REASON FOR REFERRAL

was referred for this evaluation in order to determine his current levels of intellectual functioning as measured by IQ testing.

EVALUATION INSTRUMENTS

Wechsler Preschool and Primary Scale of Intelligence, Third Edition (WPPSI-III)

BEHAVIORAL OBSERVATIONS

In order to complete this evaluation,   was seen on one occasion. He arrived promptly, escorted by his mother and separated with ease. He accompanied the examiner without hesitation.   willingly worked with the examiner, was polite, made good eye contact, and seemed relatively at ease.

          ability to be attentive and task persistent was within normal limits. He persevered when ne encountered challenging items. No difficulties with attentional variables were observed.

His overall affect was positive and rapport was established and maintained within normal limits. His reactions to success and failure appeared to be appropriate. No significant indicators of frustration and/or anxiety were noted. Overall, he was cooperative and highly motivated. The results of this report should be considered as valid indicators of abilities at this time.

How Scores Are Reported:

Scores are reported by what has been termed standard scores. Standard scores show how well   did compared to a group of individuals of approximately the same age from across the United States. Generally speaking the highest possible score is 150, and the lowest possible score is 40. Half of all individuals administered these instruments will score less than 100, and half will score more than 100. Although different test authors have

slightly different nomenclature for different levels of functioning, for the purpose of consistency the following criteria is used throughout this report. Scores below 69 reflect mentally deficient skills; 70 to 79 borderline skills; 80 to 89 low average skills; 90 to 109 average skills; 110 to 119 high average skills; 120 to 129 superior skills; and 130 and higher very superior skills.

For all measures, a percentile rank is also given. This shows how high each individual ranks in the national comparison group. If the percentile rank were 45, for example, it would mean that he scored higher than approximately 45 out of 100 individuals his age.

Many of the tests in this battery also generate subtest scores some subtest scores use the same standard score criteria described above. Others generate scores called scaled scores. As with standard scores, scaled scores show how well   did compared to others the same age from across the United States on the individual subtests. The highest possible score on a subtest is 19, and the lowest possible subtest score is 1. Half of all individuals will score less than 10, and half will score more than 10. Scores of 4 and below are considered mentally deficient;5 to 6 borderline; 7 low average; 8 to 12 average; 13 high average; 14 to 15 superior; and 16 to 19 very superior. A percentile rank is also given for scaled scores. When looking at   scores, remember that no test is perfectly accurate. Any student might score slightly higher or lower if tested again on a different day.

Overall Test Results:

obtained a Verbal (VIQ) score of 95. He scored higher than approximately 37 out of 100 individuals his age on tasks that required listening to questions and giving answers. Generally speaking,   's skills in understanding verbal information, thinking with words, and expressing thoughts in words are in the average range.

obtained a Performance (PIQ) score of 114. He scored higher than approximately 83 out of 100 individuals his age on tasks that required his to examine and think about designs, pictures, and puzzles and to solve problems without using words. In general, his skills in solving nonverbal problems and working quickly and efficiently with visual information are in the superior range.

Full Scale (FSIQ) score, his overall reasoning ability, is 101. He scored higher than approximately 53 out of 100 individuals his age on combined Verbal and Performance tasks. His overall, general thinking and reasoning skills, as tested by the WPPSI- III, are in the average range.

Verbal Subtest Results:

The **Information** subtest measures an individual's fund of general knowledge about the world around him. The learning of such facts depends on the individual's interest, social and cultural background, memory, intellectual curiosity, previous educational opportunities, and alertness to his surroundings.   earned a scaled score of 11 on this subtest. This score corresponds to the 63rd percentile and indicates average skills in this area.

The **Vocabulary** subtest measures an individual's ability to understand words and express himself, and it is the one subtest that is often considered the single best indicator of verbal intelligence. The individual is asked to define a series of increasingly challenging words, presented verbally, one-at-a-time.   earned a scaled score of 08 on this subtest. This score corresponds to the 25th percentile and indicates below average skills in this area.

The **Word Reasoning** subtest assesses verbal comprehension, analogic and general reasoning ability, and the ability to generate alternative concepts. The child is asked to identify the common concept being described in a series of increasingly specific clues. earned a scaled score of 09 on this subtest. This score corresponds to the 37th percentile and indicates average skills in this area.

Performance Subtests Results:

The **Block Design** subtest measures an individual's ability to perceive, analyze, synthesize, and reproduce abstract designs. Reasoning is important here, rather than memory, as is the capacity for sustained visual-motor coordination, abstract and concrete non-verbal thinking, and the overall ability to plan and organize. The child is asked to arrange a set of blocks so that they exactly match those pictured on a card.   earned a scaled score of 14 on this subtest. This score corresponds to the 91st percentile and indicates superior skills in this area.

The **Matrix Reasoning** subtest is a measure of visual information processing and abstract reasoning skills. The child looks at an incomplete matrix and selects the missing portion from 4 or 5 response options.   earned a scaled score of 11 on this subtest. This score corresponds to the 63rd percentile and indicates average skills in this area.

The **Picture Concepts** subtest measures abstract, categorical reasoning ability. The child is presented with two or three rows of pictures and chooses one picture from each row to form a group with a common characteristic.   earned a scaled score of 12 on this subtest. This score corresponds to the 75th percentile and indicates above average skills in this area.

The **Coding** subtest assesses short-term memory, learning ability, visual perception, visual-motor coordination, visual scanning ability, cognitive flexibility, attention, and motivation. The child copies symbols that are paired with simple geometric shapes. Using a key, the child draws each symbol in its corresponding shape.   earned a scaled score of 08 on this subtest. This score corresponds to the 25th percentile and indicates below average skills in this area.

WPPSI-III			
IQ SCORES AND SUBTEST SCORE SUMMARY			
SCALE	**IQ**	**PR**	**LEVEL OF FUNCTIONING**
Verbal	95	37	Average
Performance	114	83	Average
Full Scale	101	53	Average
VERBAL SUBTESTS	**SCALED SCORE**	**PR**	**LEVEL OF FUNCTIONING**
Information	11	63	Average
Vocabulary	08	25	Below Average
Word Reasoning	09	37	Average
PERFORMANCE SUBTESTS	**SCALED SCORE**	**PR**	**LEVEL OF FUNCTIONING**
Block Design	14S	91	Superior
Matrix Reasoning	11	63	Average
Picture Concepts	12	75	Above Average
Coding	08	25	Below Average

Interpretation

s overall cognitive ability is within the average range of intellectual functioning as indicated by his Full Scale IQ score of 101 on the WPPSI –III. His ability to reason with words is somewhat less well-developed than his ability to reason without the use of words. His verbal reasoning abilities are average and above those of 37 out of 100 individuals his age as indicated by his Verbal Scale IQ score of 95. His non-verbal reasoning skills are above average and better than approximately 83 out of 100 individual his age as indicated by his Performance Scale IQ score of 114.

His performance on the Block Design subtest was reflected as an area of relative strength. All other subtest scores verbal as well as non-verbal reflected skill levels consistent with what would be expected of a student with average thinking and reasoning skills.

There is a trend toward language based thinking and reasoning skills being less developed than visual perceptual. Informal emphasis on the development of language skills as opposed to visual-organizational skills may be instrumental in developing language based thinking and reasoning to a higher level.

If there are any questions that I may address please contact me at your convenience.