Reason for Referral:

John Doe is a 5.2 year old male child who currently attends a private Montessori preschool. He will be attending Kindergarten at xxxx Elementary School in xxxx County in the Fall. preschool teacher recommended advanced placement for the child. His parents have requested a psychometric assessment to rule out possible cognitive delays.

Test Used:

- **Wechsler Preschool and Primary Scale of Intelligence (WPPSI-R)**

Behavior Observations:

Testing was conducted at the child's home. John appeared physically healthy, alert and oriented. He seemed comfortable with the testing process as he was friendly and cooperative. His level of motor activity remained within normal ranges for his age and he was able to stay on task during the entire testing process. Instructions did not have to be repeated and he did not require excessive encouragement. John's speech was clear and intelligible, and showed English proficiency. He showed right handed dominance with a proper tripod pencil grip. His reading skills were very advanced for his age, as well as his overall mathematical reasoning abilities.

John Doe
5.2 years old

WPPSI-R SCORES SUMMARY

WPPSI-R SCALE	SCORE	CLASSIFICATION	Mental Age
Verbal Comprehension Index (VCI)	**137**	**Moderately Gifted**	**6.5**
Performance Reasoning Index (PRI)	**120**	**Above Average**	**6.1**
Full Scale IQ (FSIQ)	**140**	**Moderately Gifted**	**6.3**

IQ reference chart

I.Q. Range	Intelligence Classification
Under 20	Profound Mental Retardation
20–34	Severe Mental Retardation
35–49	Moderate Mental Retardation
50–69	Mild Mental Retardation
70–79	Borderline Mental Retardation
80-89	Below Average
90-114	Average Intelligence
115-129	Above Average/Bright
130-144	Moderately Gifted
145-159	Highly Gifted
160-175	Exceptionally Gifted
>175	Profoundly Gifted

Interpretation of WPPSI-R Results:

John's unique set of thinking and reasoning abilities make his overall intellectual functioning difficult to summarize by a single score on the Wechsler Preschool and Primary Scales of Intelligence (WPPSI-R). His verbal reasoning abilities (IQ 137 Moderately Gifted, mental age of 6.5) are much better developed than his nonverbal reasoning abilities (IQ 120= Above Average, mental age of 6.1). What this means, is that his ability to make sense of complex verbal information and use verbal skills to solve novel problems are within much higher ranges for John's age. In contrast, his ability to process complex visual information by forming spatial images of part-whole relationships and/or by manipulating the parts to solve novel problems without using words is a less developed ability, but still Above Average for his age. In John's case, there is a 17 point discrepancy observed between his verbal and non-verbal skills. It is expected that once John is further exposed to formal academic skills and gains more school experience, his non-verbal abilities will increase.

John's verbal reasoning abilities as measured by the Verbal Comprehension Index are in the Moderately Gifted range for his age. The Verbal Comprehension Index is designed to measure verbal reasoning and concept formation. John performed comparably on the verbal subtests contributing to the VCI, suggesting that these verbal cognitive abilities are similarly developed.

John's nonverbal reasoning abilities as measured by the Perceptual Reasoning Index are in the Above Average range. The Perceptual Reasoning Index is designed to measure fluid reasoning in the perceptual domain with tasks that assess nonverbal concept formation, visual perception and organization, simultaneous processing, visual-motor coordination, learning, and the ability to separate figure and ground in visual stimuli. John presents noticeable discrepancies within his nonverbal abilities, performing much better on some nonverbal skills than others. The degree of variability is common for a child his age and may become more uniform as his gets older.

John's ability to sustain attention, concentrate, and exert mental control is in the Above Average range according to the scores obtained in specific subtest that measure theses skills.

Verbal Comprehension Index

General Skill: The VCI measures verbal knowledge and understanding obtained through both formal and informal education and reflects the use of verbal skills to new situations.

