


# Introducing WISC-V Spanish

Anise Flowers, Ph.D.

**Introducing  
WISC-V Spanish**

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WISC-V Spanish

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Introducing the WISC®-V Spanish, a culturally and linguistically valid test of cognitive ability in Spanish for use with Spanish-speaking children ages 6:0 through 16:11.

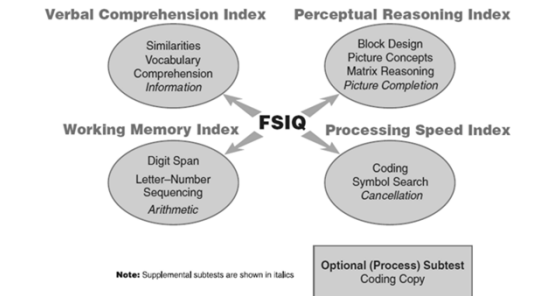
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### New Features and Enhancements

- **Updated test structure** provides new and separate Visual Spatial and Fluid Reasoning Indexes
- **New subtests:** Visual Puzzles, Figure Weights and Picture Span
- **New ancillary scores** for special situations
- **Reduced time** to test
- More **user friendly and simplified** instructions
- **Modern, digital administration** via Q-interactive
- **Seamless scoring and reporting** via Q-interactive

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### Structure of WISC-IV Spanish (2004)



Note: Supplemental subtests are shown in italics

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### WISC-V Spanish Framework

Full Scale						
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		
Information		Arithmetic	Letter-Number Sequencing			
Comprehension						

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

Ancillary Index Scales						
Verbal (Expanded) Crystalline	Expanded Fluid-3	Quantitative Reasoning	Auditory Working Memory	Nonverbal Reasoning	General Ability	Cognitive Proficiency
Similarities	Figure Weights	Figure Weights	Digit Span	Block Design	Similarities	Digit Span
Vocabulary	Arithmetic	Arithmetic	Letter-Number Sequencing	Visual Puzzles	Vocabulary	Picture Span
Information				Matrix Reasoning	Block Design	Coding
Comprehension				Figure Weights	Matrix Reasoning	Symbol Search
				Picture Span	Figure Weights	
				Coding		

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### Structure of WISC-V Spanish

Full Scale				
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
Information		Arithmetic	Letter-Number Sequencing	
Comprehension				

- Derived from a sum of 7 subtest scaled scores.
- Considered the score that is most representative of global intellectual functioning (g).

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### Structure of WISC-V Spanish

**Primary Index Scales**

<b>Verbal Comprehension</b> Similarities Vocabulary	<b>Visual Spatial</b> Block Design Visual Puzzles	<b>Fluid Reasoning</b> Matrix Reasoning Figure Weights	<b>Working Memory</b> Digit Span Picture Span	<b>Processing Speed</b> Coding Symbol Search
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The primary index scores, along with the FSIQ, are recommended for a comprehensive description and evaluation of intellectual ability.

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### Structure of WISC-V Spanish

**Ancillary Index Scales**

<b>Verbal (Expanded Crystallized)</b> Similarities Information Vocabulary Comprehension	<b>Expanded Fluid-3</b> Matrix Reasoning Arithmetic Figure Weights	<b>Quantitative Reasoning</b> Figure Weights Arithmetic	<b>Auditory Working Memory</b> Digit Span Letter-Number Sequencing	<b>Nonverbal</b> Block Design Visual Puzzles Matrix Reasoning Figure Weights Picture Span Coding	<b>General Ability</b> Similarities Vocabulary Block Design Matrix Reasoning Figure Weights	<b>Cognitive Proficiency</b> Digit Span Picture Span Coding Symbol Search
---	---	---	--	--	--	---

- Derived from combinations of primary subtests or primary and secondary subtests.
- Provide additional information about a child's cognitive abilities and performance on WISC-V Spanish.

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### WISC-V Spanish Configuration

*Clinicians can still obtain the FSIQ, all primary index scores and all ancillary index scores with:*

- 10 primary subtests
- 4 secondary subtests

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### WISC-V Spanish Subtest Configuration

*What was excluded and why?*

**Picture Concepts** does not impact the ability to obtain the FSIQ, primary index scores or ancillary index scores.

**Cancellation** does not impact the ability to obtain the FSIQ, primary index scores or ancillary index scores. Also, this subtest was not adapted digitally in English version (paper is used).

**Complementary subtests** do not contribute to any of the primary or secondary index scores, nor were they designed to specifically measure intelligence; translation complexities.

