Association of Specialists in Assessment of Intellectual Functioning

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http://www.asaif.net

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Nackey S. Loeb School of Communications
749 East Industrial Park Drive
Manchester, NH 03109
Phone: 603-627-0005
http://www.loebschool.org/

network: nslsoc
password: nslsoc@749

WISC®-V
Wechsler Intelligence Scale for Children®
Fifth Edition
David Wechsler

Personal observations and opinions by:

Jill A. Hartmann, M.EdD., SAIF

Specialist in the Assessment of Intellectual Functioning, SAU 24
Director, Hartmann Learning Center
Chairperson, Association of Specialists in Assessment of Intellectual Functioning (ASAIF)

jill.hartmann@sau24.org
www.hartmannlearning.com/
jhartmann@rivier.edu
jillahartmann@gmail.com
jillhartmann@hartmannlearning.com
www.asaif.net

and

John O. Willis, Ed.D., SAIF, **VCID**

Adjunct Senior Lecturer in Assessment
Rivier University
Assessment Specialist
Regional Services & Education Center

johnzerowillis@yahoo.com
jwillis@rivier.edu
http://www.myschoolpsychology.com

Much of this material was stolen from

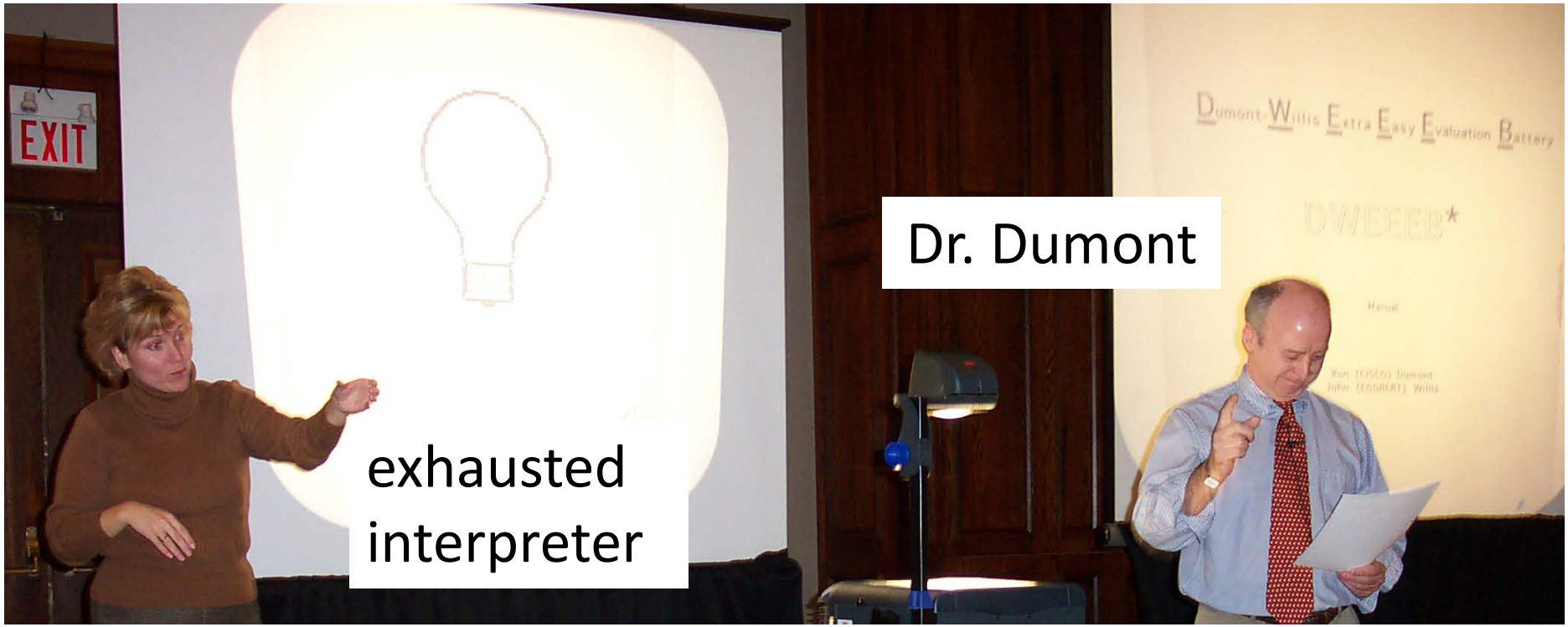
Ron Dumont, Ed.D., NCSP

Director, School of Psychology

Fairleigh Dickinson University

Teaneck, NJ

http://www.myschoolpsychology.com



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This workshop is **NOT** an official PsychCorp or Pearson, Inc. presentation. It is merely the observations and opinions of two assessment specialists, intended to share useful information about using the WISC-V.

Notes on WISC-V® Administration

- RTFM
- "Any alteration in subtest administration order should be based on clinical need, not on examiner preference" (p. 30). Note such alterations on the record form and in the report.
- Special cautions for the complementary subtests (pp. 30-31), but just follow the prescribed order and you'll be fine.
- Record the start time of each subtest and the end time of Immediate Symbol Translation.

Notes on WISC-V® Administration

- Time between Immediate Symbol Translation (IST) and Delayed Symbol Translation (DST) and/or Recognition Symbol Translation (RST) **must** be 20 to 30 minutes. If necessary, take a break to delay DST and/or RST at least 20 minutes. If necessary, skip subtest(s) to ensure the time is not more than 30 minutes. Do not interrupt a subtest in the middle!
- RST is given immediately after DST or, if DST is not given, 20-30 minutes after IST. (If both DST and RST are given, RST may begin slightly more than 30 minutes after IST (pp. 30-31).

Notes on WISC-V Administration

- RTFM
- Use age-specific start points when provided. "Children suspected of having an intellectual disability or low cognitive ability . . . should always start with Item 1 . . . . Coding, Symbol Search . . . and Naming Speed . . . are *always* administered according to . . . chronological age" (p. 35).
- "Perfect score" means highest possible score.
- "Imperfect score" means less than that.

Notes on WISC-V Administration

- Perfect scores on the first two items given means forge ahead.
- If either of the first two items given has a less than perfect score, reverse until you get two consecutively numbered perfect scores in a row, one right next to the other in numerical order.

Notes on WISC-V Administration

The **Wechsler Giveth and Wechsler Taketh Away** rules apply to the WISC-V:

"*Regardless of the child's performance on items preceding the* [age-appropriate] *start point, full credit is awarded for preceding items if perfect scores are obtained on the age-appropriate start point and subsequent item*" (p. 38) and,

Notes on WISC-V Administration

when reversing from the age-appropriate start point or giving extra items to be sure of a complete discontinue rule, "*do not award points for those items beyond the correct discontinue point, even if the child's responses ordinarily would have earned credit*" (p. 40). These rules protect the child and inter-examiner reliability from examiners' flawed judgment in selecting starting points.

