Table 1. WJIII Test Scores

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **ציון גלם** | **ציון תקן \*** | | **אחוזון** | | **רווח בר סמך**  **(רמת ביטחון 95%)** | |
| מבחן 1 (א'-ד'): הבנה מילולית |  |  | |  | |  | |
| מבחן 2: למידה חזותית-שמיעתית |  |  | |  | |  | |
| מבחן 3: עיבוד מרחבי |  |  | |  | |  | |
| מבחן 4: מיזוג צלילים |  |  | |  | |  | |
| מבחן 5: יצירת כללים |  |  | |  | |  | |
| מבחן 6: התאמה חזותית |  |  | |  | |  | |
| מבחן 7: זכירת מילים |  |  | |  | |  | |
| מבחן 8: ידע כללי |  |  | |  | |  | |
| מבחן 9: שטף סמנטי |  |  | |  | |  | |
| מבחן 10: זיהוי ציורים |  |  | |  | |  | |
| מבחן 11: מילים לא שלמות |  |  | |  | |  | |
| מבחן 12: אנליזה - סינתזה |  |  | |  | |  | |
| מבחן 13: מהירות החלטה |  |  | |  | |  | |
| מבחן 14: זכירת ספרות לאחור |  |  | |  | |  | |
| **מנת משכל כוללת (מבחנים 1-14)** |  |  | |  | |  | |
| מבחן 15: זכירת שמות | |  |  |  | |  | |
| מבחן 16: תכנון | |  |  |  | |  | |
| מבחן 17: קשב שמיעתי | |  |  |  | |  | |
| מבחן 18: סדרות מספרים | |  |  |  | |  | |
| מבחן 19: איתור ציורים מהיר | |  |  |  | |  | |
| מבחן 20: זיכרון עבודה שמיעתי | |  |  |  | |  | |
| מבחן 21: שיום תמונות מהיר | |  |  |  | |  | |
| מבחן 22: סיבוב עצמים | |  |  |  | |  | |
| מבחן 23: זכירת שמות -מושהית | |  |  |  | |  | |
| מבחן 1ד: אנלוגיות מילוליות | |  |  |  | |  | |

Table 2. IQ Score

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **ציון גלם** | **ציון תקן** | **אחוזון** | **רווח בר סמך (רמת בטחון 95%)** |
| **מנת משכל כוללת** |  |  |  | **(62 - 69)** |

Table 3. Tests Scores for Gc

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| F | E | D | C | B | A |  |
| **Description of cognitive ability** |  | **ציון גלם** | **ציון תקן** | **אחוזון** | **הערכה מילולית** |  |
| **Comprehension-knowledge (Gc): The ability to comprehend and communicate culturally-valued knowledge. Gc includes the depth and breadth of both declarative and procedural knowledge and skills such as language, words, and general knowledge developed through experience, learning and acculturation.** | ידע מגובש (Gc) |  |  |  |  |  |
| **Lexical knowledge (VL):** The knowledge of the definitions of words and the concepts that underlie them. Vocabulary knowledge. | **מבחן 1: הבנה מילולית** |  |  |  |  |  |
| **General (verbal) information (K0):** The breadth and depth of knowledge that one’s culture deems essential, practical, or worthwhile for everyone to know. | **מבחן 8: ידע כללי** |  |  |  |  |  |
| **Lexical knowledge (VL):** The knowledge of the definitions of words and the concepts that underlie them. Vocabulary knowledge. | **אוצר מילים (**WISC**)** |  |  |  |  |  |
| **General (verbal) information (K0**): The breadth and depth of knowledge that one’s culture deems essential, practical, or worthwhile for everyone to know. | **הבנה (**WISC**)** |  |  |  |  |  |
| **Grammatical sensitivity (MY)**: The awareness of the formal rules of grammar and morphology of words in speech. | **ערנות מורפו-תחבירית (א-ת)** |  |  |  |  |  |
| **Grammatical sensitivity (MY):** The awareness of the formal rules of grammar and morphology of words in speech. | **ערנות תחבירית (א-ת)** |  |  |  |  |  |

