

EDUCATIONAL APPLICATIONS OF THE WISC-IV®
WPS TEST REPORT™

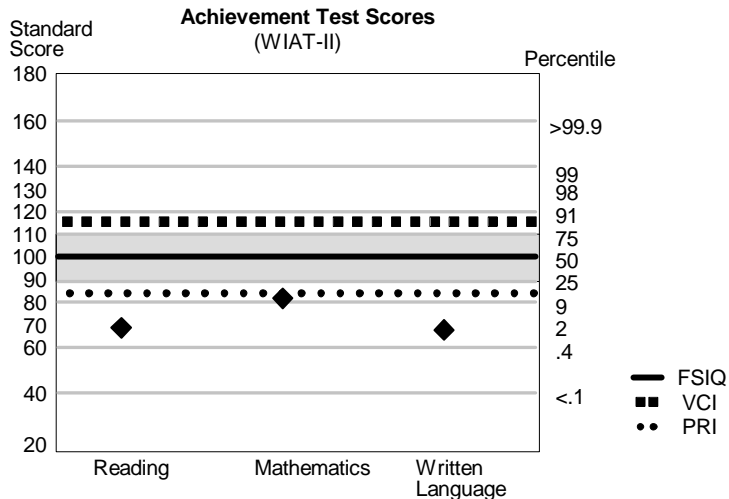
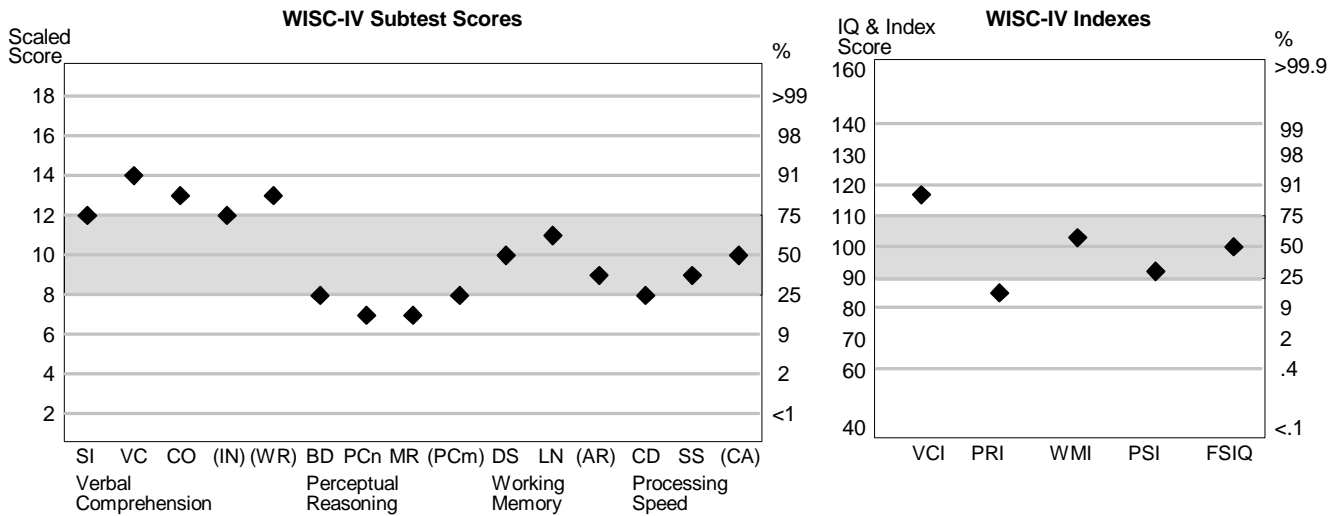
by Charles L. Nicholson, Ph.D., and Bradley T. Erford, Ph.D.
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 Version 1.210

ID Number: 000000001
 Name: Sample
 Age: 9 years 2 months
 Gender: Male
 Ethnicity: White

Administration Date: 09/10/06
 Processing Date: 09/14/06
 Examiner ID Number: AK
 Grade: 3

This interpretive report for the WISC-IV is designed for use in educational evaluation and counseling. The user should be familiar with the materials presented in *Educational Applications of the WISC-IV—A Handbook of Interpretive Strategies and Remedial Recommendations* (WPS Product No. W-465A). No placement or referral decision should be made solely on the basis of this report without confirmation from other sources. WISC-IV is a registered trademark of Harcourt Assessment, Inc., which has not authorized, endorsed, or sponsored this product.