Verbal Comprehension Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

Subtest	Skills Measured	Raw Score	Scaled Score	Mental Age	Category
(Information)	General knowledge, education, exposure to relevant information, and long-term memory of his experience.	25	**17**	**>7**	**Very Superior**
Comprehension	Verbal comprehension and expression, the ability to evaluate and use past experience, practical social knowledge, social judgment and common sense.	26	**14**	**6.3**	**Superior**
Arithmetic	Concentration, attention, short- and long-term memory, numerical sequencing, addition, subtraction, numerical/logical reasoning and mental computation skills	23	**19**	**>7**	**Very Superior**
Vocabulary	General word knowledge (use of words and verbal fluency), verbal concept formation, long-term memory/learning ability, degree of language development, and auditory perception.	24	**13**	**6.3**	**Superior**
Similarities	Abstract thinking, verbal reasoning, perception of relationships between things and ideas, distinction between nonessential and essential features and verbal expression.	21	**13**	**6**	**Superior**
(Sentences)	Short term memory, auditive sequencing, attention and concentration.	18	**10**	**4.9**	**Average**

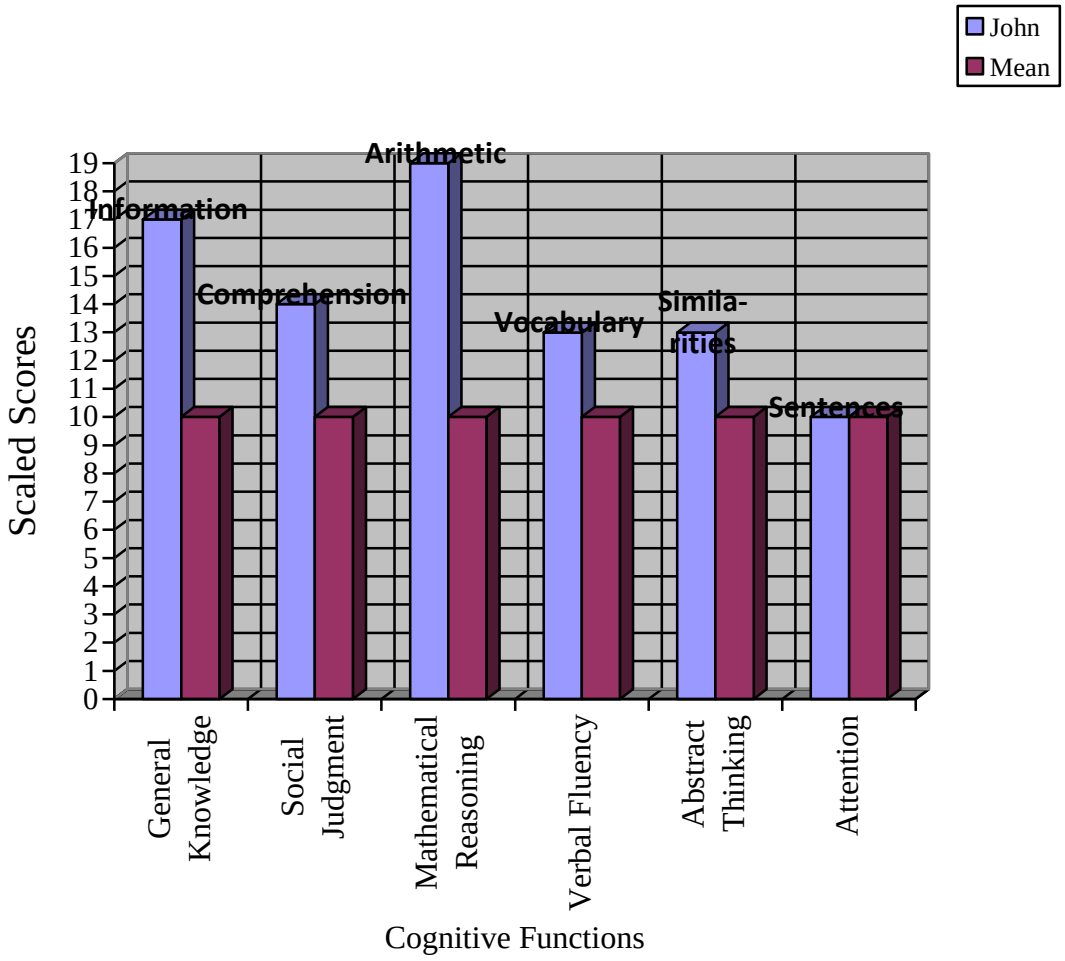
Performance Reasoning Index

General Skill: The PRI measures the ability to interpret and organize visual material and to produce and test hypotheses related to problem solving.

