




Name Jessie Mieskella  
 Examiner T. Dunning, Ph.D.  
 Age 28 Date of Testing 6-29-04

## 1. Picture Completion

7/10/75

**TIME LIMIT** 20 seconds each item  **REVERSE RULE** Score of 0 on Item 6 or 7, administer Items 1-5 in reverse sequence until two consecutive perfect scores are obtained.  **DISCONTINUE RULE** 3 consecutive scores of 0 

### Examinee Response to Item

Names object pictured rather than missing part  
 Mentions part of the picture that is off the page (e.g., the legs of the man in Item 14)  
 Mentions an unessential missing part

### Examiner Query

(Say each query only once for the entire administration)

**Yes, but what is missing?**

**Something is missing in the picture. What is it that is missing?**

**Yes, but what is the most important part that is missing?**

If the examinee responds correctly after any of the above queries, score 1 point for the response.

Item	Response	Score (0 or 1)
1. Comb		1
2. Table		1
3. Face		1
4. Briefcase		1
5. Train		1
6. Door	DK knob	1
7. Glasses	pts	1
8. Pitcher	DK water? DK	1
9. Pliers	bolt	1

Item	Response	Score (0 or 1)
10. Leaf	pts	1
11. Pie	hole in pie	1
12. Jogging	his products	1
13. Fireplace	DK	0
14. Mirror	OT gets brush/fairly	0
15. Chair	wood on chair	1
16. Roses	Stems	1
17. Knife	ham? DK	0
18. Boat	The dock	0

Item	Response	Score (0 or 1)
19. Basket	DK	0
20. Clothing	Cent fall	0
21. Lockers	DK	0
22. Cow		
23. Tennis Shoes		
24. Woman		
25. Barn		

Total Raw Score (Maximum = 25) 14

## 2. Vocabulary

**REVERSE RULE** Score of 0 or 1 on Item 4 or 5, administer Items 1-3 in reverse sequence until two consecutive perfect scores are obtained.  **DISCONTINUE RULE** 3 consecutive scores of 0  **SCORING RULE** All Items: 0, 1, or 2 pts. 

Item	Response	Score (0, 1, or 2)
1. Bed		2
2. Ship		2
3. Penny		2
4. Winter	time the yr outside - seasons (else abt winter) cold	2
5. Breakfast	what you eat in am when you get up	2
6. Repair	mess of st broken you fix it - you get a dent in your car or rip in	2
7. Assemble	to put 2 ggs	2

005348

## 2 Vocabulary (continued)

U is able to <sup>or know</sup> identify these words to #17  
DK what they mean

Item	Response	Score (0, 1, or 2)
8. Yesterday	as today but the day off yesterday (repeat) not today but yesterday (DK how to say it. not)	2*
9. Terminate	today - yesterday DK how to say it DK - I hear on TV "terminator" but not how to use	0
10. Consume	DK what means	0
11. Sentence	you've got a sentence - a judge sends you to prison (what is it the kind of DK) Ray writes a "sentence"	0
12. Confide	if write a sam't not write? (DK) Bob caught me off guard DK	2
13. Remorse	you feel remorse what st. I never had to use DK	0
14. Ponder	DK what it means.	0
15. Compassion		
16. Tranquil		
17. Sanctuary		
18. Designate		
19. Reluctant		
20. Colony		
21. Generate		
22. Ballad		
23. Pout		
24. Plagiarize		
25. Diverse		
26. Evolve		
27. Tangible		
28. Fortitude		
29. Epic		
30. Audacious		
31. Ominous		
32. Encumber		
33. Tirade		

005349

Total Raw Score  
(Maximum = 66)

16

# Digit Symbol—Coding

1	2	3	4	5	6	7	8	9
—	⊥	□	└	▮	○	∧	⊗	≡

52  
13  
65



## Sample Items

2	1	3	7	2	4	8	2	1	3	2	1	4	2	3	5	2	3	1	4
⊥	—	∩	∧	⊥	└	⊗	⊥	—	∩	⊥	—	└	⊥	∩	▮	⊥	∩	—	└

5	6	3	1	4	1	5	4	2	7	6	3	5	7	2	8	5	4	6	3
▮	○	∩	—	└	—	▮	└	∧	○	∩	▮	∧	⊥	⊗	▮	└	○	∩	∩

7	2	8	1	9	5	8	4	7	3	6	2	5	1	9	2	8	3	7	4
∧	⊥	⊗	—	≡	▮	⊗	└	∧	∩	○	⊥	▮	—	≡	⊥	⊗	∩	└	└

6	5	9	4	8	3	7	2	6	1	5	4	6	3	7	9	2	8	1	7
○	▮	≡	└	⊗	∩	⊥	○	—	▮	└									

9	4	6	8	5	9	7	1	8	5	2	9	4	8	6	3	7	9	8	6

2	7	3	6	5	1	9	8	4	5	7	3	1	4	8	7	9	1	4	5

7	1	8	2	9	3	6	7	2	8	5	2	3	1	4	8	4	2	7	6

005350

### 3. Digit Symbol—

Coding  
(previous page)

**DISCONTINUE RULE**  
 20 seconds  
 (100 points)

Time Limit	120*
Completion Time	
Total Raw Score	Maximum=133 (65)

### Digit Symbol—

Incidental Learning (Optional)  
(Response Booklet)

**DISCONTINUE RULE**  
 Administer both rows

	Total Score
Pairing	Maximum=18
Free Recall	Maximum=9

### Digit Symbol—

Copy (Optional)  
(Response Booklet)

**DISCONTINUE RULE**  
 90 seconds

Time Limit	90*
Completion Time	
Total Raw Score	Maximum=133

### 4. Similarities

**REVERSE RULE**  
 10 seconds for 1 set item 0 or 2 administrations  
 Items 1-5 in reverse sequence until two  
 consecutive perfect scores are obtained.

**DISCONTINUE RULE**  
 4 consecutive scores  
 (10)

**SCORING RULE**  
 Items 1-5 0 or 1 pts for each  
 response. Items 6-19 0, 1 or 2 pts  
 for each response.

Item	Response	Score (0 or 1)
1. Fork-Spoon		1
2. Socks-Shoes		1
3. Yellow-Green		1
4. Dog-Lion		1
5. Coat-Suit		1
6. Piano-Drum	music (?) what people use in music	(0, 1, or 2) 2
7. Orange-Banana	b. fruit	2
8. Eye-Ear	ooo... shape on the human body	1
9. Boat-Automobile	you drive 'em	1
10. Table-Chair	b. furniture	2
11. Work-Play	I don't see how alike. depends what you do for a job in sports (Sport? swimming) Football game playing	0
12. Steam-Fog	both working hard (outside of sports?) See hand 1/1 Both are smokes IDK how to say the words	0
13. Egg-Seed	OK	0
14. Democracy-Monarchy	OK do know they different those	0
15. Poem-Statue		
16. Praise-Punishment		
17. Fly-Tree		
18. Hibernation-Migration		
19. Enemy-Friend		

005351

Total Raw Score  
(Maximum = 33)

(13)

# 5. Block Design

*Recognizes incorrect but cannot solve*

 <b>REVERSE RULE</b> Score of 0 or 1 on Item 5 or 6, administer Items 3-4 in reverse sequence until two consecutive perfect scores are obtained.	 <b>DISCONTINUE RULE</b> 3 consecutive scores of 0.	 <b>SCORING RULE</b> Items 1-6: 2 pts. for ea. correct design in Trial 1, 1 pt. for each correct design in Trial 2. 0 pts. for each incorrect design in Trials 1 & 2. Items 7-14: Circle the appropriate score up to a maximum of 7 pts.
---	--	---

EXAMINEE @ #6: *This seems like it will be difficult for him - will see He is struggling to see designs + shapes - concrete.*

Design	Time Limit	Incorrect Design	Completion Time in Seconds	Correct Design	Score (Circle the appropriate score for each design.)
1.	30"	Trial 1  Trial 2		Y N	Trial 2: 0 1 <u>2</u> <i>Score</i>
2.	30"	Trial 1  Trial 2		Y N	Trial 2: 0 1 <u>2</u>
3.	30"	Trial 1  Trial 2		Y N	Trial 2: 0 1 <u>2</u>
4.	30"	Trial 1  Trial 2		Y N	Trial 2: 0 1 <u>2</u> <b>12</b>
5.	60"	Trial 1  Trial 2	13	<u>Y</u> N	Trial 2: 0 1 <u>2</u>
6.	60"	Trial 1  Trial 2	23	<u>Y</u> N	Trial 2: 0 1 <u>2</u> <b>9</b>
7.	60"	Trial 1  Trial 2	19	<u>Y</u> N	0 <u>4</u> 5 6 7 <i>16-20 11-15 6-10 1-5</i>
8.	60"	Trial 1  Trial 2	OT	Y <u>N</u> <u>0</u> <i>cannot do it</i>	0 4 5 6 7 <i>16-20 11-15 6-10 1-5</i>
9.	60"	Trial 1  Trial 2	42	<u>Y</u> N	0 <u>4</u> 5 6 7 <i>16-20 11-15 1-10</i>
10.	120"	Trial 1  Trial 2	1:21	Y <u>N</u> <u>0</u> <i>cannot do it</i>	0 4 5 6 7 <i>36-120 26-35 21-25 1-20</i>
11.	120"	Trial 1  Trial 2	50	Y <u>N</u> <u>0</u> <i>he likes my separate rows</i>	0 4 5 6 7 <i>66-120 46-65 31-45 1-30</i>
12.	120"	Trial 1  Trial 2	20	Y <u>N</u> <u>0</u> <i>unable to do</i>	0 4 5 6 7 <i>76-120 56-75 41-55 1-40</i>
13.	120"	Trial 1  Trial 2		Y N	0 4 5 6 7 <i>76-120 56-75 41-55 1-40</i>
14.	120"	Trial 1  Trial 2		Y N	0 4 5 6 7 <i>66-120 46-65 36-45 1-35</i>

EXAMINER *Sometimes I get confused #10 - doesn't see how to anchor*

Total Raw Score (Maximum = 68) **20**

005352

## 6. Arithmetic

**REVERSE RULE**  
 Score of 0 on Item 4 or 5, administer Items 1-3 in reverse sequence until two consecutive perfect scores are obtained.  
 (Note: Correct responses appears in **bold italic**. Administer Sample Items A-C to all examinees.)

**DISCONTINUE RULE**  
 4 consecutive scores of 0 or 2 scores of 0 on 5 consecutive items

**SCORING RULE**  
 Items 1-12: 0 or 1 pt. for each response  
 Items 13-20: 1, 1, or 2 pts

Problem	Time Limit	Completion Time in Seconds	Correct Response	Response	Score (0 or 1)	Problem	Time Limit	Completion Time in Seconds	Correct Response	Response	Score (0 or 1)
1.	15"		3		1	11.	30"		\$10.50		
2.	15"		7		1	12.	60"		30¢		
3.	15"		5		1	13.	60"		\$186.00		
4.	15"		2		1	14.	60"		10		
5.	15"	4"	\$9.00	\$9	1	15.	60"		\$600.00		
6.	15"	5"	\$4.00	\$4	1	16.	60"		43		
7.	30"	OT	5	4	0	17.	60"		\$51.00		
8.	30"	7"	\$1.50	1.25	0	18.	60"		\$49.50		
9.	30"	OT 47"	8	GUESS ab + 1/2	0	19.	60"		1 of 4 or 5 of 20		
10.	30"	36"	\$3.60	BK	0	20.	120"		96		

@ 37" gets it correct "5" - after adding manually  
 "for not good at counting that quick"

Total Raw Score (Maximum = 22) **6**

## Matrix Reasoning

**REVERSE RULE**  
 Score of 0 on Item 4 or 5, administer Items 1-3 in reverse sequence until two consecutive perfect scores are obtained.  
 (Note: Correct responses appears in **bold italic**. Administer Sample Items A-C to all examinees.)

**DISCONTINUE RULE**  
 4 consecutive scores of 0 or 2 scores of 0 on 5 consecutive items

**SCORING RULE**  
 All Items: 0 or 1 pt. for each response.  
 Do not score Sample Items A-C.

Item	Response Options (Circle one)						Score (0 or 1)
A.	1	2	3	4	5	DK	
B.	1	2	3	4	5	DK	
C.	1	2	3	4	5	DK	
1.	1	2	3	4	5	DK	1
2.	1	2	3	4	5	DK	1
3.	1	2	3	4	5	DK	1
4.	1	2	3	4	5	DK	1
5.	1	2	3	4	5	DK	1
6.	1	2	3	4	5	DK	0
7.	1	2	3	4	5	DK	0
8.	1	2	3	4	5	DK	1
9.	1	2	3	4	5	DK	0
10.	1	2	3	4	5	DK	1
11.	1	2	3	4	5	DK	1
12.	1	2	3	4	5	DK	0

ok why not guess

#11 - all of them have been used already  
 goes to 5 - it had been used yet so 5

Item	Response Options (Circle one)						Score (0 or 1)
13.	1	2	3	4	5	DK	1
14.	1	2	3	4	5	DK	0
15.	1	2	3	4	5	DK	1
16.	1	2	3	4	5	DK	0
17.	1	2	3	4	5	DK	0
18.	1	2	3	4	5	DK	0
19.	1	2	3	4	5	DK	0
20.	1	2	3	4	5	DK	
21.	1	2	3	4	5	DK	
22.	1	2	3	4	5	DK	
23.	1	2	3	4	5	DK	
24.	1	2	3	4	5	DK	
25.	1	2	3	4	5	DK	
26.	1	2	3	4	5	DK	

guess  
 guess  
 guess

Total Raw Score (Maximum = 26) **10**

005353

# 8. Digit Span



### DISCONTINUE RULE

Digits Forward & Backward:  
 If a child fails two trials of any item, stop the Digits Forward & Backward, administer both trials of each item, even if Trial 1 is passed. Administer Digits Backward even if examinee scores 0 on Digits Forward.



### SCORING RULE

Each Trial: 0 or 1 pt. for each response  
 Item score = Trial 1 + Trial 2

Digits Forward			Trial Score	Item Score (0, 1, or 2)	Digits Backward			Trial Score	Item Score (0, 1, or 2)
Trial	Item/Response				Trial	Item/Response			
1	1 1-7	17	1	2	1	1 2-4	42	1	2
	2 6-3	63	1			2 5-7	75	1	
2	1 5-8-2	582	1	2	2	1 6-2-9	926	1	2
	2 6-9-4	694	1			2 4-1-5	514	1	
3	1 6-4-3-9	6439	1	2	3	1 3-2-7-9	9773	1	2
	2 7-2-8-6	7286	1			2 4-9-6-8	8694	1	
4	1 4-2-7-3-1	42731	1	1	4	1 1-5-2-8-6	68251	1	1
	2 7-5-8-3-6	75386	0			2 6-1-6-4-3	lost me	0	
5	1 6-1-9-4-7-3	Too many	0	0	5	1 5-3-9-4-1-8	too many #	0	0
	2 3-9-2-4-8-7	392...DK	0			2 7-2-4-8-5-6	uh-uh	0	
6	1 5-9-1-7-4-2-8				6	1 8-1-2-9-3-6-5			
	2 4-1-7-9-3-8-6					2 4-7-3-9-1-2-8			
7	1 5-8-1-9-2-6-4-7				7	1 9-4-3-7-6-2-5-8			
	2 3-8-2-9-5-1-7-4					2 7-2-8-1-9-6-5-3			
8	1 2-7-5-8-6-2-5-8-4								
	2 7-1-3-9-4-2-5-6-8								

Digits Forward Total Score (Maximum = 16) **7**

Digits Backward Total Score (Maximum = 14) **7**

Forward **7** + Backward **7** = **14** (Maximum = 30)

# 9. Information



### REVERSE RULE

Reverse all 10 items 5 or 6 each number. Items 1-4 in reverse sequence until two consecutive perfect scores are obtained.



### DISCONTINUE RULE

0 consecutive scores of 0.



### SCORING RULE

All Items: 0 or 1 pt. for each response.

Item	Response	Score (0 or 1)	Item	Response	Score (0 or 1)
1. Saturday		1	8. Hamlet	DK	0
2. Age		1	9. Brazil	DK	0
3. Ball	R	1	10. MLK, Jr.	Black man - helped president, he was president	1
4. Months	12	1	11. Civil War President	DK	0
5. Thermometer	To check the temp.	1	12. Cleopatra	Some Egyptian woman (KNOVE) No	0
6. Sunrise	Dont peek after.	0	13. Italy	Rome?	1
7. Weeks	DK	0	14. Relativity	DK	0

DK East in Ark - rise in East in Calif - eny on the coast  
 DK - no - prob rise in another dirj (calif)

005354

9. Information (continued)

*just a guess, trying to get one hand to be in place - D.K. away.*

Item	Response	Score (0 or 1)	Item	Response	Score (0 or 1)
5. Olympics	<i>Greece? They just are in diff. places.</i>	1	22. Vessels		
16. Sahara Desert	<i>D.K.</i>	0	23. Catherine		
17. Genesis	<i>I couldn't even tell you.</i>	0	24. Continents		
18. Sistine Chapel	<i>D.K.</i>	0	25. Curie		
19. Gandhi	<i>movement of him</i>	0	26. World Population		
20. Koran	<i>D.K.</i>	0	27. Speed of Light		
21. Water	<i>D.K. 350 + g.</i>	0	28. Faust		

Total Raw Score (Maximum = 28) **8**  
 (Include credit for items on previous page.)

10. Picture Arrangement

**DISCONTINUE RULE**  
 A score of 0 is assigned to a response if the student starts with item 2.

**SCORING RULE**  
 Item 1: 2 pts. for correct response on Trial 1  
 1 pt. for correct response on Trial 2  
 0 pts. for incorrect response on Trial 1 or Trial 2  
 Items 2-11: circle the appropriate score up to a maximum of 2 pts.

*Note: There are no item numbers corresponding to correct order for 2-point response (e.g., for item 5, examinee must circle 2 on both trial 1 & 2 in order to score a 2-point item). 2-point responses are possible for all items.*

Item (2 pts.)	Item (1 pt.)	Time Limit	Response Order	Completion Time in Seconds	Score (Circle One)
1. CAP	Trial 1	30"	CAP	5"	0 1 <b>2</b>
	Trial 2	30"	—		
2. BAKE		45"	BAKE	14"	0 <b>2</b>
3. OPENS		60"	OPENS	21"	0 <b>2</b>
4. CHASE		60"	CHASE	15"	0 <b>2</b>
5. CLEAN	NCLEA	90"	NE LAC.	25"	<b>0</b> 1 2
6. HUNT	THUN	90"	THUN	46"	0 <b>1</b> 2
7. SAMUEL/AMUELS	SALMUE	120"	SALEUM	32"	<b>0</b> 1 2
8. LUNCH	LUCNH	120"	LUNCH?	54"	0 1 <b>2</b>
9. CHOIR	HCOIR	120"	RHOC	43"	<b>0</b> 1 2
10. DREAM		120"	MADRE	32"	<b>0</b> 1 2
11. SHARK		120"	HSAKR	31"	<b>0</b> 1 2

*Harry and his some friends - They want play a team & he go get a shark's head to scale em off play a team.*

Total Raw Score (Maximum = 22) **11**

005355



# 11. Comprehension



### REVERSE RULE

Scores of 0 or 1 on item 4 or 5 eliminate items 1-3 in reverse sequence until two consecutive perfect scores are obtained



### DISCONTINUE RULE

4 consecutive scores of 0



### SCORING RULE

Items 1-3, 0 or 1 pt. for each response  
Items 4-18, 0, 1 or 2 pts. for each response

Item	Response	Score (0 or 1)
1. Money	_____	1
2. Watches	So they can tell time	1
3. Clothes	to get em clean	1
4. Envelope	prob leave it there. ... but if I know the person I'd carry it to the prison.	(0, 1, or 2) 1
5. Food*	So it will be good for you inside... kill the staff on em k the guards (another reason) get hair off stuff off books	1
6. Parole*	give you a chance to go home? see if you ready for world (another) No	1
7. Child labor*	Doesn't know about this.	0
8. Professional service	I go to see if you really k what you doing.	2
9. Taxes	IDK. no idea	0
10. History*	To k wh u come from, see what ancest. did. (another) To see what it used to be like then	1
11. Deaf	I dt k that one.	0
12. Forest	just be on walk. or go back and start from wh I come in @	0
13. Jury*	@ least give you a chance to prove u innocent prob try to prove them case - you G jury listens tell about books of story	0
14. City land	I don't even know, I didn't k it did.	0
15. Marriage license		
16. Free press		
17. Swallow		
18. Shallow brooks		

\* If the examinee replies with one idea, ask for a second response.  
Rephrase the test item saying, "Tell me another reason."

Total Raw Score  
Maximum = 33

9

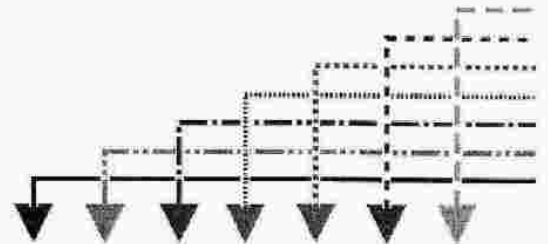
005356



PROFILE PAGE

# wais-III

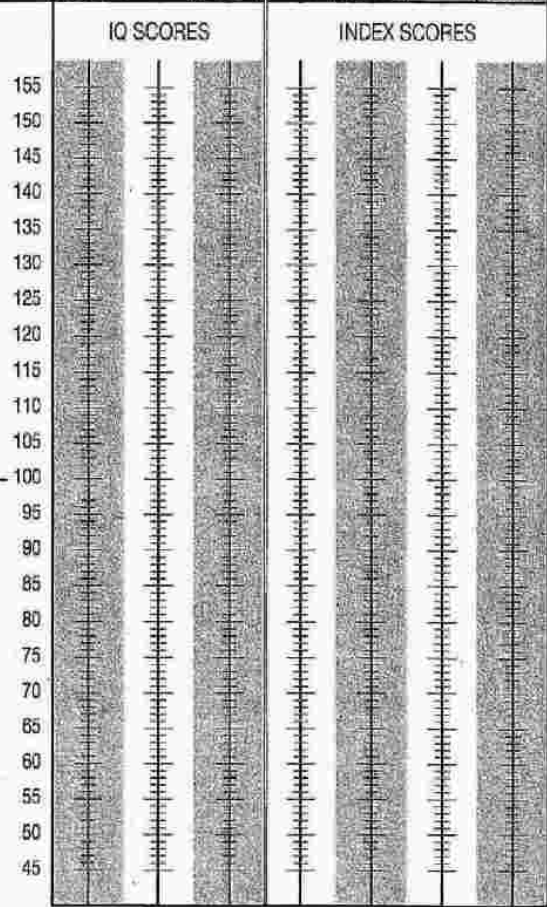
WECHSLER ADULT INTELLIGENCE SCALE - THIRD EDITION



IQ/INDEX SCORES	VIQ	PIQ	FSIQ	VCI	POI	WMI	PSI
Sums of Scaled Scores							
IQ/Index Scores							
Percentiles							
Confidence Intervals							
_____ %							

VERBAL SCALE				PERFORMANCE SCALE										
VC				WM										
V	CI	I	C	A	DE	LN								
19							19							
18							18							
17							17							
16							16							
15							15							
14							14							
13							13							
12							12							
11							11							
10							10							
9							9							
8							8							
7							7							
6							6							
5							5							
4							4							
3							3							
2							2							
1							1							

For subtest score profile, use subtest scaled scores.



For IQ/Index score profile, see Tables A.3-A.8.

005358

**SCORE CONVERSION PAGE**

71? 77? FS: 72

SUBTESTS	Raw Score	Age-Adjusted Scaled Scores						Reference Group Scaled Score
		VERBAL	PERF	VC	PO	WM	PS	
Picture Completion	14		5		5			
Vocabulary	16	4		4				
Digit Symbol-Coding	65		7				7	
Similarities	13	5		5				
Block Design	20		6		6			
Arithmetic	6	3				3		
Matrix Reasoning	10		7		7			
Digit Span	14	8				8		
Information	8	6		6				
Picture Arrangement	11		7					
Comprehension	9	5						
Symbol Search			( )					
Letter-Number Sequencing	8	(7)				7		
Object Assembly	—		( )					
<b>Sums of Scaled Scores</b>		<b>31</b>	<b>32</b>					
		VERBAL	PERF	VC	PO	WM	PS	

Optional Procedures		
Optional Procedure	Raw Score	Cumulative %
Digit Symbol—Incidental Learning		
Paving		
Free Recall		
Digit Symbol—Copy		

For cumulative %, see Table A.11.

Full Scale Score (Verbal + Performance)

For converting raw scores to scaled scores, see Tables A.1 and A.2.

Total		=
+ No. of Subtests		+
Mean Score		Overall Mean

SUBTESTS	Scaled Score	Mean Score	Difference from Mean	Statistical Significance	Strength	Weakness	Frequency of Difference in Subpopulation Sample
Vocabulary							
Similarities							
Arithmetic							
Digit Span							
Information							
Comprehension							
Letter-Number Sequencing							
Picture Completion							
Digit Symbol—Coding							
Block Design							
Matrix Reasoning							
Picture Arrangement							
Symbol Search							
Object Assembly							

**Determining Strengths & Weaknesses**

Check one:

Difference from Overall Mean

Difference from Verbal Mean and Performance Mean

Statistical significance and frequency of difference are provided in Table B.3 of the Administration and Scoring Manual.

For determining strengths and weaknesses, see Table B.3.

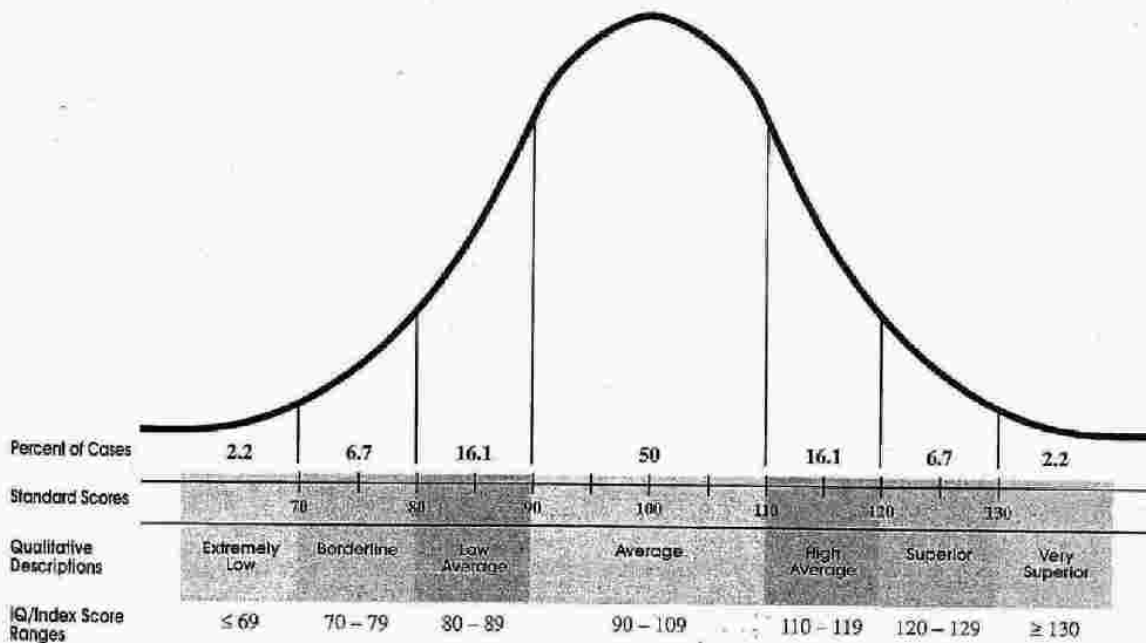
**005359**

# Discrepancy Analysis Page

DISCREPANCY COMPARISONS		Score 1	Score 2	Difference	Statistical Significance level	Frequency of Difference in Standardization Sample
COMPOSITE LEVEL	Verbal IQ - Performance IQ	VIQ	PIQ			
	Verbal Comprehension - Perceptual Organization	VCI	POI			
	Verbal Comprehension - Working Memory	VCI	WMI			
	Perceptual Organization - Processing Speed	POI	PSI			
	Verbal Comprehension - Processing Speed	VCI	PSI			
	Perceptual Organization - Working Memory	POI	WMI			
	Working Memory - Processing Speed	WMI	PSI			
SUBTEST LEVEL	Longest Digit Span Forward					
	Longest Digit Span Backward					
	Digits Forward - Backward	FWD	BKWD			

For discrepancy comparisons, see Tables B.1, B.2, B.6, and B.7.  
 For WAIS-III - WMS-III differences, see the WMS-III Record Form.

Percent of cases under portions of the normal curve



005360



WECHSLER ADULT INTELLIGENCE SCALE - THIRD EDITION

DEMOGRAPHICS PAGE

Record Form

	Year	Month	Day
Date Tested			
Date of Birth			
Age			

Name \_\_\_\_\_ ID: \_\_\_\_\_ Sex  Male  Female

Address \_\_\_\_\_  
Street City State Zip

Highest level of education \_\_\_\_\_ Examiner \_\_\_\_\_

Behavioral Observations

Referral source/Reason for referral/Presenting complaint(s):

Language (Is English native language? If not, indicate examinee's level of fluency; indicate expressive/receptive problems, unusual verbalizations):

Attitude toward testing (e.g., interest, motivation, work habits, rapport, reaction to success/failure):

Physical appearance (e.g., formality and appearance of dress, grooming, hygiene, physical characteristics):

Attention and Concentration:

Visual/Auditory/Motor Problems (Were problems corrected, e.g., with glasses, corrective lenses, hearing aids?):

Other Notes:

3 4 5 6 7 8 9 10 11 12 A B C D E

THE PSYCHOLOGICAL CORPORATION®  
Harcourt Brace & Company

Copyright © 1997 by The Psychological Corporation. All rights reserved.

ISBN 015-4981-06-0



9 780154 981066

005264



# Delis-Kaplan Executive Function System

Dean C. Delis Edith Kaplan Joel H. Kramer

## Standard Record Form

Name: Jessie Misskelley ID: \_\_\_\_\_ Examiner: T. Desiring PhD

Sex:  F  M Handedness:  R  L  Ambidextrous

Highest Level of Education (years): \_\_\_\_\_

Current Grade (if applicable): N/A

School (if applicable): \_\_\_\_\_

DELS INDEX	04	6	29/30
DELS RITA	75	7	10
Average Test	286	11	

Referral Source/Reason for Referral/Presenting Complaints: Defense Atty - Forensic Eval. explained.

Attitude Toward Testing: Excellent.

Affect and Mood: Approp.

Unusual Behaviors and Comments: Approps to Test.

Physical Appearance: Stocky - 200#

Visual/Auditory/Motor Problems: None

Language Background: English only

Diagnostic History: —

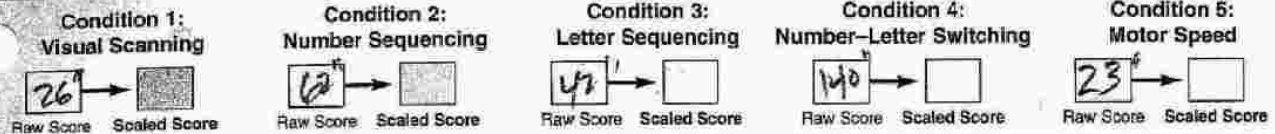
Current Medications: None



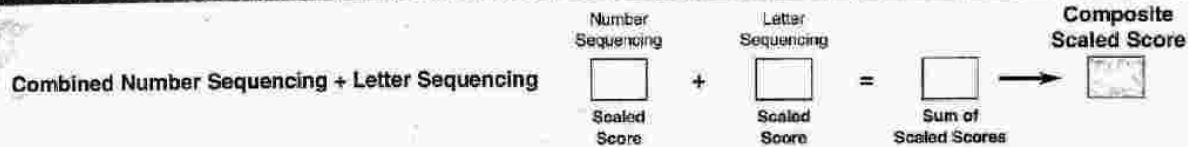
Copyright © 2001 by The Psychological Corporation, a Harcourt Assessment Company. All rights reserved. Printed in the United States of America

# D-KEFS Trail Making Test: Summary of Scores






## Primary Measures: Completion Times



## Primary Combined Measure: Completion Times



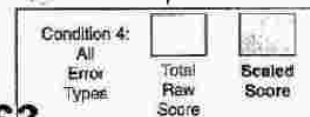
## Primary Contrast Measures: Completion Times

	Switching: Scaled Score	Scaled Score	Scaled Score Difference	Contrast Scaled Score*
Number-Letter Switching vs. Visual Scanning*	<input type="text"/>	Visual Scanning <input type="text"/>	= <input type="text"/>	
Number-Letter Switching vs. Number Sequencing*	<input type="text"/>	Number Sequencing <input type="text"/>	= <input type="text"/>	
Number-Letter Switching vs. Letter Sequencing*	<input type="text"/>	Letter Sequencing <input type="text"/>	= <input type="text"/>	
Number-Letter Switching vs. Combined Number Sequencing + Letter Sequencing*	<input type="text"/>	Number Sequencing + Letter Sequencing Composite <input type="text"/>	= <input type="text"/>	
Number-Letter Switching vs. Motor Speed*	<input type="text"/>	Motor Speed <input type="text"/>	= <input type="text"/>	

\* A low or high contrast scaled score may reflect different cognitive problems; see examiner's manual.

