

WPPSI-IV UK Interpretive Considerations for Test Test (14/11/2023)

Interpretive considerations provide additional information to assist you, the examiner, in interpreting the child'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. These interpretive considerations 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 recipients.

Score Interpretation Considerations

Test's overall performance on the VAI is Borderline compared to other children his age. Slow vocabulary development may place him at risk for reading comprehension difficulties in the future. Vocabulary enrichment activities should be considered as part of a comprehensive treatment plan for reading difficulties. Further testing may be warranted.

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, but they are not meant as a substitute for individualised recommendations generated by an individual who is familiar with the child. Please read through the automatically generated recommendations carefully and edit them according to the child's individual strengths and needs.

The recommendation section entitled 'Recommendations for General Cognitive Functioning' was included in the report because the child's FSIQ fell below a standard score of 90.

The recommendation section entitled 'Recommendations for Verbal Skills' was included in the report because the child's verbal skills were an area of strength relative to other areas of cognitive functioning.

The recommendation section entitled 'Recommendations for Visual Spatial Skills' was included in the report because the child's VSI fell below a standard score of 90.

The recommendation section entitled 'Recommendations for Fluid Reasoning Skills' was included in the report because the child's FRI fell below a standard score of 90.

The recommendation section entitled 'Recommendations for Working Memory Skills' was included in the report because the child's working memory skills were an area of strength relative to other areas of



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cognitive functioning.

The recommendation section entitled 'Recommendations for Processing Speed Skills' was included in the report because the child's processing speed skills were an area of strength.

End of Interpretive Considerations



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WPPSI™-IV^{UK}

Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition: United Kingdom
Interpretive Report

Examinee Name	Test Test	Date of Report	14/11/2023	
Examinee ID		School Year	Year 2	
Date of Birth	12/12/2017	Primary Language	English	
Gender	Male	Handedness	Right	
Race/Ethnicity	White	Examiner Name	Carolyn Hughes	
Date of Testing	14/11/2023	Age at Testing	5 years 11 months	Retest? No

Comments:



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[1.4 / RE1 / QG1]

TEST SESSION BEHAVIOUR

Test arrived on time for the test session accompanied by his parent. He has experienced recent weight gain and was appropriately dressed and groomed. Signs of inattention, hyperactivity, and impulsivity were observed during testing.

ABOUT WPPSI-IV UK SCORES

Test was administered 15 subtests from the Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition (WPPSI-IV). This assessment measures ability across five areas of cognitive functioning and produces scores that show how well Test performed in these areas, as well as producing a composite score that represents his overall intellectual ability (FSIQ). Each subtest produces a scaled score that can range from 1 to 19, with scores between 7 and 12 usually considered average. The subtest scaled scores contribute to index scores that represent Test's performance in the five broad areas of cognitive ability. An index score can range from 40 to 160, with scores from 90 to 109 considered average.

A percentile rank (PR) is provided for each index score to show Test's standing relative to other children the same age in the WPPSI-IV normative sample. If the percentile rank for Test's Verbal Comprehension Index score is 30, for example, it means that Test performed as well as or better than approximately 30% of children his age. This appears on the report as PR = 30.

The scores obtained on the WPPSI-IV reflect Test'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 the true score is likely to fall. Composite scores are reported with 95% confidence intervals to ensure greater accuracy when interpreting the test scores. For each composite score reported for Test, there is 95% certainty that his true score falls within the listed range.

It is common for children to exhibit significant discrepancies across areas of performance. If the difference between two scores is statistically significant, it is listed in the report with a base rate to aid in interpretation. The base rate (BR) provides a basis for estimating how rare a particular score difference was among other children of similar ability in the WPPSI-IV normative sample. For example, a base rate of <1% is reported if the scaled score for Information (IN) is 5.70 points lower than the mean scaled score for the primary index subtests (MSS-I). This appears on the report as IN < MSS-I, BR = <1%. This means that <1% of children of similar ability level in the WPPSI-IV normative sample obtained a difference of this magnitude or greater between those two scores.

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

INTERPRETATION OF WPPSI-IV UK RESULTS

Full Scale IQ

The Full Scale IQ (FSIQ) composite score is derived from six subtests and summarises ability across a diverse set of cognitive functions. This score is considered the most representative indicator of global intellectual functioning. Subtests are drawn from five areas of cognitive ability: verbal comprehension, fluid reasoning, visual-spatial ability, processing speed, and working memory. Test's FSIQ was measured in the Low Average range when compared to other children his age (FSIQ = 82, PR = 12, CI = 77-88). While the FSIQ provides a broad representation of cognitive functioning, describing Test's specific cognitive abilities provides a more thorough understanding of his current level of functioning. Some children perform at approximately the same level in all of these areas, but most children display areas of cognitive strengths and weaknesses.

Verbal Comprehension

The Verbal Comprehension scale measured Test's knowledge acquired from his environment, verbal concept formation, and verbal reasoning. Within this scale, the Verbal Comprehension Index (VCI) consists of two subtests. Test's performance on subtests within the VCI was diverse but overall was typical for his age (VCI = 92, PR = 30, Average range, CI = 85-100). His performance on verbal comprehension tasks was particularly strong when compared to his performance on tasks that involved figuring things out by looking at them (VCI > VSI, BR = 4.1%). Test'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.

With regard to individual subtests within the VCI, the Information (IN) subtest consists of general knowledge questions and the Similarities (SI) subtest required Test to identify similarities between common objects and concepts. He exhibited uneven performance on subtests within the VCI. Describing similarities between two concepts was one of Test's strongest areas of performance, with scores that were very advanced for his age (SI = 15; SI > MSS-I, BR = <1%). However, his performance on Information was weaker, with performance that was significantly lower than other children his age. This was an area of weakness relative to his overall level of ability (IN = 2; IN < MSS-I, BR = <1%; SI > IN, BR = 0.0%). This pattern of performance suggests that his verbal concept formation and abstract reasoning skills are currently stronger than his ability to acquire, remember, and retrieve general knowledge. While his level of general knowledge is currently an area of weakness within the VCI, it may increase through exposure to an enriched environment and participation in vocabulary development activities. In addition to the two subtests in the VCI, two other subtests in the Verbal Comprehension scale were administered to gain a more comprehensive understanding of Test's language skills. For the Vocabulary (VC) subtest, he identified the definitions of verbally presented words. His performance was somewhat advanced for his age, suggesting above average word knowledge and ability to verbalise meaningful concepts (VC = 12). On Comprehension (CO), a subtest requiring him to answer questions about general principles and social situations, Test's performance was similar to other children his age. This suggests age-appropriate understanding of practical knowledge and ability to verbalise meaningful concepts (CO = 10).

