

Frequently Asked Questions About the WISC (Wechsler Intelligence Scale for Children)

What is the purpose of using the WISC in our district?

Purpose: The WISC is among the most widely used Children's intellectual ability assessment used today. There are ten required subtests that yield a full scale IQ score and four composite scores that are: Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed. The verbal Comprehension is an indicator of Giftedness, which is the score we use in our district.

How and why was it developed?

The WISC is the first published intelligence test by Wechsler. A revised edition (WISC-R) in 1974 as the WISC-R, and the third edition, the WISC-III in 1991. The current version, the WISC-IV, was produced in 2003. Each version has renormed the test to compensate for the Flynn effect; refined questions to make them less biased against minorities and females, and updated materials to make them more useful in the administration of the test. This test was developed to measure intelligence.

Why should I trust this test?

Like all IQ tests, it gives a score of intelligence where the average score is 100. 130 is considered gifted (And MENSA level.) The WISC test gives two different scores, verbal and performance. Verbal IQ indicates how the student works with language, including the language of numbers. It also includes factual knowledge. Performance IQ indicates how the student deals with written and picture patterns. WISC scores how well your child did on the test with a number score (IQ) and a percentile (how good that is compared to other students). Since this has been around since 1974 and each version has been renormed, the results can be trusted. It is still the widely used test given to assess giftedness.

Who will administer this test?

In our district we believe that a trained psychologist should only administer this test. We have two psychologists that have been trained to administer the WISC, so that is who we have administer this test to provide consistency and validity.

How is this test administered?

This test is administered one on one with one of our psychologists. This test takes approximately 45-60 minutes depending on the child's age. The psychologist calls the parent to set up an agreed upon time and place to administer this test.

What are the Verbal Subtests Given?

The first WISC subtest is Information. This measures long-term memory. Students are given questions that they should be able to recall such as how many dimes are in

a dollar. The next test is similarities. This measures logical and abstract reasoning. The student has to share similarities between two items. Some of the items are concrete and some of the items are abstract. Arithmetic is the next area looked at. This area measures math reasoning. The student works with the psychologist to complete oral problem solving problems. Next, vocabulary is measured. The student is asked to define words. This measures expressive vocabulary. Comprehension is the next area assessed. Students are asked what he/she would do in particular situations. This area looks for knowledge of appropriate social behaviors and for judgment.

How will I know how my child did on the test?

The psychologist who administered the test will send you a full report via mail. This report will also be given to the gifted department so that they can use the results for discussion of possible placement into the Gifted program.

Here is what the report will look like with all the areas filled in specific to your child and what happened during testing:

Lake Forest School District #67

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Lake Forest, Illinois 60045-2153

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Confidential Psycho-educational Evaluation Report

Name:	District of Residence: 67
Date of Birth:	School Attending:
Age:	Grade:
Sex: Female	Handedness:
Date of Evaluation:	

Reason for Referral:

Student y was referred for testing at the request of his academic team. The purpose of the evaluation was to help determine if Explore/Quest placement and/or programming would be appropriate for student y.

Background Information:

Information is given about the student's learning and family background.

Current Procedures:

Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV) – *selected subtests*
Testing Observations
Student Interview

Testing Observations:

All testing observations are shared here. If there was anything atypical that occurred it would be noted here. Also, the psychologist will end with a comment if he/she believes the final score is an accurate picture of the student's IQ.

Cognitive Findings SAMPLE:

Please note that throughout the report, test scores will be reported as standard scores and percentile ranks. The following scores show how well student y performed relative to a normative group of students the same age from across the United States.

Wechsler Intelligence Scale for Children - Fourth Edition – *selected subtests*

SAMPLE

<u>Verbal Comprehension Subtests</u>	<u>Scaled Score</u>	<u>%tile</u>
Similarities	14	91
Vocabulary	16	98
Comprehension	13	84

Scores 8 - 12 considered average

	<u>IQ/Index</u>	<u>Range</u>	<u>Percentile</u>
Verbal Comprehension	126	Superior	96

[95% Confidence Interval 118-131]

With a chronological age of eight years, four months, student y attained a composite score for Verbal Comprehension (126) score in the Superior range of measured intelligence. The Verbal Comprehension Index is a measurement of an individual's verbal reasoning and concept formation. He showed a strong performance in the Vocabulary subtest, which assesses a student's ability to verbally define words in isolation and demonstrate their word knowledge. The subtest also reflects early learning and the fund of information available to the student. His Similarities subtest was above average, as was his Comprehension score. The Similarities subtest has the student abstractly verbally reason by verbally creating relationships between selected items. The Comprehension subtest has the student articulate social mores, and verbalize his/her problem-solving ability.

Discussion:

In this section any overall comments will be shared and next steps will be documented.

Certified School Psychologist
Quest/Explore Committee