



Behavior Assessment System for Children, Third Edition

Behavior Assessment System for Children, Third Edition (BASC™-3)

BASC-3 Teacher Rating Scales - Child

Interpretive Summary Report with Intervention Recommendations

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Child Information

ID:
Name: J. Doe
Gender: Male
Birth Date: 09/13/2014

Age: 10:1
Grade:
School:

Test Information

Test Date: 10/31/2024
Rater Name: Classroom Teacher 2
Rater Position: Regular-education teacher
Time Known
Child: 1-2 months

Norm Group 1: General Combined

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[1.16 / RE1 / QG1]

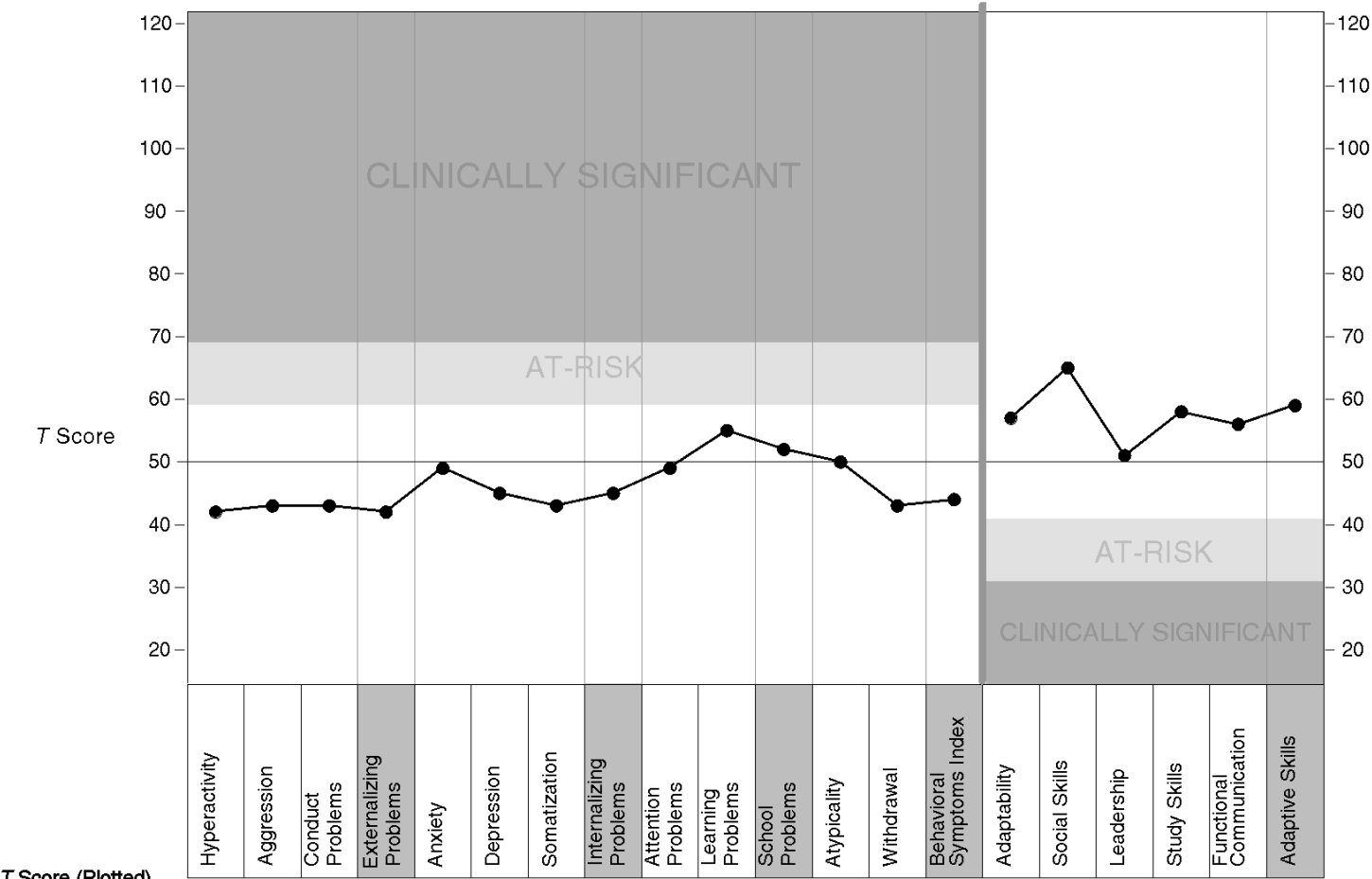
COMMENTS AND CONCERNS

No comments or concerns were provided.

VALIDITY INDEX SUMMARY

| F Index | Response Pattern | Consistency |
|--------------|------------------|--------------|
| Acceptable | Acceptable | Acceptable |
| Raw Score: 0 | Raw Score: 105 | Raw Score: 2 |

CLINICAL AND ADAPTIVE T-SCORE PROFILE



| | | | | | | | | | | | | | | | | | | | | |
|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| • General Combined | 42 | 43 | 43 | 42 | 49 | 45 | 43 | 45 | 49 | 55 | 52 | 50 | 43 | 44 | 57 | 65 | 51 | 58 | 56 | 59 |
| Percentile | 24 | 27 | 23 | 20 | 58 | 39 | 24 | 37 | 51 | 75 | 64 | 69 | 29 | 35 | 70 | 94 | 54 | 72 | 68 | 79 |

CLINICAL AND ADAPTIVE SCORE TABLE: General Combined Norm Group

Composite Score Summary

| | Raw Score | T Score | Percentile Rank | 90% Confidence Interval |
|---------------------------|-----------|---------|-----------------|-------------------------|
| Externalizing Problems | 128 | 42 | 20 | 39-45 |
| Internalizing Problems | 137 | 45 | 37 | 40-50 |
| School Problems | 104 | 52 | 64 | 48-56 |
| Behavioral Symptoms Index | 272 | 44 | 35 | 41-47 |
| Adaptive Skills | 287 | 59 | 79 | 56-62 |

| Composite Comparisons | Difference | Significance Level | Frequency of Difference |
|---|------------|--------------------|-------------------------|
| Externalizing Problems vs. Internalizing Problems | -3 | NS | |
| Internalizing Problems vs. School Problems | -7 | NS | |
| Externalizing Problems vs. School Problems | -10 | 0.01 | 25% or less |

| | |
|---|----|
| Mean T score of the BSI | 45 |
| Mean T score of the Adaptive Skills Composite | 57 |

Scale Score Summary

| | Raw Score | T Score | Percentile Rank | 90% Confidence Interval | Ipsative Comparison | Significance Level | Frequency of Difference |
|--------------------------|-----------|---------|-----------------|-------------------------|---------------------|--------------------|-------------------------|
| | | | | | Difference | | |
| Hyperactivity | 1 | 42 | 24 | 38-46 | -3 | NS | |
| Aggression | 0 | 43 | 27 | 38-48 | -2 | NS | |
| Conduct Problems | 0 | 43 | 23 | 38-48 | -2 | NS | |
| Anxiety | 4 | 49 | 58 | 43-55 | 4 | NS | |
| Depression | 1 | 45 | 39 | 39-51 | 0 | NS | |
| Somatization | 0 | 43 | 24 | 37-49 | -2 | NS | |
| Attention Problems | 7 | 49 | 51 | 45-53 | 4 | NS | |
| Learning Problems | 8 | 55 | 75 | 50-60 | 10 | 0.05 | 25% or less |
| Atypicality | 2 | 50 | 69 | 44-56 | 5 | NS | |
| Withdrawal | 1 | 43 | 29 | 38-48 | -2 | NS | |
| Adaptability | 23 | 57 | 70 | 52-62 | 0 | NS | |
| Social Skills | 29 | 65 | 94 | 61-69 | 8 | 0.05 | 15% or less |
| Leadership | 12 | 51 | 54 | 45-57 | -6 | NS | |
| Study Skills | 20 | 58 | 72 | 53-63 | 1 | NS | |
| Functional Communication | 25 | 56 | 68 | 50-62 | -1 | NS | |

Note: All classifications of test scores are subject to the application of the standard error of measurement (*SEM*) when making classification decisions. Individual clinicians are advised to consider all case-related information to determine if a particular classification is appropriate. See the BASC-3 Manual for additional information on *SEMs* and confidence intervals.

CLINICAL VALIDITY INDEX NARRATIVES

The BASC-3 *F* Index is a classically derived infrequency scale, designed to assess the possibility that a rater has depicted a child's behavior in an inordinately negative fashion. The *F* Index consists of items that represent maladaptive behaviors to which the rater answered "almost always" and adaptive behaviors to which the rater responded "never."

The *F* Index score produced from the ratings of J. by Classroom falls within the **Acceptable** range and does not indicate the presence of negative response distortion.

The Consistency Index identifies situations when the rater has given inconsistent responses to items that are typically answered in a similar way, based on comparisons made to raters from the general population. The Consistency Index was designed to identify ratings that might not be easily interpretable due to these response discrepancies.

The Consistency Index score produced from the ratings of J. by Classroom falls within the **Acceptable** range and indicates the rater consistently answered items when completing the rating form.

VALIDITY INDEX ITEM LISTS

Validity Index ratings for *F* Index, Response Pattern Index, and Consistency Index are all Acceptable.

***F* Index**

The *F* Index rating is Acceptable.

Response Pattern Index

The Response Pattern Index rating is Acceptable.

Consistency Index

The Consistency Index rating is Acceptable.

CLINICAL AND ADAPTIVE SCALE NARRATIVES

This report is based on Classroom Teacher 2's rating of J.'s behavior using the BASC-3 Teacher Rating Scales form. The narrative and scale classifications in this report are based on *T* scores obtained using norms. Scale scores in the Clinically Significant range suggest a high level of maladjustment. Scores in the At-Risk range may identify a significant problem that may not be severe enough to require formal treatment or may identify the potential of developing a problem that needs careful monitoring.

Externalizing Problems

The Externalizing Problems composite scale *T* score is 42, with a 90% confidence interval range of 39-45 and a percentile rank of 20.

J.'s *T* score on Hyperactivity is 42 and has a percentile rank of 24. J.'s teacher reports J. exhibits typical classroom behavior and a level of self-control similar to that of others of the same age.

J.'s *T* score on Aggression is 43 and has a percentile rank of 27. J.'s teacher reports J. tends not to act aggressively any more often than others of the same age.

J.'s *T* score on Conduct Problems is 43 and has a percentile rank of 23. J.'s teacher reports J. demonstrates rule-breaking behavior no more often than others of the same age.

Internalizing Problems

The Internalizing Problems composite scale *T* score is 45, with a 90% confidence interval range of 40-50 and a percentile rank of 37.

J.'s *T* score on Anxiety is 49 and has a percentile rank of 58. J.'s teacher reports J. displays anxiety-based behaviors no more often than others of the same age.

J.'s *T* score on Depression is 45 and has a percentile rank of 39. J.'s teacher reports J. displays depressive behaviors no more often than others of the same age.

J.'s *T* score on Somatization is 43 and has a percentile rank of 24. J.'s teacher reports J. complains of health-related problems to about the same degree as others of the same age.

School Problems

The School Problems composite scale *T* score is 52, with a 90% confidence interval range of 48-56 and a percentile rank of 64.

J.'s *T* score on Attention Problems is 49 and has a percentile rank of 51. J.'s teacher reports J. maintains an attention level similar to that of others of the same age.

J.'s *T* score on Learning Problems is 55 and has a percentile rank of 75. J.'s teacher reports J. does not have unusual difficulty comprehending and completing schoolwork.

Behavioral Symptoms Index

The Behavioral Symptoms Index (BSI) composite scale *T* score is 44, with a 90% confidence interval range of 41-47 and a percentile rank of 35. Scale summary information for Hyperactivity, Aggression, Depression, and Attention Problems (scales included in the BSI) has been provided above. Scale summary information for the remaining BSI scales is provided next.

J.'s *T* score on Atypicality is 50 and has a percentile rank of 69. J.'s teacher reports J. generally displays clear, logical thought patterns and a general awareness of his surroundings.

J.'s *T* score on Withdrawal is 43 and has a percentile rank of 29. J.'s teacher reports J. does not avoid social situations and appears to be capable of developing and maintaining friendships with others.

Adaptive Skills

The Adaptive Skills composite scale *T* score is 59, with a 90% confidence interval range of 56-62 and a percentile rank of 79.

J.'s *T* score on Adaptability is 57 and has a percentile rank of 70. J.'s teacher reports J. is able to adapt as well as most others of the same age to a variety of situations.

J.'s *T* score on Social Skills is 65 and has a percentile rank of 94. J.'s teacher reports J. typically is socially adept and at ease. J. is also considered by his teacher to be courteous, polite, and generally helpful to others.

J.'s *T* score on Leadership is 51 and has a percentile rank of 54. J.'s teacher reports that, when compared to others of the same age, J. demonstrates a typical level of creativity, ability to work under pressure, and/or an ability to bring others together to complete a work assignment.

J.'s *T* score on Study Skills is 58 and has a percentile rank of 72. J.'s teacher reports J. generally exhibits adequate organizational and study skills, and J. completes most homework in a timely fashion.

J.'s *T* score on Functional Communication is 56 and has a percentile rank of 68. J.'s teacher reports J. generally exhibits adequate expressive and receptive communication skills and J. is usually able to seek out and find new information when needed.

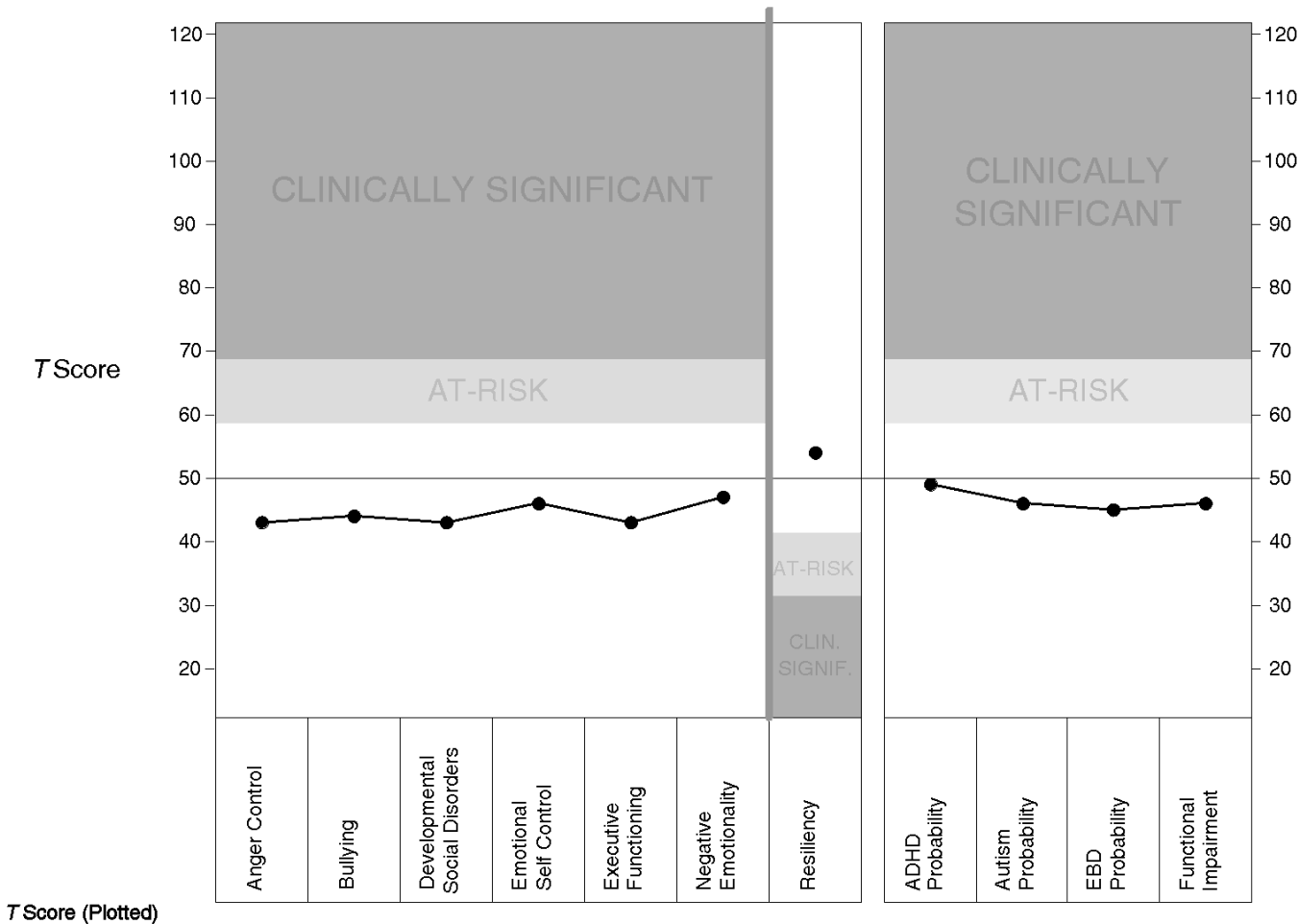
BASC-3 TRS-C INTERVENTION RECOMMENDATIONS

Note. Information contained in the Intervention Summary section of this report is based on the BASC-3 Behavior Intervention Guide, authored by Kimberly J. Vannest, Cecil R. Reynolds, and Randy W. Kamphaus.

| Primary Improvement Areas | Secondary Improvement Areas | Adaptive Skill Strengths |
|---------------------------|-----------------------------|--------------------------|
| - None | - None | - Social Skills |

There are no scale elevations based on Classroom Teacher 2's ratings of J.'s behavior that directly correspond to the interventions provided in the *BASC-3 Behavior Intervention Guide*. As a result, there is no additional information provided in this section of the report.

CONTENT SCALE AND INDEX T-SCORE PROFILE



| | | | | | | | | | | | |
|--------------------|----|----|----|----|----|----|----|----|----|----|----|
| ● General Combined | 43 | 44 | 43 | 46 | 43 | 47 | 54 | 49 | 46 | 45 | 46 |
|--------------------|----|----|----|----|----|----|----|----|----|----|----|

| | | | | | | | | | | | |
|------------------|----|----|----|----|----|----|----|----|----|----|----|
| Percentile | | | | | | | | | | | |
| General Combined | 24 | 32 | 26 | 48 | 30 | 53 | 65 | 52 | 37 | 44 | 41 |

CONTENT SCALE SCORE TABLE: General Combined Norm Group

| | Raw Score | <i>T</i> Score | Percentile Rank | 90% Confidence Interval |
|--------------------------------|-----------|----------------|-----------------|-------------------------|
| Anger Control | 0 | 43 | 24 | 38-48 |
| Bullying | 0 | 44 | 32 | 39-49 |
| Developmental Social Disorders | 4 | 43 | 26 | 38-48 |
| Emotional Self-Control | 4 | 46 | 48 | 41-51 |
| Executive Functioning | 13 | 43 | 30 | 39-47 |
| Negative Emotionality | 2 | 47 | 53 | 43-51 |
| Resiliency | 28 | 54 | 65 | 49-59 |

CONTENT SCALE NARRATIVES

J.'s *T* score on Anger Control is 43 and has a percentile rank of 24. J.'s teacher reports J. regulates his affect and self-control under adverse conditions as well as others of the same age.

J.'s *T* score on Bullying is 44 and has a percentile rank of 32. J.'s teacher reports J. does not tend to act in a threatening or intrusive manner.

J.'s *T* score on Developmental Social Disorders is 43 and has a percentile rank of 26. J.'s teacher reports J. has social and communication skills that are typical of others of the same age.

J.'s *T* score on Emotional Self-Control is 46 and has a percentile rank of 48. J.'s teacher reports J. is able to control his reactions to environmental changes about as well as others of the same age.

J.'s *T* score on Executive Functioning is 43 and has a percentile rank of 30. J.'s teacher reports J. is able to control and maintain his behavior and mood as capably as others of the same age.

J.'s *T* score on Negative Emotionality is 47 and has a percentile rank of 53. J.'s teacher reports J. reacts to changes in everyday activities or routines in a manner that is typical of others of the same age.

J.'s *T* score on Resiliency is 54 and has a percentile rank of 65. J.'s teacher reports J. is able to overcome stress and adversity about as well as others of the same age.

EXECUTIVE FUNCTIONING INDEX SUMMARY

| Overall Executive Functioning Index | Problem Solving Index | Attentional Control Index | Behavioral Control Index | Emotional Control Index |
|-------------------------------------|-------------------------------|------------------------------|------------------------------|------------------------------|
| Not Elevated Raw Score: 18 | Not Elevated Raw Score: 10 | Not Elevated Raw Score: 7 | Not Elevated Raw Score: 1 | Not Elevated Raw Score: 0 |

EXECUTIVE FUNCTIONING INDEX NARRATIVES

J.'s Overall Executive Functioning Index score is 18. This score falls in the Not Elevated classification range. Summary information for problem solving, attentional control, behavioral control, and emotional control is provided below.

J.'s Problem Solving Index score is 10. This score falls in the Not Elevated classification range.

J.'s Attentional Control Index score is 7. This score falls in the Not Elevated classification range.

J.'s Behavioral Control Index score is 1. This score falls in the Not Elevated classification range.

J.'s Emotional Control Index score is 0. This score falls in the Not Elevated classification range.

EMOTIONAL DISTURBANCE QUALIFICATION SCALES (EDQs) SUMMARY

The EDQ scales were developed to reflect clinical and adaptive scale combinations that are grouped specifically to align with the constructs of emotional disturbance (ED) represented in the federal Individuals with Disabilities Education Improvement Act (IDEIA; 2004) disability definition¹. These constructs serve as the minimum criteria used to determine a student's eligibility for special education and related services under the classification of ED. Because of the breadth of assessment provided by the BASC-3, examiners are advised to consider other BASC-3 clinical, adaptive, and content scales, the history of the behaviors they measure, and the duration of any behavioral or emotional problems when making special education and related services eligibility recommendations.

| Emotional Disturbance Qualification Composites (EDQCs) | Raw Score | T Score | Percentile Rank | 90% Confidence Interval | Clinical Indicator |
|---|------------------|----------------|------------------------|--------------------------------|---------------------------|
| EDQC 1: Unsatisfactory Interpersonal Relationships | 256 | 41 | 18 | 39-43 | Acceptable |
| EDQC 2: Inappropriate Behavior/Feelings | 323 | 45 | 41 | 43-47 | Acceptable |
| EDQC 3: Unhappiness or Depression | 92 | 46 | 47 | 42-50 | Acceptable |
| EDQC 4: Physical Symptoms or Fears | 92 | 45 | 39 | 40-50 | Acceptable |
| EDQC 5 ² : Schizophrenia and Related Disorders of Thought | 229 | 45 | 36 | 42-48 | Acceptable |
| Social Maladjustment Indicator | Absent | | | | |

¹ The EDQs covers 5 of the 6 Emotional Disturbance criteria as defined by IDEIA (2004). The first criteria – "An inability to learn that cannot be explained by intellectual, sensory, or health factors" – is not covered by the BASC-3.

² Although elevated scores on the EDQC 5 should raise concerns of schizophrenia or another thought disorder as a possibility, it also correlates highly to autism spectrum disorder (ASD) and when elevated should prompt a more thorough evaluation to rule out ASD as the most likely diagnosis, especially if the actuarially derived Autism Index is also elevated.

EMOTIONAL DISTURBANCE QUALIFICATION SCALES (EDQs) NARRATIVES

EDQC 1: Unsatisfactory Interpersonal Relationships

J.'s *T* score on the Unsatisfactory Interpersonal Relationships Composite is 41 and has a percentile rank of 18. Classroom reports J. maintains satisfactory interpersonal relationships with others compared to same-age peers.

EDQC 2: Inappropriate Behavior/Feelings

J.'s *T* score on the Inappropriate Behavior/Feelings Composite is 45 and has a percentile rank of 41. Classroom reports J. displays appropriate types of behaviors and feelings under normal circumstances that are comparable to same-age peers.

