Overview of Wechsler Nonverbal Scale of Ability (WNV)

Gloria Maccow, Ph.D.
Assessment Training Consultant

Presentation Outline

1. Overview
2. Subtest Description
3. Administration and Scoring
4. Interpretation
5. Technical Properties
6. Conclusions
The WNV is a nonverbal measure of general ability. The subtests

- involve different demands
- do not contain verbal content (e.g., Vocabulary)
- do not require the examinee to speak
- use pictorial directions

WNV was specifically created for:

- Individuals from diverse linguistic groups
- Individuals with limited language skills
- Individuals who are deaf or hard of hearing
- Individuals with language disorders
- Identification of gifted children from linguistically and culturally diverse populations
Overview of the Wechsler Nonverbal Scale of Ability
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WNV Overview

- Intended for fair assessment of culturally and linguistically diverse populations from many countries
- Standardized in the US and Canada
- Used for individuals ages 4:0 - 21:11

- Yields a Full Scale and subtest scores
- Uses an Innovative administration format
- Offers full (45 minute) and brief (20 minute) versions
- Includes software in every kit
The WNV can be administered to a wide variety of individuals making it ideal for students who speak a language other than English.

Minimal adaptation needed for use in different countries or with individuals from different countries.

Meets IDEA 2004 requirements for reliable and valid nondiscriminatory assessment.

The WNV uses a new method for informing the examinee of the demands of the test - Pictorial Directions.

Examinees are shown a series of pictures that illustrate what they have to do.

The Pictorial Directions include gestures by the examiner that draw the examinee’s attention to the correspondence between the directions and the stimuli on the table.
WNV Overview

Ages 4:00 – 7:11
- 4 Subtests
  - Matrices
  - Coding
  - Object Assembly
  - Recognition
- 2 Subtests
  - Matrices
  - Recognition

Ages 8:0 – 21:11
- 4 Subtests
  - Matrices
  - Coding
  - Spatial Span
  - Picture Arrangement
- 2 Subtests
  - Matrices
  - Spatial Span

Subtest Description

Matrices (MA)
Examinee looks at incomplete figural matrix and selects missing portion from 4 or 5 response options.

Coding (CD)
Examinee copies symbols paired with simple geometric shapes or numbers. Using a key, examinee draws each symbol in corresponding shape or box within specified time limit.
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Subtest Description

Object Assembly (OA)

Examinee is presented with prearranged puzzle pieces and fits the pieces together to form a meaningful whole within a specified time limit.

Recognition (RG)

Examinee looks at geometric designs for three seconds and identifies which of four or five response options matches the viewed stimulus.

Spatial Span (SSp)

Examinee taps a series of blocks as demonstrated by the examiner. SSpForward: repeats sequence in same order. SSpBackward: repeats sequence in reverse order.

Picture Arrangement (PA)

Examinee reorders a prearranged set of picture cards to tell a logical story within a specified time limit.
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Materials

WNV Authors

David Wechsler, PhD

David Wechsler obtained his Master’s of Arts (1917) and Doctorate (1920) degrees at Columbia University under R. Wundt. He taught at the U.S. Army to the University of London to work with C. Spearman and R. Brown. While completing his doctoral degree he worked for the Bureau of Child Guidance as a clinical psychologi- st and at The Psychiatric Center. After he completed his doctoral degree he continued his work as a clinical psychologist in private practice and then at Bellevue Psychiatric Hospital (1927). He was also a clinical psychologist at the Medical College of New York University until 1942.

Dr. Wechsler shaped the field of intelligence testing with his views and exercise of a number of tests. Dr. Wechsler is known for three basic publications: The Measurement of Human Intelligence (1939), The Measurement of Human Intelligence (1949), and The Measurement of Human Intelligence (1958).

Jack A. Naglieri, PhD

Jack A. Naglieri obtained his Master’s of Science degree from St. John’s University (1974). He worked as a school psychologist in the New York area from 1974 to 1977, prior to entering his dissertation at the University of Georgia (1979) under the direction of S. Kaufman, who had worked with Dr. Wechsler. In 1990 he began his career at Northern Illinois University and from 1992 to 2000 was on the faculty at Ohio State University. Dr. Naglieri was director of GRE’s Center for Cognitive Development (1995-2004), and a Professor of Psychology and the School Psychology Program Director at George Mason University and Fairfax, Virginia. He holds an appointment as a Senior Research Scientist at the Dement Foundation Institute for the Study of Human Ability Testing and Research and is a Director of the Institute of Cognitive Development and Assessment, Fairfax, and is the editor of numerous educational journals.

