

Interpretive Report of WISC-IV and WIAT-II Testing - (United Kingdom)

mother, she has not used prescription medication. Currently, she is not taking any prescription medications. Her mother also reports that she has no known substance abuse. Currently, she has no known substance abuse. No behavioural observations were recorded regarding Abigail's medication/substance use.

School

According to Abigail's mother, her pre-kindergarten experience includes Preschool service. Abigail has been assigned to the same school since her initial enrollment. She currently attends mainstream. In the past, Abigail had no significant attendance problems. Currently, she has no significant attendance problems. In the past, Abigail had no disciplinary problems. Currently, Abigail has no disciplinary problems. In the past, Abigail had no serious academic difficulties. Currently, Abigail is performing well. Abigail's past and recent performance on standardised achievement tests is unknown at this time.

Behavioural Observations

Abigail appeared shy. It was observed that Abigail appeared to put forth best effort and appeared concerned about performance.

Interpretation of WISC-IV Results

Abigail was administered ten 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. Abigail'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 30% of children her age (FSIQ = 92; 95% confidence interval = 87-97). Her ability to think with words is comparable to her ability to reason without the use of words. Both Abigail's verbal and nonverbal reasoning abilities are in the Average range.

Abigail's verbal reasoning abilities as measured by the Verbal Comprehension Index are in the Average range and above those of approximately 39% of her peers (VCI = 96; 95% confidence interval = 89-103). The Verbal Comprehension Index is designed to measure verbal reasoning and concept formation. Abigail performed comparably on the verbal subtests contributing to the VCI, suggesting that these verbal cognitive abilities are similarly developed.

Abigail's nonverbal reasoning abilities as measured by the Perceptual Reasoning Index are in the Average range and above those of approximately 30% of her peers (PRI = 92; 95% confidence interval = 85-100). The Perceptual Reasoning Index is designed to measure fluid reasoning in the perceptual domain with tasks that assess nonverbal concept formation, visual perception and organisation, simultaneous processing, visual-motor coordination, learning, and the ability to separate figure and ground in visual stimuli. Abigail performed comparably on the perceptual reasoning subtests contributing to the PRI, suggesting that her visual-spatial reasoning and perceptual-organisational skills are similarly developed. Abigail performed much better on the Block Design subtest when speed of performance is considered (Block Design = 8; Block Design No Time Bonus = 1). This variability is quite unusual in general, and worthy of further investigation.

Abigail's ability to sustain attention, concentrate, and exert mental control is in the Average range. She performed better than approximately 47% of her age-mates in this area (Working Memory Index = 99; 95% confidence interval 91-107).

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Abigail's ability in processing simple or routine visual material without making errors is in the Average range when compared to her peers. She performed better than approximately 27% of her peers on the processing speed tasks (Processing Speed Index = 91; 95% confidence interval 83-101).

Interpretation of WIAT-II Results

Reading

Abigail presents a diverse set of skills on different aspects of reading. She performed much better on tasks that assessed her capability to match words with pictures, read sentences and paragraphs and answer questions about what was read (Reading Comprehension standard score = 110) than on tasks that required her to name alphabet letters, identify and generate letter sounds and rhyming words, and match and read a series of printed words (Word Reading standard score = 101). Her performance in these areas is greater than her ability to correctly apply phonetic decoding rules when reading a series of nonsense words (Pseudoword Decoding standard score = 92). Given the disparity in subtest performance, the Reading Composite standard score (98) may not be the most accurate manner in which to summarise her reading skills.

Mathematics

In overall mathematics skills Abigail performed in the Average range, as indicated by her Mathematics Composite standard score (108). Her skills in this area exceed that of approximately 70% of students her age. Abigail's performance on tasks that required her to add and subtract numbers up to three digits (Numerical Operations standard score = 110) is comparable to her performance on tasks that requires her to understand basic number concepts, including unit and geometric measurement, and solve one-step word problems (Mathematical Reasoning standard score = 105).

Oral Language

Abigail presents a diverse set of skills on different aspects of language. She performed much better on tasks that assessed her capability to identify the picture that best represents an orally presented descriptor or generate a word that matches the picture (Listening Comprehension standard score = 94) than on tasks that required her to repeat sentences, generate words within a category, describe scenes, and give directions (Oral Expression standard score = 67). For this reason, the Oral Language Composite standard score (78) may not be the most accurate manner in which to summarise her language skills. Her Oral Expression subtest score is higher than only approximately 1% of her peers, placing these skills in the Extremely Low range. Abigail's skills in Listening Comprehension are within the Average range and exceeded those of approximately 34% of children her age.