EDQC 3: Unhappiness or Depression

J.'s *T* score on the Unhappiness or Depression Composite is 46 and has a percentile rank of 47. Classroom reports J. displays no signs of pervasive unhappiness or depressive mood when compared to same-age peers.

EDQC 4: Physical Symptoms or Fears

J.'s *T* score on the Physical Symptoms or Fears Composite is 45 and has a percentile rank of 39. Classroom reports J. displays physical symptoms or fears associated with personal or school problems about as often as same-age peers.

EDQC 5: Schizophrenia and Related Disorders of Thought

J.'s *T* score on the Schizophrenia and Related Disorders of Thought Composite is 45 and has a percentile rank of 36. Classroom reports J. displays developmentally appropriate thinking patterns, perceptions, and communication skills. J. shows no signs of schizophrenia or related disorders when compared to same-age peers.

Social Maladjustment Indicator

Based on Classroom's responses, there is no indication J. presents with social maladjustment at this time. However, the need for follow-up assessment or intervention should occur based on the laws and regulations in the appropriate jurisdiction.

CLINICAL INDEX SCORE TABLE: General Combined Norm Group

| | Raw Score | T Score | Percentile Rank | 90% Confidence Interval |
|-----------------------------|-----------|---------|-----------------|-------------------------|
| ADHD Probability Index | 15 | 49 | 52 | 44-54 |
| Autism Probability Index | 12 | 46 | 37 | 41-51 |
| EBD Probability Index | 4 | 45 | 44 | 41-49 |
| Functional Impairment Index | 22 | 46 | 41 | 42-50 |

CLINICAL SUMMARY

J.'s profile of BASC-3 scale scores does not indicate significant elevations on BASC-3 Externalizing Problems, Internalizing Problems, or Attention Problems scales. This suggests the absence of clinical syndromes associated with these scales.

***DSM-5™* DIAGNOSTIC CRITERIA**

There are no scale elevations based on Classroom Teacher 2's ratings of J.'s behavior that directly correspond to the DSM-5 Diagnostic Criteria.

***DSM-5™* DIAGNOSTIC CONSIDERATIONS**

There are no scale elevations based on Classroom Teacher 2's ratings of J.'s behavior that directly correspond to the DSM-5 Diagnostic Criteria.

TARGET BEHAVIORS FOR INTERVENTION

The behaviors listed below were identified by the rater as being particularly problematic. These behaviors may be appropriate targets for intervention or treatment. It can be useful to readminister the BASC-3 in the future to determine progress toward meeting the associated behavioral objectives.

General Behavior Issues

The rater has not identified any target behaviors for this child in this behavior area.

Academic Behavior Issues

The rater has not identified any target behaviors for this child in this behavior area.

Adaptive/Social Behavior Issues

The rater has not identified any target behaviors for this child in this behavior area.

CRITICAL ITEMS

Bolded items may be of particular interest.

- 13. Falls down or trips over things easily. (Never)
- 26. Has panic attacks. (Never)
- 27. Eats things that are not food. (Never)
- 61. Threatens to hurt others. (Never)
- 65. Loses control when angry. (Never)
- 73. Hits other children. (Never)
- 90. Bullies others. (Never)
- 97. Says, "I hate myself." (Never)
- 99. Is distracted by smartphone (or similar device) during class. (Never)
- 109. Picks on others who are different from his or her self. (Never)
- 121. Hurts others on purpose. (Never)
- 138. Gets back at others. (Never)
- 149. Cheats in school. (Never)

ITEMS BY SCALE - CLINICAL SCALES

Aggression

- 6. Argues when denied own way. (Never)
- 10. Is overly aggressive. (Never)
- 52. Annoys others on purpose. (Never)
- 61. Threatens to hurt others. (Never)
- 73. Hits other children. (Never)
- 82. Defies teachers. (Never)
- 90. Bullies others. (Never)
- 111. Loses temper too easily. (Never)
- 124. Teases others. (Never)
- 138. Gets back at others. (Never)

Anxiety

- 8. Is fearful. (Never)
- 15. Is easily stressed. (Sometimes)
- 26. Has panic attacks. (Never)
- 54. Is nervous. (Sometimes)
- 68. Says, "I get nervous during tests" or "Tests make me nervous." (Sometimes)
- 79. Says, "I'm afraid I will make a mistake." (Never)
- 83. Worries about things that cannot be changed. (Never)
- 106. Worries. (Sometimes)
- 112. Appears tense. (Never)

Attention Problems

- 1. Pays attention. (Almost always)
- 14. Is easily distracted. (Sometimes)
- 21. Listens carefully. (Often)
- 53. Has a short attention span. (Sometimes)
- 64. Listens to directions. (Often)
- 88. Is easily distracted from class work. (Sometimes)
- 107. Has trouble concentrating. (Sometimes)
- 152. Makes careless mistakes. (Sometimes)

Atypicality

- 9. Does strange things. (Never)
- 50. Seems out of touch with reality (Never)
- 63. Acts strangely. (Never)
- 87. Picks at things like own hair, nails, or clothing. (Never)
- 125. Acts confused. (Sometimes)
- 128. Says things that make no sense. (Never)
- 132. Babbles to self. (Never)
- 145. Seems odd. (Never)
- 151. Speech is confused or disorganized. (Sometimes)

Conduct Problems

- 23. Gets into trouble. (Never)
- 35. Deceives others. (Never)
- 43. Sneaks around. (Never)
- 48. Uses others' things without permission. (Never)
- 70. Breaks the rules. (Never)
- 85. Lies. (Never)
- 121. Hurts others on purpose. (Never)
- 135. Disobeys. (Never)
- 149. Cheats in school. (Never)

Depression

- 12. Says, "Nobody likes me." (Never)
- 81. Cries easily. (Never)
- 91. Is easily upset. (Sometimes)
- 97. Says, "I hate myself." (Never)
- 114. Is sad. (Never)
- 118. Is negative about things. (Never)
- 133. Is pessimistic. (Never)
- 142. Is irritable. (Never)
- 146. Seems lonely. (Never)
- 153. Says, "I can't do anything right." (Never)
- 156. Says, "I don't have any friends." (Never)

Hyperactivity

- 4. Is overly active. (Never)
- 11. Has trouble keeping hands or feet to self. (Never)
- 30. Speaks out of turn during class. (Sometimes)
- 33. Has trouble staying seated. (Never)
- 40. Disrupts the schoolwork of other children. (Never)
- 93. Has poor self-control. (Never)
- 103. Acts without thinking. (Never)
- 110. Disrupts other children's activities. (Never)
- 126. Cannot wait to take turn. (Never)
- 137. Is in constant motion. (Never)
- 154. Acts out of control. (Never)

Learning Problems

- 28. Has reading problems. (Often)
- 44. Performs poorly on school assignments. (Sometimes)
- 55. Demonstrates critical thinking skills. (Often)
- 72. Has problems with mathematics. (Sometimes)
- 117. Has trouble keeping up in class (Sometimes)
- 120. Does not complete tests. (Sometimes)
- 130. Gets failing school grades. (Never)
- 147. Has spelling problems. (Sometimes)

Somatization

- 34. Complains of pain. (Never)
- 56. Is afraid of getting sick. (Never)
- 76. Has headaches. (Never)
- 80. Gets sick. (Never)
- 95. Complains of stomach pain. (Never)
- 105. Complains about health. (Never)
- 131. Complains of physical problems. (Never)
- 134. Has fevers. (Never)

Withdrawal

- 16. Isolates self from others. (Never)
- 37. Refuses to talk. (Never)
- 62. Has trouble making new friends. (Never)
- 96. Avoids other children. (Never)
- 98. Makes friends easily. (Almost always)
- 115. Prefers to play alone. (Never)
- 123. Avoids making friends. (Never)
- 144. Quickly joins group activities. (Often)

ITEMS BY SCALE - ADAPTIVE SCALES

Adaptability

- 3. Transitions well. (Almost always)
- 20. Refuses advice. (Never)
- 24. Is easy to please. (Often)
- 38. Adjusts well to changes in routine. (Often)
- 42. Accepts things as they are. (Almost always)
- 47. Recovers quickly after a setback. (Almost always)
- 59. Adjusts well to new teachers. (Almost always)
- 67. Handles winning and losing well. (Sometimes)
- 69. Is easily calmed when angry. (Almost always)

Functional Communication

- 2. Communicates clearly. (Almost always)
- 22. Is unclear when presenting ideas. (Sometimes)
- 32. Has difficulty explaining rules of games to others. (Never)
- 39. Tracks down information when needed. (Often)
- 60. Is clear when telling about personal experiences. (Often)
- 71. Responds appropriately when asked a question. (Often)
- 74. Provides home address when asked. (Almost always)
- 89. Is able to describe feelings accurately. (Almost always)
- 119. Starts conversations. (Almost always)
- 139. Has trouble getting information when needed. (Sometimes)

Leadership

- 25. Is usually chosen as a leader. (Sometimes)
- 41. Works well under pressure. (Often)
- 49. Is creative. (Often)
- 58. Gives good suggestions for solving problems. (Often)
- 86. Makes decisions easily. (Sometimes)
- 92. Is good at getting people to work together. (Sometimes)
- 102. Is highly motivated to succeed. (Almost always)

Social Skills

- 5. Congratulates others when good things happen to them. (Often)
- 19. Says, "please" and "thank you." (Almost always)
- 31. Accepts people who are different from his or her self. (Almost always)
- 45. Offers help to other children. (Almost always)
- 104. Makes others feel welcome. (Almost always)
- 113. Compliments others. (Almost always)
- 116. Tries to help others be their best. (Almost always)
- 127. Shows interest in others' ideas. (Almost always)
- 141. Encourages others to do their best. (Almost always)
- 150. Makes positive comments about others. (Almost always)

Study Skills

- 7. Reads. (Often)
- 77. Turns in work on time. (Almost always)
- 94. Has good study habits (Almost always)
- 122. Stays on task. (Often)
- 129. Completes homework. (Almost always)
- 143. Is well organized. (Often)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)
- 155. Tries to do well in school. (Almost always)

ITEMS BY SCALE - CONTENT SCALES

Anger Control

- 6. Argues when denied own way. (Never)
- 61. Threatens to hurt others. (Never)
- 65. Loses control when angry. (Never)
- 75. Gets angry easily. (Never)
- 93. Has poor self-control. (Never)
- 111. Loses temper too easily. (Never)
- 142. Is irritable. (Never)

Bullying

- 35. Deceives others. (Never)
- 36. Spreads rumors about others. (Never)
- 48. Uses others' things without permission. (Never)
- 57. Puts others down. (Never)
- 61. Threatens to hurt others. (Never)
- 90. Bullies others. (Never)
- 109. Picks on others who are different from his or her self. (Never)
- 121. Hurts others on purpose. (Never)
- 124. Teases others. (Never)

Developmental Social Disorders

- 2. Communicates clearly. (Almost always)
- 16. Isolates self from others. (Never)
- 38. Adjusts well to changes in routine. (Often)
- 50. Seems out of touch with reality (Never)
- 62. Has trouble making new friends. (Never)
- 63. Acts strangely. (Never)
- 66. Engages in repetitive movements. (Never)
- 71. Responds appropriately when asked a question. (Often)
- 89. Is able to describe feelings accurately. (Almost always)
- 100. Avoids eye contact. (Never)
- 115. Prefers to play alone. (Never)
- 127. Shows interest in others' ideas. (Almost always)
- 132. Babbles to self. (Never)
- 136. Shows basic emotions clearly. (Often)
- 144. Quickly joins group activities. (Often)

Emotional Self-Control

- 6. Argues when denied own way. (Never)
- 15. Is easily stressed. (Sometimes)
- 29. Is overly emotional. (Never)
- 51. Overreacts to stressful situations. (Never)
- 67. Handles winning and losing well. (Sometimes)
- 69. Is easily calmed when angry. (Almost always)
- 81. Cries easily. (Never)
- 91. Is easily upset. (Sometimes)
- 93. Has poor self-control. (Never)
- 111. Loses temper too easily. (Never)
- 142. Is irritable. (Never)
- 154. Acts out of control. (Never)

Executive Functioning

- 1. Pays attention. (Almost always)
- 6. Argues when denied own way. (Never)
- 14. Is easily distracted. (Sometimes)
- 17. Finds ways to solve problems. (Often)
- 18. Plans well. (Often)
- 33. Has trouble staying seated. (Never)
- 39. Tracks down information when needed. (Often)
- 40. Disrupts the schoolwork of other children. (Never)
- 51. Overreacts to stressful situations. (Never)
- 55. Demonstrates critical thinking skills. (Often)
- 58. Gives good suggestions for solving problems. (Often)
- 69. Is easily calmed when angry. (Almost always)
- 86. Makes decisions easily. (Sometimes)
- 93. Has poor self-control. (Never)
- 103. Acts without thinking. (Never)

- 107. Has trouble concentrating. (Sometimes)
- 108. Takes a step-by-step approach to work. (Often)
- 111. Loses temper too easily. (Never)
- 122. Stays on task. (Often)
- 126. Cannot wait to take turn. (Never)
- 142. Is irritable. (Never)
- 143. Is well organized. (Often)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)
- 154. Acts out of control. (Never)

Negative Emotionality

- 6. Argues when denied own way. (Never)
- 20. Refuses advice. (Never)
- 46. Finds fault with everything. (Never)
- 78. Reacts negatively. (Sometimes)
- 91. Is easily upset. (Sometimes)
- 118. Is negative about things. (Never)
- 133. Is pessimistic. (Never)
- 142. Is irritable. (Never)

Resiliency

- 3. Transitions well. (Almost always)
- 17. Finds ways to solve problems. (Often)
- 38. Adjusts well to changes in routine. (Often)
- 39. Tracks down information when needed. (Often)
- 41. Works well under pressure. (Often)
- 42. Accepts things as they are. (Almost always)
- 47. Recovers quickly after a setback. (Almost always)
- 49. Is creative. (Often)
- 67. Handles winning and losing well. (Sometimes)
- 84. Has good coping skills. (Often)
- 92. Is good at getting people to work together. (Sometimes)
- 101. Overcomes problems. (Often)
- 140. Is resilient. (Almost always)

ITEMS BY SCALE - CLINICAL INDEXES

ADHD Probability

- 4. Is overly active. (Never)
- 6. Argues when denied own way. (Never)
- 13. Falls down or trips over things easily. (Never)
- 14. Is easily distracted. (Sometimes)
- 22. Is unclear when presenting ideas. (Sometimes)
- 25. Is usually chosen as a leader. (Sometimes)
- 41. Works well under pressure. (Often)
- 53. Has a short attention span. (Sometimes)
- 64. Listens to directions. (Often)
- 70. Breaks the rules. (Never)
- 88. Is easily distracted from class work. (Sometimes)
- 91. Is easily upset. (Sometimes)
- 107. Has trouble concentrating. (Sometimes)
- 111. Loses temper too easily. (Never)
- 125. Acts confused. (Sometimes)
- 135. Disobeys. (Never)

- 136. Shows basic emotions clearly. (Often)
- 139. Has trouble getting information when needed. (Sometimes)
- 143. Is well organized. (Often)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)
- 154. Acts out of control. (Never)

Autism Probability

- 5. Congratulates others when good things happen to them. (Often)
- 9. Does strange things. (Never)
- 45. Offers help to other children. (Almost always)
- 55. Demonstrates critical thinking skills. (Often)
- 58. Gives good suggestions for solving problems. (Often)
- 60. Is clear when telling about personal experiences. (Often)
- 62. Has trouble making new friends. (Never)
- 63. Acts strangely. (Never)
- 86. Makes decisions easily. (Sometimes)
- 87. Picks at things like own hair, nails, or clothing. (Never)
- 91. Is easily upset. (Sometimes)
- 92. Is good at getting people to work together. (Sometimes)
- 100. Avoids eye contact. (Never)
- 106. Worries. (Sometimes)
- 111. Loses temper too easily. (Never)
- 119. Starts conversations. (Almost always)
- 132. Babbles to self. (Never)
- 141. Encourages others to do their best. (Almost always)
- 145. Seems odd. (Never)
- 151. Speech is confused or disorganized. (Sometimes)
- 154. Acts out of control. (Never)

EBD Probability

- 10. Is overly aggressive. (Never)
- 12. Says, "Nobody likes me." (Never)
- 23. Gets into trouble. (Never)
- 35. Deceives others. (Never)
- 52. Annoys others on purpose. (Never)
- 57. Puts others down. (Never)
- 61. Threatens to hurt others. (Never)
- 62. Has trouble making new friends. (Never)
- 70. Breaks the rules. (Never)
- 73. Hits other children. (Never)
- 85. Lies. (Never)
- 90. Bullies others. (Never)
- 91. Is easily upset. (Sometimes)
- 111. Loses temper too easily. (Never)
- 118. Is negative about things. (Never)
- 125. Acts confused. (Sometimes)
- 133. Is pessimistic. (Never)

- 138. Gets back at others. (Never)
- 139. Has trouble getting information when needed. (Sometimes)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)
- 154. Acts out of control. (Never)
- 156. Says, "I don't have any friends." (Never)

Functional Impairment

- 1. Pays attention. (Almost always)
- 2. Communicates clearly. (Almost always)
- 5. Congratulates others when good things happen to them. (Often)
- 15. Is easily stressed. (Sometimes)
- 22. Is unclear when presenting ideas. (Sometimes)
- 23. Gets into trouble. (Never)
- 28. Has reading problems. (Often)
- 32. Has difficulty explaining rules of games to others. (Never)
- 39. Tracks down information when needed. (Often)
- 45. Offers help to other children. (Almost always)
- 50. Seems out of touch with reality (Never)
- 53. Has a short attention span. (Sometimes)
- 60. Is clear when telling about personal experiences. (Often)
- 62. Has trouble making new friends. (Never)
- 69. Is easily calmed when angry. (Almost always)
- 71. Responds appropriately when asked a question. (Often)
- 72. Has problems with mathematics. (Sometimes)
- 78. Reacts negatively. (Sometimes)
- 80. Gets sick. (Never)
- 81. Cries easily. (Never)
- 83. Worries about things that cannot be changed. (Never)
- 86. Makes decisions easily. (Sometimes)
- 89. Is able to describe feelings accurately. (Almost always)
- 91. Is easily upset. (Sometimes)
- 93. Has poor self-control. (Never)
- 94. Has good study habits (Almost always)
- 96. Avoids other children. (Never)
- 98. Makes friends easily. (Almost always)
- 103. Acts without thinking. (Never)
- 105. Complains about health. (Never)
- 106. Worries. (Sometimes)
- 111. Loses temper too easily. (Never)
- 117. Has trouble keeping up in class (Sometimes)
- 120. Does not complete tests. (Sometimes)
- 125. Acts confused. (Sometimes)
- 126. Cannot wait to take turn. (Never)
- 128. Says things that make no sense. (Never)
- 130. Gets failing school grades. (Never)
- 139. Has trouble getting information when needed. (Sometimes)
- 143. Is well organized. (Often)

- 144. Quickly joins group activities. (Often)
- 146. Seems lonely. (Never)
- 147. Has spelling problems. (Sometimes)
- 155. Tries to do well in school. (Almost always)

ITEMS BY SCALE - EXECUTIVE FUNCTIONING INDEX

Problem Solving Index

- 17. Finds ways to solve problems. (Often)
- 18. Plans well. (Often)
- 39. Tracks down information when needed. (Often)
- 55. Demonstrates critical thinking skills. (Often)
- 58. Gives good suggestions for solving problems. (Often)
- 86. Makes decisions easily. (Sometimes)
- 108. Takes a step-by-step approach to work. (Often)
- 143. Is well organized. (Often)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)

Attentional Control Index

- 1. Pays attention. (Almost always)
- 14. Is easily distracted. (Sometimes)
- 21. Listens carefully. (Often)
- 53. Has a short attention span. (Sometimes)
- 64. Listens to directions. (Often)
- 88. Is easily distracted from class work. (Sometimes)
- 107. Has trouble concentrating. (Sometimes)
- 152. Makes careless mistakes. (Sometimes)

Behavioral Control Index

- 30. Speaks out of turn during class. (Sometimes)
- 33. Has trouble staying seated. (Never)
- 40. Disrupts the schoolwork of other children. (Never)
- 93. Has poor self-control. (Never)
- 103. Acts without thinking. (Never)
- 126. Cannot wait to take turn. (Never)
- 154. Acts out of control. (Never)

Emotional Control Index

- 6. Argues when denied own way. (Never)
- 29. Is overly emotional. (Never)
- 51. Overreacts to stressful situations. (Never)
- 69. Is easily calmed when angry. (Almost always)
- 75. Gets angry easily. (Never)
- 111. Loses temper too easily. (Never)

142. Is irritable. (Never)

Overall Executive Functioning Index

- 1. Pays attention. (Almost always)
- 6. Argues when denied own way. (Never)
- 14. Is easily distracted. (Sometimes)
- 17. Finds ways to solve problems. (Often)
- 18. Plans well. (Often)
- 21. Listens carefully. (Often)
- 29. Is overly emotional. (Never)
- 30. Speaks out of turn during class. (Sometimes)
- 33. Has trouble staying seated. (Never)
- 39. Tracks down information when needed. (Often)
- 40. Disrupts the schoolwork of other children. (Never)
- 51. Overreacts to stressful situations. (Never)
- 53. Has a short attention span. (Sometimes)
- 55. Demonstrates critical thinking skills. (Often)
- 58. Gives good suggestions for solving problems. (Often)
- 64. Listens to directions. (Often)
- 69. Is easily calmed when angry. (Almost always)
- 75. Gets angry easily. (Never)
- 86. Makes decisions easily. (Sometimes)
- 88. Is easily distracted from class work. (Sometimes)
- 93. Has poor self-control. (Never)
- 103. Acts without thinking. (Never)
- 107. Has trouble concentrating. (Sometimes)
- 108. Takes a step-by-step approach to work. (Often)
- 111. Loses temper too easily. (Never)
- 126. Cannot wait to take turn. (Never)
- 142. Is irritable. (Never)
- 143. Is well organized. (Often)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)
- 152. Makes careless mistakes. (Sometimes)
- 154. Acts out of control. (Never)

The Behavior Assessment System for Children, Third Edition (BASC-3) is an integrated system designed to facilitate the differential diagnosis and classification of a variety of emotional and behavioral disorders of children and to aid in the design of treatment plans. This computer-generated report should not be the sole basis for making important diagnostic or treatment decisions.