Test Score Profiles



List of Scores**Individual Subtests**

	Scaled Score	Percentile Rank
Similarities (SI)	12	75
Vocabulary (VC)	14	91
Comprehension (CO)	13	84
Information (IN)	12	75
Word Reasoning (WR)	13	84
Block Design (BD)	8	25
Picture Concepts (PCn)	7	16
Matrix Reasoning (MR)	7	16
Picture Completion (PCm)	8	25
Digit Span (DS)	10	50
Letter-Number Sequencing (LN)	11	63
Arithmetic (AR)	9	37
Coding (CD)	8	25
Symbol Search (SS)	9	37
Cancellation (CA)	10	50

IQ and Index Scores

	Score	Percentile	Description
Verbal Comprehension (VCI)	116	86	high average
Perceptual Reasoning (PRI)	84	14	low average
Working Memory (WMI)	102	55	average
Processing Speed (PSI)	91	27	average
Full Scale IQ (FSIQ)	99	47	average

Comparison between IQ and Academic Achievement (WIAT-II)

	Grade Equivalent	Percentile Rank	Standard Score	Standard Score Difference Between Index Score and Achievement		
				FSIQ	VCI	PRI
Reading	1.5	2.0	69	30*	47*	15*
Mathematics	2.5	12.0	82	17*	34*	2
Written Language	1.2	2.0	68	31*	48*	16*

* Achievement - IQ difference is significant

Estimated Mental Age and Expected Grade Equivalent (GE) Achievement Level

	FSIQ	VCI	PRI
Estimated Mental Age (Test Age):	9.1	10.6	7.7
Current Expected GE Achievement Level:	3.6	5.1	2.2
Theoretical GE Achievement Level at Age 16:	10.3	13.1	7.9

Interpretations

Verbal Comprehension Subtests

The Similarities (SI) subtest measures abstract and concrete verbal reasoning abilities. Sample's score of 12 on SI is average. He can usually recognize how objects and concepts are alike and what commonalities are present.

The Vocabulary (VC) subtest measures word fluency, ability to understand and use words, and level of verbal experience. Sample's VC score is 14, indicating his ability in this area is high average. He demonstrates skill in using words and understanding their meaning.

Sample's score of 13 on the Comprehension (CO) subtest is high average, indicating good common sense, social knowledge, and judgment of practical situations.

The Information (IN) subtest measures the ability to recall knowledge acquired through cultural exposure. Sample's score of 12 on IN is average. This suggests that his knowledge of the general culture and long-term memory for facts is fair.

The Word Reasoning (WR) subtest is a measure of verbal abstract reasoning, concept formation, and expression. Sample obtained a score of 13 on this subtest, which is high average, suggesting that he has good verbal comprehension and flexible thinking.

Perceptual Reasoning Subtests

The Block Design (BD) subtest measures nonverbal concept formation, perceptual skills, and visual-motor integration. Sample performed in the average range on this subtest, with a score of 8, indicating that he possesses typical skills in nonverbal reasoning and working well under time pressure.

Sample obtained a score of 7 on the Picture Concepts (PCn) subtest, which is low average compared to his same-age peers. In addition to assessing categorical and abstract reasoning, this subtest also measures an individual's ability to use verbal mediation to assist with a visual task. His performance suggests below average reasoning and visual perceptual capabilities.

The Matrix Reasoning (MR) subtest measures visual processing and reasoning, as well as concentration and attention to detail. This student obtained a score of 7, which is low

average. This score indicates that Sample demonstrates mild problems processing visual stimuli and has some difficulties with nonverbal reasoning skills.

The Picture Completion (PCm) subtest measures the ability to recognize familiar items and identify missing parts. This student's score of 8 is average, and his ability to attend to detail and visualize part-whole relationships is fair.