Written Language

In overall written language skills, Abigail performed in the Superior range, as indicated by her Written Language Composite standard score (128). Her achievement in this area is better than of approximately 97% of students her age. Abigail's performance on tasks that required her to write the alphabet from memory, generate words within a category, generate sentences to describe visual cues, and combine sentences (Written Expression standard score = 125) is comparable to her performance on tasks that required her to write one's name and print letters that correspond to sounds and words (Spelling standard score = 121).

Strengths And Weaknesses

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Written Expression and Spelling are areas of relative strength for Abigail. She performed significantly higher than her mean WIAT-II score on each of these subtests. Her skills in these areas are also considered strengths in relation to those of other children her age. Abigail performed better than 95% and approximately 92% of her peers on Written Expression and Spelling, respectively.

Ability-Achievement Discrepancy Analysis Predicted Method

Abigail's scores on the WIAT-II were compared to the levels of achievement predicted for a student with her general cognitive ability, as indicated by her Verbal Comprehension score of 96 on the WISC-IV administered 21/05/2004. Significant differences between actual and predicted achievement scores are reported in this section.

She performed particularly well on tasks involving Reading Comprehension. Abigail achieved a much higher score on this subtest (actual score = 110) than expected, based on her overall cognitive ability (predicted score = 97). This significant difference indicates a specific strength in tasks that required her to match words with pictures, read sentences and paragraphs and answer questions about what was read.

She performed particularly well on tasks involving Numerical Operations. Abigail achieved a much higher score on this subtest (actual score = 110) than expected, based on her overall cognitive ability (predicted score = 98). This significant difference indicates a specific strength in tasks that required her to add and subtract numbers up to three digits.

Abigail achieved better than anticipated in writing. Her Written Language Composite score (128) is much higher than anticipated for a child with her general cognitive ability (predicted score = 98). The difference is significant suggesting that this is an area of considerable strength for Abigail. She performed particularly well on tasks that required her to write the alphabet from memory, generate words within a category, generate sentences to describe visual cues, and combine sentences as well as on tasks that assessed her ability to write one's name and print letters that correspond to sounds and words. Abigail achieved a much higher score on the Written Expression subtest (actual score = 125) than expected, based on her overall cognitive ability (predicted score = 98). Similarly, she obtained a higher score on Spelling subtest (actual score = 121) than anticipated (predicted score = 98). These significant differences indicate specific strengths in these skill areas as compared to her overall cognitive ability.

Abigail displays difficulty with achievement in oral language. She scored much lower on the Oral Language Composite (actual score = 78) than expected for a child with her general cognitive ability (predicted score = 97). The difference between her actual and predicted scores is significant and highly unusual. Thus, this is an area in which Abigail may benefit from assistance in helping her further develop her skills. Oral Expression is a particular area of difficulty for Abigail. Specifically, there is a noteworthy difference between her Oral Expression subtest score (67) and the level of achievement anticipated for a student with her cognitive ability (predicted score = 98). This significant and highly unusual difference indicates a specific weakness on tasks that required her to repeat sentences, generate words within a category, describe scenes, and give directions.

Abigail's weakness in Oral Expression combined with her much better performance on the WISC-IV verbal subtests (VCI = Average range) indicates that while functional use of language may be difficult for her, she can answer challenging verbal reasoning problems adequately when not unduly penalised for ineloquence of expression.

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Summary

Abigail is a 6-year-old child who completed the WISC-IV and the WIAT-II. Her general cognitive ability, as estimated by the WISC-IV, is in the Average range. Abigail's verbal comprehension and perceptual reasoning abilities were also both in the Average range (VCI = 96, PRI = 92). Abigail's general working memory abilities are in the Average range (WMI = 99), and general processing speed abilities in the Average range (PSI = 91).

