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# Client Report of WAIS-III and WMS-III

EXAMINEE:	Richard Smith	REPORT DATE:	8/5/02
AGE:	42 years	GRADE:	14th
DATE OF BIRTH:	8/11/56	ETHNICITY:	White not Hispanic Origin
EXAMINEE ID:	3161651321	EXAMINER:	John Jones
GENDER:	Male		

<b>Tests Administered:</b>	WAIS-III (8/31/98)	<b>Age at Testing:</b>	WAIS-III (42 years 0 months)
	WMS-III (8/31/98)		WMS-III (42 years 0 months)

### Referral

Richard was referred for an evaluation because of neurological problems. Specifically, he was referred for memory problems.

### About the WAIS-III

The WAIS-III is used to assess the general thinking and reasoning skills of individuals aged 16-89 years. The test provides several types of scores in interpreting Richard's intellectual functioning depending on the number of subtests administered. Generally speaking, both IQ and Index scores can be reported if all subtests are given. One or the other of these scores can be provided if less than the full battery of subtests is given.

The Full Scale IQ score provides a general overview of Richard's overall thinking and reasoning skills and encompasses two broad domains: Verbal and Performance. The Verbal IQ score indicates how well Richard did on tasks that required him to listen to questions and give oral responses to them. These tasks measure his skills in understanding verbal information, thinking with words, and expressing thoughts in words. Alternatively, the Performance IQ score indicates how well he did on tasks that required him to examine and think about things such as designs, pictures, and puzzles and to solve problems without using words. These tasks measure his skills in solving nonverbal problems, sometimes requiring eye-hand coordination and working quickly and efficiently with visual information. If the Verbal and Performance IQ scores are markedly different from each other, the Full Scale IQ score is not the best summary of an individual's performance; the Verbal and Performance scores are better measures of ability in this case.

The Index scores encompass four domains: Verbal Comprehension, Perceptual Organization, Working Memory, and Processing Speed. The Verbal Comprehension Index provides a measure of how well Richard did on tasks that required him to listen to questions and give oral responses to them. The Perceptual Organization Index indicates how well he did on tasks that required him to examine and think about things such as designs, pictures, and puzzles and to solve problems without using words. Richard's ability to attend to information, to hold and process it in memory, and to give a response is measured by the Working Memory Index. The last index, Processing Speed, provides information regarding Richard's ability to process visual information quickly and efficiently.

### How WAIS-III Scores are Reported

The scores show how well Richard performed compared to a group of individuals the same age from across the United States. An individual may have WAIS-III scores that fall within a wide range from Extremely Low to Very Superior. Most individuals, however, perform within the Average range.



## Client Report of WAIS-III and WMS-III

A percentile rank is also reported. This shows where the individual's scores rank relative in the national comparison group. For example, if the percentile rank is 45, it would mean that he scored higher than approximately 45 out of 100 individuals his age.

The WAIS-III scores should be interpreted with some caution because any individual may score slightly higher or lower if tested again on a different day.

### WAIS-III Test Scores

Scales	Score	Percentile Rank	Category
Verbal	98	45.0	Average
Performance	81	10.0	Low Average
Full Scale	90	25.0	Average

Richard's overall performance on the WAIS-III is best characterized by his Verbal and Performance scores rather than the FSIQ. The FSIQ is not appropriate indication of Richard's general ability because his performance on the two scales, Verbal and Performance, are markedly different from each other.

On the Indexes, Richard performed in the Average range on the Verbal Comprehension Index (VCI). His performance, which was better than that of approximately 58.0 out of 100 individuals, is an indication of how well he performs on tasks measuring verbally acquired knowledge. Richard performed in the Low Average range on the Perceptual Organization Index (POI), or above that of approximately 14.0 out of 100 individuals. His performance on the POI is a measure of his nonverbal reasoning skills, attentiveness to detail, and eye-hand coordination. On the Working Memory Index (WMI), Richard performed in the Low Average range or above that of about 12.0 out of 100 individuals. This index provides an indication of how well an individual can manage multitask demands. Richard's Processing Speed Index (PSI) score, which was within the Low Average range, provides a measure of his ability to process visual information quickly. He scored above approximately 21.0 out of 100 individuals on the PSI.

On the Indexes, Richard performed in the Average range on the Verbal Comprehension Index (VCI). His performance, which was better than that of approximately 58.0 out of 100 individuals, is an indication of how well he performs on tasks measuring verbally acquired knowledge. On the Perceptual Organization Index (POI), he performed in the Low Average range, or above that of approximately 14.0 out of 100 individuals. His performance on the POI is a measure of his nonverbal reasoning skills, attentiveness to detail, and eye-hand coordination. On the Working Memory Index (WMI), Richard performed in the Low Average range which is above that of about 12.0 out of 100 individuals. This index provides an indication of how well an individual can manage multitask demands. His Processing Speed Index (PSI) score, which was within the Low Average range, provides a measure of his ability to process visual information quickly. He scored above approximately 21.0 out of 100 individuals on the PSI.

### About the WMS-III

The WMS-III is used to assess memory and learning skills of individuals 16-89 years of age. This test has three main scores: Immediate Memory, Delayed Memory, and Working Memory.



## Client Report of WAIS-III and WMS-III

The Working Memory score indicates how well he did on tasks that required him to remember and mentally organize information.

The Immediate Memory score indicates how well Richard did on tasks that required him to remember information immediately after it was presented.

The Delayed Memory score indicates how well he did on tasks that required him to remember information after a delay of approximately 30 minutes.

### How WMS-III Scores are Reported

The scores show how Richard performed compared to individuals of his same age from across the United States. Scores range from Extremely Low to Very Superior.

A percentile rank is also reported. This shows where the individual's scores rank relative in the national comparison group. If the percentile rank were 45, for example, it would mean that he scored higher than approximately 45% of individuals in his age group.

When interpreting Richard's scores, remember that no test score is perfectly accurate. Any individual might score slightly higher or lower if tested again on a different day.

### WMS-III Test Scores

Scales	Score	Percentile Rank	Category
Working	81	10.0	Low Average
Immediate	87	19.0	Low Average
Delayed	83	13.0	Low Average

Richard's Working Memory score falls in the Low Average range. He scored higher than approximately 10.0% of the individuals in his age group on tasks requiring him to remember and mentally organize auditory and visual information.

Richard's Immediate Memory score falls in the Low Average range. He scored higher than approximately 19.0% of the individuals in his age group on tasks requiring him to remember auditory and visual information immediately after it was presented.

His Delayed Memory score falls in the Low Average range. Richard scored higher than approximately 13.0% of the individuals in his age group on tasks requiring him to remember auditory and visual information after a 25 to 35 minute delay.

Keep in mind that although the WMS-III is a test of memory and learning, an individual's scores on this test also can be influenced by motivation, attention, interests, and opportunities for learning.

John Jones



## Clinical Review Report of WAIS-III and WMS-III

EXAMINEE:	Richard Smith	REPORT DATE:	8/5/02
AGE:	42 years	GRADE:	14th
DATE OF BIRTH:	8/11/56	ETHNICITY:	White not Hispanic Origin
EXAMINEE ID:	3161651321	EXAMINER:	John Jones
GENDER:	Male		

<b>Tests Administered:</b>	WAIS-III (8/31/98) WMS-III (8/31/98)	<b>Age at Testing:</b>	WAIS-III (42 years 0 months) WMS-III (42 years 0 months)
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Richard obtained a difference of at least 10 points between the Working Memory indexes of the WAIS-III and the WMS-III. An analysis of the differences in his performance on the specific subtests (i.e., Spatial Span, Arithmetic, and Digit Span) may aid in the interpretation of the index score difference. For example, Spatial Span is a visual memory task whereas both Arithmetic and Digit Span are verbal/auditory tasks. Differences in performance on these tasks may be due to relative strengths and/or weaknesses within the verbal or auditory domains.

Richard's Verbal Comprehension Index (VCI) score and Working Memory Index (WMI) score differ significantly. Because the VIQ is also comprised of the same subtests that contribute to VCI and WMI, Richard's verbal intellectual abilities may be attenuated or inflated. Therefore, because the Verbal Comprehension Index score is a more refined measure of verbal reasoning abilities, it is recommended that it, rather than the VIQ, be used.

Working memory is less than delayed memory by 11 points or more. This relative difference might relate to poor attentional skills or to compromised working memory abilities, depending on the level of the Working Memory Index. The clinical relevance of this difference should be addressed in terms of the individual's premorbid abilities, demands in his current environment, and other co-occurring physical factors (e.g., recent onset of visual or auditory acuity difficulties or physical impairments) or emotional status (e.g., depression, anxiety). The effects of poor working memory should also be addressed in the interpretation of Richard's performance on other cognitive functioning measures.

Working memory is less than immediate memory by 11 points or more. This relative difference might relate to poor attentional skills or to compromised working memory abilities, depending on the level of the Working Memory Index. The clinical relevance of this difference should be addressed in terms of the individual's premorbid abilities, demands in his current environment, and other co-occurring physical factors (e.g., recent onset of visual or auditory acuity difficulties or physical impairments) or emotional status (e.g., depression, anxiety). The effects of poor working memory should also be addressed in the interpretation of Richard's performance on other cognitive functioning measures.

At least one or more of the subtest scores used to compute the VIQ differs significantly from the average of those subtest scores. This difference may attenuate or inflate the estimate of the individual's verbal intellectual abilities. The interpretive report includes a cautionary statement suggesting that the single VIQ score may not best represent Richard's verbal intellectual abilities. These results suggest that Richard may exhibit inconsistent performance on verbal problems and that his performance depends on specific task demands, such as intact language production (e.g.,

## Clinical Review Report of WAIS-III and WMS-III

Information < Comprehension and Vocabulary), abstract reasoning (e.g., Information < Similarities), and response precision. The clinical relevance of this finding should be addressed in terms of the individual's premorbid abilities, demands in his current environment, and other co-occurring physical factors (e.g., recent onset of visual or auditory acuity difficulties or physical impairments) or emotional status (e.g., depression, anxiety).

The difference between Richard's scores on the Auditory Immediate Index and the Visual Immediate Index is statistically significant. The interpretive report includes a cautionary statement suggesting that the Immediate Memory Index represents a measure of diverse auditory memory and visual memory abilities. The interpretive report further recommends that the separate Visual Immediate and Auditory Immediate index scores, rather than the single Immediate Memory Index score, be used to describe Richard's current immediate memory functioning. The clinical relevance of this score difference should be addressed in terms of the individual's premorbid abilities, demands in his current environment, and other co-occurring physical factors (e.g., recent onset of visual or auditory acuity difficulties or physical impairments) or emotional status (e.g., depression, anxiety).

The difference between Richard's scores on the Auditory Delayed Index and the Visual Delayed Index is statistically significant. The interpretive report includes a cautionary statement that the General Memory Index represents a measure of diverse auditory and visual memory abilities. The interpretive report further recommends that the separate Visual Delayed and Auditory Delayed index scores, rather than the single General Memory Index score, be used to describe Richard's current delayed memory functioning. The clinical relevance of this score difference should be addressed in terms of the individual's premorbid abilities, demands in his current environment, and other co-occurring physical factors (e.g., recent onset of visual or auditory acuity difficulties or physical impairments) or emotional status (e.g., depression, anxiety).

For the immediate and delayed subtests, Richard's score on the Logical Memory subtest was relatively lower than his score on the Verbal Paired Associates subtest. The following questions might help in determining the source of his content-specific auditory memory weakness. Did Richard recall the wrong names? Did he recall the information in a well-organized or haphazard fashion? Did he forget important details but recall the general idea? Did he confuse elements of Story A and Story B? Did Richard fabricate plausible details? Did he recall information only from the beginning or only from the end of the story? Did he repeat the same information without appearing to know that he was repeating it?

For the immediate and/or delayed subtests, Richard's score on the Faces subtest was relatively lower than his score on the Family Pictures subtest. The following questions might help in determining the source of his content-specific visual memory weakness. Did Richard report not seeing any faces? Did he report that all the faces appeared the same or very similar? Did he claim to know the people pictured? Did Richard complain that the pictures were being shown too quickly? Does Richard have a diagnosis of prosopagnosia?



# Interpretive Report of WAIS-III and WMS-III Testing

EXAMINEE:	Richard Smith	REPORT DATE:	8/5/02
AGE:	42 years	GRADE:	14th
DATE OF BIRTH:	8/11/56	ETHNICITY:	White not Hispanic Origin
EXAMINEE ID:	3161651321	EXAMINER:	John Jones
GENDER:	Male		

<b>Tests Administered:</b>	WAIS-III (8/31/98)	<b>Age at Testing:</b>	WAIS-III (42 years 0 months)
	WMS-III (8/31/98)		WMS-III (42 years 0 months)

## SCORES SUMMARY

WAIS-III SCALE	SCORE	WMS-III INDEXES	SCORE
Verbal (VIQ)	98	Auditory Immediate	105
Performance (PIQ)	81	Visual Immediate	71
Full Scale (FSIQ)	90	Immediate Memory	87
		Auditory Delayed	97
		Visual Delayed	78
		Auditory Recog. Delayed	80
		General Memory	83
		Working Memory	81

### Referral

Richard was referred for an evaluation because of neurological problems. Specifically, he was referred for memory problems.

### Background

Richard is a 42 year-old White not Hispanic Origin male. Richard has been diagnosed with hypertension and is currently taking medication and/or receiving treatment.

### Interpretation of WAIS-III Results

#### WAIS General Intellectual Ability

Richard was administered 14 subtests of the Wechsler Adult Intelligence Scale-Third Edition (WAIS-III) from which his IQ and Index scores were derived. The Full Scale IQ is the aggregate of the Verbal and Performance scores and is usually considered to be the most representative measure of g, or global intellectual functioning. Richard obtained a Full Scale IQ of 90, which places his intellectual functioning in the Average range and above that of approximately 25% of his peers. There is a 95% chance that his true IQ falls in the range 86-94. However, Richard's unique set of thinking and reasoning abilities make his overall intellectual functioning difficult to summarize by the Full Scale IQ on the WAIS-III because there are large discrepancies between the scores that compose either the Verbal scale or the Performance scale. As a result, Richard's performance may be more appropriately described by the separate scores contributing to the Verbal scale or the Performance scale.

#### Verbal and Performance Abilities

Richard's verbal reasoning abilities are most appropriately characterized by his score on the Verbal Comprehension Index, which is in the Average range and better than that of approximately 58.0% of his peers (VCI = 103; 95% Confidence Interval =97-109). The VCI is a

## Interpretive Report of WAIS-III and WMS-III Testing

better estimate of Richard's verbal reasoning skills because his abilities, as measured by the VIQ scale (VIQ=98, 95% Confidence Interval =93-103) were inconsistent across tasks. Richard's abilities on the subtests that compose the Verbal Comprehension Index are all in the Average range. His performance varies little across subtests suggesting comparable abilities within this domain.