2:6-3:11

4:0-5:11

1	1
2	0
3	1
4	0
5	1
6	1
7	0
8	1
9	0
10	0

4

Reverse: imperfect score on *either* of first two items given.

Discontinue after **2** consecutive scores of 0.

Child's age was 5:3, but I started with Item 1.

Raw Score:

2:6-3:11

4:0-5:11

1	1
2	0
3	0
4	0
5	1
6	0
7	1
8	1
9	1
10	1

Reverse: imperfect score on *either* of first two items given.

Discontinue after **2** consecutive scores of 0.

Started with Item 5 and thought Item 6 was correct. Then I wised up and reversed.

Raw Score:

Be conservative:
When in doubt,
<u>tentatively</u> score
questionable
items near the
basal as wrong
and questionable items near
the ceiling as correct (p. 40).

Notes on WISC-V Administration

- Record everything the child says and does.
- Test record forms must be preserved as long as other educational records.
- Record forms, notes, and emails can and will be subpoenaed.
- Produce a record form that will show the opposing expert witness how a WISC-V should be done.
- Parents are allowed to inspect test record forms. Only in California are they always entitled to copies. Elsewhere (e.g., NH) they must be given copies if that is the only reasonable way for them to inspect them.

Record Everything Verbatim!

- You may need to recheck scores.
- Someone else may need to recheck scores.
- New questions about expressive language, visual perception, emotional issues or other concerns might arise later, requiring analysis of precise records of oral and other responses.
- Unfortunately, precise comparisons might be needed following a future neurological insult.
- Writing only incorrect responses reveals accuracy to the examinee.

Record <u>Everything</u> Verbatim!

- Do not abbreviate phrases and sentences; acknowledge every word. For example, "H_2O" should mean the student said "H_2O," not "water," "it is water," "hydrogen and oxygen," or "Each molecule of water contains two atoms of hydrogen and one of oxygen. 'Heavy water' has deuterium instead of hydrogen."
- Do abbreviate words, e.g., "Ech mlcl f wtr cntns 2 atms f hdrgn & 1 f oxgn. Hvy wtr hs dtrm nstd f hdrgn."
- Use digits, symbols, medical and scientific abbreviations when they save time.

Record Everything Verbatim!

- A key word in the question can be abbreviated with the initial letter and a line, e.g., in the response to a question about a hippopotamus, you could write "h_____ ."
- You can use and create special abbreviations. For example, IDK is used for "I don't know" if that is what the kid said. Similarly, you could consistently use IHNC ("I have no clue") or HTHSIK.
- (Q) = examiner queried. (R) = examiner repeated the question (when permitted). (rpt?) = examinee asked for a repetition (record exact words if unusual).
- Make one dot every second while waiting for a . . . . . response.

Administration

- When a response is queried **(Q)** score all of the entire, complete, total response as a whole. A queried 1-point response remains 1 point even if the added response is irrelevant and immaterial.
- "Spoiled" responses are rare. They reveal a fundamental misunderstanding of the concept (p. 54), not merely a poor or irrelevant response.

Structure

- Better alignment with WISC™-IV and WAIS™-IV.
- VIQ and PIQ are long gone.
- What would have been PRI is split into G*v* (Visual Spatial) and G*f* (Fluid Reasoning).
- GAI and CPI norms are right in the norms book!
- Nonverbal Index has been added.

WHAT'S NEW?
Updated Norms & Validity Studies

Updated Norms

- 2,200 children
- Age 6:0 – 16:11

Updated Validity Studies with other measures:

- WISC®-IV, WPPSI®-IV, WAIS®-IV, WIAT®-III, KTEA®-3, Vineland®-II, and BASC®-2

Pearson Q

- Q-Interactive – interactive, technology-based, assessment administration
- Q-Global – on-line scoring system

Administration Time

- Shorter Administration Time
- Primary Subtests: 56 – 67 minutes
- FSIQ Subtests: 41 - 49 minutes

- On the WISC-IV
  - Core Subtests: 65-80 minutes

Five (5!) Indexes

- Verbal Comprehension
- Visual Spatial
- Fluid Reasoning
- Working Memory
- Processing Speed

New Subtests - Primary

- Visual Puzzles – Visual Spatial
- Figure Weights – Fluid Reasoning
- Picture Span – Working Memory

New Subtests - Complementary

- Naming Speed Literacy
- Naming Speed Quantity
- Immediate Symbol Translation
- Delayed Symbol Translation
- Recognition Symbol Translation

Full Scale IQ

- Similarities
- Vocabulary
- Block Design
- Matrix Reasoning
- Figure Weights
- Digit Span
- Coding

Administration Order

WISC-V

- Block Design
- Similarities
- Matrix Reasoning
- Digit Span
- Coding
- Vocabulary
- Figure Weights
- Visual Puzzles
- Picture Span
- Symbol Search

WISC-IV

- Block Design
- Similarities
- Digit Span
- Picture Concepts
- Coding
- Vocabulary
- Letter-Number Sequencing
- Matrix Reasoning
- Comprehension
- Symbol Search

WISC-V Subtests and Composites

VCI = Verbal Comp.

FRI = Fluid Reasoning

PSI = Processing Speed

GAI = General Ability

QRI = Quant. Reasoning

AWMI = Aud. Wkg. Mem.

STI = Symbol Translation

VSI = Visual Spatial

WMI = Working Mem.

FSIQ = Full Scale IQ

CPI = Cognitive Proficiency

NVI = Nonverbal

NSI = Naming Speed

SRI = Storage & Retrieval

WISC-V Subtests and Composites

		VCI	VSI	FRI	WMI	PSI	FSIQ	QRI	AWMI	NVI	GAI	CPI	NSI	STI	SRI
1	Block Design														
2	Similarities														
3	Matrix Reasoning														
4	Digit Span														
5	Coding														
6	Vocabulary														
7	Figure Weights														
8	Visual Puzzles						*1*								
9	Picture Span						*2*								
10	Symbol Search						*3*								
11	Information						*4*								
12	Picture Concepts						*5,6*								
13	Letter-Number Seq.						*2*								
14	Cancellation						*3*								
15	Comprehension						*4*								
16	Arithmetic						*6*								
17	Naming Speed Literacy														
18	Naming Speed Quantity														
19	Immediate Symbol Translation														
20	Delayed Symbol Translation														
21	Recognition Symbol Translation														

WISC-V Subtests and Composites

Notes:

1. May be substituted for Block Design (only one substitution allowed [if unavoidable] and only in FSIQ).
2. May be substituted for Digit Span.
3. May be substituted for Coding.
4. May be substituted for Similarities or Vocabulary.
5. May be substituted for Matrix Reasoning.
6. May be substituted for Figure Weights.

