

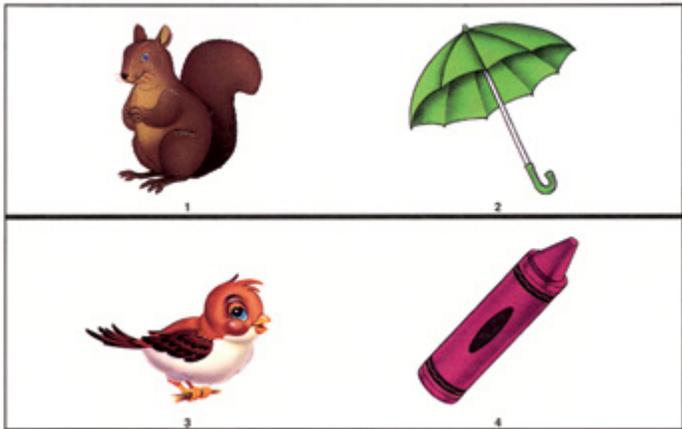
WISC Subscales (WISC-IV shown at bottom with differences noted)		
Verbal Subscales	What is Asked or Done	What it Means or Measures
Information (Supplemental in WISC-IV)	The child is given oral, "trivia"-style, general information questions. Scoring is pass/fail.	(1) Fund of general knowledge; (2) Factual knowledge, long-term memory, recall; (3) This measures how much general information the child has learned from school and at home.
Similarities	The child explains how two different things (e.g., horse and cow) or concepts (e.g., hope and fear) could be alike. Scoring is 2-1-0, according to the quality of the responses.	(1) Verbal abstract reasoning; (2) Abstract reasoning, verbal categories and concepts; (3) This measures the child's ability to think abstractly. The child decides how things are different or alike.
Arithmetic (time limit) (Supplemental in WISC-IV)	This child is given oral, verbally framed math applications problems without paper or, for most problems, any visual aids at all. Scoring is pass/fail.	(1) Numerical reasoning, attention and short-term memory for meaningful information; (2) Attention and concentration, numerical reasoning
Vocabulary	The child is asked to give oral definitions of words. Scoring is 2-1-0, according to the quality of the responses.	(1) Knowledge of word meanings; (2) Language development, word knowledge, verbal fluency
Comprehension	The child is given oral questions of social and practical understanding. Scoring is 2-1-0, based on quality. For example, "Why do you wash your hands?"	(1) Social comprehension and judgment; (2) Social and practical judgment, common sense
Digit Span	The child is asked to repeat dictated series of digits (e.g., 4 1 7 9) forwards and other series backwards. The series begin with two digits and keep increasing in length, with two trials at each length.	(1) Short-term auditory memory for non-meaningful information; (2) Short-term auditory memory, concentration
Performance Subscales	What is Asked or Done	What it Means or Measures
Picture Completion (time limit) (Supplemental in WISC-IV)	The child is asked to identify missing parts of pictures. For example a picture of an automobile with the door handle missing.	(1) Attention to visual detail; (2) Alertness to detail, visual discrimination
Coding A (time limit and bonuses for speed)	The child is asked to mark rows of shapes with different lines according to a code as quickly as possible for 2 minutes (under age 8)	(1) Visual-motor skills, processing speed; (2) Visual-motor coordination, speed, concentration
Coding B (time limit and bonuses for speed)	The child is asked to transcribe a digit-symbol code as quickly as possible for two minutes (eight and older).	(1) Visual-motor skills, processing speed; (2) Visual-motor coordination, speed, concentration
Picture Arrangement (time limit and bonuses for speed) (Subscale Dropped in WISC-IV)	The child is asked to sequence cartoon pictures to make sensible stories.	(1) Attention to visual detail, sequential reasoning; (2) Planning, social logical thinking knowledge
Block Design (time	Unlike picture arrangement, where	(1) Visual abstract ability; (2) Spatial

limit and bonuses for speed)	the child is given the parts and makes up the whole, this test measures the child's ability to look at the whole first, then break it into parts, and finally to reconstruct the whole. It provides blocks and pictures, and the child must put the blocks together to re-create what's in the picture of the blocks	analysis, abstract visual problem-solving
Object Assembly (time limit and bonuses for speed)(Subscale Dropped in WISC-IV)	The child is asked to assemble puzzles of cut-apart silhouette objects with no outline pieces.	(1) Part-whole reasoning; (2) Visual analysis and construction of objects
Symbol Search (time limit and bonuses for speed)	The child is asked to decide if target symbols appear in a row of symbols and marking <i>YES</i> or <i>NO</i> accordingly	Speed of processing novel information Visual-motor quickness, concentration, persistence
Mazes (time limit) (Subscale Dropped in WISC-IV)	The child has to find the way out of a maze by using a pencil with no pencil lifting, points off for entering blind alleys	(1) Graphomotor planning, visual-motor coordination and speed; (2) Fine motor coordination, planning, following directions
WISC-III Scores – Reported before the 2003 WISC-IV deployment		
Verbal IQ	Is based on Information, Similarities, Arithmetic, Vocabulary, and Comprehension.	
Performance (nonverbal) IQ	Is based on Picture Completion, Coding, Picture Arrangement, Block Design, and Object Assembly.	
Verbal Comprehension Factor	Is based on Information, Similarities, Vocabulary, and Comprehension	
Freedom from Distractibility Factor	(a misnomer -- attention, concentration, and working memory describe it better) includes Arithmetic and Digit Span	
Perceptual Organization (nonverbal) Factor	Is based on Picture Completion, Picture Arrangement, Block Design, and Object Assembly.	
Processing Speed Factor	Or visual-motor, clerical speed and accuracy, includes Coding & Symbol Search.	
Full Scale IQ	Is based on the ten tests included in the Verbal and Performance (nonverbal) IQ scales	
WISC-IV New Subscales – Added to battery in 2003		
Word Reasoning (Supplemental in WISC-IV)	The child identifies the underlying concept when given successive clues. For example, the child might identify a mop	measures reasoning with verbal material.