Table 4. Tests Scores for Gl

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| F | E | D | C | B | A |  |
| **Description of cognitive ability** |  | **ציון גלם** | **ציון תקן** | **אחוזון** | **הערכה מילולית** |  |
| Learning efficiency (Gl): The ability the ability to learn, store, and consolidate new information over periods of time measured in minutes, hours, days, and years. | יעילות בלמידה **–אם אין שני מבחנים יש לחזור לאחסון ושליפה מהזיכרון לטווח ארוך (יחד עם שטף בשליפה)** |  |  |  |  |  |
| **Associative memory (MA):** The ability to form a link between two previously unrelated stimuli such that the subsequent presentation of one of the stimuli serves to activate the recall of the other stimuli. | **מבחן 2: למידה חזותית-שמיעתית** |  |  |  |  |  |
| **Associative memory (MA):** The ability to form a link between two previously unrelated stimuli such that the subsequent presentation of one of the stimuli serves to activate the recall of the other stimuli. | **מבחן 15: זכירת שמות** |  |  |  |  |  |
| Associative memory (MA): The ability to form a link between two previously unrelated stimuli such that the subsequent presentation of one of the stimuli serves to activate the recall of the other stimuli. | מבחן 23: זכירת שמות -מושהית |  |  |  |  |  |
| **Free recall memory (M6):** The ability to recall lists in any order. | ריי שמיעתי - הקראה 2 |  |  |  |  |  |
| **Free recall memory (M6):** The ability to recall lists in any order. | ריי שמיעתי - הקראה 3 |  |  |  |  |  |
| **Free recall memory (M6):** The ability to recall lists in any order. | ריי שמיעתי - הקראה 4 |  |  |  |  |  |
| **Free recall memory (M6):** The ability to recall lists in any order. | ריי שמיעתי - הקראה 5 |  |  |  |  |  |
| **Free recall memory (M6):** The ability to recall lists in any order. | ריי שמיעתי - רשימה מסיחה |  |  |  |  |  |
| **Free recall memory (M6):** The ability to recall lists in any order. | ריי שמעיתי - זכירה לאחר הסחה |  |  |  |  |  |
| **Free recall memory (M6):** The ability to recall lists in any order. | ריי שמיעתי - זכירה לאחר 20 דק |  |  |  |  |  |
| **Free recall memory (M6):** The ability to recall lists in any order. | ריי שמעיתי - זיהוי |  |  |  |  |  |
| **Free recall memory (M6):** The ability to recall lists in any order. | ריי שמיעתי - זיכרון מיקומי |  |  |  |  |  |
| **Free recall memory (M6):** The ability to recall lists in any order. | **ריי חזותי – זכירה לאחר 3 דק'** |  |  |  |  |  |
| **Free recall memory (M6):** The ability to recall lists in any order. | **ריי חזותי – זכירה לאחר 30 דק'** |  |  |  |  |  |
| **Free recall memory (M6):** The ability to recall lists in any order. | **ריי חזותי - זיהוי** |  |  |  |  |  |
| **Meaningful memory (MM):** The ability to remember narratives and other forms of semantically related information. | **שחזור סיפור באמצעות שאלות (א-ת)** |  |  |  |  |  |
| **Meaningful memory (MM):** The ability to remember narratives and other forms of semantically related information. | **מבחן זיכרון לסיפורים (קווה וספיר יוגב) – זכירה מיידית** |  |  |  |  |  |
| **Meaningful memory (MM):** The ability to remember narratives and other forms of semantically related information. | **מבחן זיכרון לסיפורים (קווה וספיר יוגב) – זכירה מעוכבת** |  |  |  |  |  |
| **Meaningful memory (MM):** The ability to remember narratives and other forms of semantically related information. | **מבחן זיכרון לסיפורים (קווה וספיר יוגב) – זיהוי** |  |  |  |  |  |