naglieri@gmu.edu
WNV Subtests

Administration: General Instructions

♦ Pre-administration instruction
♦ Subtest administration has three levels
  - Pictorial directions
  - Short verbal instructions
    • Provided in 5 languages (plus English)
  - Opportunity to provide help as needed
Before Starting

Getting Started

Introducing the WNV to Examinees Ages 4:0–7:11

Before you begin, ensure that the necessary test materials are in order, and that the examinee is engaged in the testing process. (Refer to chapter 2 of this Manual for guidelines in establishing and maintaining rapport.) When you feel that you have attained a sufficient level of rapport and engagement, introduce the WNV by saying,

E: You will be doing several different things today. I will show you some pictures that will help you understand what to do. Look carefully to see what the children in the pictures are doing. That will show you what to do. You can also ask me questions.

F: Aujourd’hui, nous allons faire différentes choses. Je vais te montrer des images qui t’aideront à comprendre ce qu’il faut faire. Regarde attentivement pour voir ce que font les enfants dans ces images. Ils te montreront ce que tu dois faire. Tu peux aussi me poser des questions.

S: Hoy vas a hacer varias cosas diferentes. Te voy a enseñar algunos dibujos que te van a ayudar entender lo que tienes que hacer. Mira con cuidado a lo que hacen los niños en los dibujos. Eso te enseña lo que tienes que hacer. También puedes preguntarme.

C: 今天将会做些不同的事情. 我会给你一些图片来帮助你理解所做的事情.
Matrices Administration

1. Place the coil-bound edge of the Stimulus Book toward the examinee. Turn to the pictorial directions for Matrices.

2. Slowly point to each frame of the pictorial directions from the examinee’s left to right, briefly looking at the examinee as you point to each frame to be sure he or she is attending.

3. Allow the examinee time to look at the pictorial directions (up to a minute if needed).

4. Point to the first frame of the pictorial directions, then point to the top of the stimulus page.

5. Point to the second frame of the pictorial directions, then slowly sweep your hand along the response options in numerical order.
Matrices Administration

6. Point to the third frame of the pictorial directions, point to the question mark in the matrix, slowly sweep your hand along the response options in numerical order, and then look at the examinee.

Instructions

♦ Pre administration instruction
♦ Subtest administration has three levels
  - Pictorial directions
  - Short verbal instructions
    • Provided in 5 languages (plus English)
    • Opportunity to provide help as needed
Matrices Administration

7. If the examinee does not respond or appears confused, prompt by saying, Which one of these (sweep your hand along the response options in numerical order) goes here (point to the question mark)? Provide additional help until the examinee understands the task.

E: Which one of these goes here?
S: ¿Cuál de éstos va aquí?
G:Welches von diesen passt hier?
F: Laquelle de celles-ci va ici?
C:這些中的哪一個填在這兒?
D:Welk van deze past hier?

Instructions

♦ Pre administration instruction
♦ Subtest administration has three levels
  - Pictorial directions
  - Short verbal instructions
    - Provided in 5 languages (plus English)
  - Opportunity to provide help as needed
Instructions

♦ Provide help instruction allows the examiner to interact with the examinee in any manner to ensure that the demands of the task are understood.
♦ This is not teaching how to do the task, but instead explaining what is required.

WNV Subtests

Subtest Administration
Materials

- Administration and Scoring Manual
- Stimulus Book
- Record Form

Start
Ages 4–5: Demonstration Item, Sample Items A–C, then Item 1
Ages 6–15: Demonstration Item, Sample Items A–C, then Item 7
Ages 16–21: Demonstration Item, Sample Items A–C, then Item 12

Reverse
Ages 6–21: Score of 0 on either of the first two items given, administer preceding items in reverse sequence until two consecutive perfect scores are obtained

Discontinue
After 4 scores of 0 on five consecutive items
Matrices

- Adapted from the Naglieri Nonverbal Ability Test (NNAT)
- Multiple color, without color-blindness issues

Coding

Materials
- Administration and Scoring Manual
- Stimulus Book
- Record Form
- Response Booklet
- #2 Pencil Without Eraser
- Stopwatch
- Scoring Template
### Coding

**Table 2.4** Summary of Start Points, Reverse Rules, and Discontinue Rules

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Start Point</th>
<th>Reverse Rule</th>
<th>Discontinue Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coding (CD)</td>
<td>Ages 4–7</td>
<td>None</td>
<td>Ages 4–7 After 120 seconds</td>
</tr>
<tr>
<td>Coding</td>
<td>Coding A Demonstration Items, Sample Items, then Test Items</td>
<td></td>
<td>Ages 8–21 After 120 seconds</td>
</tr>
<tr>
<td>Coding</td>
<td>Ages 8–21</td>
<td>Coding B Demonstration Items, Sample Items, then Test Items</td>
<td></td>
</tr>
</tbody>
</table>

