Student completed 13 problems with 8 problems he received full credit and 2 problems partial credit.

**WISC SAMPLE TEMPLATE**

***\*\*Make sure you use this only as a template. Pick and choose what you need to use based upon your interpretation and the actual student. This template includes quite a bit of information and may actually have more than you need for your write up.***

Testing Observations: Testing was conducted using standard procedures. Conditions for the testing session were considered to be adequate. Distractions were minimal and insignificant at the time. Rapport was established and maintained adequately for testing. In general, XX appeared cooperative during testing and did appear to exert an effort to respond appropriately. (Other testing observations): Overall, the examiner felt that the results of the test were a valid estimate of current functioning abilities in the area.

Interpretation of WISC-V Results

XX was administered XX subtests of the Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V) from which hisher composite scores are derived. The Full Scale IQ (FSIQ) is derived from a combination of seven subtest scores and is considered the most representative estimate of global intellectual functioning. XX’s general cognitive ability is within the XX range of intellectual functioning, as measured by the FSIQ. HisHer overall thinking and reasoning abilities exceed those of approximately XX% of children hisher age (FSIQ = XX; 95% confidence interval = XX-XX). HeShe performed much better on XX nonverbal than on verbal reasoning tasks. Such differences in performance, however, are not especially unusual among children in general.

Verbal Comprehension Index (VCI) measures XX’s ability to access and apply acquired word knowledge. The application of this knowledge involves verbal concept formation, reasoning and expression. All the items on the subtests (similarities, vocabulary, comprehension and information) require a verbal response from himher. \*\*High VCI scores indicate a well-developed verbal reasoning system with strong word knowledge acquisition, effective information retrieval, and good ability to reason and solve verbal problems, and effective communication of knowledge. \*\* Low VCI scores may occur for several reasons including poorly developed word knowledge, difficulty retrieving acquired information, problems with verbal expression or general difficulties with reasoning and problem solving.

XX’s verbal reasoning abilities as measured by the Verbal Comprehension Index are in the XX range and above those of approximately XX% of hisher peers (VCI = XX; 95% confidence interval = XX-XX). The Verbal Comprehension Index is designed to measure verbal reasoning and concept formation and is composed of the Similarities, Vocabulary, Information and comprehension subtests. XX’s performance on the verbal subtests presents a XX diverse set of verbal abilities, performing much better on some verbal skills than others. The degree of variability is XX unusual for a child his age and may be noticeable to adults who know himher well.

Similarities – This subtest required XX to read two words that represent common objects or concepts and describe how they are similar. It is designed to measure verbal concept formation and abstract reasoning. It also involves crystallized intelligence, word knowledge, cognitive flexibility, auditory comprehension, long-term memory, associative and categorical thinking, distinction between nonessential and essential features, and verbal expression (Flanagan & Kaufman, 2009; Groth-Marnat, 2009; Sattler, 2008b). There are 23 test items of which XX was able to correctly answer XX.

Vocabulary – The Vocabulary subtest has picture and verbal items. For the picture items, XX had to name the depicted object. For verbal items, heshe defined the word that is read aloud. Vocabulary is designed to measure word knowledge and verbal concept formation. It also measures crystallized intelligence, fund of knowledge, learning ability, verbal expression, long-term memory and degree of vocabulary development. Other abilities that may be used during this task include auditory perception and comprehension and abstract thinking (Flanagan & Kaufman, 2009; Groth-Marnat, 2009; Sattler, 2008b). There are 29 items of which XX was able to answer XX correctly.

Information – For the information subject, XX answered questions about a broad range of general-knowledge topics. It is designed to measure XX’s ability to acquire, retain, and retrieve general factual knowledge. It involves crystallized intelligence, long-term memory, and the ability to retain and retrieve knowledge from the environment and/or formal instruction. Other skills used include verbal perception, comprehension, and expression (Flanagan & Kaufman, 2009; Groth-Marnat, 2009; Sattler, 2008b). Information has 31 test items of which XX identified XX correctly.