## Optional Measures: Error Analysis

	Condition 1: Visual Scanning		Condition 2: Number Sequencing	Condition 3: Letter Sequencing	Condition 4: Number-Letter Switching	Condition 5: Motor Speed
Omission Errors	<input type="text"/> Raw Score <input type="text"/> Cumulative Percentile Rank	Sequencing Errors	<input type="text"/> Raw Score <input type="text"/> Cumulative Percentile Rank	<input type="text"/> Raw Score <input type="text"/> Cumulative Percentile Rank	<input type="text"/> Raw Score <input type="text"/> Cumulative Percentile Rank	
Commission Errors	<input type="text"/> Raw Score <input type="text"/> Cumulative Percentile Rank	Set-Loss Errors	<input type="text"/> Raw Score <input type="text"/> Cumulative Percentile Rank	<input type="text"/> Raw Score <input type="text"/> Cumulative Percentile Rank	<input type="text"/> Raw Score <input type="text"/> Cumulative Percentile Rank	
		Time-Discontinue Errors	<input type="text"/> Raw Score <input type="text"/> Cumulative Percentile Rank	<input type="text"/> Raw Score <input type="text"/> Cumulative Percentile Rank	<input type="text"/> Raw Score <input type="text"/> Cumulative Percentile Rank	<input type="text"/> Raw Score <input type="text"/> Cumulative Percentile Rank



Note: Cumulative percentile ranks for the D-KEFS were scaled to reflect the percentage of the normative sample that obtained raw scores equal to or worse than the raw score obtained by the examinee.



# D-KEFS Verbal Fluency Test

Common Letter Fluency

	<b>F</b>	<b>A</b>	<b>S</b>	
First Interval: 1-15 Seconds	froze Friday February frisbee 1"-15" <input type="text" value="4"/>	apple apron 1"-15" <input type="text" value="2"/>	Sept Smart Sikh ster Ship 1"-15" <input type="text" value="5"/>	1"-15" <b>F + A + S</b> Correct Responses <input type="text" value="11"/>
Second Interval: 16-30 Seconds	fries futas 16"-30" <input type="text" value="2"/>	Acrobat August 16"-30" <input type="text" value="2"/>	sail seal summer state 16"-30" <input type="text" value="4"/>	16"-30" <b>F + A + S</b> Correct Responses <input type="text" value="8"/>
Third Interval: 31-45 Seconds	flip fural fence floor 31"-45" <input type="text" value="4"/>	alligator 31"-45" <input type="text" value="1"/>	sausage soba 31"-45" <input type="text" value="2"/>	31"-45" <b>F + A + S</b> Correct Responses <input type="text" value="7"/>
Fourth Interval: 46-60 Seconds	folder 46"-60" <input type="text" value="1"/>	air 46"-60" <input type="text" value="1"/>	silver 46"-60" <input type="text" value="1"/>	46"-60" <b>F + A + S</b> Correct Responses <input type="text" value="3"/>
	<b>F</b> Total Correct Responses <input type="text" value="11"/> Total Set-Loss Errors <input type="text" value="0"/> Total Repetition Errors <input type="text" value="0"/>	<b>A</b> Total Correct Responses <input type="text" value="6"/> Total Set-Loss Errors <input type="text" value="0"/> Total Repetition Errors <input type="text" value="0"/>	<b>S</b> Total Correct Responses <input type="text" value="12"/> Total Set-Loss Errors <input type="text" value="0"/> Total Repetition Errors <input type="text" value="0"/>	1"-60" <input type="text" value="29"/> Letter Fluency: Total Correct Raw Score
	Total Correct Responses Correct Responses <input type="text" value="29"/>			

\* Note: Some repetition errors are coded also as set-loss errors; each double-coded error counts as only one response for the total responses measure.

Verbal

005364

# D-KEFS Verbal Fluency Test (continued)

Category Fluency

## Animals

## Boys' Names

First Interval: 1-15 Seconds	Dog Cat Bird Lion Tiger Elephant	1"-15" 8
Second Interval: 16-30 Seconds	15" 15-30 Mouse Bear Zebra Horse Worm OK	16"-30" 7
Third Interval: 31-45 Seconds	Seal Dolphin Shark Octopus 30" Crocodile ostrich	31"-45" 2
Fourth Interval: 46-60 Seconds	45" snake lizard hawk eagle	46"-60" 4

1"-15" Animals + Boys' Names Correct Responses	Josh Charlie Steven Jason Jessie Mike Michael Tom Jimmy Quincy William Willie OK	1"-15" 10	18
16"-30" Animals + Boys' Names Correct Responses	Ken Jimmy Joshua William Willie OK	16"-30" 5	12
31"-45" Animals + Boys' Names Correct Responses	Tom Brandon Brian Eric Alex Alec	31"-45" 6	8
46"-60" Animals + Boys' Names Correct Responses	Sean Robt.	46"-60" 2	6

<b>Animals</b>	
Total Correct Responses	21
Total Set-Loss Errors	0
Total Repetition Errors	0

<b>Boys' Names</b>	
Total Correct Responses	23
Total Set-Loss Errors	0
Total Repetition Errors	0

1"-60" Category Fluency: Total Correct Raw Score	44
---	----

Category Fluency: Total Responses	44
-----------------------------------	----

# D-KEFS Verbal Fluency Test (continued)

Condition 3: Category Switching

## Fruits / Furniture

First Interval: 1-15 Seconds	<p>apple - basket</p> <p>banana Table</p> <p>banana chair</p> <p>orange</p>	1"-16" <b>Fruits</b> + <b>Furniture</b> Correct Responses*	4
Second Interval: 16-30 Seconds	<p>orange desk</p> <p>(Tomato couch)</p>	16"-30" <b>Fruits</b> + <b>Furniture</b> Correct Responses*	2
Third Interval: 31-45 Seconds	<p>Tomato</p>	31"-45" <b>Fruits</b> + <b>Furniture</b> Correct Responses*	1
Fourth Interval: 46-60 Seconds	<p>couch</p>	46"-60" <b>Fruits</b> + <b>Furniture</b> Correct Responses*	1

you can use some fruit over & over? (No) if don't know other fruit...

<div style="border: 1px solid black; padding: 5px; width: 40px; margin: 0 auto;">7</div> <p>Category Switching: Total Switching Accuracy</p>	<div style="border: 1px solid black; padding: 5px; width: 40px; margin: 0 auto;">4</div> <p><b>Fruits</b> Total Correct Responses*</p>	+	<div style="border: 1px solid black; padding: 5px; width: 40px; margin: 0 auto;">4</div> <p><b>Furniture</b> Total Correct Responses*</p>	=	<div style="border: 1px solid black; padding: 5px; width: 40px; margin: 0 auto;">8</div> <p>1"-60" <b>Category Switching:</b> Total Correct Responses*</p>	<p>Raw Score</p>
--	--	---	---	---	--	----------------------

\* Correct responses are summed independent of switching accuracy.

1

 Total Set-Loss Errors

1

 Total Repetition Errors

Category Switching:  
Total Responses Correct Interval: 

9

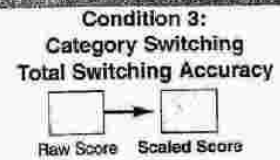
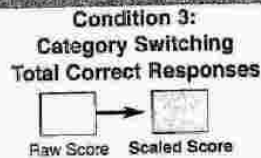
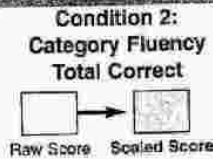
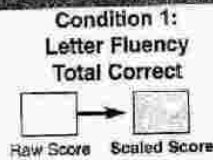
\*\* Note: Some repetition errors are coded also as set-loss errors; each double-coded error counts as only one response for the total responses measure.

Verbal

005366

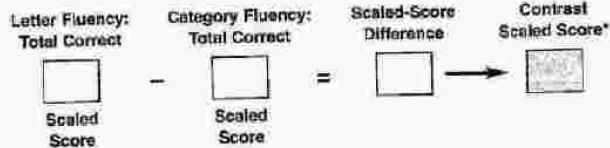
# D-KEFS Verbal Fluency Test: Summary of Scores

## Primary Measures

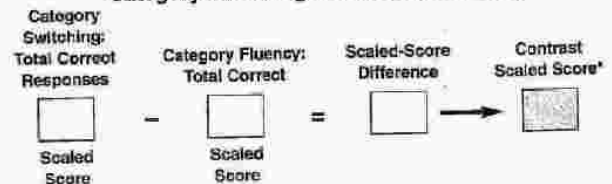


## Primary Contrast Measures

### Letter Fluency vs. Category Fluency\*



### Category Switching vs. Category Fluency\*



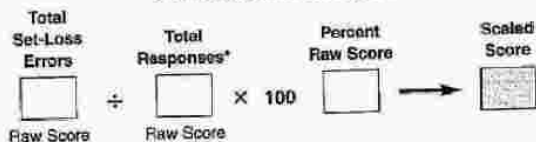
\* A low or high contrast scaled score may reflect different cognitive problems; see examiner's manual.

## Optional Measures: Conditions 1-3 Combined

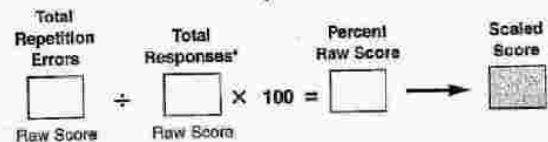
	Condition 1: Letter Fluency Raw Score	+	Condition 2: Category Fluency Raw Score	+	Condition 3: Category Switching Raw Score	=	Total Raw Score	Scaled Score
First Interval (1"-15"): Total Correct	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	<input type="text"/>
Second Interval (16"-30"): Total Correct	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	<input type="text"/>
Third Interval (31"-45"): Total Correct	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	<input type="text"/>
Fourth Interval (46"-60"): Total Correct	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	<input type="text"/>
Set-Loss Errors	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	<input type="text"/>
Repetition Errors	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	<input type="text"/>
Total Responses (Correct + Incorrect)*	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>	<input type="text"/>

\* Note: Some repetition errors are coded also as set-loss errors; each double-coded error counts as only one response for the total responses measure.

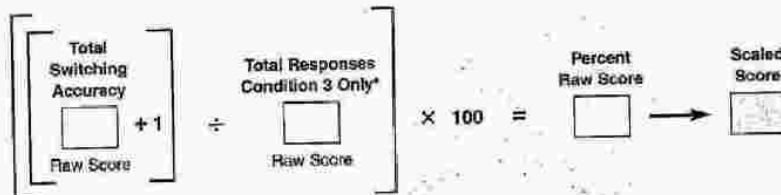
### Percent Set-Loss Errors



### Percent Repetition Errors



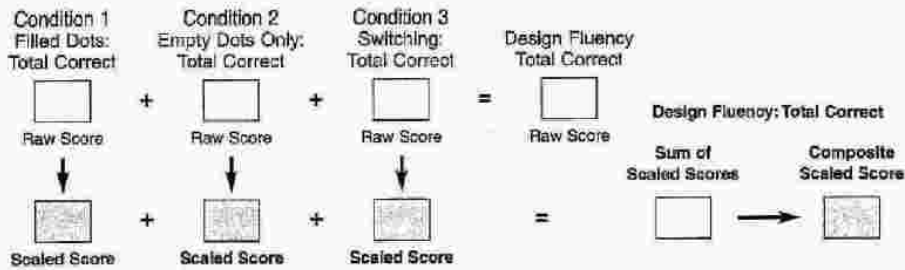
### Category Switching: Percent Switching Accuracy (Condition 3 Only)



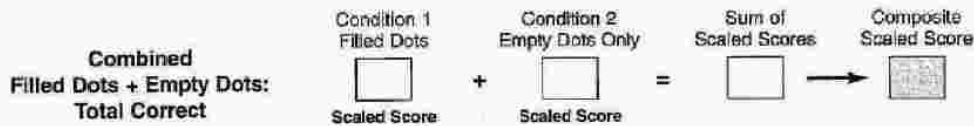
\* Note: Some repetition errors are coded also as set-loss errors; each double-coded error counts as only one response for the total responses measure.

# D-KEFS Design Fluency Test: Summary of Scores

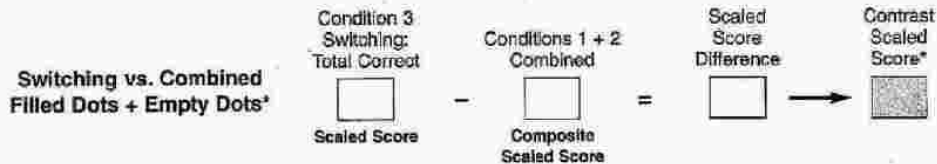
## Primary Measures



## Primary Combined Measure: Filled Dots + Empty Dots

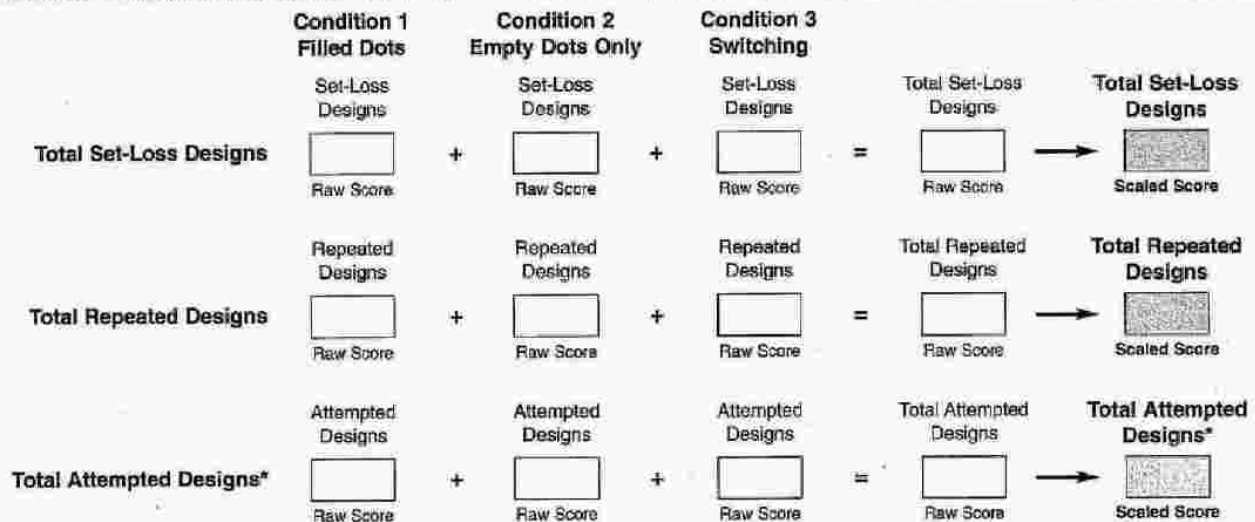


## Primary Contrast Measure

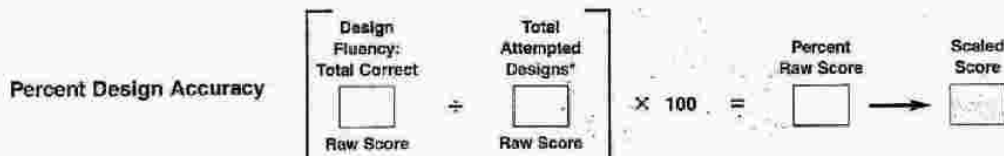


Low or high contrast scaled score may reflect different cognitive problems; see examiner's manual.

## Optional Measures



\* Note: Some repetition errors are coded also as set-loss errors; each double-coded error counts as only one response for the total attempted designs measure.



# D-KEFS Color-Word Interference Test

Ages 8-89

Materials: Record Form, Stimulus Booklet (Flat Position), Stopwatch

## Condition 1: Color Naming

### Discontinue

Discontinue if the examinee has marked difficulty or makes four uncorrected errors on the practice lines. Otherwise, discontinue the scored task after 90 seconds.

### Administration and Recording

Place the stimulus booklet flat on the table in a horizontal (landscape) position directly in front of the examinee so that the two practice lines of Condition 1 are positioned at the top of the page from the examinee's perspective. Say,

This page has patches of color on it. I'd like you to say the colors as quickly as you can without skipping any or making mistakes. When you finish this line (sweep across the first practice line of five squares with your finger), go on to this one (point to the first square of the second row). Now try these first two lines for practice.

If the examinee is able to complete the two practice lines, say, Good. Now, when I say begin, I want you to say the rest of the colors. Begin here (point to the first square on the first line of 10 squares below the practice lines) and say each color, one after the other, without skipping any. When you finish this line (sweep across the first row with your finger), go on to this one (point to the first square of the second row). Keep saying the colors until you reach the end of the last line (point). Say the colors as quickly as you can without making mistakes. Ready? Begin.

Start timing. Follow the examinee's progress item by item. Record errors by writing the first letter of the incorrect color name beneath the correct response and record any nonsense words (e.g., "bleen") verbatim. Indicate self-corrections by drawing a slash mark through the letter or word. Record total completion time in seconds.

Allow the examinee to use a finger to maintain his or her place on the stimulus page. If the examinee skips a line accidentally, point out the error immediately and redirect the examinee to the correct line. Keep the stopwatch running while pointing out line-skipping errors.

If the examinee does not complete the task at the end of 90 seconds, say, Stop. Indicate the last item attempted and record 90 seconds as the total completion time. Items to which the examinee did not respond because the time limit was reached are not counted as errors. Turn the page in the stimulus booklet to Condition 2: Word Reading.

			green	red	blue	green	blue		
			red	blue	green	blue	green		
red	blue	red	green	red	blue	green	blue	red	green
blue	green	red	green	red	green	blue	red	blue	green
red	green	blue	red	green	red	green	blue	green	red
blue	red	green	blue	red	green	blue	red	blue	green
red	blue	red	green	blue	green	blue	red	blue	green

0 ERRORS

## Condition 1: Color Naming



Total  
Uncorrected  
Errors



Total  
Self-Corrected  
Errors

29"

Total  
Time To  
Complete

# D-KEFS Color-Word Interference Test (continued)

## Condition 2: Word Reading

### Discontinue

Discontinue if the examinee has marked difficulty or makes four uncorrected errors on the two practice lines. Otherwise, discontinue the scored task after 90 seconds.

### Administration and Recording

Place the stimulus booklet flat on the table in a horizontal (landscape) position directly in front of the examinee, with the rows of words printed in black ink facing the examinee. Say,

**Now look at this page with words printed on it. I'd like you to read the words aloud as quickly as you can without skipping any or making mistakes. When you finish this line (sweep across the first practice line of five words with your finger), go on to this one (point to the first word of the second row). Now try reading these first two lines for practice.**

If the examinee is able to complete the two practice lines, say,

**Good. Now, when I say begin, I want you to read the rest of the words. Begin here (point to the first word on the first line of 10 words below the practice lines) and read each word, one after the other, without skipping any. Keep reading the words until you reach the end (point to the last word on the last line). Read the words as quickly as you can without making mistakes. Ready? Begin.**

Start timing. Follow the examinee's progress item by item. Record errors by writing the first letter of the incorrect word beneath the correct response and record any nonsense words (e.g., "bleen") verbatim. Indicate self-corrections by drawing a slash mark through the letter or word. Record total completion time in seconds.


Allow the examinee to use a finger to maintain his or her place on the stimulus page. If the examinee skips a line accidentally, point out the error immediately and redirect the examinee to the correct line. Keep the stopwatch running while pointing out line-skipping errors.

If the examinee does not complete the task at the end of 90 seconds, say, Stop. Indicate the last item attempted and record 90 seconds as the total completion time. Items to which the examinee did not respond because the time limit was reached are not counted as errors. Turn the page in the stimulus booklet to Condition 3: Inhibition.

			red	blue	green	red	blue		
			green	blue	green	red	green		
green	red	blue	green	blue	red	blue	green	blue	green
red	green	blue	green	blue	green	red	blue	red	green
red	green	blue	green	red	blue	green	red	blue	red
blue	green	red	blue	green	red	blue	green	blue	red
green	red	blue	red	blue	green	red	blue	red	green

~~0~~ ERRORS 23'

## Condition 2: Word Reading

 Total Uncorrected Errors	 Total Self-Corrected Errors	 Total Time To Complete
---	--	--

Color 005370

# D-KEFS Color-Word Interference Test (continued)

Condition 3: Inhibition

## Discontinue

Discontinue if the examinee has marked difficulty or requires four corrections on the two practice lines. Otherwise, discontinue the scored task after 180 seconds.

## Administration and Recording

Place the stimulus booklet flat on the table in a horizontal (landscape) position directly in front of the examinee, with the rows of words printed in dissonant ink colors facing the examinee. Say,

Now look at this page. It's going to be a little harder than the other pages because the color names are printed in a different-colored ink. For example (point to the first word on the first practice line of five words), do you see how the word red is printed in green ink here? This time, you are to name the color of the ink that the letters are printed in and not read the word. So, what would you say for this one? (Point again to the first word on the first practice line and allow the examinee to respond. Correct any errors.) Good. And this one? (Point to the next two practice items. Correct any errors.) Good. Now try these first two lines for practice.

If the examinee has difficulty understanding the task, you may demonstrate it by naming the ink colors on the first practice line, then inviting the examinee to respond to the second line. If the examinee requires four corrections on the two practice lines, discontinue this condition and do not administer Condition 4: Inhibition/Switching.

If the examinee is able to complete the two practice lines, say,

Good. Now, when I say begin, I want you to do the same thing for the rest of them. Say the color of the ink the letters are printed in; do not read the words. Begin here (point to the first word on the first line of 10 words below the practice lines) and say each ink color, one after the other, without skipping any. Keep saying the ink colors until you reach the end (point to the last word of the last line). Say the ink colors as quickly as you can without making mistakes. Ready? Begin.

Start timing. Follow the examinee's progress item by item. The single letter (r for red, b for blue, g for green) printed in parentheses next to each correct response represents the error response if the examinee reads the word rather than naming the ink color. Record errors by circling the letter or by writing the initial letter of other incorrect colors beneath the correct response. Also record any nonsense words (e.g., "bleen") verbatim. Indicate self-corrections by drawing a slash through the letter or word. Record total completion time in seconds.

Allow the examinee to use a finger to maintain his or her place on the stimulus page. If the examinee skips a line accidentally, point out the error immediately and redirect the examinee to the correct line. Keep the stopwatch running while pointing out line-skipping errors.

If the examinee makes three consecutive errors of reading the words, prompt him or her to name the ink color. Provide this prompt only once during this condition and keep the stopwatch running.

If the examinee does not complete the task at the end of 180 seconds, say, Stop. Indicate the last item attempted and record 180 seconds as the total completion time. Items to which the examinee did not respond because the time limit was reached are not counted as errors. Turn the page in the stimulus booklet to Condition 4: Inhibition/Switching.

green(r) red(b) blue(g) green(b) red(g)  
 blue(r) red(b) green(r) red(g) green(r)  
 red(b) blue(g) red(b) green(r) red(b) blue(r) green(b) blue(r) red(b) green(r)  
 red(b) blue(g) green(b) blue(g) green(r) blue(g) red(b) green(r) red(b) blue(g)  
 green(r) blue(g) green(r) red(b) blue(g) green(r) red(g) blue(r) green(b) red(g)  
 green(b) blue(g) red(b) green(r) blue(g) red(b) green(r) blue(g) green(r) red(g)  
 blue(g) green(b) blue(r) red(b) blue(g) green(r) red(b) blue(g) green(r) red(b)

Condition 3: Inhibition

$\emptyset$   
 Total  
 Uncorrected  
 Errors

$\emptyset$   
 Total  
 Self-Corrected  
 Errors

479  
 Total  
 Time To  
 Complete

$\emptyset$  ENAS



# D-KEFS Color-Word Interference Test (continued)

## Condition 4: Inhibition/Switching

### Discontinue

Do not administer Condition 4 if the examinee had marked difficulty or did not finish before the time limit was reached on Condition 3: Inhibition. Discontinue if the examinee has marked difficulty or requires four corrections on the practice lines of Condition 4. Otherwise, discontinue the scored task after 180 seconds.

### Administration and Recording

Place the stimulus booklet flat on the table in a horizontal (landscape) position directly in front of the examinee, with the rows of words printed in dissonant ink colors, half of which are contained in rectangles, facing the examinee. Say,

**This is the fourth and last page. This time, for many of the words, you are to do the same thing you just did: Name the color of the ink and do not read the words. But if a word is inside a little box, you should read the word and not name the ink color. (Point to the first three items in the first practice line of five words.) For example, what would you say for these first three words? (Allow the examinee to respond and provide corrections if necessary.) Good. Now try these first two lines for practice.**

If the examinee has difficulty understanding the task, you may demonstrate it by responding to the items on the first practice line, then inviting the examinee to respond to the second line. If the examinee requires four corrections on the two practice lines, discontinue this condition. If the examinee is able to complete the practice lines, say,

**Very good. Now, when I say begin, I want you to do the same thing for the rest of them. Say the color of the ink the letters are printed in or read the word if it is in a box. Begin here (point to the first word on the first line of 10 words below the practice lines) and keep going until you reach the end (point to the last word of the last line). Say the ink colors or words as quickly as you can without making mistakes. Ready? Begin.**

Start timing. Follow the examinee's progress item by item. The single letter (*r* for red, *b* for blue, *g* for green) printed in parentheses next to each correct response represents the error response if the examinee either (a) reads the word rather than naming the ink color for an item not contained in a rectangle or (b) names the ink color rather than reading the word for an item contained in a rectangle. Record errors by circling the letter or by writing the initial letter of other incorrect colors beneath the correct response. Also record any nonsense words (e.g., "bleen") verbatim. Indicate self-corrections by drawing a slash through the letter or word. Record total completion time in seconds.

Allow the examinee to use a finger to maintain his or her place on the stimulus page. If the examinee skips a line accidentally, point out the error immediately and redirect the examinee to the correct line. Keep the stopwatch running while pointing out line-skipping errors.

If the examinee makes three consecutive errors, prompt him or her either to name the ink color or to read the word in the rectangle. Provide this prompt only once during this condition and keep the stopwatch running.

If the examinee does not complete the task at the end of 180 seconds, say, **Stop**. Indicate the last item attempted and record 180 seconds as the total completion time. Items to which the examinee did not respond because the time limit was reached are not counted as errors.

				red(b)	blue(r)	green(r)	blue(r)	green(b)		
				blue(g)	red(g)	blue(g)	green(r)	blue(r)		
red(g)	blue(g)	red(g)	green(b)	red(b)	green(r)	blue(r)	green(r)	green(r)	blue(r)	
red(b)	blue(r)	green(r)	red(g)	blue(g)	red(g)	green(b)	red(b)	green(r)	blue(r)	ok
green(b)	blue(r)	green(r)	red(g)	blue(r)	green(r)	green(b)	red(b)	green(b)	red(b)	
red(b)	green(b)	red(b)	green(b)	red(g)	blue(r)	green(r)	blue(r)	blue(g)	red(g)	
green(r)	red(g)	blue(r)	red(b)	green(b)	red(b)	blue(r)	green(r)	blue(g)	red(g)	

## Condition 4: Inhibition/Switching

2

Total  
Uncorrected  
Errors

2

Total  
Self-Corrected  
Errors

181

Total  
Time To  
Complete

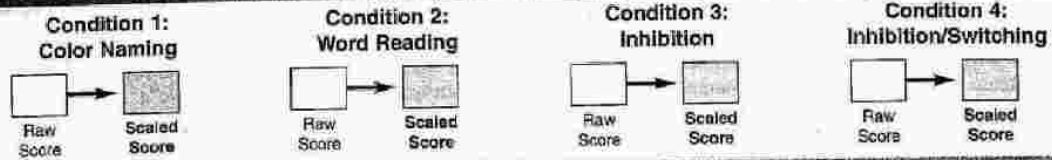
181.9 = (1' 41.9")

005372

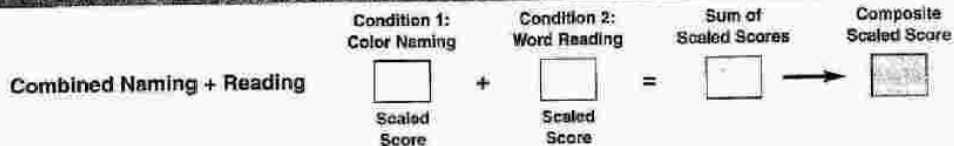
Color

# D-KEFS Color-Word Interference Test: Summary of Scores

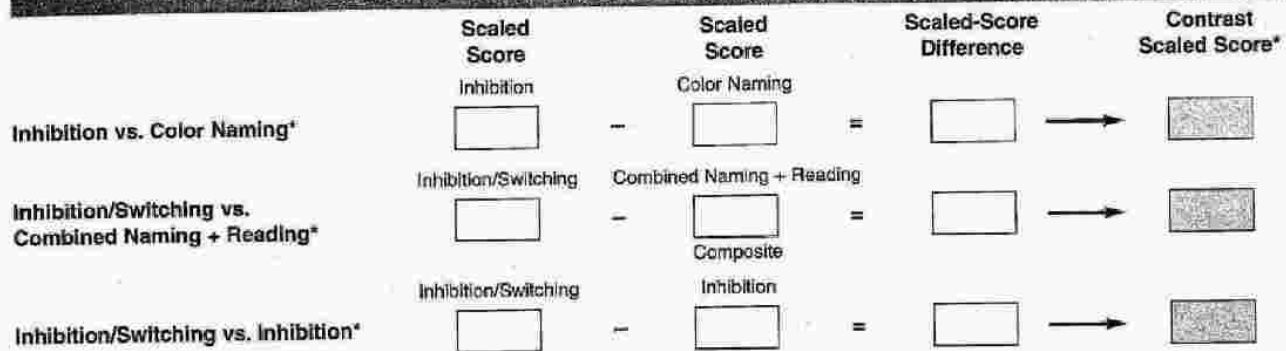
## Primary Measures: Completion Times



## Primary Combined Measure: Completion Times

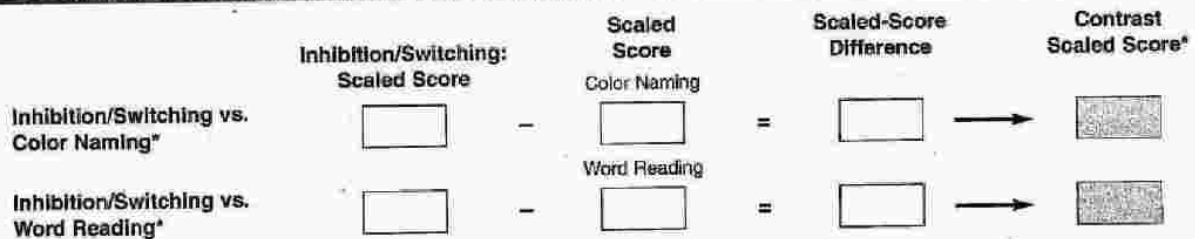


## Primary Contrast Measures: Completion Times



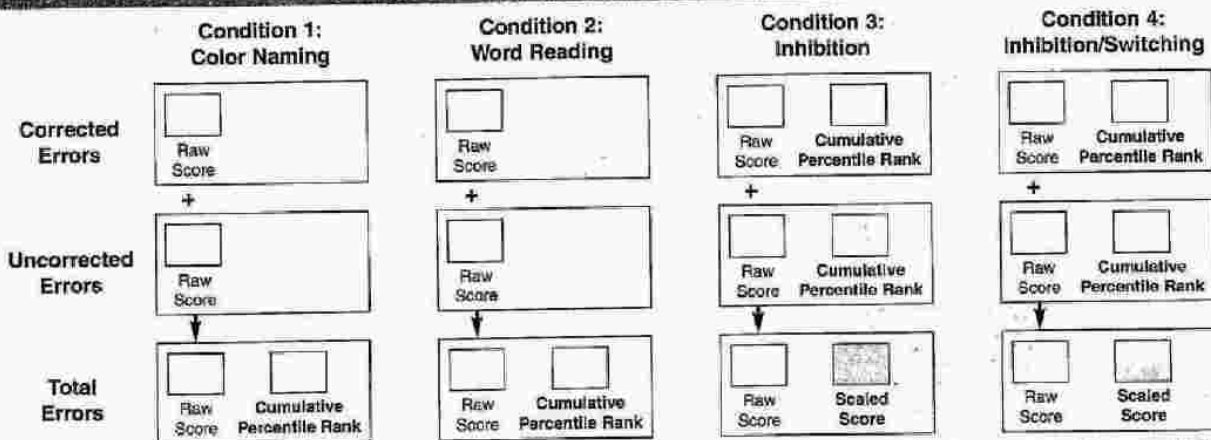
\* A low or high contrast scaled score may reflect different cognitive problems; see examiner's manual.