120 seconds

### Coding - Scoring

**Coding** (Time Limit: 120 seconds)

Start
- Ages 4–7: Coding A Demonstration Items, Sample Items, then Test Items
- Ages 8–21: Coding B Demonstration Items, Sample Items, then Test Items

Discontinue
- Ages 4–7: After 120 seconds
- Ages 8–21: After 120 seconds

Score
- Use the Scoring Template to check the examinee’s responses
- Score 1 point for each correct response
Instructions
Coding A & B

For Sample Items and Test Items, say:
Start here. Work as fast as you can without making mistakes.

Object Assembly

Materials

- Administration and Scoring Manual
- Stimulus Book
- Record Form
- Object Assembly Puzzles (13 puzzles)
- Stopwatch
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Object Assembly

Adapted from WPSSI-III, WISC-III, & WAIS-III

Table 2.4 Summary of Start Points, Reverse Rules, and Discontinue Rules

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Start Point</th>
<th>Reverse Rule</th>
<th>Discontinue Rule</th>
</tr>
</thead>
</table>
| Object Assembly (OA)| Ages 4–5
  Demonstration Item, Sample Item, then Item 1
  Ages 6–7
  Demonstration Item, Sample Item, then Item 3 | Ages 6–7
  Imperfect assembly on either of the first two items given, administer preceding items in reverse sequence until two consecutive perfect scores are obtained | After 2 consecutive scores of 0 |

Recognition

Materials

— Administration and Scoring Manual
— Stimulus Book
— Record Form
Recognition

New Subtest

Table 2.4 Summary of Start Points, Reverse Rules, and Discontinuation Rules

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Start Point</th>
<th>Reverse Rule</th>
<th>Discontinuation Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition (RG)</td>
<td>Ages 4–5</td>
<td>Ages 6–7</td>
<td>After 4 scores of 0 on five consecutive items</td>
</tr>
<tr>
<td></td>
<td>Demonstration Item, Sample Items A–C, then Item 1</td>
<td>Score of 0 on either of the first two items given, administer preceding items in reverse sequence until two consecutive perfect scores are obtained</td>
<td></td>
</tr>
<tr>
<td>Ages 6–7</td>
<td>Demonstration Item, Sample Items A–C, then Item 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Spatial Span

Materials

- Administration and Scoring Manual
- Stimulus Book
- Record Form
- Spatial Span Board
**Spatial Span**

- Only for Older Examinees
- Adapted from WISC-IV Integrated
- Forward and Backward

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Start Point</th>
<th>Reverse Rule</th>
<th>Discontinue Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spatial Span (SSp)</td>
<td>Ages 8–21</td>
<td>None</td>
<td>Forward: After scores of 0 on both trials of an item</td>
</tr>
<tr>
<td></td>
<td>Forward: Demonstration Item, Sample Item, then Item 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Backward: Demonstration Item, Sample Item, then Item 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Picture Arrangement**

**Materials**

- Administration and Scoring Manual
- Stimulus Book
- Record Form
- Picture Arrangement Cards (15 sets)
- Stopwatch
Picture Arrangement

- Older examinees only
- Adapted from WISC-III & WAIS-III

Table 2.4  Summary of Start Points, Reverse Rules, and Discontinue Rules

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Start Point</th>
<th>Reverse Rule</th>
<th>Discontinue Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Arrangement (PA)</td>
<td>Ages 8–21</td>
<td>None</td>
<td>After 4 consecutive scores of 0</td>
</tr>
<tr>
<td>Demonstration Item, Sample Item, then Item 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Start at 4 consecutive failures
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WNV Scores

Full Scale
- Mean = 100
- SD = 15

Matrices
- Mean = 50
- SD = 10

Coding

Object Assembly
- or - or
- Spatial Span

Recognition

Picture Arrangement

Interpretation

Chapter 6
Technical and Interpretive Manual
Interpretation

Report and Describe Performance

- Standard Scores
- Percentile Ranks
- Standard errors of measurement
- Descriptive categories
- Test-age equivalents

Report Performance

Report WNV Full Scale standard score

- “Lucy obtained a WNV Full Scale score of 103, which is ranked at the 58th percentile. She performed as well as, or better than, 58% of examinees her age in the WNV normative sample.
- There is a 90% chance that her true Full Scale score lies within the range of 96 and 109.
- Lucy’s Full Scale score of 103 is within the Average range according to the WNV classification.”
Interpretation