Visual Spatial

Visual spatial processing involves organising visual information, understanding part-whole relationships, attending to visual detail, and integrating visual and motor functions. During this evaluation, visual spatial processing was one of Test's weaknesses, with performance that was significantly lower than other children his age (VSI = 69, PR = 2, Extremely Low range, CI = 64-82; VSI < MIS, BR = 1%-2%). During this evaluation, Test appeared to have extreme difficulty putting together the pieces of puzzle-like tasks, and his performance in this area was weak in relation to his performance on language-based tasks (VSI < VCI, BR = 4.1%). His visual spatial scores were also relatively weak when compared to his performance on working memory tasks and tests of processing speed (VSI < WMI, BR = 9.6%; VSI < PSI, BR = 2.0%). Test's relative weakness on visual subtests during this evaluation suggests that he may benefit from additional support when presented with visual information.

The VSI consists of two tasks. On the Block Design (BD) subtest, Test viewed designs and used blocks to re-create each design. The Object Assembly (OA) subtest required him to assemble the pieces of puzzles to create pictures of common objects. He performed comparably across both subtests, suggesting that his ability to analyse and synthesise visual information and his ability to understand part-whole relationships are similarly developed. His score on Object Assembly was below most other children his age and was one of his weakest areas of performance (OA = 4; OA < MSS-I, BR = 5%-10%). This suggests that his ability to understand part-whole relationships, engage in trial-and-error learning, and organise visual information are currently somewhat low when compared to his other abilities. These may be areas for further development.

Fluid Reasoning

The Fluid Reasoning Index (FRI) measured Test's inductive reasoning skills, broad visual intelligence, simultaneous thinking, conceptual thinking, and classification ability. Test's performance on subtests within this index was diverse but overall was slightly low for his age (FRI = 80, PR = 9, Low Average range, CI = 74-90). During this evaluation, he showed difficulty with fluid reasoning tasks in relation to his performance on processing speed tasks (FRI < PSI, BR = 18.0%). Test's relatively weak performance on the FRI suggests that he may currently experience some difficulty solving problems in novel situations.

The FRI consists of two subtests: Matrix Reasoning and Picture Concepts. Matrix Reasoning (MR) required Test to select the missing pieces in incomplete patterns. On Picture Concepts (PC), he was asked to choose pictures from two or three rows to form a group with a common trait. Test demonstrated diverse performance on these two tasks. While he showed age-appropriate performance when identifying the missing pieces of patterns on Matrix Reasoning (MR = 8), he showed greater difficulty matching pictures of objects based on their common traits during Picture Concepts (PC = 5; MR > PC, BR = 21.2%). This pattern of scores suggests that his understanding of part-whole relationships may currently be better developed than his classification abilities. It is possible that when he solves novel problems, he may have relative difficulty creating an effective trial and error strategy.

Working Memory

Working memory involves attention, concentration, and mental control. The WPPSI-IV Working Memory Index (WMI) measures specific aspects of working memory such as visual working memory, visual-spatial working memory, and ability to resist interference from previously memorised items. In the area of working memory, Test's performance on the WMI was similar to other children his age (WMI = 93, PR = 32, Average range, CI = 86-102). Test showed average recall of series of pictures and locations of animal cards. His performance on these tasks was relatively strong compared to his performance on visual spatial tasks (WMI > VSI, BR = 9.6%).

With regard to subtests within the WMI, the Picture Memory (PM) subtest required Test to memorise pictures and identify them on subsequent pages. On the Zoo Locations (ZL) subtest, he memorised the locations of animal cards on a map and then placed the cards in the same location. He performed similarly across these two subtests, suggesting that his visual working memory, spatial working memory, and his ability to ignore proactive interference are similarly developed.

Processing Speed

The Processing Speed scale measured Test's ability to quickly and correctly scan or discriminate simple visual information. Within this scale, the Processing Speed Index (PSI) consists of two timed subtests. Test's performance across subtests in the PSI was diverse but overall was typical for his age and emerged as a relative strength for Test's (PSI = 100, PR = 50, Average range, CI = 91-109; PSI > MIS, BR = 5%-10%). Additionally, his speed and accuracy in processing visual information was particularly strong when compared to his performance on tasks that involved visual spatial reasoning (PSI > VSI, BR = 2.0%). Moreover, his overall performance on this index was stronger than performance on tasks requiring him to use logic-based reasoning (PSI > FRI, BR = 18.0%).

The PSI consists of two subtests in which Test scanned pictures and marked target pictures with an ink dabber. During the Bug Search (BS) subtest, he marked pictures of bugs in a search group that matched the target bug. The Cancellation (CA) subtest required him to mark target objects in a random and structured array. Test demonstrated uneven performance across subtests within the PSI. Scanning an array of pictures and marking target objects was one of his strongest areas of performance (CA = 12; CA > MSS-I, BR = 2%-5%). However, he showed greater difficulty on Bug Search (BS = 8; CA > BS, BR = 11.3%). This pattern of strengths and weaknesses suggests that he currently processes concrete, lifelike images more efficiently than abstract illustrations. His visual recognition skills may also be better developed than his visual short-term memory and visual discrimination skills. In addition to the subtests in the PSI, Test was administered Animal Coding (AC), another subtest in the Processing Speed scale, to gain a fuller understanding of his processing speed ability. On this timed subtest he used a key to mark shapes that correspond to pictures of animals. His performance was typical compared to other children his age (AC = 10). Animal Coding measures speed, short-term memory, learning and visual scanning ability, as well as cognitive flexibility.

