



WISC[®]-V^{UK}

Wechsler Intelligence Scale for Children[®] – Fifth UK Edition (WISC[®]-V^{UK})

The most trusted test of child cognitive ability



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Overview

The **Wechsler Intelligence Scale for Children® – Fifth UK Edition (WISC®-V^{UK})**, is the current version of the most powerful, individually administered, cognitive ability measure for children aged 6 years 0 months to 16 years 11 months (6:0–16:11).

The **WISC-V^{UK}** includes notable improvements that make identifying issues, and finding the solutions, faster and easier, without sacrificing the Wechsler gold standard of excellence. You now get more critical insights than ever before.

The **WISC-V^{UK}** provides a comprehensive measure of overall intellectual ability, as well as five specific cognitive domains that impact performance in the classroom and beyond.

More coverage provides:

- More flexibility as well as additional scores.
- New measures of visual spatial ability, fluid reasoning, and visual working memory.
- New and separate visual spatial and fluid reasoning composites.
- New ancillary composites for specific clinical situations.
- Five primary index scores, the FSIQ, as well as three ancillary index scores obtained with the ten primary subtests.

Following is a brief summary of the **WISC-V^{UK} Administration and Scoring Manual** which is included with purchase of the **WISC-V^{UK} Complete Kit**. The manual provides a general overview of the **WISC-V^{UK}** content and structure, applications, user responsibilities, and suitability and fairness issues. It also includes general testing guidelines, general administration and scoring procedures, directions for completing the Record Form, and instructions on how to derive subtest, process, and composite scores, as well as detailed subtest administration and scoring procedures. Technical and normative information included in the manual was derived from the UK Standardisation Project.

This fifth edition of the WISC-V^{UK} incorporates the latest research on intelligence, cognitive development, neurodevelopment, cognitive neuroscience, and processes important to learning ensuring its currency.

With the growing demand for digital assessment this edition now also offers a choice of the traditional pencil-and-paper format or digital via the Q-interactive[®] platform.

The assessment can only be used by professionals with a qualification code of CL1 which means anyone who is registered with the HCPC as a Practitioner Psychologist and is a Chartered Psychologist with The British Psychological Society; registered with the HCPC as a Practitioner Psychologist and also has the protected titles of Clinical Psychologist, Counselling Psychologist or Educational Psychologist.

Age Range	6:0–16:11 years
Qualification Code	CL1
Format	Paper-and-Pencil or digital via Q-interactive [®]
Administration	Primary subtests: 64 minutes
Scores	FSIQ, primary index scores, ancillary index scores, scaled and standard subtest scores, scaled and standard process scores, longest span and sequence scores, error scores, process observations
Scoring Options	Q-global, manual scoring, or real-time automated scoring on Q-interactive
Reporting Options	Score and Interpretive Report
Author	David Wechsler
Publication Date	2017

Applications and User Responsibilities

The WISC-V^{UK} is a psychoeducational tool. It is used to provide a comprehensive assessment of general intellectual functioning. It can also be used to identify intellectual giftedness, a learning disability, and cognitive strengths and weaknesses. Results can help guide treatment planning and placement decisions in clinical and/or educational settings and provide invaluable clinical information for neuropsychological evaluation and research purposes.

Due to the complexities of test administration, diagnosis and assessment, users of the WISC-V^{UK} should have training and experience in administration and interpretation of standardised clinical instruments. They should also have training or experience in testing children whose ages; linguistic backgrounds; and clinical, cultural or educational histories are similar to those children they will be evaluating.

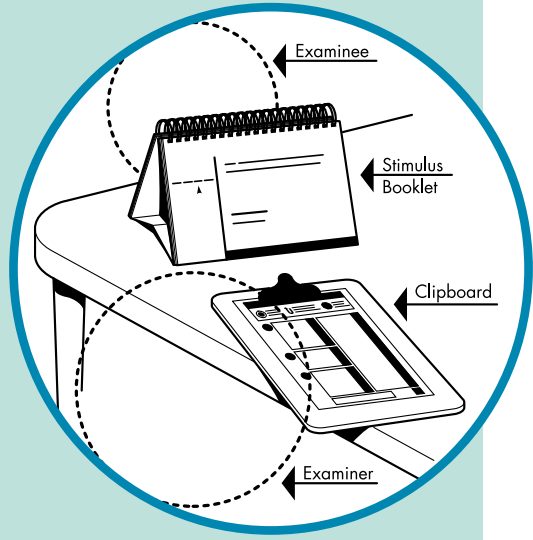
Test Format



Paper-and-pencil format

The WISC-V^{UK} Complete Kit – Paper-and-Pencil version includes:

- ✓ Administration and Scoring Manual
- ✓ Technical and Interpretive Manual
- ✓ Stimulus Books 1-2
- ✓ 25 x Record Forms
- ✓ 25 x Response Booklets 1
- ✓ 25 x Response Booklets 2
- ✓ Coding Scoring Template
- ✓ Symbol Search Scoring Key
- ✓ Cancellation Scoring Template
- ✓ Wechsler Standard Block Design Set



It is also necessary to use a stopwatch to time some of the subtests.

Scoring and reporting: Hand scoring and web-based scoring on Q-global®.

NB: Access to a computer is only required for scoring and results via Q-global®.

Digital format on Q-interactive®



Q-interactive is our innovative digital platform that saves you time, while adding unprecedented flexibility, portability, convenience and efficiency.

With Q-interactive, you administer interactive assessments with an intuitive, portable system that uses two iPads connected to each other to display stimulus materials.

WISC-V^{UK} via Q-interactive includes access to the same content as the traditional paper-and-pencil format plus an expanding library of other trusted assessments.

Reasons to try digital:

- ✓ Access new tests without the up-front print kit costs
- ✓ Get greater accuracy scoring and view test results instantly
- ✓ Flexibility to edit assessment batteries 'on-the-fly'
- ✓ Lightweight and portable - no need to carry heavy kits, just two iPads
- ✓ Generate scoring reports easily - no inputting scores into your computer.

Q-interactive Standard Licence

The Standard Licence is available to registered users with a qualification code of CL1. The Standard Licence allows you to pick and choose from all tests available in the Q-interactive library including: WAIS-IV^{UK}, WISC-V^{UK}, WIAT-III^{UK}, KTEA-3, WRAT-5, CELF-5^{UK}, WMS-IV^{UK}, CVLT-C, CVLT-3, CMS, DKEFS, NEPSY-II, RBANS Update, GFTA3 and KLPA3.



Technical requirements

For optimal administration experience, you will need:

- ▶ A computer with access to the Internet through a standard browser.
- ▶ Two Apple iPads. One iPad is for the Clinician and one for the Client.
- ▶ One capacitive-enabled stylus to allow the Clinician to write notes and verbatim responses during administration.
- ▶ Q-interactive™ software installed on each iPad.
- ▶ For optimum experience, it is recommended that downloads and content updates be conducted via Wi-Fi connection.

Test Framework

The WISC-V^{UK} has three levels of interpretation: Full Scale, Primary Index and Ancillary Index.

The Full Scale IQ comprises of five domains. The seven FSIQ subtests are highlighted in blue with the subtests that can be used as substitutes in italics.

Full Scale				
Verbal Comprehension	Visual Spatial	Fluid Reasoning	Working Memory	Processing Speed
Similarities	Block Design	Matrix Reasoning	Digit Span	Coding
Vocabulary	<i>Visual Puzzles</i>	Figure Weights	<i>Picture Span</i>	<i>Symbol Search</i>
<i>Information</i>		<i>Picture Concepts</i>	<i>Letter-Number Sequencing</i>	<i>Cancellation</i>
<i>Comprehension</i>		<i>Arithmetic</i>		

The Primary Index Scale consists of five scales and are designed to specifically measure complex cognitive processes. The required primary subtests for each index score are highlighted in blue. These primary index scores with the FSIQ are recommended for a comprehensive description and evaluation of intellectual ability. You can get five composite scores from administering these subtests.

Primary Index Scales				
Verbal Comprehension	Visual Spatial	Fluid Reasoning	Working Memory	Processing Speed
Similarities	Block Design	Matrix Reasoning	Digit Span	Coding
Vocabulary	Visual Puzzles	Figure Weights	Picture Span	Symbol Search

The Ancillary Index Scale consists of five scales and are designed to measure processes related to learning difficulties. The ancillary index scores are derived from combinations of primary subtests or primary and secondary subtests. They provide additional information regarding a child's cognitive abilities.