Comprehension – For Comprehension, XX answered questions based on hisher understanding of general principles and social situations. Comprehension is designed to measure verbal reasoning and conceptualization, verbal comprehension and expression, the ability to evaluate and use past experience, and the ability to demonstrate practical knowledge and judgment. It also involves crystallized intelligence, knowledge of conventional standards of behavior, social judgment, long-term memory and common sense (Flanagan & Kaufman, 2009; Groth-Marnat, 2009; Sattler, 2008b). XX was able to answer XX of 19 total items.

Visual Spatial Index (VSI) measures XX’s ability to evaluate visual details and to understand visual spatial relationships to construct geometric designs from a model. The ability to construct designs requires visual spatial reasoning, integration and synthesis of part-whole relationships, attentiveness to visual detail, and visual-motor integration. High VSI scores indicate a well-developed capacity to apply spatial reasoning and analyze visual details. Low VSI scores may occur due to deficits in spatial processing, difficulty with visual discrimination, poor visual attention, visuo-motor integration deficits, or general low reasoning ability. Subtests include block design and visual puzzles.

XX’s nonverbal reasoning abilities as measured by the Visual Spatial Subtests are in the XX range and XX above those of approximately XX% of hisher peers (VSI = XX; 95% confidence interval = XX-XX). It includes the following subtests Block Design and Visual Puzzles.

Block Design – For Block Design, working within a specified time limit, XX viewed a model and/or a picture and uses two color blocks to re-create the design. The subtest is designed to measure the ability to analyze and synthesize abstract visual stimuli. It also involves nonverbal concept formation and reasoning, broad visual intelligence, visual perception and organization, simultaneous processing, visual-motor coordination, learning, and the ability to separate figure-ground in visual stimuli (Carroll, 1993; Flanagan & Kaufman, 2009; Groth-Marnat, 2009; Sattler, 2008b). There are a total of 13 items of which XX was able to complete XX.

Visual Puzzles – Working with a specified time limit, XX viewed a completed puzzle and selected three response options that, when combined, reconstruct the puzzle. The subtest is designed to measure mental, non-motor construction ability, which requires visual and spatial reasoning, mental rotation, visual working memory, understanding part-whole relationships and the ability to analyze and synthesize abstract visual stimuli. Of the 29 total items, XX was able to complete XX.

The Fluid/Perceptual Reasoning Index (FRI) measures XX’s ability to detect the underlying conceptual relationship among visual objects and to use reasoning to identify and apply rules. Identification and application of conceptual relationships in the FRI requires inductive and quantitative reasoning, broad visual intelligence, simultaneous processing, and abstract thinking. High FRI scores indicate a well-developed ability to abstract conceptual information from visual details and to effectively apply that knowledge. Low FRI scores may occur for a number of reasons including difficulties identifying important visual information, difficulties linking visual information to abstract concepts, difficulties understanding and applying conceptual or quantitative concepts, or general low reasoning ability. The subtests that make up this index include Matrix Reasoning, Figure Weights, Picture concepts, and Arithmetic.

XX’s FRI is in the XX range and above those of approximately XX% of hisher peers (PRI = XX; 95% confidence interval = XX-XX). It is designed to measure fluid reasoning in the perceptual domain with tasks that assess nonverbal concept formation, visual perception and organization, simultaneous processing, visual-motor coordination, learning, and the ability to separate figure and ground in visual stimuli. XX performed comparably on the perceptual reasoning subtests contributing to the PRI, suggesting that hisher visual-spatial reasoning and perceptual-organizational skills are similarly developed.

Matrix Reasoning – For Matrix Reasoning, XX viewed an incomplete matrix or series and selected the response option that completed the matrix or series. The task required himher to use visual-spatial information to identify the underlying conceptual rule that links all the stimuli and then apply the underlying concept to select the correct response. The subtest is designed to measure fluid intelligence, broad visual intelligence, classification and spatial ability, knowledge of part-whole relationships, and simultaneous processing (Flanagan & Kaufman, 2009; Groth-Marnat, 2009; Sattler, 2008b). Matrix Reasoning consists of 32 total test items of which XX was able to complete XX.