The Performance score provides an indication of an individual's nonverbal reasoning, spatial processing skills, attentiveness to detail and visual-motor integration. His nonverbal reasoning abilities, as measured by the Performance IQ, are in the Low Average range and better than those of approximately 10.0% of his peers (PIQ = 81, 95% Confidence Interval = 75-89). On the nonverbal reasoning tasks, Richard obtained his highest score(s) on the Object Assembly subtest(s) and his lowest score(s) on the Picture Arrangement and Matrix Reasoning subtest(s). In Richard's profile of nonverbal reasoning abilities, his performance across these areas differs significantly and suggests that these are areas of relative strength and weakness, respectively. His weak performance on the Picture Arrangement and Matrix Reasoning subtest(s) is below that of most of his peers. The Perceptual Organization Index (POI) is actually a purer measure of nonverbal reasoning than is the Performance IQ. The POI measures fluid reasoning, spatial processing, attentiveness to detail, and visual motor integration. However, it does not measure the individual's speed in processing information or performing simple tasks related to that information. In Richard's case, his Perceptual Organization Index score is comparable to his Performance IQ score. Richard's nonverbal reasoning abilities are slightly less developed than those of his peers. His performance on the Perceptual Organization Index exceeds that of 14.0% of his age-mates (POI = 84, 95% Confidence Interval = 78-92).

His verbal reasoning abilities are much better developed than his nonverbal reasoning abilities. Making sense of complex verbal information and using verbal abilities to solve novel problems are strengths for Richard. Processing complex visual information by forming spatial images of part whole relationships and by manipulating the parts to solve novel problems without using words is a less well developed area.

### **Working Memory Abilities**

The Working Memory Index (WMI) provides information regarding an individual's ability to attend to verbally presented information, to process information in memory, and then to formulate a response. Compared to his peers, Richard may experience some difficulty in holding information to perform a specific task. Difficulties with working memory may make the processing of complex information more time-consuming for Richard, drain his mental energies more quickly as compared to other adults his age, and perhaps result in more frequent errors on a variety of learning tasks. He performed better than 12.0% of his age-mates (WMI = 82; 95% Confidence Interval =76-90). Richard's performance on the subtests requiring working memory is in the Low Average range. His performance across these subtests, which compose the Working Memory Index, has little variation suggesting comparable abilities within this domain.

### **Processing Speed Abilities**

The Processing Speed Index (PSI) provides a measure of an individual's ability to process simple or routine visual information quickly and efficiently and to quickly perform tasks based on that information. Richard's skill in processing visual material without making errors is below that of his peers. His performance on the Processing Speed Index was better than only 21.0% of his

## Interpretive Report of WAIS-III and WMS-III Testing

age-mates (PSI = 88; 95% Confidence Interval =80-98). A relative weakness in processing speed may make the task of comprehending novel information more time-consuming and difficult for Richard. Richard's abilities on the subtests that compose the Processing Speed Index are all in the Low Average range. His performance across these subtests varies little, suggesting that his abilities are comparable across this domain.

### Summary of WAIS-III Intellectual Abilities

Richard's verbal comprehension skills are much better developed than his abilities to process visual information quickly, his nonverbal reasoning abilities, and his working memory abilities.

### Interpretation of WMS-III Results

The WMS-III report is organized into six sections: 1) Working Memory; 2) Ability to learn and retain new material; 3) Auditory Learning; 4) Modality-specific memory; 5) Retention of information; and 6) Retrieval of information. Each section is intended to provide interpretive hypotheses regarding various aspects or processes involved in one's ability to process and retrieve newly learned information.

It is also important to take into consideration other factors that may have contributed to Richard's test performance such as difficulties with vision, hearing, motor functioning, English language and speech/language performance. According to the background information provided, none of these specific factors were identified in the background screens. However, you should evaluate all background information and use your professional judgment when evaluating the interpretive hypotheses in this report.

### Working Memory

The Working Memory Index of the WMS-III is a measure of an individual's ability to hold information temporarily in memory for the purpose of using that information to perform a specific task. Working memory (i.e., a higher level attentional ability) is an important prerequisite of many cognitive abilities such that inadequate working memory skills will likely affect an individual's ability to perform other mental operations efficiently.

Compared to that of his age peers, Richard's ability to hold auditory and visual-spatial information in temporary storage is in the Low Average classification range (Wkg Mem Index=81, Confidence Interval=74-93). This level of performance suggests that he loses information from awareness somewhat more quickly than his age peers.

The difference between Richard's WAIS-III FSIQ and WMS-III Working Memory Index indicates that his working memory skills are lower than expected. This discrepancy was obtained by 10-15% of the individuals in the standardization sample and may reflect an existing relative weakness in his working memory abilities or, alternatively, a loss of functioning.

### Ability to Learn and Remember New Material

Learning refers to a person's ability to encode and store novel information while memory refers to the persistence of learned material that can be retrieved after a brief (immediate) or long (delayed) interval. The WMS-III is intended to provide information regarding learning and memory under a specific set of conditions but is not intended to provide direct information

## Interpretive Report of WAIS-III and WMS-III Testing

regarding academic achievement or to reflect the more general academic usage of the term ability to learn.

Richard's ability to recall new information after a brief interval is in the Low Average classification range. In situations requiring the learning of new information, Richard may recall less information than will his peers. His Immediate Memory Index score exceeds that of only 19.0% of individuals in his age group (Imm Mem Index=87, Confidence Interval=80-96).

Richard's performance on the Auditory Immediate Index, however, is relatively better than his performance on the Visual Immediate Index. This pattern occurred for 4.2% of individuals in the normative group. Because of this discrepancy, the Auditory Immediate Index (Aud Imm Index=105, Confidence Interval=98-112) and the Visual Immediate Index (Vis Imm Index=71, Confidence Interval=66-86) separately provide a better estimate of his immediate memory capabilities than does the overall Immediate Memory Index.

Richard shows some difficulty in retrieving recently learned information after a 25- to 35-minute delay. He may remember less information than will his peers in situations requiring the learning and long-term storage of new information. His General Memory Index score is in the Low Average classification range and exceeds that of 13.0% of individuals in his age group (Gen Mem Index= 83, Confidence Interval=77-93).

An analysis of the delayed modality-specific indexes reveals that Richard's performance on the Auditory Delayed Index is relatively better than his performance on the Visual Delayed Index. This difference occurred for 24.0% of the normative group. Because of this modality difference, the Auditory Delayed Index (Aud Del Index=97, Confidence Interval=88-107) and the Visual Delayed Index (Vis Del Index=78, Confidence Interval=72-92) separately provide a better estimate of his delayed memory capabilities than does the overall General Memory Index.

Richard's immediate and delayed memory capabilities are commensurate with his overall intellectual functioning as measured by the FSIQ.

### **Auditory Learning**

On the WMS-III, the rate at which an individual learns new information is determined by the difference between the amount of information learned after a single presentation of the material and the amount of information learned after multiple learning trials. The Single-Trial Learning and Learning Slope process composites provide information regarding the extent to which repetition of information improves auditory memory functioning.

Compared to the performance of individuals of similar age, Richard's initial acquisition of auditory information after a single presentation is in the High Average range. His score exceeds that of 78% of individuals in his age group. Richard's ability to acquire auditory information over multiple trials is commensurate with what would be expected for his age group (Learning Slope Composite Score = 25%).

### **Modality-Specific Memory**

A comparison of memory performance when information is presented visually and orally can reveal modality-specific strengths and weaknesses. Visual memory refers to information

## Interpretive Report of WAIS-III and WMS-III Testing

presented to the individual visually, whereas auditory memory refers to the oral presentation of information. The terms visual memory and auditory memory should not be used to refer exclusively to how the information is encoded and retrieved from memory. Most likely, individuals use both visual and verbal strategies to encode and recall information regardless of the modality of presentation.

Richard demonstrates a relative strength in his ability to retrieve orally presented information. This strength is reflected in his immediate and delayed memory performance but is not evident for working memory. Richard's relative auditory strength may indicate a long-standing developmental difference or possibly a decrease in visual memory functioning. When information is presented visually, he may experience relatively more difficulty in learning and retrieving the material. Emphasizing the oral presentation of information or supplementing a visual presentation with oral instruction may help Richard to improve overall learning and retrieval.

### **Retention of Information**

The difference between an individual's immediate and delayed memory capabilities is an indication of the amount of previously learned information retained after an interval of time. Substantially lower delayed memory performance relative to immediate memory capabilities suggests a rapid rate of forgetting or retrieval difficulties.

Richard's delayed memory performance relative to his immediate memory capabilities does not suggest retention difficulties for either auditory or visual information. However, it is important to note that this is a relative weakness and that Richard's overall delayed memory capabilities are in the Low Average classification range.

### **Retrieval of Information**

The difference between an individual's Auditory Recognition Delayed Index and Auditory Delayed Index scores can indicate the extent that cues or choices help the individual in retrieving auditory information. A discrepancy between these index scores with recognition greater than recall may suggest auditory retrieval difficulties. Retrieval problems suggest that although the individual has learned the information, he has a reduced capacity to access that information without external prompts or structure.

Richard's performance on the Auditory Recognition Delayed Index (Aud Rec Del Index=80, Confidence Interval=74-96) and the Auditory Delayed Index (Aud Del Index=97, Confidence Interval=88-107) shows a somewhat unusual pattern of better recall performance than recognition performance. This pattern may indicate that the presentation of choices or cues might have interfered with rather than enhanced memory performance.

### **Test Results Summary**

Richard's overall performance on the WAIS-III is best characterized by his Verbal and Performance scores rather than the FSIQ. The FSIQ is not an appropriate indication of Richard's general ability because his performance on the two scales, Verbal and Performance, are markedly different from each other. Richard's performance ability score is in the Low Average range (PIQ = 81). His verbal ability is expressed best by the Verbal Comprehension Index. On the Indexes, Richard performed in the Average range on the Verbal Comprehension Index (VCI

## Interpretive Report of WAIS-III and WMS-III Testing

= 103). On the Perceptual Organization Index, he performed in the Low Average range (POI = 84). On the Working Memory Index, Richard performed in the Low Average range (WMI = 82). His Processing Speed Index score was within the Low Average range (PSI = 88). On the WMS-III, his working memory capacity as estimated by the Working Memory Index is in the Low Average range (Wkg Mem Index=81). Richard's immediate memory performance is in the Low Average range (Imm Mem Index=87) and delayed memory performance is in the Low Average range (Gen Mem Index=83). An analysis of the difference between Richard's WAIS-III and WMS-III scores suggests that Richard's immediate and delayed memory capabilities are commensurate with his overall intellectual functioning as measured by the FSIQ.

### Recommendations

In light of background information and current test data, it is recommended that

#### MEMORY - VISUAL

Richard should be encouraged to use external memory sources such as lists, date books, calendars, and pocket-size recorders for information that must be remembered.

#### DELAYED RETRIEVAL

teaching Richard self-cueing strategies may help facilitate his retrieval of information.

Richard should be encouraged to use a "memory-book" that would include information such as his daily schedule; important names, addresses, and phone numbers; personal information; medication schedule; due dates of monthly bills; and so on, according to his needs.

### IQ Scores Summary

Scale	Sum of SS	IQ Score	95% Conf. Interval	PR	Qualitative Description
Verbal	59	98	93-103	45.0	Average
Performance	36	81	75-89	10.0	Low Average
Full Scale	95	90	86-94	25.0	Average

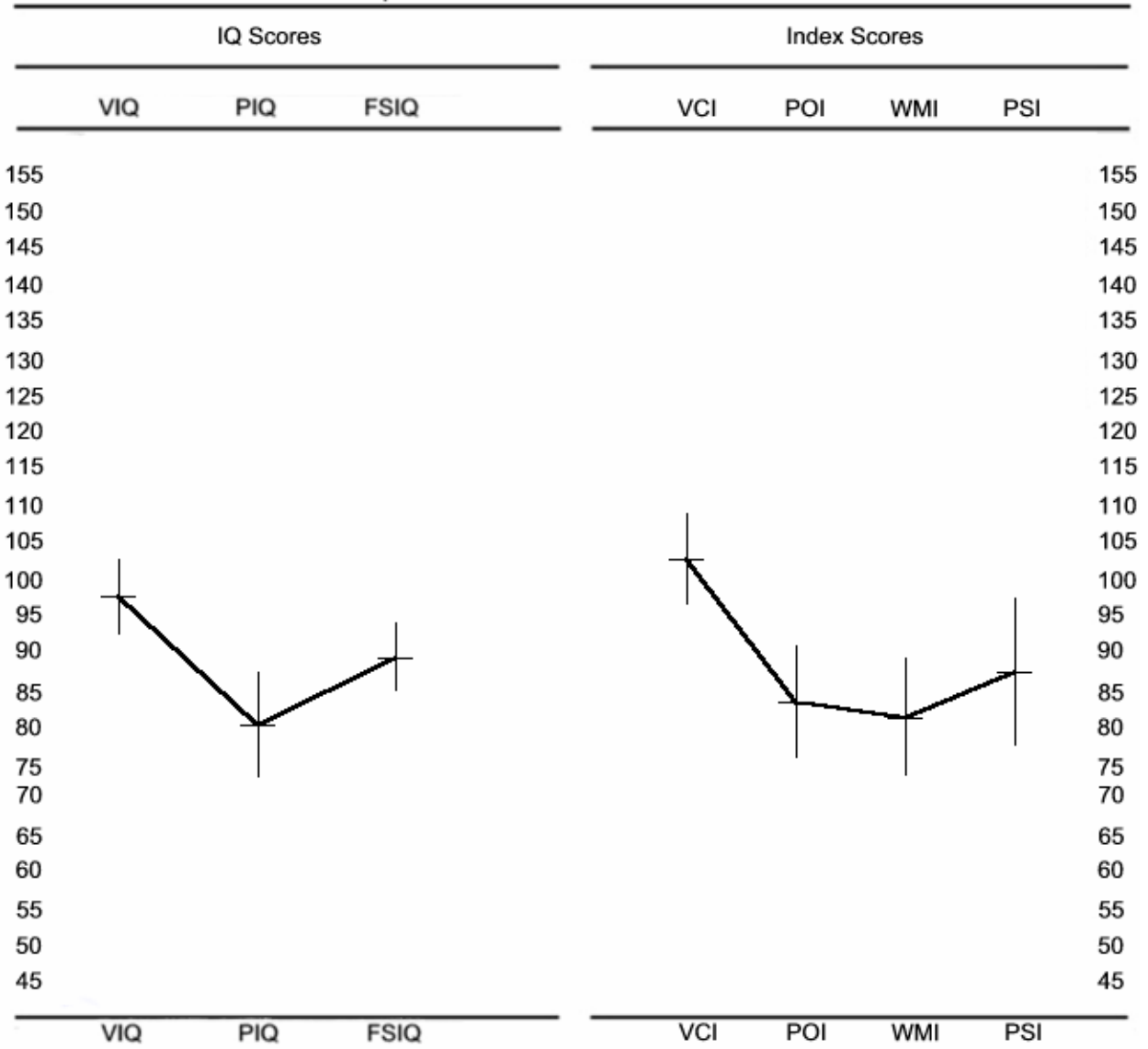
Difference between VIQ and PIQ = 17(p<.05, Freq= 12.7%).