Working Memory Subtests

Sample obtained a Digit Span (DS) score of 10, which is average. This score indicates typical abilities in short-term verbal memory, concentration, verbal reorganization ability, and attention span.

The Letter-Number Sequencing (LN) subtest is a measure of attention span, short-term auditory working memory, and sequencing abilities. Sample obtained a score of 11 on this subtest, which is in the average range and indicates that he has an expected level of skill in this area.

The Arithmetic (AR) subtest measures a student's ability to do mental calculations, pay attention, concentrate on verbal elements of the problem, remember numbers, and choose a mathematical process to solve the problem at hand. The student obtained a score of 9 on the AR subtest, which is average and indicates that he can perform these tasks fairly well.

Processing Speed Subtests

The Coding (CD) subtest measures short-term nonverbal memory, short-term learning of nonverbal symbols, visual perception, and fine-motor coordination. His score of 8 is average and suggests that he demonstrates an expected level of performance in these skills under time pressure.

The Symbol Search (SS) subtest measures the student's ability to note detail quickly and make rapid decisions, as well as his perceptual and visual-motor abilities. Sample's score of 9 on SS is average, suggesting fair skills in quick and accurate perception.

Cancellation (CA) is a subtest that assesses for speed in visual processing and selective attention. Sample obtained a score of 10 on CA,

which is average, indicating that he is typical in visual discrimination and concentration.

IQ and Index Scores

The WISC-IV yields four index scores, as well as a full scale IQ. Each of the indexes is derived from a combination of selected subtests.

The Verbal Comprehension Index (VCI) is a measure of verbal knowledge and comprehension, reflecting proficiency in language and culture. The VCI is often seen as a good predictor of scholastic achievement. Sample's VCI score of 116 placed his verbal ability at the high average level.

The Perceptual Reasoning Index (PRI) provides a measure of fluid reasoning and perceptual and organizational skills. The PRI reflects cultural experience and school-based knowledge to a much lesser extent than the VCI. Sample obtained a PRI score of 84, which is low average.

The Working Memory Index (WMI) is a measure of short-term auditory memory, concentration, and attention. Sample's score on the WMI is 102, representing average ability in this domain.

The Processing Speed Index (PSI) is a measure of timed activity involving the processing of nonverbal visual information. Sample received a score of 91 on this index, indicating that he demonstrates average processing speed ability.

The Full Scale IQ (FSIQ) comprises all 10 core subtests and is a measure of overall intellectual functioning. Sample's FSIQ is 99, indicating average overall ability.

Although the FSIQ is used as a global indicator of ability, it is important to observe any significant differences among the other four index scores, as one very high or low score can impact the FSIQ.

The Verbal Comprehension Index (VCI) is significantly higher than the Perceptual Reasoning Index (PRI). This suggests that Sample's verbal knowledge and crystallized ability (learned information and skills) are better than his nonverbal knowledge, visual-spatial abilities, and fluid reasoning. Several factors can cause the VCI to be significantly higher than the PRI. Among these factors may be organic

causes, but they must be established in consultation with a physician. The possibility of problems with perception, vision, or motor coordination (including dexterity, construction, and orientation) should be investigated. A significantly higher verbal index may also reflect a background that includes high levels of verbal experience and cultural knowledge.

The Verbal Comprehension Index (VCI) is significantly higher than the Processing Speed Index (PSI). This indicates that Sample's verbal comprehension and crystallized knowledge are better developed than speed of mental processing. It may also be that this student has a particular weakness related to speed of learning.

The Working Memory Index (WMI) is significantly higher than the Perceptual Reasoning Index (PRI). This indicates that Sample's short-term working memory is better than his visual-spatial processing and fluid reasoning.

Comparing Achievement with IQ

Achievement Test Administered: WIAT-II

When comparing achievement and ability using standard scores from the WIAT-II and the Full Scale IQ (FSIQ), this child's reading achievement is significantly below the expected level. Sample's achievement in spelling/written language is significantly below the expected level. In mathematics, his achievement is significantly below the expected level.