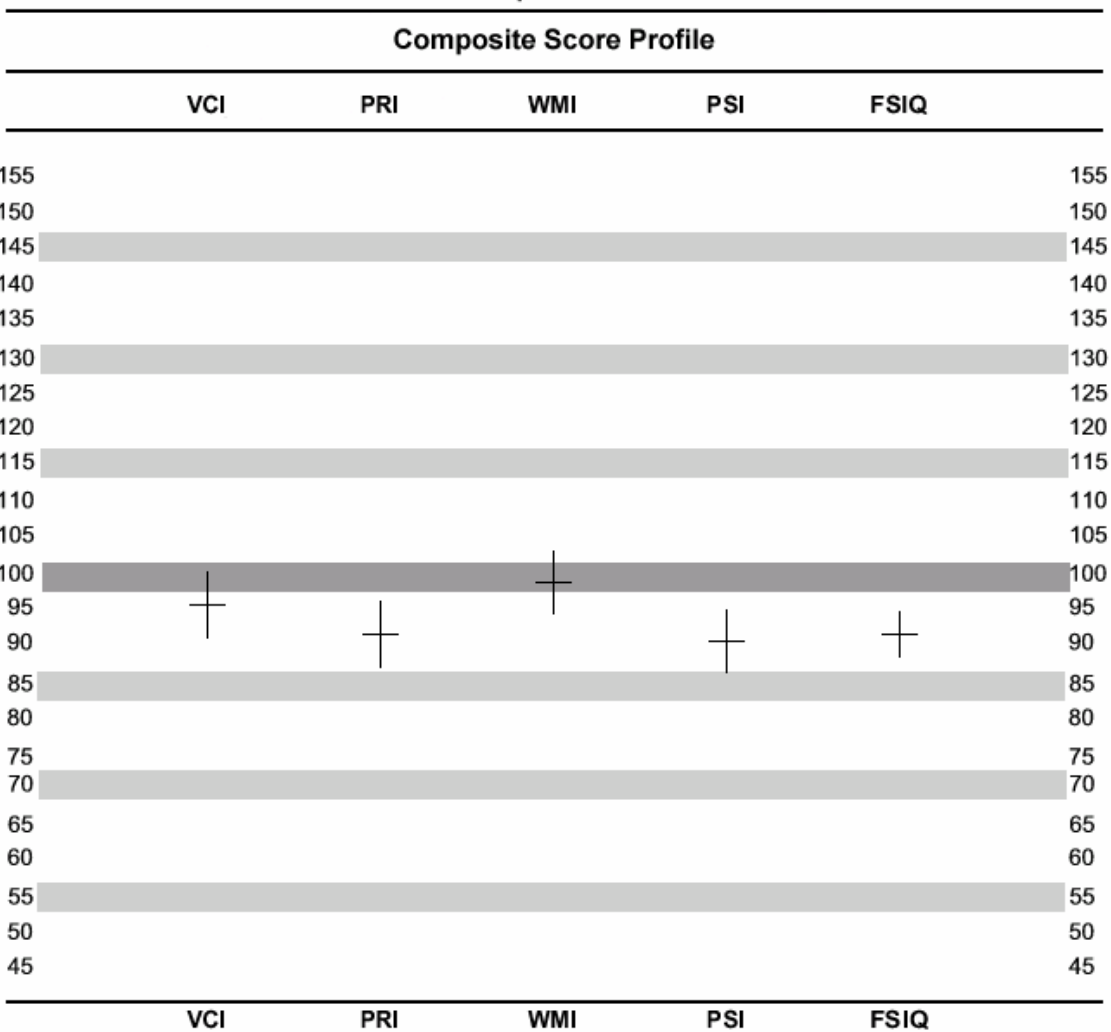
Abigail demonstrated personal strengths in Numerical Operations, Reading Comprehension, Spelling, and Written Expression on the WIAT-II. She demonstrated relatively weak skills in Oral Expression on the WIAT-II.

Composite Scores Summary

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description
Verbal Comprehension (VCI)	28	96	39	89-103	Average
Perceptual Reasoning (PRI)	26	92	30	85-100	Average
Working Memory (WMI)	20	99	47	91-107	Average
Processing Speed (PSI)	17	91	27	83-101	Average
Full Scale (FSIQ)	91	92	30	87-97	Average

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WISC-IV Composite Score Profile



Vertical bar represents the Standard Error of Measurement.

