APPENDIX OF TEST SCORE RESULTS (SMITH, Frankie - July 2015)

Test scores in this report are converted to "percentiles". These describe an individual's "standing" compared to others his/her age or grade. This sounds like "percentage" that is a measurement commonly found in classroom tests but it is very different. The "average percentile range" is from the 25th to the 74th percentile. Anything falling outside of these boundaries may be considered an area of strength or weakness. The descriptor associated with the percentile is a good way of interpreting where someone ranks (e.g. At Expected Level, Below Expected Level, etc.). However, the NEPSY-II has a slightly different ranking system and is represented in the chart that follows.

*The standard scores that are included are for other clinicians to review. The reader should know that scores have a range and that only the middle of the range was plotted (e.g. 100 give or take 5 points). The bolded scores are composite scores and consist of a summary of several sub-tests. Standard and composite scores may vary depending upon the test used (i.e. range from 1 – 19 or from 55 to 160, etc.). Likewise, some test scores are reported as T-Scores or Z-Scores (marked with **) and have different properties. Scores in blue are related to a process-based assessment (i.e. WISC-IV^{INT} or where the regular testing procedures were altered to 'test the limits' to see how an individual performs in different situations).*

Please remember that test scores are only one small aspect of someone's functioning and should never be viewed in isolation and without consideration of other information (e.g. functional concerns and strengths reported at home, at school or in a social or work environment). Also, assessments are conducted to help narrow in and focus on the difficulties a client is having and, as a result, they may seem as if they are more slanted toward highlighting problems than strengths.

Chart for Most Tests Used

Well Below Expected	Below Expected	Slightly Below Expected	At Expected	Above Expected	Well Above Expected	Very Superior
At or below the 2nd percentile	3rd to the 8th percentile	9th to the 24th percentile	25th to the 74th percentile	75th to the 90th percentile	91st to the 97th percentile	At or above the 98th percentile

	COGNITIVE/INTELLECTUAL	Well Below Expected	Below Expected	Slightly Below Expected	At Expected	Above Expected	Well Above Expected	Very Superior
WISC-V FSIQ	**Full Scale IQ is a combination of Verbal Comprehension, Visual Spatial, Fluid Reasoning, Working Memory and Processing Speed scores. It assesses general cognitive ability. This score can be invalid if index scores are uneven.**	***Skewed/invalid**			**SS=100 PR=50**			
WISC-V VCI > VSI	**Base Rate: The difference between the Verbal Comprehension Index and Visual Spatial Index is measured. Wide discrepancies (i.e., those that occur in less than 10% of the population) make it particularly hard for participants to coordinate their abilities.**	**Base Rate: 1.7 %**						
WISC-V VCI > FRI	**Base Rate: The difference between the Verbal Comprehension Index and Fluid Reasoning Index is measured. Wide discrepancies (i.e., those that occur in less than 10% of the population) make it particularly hard for participants to coordinate their abilities.**	**Base Rate: 0.9%**						
WISC-V VCI > PSI	**Base Rate: The difference between the Verbal Comprehension Index and the Processing Speed Index is measured. Wide discrepancies (i.e., those that occur in less than 10% of the population) make it particularly hard for participants to coordinate their abilities.**	**Base Rate: 6.3%**						
	Verbal							
WISC-V VCI	**The Verbal Comprehension Index examines the understanding and reasoning with language and is the composite score for this area. The Similarities, Vocabulary subtests are the main scores used to establish this but Comprehension and/or Information may be used in the adjusted VCI.**						**SS=121 PR=92**	
WISC-V Similarities	This verbal sub-test requests participants to categorize words that often appear to be unrelated. It requires mental flexibility and abstract thinking.						SS=15 PR=95	
WISC-V Vocabulary	Participants are required to define vocabulary words.					SS=13 PR=84		
	Nonverbal/Spatial							
WISC-V VSI	**The Visual Spatial Index establishes how well someone can interpret visual spatial information. It consists of the Block Design and Visual Puzzles.**			**SS=89 PR=23**				
WISC-V Block Design	In this sub-test, examinees are required to copy two-dimensional designs from a book with blocks (much like assembling Ikea or creating Lego objects from diagrams).			SS=7 PR=16				
WISC-V Visual Puzzles	This sub-test explores the manner in which participants can spatially identify shapes that can go together to form a certain design.	Struggles to mentally keep track of and rotate shapes/uses hands			SS=10 PR=50			
WISC-V FRI	**The Fluid Reasoning Index requires the participant to identify common themes or concepts by examining visual-spatial elements and looking for the underlying relationships that bind them together.**			**SS=85 PR=16**				
WISC-V Matrix Reasoning	This sub-test investigates whether or not an examinee can predict visual/spatial patterns.				SS=8 PR=25			
WISC-V Figure Weights	The child is asked to view a scale with missing weights and selects the correct option to balance the scale. There is a time limit on this task.			SS=7 PR=16				