WISC-V Subtests, Primary Composites, and FSIQ

		VCI	VSI	FRI	WMI	PSI	FSIQ
1	Block Design						
2	Similarities						
3	Matrix Reasoning						
4	Digit Span						
5	Coding						
6	Vocabulary						
7	Figure Weights						
8	Visual Puzzles						*1*
9	Picture Span						*2*
10	Symbol Search						*3*
11	Information						*4*
12	Picture Concepts						*5,6*
13	Letter-Number Seq.						*2*
14	Cancellation						*3*
15	Comprehension						*4*
16	Arithmetic						*6*

WISC-V Subtests and Composites

		VCI	VSI	FRI	WMI	PSI	FSIQ	QRI	AWMI	NVI	GAI	CPI
1	Block Design											
2	Similarities											
3	Matrix Reasoning											
4	Digit Span											
5	Coding											
6	Vocabulary											
7	Figure Weights											
8	Visual Puzzles						*1*					
9	Picture Span						*2*					
10	Symbol Search						*3*					
11	Information						*4*					
12	Picture Concepts						*5,6*					
13	Letter-Number Seq.						*2*					
14	Cancellation						*3*					
15	Comprehension						*4*					
16	Arithmetic						*6*					

WISC-V Subtests, Primary Composites, and FSIQ

		VCI	VSI	FRI	WMI	PSI	FSIQ
1	Block Design						
2	Similarities						
3	Matrix Reasoning						
4	Digit Span						
5	Coding						
6	Vocabulary						
7	Figure Weights						
8	Visual Puzzles						*1*
9	Picture Span						*2*
10	Symbol Search						*3*

WISC-V FSIQ (and VCI and FRI)

		VCI	VSI	FRI	WMI	PSI	FSIQ
1	Block Design						
2	Similarities						
3	Matrix Reasoning						
4	Digit Span						
5	Coding						
6	Vocabulary						
7	Figure Weights						

WISC-V Complementary Subtests and Composites

		NSI	STI	SRI
17	Naming Speed Literacy		■	
18	Naming Speed Quantity		■	
19	Immediate Symbol Translation	■		
20	Delayed Symbol Translation	■		
21	Recognition Symbol Translation	■		

NSI = Naming Speed **STI** = Symbol Translation

SRI = Storage and Retrieval

PRIMARY INDEX SCORES

Verbal Comprehension Index

Similarities (VCI & FSIQ)

Vocabulary (VCI & FSIQ)

Similarities

- Verbal concept formation
- Abstract reasoning
- Involves:
  - Crystallized intelligence
  - Word knowledge
  - Cognitive flexibility
  - Auditory comprehension
  - Long-term memory
  - Associative and categorical thinking
  - Distinction between nonessential and essential features
  - Verbal expression

— and over-learned verbalisms in younger children

Similarities

- 23 Items
  - 7 retained from WISC-IV
  - 8 modified
  - 8 new
  - New Sample item

Similarities

Discontinue after 3 consecutive scores of 0

WISC-IV was after 5

- Starting points are different
  - Age 6-7: Sample, then start with item 1
  - Age 8-11: Sample, then start with item 5
  - Age 12-16: Sample, then start with item 8

Vocabulary

- Picture and verbal items
- Word knowledge
- Verbal concept formation
- Involves:
  - Crystallized intelligence
  - Fund of knowledge
  - Learning ability
  - Verbal expression
  - Long-term memory
  - Vocabulary development

Vocabulary

- 29 items
  - 14 new items
  - 15 retained items
- Discontinue after 3 consecutive scores of 0

  WISC-IV was after 5
- Starting points are different
  - Age 6-7: Item 1
  - Age 8-11: Item 5
  - Age 12-16: Item 9

(*Verbal Comprehension Secondary Subtests*)

(*Information*)

(*Comprehension*)

Either can substitute for either Similarities or Vocabulary, **<u>but only one substitution allowed in deriving FSIQ and only when truly necessary for invalid(ated) subtest.</u>**

Visual Spatial Index

Block Design (VSI & FSIQ)

Visual Puzzles (VSI)

Block Design

- Ability to analyze and synthesize abstract visual stimuli
- Involves
  - Nonverbal concept formation and reasoning
  - Broad visual intelligence
  - Visual perception and organization
  - Simultaneous processing
  - Visual-motor coordination
  - Learning
  - Ability to separate figure-ground in visual stimuli

Block Design

- 13 Items
  - 5 retained
  - 8 new
    - Including item with an X shaped figure

Block Design

Discontinue after 2 consecutive scores of 0

WISC-IV was 3 consecutive scores of 0

Scoring

- Maximum Block Design Total

Process Scores

- Maximum Block Design No Time Bonus
- Maximum Block Design Partial Total
- Maximum Block Design Dimension Errors
- Maximum Block Design Rotation Errors

BDn	BDp	BDde	BDre	Block Design Total Raw Score
(Max = 46)	(Max = 82)	(Max = 11)	(Max = 13)	(Maximum = 58)

Maximum Block Design No Time Bonus (BDn)

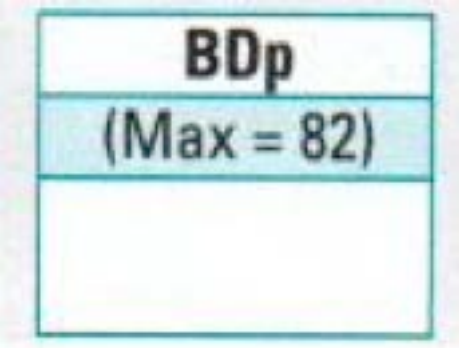
- Score 2, 1, or 0 on items 1-3
- Score 4 if child solves design correctly within time limit, 0 if child does not – on items 4-13

0	71–120 4	51–70 5	31–50 6	1–30 7

BDn
(Max = 46)

Maximum Block Design Partial Total (BDp)

- Score is derived from the number of correctly placed blocks for each item.
- On the record form, circle the number of correctly placed blocks at the time limit in the gray Optional Partial Score column
- Award time-bonus points as appropriate
- To calculate the BDp raw score, add the circled scores

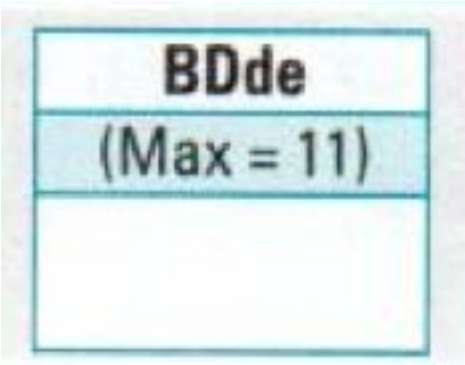


Optional Partial Score

0	1	2	
3	4	5	
6	7	8	
71–120	**51–70**	**31–50**	**1–30**
9	10	11	12

Maximum Block Design Dimension Errors (BDde)

- Total number of constructions with dimension errors made **at any time** during the construction
- Dimension errors are not possible on items 1 and 13
- To calculate the BDde raw score, count the number of items with dimension errors



Maximum Block Design Rotation Errors (BDre)

- Total number of constructions with rotations of 30° or more at the time limit
- To calculate the Bdre raw score, count the number of items with rotation errors

BDre
(Max = 13)

