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Practices that work

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Room 305, 3/F Printing House, 6 Duddell Street, Central, Hong Kong電話 Tel : 5539 6773
電郵 Email : info@edgedc.org*Draft (2)***Educational Psychologist's Assessment Report****Ref. No.: 24-C-076**

Name:	ZHOU Yanming	Birth Certificate No.:	S570720(1)
Sex/Age:	M/ 11 years 9 months (as of 29.07.2024)	Date of birth:	19 th October 2012
Date of Assessment:	29 th July 2024	Date of Report:	29 th July 2024

Reason for Referral

Yanming was referred for an assessment to assess his cognitive functioning. An assessment was requested to ascertain his strengths and needs.

Relevant Background Information

Information was provided by Mrs. Zhou, Yanming's mother, during an interview on 29th July 2024. Yanming lived with his parents and he had one elder brother, one younger sister and two younger twin brother and sister. According to Mrs. Zhou, Yanming was born full-term and did not experience any significant medical events. Yanming was reported to meet his developmental milestones within the expected time of frame. Mrs. Zhou reported that Yanming was strong in language since young. Yanming enjoyed learning different languages such as German and Japanese by himself at his leisure time. Mrs. Zhou further described Yanming as a competent reader, who enjoyed reading a variety of books alone. Yanming's level of achievement was reported to exceed expectations in school. As shown in recent school student progress report. Yanming's Mathematics Goals Performance, Reading Goals Performance and Language Usage Goals Performance exceeded district grade-level mean since Spring 2023. Mrs. Zhou described Yanming as a sporty child, who enjoyed playing soccer. Yanming joined the school soccer team and a soccer club outside school. He had around three 90-min training sessions a week and participated in various soccer competitions.

Tests Administered

1. Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V (US))

Behavioral Observations

Yanming presented as a gentle-natured and compliant boy with whom rapport was gradually established. During the administration of the WISC-V (US), Yanming was motivated and cooperative to do the tasks. Yanming warmed up to each new task quickly and he was eager to try. He was able to elaborate on his answers in verbal tasks. Yanming was also able to self-correct a few answers in non-verbal tasks. Yanming remained focused and in

his seat throughout testing while maintaining some eye contact with the examiner at appropriate times.

In general, Yanming demonstrated adequate comprehension of verbal instructions in the standardized test. He appeared to try his best during formal assessment. The present assessment findings were considered to be a reliable estimate of his current functioning.

Assessment Findings

1. Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V (US))

The WISC-V (US) is an individually administered, comprehensive clinical instrument for assessing the intelligence of children aged 6:0-16:11. The primary subtest scores contribute to the primary indexes, which represent intellectual functioning in five cognitive areas: Verbal Comprehension Index (VCI), Visual Spatial Index (VSI), Fluid Reasoning Index (FRI), Working Memory Index (WMI), and the Processing Speed Index (PSI). These subtest scores range from 1 to 19, with scores between 8 and 12 typically considered average. The results on the WISC-V (US) should be interpreted with caution given that they were based on the U.S. norms, and should be considered as a reference for understanding Yanming's intellectual abilities.

On the WISC-V (US), Yanming earned a FSIQ of 120, classifying his overall intellectual ability as Superior range. The chances are 95 out of 100 that his true IQ is between 114 and 125. However, this estimate of his overall intellectual ability cannot be interpreted meaningfully because he displayed considerable variability among the five Indexes. Yanming's intelligence is best understood by considering his performance on the separate WISC-V (US) Indexes (as shown in the table below):

Scale	Composite Score	Percentile Rank	95% Confidence Interval	Classification
Verbal Comprehension	VCI: 118	88	109-124	High Average
Visual Spatial	VSI: 114	82	105-121	High Average
Fluid Reasoning	FRI: 126	96	117-131	Superior
Working Memory	WMI: 107	68	99-114	Average
Processing Speed	PSI: 75	5	69-87	Borderline
Full Scale IQ	FSIQ: 120	91	114-125	Superior

