The Reynolds Intellectual Assessment Scales (RIAS) was administered on / / .  The following information was obtained *(Mean is 100 with a standard deviation of 15)*:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| RIAS | Standard Score\* | Percentile Rank | Conf. Int.\*\* | Range |
| Verbal Intelligence Index (VIX) |  |  |  |  |
| Nonverbal Intelligence Index (NIX) |  |  |  |  |
| Composite Intelligence Index |  |  |  |  |
| Composite Memory Index |  |  |  |  |

\*Mean=100, SD=15                     \*\*95% Level

The RIAS is an individually administered test of intelligence appropriate for ages 3-94 years, which includes a conformed, supplemental measure of memory.  The RIAS includes a two-subtest Verbal Intelligence Index (VIX), a two-subtest Nonverbal Intelligence Index (NIX), and a Composite Intelligence Index (CIX).  This cognitive assessment also renders a Composite Memory Index (CMX), which provides a summary estimate of verbal and nonverbal memory functions in general.

*The Verbal Intelligence Index (VIX)* provides a summary estimate of verbal intelligence as assessed by verbal reasoning. Two subtests are given to derive this score: Guess What and Verbal Reasoning. On Guess What the student is given a set of two to four clues and asked to deduce the object or concept being described.  This subtest measures verbal reasoning in combination with vocabulary, language development, and overall fund of available information.  On Verbal Reasoning the student listens to a propositional statement that essentially forms a verbal analogy and is asked to respond with one or two words that complete the idea or proposition. This subtest measures verbal-analytical reasoning ability but with fewer vocabulary and general knowledge demands than Guess What.  XXXX’s performance in this domain was in the \*\* range (\*\* percentile) when compared to his/her same-age peers.

*Non-Verbal Intelligence Index (NIX)* provides a summary estimate of nonverbal intelligence as assessed by nonverbal reasoning. Two subtests are given to derive this score: Odd-Item Out and What’s Missing. On Odd-Item Out the student is presented with a picture card containing from five to seven pictures or drawings and are asked to designate which one does not belong or go with the others. This subtest measures nonverbal reasoning skills but also requires the use of spatial ability, visual imagery, and other nonverbal skills on various items. On What’s Missing the student is shown a picture with some key element or logically consistent component missing and is asked to identify the missing essential element.  XXXX performed in the \*\* range here (\*\* percentile) when compared to his/her same-age peers.

*Composite Intelligence Index (CIX*)is based on the four subtests that comprise the Verbal Intelligence Index and the Nonverbal Intelligence Index. It provides a summary estimate of general intelligence, and XXXX’s overall abilities appear to be in the \*\* range (\*\* percentile) when compared to his/her same-age peers.

*Composite Memory Index (CMX) consists* of two memory subtests:  Verbal Memory and Nonverbal Memory.  VerbalMemory assesses the ability to encode, briefly store, and recall verbal material in a meaningful context where associations are clear and evident. The student is asked to read a series of sentences or brief stories aloud and then to recall the story.  Nonverbal Memory assesses the ability to encode, store and recognize pictorial stimuli that are both concrete and abstract or without meaningful referents. The student is allowed to look at a stimulus picture for 5 seconds, followed by a presentation of an array of pictures from which the examinee must identify the target picture.  Here, XXXX performed as expected for a child his age (\*\* range, \*\* percentile) when compared to his/her same-age peers.