

Guide to Writing Up Cognitive Evaluation Results

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Copy and paste the table and CORE STATEMENT into either Strengths or Weaknesses. Put them in descending order. Here is how you modify the Core Statements;

1. **SCENARIO 1.** You give two subtests. They are both within normal limits or higher. Use the Core Statement and the top option.
2. **SCENARIO 2.** You give two subtests. They are both below normal limits. Use the Core Statement and the bottom option.
3. **SCENARIO 3.** Story Recall=100, Visual-Auditory Learning=70...Atlantis=100...Rapid Picture Naming=100. Use the Core Statement (NONE of the options) and the following addition;

To follow-up, he/she was given a measure that required him/her to TASK (TEST C, Range/Range). His/Her performance on the TEST B subtest was felt to be divergent AND WHY?. His/Her performances on the TEST A and TEST C subtests were combined to obtain a broad GX composite, which was in the RANGE/Within Normal Limits range which indicates that this broad area is intact.

4. **SCENARIO 4.** Story Recall=100, Visual-Auditory Learning=70...Atlantis=70...Rapid Picture Naming=100. Use the Core Statement (NONE of the options) and the following addition;

To follow-up, he/she was given a measure that required him/her to TASK (TEST C, Range/Normative Weakness). OBSERVATIONS. Due to the consistency between his/her performances, TEST B and TEST C were initially combined to generate a narrow BROAD-NARROW2 composite, which was in the Range/Normative Weakness range. But at the same time, he/she performed in the Range/Within Normal Limits range on a narrow BROAD ABILITY-NARROW1 measure.

Now the question is does he/she have intact GX with a deficit in NARROW2, or does he/she have a deficit in GX with intact NARROW1? To figure this out, a measure of a third GX narrow ability, NARROW3 was given, where he/she had to TASK (TEST D), where this time his/her performance was in the Range/Within Normal Limits range for his/her age. This resulted in a broad BROAD composite in the Range/Within Normal Limits range and a narrow NARROW2 score which was in the Range/Within Normal Limits range. This indicates that for the most part, his/her GX is intact with the exception of a deficit in the narrow GX ability of NARROW2.

5. **SCENARIO 5.** Story Recall=100, Visual-Auditory Learning=70...Atlantis=70...Rapid Picture Naming=70. Use the Core Statement (NONE of the options) and the following addition;

To follow-up, he/she was given a measure that required him/her to TASK (TEST C, Range/Normative Weakness). OBSERVATIONS. Due to the consistency between

his/her performances, TEST B and TEST C were combined to generate a narrow BROAD-NARROW2 composite, which was in the Range/Normative Weakness range. But at the same time, he/she performed in the Range/Within Normal Limits range on a narrow BROAD –NARROW1 measure.

Now the question is does he/she have intact GX with a deficit in NARROW2, or does he/she have a deficit in GX with intact NARROW1? To figure this out, a measure of a third GX narrow ability, NARROW3 was given, where he/she had to TASK (TEST D), where this time his/her performance was in the Range/Normative Weakness range for his/her age. This resulted in a broad BROAD composite in the Range/Normative Weakness range. This indicates that for the most part, his/her GX is a normative weakness the exception of intact ability in the narrow GX ability of NARROW1. This finding suggests that with the exception of NARROW1, he/she has a deficit in this basic psychological process (i.e., BROAD DEFINITION), a finding that should play an essential role in developing educational interventions.

SCENARIO 1

Let's start with AUDITORY PROCESSING.

1. Give Segmentation (TEST A). It is 102.
2. Give Sound Blending (TEST B). It is 118.
3. May not be cohesive, but in similar normative ranges and nothing indicates a deficit. Looking at the template, scenario 1 fits. Copy the Core Statement for Ga to the Strengths section.

This area (specifically the narrow ability of Phonetic Coding) was assessed by **two** measures. On the first, **he/she** had to listen to words and identify the word parts ranging from compound words to syllables to individual sounds (phonemes) (Segmentation, **Range/Range**). **OBSERVATIONS**. On the second, **he/she** had to listen to a series of phonemes and blend the sounds into a word (Sound Blending, **Range/Range**). **OBSERVATIONS**.