	VISUAL-MOTOR & FINE-MOTOR	Well Below Expected	Below Expected	Slightly Below Expected	At Expected	Above Expected	Well Above Expected	Very Superior
WISC-V PSI	**The Processing Speed Index explores pencil and paper speed and accuracy. It involves fairly straightforward clerical tests involving Coding and Symbol Search.**				**SS=95 PR=37**			
WISC-V Coding	The Coding sub-test involves the copying of symbols from a legend within a time limit.				SS=10 PR=50			
WISC-V Symbol Search	Symbol Search requires participants to quickly scan for symbols that change from line to line. In 2 minutes, they must check off whether or not they see the symbol in the line.				SS=8 PR=25			
VMI-VI Motor Coordination	Participants are given a set of complex designs and are asked to "connect" the dots embedded in the designs while staying within the lines. As such, their fine-motor coordination is measured.	SS=61 PR=0.9						
VMI-VI Visual-Motor Integ	In this sub-test, participants are asked to copy abstract designs with visual-spatial accuracy. Since they cannot erase their work, it also helps look at planning skills/inhibition.		SS=75 PR=5					
DAP-IQ Human Figure Draw	Participants are asked to draw a human figure. They are graded on the number of appropriate developmental details they include rather than their artistic ability.				SS=105 PR=63			

	MEMORY AND LEARNING	Well Below Expected	Below Expected	Slightly Below Expected	At Expected	Above Expected	Well Above Expected	Very Superior
	Mixed Short-Term Memory							
WRAML-2 Number-Letter	This auditory sub-test requires participants to simply repeat back lists of letter-number combinations they have heard without manipulating the order of the list.				SS=9 PR=37			
WRAML-2 Finger Windows	Participants have to copy finger patterns they see.				SS=10 PR=50			
	Working Memory							
WISC-V WMI	**The Working Memory Index measures how participants mentally encode, manipulate and retrieve unlinked details. It is comprised of Digit Span and Picture Span.**				**SS=105 PR=63**			
WISC-V VCI > WMI	**Base Rate: The difference between the Verbal Comprehension Index and the Working Memory Index is measured. Wide discrepancies (i.e., those that occur in less than 10% of the population) make it particularly hard for participants to coordinate their abilities.**	**Base Rate: 14.7%**						
WISC-V Digit Span	Digit Span asks participants to remember increasing sets of numbers forwards, then backwards and then in sequence from lowest to highest number.				SS=11 PR=63			
WISC-V Picture Span	Participants are exposed to various pictures and then are asked to remember what they were shown and the order of presentation.				SS=11 PR=63			
	Verbal Memory – Immediate							
WRAML-2 Verbal Memory	**This composite score consists of the Story Memory Immediate and Verbal Learning Immediate sub-tests.**				**SS=108 PR=70**			
WRAML-2 Story Memory Immediate	Participants are read stories and then told to repeat back what they have heard. This examines meaningful or "linked" memory.				SS=10 PR=50			
WRAML-2 Verbal Learning Immediate	Lists of random words are repeated over 4 learning trials. After each trial, the participant is asked to recall as many words from the list as possible.					SS=13 PR=84		

	Verbal Memory – Longer-Term/Delayed							
WRAML-2 Story Memory Delayed	Following a delay, participants are asked to recall the stories they heard in Story Memory.					SS=12 PR=75		
WRAML-2 Verbal Learning Delayed	Following a delay, the participant is asked to recall a list of random words that they had previously been taught.					SS=13 PR=84		
	Visual Memory – Immediate							
WRAML-2 Visual Memory	**This is a composite score of the WRAML2 Design Memory and Picture Memory scores.**			**SS=88 PR=21**				
WRAML-2 Design Memory	Abstract visual designs are given to participants to memorize. After a brief time delay, they are asked to draw what they remember seeing.			SS=7 PR=16				
WRAML-2 Picture Memory	Pictures of a scene are given and then another similar picture is provided with minor changes. The person is asked to locate what has been changed in the second picture.				SS=9 PR=37			
	Recognition Memory							
WRAML-2 Verbal Recognition	**Participants are given real as well as fake answers to questions about the stories/words they have heard or learned in a multiple-choice format and then are asked to guess the correct answers. This is the combination of Story Memory and Verbal Learning Recognition.**							**SS=134 PR=99**
WRAML-2 Story Recognition	After a delay, participants are given questions with multiple choice answers to determine whether/not they can recognize what they were told.							SS=17 PR=99
WRAML-2 Verbal Learning Recognition	Participants are asked to recognize words that they previously had been taught along with words that were not on the initial list.					SS=13 PR=84		
WRAML-2 Visual Recognition	**Designs/picture elements from previous sub-tests are given along with fake answers to examine whether or not prompting helps the person remember things s/he has seen.**				**SS=96 PR=39**			
WRAML-2 Design Memory Recognition	After a time delay, participants are asked to recognize design elements they had previously been exposed to.				SS=9 PR=37			
WRAML-2 Picture Memory Recognition	After a delay, participants are given picture elements and asked whether or not they saw these in the pictures they previously had been exposed to.				SS=10 PR=50			

