

**Name:**  
**Date of Birth:**  
**Chronological Age:** 10 years, 6 months  
**Grade:** 5

**Dates of Evaluation:**  
**Date of Report:** 12 December 2005  
**Name of Examiner:** Damian N. Bariexca  
**School:**

### Reason for Referral

XXX was referred by his parents in order to give this examiner experience in administering several forms of psychological assessment.

The following specific questions will be addressed within this psychological report:

1. What is XXX's present level of cognitive functioning?
2. Is there a discrepancy between XXX's intellectual ability and academic achievement?

### Background Information

XXX is a 10-year-old fifth grade elementary school student who lives with both of his parents in XXX, PA. Mr. XXX reports that XXX's medical history is unremarkable, and that XXX has been on-time or slightly ahead of all developmental milestones. XXX's academic achievements have consistently been in the high average range; he has been an A-B student since he started school. Parents report no behavioral concerns with XXX. When this examiner met with XXX, he was a very friendly, sociable, and pleasant young man. Parents report he is popular with his peers, and enjoys playing soccer, baseball, and football.

### Assessment Methods

*Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)*  
*Wechsler Individual Achievement Test – Second Edition (WIAT-II)*  
*Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)*  
*Vineland II Adaptive Behavior Scales (Vineland)*  
Behavior Observation during Assessment

### Assessment Results

Behavior Observations: XXX was evaluated on two occasions. He was friendly and outgoing in the period before the testing, and cooperative throughout. He appeared conscientious and concerned about "doing well" on the tasks. When he made mistakes, he either self-corrected (if it was allowed) or made self-punishing remarks (e.g., "I *knew* that! Stupid!"). Toward the end of both testing periods, XXX's attention began to flag as he became increasingly distracted by what was happening in his yard (there was a large bay window in the testing area). He also displayed increasing levels of frustration (sighing, looking disappointed) with his inability to correctly respond to the higher-level questions. In the period after testing, however, XXX seemed to revert back to his earlier outgoing self. The obtained results are thought to be accurate representations of XXX's abilities.

### Test Results

*Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)*

An intellectual assessment was conducted on 10/1/05. The results of that assessment have been incorporated into this report; all scores are reported at a 95% confidence interval. In administration of the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV), XXX obtained a Full Scale IQ score of 114 (82 %ile), placing him in the High Average range. XXX's performance across the four index composite areas was as follows:

	Scaled Score	%ile	Description
Verbal Comprehension (VCI)	119	90	High Average
Perceptual Reasoning (PRI)	121	92	Superior
Working Memory (WMI)	104	61	Average
Processing Speed (PSI)	91	27	Average

X's Verbal Comprehension (VC) (SS=119, 90<sup>th</sup> %ile) registered in the High Average Range. He performed at a level greater than 90% of his age-group peers on tasks that required him to articulate his knowledge about general principles and social situations, vocabulary knowledge, and similarities between two concepts.

X's most significant area of strength is Perceptual Reasoning (PRI) (SS=121, 92<sup>nd</sup> %ile). He performed as well or better than 92% of his age-group peers at tasks requiring spatial manipulation or visual observation.

X's Working Memory (WMI) (SS=104, 61<sup>st</sup> %ile) performance was in the Average range. He scored as well or better than 61% of his age-group peers at tasks requiring him to use his short-term memory to recall number sequences or perform mathematical operations in his head. His performance on mental math tasks (Arithmetic, ss=14) was significantly higher than his performance on tasks requiring him to retain random letters and numbers in his short-term memory and repeated them in a pre-determined order (Letter-Number Sequencing, ss=10).

X's Processing Speed (PSI) (SS=91, 27<sup>th</sup> %ile) performance was on the low end of the Average range. He performed as well or better than 27% of his age-group peers on timed tasks that required him to visually process information, and then act on that information. XXX's performance on the Coding subtest (ss=10), a task that required him to draw symbols in corresponding shapes or boxes, was in the average range. However, performance on the Symbol Search subtest (ss=7), which required him to scan a search group and indicate whether the target symbol(s) matches any of the symbols in the search group, was slightly below average.

