

Interpretive Report of WAIS-IV Testing

Examinee and Testing Information

Examinee Name	Female Sample	Date of Report	9/9/2009		
Examinee ID		Years of Education	18		
Date of Birth	12/7/1967	Home Language	English		
Gender	Female	Handedness	Right		
Race/Ethnicity	White	Examiner Name	Tester Psych		
Test Administered	WAIS-IV (9/1/2008)	Age at Testing	40 years 8 months	Retest?	No
WAIS-IV Comments					

Score Summary

WAIS-IV Scale	Score
Verbal Comprehension	112
Perceptual Reasoning	88
Working Memory	114
Processing Speed	89
Full Scale	101
General Ability	101

Interpretation of WAIS-IV Results

General Intellectual Ability

Due to variable performance across ability areas, it is difficult to describe Female's overall intellectual functioning with a single score on the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV). Her verbal reasoning abilities are much better developed than her nonverbal reasoning abilities. Female is likely to perform much better on tasks requiring verbal comprehension and reasoning, than those tasks requiring visual-spatial reasoning and perception of complex visual stimuli.

Verbal Comprehension

Female's verbal reasoning abilities as measured by the Verbal Comprehension Index (VCI) are in the high average range and above those of approximately 79% of her peers (VCI = 112; 95% confidence interval = 106-117). The VCI is designed to measure verbal reasoning and concept formation. Female performed comparably on the verbal subtests contributing to the VCI, suggesting that the various verbal cognitive abilities measured by these subtests are similarly developed. Furthermore, she may experience little or no difficulty in keeping up with her peers in situations that require verbal skills.

Perceptual Reasoning

Female's nonverbal reasoning abilities as measured by the Perceptual Reasoning Index (PRI) are in the low average range and above those of only 21% of her peers (PRI = 88; 95% confidence interval = 82-95). The PRI is designed to measure fluid reasoning in the perceptual domain with tasks that assess nonverbal concept formation, visual perception and organization, visual-motor coordination, learning, and the ability to separate figure and ground in visual stimuli. Female performed comparably on the perceptual reasoning subtests contributing to the PRI, suggesting that her visual-spatial reasoning and perceptual-organizational skills are similarly developed.

Working Memory

Female's ability to sustain attention, concentrate, and exert mental control is in the high average range. She performed better than approximately 82% of her peers in this area (Working Memory Index (WMI) = 114; 95% confidence interval 106-120).

Female's abilities to sustain attention, concentrate, and exert mental control are better developed than her nonverbal reasoning abilities. Good mental control may facilitate the processing of complex information and ease the learning of new material.

Processing Speed

Female's ability in processing simple or routine visual material without making errors is in the low average range when compared to her peers. She performed better than approximately 23% of her peers on the processing speed tasks (Processing Speed Index [PSI] = 89; 95% confidence interval 82-98). Processing visual material quickly is an ability that Female performs poorly as compared to her verbal reasoning ability. Processing speed is an indication of the rapidity with which Female can mentally process simple or routine information without making errors. Because learning often involves a combination of routine information processing (such as reading) and complex information processing (such as reasoning), a weakness in the speed of processing routine information may make the task of comprehending novel information more time-consuming and difficult for Female. Thus, this weakness in simple visual scanning and tracking may leave her less time and mental energy for the complex task of understanding new material.

Summary

Female is a 40-year-8-month-old female who completed the WAIS-IV. Her overall cognitive ability, as evaluated by the WAIS-IV, cannot easily be summarized because her verbal reasoning abilities are much better developed than her nonverbal reasoning abilities. Female's reasoning abilities on verbal tasks are generally in the high average range (VCI = 112), while her nonverbal reasoning abilities are significantly lower and in the low average range (PRI = 88). Female's ability to sustain attention, concentrate, and exert mental control is in the high average range (WMI = 114). Female's ability in processing simple or routine visual material without making errors is in the low average range when compared to her peers (PSI = 89).

Recommendations

It is recommended that Female's vision be evaluated. Although no current visual impairment was reported, she should have a vision screening to identify problems with recognition of visual detail and visual discrimination tasks.

Female should regularly and frequently review information that must be remembered.

Female should be encouraged to attach verbal labels to necessary procedures that must be remembered.

Female should be encouraged to solve problems using visual/nonverbal information.

Female should consider career choices that capitalize on her verbal skills and that minimize hands-on or manipulative types of activities and visual-spatial skills.

Female should be encouraged to verbalize the steps she will use to complete a daily routine (e.g., dressing) or to complete an assigned task. This self-talk can reinforce the sequencing of all necessary steps for successful task completion.

Female's strengths in sequential skills should be emphasized when new material is being presented. Information should be presented in steps that gradually approach the overall skill or concept. Tasks should be broken into smaller, component parts whenever possible.