Figure Weights – Within a specified time limit, XX viewed a scale with missing weight(s) and selected the response option that keeps the scale balanced. This task required himher to apply the quantitative concept of equality to understand the relationship among objects and apply the concepts of matching, addition, and/or multiplication to identify the correct response. The subtest measures quantitative fluid reasoning and induction (Flanagan, Alfonso & Ortiz, 2012; Flanagan & Kaufman, 2009; 2009; Sattler, 2008b). Figure weights consists of 34 total items of which XX answered XX correctly.

Picture Concepts – For Picture Concepts, XX viewed two or three rows of pictures and selected one picture from each row to form a group with a common characteristic. This tests required himher to use the semantic representations of nameable objects to identify the underlying conceptual relationship among the objects and to apply that concept to select the correct answer. No image appears more than once within the subtest. It is designed to measure fluid and inductive reasoning, visual-perceptual recognition and procession, and conceptual thinking (Flanagan & Kaufman, 2009; Sattler, 2008b). There are 27 items of which XX answered XX.

Arithmetic – For Arithmetic, XX mentally solved arithmetic problems within a specified time limit. For both the picture and verbal items, Arithmetic involves mental manipulation, concentration, brief focused attention, working memory, short and long term memory, numerical reasoning ability, applied computational ability, and mental alertness. It may also involve sequential processing; fluid, quantitative and logical reasoning and quantitative knowledge (Groth-Marnat, 2009; Kaufman & Lichtenberger, 2006; Sattler, 2008b). Arithmetic consists of 34 items of which XX answered XX correctly.

Working Memory (WMI) is the ability to sustain attention, concentrate, and exert mental control. XX’s standard scores are in the XX range. HeShe performed better than approximately XX% of hisher age-mates in this area (Working Memory Index = XX; 95% confidence interval XX-XX). Digit Span, Picture Span and Letter-Number Sequencing are the subtests that make up this index.

XX's abilities to sustain attention, concentrate, and exert mental control are a strengthweakness relative to his nonverbal and verbal reasoning abilities. A weakness in mental control may make the processing of complex information more time-consuming for XX, draining hisher mental energies more quickly as compared to other children hisher age, and perhaps result in more frequent errors on a variety of learning tasks.

Digit Span – In Digit Span, XX was required to read a sequence of numbers and recalled the numbers in the same order (forward task), reverse order (backward task) and ascending order (sequencing task). The shift from one Digit Span task to another required cognitive flexibility and mental alertness. All three tasks require registration of information, brief focused attention, auditory discrimination, and auditory rehearsal. Digit Span Forward measured the auditory rehearsal and temporary storage capacity in working memory. Digit Span backward involved working memory, transformation of information, mental manipulation, and may involve visuospatial imaging (Flanagan & Kaufman, 2009; Groth-Marnat, 2009; Reynolds, 1997; Sattler, 2008b).

Picture Span – For Picture Span, XX viewed a stimulus page with one or more pictures of nameable objects for a specified time and then heshe selected the picture(s) (in sequential order if possible) from options on a response page. It measures visual working memory and working memory capacity. There are 26 items of which XX was able to identify XX.

Letter-Number Sequencing – In this subtest XX is read a sequence of numbers and letters and recalls the numbers in ascending order and then the letters in alphabetical order. It requires some basic cognitive processes, such as auditory discrimination, brief focused attention, concentration, registration, and auditory rehearsal. Additionally, the task involves sequential processing, the ability to compare stimuli based on quantity or alphabetic principles, working memory capacity, and mental manipulation. The higher order skills represent executive control and resource allocation functions in working memory. It consists of 10 items with three trials each. XX was able to answer a total of XX items correctly.

Processing Index (PSI) measures the ability of speed and accuracy of visual identification, decision making, and decision implementation. This index consists of the following subtests: Coding, Symbol Search and Cancellation.

XX's ability in processing simple or routine visual material without making errors is in the XX range when compared to his peers. HeShe performed better than approximately XX% of hisher peers on the processing speed tasks (Processing Speed Index = XX; 95% confidence interval XX-XX). HeShe performed better on Coding (Scaled Score = XX), which is more demanding of fine-motor skills, short-term memory, and learning ability, than on Symbol Search (Scaled Score = XX), which is more demanding of attention to detail and mental control. Good speed of simple information processing may free cognitive resources for the processing of more complex information, and ease new learning.

