

## WISC-IV and WIAT-II Test Scores Report to Parents/Guardians

|                            |  |                        |  |
|----------------------------|--|------------------------|--|
| EXAMINEE:                  | Haley Keller                           | REPORT DATE:           | 12/4/03  |
| AGE:                       | 11 years 9 months                      | GRADE:                 | Not Specified  |
| DATE OF BIRTH:             | 2/18/92                                | ETHNICITY:             | <Not Specified>  |
| EXAMINEE ID:               | Not Specified                          | EXAMINER:              | Emily Martinez   |
| GENDER:                    | Female                                 |                        |  |
| <b>Tests Administered:</b> | WISC-IV (6/12/03)<br>WIAT-II (6/12/03) | <b>Age at Testing:</b> | WISC-IV (11 years 3 months)<br>WIAT-II (11 years 3 months) |
| <b>Is this a retest?</b>   | No                                     |                        |  |

### **Reason for Testing**

Haley was referred for testing.

### **About the WISC-IV**

Haley was administered the Wechsler Intelligence Scale for Children– Fourth Edition (WISC–IV) on 6/12/2003. The WISC–IV is used to assess the general thinking and reasoning skills of children aged 6 years to 16 years. This test has five main scores: Verbal Comprehension score, Perceptual Reasoning score, Working Memory score, Processing Speed score, and Full Scale score.

The Verbal Comprehension score indicates how well Haley did on tasks that required her to listen to questions and give spoken answers to them. These tasks evaluate her skills in understanding verbal information, thinking and reasoning with words, and expressing thoughts as words.

The Perceptual Reasoning score indicates how well Haley did on tasks that required her to examine and think about things such as designs and pictures, and to solve problems without using words. These tasks evaluate her skills in solving nonverbal problems, sometimes using eye-hand coordination, and working quickly and efficiently with visual information.

The Working Memory score indicates how well Haley did on tasks requiring her to learn and retain information in memory while utilizing the learned information to complete a task. These tasks measure her skills in attention, concentration, and mental reasoning. This skill is closely related to learning and achievement.

The Processing Speed score indicates how well Haley did on tasks requiring her to quickly scan symbols and make judgments about them. These tasks measure her skills in speed of mental problem-solving, attention, and eye-hand coordination. This skill may be important to her development in reading, and ability to think quickly in general.

The Full Scale score is derived from the combination of the Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed scores. The WISC–IV Full Scale score is one way to view Haley’s overall thinking and reasoning skills.

## **WISC-IV and WIAT-II Test Scores Report to Parents/Guardians**

### **About the WIAT-II**

Haley was given the Wechsler Individual Achievement Test - Second Edition (WIAT-II) on 6/12/2003. The WIAT-II is an achievement test for individuals ages four through adulthood. The skills tested are listed below:

|                   |  |
|-------------------|--|
| Reading:          | Word Reading<br>Reading Comprehension<br>Pseudoword Decoding |
| Mathematics:      | Numerical Operations<br>Mathematics Reasoning                |
| Written Language: | Spelling<br>Written Expression                               |
| Oral Language:    | Listening Comprehension<br>Oral Expression                   |

### **How WISC-IV and WIAT-II Scores are Reported**

The scores show how well Haley performed compared to a group of children the same age from across the United States. The highest possible score is 160 and the lowest possible score is 40 for most skills tested. Half of all children will score less than 100, and half of all children will score more than 100. Scores from 90 to 109 are average.

A percentile rank is also given. This shows your child's rank in the national comparison group. If the percentile rank were 45, for example, it would mean that she scored higher than approximately 45 out of 100 children her age.

When reviewing Haley's scores, remember that no test is perfectly accurate. Any child might score slightly higher or lower if tested again on a different day.

## WISC-IV and WIAT-II Test Scores Report to Parents/Guardians

### WISC-IV Test Scores

| <b>Scale</b>               | <b>Score</b> | <b>Percentile Rank</b> | <b>Qualitative Range</b> |
|----------------------------|--------------|------------------------|--------------------------|
| Verbal Comprehension (VCI) | 112          | 79                     | High Average             |
| Perceptual Reasoning (PRI) | 92           | 30                     | Average                  |
| Working Memory (WMI)       | 102          | 55                     | Average                  |
| Processing Speed (PSI)     | 91           | 27                     | Average                  |

Haley's Verbal Comprehension score is 112. She scored higher than approximately 79 out of 100 children her age on tasks that require listening to questions and giving verbal responses. Generally speaking, Haley's skills in understanding verbal information, thinking with words, and expressing thoughts in words are in the High Average range. Her skills in solving verbal problems are much better developed than her skills in solving nonverbal problems.

Her Perceptual Reasoning score is 92. Haley scored higher than approximately 30 out of 100 children her age on tasks that require her to examine and think about designs and pictures, and solve problems without using words. In general, her skills in solving nonverbal problems quickly and efficiently with visual information are in the Average range.

Haley's Working Memory score is 102. She scored higher than approximately 55 out of 100 children her age on tasks that require learning and retaining information in memory while utilizing the learned information to complete a task. In general, her skills in attention, concentration, and mental reasoning are in the Average range.

Haley's Processing Speed score is 91. She scored higher than approximately 27 out of 100 children her age on tasks requiring her to quickly scan symbols and make judgments about them. In general, her skills in speed of mental problem-solving, attention, and eye-hand coordination are in the Average range.

Haley's Full Scale score is 101. She scored higher than approximately 53 out of 100 children her age. Her general thinking and reasoning skills, as assessed by the WISC-IV, are in the Average range.

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### WIAT-II Test Scores

| <b>Academic Area</b> | <b>Score</b> | <b>Percentile Rank</b> | <b>Category</b> |
|----------------------|--------------|------------------------|-----------------|
| Reading              | 75           | 5                      | Borderline      |
| Mathematics          | 96           | 39                     | Average         |
| Written Language     | 82           | 12                     | Low Average     |
| Oral Language        | 81           | 10                     | Low Average     |

Haley's Reading Composite score is 75. These tasks required her to correctly read a series of printed words, read sentences and paragraphs and answer questions about what was read, and to correctly apply phonetic decoding rules when reading a series of nonsense words. These skills are better than those of approximately 5 out of 100 children her age. Generally speaking, her skills are currently in the Borderline range.

Haley's Mathematics score is 96. These tasks assess her ability to add, subtract, multiple, and divide one- to three-digit numbers and to understand number, consumer math concepts, geometric measurement, basic graphs, and solve one-step word problems. Her skills are currently in the Average range and are higher than those of approximately 39 out of 100 children her age.

Haley's Written Language score is 82. The writing tasks required her to correctly spell verbally presented words and to generate words within a category, generate sentences to describe visual cues, combine sentences, and compose an organized paragraph. Her skills are currently in the Low Average range and are higher than those of approximately 12 out of 100 children her age.

Haley's Oral Language score is 81. The language tasks assess his ability to identify the picture that best represents an orally presented descriptor or generate a word that matches the picture and to generate words within a category, describe scenes, and give directions. Her skills are currently in the Low Average range and are higher than those of approximately 10 out of 100 children her age.

Your child may benefit from your support and encouragement in helping her improve her skills in Reading. If you have not already done so, you may wish to speak with Emily Martinez regarding a plan for assisting Haley in improving these ski

The WISC-IV is a test of thinking and reasoning skills and the WIAT-II is a test of academic achievement. A child's scores on these tests, however, can also be influenced by motivation, attention, interests, and opportunities for learning. Please keep in mind that a few test scores cannot assess all of the skills that Haley may be capable of using to assist her in achieving success.

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Emily Martinez