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### Changes from WISC-IV

	WISC-IV	WISC-V
<b>Format</b>	paper	paper/digital
<b>Factors</b>	4	5
<b>Subtests</b>	14	14
<b>Scores</b>		
- FSIQ	Yes, with 10 subtests	Yes, with 7 subtests
- Primary Index Scores	4	5
- Ancillary Index Scores	2	7
- Adjusted Scores	yes	yes
<b>Scoring &amp; reporting</b>	CD-based	Q-interactive and Q-global

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### Subtest Item Content

- The WISC-V Spanish is a **transadaptation** of the WISC-V. The amount of adaptation necessary varied across subtests.
- For the Visual Spatial and Processing Speed subtests, and for all Fluid Reasoning subtests except Arithmetic, only translation of the instructions to the child was required. All items, art, and stimuli remained identical to those of the WISC-V.
- On the Verbal Comprehension subtests, Arithmetic, and Letter-Number Sequencing, differences across languages required some modification of item content.

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## Users of WISC-V Spanish should be . . .

Able to speak and understand Spanish and English.

Trained and experienced in the assessment of Spanish-speaking children who are similar in age, linguistic background, and clinical, cultural, and educational history to the children examiners will be evaluating with the WISC-V Spanish.



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## WISC-V Spanish: Two Formats

### Paper

WISC-V Spanish Complete Kit

- Manual
- Technical and Interpretive Manual
- Stimulus Books 1–3
- 25 Record Forms
- 25 Response Booklets
- Symbol Search Scoring Key
- Coding Scoring Key
- Wechsler Standard Block Design Set

### Digital



(Note: Manual is in English for bilingual examiners; only the instructions to examinees are in Spanish.)

The test is given in Spanish; children earn credit for correct answers in either Spanish or English.

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## WISC-V Spanish: Conceptual Development Stage

### Goals

1. Develop a Spanish-language instrument equivalent to the WISC-V in the scores produced, response processes evoked, and constructs measured.
2. Explore and develop a methodology that will allow clinicians to interpret the child's performance in the context of important language background variables.

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## Equating Procedures

- The primary advantage of offering a test in multiple languages is that it enables users to assess and evaluate a larger number of children in their community.
- A challenge in offering multiple versions of a test lies in how to compare and interpret scores that are obtained from the different versions.

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## Equating Procedures

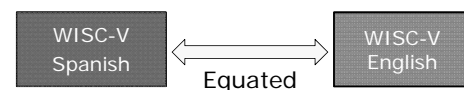
- One strategy is to develop separate norms for each version – to offer English and Spanish norms.
- However, if Spanish norms are created, Spanish speaking children would be compared only to other Spanish speaking children rather than to the entire school based population.
- For districts serving children who speak a number of languages, including English and Spanish, a single standard for all students is usually needed when making assessment based decisions.

**Solution = Equating**

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## Norms for WISC-V Spanish



(Item Response Theory (IRT) and  
Equal Percentile Equating)

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### Subtests Not Requiring Equated Total Raw Scores

Block Design

Visual Puzzles

Matrix Reasoning

Figure Weights


Symbol Search

Coding

Comparable performance across English- and Spanish-speaking groups

- Nonverbal Subtests
- Stimuli, administration, and scoring rules identical to English

\*Only change was translation of directions

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### Subtests Requiring Equated Total Raw Scores

Eight subtests produced different total raw scores across the English and Spanish versions in the initial subtest-level comparisons.

Similarities
Information
Vocabulary
Comprehension

Arithmetic

Picture Span


Digit Span

Letter-Number Sequencing

Produced different total raw scores across English and Spanish versions.


- Subtests requiring verbal responses\*
- Instructions, item scoring rules, and/or content were modified

\*Picture Span may be verbally-mediated

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### Equating Procedures

- Five samples were used to equate the English and Spanish versions of the WISC-V.
- A total of 8 subtests were equated
  - For these subtests, raw scores on the Spanish edition can be converted to the equivalent raw scores on the English edition.
  - Then, the norms of the English editions can be used to obtain all scaled scores and composite scores.
- The remaining subtests, due to non-verbal nature of the tests, no equating is necessary. The English norms can be used to derive all scaled scores and composite scores directly.

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### Equating Samples

1	2	3	4	5
English Version Normative Sample (N = 2,200)	Spanish-Version Sample (N = 290)	Spanish-English Matched Sample (N = 220)	Clinical Sample Mild ID (N = 40)	Clinical Sample Gifted (N = 30)

8 subtests were **equated** using Samples 1 & 2

Ensure **accuracy** of equating at **extremes** with Samples 4 & 5


Ensure **accuracy** of equating with Sample 3

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### What does this mean?

That the scores mean the same, regardless of whether child is tested with the WISC V or the WISC V Spanish.

Norms tables are already equated – no need for additional formulas or manual conversions.