Coding – For Coding, XX worked within a specified time limit and used a key to copy symbols that correspond with simple geometric shapes or numbers. In addition to processing speed, the subtest measures short-term visual memory, procedural and incidental learning ability, psychomotor speed, visual perception, visual-motor coordination, visual scanning ability, cognitive flexibility, attention, concentration and motivation. Coding Form A consists of 75 items and Form B consists of 117 items. Coding Form A utilizes 5 shapes and symbols with Coding Form B utilizing 9 symbols.

Symbol Search – The Symbol Search subtest required XX to scan search groups and indicate whether target symbols are present, while working within a specified time limit. In addition to visual-perceptual and decision-making speed, the subtest involves short-term visual memory, visual-motor coordination, inhibitory control, visual discrimination, psychomotor speed, sustained attention, and concentration (Flanagan & Kaufman, 2009; Groth-Marnat, 2009; Sattler, 2008b). Form A consists of 40 items and Form B consists of 60 items of which XX was able to complete XX during the time limit.

Cancellation – For Cancellation, XX scanned two arrangements of objects (one random and one structured) and marked target objects while working within a specified time limit. The subtest measures rate of test taking, speed of visual-perceptual processing and decision making, visual scanning ability and visual-perceptual recognition and discrimination (Flanagan & Kaufman, 2009; Sattler, 2008b). There are two items; Item 1 presents the pictures in a random arrangement and Item 2 presents them in a structured arrangement.

Other Subtests:

Naming Speed Literacy – On this subtest, XX named elements (objects of various size and color, letters and numbers) as quickly as possible. The items utilize stimuli that are traditional within rapid naming task paradigms and that have shown sensitivity to reading and written expression skills and to specific learning disorders in reading and written expression. Similar tasks are associated with reading and spelling skill development, with reading achievement, and with a number of variables related to reading and spelling. There are 3 items XXX

Naming Speed Quantity – XX was required to name the quantity of squares inside a series of boxes as quickly as possible. Tasks that involve rapid naming of stimuli are described as measuring naming facility and storage and retrieval fluency. There are two items XX

Immediate Symbol Translation – XX was required to learn the visual-verbal pairs and then translate symbol strings into phrases or sentences. It is a cued memory paradigm in which the XX had to recall information related to a specific visual cue. There are 21 items utilizing 34 symbol-word pairs.

Delayed Symbol Translation – On this subtest, XX was required to translate symbols into words, phrases, or sentences using recalled visual-verbal pairs from Immediate Symbol Translation. It is a cued memory paradigm and is a measure of processes related to learning difficulties. It has 21 items utilizing 34 symbol word pairs.

Recognition Symbol Translation – This subtest required XX to view a symbol and select the correct translation from response options the examiner read aloud, using recalled visual-verbal pairs from Immediate Symbol Translation. There are 34 items.

**Personal Strengths and Weaknesses**

XX achieved hisher strongestweakest performance among the verbal reasoning tasks on the Comprehension subtest. The Comprehension subtest required XX to provide oral solutions to everyday problems and to explain the underlying reasons for certain social rules or concepts. This subtest provides a general measure of verbal reasoning. In particular, this subtest assesses hisher comprehension of social situations and social judgment as well as his knowledge of conventional standards of social behavior; (Comprehension scaled score = X). HeShe also had strongweak performances in Picture Concepts, Matrix Reasoning and Letter Number Sequencing. The Matrix Reasoning subtest required XX to look at an incomplete matrix and select the missing portion from five response options. This subtest assesses fluid visual information processing and abstract reasoning skills; (Matrix Reasoning scaled score = X).

**Comparison Index Scores (\*\*Use appropriate statements based upon your scores.)**

VCI versus VSI – compared to provide information about visual-perceptual/visual spatial versus verbal reasoning abilities. It represents a comparison between mental processing of visual versus verbal information. A VCI>VSI discrepancy indicates a relative strength in using verbal stimuli in problem solving compared to visual-spatial problem solving. A VSI>VCI discrepancy implies a strength in the ability to understand and apply visual-perceptual/visual-spatial information in comparison to verbal reasoning skills.