## Signal Contrast Measures: Completion Times



\* A low or high contrast scaled score may reflect different cognitive problems; see examiner's manual.

## Optional Measures: Error Analysis



Note: Cumulative percentile ranks for the D-KEFS were scaled to reflect the percentage of the normative sample that obtained raw scores equal to or worse than the raw score obtained by the examinee.

# D-KEFS Sorting Test

## Screening Protocol

Words Incorrectly Read: \_\_\_\_\_ Raw Score: \_\_\_\_\_

Words Not Understood: \_\_\_\_\_ Raw Score: \_\_\_\_\_

### Condition 1 - Free Sorting: Card Set 1

Discontinue administration of Card Set 1 after either (a) the examinee indicates that he or she cannot identify any more sorts, even after receiving the single prompt to keep trying; (b) 240 seconds (4 minutes) of cumulative *sorting* time have elapsed; or (c) the examinee has completed 10 attempted sorts.

Description:

Sorting Time  
(Seconds)

Sort:

Animals	Air	1 Syllable
Transportation	Land	2 Syllables

Verbal Sorts

Large	Curved	Uppercase	Blue	White
Small	Straight	Lowercase	Yellow	Red

Perceptual Sorts

For an *incorrect* sort, mark the cards of one group: Airplane Bus Car Duck Eagle Tiger

#### PRIMARY DESCRIPTION MEASURES

1st Group Description Score 0 1 2  
2nd Group Description Score 0 1 2

#### OPTIONAL DESCRIPTION MEASURES

Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

#### PRIMARY SORTING MEASURE

Confirmed Correct Sort Y

#### OPTIONAL SORTING MEASURES

Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Non-target Even Sort	Y
Sort Type	V P

Description:

Cumulative  
Sorting Time  
(Seconds)

Sort:

Animals	Air	1 Syllable
Transportation	Land	2 Syllables

Verbal Sorts

Large	Curved	Uppercase	Blue	White
Small	Straight	Lowercase	Yellow	Red

Perceptual Sorts

For an *incorrect* sort, mark the cards of one group: Airplane Bus Car Duck Eagle Tiger

#### PRIMARY DESCRIPTION MEASURES

1st Group Description Score 0 1 2  
2nd Group Description Score 0 1 2

#### OPTIONAL DESCRIPTION MEASURES

Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

#### PRIMARY SORTING MEASURE

Confirmed Correct Sort Y

#### OPTIONAL SORTING MEASURES

Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Non-target Even Sort	Y
Sort Type	V P

Description:

Cumulative  
Sorting Time  
(Seconds)

Sort:

Animals	Air	1 Syllable
Transportation	Land	2 Syllables

Verbal Sorts

Large	Curved	Uppercase	Blue	White
Small	Straight	Lowercase	Yellow	Red

Perceptual Sorts

For an *incorrect* sort, mark the cards of one group: Airplane Bus Car Duck Eagle Tiger

#### PRIMARY DESCRIPTION MEASURES

1st Group Description Score 0 1 2  
2nd Group Description Score 0 1 2

#### OPTIONAL DESCRIPTION MEASURES

Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

#### PRIMARY SORTING MEASURE

Confirmed Correct Sort Y

#### OPTIONAL SORTING MEASURES

Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Non-target Even Sort	Y
Sort Type	V P

**Description:** \_\_\_\_\_ Cumulative Sorting Time (Seconds)

**Sort:**

Animals	Air	1 Syllable
Transportation	Land	2 Syllables

Large	Curved	Uppercase	Blue	White
Small	Straight	Lowercase	Yellow	Red

**Verbal Sorts**                      **Perceptual Sorts**

For an *incorrect* sort, mark the cards of one group: Airplane Bus Car Duck Eagle Tiger

PRIMARY DESCRIPTION MEASURES		
1st Group Description Score	0	1 2
2nd Group Description Score	0	1 2
OPTIONAL DESCRIPTION MEASURES		
Incorrect Description	Y	
Repeated Description	Y	
No/Don't Know Response	Y	
Noncredit Description	Y	
Overly Abstract Description	Y	
Description Type	V	P

PRIMARY SORTING MEASURE	
Confirmed Correct Sort	Y
OPTIONAL SORTING MEASURES	
Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Nontarget Even Sort	Y
Sort Type	V P

**Description:** \_\_\_\_\_ Cumulative Sorting Time (Seconds)

**Sort:**

Animals	Air	1 Syllable
Transportation	Land	2 Syllables

Large	Curved	Uppercase	Blue	White
Small	Straight	Lowercase	Yellow	Red

**Verbal Sorts**                      **Perceptual Sorts**

For an *incorrect* sort, mark the cards of one group: Airplane Bus Car Duck Eagle Tiger

PRIMARY DESCRIPTION MEASURES		
1st Group Description Score	0	1 2
2nd Group Description Score	0	1 2
OPTIONAL DESCRIPTION MEASURES		
Incorrect Description	Y	
Repeated Description	Y	
No/Don't Know Response	Y	
Noncredit Description	Y	
Overly Abstract Description	Y	
Description Type	V	P

PRIMARY SORTING MEASURE	
Confirmed Correct Sort	Y
OPTIONAL SORTING MEASURES	
Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Nontarget Even Sort	Y
Sort Type	V P

**Description:** \_\_\_\_\_ Cumulative Sorting Time (Seconds)

**Sort:**

Animals	Air	1 Syllable
Transportation	Land	2 Syllables

Large	Curved	Uppercase	Blue	White
Small	Straight	Lowercase	Yellow	Red

**Verbal Sorts**                      **Perceptual Sorts**

For an *incorrect* sort, mark the cards of one group: Airplane Bus Car Duck Eagle Tiger

PRIMARY DESCRIPTION MEASURES		
1st Group Description Score	0	1 2
2nd Group Description Score	0	1 2
OPTIONAL DESCRIPTION MEASURES		
Incorrect Description	Y	
Repeated Description	Y	
No/Don't Know Response	Y	
Noncredit Description	Y	
Overly Abstract Description	Y	
Description Type	V	P

PRIMARY SORTING MEASURE	
Confirmed Correct Sort	Y
OPTIONAL SORTING MEASURES	
Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Nontarget Even Sort	Y
Sort Type	V P

**Description:** \_\_\_\_\_ Cumulative Sorting Time (Seconds)

**Sort:**

Animals	Air	1 Syllable
Transportation	Land	2 Syllables

Large	Curved	Uppercase	Blue	White
Small	Straight	Lowercase	Yellow	Red

**Verbal Sorts**                      **Perceptual Sorts**

For an *incorrect* sort, mark the cards of one group: Airplane Bus Car Duck Eagle Tiger

PRIMARY DESCRIPTION MEASURES		
1st Group Description Score	0	1 2
2nd Group Description Score	0	1 2
OPTIONAL DESCRIPTION MEASURES		
Incorrect Description	Y	
Repeated Description	Y	
No/Don't Know Response	Y	
Noncredit Description	Y	
Overly Abstract Description	Y	
Description Type	V	P

PRIMARY SORTING MEASURE	
Confirmed Correct Sort	Y
OPTIONAL SORTING MEASURES	
Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Nontarget Even Sort	Y
Sort Type	V P

Free Sorting Cards Set 1 (continued)

Description:

Cumulative  
Sorting Time  
(Seconds)

Sort:

Animals	Air	1 Syllable
Transportation	Land	2 Syllables

Verbal Sorts

Large	Curved	Uppercase	Blue	White
Small	Straight	Lowercase	Yellow	Red

Perceptual Sorts

For an *Incorrect* sort, mark the cards of one group: Airplane Bus Car Duck Eagle Tiger

**PRIMARY DESCRIPTION MEASURES**

1st Group Description Score	0	1	2
2nd Group Description Score	0	1	2

**OPTIONAL DESCRIPTION MEASURES**

Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

**PRIMARY SORTING MEASURE**

Confirmed Correct Sort	Y
------------------------	---

**OPTIONAL SORTING MEASURES**

Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Nontarget Even Sort	Y
Sort Type	V P

Description:

Cumulative  
Sorting Time  
(Seconds)

Sort:

Animals	Air	1 Syllable
Transportation	Land	2 Syllables

Verbal Sorts

Large	Curved	Uppercase	Blue	White
Small	Straight	Lowercase	Yellow	Red

Perceptual Sorts

For an *Incorrect* sort, mark the cards of one group: Airplane Bus Car Duck Eagle Tiger

**PRIMARY DESCRIPTION MEASURES**

1st Group Description Score	0	1	2
2nd Group Description Score	0	1	2

**OPTIONAL DESCRIPTION MEASURES**

Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

**PRIMARY SORTING MEASURE**

Confirmed Correct Sort	Y
------------------------	---

**OPTIONAL SORTING MEASURES**

Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Nontarget Even Sort	Y
Sort Type	V P

Description:

Cumulative  
Sorting Time  
(Seconds)

Sort:

Animals	Air	1 Syllable
Transportation	Land	2 Syllables

Verbal Sorts

Large	Curved	Uppercase	Blue	White
Small	Straight	Lowercase	Yellow	Red

Perceptual Sorts

For an *Incorrect* sort, mark the cards of one group: Airplane Bus Car Duck Eagle Tiger

**PRIMARY DESCRIPTION MEASURES**

1st Group Description Score	0	1	2
2nd Group Description Score	0	1	2

**OPTIONAL DESCRIPTION MEASURES**

Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

**PRIMARY SORTING MEASURE**

Confirmed Correct Sort	Y
------------------------	---

**OPTIONAL SORTING MEASURES**

Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Nontarget Even Sort	Y
Sort Type	V P

Free Sorting Cards Set 1

Raw Score

Total Description Score

Number of Confirmed Correct Sorts

005376



**Fourth Sort**

Description:

Cumulative  
Sorting Time  
(Seconds)

Sort:

Clothing Body Parts	Head Feet	Plural Singular	Filled Triangles Empty Triangles	Cursive Printed	Slope Up Slope Down	Triangles Above Triangles Below	Diagonals Close Diagonals Apart
------------------------	--------------	--------------------	-------------------------------------	--------------------	------------------------	------------------------------------	------------------------------------

Verbal Sorts

Perceptual Sorts

For an *incorrect* sort, mark the cards of one group: Ears Hat Mouth Shoe Socks Toes

PRIMARY DESCRIPTION MEASURES	
1st Group Description Score	0 1 2
2nd Group Description Score	0 1 2
OPTIONAL DESCRIPTION MEASURES	
Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

PRIMARY SORTING MEASURE	
Confirmed Correct Sort	Y
OPTIONAL SORTING MEASURES	
Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Non-target Even Sort	Y
Sort Type	V P

**Fifth Sort**

Description:

Cumulative  
Sorting Time  
(Seconds)

Sort:

Clothing Body Parts	Head Feet	Plural Singular	Filled Triangles Empty Triangles	Cursive Printed	Slope Up Slope Down	Triangles Above Triangles Below	Diagonals Close Diagonals Apart
------------------------	--------------	--------------------	-------------------------------------	--------------------	------------------------	------------------------------------	------------------------------------

Verbal Sorts

Perceptual Sorts

For an *incorrect* sort, mark the cards of one group: Ears Hat Mouth Shoe Socks Toes

PRIMARY DESCRIPTION MEASURES	
1st Group Description Score	0 1 2
2nd Group Description Score	0 1 2
OPTIONAL DESCRIPTION MEASURES	
Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

PRIMARY SORTING MEASURE	
Confirmed Correct Sort	Y
OPTIONAL SORTING MEASURES	
Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Non-target Even Sort	Y
Sort Type	V P

Description:

Cumulative  
Sorting Time  
(Seconds)

Sort:

Clothing Body Parts	Head Feet	Plural Singular	Filled Triangles Empty Triangles	Cursive Printed	Slope Up Slope Down	Triangles Above Triangles Below	Diagonals Close Diagonals Apart
------------------------	--------------	--------------------	-------------------------------------	--------------------	------------------------	------------------------------------	------------------------------------

Verbal Sorts

Perceptual Sorts

For an *incorrect* sort, mark the cards of one group: Ears Hat Mouth Shoe Socks Toes

PRIMARY DESCRIPTION MEASURES	
1st Group Description Score	0 1 2
2nd Group Description Score	0 1 2
OPTIONAL DESCRIPTION MEASURES	
Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

PRIMARY SORTING MEASURE	
Confirmed Correct Sort	Y
OPTIONAL SORTING MEASURES	
Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Non-target Even Sort	Y
Sort Type	V P

**Sixth Sort**

Description:

Cumulative  
Sorting Time  
(Seconds)

Sort:

Clothing Body Parts	Head Feet	Plural Singular	Filled Triangles Empty Triangles	Cursive Printed	Slope Up Slope Down	Triangles Above Triangles Below	Diagonals Close Diagonals Apart
------------------------	--------------	--------------------	-------------------------------------	--------------------	------------------------	------------------------------------	------------------------------------

Verbal Sorts

Perceptual Sorts

For an *incorrect* sort, mark the cards of one group: Ears Hat Mouth Shoe Socks Toes

PRIMARY DESCRIPTION MEASURES	
1st Group Description Score	0 1 2
2nd Group Description Score	0 1 2
OPTIONAL DESCRIPTION MEASURES	
Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

PRIMARY SORTING MEASURE	
Confirmed Correct Sort	Y
OPTIONAL SORTING MEASURES	
Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Non-target Even Sort	Y
Sort Type	V P

**Description:** \_\_\_\_\_

**Cumulative Sorting Time (Seconds)**

**Sort:**

Clothing Body Parts	Head Feet	Plural Singular	Filled Triangles Empty Triangles	Cursive Printed	Slope Up Slope Down	Triangles Above Triangles Below	Diagonals Close Diagonals Apart
Verbal Sorts			Perceptual Sorts				

For an *incorrect* sort, mark the cards of one group: Ears Hat Mouth Shoe Socks Toes

PRIMARY DESCRIPTION MEASURES		
1st Group Description Score	0	1 2
2nd Group Description Score	0	1 2
OPTIONAL DESCRIPTION MEASURES		
Incorrect Description	Y	
Repeated Description	Y	
No/Don't Know Response	Y	
Noncredit Description	Y	
Overly Abstract Description	Y	
Description Type	V	P

PRIMARY SORTING MEASURE	
Confirmed Correct Sort	Y
OPTIONAL SORTING MEASURES	
Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Nontarget Even Sort	Y
Sort Type	V P

**Description:** \_\_\_\_\_

**Cumulative Sorting Time (Seconds)**

**Sort:**

Clothing Body Parts	Head Feet	Plural Singular	Filled Triangles Empty Triangles	Cursive Printed	Slope Up Slope Down	Triangles Above Triangles Below	Diagonals Close Diagonals Apart
Verbal Sorts			Perceptual Sorts				

For an *incorrect* sort, mark the cards of one group: Ears Hat Mouth Shoe Socks Toes

PRIMARY DESCRIPTION MEASURES		
1st Group Description Score	0	1 2
2nd Group Description Score	0	1 2
OPTIONAL DESCRIPTION MEASURES		
Incorrect Description	Y	
Repeated Description	Y	
No/Don't Know Response	Y	
Noncredit Description	Y	
Overly Abstract Description	Y	
Description Type	V	P

PRIMARY SORTING MEASURE	
Confirmed Correct Sort	Y
OPTIONAL SORTING MEASURES	
Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Nontarget Even Sort	Y
Sort Type	V P

**Description:** \_\_\_\_\_

**Cumulative Sorting Time (Seconds)**

**Sort:**

Clothing Body Parts	Head Feet	Plural Singular	Filled Triangles Empty Triangles	Cursive Printed	Slope Up Slope Down	Triangles Above Triangles Below	Diagonals Close Diagonals Apart
Verbal Sorts			Perceptual Sorts				

For an *incorrect* sort, mark the cards of one group: Ears Hat Mouth Shoe Socks Toes

PRIMARY DESCRIPTION MEASURES		
1st Group Description Score	0	1 2
2nd Group Description Score	0	1 2
OPTIONAL DESCRIPTION MEASURES		
Incorrect Description	Y	
Repeated Description	Y	
No/Don't Know Response	Y	
Noncredit Description	Y	
Overly Abstract Description	Y	
Description Type	V	P

PRIMARY SORTING MEASURE	
Confirmed Correct Sort	Y
OPTIONAL SORTING MEASURES	
Repeated Sort	Y
Unconfirmed Target Sort	Y
Set-Loss Sort	Y
Nontarget Even Sort	Y
Sort Type	V P

**Raw Score**

Total Description Score

Number of Confirmed Correct Sorts



**Condition 2—Sort Recognition Card Set 1**

Administer all eight target sorts to the examinee. Discontinue administration of *each sort* after either (a) the examinee provides a correct or incorrect description, (b) the examinee indicates that he or she cannot identify the sorting rules, or (c) 45 seconds have elapsed after the examiner made the sort and the examinee failed to initiate a description response.

First Sort

Perceptual Sort

**RULE**

Small Cards                      Large Cards  
*(Bus Car Eagle)                      (Airplane Duck Tiger)*

Description:

PRIMARY DESCRIPTION MEASURES	
1st Group Description Score	0 1 2
2nd Group Description Score	0 1 2
OPTIONAL DESCRIPTION MEASURES	
Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

Second Sort

Verbal Sort

**RULE**

Animals                                      Transportation  
*(Duck Eagle Tiger)                                      (Airplane Bus Car)*

Description:

PRIMARY DESCRIPTION MEASURES	
1st Group Description Score	0 1 2
2nd Group Description Score	0 1 2
OPTIONAL DESCRIPTION MEASURES	
Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

Third Sort

Perceptual Sort

**RULE**

Straight Outer Edges                      Curved Outer Edges  
*(Airplane Bus Tiger)                      (Car Duck Eagle)*

Description:

PRIMARY DESCRIPTION MEASURES	
1st Group Description Score	0 1 2
2nd Group Description Score	0 1 2
OPTIONAL DESCRIPTION MEASURES	
Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

Fourth Sort

Verbal Sort

**RULE**

One-Syllable Words                      Two-Syllable Words  
*(Bus Car Duck)                                      (Airplane Eagle Tiger)*

Description:

PRIMARY DESCRIPTION MEASURES	
1st Group Description Score	0 1 2
2nd Group Description Score	0 1 2
OPTIONAL DESCRIPTION MEASURES	
Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

Fifth Sort

Perceptual Sort

**RULE**

Blue Cards                                      Yellow Cards  
*(Bus Duck Tiger)                                      (Airplane Car Eagle)*

Description:

PRIMARY DESCRIPTION MEASURES	
1st Group Description Score	0 1 2
2nd Group Description Score	0 1 2
OPTIONAL DESCRIPTION MEASURES	
Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P



Condition 5 Sort Recognition Card Set 2

Administer all eight target sorts to the examinee. Discontinue administration of *each sort* after either (a) the examinee provides a correct or incorrect description, (b) the examinee indicates that he or she cannot identify the sorting rules, or (c) 45 seconds have elapsed after the examiner made the sort and the examinee failed to initiate a description response.

1st Sort Perceptual Sort

**RULE**

Diagonals Close (Ears Shoe Socks)      Diagonals Apart (Hat Mouth Toes)

Description:

PRIMARY DESCRIPTION MEASURES	
1st Group Description Score	0 1 2
2nd Group Description Score	0 1 2
OPTIONAL DESCRIPTION MEASURES	
Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

2nd Sort Verbal Sort

**RULE**

Body Parts (Ears Mouth Toes)      Clothing (Hat Shoe Socks)

Description:

PRIMARY DESCRIPTION MEASURES	
1st Group Description Score	0 1 2
2nd Group Description Score	0 1 2
OPTIONAL DESCRIPTION MEASURES	
Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

3rd Sort Perceptual Sort

**RULE**

Triangles Above Word (Ears Mouth Socks)      Triangles Below Word (Hat Shoe Toes)

Description:

PRIMARY DESCRIPTION MEASURES	
1st Group Description Score	0 1 2
2nd Group Description Score	0 1 2
OPTIONAL DESCRIPTION MEASURES	
Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

4th Sort Perceptual Sort

**RULE**

Cursive Letters (Ears Hat Toes)      Printed Letters (Mouth Shoe Socks)

Description:

PRIMARY DESCRIPTION MEASURES	
1st Group Description Score	0 1 2
2nd Group Description Score	0 1 2
OPTIONAL DESCRIPTION MEASURES	
Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

5th Sort Verbal Sort

**RULE**

Plural Words (Ears Socks Toes)      Singular Words (Mouth Shoe Hat)

Description:

PRIMARY DESCRIPTION MEASURES	
1st Group Description Score	0 1 2
2nd Group Description Score	0 1 2
OPTIONAL DESCRIPTION MEASURES	
Incorrect Description	Y
Repeated Description	Y
No/Don't Know Response	Y
Noncredit Description	Y
Overly Abstract Description	Y
Description Type	V P

Perceptual Set

**RULE**

Diagonals Slope Up  
(Ears Hat Shoe)

Diagonals Slope Down  
(Mouth Socks Toes)

Description:

PRIMARY DESCRIPTION MEASURES		
1st Group Description Score	0	1 2
2nd Group Description Score	0	1 2
OPTIONAL DESCRIPTION MEASURES		
Incorrect Description	Y	
Repeated Description	Y	
No/Don't Know Response	Y	
Noncredit Description	Y	
Overly Abstract Description	Y	
Description Type	V	P

Verbal Set

**RULE**

Related to Head  
(Ears Hat Mouth)

Related to Feet  
(Shoe Socks Toes)

Description:

PRIMARY DESCRIPTION MEASURES		
1st Group Description Score	0	1 2
2nd Group Description Score	0	1 2
OPTIONAL DESCRIPTION MEASURES		
Incorrect Description	Y	
Repeated Description	Y	
No/Don't Know Response	Y	
Noncredit Description	Y	
Overly Abstract Description	Y	
Description Type	V	P

Perceptual Set

**RULE**

Filled Triangles  
(Ears Mouth Shoe)

Empty Triangles  
(Hat Socks Toes)

Description:

PRIMARY DESCRIPTION MEASURES		
1st Group Description Score	0	1 2
2nd Group Description Score	0	1 2
OPTIONAL DESCRIPTION MEASURES		
Incorrect Description	Y	
Repeated Description	Y	
No/Don't Know Response	Y	
Noncredit Description	Y	
Overly Abstract Description	Y	
Description Type	V	P

Sort Recognition Card Set 2

Raw Score

Total Description Score

# D-KEFS Sorting Test: Summary of Scores

## Primary Measures

Card Set 1 + Card Set 2 = Raw Score Scaled Score

### Condition 1: Free Sorting

Confirmed Correct Sorts  $\frac{\text{Raw Score}}{\text{Raw Score}} + \frac{\text{Raw Score}}{\text{Raw Score}} = \text{Raw Score} \rightarrow \text{Scaled Score}$

Free Sorting Description Score  $\frac{\text{Raw Score}}{\text{Raw Score}} + \frac{\text{Raw Score}}{\text{Raw Score}} = \text{Raw Score} \rightarrow \text{Scaled Score}$

### Condition 2: Sort Recognition

Sort Recognition Description Score  $\frac{\text{Raw Score}}{\text{Raw Score}} + \frac{\text{Raw Score}}{\text{Raw Score}} = \text{Raw Score} \rightarrow \text{Scaled Score}$

### Combined Description Score

Condition 1: Free Sorting Description Score Scaled Score + Condition 2: Sort Recognition Description Score Scaled Score = Sum of Scaled Scores = Composite Scaled Score

### Contrast Score: Sort Recognition minus Free Sorting Description Score

Condition 2: Sort Recognition Description Score Scaled Score - Condition 1: Free Sorting Description Score Scaled Score = Scaled-Score Difference = Contrast Scaled Score\*

\*Low or high contrast scaled score may reflect different cognitive problems; see examiner's manual.

## Optional Measures

### Word Reading Errors

Raw Score  $\rightarrow$  Cumulative Percentile Rank

Word Reading Errors

### Word Comprehension Errors

Raw Score  $\rightarrow$  Cumulative Percentile Rank

Word Comprehension Errors

Confirmed Correct Sorts: Card Set 1 Raw Score  → Scaled Score

Confirmed Correct Sorts: Card Set 2 Raw Score  → Scaled Score

Confirmed Correct Verbal Sorts  
 Card Set 1 + Card Set 2 = Total Raw Score  → Scaled Score

Confirmed Correct Perceptual Sorts  
 Raw Score + Raw Score = Total Raw Score  → Scaled Score

Confirmed/Unconfirmed Target Sorts  
 Raw Score + Raw Score = Total Raw Score  → Scaled Score

Repeated Sorts  
 Raw Score + Raw Score = Total Raw Score  → Scaled Score

Set-Loss Sorts  
 Raw Score + Raw Score = Total Raw Score  → Cumulative Percentile Rank

Nontarget Even Sorts  
 Raw Score + Raw Score = Total Raw Score  → Cumulative Percentile Rank

Attempted Sorts  
 Raw Score + Raw Score = Total Raw Score  → Scaled Score

Percent Sorting Accuracy  

$$\left[ \frac{\text{Confirmed Correct Sorts}}{\text{Total Raw Score}} \div \frac{\text{Attempted Sorts}}{\text{Total Raw Score}} \right] \times 100 = \text{Percent Raw Score} \rightarrow \text{Scaled Score}$$

Time-Per-Sort Ratio\*\*  

$$\frac{\text{Cumulative Sorting Time Cards Sets 1 + 2}}{\text{Total Raw Score}} \div \frac{\text{Attempted Sorts}}{\text{Total Raw Score}} = \text{Ratio Raw Score} \rightarrow \text{Scaled Score}$$

005385 (CONTINUED)

Free Sorting Description Score: Card Set 1 Raw Score  → Scaled Score

Free Sorting Description Score: Card Set 2 Raw Score  → Scaled Score

Free Sorting Incorrect Descriptions\*  
 Card Set 1 + Card Set 2 = Total Raw Score  → Scaled Score

Free Sorting Repeated Descriptions\*  
 Raw Score + Raw Score = Total Raw Score  → Cumulative Percentile Rank

Percent Description Accuracy  

$$\left[ \frac{\text{Free Sorting Description Score}}{\text{Total Raw Score}} \div \left[ \frac{\text{Attempted Sorts}}{\text{Total Raw Score}} \times 4 \right] \right] \times 100 = \text{Percent Raw Score} \rightarrow \text{Scaled Score}$$

005385

\* Multiple choice responses are not included in these measures.

\*\* A low or high ratio scaled score may reflect different cognitive problems; see examiner's manual.

Optional Measures (continued)

Condition 2: Sort Recognition Description Measures (Optional)

	<b>Raw Score</b>			<b>Scaled Score</b>
Sort Recognition Description Score: Card Set 1	□	→		□
Sort Recognition Description Score: Card Set 2	□	→		□
	<b>Card Set 1</b>	+	<b>Card Set 2</b>	=
Sort Recognition Incorrect Descriptions*	_____	+	_____	=
	Raw Score		Raw Score	=
				□ → □
Sort Recognition Repeated Descriptions*	_____	+	_____	=
	Raw Score		Raw Score	=
				□ → □
				<b>Cumulative Percentile Rank</b>

Combined Conditions 1 + 2: Description Measures (Optional)

	<b>Condition 1: Free Sorting Total</b>	+	<b>Condition 2: Sort Recognition Total</b>	=	<b>Combined Raw Score</b>	→	<b>Scaled Score</b>
Combined Description Score: Verbal Rules	_____	+	_____	=	□	→	□
	Raw Score		Raw Score				
Combined Description Score: Perceptual Rules	_____	+	_____	=	□	→	□
	Raw Score		Raw Score				
Combined No/Don't Know Responses	_____	+	_____	=	□	→	□
	Raw Score		Raw Score				
Combined Noncredit Descriptions	_____	+	_____	=	□	→	□
	Raw Score		Raw Score				<b>Cumulative Percentile Rank</b>
Combined Overly Abstract Descriptions	_____	+	_____	=	□	→	□
	Raw Score		Raw Score				<b>Cumulative Percentile Rank</b>
	<b>Condition 1: Free Sorting</b>	+	<b>Condition 2: Sort Recognition</b>	=	<b>Sum of</b>	→	<b>Composite</b>
Combined Incorrect Descriptions*	Incorrect Descriptions		Incorrect Descriptions		Scaled Scores		Scaled Score
	□	+	□	=	□	→	□
	Scaled Score		Scaled Score				
	Repeated Descriptions	+	Repeated Descriptions	=	<b>Total</b>	→	<b>Cumulative</b>
Combined Repeated Descriptions*	□		□		Raw Score		Percentile Rank
	Raw Score		Raw Score		□	→	□

\* Don't Know responses are not included in these measures

Note: Cumulative percentile ranks for the D-KEFS were scaled to reflect the percentage of the normative sample that obtained raw scores equal to or worse than the raw score obtained by the examinee.

# D-KEFS Twenty Questions Test

Ages 8-89

## Materials

- Record Form
- Stimulus Booklet (Flat Position)

## Discontinue

Do not discontinue. Administer all four items to examinees in the order in which they appear here. Discontinue each item after the examinee either has identified the target object or has asked 20 yes/no questions without identifying the target object. Do not reveal the target object if the examinee has failed to identify it after asking 20 questions.

## Administration and Recording

Position the stimulus booklet flat on the table in a horizontal (landscape) position directly in front of the examinee's midline, with the pictures facing the examinee.

Say,

Now we are going to do something where you ask me questions. I have picked one of these pictures, and I want you to figure out which one it is by asking me questions. You can only ask questions that I can answer yes or no. You can ask any question at all, as long as I can answer it yes or no. Try to guess the picture that I have picked with the fewest number of questions you can. I'm going to write down your questions so I can remember them. Go ahead and ask me the fewest number of yes/no questions you can to figure out which picture I have selected.

Record verbatim each of the examinee's questions in the order that they are asked. Answer Yes if the examinee's question encompasses or identifies the target item or No if it does not. Circle Y (for yes) or N (for no) to indicate your answer to each of the examinee's questions.

Whether or not the examinee correctly identifies the target object for Item 1 after asking 20 yes/no questions or fewer, say,

Good. Let's try the next one. I've picked a new picture, and I want you to ask me the fewest number of yes/no questions you can to figure out which one it is. Go ahead.

Repeat these administration and recording procedures for each of Items 2-4.

## COMMON PROMPTS

- ◆ If an examinee's first question for an item refers only to one object (e.g., "Is it the elephant?"), record and answer the question. Then say, **Remember, try to ask the fewest number of questions you can.** Provide this prompt only once for each item.
- ◆ When answering questions, respond only with yes or no as much as possible. In deciding how to answer, base your response on how most people would respond to the same question. If the question could possibly be answered either way, you may say, **Most people would say yes** or **Most people would say no.** If an answer is true or untrue for an item most of the time, you may say, **Usually yes** or **Usually no.**
- ◆ If you do not know the answer to an examinee's question, say, **That's an excellent question. I'm not sure I know the answer. Try another question.** Do not count this question as one of the 20 questions.
- ◆ If an examinee asks a compound question (e.g., "Is it red and a plant?"), record the response and say, **I can answer only one of those questions. Which one do you want me to answer?** If the examinee asks an either/or question (e.g., "Is it an animal or a fruit?"), ask him or her to rephrase it as a yes/no question. After these prompts, if the examinee provides a yes/no question that clarifies the compound or either/or question, consider both responses as representing one yes/no question.
- ◆ If you are unsure of how to answer a spatial question, say, **Show me the ones you mean.** Pointing to the target object is an acceptable correct response.
- ◆ Some common types of questions ("Is it living?" or "Is it dead?") can be difficult to answer yes or no for some target items. If the object is organic or natural, say, **Yes, it is or once was living.** If the object is inorganic or human-made, say, **No, it never was alive.**
- ◆ If the examinee's question is vague (e.g., "Is it big?"), say, **Could you make your question more specific?** Consider both the vague question and any additional specific question as representing only one question.
- ◆ If an examinee fails to identify the target object after 20 questions but wants to know which one it is, say, **I can't tell you, but try to guess the next one.**

## SPECIAL CONSIDERATIONS

- ◆ If an examinee has difficulty perceiving an object on the stimulus page because of visual problems and asks for clarification (e.g., "Is that a fork?"), record and answer the question; however, do not score or count it as one of the 20 questions allowed for that item.
- ◆ An examinee may have difficulty remembering previously asked questions, your yes/no answers to those questions, or both, and request that the information be repeated. You may provide such information as often as it is requested.
- ◆ If an examinee points to the correct target object but misnames it, the response is still considered correct.