A scaled score between 8 and 12 is considered to be in the average range. XXX's individual subtest scores, arranged according to index areas, were as follows:

<u>VCI</u>		<u>PRI</u>	
Similarities	14	Block Design	11
Vocabulary	14	Picture Concepts	14
Comprehension	12	Matrix Reasoning	15
(Information	12)	(Picture Completion	12)
(Word Reasoning	14)		
<u>WMI</u>		<u>PSI</u>	
Digit Span	10	Coding	10
Letter-Number Seq.	12	Symbol Search	7
(Arithmetic	14)		

XXX's profile on the WISC-IV revealed a child operating primarily at a High Average cognitive level. He was High Average or Superior on most subtests in the Verbal Comprehension and Perceptual Reasoning areas. Processing Speed presented XXX with the greatest difficulty; while his scaled score on the Coding subtest was average (SS=10), his scaled score on the Symbol Search subtest was below the average range (SS=7).

*Wechsler Individual Achievement Test – Second Edition (WIAT-II)*

The WIAT-II is an achievement test used to measure basic reading, math, written language, and oral language skills. The Reading subtests include word reading, reading comprehension, and phonetic decoding skills. The Mathematics subtests include calculation and simple word problems. The Written Language subtests include spelling and sentence and paragraph writing tests. The Oral Language subtests draw upon listening comprehension and oral expression skills. X's overall achievement composite was reported at 124 (95<sup>th</sup> %ile), placing him in the Superior range. All scores are reported at a 95% confidence interval.

XXX obtained the following scores in each of the areas of measurement:

	Standard Score	%ile	Grade Equivalent	Description
<b>Reading</b>	<b>119</b>	<b>90</b>		<b>High Average</b>
Word Reading	117	87	8:7	High Average
Reading Comprehension	107	68	6:9	Average
Pseudoword Decoding	124	95	>12:9	Superior
<b>Mathematics</b>	<b>119</b>	<b>90</b>		<b>High Average</b>
Numerical Operations	118	88	7:0	High Average
Math Reasoning	116	86	7:5	High Average
<b>Written Language</b>	<b>117</b>	<b>74</b>		<b>High Average</b>
Spelling	113	81	7:6	High Average
Written Expression	115	84	7:8	High Average
<b>Oral Language</b>	<b>129</b>	<b>97</b>		<b>Superior</b>
Listening Comprehension	118	88	8:8	High Average
Oral Expression	130	98	>12:9	Superior
<b>Total Composite</b>	<b>124</b>	<b>95</b>		<b>Superior</b>

X's Reading composite score (SS=119, 90<sup>th</sup> %ile) registered in the High Average range. XXX performed as well or better than 90% of his age-group peers on tasks that required him to read random words from a list, use phonetic knowledge to decode nonsense words, and answer questions based on a short reading passage. Of note was XXX's score on the Pseudoword subtest (ss=124), which registered in the Superior range. This means that X's score on tasks of recognizing phonetic sounds and rules in English is equal to or greater than 95% of his age-group peers.

X's Mathematics composite score (SS=119, 90<sup>th</sup> %ile) also registered in the High Average range. XXX performed as well or better than 90% of his age-group peers on tasks requiring him to conduct mathematical calculations or use math knowledge to solve word problems.

X's Written Language composite score (SS=117, 74<sup>th</sup> %ile) also registered in the High Average range. XXX performed as well or better than 74% of his age-group peers on tasks requiring him to spell words and write sentences and paragraphs.

X's Oral Language composite score (SS=129, 97<sup>th</sup> %ile), which registered in the Superior range, demonstrates his strongest performance on the WIAT-II indices. XXX performed as well or better than 97% of his age-group peers on tasks requiring him to match pictures to spoken descriptions, tell a story based on a series of pictures, and describe steps required to complete a task. Of particular note was XXX's score on the Oral Expression subtest (ss=130), which is equal to or greater than 98% of his age-group peers.