Visual Puzzles

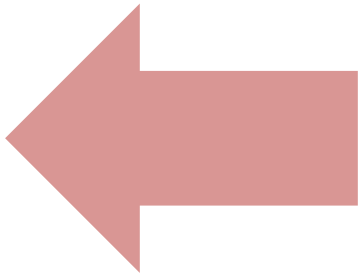
- New Subtest
- Adapted from the WAIS-IV
- Mental, non-motor construction ability
- Involves
  - Visual and spatial reasoning
  - Mental rotation
  - Visual working memory
  - Part-to-whole relationships
  - Analysis and synthesis of abstract visual stimuli

Visual Puzzles

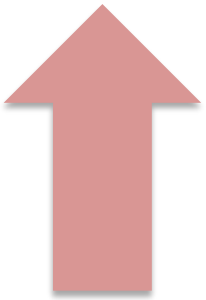
- 29 items
- Starting Points:
  - Everyone gets the demonstration item and the sample item
  - Age 6-8: Item 1
  - Age 9-11: Item 5
  - Age 12-16: Item 8
- Discontinue after 3 consecutive scores of 0
- 30 second time limit for each item

Visual Puzzles

- Choose **three** pieces that go together to make the picture of the puzzle shown.
- If child chooses fewer, nag, **Choose *three* pieces to make the puzzle**, as often as needed.
- After 20 seconds, ask, **Do you have an answer?**
- Do **<u>not</u>** stop timing for this or other nagging.



1



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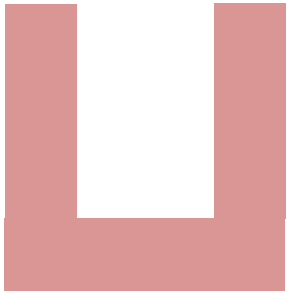
3

4



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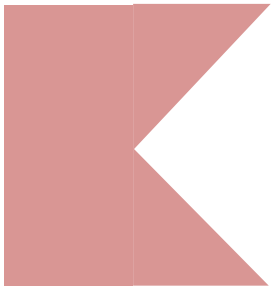

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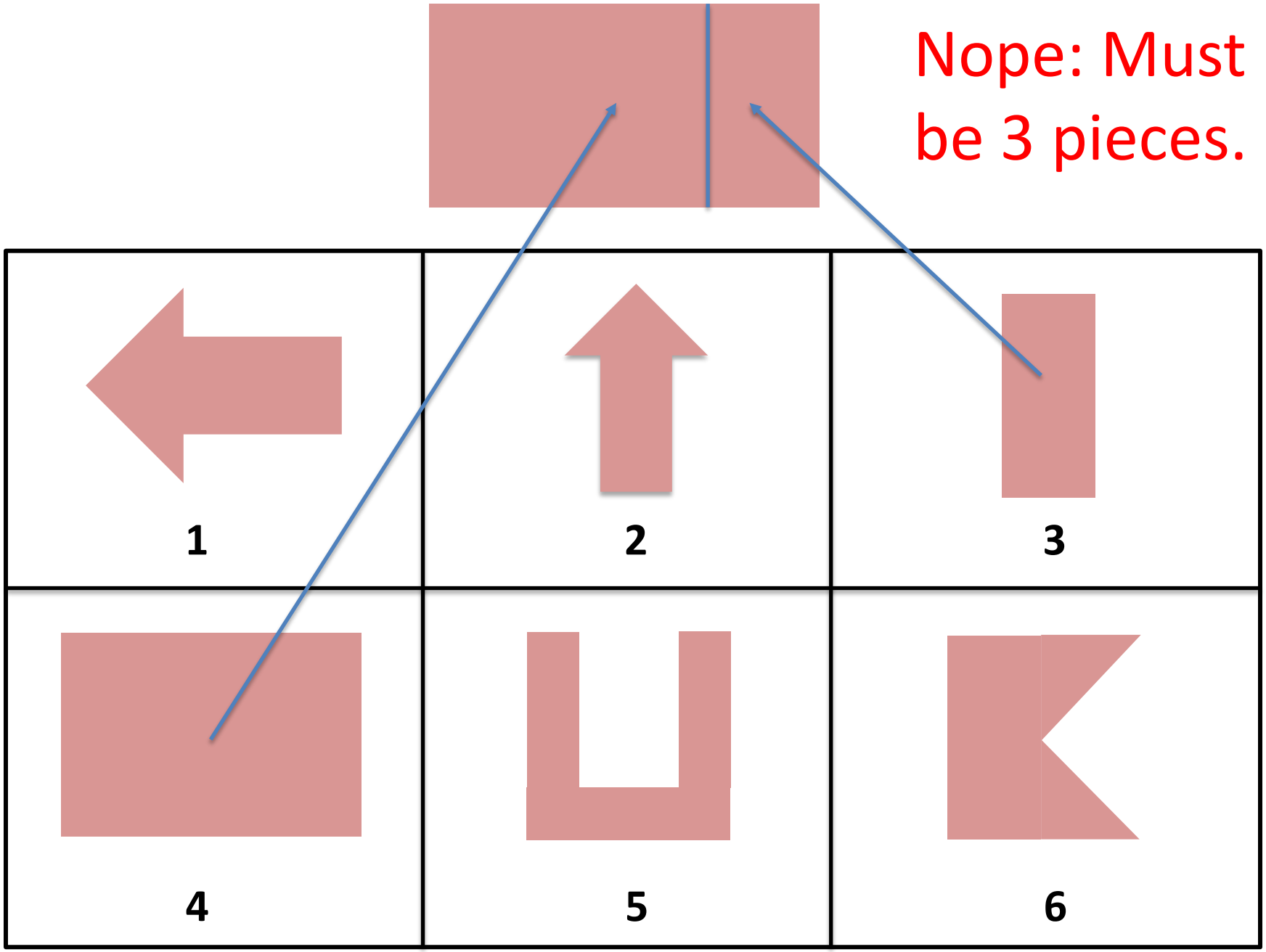

Nope: Must be 3 pieces.
1
2
3
4
5
6

(*Substitution*)

(*Visual Puzzles*)

Visual Puzzles can substitute for Block Design in deriving the FSIQ, **but only one substitution is allowed in deriving FSIQ and only when truly necessary for an invalid or invalidated subtest.**

Fluid Reasoning Index

Matrix Reasoning
(FRI & FSIQ)

Figure Weights
(FRI & FSIQ)

Matrix Reasoning

- Fluid Intelligence
- Broad visual intelligence
- Classification and spatial ability
- Knowledge of part-to-whole relationships
- Simultaneous processing
- Involves
  - Attention to visual detail
  - Working memory

Matrix Reasoning

Discontinue after 3 consecutive scores of 0

WISC-IV was after 4

- Starting points are different
  - Everyone gets Sample Items A & B (one less sample item than on the WISC-IV)
  - Age 6-7: Item 1
  - Age 8-11: Item 5
  - Age 12-16: Item 9