Table 5. Tests Scores for Gr

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| F | E | D | C | B | A |  |
| **Description of cognitive ability** |  | **ציון גלם** | **ציון תקן** | **אחוזון** | **הערכה מילולית** |  |
| Retrieval fluency (Gr): The rate and fluency at which individuals can access information stored in long-term memory. | שטף בשליפה **–אם אין שני מבחנים יש לחזור לאחסון ושליפה מהזיכרון לטווח ארוך (יחד עם יעילות בלמידה)** |  |  |  |  |  |
| **Word fluency (FW): The** ability to rapidly produce words that share a phonological (e.g., fluency of retrieval of words via a phonological cue) or semantic feature (e.g., fluency of retrieval of words via a meaning-based representation). | **מבחן 9: שטף סמנטי** |  |  |  |  |  |
| **Naming facility (NA):** The ability to rapidly call objects by their names. | מבחן 21: שיום תמונות מהיר |  |  |  |  |  |
| **Naming facility (NA):** The ability to rapidly call objects by their names. | **שיום מהיר – אותיות (א-ת)** |  |  |  |  |  |
| **Naming facility (NA):** The ability to rapidly call objects by their names. | **שיום מהיר- ספרות (א-ת)** |  |  |  |  |  |
| **Naming facility (NA):** The ability to rapidly call objects by their names. | **שיום מהיר – עצמים (א-ת)** |  |  |  |  |  |
| **Naming facility (NA):** The ability to rapidly call objects by their names. | **שיום מהיר – קט' מתחלפות (א-ת)** |  |  |  |  |  |
| **Word fluency (FW):** The ability to rapidly produce words that share a phonological (e.g., fluency of retrieval of words via a phonological cue) or semantic feature (e.g., fluency of retrieval of words via a meaning-based representation). | **שטף פונולוגי (קווה)** |  |  |  |  |  |

Table 6. Tests Scores for Gv

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| F | E | D | C | B | A |  |
| **Description of cognitive ability** |  | **ציון גלם** | **ציון תקן** | **אחוזון** | **הערכה מילולית** |  |
| **Visual-spatial processing (Gv): The ability to make use of simulated mental imagery to solve problems. Perceiving, discriminating and manipulating images in the “mind’s eye.”** | עיבוד חזותי |  |  |  |  |  |
| **Visualization (Vz):** The ability to perceive complex visual patterns and mentally simulate how they might look when transformed (e.g., rotated, changed in size, partially obscured, and so forth). | **מבחן 3: עיבוד מרחבי** |  |  |  |  |  |
| • **Visual memory (MV):** The ability to remember complex visual images over short periods of time (less than 30 seconds). | **מבחן 10: זיהוי ציורים** |  |  |  |  |  |
| **Spatial scanning (SS):** The ability to quickly and accurately survey (visually explore) a wide or complicated spatial field or pattern with multiple obstacles and identify a target configuration or identify a path through the field to a target end point. | מבחן 16: תכנון |  |  |  |  |  |
| **Visualization (Vz):** The ability to perceive complex visual patterns and mentally simulate how they might look when transformed (e.g., rotated, changed in size, partially obscured, and so forth). | מבחן 22: סיבוב עצמים |  |  |  |  |  |
|  | Bender II **- ציון העתקה** |  |  |  |  |  |
| **Speeded rotation (SR):** The ability to solve problems quickly using mental rotation of simple images. This ability is similar to Vz but is distinct because as it involves the speed at which mental rotation tasks can be completed. | **קוביות (4**WISC**)** |  |  |  |  |  |
|  | **ריי חזותי – העתקה** |  |  |  |  |  |
|  | **ריי חזותי – קצב העתקה** |  |  |  |  |  |

Table 7. Tests Scores for Ga

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| F | E | D | C | B | A |  |
| **Description of cognitive ability** |  | **ציון גלם** | **ציון תקן** | **אחוזון** | **הערכה מילולית** |  |
| Auditory processing (Ga): The ability to discriminate, remember, reason, and work creatively (on) auditory stimuli, which may consist of tones, environmental sounds, and speech units. | עיבוד שמיעתי |  |  |  |  |  |
| **Phonetic coding (PC):** The ability to distinctly hear phonemes, blend sounds into words, and segment words into parts, sounds, or phonemes. | **מבחן 4: מיזוג צלילים** |  |  |  |  |  |
| **Phonetic coding (PC):** The ability to distinctly hear phonemes, blend sounds into words, and segment words into parts, sounds, or phonemes. | **מבחן 11: מילים לא שלמות** |  |  |  |  |  |
| **Resistance to auditory stimulus distortion (UR):** The ability to hear words or extended speech passages correctly under conditions of distortion or background noise. | מבחן 17: קשב שמיעתי |  |  |  |  |  |
| **Phonetic coding (PC):** The ability to distinctly hear phonemes, blend sounds into words, and segment words into parts, sounds, or phonemes. | **בידוד פונמה ראשונה במילה (א-ת)** |  |  |  |  |  |
| **Phonetic coding (PC):** The ability to distinctly hear phonemes, blend sounds into words, and segment words into parts, sounds, or phonemes. | **בידוד פונמה אחרונה במילה (א-ת)** |  |  |  |  |  |
| **Phonetic coding (PC):** The ability to distinctly hear phonemes, blend sounds into words, and segment words into parts, sounds, or phonemes. | **פירוק מילה לפונמות (א-ת)** |  |  |  |  |  |
| **Phonetic coding (PC):** The ability to distinctly hear phonemes, blend sounds into words, and segment words into parts, sounds, or phonemes. | **מיזוג פונמות למילה (א-ת)** |  |  |  |  |  |
| **Phonetic coding (PC):** The ability to distinctly hear phonemes, blend sounds into words, and segment words into parts, sounds, or phonemes. | **השמטה של פונמה ממילה (א-ת)** |  |  |  |  |  |