DO EITHER

Overall, **his/her** Ga was in the **Range/Range** range which indicates that this broad area is intact.

OR

Overall, **his/her** Ga was in the **Range/Range** range which indicates that **he/she** has a deficit in this basic psychological process (i.e., the ability to detect and process meaningful nonverbal information in sound), a finding that should play an essential role in developing educational interventions.

4. Fill in the highlighted sections with the correct information and delete the bottom option. Since it is a strength, you use the top option at the end.

This area (specifically the narrow ability of Phonetic Coding) was assessed by two measures. On the first, **he** had to listen to words and identify the word parts ranging from compound words to syllables to individual sounds (phonemes) (Segmentation, **Average/Within Normal Limits**). On the second, **he** had to listen to a series of phonemes and blend the sounds into a word (Sound Blending, **High Average/Normative Strength**). Overall, **his** Ga was in the **Average/Within Normal Limits** range which indicates that this broad area is intact.

SCENARIO 2

Now for SHORT-TERM MEMORY.

1. Give Verbal Attention (TEST A). It is 85.
2. Give Number Series (TEST B). It is 84.
3. Cohesive and indicates a deficit. That is Scenario 2.
4. Paste the Scenario 2 statement under weaknesses.

This area (specifically the narrow ability of Working Memory Capacity) was assessed by two measures. On the first, he/she had to listen to an intermingled series of animals and digits and then answer a specific question regarding the sequence (Verbal Attention, Range/Range). OBSERVATIONS. On the second, he/she had to hold a span of numbers in immediate awareness while performing a mental operation on it (Number Series, Range/Range). OBSERVATIONS.

DO EITHER

Overall, his/her Gsm was in the Range/Range range which indicates that this broad area is intact.

OR

Overall, his/her Gsm was in the Range/Range range which indicates that he/she has a deficit in this basic psychological process (i.e., the ability to encode, maintain, and manipulate information in one's immediate awareness), a finding that should play an essential role in developing educational interventions.

5. Fill in the highlighted sections with the correct information and delete the top option since it is a weakness.

This area (specifically the narrow ability of Working Memory Capacity) was assessed by two measures. On the first, he had to listen to an intermingled series of animals and digits and then answer a specific question regarding the sequence (Verbal Attention, Low Average/Normative Weakness). On the second, he had to hold a span of numbers in immediate awareness while performing a mental operation on it (Number Series, Low Average/Normative Weakness). Overall, his Gsm was in the Low Average/Normative Weakness range which indicates that he has a deficit in this basic psychological process (i.e., the ability to encode, maintain, and manipulate information in one's immediate awareness), a finding that should play an essential role in developing educational interventions.

SCENARIO 3

OK, now how about VISUAL PROCESSING?

1. Give TEST A (Picture Recognition). It is a 100.
2. Give TEST B (Visualization). It is a 70.
3. OK, those are not cohesive. You need to give another measure of whatever is measured by TEST B, which is VISUAL PROCESSING-Visualization (Gv-Vz).
4. Now give TEST C (Block Design). It is a 110.
5. You get a VISUAL PROCESSING composite of 106, made up of TEST A (Picture Recognition) and TEST C (Block Design), with TEST B (Visualization) as the divergent score.
6. TEST A and TEST C are different narrows, so the composite is broad VISUAL PROCESSING.
7. This scenario is Scenario 3. So you paste in the Core Statement (without options) for Gv and then the Scenario 3 statement and it looks like this...

This area was assessed by **two** measures. On the first, **he/she** had to perform two different tasks; identify the two or three pieces that form a complete target shape, and identify the two block patterns that match the target pattern (Visualization, **Range/Range**). **OBSERVATIONS**. On the second, **he/she** had to recognize a subset of previously presented pictures within a field of distracting pictures (Picture Recognition, **Range/Range**). **OBSERVATIONS**. To follow-up, **he/she** was given a measure that required him/her to **TASK** (**TEST C**, **Range/Range**). **His/Her** performance on the **TEST B** subtest was felt to be divergent **AND WHY?**. **His/Her** performances on the **TEST A** and **TEST C** subtests were combined to obtain a broad **GX** composite, which was in the **RANGE/Within Normal Limits** range which indicates that this broad area is intact.