005387



*adjusted ones from previous one 12/12*  
**D-KEFS Twenty Questions Test**

Discontinue each item after the examinee asks 20 questions without identifying the target object.

Total Questions Asked (One)	Item 1 (banana)	Examiner's Answer	Weighted Achievement Score (Circle One)
1	Dog?	Y <input checked="" type="radio"/> N	1
2	Bus	Y <input checked="" type="radio"/> N	1
3	Subm	Y <input checked="" type="radio"/> N	2
4	Helic	Y <input checked="" type="radio"/> N	5
5	Train	Y <input checked="" type="radio"/> N	5
6	banana	Y <input checked="" type="radio"/> N	4
7		Y N	4
8		Y N	3
9		Y N	3
10		Y N	3
11		Y N	2
12		Y N	2
13		Y N	2
14		Y N	2
15		Y N	1
16		Y N	1
17		Y N	1
18		Y N	1
19		Y N	1
20		Y N	1
21	Failed to guess in 20 questions		0

Item 1:  
Total Questions Asked  
Max. = 21

Raw Score	1
Initial Abstraction Score*	1
Optional Scores:	
# Spatial Questions	0
# Repeated Questions	0
# Set-Loss Questions	0

Item 1:  
Weighted Achievement Score  
Max. = 5

Total Questions Asked (Circle One)	Item 2 (spoon)	Examiner's Answer	Weighted Achievement Score (Circle One)
1	Rose?	Y <input checked="" type="radio"/> N	1
2	orange	Y N	1
3	plane	Y N	2
4	fish	Y N	5
5	Le il du dende	Y N	5
6	graph	Y N	4
7	Bus	Y N	4
8	low	Y N	3
9	Store	Y N	3
10	TREE	Y N	3
11	owl	Y N	2
12	train	Y N	2
13	Submarine	Y N	2
14	Shark	Y N	2
15	Car	Y N	1
16	Boat	Y N	1
17	Corn	Y N	1
18	Dog	Y N	1
19	Bowl	Y N	1
20	TREE	Y N	1
21	Failed to guess in 20 questions		0

Item 2:  
Total Questions Asked  
Max. = 21

Raw Score	1
Initial Abstraction Score*	1
Optional Scores:	
# Spatial Questions	0
# Repeated Questions	1
# Set-Loss Questions	0

Item 2:  
Weighted Achievement Score  
Max. = 5

\* Minimum number of objects eliminated by the first question asked regardless of the yes or no answer.

# D-KEFS Twenty Questions Test (continued)

Discontinue each item after the examinee asks 20 questions without identifying the target object.

Total Questions Asked (Circle One)	<b>Item 3 (owl)</b>	Examiner's Answer	Weighted Achievement Score (Circle One)	Total Questions Asked (Circle One)	<b>Item 4 (helicopter)</b>	Examiner's Answer	Weighted Achievement Score (Circle One)	
1	Elephant	Y N	1	1	Is it The ... Car	Y N	1	
2	Shark	Y N	1	2	plane	Y N	1	
3	Dog	Y N	2	3	train	Y N	2	
4	Car	Y N	5	4	fish	Y N	5	
5	Submarine	Y N	5	5	bus	Y N	5	
6	ban bus	Y N	4	6	snake	Y N	4	
7	carrot	Y N	4	7	Rose	Y N	4	
8	apple	Y N	3	8	Helicopter	Y N	3	
9	Rose	Y N	3	9		Y N	3	
10	Helicopter	Y N	3	10		Y N	3	
11	Duck	Y N	2	11		Y N	2	
12	Owl	Y N	2	12		Y N	2	
13		Y N	2	13		Y N	2	
14		Y N	2	14		Y N	2	
15		Y N	1	15	Never uses	Y N	1	
16		Y N	1	16	Categories	Y N	1	
17		Y N	1	17	always abstract	Y N	1	
18		Y N	1	18	& concrete	Y N	1	
19		Y N	1	19	step by step	Y N	1	
20		Y N	1	20	no logical short cuts	Y N	1	
21	← Failed to guess in 20 questions →			0	21	← Failed to guess in 20 questions →		

12

Item 3:  
Total Questions Asked  
Max. = 21

Initial Abstraction Score*	1
<b>Optional Scores:</b>	
# Spatial Questions	0
# Repeated Questions	0
# Set-Loss Questions	0

2

Item 3:  
Weighted Achievement Score  
Max. = 5

8

Item 4:  
Total Questions Asked  
Max. = 21

Initial Abstraction Score*	1
<b>Optional Scores:</b>	
# Spatial Questions	0
# Repeated Questions	0
# Set-Loss Questions	0

3

Item 4:  
Weighted Achievement Score  
Max. = 5

# D-KEFS Twenty Questions Test: Summary of Scores

## Primary Measures

	Item 1 Raw Score	+	Item 2 Raw Score	+	Item 3 Raw Score	+	Item 4 Raw Score	=	Total Raw Score	→	Scaled Score
Initial Abstraction Score*	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>

\* Minimum number of objects eliminated by the first question asked regardless of the yes or no answer.

Total Questions Asked	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	→	<input type="text"/>
-----------------------	----------------------	---	----------------------	---	----------------------	---	----------------------	---	----------------------	---	----------------------

Total Weighted Achievement Score	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	→	<input type="text"/>
----------------------------------	----------------------	---	----------------------	---	----------------------	---	----------------------	---	----------------------	---	----------------------

## Optional Measures

	Item 1 Raw Score	+	Item 2 Raw Score	+	Item 3 Raw Score	+	Item 4 Raw Score	=	Total Raw Score	→	Cumulative Percentile Rank
Spatial Questions	<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>		<input type="text"/>

Repeated Questions	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	→	<input type="text"/>
--------------------	----------------------	---	----------------------	---	----------------------	---	----------------------	---	----------------------	---	----------------------

Set-Loss Questions	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	→	<input type="text"/>
--------------------	----------------------	---	----------------------	---	----------------------	---	----------------------	---	----------------------	---	----------------------

Note: Cumulative percentile ranks for the D-KEFS were scaled to reflect the percentage of the normative sample that obtained raw scores equal to or worse than the raw score obtained by the examinee.

# D-KEFS Word Context Test

Do not discontinue. Administer all items in the order presented here and in the stimulus booklet.

Practice Item: sev (apple)

Examinee's Responses:

1. food
2. apples
3. apple
4. apple
5. (never heard expression) apple.

start

gold

Examinee's Responses:

1. meditate
2. say
3. cook
4. drink milk
5. "do anything" hamburgers

Response Correct	1st Sentence Correct (Circle One)	1st Sentence Consecutively Correct (Circle One)	Optional: # Repeated Incorrect Raw Score	Optional: # No/DK Responses Raw Score	Optional: # Correct-to-incorrect Raw Score
Y <input checked="" type="radio"/> N	5	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y <input checked="" type="radio"/> N	4	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y <input checked="" type="radio"/> N	3	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y <input checked="" type="radio"/> N	2	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y <input checked="" type="radio"/> N	1	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Incorrect responses on all sentences:  0

Incorrect response on Sentence 5:  0

2. onion

Examinee's Responses:

1. DK no idea
2. stretch
3. DK
4. Rap
5. Dance

Response Correct	1st Sentence Correct (Circle One)	1st Sentence Consecutively Correct (Circle One)	Optional: # Repeated Incorrect Raw Score	Optional: # No/DK Responses Raw Score	Optional: # Correct-to-incorrect Raw Score
Y <input checked="" type="radio"/> N	5	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y <input checked="" type="radio"/> N	4	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y <input checked="" type="radio"/> N	3	3	<input type="checkbox"/>	2	<input type="checkbox"/>
Y <input checked="" type="radio"/> N	2	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Y <input checked="" type="radio"/> N	1	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Incorrect responses on all sentences:  0

Incorrect response on Sentence 5:  0

## D-KEFS Word Context Test (continued)

3. delz

Examinee's Responses:

1. talk
2. speech
3. sound
4. appearance
5. Keypressed. (chords)  
(K w/ voc. chords are) No

	Response Correct	1st Sentence Correct (Circle One)	1st Sentence Consecutively Correct (Circle One)	Optional: # Repeated Incorrect	Optional: # No/DK Responses	Optional: # Correct-To-incorrect
1.	Y <input checked="" type="radio"/> N	5	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Y <input checked="" type="radio"/> N	4	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Y <input checked="" type="radio"/> N	3	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Y <input checked="" type="radio"/> N	2	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Y <input checked="" type="radio"/> N	1	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorrect responses on all sentences:		0				
Incorrect response on Sentence 5:		0				

4. vern

Examinee's Responses:

1. CAT
2. PIG
3. HORSE
4. HORSE
5. HORSE

	Response Correct	1st Sentence Correct (Circle One)	1st Sentence Consecutively Correct (Circle One)	Optional: # Repeated Incorrect	Optional: # No/DK Responses	Optional: # Correct-To-incorrect
1.	Y <input checked="" type="radio"/> N	5	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Y <input checked="" type="radio"/> N	4	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Y <input checked="" type="radio"/> N	3	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Y <input checked="" type="radio"/> N	2	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Y <input checked="" type="radio"/> N	1	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorrect responses on all sentences:		0				
Incorrect response on Sentence 5:		0				

5. melzen

Examinee's Responses:

1. steal
2. steal
3. call (says that 'steal' dzt work: genuine)
4. take
5. make (good response)

	Response Correct	1st Sentence Correct (Circle One)	1st Sentence Consecutively Correct (Circle One)	Optional: # Repeated Incorrect	Optional: # No/DK Responses	Optional: # Correct-To-incorrect
1.	Y <input checked="" type="radio"/> N	5	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Y <input checked="" type="radio"/> N	4	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Y <input checked="" type="radio"/> N	3	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Y <input checked="" type="radio"/> N	2	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Y <input checked="" type="radio"/> N	1	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorrect responses on all sentences:		0				
Incorrect response on Sentence 5:		0				

starting of e steal - confusing to switch

# D-KEFS Word Context Test (continued)

Examinee's Responses:

	Response Correct	1st Sentence Correct (Circle One)	1st Sentence Consecutively Correct (Circle One)	Optional: # Repeated Incorrect
1. DK	Y N	5	5	<input type="checkbox"/> Raw Score
2. Travel	Y N	4	4	# No/DK Responses
3. Clean } concrete, not related	Y N	3	3	<input checked="" type="checkbox"/> Raw Score
4. fetch } by abstract	Y N	2	2	# Correct-To-Incorrect
5. DK	Y N	1	1	<input type="checkbox"/> Raw Score

Incorrect responses on all sentences:  0

Incorrect response on Sentence 5:  0

Examinee's Responses:

	Response Correct	1st Sentence Correct (Circle One)	1st Sentence Consecutively Correct (Circle One)	Optional: # Repeated Incorrect
1. Science	Y N	5	5	<input type="checkbox"/> Raw Score
2. Drum	Y N	4	4	# No/DK Responses
3. MOTOR } ]	Y N	3	3	<input type="checkbox"/> Raw Score
4. MOTOR } ]	Y N	2	2	# Correct-To-Incorrect
5. MOTOR } ]	Y N	1	1	<input type="checkbox"/> Raw Score

Incorrect responses on all sentences:  0

Incorrect response on Sentence 5:  0

Examinee's Responses:

	Response Correct	1st Sentence Correct (Circle One)	1st Sentence Consecutively Correct (Circle One)	Optional: # Repeated Incorrect
1. EAR	Y N	5	5	<input type="checkbox"/> Raw Score
2. Tails	Y N	4	4	# No/DK Responses
3. TEETH } ]	Y N	3	3	<input type="checkbox"/> Raw Score
4. TEETH } ]	Y N	2	2	# Correct-To-Incorrect
5. TEETH } ]	Y N	1	1	<input type="checkbox"/> Raw Score

Incorrect responses on all sentences:  0

Incorrect response on Sentence 5:  0

When he hits on correct response - he stays there - valid response

9. kapla

Examinee's Responses:

1. Animals
2. animals
3. speech
4. words
5. DK (Too abstract)

Response Correct	1st Sentence Correct (Circle One)	1st Sentence Consecutively Correct (Circle One)	Optional: # Repeated Incorrect
Y N	5	5	<input type="checkbox"/> 1 Raw Score
Y N	4	4	# No/DK Responses <input type="checkbox"/> 1 Raw Score
Y N	3	3	# Correct-To-Incorrect <input type="checkbox"/> 0 Raw Score
Y N	2	2	
Y N	1	1	

Incorrect responses on all sentences:  0

Incorrect response on Sentence 5:  0

10. grot

Examinee's Responses:

1. Trees
2. Roof
3. Limbs
4. Clothes (forgot about house dress)
5. Curtain

Response Correct	1st Sentence Correct (Circle One)	1st Sentence Consecutively Correct (Circle One)	Optional: # Repeated Incorrect
Y <input checked="" type="checkbox"/> N	5	5	<input type="checkbox"/> 0 Raw Score
Y <input checked="" type="checkbox"/> N	4	4	# No/DK Responses <input type="checkbox"/> 0 Raw Score
Y <input checked="" type="checkbox"/> N	3	3	# Correct-To-Incorrect <input type="checkbox"/> 0 Raw Score
Y <input checked="" type="checkbox"/> N	2	2	
Y <input checked="" type="checkbox"/> N	1	1	

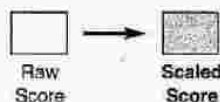
Incorrect responses on all sentences:  0

Incorrect response on Sentence 5:  0

D-KEFS Word Context Test: Summary of Scores

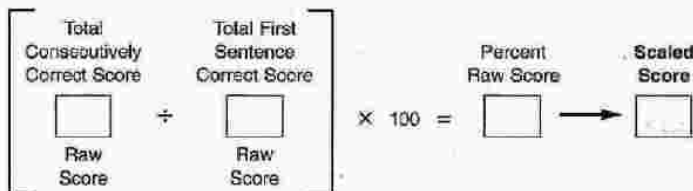
Primary Measure

Total Consecutively Correct

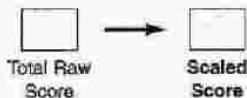


Optional Measures

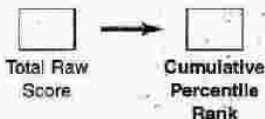
Consistently Correct Ratio



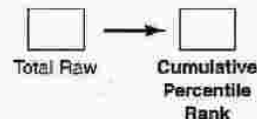
Repeated Incorrect Responses



No/Don't Know Responses



Total Correct-To-Incorrect Errors

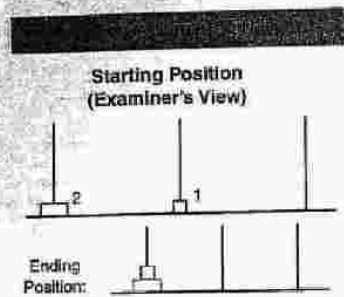


Note: Cumulative percentile ranks for the D-KEFS were scaled to reflect the percentage of the normative sample that obtained raw scores equal to or worse than the raw score obtained by the examinee.

# D-KEFS Tower Test

Discontinue after three consecutive item failures. Disk Labels: 1 = Smallest to 5 = Largest.

## Item 1: Two Disks



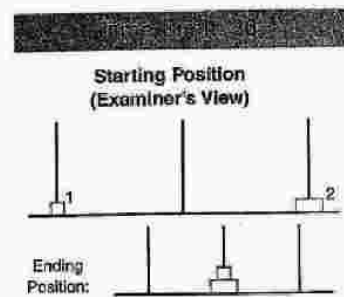
1st Move Time	Total # Moves (Min. = 1)	# Rule Violations	Item Completion Time
			Correct Tower Y/N

Demonstrate 1-move solution if examinee fails to solve item in 1 move.

### Achievement Score

Correct Within Time Limit		
Failed	>1 Moves	1 Move
0	1	2

## Item 2: Two Disks



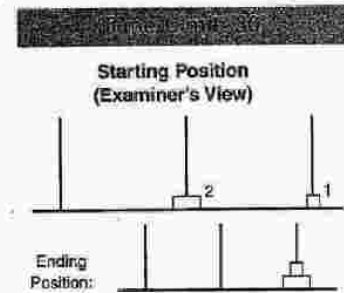
1st Move Time	Total # Moves (Min. = 2)	# Rule Violations	Item Completion Time
			Correct Tower Y/N

Demonstrate 2-move solution if examinee fails to solve item in 2 moves.

### Achievement Score

Correct Within Time Limit		
Failed	>2 Moves	2 Moves
0	1	2

## Item 3: Two Disks

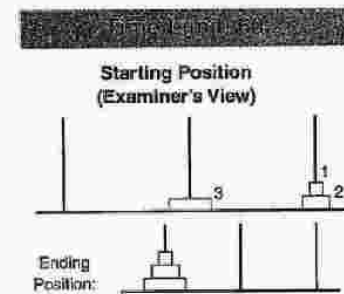


1st Move Time	Total # Moves (Min. = 3)	# Rule Violations	Item Completion Time
			Correct Tower Y/N

### Achievement Score

Correct Within Time Limit			
Failed	>4 Moves	4 Moves	3 Moves
0	1	2	3

## Item 4: Three Disks



1st Move Time	Total # Moves (Min. = 4)	# Rule Violations	Item Completion Time
			Correct Tower Y/N

### Achievement Score

Correct Within Time Limit			
Failed	>5 Moves	5 Moves	4 Moves
0	1	2	3

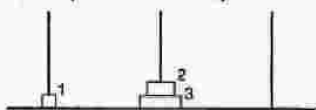
005395



Item 5: Three Disks

Time Limit: 120

Starting Position  
(Examiner's View)



1st Move Time	Total # Moves (Min. = 7)	# Rule Violations	Item Completion Time
			Correct Tower

Achievement Score

Correct Within  
Time Limit

Failed	>8 Moves	9 Moves	8 Moves	7 Moves
0	1	2	3	4

Item 6: Four Disks

Time Limit: 120

Starting Position  
(Examiner's View)



1st Move Time	Total # Moves (Min. = 9)	# Rule Violations	Item Completion Time
			Correct Tower

Achievement Score

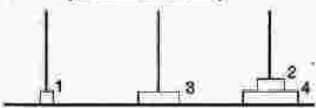
Correct Within  
Time Limit

Failed	>11 Moves	11 Moves	10 Moves	9 Moves
0	1	2	3	4

Item 7: Four Disks

Time Limit: 120

Starting Position  
(Examiner's View)



1st Move Time	Total # Moves (Min. = 13)	# Rule Violations	Item Completion Time
			Correct Tower

Achievement Score

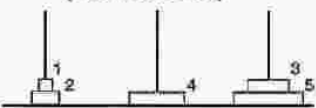
Correct Within  
Time Limit

Failed	>15 Moves	15 Moves	14 Moves	13 Moves
0	1	2	3	4

Item 8: Five Disks

Time Limit: 120

Starting Position  
(Examiner's View)



1st Move Time	Total # Moves (Min. = 20)	# Rule Violations	Item Completion Time
			Correct Tower

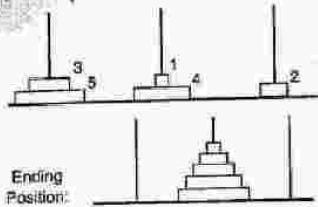
Achievement Score

Correct Within  
Time Limit

Failed	>24 Moves	23-24 Moves	21-22 Moves	20 Moves
0	1	2	3	4

Item 9: Five Disks

Starting Position  
(Examiner's View)



1st Move Time	Total # Moves (Min. = 26)	# Rule Violations	Item Completion Time
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Achievement Score

Correct Within Time Limit					
	>32	30-32	27-29	26	
Failed Moves	0	1	2	3	4

D-KEFS Tower Test: Summary of Scores

Totals for Items Administered

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total # Items Administered	Total 1st-Move Time	Total # Moves	Total # Rule Violations	Total Item Completion Times	Total Achievement Score

Primary Measure

<input type="text"/>	→	<input type="text"/>
Total Achievement Score		Total Raw Score
		Scaled Score

Original Measures

Mean First-Move Time*	Total 1st-Move Times	÷	Total # Items Administered	=	Ratio Score	→	Scaled Score
Time-Per-Move Ratio*	Total Item-Completion Times	÷	Total # Moves	=	Ratio Score	→	Scaled Score
Move Accuracy Ratio*	Total # Moves	÷	Total # Minimum Moves	=	Ratio Score	→	Scaled Score
Total Rule Violations	<input type="text"/>			→			Cumulative Percentile Rank
Rule-Violations-Per-Item Ratio	Total # Rule Violations	÷	Total # Items Administered	=	Ratio Score	→	Scaled Score

Total Cumulative Minimum Moves Possible

Number of Moves Allowed	Number of Moves Possible
1	1
2	3
3	7
4	15
5	31
6	63
7	127
8	255
9	511
10	1023
11	2047
12	4095
13	8191
14	16383
15	32767
16	65535
17	131071
18	262143
19	524287
20	1048575
21	2097151
22	4194303
23	8388607
24	16777215
25	33554431
26	67108863
27	134217727
28	268435455
29	536870911
30	1073741823
31	2147483647
32	4294967295
33	8589934591
34	17179869183
35	34359738367
36	68719476735
37	137438953471
38	274877906943
39	549755813887
40	1099511627775
41	2199023255551
42	4398046511103
43	8796093022207
44	17592186044415
45	35184372088831
46	70368744177663
47	140737488355327
48	281474976710655
49	562949953421311
50	1125899906842623
51	2251799813685247
52	4503599627370495
53	9007199254740991
54	18014398509481983
55	36028797018963967
56	72057594037927935
57	144115188075855871
58	288230376151711743
59	576460752303423487
60	1152921504606846975
61	2305843009213693951
62	4611686018427387903
63	9223372036854775807
64	18446744073709551615
65	36893488147419103231
66	73786976294838206463
67	147573952589676412927
68	295147905179352825855
69	590295810358705651711
70	1180591620717411303423
71	2361183241434822606847
72	4722366482869645213695
73	9444732965739290427391
74	18889465931478580854783
75	37778931862957161709567
76	75557863725914323419135
77	151115727451828646838271
78	302231454903657293676543
79	604462909807314587353087
80	1208925819614629174706175
81	2417851639229258349412351
82	4835703278458516698824703
83	9671406556917033397649407
84	19342813113834066795298815
85	38685626227668133590597631
86	77371252455336267181195263
87	154742504910672534362390527
88	309485009821345068724781055
89	618970019642690137449562111
90	1237940039285380274899124223
91	2475880078570760549798248447
92	4951760157141521099596496895
93	9903520314283042199192993791
94	19807040628566084398385987583
95	39614081257132168796771975167
96	79228162514264337593543950335
97	158456325028528675187087900671
98	316912650057057350374175801343
99	633825300114114700748351602687
100	1267650600228229401496703205375

\* A low or high ratio scaled score on these measures may reflect different cognitive problem; see examiner's manual.

# D-KEFS Proverb Test

Do not discontinue.

+ = heard b/f

Condition 1:  
Free Inquiry  
Circle Score

Condition 2:  
Multiple Choice  
Circle Letter Choice/Score

	Accuracy Score	Abstraction Score	Total Achievement Score (Score 0 if Accuracy = 0)	0 Points				2 Points		4 Points	
				Phon	Unrel	Concrete	Abstract				
+ 1. You can't judge a book by its cover. <i>It's not what's on the outside, it's what's inside that counts.</i>	0	1 (2)	0 (2)	4	b	a	d	c	0	2	4
+ 2. Don't count your chickens before they are hatched. <i>yes heard.</i> <i>It's not over yet, don't count me out yet.</i>	0	1 (2)	0 (2)	4	c	b	d	a	0	2	4
3. Rome wasn't built in a day. <i>I never heard (Q) you can't build Rome in a day ... takes years.</i>	0	1 (2)	0 (2)	2	a	d	c	b	0	2	4
4. Too many cooks spoil the soup. <i>Too many hand? (what?) Too many cooks.</i>	0	1 (2)	0 (2)	0	d	a	b	c	0	2	4
5. People who live in glass houses shouldn't throw stones. <i>you're liable to bust a window DICK</i>	0	1 (2)	0 (2)	0	a	c	b	d	0	2	4
6. An old ox plows a straight row. <i>(any idea) No</i>	0	1 (2)	0 (2)	0	d	c	a	b	0	2	4
7. A small leak will sink a large ship. <i>If you don't fix the leak the ship will sink - I never heard there.</i>	0	1 (2)	0 (2)	2	b	d	a	c	0	2	4
8. No bread is without a crust. <i>Don't make bread &amp; making a crust.</i>	0	1 (2)	0 (2)	2	d	c	a	b	0	2	4

Common Proverbs (Items 1-5)

Uncommon Proverbs (Items 6-8)

Total Accuracy Score	Total Abstraction Score	Total Achievement Score	Total Achievement Score
▼	▼	▼	▼
10	4	14	26
Free Inquiry			Multiple Choice

005398

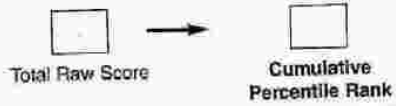
# D-KEFS Proverb Test: Summary of Scores

## Primary Measures

Total Achievement Score: Free Inquiry



Total Achievement Score: Multiple Choice

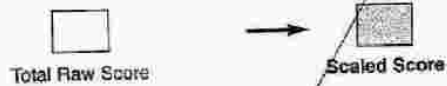


## Optional Measures: Free Inquiry

Common Proverb Achievement Score:  
Free Inquiry Items 1-5



Uncommon Proverb Achievement Score:  
Free Inquiry Items 6-8



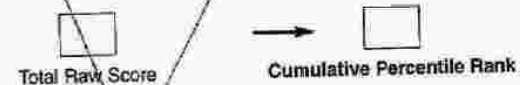
Accuracy Only Score



Abstraction Only Score



No/Don't Know Responses

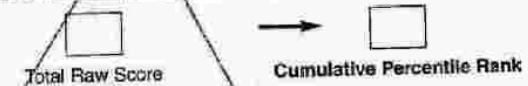


Repeated Responses

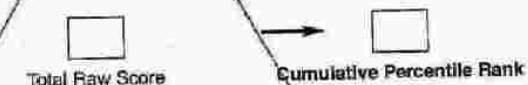


## Optional Measures: Multiple Choice

Common Proverb Achievement Score:  
Multiple Choice Items 1-5



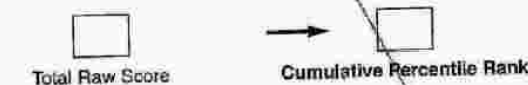
Uncommon Proverb Achievement Score:  
Multiple Choice Items 6-8



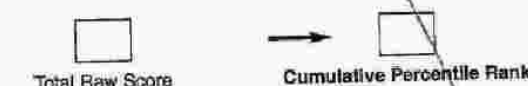
Total Correct Abstract Choices



Total Correct Concrete Choices



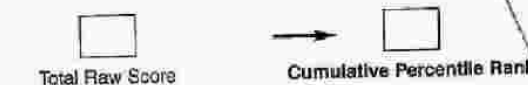
Total Incorrect Phonemic Choices



Total Incorrect Unrelated Choices



Total Incorrect Phonemic +  
Unrelated Choices



Note: Cumulative percentile ranks for the D-KEFS were scaled to reflect the percentage of the normative sample that obtained raw scores equal to or worse than the raw score obtained by the examinee.

6.29.04  
Day #1



Individual  
Test  
Record

by Alan S. Kaufman and Nadeen L. Kaufman

Name Jessie Miskelley  Male  Female  
 Home address VARNER UNIT Phone \_\_\_\_\_  
 Parent or guardian N/A  
 School N/A Grade \_\_\_\_\_  
 Current or previous occupation N/A  
 Highest school grade completed 9th self report  
 Examiner T. Deanning PhD

Year	Month	Day
Test Date		
Birth Date		
Chronological Age		

SUBTESTS	Raw Score	Subtest Standard Score (Table D.1)	Confidence Interval <u>90</u> % (Table D.1)	National %ile Rank (Table D.1)	Descriptive Category (Table D.1)	Other data (please specify)
Arithmetic	6	66	60-76	17%	Lower 4th	Med Def.
Reading	13	73	66-83	47%	W. Below	AVG.

Sum of Subtest Standard Scores 139 Transfer sum to K-FAST Composite below.

COMPOSITE	Sum of Subtest Standard Scores	Composite Standard Score (Table D.2)	Confidence Interval _____% (Table D.2)	National %ile Rank (Table D.2)	Descriptive Category (Table D.2)	Other data (please specify)
FUNCTIONAL ACADEMIC SKILLS	139	69	64-76	27%	Lower 4th	Med Def.

AGS® ©1994 American Guidance Service, Inc., 4201 Woodland Road, Circle Pines, MN, 55014-1796. All rights reserved. No part of this record booklet may be photocopied or otherwise reproduced. Printed in the U.S.A. A 0 9 8 7 6 5 4 3 2 1

7 pt dif. not signif.

005400

Jessie Misskelley  
6.29.04

added the 5's (.50)

950  
50  
50  
50  
50  
50  
18.90

5, 10, 15, 20, 25, 30  
then  $3 \times 6 = 18$ .  
= #18.30

90¢  
90¢  
90¢  
90¢  
90¢  
90¢  
\$5.70

005401

# THE COGNITIVE COMPETENCY TEST ©

Name: <u>Jessie Huskally</u>		Date of Test: <u>6/30/04</u>	Diagnosis: _____
Date of Birth: <u>7-10-75</u>	Age/Sex: <u>Male 28-11</u>	Onset: _____	_____
Source of Referral: <u>Defense Atty.</u>		Education: <u>9th grade</u>	Occupation: <u>N/A</u>
Present Living Arrangements: <u>VARNER UNIT</u>		Diagnostic Information: _____	

Competency Profile	PERSONAL INFORMATION		CARD ARRANGEMENT		PICTURE INTERPRETATION		MEMORY IMMEDIATE		MEMORY DELAY		PRACTICAL READING SKILLS		MANAGEMENT OF FINANCES		VERBAL REASONING		ROUTES: List		Locate		Orientation		Pathfinding	
	I	II	III	IVa	IVb	V	VI	VII	VIII	ii	iii	iv	INF	CA	PI	MIM	MDE	PRS	FIN	VR	R:L	R:LO	R:O	R:F
	Raw Score			4	4		4																	
(Max.)	10	10	10	5	5	10	10	20	5	10	15	5												
(%)																								

Average Total Score (ATS)

	Summary:
	CCT Classification

## I. PERSONAL INFORMATION:

LAST	W 0	STREET	W 0
	S 1		S 1
FIRST	W 0	CITY	W 0
	S 1		S 1
MONTH and DAY	W 0	TELEPHONE	W 0
	S 1		S 1
YEAR	W 0	INITIALS	W 0
	S 1		S 1
COUNTRY	W 0	MONTH and YEAR	W 0
	S 1		S 1

## II. CARD ARRANGEMENT:

		0	1	2	2,1,0
1. PIE	<input style="width: 80px;" type="text"/>			BAKE	INF <input style="width: 40px;" type="text"/>
2. MEAL	<input style="width: 80px;" type="text"/>		HOPS	SHOP	max 10
3. PHONE	<input style="width: 80px;" type="text"/>			DIAL	
4. SWEEP	<input style="width: 80px;" type="text"/>			SEPT.	C.A. <input style="width: 40px;" type="text"/>
5. LAUNDRY	<input style="width: 80px;" type="text"/>			WASH	max 10

005402

III. PICTURE INTERPRETATION:

2,1,0

1. CHRISTMAS i. socializing ii. Christmas time	2. WINDOW i. boy broke window ii. girl wrongly accused
3. DROWNING i. person in trouble ii. others to aid.	4. HUNTER i. dog should ... ii. changed to ...
5. BONE i. dog chases bone ii. harmful consequences	

P.I.  max 10

IV. MEMORY: 0, 1/2

*10 minutes*

V. PRACTICAL READING SKILLS: 0,1

1. GROCERY LIST	IM	DE
SOAP	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CHICKEN	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TOMATOES	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CEREAL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. PRICES		
(85) BUS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(47) STAMPS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. APPOINTMENT		
"meeting" DENTIST	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
WEDNESDAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3:30	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CENTRAL CLINIC	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1. HALL	<input type="checkbox"/>
2. GREEN APPLES	<input type="checkbox"/>
3. AMBULANCE	<input type="checkbox"/>
4. NORTHBOUND	<input type="checkbox"/>
5. STORE ENTRANCE	<input type="checkbox"/>
6. MOVIE PRICE	<input type="checkbox"/>
7. OFFICES	<input type="checkbox"/>
8. FEB. 26	<input type="checkbox"/>
9. PILLS	<input type="checkbox"/>
10. TO TORONTO	<input type="checkbox"/>

*ENTRAL END.*  
MIM MDE  
MEM: max 10    
8

*Delay OK with whom / where*

P.R.S.  max 10

VI. FINANCIAL:

1. SORT (void check) + 29.68 + 1.00 + 12.00	2,1,0
2. TOTAL \$42.68	0,1 <input type="checkbox"/>
3. PAYABLE void check + Dentist bill	0,2 <input checked="" type="checkbox"/>
4. BALANCE \$25.13	0,1 <input checked="" type="checkbox"/>
5. CHEQUE (written) no signature otherwise OK	0,2 <input checked="" type="checkbox"/>
6. GROCERY COUPON ok.	0,1 <input checked="" type="checkbox"/>
7. CREDIT CARD ok. 0054b3	0,1 <input checked="" type="checkbox"/>

FIN.  max 10



**ii. VERBAL REASONING**

2,1,0

1. SMOKING (personal danger)	<input type="checkbox"/>	6. NEIGHBOUR (alert; notify)	<input type="checkbox"/>
2. SNOWSTORM (warmth)	<input type="checkbox"/>	7. OPEN DOOR (avoid; notify)	<input type="checkbox"/>
3. GAS (personal safety; responsible action)	<input type="checkbox"/>	8. APPOINTMENT (before 11:00)	<input type="checkbox"/>
4. FOOD (smell, look, taste, texture)	<input type="checkbox"/>	9. SLIPPERY (alternative strategy)	<input type="checkbox"/>
5. CUT (cleanse; protect)	<input type="checkbox"/>	10. BAD DAY (refrigerator-bulb-cup)	<input type="checkbox"/>

V.R.