ANCILLARY INDEXES

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

Vocabulary Acquisition

Test was administered the two subtests comprising the Vocabulary Acquisition Index (VAI), an ancillary index that provides a simpler, more focused measure of verbal abilities. His overall performance was below most other children his age (VAI = 73, PR = 4, Borderline range, CI = 68-83). His performance was similar on both tasks, which required him to point to pictures that best represented words read aloud, and to name objects in pictures (RV = 4; PN = 6). These scores suggest that his expressive and receptive language abilities are similarly developed.

Nonverbal Index

The Nonverbal Index (NVI) is derived from five subtests that do not require verbal responses. This index can provide a measure of general intellectual functioning that minimises language demands for children with special clinical needs. Subtests in this index are drawn from the Visual Spatial, Fluid Reasoning, Working Memory, and Processing Speed scales. Test's performance on the NVI fell in the Borderline range when compared to other children his age (NVI = 74, PR = 4, CI = 69-83).

General Ability and Cognitive Proficiency

Test was administered the four subtests comprising the General Ability Index (GAI), an ancillary index that provides an estimate of general intelligence that is less sensitive to the influence of working memory and processing speed difficulties than FSIQ. The GAI consists of subtests from the visual spatial, fluid reasoning, and verbal domains. His overall performance on this index was slightly below other children his age (GAI = 84, PR = 14, Low Average range, CI = 78-92). His FSIQ and GAI scores were not significantly different.

Test was also administered the Cognitive Proficiency Index (CPI), which consists of four subtests drawn from the working memory and processing speed domains. His performance on this Index suggests that he exhibits average efficiency when processing cognitive information in the service of learning, problem solving, and higher-order reasoning (CPI = 96, PR = 39, Average range, CI = 88-105). His GAI and CPI scores were relatively similar, suggesting that reasoning ability and cognitive proficiency are similarly developed.

SUMMARY

Test is a 5-year-old boy. The WPPSI-IV was used to assess his cognitive ability across five areas of cognitive functioning. When interpreting these scores, it is important to view these results as a snapshot of his current intellectual functioning. As measured by the WPPSI-IV, his overall FSIQ fell in the Low Average range when compared to other children his age (FSIQ = 82). Performance on processing speed was variable, but overall he worked at an average speed on processing speed tasks, which was one of his

strongest areas of functioning during this assessment (PSI = 100). Processing speed was particularly strong when compared to his logical reasoning skills (FRI = 80). He had difficulty working with purely visual information, demonstrating an area of weakness relative to his overall ability (VSI = 69). When compared to his verbal comprehension (VCI = 92) and working memory (WMI = 93) performance, visual spatial skills emerged as an area of particular need. Ancillary Index scores revealed additional information about Test's cognitive profile. His overall level of vocabulary development, as measured by the Vocabulary Acquisition Index, fell in the Borderline range (VAI = 73). On the Nonverbal Index, a measure of general intellectual functioning that minimises language demands, his performance was Borderline for his age (NVI = 74). He scored in the Low Average range on the General Ability Index, which provides an estimate of general intelligence that is less sensitive to the influence of working memory and processing speed difficulties than FSIQ (GAI = 84). Test's typical performance on the Cognitive Proficiency Index suggests that he exhibits average efficiency when processing cognitive information in service of learning (CPI = 96). Potential areas for intervention are described in the following section.

RECOMMENDATIONS

Recommendations for General Cognitive Functioning

Test's FSIQ was measured in the Low Average range, which means that his overall level of cognitive ability is greater than 12 percent of children his age. While this ability level is still considered average, children with this level of functioning may experience difficulty with academic tasks when compared to same-age peers. Test may learn new information at a rate that is somewhat slower than other children his age, and may have particular difficulty with abstract thinking. It is therefore recommended that adults support his academic progress through multiple interventions. Pre-teaching and re-teaching lessons learned in school will give him additional exposure to new concepts and may facilitate his comprehension and recall of information. It may be helpful to present new content material in multiple modalities, using relatively simple vocabulary and sentence structure. Focusing on literacy goals is strongly recommended, as strong reading skills can build a foundation for academic success. It is also recommended that adults involve Test in enjoyable hobbies and extracurricular activities in order to build skills and success in multiple areas of functioning.

Recommendations for Verbal Skills

Test's overall performance on the VCI fell in the Average range and was an area of strength when compared to other cognitive skills. Verbal skills are an important component of academic success because classroom instruction often involves listening comprehension, verbal reasoning, and oral responding. It is therefore important to continue to build Test's verbal skills by providing ongoing opportunities for improvement. Strategies to build verbal skills include shared reading techniques, such as dialogic reading. This strategy allows adults to ask the child specific questions that encourage interest, comprehension, and critical thinking. Vocabulary can be enriched by exposing Test to novel situations and encouraging him to ask the names of unknown objects. Adults can keep a list of words that Test learns and periodically review it with him. His vocabulary can be expanded by encouraging him to research new topics. Adults may wish to encourage Test by creating an open, positive environment for conversation. Adults should give him positive feedback when engaging in conversation.

Positive feedback includes engaging in further reciprocal conversation, asking Test to elaborate on his thoughts, and making positive comments about his contributions to the conversation.

Recommendations for Visual Spatial Skills

Test's visual spatial skills were very weak compared to other children his age. Children with relatively low visual spatial skills may have difficulty understanding information that is presented without using words. It may be helpful for teachers to support Test's needs by explicitly presenting information using words. He may benefit from interventions aimed at analysing and synthesising visual information. Examples of these interventions include learning to read maps and creating his own maps of his house, school, or neighbourhood. He may be taught strategies to complete puzzles, such as identifying puzzle pieces with similar colours and lines. Mental rotation activities, such as drawing a simple shape from different perspectives, may also be helpful. A variety of computerised games are available that engage a child's visual spatial abilities. In addition to having difficulty understanding purely visual information, children with this pattern of functioning can sometimes have difficulty understanding social situations because they may not always understand subtle nonverbal cues from those around them. In such cases, it can be useful to directly prepare children for problem-solving in novel situations. For example, before a novel situation, adults can talk to Test about what to expect in a new situation. If he is anxious about how to respond to a situation, role playing may be useful.