Matrix Reasoning

- 32 Items
- 12 retained
- 20 new

Two types of Items

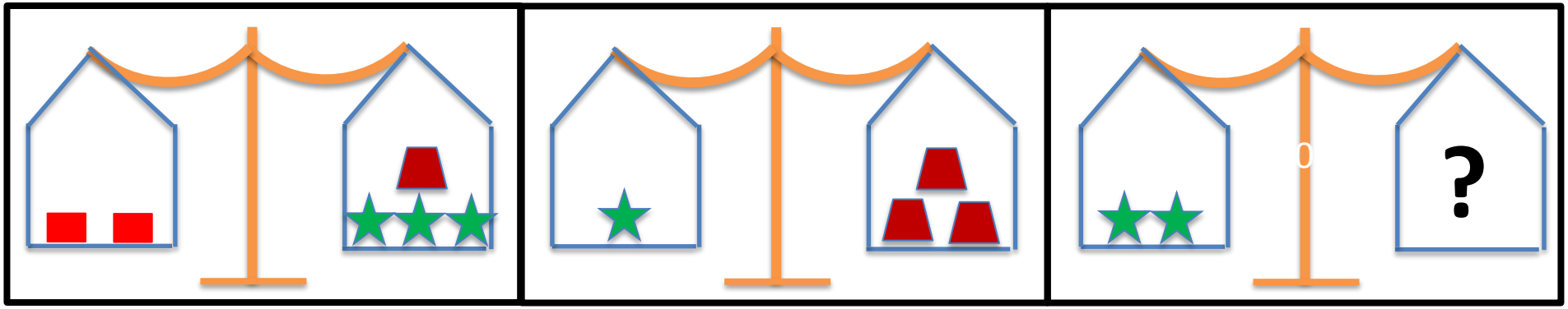
- Sample A
  - Matrix
  - 2x2 or 3x3 Visual Presentation
- Sample B
  - 1 x 6 row of boxes

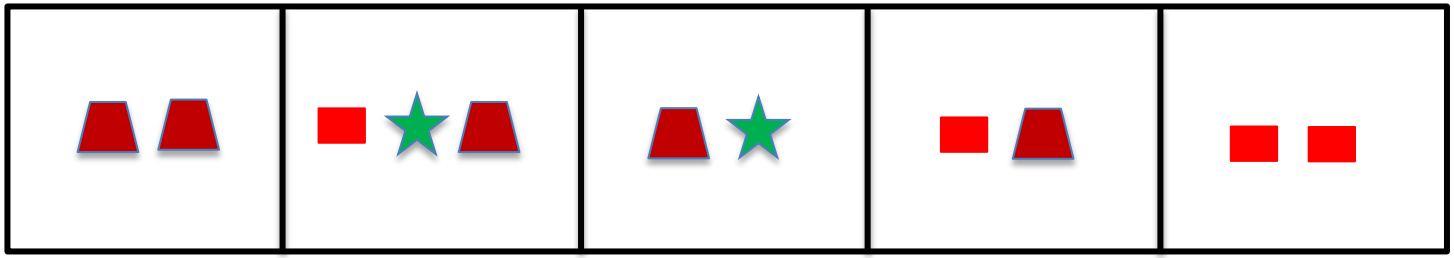
Figure Weights

- Quantitative fluid reasoning and induction
- Involves
  - Working memory
- 34 Items

Figure Weights

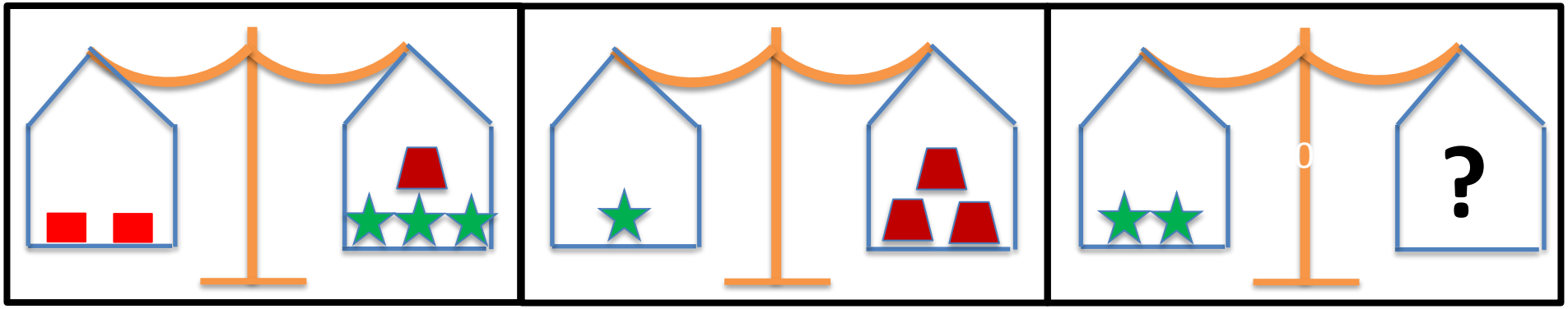
- New Subtest
- Examinee views a scale with missing weight(s) and then selects the option that will keep the scale balanced
- Discontinue after 3 consecutive scores of 0
- Time limit:
  - Items 1-18 – 20 seconds
  - Items 19-34 – 30 seconds