<b>iii. ROUTES:</b>		R:L	max 5	<input type="text"/>	ii. LOCATE (RL2)	O,I	R:LO	max 10	<input type="text"/>
(RL1)	O,1/2								
		1. SHOPS	<input type="checkbox"/>	6. PARK	<input type="checkbox"/>				
		2. HOUSE (2nd)	<input type="checkbox"/>	7. CHURCH	<input type="checkbox"/>				
		3. RESTAURANT	<input type="checkbox"/>	8. HOSPITAL	<input type="checkbox"/>				
		4. BANK	<input type="checkbox"/>	9. RAILWAY	<input type="checkbox"/>				
		5. BUS	<input type="checkbox"/>	10. HOUSE (own)	<input type="checkbox"/>				

<b>iii. ORIENTATION</b>	RL3	RL4	RL5	RL6	RL7	
	HOUSE TO BANK	MACS TO HOUSE	HOUSE TO HOSP	MACS TO PARK	PARK TO HOUSE	
REHEARSE FIRST/SECOND	I II	I II	I II	I II	I II	R:O
IMM. RECALL PASS/FAIL	(P) 1 (F) 0	(P) 1 (F) 0	(P) 1 (F) 0	(P) 1 (F) 0	(P) 1 (F) 0	
DIGIT SPAN	542 378 961	821 594 673	481 326 759	958 627 143	281 764 539	max 5
DELAY RECALL PASS/FAIL	(P) 2 (F) 0	(P) 2 (F) 0	(P) 2 (F) 0	(P) 2 (F) 0	(P) 2 (F) 0	
scoring notes:						max 10

<b>iv. PATHFINDING ...</b>	RL8	RL9	RL10	RL11	RL12	
DIRECT (0, 1)						R:P
ALTER (0, 1/2)						max. 5

005404

PERSONAL INFORMATION

1. NAME

M I S S K E L L E Y J E S S I E  
(LAST NAME) (FIRST NAME)

2. DATE OF BIRTH

1 9 7 5 1 0 J U L Y  
(YR.) (MO.) (DAY)

3. BIRTHPLACE

*County + hospital in Memphis*  
 C R I T T E A D T N.  
(COUNTRY)

4. HOME ADDRESS

*Bad's* 3 8 E A S T M O N R O E 1 6  
(NUMBER) (STREET) (APT.)  
*missed* → N O C I T Y  
(CITY/TOWN) (POST)

*put on "No" for no reason out party Bad's address*

5. TELEPHONE

*Bad's* 8 7 0 7 3 5 - 3 2 7 1

*Jessie Misskelly* 6-30-04  
SIGNATURE DATE

*(Fills out checks here sometimes.)*

P. Smith 234 TEMPER RD. TORONTO, ONTARIO 3T4 Z8K	030 February 2004
PAY TO THE ORDER OF <u>DR. G. RUSS Dentist</u>	\$17.55
<u>seventeen dollars - fifty five cents</u>	100 DOLLARS
BANK OF TORONTO SPRINGFIELD & KOLB TORONTO, ONTARIO	
⑆0531.001.10.395.97⑆	

*not signed*

005405

## WAIS-III Summary Report The Psychological Corporation

NAME: Jessie Misskelley  
 AGE: 28 years, 11 months, 19 days  
 DATE OF BIRTH: 07/10/1975  
 SEX: Male  
 ID:

REPORT DATE: 07/01/2004  
 EXAMINER: T. Derring, PhD  
 TITLE: Psychologist  
 LIC/CERT: PSY 11401  
 TEST SITE: Varner unit

Test Administered: WAIS-III (06/29/2004)

### *IQ Scores Summary*

Scale	Sum of SS	IQ Score	95% Conf. Interval	PR	Qualitative Description
Verbal	31	71	67-77	3	Borderline 1 point
Performance	32	77	72-85	6	Borderline
Full Scale	63	72	68-77	3	Borderline 2 points

Difference between VIQ and PIQ = -6 (ns, Freq = 60.4%).

### *Index Scores Summary*

	Sum of SS	Index Score	95% Conf. Interval	PR
Verbal Comprehension	15	72	67-79	3
Perceptual Organization	18	76	70-85	5
Working Memory	18	75	70-83	5
Processing Speed	13	81	74-92	10

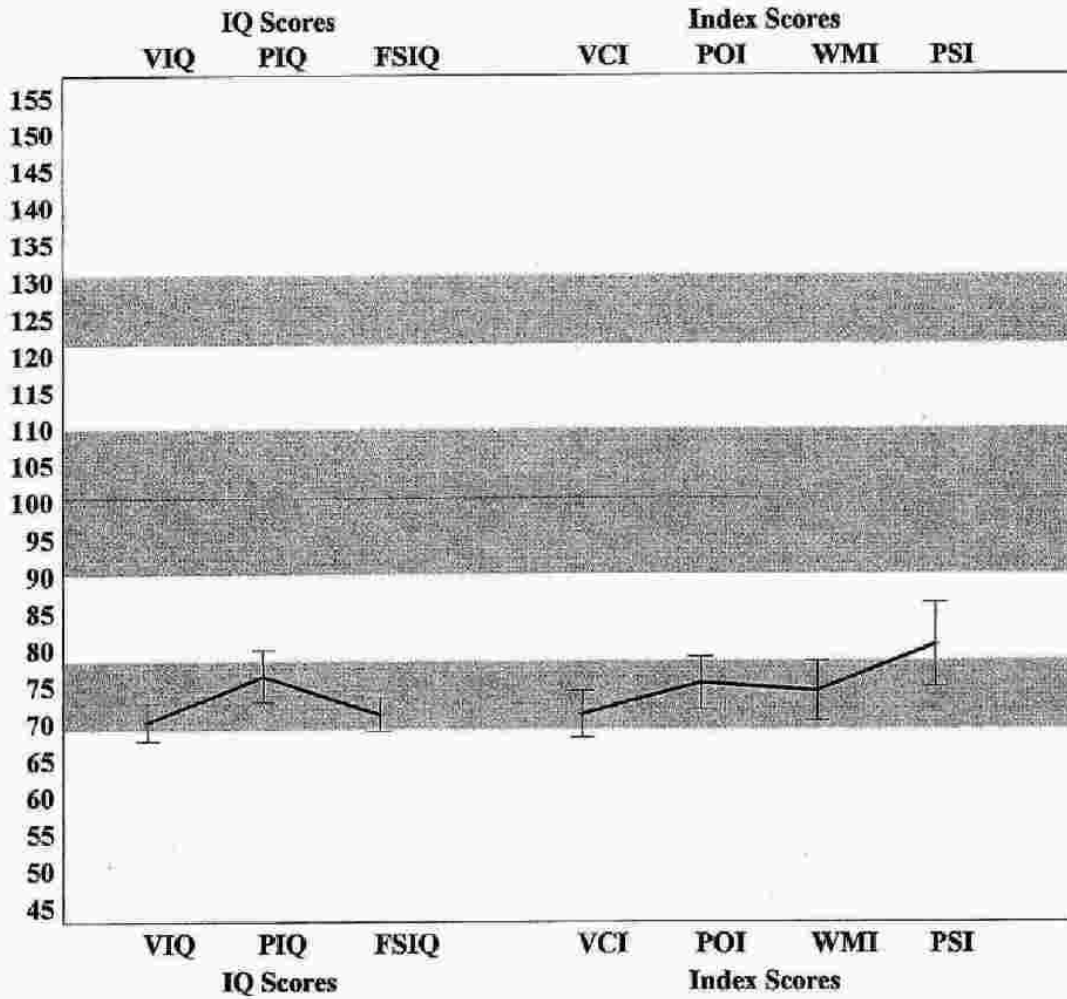
*Verbal Reasoning*

*V, S, I  
 PC, BD, MR  
 A, DSP, L-N  
 CD, SS*

*good effort*

**005406**

**Graph of WAIS-III IQ and Index Scores**



VIQ Verbal IQ (71)  
 PIQ Performance IQ (77)  
 FSIQ Full Scale IQ (72)

VCI Verbal Comprehension Index (72)  
 POI Perceptual Organization Index (76)  
 WMI Working Memory Index (75)  
 PSI Processing Speed Index (81)

**005407**

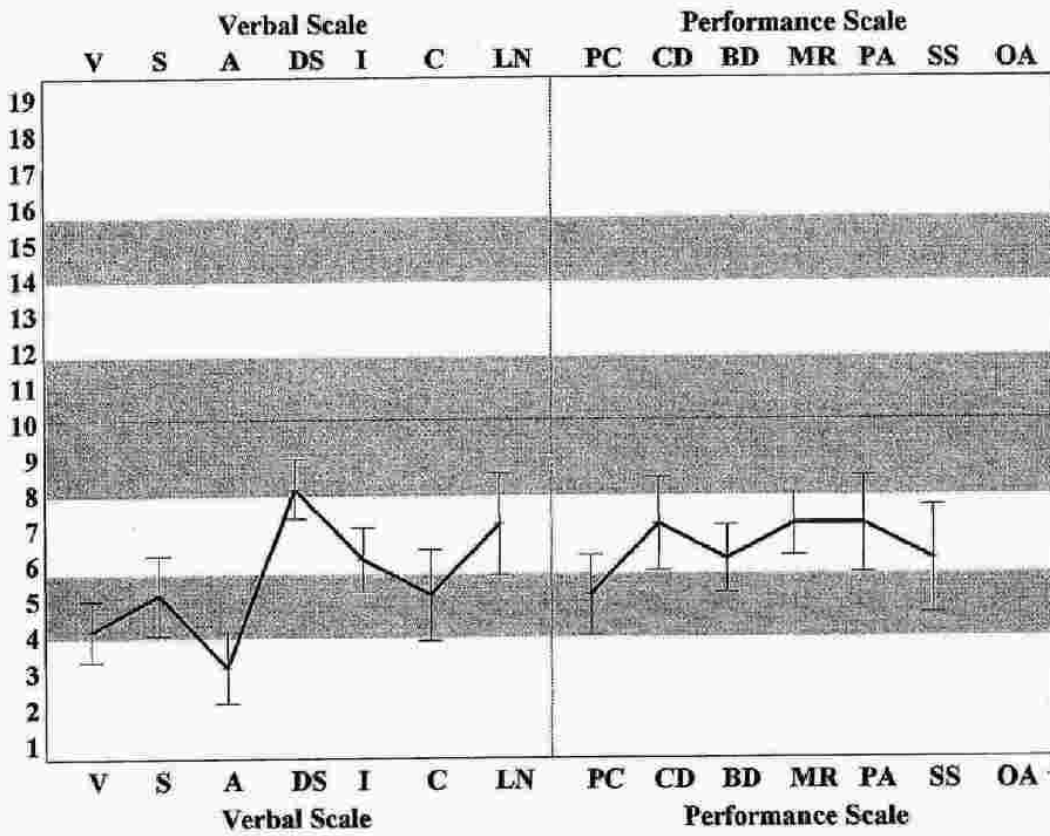
***Subtest Scores Summary***

<b>Verbal Subtests</b>	<b>Raw Score</b>	<b>Age SS</b>	<b>PR</b>	<b>Ref SS</b>
Vocabulary	16	4	2	4
Similarities	13	5	5	5
Arithmetic	6	3	1	3
Digit Span	14	8	25	8
Information	8	6	9	6
Comprehension	9	5	5	5
Letter-Number Sequencing	8	7	16	7

<b>Performance Subtests</b>	<b>Raw Score</b>	<b>Age SS</b>	<b>PR</b>	<b>Ref SS</b>
Picture Completion	14	5	5	5
Digit Symbol-Coding	65	7	16	7
Block Design	20	6	9	6
Matrix Reasoning	10	7	16	7
Picture Arrangement	11	7	16	7
Symbol Search	21	6	9	6
Object Assembly				

**005408**

**Graph of WAIS-III Subtest Scaled Scores by Scale**

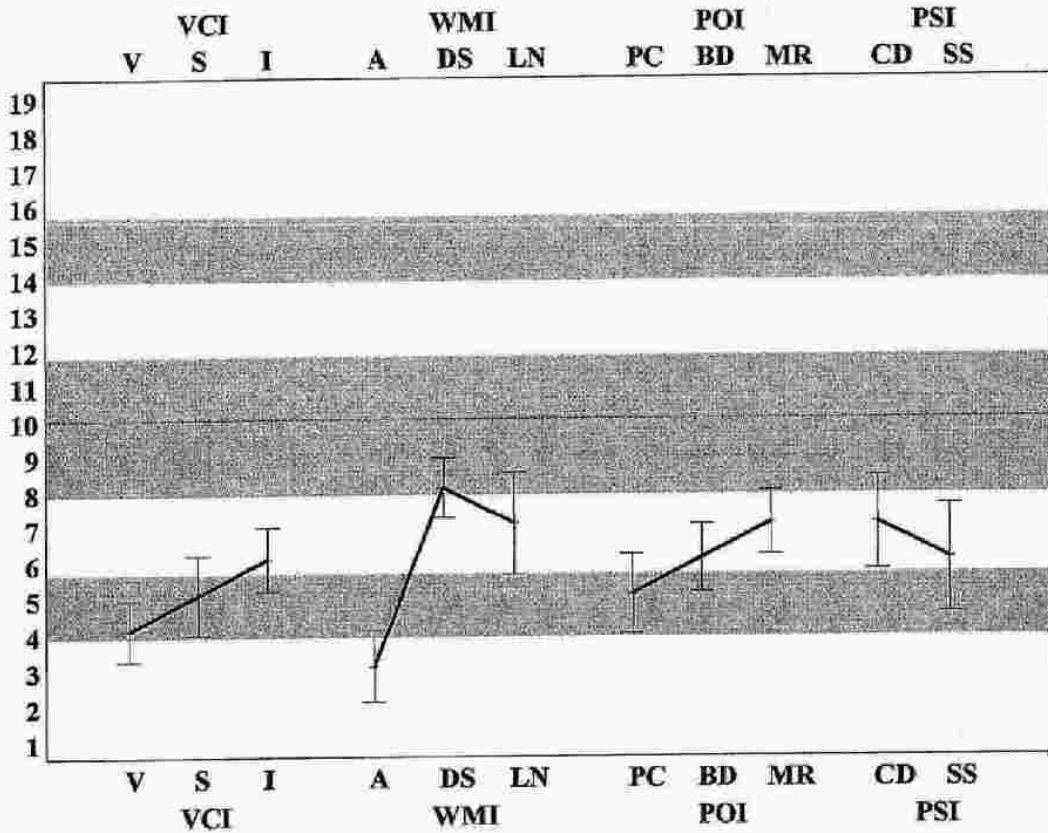


- V Vocabulary (4)
- S Similarities (5)
- A Arithmetic (3)
- DS Digit Span (8)
- I Information (6)
- C Comprehension (5)
- LN Letter-Number Sequencing (7)

- PC Picture Completion (5)
- CD Digit Symbol-Coding (7)
- BD Block Design (6)
- MR Matrix Reasoning (7)
- PA Picture Arrangement (7)
- SS Symbol Search (6)
- OA Object Assembly

**005409**

**Graph of WAIS-III Subtest Scaled Scores by Index**



- |                                 |                            |                                   |
|---------------------------------|----------------------------|-----------------------------------|
| V Vocabulary (4)                | PC Picture Completion (5)  | VCI Verbal Comprehension Index    |
| S Similarities (5)              | CD Digit Symbol-Coding (7) | WMI Working Memory Index          |
| A Arithmetic (3)                | BD Block Design (6)        | POI Perceptual Organization Index |
| DS Digit Span (8)               | MR Matrix Reasoning (7)    | PSI Processing Speed Index        |
| I Information (6)               | PA Picture Arrangement (7) |                                   |
| C Comprehension (5)             | SS Symbol Search (6)       |                                   |
| LN Letter-Number Sequencing (7) | OA Object Assembly         |                                   |

**005410**

***IQ and Index Differences***

Discrepancy Comparisons	Score 1	Score 2	Diff.	Signif.	Cumulative Percentage
Verbal IQ-Performance IQ	71	77	-6	ns	60.4%
Verbal Comprehension-Perceptual Organization	72	76	-4	ns	76.3%
Verbal Comprehension-Working Memory	72	75	-3	ns	84.1%
Perceptual Organization-Processing Speed	76	81	-5	ns	72.9%
Verbal Comprehension-Processing Speed	72	81	-9	ns	56.0%
Perceptual Organization-Working Memory	76	75	1	ns	97.1%
Working Memory-Processing Speed	75	81	-6	ns	70.1%

Individuals from the standardization sample represented by the percentages in the Cumulative Percentage column received scores that were greater than or equal to the absolute value of the amount shown in the Difference column.

***Differences Between Subtest and Mean of Subtest Scores***

Verbal Subtests	Scaled Score	Mean Score	Diff.	Signif.	S/W	Cumulative Percentage
Vocabulary	4	5.43	-1.43	ns		>25%
Similarities	5	5.43	-0.43	ns		>25%
Arithmetic	3	5.43	-2.43	.15		10-25%
Digit Span	8	5.43	2.57	.05*	S	>25%
Information	6	5.43	0.57	ns		>25%
Comprehension	5	5.43	-0.43	ns		>25%
Letter-Number Sequencing	7	5.43	1.57	ns		>25%

Difference from Verbal Mean used to determine strengths (S) and weaknesses (W).

Scatter = 5 ( $p < .05$ , Freq = 61.7%).

\* significant at the .05 level.



### *Differences Between Subtest and Mean of Subtest Scores*

Performance Subtests	Scaled Score	Mean Score	Diff.	Signif.	S/W	Cumulative Percentage
Picture Completion	5	6.33	-1.33	ns		>25%
Digit Symbol-Coding	7	6.33	0.67	ns		>25%
Block Design	6	6.33	-0.33	ns		>25%
Matrix Reasoning	7	6.33	0.67	ns		>25%
Picture Arrangement	7	6.33	0.67	ns		>25%
Symbol Search	6	6.33	-0.33	ns		>25%
Object Assembly						

Difference from Performance Mean used to determine strengths and weaknesses.

Scatter = 2 (ns, Freq = 99.3%).

### *Digit Span Discrepancies*

Subtest Level	Raw Score	Cumulative Percentage
Longest Digit Span Forward*		
Longest Digit Span Backward*		
Digits Forward - Backward**		

\* A low cumulative percentage reflects a relatively high span capacity.

\*\* A low cumulative percentage reflects a higher scatter.

### *Digit Symbol Optional Procedures*

Optional Procedure	Raw Score	Cumulative Percentage
Incidental Learning - Pairing		
Incidental Learning - Free Recall		
Copy		

**005412**

**WAIS-III Raw Scores**

<b>Name: Jessie Misskelley</b>	<b>Age: 28 years, 11 months, 19 days</b>
<b>Examiner: T. Dering, PhD</b>	<b>Sex: Male</b>
<b>Date Tested: 06/29/2004</b>	<b>Date of Birth: 07/10/1975</b>
<b>Subtest</b>	<b>Raw Score</b>
1. Picture Completion	
Total Raw Score (0 to 25)	14
2. Vocabulary	
Total Raw Score (0 to 66)	16
3. Digit Symbol	
Coding (0 to 133)	65
Pairing (0 to 18) (Optional)	
Free Recall (0 to 9) (Optional)	
Copy (0 to 133) (Optional)	
4. Similarities	
Total Raw Score (0 to 33)	13
5. Block Design	
Total Raw Score (0 to 68)	20
6. Arithmetic	
Total Raw Score (0 to 22)	6
7. Matrix Reasoning	
Total Raw Score (0 to 26)	10
8. Digit Span	
Digits Forward Total Score (0 to 16)	7
Digits Backward Total Score (0 to 14)	7
Longest Digit Forward (0, 2 to 9)	
Longest Digit Backward (0, 2 to 8)	
9. Information	
Total Raw Score (0 to 28)	8
10. Picture Arrangement	
Total Raw Score (0 to 22)	11
11. Comprehension	
Total Raw Score (0 to 33)	9
12. Symbol Search (Optional)	
Total Raw Score (0 to 60)	21
13. Letter-Number Sequencing (Optional)	
Total Raw Score (0 to 21)	8
14. Object Assembly (Optional)	
Total Raw Score (0 to 52)	

Portions of this report are protected by Copyright  
 Copyright 1997 by The Psychological Corporation  
 SAWS-A version 1.1

**005413**



# Peabody Picture Vocabulary Test-Third Edition

by Lloyd M. Dunn & Leota M. Dunn

**FORM IIIA**

## Performance Record

Name Jessie Misskelley Sex:  F  M  
 Home Address VARNER MOBILE Phone (      )       
 City      State      ZIP       
 School      Grade       
 Language of the Home  Standard English  Other       
(Specify: foreign language, or type of English dialect spoken)  
 Teacher      Examiner T. Downing PhD

**Date & Age Data**

Date of testing Year 2004 Month 6 Day 29  
 Date of birth Year 1975 Month 7 Day 10  
 Chronological age\* 28-11  
\*Disregard extra days.

Reason for testing Forensic Evaluation  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Other information on test taker VG cooperation + effort.  
 \_\_\_\_\_  
 \_\_\_\_\_

**RECORD OF SCORES**

Raw Score (from oval on page 2) 136

Deviation-type Norms

Standard Score (Norms Table 1) 75

Percentile Rank (Norms Table 2) 5%

Normal Curve Equivalent (Norms Table 2) 15

Stanine (Norms Table 2) 2

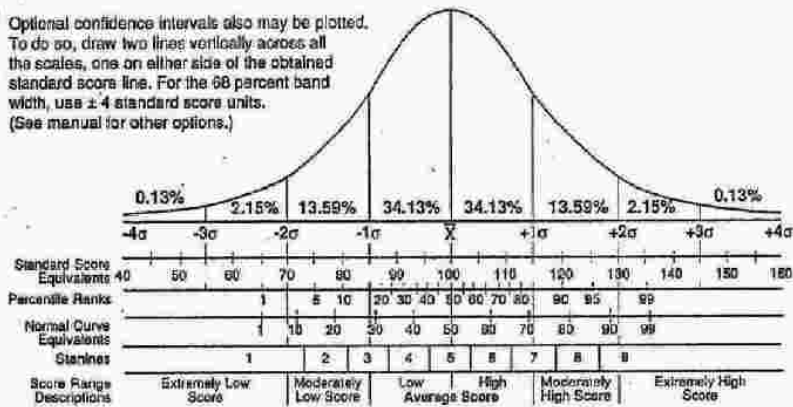
Developmental-type Norms

Age Equivalent (Norms Table 3) 10-11

### Graphic Display of Deviation-type Norm Scores

Mark the obtained standard score on the appropriate line below. Draw a straight vertical line through it and across the other scales. (See manual for more information.)

Optional confidence intervals also may be plotted. To do so, draw two lines vertically across all the scales, one on either side of the obtained standard score line. For the 68 percent band width, use  $\pm 1$  standard score units. (See manual for other options.)



Copyright 1997, Lloyd M. Dunn, Leota M. Dunn and Douglas M. Dunn. It is illegal to reproduce this form for testing. However, permission is granted to reproduce a completed front page to convey an examinee's scores to other qualified personnel. Unless this form is printed in violet and black, it is not an original and is an illegal photocopy.

For additional forms, call or write AGS, 4201 Woodland Road, Circle Pines, MN 55014-1796; toll-free 1-800-326-2560. In Canada, 1-800-253-3556. Ask for Item #12004 (25 per package).

AGS876543  
Printed in the U.S.A.

005414

Subtest 1: Arithmetic

Discontinue Rule: Four consecutive items scored 0		
Time Limit: None		
Item	Response	Score
1. Pennies (Both correct for credit): (12) <input type="checkbox"/> (9) <input type="checkbox"/>		<del>1</del> 0
2. Most meetings: (Lopez)		<del>1</del> 0
3. Minutes until 6:00: (14 to 15)		<del>1</del> 0
4. How much money? (42 cents)	33¢ wait! 42¢	<del>1</del> 0 <span style="margin-left: 20px;">(m) ok</span>
5. Tell time (Both correct for credit): (9:00) <input checked="" type="checkbox"/> (3:30) <input checked="" type="checkbox"/>		<del>1</del> 0
6. Hours x days: (35 hours)	28 hrs	1 <del>0</del>
7. Quarters in \$5.00 = (20)	24	1 <del>0</del>
8. °F = (degrees) <input checked="" type="checkbox"/> (Fahrenheit) <input checked="" type="checkbox"/> (Both correct for credit)		<del>1</del> 0
9. 6 shelves @ \$3.50 = (\$21)	\$18.30	1 <del>0</del>
10. 30 min. before 3:20: (2:50)	2:45	1 <del>0</del>
11. Half of 90 cents = (45 cents)	\$5.40	1 <del>0</del>
12. Temp difference: (8 degrees) hottest 94 coolest 86	4 degree diff	1 <del>0</del>
13. 1/8 of \$1,600 = (\$200)		1 0
14. Cost per roll = (31 cents)		1 0
15. 1/3 of 1 lbs = (1/3 lbs or 1 tsp)		1 0
16. Percent of budget left: (37%)		1 0
17. Pop in 2050: (250,000)		1 0
18. (1/5 of \$200) x 4 = (\$160)		1 0
19. 144 oz + 12 oz = (12)		1 0
20. 13% of \$3,000 = (\$390)		1 0
21. 1:00 am:7:00 pm as 9:00 am:? (3:00 am)		1 0
22. (3,360 ÷ 30)\$1.40 = (\$156.80)		1 0
23. Benton to Sanborn: (140 miles)		1 0
24. (\$3,600 x 10%) + 4 = (\$90)		1 0
25. (4 yds x 6 yds) \$10 = (\$240)		1 0

RAW SCORE 6  
(25 points max.)

005415

Subtest 2: Reading

Discontinue Rule: Four consecutive items scored 0			
Time Limit: None			
Score	Item	Response	Score
1 0	1. Handicap signs (Both correct for credit): (B) <input checked="" type="checkbox"/> (F) <input checked="" type="checkbox"/>		X 0
1 0	2. PUSH OUT - CLOSED (All 3 correct for credit) (D) <input checked="" type="checkbox"/> (F) <input checked="" type="checkbox"/> (B) <input checked="" type="checkbox"/>		X 0
1 0	3. Do this: (shut your eyes)		X 0
1 0	4. Do this: (tell me your name)		X 0
1 0	5. Women's restroom signs (B) <input checked="" type="checkbox"/> (D) <input checked="" type="checkbox"/> (E) <input checked="" type="checkbox"/>		X 0
1 0	6. Out of Order sign (A)		X 0
1 0	7. Entrance sign (B)		X 0
1 0	8. Employees Only sign (H)		X 0
1 0	9. Parental Guidance sign (B)		X 0
1 0	10. Expiration date: (July 1997)	July 97	X 0
1 0	11. non-smkrs means: (nonsmokers)	OK	X 0
1 0	12. Serve on Saturday, make on: (Friday)	in the money at 6/10	X 0
1 0	13. bldg. means: (building)	basement	X 0
1 0	14. Rebus means: (poison)	danger, radiation	1 0
1 0	15. Eggs in recipe: (should be separated)	no eggs in there	1 0
1 0	16. Misc. means: (miscellaneous)	OK	1 0
1 0	17. IRS means: (Internal Revenue Service)	OK hear a lot. OK	1 0
1 0	18. Recorder: (Let's try to make the best of a difficult situation)		1 0
1 0	19. mpg means: (miles per gallon)		1 0
1 0	20. PT means: (Part Time)		1 0
1 0	21. FT means: (Full Time)		1 0
1 0	22. Rebus means: (female)		1 0
1 0	23. EKG means: (electrocardiogram)		1 0
1 0	24. Fill in the second blank: (largest)		1 0
1 0	25. Fill in the first blank: (accepted)		1 0
1 0	26. prof. cpl. means: (professional) <input type="checkbox"/> (couple) <input type="checkbox"/> (Both correct for credit)		1 0
1 0	27. EEG means: (electroencephalogram)		1 0
1 0	28. e.g. means: (for example)		1 0
1 0	29. et al. means: (and others)		1 0
RAW SCORE (29 points max.)			13

might  
before  
18 wheels

005416

Basal Set Rule: One or no errors in a set

Ceiling Set Rule: 8 or more errors in a set

SET 9					START Ages 12-16					SET 10					SET 11				
Item	Word	Key	Response	Error	Item	Word	Key	Response	Error	Item	Word	Key	Response	Error	Item	Word	Key	Response	Error
97.	pedal	(2)		E	109.	solo	(2)		E	121.	carpenter	(2)		E					
98.	dissecting	(2)		E	110.	citrus	(2)		E	122.	dilapidated	(4)	1	E					
99.	bouquet	(2)		E	111.	inflated	(2)		E	123.	hazardous	(2)		E					
100.	rodent	(2)		E	112.	lecturing	(2)		E	124.	adapter	(2)		E					
101.	inhaling	(2)		E	113.	timer	(2)		E	125.	valve	(2)		E					
102.	valley	(2)		E	114.	injecting	(2)		E	126.	isolation	(1)	DK	E					
103.	tubular	(2)		E	115.	links	(2)		E	127.	feline	(2)		E					
104.	demolishing	(2)		E	116.	cooperating	(2)		E	128.	wailing	(1)	DK	E					
105.	tusk	(2)		E	117.	microscope	(2)		E	129.	coast	(2)		E					
106.	adjustable	(2)		E	118.	archery	(2)		E	130.	appliance	(2)		E					
107.	fern	(1)	4	E	119.	garment	(2)		E	131.	foundation	(2)		E					
108.	hurdling	(2)		E	120.	fragile	(2)		E	132.	hatchet	(2)		E					
No. of Errors 1					BASAL - No. of Errors 0					No. of Errors 3									

SET 12					START Ages 17-Adult					SET 13					SET 14				
Item	Word	Key	Response	Error	Item	Word	Key	Response	Error	Item	Word	Key	Response	Error	Item	Word	Key	Response	Error
133.	blazing	(2)		E	145.	syringe	(2)		E	157.	indigent	(2)		E					
134.	mammal	(2)	3	E	146.	transparent	(3)	DK	E	158.	oasis	(1)		E					
135.	reprimanding	(1)	DK	E	147.	ladle	(2)	DK	E	159.	disappointed	(4)		E					
136.	upholstery	(2)		E	148.	replenishing	(3)	DK	E	160.	perpendicular	(3)		E					
137.	hoisting	(2)		E	149.	abrasive	(1)	DK	E	161.	poultry	(4)		E					
138.	exterior	(1)	DK	E	150.	parallelogram	(3)	DK	E	162.	confiding	(1)		E					
139.	consuming	(4)	3	E	151.	cascade	(4)	DK	E	163.	periodical	(2)		E					
140.	pastry	(2)		E	152.	lever	(1)	2	E	164.	filtration	(1)		E					
141.	cornea	(2)	DK	E	153.	detonation	(2)	DK	E	165.	primate	(4)		E					
142.	constrained	(3)	1	E	154.	pillar	guess	(2)	E	166.	spherical	(2)		E					
143.	pedestrian	(2)	DK	E	155.	cultivating	(1)	4	E	167.	talon	(3)		E					
144.	colt	(2)		E	156.	aquatic	(4)	3?	E	168.	octagon	(3)		E					
No. of Errors 7					No. of Errors 10					No. of Errors									

guessing

005417

Basal Set Rule: 1 or no errors in a set

Ceiling Set Rule: 8 or more errors in a set

SET 15				SET 16				SET 17			
Item	Word	Key	Response Error	Item	Word	Key	Response Error	Item	Word	Key	Response Error
169.	incandescent	(4)	E	181.	coniferous	(4)	E	193.	embossed	(4)	E
	[in kuhñ DES unñt]				[koh NIF uh ruhs]				[im BAWST]		
170.	pilfering	(2)	E	182.	wildebeest	(1)	E	194.	perambulating	(2)	E
	[PIL-fuhr-ing]				[WIL duh beest]				[puh RAM-byuh layt-ing]		
171.	trajectory	(1)	E	183.	caster	(3)	E	195.	arable	(3)	E
	[truh JEK-uh ree]				[KAS tuhr]				[AYR uh buh]		
172.	mercantile	(3)	E	184.	reposing	(4)	E	196.	importunity	(1)	E
	[MUR kuhñ tee]				[ri POHZ-ing]				[im puhr TOO nuht ee]		
173.	derrick	(4)	E	185.	convex	(1)	E	197.	cenotaph	(1)	E
	[DAYR ik]				[kon VEKS]				[SEN uh taf]		
174.	ascending	(2)	E	186.	gourmand	(3)	E	198.	tonorial	(4)	E
	[uh SEN ding]				[GUUR mond]				[ton SOHR ee uh]		
175.	monetary	(3)	E	187.	dromedary	(2)	E	199.	nidificating	(3)	E
	[MON uh tayr ee]				[DROM uh dayr ee]				[NID uh tuh kayt-ing]		
176.	entomologist	(2)	E	188.	diverging	(4)	E	200.	terpsichorean	(1)	E
	[ent uh MOL uh juhst]				[duh VUHRJ-ing]				[tuhrp sik uh REE uh]		
177.	gaff	(1)	E	189.	incertitude	(2)	E	201.	calm	(4)	E
	[GAF]				[in SUHRT uh tude]				[KAYRN]		
178.	quintet	(3)	E	190.	quiescent	(3)	E	202.	osculating	(2)	E
	[kwintET]				[kwiy ES uhnt]				[OS kyuh layt-ing]		
179.	nautical	(4)	E	191.	honing	(1)	E	203.	vitreous	(3)	E
	[NAW-uh kuh]				[HOHN-ing]				[VI tree uhs]		
180.	incarcerating	(1)	E	192.	cupola	(2)	E	204.	lugubrious	(2)	E
	[in CAR-se-rayt-ing]				[KYOO puh luh]				[luu GOO bree uhs]		

No. of Errors

No. of Errors

No. of Errors

Pronunciation Key		
ay = long a	u = short u	oo as in foot
ee = long e	j = soft g	uh as in shove
ly = long l	g = hard g	oy as in coin
oh = long o	s = soft c	ar as in farm
yoo = long u	k = hard c	uhr as in circle
a = short a	ow as in loud	ir as in cheer
e = short e	aw as in law	ayr as in chair
i = short i	uu as in foot	ohr as in
o = short o		shore

**Test Behavior Notes:**

For example, briefly describe such test behavior as interest in the task, quickness of response, signs of perseveration, work habits, disabilities, etc.