8. Fill in the highlights. You would typically put in some observation data and reasons for the divergent performance.

This area was assessed by **three** measures. On the first, **he** had to perform two different tasks; identify the two or three pieces that form a complete target shape, and identify the two block patterns that match the target pattern (Visualization, **Low/Normative Weakness**). On the second, **he** had to recognize a subset of previously presented pictures within a field of distracting pictures (Picture Recognition, **Average/Within Normal Limits**). To follow-up, **he** was given a measure that required him to **view a model and/or picture and use two-color blocks to re-create the design while working within a specified time limit** (**Block Design**, **Average/Within Normal Limits**). **His** performance on the **Visualization** subtest was felt to be divergent. **His** performances on the **Picture Recognition** and **Block Design** subtests were combined to obtain a broad **Gv** composite, which was in the **Average/Within Normal Limits** range which indicates that this broad area is intact.

SCENARIO 4

OK, now it gets tricky! FLUID REASONING!

1. Give TEST A (Number Series). It is a 100 (and a measure of NARROW1 (Gf-RQ)).
2. Give TEST B (Concept Formation). It is a 70 (and a measure of NARROW2 (Gf-I)).
3. OK, those are not cohesive. You need to give another measure of whatever is measured by TEST B, which is FLUID REASONING-Induction (Gf-I, NARROW2).
4. Now give TEST C (Matrix Reasoning). It is a 65.
5. TEST B (Concept Formation) and TEST C (Matrix Reasoning) make a composite=66. Now, both measures in that composite measure the same narrow ability (Gf-I), so that makes the 66 a Narrow Gf-I composite.
6. So part of Gf is fine (FLUID REASONING-Quantitative Reasoning, which is what is measured by TEST A (Number Series)) but part is not (Gf-I)!
7. You need to give a fourth measure that will test a third narrow. Here, we choose TEST D (Analysis-Synthesis), which measures NARROW3 (Gf-RG).
8. TEST D is a 101.
9. Now you have two composites;
 - a. TEST A (Number Series) + TEST D (Analysis-Synthesis)=101. TEST A=Gf-RQ and TEST D=Gf-RG. Different narrows, so this composite is broad FLUID REASONING.
 - b. TEST B (Concept Formation) + TEST C (Matrix Reasoning)=66. TEST B=Gf-I and TEST C=Gf-I. They are the same narrow so the composite is narrow FLUID REASONING-Induction
10. That combination falls under scenario 4. Gf is intact, so this will go under Strengths. So paste the Gf Core Statement plus the Scenario 4 statement;

This area was assessed by two measures. On the first, he/she had to determine the missing number when presented with a series of numbers with one number missing in the series (Number Series, Range/Range). OBSERVATIONS. On the second, he/she had to derive the rule when presented with a complete stimulus set (Concept Formation, Range/Range). OBSERVATIONS.

To follow-up, he/she was given a measure that required him/her to TASK (TEST C, Range/Normative Weakness). OBSERVATIONS. Due to the consistency between his/her performances, TEST B and TEST C were initially combined to generate a narrow BROAD-NARROW2 composite, which was in the Range/Normative Weakness range. But at the same time, he/she performed in the Range/Within Normal Limits range on a narrow BROAD ABILITY-NARROW1 measure.

Now the question is does he/she have intact GX with a deficit in NARROW2, or does he/she have a deficit in GX with intact NARROW1? To figure this out, a measure of a third GX narrow ability, NARROW3 was given, where he/she had to TASK (TEST D), where this time his/her performance was in the Range/Within Normal Limits range for his/her age. This resulted in a broad BROAD composite in the Range/Within Normal Limits range and a narrow NARROW2 score which was in the Range/Within Normal Limits range. This indicates that for the most part, his/her GX is intact with the exception of a deficit in the narrow GX ability of NARROW2.

