

NAME: Lexi Pro

DATE OF BIRTH: December 18, 2002

CHRONOLOGICAL AGE: 19 years, 2 months, 16 days

EXAMINER'S NAME: Emily Roepke, B.S.

DATES OF EVALUATION: February 9, 2022, and March 7, 2022

DATE OF REPORT: March 18, 2022

REASON FOR REFERRAL:

Lexi agreed to personality assessment to assist a graduate student in training.

BACKGROUND INFORMATION:

Lexi Pro is a Biracial female, age 19 years, 2 months, and 19 days. She stated that she is currently enrolled as a Freshman at Western Kentucky University.

BEHAVIORAL OBSERVATIONS:

Lexi is of average height, light weight, with a slim build. She came to both testing sessions casually dressed, wearing leggings and a sweatshirt at the first session and leggings and a long-sleeved shirt to the second. She was reserved during both of the testing sessions. Her attitude toward testing was neutral and attentive, and she appeared hesitant when providing answers during both testing sessions. She seemed to be concentrating and trying her best. Lexi appeared a little anxious at the beginning of the two tests, but gradually relaxed as testing progressed. She was oriented to person, place, time, and purpose. She was attentive and alert during both testing sessions.

Lexi's dominant language is English. She did not appear to have difficulties with visual/auditory/motor skills, nor were there any indications of hallucinations nor delusions. Her moods during the testing sessions were nervous. This was evident by her facial expressions and her conversations with the examiner during both sessions.

Lexi stated that she particularly disliked math and was nervous to begin all mathematical subtests in both the WAIS-IV and the WJ-IV, but she adapted well and completed the subtests. She was eager to begin the Spelling and Writing Samples subtests on the WJ-IV. Lexi transitioned well from subtest to subtest on both of the tests. During the Verbal Comprehension Index subtests on the WISC-IV, she answered the questions without much interest, but she was eager during the Perceptual Reasoning Index subtests.

TESTS ADMINISTERED:

Wechsler Adult Intelligence Scale -Fourth Edition (WAIS-IV)

Woodcock-Johnson Tests of Achievement, Third Edition (WJ-IV)

TEST RESULTS:

Intellectual Assessment:

Lexi was administered the WAIS-IV and obtained the following results:

<u>VCI Subtests</u>	<u>Scaled Score</u>	<u>PRI Subtests</u>	<u>Scaled Score</u>
Similarities	6	Block Design	10
Vocabulary	9	Matrix Reasoning	11
Information	8	Visual Puzzles	10

<u>WMI Subtests</u>	<u>Scaled Score</u>	<u>PSI Subtests</u>	<u>Scaled Score</u>
Digit Span	10	Symbol Search	7
Arithmetic	8	Coding	11

VCI = 87 PRI = 102 WMI = 95 PSI = 94 Full Scale IQ = 93

The WAIS-IV groups an individual's ability into four global areas: Verbal Comprehension Index (VCI), which measures verbal ability; Perceptual Reasoning Index (PRI), which involves the manipulation of concrete materials or processing of visual stimuli to solve problems nonverbally; Working Memory Index (WMI), which measures short-term memory; and Processing Speed Index (PSI), which measures cognitive processing efficiency. All of the indexes have standard scores with a mean score of 100, with the scores of 90 to 110 falling into the Average range. Each of the four Indexes has subtests that comprise the Index score. All of the subtest scaled scores have a mean score of 10, with the scores of 7 to 13 falling into the Average range.

Lexi obtained a Full Scale IQ (FSIQ) score of 93 (32nd percentile), which places her intellectual functioning in the Average range. There was a 95% confidence interval of 89 to 97, which means that if she were tested 100 times, 95 of them would fall in this range. Lexi obtained a Verbal Comprehension Index (VCI) score of 87 (19th percentile), with a 95% confidence interval of 82 to 93, which places her verbal ability in the Low Average range. She obtained a Perceptual Reasoning Index (PRI) score of 102 (55th percentile), with a 95% confidence interval of 96 to 108, which places her nonverbal ability in the Average range. She obtained a Working Memory Index (WMI) score of 95 (37th percentile), with a 95% confidence interval of 89 to 102, which places her memory in the Average range. She obtained a Processing Speed Index (PSI) score of 94 (34th percentile), with a 95% confidence interval of 86 to 103, which places her processing speed in the Average range. Significant differences were noted among her index scores. Her PRI score was higher than her VCI score, indicating that her nonverbal abilities are better developed than her verbal concept formation, reasoning, and expression abilities. A difference of the magnitude in Lexi's profile occurred in 13.7% of the standardization sample, making this a common difference.