Scale	Subtests	Scaled Score	Classification
Verbal Comprehension	Similarities	15	Above Average
	Vocabulary	12	Average
Visual Spatial	Block Design	13	Above Average
	Visual Puzzles	12	Average
Fluid Reasoning	Matrix Reasoning	16	Far Above Average
	Figure Weights	13	Above Average
Working Memory	Digit Span	14	Above Average
	Picture Span	8	Average
	Arithmetic*	14	Above Average
Processing Speed	Coding	6	Below Average
	Symbol Search	5	Below Average

*Supplementary Subtest

The Verbal Comprehension Index (VCI) measured Yanming's ability to access and apply acquired word knowledge. Specifically, this score reflected his ability to verbalize meaningful concepts, think about verbal information, and express himself using words. Yanming's verbal reasoning abilities as measured by the VCI were in the High Average range and ranked at the 88th percentile. His performance on the VCI subtests was variant and somewhat advanced for his age. High scores in this area indicated a well-developed verbal reasoning system with strong word knowledge acquisition, effective information retrieval, good ability to reason and solve verbal problems, and effective communication of knowledge. Yanming was strong in describing a similarity between two words that represented a common object or concept. He was also good at defining words that were read aloud.

The Visual Spatial Index (VSI) measured Yanming's ability to evaluate visual details and understand visual spatial relationships in order to construct geometric designs from a model. This skill required visual spatial reasoning, integration and synthesis of part-whole relationships, attentiveness to visual detail, and visual-motor integration. Yanming's visual spatial abilities as measured by the VSI were in the High Average range and ranked at the 82nd percentile. His performance on the VSI subtests was slightly variant and somewhat high for his age. High scores in this area indicated a well-developed capacity to apply spatial reasoning and analyze visual details. Yanming displayed high average performance on Block Design tapping his ability to view a model and/or picture and use two-colored blocks to re-create the design. Yanming quickly and accurately put together geometric designs using a model. This reflected his ability to understand and apply visual-perceptual and visual spatial information. Yanming performed average on Visual Puzzles tapping his ability to view a completed puzzle and select three response options that together would reconstruct the puzzle. Yanming accurately assembled puzzles in his minds. He was good at visual spatial reasoning; abilities in integration and synthesis of part-whole relationships; attentiveness to visual detail, and visual-motor integration.

The Visual Spatial Index (VSI) measured Yanming's ability to evaluate visual details and understand visual spatial relationships in order to construct geometric designs from a model. This skill required visual spatial reasoning, integration and synthesis of part-whole relationships, attentiveness to visual detail, and visual-motor integration. The Fluid Reasoning Index (FRI) measured Yanming's ability to detect the underlying conceptual relationship among visual objects and use reasoning to identify and apply rules. Yanming's performance on the FRI was in the Superior range, above 96% of other children of comparable age. High FRI scores indicated a well-developed ability to abstract conceptual information from visual details and to effectively apply that knowledge. Yanming's performance on fluid reasoning tasks was particularly strong when compared to his performance on tasks that involved visual spatial skills. Yanming's relatively stronger fluid reasoning performance suggested that he made sense of visual information more easily when it followed a logical pattern. Yanming was better able to understand the relationship of visual information to abstract concepts than he was to use visual and spatial information for design construction.

Yanming demonstrated diverse performance on the two FRI tasks. Yanming displayed far above average performance on Matrix Reasoning tapping his ability to view an incomplete matrix or series and select the response option that completed the matrix or series. On Figure Weights, Yanming viewed a scale with a missing weight(s) and identified the response option that would keep the scale balanced. His performance fell within the Above Average range. This pattern of scores implied a relative strength in inductive reasoning compared to quantitative reasoning. On Arithmetic, a timed subtest requiring Yanming to mentally solve math problems, Yanming's performance was above average for his age. This

suggested well-developed numerical reasoning and applied computational ability. Yanming's abilities to perform mental math operations and to understand quantitative relationships were better than other children of comparable age.