	ATTENTION SPAN	Well Below Expected	Below Expected	Slightly Below Expected	At Expected	Above Expected	Well Above Expected	Very Superior
	General Attention Span							
Conners' 3rd Edition Parent**	This questionnaire, which is completed by a parent, surveys various attentional components. It is discussed in more detail in the report. (Completed by Mrs. Smith (mother))					Little or no issues with: inattention; hyperactivity/ impulsivity; learning problems; executive functioning; defiance/ aggression; peer relations.		
Conners' 3rd Edition Teacher**	This questionnaire, which is completed by a teacher, surveys various attentional components. It is discussed in more detail in the report. (Completed by Ms. Jones)					Little or no issues with: inattention; hyperactivity/ impulsivity; learning problems/ executive functioning; defiance/ aggression; peer relations.		
CPT-II**	The CPT-II is a very simple/straight-forward computer-generated program that measures selective and shifting attention, sustained concentration, impulsivity and cognitive tempo with the use of everyday letters of the alphabet.	Clinical (71.97 % confidence). Omissions %; hit RT; hit RT std. error; variability; hit RT ISI change; hit SE ISI change.				Commissions %; detectability; response style; perseverations %; hit RT block change; hit SE block change.		
	Selective Attention							
TEA-Ch Sky Search - Accuracy	The TEA is a very comprehensive test that measures focused, selective, shifting, divided and sustained attention. This subtest measures the ability to notice visual details in a limited time frame but the targets are organized into rows.	SS=4 PR=2						
TEA-Ch Sky Search - Speed	The TEA is a very comprehensive test that measures focused, selective, shifting, divided and sustained attention. This subtest measures the ability to notice visual details in a limited time frame but the targets are organized into rows.					SS=13 PR=84		
TEA-Ch Sky Search - Attention Score	The TEA is a very comprehensive test that measures focused, selective, shifting, divided and sustained attention. This subtest measures the ability to notice visual details in a limited time frame but the targets are organized into rows.					SS=13 PR=84		
TEA-Ch Map Mission	Like Sky Search, this measures selective visual attention over a short period of time. However, the targets are located in a very busy/visually complex map.					SS=12 PR=75		
TEA-Ch Score	Measures how well someone listens to auditory targets. It also is a measure of sustained attention/concentration.			SS=7 PR=16				
	Shifting Attention							
TEA-Ch Creature Counting - Accuracy	Participants are asked to count forwards and then abruptly shift and count backwards, forwards, etc. This also places demands on working memory.			SS=6 PR=9				
TEA-Ch Same/Opposite W - Same	In Same/Opposite World, participants have to shift back and forth between two types of responses. It also measures impulse control but it is not a strong test in either area.			SS=7 PR=16				
TEA-Ch Same/Opposite W - Opposite	In Same/Opposite World, participants have to shift back and forth between two types of responses. It also measures impulse control but it is not a strong test in either area.			SS=6 PR=9				
	Divided Attention							
TEA-Ch Sky Search DT	This task requires participants to divide their attention between auditory and visual targets.	SS=4 PR=2						
TEA-Ch Score DT	Participants must divide their attention or tune in/tune out of two competing auditory targets much like listening to someone in a busy room.				SS=9 PR=37			

	Inhibition/Impulse Control							
TEA-Ch Walk/Don't Walk	This is like an elaborate game of "Simon Says". Participants have to wait for the right cue before they can respond.	SS=4 PR=2						
	Sustained Attention/Concentration							
TEA-Ch Score	Measures how well someone listens to auditory targets. It also is a measure of sustained attention/concentration.			SS=7 PR=16				
TEA-Ch Code Transmission	Participants are required to listen to a long and boring monologue of letters and are asked to respond to certain targets. This measures "staying power" or persistence.		SS=5 PR=5					

	EXECUTIVE FUNCTIONING	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Very Superior**
	General							
BRIEF Parent**	This questionnaire, completed by the parent, surveys behavioural regulation as well as upper level planning, organization and executive skills. The various scores are discussed in the body of the report. (Completed by Mr. and Mrs. Smith (parents).)					Little or no issues with: inhibit; shift; emotional control; initiate; working memory; plan/ organize; organization of materials; monitor.		
BRIEF Teacher**	As above, but the teacher version. (Completed by Ms. Jones)	Working memory; plan/organize.				Little or no issues with: inhibit; shift; emotional control; initiate; organization of materials; monitor.		

