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:

[2.2 / RE1 / QG1]

Pearson

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 <=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 = <=5%. This means that <=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

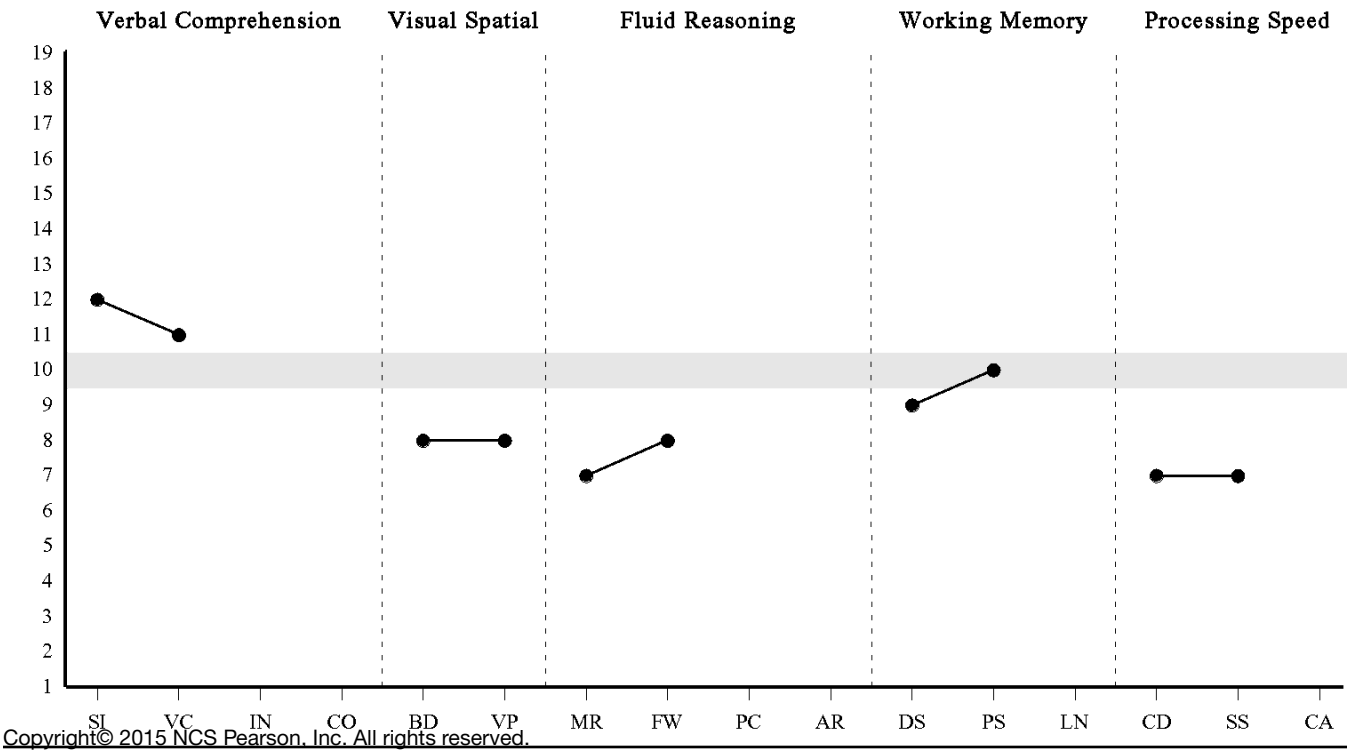
PRIMARY SUMMARY

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



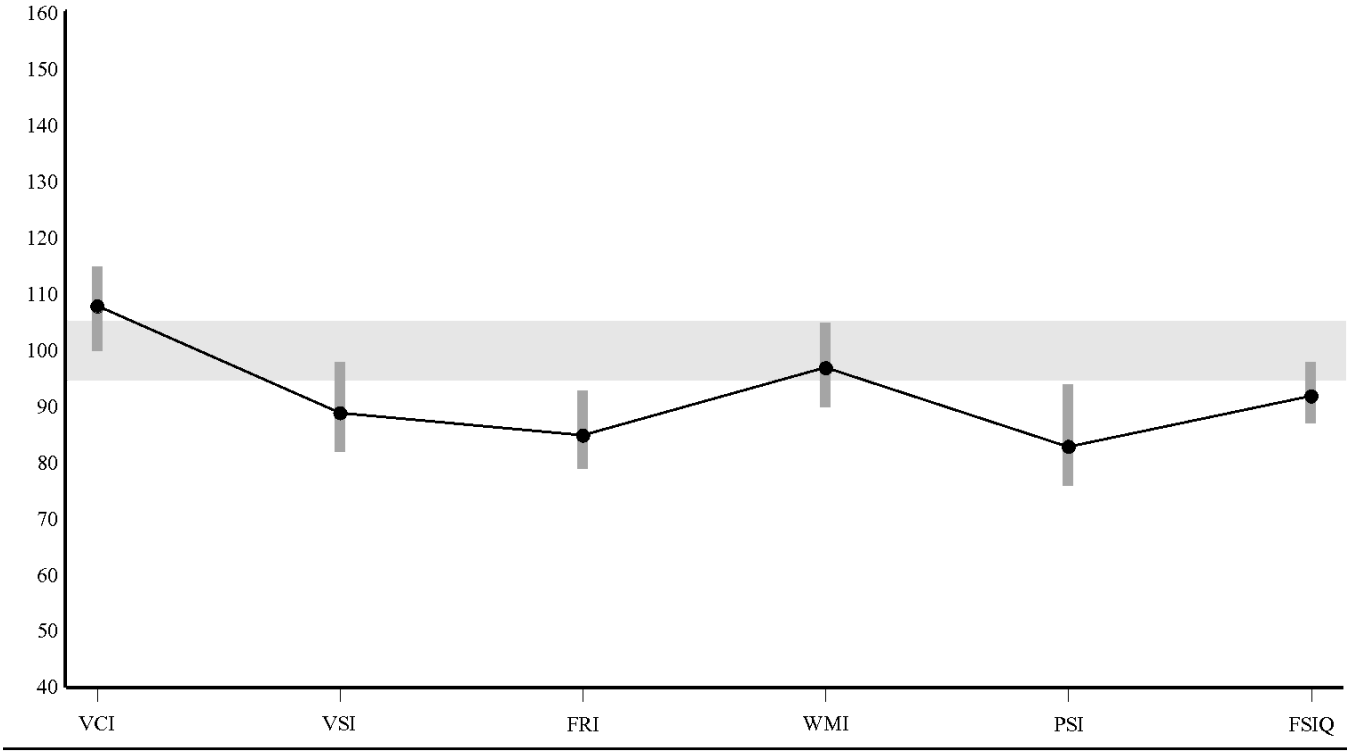
PRIMARY SUMMARY (CONTINUED)

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.