The Working Memory Index (WMI) measured Yanming's ability to register, maintain, and manipulate visual and auditory information in conscious awareness, which required attention and concentration, as well as visual and auditory discrimination. The WMI indicated that Yanming's working memory abilities were in the Average range, above 68% of other children of comparable age. Yanming's performance on the WMI was variant and average for his age. Within the WMI, Picture Span required Yanming to memorize one or more pictures presented on a stimulus page and then identify the correct pictures (in sequential order, if possible) from options on a response page. On Digit Span, Yanming listened to sequences of numbers read aloud and recalled them in the same order, reverse order, and ascending order. Yanming showed uneven performance on these tasks. The discrepancy between Yanming's scores on the Digit Span and Picture Span subtests is clinically meaningful. These subtests differed in the specific abilities involved, and consideration of the difference between the two scores informed interpretation of the WMI. When asked to listen to strings of numbers and recall them in a specified sequence, Yanming's performance was strong for his age. However, he showed greater difficulty when asked to remember series of rapidly-presented pictures. This pattern of strengths and weaknesses suggested that Yanming best employed working memory when information was presented in an auditory versus visual format. Further, he performed better when a free recall paradigm was used, rather than a recognition paradigm. Yanming might attend to and process information more readily when it was presented in an auditory rather than a visual format.

The Processing Speed Index (PSI) measured Yanming's speed and accuracy of visual identification, decision making, and decision implementation. Performance on the PSI was related to visual scanning, visual discrimination, short-term visual memory, visuomotor coordination, and concentration. The PSI reflected that Yanming's speed of processing abilities was in the Borderline range, above 5% of his age peers. Low PSI scores indicated difficulties with rapidly identifying visual information, making quick and accurate decisions, and rapidly implementing those decisions. Yanming's performance within the PSI might be affected by a strive for perfectionism or other factors. Yanming demonstrated similar performance across subtests within the PSI. Yanming performed below average on subtests tapping his visual perception and visual discrimination. His performance suggested that paired associate learning and/or fine-motor speed, and visual scanning and discrimination skills were similarly developed. A relative weakness in the speed of processing routine information might make the task of comprehending novel information more time-consuming and challenging for Yanming.

Summary & Recommendation

The recent assessment results on the WISC-V (US) indicated that Yanming is currently functioning within the Superior range of intelligence (FSIQ: 120, 95% Confidence Interval: 114-125), with discrepant profile. Yanming's performance on the Fluid Reasoning Index fell within the Superior range. His performance on the Verbal Comprehension Index and Visual Spatial Index fell within the High Average range. His performance on the Working Memory Index and the Processing Speed Index fell within the Average range and the Borderline range respectively. Yanming displayed strong fluid reasoning skills. General strengths in academic performance were reported. Yanming was classified as a high potential student, with intellectual abilities exceeding age-level expectations.

The following recommendations have been provided as suggestions and ideas of strategies that may support Yanming at home and in school:

- Provide challenging and stimulating learning experiences at home and in school to help Yanming maintain his motivation and enthusiasm for learning.
- Consult with his teachers about catering for Yanming's educational needs to see if any enhancement activities could be provided by the school.
- Activities to enrich Yanming's fluid reasoning skills (e.g. STEM activities, Mathematics) could further polish his strengths.
- When creating opportunities for Yanming to further build his fluid reasoning skills, it is important to provide activities that are challenging, but within his skill level.
- Allow for student input into projects in order to promote creativity and limit boredom.
- Further investigation to identify the factors contributing to Yanming's slow processing speed was recommended. Yanming would benefit from training, which focused on building his speed on simple timed tasks and teaching him how to plan and monitor his time spent on a task.
- Digital training might also be helpful in building Yanming's speed on simple tasks. During the initial stages of training, Yanming could be rewarded for working quickly rather than accurately, as perfectionism could sometimes interfere with speed. As Yanming's performance improved, both accuracy and speed could be rewarded.

Please do not hesitate to contact the undersigned at +852 5539-6773 for further information regarding the assessment results and recommendations.

Signed by:

LUI Chi Man (Ms)
Registered Educational Psychologist
Edge Development Centre

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