Female should be encouraged to verbalize what is going to be learned. For example, she can say each new vocabulary word both aloud and silently. Verbal cues, directions, and memory strategies should be emphasized.

Those assisting Female should teach her the steps required to solve a problem or complete a task and she should be given the opportunity to rehearse the steps. Whenever possible, she should be offered a logical structure or step-by-step procedure for solving problems.

Female's strengths in sequential processing skills may facilitate her performance on academic tasks such as learning and retaining basic arithmetic facts, memorizing spelling words, making associations between letters and sounds, learning the rules of grammar, remembering the chronology of historical events, following the appropriate sequence of steps in a science experiment or an arithmetic problem, and remembering details. Her instructors should take these strengths into account when planning curriculum intervention strategies for her.

Female's weaknesses in sequential processing skills may result in difficulty interpreting the parts and features of a design or drawing, understanding the rules of games, remembering specific details and the sequence of a story, and breaking down arithmetic or science problems into their component parts. Her instructors should take these weaknesses into account when planning curriculum intervention strategies for her.

Female should be encouraged to break down information to be learned into smaller, sequential bits of information so that subsequent sequential bits will build on those learned previously.

Female should be encouraged to verbalize the steps required for a task. For example, when asked to complete a task, Female should be given the opportunity to orally rehearse the steps.

Female may benefit from using associative linkages when encoding information. By linking new information to what has been previously learned, she may be able to gain a more global understanding of the information and improve recall.

When Female first encounters new information, she should link it in as many ways as possible to already known information. This strategy creates several avenues for remembering the information later.

Female should be encouraged to use external memory sources such as lists, date books, calendars, and pocket-size recorders for information that must be remembered.

Teaching Female “self-cueing” strategies may help facilitate her retrieval of information.

Tests for Female should be structured so that they require recognition rather than recall of information. They should be structured in multiple choice or other selected-response formats, rather than in extended short-answer and essay. Test formats such as these will assist her in retrieving previously learned information.

Female should be encouraged to use a “memory book” that would include information such as her daily schedule; important names, addresses, and phone numbers; personal information; medication schedule; and due dates of monthly bills.

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

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WAIS-IV Score Report

Composite Score Summary

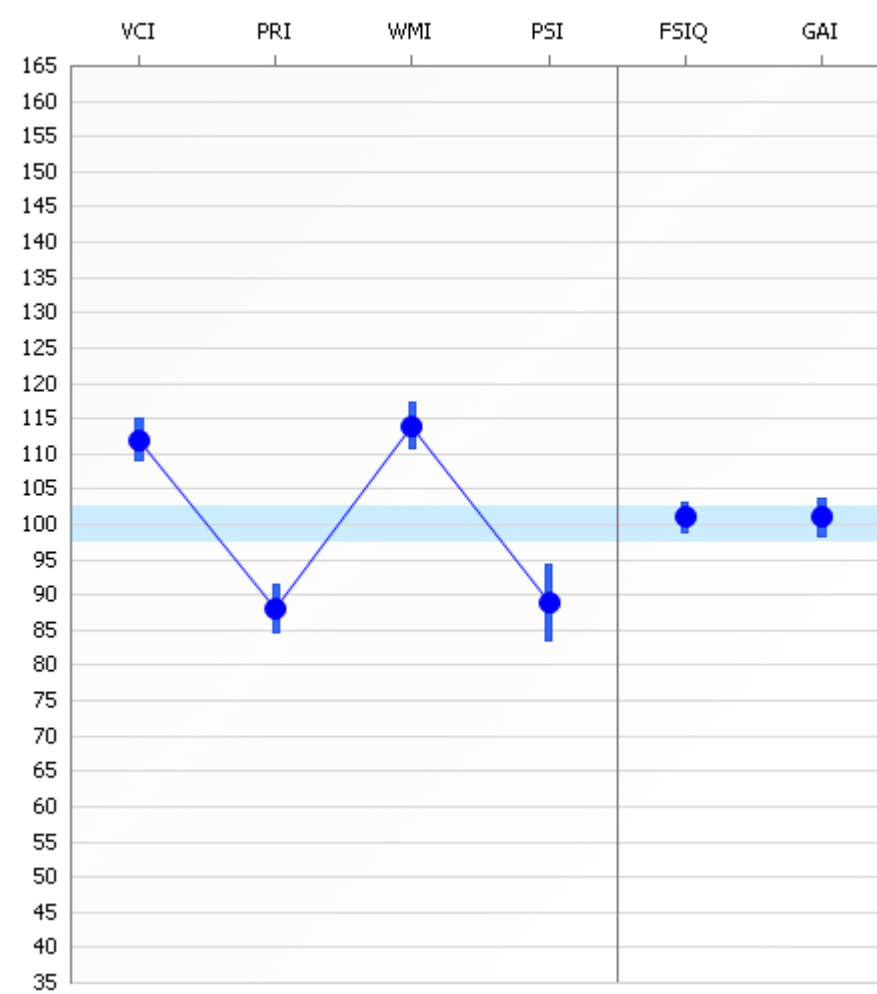
Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description
Verbal Comprehension	37	VCI 112	79	106-117	High Average
Perceptual Reasoning	24	PRI 88	21	82-95	Low Average
Working Memory	25	WMI 114	82	106-120	High Average
Processing Speed	16	PSI 89	23	82-98	Low Average
Full Scale	102	FSIQ 101	53	97-105	Average
General Ability	61	GAI 101	53	96-106	Average