### Index Scores Summary

Scale	Sum of SS	Index Score	95% Conf. Interval	PR
Verbal Comprehension	32	103	97-109	58.0
Perceptual Organization	22	84	78-92	14.0
Working Memory	21	82	76-90	12.0
Processing Speed	16	88	80-98	21.0

## Interpretive Report of WAIS-III and WMS-III Testing

Graph of WAIS-III IQ and Index Scores



VIQ Verbal IQ (98)  
 PIQ Performance IQ (81)  
 FSIQ Full Scale IQ (90)

VCI Verbal Comprehension Index (103)  
 POI Perceptual Organization Index (84)  
 WMI Working Memory Index (82)  
 PSI Processing Speed Index (88)



## Interpretive Report of WAIS-III and WMS-III Testing

### Subtest Scores Summary

	Raw Score	Age SS	PR	Reference SS*
Verbal Subtests				
Vocabulary	46	10	50	11
Similarities	23	10	50	10
Arithmetic	12	9	37	10
Digit Span	12	7	16	6
Information	21	12	75	13
Comprehension	24	11	63	12
Letter-Number Sequencing	6	5	5	5

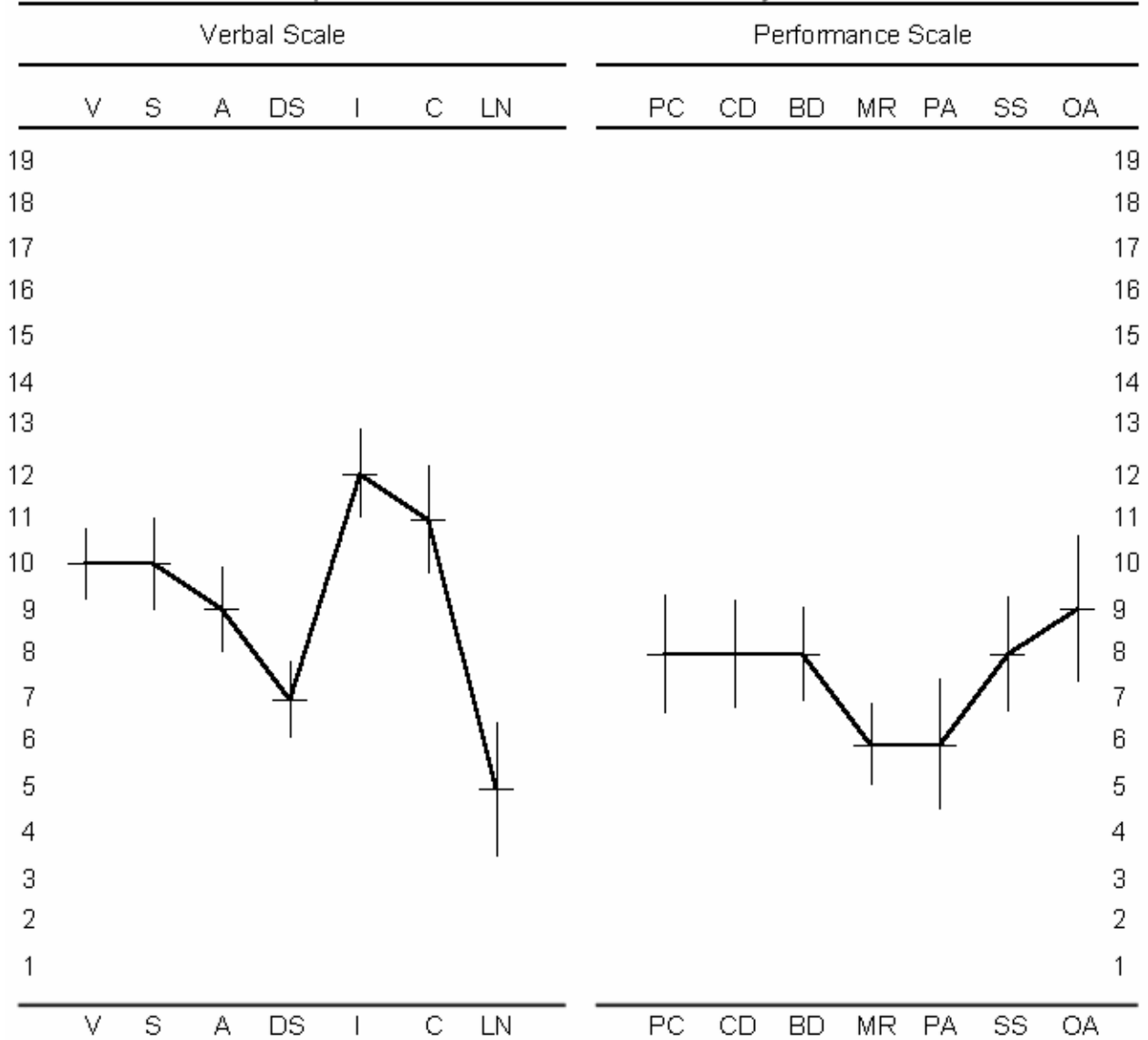
### Subtest Scores Summary

	Raw Score	Age SS	PR	Reference SS*
Performance Subtests				
Picture Completion	18	8	25	8
Digit Symbol-Coding	64	8	25	7
Block Design	31	8	25	8
Matrix Reasoning	8	6	9	6
Picture Arrangement	6	6	9	5
Symbol Search	26	8	25	7
Object Assembly	26	9	37	8

\*Reference Group for ages 20-34

## Interpretive Report of WAIS-III and WMS-III Testing

Graph of WAIS-III Subtest Scaled Scores by Scale



V Vocabulary (10)  
 S Similarities (10)  
 A Arithmetic (9)  
 DS Digit Span (7)  
 I Information (12)  
 C Comprehension (11)  
 LN Letter-Number Sequencing (5)

PC Picture Completion (8)  
 CD Digit Symbol-Coding (8)  
 BD Block Design (8)  
 MR Matrix Reasoning (6)  
 PA Picture Arrangement (6)  
 SS Symbol Search (8)  
 OA Object Assembly (9)



## Interpretive Report of WAIS-III and WMS-III Testing

### IQ and Index Differences

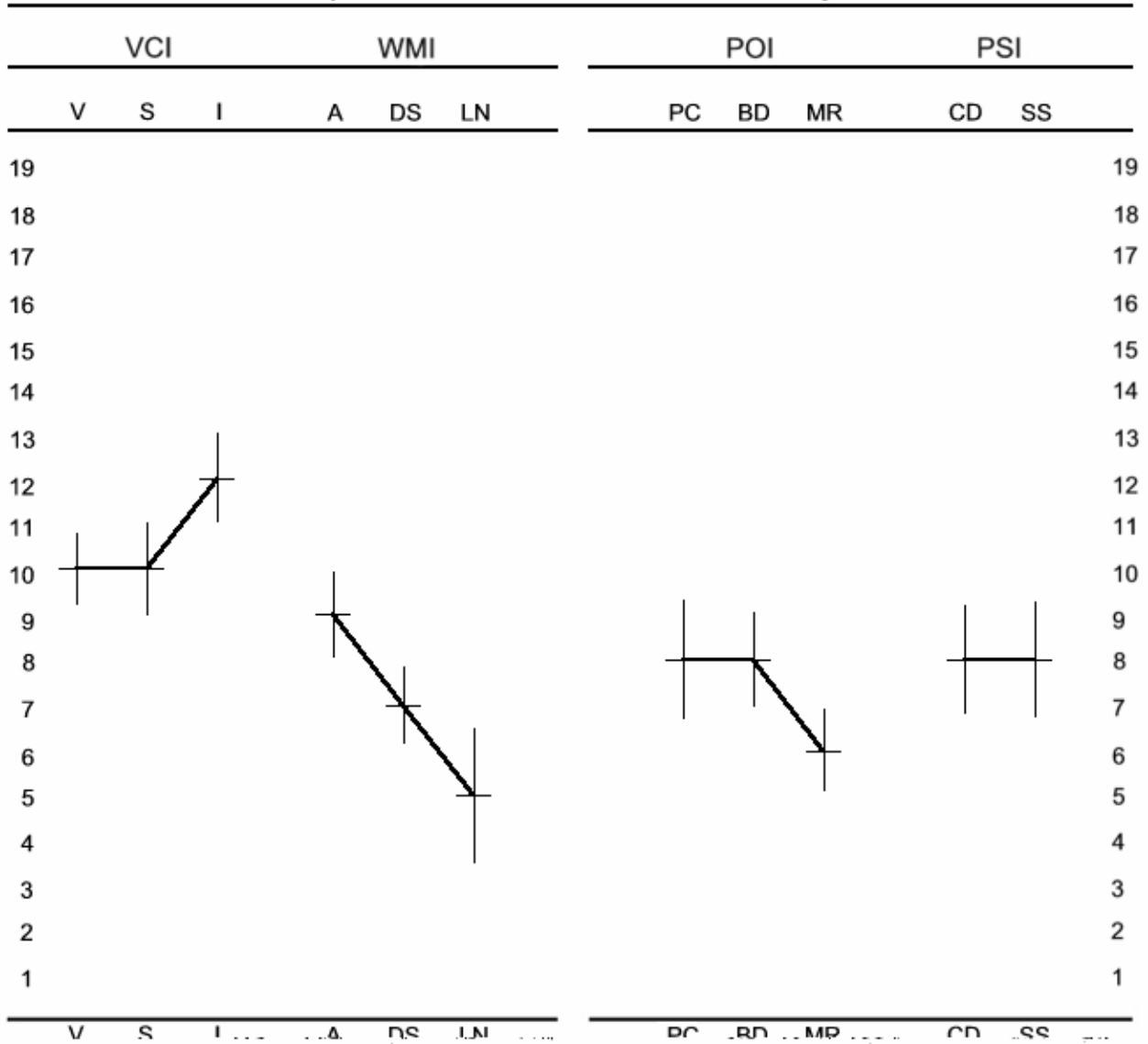
Discrepancy Comparisons	Score 1	Score 2	Diff	Signif.	Cumulative Percentage
Verbal IQ - Performance IQ	98	81	17	.05*	12.7%
Verbal Comprehension - Perceptual Organization	103	84	19	.05*	14.1%
Verbal Comprehension - Working Memory	103	82	21	.05*	10.2%
Perceptual Organization - Processing Speed	84	88	-4	ns	78.4%
Verbal Comprehension - Processing Speed	103	88	15	.05*	32.4%
Perceptual Organization - Working Memory	84	82	2	ns	90.9%
Working Memory - Processing Speed	82	88	-6	ns	70.1%

Individuals from the standardization sample represented by the percentages in the Cumulative Percentage column received scores that were greater than or equal to the absolute value of the amount shown in the Difference column.

\*Significant at the .05 level.

Interpretive Report of WAIS-III and WMS-III Testing

Graph of WAIS-III Subtest Scaled Scores by Index



V Vocabulary	(10)	PC Picture Completion	(8)
S Similarities	(10)	BD Block Design	(8)
I Information	(12)	MR Matrix Reasoning	(6)
A Arithmetic	(9)	CD Digit Symbol-Coding	(8)
DS Digit Span	(7)	SS Symbol Search	(8)
LN Letter-Number Sequencing	(5)		

## Interpretive Report of WAIS-III and WMS-III Testing

### Differences between Subtest and Mean of Subtest Scores

Verbal Subtests	Scaled Score	Mean Score	Diff	Signif.	S/W	Cumulative Percentage
Vocabulary	10	8.36	1.64	ns		>25%
Similarities	10	8.36	1.64	ns		>25%
Arithmetic	9	8.36	0.64	ns		>25%
Digit Span	7	8.36	-1.36	ns		>25%
Information	12	8.36	3.64	.05*	S	5-10%
Comprehension	11	8.36	2.64	ns		10-25%
Letter-Number Sequencing	5	8.36	-3.36	.15	W	10-25%

Difference from Overall Mean used to determine strengths (S) and weaknesses (W).

\*Significant at the .05 level.

Performance Subtests	Scaled Score	Mean Score	Diff	Signif.	S/W	Cumulative Percentage
Picture Completion	8	8.36	-0.36	ns		>25%
Digit Symbol-Coding	8	8.36	-0.36	ns		>25%
Block Design	8	8.36	-0.36	ns		>25%
Matrix Reasoning	6	8.36	-2.36	ns		10-25%
Picture Arrangement	6	8.36	-2.36	ns		>25%
Symbol Search	8	8.36	-0.36	ns		>25%
Object Assembly	9	8.36	0.64	ns		>25%

Difference from Overall Mean used to determine strengths (S) and weaknesses (W).

\*Significant at the .05 level.

### Digit Span Discrepancies

Subtest Level	Raw Score	Cumulative Percentage
Longest Digit Span Forward*		
Longest Digit Span Backward*		
Digits Forward - Backward**		

\* A low cumulative percentage reflects a relatively high span capacity.

\*\* A low cumulative percentage reflects a higher scatter.

### Digit Symbol Optional Procedures

Optional Procedure	Raw Score	Cumulative Percentage
Incidental Learning - Pairing		
Incidental Learning - Free Recall		
Copy		

Individuals from the standardization sample represented by the percentages in the Cumulative Percentage column received scores equal to or less than the raw scores indicated.