Recommendations for Fluid Reasoning Skills

Test exhibited Low Average performance on the FRI. Children who have relative difficulty with fluid reasoning tasks may have difficulty solving problems, applying logical reasoning skills, and understanding complicated concepts. Test may benefit from practising skills in this area. He may benefit from structure and practise when approaching tasks that are challenging to him. With regard to specific fluid reasoning interventions, he can be asked to identify patterns or to look at a series and identify what comes next. Additionally, he can be given a group of objects and asked to think of multiple ways to group those objects. Adults can ask him to explain each of his groupings. Performing age-appropriate science experiments may be helpful in building logical thinking skills. For example, adults can help him 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 also build fluid reasoning skills. For example, when reading a book or watching a movie, Test can be asked to identify the main idea of the story. Adults can ask him open-ended questions that utilise his fluid reasoning skills. They can ask him questions such as, 'What do you think would happen if...' and help him to think logically about his responses. Reinforcing his responses with positive feedback may encourage him to continue engaging his fluid reasoning skills.

Recommendations for Working Memory Skills

Test's working memory scores fell in the Average range and were a strength relative to other cognitive skills. Working memory skills can help a child ignore distraction and exert mental control. They are an important component of academic success because they help children efficiently process information in service of learning. It is important to continue to build this area of strength. Computerised interventions may be helpful in strengthening both verbal and visual spatial working memory skills. Other strategies that may be useful in increasing working memory include teaching Test to chunk information into

categories and connect new information to concepts that he already knows. It is important to reinforce Test's progress during these interventions. Goals should be small and measurable, and should steadily increase in complexity as his skills continue to grow.

Recommendations for Processing Speed

Overall processing speed performance was relatively strong compared to Test's other cognitive skills. The ability to quickly scan and discriminate visual information is an important component of academic success. It is important to reinforce Test's strengths in this area by continuing to build his speed and accuracy through practise. Flash card drills, such as asking Test to identify letters or solve simple addition problems under a time constraint, may help develop automaticity that can free up cognitive resources in service of more complex academic tasks. Computerised interventions may be helpful in building his fluency in simple tasks. It is important to note, however, that some children who work relatively quickly can be reluctant to slow down when tasks require deeper thought. This may lead them to make careless errors. In addition to building fluency, it is therefore important to provide other activities in which Test is rewarded for accuracy rather than speed.