	based on verbal clues that describe its form and function.	
Picture Concepts	From each of two or three rows of objects, the child selects the objects that go together based on an underlying concept. For example, the similar items might be trees or animals.	measures fluid reasoning, perceptual organization, and categorization (requires categorical reasoning without a verbal response).
Matrix Reasoning	The child is presented with a partially filled grid and selects the item that properly completes the matrix. For example, the child might see two sets of shapes, such as stars and pentagons, with one set arranged in a certain color sequence. The child then must determine the correct color sequence of the second set of shapes to complete the grid.	measures fluid reasoning
Letter-Number Sequencing	The child is presented with a mixed series of numbers and letters and repeats them with the numbers first (in numerical order) and then the letters (in alphabetical order)	measures working memory
Cancellation (Supplemental in WISC-IV)	The child scans both random and structured arrangements of pictures and marks target pictures within the time limit. In this exercise, a page is covered with pictures of animals and other common objects, either randomly scattered on the page or arranged in rows and columns. The child then marks through – or cancels – the animals as quickly as possibly.	measures processing speed
WISC-IV Scores – After 2003 the following scores will be reported. The norms for the newer test are slightly harder due to the Flynn effect (The results of intelligence tests in different countries show that over the past century average IQ has been increasing at a rate of about 3 points per decade)		
(VCI) Verbal Comprehension Index	Is based on Similarities, Vocabulary, Comprehension (Information, Word Reasoning)	Measure: Verbal concept formation. It assesses children's ability to listen to a question, draw upon learned information from both formal and informal education, reason through an answer, and express their thoughts aloud. It can tap preferences for verbal information, a difficulty with novel and unexpected situations, or a desire for more time to process information rather than decide "on the spot."

		Note: This index is a good predictor of readiness for school and achievement orientation, but can be influenced by background, education, and cultural opportunities.
(PRI) Perceptual Reasoning Index	Matrix Reasoning, Block Design, Picture Concepts, (Picture Completion)	Measure: Non-verbal and fluid reasoning. It assesses children's ability to examine a problem, draw upon visual-motor and visual-spatial skills, organize their thoughts, create solutions, and then test them. It can also tap preferences for visual information, comfort with novel and unexpected situations, or a preference to learn by doing.
(WMI) Working Memory Index	Letter-Number Sequencing, Digit Span (Arithmetic)	Measure: Working memory. It assesses children's ability to memorize new information, hold it in short-term memory, concentrate, and manipulate that information to produce some result or reasoning processes. It is important in higher-order thinking, learning, and achievement. It can tap concentration, planning ability, cognitive flexibility, and sequencing skill, but is sensitive to anxiety too. It is an important component of learning and achievement, and ability to self-monitor.
(PSI) Processing Speed Index	Symbol Search, Coding (Cancellation)	Measure: Processing speed. It assesses children's abilities to focus attention and quickly scan, discriminate between, and sequentially order visual information. It requires persistence and planning ability, but is sensitive to motivation, difficulty working under a time pressure, and motor coordination too. Cultural factors seem to have little impact on it. It is related to reading performance and development too. It is related to Working Memory in that increased processing speed can decrease the load placed on

		working memory, while decreased processing speed can impair the effectiveness of working memory.
(FSIQ) Full Scale IQ	Compared to the WISC–III, the WISC–IV FSIQ deemphasizes crystallized knowledge (Information is supplemental), and increases the contribution of fluid reasoning (Matrix Reasoning and Picture Concepts), working memory (Letter–Number Sequencing), and Processing Speed (both Coding and Symbol Search). The WISC–IV FSIQ is comprised of all 10 subtests that comprise the four index scores, including additional measures of working memory and processing speed. The WISC–III FSIQ included only one measure of processing speed and one measure of working memory in the FSIQ.	This number is computed based upon all of the subscales and is what is considered to be the overall intelligence level.



Picture Concepts Example

<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">?</td> <td style="text-align: center; padding: 5px;"></td> </tr> </table>			?								
?											
<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">4</td> <td style="text-align: center; padding: 5px;">5</td> </tr> </table>						1	2	3	4	5	
1	2	3	4	5							

Matrix Reasoning Example.