## Interpretive Report of WAIS-III and WMS-III Testing

### WAIS-III Raw Scores

Subtest	Raw Score
1. Picture Completion	
Total Raw Scores (0 to 25)	18
2. Vocabulary	
Total Raw Scores (0 to 66)	46
3. Digit Symbol	
Coding (0 to 133)	64
Pairing (0 to 18) (Optional)	
Free Recall (0 to 9) (Optional)	
Copy (0 to 133) (Optional)	
4. Similarities	
Total Raw Scores (0 to 33)	23
5. Block Design	
Total Raw Scores (0 to 68)	31
6. Arithmetic	
Total Raw Scores (0 to 22)	12
7. Matrix Reasoning	
Total Raw Scores (0 to 26)	8
8. Digit Span	
Digits Forward Total Score (0 to 16)	6
Digits Backward Total Score (0 to 14)	6
Longest Digit Forward (0, 2 to 9)	
Longest Digit Backward (0, 2 to 8)	
9. Information	
Total Raw Score (0 to 28)	21
10. Picture Arrangement	
Total Raw Score (0 to 22)	6
11. Comprehension	
Total Raw Score (0 to 33)	24
12. Symbol Search (Optional)	
Total Raw Score (0 to 60)	26
13. Letter-Number Sequencing (Optional)	
Total Raw Score (0 to 21)	6
14. Object Assembly (Optional)	
Total Raw Score (0 to 52)	26



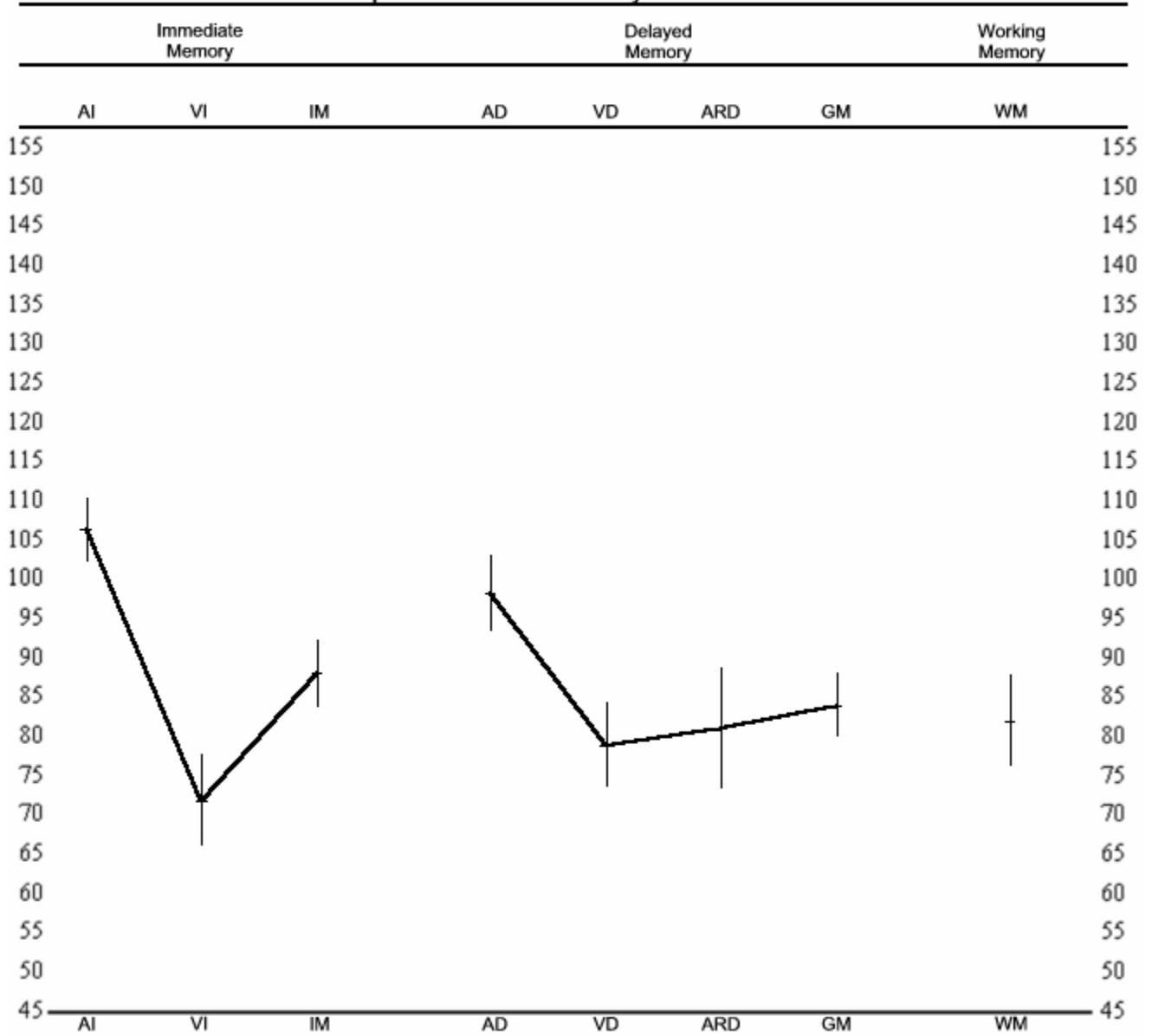
## Interpretive Report of WAIS-III and WMS-III Testing

### Summary of WMS-III Primary Index Scores

Primary Indexes	Sum of SS	Index Score	95% Conf. Interval	PR	Qualitative Description
Auditory Immediate	22	105	98-112	63.0	Average
Visual Immediate	11	71	66-86	3.0	Borderline
Immediate Memory	33	87	80-96	19.0	Low Average
Auditory Delayed	19	97	88-107	42.0	Average
Visual Delayed	13	78	72-92	7.0	Borderline
Auditory Recog. Delayed	6	80	74-96	9.0	Low Average
General Memory	38	83	77-93	13.0	Low Average
Working Memory	13	81	74-93	10.0	Low Average

# Interpretive Report of WAIS-III and WMS-III Testing

## Graph of WMS-III Primary Index Scores



AI Auditory Immediate	(105	AD Auditory Delayed	(97)	WM Working Memory	(81)
VI Visual Immediate	(71)	VD Visual Delayed	(78)		
IM Immediate Memory	(87)	ARD Auditory Recognition Delayed	(80)		
		GM General Memory	(83)		



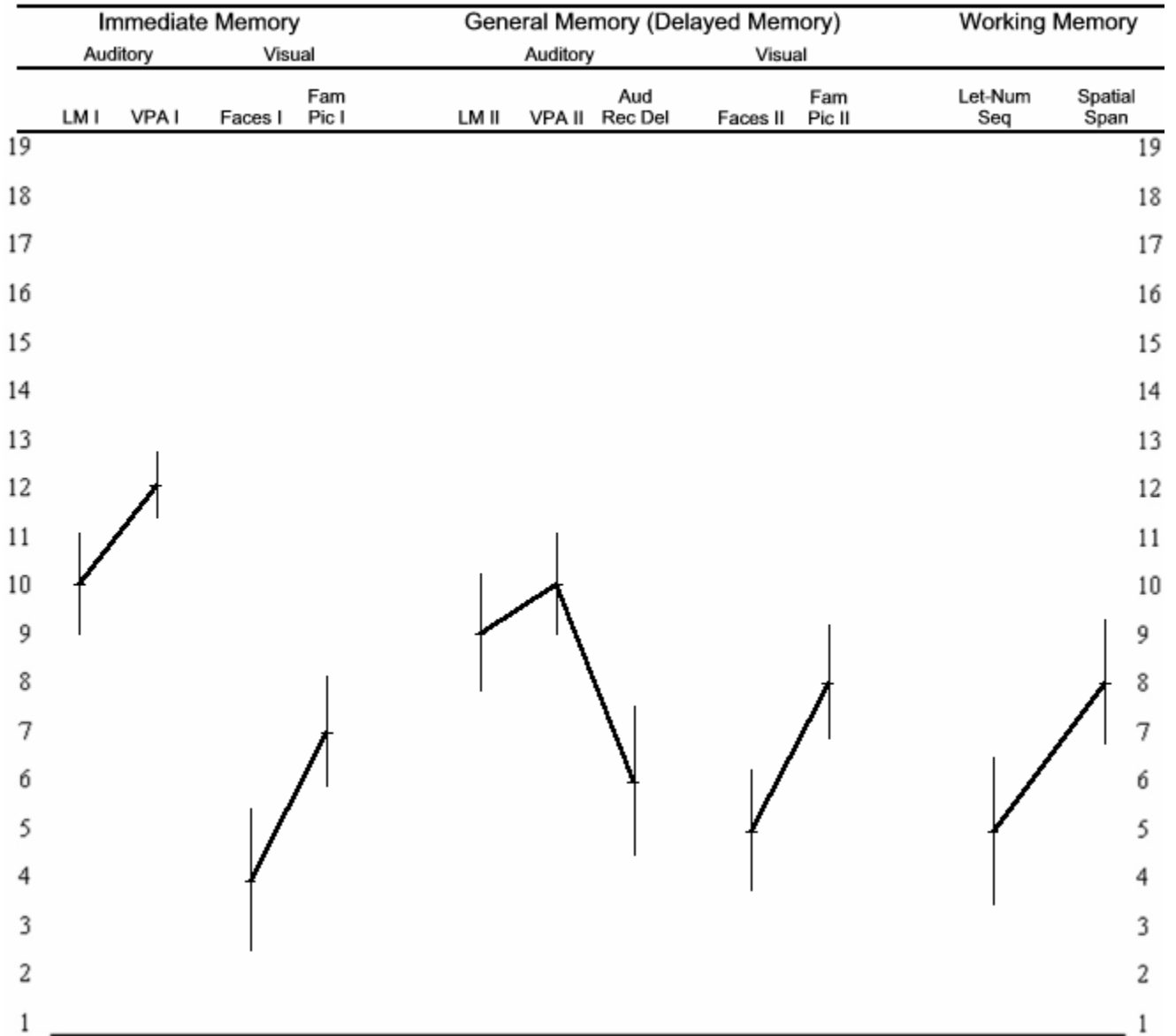
## Interpretive Report of WAIS-III and WMS-III Testing

### Summary of WMS-III Primary Subtest Scores

Primary Subtest Scores	Raw Score	Age SS	Ref SS
Logical Memory I - Recall	42	10	10
Faces I - Recognition	23	4	4
Verbal Paired Assoc I - Recall	25	12	12
Family Pictures I - Recall	37	7	6
Letter-Number Sequencing	6	5	5
Spatial Span	13	8	7
Logical Memory II - Recall	20	9	9
Faces II - Recognition	27	5	4
Verbal Paired Assoc II - Recall	6	10	10
Family Pictures II - Recall	38	8	7
Auditory Recognition - Delayed	45	6	6

## Interpretive Report of WAIS-III and WMS-III Testing

Graph of WMS-III Primary SubTest Scaled Scores



LM I	Logical Memory I Recall	(10)	Aud Rec Del	Auditory Recognition Delayed	(6)
VPA I	Verbal Paired Assoc I Recall	(12)	Faces II	Faces II Recognition	(5)
Faces I	Faces I Recognition	(4)	Fam Pic II	Family Pictures II Recall	(8)
Fam Pic I	Family Pictures I Recall	(7)	Let-Num Seq	Letter-Number Sequencing	(5)
LM II	Logical Memory II Recall	(9)	Spatial Span	Spatial Span	(8)
VPA II	Verbal Paired Assoc II Recall	(10)			



## Interpretive Report of WAIS-III and WMS-III Testing

### Auditory Process Subtest Total Scores

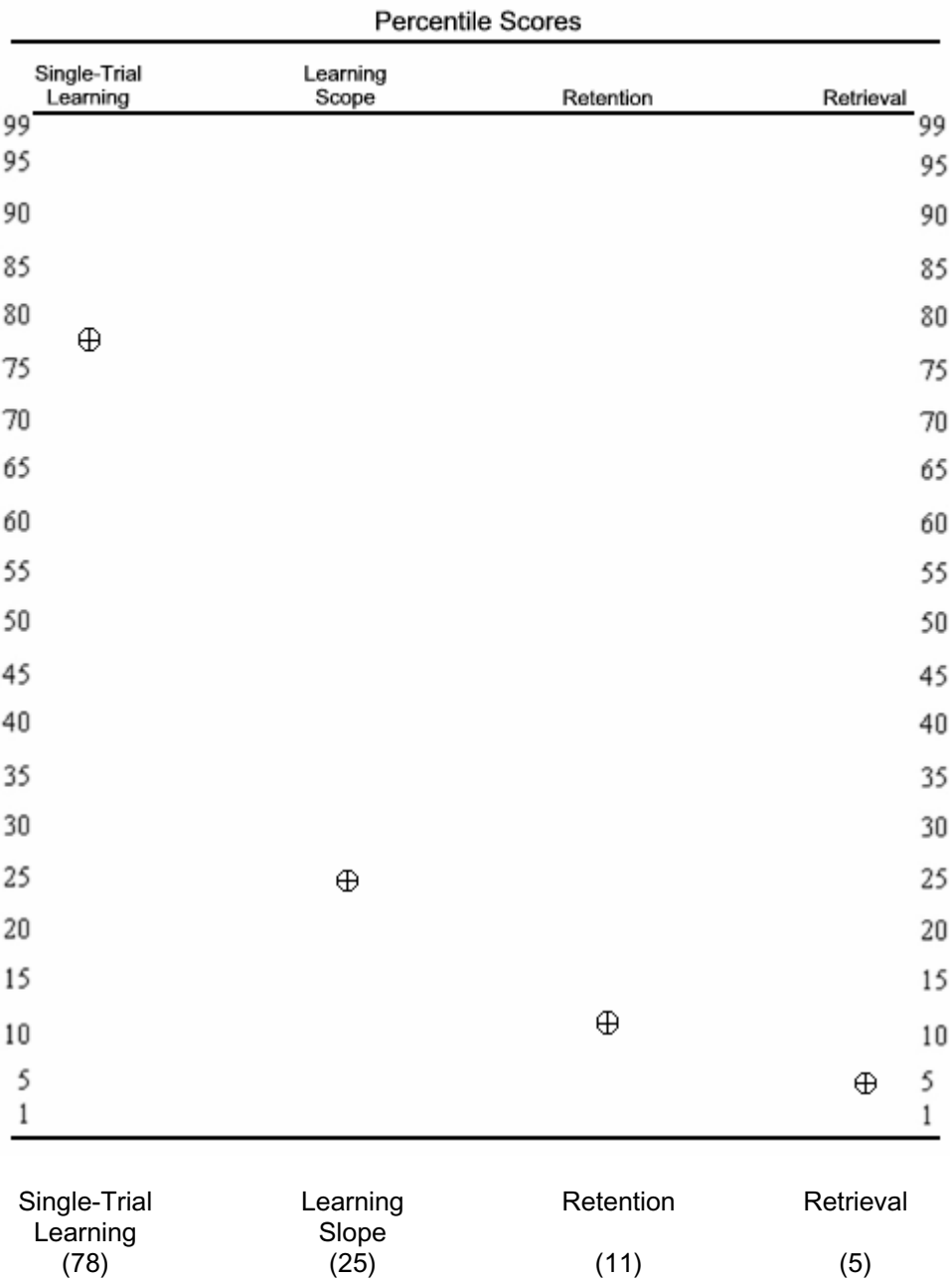
Subtest Scores	Raw Score	Age SS	Ref SS
Logical Memory I			
1st Recall Total Score	26	10	10
Learning Slope	4	9	8
Verbal Paired Assoc I			
1st Recall Total Score	5	14	14
Learning Slope	3	8	8
Logical Memory II			
Percent Retention	67	7	7
Verbal Paired Assoc II			
Percent Retention	75	7	7