---



---



---



---

**Data From Other Tests**

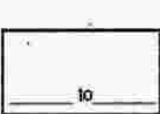
Test	Date	Results
PPVT-III (Form III B)		

**OPTIONAL RELIABILITY CONFIDENCE BANDS**

	Level	Standard Score Units
Band of Confidence (Circle one)	68%	± 4
	90%	± 7
	95%	± 8

Standard Score 

Percentile Rank  
(Norms Table 2) 

Normal Curve Equivalent  
(Norms Table 2) 

Age Equivalent  
(Norms Table 3) 

See manual for complete instructions.

**Performance Evaluation**

This standardized test provides an estimate only of this individual's hearing vocabulary in Standard English, as compared with a cross-section of U.S.A. persons of the same age. Do you believe the individual's performance represents fairly her or his true ability in this area?  Yes  No. If not, cite reasons such as rapport problems, poor testing situation, hearing or vision loss, visual-perceptual disorder, test too easy or too hard, etc.

---

---

---

---

---

---

---

---

**Recommendations**  
(including suggestions for follow-up testing)

---

---

---

---

---

---

---

---

\_\_\_\_\_  
Examiner's Signature



# FORM IIIA

## ABBREVIATED INSTRUCTIONS AND SETS OF TEST ITEM STIMULUS WORDS

Study Part 2 of the manual before testing.

### INTRODUCING THE TEST AND USING THE TRAINING ITEMS

All instructions for introducing the test and using the Training Items are located on the examiner's side of the Training Plates. Use Training Items A and B with children 2 to 7 years old, and C and D with persons 8 and older.

### ADMINISTERING AND SCORING THE TEST ITEM SETS

After you have administered the appropriate Training Items, begin testing using the Sets of Test Items.

- **Complete Set Rule.** Once you begin a set of test items, always administer all 12 items in that set in order, and always start with the first item in the set.
- **Start Item.** Begin testing with the Start Item, which is the first item in the appropriate Set of Test Items designated for the test taker's age. These are listed at the top of the item sets and in the box below.
- **Basal Set Rule.** The Basal Set Rule is one (1) or no errors in a set. Establish the Basal Set first. If necessary, reverse sequentially by sets until the rule is met. Then test forward by sets until a Ceiling Set is obtained.
- **Ceiling Set Rule.** The Ceiling Set Rule is eight (8) or more errors in a set.

### RECORDING RESPONSES AND ERRORS

- **Record Responses and Errors for Each Item.** Use numerals to record the test taker's response to each item in the blank in the Response column. Indicate errors by drawing an oblique line through the E in the last column as shown below.

1. bus ..... (4) 3 ~~E~~

- **Record the Number of Errors Per Set.** At the end of each item set, record the number of errors in the box provided.

- **Find the Total Errors Over the Critical Range.** Transfer the number of errors per set to the box below and add up the total errors. Be sure to use the lowest Basal Set through the highest Ceiling Set.

Ages	Start Item
2-6-8	1
4	13
5	25
6-7	49
8-9	73
10-11	85
12-18	109
17-Adult	145

No. of Errors		
Set 1	Set 7	Set 13
Set 2	Set 8	Set 14
Set 3	Set 9	Set 15
Set 4	Set 10	Set 16
Set 5	Set 11	Set 17
Set 6	Set 12	Total Errors <input type="text"/>

### CALCULATING the RAW SCORE

Record the number of the Ceiling Item, which is the last item in the Ceiling Set. Subtract from it the total number of errors made by the examinee from the Basal Set through the Ceiling Set. This is the Raw Score.

Ceiling Item 156  
 Total Errors 20  
 Raw Score 136

Transfer this Raw Score to page 1.

Basal Set Rule: 1 or no errors in a set.  
 Ceiling Set Rule: 8 or more errors in a set.

### START Ages 2-6-8 SET 1

Item	Word	Key	Response	Error
1.	bus	(4)	<input type="text"/>	<del>E</del>
2.	drinking	(3)	<input type="text"/>	<del>E</del>
3.	hand	(1)	<input type="text"/>	<del>E</del>
4.	climbing	(1)	<input type="text"/>	<del>E</del>
5.	key	(4)	<input type="text"/>	<del>E</del>
6.	reading	(1)	<input type="text"/>	<del>E</del>
7.	closet	(2)	<input type="text"/>	<del>E</del>
8.	jumping	(3)	<input type="text"/>	<del>E</del>
9.	lamp	(4)	<input type="text"/>	<del>E</del>
10.	helicopter	(2)	<input type="text"/>	<del>E</del>
11.	smelling	(2)	<input type="text"/>	<del>E</del>
12.	fly	(3)	<input type="text"/>	<del>E</del>

No. of Errors

### START Age 4 SET 2

Item	Word	Key	Response	Error
13.	digging	(2)	<input type="text"/>	<del>E</del>
14.	cow	(1)	<input type="text"/>	<del>E</del>
15.	drum	(3)	<input type="text"/>	<del>E</del>
16.	feather	(1)	<input type="text"/>	<del>E</del>
17.	painting	(3)	<input type="text"/>	<del>E</del>
18.	cage	(2)	<input type="text"/>	<del>E</del>
19.	knee	(1)	<input type="text"/>	<del>E</del>
20.	wrapping	(4)	<input type="text"/>	<del>E</del>
21.	fence	(3)	<input type="text"/>	<del>E</del>
22.	elbow	(4)	<input type="text"/>	<del>E</del>
23.	garbage	(2)	<input type="text"/>	<del>E</del>
24.	exercising	(4)	<input type="text"/>	<del>E</del>

No. of Errors

Basal Set Rule: 1 or no errors in a set

Ceiling Set Rule: 8 or more errors in a set

↓ START Age 5 SET 3					SET 4					↓ START Ages 6 - 7 SET 5				
Item	Word	Key	Response	Error	Item	Word	Key	Response	Error	Item	Word	Key	Response	Error
25.	empty	(1)	___	E	37.	castle	(2)	___	E	49.	parachute	(3)	___	E
26.	shoulder	(3)	___	E	38.	sawing	(4)	___	E	50.	delivering	(1)	___	E
27.	square	(4)	___	E	39.	cactus	(3)	___	E	51.	rectangle	(1)	___	E
28.	measuring	(4)	___	E	40.	farm	(1)	___	E	52.	diving	(2)	___	E
29.	porcupine	(1)	___	E	41.	going	(2)	___	E	53.	camper	(4)	___	E
30.	arrow	(2)	___	E	42.	harp	(1)	___	E	54.	target	(2)	___	E
31.	peeling	(3)	___	E	43.	astronaut	(3)	___	E	55.	writing	(1)	___	E
32.	fountain	(2)	___	E	44.	raccoon	(4)	___	E	56.	furry	(4)	___	E
33.	accident	(2)	___	E	45.	juggling	(4)	___	E	57.	drilling	(2)	___	E
34.	penguin	(1)	___	E	46.	envelope	(2)	___	E	58.	hook	(3)	___	E
35.	decorated	(4)	___	E	47.	tearing	(3)	___	E	59.	group	(3)	___	E
36.	nest	(3)	___	E	48.	claw	(1)	___	E	60.	dripping	(4)	___	E
No. of Errors <input type="text"/>					No. of Errors <input type="text"/>					No. of Errors <input type="text"/>				

SET 6					↓ START Ages 8 - 9 SET 7					↓ START Ages 10 - 11 SET 8				
Item	Word	Key	Response	Error	Item	Word	Key	Response	Error	Item	Word	Key	Response	Error
61.	vehicle	(4)	___	E	73.	gigantic	(2)	___	E	85.	flamingo	(2)	___	E
62.	oval	(1)	___	E	74.	nostril	(4)	___	E	86.	tambourine	(4)	___	E
63.	luggage	(2)	___	E	75.	vase	(3)	___	E	87.	palm	(1)	___	E
64.	awarding	(3)	___	E	76.	knight	(1)	___	E	88.	surprised	(4)	___	E
65.	hydrant	(4)	___	E	77.	towing	(1)	___	E	89.	canoe	(3)	___	E
66.	swamp	(3)	___	E	78.	horrified	(3)	___	E	90.	interviewing	(1)	___	E
67.	calculator	(2)	___	E	79.	trunk	(2)	___	E	91.	clarinet	(4)	___	E
68.	signal	(1)	___	E	80.	selecting	(1)	___	E	92.	exhausted	(2)	___	E
69.	squash	(4)	___	E	81.	island	(2)	___	E	93.	pitcher	(3)	___	E
70.	globe	(2)	___	E	82.	camcorder	(4)	___	E	94.	reptile	(2)	___	E
71.	vegetable	(3)	___	E	83.	heart	(3)	___	E	95.	polluting	(3)	___	E
72.	frame	(1)	___	E	84.	wrench	(4)	___	E	96.	vine	(1)	___	E
No. of Errors <input type="text"/>					No. of Errors <input type="text"/>					No. of Errors <input type="text"/>				

# WRATE

WIDE RANGE ACHIEVEMENT TEST  REVISION 3

NAME Jessie Misskelley GENDER ♀ OF 1  
 DATE 6/30/04 BIRTH DATE 7-10-75 AGE 28-11  
 SCHOOL N/A GRADE 9th Completed  
 REFERRED BY Atty. EXAMINER T. Dunning PhD

BULLET TEST SCORES	
READING	22
SPELLING	22
WRITING	22

Use Only Spelling Scores for 1917-87 Scores

## SPELLING/A MEASURE OF WRITTEN ENCODING

by Gary S. Wilkinson

NAME \_\_\_\_\_ (1&2)

- | (3)                 | (4) | (5) | (6) | (7)                     | (8) | (9) | (10) | (11) | (12)                     | (13) | (14) | (15) |
|---------------------|-----|-----|-----|-------------------------|-----|-----|------|------|--------------------------|------|------|------|
| 1. <u>And</u>       |     |     |     | 16. <u>surprise</u>     |     |     |      |      | 21. <u>DK</u>            |      |      |      |
| 2. <u>IN</u>        |     |     |     | 17. <u>believe</u>      |     |     |      |      | 22. <u>DK</u>            |      |      |      |
| 3. <u>Mini</u>      |     |     |     | 18. <u>brief</u>        |     |     |      |      | 23. <u>madevil</u>       |      |      |      |
| 4. <u>make</u>      |     |     |     | 19. <u>reasonable</u>   |     |     |      |      | 24. <u>charlie kind</u>  |      |      |      |
| 5. <u>cook</u>      |     |     |     | 20. <u>quinty</u>       |     |     |      |      | 25. <u>DK</u>            |      |      |      |
| 6. <u>Alust</u>     |     |     |     | 21. <u>character</u>    |     |     |      |      | 26. <u>carria flange</u> |      |      |      |
| 7. <u>Enter</u>     |     |     |     | 22. <u>success</u>      |     |     |      |      | 27. <u>DK</u>            |      |      |      |
| 8. <u>light</u>     |     |     |     | 23. <u>executive</u>    |     |     |      |      | 28. <u>"</u>             |      |      |      |
| 9. <u>Reach</u>     |     |     |     | 24. <u>desion</u>       |     |     |      |      | 29. <u>"</u>             |      |      |      |
| 10. <u>circle</u>   |     |     |     | 25. <u>recognize</u>    |     |     |      |      | 30. <u>"</u>             |      |      |      |
| 11. <u>explain</u>  |     |     |     | 26. <u>DK</u>           |     |     |      |      |                          |      |      |      |
| 12. <u>correct</u>  |     |     |     | 27. <u>opportunitly</u> |     |     |      |      |                          |      |      |      |
| 13. <u>Ruin</u>     |     |     |     | 28. <u>DK</u>           |     |     |      |      |                          |      |      |      |
| 14. <u>material</u> |     |     |     | 29. <u>DK</u>           |     |     |      |      |                          |      |      |      |
| 15. <u>advice</u>   |     |     |     | 30. <u>DK</u>           |     |     |      |      |                          |      |      |      |

### 5/10 RULES

Name/ Letter Writing	15
Word Spelling	22
Total Spelling	37

COPYRIGHT © 1993 by Jastak Associates  
 A DIVISION OF WIDE RANGE, INC.  
 All rights reserved. Printed in U.S.A.  
 1937-1993  
**005422**

# WRAT 3 ARITHMETIC/A MEASURE OF NUMBER COMPUTATIONS



10 Fingers

2 Fingers

3 or 50

42 or 280

3 or 1000, 10000

3 or 4 apples

9 marbles, 1/4, 3/4

15

REDUCE ALL ANSWERS TO LOWEST TERMS

$1 + 1 = \underline{2}$

$$\begin{array}{r} 5 \\ -1 \\ \hline 4 \end{array}$$

$2 + 7 = \underline{9}$

$8 - 4 = \underline{4}$

$$\begin{array}{r} 32 \\ 24 \\ +40 \\ \hline 96 \end{array}$$

1

2

3

4

5

$$\begin{array}{r} 9 \\ +3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 36 \\ -15 \\ \hline 21 \end{array}$$

$3 \times 4 = \underline{12}$

$$\begin{array}{r} 68 \\ +23 \\ \hline 91 \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline 42 \end{array}$$

6

7

8

9

10

17

$$\begin{array}{r} 23 \\ \times 3 \\ \hline 69 \end{array}$$

$$\begin{array}{r} 33 \\ -17 \\ \hline 16 \end{array}$$

$6 + 2 = \underline{3}$

$$\begin{array}{r} 4 \\ 4 \overline{)16} \\ \underline{16} \\ 0 \end{array}$$

$$\begin{array}{r} 17 \\ \times 4 \\ \hline \end{array}$$

11

12

13

14

15

$$\begin{array}{r} 724 \\ -597 \\ \hline \end{array}$$

$$\begin{array}{r} 229 \\ 5048 \\ 63 \\ +1381 \\ \hline 6721 \end{array}$$

$\frac{15}{5} = \underline{3}$

$9 \overline{)4527}$

$\frac{1}{3} + \frac{1}{3} = \underline{\frac{2}{6}}$

16

17

18

19

20

$2\frac{1}{2} + 1\frac{1}{2} = \underline{3\frac{2}{4}}$

$$\begin{array}{r} 823 \\ \times 96 \\ \hline \end{array}$$

$.42 = \underline{\quad\quad} \%$

$\frac{1}{4} \times \frac{1}{2} = \underline{\frac{1}{8}}$

$$\begin{array}{r} 38 \\ \times 2.4 \\ \hline \end{array}$$

21

22

23

24

25

OK

005423 Go to Next Page

# WRAT 3 ARITHMETIC/A MEASURE OF NUMBER COMPUTATIONS

$$\frac{3}{10} + \frac{3}{4} =$$

Ans: \_\_\_\_\_

$$\begin{array}{r} 6\frac{1}{4} \\ 1\frac{5}{8} \\ + 4\frac{1}{2} \\ \hline 11\frac{7}{8} \\ 17 \end{array}$$

$$\frac{2}{5} \text{ of } 35 =$$

$$27 \overline{)384}$$

$$\begin{array}{r} 6.23 \\ \times 12.7 \\ \hline \end{array}$$

~~25~~

~~27~~

28

29

30

$$2 - \underline{\hspace{1cm}} = \frac{1}{4}$$

$$\begin{array}{r} 10\frac{1}{4} \\ - 7\frac{2}{3} \\ \hline \end{array}$$

Add:

$$\begin{array}{r} -X - Y - 23 \\ X - Y + 22 \\ \hline \end{array}$$

$$15\% \text{ of } 175 =$$

Ans: \_\_\_\_\_

Write as common fraction in lowest terms:

$$.075 = \underline{\hspace{1cm}}$$

31

32

33

34

35

$$\frac{r^2 - 5r - 6}{r + 1}$$

Ans: \_\_\_\_\_

$$3p - q = 10$$

$$2p - q = 7$$

$$p = \underline{\hspace{1cm}} \quad q = \underline{\hspace{1cm}}$$

Reduce:

$$\frac{K^2 + K}{K^2} \cdot \frac{3K - 3}{K^2 - 1}$$

Ans: \_\_\_\_\_

$$f(x) = 3x^2 + x - 7$$

Find  $f(-2)$

Ans: \_\_\_\_\_

36

37

38

39

40

5 RULE 15 MINUTES

Oral Arithmetic

15

Written Arithmetic

17

Total Arithmetic

32

005424

# WRAT 3 READING/A MEASURE OF WRITTEN DECODING

CAUTION: EXAMINER USE ONLY!

A B O S E R T H U P I V Z J Q

(15)

1 in in	2 cat kat	3 book buuk	4 tree tree
5 how how	6 animal an-i-mal	7 even ee-ven	8 spell spel
9 finger fing-ger	10 size siz	11 felt felt	12 split split
13 lame laym	14 stretch strech	15 bulk bulk	16 abuse a-byoos, -byooz
17 contemporary kon-tem-po-rer-ee	18 collapse ko-laps	19 contagious kon-tay-jus	20 triumph tri-umf
21 alcove al-kohv	22 bibliography bib-li-og-ra-fee	23 horizon ho-ri-zon	24 municipal myoo-nis-i-pal
25 unanimous yoo-nan-i-mus	26 benign bi-nin	27 discretionary di-skresh-o-ner-ee	28 stratagem strat-a-jem
29 seismograph siz-mo-graf	30 heresy her-ee	31 itinerary i-tin-er-ee	32 usurp yoo-surp, -zurp
33 irascible i-ras-i-bel	34 pseudonym soo-do-nim	35 oligarchy ol-i-gahr-kee	36 covetousness kuv-e-tus-nes
37 heinous hay-nus	38 egregious i-gree-jus	39 omniscient om-nish-ent	Letter Reading <input type="text" value="15"/> Word Reading <input type="text" value="21"/> Total Reading <input type="text" value="36"/>
40 assuage a-swayj	41 disingenuous dis-in-jen-yoo-us	42 terpsichorean turp-si-ko-ree-an	
5/10 RULES			

OBSERVATIONS/REMARKS:

# TOMM: Score Sheet

by Tom Tombaugh, Ph.D.

Name: <u>Jessie Misskelley</u>	Date: <u>6/29/04</u>
Age: <u>28</u> Gender: Male <input checked="" type="checkbox"/> Female <input type="checkbox"/>	
Name of Administrator: <u>T. Denning, PhD</u>	

## Instructions:

Each trial lists both correct (**bold, underlined**) and incorrect (regular text) responses. While running the test, *circle the name of the item* that the respondent chooses. After administering the test, put a checkmark in the box beside each number that has a circled **bold and underlined** response. Add up the number of checkmarks in both columns to obtain the total number of correct responses and record it at the bottom of each trial.

49/50/ —



Copyright © 1996, Multi-Health Systems Inc. All rights reserved. In the U.S.A., 908 Niagara Falls Blvd., North Tonawanda, NY 14120-2060, 1-800-456-3003. In Canada, 3770 Victoria Park Avenue, Toronto, ON M2H 3M6, 1-800-268-6011, 1-416-424-1700, Fax 1-416-424-1736

005426

# TOMM Score Sheet: Retention Trial

	A	B		A	B
1. light socket	<u>wrench</u>	<input type="checkbox"/>	26. <u>kleenex box</u>	wagon	<input type="checkbox"/>
2. <u>stapler</u>	fridge	<input type="checkbox"/>	27. cheese	<u>dart</u>	<input type="checkbox"/>
3. <u>jack-in-the-box</u>	gondola	<input type="checkbox"/>	28. <u>rose</u>	shoe	<input type="checkbox"/>
4. tree	<u>mask</u>	<input type="checkbox"/>	29. coat	<u>shopping cart</u>	<input type="checkbox"/>
5. <u>maple leaf</u>	peanuts	<input type="checkbox"/>	30. <u>bench</u>	fence	<input type="checkbox"/>
6. <u>jack o' lantern</u>	carton	<input type="checkbox"/>	31. extension cord	<u>umbrella</u>	<input type="checkbox"/>
7. mailbox	<u>carrot</u>	<input type="checkbox"/>	32. milk	<u>wheelbarrow</u>	<input type="checkbox"/>
8. skip rope	<u>light bulb</u>	<input type="checkbox"/>	33. <u>can</u>	snowman	<input type="checkbox"/>
9. <u>paintbrush</u>	candy	<input type="checkbox"/>	34. zipper	<u>ice cream cone</u>	<input type="checkbox"/>
10. <u>life preserver</u>	bird	<input type="checkbox"/>	35. package	<u>motorcycle</u>	<input type="checkbox"/>
11. <u>elephant</u>	lamp	<input type="checkbox"/>	36. <u>muffin pan</u>	trophy	<input type="checkbox"/>
12. water faucet	<u>musical notes</u>	<input type="checkbox"/>	37. <u>swing set</u>	pipe	<input type="checkbox"/>
13. loaf of bread	<u>scissors</u>	<input type="checkbox"/>	38. diving board	<u>whistle</u>	<input type="checkbox"/>
14. <u>stool</u>	cup	<input type="checkbox"/>	39. <u>sewing machine</u>	necktie	<input type="checkbox"/>
15. slingshot	<u>birdhouse</u>	<input type="checkbox"/>	40. can	<u>toaster</u>	<input type="checkbox"/>
16. <u>butterfly net</u>	lighthouse	<input type="checkbox"/>	41. <u>saw</u>	sign	<input type="checkbox"/>
17. clown	<u>racket</u>	<input type="checkbox"/>	42. <u>roller skates</u>	scales	<input type="checkbox"/>
18. wagon	<u>pail &amp; shovel</u>	<input type="checkbox"/>	43. drill	<u>spinning wheel</u>	<input type="checkbox"/>
19. <u>quill pen</u>	footstool	<input type="checkbox"/>	44. <u>iron</u>	plant	<input type="checkbox"/>
20. <u>cake</u>	dinner bell	<input type="checkbox"/>	45. electric fan	<u>key</u>	<input type="checkbox"/>
21. <u>candle</u>	church	<input type="checkbox"/>	46. <u>pennant</u>	rolling pin	<input type="checkbox"/>
22. windmill	<u>vest</u>	<input type="checkbox"/>	47. phone	<u>mouse</u>	<input type="checkbox"/>
23. <u>hat</u>	kite	<input type="checkbox"/>	48. <u>suitcase</u>	needle	<input type="checkbox"/>
24. airplane	<u>guitar</u>	<input type="checkbox"/>	49. clipboard	<u>axe</u>	<input type="checkbox"/>
25. <u>stepladder</u>	water fountain	<input type="checkbox"/>	50. <u>paper clip</u>	scarf	<input type="checkbox"/>

**TOTAL Correct for Retention Trial =**

005427



# TOMM Score Sheet: Trial 1

	A	B		A	B		
1.	<u>spinning wheel</u>	cookie	<input checked="" type="checkbox"/>	26.	T.V.	<u>light bulb</u>	<input checked="" type="checkbox"/>
2.	tent	<u>kleenex box</u>	<input checked="" type="checkbox"/>	27.	<u>maple leaf</u>	boat	<input checked="" type="checkbox"/>
3.	dustpan	<u>mouse</u>	<input checked="" type="checkbox"/>	28.	crutch	<u>wrench</u>	<input checked="" type="checkbox"/>
4.	<u>quill pen</u>	teepee	<input checked="" type="checkbox"/>	29.	hoe	<u>cake</u>	<input checked="" type="checkbox"/>
5.	birdbath	<u>can</u>	<input checked="" type="checkbox"/>	30.	<u>key</u>	sock	<input checked="" type="checkbox"/>
6.	<u>suitcase</u>	comb	<input checked="" type="checkbox"/>	31.	cloud	<u>rose</u>	<input checked="" type="checkbox"/>
7.	<u>pennant</u>	boat	<input checked="" type="checkbox"/>	32.	<u>racket</u>	pencil	<input checked="" type="checkbox"/>
8.	gas pump	<u>musical notes</u>	<input checked="" type="checkbox"/>	33.	corn	<u>ladder</u>	<input checked="" type="checkbox"/>
9.	ring	<u>guitar</u>	<input checked="" type="checkbox"/>	34.	<u>wheelbarrow</u>	fire hydrant	<input checked="" type="checkbox"/>
10.	<u>hat</u>	Christmas tree	<input checked="" type="checkbox"/>	35.	<u>whistle</u>	grapes	<input checked="" type="checkbox"/>
11.	<u>muffin pan</u>	train	<input checked="" type="checkbox"/>	36.	toilet paper	<u>birdhouse</u>	<input checked="" type="checkbox"/>
12.	mailbox	<u>brush</u>	<input checked="" type="checkbox"/>	37.	<u>shopping cart</u>	teddy bear	<input checked="" type="checkbox"/>
13.	wheat	<u>axe</u>	<input checked="" type="checkbox"/>	38.	cigarettes	<u>ice cream</u>	<input checked="" type="checkbox"/>
14.	<u>jack o' lantern</u>	coat hanger	<input checked="" type="checkbox"/>	39.	<u>roller skates</u>	glue	<input checked="" type="checkbox"/>
15.	wallet	<u>scissors</u>	<input checked="" type="checkbox"/>	40.	cherries	<u>umbrella</u>	<input checked="" type="checkbox"/>
16.	safety pin	<u>elephant</u>	<input checked="" type="checkbox"/>	41.	<u>life preserver</u>	mountains	<input checked="" type="checkbox"/>
17.	<u>saw</u>	door	<input checked="" type="checkbox"/>	42.	wheelchair	<u>stapler</u>	<input checked="" type="checkbox"/>
18.	<u>butterfly net</u>	lawn mower	<input checked="" type="checkbox"/>	43.	<u>swing set</u>	bunk bed	<input checked="" type="checkbox"/>
19.	pullout bed	<u>candle</u>	<input checked="" type="checkbox"/>	44.	soup ladle	<u>pail &amp; shovel</u>	<input checked="" type="checkbox"/>
20.	<u>motorcycle</u>	knife	<input checked="" type="checkbox"/>	45.	dice	<u>iron</u>	<input checked="" type="checkbox"/>
21.	<u>fishing pole</u>	<u>sewing machine</u>	<input type="checkbox"/>	46.	<u>carrot</u>	book	<input checked="" type="checkbox"/>
22.	<u>jack-in-the-box</u>	rocking chair	<input checked="" type="checkbox"/>	47.	drum	<u>dart</u>	<input checked="" type="checkbox"/>
23.	<u>bench</u>	fence	<input checked="" type="checkbox"/>	48.	<u>paper clip</u>	bird cage	<input checked="" type="checkbox"/>
24.	screw	<u>stool</u>	<input checked="" type="checkbox"/>	49.	<u>vest</u>	telescope	<input checked="" type="checkbox"/>
25.	<u>toaster</u>	bow & arrow	<input checked="" type="checkbox"/>	50.	end table	<u>mask</u>	<input checked="" type="checkbox"/>