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

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

Carolyn Hughes

Date

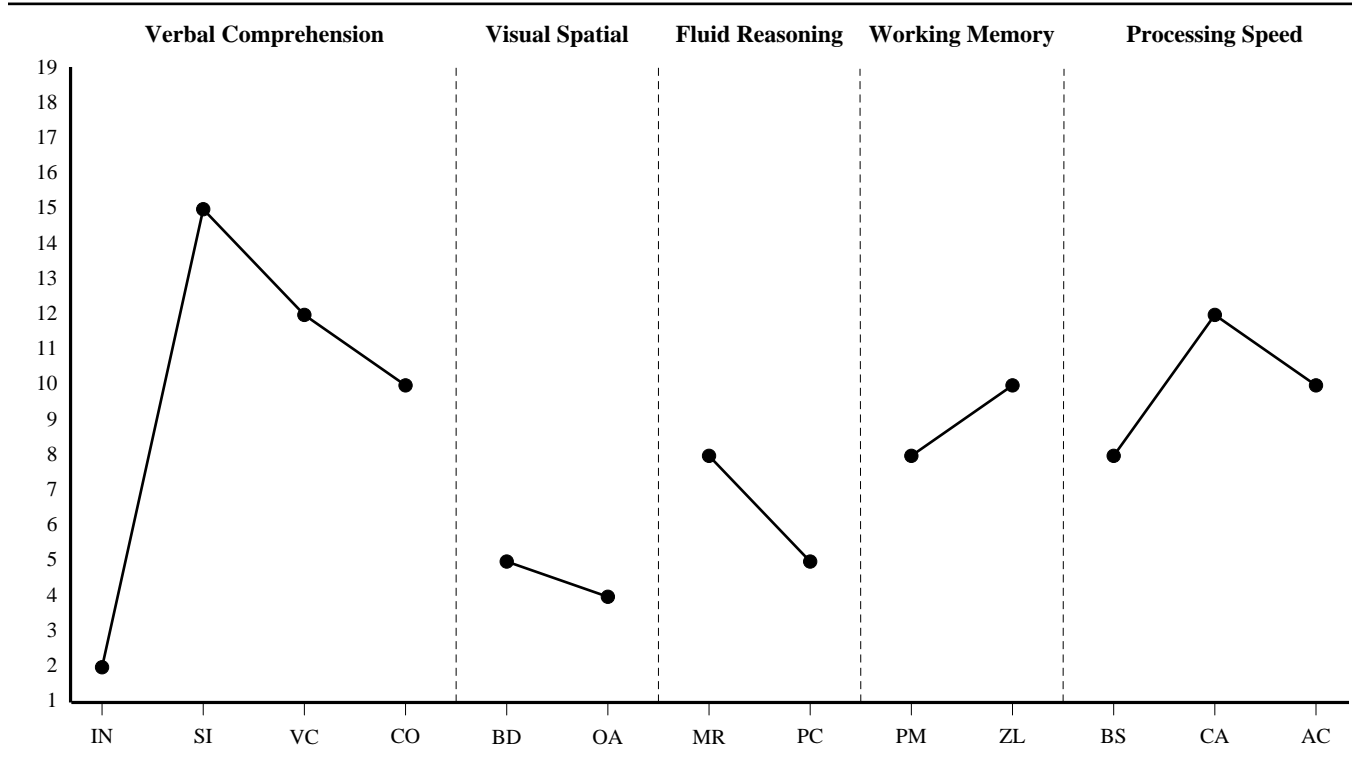
PRIMARY SUMMARY

Scaled Score Summary

Subtest Name		Total Raw Score	Scaled Score	Percentile Rank	Age Equivalent	SEM
Information	IN	9	2	0.4	2:10	1.47
Similarities	SI	34	15	95	>7:7	0.79
(Vocabulary)	VC	25	12	75	7:2	1.59
(Comprehension)	CO	21	10	50	5:10	1.08
Block Design	BD	13	5	5	3:4	1.70
Object Assembly	OA	13	4	2	3:10	0.99
Matrix Reasoning	MR	12	8	25	4:10	1.24
Picture Concepts	PC	7	5	5	4:1	1.08
Picture Memory	PM	14	8	25	5:1	1.04
Zoo Locations	ZL	11	10	50	5:4	1.59
Bug Search	BS	25	8	25	5:1	1.47
Cancellation	CA	46	12	75	7:6	1.20
(Animal Coding)	AC	28	10	50	6:2	1.56

Subtests used to derive the FSIQ are bolded. Subtests not typically core for any composite score are in parentheses.

Subtest Scaled Score Profile



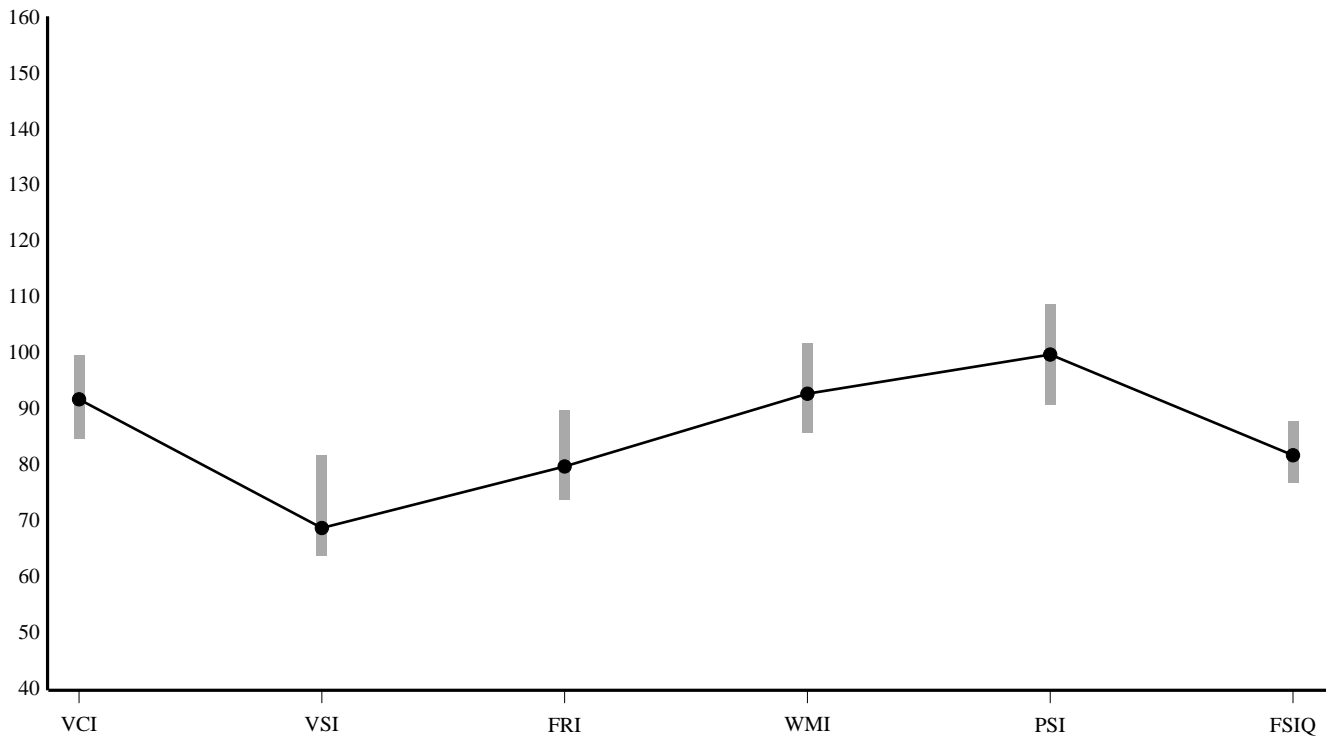
PRIMARY SUMMARY (CONTINUED)

Composite Score Summary

Composite		Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description	SEM
Verbal Comprehension	VCI	17	92	30	85-100	Average	4.50
Visual Spatial	VSI	9	69	2	64-82	Extremely Low	5.81
Fluid Reasoning	FRI	13	80	9	74-90	Low Average	5.41
Working Memory	WMI	18	93	32	86-102	Average	5.81
Processing Speed	PSI	20	100	50	91-109	Average	5.41
Full Scale IQ	FSIQ	46	82	12	77-88	Low Average	3.97

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	92	86.8	5.2	10.90		10%-25%
VSI	69	86.8	-17.8	13.13	W	1%-2%
FRI	80	86.8	-6.8	12.44		>25%
WMI	93	86.8	6.2	13.13		>25%
PSI	100	86.8	13.2	12.44	S	5%-10%

Comparison score mean derived from the five index scores.

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

Base rate for ability level.

Index Level Pairwise Difference Comparisons

Index Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
VCI - VSI	92	69	23	14.40	Y	4.1%
VCI - FRI	92	80	12	13.79	N	13.7%
VCI - WMI	92	93	-1	14.40	N	61.6%
VCI - PSI	92	100	-8	13.79	N	26.0%
VSI - FRI	69	80	-11	15.56	N	25.5%
VSI - WMI	69	93	-24	16.10	Y	9.6%
VSI - PSI	69	100	-31	15.56	Y	2.0%
FRI - WMI	80	93	-13	15.56	N	33.3%
FRI - PSI	80	100	-20	15.00	Y	18.0%
WMI - PSI	93	100	-7	15.56	N	28.0%

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

Base rate for ability level.

