SAMPLE REPORT

for

WECHSLER INTELLIGENCE SCALE
FOR CHILDREN®– FOURTH EDITION

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WISC-IV Interpretive Report

EXAMINEE:	Jane Smith	REPORT DATE:	07/12/2003
AGE:	10 years 6 months	GRADE:	5
DATE OF BIRTH:	01/01/1993	ETHNICITY:	White, not Hispanic origin
EXAMINEE ID:	00001	EXAMINER:	Jerry Jones, Psy.D.
GENDER:	Female		

Tests Administered: WISC–IV (07/11/2003) **Age at Testing:** 10 years 6 months

SCORES SUMMARY

WISC–IV SCALE	SCORE
Verbal Comprehension Index (VCI)	104
Perceptual Reasoning Index (PRI)	102
Working Memory Index (WMI)	86
Processing Speed Index (PSI)	91
Full Scale IQ (FSIQ)	97

Reason for Referral

Jane was referred for an evaluation by her psychologist, Dr. Jones, secondary to experiencing academic difficulties.

Home

Jane is 10 years old and currently lives with her mother and father. There is one other child living in the home with Jane. Her custodial arrangements have changed one time in the last 3 years; however, her current living arrangement has been in effect since birth. Jane comes from a highly educated family. Her mother and father both attended graduate school. Recently, there has been an event that has caused stress in her family. Specifically, the family has experienced loss of employment of a major wage earner.

Language

Jane speaks only English, which she has been exposed to since birth. The language spoken in Jane's home is English. It was observed that the child's speech was clear and intelligible and the child demonstrated English proficiency.

Development

According to her mother, Jane was born with no apparent complications. She reached the following milestones within the expected age ranges: sitting alone, crawling, standing alone, walking alone, speaking first words, speaking short sentences, using toilet when awake and staying dry at night.

Sensory/Motor Status

According to her mother, Jane's visual screening was conducted on July 1, 2003 and revealed that she has a need for complete visual examination. Her hearing screening revealed that she has a normal auditory acuity. It was observed that she appeared to have trouble focusing visually.

Medical/Psychiatric/Neurological Status
Jane has no major medical/psychiatric concerns. Her mother reports that she has no sign of neurological concerns in the past or currently.

Medication/Substance Abuse
According to Jane's mother, she has taken medication in the past for a cold, an ear infection, and flu symptoms. She is currently taking medication to treat allergy symptoms. Jane has no history of substance abuse. It was observed that she did not appear under the influence of any medication or substance during testing.

Educational History
Her mother reports that as for pre-kindergarten, Jane attended a special services pre-school. Also, she attended a half-day kindergarten program. In addition, Jane attended the same school since initial enrollment in school. Regarding school attendance, she currently is maintaining good attendance and she had an excellent attendance record in the past. As for her conduct in school, at this time she is extremely well-behaved and she had an exemplary record in the past. Regarding academic performance, at this time she is experiencing many academic difficulties and she had many academic difficulties in the past. Most recent standardized test results show that she scored below average in Reading, Math, and Language.

Behavioral Observations
Jane arrived on time for the assessment and was accompanied by her mother. She appeared alert and oriented, and appeared to put her best effort into the testing process.

Interpretation of WISC–IV Results
Jane was administered fifteen subtests of the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV) from which her composite scores are derived. The Full Scale IQ (FSIQ) is derived from a combination of ten subtest scores and is considered the most representative estimate of global intellectual functioning. Jane's general cognitive ability is within the Average range of intellectual functioning, as measured by the FSIQ. Her overall thinking and reasoning abilities exceed those of approximately 42% of children her age (FSIQ = 97; 95% confidence interval = 92 – 102). Her ability to think with words is comparable to her ability to reason without the use of words. Both Jane's verbal and nonverbal reasoning abilities also are in the Average range.

Jane's verbal reasoning abilities as measured by the Verbal Comprehension Index are in the average range and above those of approximately 61% of her peers (VCI = 104; 95% confidence interval = 97 – 101). The Verbal Comprehension Index is designed to measure verbal reasoning and concept formation. Jane's performance on the subtests that contribute to the VCI are all in the average range, suggesting that her abilities in this domain are similarly developed.