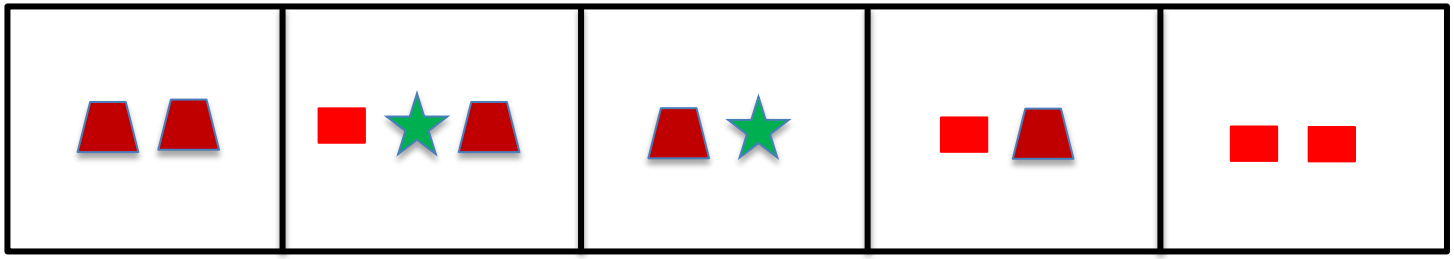




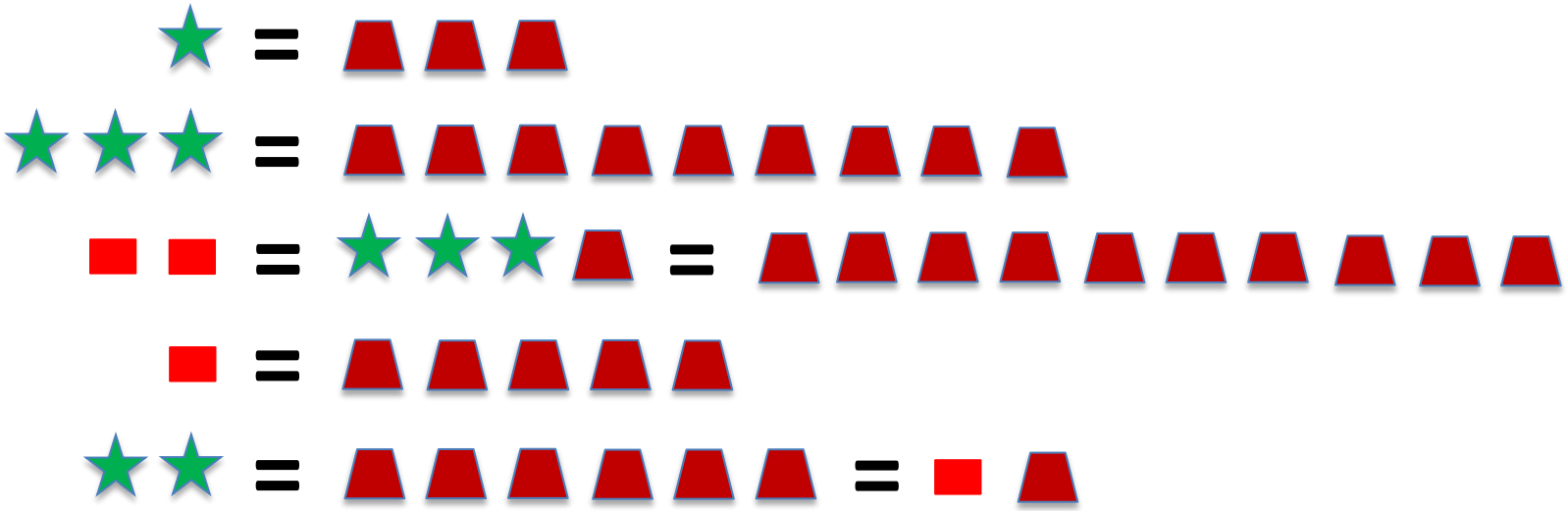
1 **2** **3** **4** **5**

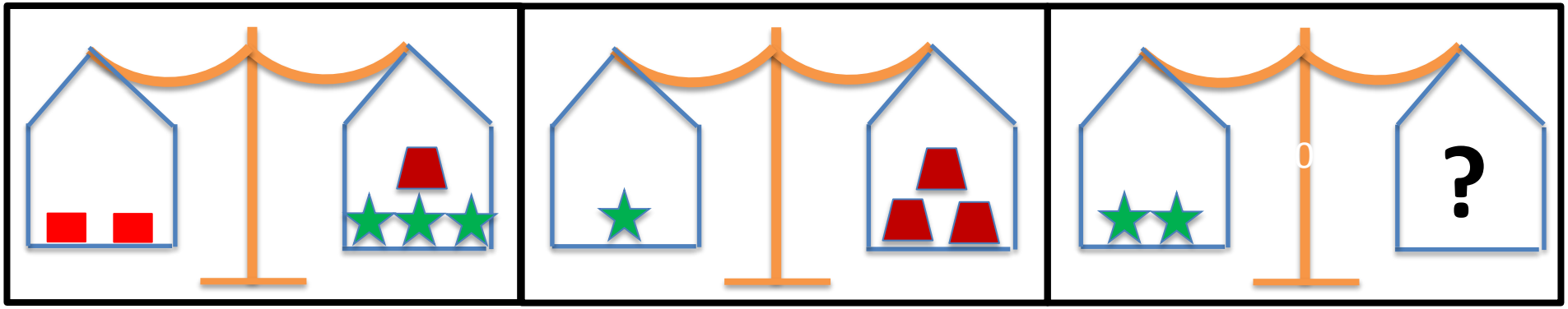
If the child has not responded when only 10 seconds remain in the time limit, prompt him or her by asking, **Do you have an answer?** Provide this prompt when 10 seconds have elapsed on Items 1—18 and when 20 seconds have elapsed on Items 19—34. Do **not** stop timing to provide this prompt. (p. 163)

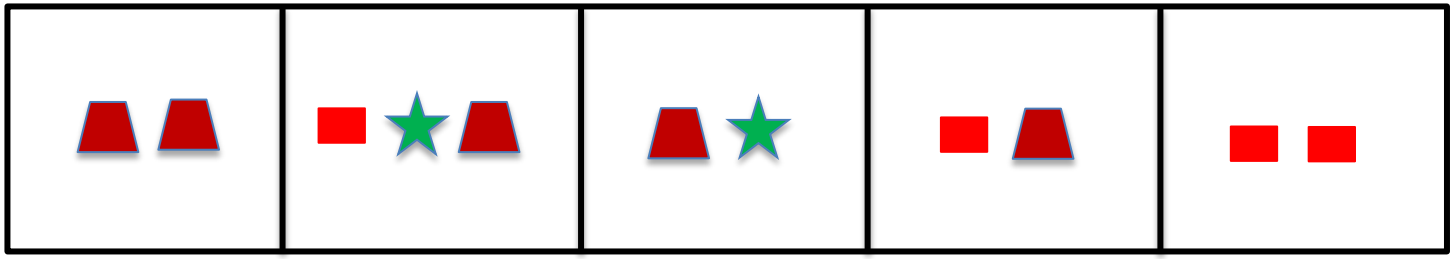




1 2 3 4 5







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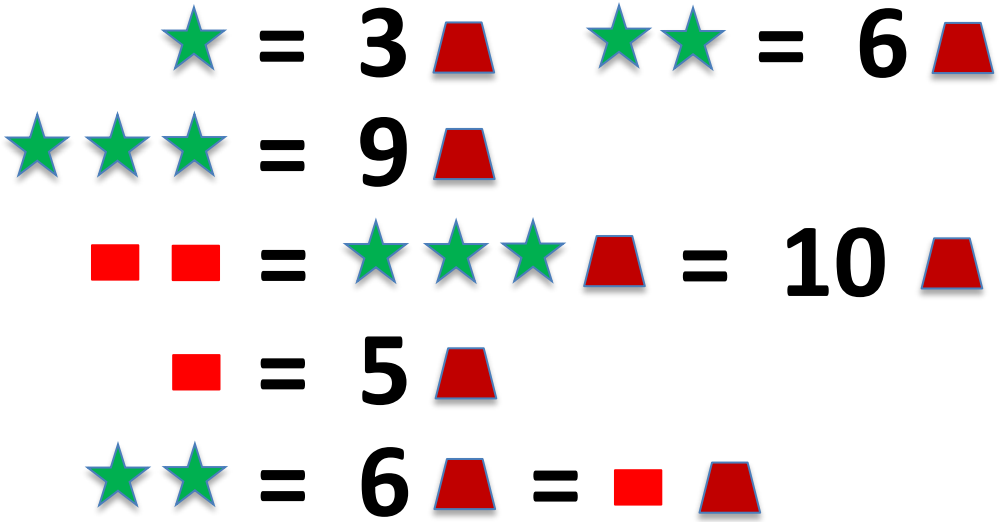