Ancillary Index Scales				
Quantitative Reasoning	Auditory Working Memory	Nonverbal	General Ability	Cognitive Proficiency
Figure Weights	Digit Span	Block Design	Similarities	Digit Span
Arithmetic	Letter-Number Sequencing	Visual Puzzles	Vocabulary	Picture Span
		Matrix Reasoning	Block Design	Coding
		Figure Weights	Matrix Reasoning	Symbol Search
		Picture Span	Figure Weights	
		Coding		

NB: UK normative data for the FSIQ, primary index scores and ancillary index scores are included in the WISC-V^{UK} Administration and Scoring Manual.

Improvements to the WISC-V^{UK}

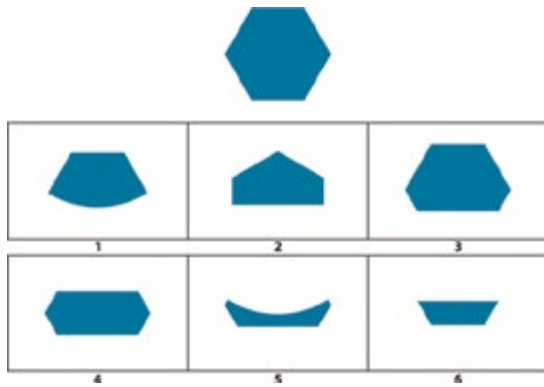
More clinically useful

The WISC-V^{UK} gives you flexibility and interpretive power, along with access to more subtests, so you get a broader view of a child's cognitive abilities. New subtests are targeted to common referral questions for children such as the presence of a specific learning disability; and special clinical situations such as evaluations of children who are English language learners.

New Primary Subtests

Three new primary subtests extend the coverage of the WISC-V^{UK} and increase its practical applications.

These include:

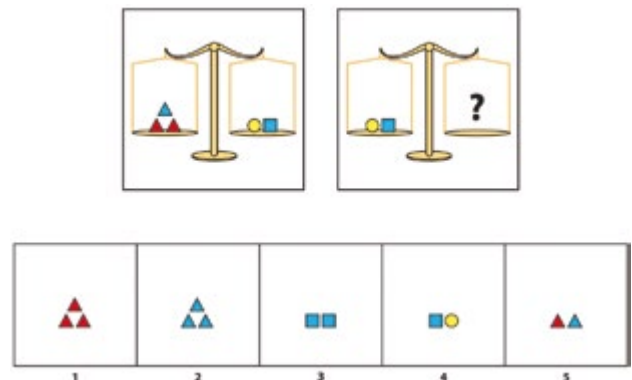


Visual Puzzles

A new Visual Spatial subtest adapted from the WAIS-IV^{UK} measures the ability to analyse and synthesise information. Within a specified time limit, the child views the completed puzzle and selects three response options that, when combined, reconstruct the puzzle.

Figure Weights

A new Fluid Reasoning subtest adapted from the WAIS-IV^{UK} measures quantitative reasoning and induction. Within a specified time limit, the child views a scale with missing weight(s) and selects the response option that keeps the scale balanced.



Picture Span

A new Working Memory subtest that measures visual working memory. The child views a stimulus page of one or more pictures for a specified time and then selects the picture(s) (in sequential order, if possible) from options on a response page.

More critical insights

The **WISC-V^{UK}** offers deeper perspectives on a child's **WISC-V^{UK}** performance through a variety of interpretive enhancements. Plus, you get increased construct coverage without increasing testing time. So you get more insights and a more efficient, developmentally appropriate measure—and still have time to assess other domains of interest.

More interpretive power

WISC-V^{UK} has been linked with the **WIAT-III^{UK}** through a sample of children who were administered both tests, to support more flexible evaluation of specific learning disabilities and two major approaches to specific learning disability identification: pattern of strengths and weaknesses analyses.

- Expanded score analysis approach highlights subtest-level strength and weaknesses analyses.
 - Separate visual spatial and fluid reasoning composite scores results in greater interpretive clarity.
 - Selection of process scores has been greatly expanded to enhance the depth of interpretation and understanding of performance.
-

More efficient and user friendly

- You can efficiently produce all primary index scores.
- There is a significantly reduced testing time to obtain the FSIQ.
- The instructions are simplified with reduced vocabulary level, shorter discontinue rules, and refined scoring criteria.