Table 8. Tests Scores for Gf

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| F | E | D | C | B | A |  |
| **Description of cognitive ability** |  | **ציון גלם** | **ציון תקן** | **אחוזון** | **הערכה מילולית** |  |
| Fluid reasoning (Gf): The use of deliberate and controlled procedures (often requiring focused attention) to solve novel “on the spot” problems that cannot be solved by using previously learned habits, schemas, and scripts. | יכולת פלואידית |  |  |  |  |  |
| **Induction (I):** The ability to observe a phenomenon and discover the underlying principles or rules that determine its behavior. This ability is also known as rule inference. | **מבחן 5: יצירת כללים** |  |  |  |  |  |
| **Induction (I):** The ability to observe a phenomenon and discover the underlying principles or rules that determine its behavior. This ability is also known as rule inference.  **General sequential reasoning (RG):** The ability to reason logically using known premises and principles. This ability is also known as deductive reasoning or rule application. | **מבחן 12: אנליזה - סינתזה** |  |  |  |  |  |
| * **Induction (I):** The ability to observe a phenomenon and discover the underlying principles or rules that determine its behavior. This ability is also known as rule inference * **Quantitative reasoning (RQ):** The ability to reason with quantities, mathematical relations, and operators | **מבחן 18: סדרות מספרים** |  |  |  |  |  |
|  | **מבחן 16: תכנון** |  |  |  |  |  |
| **Induction (I):** The ability to observe a phenomenon and discover the underlying principles or rules that determine its behavior. This ability is also known as rule inference. | **מבחן 1ד: אנלוגיות מילוליות** |  |  |  |  |  |
| **Induction (I):** The ability to observe a phenomenon and discover the underlying principles or rules that determine its behavior. This ability is also known as rule inference. | **מטריצות (4**WISC**)** |  |  |  |  |  |
| **Induction (I):** The ability to observe a phenomenon and discover the underlying principles or rules that determine its behavior. This ability is also known as rule inference. | **מושגים חזותיים (4**WISC**)** |  |  |  |  |  |