11. OK, that is a lot of stuff! So here is the information that is going to need to go in the blurb! The core blurb you got. Looking through the information, here is what we are going to put in the new highlighted spots;

- a. TEST A = Number Series
- b. TEST B = Concept Formation
- c. TEST C = Matrix Reasoning
- d. TEST D = Analysis Synthesis
- e. NARROW1 = Quantitative Reasoning (Gf-RQ)
- f. NARROW2 = Induction (Gf-I)
- g. NARROW3 = Deduction (Gf-RG)
- h. TASK for TEST C = view an incomplete matrix or series and select the response option that completes the matrix or series
- i. TASK for test D = perform increasingly complex procedures after given directions on how to do so

12. Now fill them in!

This area was assessed by four measures. On the first, he had to determine the missing number when presented with a series of numbers with one number missing in the series (Number Series, Average/Within Normal Limits). On the second, he/she had to derive the rule when presented with a complete stimulus set (Concept Formation, Low/Normative Weakness). To follow-up, he was given a measure that required him to view an incomplete matrix or series and select the response option that completes the matrix or series (Matrix Reasoning, Very Low/Normative Weakness). Due to the consistency between his performances, Concept Formation and Matrix Reasoning were initially combined to generate a narrow FLUID REASONING-Induction composite, which was in the Very Low/Normative Weakness range. But at the same time, he performed in the Average/Within Normal Limits range on a narrow FLUID REASONING-Quantitative Reasoning measure.

Now the question is does he have intact Gf with a deficit in Induction, or does he have a deficit in Gf with intact Quantitative Reasoning? To figure this out, a measure of a third Gf narrow ability, Deduction was given, where he had to perform increasingly complex procedures after given directions on how to do so (Analysis-Synthesis), where this time his performance was in the Average/Within Normal Limits range for his age. This resulted in a broad FLUID REASONING composite in the Average/Within Normal Limits range and a narrow Induction score which was in the Very Low/Within Normal Limits range. This indicates that for the most part, his Gf is intact with the exception of a deficit in the narrow Gf ability of Induction.

SCENARIO 5

Now what about this? LONG-TERM RETRIEVAL...

1. Give TEST A (Story Recall). It is a 100 (and a measure of NARROW1 (Glr-MM)).
2. Give TEST B (Visual-Auditory Learning). It is a 70 (and a measure of NARROW2 (Glr-MA)).
3. OK, those are not cohesive. You need to give another measure of whatever is measured by TEST B, which is LONGTERM RETRIEVAL-Associative Memory (Glr-MA, NARROW2).
4. Now give TEST C (Immediate Symbol Translation). It is a 65.
5. TEST B (Visual-Auditory Learning) and TEST C (Immediate Symbol Translation) make a composite=62. Now, both measures in that composite measure the same narrow ability (Glr-MA), so that makes the 62 a Narrow Glr-MA composite.
6. So part of Glr is fine (LONG-TERM RETRIEVAL-Meaningful Memory, which is what is measured by TEST A (Story Recall)) but part is not (Glr-MA)!
7. You need to give a fourth measure that will test a third narrow. Here, we choose TEST D (Naming Speed Literacy), which measures NARROW3 (Glr-NA).
8. TEST D is a 65.
9. Now you have a composite and a divergent score;
 - a. TEST B (Visual-Auditory Learning) + TEST C (Immediate Symbol Translation) + TEST D (Naming Speed Literacy)=59. TEST A=Glr-MA, TEST B=Glr-MA, and TEST C=NA. Two different narrows so this composite represents broad (mostly) LONG-TERM RETRIEVAL.
 - b. TEST A is the divergent score. MOST of Glr is low except he has a splinter skill in Associative Memory.
10. That combination falls under Scenario 5. Since Glr is a deficit, this goes under Weakness. So paste the Core Statement plus the Scenario 5 statement;

This area was assessed by two measures. On the first, he/she had to recall increasingly complex stories presented from an audio recording (Story Recall, Range/Range). OBSERVATIONS. On the second, he/she had to learn and recall rebuses (Visual-Auditory Learning, Range/Range). OBSERVATIONS.

To follow-up, he/she was given a measure that required him/her to TASK (TEST C, Range/Normative Weakness). OBSERVATIONS. Due to the consistency between his/her performances, TEST B and TEST C were initially combined to generate a narrow BROAD-NARROW2 composite, which was in the Range/Normative Weakness range. But at the same time, he/she performed in the Range/Within Normal Limits range on a narrow BROAD ABILITY-NARROW1 measure.