Jane's nonverbal reasoning abilities as measured by the Perceptual Reasoning Index are in the Average range and above those of approximately 55% of her peers (PRI = 102; 95% confidence interval = 94 – 109). The Perceptual Reasoning Index is designed to measure nonverbal concept formation, visual perception and organization, simultaneous processing, visual-motor coordination, learning, and the ability to separate figure and ground in visual stimuli. Jane's

performance on the subtests that contribute to the PRI are somewhat variable, suggesting that her abilities in this domain are less equally developed.

Jane's working memory abilities as measured by the Working Memory Index are in the Low Average range but above those of only 18% of her peers (WMI = 86; 95% confidence interval = 79 – 95). Jane's abilities to sustain attention, concentrate, and exert mental control are a weakness relative to her verbal comprehension and perceptual reasoning abilities. Mental control is the ability to attend to and hold information in short-term memory while performing some operation or manipulation with it. Jane's difficulty when asked to repeat long strings of numbers backward is evidence of weak mental control. A relative weakness in mental control may make the processing of complex information more time-consuming for Jane, drain her mental energies more quickly as compared to other children her age, and perhaps result in more frequent errors on a variety of learning tasks. The academic difficutlies noticed by Mrs. Jones may be related to this weakness in mental control. This pattern is more common among children who are experiencing academic difficulties in the classroom than among those who are not.

Jane performed signifcantly higher on the Arithmetic subtest (Scaled Score = 10) than on the Letter-Number Sequencing subtest (Scaled Score = 7). Both of these tasks require attention, concentration, and mental control, but the Arithmetic subtest also requires specific abilities in numerical operations and mathematics reasoning.

Jane's speed of processing abilities as measured by the Processing Speed Index are in the average range and above those of approximately 27% of her peers (PSI = 91; 95% confidence interval = 83 - 101). Processing visual material quickly is an ability that Jane performs poorly as compared to her verbal reasoning ability. Processing speed is an indication of the rapidity with which Jane can mentally process simple or routine information without making errors. Performance on this task may be influenced by visual discrimination and visual-motor coordination. Because learning often involves a combination of routine information processing (such as reading) and complex information processing (such as reasoning), a relative weakness in the speed of processing routine information may make the task of comprehending novel information more time-consuming and difficult for Jane. Thus, this relative weakness in simple visual scanning and tracking may leave her less time and mental energy for the complex task of understanding new material. The problems noticed by Mrs. Jones may be related to this weakness in processing speed. The pattern of processing speed abilities lower than verbal comprehension ability is more common among students who are experiencing academic difficulties than among those who are not.

Intra-Individual Strengths and Weaknesses

Jane achieved her best performance among the nonverbal reasoning tasks on the Matrix Reasoning subtest (Scaled Score = 12), and lowest score on the Block Design subtest (Scaled Score = 9). Her performance across these areas differs significantly, suggesting that these are the areas of most pronounced strength and weakness, respectively, in Jane’s profile of nonverbal reasoning abilities. The Block Design subtest required Jane to use two-color cubes to construct replicas of two-dimensional, geometric patterns. This subtest assesses ability to mentally organize visual information. More specifically, this subtest assesses her ability to analyze part-whole relationships when information is presented spatially. Performance on this task also may be influenced by visual-spatial perception and visual perception-fine motor coordination, as well

as planning ability. The Matrix Reasoning subtest requried Jane to look at an incomplete matrix and select the missing portion from five response options. This subtest measures visual information processing and abstract reasoning skills.

Summary

Jane is a 10-year-old child who completed the WISC–IV. She was referred by her psychologist, Dr. Jones, secondary to experiencing academic difficulties. Her general cognitive ability, as estimated by the WISC–IV, is in the Average range when compared to her peers (FSIQ = 97). Jane's verbal abilities were in the Average range (VCI = 104), and nonverbal reasoning abilities were in the Average range (PRI = 102).