TOTAL Correct for Trial 1 = 49

005428

# TOMM Score Sheet: Trial 2

	A	B		A	B		
1.	<u>scissors</u>	clock	<input checked="" type="checkbox"/>	26.	<u>vest</u>	baseball bat	<input checked="" type="checkbox"/>
2.	banana	<u>musical notes</u>	<input checked="" type="checkbox"/>	27.	string of pearls	<u>stapler</u>	<input checked="" type="checkbox"/>
3.	hobbyhorse	<u>tin can</u>	<input checked="" type="checkbox"/>	28.	window	<u>spinning wheel</u>	<input checked="" type="checkbox"/>
4.	<u>ice cream cone</u>	lock & key	<input checked="" type="checkbox"/>	29.	<u>iron</u>	lipstick	<input checked="" type="checkbox"/>
5.	<u>sewing machine</u>	bird feeder	<input checked="" type="checkbox"/>	30.	shoe	<u>butterfly net</u>	<input checked="" type="checkbox"/>
6.	chair	<u>toaster</u>	<input checked="" type="checkbox"/>	31.	notebook	<u>roller skate</u>	<input checked="" type="checkbox"/>
7.	<u>light bulb</u>	eggs	<input checked="" type="checkbox"/>	32.	<u>mouse</u>	pine cone	<input checked="" type="checkbox"/>
8.	<u>elephant</u>	batteries	<input checked="" type="checkbox"/>	33.	basketball net	<u>maple leaf</u>	<input checked="" type="checkbox"/>
9.	ceiling fan	<u>jack o' lantern</u>	<input checked="" type="checkbox"/>	34.	<u>stepladder</u>	filing cabinet	<input checked="" type="checkbox"/>
10.	<u>wrench</u>	ashtray	<input checked="" type="checkbox"/>	35.	felt marker	<u>candle</u>	<input checked="" type="checkbox"/>
11.	<u>suitcase</u>	spray bottle	<input checked="" type="checkbox"/>	36.	wishing well	<u>muffin pan</u>	<input checked="" type="checkbox"/>
12.	container	<u>saw</u>	<input checked="" type="checkbox"/>	37.	<u>hat</u>	mustard bottle	<input checked="" type="checkbox"/>
13.	<u>carrot</u>	chair & table	<input checked="" type="checkbox"/>	38.	<u>guitar</u>	hot dog on fork	<input checked="" type="checkbox"/>
14.	saltshaker	<u>birdhouse</u>	<input checked="" type="checkbox"/>	39.	telephone pole	<u>key</u>	<input checked="" type="checkbox"/>
15.	eyeglasses	<u>rose</u>	<input checked="" type="checkbox"/>	40.	<u>pennant</u>	bell	<input checked="" type="checkbox"/>
16.	clothespin	<u>motorcycle</u>	<input checked="" type="checkbox"/>	41.	hairbrush	<u>jack-in-the-box</u>	<input checked="" type="checkbox"/>
17.	<u>swing set</u>	needle & thread	<input checked="" type="checkbox"/>	42.	playing card	<u>life preserver</u>	<input checked="" type="checkbox"/>
18.	<u>racket</u>	light switch	<input checked="" type="checkbox"/>	43.	<u>Kleenex box</u>	stump	<input checked="" type="checkbox"/>
19.	knife	<u>pail &amp; shovel</u>	<input checked="" type="checkbox"/>	44.	picnic basket	<u>dart</u>	<input checked="" type="checkbox"/>
20.	onion	<u>bench</u>	<input checked="" type="checkbox"/>	45.	<u>axe</u>	anchor	<input checked="" type="checkbox"/>
21.	lighter	<u>umbrella</u>	<input checked="" type="checkbox"/>	46.	fishhook	<u>paintbrush</u>	<input checked="" type="checkbox"/>
22.	<u>quill pen</u>	mirror	<input checked="" type="checkbox"/>	47.	<u>shopping cart</u>	sack	<input checked="" type="checkbox"/>
23.	<u>cake</u>	purse	<input checked="" type="checkbox"/>	48.	<u>wheelbarrow</u>	thermos	<input checked="" type="checkbox"/>
24.	fire	<u>paper clip</u>	<input checked="" type="checkbox"/>	49.	<u>mask</u>	cross	<input checked="" type="checkbox"/>
25.	<u>whistle</u>	bricks	<input checked="" type="checkbox"/>	50.	oven mitts	<u>stool</u>	<input checked="" type="checkbox"/>

**TOTAL Correct for Trial 2 =**

50

005429

# CTONI

## Comprehensive Test of Nonverbal Intelligence

### Profile/Examiner Record Form

NEQ = 67 (MAX 69)  
PNIQ 66 (66)  
SNIQ 72 (76)

#### Section I. Identifying Information

Name Jessie Misskelley  Male  Female

Date Tested Year 04 Month 6 Day 29 School VARNUM UNIT Grade —

Date of Birth Year 75 Month 7 Day 10 Examiner's Name T. Denning, PhD  
(FIRST) (LAST)

Chronological Age 28-11 Examiner's Title Psychologist

Test Administered  Orally  In Pantomime

### Section II. Record of CTONI Scores

	Raw Score	%ile	Age Equivalent	Standard Score	Pictorial Standard Score	Geometric Standard Score
1. Pictorial Analogies	<u>6</u>	_____	_____	<u>5</u>	<u>5</u>	
2. Geometric Analogies	<u>4</u>	_____	_____	<u>4</u>		<u>4</u>
3. Pictorial Categories	<u>8</u>	_____	_____	<u>3</u>	<u>3</u>	
4. Geometric Categories	<u>18/14</u>	_____	_____	<u>"9" (7)</u>		<u>"9" 7</u> <i>inflected</i>
5. Pictorial Sequences	<u>11</u>	_____	_____	<u>6</u>	<u>6</u>	
6. Geometric Sequences	<u>7</u>	_____	_____	<u>6</u>		<u>6</u>
Sum of Standard Scores				<span style="border: 1px solid black; padding: 2px;">33</span> (31)	<span style="border: 1px solid black; padding: 2px;">14</span>	<span style="border: 1px solid black; padding: 2px;">19</span> (17)
Quotients				<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">69</span> (67) NIQ	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">66</span> PNIQ	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">76</span> (72) GNIQ

### Section III. CTONI Profile

Subtest Scores							Composite Scores				Other Test Scores					
Std. Score	Pictorial Analogies	Geometric Analogies	Pictorial Categories	Geometric Categories	Pictorial Sequences	Geometric Sequences	Std. Score	Quotient	Nonverbal Intelligence Quotient (NIQ)	Pictorial Nonverbal Intelligence Quotient (PNIQ)	Geometric Nonverbal Intelligence Quotient (GNIQ)	1	2	3	4	Quotient
20							20	150								150
19							19	145								145
18							18	140								140
17							17	135								135
16							16	130								130
15							15	125								125
14							14	120								120
13							13	115								115
12							12	110								110
11							11	105								105
10							10	100								100
9							9	95								95
8							8	90								90
7							7	85								85
6							6	80								80
5							5	75								75
4							4	70								70
3							3	65								65
2							2	60								60
1							1	55								55

005431

## Section V. Answer Sheet

- Subtest 1. Pictorial Analogies
- Subtest 2. Geometric Analogies

### Instructions:

The oral directions for administering these two subtests are identical (see the Examiner's Manual if directions are to be given in pantomime). Directions are given only for Subtest 1, Pictorial Analogies. Follow the same directions when administering Subtest 2, Geometric Analogies. Discontinue testing if the test taker does not respond correctly to the practice items.

Show practice item A in the Analogies Picture Book, point to the first picture at the top of the page, and say, THIS IS TO (point to second picture) THIS (pause) AS THIS (point to the third picture) IS TO WHICH ONE OF THESE (run your finger over the pictures at the bottom of the page). POINT TO YOUR ANSWER. Turn to practice item B and follow the same directions. Turn to practice item C and say, DO THIS ONE BY YOURSELF. If the test taker responds correctly, say DO THE REST BY YOURSELF. POINT TO THE PICTURE ON EACH PAGE THAT YOU THINK IS THE RIGHT PICTURE. Continue testing until 3 out of 5 consecutive answers are incorrect.

- Subtest 3. Pictorial Categories
- Subtest 4. Geometric Categories

### Instructions:

The oral directions for administering these two subtests are identical (see the Examiner's Manual if directions are to be given in pantomime). Directions are given only for Subtest 3, Pictorial Categories. Follow the same directions when administering Subtest 4, Geometric Categories. Discontinue testing if the test taker does not respond correctly to the practice items.

Show practice item A in the Categories Picture Book, point to each of the two pictures at the top of the page, and say, THESE TWO ARE ALIKE IN SOME WAY. WHICH ONE OF THESE (run your finger over the alternatives at the bottom of the page) IS MOST LIKE THESE TWO AND SHOULD GO IN THE EMPTY BOX? POINT TO YOUR ANSWER. Turn to practice item B and follow the same directions. Turn to practice item C and say, DO THIS ONE BY YOURSELF. If the test taker responds correctly, say DO THE REST BY YOURSELF. POINT TO THE PICTURE ON EACH PAGE THAT YOU THINK IS THE RIGHT PICTURE. Continue testing until 3 out of 5 consecutive answers are incorrect.

- Subtest 5. Pictorial Sequences
- Subtest 6. Geometric Sequences

### Instructions:

The oral directions for administering these two subtests are identical (see the Examiner's Manual if directions are to be given in pantomime). Directions are given only for Subtest 5, Pictorial Sequences. Follow the same directions for administering Subtest 6, Geometric Sequences. Discontinue testing if the test taker does not respond correctly to the practice items.

Show practice item A in the Sequences Picture Book, point to each of the pictures at the top of the page, and say, WHICH ONE OF THESE (run your finger over the boxes at the bottom of the page) GOES IN THIS BOX? POINT TO THE PICTURE. Turn to practice item B and follow the same directions. Turn to practice item C and say, DO THIS ONE BY YOURSELF. If the test taker responds correctly, say DO THE REST BY YOURSELF. POINT TO THE PICTURE ON EACH PAGE THAT YOU THINK IS THE RIGHT PICTURE. Continue testing until 3 out of 5 consecutive answers are incorrect.

005432

ADD 3885



**Section IV. Other Test Scores**

	Name of Test	Date of Testing	Std. Score	CTONI Equiv.
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

**Relation of Various Standard Scores to Percentile Ranks and to Each Other**

Percentile Rank	Standard Scores					
	CTONI Composite Score (Quotient)	CTONI Subtest Score	NCE Score	T-score	z-score	Stanine
99	150	20	99	83	+3.33	9
99	145	19	99	80	+3.00	9
99	140	18	99	77	+2.67	9
99	135	17	99	73	+2.33	9
98	130	16	92	70	+2.00	9
95	125	15	85	67	+1.67	8
91	120	14	78	63	+1.34	8
84	115	13	71	60	+1.00	7
75	110	12	64	57	+0.67	6
63	105	11	57	53	+0.33	6
50	100	10	50	50	+0.00	5
37	95	9	43	47	-0.33	4
25	90	8	36	43	-0.67	4
16	85	7	29	40	-1.00	3
9	80	6	22	37	-1.34	2
5	75	5	15	33	-1.67	2
2	70	4	8	30	-2.00	1
1	65	3	1	27	-2.33	1
1	60	2	1	23	-2.67	1
1	55	1	1	20	-3.00	1
Mean	100	10	50	50	0	5
Standard Deviation	15	3	21.06	10	1	1.96

**005434**





# CTONI

## Comprehensive Test of Nonverbal Intelligence

### Profile/Examiner Record Form

NIQ = 67  
PNIQ 66  
SNIQ 72

(MAX)  
69  
66  
76

#### Section I. Identifying Information

Name Jessie Misskelley  Male  Female

Date Tested      Year      Month      Day  
                         04      6      29

Date of Birth      75      7      10

Chronological Age      28 - 11

School VARNUM UNIT Grade     

Examiner's Name T. Denning, PhD  
(FIRST) (LAST)

Examiner's Title Psychologist

Test Administered  Orally  In Pantomime



Name JM Age 6-29-04  
ID \_\_\_\_\_ Date \_\_\_\_\_  
Examiner T. Denny PhD  
Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Trail Making Test

## Condition 1 Visual Scanning

Practice

56769 10 11 12 A B C D E



005437

Copyright © 2001 by The Psychological Corporation,  
a Harcourt Assessment Company. All rights reserved.  
Printed in the United States of America.

3

8

N

3

C

3

G

3

4

3

3

6

F

5

3

14

12

3

H

3

B

P

3

3

E

3

7

005438

2

K

~~3~~

I

~~3~~

10

~~3~~

~~3~~

A

9

D

~~3~~

11

~~3~~

~~3~~

J

M

~~3~~

16

~~3~~

O

1

~~3~~

15

~~3~~

~~3~~

L

005439



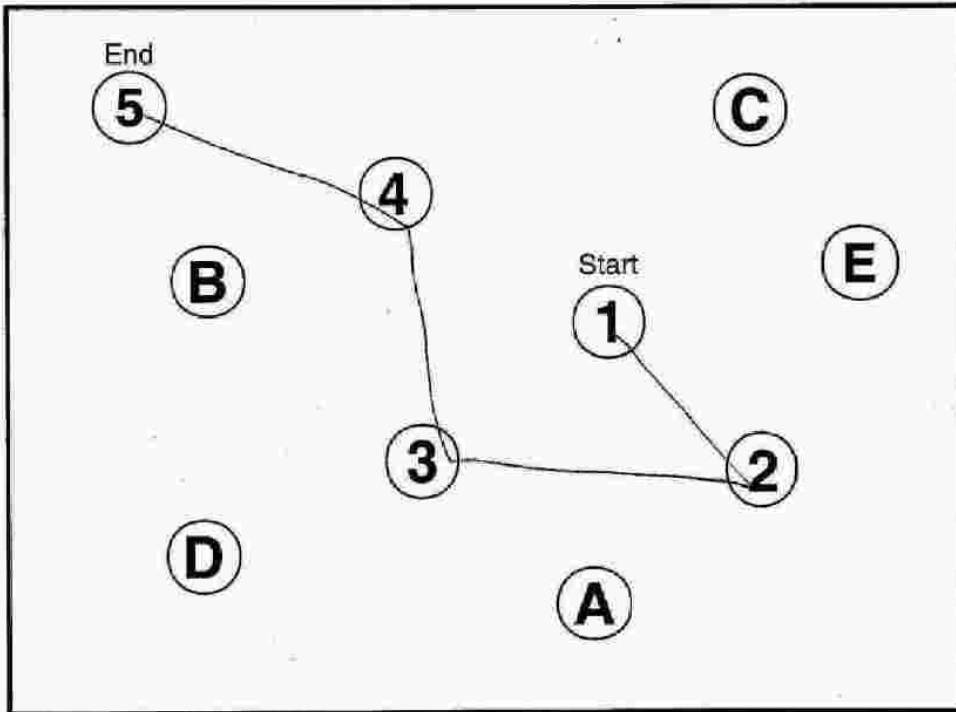
Name JM Age 6-24-04  
ID \_\_\_\_\_ Date \_\_\_\_\_  
Examiner \_\_\_\_\_  
Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Trail Making Test

**Condition 2  
Number Sequencing**

*Trouble finding  
13 after 12  
otherwise ok*

Practice



56789 10 11 12 ABCDE

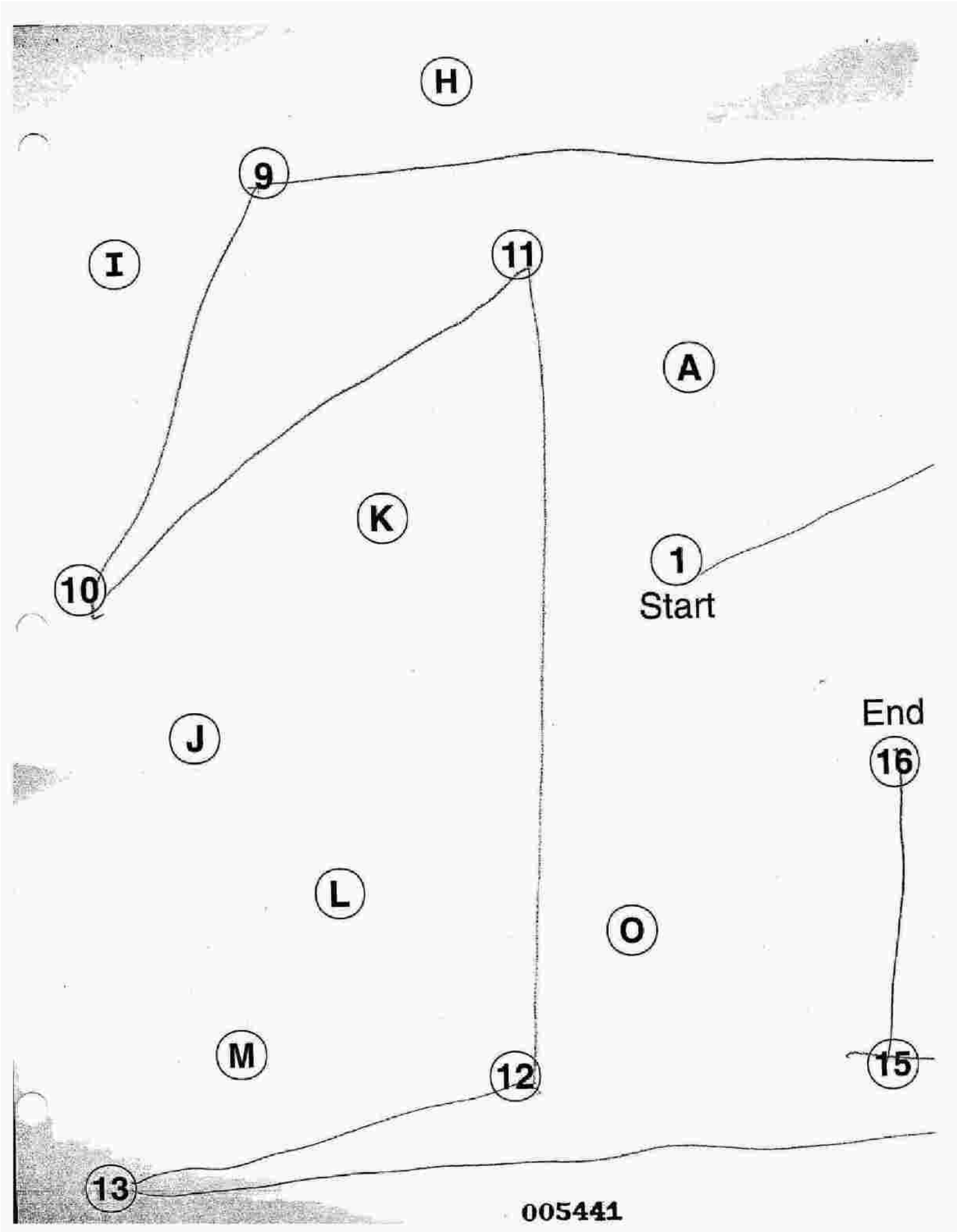


A Harcourt Assessment Company

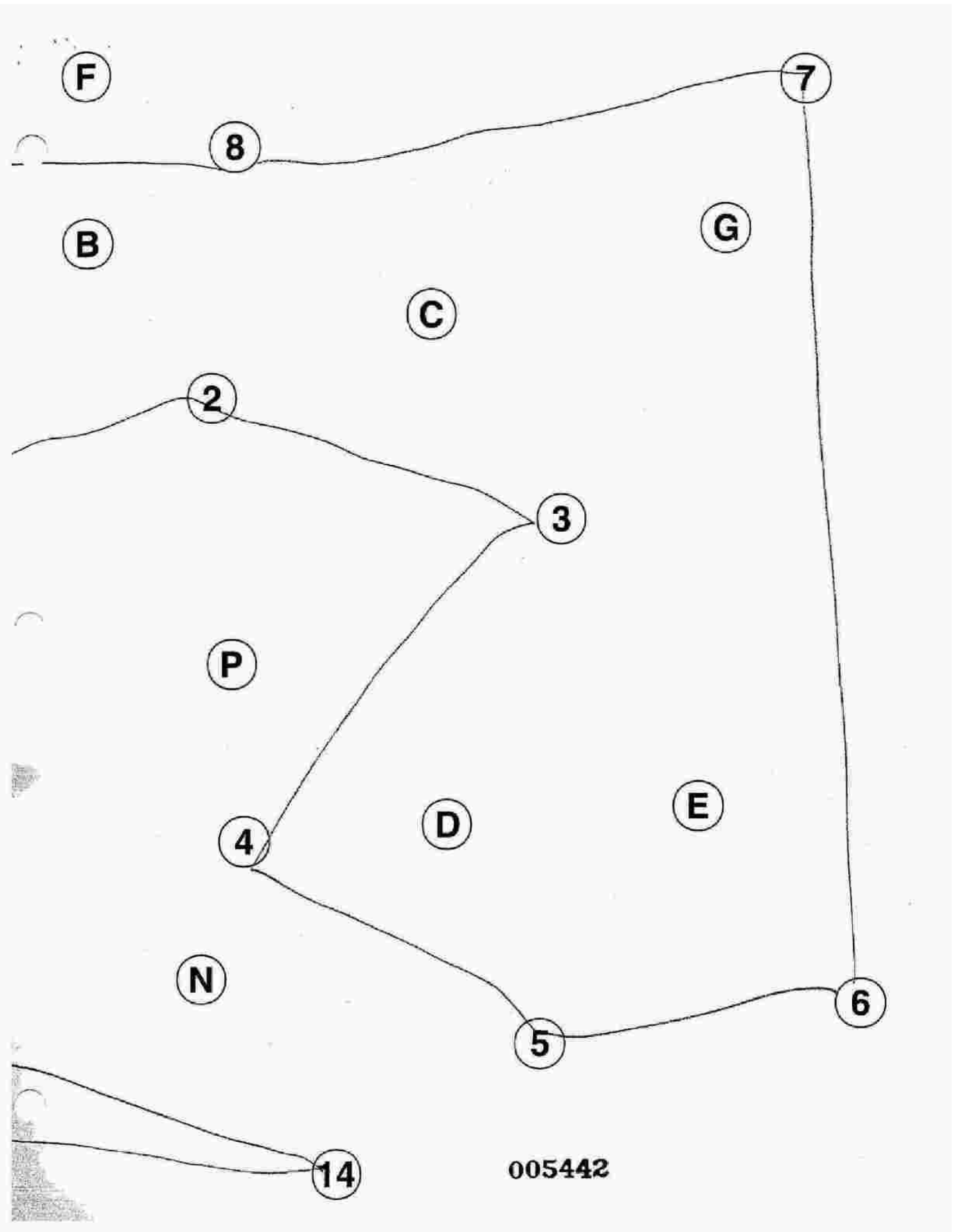
**005440**

Copyright © 2001 by The Psychological Corporation,  
a Harcourt Assessment Company. All rights reserved.  
Printed in the United States of America.

ADD 3893



005441



005442



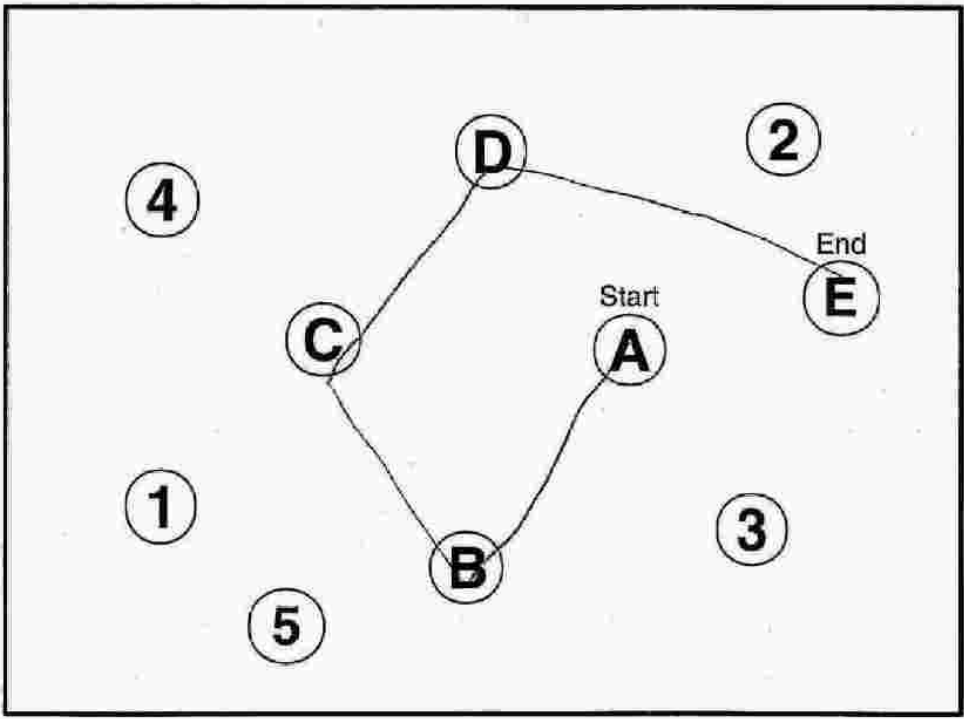
Name JM Age 6-29-04  
ID \_\_\_\_\_ Date \_\_\_\_\_  
Examiner \_\_\_\_\_  
Notes \_\_\_\_\_

# Trail Making Test

Condition 3  
Letter Sequencing

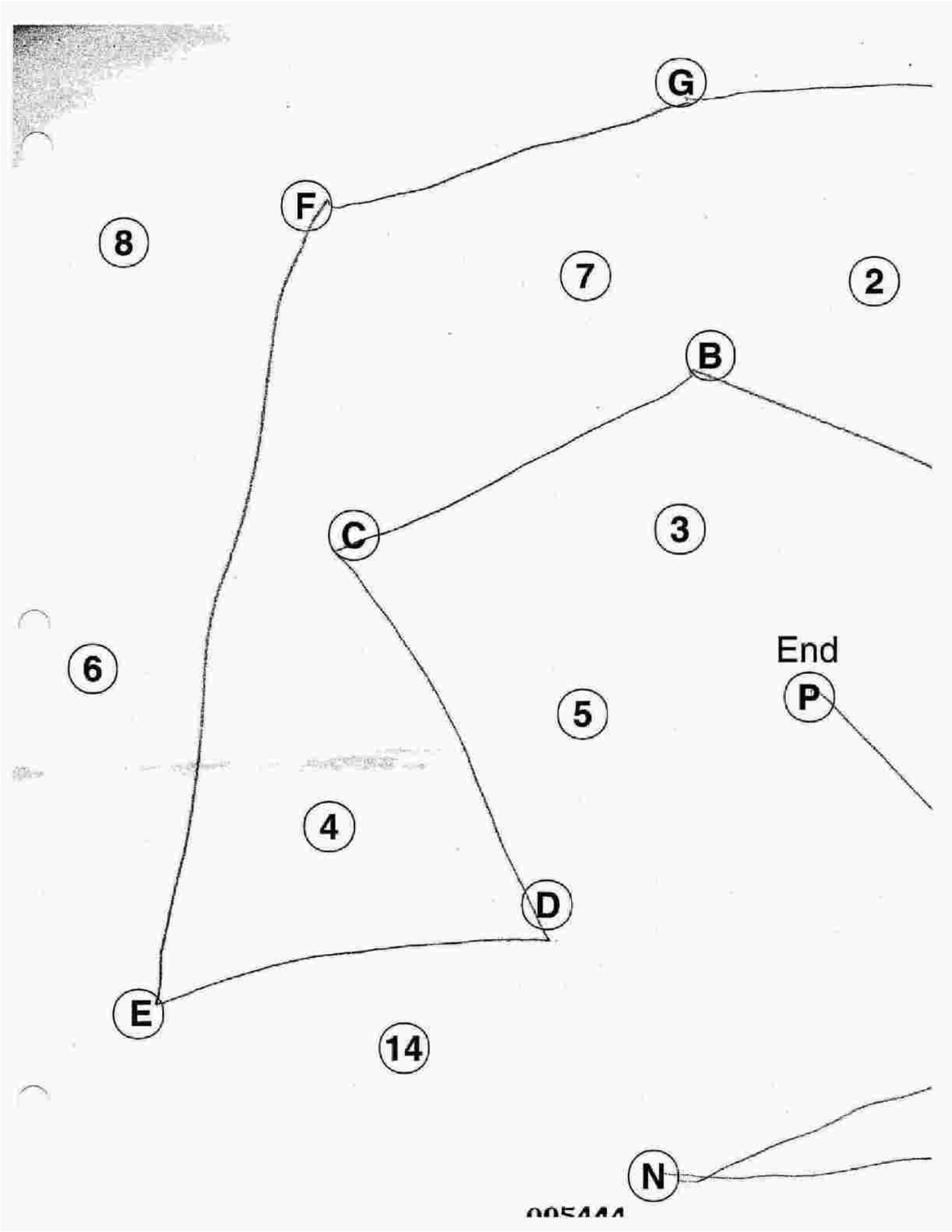
42"

Practice

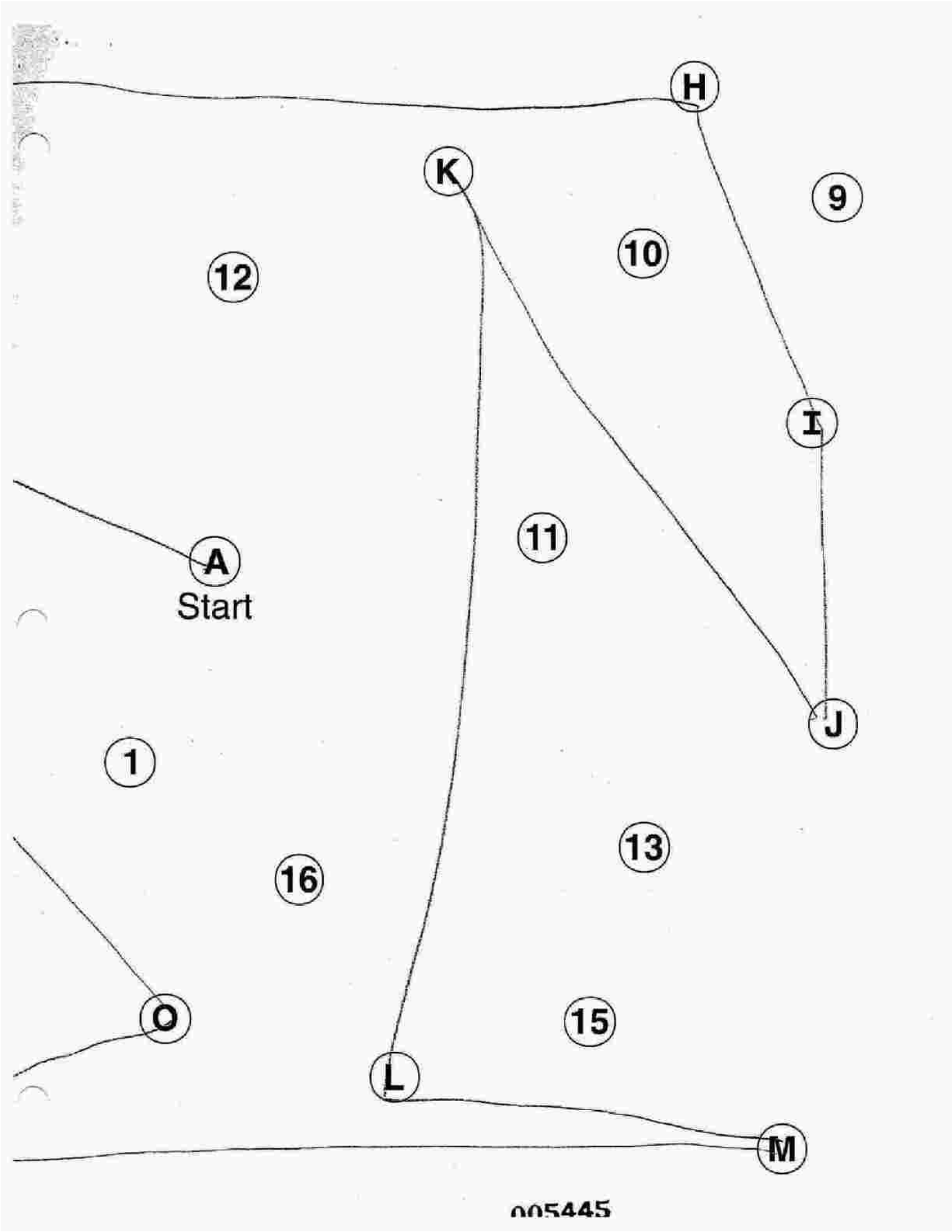


88786 10 11 12 ABCDE





005444



005445



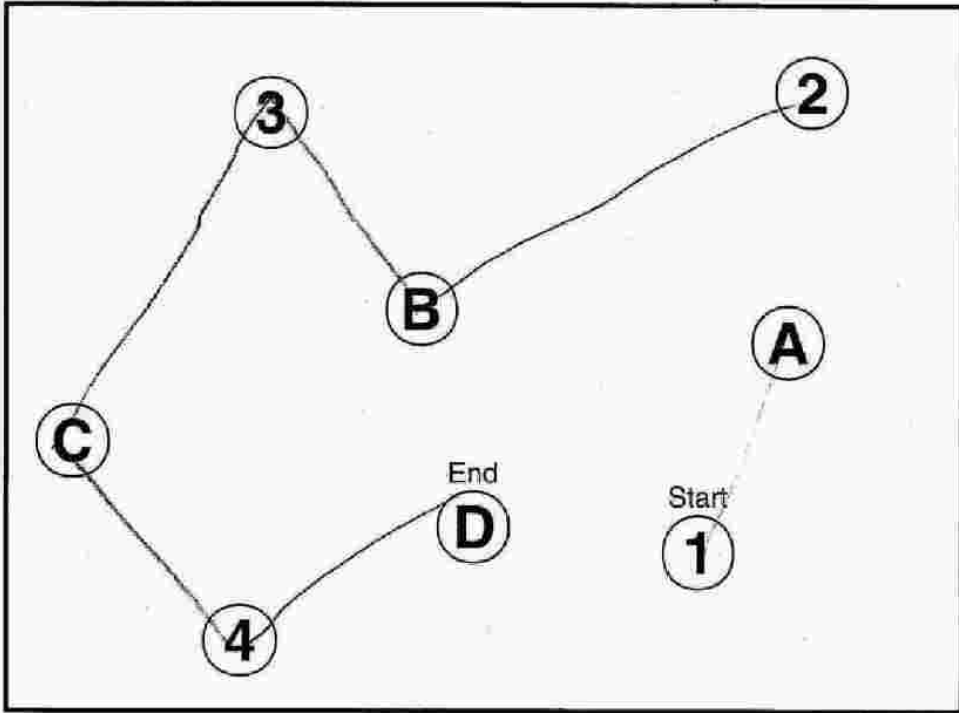
Name J.M Age 6-29-04  
ID \_\_\_\_\_ Date \_\_\_\_\_  
Examiner \_\_\_\_\_  
Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Trail Making Test