Now the question is does he/she have intact GX with a deficit in NARROW2, or does he/she have a deficit in GX with intact NARROW1? To figure this out, a measure of a third GX narrow ability, NARROW3 was given, where he/she had to TASK (TEST D), where this time his/her performance was in the Range/Normative Weakness range for his/her age. This resulted in a broad BROAD composite in the Range/Normative Weakness range. This indicates that for the most part, his/her GX is a normative weakness the exception of intact ability in the narrow GX ability of NARROW1. This finding suggests that with the exception of NARROW1, he/she has a deficit in this basic psychological process (i.e., BROAD DEFINITION), a finding that should play an essential role in developing educational interventions.

11. OK, that is a lot of stuff! So here is the information that is going to need to go in the blurb! The core blurb you got. Looking through the information, here is what we are going to put in the new highlighted spots;

- a. TEST A = Story Recall
- b. TEST B = Visual-Auditory Learning
- c. TEST C = Immediate Symbol Translation
- d. TEST D = Naming Speed Literacy
- e. NARROW1 = Meaningful Memory (Glr-MA)
- f. NARROW2 = Associative Memory (Glr-MA)
- g. NARROW3 = Naming Facility (Glr-NA)
- h. TASK for TEST C = learn visual-verbal pairs and then translate symbol strings into phrases and sentences
- i. TASK for test D = name elements (e.g., objects of various size and color, letters, and numbers) as quickly as possible

12. Now fill them in!

This area was assessed by two measures. On the first, he had to recall increasingly complex stories presented from an audio recording (Story Recall, Average/Within Normal Limits). On the second, he had to learn and recall rebuses (Visual-Auditory Learning, Low/Normative Weakness). To follow-up, he was given a measure that required him to learn visual-verbal pairs and then translate symbol strings into phrases and sentences (Immediate Symbol Translation, Very Low/Normative Weakness). Due to the consistency between performances, Visual-Auditory Learning and Immediate Symbol Translation were initially combined to generate a narrow LONG-TERM RETRIEVAL-Associative Memory composite, which was in the Very Low/Normative Weakness range. But at the same time, he performed in the Average/Within Normal Limits range on a narrow LONG-TERM RETRIEVAL-Meaningful Memory measure.

Now the question is does he have intact Glr with a deficit in Associative Memory, or does he have a deficit in Glr with intact Meaningful Memory? To figure this out, a measure of a third Glr narrow ability, Naming Facility was given, where he had to name elements (e.g., objects of various size and color, letters, and numbers) as quickly as possible (Naming Speed Literacy), where this time his performance was in the Very Low/Normative Weakness range for his age. This resulted in a broad LONG-TERM RETRIEVAL composite in the Very Low/Normative Weakness range. This indicates that for the most part, his Glr is a normative weakness the exception of intact ability in the narrow Glr ability of Meaningful Memory. This finding suggests that with the exception of Meaningful Memory, he has a deficit in this basic psychological process (i.e., the ability to store, consolidate, and retrieve information over periods of time measured in minutes, hours, days, and years), a finding that should play an essential role in developing educational interventions.

CORE WJ-IV COG STATEMENTS

CRYSTALLIZED INTELLIGENCE (or Gc) – This is the depth and breadth of knowledge and skills that are valued by one's culture.

INSERT WJ-IV Gc TABLE

This area was assessed by **two** measures. On the first, **he/she** had to listen to a word and then provide an appropriate word with the same or a similar meaning, as well as listen to a word and then provide an appropriate word with the opposite meaning (Oral Vocabulary, **Range/Range**). **OBSERVATIONS**. On the second, **he/she** had to answer orally presented questions regarding the common or typical characteristics of certain objects (General Information, **Range/Range**). **OBSERVATIONS**.

DO EITHER

Overall, **his/her** Gc was in the **Range/Range** range which indicates that this broad area is intact.

OR

Overall, **his/her** Gc was in the **Range/Range** range which indicates that **he/she** has a deficit in this basic psychological process (i.e., the depth and breadth of knowledge and skills that are valued by one's culture), a finding that should play an essential role in developing educational interventions.

FLUID REASONING (or Gf) – This is how well one can reason with unfamiliar or novel information.