End of Report

ITEM RESPONSES

| | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1:4 | 2:4 | 3:4 | 4:1 | 5:3 | 6:1 | 7:3 | 8:1 | 9:1 | 10:1 |
| 11:1 | 12:1 | 13:1 | 14:2 | 15:2 | 16:1 | 17:3 | 18:3 | 19:4 | 20:1 |
| 21:3 | 22:2 | 23:1 | 24:3 | 25:2 | 26:1 | 27:1 | 28:3 | 29:1 | 30:2 |
| 31:4 | 32:1 | 33:1 | 34:1 | 35:1 | 36:1 | 37:1 | 38:3 | 39:3 | 40:1 |
| 41:3 | 42:4 | 43:1 | 44:2 | 45:4 | 46:1 | 47:4 | 48:1 | 49:3 | 50:1 |
| 51:1 | 52:1 | 53:2 | 54:2 | 55:3 | 56:1 | 57:1 | 58:3 | 59:4 | 60:3 |
| 61:1 | 62:1 | 63:1 | 64:3 | 65:1 | 66:1 | 67:2 | 68:2 | 69:4 | 70:1 |
| 71:3 | 72:2 | 73:1 | 74:4 | 75:1 | 76:1 | 77:4 | 78:2 | 79:1 | 80:1 |
| 81:1 | 82:1 | 83:1 | 84:3 | 85:1 | 86:2 | 87:1 | 88:2 | 89:4 | 90:1 |
| 91:2 | 92:2 | 93:1 | 94:4 | 95:1 | 96:1 | 97:1 | 98:4 | 99:1 | 100:1 |
| 101:3 | 102:4 | 103:1 | 104:4 | 105:1 | 106:2 | 107:2 | 108:3 | 109:1 | 110:1 |
| 111:1 | 112:1 | 113:4 | 114:1 | 115:1 | 116:4 | 117:2 | 118:1 | 119:4 | 120:2 |
| 121:1 | 122:3 | 123:1 | 124:1 | 125:2 | 126:1 | 127:4 | 128:1 | 129:4 | 130:1 |
| 131:1 | 132:1 | 133:1 | 134:1 | 135:1 | 136:3 | 137:1 | 138:1 | 139:2 | 140:4 |
| 141:4 | 142:1 | 143:3 | 144:3 | 145:1 | 146:1 | 147:2 | 148:3 | 149:1 | 150:4 |
| 151:2 | 152:2 | 153:1 | 154:1 | 155:4 | 156:1 | | | | |



Behavior Assessment System for Children, Third Edition

Behavior Assessment System for Children, Third Edition (BASC™-3)

BASC-3 Teacher Rating Scales - Child

Interpretive Summary Report with Intervention Recommendations

Cecil R. Reynolds, PhD, & Randy W. Kamphaus, PhD

Child Information

ID:
Name: J. Doe
Gender: Male
Birth Date: 09/13/2014

Age: 10:2
Grade:
School:

Test Information

Test Date: 11/14/2024
Rater Name: Classroom Teacher
Rater Position: Regular-education teacher
Time Known
Child: 3-5 months

Norm Group 1: General Combined

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[1.16 / RE1 / QG1]

COMMENTS AND CONCERNS

Rater General Comments

What are the behavioral and/or emotional strengths of this child?

Student works very hard. He is upbeat and positive. He asks a lot of questions and always wants to participate. He thinks in pictures and really struggles with expressive writing.

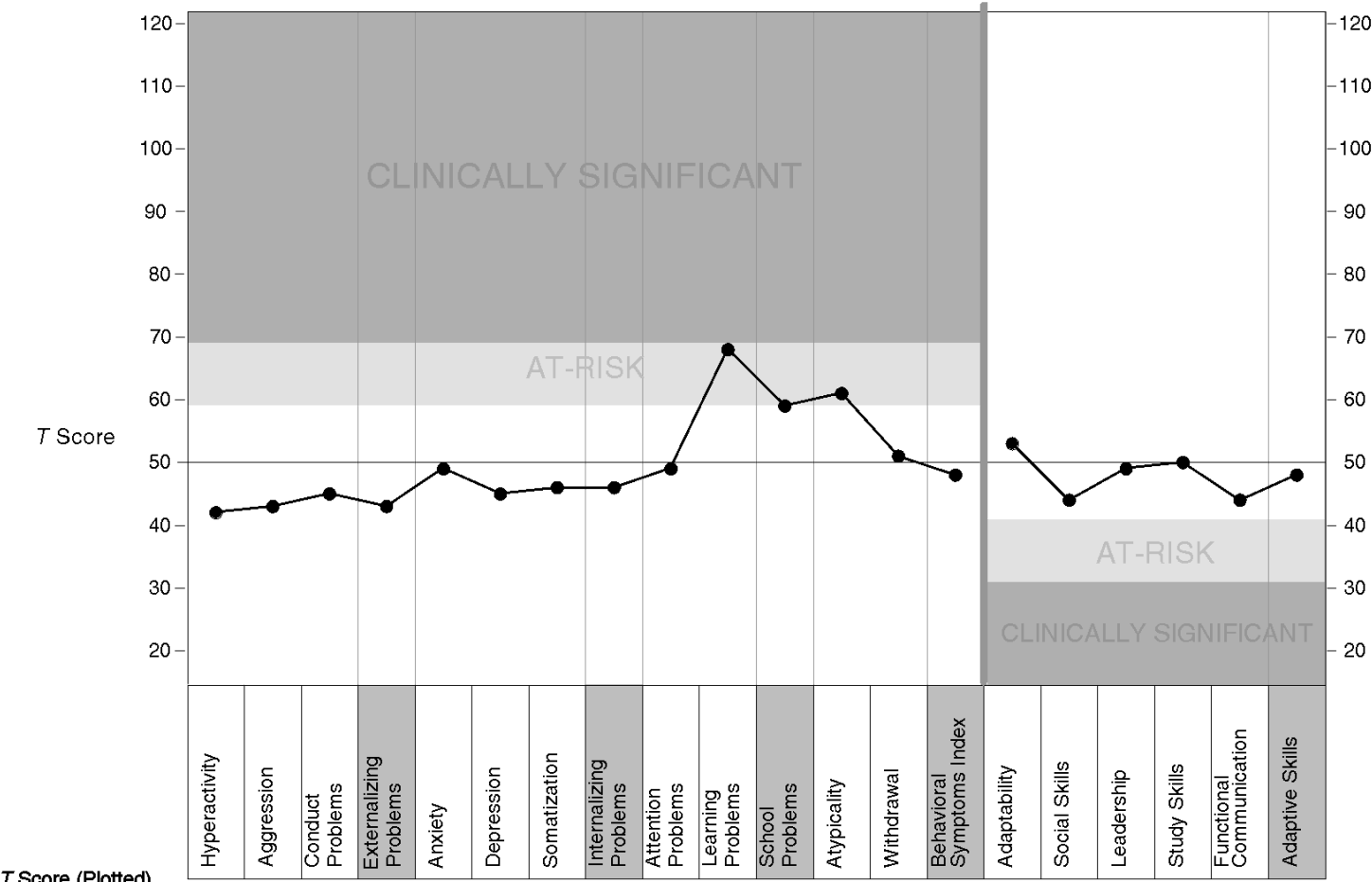
Please list any specific behavioral and/or emotional concerns you have about this child.

Often can't 'let go' when he isn't called on.

VALIDITY INDEX SUMMARY

| F Index | Response Pattern | Consistency |
|--------------|------------------|---------------|
| Acceptable | Acceptable | Acceptable |
| Raw Score: 0 | Raw Score: 105 | Raw Score: 11 |

CLINICAL AND ADAPTIVE T-SCORE PROFILE



| | | | | | | | | | | | | | | | | | | | | |
|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| • General Combined | 42 | 43 | 45 | 43 | 49 | 45 | 46 | 46 | 49 | 68 | 59 | 61 | 51 | 48 | 53 | 44 | 49 | 50 | 44 | 48 |
| Percentile | 24 | 27 | 44 | 26 | 58 | 39 | 47 | 44 | 51 | 93 | 82 | 90 | 67 | 56 | 56 | 28 | 46 | 47 | 24 | 40 |

CLINICAL AND ADAPTIVE SCORE TABLE: General Combined Norm Group

Composite Score Summary

| | Raw Score | T Score | Percentile Rank | 90% Confidence Interval |
|---------------------------|-----------|---------|-----------------|-------------------------|
| Externalizing Problems | 130 | 43 | 26 | 40-46 |
| Internalizing Problems | 140 | 46 | 44 | 41-51 |
| School Problems | 117 | 59 | 82 | 55-63 |
| Behavioral Symptoms Index | 291 | 48 | 56 | 45-51 |
| Adaptive Skills | 240 | 48 | 40 | 45-51 |

| Composite Comparisons | Difference | Significance Level | Frequency of Difference |
|---|------------|--------------------|-------------------------|
| Externalizing Problems vs. Internalizing Problems | -3 | NS | |
| Internalizing Problems vs. School Problems | -13 | 0.01 | 25% or less |
| Externalizing Problems vs. School Problems | -16 | 0.01 | 10% or less |

| | |
|---|----|
| Mean T score of the BSI | 49 |
| Mean T score of the Adaptive Skills Composite | 48 |

Scale Score Summary

| | Raw Score | T Score | Percentile Rank | 90% Confidence Interval | Ipsative Comparison | Significance Level | Frequency of Difference |
|--------------------------|-----------|---------|-----------------|-------------------------|---------------------|--------------------|-------------------------|
| | | | | | Difference | | |
| Hyperactivity | 1 | 42 | 24 | 38-46 | -7 | 0.05 | 25% or less |
| Aggression | 0 | 43 | 27 | 38-48 | -6 | NS | |
| Conduct Problems | 1 | 45 | 44 | 40-50 | -4 | NS | |
| Anxiety | 4 | 49 | 58 | 43-55 | 0 | NS | |
| Depression | 1 | 45 | 39 | 39-51 | -4 | NS | |
| Somatization | 1 | 46 | 47 | 40-52 | -3 | NS | |
| Attention Problems | 7 | 49 | 51 | 45-53 | 0 | NS | 5% or less |
| Learning Problems | 14 | 68 | 93 | 63-73 | 19 | 0.05 | |
| Atypicality | 6 | 61 | 90 | 55-67 | 12 | 0.05 | |
| Withdrawal | 4 | 51 | 67 | 46-56 | 2 | NS | |
| Adaptability | 21 | 53 | 56 | 48-58 | 5 | NS | |
| Social Skills | 14 | 44 | 28 | 40-48 | -4 | NS | |
| Leadership | 11 | 49 | 46 | 43-55 | 1 | NS | |
| Study Skills | 16 | 50 | 47 | 45-55 | 2 | NS | |
| Functional Communication | 18 | 44 | 24 | 38-50 | -4 | NS | |

Note: All classifications of test scores are subject to the application of the standard error of measurement (*SEM*) when making classification decisions. Individual clinicians are advised to consider all case-related information to determine if a particular classification is appropriate. See the BASC-3 Manual for additional information on *SEMs* and confidence intervals.

CLINICAL VALIDITY INDEX NARRATIVES

The BASC-3 *F* Index is a classically derived infrequency scale, designed to assess the possibility that a rater has depicted a child's behavior in an inordinately negative fashion. The *F* Index consists of items that represent maladaptive behaviors to which the rater answered "almost always" and adaptive behaviors to which the rater responded "never."

The *F* Index score produced from the ratings of J. by Classroom falls within the **Acceptable** range and does not indicate the presence of negative response distortion.

The Consistency Index identifies situations when the rater has given inconsistent responses to items that are typically answered in a similar way, based on comparisons made to raters from the general population. The Consistency Index was designed to identify ratings that might not be easily interpretable due to these response discrepancies.

The Consistency Index score produced from the ratings of J. by Classroom falls within the **Acceptable** range and indicates the rater consistently answered items when completing the rating form.

VALIDITY INDEX ITEM LISTS

Validity Index ratings for *F* Index, Response Pattern Index, and Consistency Index are all Acceptable.

***F* Index**

The *F* Index rating is Acceptable.

Response Pattern Index

The Response Pattern Index rating is Acceptable.

Consistency Index

The Consistency Index rating is Acceptable.

CLINICAL AND ADAPTIVE SCALE NARRATIVES

This report is based on Classroom Teacher's rating of J.'s behavior using the BASC-3 Teacher Rating Scales form. The narrative and scale classifications in this report are based on *T* scores obtained using norms. Scale scores in the Clinically Significant range suggest a high level of maladjustment. Scores in the At-Risk range may identify a significant problem that may not be severe enough to require formal treatment or may identify the potential of developing a problem that needs careful monitoring.

Externalizing Problems

The Externalizing Problems composite scale *T* score is 43, with a 90% confidence interval range of 40-46 and a percentile rank of 26.

J.'s *T* score on Hyperactivity is 42 and has a percentile rank of 24. J.'s teacher reports J. exhibits typical classroom behavior and a level of self-control similar to that of others of the same age.

J.'s *T* score on Aggression is 43 and has a percentile rank of 27. J.'s teacher reports J. tends not to act aggressively any more often than others of the same age.

J.'s *T* score on Conduct Problems is 45 and has a percentile rank of 44. J.'s teacher reports J. demonstrates rule-breaking behavior no more often than others of the same age.

Internalizing Problems

The Internalizing Problems composite scale *T* score is 46, with a 90% confidence interval range of 41-51 and a percentile rank of 44.

J.'s *T* score on Anxiety is 49 and has a percentile rank of 58. J.'s teacher reports J. displays anxiety-based behaviors no more often than others of the same age.

J.'s *T* score on Depression is 45 and has a percentile rank of 39. J.'s teacher reports J. displays depressive behaviors no more often than others of the same age.

J.'s *T* score on Somatization is 46 and has a percentile rank of 47. J.'s teacher reports J. complains of health-related problems to about the same degree as others of the same age.

School Problems

The School Problems composite scale *T* score is 59, with a 90% confidence interval range of 55-63 and a percentile rank of 82.

J.'s *T* score on Attention Problems is 49 and has a percentile rank of 51. J.'s teacher reports J. maintains an attention level similar to that of others of the same age.

J.'s *T* score on Learning Problems is 68 and has a percentile rank of 93. This *T* score falls in the At-Risk classification range and follow-up may be necessary. J.'s teacher reports J. has difficulty comprehending and completing schoolwork in a variety of academic areas.

Behavioral Symptoms Index

The Behavioral Symptoms Index (BSI) composite scale *T* score is 48, with a 90% confidence interval range of 45-51 and a percentile rank of 56. Scale summary information for Hyperactivity, Aggression, Depression, and Attention Problems (scales included in the BSI) has been provided above. Scale summary information for the remaining BSI scales is provided next.

J.'s *T* score on Atypicality is 61 and has a percentile rank of 90. This *T* score falls in the At-Risk classification range and follow-up may be necessary. J.'s teacher reports J. sometimes engages in behaviors that are considered strange or odd, and he at times can seem disconnected from his surroundings.

J.'s *T* score on Withdrawal is 51 and has a percentile rank of 67. J.'s teacher reports J. does not avoid social situations and appears to be capable of developing and maintaining friendships with others.

Adaptive Skills

The Adaptive Skills composite scale *T* score is 48, with a 90% confidence interval range of 45-51 and a percentile rank of 40.

J.'s *T* score on Adaptability is 53 and has a percentile rank of 56. J.'s teacher reports J. is able to adapt as well as most others of the same age to a variety of situations.

J.'s *T* score on Social Skills is 44 and has a percentile rank of 28. J.'s teacher reports J. possesses sufficient social skills and generally does not experience debilitating or abnormal social difficulties.

J.'s *T* score on Leadership is 49 and has a percentile rank of 46. J.'s teacher reports that, when compared to others of the same age, J. demonstrates a typical level of creativity, ability to work under pressure, and/or an ability to bring others together to complete a work assignment.

J.'s *T* score on Study Skills is 50 and has a percentile rank of 47. J.'s teacher reports J. generally exhibits adequate organizational and study skills, and J. completes most homework in a timely fashion.

J.'s *T* score on Functional Communication is 44 and has a percentile rank of 24. J.'s teacher reports J. generally exhibits adequate expressive and receptive communication skills and J. is usually able to seek out and find new information when needed.

BASC-3 TRS-C INTERVENTION RECOMMENDATIONS

Note. Information contained in the Intervention Summary section of this report is based on the BASC-3 Behavior Intervention Guide, authored by Kimberly J. Vannest, Cecil R. Reynolds, and Randy W. Kamphaus.

| Primary Improvement Areas | Secondary Improvement Areas | Adaptive Skill Strengths |
|---------------------------|--|--------------------------|
| - None | - Learning Problems (Academic Problems) - Atypicality | - None |

J.'s score on Learning Problems (Academic Problems) is elevated and may warrant targeted interventions and/or further monitoring to ensure they don't worsen.

Note that J. had a score on Atypicality that is an area of concern. Interventions for this area are not provided in this report. However, this area may require additional follow up.

J.'s BASC-3 profile indicates significant problems with Learning Problems (Academic Problems). Based on Classroom Teacher's ratings, J. is experiencing problems with the following behaviors:

Learning Problems

- completing assignments
- doing math problems
- keeping up with lessons
- reading
- spelling

Secondary Improvement: Learning Problems (Academic Problems)

Academic problems are considered a significant problem for J.. On the Teacher Rating Scales, academic problems are identified by the Learning Problems and Study Skills scales.

Academic problems are defined as the presence of academic difficulties particularly in understanding or completing homework. Learning problems can encompass a variety of academic domains, including reading, writing, spelling, and mathematics. Learning difficulties can cause problems beyond the classroom. The pervasive nature of academic problems--their influence on numerous content areas and academic skills--often makes dealing with academic problems challenging for both teacher and student alike and requires diligence and a long-term approach to intervention strategies to achieve successful remediation. These challenges are especially difficult for students with emotional and behavioral disorders, whose academic failures may also be due to problems with acquiring and processing information. These learning problems are significant contributors to increased risk of earning lower grades, being retained, and dropping out of school. Therefore, academic intervention is as important as the typical social and behavioral interventions.

Interventions for academic problems may be teacher directed or student directed. Student-directed interventions are techniques that students can use to store, retrieve, and generalize information for academic task completion and to manage their own behavior and learning. These self-mediated strategies are not instinctive and must be explicitly taught before independent use can be expected. Several intervention strategies have been shown to effectively remediate academic problems, including:

- Advance Organizers
- Cognitive Organizers
- Instructional Strategies: Structure
 - Scaffolding
 - Procedural Prompting
 - Instructional Sequencing
 - Scripted Lessons
- Instructional Strategies: Time
 - Rate and Pacing
 - Pausing
 - Allocated and Engaged Times
- Instructional Strategies: Responding
- Mnemonics
- Peer Tutoring
- Classwide Peer Tutoring
- Self-Monitoring
- Self-Instruction
- Reprocessing Strategies

- Summarization
- Paraphrasing
- Cover, Copy, and Compare
- Self-Questioning

- Task-Selection Strategies

Detailed summaries of the instructional strategies and self-monitoring are provided below. See the BASC-3 Behavior Intervention Guide for additional detail about these strategies, along with the other intervention strategies listed above.

Academic Problems Intervention Option 1: Instructional Strategies

Instructional strategies may alter structure, time, and/or student responding to assist students with academic problems. These changes create optimal learning environments and provide opportunities for improved student learning. The structure of instruction may be modified by scaffolding, procedural prompts, instructional sequencing, and/or scripted lessons. The timing aspects of instruction that may be modified include the rate and pacing of instruction, pauses during instruction, and amounts of allocated and engaged time within a lesson. Responding strategies affect the frequency and types of responses and verbal exchanges between the students and teacher to provide correction or confirmation.

Different strategies in altering structure, time, and responding aspects of instructional strategies are summarized below. See the BASC-3 Behavior Intervention Guide for a detailed discussions of this topic.

Structure

The structure of instruction refers to the formation or development of the content and the organization of its delivery. Well-designed curriculum has an implicit structure, and good instruction presents that structure explicitly to students. Common structure methods used include the following:

1. Scaffold
2. Procedural prompt
3. Instructional sequence
4. Scripted lessons

Scaffolding is the generic term for the instructional support provided by the teacher until the student is able to transition into independent thinking and learning. Scaffolds can be aids to developing and applying cognitive strategies. Scaffolded instruction provides an instructional bridge between existing student knowledge and new content.

Procedural prompts are visual, verbal, or auditory prompts to help students organize and remember new information. There are two main steps to follow when applying procedural prompts. First, determine if the challenge to learning is related to memory (organization) or thinking (application). Second, ask questions that create opportunities for chunking (remembering concepts together), linking (connecting items sequentially or by

relation to each other), retrieval (accessing the information more efficiently), or schema (connecting newly learned material with previously learned material).

Instructional sequencing refers to the order in which information is presented to a student, as well as how a student structures his or her learning. During instruction, information to be learned should be incorporated into the context of previously learned information. When presenting information, provide clear and explicit expectations for student performance. Information should be presented using examples and nonexamples, and should be explicitly linked or connected to previously learned information. Throughout the lesson, students should be given ample opportunities to respond to questions. They also should receive consistent reinforcement for correct responses and frequent feedback loops to correct and shape incorrect responses. Information that is learned should then be reviewed and practiced. In order to promote retention of the learned information, provide opportunities to demonstrate that information has been learned.

Scripted lessons are a variant of the instructional sequencing concept. Teachers write scripts for lesson plans, including how the information will be presented, the desired responses by students, and the routines that will be used for learning the material. Prompts for teacher and students are included in the scripts. Although scripted lessons can take a variety of forms, they generally follow the same steps as instructional sequencing.

Time

Time is the component of instructional strategies that refers to how much, how quickly, and how smoothly instruction is presented. There are three major components of time:

1. Rate and pacing
2. Pausing
3. Allocated and engaged time

Rate and pacing refer to the speed and regularity of the presentation and of practicing new material. The speed of a lesson can determine the amount of material covered, the amount of practice in which students engage, and the interest level of the students. A good fit between the time needed for learner processing and the pace needed for effective instruction is required to optimize learning time.

Pausing is the delay in time between instructional prompts and expected student responses. It can help to maintain a brisk rate of instruction and provide a rhythm in which students intently listen to the instruction and process the information prior to responding. Pausing can also be used to increase exposure to material through repetition. Providing an instructional prompt following portions of instruction in a lesson can provide students with the opportunity to consider the answer and create memory through active repetition of new knowledge.

Allocated time refers to the time dedicated to instruction and learning. Engaged time is the component of allocated time that reflects the time a student spends learning tasks. It is suggested that teachers maximize their instructional time to reflect a minimum of 50% active instruction, 35% active monitoring, and 15% or less organizing and managing. The level of student engagement in learning tasks can be monitored and increased individually through a variety of self-monitoring techniques or the use of reinforcers contingent on levels of on-task behavior.

Responding

Responding provides opportunities for students to participate by answering questions, restating instruction, or asking questions about content. The teacher provides feedback via correction or confirmation. The types and frequency of student responses and teacher feedback are fairly easy to assess and relatively pliable. With

minimal training, a teacher can dramatically increase both the opportunities for student response and the immediacy and frequency of specific praise or corrective feedback provided during a lesson.

Academic Problems Intervention Option 2: Self-Monitoring

Self-monitoring requires a person to record information about his or her personal performance on a task to improve self-regulation of behavior. Self-monitoring consists of several components, including awareness, observation, monitoring, and documentation. Self-monitoring places control of behavioral change in the student's sphere of influence and deemphasizes external control agents. The goal of self-monitoring is to improve a student's skills needed for self-regulation of behavior.

The essential elements of Self-Monitoring include the following:

1. Identify the problem.
2. Identify the replacement behavior.
3. Monitor and record behavior.
4. Prompt for student self-evaluation.
5. Ensure self-rewarding or reinforcing occurs.

The procedural steps for incorporating self-monitoring into the treatment of academic problems are summarized below. See the BASC-3 Behavior Intervention Guide for a detailed discussion of this topic.

PREP

- Identify a behavior for change (either to increase or decrease). This may be done in conjunction with the student or identified by the teacher or other involved adult.
- Explain the behavior to the student, articulating a definition to the extent necessary (e.g., explaining what "off task" means, discussing that homework is on time if it is turned in at the beginning of class).
- Review baseline data with the student in a non-threatening, non-accusatory way.
- Emphasize the benefits of improving academic performance.

IMPLEMENT

- Set a reasonable and achievable goal and identify the reward for achieving this goal.
- Choose an appropriate recording form or method for tracking the selected behavior or charting the academic data. Forms and methods employed may include using a tone or stopwatch, checklist, frequency counts, tally sheets, event recording, time sampling, narrative diary, wrist counters, graphs, charts, or tangible item counters. The method for recording can be as simple as making tally marks on a piece of paper at each instance of the behavior or as complex as writing a descriptive account of the behavior. Appropriate intervals for recording can be as short as one minute for behavior that may occur more frequently (e.g., off-task behavior during class) or once per class period for a less frequent behavior (e.g., checking for homework completion at the beginning of each class).
- Have the student practice the technique with teacher prompting and self-monitoring and self-recording.

- Compare notes on the frequency of the behavior and provide reinforcement to the student for accurate self-recording. In some situations positive feedback alone is a sufficient reinforcer; in others, tangible rewards are needed initially.
- Fade the use of self-monitoring supports gradually after goal mastery.