XXX demonstrated no noticeable academic weaknesses in any of the subtests on the WIAT-II. XXX's subtest scores are indicative of a child achieving primarily at the High Average level.

*Vineland II Adaptive Behavior Scales (Vineland II)*

This examiner conducted the Vineland II Survey Interview with XXX's father, Mr. XXX. This survey utilizes third-party information to identify areas of concern in adaptive or maladaptive behavior in an individual. XXX's overall Adaptive Behavior Composite score was determined to be 93 (32<sup>nd</sup> %ile), placing him in the Average range. All scores are reported at a 90% (+/- 5) confidence interval.

Mr. XXX's interview provided the following scores in each of the areas of measurement:

	<u>Standard Score</u>	<u>%ile</u>	<u>Adaptive Level</u>
Adaptive Behavior Composite	93	32	Average
Communication	94	34	Average
Daily Living Skills	95	37	Average
Socialization	94	34	Average

X's composite score in the Communication domain (SS=94, 34<sup>th</sup> %ile) was equal to or greater than 34% of age-group peers. His father's perception of his ability to receive information and communicate verbally and in writing places him in the Average range for children his age.

X's composite score in the Daily Living Skills domain (SS=95, 37<sup>th</sup> %ile) was equal to or greater than 37% of age-group peers. His father's perception of his ability to function within personal, domestic, and community settings places him in the Average range for children his age. This domain presented the widest range of subdomain scores. While X's score in the Personal subdomain (ss=17) was on the high end of Average, his Domestic subdomain score (ss=11), which assesses the demonstrated ability to carry out domestic functions such as cleaning, cooking, and household maintenance, is in the Moderately Low range.

X's composite score in the Socialization domain (SS=94, 34<sup>th</sup> %ile) was equal to or greater than 34% of age-group peers. His father's perception of his ability to function in interpersonal relationships, cope with difficult situations, and behave appropriately during play and leisure time places him in the Average range for children his age.

Mr. XXX was aware of no maladaptive behavior as presented in the interview.

A v-scale score between 12-18 is considered to be in the Average range. XXX's individual subdomain scores, arranged according to domain, were as follows:

<u>Communication</u>		<u>Daily Living Skills</u>		<u>Socialization</u>	
Receptive	14	Personal	17	Interpersonal Relationships	13
Expressive	13	Domestic	11	Play & Leisure Time	13
Written	15	Community	15	Coping Skills	16

XXX's adaptive behavior seems to be entirely average for a 10-year-old boy, with the possible exception of the Domestic subdomain (ss=11). The lack of any notable maladaptive behavior is also a positive sign.

*Beery-Buktenica Developmental Test of Visual-Motor Integration (VMI)*

The VMI is a paper and pencil test that is used to assess visual-motor integration ability or the ability to see and copy accurately. When asked to draw the different figures of the VMI, XXX performed in the superior range (SS=124; 95<sup>th</sup> %ile). A quantitative and qualitative analysis of XXX's drawings suggests that his visual-motor integration abilities (e.g., fine motor skills for paper and pencil tasks) are above average for his age, and present no cause for concern.

### **Summary of Findings**

XXX is a child with a chronological age of 10-6 who is performing in the High Average range on measures of cognitive ability (FSIQ 114; 82<sup>nd</sup> %ile). His composite achievement score is in the Superior range (SS=124, 95<sup>th</sup> %ile). Subtests from both the WISC-IV and WIAT-II confirm verbal communication to be an area of relative strength. There appears to be no significant discrepancy between XXX's intellectual ability and his academic achievement. Furthermore, measures of adaptive behavior demonstrate Average performance for a 10-year-old child, with no warning signs of maladaptive behavior, and measures of visual-motor integration demonstrate Superior integration skills compared to his age-group peers.

### **Recommendations**

No specialized placement is deemed necessary at this point. XXX's assessments align with the academic and social success XXX experiences in his current academic placement, and it is recommended that he remain there at present.

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Portfolio Work Sample ~

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