### Auditory Process Composite Scores

Composite Score	Sum of SS	PR
Single Trial Learning	24	78
Learning Slope	17	25
Retention	14	11
Retrieval	-4	5

## Interpretive Report of WAIS-III and WMS-III Testing

### Graph of WMS-III Auditory Composite Scores





## Interpretive Report of WAIS-III and WMS-III Testing

### Supplemental Subtest Scores

Supplemental Subtests	Raw Score	Scaled Age	Scores Ref	Percentile Age	Percentile Ref
Information / Orientation					
Total Score		NA	NA		
Logical Memory I					
Thematic Total Score					
Word Lists I					
1st Recall Total Score					
Recall Total Score					
Learning Slope					
Contrast 1					
Contrast 2					
Visual Reproduction I					
Recall Total Score					
Spatial Span					
Forward Total Score	8	9	9	37	37
Backward Total Score	5	7	6	16	9
Mental Control					
Total Score					
Digit Span					
Total Score					
Logical Memory II					
Thematic Total Score					
Faces II					
Percent Retention	100	12	12	75	75
Family Pictures II					
Percent Retention	100	12	12	75	75
Word Lists II					
Recall Total Score					
Recognition Total Score					
Percent Retention					
Visual Reproduction II					
Recall Total Score					
Recognition Total Score					
Copy Total Score					
Discrimination Total Score		NA	NA		
Percent Retention					

## Interpretive Report of WAIS-III and WMS-III Testing

### Primary Index Differences

Indexes	1st Score	2nd Score	Diff.	Signif.	Cumulative Percentage
Auditory Immediate - Visual Immediate	105	71	34	.05*	4.2%
Auditory Immediate - Auditory Delayed	105	97	8	ns	30.1%
Visual Immediate - Visual Delayed	71	78	-7	ns	37.8%
Auditory Delayed - Auditory Rec. Delayed	97	80	17	.15	19.0%
Auditory Delayed - Visual Delayed	97	78	19	.05*	24.0%
Immediate Memory - General Memory	87	83	4	ns	61.4%
Immediate Memory - Working Memory	87	81	6	ns	73.8%
General Memory - Working Memory	83	81	2	ns	93.8%

Individuals from the standardization sample represented by the percentages in the Cumulative Percentage column received scores that were greater than or equal to the absolute value of the amount shown in the Difference column  
\* significant at the .05 level

### Ability-Memory Differences - Predicted Memory Method

Primary Indexes	WAIS- III FSIQ	WMS-III Index	Pred.	Diff.	Signif.	Cumulative Percentage
Auditory Immediate	90	105	94	-11	ns	NA
Visual Immediate	90	71	96	25	.01	3-4%
Immediate Memory	90	87	94	7	ns	>25%
Auditory Delayed	90	97	94	-3	ns	NA
Visual Delayed	90	78	96	18	.05*	5-10%
Auditory Recog. Delayed	90	80	95	15	.01	10-15%
General Memory	90	83	94	11	ns	15-20%
Working Memory	90	81	93	12	.05*	10-15%

Individuals from the standardization sample represented by the percentages in the Cumulative Percentage column received WMS-III Index scores that were lower than their WMS-III Predicted Index scores by the specified amount or more.

\* significant at the .05 level

### Ability-Memory Differences - Simple Difference Method

Primary Indexes	WAIS- III FSIQ	WMS-III Index	Diff.	Signif.	Cumulative Percentage
Auditory Immediate	90	105	-15	.01	NA
Visual Immediate	90	71	19	.01	10-15%
Immediate Memory	90	87	3	ns	>25%
Auditory Delayed	90	97	-7	ns	NA
Visual Delayed	90	78	12	.05*	25%
Auditory Recog. Delayed	90	80	10	ns	25%
General Memory	90	83	7	ns	>25%
Working Memory	90	81	9	ns	20-25%

Individuals from the standardization sample represented by the percentages in the Cumulative Percentage column received WMS-III Index scores that were lower than their WAIS-III IQ score by the specified amount or more.

\* significant at the .05 level



# Interpretive Report of WAIS-III and WMS-III Testing

## WMS-III Raw Scores - Part 1

Subtest	Raw Score
1. Information and Orientation (Optional)	
Total Score (0 to 14)	
2. Logical Memory I	
Story A - Recall Unit (0 to 25)	14
Story A - Thematic Unit (0 to 7)	
Story B - 1st Recall Unit (0 to 25)	12
Story B - 1st Recall Thematic Unit (0 to 8)	
Story B - 2nd Recall Unit (0 to 25)	16
Story B - 2nd Recall Thematic Unit (0 to 8)	
3. Faces I	
Recognition Total Score (0 to 48)	23
4. Verbal Paired Associates I	
List A Recall (0 to 8)	5
List B Recall (0 to 8)	5
List C Recall (0 to 8)	7
List D Recall (0 to 8)	8
5. Family Pictures I	
Recall Total Score (0 to 64)	37
6. Word Lists I (Optional)	
Trial 1 Recall (0 to 12)	
Trial 2 Recall (0 to 12)	
Trial 3 Recall (0 to 12)	
Trial 4 Recall (0 to 12)	
List B Recall (0 to 12)	
Short-Delay Recall (0 to 12)	
7. Visual Reproduction I (Optional)	
See section 17	
8. Letter-Number Sequencing	
Total Score (0 to 21)	6
9. Spatial Span	
Forward Total Score (0 to 16)	8
Backward Total Score (0 to 16)	5
10. Mental Control (Optional)	
Total Score (0 to 40)	



# Interpretive Report of WAIS-III and WMS-III Testing

## WMS-III Raw Scores - Part 2

Subtest	Raw Score
11. Digit Span (Optional)	
Forward Total Score (0 to 16)	
Backward Total Score (0 to 14)	
12. Logical Memory II	
Story A - Recall Unit (0 to 25)	10
Story A - Thematic Unit (0 to 7)	
Story B - Recall Unit (0 to 25)	10
Story B - Thematic Unit (0 to 8)	
Recognition Total Score (0 to 30)	21
13. Faces II	
Recognition Total Score (0 to 48)	27
14. Verbal Paired Associates II	
Recall Total Score (0 to 8)	6
Recognition Total Score (0 to 24)	24
15. Family Pictures II	
Recall Total Score (0 to 64)	38
16. Word Lists II (Optional)	
Recall Total Score (0 to 12)	
Recognition Total Score (0 to 24)	
17. Visual Reproduction II (Optional)	
Recognition Total Score (0 to 48)	
Discrimination Total Score (0 to 7)	
Immediate	
Design A (0 to 10)	
Design B (0 to 10)	
Design C (0 to 18)	
Design D (0 to 34)	
Design E (0 to 32)	
Delayed	
Design A (0 to 10)	
Design B (0 to 10)	
Design C (0 to 18)	
Design D (0 to 34)	
Design E (0 to 32)	
Direct Copy	
Design A (0 to 10)	
Design B (0 to 10)	
Design C (0 to 18)	
Design D (0 to 34)	
Design E (0 to 32)	

This report is valid only if signed by a qualified professional:

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## Client Report of WAIS-III and WIAT-II

EXAMINEE:	Richard Smith	REPORT DATE:	8/5/02
AGE:	42 years	GRADE:	14th
DATE OF BIRTH:	8/11/56	ETHNICITY:	White not Hispanic Origin
EXAMINEE ID:	3161651321	EXAMINER:	John Jones
GENDER:	Male		

<b>Tests Administered:</b>	WAIS-III (8/31/98)	<b>Age at Testing:</b>	WAIS-III (42 years 0 months)
	WIAT-II (8/31/98)		WIAT-II (42 years 0 months)

### Referral

Richard was referred for an evaluation because of neurological problems. Specifically, he was referred for memory problems.

### About the WAIS-III

The WAIS-III is used to assess the general thinking and reasoning skills of individuals aged 16-89 years. The test provides several types of scores in interpreting Richard's intellectual functioning depending on the number of subtests administered. Generally speaking, both IQ and Index scores can be reported if all subtests are given. One or the other of these scores can be provided if less than the full battery of subtests is given.

The Full Scale IQ score provides a general overview of Richard's overall thinking and reasoning skills and encompasses two broad domains: Verbal and Performance. The Verbal IQ score indicates how well Richard did on tasks that required him to listen to questions and give oral responses to them. These tasks measure his skills in understanding verbal information, thinking with words, and expressing thoughts in words. Alternatively, the Performance IQ score indicates how well he did on tasks that required him to examine and think about things such as designs, pictures, and puzzles and to solve problems without using words. These tasks measure his skills in solving nonverbal problems, sometimes requiring eye-hand coordination and working quickly and efficiently with visual information. If the Verbal and Performance IQ scores are markedly different from each other, the Full Scale IQ score is not the best summary of an individual's performance; the Verbal and Performance scores are better measures of ability in this case.

The Index scores encompass four domains: Verbal Comprehension, Perceptual Organization, Working Memory, and Processing Speed. The Verbal Comprehension Index provides a measure of how well Richard did on tasks that required him to listen to questions and give oral responses to them. The Perceptual Organization Index indicates how well he did on tasks that required him to examine and think about things such as designs, pictures, and puzzles and to solve problems without using words. Richard's ability to attend to information, to hold and process it in memory, and to give a response is measured by the Working Memory Index. The last index, Processing Speed, provides information regarding Richard's ability to process visual information quickly and efficiently.

### How WAIS-III Scores are Reported

The scores show how well Richard performed compared to a group of individuals the same age from across the United States. An individual may have WAIS-III scores that fall within a wide



## Client Report of WAIS-III and WIAT-II

range from Extremely Low to Very Superior. Most individuals, however, perform within the Average range.

A percentile rank is also reported. This shows where the individual's scores rank relative in the national comparison group. For example, if the percentile rank is 45, it would mean that he scored higher than approximately 45 out of 100 individuals his age.

The WAIS-III scores should be interpreted with some caution because any individual may score slightly higher or lower if tested again on a different day.

### WAIS-III Test Scores

Scales	Score	Percentile	
		Rank	Category
Verbal	98	45.0	Average
Performance	81	10.0	Low Average
Full Scale	90	25.0	Average

Richard's overall performance on the WAIS-III is best characterized by his Verbal and Performance scores rather than the FSIQ. The FSIQ is not appropriate indication of Richard's general ability because his performance on the two scales, Verbal and Performance, are markedly different from each other.

On the Indexes, Richard performed in the Average range on the Verbal Comprehension Index (VCI). His performance, which was better than that of approximately 58.0 out of 100 individuals, is an indication of how well he performs on tasks measuring verbally acquired knowledge. Richard performed in the Low Average range on the Perceptual Organization Index (POI), or above that of approximately 14.0 out of 100 individuals. His performance on the POI is a measure of his nonverbal reasoning skills, attentiveness to detail, and eye-hand coordination. On the Working Memory Index (WMI), Richard performed in the Low Average range or above that of about 12.0 out of 100 individuals. This index provides an indication of how well an individual can manage multitask demands. Richard's Processing Speed Index (PSI) score, which was within the Low Average range, provides a measure of his ability to process visual information quickly. He scored above approximately 21.0 out of 100 individuals on the PSI.

On the Indexes, Richard performed in the Average range on the Verbal Comprehension Index (VCI). His performance, which was better than that of approximately 58.0 out of 100 individuals, is an indication of how well he performs on tasks measuring verbally acquired knowledge. On the Perceptual Organization Index (POI), he performed in the Low Average range, or above that of approximately 14.0 out of 100 individuals. His performance on the POI is a measure of his nonverbal reasoning skills, attentiveness to detail, and eye-hand coordination. On the Working Memory Index (WMI), Richard performed in the Low Average range which is above that of about 12.0 out of 100 individuals. This index provides an indication of how well an individual can manage multitask demands. His Processing Speed Index (PSI) score, which



## Client Report of WAIS-III and WIAT-II

was within the Low Average range, provides a measure of his ability to process visual information quickly. He scored above approximately 21.0 out of 100 individuals on the PSI.

### About the WIAT-II

Richard was given the WIAT-II on 8/31/1998. The WIAT-II is an achievement test for individuals aged four to adult. The skills tested are listed below.

Reading:	Word Reading
Reading:	Reading Comprehension
Reading:	Pseudoword Decoding
Mathematics:	Numerical Operations
Mathematics:	Mathematics Reasoning
Written Language:	Spelling
Written Language:	Written Expression
Oral Language:	Listening Comprehension
Oral Language:	Oral Expression

### How WIAT-II Scores are Reported

The WIAT-II scores show how well Richard did compared to a group of individuals the same age from across the United States. The scores can be as high as 160 and as low as 40 for most of the skills tested. Half of all individuals will score less than 100 and half of all individuals will score more than 100. Scores from 90 to 109 are average.

A percentile rank is also given. This shows Richard's rank in the national comparison group. If the percentile rank were 45, for example, it would mean that he scored higher than approximately 45 out of 100 individuals his age.

When looking at Richard's WIAT-II test scores, remember that no test is perfectly accurate. Any individual might score slightly higher or lower if tested again on a different day.

### WIAT-II Test Scores

Academic Area	Score	Percentile Rank	Category
Word Reading	76	5	Borderline
Pseudoword Decoding	87	19	Low Average
Reading Comprehension	122	93	Superior
Mathematics	98	45	Average
Written Language	86	18	Low Average
Oral Language	98	45	Average

Richard's Mathematics score is 98. The mathematics tasks required him to add, subtract, multiply, and divide one- to three-digit numbers, fractions, and decimals; and solve simple linear equations and to understand number, consumer math concepts, geometric measurement, basic

## Client Report of WAIS-III and WIAT-II

graphs, and solve single-step and multi-step word problems. These skills are better than those of approximately 45 out of 100 individuals his age. Generally speaking, his math skills are currently Average.