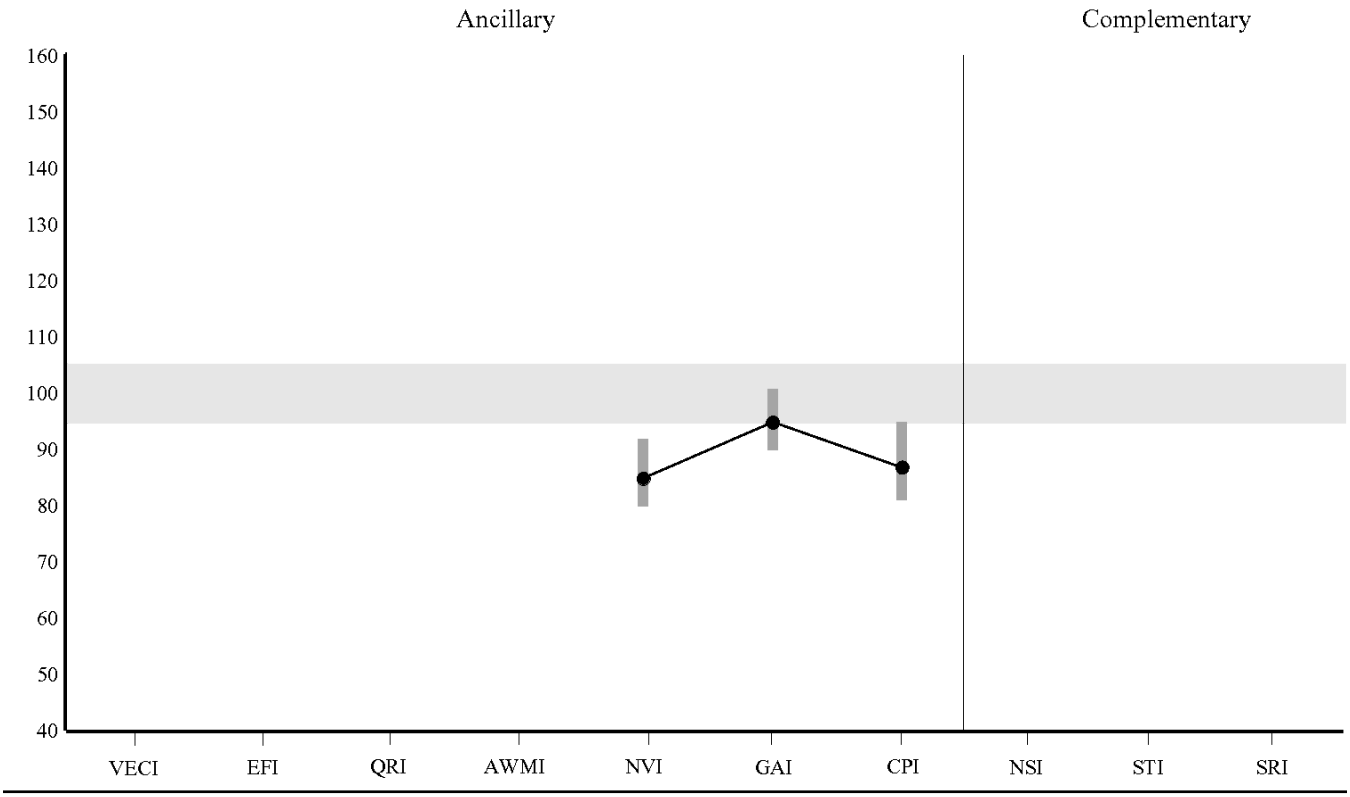
ANCILLARY & COMPLEMENTARY SUMMARY

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 - AWMI	-	-	-	-	-	-
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