(*Fluid Reasoning Secondary Subtests*)

(*Picture Concepts*)

(*Arithmetic*)

Picture Concepts can substitute for either Matrix Reasoning or Figure Weights, and Arithmetic can substitute for Figure Weights, **but only one substitution allowed in deriving FSIQ and only when truly necessary for an invalid(ated) subtest.**

Working Memory Index

Digit Span

Picture Span

Digit Span

- Shifting from one task to another requires cognitive flexibility and mental alertness
- Forward
  - Auditory rehearsal and temporary storage in working memory
- Backward
  - Working memory
  - Transformation of information
  - Mental manipulation

Digit Span

- Sequencing
  - New
  - Adapted from WAIS-IV
  - Working memory
  - Mental manipulation
  - Increases the cognitive complexity of the subtest
  - Both sequencing and backward involve the re-sequencing of the information

Digit Span

- At least 9 items for each
- Items were revised to cut down on repetition of certain numbers
- Items were added to strengthen the ceiling
- Forward
  - 17 new trials, 1 retained
- Backward
  - 16 new trials, 2 retained
- Sequencing
  - 18 new trials

Digit Span

- 3 subsections
  - Forward
  - Backward
  - Sequencing
- Discontinue after scores of 0 on both trials of an item

Digit Span

- Process Scores
- Maximum Digit Span
  - Forward
  - Backward
  - Sequencing
- Maximum Longest Digit Span
  - Forward
  - Backward
  - Sequencing

Picture Span

- New Subtest
- The examinee views the visual stimuli with one or more pictures and then selects the pictures in the correct order from the response page

A

B

C

D

E

F

G

H

Picture Span

- Visual working memory
- Working memory capacity
- Involves
  - Attention
  - Visual processing
  - Visual immediate memory
  - Response inhibition
- 26 Items

Picture Span

- Discontinue after 3 consecutive scores of 0
- Expose the visual stimulus for the entire exposure time, even if examinee requests to move on
- Only expose visual stimulus one time
- Sample Item A - Item 3
  - Expose visual stimulus for 3 seconds
- Sample Item B – Item 26
  - Expose visual stimulus for 5 seconds

Picture Span

Scoring

- Score without looking at your paper: watch the child!
- Items 1-3
  - Correct – 1 point
- Items 4-26
  - All items in correct sequence – 2 points
  - All items in incorrect sequence – 1 point
- Reverse order – 1 point if correct, then repeat (for no credit) with admonition **only once**.

Picture Span

- Process Scores
- Maximum Longest Picture Span Stimuli (LPSs)
  - The number of pictures on the visual stimulus page for the last item that received a perfect score
- Maximum Longest Picture Span Response (LPSr)
  - The number of pictures on the response page for the last item that received a perfect score

(Working Memory Secondary Subtest)

(Letter-Number Sequencing)

Letter-Number Sequencing or Picture Span can substitute for Digit Span in the FSIQ, **<u>but only one substitution allowed in deriving FSIQ and only when truly necessary for invalid(ated) subtest.</u>**

Processing Speed Index

Coding (PSI & FSIQ)

Symbol Search (PSI)

Coding

- Processing Speed
- Involves:
  - Short-term visual memory
  - Procedural and incidental learning ability
  - Psychomotor speed
  - Visual perception
  - Visual-motor coordination
  - Visual scanning ability
  - Cognitive flexibility
  - Attention
  - Concentration
  - Motivation

Coding

- More equitable item difficulty
- Presentation is more balanced – occur twice in each row
- Pairs of rotated figures are eliminated
- Clarifies degree of acceptable rotation
- Instructions are simplified

Coding

- Coding A
- 5 Shapes/Symbols
  - Shapes:
    - 3 Retained
    - 2 Modified
  - Symbols:
    - 4 New
    - 1 Modified
- Coding B
  - 9 symbols
    - 6 New
    - 3 Modified

Coding

- New marks for the numbers
- Process Scores:
  - Maximum Coding Rotation Errors (CDre)
    - Add the number of all the items that are rotated ≥90°

Symbol Search

- Visual Perceptual and Decision Making Speed
- Involves
  - Short-term visual memory
  - Visual-motor coordination
  - Inhibitory control
  - Visual discrimination
  - Psychomotor speed
  - Sustained attention
  - Concentration

Symbol Search

- Two new types of errors
- Set errors
  - Examinee marks an incorrect, but perceptually similar symbol
- Rotation errors
  - Examinee marks a target symbol that is rotated 90, 180, or 270 degrees

Symbol Search and Destroy

- Number of items on the page is decreased
- Symbols are slightly larger
- Form A:
  - 40 New Items
- Form B:
  - 60 New Items

Symbol Search
New Rules

- If “yes”
  - Put a mark through the symbol
- If “no”
  - Put a mark through the “no” box

(*Processing Speed Secondary Subtest*)

(*Cancellation*)

Cancellation or Symbol Search can substitute for Coding in deriving the FSIQ, **<u>but only one substitution allowed in deriving FSIQ and only when truly necessary for invalid(ated) subtest.</u>**

The scoring template for Cancellation is still translucent and a little flimsy. Judith Newcomb (personal communication, May 16, 2003) recommends copying each half of the 11" x 14" template (with a sheet of white paper between the halves) onto overhead transparencies on a plain paper copier. The resulting transparent templates are easier to use and the original can be carefully preserved.

Ancillary Index Scores

- Quantitative Reasoning (QRI)
- Auditory Working Memory (AWMI)
- Non Verbal (NVI)
- General Ability (GAI)
- Cognitive Proficiency (CPI)

Complementary Index Scores

- Naming Speed Index (NSI)
- Symbol Translation Index (STI)
- Storage and Retrieval Index (SRI)

Quantitative Reasoning Index (QRI)

- Quantitative reasoning skills
- Assists in predicting reading and math achievement

Subtests:

Figure Weights and Arithmetic

Auditory Working Memory Index (AWMI)

- Purer measure of auditory working memory
- Complements WMI

Subtests:

Digit Span

Letter-Number Sequencing

Nonverbal Index (NVI)

- Global measure of intellectual ability that does not require expressive language responses.
- May be useful with children with language-related, ELL, deaf or hard of hearing, or autism spectrum issues.