Confidence Intervals are based on the Overall Average SEMs. Values reported in the SEM column are based on the examinee's age.

The GAI is an optional composite summary score that is less sensitive to the influence of working memory and processing speed. Because working memory and processing speed are vital to a comprehensive evaluation of cognitive ability, it should be noted that the GAI does not have the breadth of construct coverage as the FSIQ.

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Composite Score Profile



Composite Scores and Standard Error of Measurement

Composite	Score	SEM
VCI	112	3
PRI	88	3.35
WMI	114	3.35
PSI	89	5.41
FSIQ	101	2.12
GAI	101	2.6

The vertical bars represent the standard error of measurement (*SEM*).

Analysis

Index Level Discrepancy Comparisons

Comparison	Score 1	Score 2	Difference	Critical Value .05	Significant Difference Y / N	Base Rate Overall Sample
VCI - PRI	112	88	24	8.81	Y	4.2
VCI - WMI	112	114	-2	8.81	N	45.4
VCI - PSI	112	89	23	12.12	Y	8
PRI - WMI	88	114	-26	9.29	Y	2.4
PRI - PSI	88	89	-1	12.47	N	49.2
WMI - PSI	114	89	25	12.47	Y	6
FSIQ - GAI	101	101	0	3.66	N	

Base rate by overall Sample.

Statistical significance (critical value) at the .05 level.

Verbal Comprehension Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Similarities	30	12	75	13	1.04
Vocabulary	49	13	84	14	0.73
Information	18	12	75	13	0.85

Perceptual Reasoning Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Block Design	38	9	37	8	0.99
Matrix Reasoning	12	7	16	6	0.95
Visual Puzzles	12	8	25	8	1.04

Working Memory Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Digit Span	34	13	84	13	0.73
Arithmetic	17	12	75	12	0.99

Processing Speed Subtests Summary

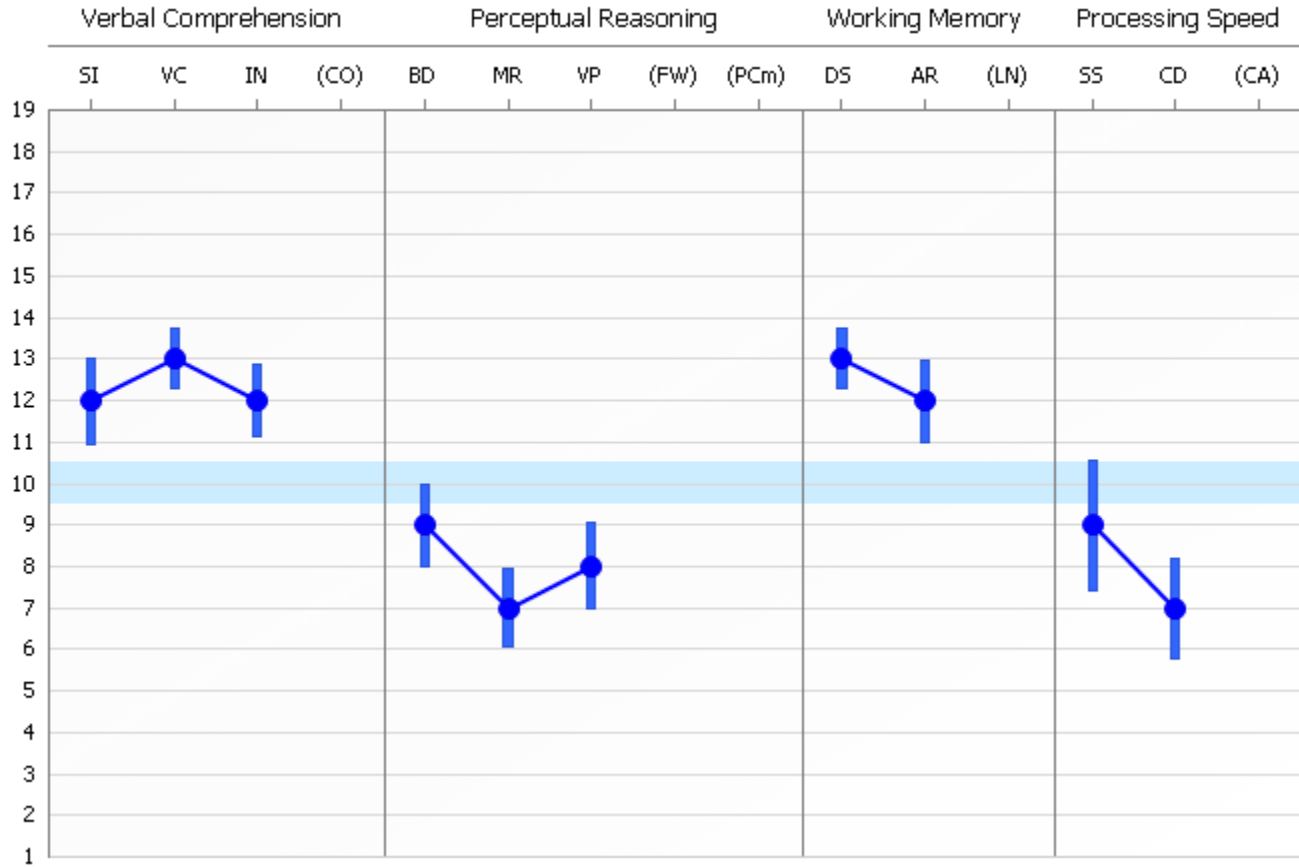
Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	SEM
Symbol Search	29	9	37	8	1.56
Coding	52	7	16	6	1.2