VCI versus FRI – The VCI and the FRI may be compared to provide information about reasoning skills using verbal and visual stimuli. If the VCI and the FRI are not significantly different, it suggests commensurate crystallized and fluid abilities. A VCI>FRI discrepancy implies a strength in crystallized abilities relative to fluid reasoning abilities; whereas an FRI>VCI discrepancy implies a strength in fluid abilities relative to crystallized abilities.

VSI versus FRI – The VSI and the FRI may be compared to provide information about visual-perceptual and visual-spatial reasoning relative to abstract conceptual reasoning assessed using visual stimuli. Differences between these measures suggest that there is variability in XX’s ability to use visual information. If the VSI and the FRI are not significantly different, it suggests commensurate visual-spatial processing and visual reasoning skills. A VSI>FRI discrepancy implies that XX has stronger concrete visual-perceptual processing skills relative to fluid reasoning. An FRI > VSI discrepancy suggests that the child has better ability to understand the relationship of visual information to abstract concepts relative to hisher ability to use visual and spatial information for design construction. If the VCI is a relative strength, XX may verbally mediate tasks to achieve success on FRI tasks.

VCI, VSI and FRI – These three index scores may be used in combination to improve understanding of XX’s profile of reasoning strengths and weaknesses. If VCI > VSI and FRI and the VSI and FRI are similar, there is evidence to suggest a consistent weakness in the ability to use visual information for problem solving or a strength in verbal reasoning. If VCI < VSI and FRI, and the VSI and FRI are similar, there may be a general weakness in XX’s language functioning and verbal problem solving and reasoning. When VSI > VCI and FRI, and the VCI and FRI are similar, XX shows a strength in visual perceptual/visual-spatial processing relative to conceptual and abstract thinking. If VSI < VCI and FRI and the VCI and FRI are similar, there is a relative weakness in XX’s visual perceptual and spatial reasoning skills compared to abstract conceptual reasoning abilities. When FRI > VCI and VSI, and the VCI and VSI are similar, XX shows a strength in the ability to link visual information to semantic and quantitative constructs compared to visual spatial and verbal conceptual reasoning. If FRI < VCI and VSI, and the VCI and VSI are similar, there is a relative weakness in XX’s ability to link visual information to semantic and quantitative constructs compared to visual spatial and verbal conceptual reasoning. \*\*There is a high degree of variability among these three index scores, additional testing in visual-spatial and language functioning may be necessary.

WMI versus PSI – The WMI and PSI identify different components of information processing efficiency. Working memory and processing speed are related in that working memory involves identification, registration, and manipulation of information in short-term memory storage and processing speed facilitates rapid identification and registration of information in short-term memory for decision making. If the WMI and the PSI are not significantly different, working memory and processing speed abilities are similar. A WMI > PSI discrepancy implies the ability to identify and register information in short-term memory is a strength relative to speed of decision making. A PSI > WMI discrepancy suggests that XX may be more proficient at rapid decision making with information registered in short term memory than in manipulating that information.

WMI versus VCI, VSI and FRI – The working memory subtests measure capacity to manipulate information in conscious awareness to facilitate complex problem solving. The VCI, VSI, and FRI represent more complex cognitive abilities. Low working memory ability may interfere with or inhibit the capacity to perform more complex mental operations. When WMI > VCI, VSI or FRI, the ability to mentally manipulate information is superior to the ability to solve complex problems. If WMI is < VCI, VSI or FRI, XX’s lower working memory ability may not be interfering with complex problem solving.

PSI versus VCI, VSI and FRI – The Processing speed subtests measure XX’s ability to rapidly identify, register, and make and implement decisions about visual stimuli. The VCI, VSI and FRI represent more complex cognitive abilities that may be facilitated by the ability to think quickly and make accurate decisions. Slow cognitive processing speed could interfere with or inhibit the capacity to perform more complex mental operations.

**Subtest Strengths and Weaknesses**

XX

**Subtest-Level Pairwise Comparisons**

There are five subtest-level pairwise comparisons that are of interest for XX.