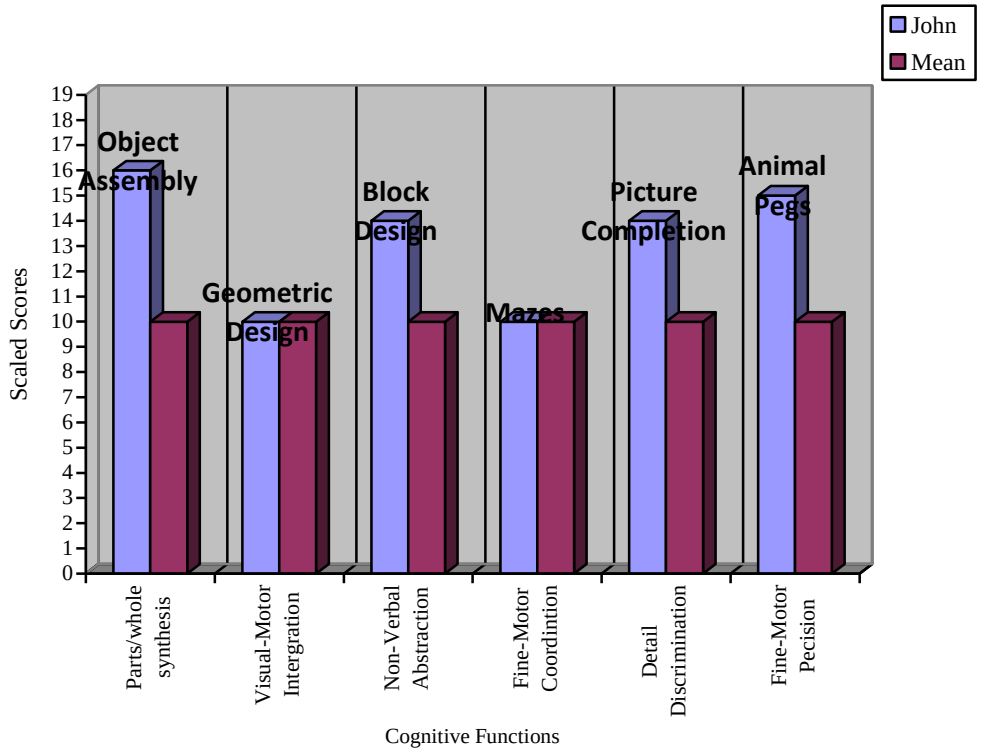
Performance Reasoning Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Skills Measured	Raw Score	Scaled Score	Mental Age	Category
Object Assembly	Ability to visualize, synthesize and construct a familiar object from component part.	29	16	**>7**	**Very Superior**
Geometric Design	Fine motor skills, planning and organizational skills ability to discriminate between visual stimuli, the capacity to integrate visual skills with motor skills, and the ability to shift attention from the original design to what is being drawn.	37	10	**5**	**Average**
Block Design	Ability to visualize and synthesize abstract visual stimuli, visual perception and organization, simultaneous processing. visual-motor skills and visual-spatial integration.	27	**14**	**>7**	**Superior**
Mazes	Ability to visually follow a route or pattern, fine-motor coordination, concentration, planning, organizing and non-verbal problem solving.	14	**10**	**5**	**Average**
Picture Completion	Ability to distinguish between essential and non-essential details, attention, concentration, and visual discrimination.	21	**14**	**6.6**	**Superior**
Animal Pegs	Manual and/or fine-motor speed and precision, visual scanning, concentration, and the ability to learn new non-verbal material.	56	**15**	**6.6**	**Very Superior**

Verbal Scale



Performance Scale



Summary:

John is a 5 year-old child who completed the WPPSI-R. His overall cognitive ability, as evaluated by the WPPSI-R, cannot easily be summarized because of a 17 point discrepancy between his verbal reasoning abilities and nonverbal reasoning abilities. John's reasoning abilities on verbal tasks are generally in the Moderately Gifted range (VCI = 137), while his nonverbal reasoning abilities are within the Above Average range (PRI = 120). His overall mental age is approximately **6.3** years of age.