Composite	Score	SEM	Composite	Score	SEM
VCI	96	4.5	PSI	91	4.24
PRI	92	4.5	FSIQ	92	3
WMI	99	4.24			

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Index Level Discrepancy Comparisons

Index Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
VCI - PRI	96	92	4	12.47	N	38.2%
VCI - WMI	96	99	-3	12.12	N	43%
VCI - PSI	96	91	5	14.98	N	37.3%
PRI - WMI	92	99	-7	12.12	N	30.9%
PRI - PSI	92	91	1	14.98	N	49.3%
WMI - PSI	99	91	8	14.69	N	30.8%

Base Rate by Overall Sample

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	8	9.1	-1.1	3.01		>25%
Similarities	10	9.1	0.9	3.01		>25%
Digit Span	9	9.1	-0.1	2.87		>25%
Picture Concepts	10	9.1	0.9	3.39		>25%
Coding	9	9.1	-0.1	3.17		>25%
Vocabulary	8	9.1	-1.1	2.7		>25%
Letter-Number Sequencing	11	9.1	1.9	2.63		>25%
Matrix Reasoning	8	9.1	-1.1	2.68		>25%
Comprehension	10	9.1	0.9	3.44		>25%
Symbol Search	8	9.1	-1.1	3.56		>25%

Overall Mean = 9.1, Scatter = 3, Base Rate = 99.6%

Statistical Significance (Critical Values) at the .05 level

Subtest Level Discrepancy Comparison

Discrepancy Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
Digit Span - Letter-Number Sequencing	9	11	-2	2.83	N	32.5%
Coding - Symbol Search	9	8	1	3.55	N	40.2%
Similarities - Picture Concepts	10	10	0	3.36	N	

Statistical Significance (Critical Values) at the .05 level

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Verbal Comprehension Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Raw Score	Scaled Score	Percentile Rank
Similarities	9	10	50
Vocabulary	18	8	25
Comprehension	14	10	50

Perceptual Reasoning Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Raw Score	Scaled Score	Percentile Rank
Block Design	12	8	25
Picture Concepts	12	10	50
Matrix Reasoning	12	8	25

Working Memory Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

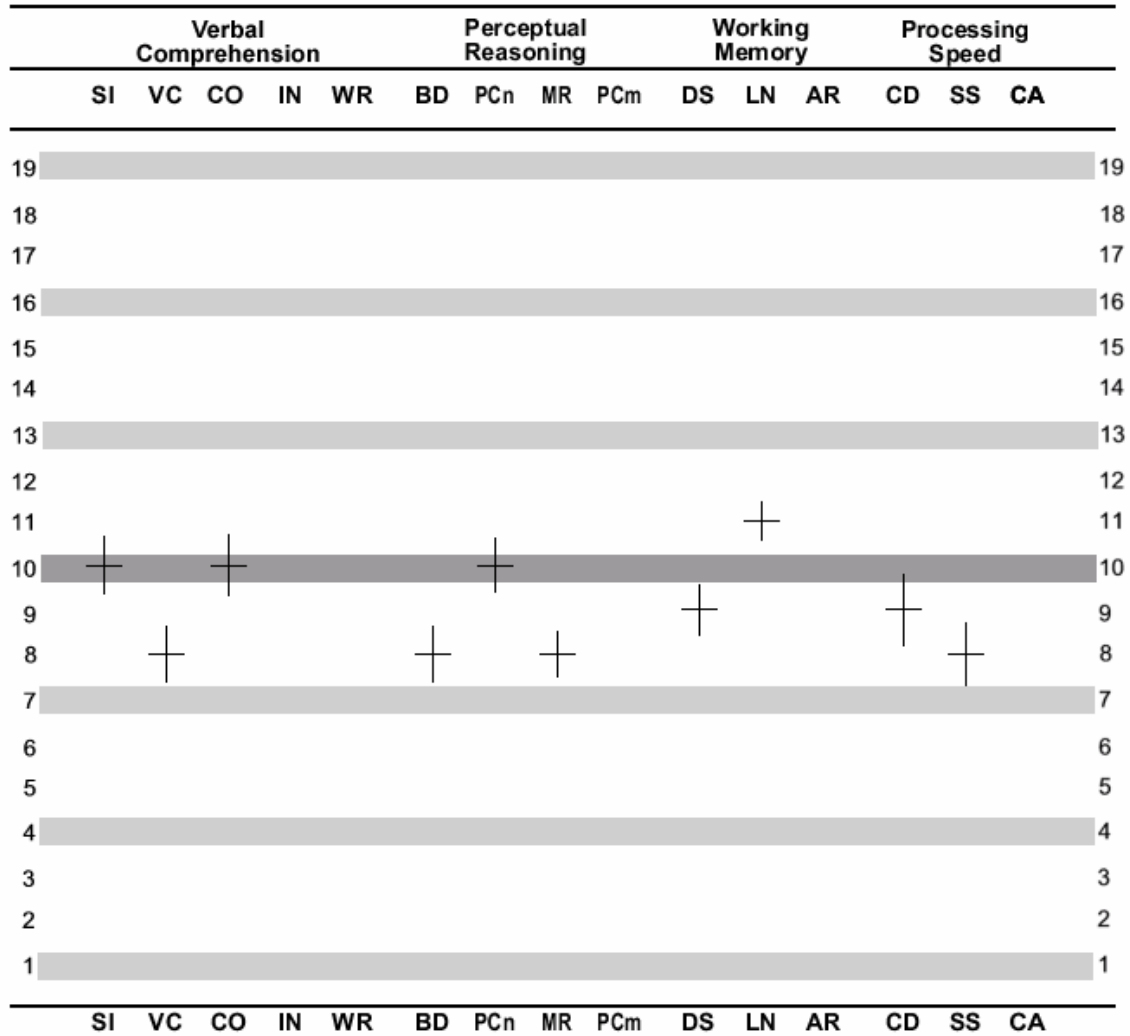
Subtests	Raw Score	Scaled Score	Percentile Rank
Digit Span	11	9	37
Letter-Number Sequencing	14	11	63