[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:

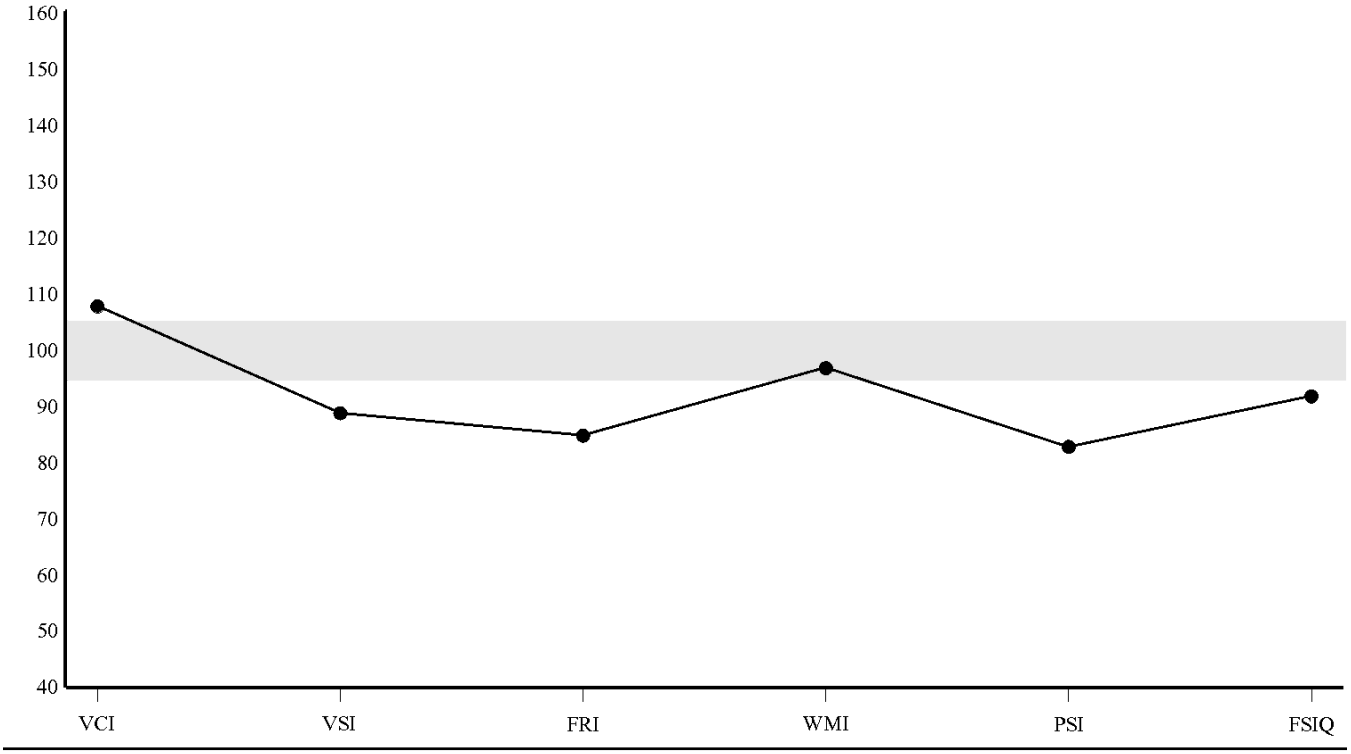
Jennifer Harris Date

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