An evaluation of Lexi's subtest scaled scores revealed no relative (compared to her own abilities) or normative (compared to others) strengths or weaknesses.

Achievement Assessment:

Lexi was administered the WJ-IV and obtained the following results:

<u>Cluster Scores</u>	<u>Standard Score</u>	<u>Grade Equivalent</u>
Broad Achievement	101	13.0
Broad Reading	97	11.3
Broad Math	103	13.0
Broad Written Language	103	13.0
Basic Reading	108	>17.9
Math Calculation	106	>17.9
Written Expression	103	13.0

<u>Subtest Administered</u>	<u>Standard Score</u>	<u>Grade Equivalent</u>
Letter-Word Identification	99	12.1
Applied Problems	97	11.0
Spelling	101	13.0
Passage Comprehension	98	12.6
Calculation	106	>14.8
Writing Samples	106	>17.9
Word Attack	121	>17.9
Oral Reading	91	8.3
Sentence Reading Fluency	96	10.0
Math Facts Fluency	104	14.0
Sentence Writing Fluency	99	11.0

The WJ-IV measures three basic academic skills: reading, writing, and arithmetic. Additionally, math calculation and writing abilities are assessed. Results are reported for both cluster scores and subtest scores in standard scores with a mean score of 100 and standard deviation of 15.

Lexi achieved a standard score of 101 (51st percentile) on the Broad Achievement Cluster, with a 95% confidence interval of 97 to 104. This score places her reading ability in the Average range. Lexi achieved a standard score of 97 (42nd percentile) on the Broad Reading Cluster, with a 95% confidence interval of 91 to 103. This score places her reading ability in the Average range. Lexi achieved a standard score of 103 (58th percentile) on the Broad Math Cluster, with a 95% confidence interval of 98 to 108. This score places her math ability in the Average range. Lexi achieved a standard score of 103 (57th percentile) on the Broad Written Language Cluster, with a 95% confidence interval of 96 to 109. This score places her writing ability in the Average range. Lexi achieved a standard score of 108 (71st percentile) on the Basic Reading Cluster, with a 95% confidence interval of 98 to 119. This score places her math ability in the Average range. Lexi achieved a standard score of 106 (65th percentile) on the Math Calculation Cluster, with a 95% confidence interval of 100 to 112. This score places her math ability in the Average range. Lexi achieved a standard score of 103 (59th percentile) on the Written Expression Cluster, with a 95% confidence interval of 94 to 112. This score places her writing ability in the Average range.

An examination of Lexi's subtests revealed no normative or relative strengths or weaknesses.

A comparison of Lexi's WAIS-IV FSIQ with her WJ-IV cluster scores reveals that Lexi is achieving at a level higher than expected in mathematics and writing given her FSIQ.

SUMMARY

Lexi Pro is a 19-year-old Biracial female who was referred for a personality assessment. She obtained an FSIQ on the WAIS-IV of 93, which places her intellectual functioning in the Average range. She obtained a VCI score of 87, a PRI score of 102, a WMI score of 95, and a PSI score of 94. Her PRI score was higher than her VCI score, which indicates a strength in perceptual reasoning. On the WJ-IV, Lexi obtained a Broad Achievement score of 101, a Broad Reading score of 97, a Broad Written Language score of 103, a Broad Math score of 103, a Basic Reading score of 108, a Math Calculation score of 106, and a Written Expression score of 103. This places her overall academic achievement in the Average range.

Emily Roepke, B.S.
Graduate Student

Frederick G. Grieve, Ph.D.
Licensed Psychologist

HYPOTHESES:

1. Lexi is functioning at an average intellectual level.
2. Lexi's achievement is commensurate with her intelligence.
3. Lexi struggles with verbal comprehension tasks.