When his WIAT-II grade equivalent scores are compared with his expected grade level based on the Full Scale IQ (FSIQ), in reading he is approximately two grade levels below the expected level; in spelling/written language, his achievement is approximately two grade levels below the expected level; and in mathematics, he is approximately one grade level below the expected level.

Due to Sample's significantly higher Verbal Comprehension Index (VCI), it is possible that the FSIQ is a lower estimate of this student's abilities, and it is therefore useful to compare Sample's achievement scores to the VCI as well. When evaluating differences between standard scores from the WIAT-II and the VCI, this child's reading achievement is significantly below the expected level. Sample's achievement

in spelling/written language is significantly below the expected level. In mathematics, his achievement is significantly below the expected level.

When this student's WIAT-II achievement grade equivalent scores are compared with his expected grade level based on the Verbal Comprehension Index (VCI), in reading he is approximately three grade levels below the expected level; in spelling/written language, his achievement is approximately three grade levels below the expected level; and in mathematics, he is approximately two grade levels below the expected level.

Potentially Useful Clinical Indicators

The pattern of subtest scores suggests that it may be appropriate to refer this child for neuropsychological testing. This suggestion should not be viewed as a diagnosis, but rather as a recommendation that additional evaluation may be useful.

Significant Factors

Scores on the following factors are significantly higher or lower than those that would be expected based on Sample's FSIQ.

Because the scores for different factors may be based on highly redundant combinations of subtest scores, caution should be exercised in applying the results of the analysis of factor scores.

The Conceptualizing Ability (CG) factor measures Sample's aptitude for conceptualizing and responding verbally. Sample obtained a value of 13 on this factor, which is above average. This CG factor score is significantly higher than would be expected based on his FSIQ.

The Verbal Knowledge (VK) factor represents a more narrow explanation of the VCI and measures the student's knowledge with regard to verbal information. Sample's score of 13 suggests that this child has an above average level of verbal knowledge. His VK factor score is significantly higher than expected based on the FSIQ.

The Degree of Abstract Thinking (AB) factor measures the ability to think and reason in abstract terms and to form verbal concepts. This child's AB score of 13 indicates good abstract verbal thinking. Sample's AB factor score is significantly higher than would be expected based on the FSIQ.

END OF PROFESSIONAL REPORT

You may share the following recommendations with the child's teacher or parent(s).

REMEDIAL RECOMMENDATIONS

Child: Sample

Date: 09/14/06

The interpretive text, recommended procedures, and suggested materials in this section have been selected based on Sample's age. A list of vendors for the suggested materials is supplied at the end of the report.

Verbal Comprehension Index Greater Than Perceptual Reasoning Index (VCI > PRI)

If a student whose VCI is significantly higher than his PRI has visual, motor, or perceptual problems, remediation procedures should concentrate on these areas. Perceptual training techniques can often be helpful, although these techniques are usually more beneficial to the younger child. Visual-motor training is also important. Vision should be examined and a consultation with an ophthalmologist concerning visual exercises may be necessary. A physician can be consulted regarding whether certain medication may improve the motor ability of the student through a calming effect that will result in improved functioning. For remedial instruction to be effective, it must often be coupled with perceptual training techniques. In some cases, removal of distractions and placement in a study carrel can be effective. Auditory teaching procedures may also be effective. To hold the student's attention, lessons generally must be of short duration. Behavior modification techniques can help to shape and maintain a positive learning set.

Perceptual Reasoning Index (PRI)

The Perceptual Reasoning Index (PRI) is a measure of the student's ability to interpret and/or organize visually perceived material. Some subtests utilized in the WISC-IV measure receptive and expressive visual-motor ability. Frequently, however, finer evaluation is needed to determine specific deficits in perceptual organization, although sometimes this is not necessary. Other instruments that can be used in the evaluation of perceptual organization include the *Bender Gestalt Test for Young Children* (Koppitz, 1964), the *Revised Visual Retention Test* (Benton, 1974), and the *Developmental Test*

of *Visual-Motor Integration* (Beery, 1989).