INSERT WJ-IV Gf TABLE

This area was assessed by **two** measures. On the first, **he/she** had to determine the missing number when presented with a series of numbers with one number missing in the series (Number Series, **Range/Range**). **OBSERVATIONS**. On the second, **he/she** had to derive the rule when presented with a complete stimulus set (Concept Formation, **Range/Range**). **OBSERVATIONS**.

DO EITHER

Overall, **his/her** Gf was in the **Range/Range** range which indicates that this broad area is intact.

OR

Overall, **his/her** Gf was in the **Range/Range** range which indicates that **he/she** has a deficit in this basic psychological process (i.e., the deliberate but flexible control of attention to solve novel, on-the-spot problems that cannot be performed by relying exclusively on previously learned habits, schemas, and scripts), a finding that should play an essential role in developing educational interventions.

LONG-TERM RETRIEVAL (or Glr) – This is the ability to store, consolidate, and retrieve information.

INSERT WJ-IV Glr TABLE

This area was assessed by **two** measures. On the first, **he/she** had to recall increasingly complex stories presented from an audio recording (Story Recall, **Range/Range**).

OBSERVATIONS. On the second, **he/she** had to learn and recall rebuses (Visual-Auditory Learning, **Range/Range**). **OBSERVATIONS**.

DO EITHER

Overall, **his/her** Glr was in the **Range/Range** range which indicates that this broad area is intact.

OR

Overall, **his/her** Glr was in the **Range/Range** range which indicates that **he/she** has a deficit in this basic psychological process (i.e., the ability to store, consolidate, and retrieve information over periods of time measured in minutes, hours, days, and years), a finding that should play an essential role in developing educational interventions.

SHORT-TERM MEMORY (or Gsm) – This is the ability to encode, maintain, and manipulate information in one's immediate awareness.

INSERT WJ-IV Gsm TABLE

This area (specifically the narrow ability of Working Memory Capacity) was assessed by **two** measures. On the first, **he/she** had to listen to an intermingled series of animals and digits and then answer a specific question regarding the sequence (Verbal Attention, **Range/Range**). **OBSERVATIONS**. On the second, **he/she** had to hold a span of numbers in immediate awareness while performing a mental operation on it (Number Series, **Range/Range**). **OBSERVATIONS**.

DO EITHER

Overall, **his/her** Gsm was in the **Range/Range** range which indicates that this broad area is intact.

OR

Overall, **his/her** Gsm was in the **Range/Range** range which indicates that **he/she** has a deficit in this basic psychological process (i.e., the ability to encode, maintain, and manipulate information in one's immediate awareness), a finding that should play an essential role in developing educational interventions.

PROCESSING SPEED (or Gs) – This is the ability to perform simple, repetitive cognitive tasks quickly and fluently.

INSERT WJ-IV Gs TABLE

This area (specifically the narrow ability of Perceptual Speed) was assessed by **two** measures. On the first, **he/she** had to locate and circle the two identical letter patterns in a row of six patterns (Letter-Pattern Matching, **Range/Range**). **OBSERVATIONS**. On

the second, **he/she** had to locate and mark a repeated pattern as quickly as possible (Pair Cancellation, **Range/Range**). **OBSERVATIONS.**

DO EITHER

Overall, **his/her** Gs was in the **Range/Range** range which indicates that this broad area is intact.

OR

Overall, **his/her** Gs was in the **Range/Range** range which indicates that **he/she** has a deficit in this basic psychological process (i.e., the ability to perform simple, repetitive cognitive tasks quickly and fluently), a finding that should play an essential role in developing educational interventions.

AUDITORY PROCESSING (or Ga) – This is the ability to detect and process meaningful nonverbal information in sound.

INSERT WJ Ga TABLE

This area (specifically the narrow ability of Phonetic Coding) was assessed by **two** measures. On the first, **he/she** had to listen to words and identify the word parts ranging from compound words to syllables to individual sounds (phonemes) (Segmentation, **Range/Range**). **OBSERVATIONS.** On the second, **he/she** had to listen to a series of phonemes and blend the sounds into a word (Sound Blending, **Range/Range**).

OBSERVATIONS.

DO EITHER

Overall, **his/her** Ga was in the **Range/Range** range which indicates that this broad area is intact.