Richard's Written Language score is 86. The writing tasks required him to correctly spell verbally presented words and to generate words within a category, generate sentences to describe visual cues, combine sentences, and compose an organized, persuasive essay on a named topic. These skills are better than those of approximately 18 out of 100 individuals his age. Generally speaking, his writing skills are currently in the Low Average range.

Richard's Oral Language score is 98. The language tasks required him to identify the picture that best represents an orally presented descriptor or generate a word that matches the picture and to generate words within a category, describe scenes, and give directions. These skills are better than those of approximately 45 out of 100 individuals his age. Generally speaking, his language skills are currently Average.

Richard's Word Reading score is 76. This task required him to correctly read a series of printed words. His score is higher than that of approximately 5 out of 100 individuals of the same age. His basic reading skills are currently Borderline.

Richard's Reading Comprehension score is 122. This task required him to read sentences and paragraphs and answer questions about what was read. His score is higher than that of approximately 93 out of 100 individuals of the same age. His reading comprehension skills are currently Superior.

Richard's Pseudoword Decoding score is 87. This task required him to correctly apply phonetic decoding rules when reading a series of nonsense words. His score is higher than that of approximately 19 out of 100 individuals of the same age. His Pseudoword Decoding skills are currently in the Low Average range.

Although the WIAT-II is a test of academic achievement, an individual's scores on this test also can be influenced by motivation, attention, interests and opportunities for learning. Please keep in mind that a few test scores cannot assess all of the skills that Richard might be capable of using to help him achieve his goals and enjoy life.

John Jones



## Clinical Review Report of WAIS-III and WIAT-II

EXAMINEE:	Richard Smith	REPORT DATE:	8/5/02
AGE:	42 years	GRADE:	14th
DATE OF BIRTH:	8/11/56	ETHNICITY:	White not Hispanic Origin
EXAMINEE ID:	3161651321	EXAMINER:	John Jones
GENDER:	Male		

<b>Tests Administered:</b>	WAIS-III (8/31/98)	<b>Age at Testing:</b>	WAIS-III (42 years 0 months)
	WIAT-II (8/31/98)		WIAT-II (42 years 0 months)

Richard's Verbal Comprehension Index (VCI) score and Working Memory Index (WMI) score differ significantly. Because the VIQ is also comprised of the same subtests that contribute to VCI and WMI, Richard's verbal intellectual abilities may be attenuated or inflated. Therefore, because the Verbal Comprehension Index score is a more refined measure of verbal reasoning abilities, it is recommended that it, rather than the VIQ, be used.

At least one or more of the subtest scores used to compute the VIQ differs significantly from the average of those subtest scores. This difference may attenuate or inflate the estimate of the individual's verbal intellectual abilities. The interpretive report includes a cautionary statement suggesting that the single VIQ score may not best represent Richard's verbal intellectual abilities. These results suggest that Richard may exhibit inconsistent performance on verbal problems and that his performance depends on specific task demands, such as intact language production (e.g., Information < Comprehension and Vocabulary), abstract reasoning (e.g., Information < Similarities), and response precision. The clinical relevance of this finding should be addressed in terms of the individual's premorbid abilities, demands in his current environment, and other co-occurring physical factors (e.g., recent onset of visual or auditory acuity difficulties or physical impairments) or emotional status (e.g., depression, anxiety).

Although Richard's reading skills are not significant weaknesses, compared to his general cognitive ability, he still performed much lower than most individuals his age on reading tasks. Because of the paramount importance of reading skills in overall scholastic performance, he may still benefit from attention aimed at improving his ability to read. If he does not qualify for services from the school, you may wish to consider alternative methods of obtaining services for him such as community-based reading programs or parental involvement.

### Word Reading

Richard's difficulty in Word Reading may be due to a variety of reasons. To assist in understanding his lower than expected performance, you may want to review Richard's responses to each item. The task demands of Word Reading can be categorized into three main types:

The ability to decode letters and words can be analyzed by determining whether or not the individual has difficulty with a particular consonant/vowel (e.g., "s" or "o") or a particular combination of consonants/vowels (e.g., "sh" or "ou").

Word reading ability can be examined by observing how well the individual does on "high-frequency" words, such as "to" and "the". To assess the individual's ability to analyze words

## Clinical Review Report of WAIS-III and WIAT-II

(e.g., using decoding skills), you can refer to the errors observed during the subtest's administration, such as the strategies used when presented with an unfamiliar word. For example, did the individual sound out the word letter by letter? Did he guess at the word by supplying a word that begins with the same letter or syllable? Younger readers may experience difficulty with vowel sounds, while older readers are more likely to make mistakes on word parts and syllables. Any pattern of errors should be based on the analysis of three or four items (not just one item) and confirmed from additional observations in order to verify the presence of these weaknesses. The Word Reading Qualitative Observations provided in the record form can serve as a guide for determining problem areas.

The ability of the individual to read words automatically (e.g., automaticity) can be observed by recording whether or not the individual is able to recognize and pronounce the word within 3 seconds. Individuals who do not develop this type of fluency continue to read slowly and with great effort. Difficulties with word automaticity may adversely affect reading comprehension.

### **Pseudoword Decoding**

The difficulties that Richard is experiencing may be due to the individual's inability to utilize the alphabet principle. Frequently, older individuals who are struggling to read will demonstrate nonmastery of the alphabet principle because they are unable to decode unfamiliar words (e.g., nonsense words on the Pseudoword Decoding subtest that simulate the consonant/vowel combinations in the English language).

It is possible for an individual to score in the average range on Word Reading but score below average on Pseudoword Decoding because he or she must rely solely on word-structure knowledge and phonological abilities to decode the novel nonwords. A comparison of error patterns on Pseudoword Decoding and decoding errors on Word Reading can provide useful information about deficits in the examinee's knowledge and skills.

The development of phonological and phonemic awareness and practice in applying the alphabet principle can improve an individual's skill in decoding new words (Berninger, 2001).



# Interpretive Report of WAIS-III and WIAT-II Testing

EXAMINEE:	Richard Smith	REPORT DATE:	8/5/02
AGE:	42 years	GRADE:	14th
DATE OF BIRTH:	8/11/56	ETHNICITY:	White not Hispanic Origin
EXAMINEE ID:	3161651321	EXAMINER:	John Jones
GENDER:	Male		

<b>Tests Administered:</b>	WAIS-III (8/31/98)	<b>Age at Testing:</b>	WAIS-III (42 years 0 months)
	WIAT-II (8/31/98)		WIAT-II (42 years 0 months)

## SCORES SUMMARY

WAIS-III SCALE	SCORE	WIAT-II COMPOSITE	SCORE
Verbal (VIQ)	98	Reading	92
Performance (PIQ)	81	Mathematics	98
Full Scale (FSIQ)	90	Written Language	86
		Oral Language	98

### Referral

Richard was referred for an evaluation because of neurological problems. Specifically, he was referred for memory problems.

### Background

Richard is a 42 year-old White not Hispanic Origin male. Richard has been diagnosed with hypertension and is currently taking medication and/or receiving treatment.

### Interpretation of WAIS-III Results

#### WAIS General Intellectual Ability

Richard was administered 14 subtests of the Wechsler Adult Intelligence Scale-Third Edition (WAIS-III) from which his IQ and Index scores were derived. The Full Scale IQ is the aggregate of the Verbal and Performance scores and is usually considered to be the most representative measure of g, or global intellectual functioning. Richard obtained a Full Scale IQ of 90, which places his intellectual functioning in the Average range and above that of approximately 25% of his peers. There is a 95% chance that his true IQ falls in the range 86-94. However, Richard's unique set of thinking and reasoning abilities make his overall intellectual functioning difficult to summarize by the Full Scale IQ on the WAIS-III because there are large discrepancies between the scores that compose either the Verbal scale or the Performance scale. As a result, Richard's performance may be more appropriately described by the separate scores contributing to the Verbal scale or the Performance scale.

#### Verbal and Performance Abilities

Richard's verbal reasoning abilities are most appropriately characterized by his score on the Verbal Comprehension Index, which is in the Average range and better than that of approximately 58.0% of his peers (VCI = 103; 95% Confidence Interval =97-109). The VCI is a better estimate of Richard's verbal reasoning skills because his abilities, as measured by the VIQ

## Interpretive Report of WAIS-III and WIAT-II Testing

scale (VIQ=98, 95% Confidence Interval =93-103) were inconsistent across tasks. Richard's abilities on the subtests that compose the Verbal Comprehension Index are all in the Average range. His performance varies little across subtests suggesting comparable abilities within this domain.

The Performance score provides an indication of an individual's nonverbal reasoning, spatial processing skills, attentiveness to detail and visual-motor integration. His nonverbal reasoning abilities, as measured by the Performance IQ, are in the Low Average range and better than those of approximately 10.0% of his peers (PIQ = 81, 95% Confidence Interval = 75-89). On the nonverbal reasoning tasks, Richard obtained his highest score(s) on the Object Assembly subtest(s) and his lowest score(s) on the Picture Arrangement and Matrix Reasoning subtest(s). In Richard's profile of nonverbal reasoning abilities, his performance across these areas differs significantly and suggests that these are areas of relative strength and weakness, respectively. His weak performance on the Picture Arrangement and Matrix Reasoning subtest(s) is below that of most of his peers. The Perceptual Organization Index (POI) is actually a purer measure of nonverbal reasoning than is the Performance IQ. The POI measures fluid reasoning, spatial processing, attentiveness to detail, and visual motor integration. However, it does not measure the individual's speed in processing information or performing simple tasks related to that information. In Richard's case, his Perceptual Organization Index score is comparable to his Performance IQ score. Richard's nonverbal reasoning abilities are slightly less developed than those of his peers. His performance on the Perceptual Organization Index exceeds that of 14.0% of his age-mates (POI = 84, 95% Confidence Interval = 78-92).

His verbal reasoning abilities are much better developed than his nonverbal reasoning abilities. Making sense of complex verbal information and using verbal abilities to solve novel problems are strengths for Richard. Processing complex visual information by forming spatial images of part whole relationships and by manipulating the parts to solve novel problems without using words is a less well developed area.

### **Working Memory Abilities**

The Working Memory Index (WMI) provides information regarding an individual's ability to attend to verbally presented information, to process information in memory, and then to formulate a response. Compared to his peers, Richard may experience some difficulty in holding information to perform a specific task. Difficulties with working memory may make the processing of complex information more time-consuming for Richard, drain his mental energies more quickly as compared to other adults his age, and perhaps result in more frequent errors on a variety of learning tasks. He performed better than 12.0% of his age-mates (WMI = 82; 95% Confidence Interval =76-90). Richard's performance on the subtests requiring working memory is in the Low Average range. His performance across these subtests, which compose the Working Memory Index, has little variation suggesting comparable abilities within this domain.

### **Processing Speed Abilities**

The Processing Speed Index (PSI) provides a measure of an individual's ability to process simple or routine visual information quickly and efficiently and to quickly perform tasks based on that information. Richard's skill in processing visual material without making errors is below that of

## Interpretive Report of WAIS-III and WIAT-II Testing

his peers. His performance on the Processing Speed Index was better than only 21.0% of his age-mates (PSI = 88; 95% Confidence Interval =80-98). A relative weakness in processing speed may make the task of comprehending novel information more time-consuming and difficult for Richard. Richard's abilities on the subtests that compose the Processing Speed Index are all in the Low Average range. His performance across these subtests varies little, suggesting that his abilities are comparable across this domain.

### Summary of WAIS-III Intellectual Abilities

Richard's verbal comprehension skills are much better developed than his abilities to process visual information quickly, his nonverbal reasoning abilities, and his working memory abilities.

### Interpretation of WIAT-II Results

#### Reading

Richard presents a diverse set of skills on different aspects of reading. He performed much better on tasks that assessed his capability to read sentences and paragraphs and answer questions about what was read ( Reading Comprehension standard score = 122) than on tasks that required him to correctly apply phonetic decoding rules when reading a series of nonsense words ( Pseudoword Decoding standard score = 87). His performance in these areas is greater than his ability to correctly read a series of printed words ( Word Reading standard score = 76). Given the disparity in subtest performance, the Reading Composite standard score (92) may not be the most accurate manner in which to summarize his reading skills.

#### Mathematics

In overall mathematics skills Richard performed in the Average range, as indicated by his Mathematics Composite standard score (98). His skills in this area exceed that of approximately 45% of individuals his age. Richard's performance on tasks that required him to add, subtract, multiply, and divide one- to three-digit numbers, fractions, and decimals; and solve simple linear equations (Numerical Operations standard score = 100) is comparable to his performance on tasks that requires him to understand number, consumer math concepts, geometric measurement, basic graphs, and solve single-step and multi-step word problems (Math Reasoning standard score = 98).

#### Oral Language

Richard performed in the Average range in overall language skills, as indicated by his standard score on the Oral Language Composite (98). His skills in this area exceed those of approximately 45% of individuals his age. Richard performed comparably on tasks that required him to identify the picture that best represents an orally presented descriptor or generate a word that matches the picture (Listening Comprehension standard score = 97) and generate words within a category, describe scenes, and give directions (Oral Expression standard score = 102).

## Interpretive Report of WAIS-III and WIAT-II Testing

### Written Language

In overall written language skills, Richard performed in the Low Average range, as indicated by his Written Language Composite standard score (86). His performance in this area is better than of only approximately 18% of individuals his age. Richard's performance on tasks that required him to generate words within a category, generate sentences to describe visual cues, combine sentences, and compose an organized, persuasive essay on a named topic (Written Expression standard score = 86) is comparable to his performance on tasks that required him to correctly spell verbally presented words (Spelling standard score = 89).

### Strengths And Weaknesses

Compared to Richard's mean score for all WIAT-II subtests, his performance is significantly better in Reading Comprehension, indicating that this is an area of relative strength for him. His skills in this area are also considered strengths in relation to those of other individuals his age. Richard performed better than approximately 93% of his peers on this task.

Word Reading is a weakness for Richard. His score is significantly less than his mean score for all WIAT-II subtests, indicating that this is an area of weakness relative to his skills in other academic areas. He performed better than only approximately 5% of his peers on this subtest. Thus, Richard may experience difficulty in this skill area.

### Ability-Achievement Discrepancy Analysis Predicted Method

Richard's scores on the WIAT-II were compared to the level of achievement predicted for an individual with his general cognitive ability, as indicated by his Full Scale IQ score of 90 on the WAIS-III administered 8/31/1998. Significant differences between actual and predicted achievement scores are reported in this section.

He performed particularly well on tasks involving Reading Comprehension. Richard achieved a much higher score on this subtest (actual score = 122) than expected, based on his overall cognitive ability (predicted score = 92). This significant difference indicates a specific strength in tasks that required him to read sentences and paragraphs and answer questions about what was read.