Greater clinical utility

The **WISC-V^{UK}** has been updated to feature psychometric properties and clinical studies that you can trust when forming reports and outcomes. With expanded validity evidence for digital assessment you can now choose a format that best meets today's changing clinical practice.

Updated Psychometric properties:

- The primary objective of the **WISC-V^{UK}** standardisation project was to provide UK normative data based on the UK 2011 census-matched sample of children aged 6:0–16:11.
- Testing was carried out by experienced clinical, educational and neuropsychologists using the United Kingdom standardisation edition of the **WISC-V**.
- The final sample size was 415 children aged 6 years to 16 years 11 months divided into 11 one-year age bands. The sample was stratified by gender, ethnicity, parental education level, and geographic region.
- To ensure that the United Kingdom norms were based on the full range of abilities within the population, two children in each age band, one at the lower performance end and one at the high end of the performance scale (officially labelled as Gifted) were sampled.
- The **WIAT-III^{UK}** is linked to **WISC-V^{UK}** through a sample of over 200 children who were administered both tests. Strong subtest floors and ceilings facilitate accurate measurement at the extremes of cognitive ability. Comparable or improved reliability for subtest and composite scores

Updated studies

- Updated special group studies.
- Updated validity studies with other measures including; **WISC[®]-IV^{UK}**, **WPPSI[®]-IV**, **WAIS[®]-IV**, **WIAT[®]-III^{UK}**, **KTEA[™]-3**, **Vineland[™]-II**, and **BASC[™]-2**.
- Expanded validity evidence for the Q-interactive version, including construct validity studies and equivalence of Q-interactive and paper/pencil formats, and special group studies to examine patterns of performance of children from frequently tested populations.



Subtests

In order to give a comprehensive description and evaluation of intellectual ability, administration of the 10 primary subtests is recommended.

Six secondary subtests can be administered in addition to provide a broader sampling of intellectual function and to yield more information for clinical decision making.

The 10 primary subtests are used to derive the FSIQ, the five primary index scores, and three of the five ancillary index scores. Seven of the 10 primary subtests are used to derive the FSIQ.

Three new primary subtests – Visual Puzzles, Figure Weights and Picture Span – extend the content coverage of the WISC-V^{UK} and increase its practical applications.

This table shows the original WISC-IV^{UK} subtests, subtest categories and three new subtests developed for the WISC-V^{UK}.

Subtest	Abbreviation	Description	Subtest Categories	WISC-V	WISC-IV
Block Design	BD	Working within a specified time limit, the child views a model and/or a picture and uses two-colour blocks to recreate the design.	Primary (FSIQ)	✓	✓
Similarities	SI	The child is read two words that represent common objects or concepts and describes how they are similar.	Primary (FSIQ)	✓	✓
Matrix Reasoning	MR	The child views an incomplete matrix or series and selects the response option that completes the matrix or series.	Primary (FSIQ)	✓	✓
Digit Span	DS	The child is read a sequence of numbers and recalls the numbers in the same order (Forward task), reverse order (Backward task), and ascending order (Sequencing task).	Primary (FSIQ)	✓	✓
Coding	CD	Working within a specified time limit, the child uses a key to copy symbols that correspond with simple geometric shapes or numbers.	Primary (FSIQ)	✓	✓
Vocabulary	VC	For picture items, the child names the depicted object. For verbal items, the child defines the word that is read aloud.	Primary (FSIQ)	✓	✓

Subtest	Abbreviation	Description	Subtest Categories	WISC-V	WISC-IV
Figure Weights	FW	Within a specified time limit, the child views a scale with missing weight(s) and selects the response option that keeps the scale balanced.	Primary (FSIQ)	NEW	X
Visual Puzzles	VP	Within a specified time limit, the child views a completed puzzle and selects three response options that, when combined, reconstruct the puzzle.	Primary	NEW	X
Picture Span	PS	The child views a stimulus page with one or more pictures for a specified time and then selects the picture(s) (in sequential order, if possible) from options on a response page.	Primary	NEW	X
Symbol Search	SS	Working within a specified time limit, the child scans search groups and indicates whether target symbols are present.	Primary	✓	✓
Information	IN	The child answers questions about a broad range of general knowledge topics.	Secondary	✓	✓
Picture Concepts	PC	The child is presented with rows of pictures and chooses one picture from each row to form a group with a common characteristic.	Secondary	✓	✓
Letter-Number Sequencing	LN	The child is read a sequence of numbers and letters and recalls the numbers in ascending order and then the letters in alphabetical order.	Secondary	✓	✓
Cancellation	CA	The child scans both a random and structured arrangement of pictures and marks target pictures within a specific time limit.	Secondary	✓	✓
Comprehension	CO	The child answers questions based on his or her understanding of general principles and social situations.	Secondary	✓	✓
Arithmetic	AR	For both the picture and verbal items, the child mentally solves arithmetic problems within a specified time limit.	Secondary	✓	✓

