REYNOLDS INTELLECTUAL ASSESSMENT SCALES – SECOND EDITION (RIAS-2)

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. Subtest scores are reported as T-scores with a mean of 50 and standard deviation of 10. T-scores between 40 and 60 are considered to be within the Average range. Index scores are reported as Standard Scores with a mean of 100 and standard deviation of 15. Scores between 85 and 115 are considered to be within normal limits. STUDENT’s results can be found in the table below:

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| --- | --- | --- | --- |
| **Subtest** | **T-Score** | **Standard Score** | **Descriptor** |
| Guess What | No score |  | No Score |
| Verbal Reasoning | No Score |  | No Score |
| Verbal Intelligence Index |  | No score | No Score |
| Odd-Item Out | 16 |  | Extremely Below Average |
| What's Missing | 19 |  | Extremely Below Average |
| Nonverbal Intelligence Index |  | 48 | Extremely Below Average |

The Verbal Intelligence Index (VIX) provides a summary estimate of verbal intelligence as assessed by verbal reasoning. It reflects the cognitive ability area of Crystalized Intelligence (Gc), which is the depth and breadth of knowledge and skills that are valued by one’s culture. Two subtests are administered to derive this score: Guess What and Verbal Reasoning. On the Guess What subtest, STUDENT was given a set of two to four clues and asked to deduce the object or concept being described (e.g., “What large farm animal can be milked and says moo?”). This subtest measures verbal reasoning in combination with vocabulary, language development, and overall fund of available information. This subtest was attempted, but STUDENT was not able to provide a response to any of the initial items administered. On the Verbal Reasoning subtest, STUDENT was required to listen to a propositional statement that essentially forms a verbal analogy and was asked to respond with one or two words that complete the idea or proposition (e.g., “An elephant is big, a mouse is \_\_\_?”). This subtest measures verbal-analytical reasoning ability but with fewer vocabulary and general knowledge demands than the Guess What subtest. This subtest was also attempted and STUDENT provided responses to items; however, none of his responses were correct. For example, “An elephant is big, and a mouse is “big,” You wear a hat on your head and shoes on your “socks on,” and You walk with your legs and talk with your “ear.” STUDENT’s responses indicated that he was aware that a similar response was required, but he did not appear to understand the specifics of the task demands. Therefore, this subtest was not scored as it was not deemed to be a valid reflection of his abilities. Although STUDENT has verbal expressive language, observations during the administration of the test suggests that he had difficulty with understanding the directions for these tasks. Therefore, no score could be obtained on these subtests or on the Verbal Intelligence Index (VIX).

The Nonverbal Intelligence Index (NIX)provides a summary estimate of nonverbal intelligence as assessed by nonverbal reasoning. This index reflects the cognitive ability area of Fluid Reasoning (Gf), which is the deliberate by flexible control of attention to solve novel, on-the-spot problems that cannot be performed by relying exclusively on previously learned habits, schemas, or scripts. Two subtests are administered to derive this score: Odd-Item Out and What’s Missing. On the Odd-Item Out subtest, STUDENT was presented with a picture card containing from five to seven pictures or drawings and was 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. STUDENT performed in the Extremely Below Average range on this subtest. On the What’s Missing subtest, STUDENT was shown a picture with some key element or logically consistent component missing and was asked to identify the missing essential element. STUDENT also performed in the Extremely Below Average range on this subtest. On the Nonverbal Intelligence Index, STUDENT’s performance fell in the Extremely Below Average range when compared to his same-age peers.

The Composite Intelligence Index (CIX) was not able to be calculated since a valid score was not able to be obtained on the Verbal Intelligence Index (VIX). Therefore, STUDENT’s Nonverbal Intelligence Index (NIX) is the best indicator at this time of his level of cognitive functioning.