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## Characteristics of the Sample

Stratification Variables			
Age	Sex	Education Level	Region
Country of Origin		Children from Special Groups	

### Countries:

- Mexico
- Caribbean
- Other countries (Guatemala, Honduras, Venezuela etc.)

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## Equating Sample Criteria

- Spanish was the child's primary language
- Attended U.S. schools for no more than 5 consecutive years
- The child spoke and understood Spanish better than English or both languages equally well according to parent report.

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## Language of Sample

52% Spanish monolingual  
24% Spanish dominant  
21% balanced bilingual

*From parental report*

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## Administration Instructions

Read the instructions in the Stimulus Books and the Manual exactly as they are written.

Do not administer the items in English, even if a child asks you to.

The test is given in Spanish; examinees can earn credit for correct responses in either Spanish or English.

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## Administration Instructions

- The test developers have made an effort to use language that will be understood by the majority of Spanish speakers in the U.S.
- Some instructions include alternate words in parentheses. These are the only permissible modifications to the instructions, so choose the one that is most familiar to the child based on his or her linguistic background.
- When administering such items, choose only one word from the options provided.



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## Queries specific to WISC-V Spanish

*-QE: The examiner believes the child may be able to provide the answer in English.*

*-QS: The child may provide a vague or ambiguous response in English and is asked if he/she knows it in Spanish.*

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## Queries specific to WISC-V Spanish

QE
QS

Si sabes la respuesta en inglés, dímela


Si sabes la respuesta en español, dímela

\*These queries are particularly helpful for those children approaching dual language proficiency; this way, the child is awarded credit if he/she provides the correct response whether in English or Spanish.



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## Stimulus Books


- Items are presented to the child with the stimulus book in an upright or flat position.
- The position of the Stimulus Book is indicated in the Stimulus Books at the beginning of each subtest and on the Record Form.



Upright position



Lay flat


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## Interpretive Report Available in English and Spanish

**Ancillary Index Scores**

The Verbal (Expanded Crystallized) Index (VECI) provides a measure of ability to access and apply acquired word knowledge and general knowledge. Her overall score on the VECI fell in the Average range. She performed better than approximately 66 out of 100 examinees her age (VECI = 106).


**Puntuaciones de los Índices Auxiliares**

El Índice Verbal Cristalizado Expandido (VECI) proporciona una medida de la habilidad para acceder y aplicar el conocimiento adquirido de palabras y conocimientos generales. La puntuación total del VECI estuvo en el rango Promedio (VECI = 106). Esto significa que Muestra se desempeñó mejor que aproximadamente 66 de 100 individuos evaluados de su misma edad.


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## Optional Language-Environment Verbal Score Adjustments


- Practitioners who assess children from diverse cultural and linguistic backgrounds encounter unique challenges and complexities.
- In particular, useful methods are needed to tease out the impact of non-cognitive factors (e.g., acculturation, socioeconomic status, educational disadvantage, bilingualism) that may affect cognitive test performance.


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## Home Language Environment Questionnaire

Table D.1 Predictors in Final Multiple Regression Equations for Language-Environment Adjusted Subtest Scaled Scores

Predictor	Subtest			
	Similarities	Vocabulary	Information	Comprehension
Degree to which child currently speaks Spanish relative to English	✓	✓	✓	✓
Degree to which child currently understands Spanish relative to English	✓		✓	
If early childhood caregiver's first language was Spanish	✓		✓	✓
Percent of years spent in continental U.S. K-12 schools		✓	✓	✓
Language most often spoken at child's present school	✓		✓	


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Quantity of children in close proximity to child's most long-standing residence	✓	✓
Number of years enrolled in bilingual education program	✓	
Age in years		✓
If child's preferred spoken language is English	✓	
Quantity of time child's family spent interacting with families in close proximity to child's most long-standing residence		✓
If child's first language is Spanish		✓




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### What do we adjust?



The Verbal Subtests (**SI, VC, IN, CO**), and the corresponding index scores: **VCI** and **VECI**

BD, FW, MR, etc. same in English and Spanish editions.

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### What do we adjust by?



Various **linguistic, educational, and living environment** variables

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### How do we adjust?

Through a series of **regression equations**. Because calculation is complex, Adjusted scores are **available on Q-i and Q-g only**. Not manually.

**If missing some answers, may not get all scores.**

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### Purpose of Letter

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• Page 185 of Manual Date: \_\_\_\_\_



• Examiner may edit

Dear Parent,

To better understand your child's performance compared with other children with similar backgrounds, responses to a few questions are requested. It is important that you answer these questions as accurately as possible to help us make the right comparisons and provide the clearest results. Please answer all of the questions. The information will be treated with the same privacy and confidentiality as the rest of your child's records and will not be shared with any agencies or other people for any other purposes.

