reliable—the Chronbach's alpha is .81. In other words, the questions on Tickle's IQ test are internally consistent and they all measure intelligence accurately.

How Tickle Calculates Intellectual Types
In the past, researchers who have constructed IQ tests have discovered additional patterns that relate to the categories of questions a particular test-taker answered correctly — categories such as mathematical, visual, verbal and logical. When these researchers analyzed peoples' results, they found that, for instance, a test-taker might have answered the math-oriented and verbal questions correctly, yet tended to answer the logical questions incorrectly. From such patterns, experts were able to define some internal scales of intelligence to the overall IQ test. Thus, using those internal scales, they could offer an actual IQ score, such as 105, as well as a measurement of how well the test-taker did within each question category.

After 1 million people took the Tickle IQ test, we ran what is called a "factor analysis" on the answers those people gave. This statistical analysis identified the similarity between groups of questions in our test. The analysis demonstrated that this particular IQ test accurately measured four underlying dimensions of intelligence: mathematical, visual-spatial, linguistic and logical.

Each of the questions in the Tickle IQ test relates to one dimension of intelligence. How reliable are these dimensions? Well, for the scientists and statisticians out there, their reliability coefficients were .85, .84, .81 and .50, respectively. The gist of all of that is that Tickle's scales of intelligence are highly valid and we can accurately tell you how high you scored on each of those scales relative to the other test-takers—thus yielding an accurate intellectual type.

Average Tickle IQ Scores By State

Over 30 million people have taken Tickle's Classic IQ Test. Here's a look at the average Tickle IQ scores, broken out by state.

State	Average Tickle IQ Score
Mississippi	110
West Virginia	110
Alabama	111
Arkansas	111
Kentucky	111
Louisiana	111
Florida	112
Georgia	112
Indiana	112
Maine	112
Michigan	112
Missouri	112
Nevada	112
New Mexico	112
North Carolina	112
North Dakota	112
Ohio	112
Oklahoma	112
Rhode Island	112
South Carolina	112
South Dakota	112
Tennessee	112
Texas	112
Wyoming	112
Alaska	113
Arizona	113
California	113
Connecticut	113
Delaware	113
Hawaii	113
Idaho	113
Illinois	113
Iowa	113
Kansas	113
Maryland	113
Montana	113
Nebraska	113
New Hampshire	113
New Jersey	113
New York	113

Pennsylvania	113
Vermont	113
Virginia	113
Wisconsin	113
Colorado	114
Massachusetts	114
Minnesota	114
Oregon	114
Utah	114
Washington	114
District of Columbia	115

Additional Reading:

Your Tickle IQ Score

Your Intelligence Type

Your Intelligence Scales

IQ Answer Key

What is an IQ?

Average Tickle IQ Scores By State

IQ Test Development

Additional Reading

Certificate of Intellectual Achievement

Armstrong, T. (1993). 7 Kinds of Smart: Identifying and Developing Your Many Intelligences. NY: Plume (The Penguin Group).

Bonthous, J. (1995). "Understanding intelligence across cultures." Competitive Intelligence Review, Summer/Fall: 12-19.

Gardner, H. (1993). Frames of Mind: The Theory of Multiple Intelligences (10th Anniversary Edition). NY: Basic Books.

Gardner, H. (1992). Multiple Intelligences: The Theory in Practice. NY: Basic Books.

Gardner, H.. (1985). The Mind's New Science. NY: Basic Books.

Gardner, H. and Hatch, T. (1989). "Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligences." Educational Researcher 18(8): 4-9.

Gardner, H., Kornhaber, M.L., and Wake, W.K. (1996). Intelligence: Multiple Perspectives. NY: Harcourt, Brace.

Horn, J.L. (1989). "Cognitive diversity: A framework for learning." Pp. 61-116 in P.L.

Ackerman, R.J. Sternberg, and R. Glaser (Eds.), Learning and Individual differences: Advances in theory and research. New York, NY: W.H. Freeman and Co.

Jensen, A. R. (1969). "How much can we boost I.Q. and scholastic achievement?" Harvard Educational Review 39:1-123.

Lohman, D.F. (1989). "Human intelligence: An introduction to advances in theory and research." Review of Educational Research 59(4):333-374.

Neisser, U., Boodoo, G., Bouchard, T. J., Jr., Boykin, A. W., Brody, N., Ceci, S. J., Halpern, D. F., Loehlin, J. C., Perloff, R., Sternberg, R. J., & Urbina, S. (1996). Intelligence: Knowns and unknowns. American Psychologist, 51, 77-101.

Ree, M. J., & Earles, J. A. (1992). "Intelligence is the best predictor of job performance." Current Directions in Psychological Science 1:86-89.

Robbins, D. (1996). The Philosophy of Intelligence: An Outline of Theories. Psychology Department, University of Calgary.

Sternberg, R. J., & Kaufman, J. C. (1998). "Human abilities." Annual Review of Psychology 49:479-502.

Sternberg, R. J., Wagner, R. K., Williams, W. M., & Horvath, J. A. (1995). "Testing common sense." American Psychologist 50:912-927.

Sternberg, R.J. (1991). "Death, taxes, and bad intelligence tests." Intelligence 15(3):257-269.

Sternberg, R.J. (1992). "Ability tests, measurements, and markets." Journal of Educational Psychology 84(2):134-140.

Tickle Channels
Entertainment
Style & Beauty
Career
Relationships
Mind & Body
Teens
Lifestyle
Family
PhD-Certified

Tickle Family
Tests
Networking
LoveHappens
Happy Marriage
Ringo
Tickle UK
Tickle Germany
The Monster
Network
Search Jobs

About Tickle
About Us
Contact Us
Privacy Policy
Terms of Use
Advertise
Help