

A Non-Psychologists Guide to Psychology – WHIS-IV Subtests

Supplementary (non-core) subtests are italicised.

Index	Subtests	Test Format	Example Question	Measured Abilities
<u>Verbal</u>	Similarities (SI)	The individual describes how two common objects or concepts are similar	"How are peaches and apples alike?"	<ul style="list-style-type: none"> • Verbal concept formation (One's ability to categorise information) • Verbal reasoning
	Verbal Comprehension (VC)	<ul style="list-style-type: none"> • The individual names an object presented to them in a photo. • The individual defines a word given by the examiner. 		<ul style="list-style-type: none"> • Verbal concept formation • Language development • Word knowledge (Lexicon size)
	Information (IN)	The individual answers general knowledge questions.	"How far is it from London to Paris?"	<ul style="list-style-type: none"> • Fund of knowledge • Long-term memory • Verbal comprehension • Crystallised intelligence (One's ability to use learned knowledge)
	<i>Comprehension (CO)</i>	The individual answers questions about social situations and basic principles	"Why should children not work in factories?"	<ul style="list-style-type: none"> • Verbal expression • Social judgement • Common sense • Crystallised intelligence

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<u>Perceptual Reasoning</u>	Block Design (BD)	The individual copies a pictured pattern using coloured blocks. This exam is timed.		<ul style="list-style-type: none"> • Non-verbal reasoning • Analysis and Synthesis • Visual-motor coordination
	Matrix Reasoning (MR)	The individual is presented with an array of abstract pictures. The individual then selects the missing picture from a list of possible options.		<ul style="list-style-type: none"> • Fluid intelligence (one's ability to solve new problems) • Visuospatial ability (one's ability to process the placement of objects in space) • Simultaneous processing
	Visual Puzzles (VP)	The individual is presented with two or three rows of pictures, and selects one picture from each row that share a common characteristic. This exam is timed.		<ul style="list-style-type: none"> • Perceptual reasoning • Visuospatial ability • Analysis and synthesis (ability to break down new information and rebuild it)
	<i>Figure Weights (FW)</i>	The individual is presented with a picture of a pair of scales, and must select the correct weights to keep the scale in balance. This exam is timed.		<ul style="list-style-type: none"> • Fluid reasoning • Quantitative reasoning
	<i>Picture Completion (PCm)</i>	The individual is shown a picture with a significant part missing, and must select the missing part from a list.	A picture is shown of a man without a head cutting down a tree using an axe.	<ul style="list-style-type: none"> • Attention to visual detail

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<u>Working Memory</u>	Digit Span (DS)	<p>The examiner speaks a series of numbers:</p> <ul style="list-style-type: none"> • Forward: The individual repeats the numbers in the correct order. • Backward: The individual repeats the numbers in the reversed order. • Sequencing: The individual repeats the numbers in ascending order. 		<ul style="list-style-type: none"> • Working Memory
	Arithmetic (AR)	Mentally solve arithmetical word problems within a time limit.	"Jo has 12 buns, then eats 3 and gives 4 away. How many does he have left?"	<ul style="list-style-type: none"> • Mental manipulation • Attention and concentration • Numerical reasoning
	<i>Letter-Number Sequencing (LN)</i>	The examiner speaks a series of both numbers and letters. The individual first repeats the numbers in ascending order, then the letters in alphabetical order.		<ul style="list-style-type: none"> • Short-term auditory memory

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<u>Processing Speed</u>	Symbol Search (SS)	The individual looks for two target symbols within rows of symbols. This exam is timed.		<ul style="list-style-type: none"> • Visuomotor processing speed (The ability to process visual information and then execute motor actions) • Short-term visual memory • Visual discrimination
	Coding (CD)	The individual is presented with a code assigning a unique symbol to numbers 1-9. The individual then must code a series of numbers. This exam is timed.		<ul style="list-style-type: none"> • Visuomotor processing speed • Learning ability • Cognitive flexibility
	<i>Cancellation (CO)</i>	The individual must search for specific coloured shapes within a larger array of coloured shapes. This exam is timed.		<ul style="list-style-type: none"> • Visual selective attention (ability to seek target information) • Visual neglect (the ability to ignore irrelevant information)