PRIMARY ANALYSIS (CONTINUED)

Subtest Level Strengths and Weaknesses

Subtest	Score	Comparison Score	Difference	Critical Value	Strength or Weakness	Base Rate
IN	2	7.7	-5.7	3.85	W	<1%
SI	15	7.7	7.3	2.28	S	<1%
BD	5	7.7	-2.7	4.41		10%
OA	4	7.7	-3.7	2.73	W	5%-10%
MR	8	7.7	0.3	3.31		>25%
PC	5	7.7	-2.7	2.94		10%-25%
PM	8	7.7	0.3	2.84		>25%
ZL	10	7.7	2.3	4.14		10%-25%
BS	8	7.7	0.3	3.85		>25%
CA	12	7.7	4.3	3.21	S	2%-5%

Comparison score mean derived from the ten core subtest scores.
 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
IN - SI	2	15	-13	2.92	Y	0.0%
BD - OA	5	4	1	3.67	N	44.5%
MR - PC	8	5	3	2.90	Y	21.2%
PM - ZL	8	10	-2	3.22	N	31.1%
BS - CA	8	12	-4	3.65	Y	11.3%

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

ANCILLARY SUMMARY

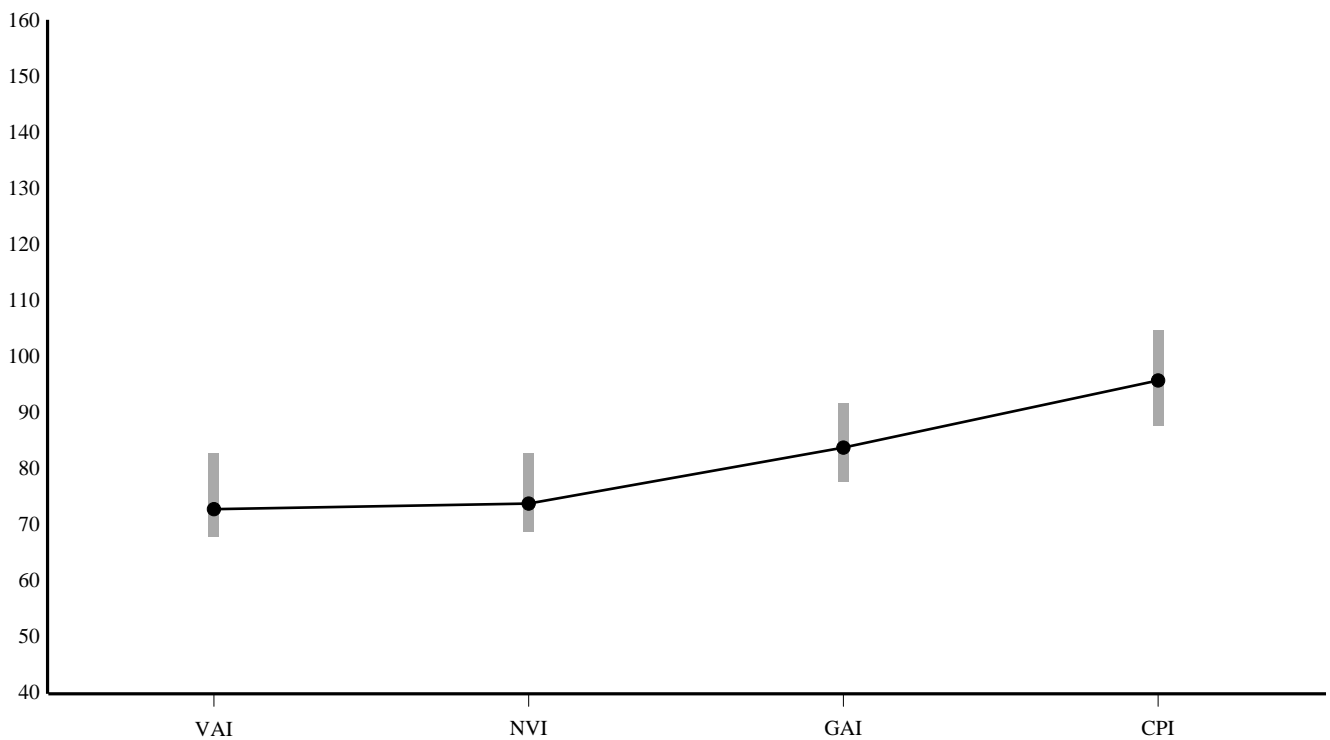
Scaled Score Summary

Subtest Name		Total Raw Score	Scaled Score	Percentile Rank	Age Equivalent	SEM
Receptive Vocabulary	RV	11	4	2	3:1	1.47
Picture Naming	PN	14	6	9	3:7	1.50
Cancellation Random	CAR	21	12	75	6:10	1.12
Cancellation Structured	CAS	25	12	75	7:6	1.41

Index Score Summary

Composite		Sum of Scaled Scores	Standard Score	Percentile Rank	95% Confidence Interval	Qualitative Description	SEM
Vocabulary Acquisition	VAI	10	73	4	68-83	Borderline	6.00
Nonverbal	NVI	34	74	4	69-83	Borderline	4.50
General Ability	GAI	30	84	14	78-92	Low Average	4.24
Cognitive Proficiency	CPI	38	96	39	88-105	Average	4.97

Ancillary Index Score Profile



Note. Vertical bars represent the Confidence Intervals.

ANCILLARY ANALYSIS

Index Level Pairwise Difference Comparisons

Index Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
GAI - FSIQ	84	82	2	4.71	N	38.0%
GAI - CPI	84	96	-12	12.80	N	31.1%

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

Base rate for ability level.