* Similarities versus Vocabulary – This comparison provides information about the performance between Verbal comprehension tasks that differ according to the types of abilities involved. Both tasks involve verbal and crystallized abilities, but Similarities may be more related to abstract and conceptual reasoning and cognitive flexibility; and Vocabulary to lexical knowledge. XX has a strength in XX which indicates a relative strength in (abstract reasoning and cognitive flexibility OR lexical knowledge).
* Block Design versus Visual Puzzles – This comparison provides information regarding visual construction tasks that require visual perceptual and spatial reasoning ability. Both tasks involve visual perceptual and spatial reasoning ability, but Block Design reuses the same stimulus and response materials across items and requires visual-motor integration. Block design may indicate that procedural learning, trial and error problem solving, concrete visual feedback and/or visual motor integration facilitate performance on tasks involving visual perceptual and spatial reasoning skills. A strength in visual puzzles indicates that XX’s visuomotor skills may be a weakness relative to overall visual-perceptual and spatial reasoning ability.
* Matrix Reasoning versus Figure Weights – These subtests provide information about performance across a pair of fluid reasoning tasks. Matrix Reasoning primarily involves inductive reasoning; whereas Figure Weights primarily involves quantitative reasoning. XX’s strength is in XX which indicates XX.
* Digit Span versus Picture Span – These two working memory subtests differ according to stimulus and response modality. Digit Span represents meaningful verbal stimuli, a free recall paradigm, and requires a verbal response; whereas Picture Span utilizes meaningful visual stimuli, a recognition paradigm and a nonverbal response format (XX could point to hisher answers). XX’s strength was in Digit Span which indicates that heshe can best employ working memory when information is presented in an auditory format. OR XX’s strength was in Picture Span which indicated that heshe can best utilize working memory in problem solving when a visual, rather than a verbal stimulus is used.
* Coding versus Symbol Search – These two subtests provide information regarding processing speed tasks that differ according to the abilities involved. Coding involves paired associate learning and grahomotor speed; whereas Symbol Search requires accurate visual scanning and discrimination with less fine motor demands than Coding. A strength in Coding indicated that XX has strengths in associate learning and/or fine motor speed relative to visual scanning and discrimination. OR XX’s strength in Symbol Search indicated that heshe has a relative strength in associative memory and or graphomotor speed.

The Quantitative Reasoning Index (QRI) is composed of the subtests Figure Weights and Arithmetics and is an indicator of XX’s quantitative reasoning skills. \*\*High QRI indicates that XX has a well-developed capacity to perform mental math operations and to understand quantitative relationships. \*\*Low QRI cold indicate that XX will have difficulty with mental math operations and understanding and applying quantitative relationships, low working memory ability and general difficulties with abstract conceptual reasoning. XX’s QRI scores are in the XX range relative to hisher same aged peers.

The Auditory Working Memory Index (AWMI) is composed of Digit Span and Letter-number Sequencing subtests. It is an indicator of XX’s auditory working memory skills. \*\*High AWMI indicates that XX has a well-developed ability to register, maintain, and manipulate information presented verbally. \*\*Low AWMI indicates that XX may have difficulty with auditory processing, inattention, distractibility, low auditory working memory storage and manipulation and general low working memory ability. XX’s AWMI scores are in the XX range relative to hisher same aged peers.

The Non-Verbal Index (NVI) is composed of the six subtest scaled scores from tasks that do not require any verbal responses. It includes subtests from four of the five primary cognitive domains (Visual Spatial, Fluid Reasoning, Working Memory and Processing Speed). The NVI is a measure of general intellectual ability that minimizes expressive demands for children with special circumstances (such as English Language learners, children with Autism, and children with language impairments). It is also a useful estimate of children who are deaf or hard of hearing. XX’s NVI scores are in the XX range relative to hisher same aged peers.