OR

Overall, **his/her** Ga was in the **Range/Range** range which indicates that **he/she** has a deficit in this basic psychological process (i.e., the ability to detect and process meaningful nonverbal information in sound), a finding that should play an essential role in developing educational interventions.

VISUAL PROCESSING (Gv) – This is the ability to make use of simulated mental imagery (often in conjunction with currently perceived images) to solve problems.

INSERT WJ-Gv TABLE

This area was assessed by **two** measures. On the first, **he/she** had to perform two different tasks; identify the two or three pieces that form a complete target shape, and identify the two block patterns that match the target pattern (Visualization, **Range/Range**). **OBSERVATIONS.** On the second, **he/she** had to recognize a subset of previously presented pictures within a field of distracting pictures (Picture Recognition, **Range/Range**). **OBSERVATIONS.**

DO EITHER

Overall, **his/her** Gv was in the **Range/Range** range which indicates that this broad area is intact.

OR

Overall, his/her Gv was in the Range/Range range which indicates that he/she has a deficit in this basic psychological process (i.e., the ability to make use of simulated mental imagery (often in conjunction with currently perceived images) to solve problems), a finding that should play an essential role in developing educational interventions.

WISC-V CORE STATEMENTS

CRYSTALLIZED INTELLIGENCE (or Gc) – This is the depth and breadth of knowledge and skills that are valued by one’s culture.

INSERT WISC-V Gc TABLE

This area was assessed by **two** measures. On the first, **he/she** had name depicted objects and define the word that was read aloud (Vocabulary, **Range/Range**).

OBSERVATIONS. On the second, **he/she** had to answer questions about a broad range of general-knowledge topics (Information, **Range/Range**). **OBSERVATIONS**.

DO EITHER

Overall, **his/her** Gc was in the **Range/Range** range which indicates that this broad area is intact.

OR

Overall, **his/her** Gc was in the **Range/Range** range which indicates that **he/she** has a deficit in this basic psychological process (i.e the depth and breadth of knowledge and skills that are valued by one’s culture), a finding that should play an essential role in developing educational interventions.

NOTE: USE THIS IF USING THE VCI

This area (specifically the narrow Gc ability of Lexical Knowledge) was assessed by **two** measures. On the first, **he/she** had to read two words that that represent common objects or concepts and describe how they are similar (Similarities, **Range/Range**). On the second, **he/she** had name depicted objects and define the word that was read aloud (Vocabulary, **Range/Range**). **OBSERVATIONS**. **OBSERVATIONS**.

DO EITHER

Overall, **his/her** Gc was in the **Range/Range** range which indicates that this broad area is intact.

OR

Overall, **his/her** Gc was in the **Range/Range** range which indicates that **he/she** has a deficit in this basic psychological process (i.e the depth and breadth of knowledge and skills that are valued by one’s culture), a finding that should play an essential role in developing educational interventions.

FLUID REASONING (or Gf) – This is how well one can reason with unfamiliar or novel information.

INSERT WISC-V Gf TABLE

This area was assessed by **two** measures. On the first, **he/she** had to view an incomplete matrix or series and select the response option that completes the matrix or series (Matrix Reasoning, **Range/Range**). **OBSERVATIONS**. On the second, **he/she** had to view a scale with missing weight(s) and select the response option that keeps the scale balanced while within a specified time limit (Figure Weights, **Range/Range**).

OBSERVATIONS.

DO EITHER

Overall, his/her Gf was in the Range/Range range which indicates that this broad area is intact.

OR

Overall, his/her Gf was in the Range/Range range which indicates that he/she has a deficit in this basic psychological process (i.e., the deliberate but flexible control of attention to solve novel, on-the-spot problems that cannot be performed by relying exclusively on previously learned habits, schemas, and scripts), a finding that should play an essential role in developing educational interventions.

LONG-TERM RETRIEVAL (or Glr) – This is the ability to store, consolidate, and retrieve information.

INSERT WISC-V Glr TABLE

This area was assessed by two measures. On the first, he/she had to name elements (e.g., objects of various size and color, letters, and numbers) as quickly as possible (Naming Speed Literacy, Range/Range). OBSERVATIONS. On the second, he/she had to learn visual-verbal pairs and then translate symbol strings into phrases and sentences (Immediate Symbol Translation, Range/Range). OBSERVATIONS.