Subtest and Process Level Pairwise Difference Comparisons

Subtest Comparison	Score 1	Score 2	Difference	Critical Value	Significant Difference	Base Rate
RV - PN	4	6	-2	3.16	N	26.7%
CAR - CAS	12	12	0	3.82	N	

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

End of Report



WPPSI™-IV^{UK}

Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition: United Kingdom

Parent Summary Report

Examinee Name	Test Test	Date of Report	14/11/2023	
Examinee ID		School Year	Year 2	
Date of Birth	12/12/2017	Primary Language	English	
Gender	Male	Handedness	Right	
Race/Ethnicity	White	Examiner Name	Carolyn Hughes	
Date of Testing	14/11/2023	Age at Testing	5 years 11 months	Retest? No



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[1.4 / RE1 / QG1]

TEST SESSION BEHAVIOUR

Test arrived on time for the test session accompanied by his parent. He has experienced recent weight gain and was appropriately dressed and groomed. Signs of inattention, hyperactivity, and impulsivity were observed during testing.

ABOUT THE WPPSI-IV UK

The WPPSI-IV is used to measure the general thinking and reasoning skills of children aged 2 to 7 years. This assessment provides a composite score that represents Test's overall intellectual ability (FSIQ), as well as index scores that represent the following areas of cognitive functioning: verbal comprehension, visual spatial, fluid reasoning, working memory, and processing speed. Test was also administered subtests from four ancillary indexes that provide additional information about his cognitive skills.

WPPSI-IV scores show how well Test performed compared to a group of children his age from the United Kingdom. An index score can range from 40 to 160, with scores from 90 to 109 considered average. It is common for children to exhibit strengths and weaknesses across index scores.

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

WPPSI-IV UK SCORE INTERPRETATION

Primary Indexes

Test's FSIQ score, a measure of overall intellectual ability, was in the Low Average range compared to other children who are 5 years and 11 months old (FSIQ = 82). Overall, his performance on these tasks was better than approximately 12 out of 100 children in his age group.

The Verbal Comprehension Index (VCI) measured Test's knowledge learned from his environment, his ability to verbalise meaningful concepts, and his ability to reason with language-based information. His overall score on the VCI fell in the Average range (VCI = 92). This means that he performed better than approximately 30 out of 100 children in the same age group.

On the Visual Spatial Index (VSI), which measures the ability to organise visual information and understand part-whole relationships, Test's overall score was in the Extremely Low range (VSI = 69). Tasks in this index involve constructing designs and puzzles under a time constraint. His performance was better than approximately 2 out of 100 children his age. Test's performance in this area was relatively weak compared to his overall level of ability. This may be an area for continued development. Children with VSI scores in this range may benefit from interventions aimed at developing visual spatial skills.

The Fluid Reasoning Index (FRI) measured Test's logical thinking skills, his ability to think about multiple things at once, and his ability to classify concepts. His overall score on the FRI fell in the Low Average range (FRI = 80). This means that he performed better than approximately 9 out of 100 children in the same age group. Children with FRI scores in this range may benefit from interventions that bolster logical thinking skills.

The Working Memory Index (WMI) measured Test's attention, concentration, mental control, and reasoning skills. His overall score on the WMI fell in the Average range (WMI = 93). This means that he performed better than approximately 32 out of 100 children in the same age group.

On the Processing Speed Index (PSI), which measures the ability to quickly and correctly scan visual information, Test's overall score was in the Average range (PSI = 100). His performance was better than approximately 50 out of 100 children his age. During this assessment, Test's processing speed performance was relatively strong compared to his overall level of ability. This may be an area that can be built upon in his future development.

Ancillary Indexes

An additional set of tasks was administered in order to evaluate Test's level of vocabulary development. He obtained a score of 73 on the Vocabulary Acquisition Index (VAI) and scored higher than approximately 4 out of 100 children his age. In general, his vocabulary development falls in the Borderline range (VAI = 73).

The Nonverbal Index (NVI) is a measure of general ability derived from scores on tasks that do not require verbal responses. On this ancillary index, Test's overall score fell in the Borderline range, and was higher than approximately 4 out of 100 children his age (NVI = 74).

The General Ability Index (GAI) is an ancillary index that provides an estimate of general intelligence that is less sensitive to the influence of working memory and processing speed difficulties than FSIQ. His overall score on the GAI fell in the Low Average range. His score was higher than approximately 14 out of 100 children his age (GAI = 84).

The Cognitive Proficiency Index (CPI) provides a summary score of Test's working memory and processing speed performance. On this ancillary index, his overall score fell in the Average range, and was higher than approximately 39 out of 100 children his age (CPI = 96).