EVALUATE

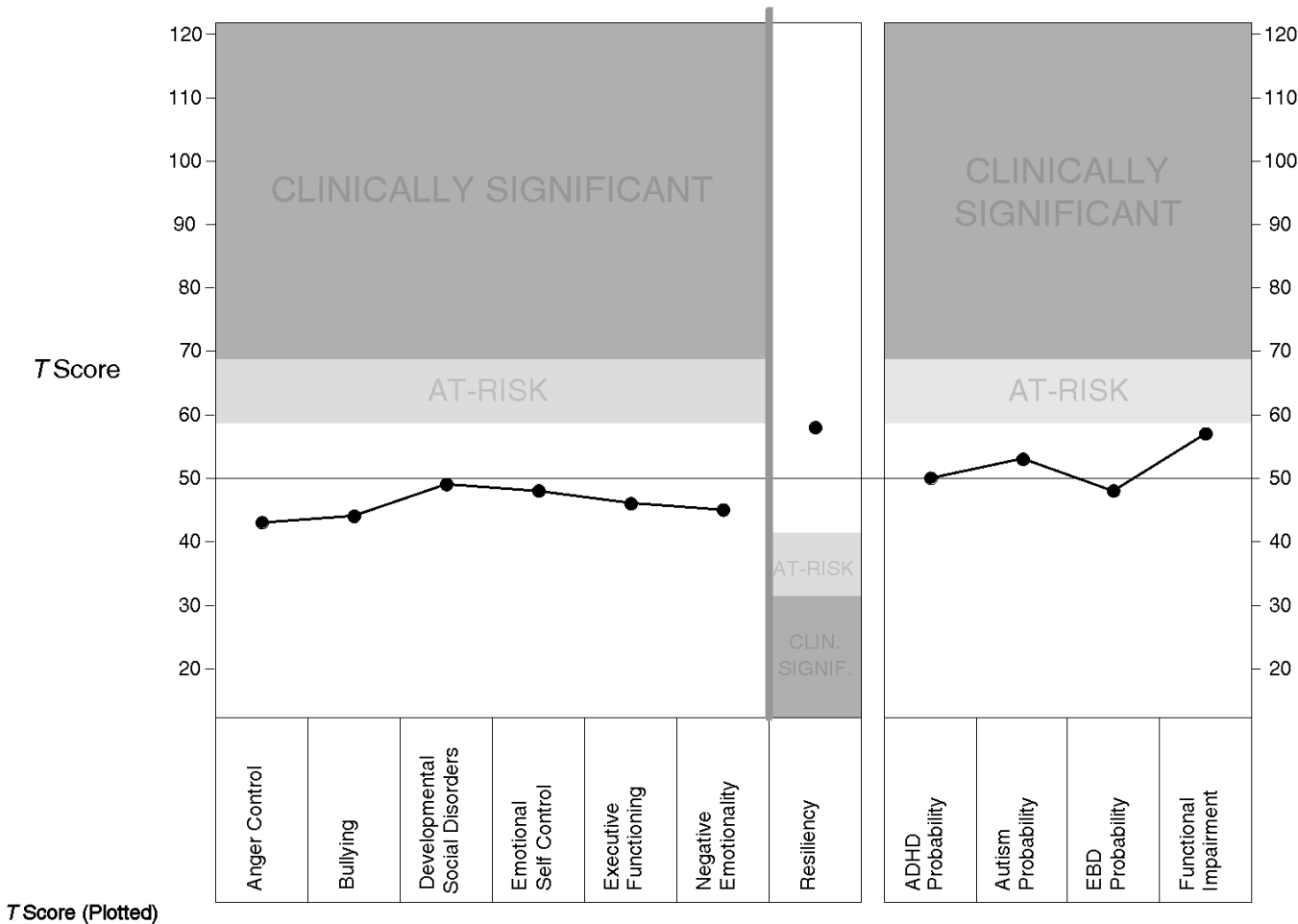
- Assess on an ongoing basis the student's ability to self-monitor.
- Consider the intrusiveness of any cueing.

Concluding Recommendations

When using any intervention, it is important to monitor the effectiveness of the interventions you are trying. The BASC-3 Flex Monitor is an Internet-based tool that can be used to monitor and track the impact of intervention strategies. Monitoring forms can be selected from a list of existing forms, or forms can be customized to meet the specific needs of each implementation. Forms can be completed online or printed for completion. Additional information about the BASC-3 Flex Monitor can be found at www.pearsonclinical.com.

Regardless of the method used to monitor progress, it is important to document the effectiveness of the interventions you have tried with J.. The BASC-3 Behavior Intervention Guide Documentation Checklist is designed to facilitate the recording of the steps that have been taken to remediate or manage a child's behavioral or emotional problem(s). It also includes a section to record the fidelity of the intervention approach that has been used, a factor that is critical to the success of any intervention program.

CONTENT SCALE AND INDEX T-SCORE PROFILE



| | | | | | | | | | | | |
|--------------------|----|----|----|----|----|----|----|----|----|----|----|
| ● General Combined | 43 | 44 | 49 | 48 | 46 | 45 | 58 | 50 | 53 | 48 | 57 |
|--------------------|----|----|----|----|----|----|----|----|----|----|----|

| | | | | | | | | | | | |
|-------------------|----|----|----|----|----|----|----|----|----|----|----|
| Percentile | | | | | | | | | | | |
| General Combined | 24 | 32 | 55 | 55 | 39 | 40 | 77 | 55 | 67 | 57 | 79 |

CONTENT SCALE SCORE TABLE: General Combined Norm Group

| | Raw Score | <i>T</i> Score | Percentile Rank | 90% Confidence Interval |
|--------------------------------|-----------|----------------|-----------------|-------------------------|
| Anger Control | 0 | 43 | 24 | 38-48 |
| Bullying | 0 | 44 | 32 | 39-49 |
| Developmental Social Disorders | 8 | 49 | 55 | 44-54 |
| Emotional Self-Control | 5 | 48 | 55 | 43-53 |
| Executive Functioning | 16 | 46 | 39 | 42-50 |
| Negative Emotionality | 1 | 45 | 40 | 41-49 |
| Resiliency | 31 | 58 | 77 | 53-63 |

CONTENT SCALE NARRATIVES

J.'s *T* score on Anger Control is 43 and has a percentile rank of 24. J.'s teacher reports J. regulates his affect and self-control under adverse conditions as well as others of the same age.

J.'s *T* score on Bullying is 44 and has a percentile rank of 32. J.'s teacher reports J. does not tend to act in a threatening or intrusive manner.

J.'s *T* score on Developmental Social Disorders is 49 and has a percentile rank of 55. J.'s teacher reports J. has social and communication skills that are typical of others of the same age.

J.'s *T* score on Emotional Self-Control is 48 and has a percentile rank of 55. J.'s teacher reports J. is able to control his reactions to environmental changes about as well as others of the same age.

J.'s *T* score on Executive Functioning is 46 and has a percentile rank of 39. J.'s teacher reports J. is able to control and maintain his behavior and mood as capably as others of the same age.

J.'s *T* score on Negative Emotionality is 45 and has a percentile rank of 40. J.'s teacher reports J. reacts to changes in everyday activities or routines in a manner that is typical of others of the same age.

J.'s *T* score on Resiliency is 58 and has a percentile rank of 77. J.'s teacher reports J. is able to overcome stress and adversity about as well as others of the same age.

EXECUTIVE FUNCTIONING INDEX SUMMARY

| Overall Executive Functioning Index | Problem Solving Index | Attentional Control Index | Behavioral Control Index | Emotional Control Index |
|-------------------------------------|-------------------------------|------------------------------|------------------------------|------------------------------|
| Not Elevated Raw Score: 22 | Not Elevated Raw Score: 11 | Not Elevated Raw Score: 7 | Not Elevated Raw Score: 1 | Not Elevated Raw Score: 3 |

EXECUTIVE FUNCTIONING INDEX NARRATIVES

J.'s Overall Executive Functioning Index score is 22. This score falls in the Not Elevated classification range. Summary information for problem solving, attentional control, behavioral control, and emotional control is provided below.

J.'s Problem Solving Index score is 11. This score falls in the Not Elevated classification range.

J.'s Attentional Control Index score is 7. This score falls in the Not Elevated classification range.

J.'s Behavioral Control Index score is 1. This score falls in the Not Elevated classification range.

J.'s Emotional Control Index score is 3. This score falls in the Not Elevated classification range.

EMOTIONAL DISTURBANCE QUALIFICATION SCALES (EDQs) SUMMARY

The EDQ scales were developed to reflect clinical and adaptive scale combinations that are grouped specifically to align with the constructs of emotional disturbance (ED) represented in the federal Individuals with Disabilities Education Improvement Act (IDEIA; 2004) disability definition¹. These constructs serve as the minimum criteria used to determine a student's eligibility for special education and related services under the classification of ED. Because of the breadth of assessment provided by the BASC-3, examiners are advised to consider other BASC-3 clinical, adaptive, and content scales, the history of the behaviors they measure, and the duration of any behavioral or emotional problems when making special education and related services eligibility recommendations.

| Emotional Disturbance Qualification Composites (EDQCs) | Raw Score | T Score | Percentile Rank | 90% Confidence Interval | Clinical Indicator |
|---|------------------|----------------|------------------------|--------------------------------|---------------------------|
| EDQC 1: Unsatisfactory Interpersonal Relationships | 295 | 49 | 54 | 47-51 | Acceptable |
| EDQC 2: Inappropriate Behavior/Feelings | 348 | 50 | 61 | 48-52 | Acceptable |
| EDQC 3: Unhappiness or Depression | 90 | 45 | 41 | 41-49 | Acceptable |
| EDQC 4: Physical Symptoms or Fears | 95 | 47 | 48 | 42-52 | Acceptable |
| EDQC 5 ² : Schizophrenia and Related Disorders of Thought | 263 | 53 | 69 | 50-56 | Acceptable |
| Social Maladjustment Indicator | Absent | | | | |

¹ The EDQs covers 5 of the 6 Emotional Disturbance criteria as defined by IDEIA (2004). The first criteria – "An inability to learn that cannot be explained by intellectual, sensory, or health factors" – is not covered by the BASC-3.

² Although elevated scores on the EDQC 5 should raise concerns of schizophrenia or another thought disorder as a possibility, it also correlates highly to autism spectrum disorder (ASD) and when elevated should prompt a more thorough evaluation to rule out ASD as the most likely diagnosis, especially if the actuarially derived Autism Index is also elevated.

EMOTIONAL DISTURBANCE QUALIFICATION SCALES (EDQs) NARRATIVES

EDQC 1: Unsatisfactory Interpersonal Relationships

J.'s *T* score on the Unsatisfactory Interpersonal Relationships Composite is 49 and has a percentile rank of 54. Classroom reports J. maintains satisfactory interpersonal relationships with others compared to same-age peers.

EDQC 2: Inappropriate Behavior/Feelings

J.'s *T* score on the Inappropriate Behavior/Feelings Composite is 50 and has a percentile rank of 61. Classroom reports J. displays appropriate types of behaviors and feelings under normal circumstances that are comparable to same-age peers.

EDQC 3: Unhappiness or Depression

J.'s *T* score on the Unhappiness or Depression Composite is 45 and has a percentile rank of 41. Classroom reports J. displays no signs of pervasive unhappiness or depressive mood when compared to same-age peers.

EDQC 4: Physical Symptoms or Fears

J.'s *T* score on the Physical Symptoms or Fears Composite is 47 and has a percentile rank of 48. Classroom reports J. displays physical symptoms or fears associated with personal or school problems about as often as same-age peers.

EDQC 5: Schizophrenia and Related Disorders of Thought

J.'s *T* score on the Schizophrenia and Related Disorders of Thought Composite is 53 and has a percentile rank of 69. Classroom reports J. displays developmentally appropriate thinking patterns, perceptions, and communication skills. J. shows no signs of schizophrenia or related disorders when compared to same-age peers.

Social Maladjustment Indicator

Based on Classroom's responses, there is no indication J. presents with social maladjustment at this time. However, the need for follow-up assessment or intervention should occur based on the laws and regulations in the appropriate jurisdiction.

CLINICAL INDEX SCORE TABLE: General Combined Norm Group

| | Raw Score | <i>T</i> Score | Percentile Rank | 90% Confidence Interval |
|-----------------------------|-----------|----------------|-----------------|-------------------------|
| ADHD Probability Index | 16 | 50 | 55 | 45-55 |
| Autism Probability Index | 19 | 53 | 67 | 48-58 |
| EBD Probability Index | 6 | 48 | 57 | 44-52 |
| Functional Impairment Index | 43 | 57 | 79 | 53-61 |

CLINICAL SUMMARY

J.'s profile of BASC-3 scale scores does not indicate significant elevations on BASC-3 Externalizing Problems, Internalizing Problems, or Attention Problems scales. This suggests the absence of clinical syndromes associated with these scales.

***DSM-5™* DIAGNOSTIC CRITERIA**

There are no scale elevations based on Classroom Teacher's ratings of J.'s behavior that directly correspond to the DSM-5 Diagnostic Criteria.

***DSM-5™* DIAGNOSTIC CONSIDERATIONS**

There are no scale elevations based on Classroom Teacher's ratings of J.'s behavior that directly correspond to the DSM-5 Diagnostic Criteria.

TARGET BEHAVIORS FOR INTERVENTION

The behaviors listed below were identified by the rater as being particularly problematic. These behaviors may be appropriate targets for intervention or treatment. It can be useful to readminister the BASC-3 in the future to determine progress toward meeting the associated behavioral objectives.

General Behavior Issues

The rater has not identified any target behaviors for this child in this behavior area.

Academic Behavior Issues

The rater has not identified any target behaviors for this child in this behavior area.

Adaptive/Social Behavior Issues

60. Is clear when telling about personal experiences. (Sometimes)

CRITICAL ITEMS

Bolded items may be of particular interest.

- 13. Falls down or trips over things easily. (Never)
- 26. Has panic attacks. (Never)
- 27. Eats things that are not food. (Never)
- 61. Threatens to hurt others. (Never)
- 65. Loses control when angry. (Never)
- 73. Hits other children. (Never)
- 90. Bullies others. (Never)
- 97. Says, "I hate myself." (Never)
- 99. Is distracted by smartphone (or similar device) during class. (Never)
- 109. Picks on others who are different from his or her self. (Never)
- 121. Hurts others on purpose. (Never)
- 138. Gets back at others. (Never)
- 149. Cheats in school. (Never)

ITEMS BY SCALE - CLINICAL SCALES

Aggression

- 6. Argues when denied own way. (Never)
- 10. Is overly aggressive. (Never)
- 52. Annoys others on purpose. (Never)
- 61. Threatens to hurt others. (Never)
- 73. Hits other children. (Never)
- 82. Defies teachers. (Never)
- 90. Bullies others. (Never)
- 111. Loses temper too easily. (Never)
- 124. Teases others. (Never)
- 138. Gets back at others. (Never)

Anxiety

- 8. Is fearful. (Never)
- 15. Is easily stressed. (Sometimes)
- 26. Has panic attacks. (Never)
- 54. Is nervous. (Sometimes)
- 68. Says, "I get nervous during tests" or "Tests make me nervous." (Never)
- 79. Says, "I'm afraid I will make a mistake." (Sometimes)
- 83. Worries about things that cannot be changed. (Never)
- 106. Worries. (Never)
- 112. Appears tense. (Sometimes)

Attention Problems

- 1. Pays attention. (Almost always)
- 14. Is easily distracted. (Never)
- 21. Listens carefully. (Sometimes)
- 53. Has a short attention span. (Sometimes)
- 64. Listens to directions. (Often)
- 88. Is easily distracted from class work. (Sometimes)
- 107. Has trouble concentrating. (Sometimes)
- 152. Makes careless mistakes. (Sometimes)

Atypicality

- 9. Does strange things. (Never)
- 50. Seems out of touch with reality (Never)
- 63. Acts strangely. (Never)
- 87. Picks at things like own hair, nails, or clothing. (Never)
- 125. Acts confused. (Often)
- 128. Says things that make no sense. (Sometimes)
- 132. Babbles to self. (Sometimes)
- 145. Seems odd. (Sometimes)
- 151. Speech is confused or disorganized. (Sometimes)

Conduct Problems

- 23. Gets into trouble. (Sometimes)
- 35. Deceives others. (Never)
- 43. Sneaks around. (Never)
- 48. Uses others' things without permission. (Never)
- 70. Breaks the rules. (Never)
- 85. Lies. (Never)
- 121. Hurts others on purpose. (Never)
- 135. Disobeys. (Never)
- 149. Cheats in school. (Never)

Depression

- 12. Says, "Nobody likes me." (Never)
- 81. Cries easily. (Never)
- 91. Is easily upset. (Sometimes)
- 97. Says, "I hate myself." (Never)
- 114. Is sad. (Never)
- 118. Is negative about things. (Never)
- 133. Is pessimistic. (Never)
- 142. Is irritable. (Never)
- 146. Seems lonely. (Never)
- 153. Says, "I can't do anything right." (Never)
- 156. Says, "I don't have any friends." (Never)

Hyperactivity

- 4. Is overly active. (Never)
- 11. Has trouble keeping hands or feet to self. (Never)
- 30. Speaks out of turn during class. (Sometimes)
- 33. Has trouble staying seated. (Never)
- 40. Disrupts the schoolwork of other children. (Never)
- 93. Has poor self-control. (Never)
- 103. Acts without thinking. (Never)
- 110. Disrupts other children's activities. (Never)
- 126. Cannot wait to take turn. (Never)
- 137. Is in constant motion. (Never)
- 154. Acts out of control. (Never)

Learning Problems

- 28. Has reading problems. (Almost always)
- 44. Performs poorly on school assignments. (Sometimes)
- 55. Demonstrates critical thinking skills. (Often)
- 72. Has problems with mathematics. (Sometimes)
- 117. Has trouble keeping up in class (Almost always)
- 120. Does not complete tests. (Often)
- 130. Gets failing school grades. (Never)
- 147. Has spelling problems. (Almost always)

Somatization

- 34. Complains of pain. (Never)
- 56. Is afraid of getting sick. (Never)
- 76. Has headaches. (Never)
- 80. Gets sick. (Sometimes)
- 95. Complains of stomach pain. (Never)
- 105. Complains about health. (Never)
- 131. Complains of physical problems. (Never)
- 134. Has fevers. (Never)

Withdrawal

- 16. Isolates self from others. (Never)
- 37. Refuses to talk. (Never)
- 62. Has trouble making new friends. (Sometimes)
- 96. Avoids other children. (Never)
- 98. Makes friends easily. (Sometimes)
- 115. Prefers to play alone. (Never)
- 123. Avoids making friends. (Never)
- 144. Quickly joins group activities. (Often)

ITEMS BY SCALE - ADAPTIVE SCALES

Adaptability

- 3. Transitions well. (Almost always)
- 20. Refuses advice. (Never)
- 24. Is easy to please. (Often)
- 38. Adjusts well to changes in routine. (Almost always)
- 42. Accepts things as they are. (Almost always)
- 47. Recovers quickly after a setback. (Often)
- 59. Adjusts well to new teachers. (Often)
- 67. Handles winning and losing well. (Almost always)
- 69. Is easily calmed when angry. (Never)

Functional Communication

- 2. Communicates clearly. (Often)
- 22. Is unclear when presenting ideas. (Sometimes)
- 32. Has difficulty explaining rules of games to others. (Sometimes)
- 39. Tracks down information when needed. (Often)
- 60. Is clear when telling about personal experiences. (Sometimes)
- 71. Responds appropriately when asked a question. (Often)
- 74. Provides home address when asked. (Never)
- 89. Is able to describe feelings accurately. (Often)
- 119. Starts conversations. (Often)
- 139. Has trouble getting information when needed. (Never)

Leadership

- 25. Is usually chosen as a leader. (Never)
- 41. Works well under pressure. (Sometimes)
- 49. Is creative. (Almost always)
- 58. Gives good suggestions for solving problems. (Often)
- 86. Makes decisions easily. (Sometimes)
- 92. Is good at getting people to work together. (Often)
- 102. Is highly motivated to succeed. (Often)

Social Skills

- 5. Congratulates others when good things happen to them. (Never)
- 19. Says, "please" and "thank you." (Often)
- 31. Accepts people who are different from his or her self. (Often)
- 45. Offers help to other children. (Often)
- 104. Makes others feel welcome. (Often)
- 113. Compliments others. (Never)
- 116. Tries to help others be their best. (Never)
- 127. Shows interest in others' ideas. (Often)
- 141. Encourages others to do their best. (Often)
- 150. Makes positive comments about others. (Often)

Study Skills

- 7. Reads. (Sometimes)
- 77. Turns in work on time. (Often)
- 94. Has good study habits (Often)
- 122. Stays on task. (Often)
- 129. Completes homework. (Often)
- 143. Is well organized. (Often)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)
- 155. Tries to do well in school. (Almost always)

ITEMS BY SCALE - CONTENT SCALES

Anger Control

- 6. Argues when denied own way. (Never)
- 61. Threatens to hurt others. (Never)
- 65. Loses control when angry. (Never)
- 75. Gets angry easily. (Never)
- 93. Has poor self-control. (Never)
- 111. Loses temper too easily. (Never)
- 142. Is irritable. (Never)

Bullying

- 35. Deceives others. (Never)
- 36. Spreads rumors about others. (Never)
- 48. Uses others' things without permission. (Never)
- 57. Puts others down. (Never)
- 61. Threatens to hurt others. (Never)
- 90. Bullies others. (Never)
- 109. Picks on others who are different from his or her self. (Never)
- 121. Hurts others on purpose. (Never)
- 124. Teases others. (Never)

Developmental Social Disorders

- 2. Communicates clearly. (Often)
- 16. Isolates self from others. (Never)
- 38. Adjusts well to changes in routine. (Almost always)
- 50. Seems out of touch with reality (Never)
- 62. Has trouble making new friends. (Sometimes)
- 63. Acts strangely. (Never)
- 66. Engages in repetitive movements. (Never)
- 71. Responds appropriately when asked a question. (Often)
- 89. Is able to describe feelings accurately. (Often)
- 100. Avoids eye contact. (Never)
- 115. Prefers to play alone. (Never)
- 127. Shows interest in others' ideas. (Often)
- 132. Babbles to self. (Sometimes)
- 136. Shows basic emotions clearly. (Often)
- 144. Quickly joins group activities. (Often)

Emotional Self-Control

- 6. Argues when denied own way. (Never)
- 15. Is easily stressed. (Sometimes)
- 29. Is overly emotional. (Never)
- 51. Overreacts to stressful situations. (Never)
- 67. Handles winning and losing well. (Almost always)
- 69. Is easily calmed when angry. (Never)
- 81. Cries easily. (Never)
- 91. Is easily upset. (Sometimes)
- 93. Has poor self-control. (Never)
- 111. Loses temper too easily. (Never)
- 142. Is irritable. (Never)
- 154. Acts out of control. (Never)

Executive Functioning

- 1. Pays attention. (Almost always)
- 6. Argues when denied own way. (Never)
- 14. Is easily distracted. (Never)
- 17. Finds ways to solve problems. (Often)
- 18. Plans well. (Sometimes)
- 33. Has trouble staying seated. (Never)
- 39. Tracks down information when needed. (Often)
- 40. Disrupts the schoolwork of other children. (Never)
- 51. Overreacts to stressful situations. (Never)
- 55. Demonstrates critical thinking skills. (Often)
- 58. Gives good suggestions for solving problems. (Often)
- 69. Is easily calmed when angry. (Never)
- 86. Makes decisions easily. (Sometimes)
- 93. Has poor self-control. (Never)
- 103. Acts without thinking. (Never)