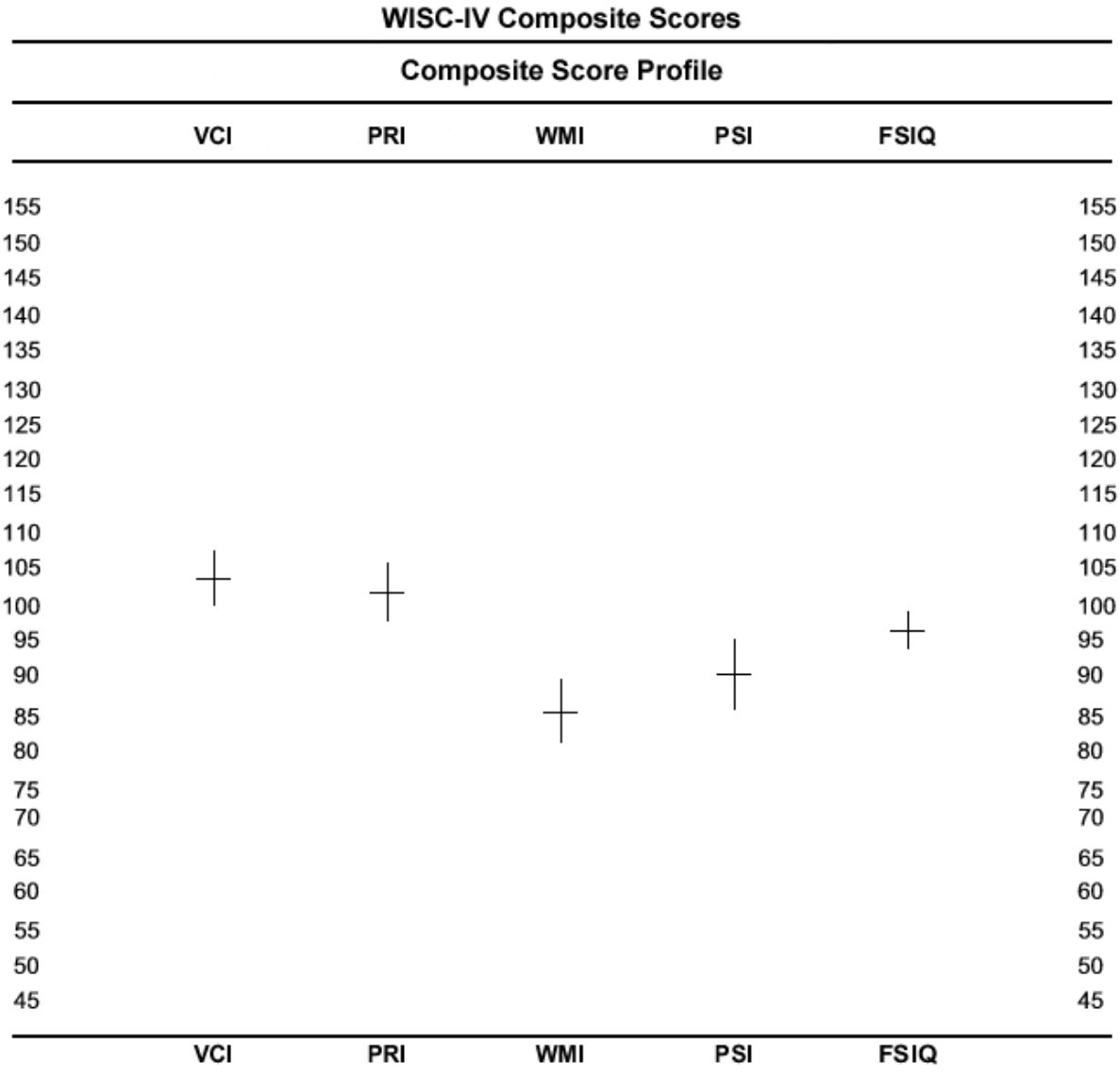
Recommendations

- Jane is encouraged to regularly and frequently review information that must be remembered. Family and teachers could review this information with her and provide positive reinforcement for improvement.
- Jane may benefit from "chunking" information, a strategy in which pieces of information are grouped together into larger chunks so that fewer "bits" need to be remembered. For example, the seven digits of a telephone number can be grouped into four numbers: 555-5678 becomes five, fifty-five, fifty-six, seventy-eight.
- Jane's family are encouraged to support her efforts in completing homework while avoiding an overemphasis on high grades. Her family may wish to focus upon the quality of work and timely completion of assignments.

Tables and Graphs

Composite Scores Summary

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description
Verbal Comprehension (VCI)	33	104	61	97-111	Average
Perceptual Reasoning (PRI)	31	102	55	94-109	Average
Working Memory (WMI)	15	86	18	79-95	Low Average
Processing Speed (PSI)	17	91	27	83-101	Average
Full Scale (FSIQ)	96	97	42	92-102	Average



Vertical bar represents the Standard Error of Measurement.