Nonverbal Index (NVI)

Subtests

Block Design

Visual Puzzles

Matrix Reasoning

Figure Weights

Picture Span

Coding

General Ability Index (GAI)

- Estimate of general intellectual ability that is not as dependent on working memory and processing speed

Subtests:

Similarities

Vocabulary

Block Design

Matrix Reasoning

Figure Weights

Cognitive Proficiency Index (CPI)

- Efficiency with which cognitive information is processed

Subtests:

Digit Span

Picture Span

Coding

Symbol Search

COMPLEMENTARY INDEX SCORES

Naming Speed Index (NSI)

- Naming facility
- Related to achievement variables and sensitive to specific learning disabilities in reading, mathematics, and written expression

Subtests:

Naming Speed Literacy

Naming Speed Quantity

Naming Speed Literacy

- RAN or NVRANEAN
- Sample and 2 **trials** for each of 3 **items**.
- Age 6: start with Item 1: Color-Object Naming (e.g., "chartreuse wombat") end after Item 2.
- Age 7-8: start with Item 2: Size-Color-Object Naming (e.g., "massive chartreuse wombat").
- Age 9-16: start with Letter-Number Naming (e.g., **8 B R 3 7 H 6 P M 2)**.
- Start based on chronological age in all cases.

Naming Speed Literacy

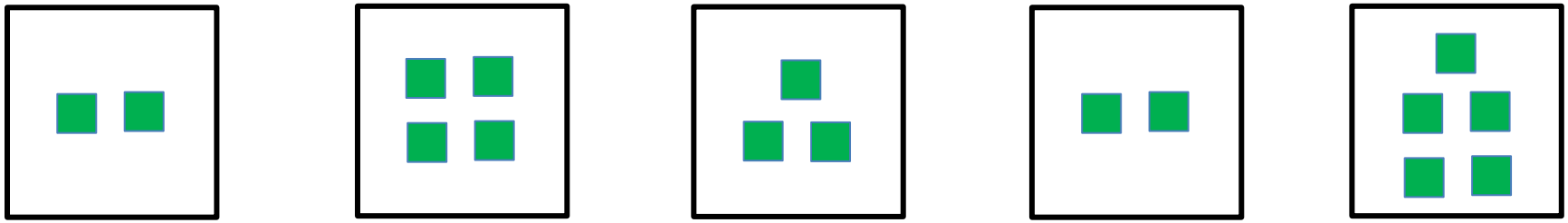
- 300 seconds (5 minutes) per trial!
- Go in order and don't skip any.
- Go as fast as you can without screwing up.
- Use your finger to keep your place (ages 6 -8).
- Restart the child at the correct next item if the child skips a row or starts to go right to left.
- If the child misnames 2 consecutive elements in one row, point to the 2nd one and say, **Keep going from here.**
- Do **not** stop timing when prompting/correcting.

Naming Speed Quantity

- Sample and 2 **trials** for each of 2 **items**.
- 300 seconds (5 minutes) per trial!
- Name the number of boxes in each square.
- Age 6: give only Item 1 (2 trials).
- Age 7-16: Item 2 (2 trials).
- Use only chronological age to select item.
- If the child misnames 2 consecutive elements in one row, point to the 2nd one and say, **Keep going from here.**

Naming Speed Quantity

- Go in order and don't skip any.
- Go as fast as you can without screwing up.
- Use your finger to keep your place (ages 6 -8).
- Restart the child at the correct next item if the child skips a row or starts to go right to left.
- Do **<u>not</u>** stop timing when prompting/correcting.



Symbol Translation Index (STI)

- Visual-verbal associative memory
- Associated with reading decoding skills, word reading accuracy and fluency, text reading and reading comprehension, math calculation skills, and math reasoning.

Symbol Translation Index (STI)

Subtests:

Immediate Symbol Translation

Delayed Symbol Translation

Recognition Symbol Translation

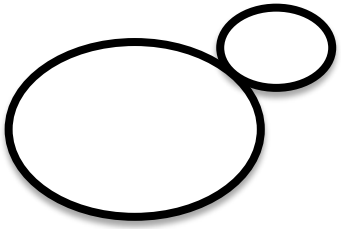
Immediate Symbol Translation

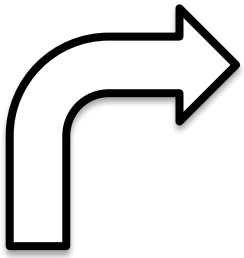
- 34 symbols including 5 modifiers (e.g., *-ing*)
- Symbols are introduced in pairs (plus reviews of previous pairs on Items 1-10).
- 5 seconds' silence → **Go on to the next one.**
- Multiple responses: score intended one or point to first symbol in the string and say, **Start again from here.**
- All start with Item 1. Follow discontinue rules.

Immediate Symbol Translation

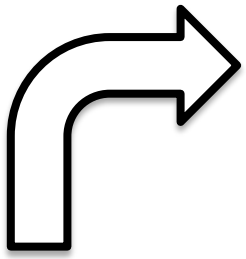
- Items 1-3: second trial if first is less than perfect. Score only the last completed trial.
- Provide **only** prescribed teaching.
- Translations must be precise in tense, number, and suffixes.
- Word form errors are OK if they intend the correct grammatical form ("sleeped" = *slept*).
- Insertions are not counted.

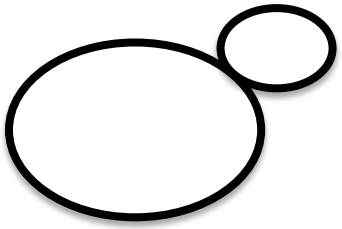
Look at these. This one means ***WOMBAT*** and this one means ***THAT***. Now you say them after me. ***WOMBAT . . . THAT.***





Start here and tell me what each one means.





☐	☐	☐	■	☐	☐	■	☐	☐	☐	/8
I	Stared	At	The	Record	Form	And	Began	To	Cry	

Stop Time

_____ : _____

Hr. Min.

Delayed should begin in 20-30 minutes.

8, not 10. The colored boxes do not count.

Cumulative Raw Score for Items 1-16. DISCONTINUE if score is ≤ 29 ☐

Delayed Symbol Translation

- 20-30 minutes after Immediate Symbol Translation
- 5 seconds' silence → **Go on to the next one.**
- Multiple responses: score intended one or point to first symbol in the string and say, **Start again from here.**
- Same discontinue point as before. Translations must be precise in tense, number, and suffixes.
- Word form errors are OK if they intend the correct grammatical form ("sleeped" = *slept*).
- Insertions are not counted.

Recognition Symbol Translation

- Immediately after Delayed or else:
- 20-30 minutes after Immediate Symbol Translation.
- Presented one symbol at a time.
- 5 seconds' silence → **Go on to the next one.**
- Multiple responses: score intended one or say, **You said __ and __. Which one did you mean?**
- Same discontinue point as before. Translations must be precise in tense, number, and suffixes.

Storage Retrieval Index (SRI)

- Long-term storage and retrieval accuracy and fluency

Subtests:

Naming Speed Index

Symbol Translation Index

References

- Wechsler, D. (2003). *WISC-IV: Administration and Scoring Manual* (4th ed.). San Antonio, TX: The Psychological Corporation.
- Wechsler, D. (2014). *WISC-V: Administration and Scoring Manual* (5th ed.). San Antonio, TX: NCS Pearson, Inc.
- Wechsler, D. (2014). *WISC-V: Technical and Interpretive Manual* (5th ed.). San Antonio, TX: NCS Pearson, Inc.