	ACADEMIC SKILLS* Age normed unless otherwise noted	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Very Superior**
	Reading – Foundational							
WJ-III Ach Word Attack	This is a phonological based test that examines how well someone can sound out or decode nonsense words.						SS=121 PR=92	
Pal-II RC - Receptive Coding	The participant reads a written word from a stimulus book and then, without looking at the word, states whether whole words, single letters, or letter groups correspond to the letters in words coded in memory.				SS=9 PR=37			
CTOPP-2 Elision	This subtest measures the ability of the participant to isolate and manipulate sounds in words.				SS=10 PR=50			
CTOPP-2 Blending Words	Individuals are provided with sounds of letters and are then asked to blend these together to make words.				SS=8 PR=25			
	Reading – Fluency							
WJ-III Ach Reading Fluency	Establishes how quickly and accurately someone reads short sentences.					SS=119 PR=90		
TOWRE-2 SWE	Sight Word Efficiency measures how quickly participants recognize a variety of common real words.						SS=129 PR=97	
TOWRE-2 PDE	Phonemic Decoding Efficiency refers to how quickly a person can sound out nonsense words.				SS=108 PR=70			

	Reading – Application							
WJ-III Ach Passage Compr.	The participant is required to read short passages on his/her own and then fill in the missing answer. This looks at one's comprehension of information read. There are no time limits on this test.					SS=117 PR=88		
WJ-III Ach Oral Compr.	Oral Comprehension investigates whether or not someone understands material that is read to him/her. However, participants are not allowed to ask for information to be re-read.							SS=140 PR=99.6

	ACADEMIC SKILLS* Age normed unless otherwise noted	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Very Superior**
	Writing – Foundational							
WJ-III Ach Spelling	This spelling test looks at simple, commonly used words in isolation of other writing demands.					SS=114 PR=83		
	Writing – Fluency							
WJ-III Ach Writing Fluency	Establishes how quickly and accurately someone can generate short sentences by re-ordering small words.	Unscorable/too slow						
	Writing – Application							
WJ-III Ach Writing Samples	This looks at how thematically mature one's short answer responses are to closed-ended questions. Sometimes, picture/vocabulary cues are included. Language conventions use, spelling and legibility are not counted and there are no time limits so someone's results may not reflect real world essay writing.	Slow; very messy printing			SS=108 PR=69			

	ACADEMIC SKILLS* Age normed unless otherwise noted	**Well Below Expected**	**Below Expected**	**Slightly Below Expected**	**At Expected**	**Above Expected**	**Well Above Expected**	**Very Superior**
	Math Foundational							
WJ-III Ach Calculations	This involves the computation of various numbers that extend beyond basic addition/subtraction and into some basic multi-stepped algebraic procedures.			SS=89 PR=23				
	Math Fluency							
WJ-III Ach Math Fluency	Establishes how quickly and accurately someone can retrieve simple addition and subtraction facts.			SS=89 PR=23				
	Math Application							
WJ-III Ach Applied Problems	This sub-test explores upper level math concepts and practical math problem-solving with primarily language-based types of questions				SS=110 PR=74			

	SOCIAL, EMOTIONAL AND BEHAVIOURAL	Needs	At Expected	Strengths
	General			
Conners' 3rd Edition Parent**	This questionnaire, which is completed by a parent, surveys various attentional components. It is discussed in more detail in the report. (Completed by Mrs. Smith (mother).)			Little or no issues with: inattention; hyperactivity/ impulsivity; learning problems; executive functioning; defiance/ aggression; peer relations.
Conners' 3rd Edition Teacher**	This questionnaire, which is completed by a teacher, surveys various attentional components. It is discussed in more detail in the report. (Completed by Ms. Jones.)			Little or no issues with: inattention; hyperactivity/ impulsivity; learning problems/ executive functioning; defiance/ aggression; peer relations.
Sentence Completion Child Interview	Participants are asked to complete partial sentences about various feelings and social situations. Often, this helps clarify their perception of their behavioural/social-emotional functioning. Trends are reported in the report.			
BASC-2 Parent**	This test reflects general behavioural functioning across various common areas. This is completed by the parent. (Completed by Mrs. Smith (mother))	Very mild anxiety		Little or no issues with: hyperactivity; aggression; conduct problems; anxiety; somatization; atypicality; withdrawal; attention problems; adaptability; social skills; leadership; activities of daily living; functional communication.
BASC-2 Teacher**	This test reflects general behavioural functioning across various common areas. This is completed by the teacher. (Completed by Ms. Jones)	Very mild anxiety		Little or no issues with: hyperactivity; aggression; conduct problems; depression; somatization; attention problems; learning problems; atypicality; withdrawal; adaptability; social skills; leadership; study skills; functional communication.