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

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

Carolyn Hughes

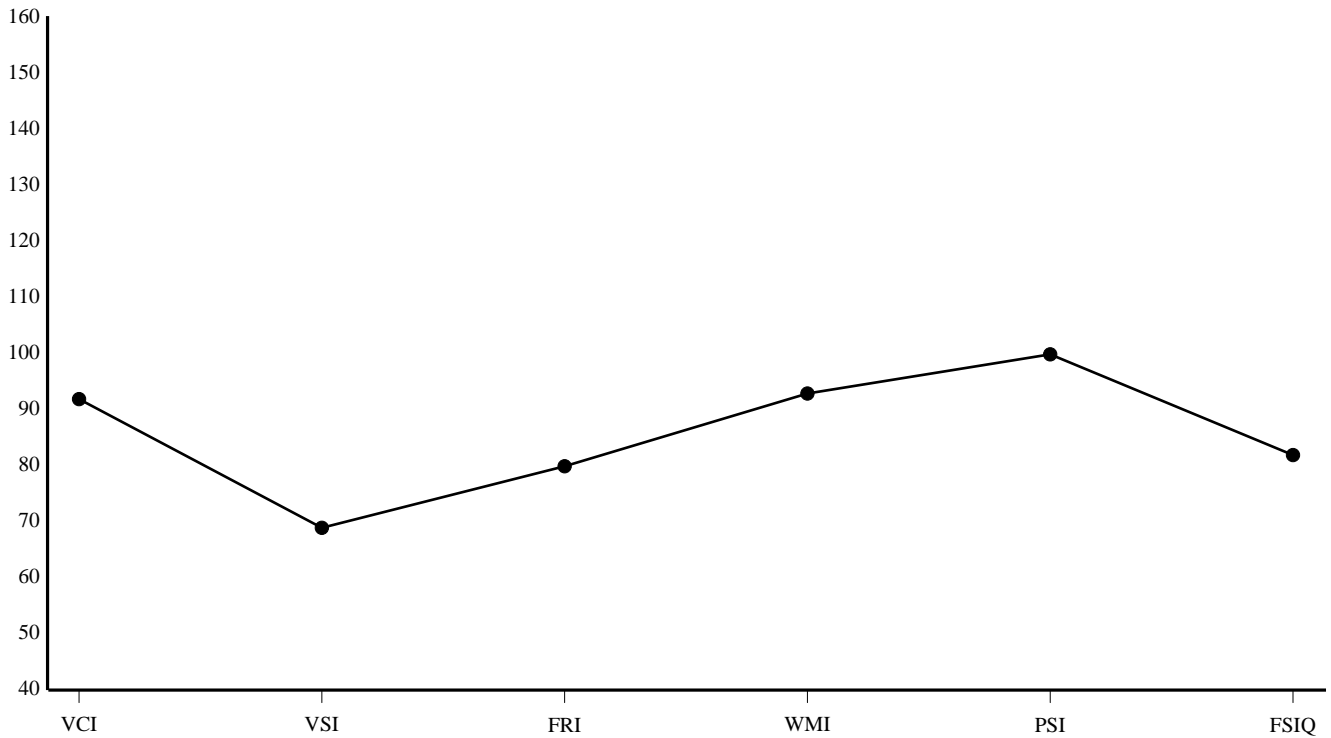
Date

WPPSI-IV UK TEST SCORES

Score Summary

Composite		Score	Percentile Rank	Qualitative Description
Verbal Comprehension	VCI	92	30	Average
Visual Spatial	VSI	69	2	Extremely Low
Fluid Reasoning	FRI	80	9	Low Average
Working Memory	WMI	93	32	Average
Processing Speed	PSI	100	50	Average
Full Scale IQ	FSIQ	82	12	Low Average

Composite Score Profile

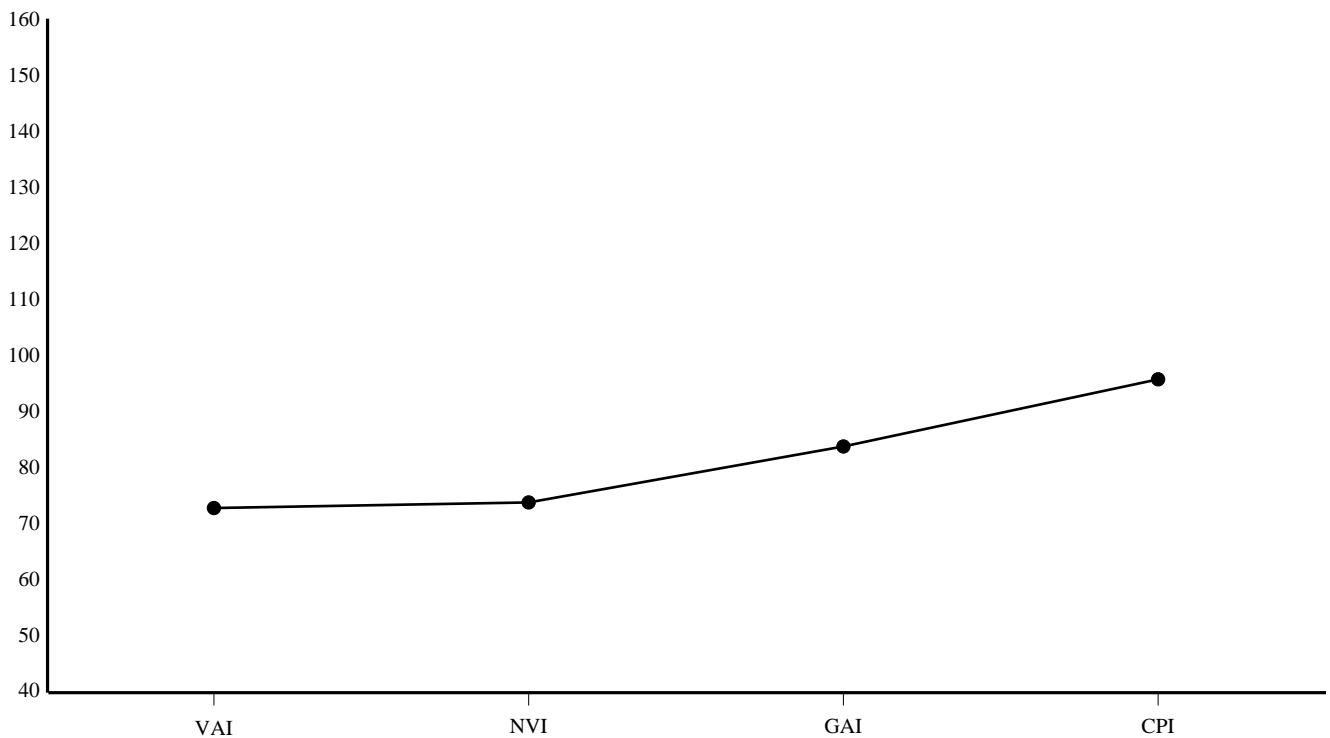


Note. Vertical bars represent the Confidence Intervals.

Ancillary Score Summary

Composite		Score	Percentile Rank	Qualitative Description
Vocabulary Acquisition	VAI	73	4	Borderline
Nonverbal	NVI	74	4	Borderline
General Ability	GAI	84	14	Low Average
Cognitive Proficiency	CPI	96	39	Average

Ancillary Index Score Profile



Note. Vertical bars represent the Confidence Intervals.