- 107. Has trouble concentrating. (Sometimes)
- 108. Takes a step-by-step approach to work. (Often)
- 111. Loses temper too easily. (Never)
- 122. Stays on task. (Often)
- 126. Cannot wait to take turn. (Never)
- 142. Is irritable. (Never)
- 143. Is well organized. (Often)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)
- 154. Acts out of control. (Never)

Negative Emotionality

- 6. Argues when denied own way. (Never)
- 20. Refuses advice. (Never)
- 46. Finds fault with everything. (Never)
- 78. Reacts negatively. (Never)
- 91. Is easily upset. (Sometimes)
- 118. Is negative about things. (Never)
- 133. Is pessimistic. (Never)
- 142. Is irritable. (Never)

Resiliency

- 3. Transitions well. (Almost always)
- 17. Finds ways to solve problems. (Often)
- 38. Adjusts well to changes in routine. (Almost always)
- 39. Tracks down information when needed. (Often)
- 41. Works well under pressure. (Sometimes)
- 42. Accepts things as they are. (Almost always)
- 47. Recovers quickly after a setback. (Often)
- 49. Is creative. (Almost always)
- 67. Handles winning and losing well. (Almost always)
- 84. Has good coping skills. (Often)
- 92. Is good at getting people to work together. (Often)
- 101. Overcomes problems. (Often)
- 140. Is resilient. (Almost always)

ITEMS BY SCALE - CLINICAL INDEXES

ADHD Probability

- 4. Is overly active. (Never)
- 6. Argues when denied own way. (Never)
- 13. Falls down or trips over things easily. (Never)
- 14. Is easily distracted. (Never)
- 22. Is unclear when presenting ideas. (Sometimes)
- 25. Is usually chosen as a leader. (Never)
- 41. Works well under pressure. (Sometimes)
- 53. Has a short attention span. (Sometimes)
- 64. Listens to directions. (Often)
- 70. Breaks the rules. (Never)
- 88. Is easily distracted from class work. (Sometimes)
- 91. Is easily upset. (Sometimes)
- 107. Has trouble concentrating. (Sometimes)
- 111. Loses temper too easily. (Never)
- 125. Acts confused. (Often)
- 135. Disobeys. (Never)

- 136. Shows basic emotions clearly. (Often)
- 139. Has trouble getting information when needed. (Never)
- 143. Is well organized. (Often)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)
- 154. Acts out of control. (Never)

Autism Probability

- 5. Congratulates others when good things happen to them. (Never)
- 9. Does strange things. (Never)
- 45. Offers help to other children. (Often)
- 55. Demonstrates critical thinking skills. (Often)
- 58. Gives good suggestions for solving problems. (Often)
- 60. Is clear when telling about personal experiences. (Sometimes)
- 62. Has trouble making new friends. (Sometimes)
- 63. Acts strangely. (Never)
- 86. Makes decisions easily. (Sometimes)
- 87. Picks at things like own hair, nails, or clothing. (Never)
- 91. Is easily upset. (Sometimes)
- 92. Is good at getting people to work together. (Often)
- 100. Avoids eye contact. (Never)
- 106. Worries. (Never)
- 111. Loses temper too easily. (Never)
- 119. Starts conversations. (Often)
- 132. Babbles to self. (Sometimes)
- 141. Encourages others to do their best. (Often)
- 145. Seems odd. (Sometimes)
- 151. Speech is confused or disorganized. (Sometimes)
- 154. Acts out of control. (Never)

EBD Probability

- 10. Is overly aggressive. (Never)
- 12. Says, "Nobody likes me." (Never)
- 23. Gets into trouble. (Sometimes)
- 35. Deceives others. (Never)
- 52. Annoys others on purpose. (Never)
- 57. Puts others down. (Never)
- 61. Threatens to hurt others. (Never)
- 62. Has trouble making new friends. (Sometimes)
- 70. Breaks the rules. (Never)
- 73. Hits other children. (Never)
- 85. Lies. (Never)
- 90. Bullies others. (Never)
- 91. Is easily upset. (Sometimes)
- 111. Loses temper too easily. (Never)
- 118. Is negative about things. (Never)
- 125. Acts confused. (Often)
- 133. Is pessimistic. (Never)

- 138. Gets back at others. (Never)
- 139. Has trouble getting information when needed. (Never)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)
- 154. Acts out of control. (Never)
- 156. Says, "I don't have any friends." (Never)

Functional Impairment

- 1. Pays attention. (Almost always)
- 2. Communicates clearly. (Often)
- 5. Congratulates others when good things happen to them. (Never)
- 15. Is easily stressed. (Sometimes)
- 22. Is unclear when presenting ideas. (Sometimes)
- 23. Gets into trouble. (Sometimes)
- 28. Has reading problems. (Almost always)
- 32. Has difficulty explaining rules of games to others. (Sometimes)
- 39. Tracks down information when needed. (Often)
- 45. Offers help to other children. (Often)
- 50. Seems out of touch with reality (Never)
- 53. Has a short attention span. (Sometimes)
- 60. Is clear when telling about personal experiences. (Sometimes)
- 62. Has trouble making new friends. (Sometimes)
- 69. Is easily calmed when angry. (Never)
- 71. Responds appropriately when asked a question. (Often)
- 72. Has problems with mathematics. (Sometimes)
- 78. Reacts negatively. (Never)
- 80. Gets sick. (Sometimes)
- 81. Cries easily. (Never)
- 83. Worries about things that cannot be changed. (Never)
- 86. Makes decisions easily. (Sometimes)
- 89. Is able to describe feelings accurately. (Often)
- 91. Is easily upset. (Sometimes)
- 93. Has poor self-control. (Never)
- 94. Has good study habits (Often)
- 96. Avoids other children. (Never)
- 98. Makes friends easily. (Sometimes)
- 103. Acts without thinking. (Never)
- 105. Complains about health. (Never)
- 106. Worries. (Never)
- 111. Loses temper too easily. (Never)
- 117. Has trouble keeping up in class (Almost always)
- 120. Does not complete tests. (Often)
- 125. Acts confused. (Often)
- 126. Cannot wait to take turn. (Never)
- 128. Says things that make no sense. (Sometimes)
- 130. Gets failing school grades. (Never)
- 139. Has trouble getting information when needed. (Never)
- 143. Is well organized. (Often)

- 144. Quickly joins group activities. (Often)
- 146. Seems lonely. (Never)
- 147. Has spelling problems. (Almost always)
- 155. Tries to do well in school. (Almost always)

ITEMS BY SCALE - EXECUTIVE FUNCTIONING INDEX

Problem Solving Index

- 17. Finds ways to solve problems. (Often)
- 18. Plans well. (Sometimes)
- 39. Tracks down information when needed. (Often)
- 55. Demonstrates critical thinking skills. (Often)
- 58. Gives good suggestions for solving problems. (Often)
- 86. Makes decisions easily. (Sometimes)
- 108. Takes a step-by-step approach to work. (Often)
- 143. Is well organized. (Often)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)

Attentional Control Index

- 1. Pays attention. (Almost always)
- 14. Is easily distracted. (Never)
- 21. Listens carefully. (Sometimes)
- 53. Has a short attention span. (Sometimes)
- 64. Listens to directions. (Often)
- 88. Is easily distracted from class work. (Sometimes)
- 107. Has trouble concentrating. (Sometimes)
- 152. Makes careless mistakes. (Sometimes)

Behavioral Control Index

- 30. Speaks out of turn during class. (Sometimes)
- 33. Has trouble staying seated. (Never)
- 40. Disrupts the schoolwork of other children. (Never)
- 93. Has poor self-control. (Never)
- 103. Acts without thinking. (Never)
- 126. Cannot wait to take turn. (Never)
- 154. Acts out of control. (Never)

Emotional Control Index

- 6. Argues when denied own way. (Never)
- 29. Is overly emotional. (Never)
- 51. Overreacts to stressful situations. (Never)
- 69. Is easily calmed when angry. (Never)
- 75. Gets angry easily. (Never)
- 111. Loses temper too easily. (Never)

142. Is irritable. (Never)

Overall Executive Functioning Index

- 1. Pays attention. (Almost always)
- 6. Argues when denied own way. (Never)
- 14. Is easily distracted. (Never)
- 17. Finds ways to solve problems. (Often)
- 18. Plans well. (Sometimes)
- 21. Listens carefully. (Sometimes)
- 29. Is overly emotional. (Never)
- 30. Speaks out of turn during class. (Sometimes)
- 33. Has trouble staying seated. (Never)
- 39. Tracks down information when needed. (Often)
- 40. Disrupts the schoolwork of other children. (Never)
- 51. Overreacts to stressful situations. (Never)
- 53. Has a short attention span. (Sometimes)
- 55. Demonstrates critical thinking skills. (Often)
- 58. Gives good suggestions for solving problems. (Often)
- 64. Listens to directions. (Often)
- 69. Is easily calmed when angry. (Never)
- 75. Gets angry easily. (Never)
- 86. Makes decisions easily. (Sometimes)
- 88. Is easily distracted from class work. (Sometimes)
- 93. Has poor self-control. (Never)
- 103. Acts without thinking. (Never)
- 107. Has trouble concentrating. (Sometimes)
- 108. Takes a step-by-step approach to work. (Often)
- 111. Loses temper too easily. (Never)
- 126. Cannot wait to take turn. (Never)
- 142. Is irritable. (Never)
- 143. Is well organized. (Often)
- 148. Analyzes the nature of a problem before starting to solve it. (Often)
- 152. Makes careless mistakes. (Sometimes)
- 154. Acts out of control. (Never)

The Behavior Assessment System for Children, Third Edition (BASC-3) is an integrated system designed to facilitate the differential diagnosis and classification of a variety of emotional and behavioral disorders of children and to aid in the design of treatment plans. This computer-generated report should not be the sole basis for making important diagnostic or treatment decisions.

End of Report

ITEM RESPONSES

| | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1:4 | 2:3 | 3:4 | 4:1 | 5:1 | 6:1 | 7:2 | 8:1 | 9:1 | 10:1 |
| 11:1 | 12:1 | 13:1 | 14:1 | 15:2 | 16:1 | 17:3 | 18:2 | 19:3 | 20:1 |
| 21:2 | 22:2 | 23:2 | 24:3 | 25:1 | 26:1 | 27:1 | 28:4 | 29:1 | 30:2 |
| 31:3 | 32:2 | 33:1 | 34:1 | 35:1 | 36:1 | 37:1 | 38:4 | 39:3 | 40:1 |
| 41:2 | 42:4 | 43:1 | 44:2 | 45:3 | 46:1 | 47:3 | 48:1 | 49:4 | 50:1 |
| 51:1 | 52:1 | 53:2 | 54:2 | 55:3 | 56:1 | 57:1 | 58:3 | 59:3 | 60:2 |
| 61:1 | 62:2 | 63:1 | 64:3 | 65:1 | 66:1 | 67:4 | 68:1 | 69:1 | 70:1 |
| 71:3 | 72:2 | 73:1 | 74:1 | 75:1 | 76:1 | 77:3 | 78:1 | 79:2 | 80:2 |
| 81:1 | 82:1 | 83:1 | 84:3 | 85:1 | 86:2 | 87:1 | 88:2 | 89:3 | 90:1 |
| 91:2 | 92:3 | 93:1 | 94:3 | 95:1 | 96:1 | 97:1 | 98:2 | 99:1 | 100:1 |
| 101:3 | 102:3 | 103:1 | 104:3 | 105:1 | 106:1 | 107:2 | 108:3 | 109:1 | 110:1 |
| 111:1 | 112:2 | 113:1 | 114:1 | 115:1 | 116:1 | 117:4 | 118:1 | 119:3 | 120:3 |
| 121:1 | 122:3 | 123:1 | 124:1 | 125:3 | 126:1 | 127:3 | 128:2 | 129:3 | 130:1 |
| 131:1 | 132:2 | 133:1 | 134:1 | 135:1 | 136:3 | 137:1 | 138:1 | 139:1 | 140:4 |
| 141:3 | 142:1 | 143:3 | 144:3 | 145:2 | 146:1 | 147:4 | 148:3 | 149:1 | 150:3 |
| 151:2 | 152:2 | 153:1 | 154:1 | 155:4 | 156:1 | | | | |



WIAT[®] 4

Wechsler Individual Achievement Test
FOURTH EDITION

WIAT[®]-4

Wechsler Individual Achievement Test[®] (4th ed.)

Score Report

| | | | |
|-----------------|---------------|-------------------|------------------------|
| Name: | J. Doe | Test date: | 11/09/2024 |
| Examinee ID: | Not specified | Report date: | 01/06/2025 |
| Birth date: | 09/13/2014 | Age at testing: | 10:1 |
| Gender: | Male | Grade: | 5 |
| Race/ethnicity: | Not specified | Semester: | Fall (August-November) |
| Handedness: | Not specified | Is this a retest? | No |
| Home language: | Not specified | Examiner name: | Jennifer Harris |

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[1.23 / RE1 / QG1]

Core Composite Score Summary

| Composite/Subtest | Raw score ¹ | Standard score | 90% Confidence interval | Percentile rank | Descriptive category | Age equivalent | Grade equivalent | GSV |
|--------------------------------|------------------------|----------------|-------------------------|-----------------|----------------------|----------------|------------------|-----|
| Total Achievement | 592 | 97 | 93 - 101 | 42 | Average | - | - | - |
| Word Reading | 65 | 83 | 79 - 87 | 13 | Low average | 8:2 | 2.6 | 488 |
| Reading Comprehension | 25 ^{2,3} | 69 | 61 - 77 | 2 | Extremely low | 6:6 | 1.2 | 466 |
| Spelling | 28 | 106 | 101 - 111 | 66 | Average | 10:10 | 5.6 | 529 |
| Essay Composition ⁴ | 50 | 103 | 94 - 112 | 58 | Average | 10:6 | 5.1 | 538 |
| Math Problem Solving | 50 | 113 | 104 - 122 | 81 | High average | 12:2 | 7.0 | 531 |
| Numerical Operations | 35 | 118 | 111 - 125 | 88 | High average | 12:10 | 7.3 | 537 |
| Reading | 152 | 75 | 69 - 81 | 5 | Very low | - | - | - |
| Word Reading | 65 | 83 | 79 - 87 | 13 | Low average | 8:2 | 2.6 | 488 |
| Reading Comprehension | 25 ^{2,3} | 69 | 61 - 77 | 2 | Extremely low | 6:6 | 1.2 | 466 |
| Written Expression | 308 | 103 | 97 - 109 | 58 | Average | - | - | - |
| Spelling | 28 | 106 | 101 - 111 | 66 | Average | 10:10 | 5.6 | 529 |
| Sentence Composition | * | 99 | 90 - 108 | 47 | Average | 9:10 | 4.5 | - |
| Essay Composition ⁴ | 50 | 103 | 94 - 112 | 58 | Average | 10:6 | 5.1 | 538 |
| Mathematics | 231 | 117 | 112 - 122 | 87 | High average | - | - | - |
| Math Problem Solving | 50 | 113 | 104 - 122 | 81 | High average | 12:2 | 7.0 | 531 |
| Numerical Operations | 35 | 118 | 111 - 125 | 88 | High average | 12:10 | 7.3 | 537 |

* Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).

¹ For composites, Raw score refers to Sum of Subtest Standard Scores.

² Indicates a raw score that is converted to a weighted raw score (not shown).

³ Indicates that a raw score is based on a below-grade-level item set.

⁴ Essay Composition was scored using the hand scoring method.

Supplemental Composite Score Summary

| Composite/Subtest | Raw score ¹ | Standard score | 90% Confidence interval | Percentile rank | Descriptive category | Age equivalent | Grade equivalent | GSV |
|------------------------------------|------------------------|----------------|-------------------------|-----------------|----------------------|----------------|------------------|-----|
| Basic Reading | 254 | 83 | 79 - 87 | 13 | Low average | - | - | - |
| Pseudoword Decoding | 15 | 84 | 79 - 89 | 14 | Low average | 7:6 | 2.1 | 488 |
| Phonemic Proficiency | 40 | 87 | 82 - 92 | 19 | Low average | 7:6 | 2.1 | 495 |
| Word Reading | 65 | 83 | 79 - 87 | 13 | Low average | 8:2 | 2.6 | 488 |
| Decoding | 167 | 82 | 79 - 85 | 12 | Low average | - | - | - |
| Pseudoword Decoding | 15 | 84 | 79 - 89 | 14 | Low average | 7:6 | 2.1 | 488 |
| Word Reading | 65 | 83 | 79 - 87 | 13 | Low average | 8:2 | 2.6 | 488 |
| Reading Fluency | 215 | 69 | 64 - 74 | 2 | Extremely low | - | - | - |
| Oral Reading Fluency | 3 ^{2,3} | 40 | 33 - 47 | <0.1 | Extremely low | <6:2 | <1.0 | 386 |
| Orthographic Fluency | 25 ² | 85 | 76 - 94 | 16 | Low average | 8:2 | 3.0 | 495 |
| Decoding Fluency | 20 | 90 | 80 - 100 | 25 | Average | 8:6 | 3.0 | 497 |
| Math Fluency | 312 | 104 | 99 - 109 | 61 | Average | - | - | - |
| Math Fluency--Addition | 30 | 105 | 96 - 114 | 63 | Average | 10:10 | 5.7 | 597 |
| Math Fluency--Subtraction | 25 | 105 | 95 - 115 | 63 | Average | 10:10 | 5.7 | 595 |
| Math Fluency--Multiplication | 20 | 102 | 94 - 110 | 55 | Average | 10:2 | 5.0 | 595 |
| Writing Fluency⁴ | - | - | - | - | - | - | - | - |
| Alphabet Writing Fluency | - | - | - | - | - | - | - | - |
| Sentence Writing Fluency | 100 | 116 | 103 - 129 | 86 | High average | 17:0-19:11 | 12.8 | 546 |
| Oral Language | 236 | 120 | 113 - 127 | 91 | Very high | - | - | - |
| Listening Comprehension | * | 109 | 101 - 117 | 73 | Average | 12:5 | 6.8 | - |
| Oral Expression | * | 127 | 118 - 136 | 96 | Very high | 13:3 | 7.3 | - |
| Phonological Processing | 171 | 84 | 79 - 89 | 14 | Low average | - | - | - |
| Pseudoword Decoding | 15 | 84 | 79 - 89 | 14 | Low average | 7:6 | 2.1 | 488 |
| Phonemic Proficiency | 40 | 87 | 82 - 92 | 19 | Low average | 7:6 | 2.1 | 495 |
| Orthographic Processing | 191 | 95 | 90 - 100 | 37 | Average | - | - | - |
| Orthographic Fluency | 25 ² | 85 | 76 - 94 | 16 | Low average | 8:2 | 3.0 | 495 |
| Spelling | 28 | 106 | 101 - 111 | 66 | Average | 10:10 | 5.6 | 529 |
| Dyslexia Index | 252 | 82 | 78 - 86 | 12 | Low average | - | - | - |
| Word Reading | 65 | 83 | 79 - 87 | 13 | Low average | 8:2 | 2.6 | 488 |
| Pseudoword Decoding | 15 | 84 | 79 - 89 | 14 | Low average | 7:6 | 2.1 | 488 |
| Orthographic Fluency | 25 ² | 85 | 76 - 94 | 16 | Low average | 8:2 | 3.0 | 495 |

* Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).

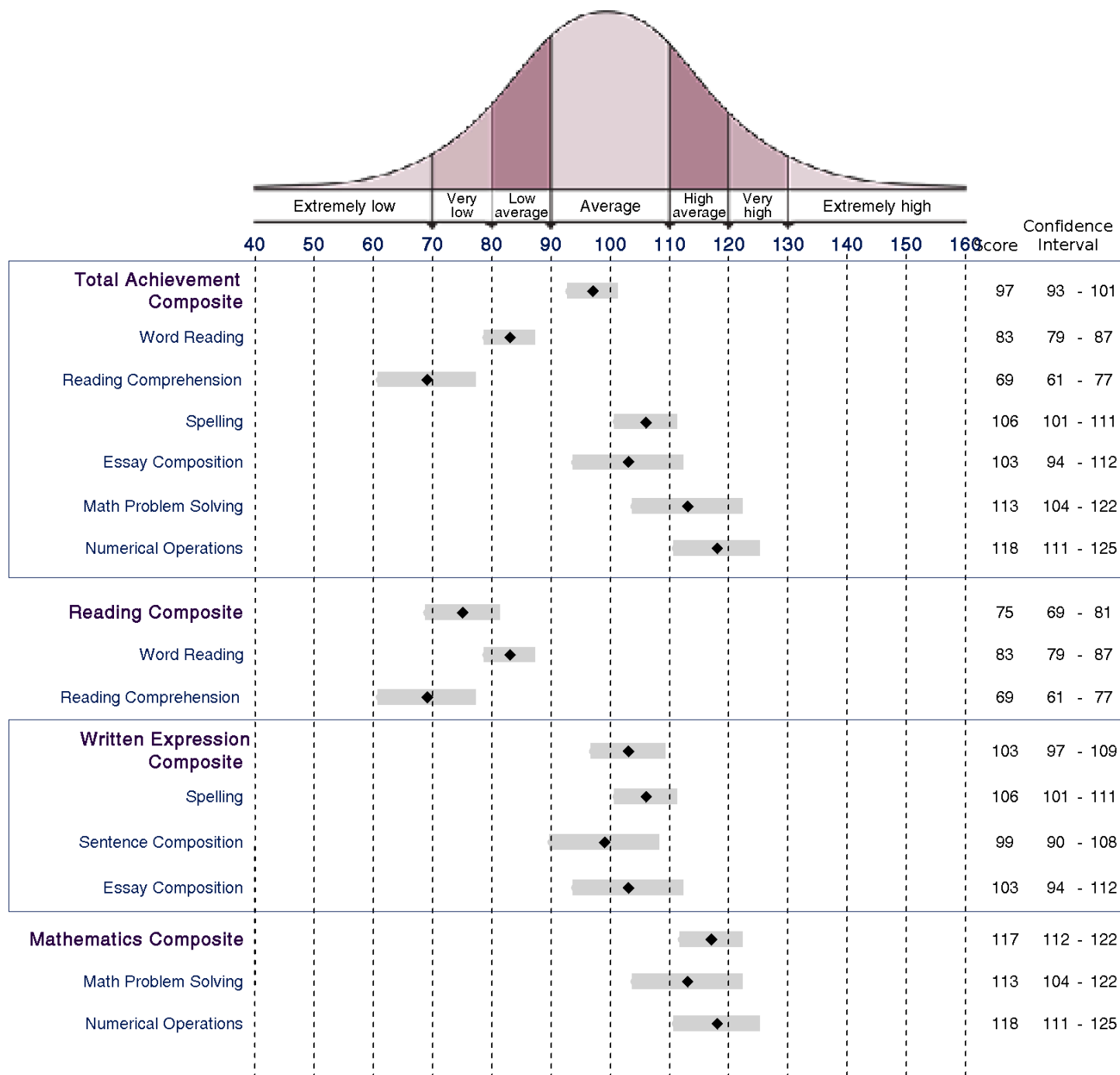
¹ For composites, Raw score refers to Sum of Subtest Standard Scores.

² Indicates a raw score that is converted to a weighted raw score (not shown).