Processing Speed Subtest Scores Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Raw Score	Scaled Score	Percentile Rank
Coding (CD)	39	9	37
Symbol Search (SS)	20	8	25

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WISC-IV Subtest Scaled Score Profile



Vertical bar represents the Standard Error of Measurement.

Subtest	Score	SEM	Subtest	Score	SEM
Similarities (SI)	10	1.27	Picture Completion (PCm)		
Vocabulary (VC)	8	1.27	Digit Span (DS)	9	1.12
Comprehension (CO)	10	1.34	Letter-Number Sequencing (LN)	11	0.85
Information (IN)			Arithmetic (AR)		
Word Reasoning (WR)			Coding (CD)	9	1.59
Block Design (BD)	8	1.24	Symbol Search (SS)	8	1.37
Picture Concepts (PCn)	10	1.2	Cancellation (CA)		
Matrix Reasoning (MR)	8	0.99			

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Process Summary and Discrepancy Analysis

Process Score	Raw Score	Scaled Score
Block Design No Time Bonus	0	1
Digit Span Forwards	6	8
Digit Span Backwards	5	9

Process Score	Raw Score	Base Rate
Longest Digit Span Forwards (LDSF)	5	55%
Longest Digit Span Backwards (LDSB)	5	0.5%

Process Discrepancy Comparisons

Process Score	Raw Score 1	Raw Score 2	Difference	Base Rate
LDSF - LDSB	5	5	0	97.6%

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	8	1	7	3.26	Y	0%
Digit Span Forwards - Digit Span Backwards	8	9	-1	3.62	N	45.4%

Statistical Significance (Critical Values) at the .05 level

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WISC-IV Total Raw Scores

Subtest	Score Range	Raw Score
Block Design	0 to 68	12
Similarities	0 to 44	9
Digit Span	0 to 32	11
Picture Concepts	0 to 28	12
Coding	0 to 65	39
Vocabulary	0 to 68	18
Letter-Number Sequencing	0 to 30	14
Matrix Reasoning	0 to 35	12
Comprehension	0 to 42	14
Symbol Search	0 to 45	20
Picture Completion	0 to 38	
Cancellation	0 to 136	
Information	0 to 33	
Arithmetic	0 to 34	
Word Reasoning	0 to 24	
Process Score	Score Range	Raw Score
Block Design No Time Bonus	0 to 50	0
Digit Span Forwards	0 to 16	6
Digit Span Backwards	0 to 16	5
Cancellation Random	0 to 68	
Cancellation Structured	0 to 68	
Longest Digit Span Forwards	0,2 to 9	5
Longest Digit Span Backwards	0,2 to 8	5