NB: There are five *extra* subtests available to you *only* via *Q-interactive* which we **did not** collect UK data on. They are: Naming Speed Literacy, Naming Speed Quantity, Immediate Symbol Translation, Delayed Symbol Translation and Recognition Symbol Translation.

Q-global – Web-based Scoring and Reporting

Save time and generate accurate results with Q-global®. This web-based scoring and reporting system is accessible from any computer connected to the Internet and allows you to quickly and easily score the paper-and-pencil format of **WISC-V^{UK}**. Choose from an unlimited use subscription or a per-report pricing option. For more information visit pearsonclinical.co.uk/qglobalaccount.

The following scores are available:

- ✓ Scaled scores
- ✓ Percentiles
- ✓ Age equivalents
- ✓ Confidence intervals
- ✓ Composite scores
- ✓ Qualitative description



With Q-global, you can:

- Organise examinee information quickly and automatically.
- Generate scores.
- Produce accurate and detailed results.

WISC-V^{UK} Score Report

- It automatically converts total raw scores to subtest scaled and standard scores.
- It automatically converts sums of scaled and standard scores to composite scores including the FSIQ and numerous index scores.
- Provides strengths and weakness analysis at the index and subtest levels.
- Performs score comparisons at the index and subtest levels.
- Generates score reports with tables and graphs.

WISC-V^{UK} Interpretive Report

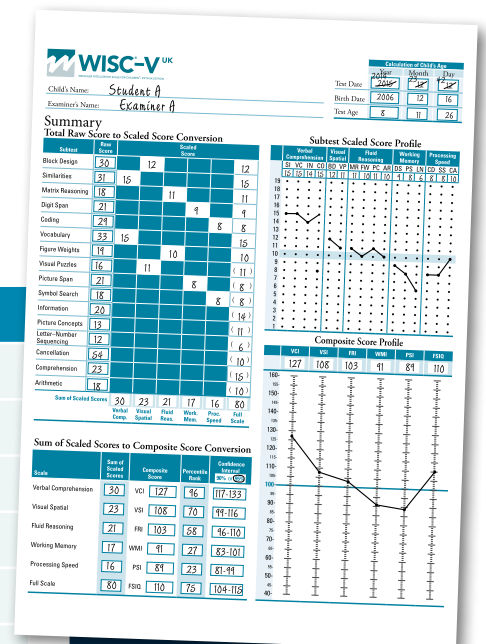
In addition to the full scoring information available in the **WISC-V^{UK} Score Report**, the **WISC-V^{UK} Interpretive Report** includes narrative interpretation of scores, including:

- Narrative summary of the child's background, history, and test behaviours.
- Interpretation of the Full Scale IQ and all primary and ancillary scores.
- Integration of the reason for referral in test score interpretation.
- Recommendations based on **WISC-V^{UK}** performance.
- Optional Parent Summary Report.

Composite Scores

Composite scores include the FSIQ and the index scores, which can only be derived after administering and scoring a minimum of two subtests. A total of 11 composite scores are available to represent the child's performance in broader domains of cognitive functioning than those measured at the subtest level. The five primary index scores are the VCI, VSI, FRI, WMI and PSI. Interpretive information for each index score is provided in the WISC-V Technical and Interpretive Manual.