He performed particularly well on tasks involving Numerical Operations. Richard achieved a much higher score on this subtest (actual score = 100) than expected, based on his overall cognitive ability (predicted score = 92). This significant difference indicates a specific strength in tasks that required him to add, subtract, multiply, and divide one- to three-digit numbers, fractions, and decimals; and solve simple linear equations.

Word Reading is a particular area of difficulty for Richard. Specifically, there is a noteworthy difference between his Word Reading subtest score (76) and the level of achievement anticipated for an individual with his cognitive ability (predicted score = 93). This significant difference indicates a specific weakness on tasks that required him to correctly read a series of printed words.

## Interpretive Report of WAIS-III and WIAT-II Testing

Because of Richard's unusually diverse abilities in verbal (VCI = 103) and nonverbal (PIQ = 81) reasoning, the combined WAIS-III Full Scale IQ score may not be the best representation of his general cognitive ability. Ability-achievement discrepancy analyses based on the VIQ would lead to larger discrepancies than those reported above and may identify additional discrepancies in other areas of achievement.

### Test Results Summary

Richard's overall performance on the WAIS-III is best characterized by his Verbal and Performance scores rather than the FSIQ. The FSIQ is not an appropriate indication of Richard's general ability because his performance on the two scales, Verbal and Performance, are markedly different from each other. Richard's performance ability score is in the Low Average range (PIQ = 81). His verbal ability is expressed best by the Verbal Comprehension Index. On the Indexes, Richard performed in the Average range on the Verbal Comprehension Index (VCI = 103). On the Perceptual Organization Index, he performed in the Low Average range (POI = 84). On the Working Memory Index, Richard performed in the Low Average range (WMI = 82). His Processing Speed Index score was within the Low Average range (PSI = 88).

Richard demonstrated personal strengths in Reading Comprehension and Numerical Operations on the WIAT-II. He demonstrated relatively weak skills in Word Reading on the WIAT-II.

### Recommendations

In light of background information and current test data, it is recommended that

#### MEMORY - VISUAL

Richard should be encouraged to use external memory sources such as lists, date books, calendars, and pocket-size recorders for information that must be remembered.

#### DELAYED RETRIEVAL

teaching Richard self-cueing strategies may help facilitate his retrieval of information.

Richard should be encouraged to use a "memory-book" that would include information such as his daily schedule; important names, addresses, and phone numbers; personal information; medication schedule; due dates of monthly bills; and so on, according to his needs.



# Interpretive Report of WAIS-III and WIAT-II Testing

## IQ Scores Summary

Scale	Sum of SS	IQ Score	95% Conf. Interval	PR	Qualitative Description
Verbal	59	98	93-103	45.0	Average
Performance	36	81	75-89	10.0	Low Average
Full Scale	95	90	86-94	25.0	Average

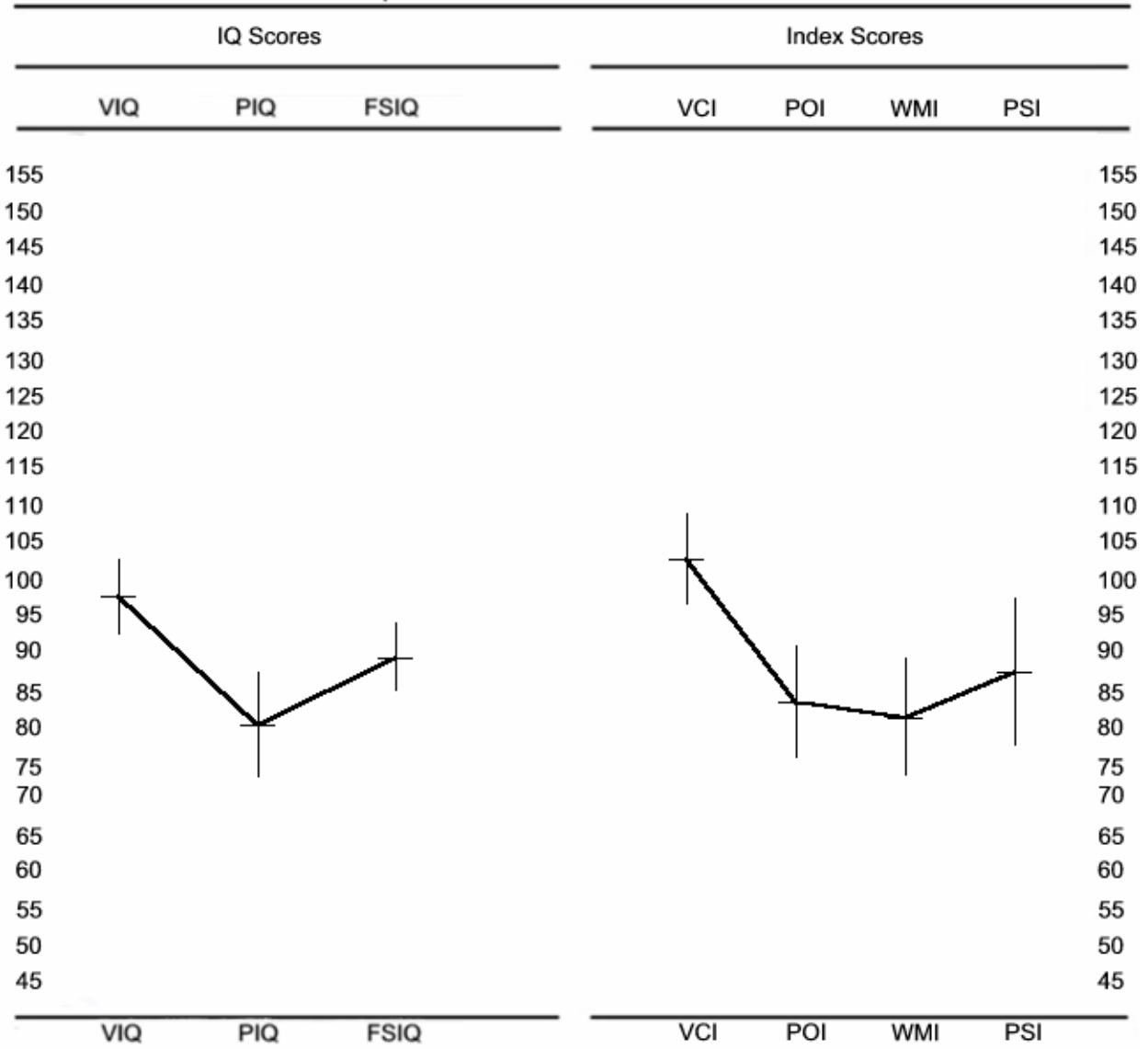
Difference between VIQ and PIQ = 17( $p < .05$ , Freq= 12.7%).

## Index Scores Summary

Scale	Sum of SS	Index Score	95% Conf. Interval	PR
Verbal Comprehension	32	103	97-109	58.0
Perceptual Organization	22	84	78-92	14.0
Working Memory	21	82	76-90	12.0
Processing Speed	16	88	80-98	21.0

## Interpretive Report of WAIS-III and WIAT-II Testing

Graph of WAIS-III IQ and Index Scores



VIQ Verbal IQ (98)  
 PIQ Performance IQ (81)  
 FSIQ Full Scale IQ (90)

VCI Verbal Comprehension Index (103)  
 POI Perceptual Organization Index (84)  
 WMI Working Memory Index (82)  
 PSI Processing Speed Index (88)



# Interpretive Report of WAIS-III and WIAT-II Testing

## Subtest Scores Summary

	Raw Score	Age SS	PR	Reference SS*
Verbal Subtests				
Vocabulary	46	10	50	11
Similarities	23	10	50	10
Arithmetic	12	9	37	10
Digit Span	12	7	16	6
Information	21	12	75	13
Comprehension	24	11	63	12
Letter-Number Sequencing	6	5	5	5

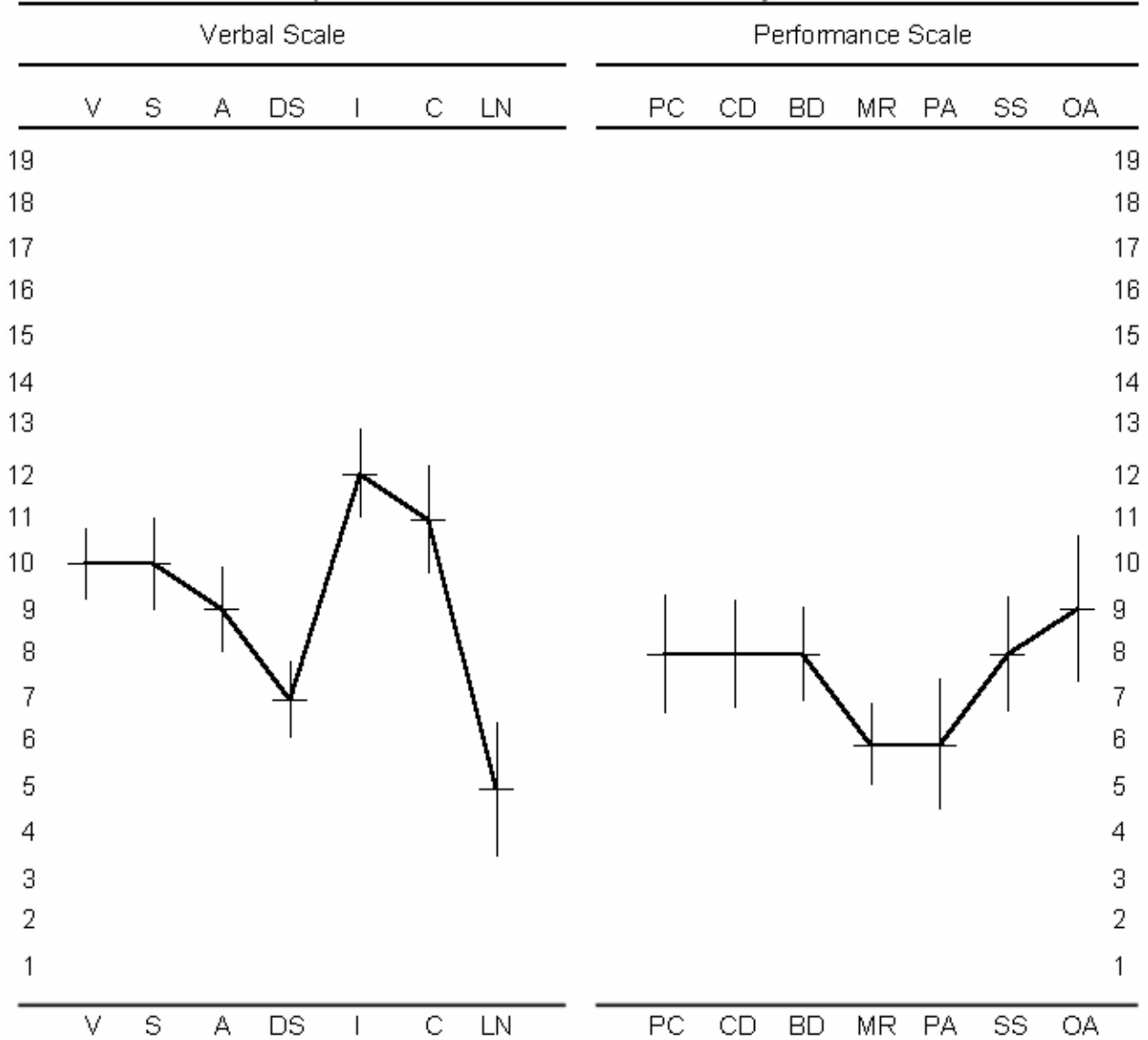
## Subtest Scores Summary

	Raw Score	Age SS	PR	Reference SS*
Performance Subtests				
Picture Completion	18	8	25	8
Digit Symbol-Coding	64	8	25	7
Block Design	31	8	25	8
Matrix Reasoning	8	6	9	6
Picture Arrangement	6	6	9	5
Symbol Search	26	8	25	7
Object Assembly	26	9	37	8

\*Reference Group for ages 20-34

## Interpretive Report of WAIS-III and WIAT-II Testing

**Graph of WAIS-III Subtest Scaled Scores by Scale**



V Vocabulary	(10)
S Similarities	(10)
A Arithmetic	(9)
DS Digit Span	(7)
I Information	(12)
C Comprehension	(11)
LN Letter-Number Sequencing	(5)

PC Picture Completion	(8)
CD Digit Symbol-Coding	(8)
BD Block Design	(8)
MR Matrix Reasoning	(6)
PA Picture Arrangement	(6)
SS Symbol Search	(8)
OA Object Assembly	(9)