DO EITHER

Overall, his/her Glr was in the Range/Range range which indicates that this broad area is intact.

OR

Overall, his/her Glr was in the Range/Range range which indicates that he/she has a deficit in this basic psychological process (i.e., the ability to store, consolidate, and retrieve information over periods of time measured in minutes, hours, days, and years), a finding that should play an essential role in developing educational interventions.

SHORT-TERM MEMORY (or Gsm) – This is the ability to encode, maintain, and manipulate information in one's immediate awareness.

INSERT WISC-V Gsm TABLE

This area was assessed by two measures. On the first, he/she had to recall numbers of a sequence of numbers just heard in the same order, reverse order, and ascending order (Digit Span, Range/Range). OBSERVATIONS. On the second, he/she had to view a stimulus page with one or more pictures of namable objects for a specified time and then select the picture(s) (in sequential order, if possible) (Picture Span, Range/Range). OBSERVATIONS.

DO EITHER

Overall, his/her Gsm was in the Range/Range range which indicates that this broad area is intact.

OR

Overall, his/her Gsm was in the Range/Range range which indicates that he/she has a deficit in this basic psychological process (i.e., the ability to encode, maintain, and manipulate information in one's immediate awareness), a finding that should play an essential role in developing educational interventions.

PROCESSING SPEED (or Gs) – This is the ability to perform simple, repetitive cognitive tasks quickly and fluently.

INSERT WISC-V Gs TABLE

This area was assessed by **two** measures. On the first, **he/she** had to work within a specified time limit and use a key to copy symbols that correspond with simple geometric shapes or numbers (Coding, **Range/Range**). **OBSERVATIONS**. On the second, **he/she** had to scan search groups and indicate whether target symbols are present, while working within a specified time limit (Symbol Search, **Range/Range**). **OBSERVATIONS**.

DO EITHER

Overall, **his/her** Gs was in the **Range/Range** range which indicates that this broad area is intact.

OR

Overall, **his/her** Gs was in the **Range/Range** range which indicates that **he/she** has a deficit in this basic psychological process (i.e., the ability to perform simple, repetitive cognitive tasks quickly and fluently), a finding that should play an essential role in developing educational interventions.

AUDITORY PROCESSING (or Ga) – This is the ability to detect and process meaningful nonverbal information in sound.

INSERT WISC-V Ga TABLE

This area (specifically the narrow ability of Phonetic Coding) was assessed by **two** measures. On the first, **he/she** had to listen to words and identify the word parts ranging from compound words to syllables to individual sounds (phonemes) (Segmentation, **Range/Range**). **OBSERVATIONS**. On the second, **he/she** had to listen to a series of phonemes and blend the sounds into a word (Sound Blending, **Range/Range**). **OBSERVATIONS**.

DO EITHER

Overall, **his/her** Ga was in the **Range/Range** range which indicates that this broad area is intact.

OR

Overall, **his/her** Ga was in the **Range/Range** range which indicates that **he/she** has a deficit in this basic psychological process (i.e., the ability to detect and process meaningful nonverbal information in sound), a finding that should play an essential role in developing educational interventions.

VISUAL PROCESSING (Gv) – This is the ability to make use of simulated mental imagery (often in conjunction with currently perceived images) to solve problems.

INSERT WISC-V Gv TABLE

This area (specifically the narrow ability of Visualization) was assessed by **two** measures. On the first, **he/she** had view a model and/or picture and use two-color

blocks to re-create the design while working within a specified time limit (Block Design, Range/Range). **OBSERVATIONS.** On the second, he/she had to view a completed puzzle and select three response options that, when combined, reconstruct the puzzle while working within a specified time limit (Visual Puzzles, Range/Range).

OBSERVATIONS.

DO EITHER

Overall, his/her Gv was in the Range/Range range which indicates that this broad area is intact.

OR

Overall, his/her Gv was in the Range/Range range which indicates that he/she has a deficit in this basic psychological process (i.e., the ability to make use of simulated mental imagery (often in conjunction with currently perceived images) to solve problems), a finding that should play an essential role in developing educational interventions.