Composite Score	Abbreviation	Category
Verbal Comprehension Index	VCI	Primary index score
Visual Spatial Index	VSI	Primary index score
Fluid Reasoning Index	FRI	Primary index score
Working Memory Index	WMI	Primary index score
Processing Speed Index	PSI	Primary index score
Full Scale IQ	FSIQ	
Quantitative Reasoning Index	QRI	Ancillary index scores
Auditory Working Memory Index	AWMI	Ancillary index scores
Nonverbal Index	NVI	Ancillary index scores
General Ability Index	GAI	Ancillary index scores
Cognitive Proficiency Index	CPI	Ancillary index scores



Example of Completed Summary Page

NB: The WISC-IV^{UK} *Perceptual Reasoning Index (PRI)*, is replaced by the *Visual Spatial Index (VSI)* and the *Fluid Reasoning Index (FRI)*. This update provides a more targeted summary scores of visual spatial and fluid reasoning abilities allowing for clearer communication of results of a child's performance to colleagues, teachers, and the child's parent or guardian.

Descriptive classifications

The WISC-V^{UK} descriptors have changed and should be used in place of the traditional descriptors.

Composite Score Range	Traditional Descriptive Classification	WISC-V ^{UK} Descriptive Classification
130 and above	Very Superior	Extremely High
120 - 129	Superior	Very High
110 - 119	High Average	High Average
90 - 109	Average	Average
80 - 89	Low Average	Low Average
70 - 79	Borderline	Very Low
69 and below	Extremely Low	Extremely Low

New Index Scores

Five ancillary index scores provide additional information regarding a child's WISC-V^{UK} performance:

Ancillary Index Scores	Description
Quantitative Reasoning Index (QRI)	An indicator of quantitative reasoning skills which assists in more accurately predicting reading and maths achievement scores, creativity, future academic success, and success in gifted programmes.
Auditory Working Memory Index (AWMI)	An indicator of a child's auditory working memory skills and the ability to resist proactive interference for a purer measure of auditory working memory that complements the WMI.
Nonverbal Index (NVI)	A global measure of intellectual ability that does not require any expressive responses. This score may be useful for children with a variety of language-related issues, including English language learners, deaf or hard-of-hearing, or suspected language or autism spectrum disorders.
General Ability Index (GAI)	An estimate of general intellectual ability that is less reliant on working memory and processing speed relative to the FSIQ.
Cognitive Proficiency Index (CPI)	An estimate of the efficiency with which cognitive information is processed in learning, problem solving, and higher order reasoning.



Working together for a fuller picture



WISC-V^{UK} and the **WIAT-III^{UK}** have been co-normed allowing you to gain excellent comparisons of a child's general ability level with his or her level of achievement.

WIAT-III^{UK} provides a rich, reliable and comprehensive assessment of an individual's achievement in reading, language and numerical attainment. It allows you to assess problem solving abilities by evaluating the process as well as the product. The **WIAT-III^{UK}** is unique in that it is directly linked to the **WISC-V^{UK}** and so provides excellent comparisons of achievement and ability.



In order to better assess both low and high-functioning individuals, **WIAT-III^{UK}** includes more comprehensive items that provide a lower floor and a higher ceiling. With **WIAT-III^{UK}**, you can choose the subtests you need to administer, engage examinees with interesting tasks that are instructionally relevant, and develop plans with detailed skills analysis information.

WIAT-III^{UK} allows you to go beyond the correctness of a response and begin to examine how the individual solves problems and employs strategies, and how this performance matches curricular expectations.

WIAT-III^{UK} Eight Composite Scores:

- Oral Language
- Total Reading
- Basic Reading
- Reading Comprehension and Fluency
- Written Expression
- Mathematics
- Maths Fluency
- Total Achievement

How to order

For more information about the WISC-V^{UK} including product and pricing information please contact:

Customer Service

Phone: 0345 630 8888

Fax: 0345 630 5555

Email: info@pearsonclinical.co.uk

Website: pearsonclinical.co.uk

Any questions?

Our Regional Sales Consultants support customers located in the United Kingdom and are available to offer advice on the appropriate assessments for your particular client group. They can provide product presentations, attend team meetings and in-service study days. Find your nearest consultant at pearsonclinical.co.uk/salesconsultants

Are you registered?

If you would like to purchase any of our assessments you must be registered with Pearson Clinical Assessment.

The Wechsler Family assessments all attract a qualification code of CL1. CL1 tests require professional post graduate qualifications and training in Clinical, Educational, Forensic or Counselling psychology.

They are also available to Chartered Occupational Psychologists and individuals with a relevant PhD. Access is considered for professionals with certification of in-hosue training by a Chartered Clinical Psychologist within certain government services.

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