The **Wechsler Intelligence Scale for Children - Third Edition (WISC-III)** is an individually administered measure of intellectual ability. The **WISC-III** considers a of variety of constructs in determining a Full Scale Intelligence Quotient. Three composite scores are obtained to provide estimates of intellectual ability. These are:

1) Verbal Scale IQ, measures verbal-expressive abilities with the subtests: Information, Similarities, Arithmetic, Vocabulary, Comprehension, and Digit Span (supplementary),

2) Performance Scale IQ, measures visual-motor abilities with the subtests: Picture Completion, Coding, Picture Arrangement, Block Design, Object Assembly, and Symbol Search (supplementary) and Mazes (supplementary),

3) Full Scale IQ, combination of the Verbal and Performance Scale IQ's.

In addition, four optional factor-based index scores are provided:

1) Verbal Comprehension Index: Information, Similarities, Vocabulary, and Comprehension. It measures the ability to understand information received auditorally and respond to it verbally.
2) Perceptual Organizational Index: Picture Completion, Picture Arrangement, Block Design, and Object Assembly. It measures the ability to receive information visually and respond to it motorically.
3) Freedom from Distractibility Index: Arithmetic and Digit Span. It measures attention, short-term memory, numerical ability, encoding ability (such as sequencing), use of rehearsal strategies, ability to sift mental operations rapidly on symbolic material, and ability to self monitor.
4) Processing Speed Index: Coding and Symbol Search. It measures memory scanning and controlled attention in relation to being timed.

Each **WISC-III** subtest is designed to focus on a specific concept:

Information--A series of orally presented questions that tap the child's knowledge about common events, objects, places, and people. It measures general knowledge of facts and long term memory.

Similarities--A series of orally presented pairs of words for which the child explains the similarity of the common objects or concepts they represent. It measures understanding of relationships, verbal conceptualization (concrete, functional, and/or abstract.)

Arithmetic--A series of arithmetic problems which the child solves mentally and responds to orally. It measures ability to mentally solve arithmetic problems received auditorally and solved orally, concentration, attention, immediate auditory memory, and anxiety.

Vocabulary--A series of orally presented words which the child orally defines. It measures knowledge of word meaning, fund of information, conceptualization, and language development.

Comprehension--A series of orally presented questions that require the child's solving of everyday problems or understanding of social rules and concepts. It measures the ability

to understand social rules and common sense issues relative to safety and daily living.

Digit Span--A series of orally presented number sequences which the child repeats verbatim for Digits Forward and in reverse order for Digits Backward. It measures short term auditory memory, attention, concentration, and anxiety.

Picture Completion--A set of colorful pictures of common objects and scenes each of which is missing an important part which the child identifies. It measures visual discrimination, long term visual memory, and concentration.

Coding--A series of simple shapes (Coding A) or numbers (Coding B), each paired with a simple symbol. The child draws the symbol in its corresponding shape (Coding A) or under its corresponding number (Coding B), according to a key. It measures eye-hand coordination, short-term visual memory, attention and accuracy.

Picture Arrangement-- A set of colorful pictures, presented in mixed-up order, which the child rearranges into a logical story sequence. It measures visual attention and comprehension, planning and organizational ability.

Block Design--A set of modeled or printed two-dimensional geometric patterns which the child replicates using two-color cubes. It measures spatial visualization, visual-motor control, and abstract analysis of whole to part and reconstruction.

Object Assembly--A set of puzzles of common objects, each presented in a standardized configuration, which the child assembles to form a meaningful whole. It measures visual perception, visual-motor coordination and integration, spatial relationships, and concrete construction of parts to make a recognizable whole.

Symbol Search--A series of paired groups of symbols, each pair consisting of a target group and a search group. The child scans the two groups and indicates whether or not a target symbol appears in the search group. It measures concentration and attention, speed, accuracy, and anxiety.

Mazes--A set of increasingly difficult mazes which the child solves with a pencil. It measures ability to plan and organize according to a visual pattern, attention, visual-motor control, speed, and accuracy.

The results of !@#$%^'s performance on the WISC-III follow:

Verbal Subtest	Scaled Score	Performance Subtest	Scaled Score
Information	6	Picture Completion	7
Similarities	9	Coding	12
Arithmetic	10	Picture Arrangement	5
Vocabulary	9	Block Design	7
Comprehension	8	Object Assembly	7
(Digit Span)	9	(Symbol Search)	8
		(Mazes)	6

TEST INTERPRETATION:

Matthew Eric obtained a **WISC-III** Full Scale IQ of 87. This means that if Matthew Eric were tested repeatedly at this point, 95% of his scores would be between 82 and 93. This places Matthew Eric in the low average range of general intellectual ability, better than 19% of his agemates. There is not a significant difference between Matthew Eric 's verbal (VIQ=91) and performance (PIQ=84) abilities. However, there is a great deal of variability among Matthew Eric 's subtests (5-12, with an average of 8). Matthew Eric 's Processing Speed Score (PS=101) is also higher than his overall ability and reflects his relatively fast performance throughout testing. This measure of his level of intellectual functioning appears to be valid. However, it is believed that Matthew Eric 's pattern of anxiety with time limits, impulsivity, and inattention to detail significantly negatively affected his scores. This is further supported by the fact that Matthew Eric previously earned a Full Scale IQ Score of 99, in 1995. The current WISC-III scores are undoubtedly an underestimate of Matthew Eric 's abilities without time limits.

Significant strengths for Matthew Eric include his eye-hand coordination, short-term visual memory, attention and accuracy (Coding). Significant weaknesses for Matthew Eric include his visual attention and comprehension, planning and organizational ability (Picture Arrangement) and general knowledge of facts and long term memory (Information).