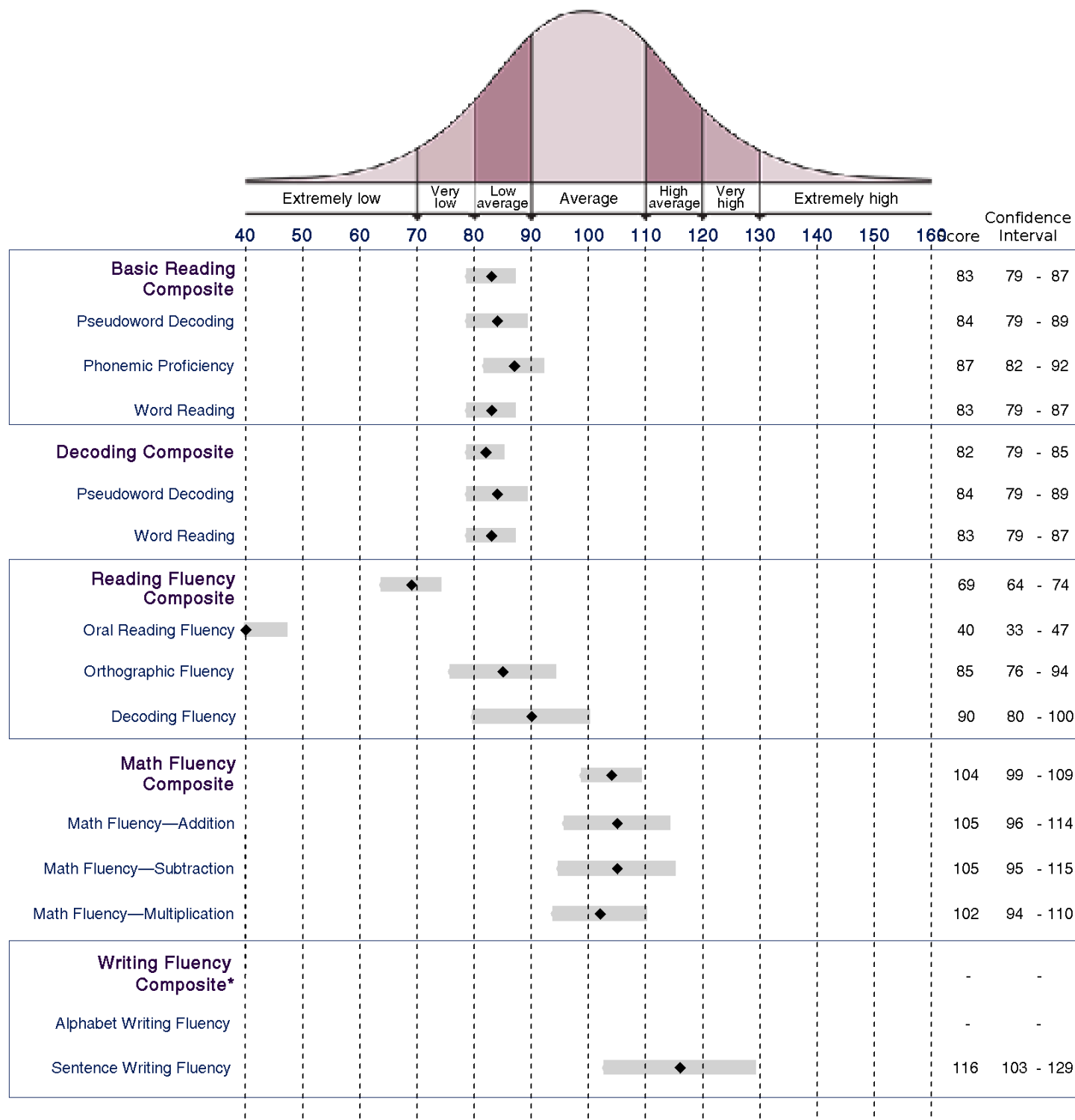
³ Indicates that a raw score is based on a below-grade-level item set.

⁴ This composite is not applicable to the examinee's grade/age level.

Core Composite Score Summary Profile

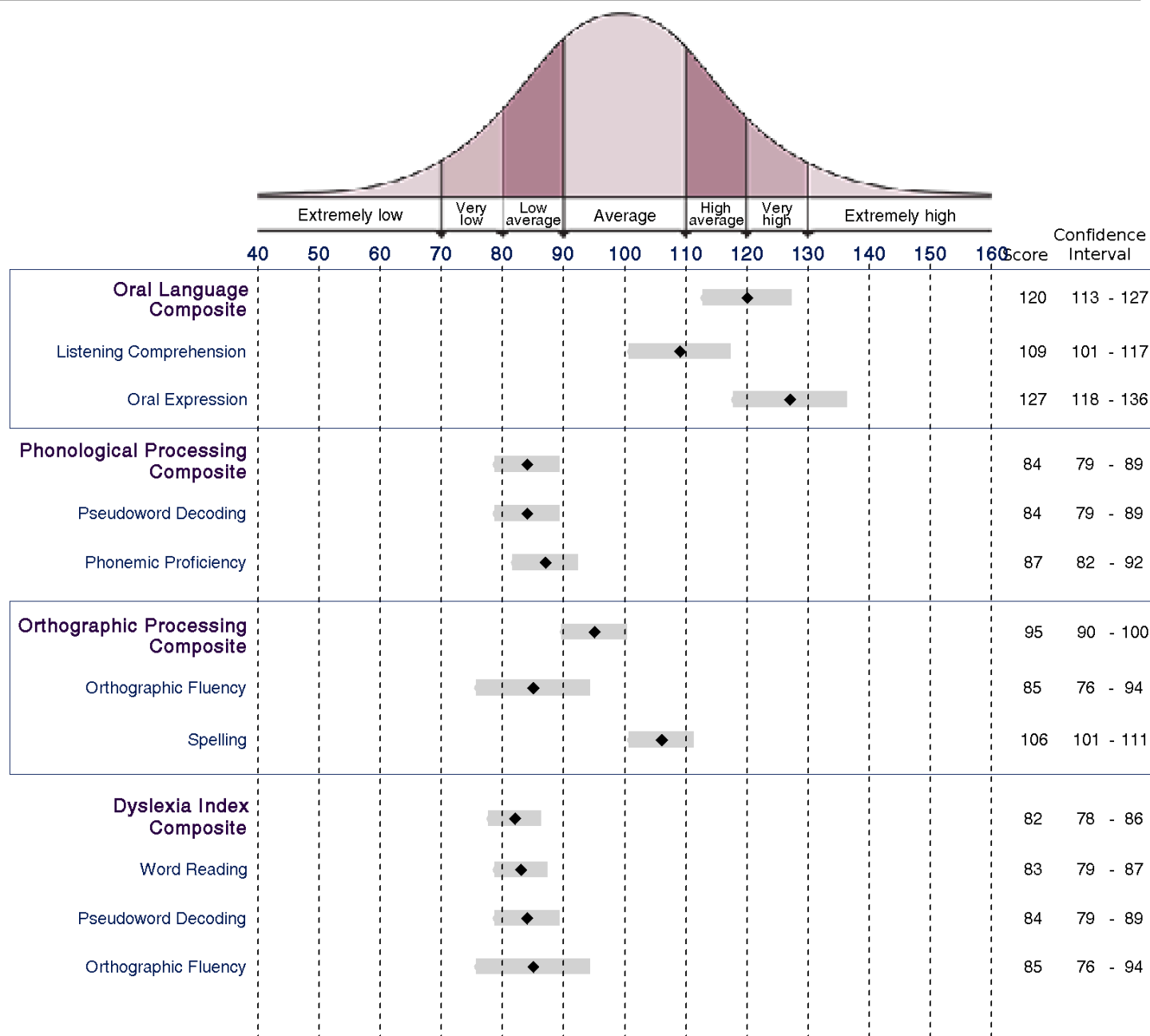


Supplemental Composite Score Summary Profile



*This composite is not applicable to the examinee's grade/age level.

Supplemental Composite Score Summary Profile (Continued)



Base Rates

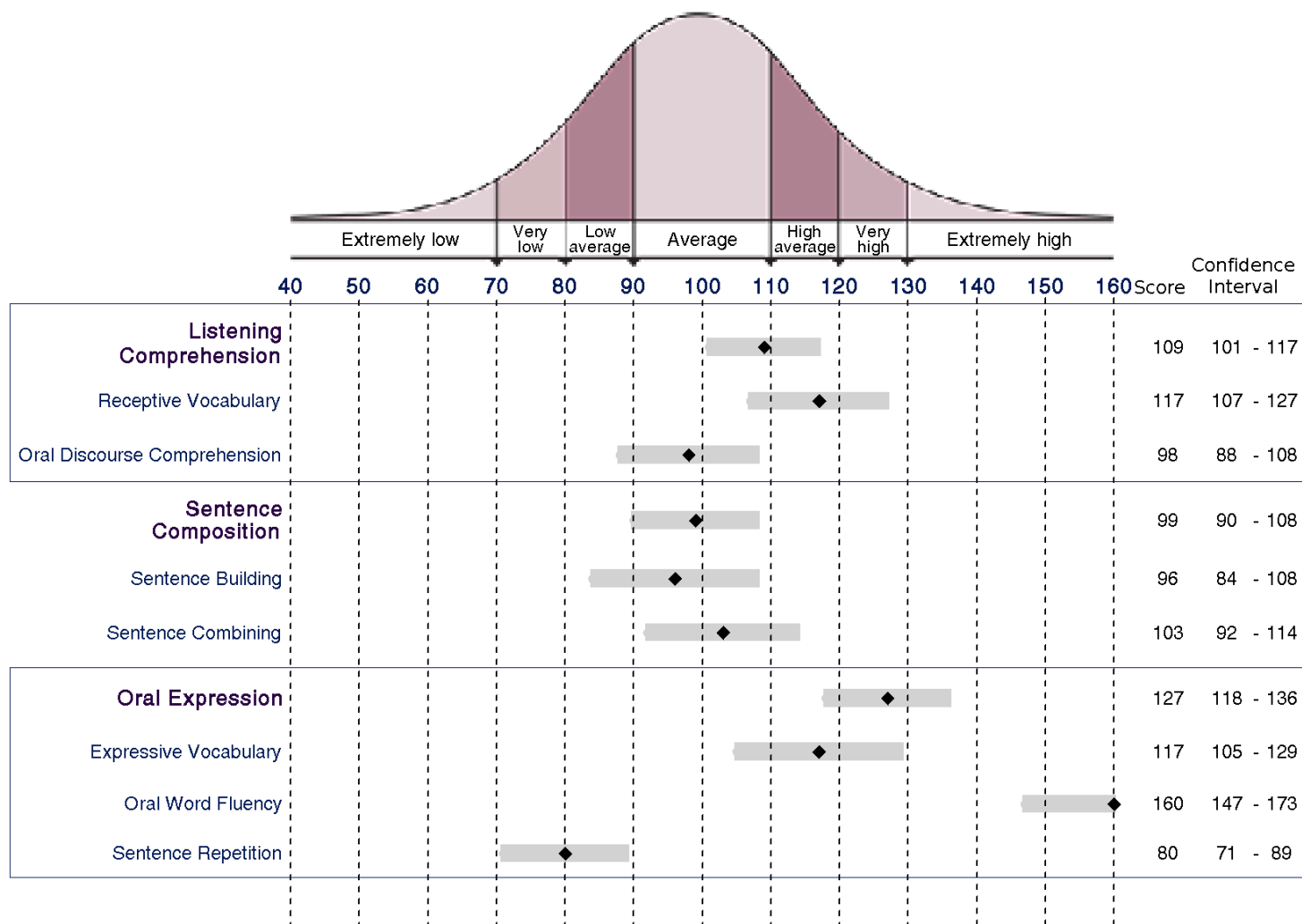
| | |
|-----------------------|---|
| Oral Reading Accuracy | The number of errors made by the examinee on the Oral Reading Fluency passages was unusually high compared to individuals in the normative sample who took the same item set: $\leq 5\%$ of the sample had the same number of errors or more, and at least 95% of the sample made fewer errors. |
| Oral Reading Rate | The examinee's reading rate on the Oral Reading Fluency passages was unusually slow compared to individuals in the normative sample who took the same item set: $\leq 2\%$ of the sample had the same or slower reading rate, and at least 98% of the sample had a faster reading rate. |

Subtest Component Score Summary

| Subtest/Component | Raw score ¹ | Standard score | 90% Confidence interval | Percentile rank | Descriptive category | Age equivalent | Grade equivalent | GSV |
|--------------------------------|------------------------|----------------|-------------------------|-----------------|----------------------|----------------|------------------|-----|
| Listening Comprehension | 215 | 109 | 101 - 117 | 73 | Average | 12:5 | 6.8 | - |
| Receptive Vocabulary | 15 | 117 | 107 - 127 | 87 | High average | 15:0 | 9.4 | 522 |
| Oral Discourse Comprehension | 15 | 98 | 88 - 108 | 45 | Average | 9:10 | 4.2 | 504 |
| Sentence Composition | 199 | 99 | 90 - 108 | 47 | Average | 9:10 | 4.5 | - |
| Sentence Building | 26 | 96 | 84 - 108 | 39 | Average | 8:10 | 3.7 | 500 |
| Sentence Combining | 23 | 103 | 92 - 114 | 58 | Average | 10:10 | 5.3 | 505 |
| Oral Expression | 357 | 127 | 118 - 136 | 96 | Very high | 13:3 | 7.3 | - |
| Expressive Vocabulary | 12 | 117 | 105 - 129 | 87 | High average | 13:3 | 8.1 | 522 |
| Oral Word Fluency | 130 | 160 | 147 - 173 | >99.9 | Extremely high | >19:11 | >12.9 | 717 |
| Sentence Repetition | 12 | 80 | 71 - 89 | 9 | Low average | 6:6 | 1.0 | 486 |

¹ Subtest raw score refers to sum of subtest component scores.

Subtest Component Score Summary Profile



Total Achievement Composite Standard Score Differences

| Total Achievement | Composite | Difference | Critical value (0.05) | Significant difference | Base rate |
|-------------------|-------------------------|------------|--------------------------|---------------------------|-----------|
| Total Achievement | Reading | 22 | 5.54 | Yes | <=2% |
| Total Achievement | Written Expression | -6 | 6.23 | No | <=25% |
| Total Achievement | Mathematics | -20 | 5.64 | Yes | <=2% |
| Total Achievement | Basic Reading | 14 | 5.77 | Yes | <=5% |
| Total Achievement | Decoding | 15 | 5.38 | Yes | <=5% |
| Total Achievement | Reading Fluency | 28 | 7.78 | Yes | <=2% |
| Total Achievement | Math Fluency | -7 | 8.05 | No | >25% |
| Total Achievement | Oral Language | -23 | 9.60 | Yes | <=5% |
| Total Achievement | Phonological Processing | 13 | 7.10 | Yes | <=10% |
| Total Achievement | Orthographic Processing | 2 | 7.33 | No | >25% |

Notes. A negative difference indicates that the composite in the comparison has a higher score than the Total Achievement composite.

A significant difference between a composite score and the Total Achievement composite means the composite is either a personal strength (if the difference is negative) or a personal weakness (if the difference is positive).

Base rates are not reported when the difference between scores is zero.

QUALITATIVE OBSERVATIONS SUMMARY

Essay Composition: Content and Organization Qualitative Analysis

| Element | Included | Not included |
|--|----------|--------------|
| Introduction: Includes thesis statement | X | |
| Introduction: Summarizes reasons | | X |
| Body: Includes reason 1 | X | |
| Body: Includes reason 2 | | X |
| Body: Includes reason 3 | X | |
| Body: Supports each reason with facts or details | | X |
| Body: Uses transition/linking words to create cohesion (e.g., <i>because</i> , <i>for example</i>) | | X |
| Conclusion: Restates thesis statement | | X |
| Conclusion: Restates reasons | | X |
| Uses paragraph structure | X | |

ERROR ANALYSIS GOAL STATEMENTS

Oral Reading Fluency

Oral Reading Fluency

Annual Goal

- The student will read aloud a/an (*circle*: expository, narrative) passage at a ____ reading level at ____ correct words per minute with no more than ____ errors.

Short-Term Objectives

- Given ____ phrase cards (cards with short phrases printed on them) that the teacher holds and flips through as the student reads aloud, providing immediate feedback when a reading error occurs, the student will correctly read the phrase on each card aloud, and will reduce the time it takes to read the phrase cards correctly from ____ to ____ seconds.

Phrase examples: under the car; over the house; into the room; next to the dog; across the river

Note: Phrases may begin with prepositional phrases and gradually expand to include participial, gerund, and infinitive phrases.

- The student will silently read ____ short declarative sentences containing true and false statements, and circle T or F to indicate true or false after each statement with no more than ____ errors and reduce the time it takes to complete the task from ____ to ____ seconds.

Sentence examples: A bird has wings. Snow is hot. Blue is a color. Ducks have four legs.

- Given a/an (*circle*: expository, narrative) passage at a ____ reading level, the student will read the passage aloud several times (repeated reading), receiving feedback from the teacher as needed to indicate when a reading error occurs, and will read at least ____ correct words per minute.

Note: Feedback from the teacher to indicate when a reading error occurs may be verbal (e.g., "oops") or nonverbal (e.g., tap a pencil).

End of Report

WISC-V Interpretive Considerations for J. Doe (01/06/2025)

Interpretive considerations provide additional information to assist you, the examiner, in interpreting J.'s performance. *This section should not be provided to the parent or recipient of the report.*

Please review these interpretive considerations before reading the report, as they may suggest that you make changes to the report settings in Q-global. If you make changes to the report settings, you can re-run the report without being charged.

This file contains two full reports: first, the interpretive report, and second, the parent report. Be sure to separate these reports before providing them to the appropriate recipients.

Demographics Considerations

The primary language field in the Demographics tab was not filled in. Please return to the Demographics tab and specify the examinee's primary language.

The examinee's current grade in the Demographics tab was not specified. Unless the examinee is no longer in school, this tab must be completed in order to accurately represent his school performance in the report. Please return to the Demographics tab and specify the examinee's current grade.

Recommendation Considerations

Items listed in the "Recommendations" section at the end of the report are meant to be an aid to you as a clinician, not a substitute for individualized recommendations that should be provided by a professional who is familiar with the examinee. Please read through the automatically generated recommendations carefully and edit them according to the examinee's individual strengths and needs.

The recommendation section entitled "Recommendations for Fluid Reasoning Skills" was included in the report because the examinee's FRI was a clear area of weakness relative to others his age.

The recommendation section entitled "Recommendations for Processing Speed" was included in the report because the examinee's PSI was a clear area of weakness relative to others his age.

End of Interpretive Considerations



WISC®-V
Wechsler Intelligence Scale for Children®-Fifth Edition
Interpretive Report

| | | | | |
|-----------------|------------|------------------|-------------------|------------|
| Examinee Name | J. Doe | Date of Report | 01/06/2025 | |
| Examinee ID | | Grade | | |
| Date of Birth | 09/13/2014 | Primary Language | | |
| Gender | Male | Handedness | | |
| Race/Ethnicity | | Examiner Name | Jennifer Harris | |
| Date of Testing | 01/06/2025 | Age at Testing | 10 years 3 months | Retest? No |

Comments:

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[2.2 / RE1 / QG1]

ABOUT WISC-V SCORES

J. was administered 10 subtests from the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V). The WISC-V is an individually administered, comprehensive clinical instrument for assessing the intelligence of children ages 6:0-16:11. The primary and secondary subtests are on a scaled score metric with a mean of 10 and a standard deviation (*SD*) of 3. These subtest scores range from 1 to 19, with scores between 8 and 12 typically considered average. The primary subtest scores contribute to the primary index scores, which represent intellectual functioning in five cognitive areas: Verbal Comprehension Index (VCI), Visual Spatial Index (VSI), Fluid Reasoning Index (FRI), Working Memory Index (WMI), and the Processing Speed Index (PSI). This assessment also produces a Full Scale IQ (FSIQ) composite score that represents general intellectual ability. The primary index scores and the FSIQ are on a standard score metric with a mean of 100 and an *SD* of 15. The primary index scores range from 45 to 155; the FSIQ ranges from 40 to 160. For both the primary index scores and the FSIQ, scores ranging from 90 to 109 are typically considered average.

Ancillary index scores are also provided. The ancillary index scores represent cognitive abilities using different primary and secondary subtest groupings than do the primary index scores. The ancillary index scores are also on a standard score metric with a mean of 100 and an *SD* of 15. The Verbal (Expanded Crystallized) Index (VECI), Expanded Fluid Index (EFI), Quantitative Reasoning Index (QRI), and Auditory Working Memory Index (AWMI) scores have a range of 45-155. The remaining three ancillary index scores have a range of 40-160: Nonverbal Index (NVI), General Ability Index (GAI), and the Cognitive Proficiency Index (CPI). Scores ranging from 90 to 109 are typically considered average. Further, the WISC-V provides complementary index scores that measure additional cognitive processes related to academic achievement and learning-related issues. The complementary index scores include the Naming Speed Index (NSI), Symbol Translation Index (STI), and the Storage and Retrieval Index (SRI). Both the complementary subtests and index scores are on a standard score metric with a mean of 100 and an *SD* of 15, with a range of 45-155. Scores ranging from 90 to 109 are typically considered average.

A percentile rank (PR) is provided for each reported composite and subtest score to show J.'s standing relative to other same-age children in the WISC-V normative sample. If the percentile rank for his Verbal Comprehension Index score is 70, for example, it means that he performed as well as or better than approximately 70% of children his age. This appears in the report as PR = 70.

The scores obtained on the WISC-V reflect J.'s true abilities combined with some degree of measurement error. His true score is more accurately represented by a confidence interval (CI), which is a range of scores within which his true score is likely to fall. Composite scores are reported with 95% confidence intervals to ensure greater accuracy when interpreting test scores. For each composite score reported for J., there is a 95% certainty that his true score falls within the listed range.

It is common for children to exhibit score differences across areas of performance. Comparing the score differences in relation to three separate benchmarks may yield a richer portrait of a child's strengths and weaknesses. The three types of score difference comparisons presented in this report use interpretive statements that describe what can be generically understood as strengths or weaknesses. Because many

score comparisons are possible within the WISC-V, attention to exactly what the scores are compared to is necessary to understand J.'s performance. The first type of comparison may be used to detect a normative strength or weakness, which occurs if a composite or subtest score differs from what is typical in the normative sample. For the purposes of this report, scores that fall above or below the Average qualitative descriptor range suggest either a normative strength or a normative weakness. The report will include phrases such as "very high for his age" or "lower than most children his age" when this occurs. The second type of comparison may be used to examine score differences from an intrapersonal perspective. For this comparison, a score is described as a strength or weakness if a primary index or subtest score differs from an indicator of overall performance (i.e., the mean of the primary index scores, the mean of the FSIQ subtest scores, the mean of the primary subtest scores, or the mean of the FSIQ subtest scores). Statistically significant differences are described with phrases such as "personal strength" or "personal weakness" or as one of the child's "strongest or weakest areas of performance." The third type of comparison may be used to examine scores for a relative strength or weakness, which occurs if a composite or subtest score differs in relation to another score of the same type (e.g., scaled, standard). When a scaled or standard score is compared with another scaled or standard score, the phrases "relative strength" and "relative weakness" are used to describe statistically significant differences when comparing performance on one score in relation to another.

If the difference between two scores is statistically significant, it is listed in the report with a base rate to aid in interpretation. The statistical significance and base rate results provide different information. A statistically significant difference suggests that the result is reliable and would likely be observed again if the assessment were repeated (i.e., the difference is not due to measurement error). The base rate (BR) provides a basis for estimating how common or rare a particular score difference was among other children of similar ability in the WISC-V normative sample. For example, a base rate of $\leq 5\%$ is reported if the score for the Verbal Comprehension Index is 15.60 points higher than the mean primary index score (MIS). This appears on the report as $VCI > MIS$, $BR = \leq 5\%$. This means that $\leq 5\%$ of children of similar ability level in the WISC-V normative sample obtained a difference of this magnitude or greater between those two scores. In many cases, a statistically significant difference may be accompanied by a base rate of greater than 15%, which indicates that the difference, while reliable and not due to measurement error, is relatively common among children. This result does not necessarily reduce the importance of the difference, but does indicate a difference that large or larger is relatively common.

It is possible for intellectual abilities to change over the course of childhood. Additionally, a child's scores on the WISC-V can be influenced by motivation, attention, interests, and opportunities for learning. All scores may be slightly higher or lower if J. were tested again on a different day. It is therefore important to view these test scores as a snapshot of J.'s current level of intellectual functioning. When these scores are used as part of a comprehensive evaluation, they contribute to an understanding of J.'s current strengths and any needs that can be addressed.