## Interpretive Report of WAIS-III and WIAT-II Testing

### IQ and Index Differences

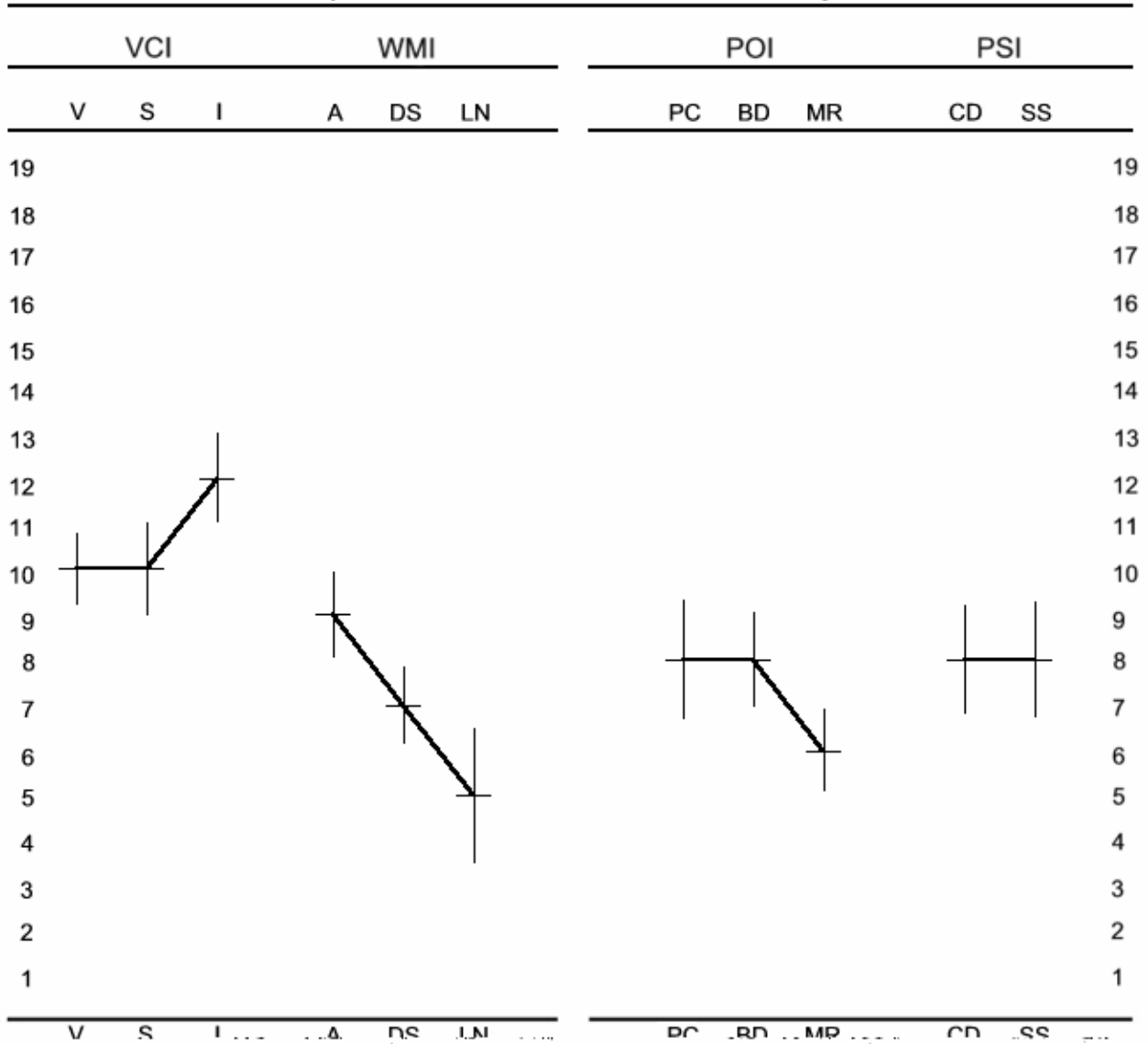
Discrepancy Comparisons	Score 1	Score 2	Diff	Signif.	Cumulative Percentage
Verbal IQ - Performance IQ	98	81	17	.05*	12.7%
Verbal Comprehension - Perceptual Organization	103	84	19	.05*	14.1%
Verbal Comprehension - Working Memory	103	82	21	.05*	10.2%
Perceptual Organization - Processing Speed	84	88	-4	ns	78.4%
Verbal Comprehension - Processing Speed	103	88	15	.05*	32.4%
Perceptual Organization - Working Memory	84	82	2	ns	90.9%
Working Memory - Processing Speed	82	88	-6	ns	70.1%

Individuals from the standardization sample represented by the percentages in the Cumulative Percentage column received scores that were greater than or equal to the absolute value of the amount shown in the Difference column.

\*Significant at the .05 level.

## Interpretive Report of WAIS-III and WIAT-II Testing

Graph of WAIS-III Subtest Scaled Scores by Index



V Vocabulary	(10)	PC Picture Completion	(8)
S Similarities	(10)	BD Block Design	(8)
I Information	(12)	MR Matrix Reasoning	(6)
A Arithmetic	(9)	CD Digit Symbol-Coding	(8)
DS Digit Span	(7)	SS Symbol Search	(8)
LN Letter-Number Sequencing	(5)		

## Interpretive Report of WAIS-III and WIAT-II Testing

### Differences between Subtest and Mean of Subtest Scores

Verbal Subtests	Scaled Score	Mean Score	Diff	Signif.	S/W	Cumulative Percentage
Vocabulary	10	8.36	1.64	ns		>25%
Similarities	10	8.36	1.64	ns		>25%
Arithmetic	9	8.36	0.64	ns		>25%
Digit Span	7	8.36	-1.36	ns		>25%
Information	12	8.36	3.64	.05*	S	5-10%
Comprehension	11	8.36	2.64	ns		10-25%
Letter-Number Sequencing	5	8.36	-3.36	.15	W	10-25%

Difference from Overall Mean used to determine strengths (S) and weaknesses (W).

\*Significant at the .05 level.

Performance Subtests	Scaled Score	Mean Score	Diff	Signif.	S/W	Cumulative Percentage
Picture Completion	8	8.36	-0.36	ns		>25%
Digit Symbol-Coding	8	8.36	-0.36	ns		>25%
Block Design	8	8.36	-0.36	ns		>25%
Matrix Reasoning	6	8.36	-2.36	ns		10-25%
Picture Arrangement	6	8.36	-2.36	ns		>25%
Symbol Search	8	8.36	-0.36	ns		>25%
Object Assembly	9	8.36	0.64	ns		>25%

Difference from Overall Mean used to determine strengths (S) and weaknesses (W).

\*Significant at the .05 level.

### Digit Span Discrepancies

Subtest Level	Raw Score	Cumulative Percentage
Longest Digit Span Forward*		
Longest Digit Span Backward*		
Digits Forward - Backward**		

\* A low cumulative percentage reflects a relatively high span capacity.

\*\* A low cumulative percentage reflects a higher scatter.

### Digit Symbol Optional Procedures

Optional Procedure	Raw Score	Cumulative Percentage
Incidental Learning - Pairing		
Incidental Learning - Free Recall		
Copy		

Individuals from the standardization sample represented by the percentages in the Cumulative Percentage column received scores equal to or less than the raw scores indicated.



## Interpretive Report of WAIS-III and WIAT-II Testing

### WAIS-III Raw Scores

Subtest	Raw Score
1. Picture Completion	
Total Raw Scores (0 to 25)	18
2. Vocabulary	
Total Raw Scores (0 to 66)	46
3. Digit Symbol	
Coding (0 to 133)	64
Pairing (0 to 18) (Optional)	
Free Recall (0 to 9) (Optional)	
Copy (0 to 133) (Optional)	
4. Similarities	
Total Raw Scores (0 to 33)	23
5. Block Design	
Total Raw Scores (0 to 68)	31
6. Arithmetic	
Total Raw Scores (0 to 22)	12
7. Matrix Reasoning	
Total Raw Scores (0 to 26)	8
8. Digit Span	
Digits Forward Total Score (0 to 16)	6
Digits Backward Total Score (0 to 14)	6
Longest Digit Forward (0, 2 to 9)	
Longest Digit Backward (0, 2 to 8)	
9. Information	
Total Raw Score (0 to 28)	21
10. Picture Arrangement	
Total Raw Score (0 to 22)	6
11. Comprehension	
Total Raw Score (0 to 33)	24
12. Symbol Search (Optional)	
Total Raw Score (0 to 60)	26
13. Letter-Number Sequencing (Optional)	
Total Raw Score (0 to 21)	6
14. Object Assembly (Optional)	
Total Raw Score (0 to 52)	26

## Interpretive Report of WAIS-III and WIAT-II Testing

### Summary of WIAT-II Subtest Scores

SUBTESTS*	RAW	STD	95% INTERVAL	PR	NCE	S9	AGE EQU	GRADE EQU
Word Reading	111	76	70- 82	5	16	2		7:5
Reading Comprehension	228**	122	116- 128	93	81	8		
Pseudoword Decoding	39	87	82- 92	19	32	3		
Numerical Operations	36	100	92- 108	50	50	5		
Math Reasoning	56	98	91- 105	45	47	5		
Spelling	38	89	83- 95	23	35	4		
Written Expression	22	86	72- 100	18	30	3		
Listening Comprehension	35	97	87- 107	42	46	5		
Oral Expression	37	102	87- 117	55	53	5		

\* WIAT-II age-based normative information was used in the calculation of subtest scores.

\*\*Represents Reading Comprehension weighted raw score.

### Summary of WIAT-II Composite and Total Scores

COMPOSITES*	RAW	STD	95% INTERVAL	PR	NCE	S9
Reading	285	92	88- 96	30	39	4
Mathematics	198	98	92- 104	45	47	5
Written Language	175	86	78- 94	18	30	3
Oral Language	199	98	88- 108	45	47	5
Total	857	91	87- 95	27	37	4

\* WIAT-II age-based normative information was used in the calculation of composite scores.

### Differences between Subtest Scores and Mean of Subtest Scores

SUBTESTS	STD SCORE	DIFF. FROM MEAN	SIGNIF.	FREQ	S/W
Word Reading	76	-19.22	.05*	5%	W
Reading Comprehension	122	26.78	.05*	<1%	S
Pseudoword Decoding	87	-8.22	.15	>25%	W
Numerical Operations	100	4.78	ns	>25%	
Math Reasoning	98	2.78	ns	>25%	
Spelling	89	-6.22	ns	>25%	
Written Expression	86	-9.22	ns	>25%	
Listening Comprehension	97	1.78	ns	>25%	
Oral Expression	102	6.78	ns	>25%	

Mean of Subtest Standard Scores = 95.22

\* significant at the .05 level

### Differences between Composite Standard Scores

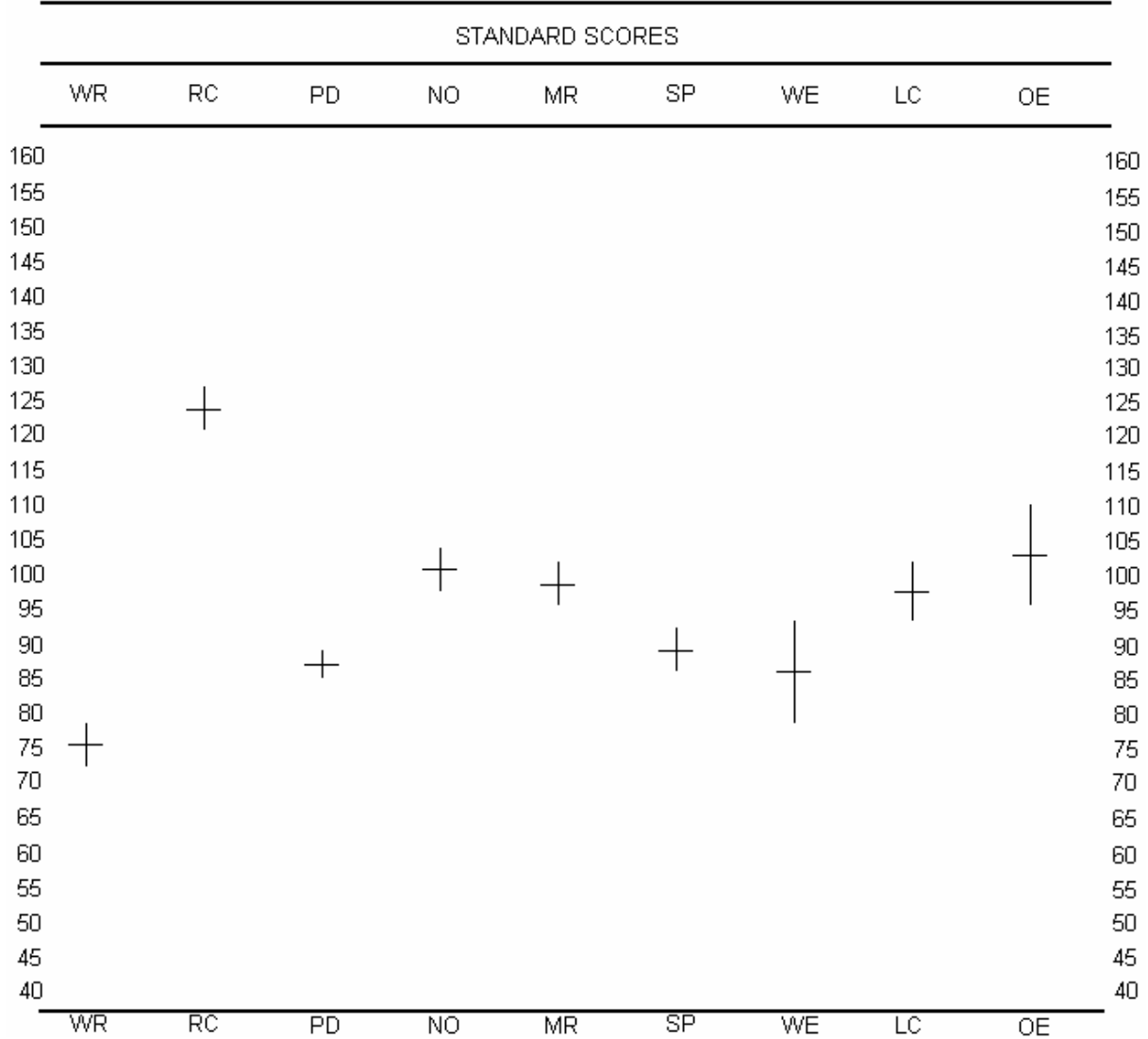
COMPOSITES	DIFFERENCE	SIGNIF.	FREQUENCY
Reading/Mathematics	-6	.15	37.2%
Reading/Oral Language	-6	ns	36.4%
Reading/Written Language	6	ns	25.6%
Mathematics/Oral Language	0	ns	
Mathematics/Written Language	12	.05*	19.1%
Oral Language/Written Language	12	.15	19%

\* significant at the .05 level



# Interpretive Report of WAIS-III and WIAT-II Testing

WIAT-II GRAPH OF SUBTEST STANDARD SCORES



Subtest	SS	SEM	Subtest	SS	SEM
Word Reading (WR)	76	3	Spelling (SP)	89	3
Reading Comprehension (RC)	122	3	Written Expression (WE)	86	7
Pseudoword Decoding (PD)	87	2	Listening Comprehension (LC)	97	4
Numerical Operations (NO)	100	3	Oral Expression (OE)	102	7
Math Reasoning (MR)	98	3			



# Interpretive Report of WAIS-III and WIAT-II Testing

## Ability-Achievement Discrepancy Analysis

Date of Ability Testing: 8/31/98

Ability Score Type: FSIQ

Ability Score: 90

### Predicted Difference Method

	Predicted Score	Actual Score	Diff.	Signif.	Freq.
<b>WIAT-II SUBTEST</b>					
Word Reading	93	76	17	.01*	10%
Reading Comprehension	92	122	-30	.01*	
Pseudoword Decoding	93	87	6	ns	>25%
Numerical Operations	92	100	-8	.05*	
Math Reasoning	92	98	-6	ns	
Spelling	93	89	4	ns	>25%
Written Expression	94	86	8	ns	25%
Listening Comprehension	93	97	-4	ns	
Oral Expression	95	102	-7	ns	
<b>COMPOSITES</b>					
Reading	91	92	-1	ns	
Mathematics	92	98	-6	ns	
Written Language	94	86	8	ns	25%
Oral Language	93	98	-5	ns	
Total	91	91	0	ns	>25%

\* Significant at the .05 level.

This report is valid only if signed by a qualified professional:

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