Table9. Tests Scores for Gs

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| F | E | D | C | B | A |  |
| **Description of cognitive ability** |  | **ציון גלם** | **ציון תקן** | **אחוזון** | **הערכה מילולית** |  |
| **Processing speed (Gs): The ability to control attention to automatically, quickly and fluently perform relatively simple repetitive cognitive tasks. Attentional fluency or attentional speediness** | מהירות עיבוד |  |  |  |  |  |
| • **Perceptual speed-compare (Pc):** The speed and fluency of looking up and comparing visual stimuli that are side-by-side or more widely separated in an extended visual field. | **מבחן 6: התאמה חזותית** |  |  |  |  |  |
| • **Perceptual speed-compare (Pc):** The speed and fluency of looking up and comparing visual stimuli that are side-by-side or more widely separated in an extended visual field. | **מבחן 13: מהירות החלטה** |  |  |  |  |  |
| **• Perceptual speed-compare (Pc):** The speed and fluency of looking up and comparing visual stimuli that are side-by-side or more widely separated in an extended visual field. | מבחן 19: איתור ציורים מהיר |  |  |  |  |  |
| **Naming facility (NA): The** ability to rapidly call objects by their names. | מבחן 21: שיום תמונות מהיר |  |  |  |  |  |
| **Perceptual speed-compare (Pc):** The speed and fluency of looking up and comparing visual stimuli that are side-by-side or more widely separated in an extended visual field. | **ביטול ספרות חלק א' – מהירות** |  |  |  |  |  |
| **Perceptual speed-compare (Pc):** The speed and fluency of looking up and comparing visual stimuli that are side-by-side or more widely separated in an extended visual field. | **ביטול ספרות חלק א' – תוספות** |  |  |  |  |  |
| **Perceptual speed-compare (Pc):** The speed and fluency of looking up and comparing visual stimuli that are side-by-side or more widely separated in an extended visual field. | **ביטול ספרות חלק א' – השמטות** |  |  |  |  |  |
| **Perceptual speed-compare (Pc):** The speed and fluency of looking up and comparing visual stimuli that are side-by-side or more widely separated in an extended visual field. | **ביטול ספרות חלק ב – מהירות** |  |  |  |  |  |
| **Perceptual speed-compare (Pc):** The speed and fluency of looking up and comparing visual stimuli that are side-by-side or more widely separated in an extended visual field. | **ביטול ספרות חלק ב' – תוספות** |  |  |  |  |  |
| **Perceptual speed-compare (Pc):** The speed and fluency of looking up and comparing visual stimuli that are side-by-side or more widely separated in an extended visual field. | **ביטול ספרות חלק ב' - השמטות** |  |  |  |  |  |
| **Perceptual speed-compare (Pc):** The speed and fluency of looking up and comparing visual stimuli that are side-by-side or more widely separated in an extended visual field. | TMT חלק א' - מהירות |  |  |  |  |  |
| **Perceptual speed-compare (Pc):** The speed and fluency of looking up and comparing visual stimuli that are side-by-side or more widely separated in an extended visual field. | TMT חלק א' - דיוק |  |  |  |  |  |
| **Perceptual speed-compare (Pc):** The speed and fluency of looking up and comparing visual stimuli that are side-by-side or more widely separated in an extended visual field. | TMT חלק ב' - מהירות |  |  |  |  |  |
| **Perceptual speed-compare (Pc):** The speed and fluency of looking up and comparing visual stimuli that are side-by-side or more widely separated in an extended visual field. | TMT חלק ב' - דיוק |  |  |  |  |  |

Table 10. Tests Scores for Gwm

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| F | E | D | C | B | A |  |
| **Description of cognitive ability** |  | **ציון גלם** | **ציון תקן** | **אחוזון** | **הערכה מילולית** |  |
| **Short-term working memory (Gwm): The ability to maintain and manipulate information in active attention. The mind’s mental “scratchpad” or “workbench.”** | קיבולת זיכרון עבודה |  | **105** |  |  |  |
| **Auditory short-term storage (Wa):** The ability to encode and maintain verbal information in primary memory. | **מבחן 7: זכירת מילים** |  | **105** |  |  |  |
| **Working memory capacity (Wc):** The ability to manipulate information in primary memory.  **Auditory short-term storage (Wa):** The ability to encode and maintain verbal information in primary memory.  **Attentional Control (AC):** The ability to manipulate the spotlight of attention flexibly to focus on task-relevant stimuli and ignore task irrelevant stimuli. Sometimes referred to as spotlight or focal attention, focus, control of attention, executive controlled attention, or executive attention. | **מבחן 14: זכירת ספרות לאחור** |  | **84** |  |  |  |
| **Working memory capacity (Wc):** The ability to manipulate information in primary memory.  **Auditory short-term storage (Wa):** The ability to encode and maintain verbal information in primary memory.  **Attentional Control (AC):** The ability to manipulate the spotlight of attention flexibly to focus on task-relevant stimuli and ignore task irrelevant stimuli. Sometimes referred to as spotlight or focal attention, focus, control of attention, executive controlled attention, or executive attention. | מבחן 20: זיכרון עבודה שמיעתי |  |  |  |  |  |
| **Working memory capacity (Wc):** The ability to manipulate information in primary memory.  **Auditory short-term storage (Wa):** The ability to encode and maintain verbal information in primary memory.  **Attentional Control (AC):** The ability to manipulate the spotlight of attention flexibly to focus on task-relevant stimuli and ignore task irrelevant stimuli. Sometimes referred to as spotlight or focal attention, focus, control of attention, executive controlled attention, or executive attention. | **זיכרון פעיל –חזרה על מילים שהושלמו (א-ת)** |  |  |  |  |  |
| **Auditory short-term storage (Wa):** The ability to encode and maintain verbal information in primary memory. | ריי שמיעתי - הקראה 1 |  | **100** |  |  |  |