INTERPRETATION OF WISC-V RESULTS

FSIQ

The FSIQ is derived from seven subtests and summarizes ability across a diverse set of cognitive functions. This score is typically considered the most representative indicator of general intellectual functioning. Subtests are drawn from five areas of cognitive ability: verbal comprehension, visual spatial, fluid reasoning, working memory, and processing speed. J.'s FSIQ score is in the Average range when compared to other children his age (FSIQ = 92, PR = 30, CI = 87-98). Although the WISC-V measures various aspects of ability, a child's scores on this test can also be influenced by many factors that are not captured in this report. When interpreting this report, consider additional sources of information that may not be reflected in the scores on this assessment. While the FSIQ provides a broad representation of cognitive ability, describing J.'s domain-specific performance allows for a more thorough understanding of his functioning in distinct areas. Some children perform at approximately the same level in all of these areas, but many others display areas of cognitive strengths and weaknesses.

Verbal Comprehension

The Verbal Comprehension Index (VCI) measured J.'s ability to access and apply acquired word knowledge. Specifically, this score reflects his ability to verbalize meaningful concepts, think about verbal information, and express himself using words. Overall, J.'s performance on the VCI was typical for his age and emerged as a relative strength for J. (VCI = 108, PR = 70, Average range, CI = 100-115; VCI > MIS, BR = <=5%). Additionally, J.'s performance on verbal comprehension tasks was particularly strong when compared to his performance on tasks that involved processing and evaluating visual spatial information and using logic to solve problems (VCI > VSI, BR = 10.2%; VCI > FRI, BR = 4.6%). J.'s relative strength on language-based subtests suggests that he may understand information more easily when it is presented in a verbal, rather than visual, format. His performance indicates a relative strength in using verbal stimuli in problem solving compared to visual spatial problem solving. His pattern of performance also implies a strength in crystallized abilities relative to fluid reasoning abilities. Moreover, J.'s performance on verbal comprehension tasks was stronger than his performance on tasks requiring him to work quickly and efficiently (VCI > PSI, BR = 7.3%). J.'s processing speed was a relative weakness when compared to verbal comprehension, but does not appear to be interfering with his capacity to perform complex verbal tasks.

With regard to individual subtests within the VCI, Similarities (SI) required J. to describe a similarity between two words that represent a common object or concept and Vocabulary (VC) required him to name depicted objects and/or define words that were read aloud. He performed comparably across both subtests, suggesting that his abstract reasoning skills and word knowledge are similarly developed at this time (SI = 12; VC = 11). His performance on Similarities was somewhat advanced for his age and was one of his highest scores (SI = 12; SI > MSS-P, BR = <=10%). This suggests that his verbal concept formation and abstract reasoning skills are areas of strength when compared to his overall level of ability. This represents a strength that can be built upon in his future development.

Visual Spatial

The Visual Spatial Index (VSI) measured J.'s ability to evaluate visual details and understand visual spatial relationships in order to construct geometric designs from a model. This skill requires visual spatial reasoning, integration and synthesis of part-whole relationships, attentiveness to visual detail, and visual-motor integration. In this area, J. exhibited performance that was slightly below other children his

age (VSI = 89, PR = 23, Low Average range, CI = 82-98). Low scores in this area may occur due to deficits in spatial processing, difficulty with visual discrimination, poor visual attention, visuomotor integration deficits, or generally low reasoning ability. During this evaluation, J. appeared to have some difficulty assembling block designs and puzzles in his mind, and his performance in this area was weak in relation to his performance on language-based tasks (VSI < VCI, BR = 10.2%). J.'s relative weakness on visual spatial subtests during this evaluation suggests that his verbal problem-solving may be stronger than his visual spatial problem-solving. He may therefore benefit from additional support when presented with visual information.

The VSI is derived from two subtests. During Block Design (BD), J. viewed a model and/or picture and used two-colored blocks to re-create the design. Visual Puzzles (VP) required him to view a completed puzzle and select three response options that together would reconstruct the puzzle. He performed comparably across both subtests, suggesting that his visual-spatial reasoning ability is equally developed, whether solving problems that involve a motor response and reuse the same stimulus repeatedly while receiving concrete visual feedback about accuracy, or solving problems with unique stimuli that must be solved mentally and do not involve feedback about accuracy (BD = 8; VP = 8).

Fluid Reasoning

The Fluid Reasoning Index (FRI) measured J.'s ability to detect the underlying conceptual relationship among visual objects and use reasoning to identify and apply rules. Identification and application of conceptual relationships in the FRI requires inductive and quantitative reasoning, broad visual intelligence, simultaneous processing, and abstract thinking. Overall, J.'s performance on the FRI was slightly low for his age (FRI = 85, PR = 16, Low Average range, CI = 79-93). Low FRI scores may occur for a number of reasons including poor reasoning ability and difficulties with identifying important visual stimuli, linking visual information to abstract concepts, and understanding conceptual or quantitative concepts. J.'s current performance evidenced difficulty with fluid reasoning tasks in relation to his performance on language-based tasks (FRI < VCI, BR = 4.6%). This pattern of strengths and weaknesses suggests that he may currently experience relative difficulty applying logical reasoning skills to visual information, but he may have relatively strong ability to verbalize meaningful concepts. His crystallized abilities are a strength compared to his fluid reasoning abilities. His fluid reasoning performance during this evaluation was also significantly lower than his performance on working memory tasks (FRI < WMI, BR = 23.6%). It may be that his ability to mentally manipulate and quickly evaluate visual information for decision making is superior to his complex problem solving ability. J.'s relatively weak performance on the FRI suggests that he may currently experience some difficulty solving complex problems that require him to identify and apply rules.

The FRI is derived from two subtests: Matrix Reasoning (MR) and Figure Weights (FW). Matrix Reasoning required J. to view an incomplete matrix or series and select the response option that completed the matrix or series. On Figure Weights, he viewed a scale with a missing weight(s) and identified the response option that would keep the scale balanced. He performed comparably across both subtests, suggesting that his perceptual organization and quantitative reasoning skills are similarly developed at this time (MR = 7; FW = 8).

Working Memory

The Working Memory Index (WMI) measured J.'s ability to register, maintain, and manipulate visual and auditory information in conscious awareness, which requires attention and concentration, as well as visual and auditory discrimination. J.'s performance on the WMI was similar to other children his age (WMI = 97, PR = 42, Average range, CI = 90-105). J. recalled and sequenced series of pictures and lists of numbers at a level that was average for his age. His performance on these tasks was a relative strength when compared to his performance on logical reasoning and processing speed tasks (WMI > FRI, BR = 23.6%; WMI > PSI, BR = 21.8%). J.'s much better performance on working memory tasks over those measuring processing speed implies that his ability to identify and register information in short-term memory is a strength, relative to his speed of decision-making using this information. J.'s ability to mentally manipulate information is more developed than his ability to solve complex problems.

Within the WMI, Picture Span (PS) required J. to memorize one or more pictures presented on a stimulus page and then identify the correct pictures (in sequential order, if possible) from options on a response page. On Digit Span (DS), he listened to sequences of numbers read aloud and recalled them in the same order, reverse order, and ascending order. He performed similarly across these two subtests, suggesting that his visual and auditory working memory are similarly developed or that he verbally mediated the visual information on Picture Span (PS = 10; DS = 9). The Digit Span Forward (DSf) scaled process score is derived from the total raw score for the Digit Span Forward task. On this task, J. was required to repeat numbers verbatim, with the number of digits in each sequence increasing as the task progressed. This task required working memory when the number of digits exceeded J.'s ability to repeat the digits without the aid of rehearsal. This task represents basic capacity in the phonological loop. His performance on DSf was typical compared to other children his age (DSf = 10). The Digit Span Backward (DSb) scaled process score is derived from the total raw score for the Digit Span Backward task. This task invoked working memory because J. was required to repeat the digits in a reverse sequence than was originally presented, requiring him to mentally manipulate the information before responding. His performance on DSb was typical compared to other children his age (DSb = 10). The Digit Span Sequencing (DSs) scaled process score is derived from the total raw score for the Digit Span Sequencing task. This task required J. to sequence digits according to value, invoking quantitative knowledge in addition to working memory. The increased demands for mental manipulation of information on the Digit Span Sequencing task places additional demands on working memory, as well as attention. His performance on DSs was typical compared to other children his age (DSs = 8).

Processing Speed

The Processing Speed Index (PSI) measured J.'s speed and accuracy of visual identification, decision making, and decision implementation. Performance on the PSI is related to visual scanning, visual discrimination, short-term visual memory, visuomotor coordination, and concentration. The PSI assessed his ability to rapidly identify, register, and implement decisions about visual stimuli. His overall processing speed performance was slightly low for his age (PSI = 83, PR = 13, Low Average range, CI = 76-94). Low PSI scores may occur for many reasons including visual discrimination problems, distractibility, slowed decision making, motor difficulties, or generally slow cognitive speed. J.'s performance on processing speed tasks was weaker than his performance on language-based tasks (PSI < VCI, BR = 7.3%). Additionally, J.'s performance on processing speed tasks was a weakness relative to his performance on tasks requiring him to mentally manipulate information (PSI < WMI, BR = 21.8%).

The PSI is derived from two timed subtests. Symbol Search required J. to scan a group of symbols and indicate if the target symbol was present. On Coding, he used a key to copy symbols that corresponded with numbers. Performance across these tasks was similar, suggesting that J.'s associative memory, graphomotor speed, and visual scanning ability are similarly developed (SS = 7; CD = 7).

ANCILLARY INDEX SCORES

In addition to the index scores described above, J. was administered subtests contributing to several ancillary index scores. Ancillary index scores do not replace the FSIQ and primary index scores, but are meant to provide additional information about J.'s cognitive profile.

Nonverbal

The Nonverbal Index (NVI) is derived from six subtests that do not require verbal responses. This index score can provide a measure of general intellectual functioning that minimizes expressive language demands for children with special circumstances or clinical needs. Subtests that contribute to the NVI are drawn from four of the five primary cognitive domains (i.e., Visual Spatial, Fluid Reasoning, Working Memory, and Processing Speed). J.'s performance on the NVI fell in the Low Average range when compared to other children his age (NVI = 85, PR = 16, CI = 80-92). Low scores in this area may occur for many reasons including slow processing speed, poor working memory, abstract and conceptual reasoning difficulties, weak spatial reasoning skills, or low general intellectual ability. Assessment of J.'s performance on the NVI may help to estimate his overall nonverbal cognitive ability.

General Ability

J. was administered the five subtests comprising the General Ability Index (GAI), an ancillary index score that provides an estimate of general intelligence that is less impacted by working memory and processing speed, relative to the FSIQ. The GAI consists of subtests from the verbal comprehension, visual spatial, and fluid reasoning domains. Overall, this index score was similar to other children his age (GAI = 95, PR = 37, Average range, CI = 90-101). The GAI does not replace the FSIQ as the best estimate of overall ability. It should be interpreted along with the FSIQ and all of the primary index scores. J.'s FSIQ and GAI scores were not significantly different, indicating that reducing the impact of working memory and processing speed resulted in little or no difference on his overall performance.

Cognitive Proficiency

J. was also administered subtests that contribute to the Cognitive Proficiency Index (CPI). These four subtests are drawn from the working memory and processing speed domains. J.'s index score suggests that he demonstrates somewhat lower than average efficiency when processing cognitive information in the service of learning, problem solving, and higher-order reasoning (CPI = 87, PR = 19, Low Average range, CI = 81-95). Low CPI scores may occur for many reasons, including visual or auditory processing deficits, inattention, distractibility, visuomotor difficulties, limited working memory storage or mental manipulation capacity, or generally low cognitive ability. The CPI is most informative when interpreted as part of a comprehensive evaluation, together with its counterpart, the GAI. The

practitioner may consider evaluating the GAI-CPI pairwise comparison, as this may provide additional interpretive information regarding the possible impact of cognitive processing on his ability. J.'s GAI and CPI scores were relatively similar, suggesting that general ability is commensurate with cognitive proficiency.

SUMMARY

J. is a 10-year-old boy. The WISC-V was used to assess J.'s performance across five areas of cognitive ability. When interpreting his scores, it is important to view the results as a snapshot of his current intellectual functioning. As measured by the WISC-V, his overall FSIQ score fell in the Average range when compared to other children his age (FSIQ = 92). The language skills assessed appear to be one of J.'s strongest areas of functioning. J. showed age-appropriate performance on the Verbal Comprehension Index (VCI = 108). Performance on verbal comprehension tasks was particularly strong compared to his performance on visual spatial (VSI = 89), fluid reasoning (FRI = 85), and processing speed (PSI = 83) tasks. J.'s fluid reasoning skills were slightly below other children his age (FRI = 85), and were relatively weak compared to his performance on working memory (WMI = 97) tasks. Performance on working memory tasks was similar to other children his age (WMI = 97), and was relatively strong compared to processing speed skills (PSI = 83). Ancillary index scores revealed additional information about J.'s cognitive abilities using unique subtest groupings to better interpret clinical needs. On the Nonverbal Index (NVI), a measure of general intellectual ability that minimizes expressive language demands, his performance was Low Average for his age (NVI = 85). He scored in the Average range on the General Ability Index (GAI), which provides an estimate of general intellectual ability that is less reliant on working memory and processing speed relative to the FSIQ (GAI = 95). J.'s slightly low performance on the Cognitive Proficiency Index (CPI) suggests that he exhibits low-average efficiency when processing cognitive information in the service of learning, problem solving, and higher order reasoning (CPI = 87). Potential areas for intervention are described in the following section.

RECOMMENDATIONS

Recommendations for Fluid Reasoning Skills

J.'s overall performance on the FRI was Low Average compared to other children his age. Children who have difficulty with fluid reasoning tasks may experience challenges with solving problems, using logic, and understanding complicated concepts. With regard to specific fluid reasoning interventions, J. can be asked to identify patterns or to look at a series and identify what comes next. Encourage him to think of multiple ways to group objects and then explain his rationale to adults. Performing age-appropriate science experiments may also be helpful in building logical thinking skills. For example, adults can help J. form a hypothesis and then perform a simple experiment, using measurement techniques to determine whether or not his hypothesis was correct. Asking questions about stories can further build fluid reasoning skills. For example, when reading a book or watching a movie, J. can be asked to identify the main idea of the story. Further, he could be encouraged to answer open-ended questions such as, "What

do you think would happen if..." and then think logically about his responses. Reinforcing his ideas with positive feedback may encourage him to grow in this area.

Recommendations for Processing Speed Skills

J.'s overall performance on the PSI was Low Average compared to other children his age. Children with relatively low processing speed may work more slowly than same-age peers, which can make it difficult for them to keep up with classroom activities. Consequently, the child may feel frustrated or confused when material is presented quickly. Often, what is interpreted as a negative reaction from the child could be prevented by matching the adult's response to the needs of the child. It is imperative to provide ample time to process information; the amount of time needed will differ based on the child's "needs." It is important to identify the factors contributing to J.'s performance in this area; while some children simply work at a slow pace, others are slowed down by perfectionism, problems with visual processing, inattention, or fine-motor coordination difficulties. In addition to interventions aimed at these underlying areas, processing speed skills may be improved through practice. Interventions can focus on building J.'s speed on simple timed tasks. For example, he can play card-sorting games in which he quickly sorts cards according to increasingly complex rules. Fluency in academic skills can also be increased through similar practice. Speeded flash card drills, such as those that ask the child to quickly solve simple math problems, may help develop automaticity that can free up cognitive resources in the service of more complex academic tasks. Digital interventions may also be helpful in building his speed on simple tasks. During the initial stages of these interventions, J. can be rewarded for working quickly rather than accurately, as perfectionism can sometimes interfere with speed. As his performance improves, both accuracy and speed can be rewarded. Educators can help by ensuring instruction or information relevant to completing a problem remains available during the task and encouraging J. to refer back to it and take his time reviewing it. Verifying he understood the instructions before beginning to work is often helpful.

Thank you for the opportunity to assess J.. Please contact me with any questions you have about these results.

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

Jennifer Harris

Date

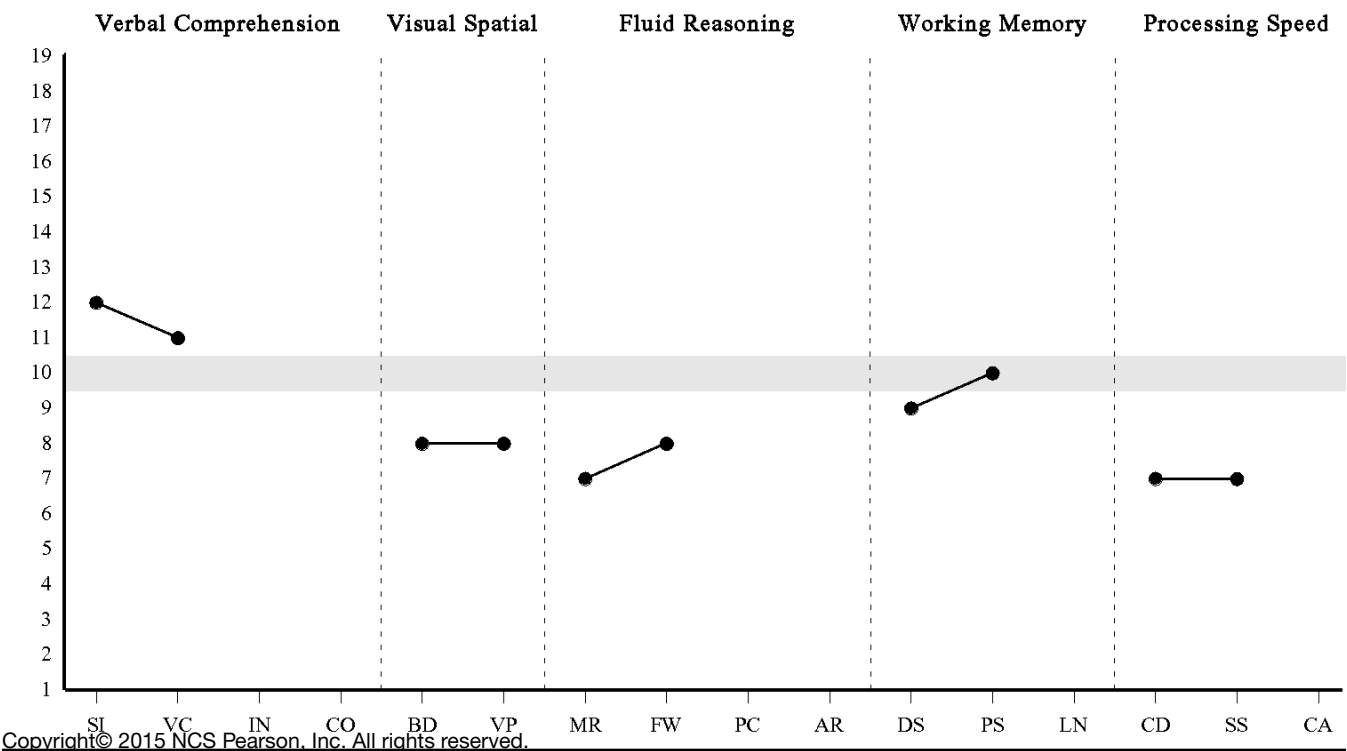
PRIMARY SUMMARY

Subtest Score Summary

| Domain | Subtest Name | | Total Raw Score | Scaled Score | Percentile Rank | Age Equivalent | SEM |
|----------------------|-------------------------|----|-----------------|--------------|-----------------|----------------|------|
| Verbal Comprehension | Similarities | SI | 29 | 12 | 75 | 11:10 | 1.04 |
| | Vocabulary | VC | 27 | 11 | 63 | 10:10 | 1.08 |
| | (Information) | IN | - | - | - | - | - |
| | (Comprehension) | CO | - | - | - | - | - |
| Visual Spatial | Block Design | BD | 21 | 8 | 25 | 8:2 | 1.31 |
| | Visual Puzzles | VP | 12 | 8 | 25 | 7:10 | 0.99 |
| Fluid Reasoning | Matrix Reasoning | MR | 14 | 7 | 16 | 7:2 | 1.16 |
| | Figure Weights | FW | 16 | 8 | 25 | 8:2 | 0.60 |
| | (Picture Concepts) | PC | - | - | - | - | - |
| | (Arithmetic) | AR | - | - | - | - | - |
| Working Memory | Digit Span | DS | 22 | 9 | 37 | 8:6 | 0.95 |
| | Picture Span | PS | 27 | 10 | 50 | 9:10 | 1.24 |
| | (Letter-Number Seq.) | LN | - | - | - | - | - |
| Processing Speed | Coding | CD | 28 | 7 | 16 | 8:2 | 1.31 |
| | Symbol Search | SS | 16 | 7 | 16 | <8:2 | 1.37 |
| | (Cancellation) | CA | - | - | - | - | - |

Subtests used to derive the FSIQ are bolded. Secondary subtests are in parentheses.

Subtest Scaled Score Profile



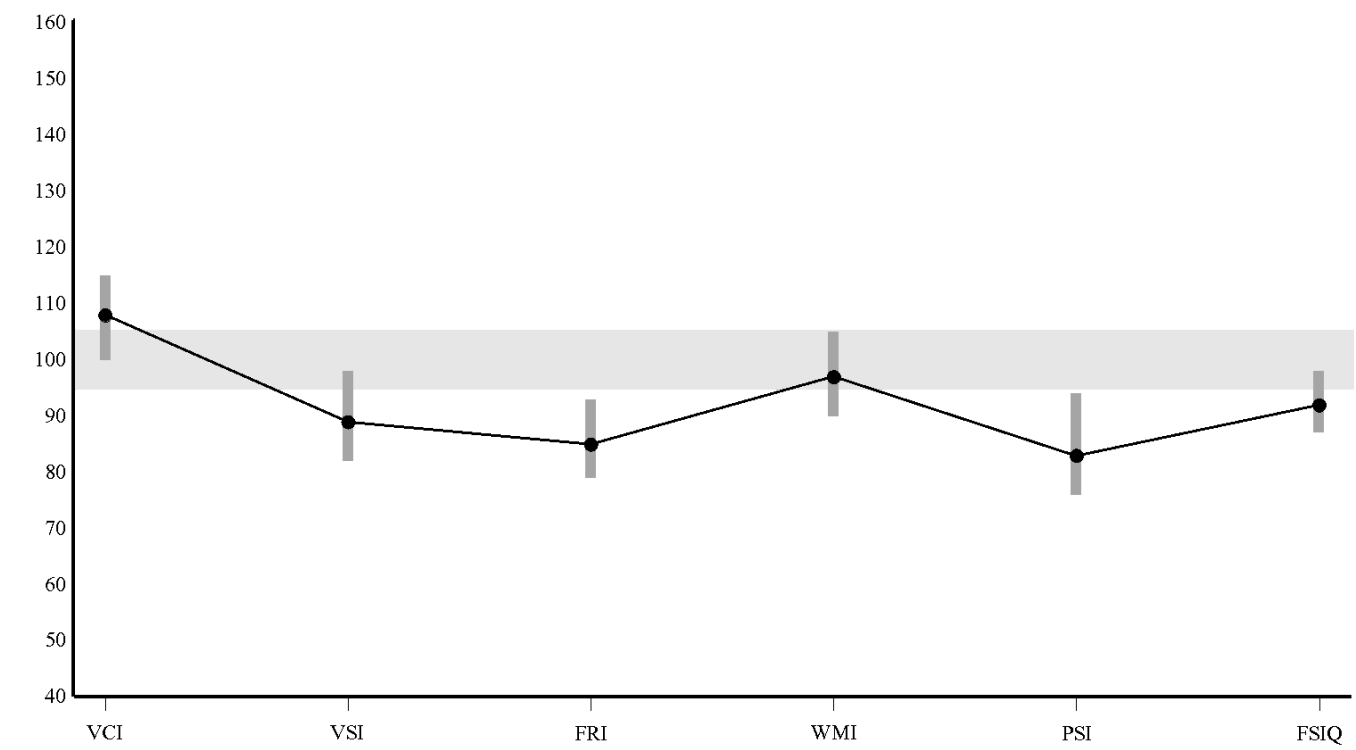
PRIMARY SUMMARY (CONTINUED)

Composite Score Summary

| Composite | | Sum of Scaled Scores | Composite Score | Percentile Rank | 95% Confidence Interval | Qualitative Description | SEM |
|----------------------|------|-------------------------|--------------------|--------------------|-------------------------------|----------------------------|------|
| Verbal Comprehension | VCI | 23 | 108 | 70 | 100-115 | Average | 3.97 |
| Visual Spatial | VSI | 16 | 89 | 23 | 82-98 | Low Average | 4.50 |
| Fluid Reasoning | FRI | 15 | 85 | 16 | 79-93 | Low Average | 3.97 |
| Working Memory | WMI | 19 | 97 | 42 | 90-105 | Average | 4.50 |
| Processing Speed | PSI | 14 | 83 | 13 | 76-94 | Low Average | 5.41 |
| Full Scale IQ | FSIQ | 62 | 92 | 30 | 87-98 | Average | 3.00 |

Confidence intervals are calculated using the Standard Error of Estimation.

