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| **Index** | **Subtests** | **Test Format** | **Example Question** | **Measured Abilities** |
| Verbal | Similarities (SI) | The individual describes how two common objects or concepts are similar | "How are peaches and apples alike?" | * + Verbal concept formation (One's ability to categorise information)   + Verbal reasoning |
|  | Verbal Comprehension (VC) | * The individual names an object presented to them in a photo. * The individual defines a word given by the examiner. |  | * 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?" | * + Fund of knowledge   + Long-term memory   + Verbal comprehension   + Crystallised intelligence (One's ability to use learned knowledge) |
|  | *Comprehension (CO)* | The individual answers questions about social situations and basic principles | "Why should children not work in factories?" | * + Verbal expression   + Social judgement   + Common sense   + Crystallised intelligence |

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

*Supplementary (non-core) subtests are italicised.*

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| **Index** | **Subtests** | **Test Format** | **Example Question** | **Measured Abilities** |
| Perceptual Reasoning | Block Design (BD) | The individual copies a pictured pattern using coloured blocks. This exam is timed. |  | * + 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. |  | * + 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. |  | * + Perceptual reasoning   + Visuospatial ability   + Analysis and synthesis (ability to break down new information and rebuild it) |
|  | *Figure Weights (FW)* | 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. |  | * + Fluid reasoning   + Quantitative reasoning |
|  | *Picture Completion (PCm)* | 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. | * + Attention to visual detail |

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| **Index** | **Subtests** | **Test Format** | **Example Question** | **Measured Abilities** |
| Working Memory | Digit Span (DS) | The examiner speaks a series of numbers:   * 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. |  | * + 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?" | * + Mental manipulation   + Attention and concentration   + Numerical reasoning |
|  | *Letter-Number Sequencing (LN)* | 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. |  | * + Short-term auditory memory |

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| **Index** | **Subtests** | **Test Format** | **Example Question** | **Measured Abilities** |
| Processing Speed | Symbol Search (SS) | The individual looks for two target symbols within rows of symbols. This exam is timed. |  | * + 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. |  | * + Visuomotor processing speed   + Learning ability   + Cognitive flexibility |
|  | *Cancellation (CO)* | The individual must search for specific coloured shapes within a larger array of coloured shapes. This exam is timed. |  | * Visual selective attention (ability to seek target information) * Visual neglect (the ability to ignore irrelevant information) |