The General Ability Index (GAI) is based on the Verbal Comprehension, Visual Spatial and Fluid Reasoning subtests that contribute to the Full Scale IQ (FSIQ). It provides an estimate of general intellectual ability that is less reliant on working memory and processing speed relative to the FSIQ. \*\*High GAI scores indicate well-developed abstract, conceptual reasoning, visual-perceptual and spatial reasoning and verbal problem solving. \*\*Low GAI scores indicate that XX may have poor reasoning skills, visual-spatial processing difficulties, language deficits or general low intellectual ability. . XX’s GAI scores are in the XX range relative to hisher same aged peers.

The Cognitive Proficiency Index (CPI) is based on the subtests that contribute to working memory and processing speed. It provides an estimate of the efficiency with which information is processed in the service of learning, problem solving and higher order reasoning. \*\*High CPI scores indicate a high degree of cognitive efficiency for manipulating and rapidly processing information. \*\*Low CPI scores indicate visual or auditory processing deficits, inattention, distractibility, visuomotor difficulties, limited working memory storage or mental manipulation capacity or generally low cognitive ability. XX’s CPI scores are in the XX range relative to hisher same aged peers.

The Naming Speed Index (NSI) is based on the Naming Speed Literacy and Naming Speed Quantity subtest scores. It provides a broad estimate of automaticity of basic naming ability. \*\*High NSI scores indicate a high degree of naming automaticity and rapid, efficient verbal retrieval abilities. \*\*Low NSI scores indicate visual-processing deficits, information retrieval difficulties, weak language skills, low naming skills or generally slow cognitive functioning. . XX’s NSI scores are in the XX range relative to hisher same aged peers.

Symbol Translation Index (STI) is based on the Immediate Symbol Translation, Delayed Symbol Translation and Recognition Symbol Translation subtest scores. \*\*High STI scores indicate well-developed encoding and retrieval of newly learned visual-verbal associations after short and long delays. \*\*Low STI scores may indicate visual or verbal processing deficits, inattention, distractibility, poor information encoding, difficulties accessing information from memory, rapid forgetting or general memory impairment. XX’s STI scores are in the XX range relative to hisher same aged peers.

Storage and Retrieval Index (SRI) is based on the sum of standard scores for NSI and STI. It provides a broad estimate of long-term storage and retrieval accuracy and fluency. \*\*High SRI scores indicate a well-developed capacity for new learning and rapid access to existing verbal knowledge. \*\*Low SRI scores indicate difficulty encoding and/or retrieving information from long-term memory, difficulty acquiring new information, slow processing speed, visual and/or language processing deficits, and/or inattentiveness XX’s SRI scores are in the XX range relative to hisher same aged peers.

Other Composite-Level Pairwise Comparisons include the following:

General Ability Index (GAI) versus Full Scale Intelligence Quotient (FSIQ) – The GAI provides an estimate of general intellectual ability that is not affected by working memory or processing speed difficulties. It can be compared to the FSIQ to assess the effects of cognitive proficiency. If the GAI and FSIQ are not significantly different, this implies that reducing the influence of working memory and processing speed on the estimate of overall intellectual ability results in little difference in XX’s overall performance. If the GAI is higher, it is due to the weaknesses in processing speed and working memory. If the FSIQ is higher, it indicates that processing speed and working memory are strengths for XX.

General Ability Index (GAI) versus Cognitive Proficiency Index (CPI) – The CPI includes primary working memory and processing speed subtests that are not included in the FSIQ and thus provides a broader coverage of cognitive proficiency. If they are not significantly different, it implies that the general ability is commensurate with cognitive proficiency. However, if the GAI is higher than CPI, it indicates that higher-order cognitive abilities may be relative strengths compared to those that support cognitive processing efficiency. If the CPI is higher, it indicates that abilities that facilitate cognitive processing efficiency may be a strength.

Working Memory Index (WMI) versus (Auditory Working Memory Index (AWMI) – A strength in WMI versus AWMI indicates that presenting information visually may improve working memory functioning compared to verbal presentation of information. \*\*A strength in AWMI may indicate that XX would perform better with a verbal presentation of information.

XX did XXnot have any scores that were significantly better than his own mean score. He had averagebelowhighaboveaveragesuperior scores on the following subtests: Similarities, Vocabulary, Block Design, Digit Span, Coding and Symbol Search.