Step-by-Step Interpretation

Step 1. Examine the Full Scale Score
Step 2. Subtest-Level Analysis
Step 3. Analysis of Spatial Span (Optional)
Step 4. Examine Intersubtest Variability (Optional)
Step 5. Intervention (Optional)

Standardization
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Standardization Samples

US sample closely matches the population (N = 1323)

Canadian sample closely matches the population (N = 875)

Reliability
### Reliability

<table>
<thead>
<tr>
<th>Full Scale Score: 4</th>
<th>Overall Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>US</td>
<td>.91</td>
</tr>
<tr>
<td>Canada</td>
<td>.90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Scale Score: 2</th>
<th>Overall Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>US</td>
<td>.91</td>
</tr>
<tr>
<td>Canada</td>
<td>.91</td>
</tr>
</tbody>
</table>

### Validity

**Validity**

**Correlations with Other Tests**
## Table 5.16. WNV and WISC-IV

<table>
<thead>
<tr>
<th></th>
<th>FSIQ</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Scale Score: Four</td>
<td>.76</td>
<td>103.8</td>
<td>12.3</td>
<td>102</td>
</tr>
<tr>
<td>Full Scale Score: Two</td>
<td>.58</td>
<td>102.7</td>
<td>13.3</td>
<td>102</td>
</tr>
</tbody>
</table>

### WISC-IV

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>101.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>12.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>102</td>
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</table>

## Table 5.20. WNV and UNIT

<table>
<thead>
<tr>
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<th>FSIQ</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Scale Score: Four</td>
<td>.73</td>
<td>102.3</td>
<td>12.6</td>
<td>79</td>
</tr>
<tr>
<td>Full Scale Score: Two</td>
<td>.62</td>
<td>99.8</td>
<td>12.8</td>
<td>79</td>
</tr>
</tbody>
</table>

### UNIT

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>101.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>12.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 5.17

<table>
<thead>
<tr>
<th>WNV</th>
<th>FSIQ</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Scale 4</td>
<td>.82</td>
<td>96.5</td>
<td>12.8</td>
<td>33</td>
</tr>
<tr>
<td>Full Scale 2</td>
<td>.67</td>
<td>96.2</td>
<td>14.2</td>
<td>33</td>
</tr>
</tbody>
</table>

WISC-IV Sp

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean a</td>
<td>96.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>14.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Validity Studies

Group Differences
41 examinees ages 5-21 identified as gifted.

Examinees had existing scores of at least 130 on a standardized measure of cognitive ability.

Table 5.23: WNV: Mean Performance of Gifted and Matched Control Groups

<table>
<thead>
<tr>
<th>Subtest/Full Scale Score</th>
<th>Gifted Mean</th>
<th>Gifted SD</th>
<th>Matched Control Group Mean</th>
<th>Matched Control Group SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matrices</td>
<td>64.2</td>
<td>9.0</td>
<td>52.9</td>
<td>10.0</td>
</tr>
<tr>
<td>Coding</td>
<td>57.2</td>
<td>13.6</td>
<td>51.7</td>
<td>9.7</td>
</tr>
<tr>
<td>Object Assembly</td>
<td>59.6</td>
<td>11.2</td>
<td>54.3</td>
<td>9.9</td>
</tr>
<tr>
<td>Recognition</td>
<td>61.2</td>
<td>5.2</td>
<td>51.4</td>
<td>8.5</td>
</tr>
<tr>
<td>Spatial Span</td>
<td>62.3</td>
<td>12.3</td>
<td>52.0</td>
<td>9.2</td>
</tr>
<tr>
<td>Picture Arrangement</td>
<td>62.5</td>
<td>7.8</td>
<td>51.6</td>
<td>9.0</td>
</tr>
<tr>
<td>Full Scale Score: 4</td>
<td>123.7</td>
<td>13.4</td>
<td>104.2</td>
<td>12.3</td>
</tr>
<tr>
<td>Full Scale Score: 2</td>
<td>123.8</td>
<td>15.0</td>
<td>104.0</td>
<td>13.2</td>
</tr>
</tbody>
</table>

FS = 124

FS = 104
The WNV was administered to 55 examinees, ages 8–21, who met the criteria for classification as English Language Learners.