General teaching methods may consist of making visual-motor tasks easier for the student. Large print, large copy work, minimizing distracting influences, guides for visual-motor work, gross-motor exercises, and other similar techniques are used in beginning remediation. Activities requiring finer coordination are gradually introduced as the student progresses. Physical education and gymnastics can often be beneficial, but these activities must be carefully planned and supervised.

It is important for the student to have some success. Many academic tasks are too difficult, and the student may experience failure. Much of his work may be messy and disorganized, as well. This is frustrating to both the student and the teacher. Auditory teaching methods are frequently successful with this type of student. Suggested techniques can be found in Gearhart and Gearhart (1989).

Children at this developmental level need to be able to identify and recognize letters and words. Exercises that involve matching letters and words should be used. As the student learns to match these, he can be asked to pick out one particular letter from a series of letters. This task can then be expanded to the selection of specified two- and three-letter combinations, which should include both words and nonsense letter combinations.

Another useful exercise is to have the student find and outline forms, pictures, and letters hidden in a large picture. Puzzles are also very helpful. These may consist of designs, pictures, forms, letters, words, and, in some cases, simple sentences. The teacher can cut up various materials to construct puzzles. Left-to-right orientation should be reinforced by having the student follow or aim at a target moving from left to right and by playing tag games, passing objects from left to right, following mazes from left to right, and other similar activities.

Both free drawing and structured art activities should be encouraged. Copying, tracing, finger painting, coloring, using sewing cards and pegboard designs, and other such activities are suggested. Arts and crafts activities, such as weaving, pottery making, and

model building, also should be encouraged.

The student should construct compound words from word pairs, such as *basket-ball* or *door-bell*. Making dot-to-dot drawings and following a number or letter sequence are instructive. The student should trace letters and words. Stencils may be used as guides when necessary. Materials of contrasting color and texture often help this type of student. Brightly colored letters of felt and sandpaper on contrasting backgrounds may also be used.

Distracting influences can be minimized by placing the student in a study carrel or a corner to complete work. Rewards for acceptable

behavior and success should be freely given. Pointers sometimes help the student keep the correct place on a line while reading.

Age-Appropriate Materials

Vendor #

Vendor Material

2. Visual Perceptual Skill Building Book 2; Building Thinking Skills Level 1
3. 3D Problem Solving with Omnifix Cubes Kit; Visual Discrimination
5. EXCITE-Ability: Patterning; Pegboard Activities; Tessellations; Drawing Tools Class Set; Drawing Templates Class Pack

END OF REPORT

List of Sources for Remedial Materials

Vendor Number	Vendor name, address, phone, and website
1	Curriculum Associates 153 Rangeway Rd. North Billerica, MA 01862 Phone: 800-225-0248 Fax: 800-366-1158 www.curriculumassociates.com
2	The Critical Thinking Co. Seaside, CA Phone: 800-458-4849 Fax: 831-393-3277 www.criticalthinking.com
3	Didax Educational Resources 395 Main St. Rowley, MA 01969 Phone: 800-458-0024 Fax: 800-350-2345 www.didax.com
4	ETA/Cuisenaire 500 Greenview Ct. Vernon Hills, IL 60061 Phone: 800-445-5985 www.etacuisenaire.com
5	World*Class Learning Materials 111 Kane St. Baltimore, MD 21224 Phone: 800-638-6470 Fax: 800-638-6499 www.wclm.com

Record of Input Data

ID Number: 000000001	Administration Date: 09/10/06
Name: Sample	Processing Date: 09/14/06
Age: 9 years 2 months	Examiner ID Number: AK
Gender: Male	Grade: 3
Ethnicity: White	

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	Scaled Score
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Letter-Number Sequencing (LN)	11
Arithmetic (AR)	9
Coding (CD)	8
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IQ and Index Scores

	Score
Verbal Comprehension (VCI)	116
Perceptual Reasoning (PRI)	84
Working Memory (WMI)	102
Processing Speed (PSI)	91
Full Scale IQ (FSIQ)	99

Achievement test scores (WIAT-II)

	Grade Equivalent	Percentile Rank	Standard Score
Reading	1.5	2.0	69
Mathematics	2.5	12.0	82
Written Language	1.2	2.0	68