Summary of WIAT-II Subtest Scores

SUBTESTS	RAW	STD	95% INTERVAL	PR	NCE	S9	AGE EQU
Word Reading	64	101	98- 104	53	51	5	6:04
Reading Comprehension	97**	110	105- 115	75	64	6	7:04
Pseudoword Decoding	10	92	88- 96	30	39	4	5:08
Numerical Operations	12	110	99- 121	75	64	6	7:00
Mathematical Reasoning	25	105	97- 113	63	57	6	6:08
Spelling	24	121	114- 128	92	79	8	7:04
Written Expression	12	125	114- 136	95	85	8	8:08
Listening Comprehension	15	94	82- 106	34	42	4	6:00
Oral Expression	12	67	57- 77	1	4	1	4:00

** Represents Reading Comprehension weighted raw score.

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Summary of WIAT-II Composite and Total Scores

COMPOSITES	RAW	STD	95% INTERVAL	PR	NCE	S9
Reading	303	98	95- 101	45	47	5
Mathematics	215	108	100- 116	70	61	6
Written Language	246	128	121- 135	97	89	9
Oral Language	161	78	69- 87	7	19	2
Total	925	101	97- 105	53	51	5

Differences Between Subtest Scores and Mean of Subtest Scores

SUBTESTS	STD SCORE	DIFF. FROM MEAN	SIGNIF.	FREQ	S/W
Word Reading	101	-1.78	ns	>25%	
Reading Comprehension	110	7.22	ns	>25%	
Pseudoword Decoding	92	-10.78	.05*	>25%	W
Numerical Operations	110	7.22	ns	>25%	
Mathematical Reasoning	105	2.22	ns	>25%	
Spelling	121	18.22	.05*	5%	S
Written Expression	125	22.22	.05*	5%	S
Listening Comprehension	94	-8.78	ns	>25%	
Oral Expression	67	-35.78	.05*	<1%	W

Mean of Subtest Standard Scores = 102.78

* significant at the .05 level

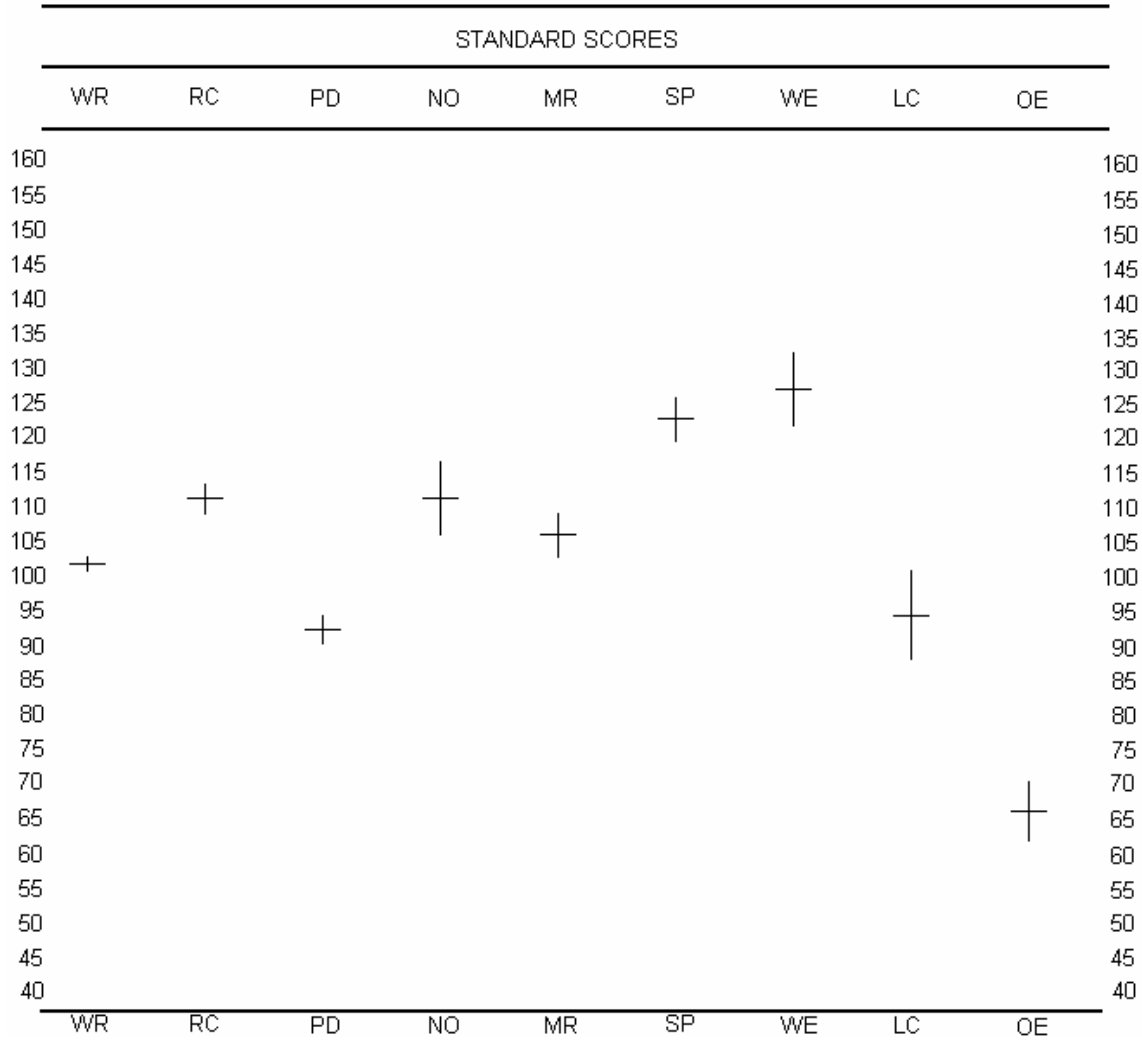
Differences Between Composite Standard Scores