Should you have questions, do not hesitate to contact:

\_\_\_\_\_

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### WISC-V Spanish Language Questionnaire

Child's Name: \_\_\_\_\_  
Examiner's Name: \_\_\_\_\_

**LANGUAGE AND EDUCATION**

1. Number of years your child has attended school **inside** the continental U.S.  
 0  1  2  3  4  5  6  
 7  8  9  10  11  12


2. Number of years your child has attended school **outside** the continental U.S.  
 0  1  2  3  4  5  6

**LIVING ENVIRONMENT**

For questions 9 and 10, think about the place where the child lived for the longest period of time since birth. Please answer the questions based on the people/families who lived closest to you (on your street, block, building) during that time.

9. How often did you interact with this neighbor?  
**Neighbor #1**  Once every few months  Once every few months  
 1-2 times a month  1-2 times a month  
 1-2 times a week  1-2 times a week

**Neighbor #3**  Once every few months  Once every few months  
 1-2 times a month  1-2 times a month  
 1-2 times a week  1-2 times a week

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6.  Yes  No

4. Does your child understand English well enough to have a conversation in English?  Yes  No

5. Does your child prefer to speak English more than Spanish?  Yes  No

6. Your child speaks:  More English than Spanish  
 Spanish and English equally often  
 More Spanish than English  
 Only Spanish

7. Is Spanish your child's first language?  Yes  No

8. Which language is spoken the most in the daycare or school your child attends?  
 English  
 English and Spanish  
 Spanish


10. How many children under the age of 18 lived in this home?  
**Neighbor #1**  Not Applicable  
 0  1  2  3  4  5  6+

**Neighbor #2**  Not Applicable  
 0  1  2  3  4  5  6+

**Neighbor #3**  Not Applicable  
 0  1  2  3  4  5  6+

**Neighbor #4**  Not Applicable  
 0  1  2  3  4  5  6+

11. What was the first language of the person who primarily cared for your child for the first 4 years of your child's life?  
**1-2 Years**  Not Spanish  Spanish  
**3-4 Years**  Not Spanish  Spanish

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### Adjusted Scores

Verbal Comprehension Index	Verbal (Expanded Crystallized) Index
Similarities	Similarities
	Vocabulary
Vocabulary	Information
	Comprehension

**Adjusted Score Summary**

Subtest/Composite	Scaled Composite Score	Adjusted Scaled Composite Score
Similarities	SI 11	12
Vocabulary	VC 12	13
Information	IN 11	12
Comprehension	CO 10	11
Verbal Comprehension Index	VCI 108	113
Verbal (Expanded Crystallized)	VECI 106	111

(Derived within Q-global and on Q-interactive Central)

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### Interpreting Adjusted Scores

- Provide an estimate (not a precise measure) of the degree to which personal (e.g., language use and preferences) and environmental (e.g., home, neighborhood, school) variables may have influenced the child's performance.
- Have **not** been validated for special education service eligibility determination.
- Therefore, the standard age-adjusted norms are recommended to make such eligibility decisions.

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### Adjusted Score – Interpretive Statements

\* Page 183 of Manual

Adjusted all higher than Obtained:

*"The child **appears** to be performing verbal comprehension tasks in Spanish better than what **might** be expected given the amount of support for Spanish language development and usage in his/her environment"*

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### Adjusted Score – Interpretive Statements

When Adjusted scores are **lower** than Obtained scores:

*"The child appears to not be performing as well on verbal comprehension tasks in Spanish as what might be expected give the amount of support for Spanish language develop and usage in his/her environment."*

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### WISC-V Spanish and Flanagan DD/C Applications

Broad Ability	Narrow Ability	WISC-V Subtest/Composite
Gc		Verbal Comprehension Index
	KO (General Verbal Information)	Information Comprehension
	VL (Lexical Knowledge)	Vocabulary Similarities
Gf		Fluid Reasoning Index
	I (Induction)	Matrix Reasoning
	RG (General Sequential Reasoning)	Figure Weights
Gv		Visual Spatial Index
	Vz (Visualization)	Block Design Visual Puzzles

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### WISC-V Spanish and Flanagan DD/C Applications

Broad Ability	Narrow Ability	WISC-V Subtest
Gsm		Working Memory Index Auditory Working Memory Index
	MS (Memory Span)	Picture Span
	MW (Working Memory Capacity)	Digit Span Letter Number Sequencing
Gs		Processing Speed Index
	R9 (Rate of Test-Taking)	Coding
	P (Perceptual Speed)	Symbol Search

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