Composite	Score	SEM	Composite	Score	SEM
VCI	104	3.67	PSI	91	4.74
PRI	102	3.97	FSIQ	97	2.6
WMI	86	4.24			

Verbal Comprehension Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Similarities	23	11	11:6	63
Vocabulary	38	11	12:2	63
Comprehension	24	11	11:6	63
(Information)	17	10	10:6	50
(Word Reasoning)	14	10	10:6	50

Perceptual Reasoning Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Block Design	30	9	9:10	37
Picture Concepts	17	10	10:2	50
Matrix Reasoning	24	12	12:10	75
(Picture Completion)	24	10	9:10	50

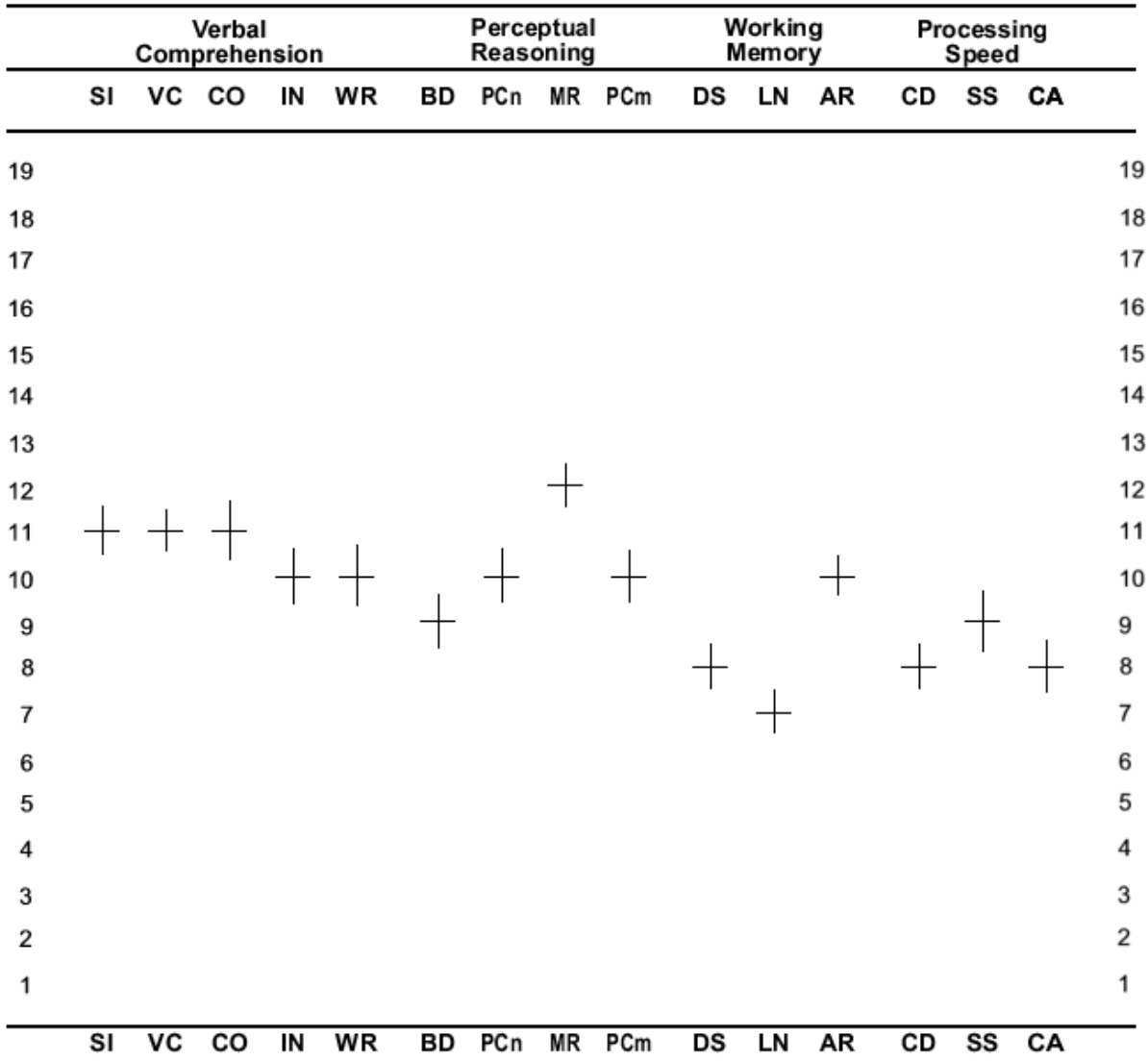
Working Memory Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Digit Span	13	8	8:2	25
Letter-Number Sequencing	13	7	7:10	16
(Arithmetic)	22	10	10:2	50

Processing Speed Subtest Scores Summary

Subtests	Raw Score	Scaled Score	Test Age Equiv.	Percentile Rank
Coding	38	8	8:10	25
Symbol Search	20	9	9:6	37
(Cancellation)	64	8	8:6	25

WISC-IV Subtest Scaled Score Profile



Vertical bar represents the Standard Error of Measurement.