- native language was not English
- primary language they spoke was not English
- language other than English spoken at home
- parents had resided in the US less than 6 years

### Table: English Language Learners vs Matched Control Group

<table>
<thead>
<tr>
<th>Subtest/Full Scale Score</th>
<th>English Language Learners</th>
<th>Matched Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matrices</td>
<td>50.2 (10.0)</td>
<td>52.1 (9.4)</td>
</tr>
<tr>
<td>Coding</td>
<td>51.0 (8.1)</td>
<td>51.7 (9.4)</td>
</tr>
<tr>
<td>Object Assembly</td>
<td>51.1 (9.9)</td>
<td>51.1 (9.9)</td>
</tr>
<tr>
<td>Recognition</td>
<td>53.2 (7.6)</td>
<td>50.0 (8.7)</td>
</tr>
<tr>
<td>Spatial Span</td>
<td>52.3 (9.4)</td>
<td>50.0 (9.0)</td>
</tr>
<tr>
<td>Picture Arrangement</td>
<td>49.4 (10.0)</td>
<td>50.4 (9.0)</td>
</tr>
<tr>
<td>Full Scale Score: 4</td>
<td>101.7 (13.4)</td>
<td>102.1 (13.4)</td>
</tr>
<tr>
<td>Full Scale Score: 2</td>
<td>102.1 (14.1)</td>
<td>101.6 (12.7)</td>
</tr>
</tbody>
</table>
Deaf Individuals

Examinees selected based on their lack of ever having heard spoken language
- examinees must not have been able to hear tones after the age of 18 months,
- must not lip read,
- must not use cued speech (i.e., they must have routine discourse by some means of communicating other than spoken language),
- severe to profound deafness.

<table>
<thead>
<tr>
<th>Subtest/Full Scale Score</th>
<th>Deaf Mean</th>
<th>Deaf SD</th>
<th>Matched Control Group Mean</th>
<th>Matched Control Group SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matrices</td>
<td>51.5</td>
<td>7.7</td>
<td>50.5</td>
<td>9.9</td>
</tr>
<tr>
<td>Coding</td>
<td>47.7</td>
<td>7.6</td>
<td>49.9</td>
<td>8.9</td>
</tr>
<tr>
<td>Object Assembly</td>
<td>53.7</td>
<td>9.8</td>
<td>49.8</td>
<td>11.4</td>
</tr>
<tr>
<td>Recognition</td>
<td>57.3</td>
<td>6.9</td>
<td>50.1</td>
<td>9.2</td>
</tr>
<tr>
<td>Spatial Span</td>
<td>51.2</td>
<td>7.8</td>
<td>50.5</td>
<td>8.8</td>
</tr>
<tr>
<td>Picture Arrangement</td>
<td>54.1</td>
<td>9.7</td>
<td>51.8</td>
<td>14.3</td>
</tr>
</tbody>
</table>

Full Scale Score: 4
- 102.5
- 100.8

Full Scale Score: 2
- 103.0
- 100.4
Hard of Hearing

- Examinees have had exposure to spoken language, either through hearing or lip reading.
- The group could have a unilateral or bilateral hearing loss or deafness.
- Age of onset of their inability to hear could be any age.
- The examinee could have cochlear implants.
- And the following additional criteria:
  - No disability or impairment other than being deaf or hard of hearing
  - No diagnosis of a neurological disorder

### Hard of Hearing

<table>
<thead>
<tr>
<th>Subtest/Full Scale Score</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
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<tbody>
<tr>
<td>Matrices</td>
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<td>10.3</td>
<td>50.9</td>
<td>10.5</td>
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<td>Coding</td>
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<td>8.8</td>
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<td>Object Assembly</td>
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<td>11.8</td>
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<td>11.1</td>
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<td>Recognition</td>
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<td>9.8</td>
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<td>9.9</td>
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<tr>
<td>Picture Arrangement</td>
<td>51.6</td>
<td>11.6</td>
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<tr>
<td><strong>Full Scale Score: 4</strong></td>
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<tr>
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<td>14.9</td>
</tr>
</tbody>
</table>

FS = 97
FS = 100
White-Black Difference

♦ Black (N = 54) White (N=153) FS difference = 4.6
  - No variables controlled
♦ Black (N = 54) White (N=153) FS difference = 2.6
  - SES controlled

Conclusion

What does the Wechsler Nonverbal Scale of Ability Measure?

General ability, nonverbally
What does the WNV measure?

- The WNV is a test of general ability measured using nonverbal tests
- It is not a measure of nonverbal intelligence
  - measure general ability by using tests that do not require verbal skills
  - not “nonverbal ability”
  - measure “general ability” nonverbally

Summary

The WNV
- Provides an innovative method for administration
- Has excellent reliability
- Strong validity evidence
- Easy to interpret
- Has instructional implications
- Can be given to a wide age range