Subtest Level Discrepancy Comparisons

Subtest Comparison	Score 1	Score 2	Difference	Critical Value .05	Significant Difference Y / N	Base Rate
Digit Span - Arithmetic	13	12	1	2.57	N	42.8
Symbol Search - Coding	9	7	2	3.41	N	27.4

Statistical significance (critical value) at the .05 level.

Subtest Scaled Score Profile



The vertical bars represent the standard error of measurement (SEM)

Determining Strengths and Weaknesses

Differences Between Subtest and Verbal Comprehension and Perceptual Reasoning Mean of Subtest Scores

Subtest	Subtest Scaled Score	Mean Scaled Score	Difference	Critical Value .05	Strength or Weakness	Base Rate
Block Design	9	8.00	1	2.05		>25%
Similarities	12	12.33	-0.33	1.91		>25%
Matrix Reasoning	7	8.00	-1	1.92		>25%
Vocabulary	13	12.33	0.67	1.58		>25%
Visual Puzzles	8	8.00	0	1.99		>25%
Information	12	12.33	-0.33	1.64		>25%

Verbal Comprehension: Mean = 12.33, Scatter = 1, Base rate = 96.1.

Base Rate for Intersubtest Scatter is reported for 3 Verbal Comprehension Subtests.

Perceptual Reasoning: Mean = 8, Scatter = 2, Base rate = 84.6.

Base Rate for Intersubtest Scatter is reported for 3 Perceptual Reasoning Subtests.

Statistical significance (critical value) at the .05 level.

Process Analysis

Perceptual Reasoning Process Score Summary

Process Score	Raw Score	Scaled Score	Percentile Rank	SEM
Block Design No Time Bonus	32	8	25	1.08

Working Memory Process Score Summary

Process Score	Raw Score	Scaled Score	Percentile Rank	Base Rate	SEM
Digit Span Forward	14	14	91	--	1.2
Digit Span Backward	10	11	63	--	1.12
Digit Span Sequencing	10	11	63	--	1.24
Longest Digit Span Forward	8	--	--	32	--
Longest Digit Span Backward	5	--	--	56.5	--
Longest Digit Span Sequence	6	--	--	70.5	--

Process Level Discrepancy Comparisons

Process Comparison	Score 1	Score 2	Difference	Critical Value .05	Significant Difference Y / N	Base Rate
Block Design - Block Design No Time Bonus	9	8	1	3.08	N	21.5
Digit Span Forward - Digit Span Backward	14	11	3	3.65	N	17.4
Digit Span Forward - Digit Span Sequencing	14	11	3	3.6	N	21.1
Digit Span Backward - Digit Span Sequencing	11	11	0	3.56	N	
Longest DS Forward - Longest DS Backward	8	5	3	--	--	30.5
Longest DS Forward - Longest DS Sequence	8	6	2	--	--	33.5
Longest DS Backward - Longest DS Sequence	5	6	-1	--	--	63.5

Statistical significance (critical value) at the .05 level.