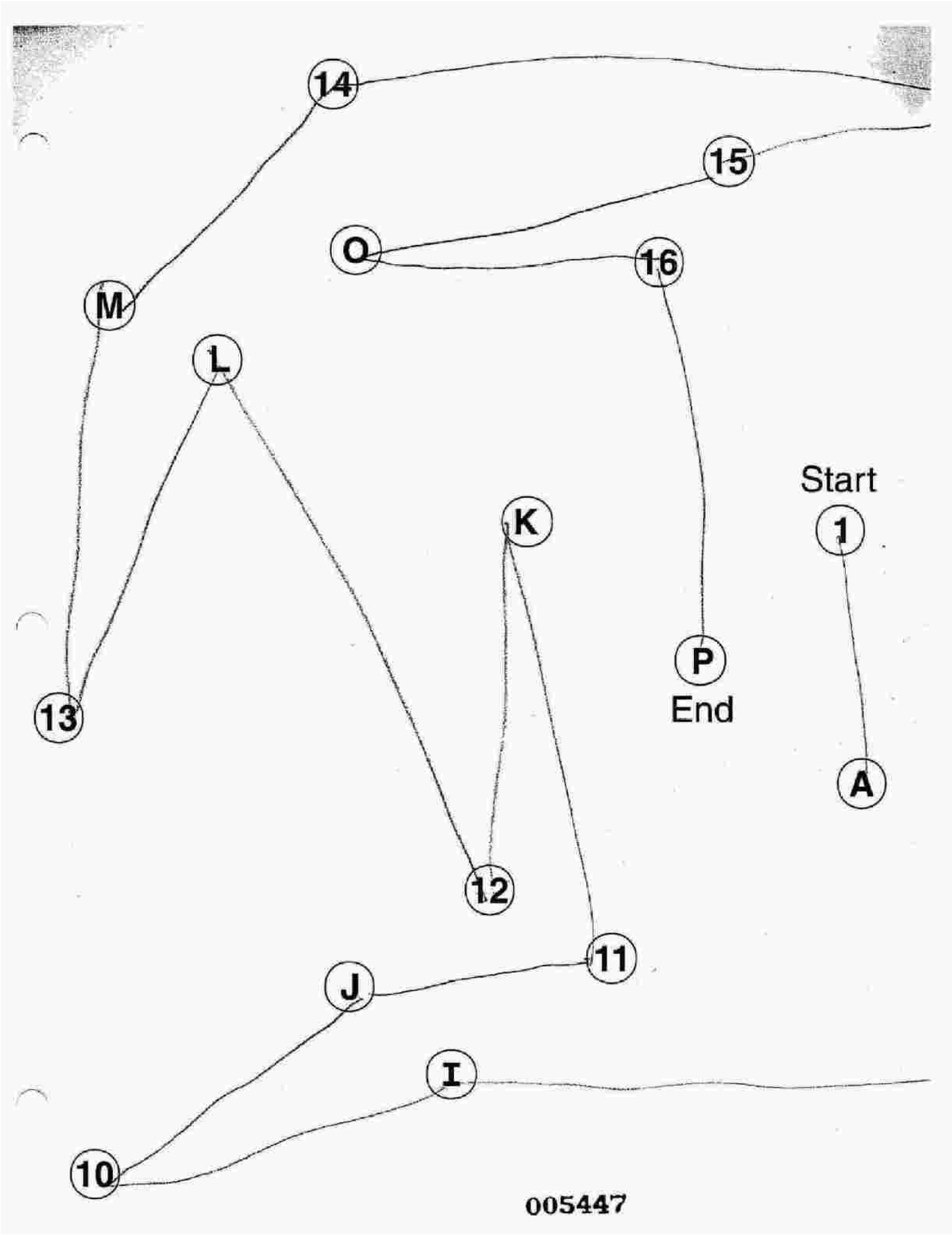
Condition 4  
Number-Letter Switching

*2:20"  
no errors*

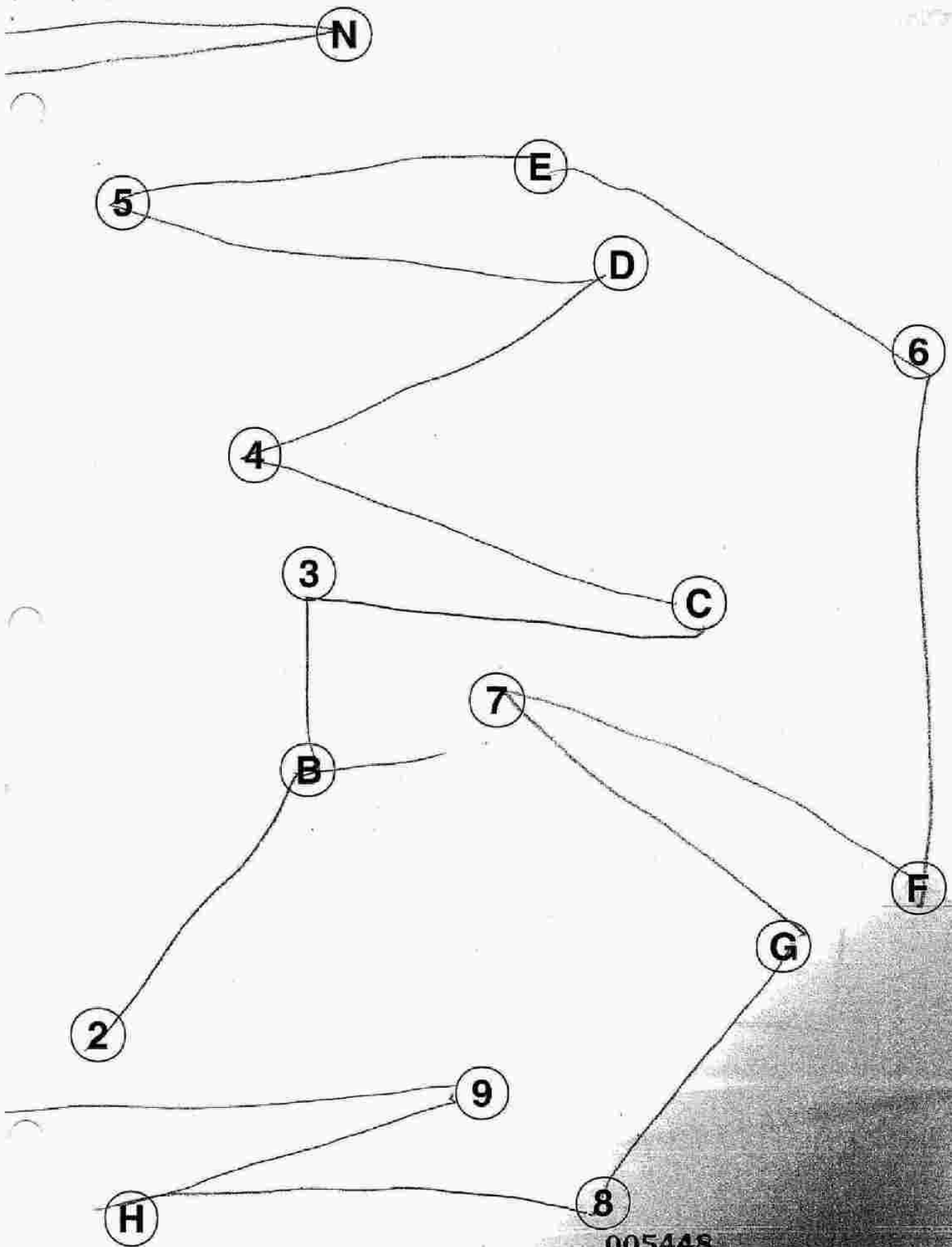
Practice



5578970112ABCDE



005447



005448



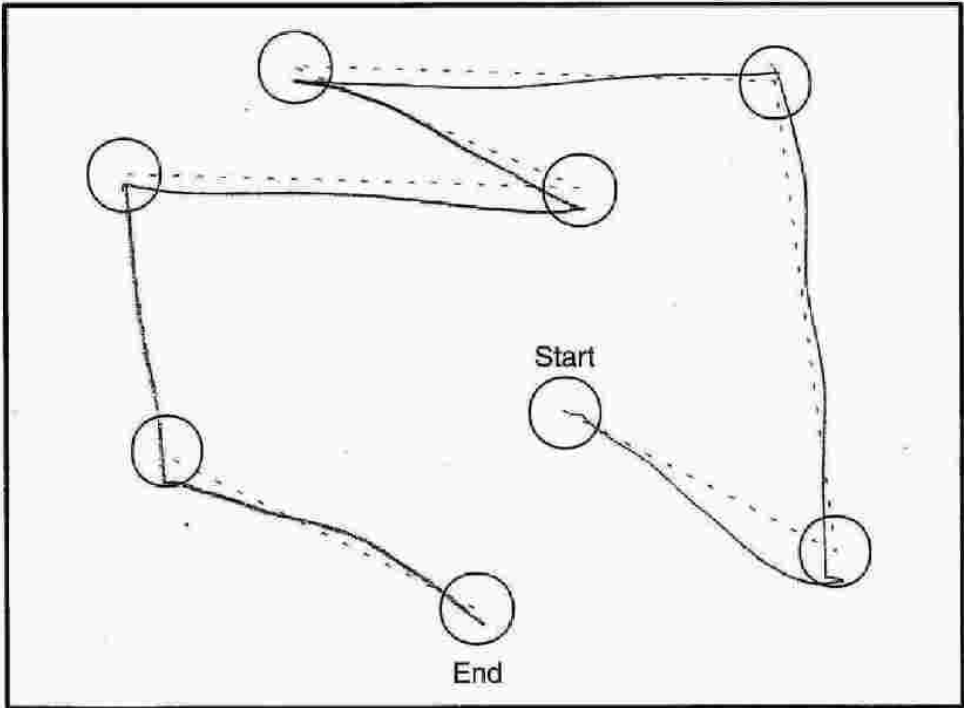
Name JM Age 6-29-04  
ID \_\_\_\_\_ Date \_\_\_\_\_  
Examiner \_\_\_\_\_  
Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Trail Making Test

**Condition 5  
Motor Speed**

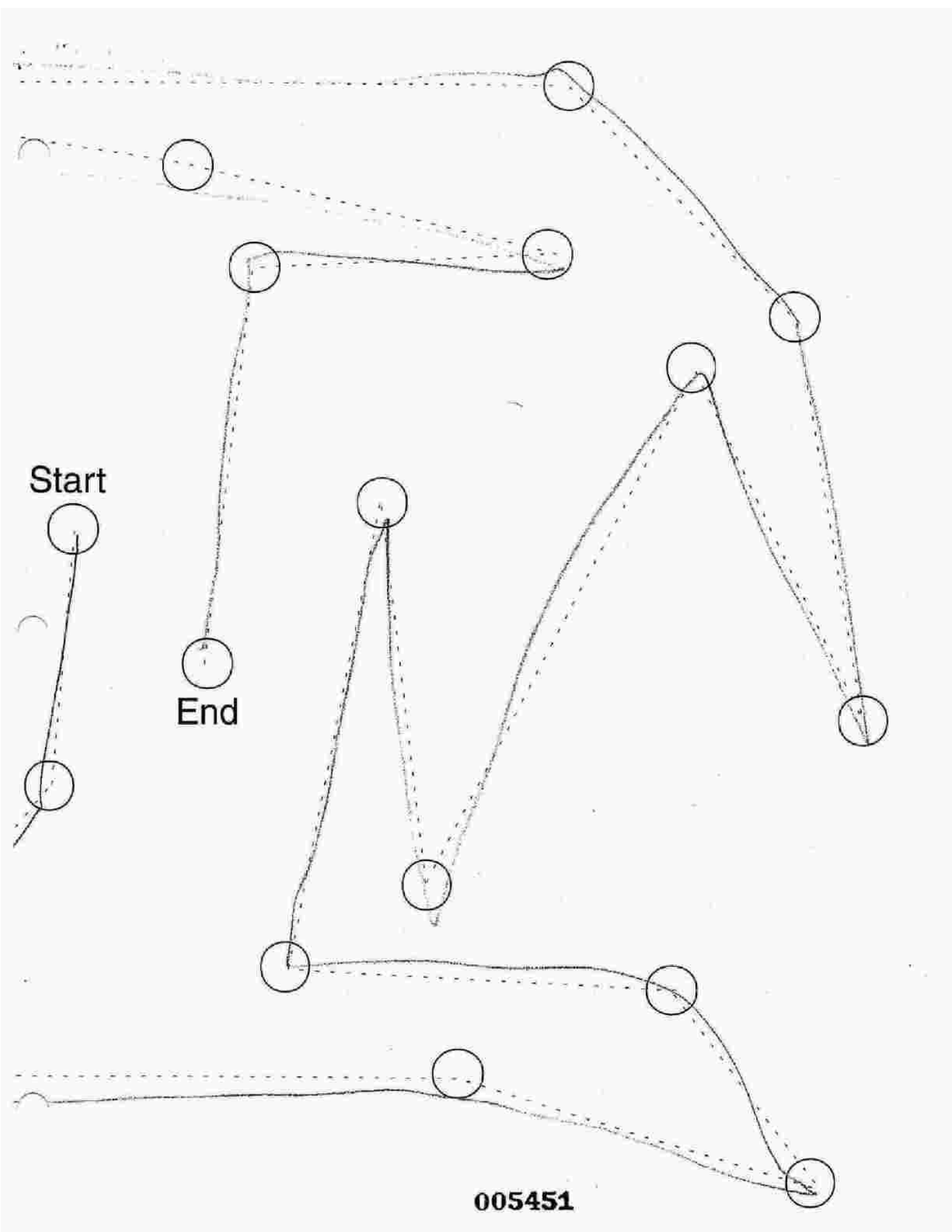
23''

Practice



567881011-12A BCDE





005451





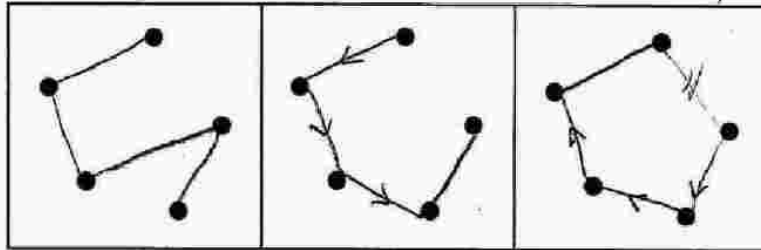
Name Smiskalleg Age 6-29-04  
ID \_\_\_\_\_ Date \_\_\_\_\_  
Examiner T. Denny PhD  
Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Design Fluency Test

Condition 1  
Filled Dots



Practice



*of correct line  
he goes the  
opposite dirk;  
but the same  
of point out.  
not 5 lines.*



A Harcourt Assessment Company

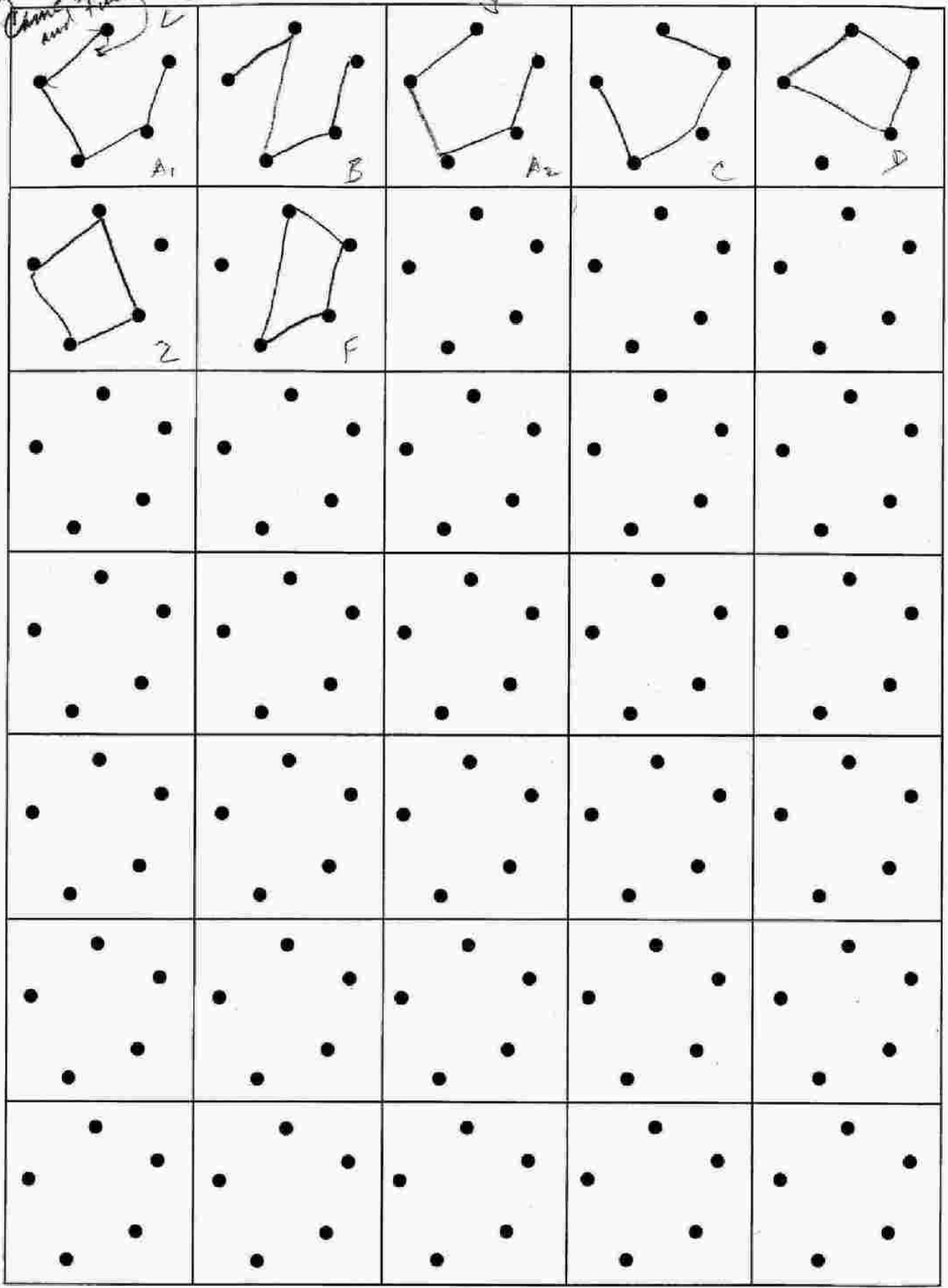
005452

Copyright © 2001 by The Psychological Corporation,  
a Harcourt Assessment Company. All rights reserved.  
Printed in the United States of America.

456789101112AB0DE

Filled Dots

Only 3 lines  
Choose back and fill in

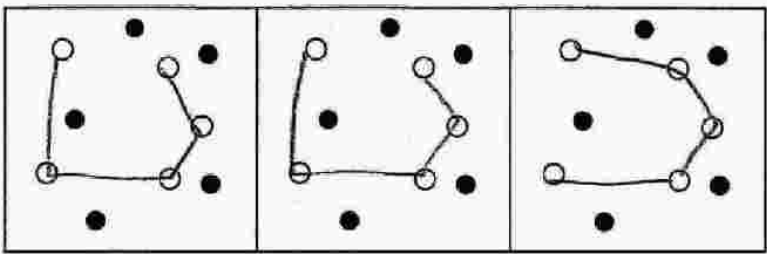


Top

005453

Condition 2  
Empty Dots Only

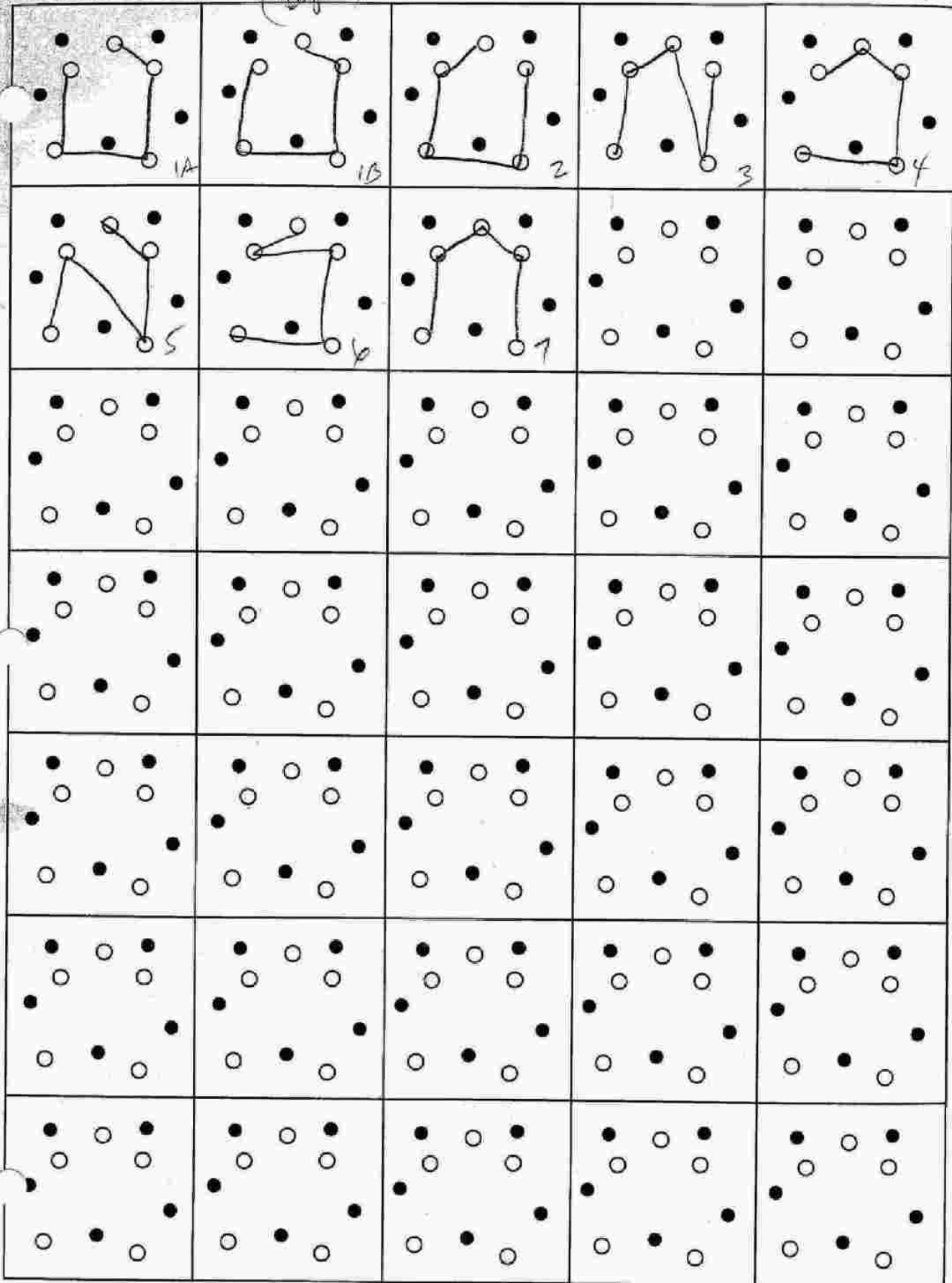
Practice



SEE  
error of  
2 The same

005454

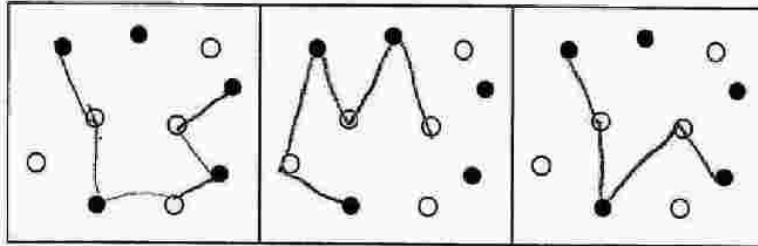
(Dupe)



005455

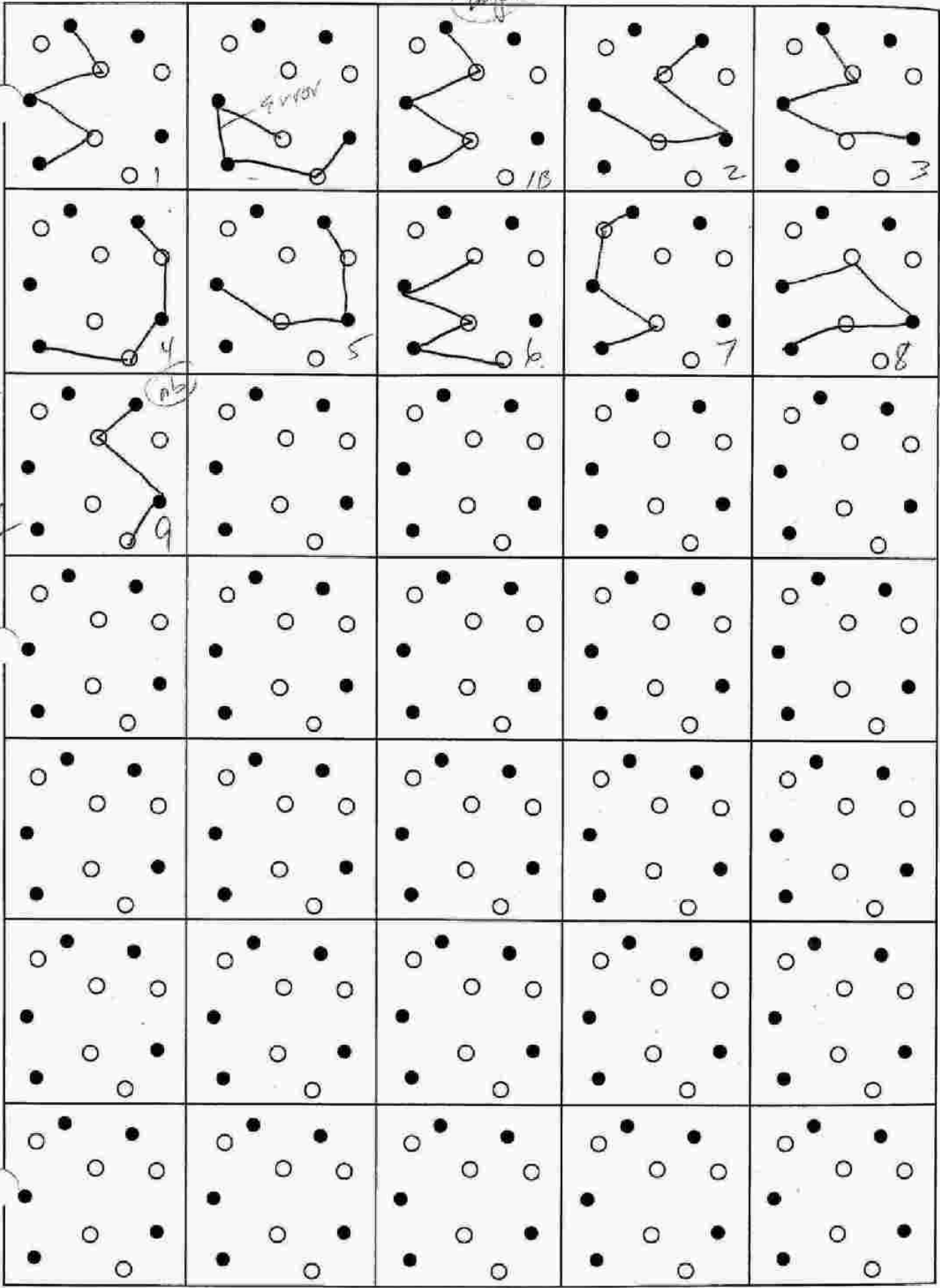
Condition 3  
Switching

Practice



005456

Dupe



6/30/04

# ASSESSING UNDERSTANDING & APPRECIATION OF MIRANDA RIGHTS\*

Thomas Grisso

Examinee: J. Wickelley Examiner: T. Dunning Ph.D.  
 Date: 6/30/04 DOB: 7/12/75 Place: Valves  
 (28-11)

## COMPREHENSION OF MIRANDA RIGHTS (CMR)

Instructions: Record response and circle score.

<p>I. You do not have to make a statement and have the right to remain silent.</p> <p><i>you h - at 2 remain silent i.e. at h 2 talk to anybody        means y at h 2 say a story y at h 2 talk to anybody.        (anybody, anybody?) No, goes for anybody.</i></p> <p style="text-align: right;">(2) 1 0</p>
<p>II. Anything you say can and will be used against you in a court of law.</p> <p><i>whatever y say they will bring it up agst y in Ct.        see appeal of your case against you. (Police?) Police.        can bring it up in Ct. (They?) Police.</i></p> <p style="text-align: right;">(2) 1 0</p>
<p>III. You are entitled to consult with an attorney before interrogation and to have an attorney present at the time of the interrogation.</p> <p><i>B/c - p. can talk to a lawyer an atty i case before        ask you any Q but if you come up to court they        can say on. Means you can have an atty before        interrogation. I didn't have an atty left yesterday. (Blue and) 10k.</i></p> <p style="text-align: right;">(2) 1 0</p>
<p>IV. If you cannot afford an attorney, one will be appointed for you.</p> <p><i>If you don't have the money for an attorney, the        police will get one for you. (Police?) or judge.        Police and judge gets for you.</i></p> <p style="text-align: right;">(2) 1 0</p>

*III. (unless you come up at) Court if had money, to hire - all of them  
 was created with that.*

CMR TOTAL SCORE 8  
(0-8)

\*Copyright © 1998 by Professional Resource Exchange, Inc. (Professional Resource Press), P.O. Box 15560, Sarasota, FL 34277-1560. All rights reserved.

005458

6/30/04

# ASSESSING UNDERSTANDING & APPRECIATION OF MIRANDA RIGHTS\*

Thomas Grisso

Examinee: Miskalia Examiner: T. Darnay PhD  
Date: 6/30/04 DOB: 7/10/75 Place: Varner  
(28-11)

## COMPREHENSION OF MIRANDA RIGHTS (CMR)

Instructions: Record response and circle score.

<p>I. You do not have to make a statement and have the right to remain silent.</p> <p><i>you h - at 2 remain silent &amp; it h 2 talk to anybody at most of it h 2 say a few &amp; it h 2 talk to nobody. (anybody dynamic?) No, goes for anybody.</i></p> <p style="text-align: right;">(2) 1 0</p>
<p>II. Anything you say can and will be used against you in a court of law.</p> <p><i>whatever u say they will bring it up agst u in Ct. also reported your (use against you) statements. See - y can bring it up in Ct. (May?) Police.</i></p> <p style="text-align: right;">(2) 1 0</p>
<p>III. You are entitled to consult with an attorney before interrogation and to have an attorney present at the time of the interrogation.</p> <p><i>Ofc - p. can talk to a lawyer to an atty if you off the ask you any Q but if you come up to court they can help on. No one can talk about an atty by yourself. I didn't have an atty left justing (2) 1 0</i></p>
<p>IV. If you cannot afford an attorney, one will be appointed for you.</p> <p><i>I just had them but I gave up on it. Since I was under I was at a... (Police?) or judge. When one of you gets... was sign... found... again.</i></p> <p style="text-align: right;">(2) 1 0</p>

*(only you can sign up it) Copy of last page to be made - all 4 pages  
must be read with talk.*

CMR TOTAL SCORE \_\_\_\_\_ (0-8)

\*Copyright © 1998 by Professional Resource Exchange, Inc. (Professional Resource Press), P.O. Box 15560, Sarasota, FL 34277-1560. All rights reserved.

005459



Why St. John testimony (11/21/08)  
9 AM.

DK. possibly guilty  
DK. really no idea.  
Halper 3 of it out. That  
is by OK. (possibly) + 12/12

(Rule 37. Hearing about  
of really DK. DK mostly  
about that. Part of the  
procedures. That's all  
I know.

(Didn't remember me)

JESSIE  
21553  
11/21/08

005460

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

IN THE CIRCUIT COURT OF CRAIGHEAD COUNTY, ARKANSAS  
CRIMINAL DIVISION

STATE OF ARKANSAS	PLAINTIFF
VS.	CR-93-47
JESSIE LLOYD MISSELLEY, Jr.	DEFENDANT

---

**VOLUME X of XI**