Subtest	Score	SEM	Subtest	Score	SEM
Similarities (SI)	11	1.12	Picture Completion (PCm)	10	1.16
Vocabulary (VC)	11	0.95	Digit Span (DS)	8	0.99
Comprehension (CO)	11	1.34	Letter-Number Sequencing (LN)	7	0.99
Information (IN)	10	1.24	Arithmetic (AR)	10	0.9
Word Reasoning (WR)	10	1.37	Coding (CD)	8	0.99
Block Design (BD)	9	1.2	Symbol Search (SS)	9	1.34
Picture Concepts (PCn)	10	1.2	Cancellation (CA)	8	1.2
Matrix Reasoning (MR)	12	0.99			

Composite Score Differences

Discrepancy Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
VCI - PRI	104	102	2	10.6	N	43.6%
VCI - WMI	104	86	18	10.99	Y	9.9%
VCI - PSI	104	91	13	11.75	Y	21%
PRI - WMI	102	86	16	11.38	Y	15.1%
PRI - PSI	102	91	11	12.12	N	24.2%
WMI - PSI	86	91	-5	12.46	N	42.1%

Base Rate by Overall Sample
Statistical Significance (Critical Values) at the .05 level

Subtest Score Differences

Discrepancy Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
Digit Span - Letter-Number Sequencing	8	7	1	2.83	N	39.1%
Coding - Symbol Search	8	9	-1	3.55	N	44.8%
Similarities - Picture Concepts	11	10	1	3.36	N	41.5%
Digit Span - Arithmetic	8	10	-2	2.94	N	28.7%
Letter-Number Sequencing - Arithmetic	7	10	-3	2.80	Y	17.6%
Coding - Cancellation	8	8	0	3.58	N	
Symbol Search - Cancellation	9	8	1	3.80	N	45.1%

Statistical Significance (Critical Values) at the .05 level

Differences between Subtest and Mean of Subtest Scores

Subtest	Subtest Scaled Score	Mean Scaled Score	Diff. from Mean	Critical Value	S/W	Base Rate
Block Design	9	9.6	-0.60	3.01		>25%
Similarities	11	9.6	1.40	3.01		>25%
Digit Span	8	9.6	-1.60	2.87		>25%
Picture Concepts	10	9.6	0.40	3.39		>25%
Coding	8	9.6	-1.60	3.17		>25%
Vocabulary	11	9.6	1.40	2.70		>25%
Letter-Number Sequencing	7	9.6	-2.60	2.63		10-25%
Matrix Reasoning	12	9.6	2.40	2.68		10-25%
Comprehension	11	9.6	1.40	3.44		>25%
Symbol Search	9	9.6	-0.60	3.56		>25%

Overall: Mean = 9.6, Scatter = 5, Base Rate = 90.3%
Statistical Significance (Critical Values) at the .05 level

Process Summary and Discrepancy Analysis

Process Score	Raw Score	Scaled Score
Block Design No Time Bonus	30	10
Digit Span Forward	8	9
Digit Span Backward	5	7
Cancellation Random	28	8
Cancellation Structured	36	9

Process Score	Raw Score	Base Rate
Longest Digit Span Forward (LDSF)	6	60.5%
Longest Digit Span Backward (LDSB)	3	94.5%

Process Discrepancy Comparisons

Process Score	Raw Score 1	Raw Score 2	Difference	Base Rate
LDSF - LDSB	6	3	3	31.4%

Base Rate by All Ages

Subtest/Process Score	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
Block Design - Block Design No Time Bonus	9	10	-1.00	3.26	N	24.3%
Digit Span Forward - Digit Span Backward	9	7	2.00	3.62	N	30.4%
Cancellation Random - Structured	8	9	-1.00	4.40	N	41.0%

Statistical Significance (Critical Values) at the .05 level

This report is valid only if signed by a qualified professional:

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[Examiner Signature]