COMPOSITES	DIFFERENCE	SIGNIF.	FREQUENCY
Reading/Mathematics	-10	.05*	24.1%
Reading/Oral Language	20	.05*	7.8%
Reading/Written Language	-30	.05*	0.2%
Mathematics/Oral Language	30	.05*	2%
Mathematics/Written Language	-20	.05*	5.4%
Oral Language/Written Language	-50	.05*	0.3%

* significant at the .05 level

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WIAT-II GRAPH OF SUBTEST STANDARD SCORES



Subtest	SS	SEM	Subtest	SS	SEM
Word Reading (WR)	101	1	Spelling (SP)	121	3
Reading Comprehension (RC)	110	2	Written Expression (WE)	125	5
Pseudoword Decoding (PD)	92	2	Listening Comprehension (LC)	94	6
Numerical Operations (NO)	110	5	Oral Expression (OE)	67	4
Mathematical Reasoning (MR)	105	3			

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WIAT-II Total Raw Scores

Subtest	Total Raw Score
Word Reading	64
Numerical Operations	12
Reading Comprehension	97
Item Set (Age 6)	33
Target Words Total	24
Reading Speed Total	195
Spelling	24
Pseudoword Decoding	10
Mathematical Reasoning	25
Written Expression	12
Alphabet Writing	9
Word Fluency Subtotal	3
Sentences Subtotal	1
Listening Comprehension	15
Receptive Vocabulary Subtotal	6
Sentence Comprehension Subtotal	5
Expressive Vocabulary Subtotal	4
Oral Expression	12
Sentence Repetition Subtotal	4
Visual Passage Retell	4
Word Fluency Subtotal	15
Giving Directions	0

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Ability-Achievement Discrepancy Analysis

Date of Ability Testing: 21/05/2004

Ability Score Type: VCI

Ability Score: 96

Predicted-Difference Method

	Predicted Score	Actual Score	Expected Diff.	Critical Value	Sig. Diff. Y/N	Base Rate
WIAT-II SUBTEST						
Word Reading	98	101	-3	10.33	N	
Reading Comprehension	97	110	-13	11.11	Y	
Pseudoword Decoding	98	92	6	10	N	>25%
Numerical Operations	98	110	-12	11.33	Y	
Mathematical Reasoning	98	105	-7	11.66	N	
Spelling	98	121	-23	10.55	Y	
Written Expression	98	125	-27	11.15	Y	
Listening Comprehension	97	94	3	14.49	N	>25%
Oral Expression	98	67	31	11.39	Y	3-4%
COMPOSITES						
Reading	97	98	-1	10.16	N	
Mathematics	98	108	-10	10.87	N	
Written Language	98	128	-30	10.66	Y	
Oral Language	97	78	19	12.54	Y	5-10%
Total	97	101	-4	10.31	N	

Statistical Significance (Critical Values) at the .01 level

Base Rates are not reported when the achievement score equals or exceeds the ability score.

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

Ann Other