Abstract

This paper examined societal and cultural explanations regarding the score differences seen between Latinos/Hispanics and Whites on intelligence tests through focusing specifically on possible explanations for the scores obtained by Latino/Hispanic test-takers. In this paper, it was argued that additional unique factors may impact the test scores of Latino/Hispanic test-takers. Specifically, racial and ethnic self-identification, ethnic centrality, acculturation, cultural distance, test perceptions, and ethnicity were explored as possible unique factors. In addition, an attempt was made to explain within group differences. A non-experimental study was utilized in which a final sample of 194 participants completed an intelligence test and measures of the variables. It was found that self-identification, generational status, and country/region of heritage were significantly related to test scores. Limited evidence was found for the other variables as well as some unexpected findings. Strengths, limitations, and implications of the findings, as well as future research directions are discussed.