Composite Score Profile



Note. Vertical bars represent the Confidence Intervals.

PRIMARY ANALYSIS

Index Level Strengths and Weaknesses

| Index | Score | Comparison Score | Difference | Critical Value | Strength or Weakness | Base Rate |
|-------|-------|---------------------|------------|----------------|-------------------------|-----------|
| VCI | 108 | 92.4 | 15.6 | 9.45 | S | <=5% |
| VSI | 89 | 92.4 | -3.4 | 10.34 | | >25% |
| FRI | 85 | 92.4 | -7.4 | 9.45 | | <=25% |
| WMI | 97 | 92.4 | 4.6 | 10.34 | | >25% |
| PSI | 83 | 92.4 | -9.4 | 11.95 | | <=25% |

Comparison score mean derived from the five index scores (MIS).

Statistical significance (critical values) at the .05 level.

Base rates are reported by ability level.

Index Level Pairwise Difference Comparisons

| Index Comparison | Score 1 | Score 2 | Difference | Critical Value | Significant Difference | Base Rate |
|------------------|---------|---------|------------|----------------|---------------------------|-----------|
| VCI - VSI | 108 | 89 | 19 | 11.76 | Y | 10.2% |
| VCI - FRI | 108 | 85 | 23 | 11.00 | Y | 4.6% |
| VCI - WMI | 108 | 97 | 11 | 11.76 | N | 22.3% |
| VCI - PSI | 108 | 83 | 25 | 13.15 | Y | 7.3% |
| VSI - FRI | 89 | 85 | 4 | 11.76 | N | 37.8% |
| VSI - WMI | 89 | 97 | -8 | 12.47 | N | 32.4% |
| VSI - PSI | 89 | 83 | 6 | 13.79 | N | 34.5% |
| FRI - WMI | 85 | 97 | -12 | 11.76 | Y | 23.6% |
| FRI - PSI | 85 | 83 | 2 | 13.15 | N | 45.6% |
| WMI - PSI | 97 | 83 | 14 | 13.79 | Y | 21.8% |

Statistical significance (critical values) at the .05 level.

Base rates are reported by ability level.

PRIMARY ANALYSIS (CONTINUED)

Subtest Level Strengths and Weaknesses

| Subtest | Score | Comparison Score | Difference | Critical Value | Strength or Weakness | Base Rate |
|---------|-------|---------------------|------------|----------------|-------------------------|-----------|
| SI | 12 | 8.7 | 3.3 | 2.79 | S | <=10% |
| VC | 11 | 8.7 | 2.3 | 2.88 | | <=15% |
| BD | 8 | 8.7 | -0.7 | 3.43 | | >25% |
| VP | 8 | 8.7 | -0.7 | 2.67 | | >25% |
| MR | 7 | 8.7 | -1.7 | 3.07 | | <=25% |
| FW | 8 | 8.7 | -0.7 | 1.80 | | >25% |
| DS | 9 | 8.7 | 0.3 | 2.58 | | >25% |
| PS | 10 | 8.7 | 1.3 | 3.26 | | >25% |
| CD | 7 | 8.7 | -1.7 | 3.43 | | >25% |
| SS | 7 | 8.7 | -1.7 | 3.57 | | <=25% |

Comparison score mean derived from the ten primary subtest scores (MSS-P).
Statistical significance (critical values) at the .05 level.

Subtest Level Pairwise Difference Comparisons

| Subtest Comparison | Score 1 | Score 2 | Difference | Critical Value | Significant Difference | Base Rate |
|--------------------|---------|---------|------------|----------------|---------------------------|-----------|
| SI - VC | 12 | 11 | 1 | 3.02 | N | 40.7% |
| BD - VP | 8 | 8 | 0 | 3.04 | N | |
| MR - FW | 7 | 8 | -1 | 2.60 | N | 44.9% |
| DS - PS | 9 | 10 | -1 | 2.89 | N | 44.7% |
| CD - SS | 7 | 7 | 0 | 3.63 | N | |

Statistical significance (critical values) at the .05 level.

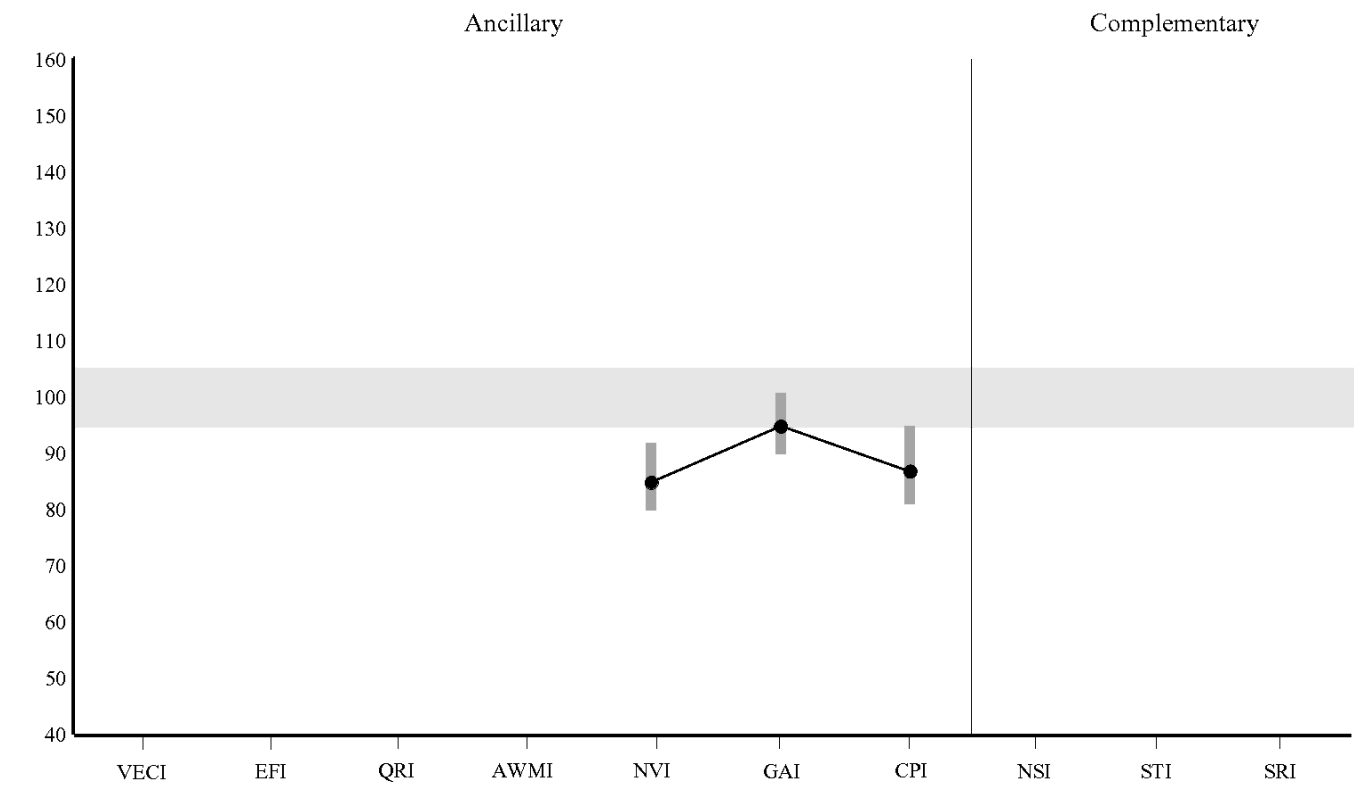
ANCILLARY & COMPLEMENTARY SUMMARY

Index Score Summary

| Composite | | Sum of Scaled/ Standard Scores | Index Score | Percentile Rank | 95% Confidence Interval | Qualitative Description | SEM |
|--------------------------------|------|-----------------------------------|----------------|--------------------|-------------------------------|----------------------------|------|
| Ancillary | | | | | | | |
| Verbal (Expanded Crystallized) | VECI | - | - | - | - | - | - |
| Expanded Fluid | EFI | - | - | - | - | - | - |
| Quantitative Reasoning | QRI | - | - | - | - | - | - |
| Auditory Working Memory | AWMI | - | - | - | - | - | - |
| Nonverbal | NVI | 48 | 85 | 16 | 80-92 | Low Average | 3.35 |
| General Ability | GAI | 46 | 95 | 37 | 90-101 | Average | 3.00 |
| Cognitive Proficiency | CPI | 33 | 87 | 19 | 81-95 | Low Average | 4.24 |
| Complementary | | | | | | | |
| Naming Speed | NSI | - | - | - | - | - | - |
| Symbol Translation | STI | - | - | - | - | - | - |
| Storage & Retrieval | SRI | - | - | - | - | - | - |

Ancillary index scores are reported using standard scores.

Ancillary/Complementary Index Score Profile



Note. Vertical bars represent the Confidence Intervals.

ANCILLARY & COMPLEMENTARY SUMMARY (CONTINUED)

Subtest Score Summary

| Scale | Subtest/Process Score | | Total Raw Score | Standard Score | Percentile Rank | Age Equivalent | SEM |
|--------------------|--------------------------------|-----|--------------------|-------------------|--------------------|-------------------|-----|
| Naming Speed | Naming Speed Literacy | NSL | - | - | - | - | - |
| | Naming Speed Quantity | NSQ | - | - | - | - | - |
| Symbol Translation | Immediate Symbol Translation | IST | - | - | - | - | - |
| | Delayed Symbol Translation | DST | - | - | - | - | - |
| | Recognition Symbol Translation | RST | - | - | - | - | - |

ANCILLARY & COMPLEMENTARY ANALYSIS

Index Level Pairwise Difference Comparisons

| Index Comparison | Score 1 | Score 2 | Difference | Critical Value | Significant Difference | Base Rate |
|----------------------|---------|---------|------------|----------------|---------------------------|-----------|
| Ancillary | | | | | | |
| GAI - FSIQ | 95 | 92 | 3 | 3.46 | N | 27.5% |
| GAI - CPI | 95 | 87 | 8 | 10.18 | N | 26.4% |
| WMI - AWM | - | - | - | - | - | - |
| Complementary | | | | | | |
| NSI - STI | - | - | - | - | - | - |

Statistical significance (critical values) at the .05 level.

Base rates are reported by ability level.

Subtest Level Pairwise Difference Comparisons

| Subtest Comparison | Score 1 | Score 2 | Difference | Critical Value | Significant Difference | Base Rate |
|----------------------|---------|---------|------------|----------------|---------------------------|-----------|
| Ancillary | | | | | | |
| FW - AR | - | - | - | - | - | - |
| DS - LN | - | - | - | - | - | - |
| Complementary | | | | | | |

| | | | | | | |
|-----------|---|---|---|---|---|---|
| NSL - NSQ | - | - | - | - | - | - |
| IST - DST | - | - | - | - | - | - |
| IST - RST | - | - | - | - | - | - |
| DST - RST | - | - | - | - | - | - |

PROCESS ANALYSIS

Total Raw Score to Scaled Score Conversion

| Process Score | | Raw Score | Scaled Score |
|----------------------------|-----|-----------|--------------|
| Block Design No Time Bonus | BDn | - | - |
| Block Design Partial Score | BDp | - | - |
| Digit Span Forward | DSf | 8 | 10 |
| Digit Span Backward | DSb | 8 | 10 |
| Digit Span Sequencing | DSs | 6 | 8 |
| Cancellation Random | CAR | - | - |
| Cancellation Structured | CAs | - | - |

Process Level Pairwise Difference Comparisons (Scaled Scores)

| Process Score Comparison | Score 1 | Score 2 | Difference | Critical Value | Significant Difference | Base Rate |
|--------------------------|---------|---------|------------|----------------|------------------------|-----------|
| BD - BDn | - | - | - | - | - | - |
| BD - BDp | - | - | - | - | - | - |
| DSf - DSb | 10 | 10 | 0 | 3.69 | N | |
| DSf - DSs | 10 | 8 | 2 | 3.63 | N | 30.5% |
| DSb - DSs | 10 | 8 | 2 | 3.66 | N | 32.3% |
| LN - DSs | - | - | - | - | - | - |
| CAR - CAs | - | - | - | - | - | - |

Statistical significance (critical values) at the .05 level.

PROCESS ANALYSIS (CONTINUED)

Total Raw Score to Base Rate Conversion

| Process Score | | Raw Score | Base Rate |
|--------------------------------|------|-----------|-----------|
| Longest Digit Span Forward | LDSf | - | - |
| Longest Digit Span Backward | LDSb | - | - |
| Longest Digit Span Sequence | LDSs | - | - |
| Longest Picture Span Stimulus | LPSs | - | - |
| Longest Picture Span Response | LPSr | - | - |
| Longest Letter-Number Sequence | LLNs | - | - |
| Block Design Dimension Errors | BDde | - | - |
| Block Design Rotation Errors | BDre | - | - |
| Coding Rotation Errors | CDre | - | - |
| Symbol Search Set Errors | SSse | - | - |
| Symbol Search Rotation Errors | SSre | - | - |
| Naming Speed Literacy Errors | NSLe | - | - |
| Naming Speed Quantity Errors | NSQe | - | - |

Process Level Pairwise Difference Comparisons (Raw Scores)

| Process Score Comparison | Raw Score 1 | Raw Score 2 | Difference | Base Rate |
|--------------------------|-------------|-------------|------------|-----------|
| LDSf - LDSb | - | - | - | - |
| LDSf - LDSs | - | - | - | - |
| LDSb - LDSs | - | - | - | - |

End of Report



WISC®-V
Wechsler Intelligence Scale for Children®-Fifth Edition
Parent Summary Report

| | | | | |
|-----------------|------------|------------------|-------------------|------------|
| Examinee Name | J. Doe | Date of Report | 01/06/2025 | |
| Examinee ID | | Grade | | |
| Date of Birth | 09/13/2014 | Primary Language | | |
| Gender | Male | Handedness | | |
| Race/Ethnicity | | Examiner Name | Jennifer Harris | |
| Date of Testing | 01/06/2025 | Age at Testing | 10 years 3 months | Retest? No |

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[2.2 / RE1 / QG1]

ABOUT THE WISC-V

The WISC-V is used to measure the general thinking and reasoning skills of children aged 6 to 16 years. This assessment provides a composite score that represents J.'s overall intellectual ability (FSIQ), as well as primary index scores that measure the following areas of cognitive functioning: verbal comprehension, visual spatial processing, fluid reasoning, working memory, and processing speed. J. was also administered subtests contributing to three ancillary index scores that provide additional information about his cognitive skills.

WISC-V scores show how well J. performed compared to a group of children his age from the United States. A primary index score can range from 45 to 155, while the FSIQ ranges from 40 to 160. For both the primary index scores and the FSIQ, scores ranging from 90 to 109 are typically considered average. It is common for examinees to exhibit strengths and weaknesses across index scores.

Scores on the WISC-V can be influenced by motivation, attention, interests, and opportunities for learning. For these reasons, some scores might be slightly higher or lower if J. was tested again at another time. It is therefore important to view these test scores as a snapshot of J.'s current level of intellectual functioning. When these scores are used as part of a comprehensive evaluation, they contribute to an understanding of J.'s current strengths and any needs that can be addressed.

WISC-V SCORE INTERPRETATION

Primary Index Scores

J.'s FSIQ score, a measure of overall intellectual ability, was in the Average range compared to other children who are 10 years and 3 months old (FSIQ = 92). Overall, his performance on these tasks was better than approximately 30 out of 100 examinees in his age group.

The Verbal Comprehension Index (VCI) measured J.'s ability to use word knowledge, verbalize meaningful concepts, and reason with language-based information. His overall score on the VCI fell in the Average range (VCI = 108). This means that he performed better than approximately 70 out of 100 examinees in the same age group. During this evaluation, verbal skills emerged as one of his strongest areas of performance and may be an area to build upon in the future.

On the Visual Spatial Index (VSI), which measures the ability to evaluate visual details and understand part-whole relationships, J.'s overall score was in the Low Average range (VSI = 89). Tasks in this index involve constructing designs and puzzles under a time constraint. His performance was better than approximately 23 out of 100 examinees his age. Examinees with VSI scores in this range may benefit from interventions aimed at developing visual spatial skills.

The Fluid Reasoning Index (FRI) measured J.'s logical thinking skills and his ability to use reasoning to apply rules. His overall score on the FRI fell in the Low Average range (FRI = 85). This means that he performed better than approximately 16 out of 100 examinees in the same age group. Examinees with FRI scores in this range may benefit from interventions that bolster logical thinking skills.

The Working Memory Index (WMI) measured J.'s attention, concentration, and mental control. His overall score on the WMI fell in the Average range (WMI = 97). This means that he performed better than approximately 42 out of 100 examinees in the same age group.

On the Processing Speed Index (PSI), which measures the ability to quickly and correctly scan visual information, J.'s overall score was in the Low Average range (PSI = 83). His performance was better than approximately 13 out of 100 examinees his age. Examinees with PSI scores in this range may benefit from interventions aimed at increasing the speed with which they process visual information.

Ancillary Index Scores

The Nonverbal Index (NVI) is a measure of general ability that minimizes verbal expression. J.'s overall performance on the NVI fell in the Low Average range, and was higher than approximately 16 out of 100 examinees his age (NVI = 85).

The General Ability Index (GAI) provides an estimate of general intelligence that is less reliant on working memory and processing speed ability, relative to the FSIQ. His overall score on the GAI fell in the Average range. He performed better than approximately 37 out of 100 examinees his age (GAI = 95).

The Cognitive Proficiency Index (CPI) provides a summary of J.'s working memory and processing speed performance. His overall performance on the CPI fell in the Low Average range, and was higher than approximately 19 out of 100 examinees his age (CPI = 87). Examinees with CPI scores in this range may benefit from interventions that focus on improving processing speed and working memory.

Thank you for the opportunity to assess J.. Please contact me with any questions you have about these results.

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

Jennifer Harris

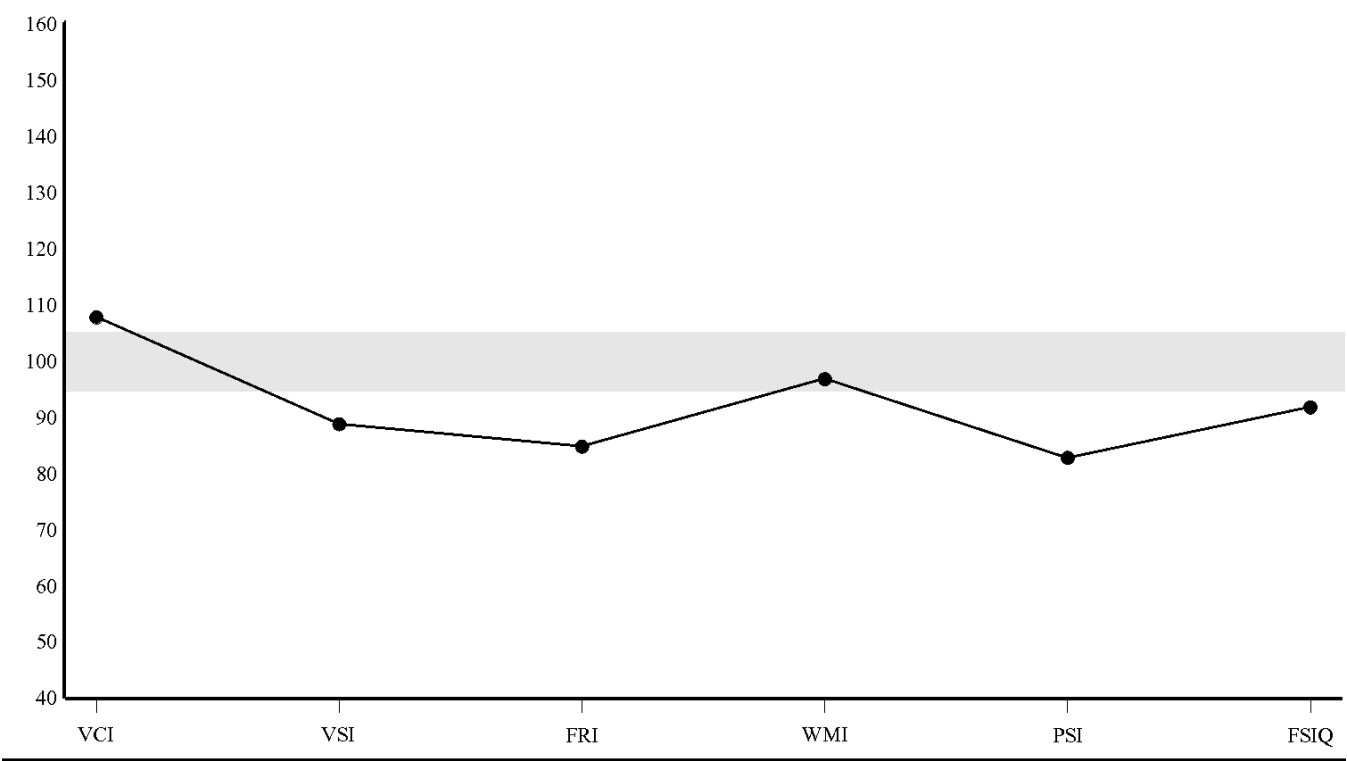
Date

WISC-V TEST SCORES

Score Summary

| Composite | | Score | Percentile Rank | Qualitative Description |
|----------------------|------|-------|-----------------|-------------------------|
| Verbal Comprehension | VCI | 108 | 70 | Average |
| Visual Spatial | VSI | 89 | 23 | Low Average |
| Fluid Reasoning | FRI | 85 | 16 | Low Average |
| Working Memory | WMI | 97 | 42 | Average |
| Processing Speed | PSI | 83 | 13 | Low Average |
| Full Scale IQ | FSIQ | 92 | 30 | Average |

Composite Score Profile



Ancillary/Complementary Score Summary

| Composite | | Score | Percentile Rank | Qualitative Description |
|--------------------------------|------|-------|-----------------|-------------------------|
| Ancillary | | | | |
| Verbal (Expanded Crystallized) | VECI | - | - | - |
| Expanded Fluid | EFI | - | - | - |
| Quantitative Reasoning | QRI | - | - | - |
| Auditory Working Memory | AWMI | - | - | - |
| Nonverbal | NVI | 85 | 16 | Low Average |
| General Ability | GAI | 95 | 37 | Average |
| Cognitive Proficiency | CPI | 87 | 19 | Low Average |
| Complementary | | | | |
| Naming Speed | NSI | - | - | - |
| Symbol Translation | STI | - | - | - |
| Storage & Retrieval | SRI | - | - | - |

Ancillary/Complementary Index Score Profile

