

RIAS-2TM



Reynolds Intellectual Assessment ScalesTM, Second Edition

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RIAS-2 Feedback Report

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Client name: Sample Client

Client ID: SC

Gender: Male

Age: 68 : 1

Ethnicity: Hispanic

Grade/highest level of education: 16 years

Test date: 02/29/2016

Date of birth: 01/09/1948

Examiner: P Smith

This report is intended for use by qualified professionals only and is not to be shared with the examinee or any other unqualified persons.

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Version: 1.00

As one component of a psychological examination, Sample was administered the Reynolds Intellectual Assessment Scales, 2nd edition (RIAS-2). The RIAS-2 is an individually administered test of intelligence that is used with individuals between the ages of 3 and 94 years. The RIAS-2 measures a person's overall intellectual level as well as looking at verbal and nonverbal intelligence. Although researchers may disagree about a single definition of intelligence, and more remains to be learned about human intelligence, there is strong scientific evidence to show that the overall scores from intelligence tests such as the RIAS-2 are related to important life tasks (e.g., a child's academic achievement in school and an adult's success at work). The RIAS-2 measures a person's intelligence using test items that have been scientifically shown to provide good estimates of intelligence for many decades. The information summary from Sample's performance on the RIAS-2 presented in this report assumes that the various parts of the test were administered and scored correctly by a trained examiner and that Sample put forth his best effort on each part of the test. Any unusual occurrences or interruptions during the testing session may require modification of the interpretations given below. Because careful observation of performance during testing is necessary to achieve a true understanding of the meaning of an individual's RIAS-2 test scores, only the examiner who administered the RIAS-2 to Sample can determine whether the statements accurately apply to Sample's performance on the RIAS-2.

Sample's overall intelligence was assessed using a variety of test items. Some of the RIAS-2 items emphasize the understanding and use of words to solve problems. These items require the use of language, knowledge of words and their meanings, and thinking skills, and are part of the RIAS-2 Verbal Intelligence Index (VIX) or Total Verbal Battery Score (TVB). Examples of such verbal items include, "What rises every morning, heats the earth, and shines brightly in the sky?"* and "Lead is to pencil as ink is to... ?"*

The RIAS-2 also includes nonverbal items that require thinking with pictures and shapes or identifying the part of an object that is missing in a picture. Examples of such nonverbal items include a picture of a coffee cup with the handle missing* in which the examinee must identify the part that is missing, and a picture of three squares and a circle* in which the examinee must point out which object does not belong with the others. Such items are part of the RIAS-2 Nonverbal Intelligence Index (NIX) or Total Nonverbal Battery Score (TVB).

When correct responses are added up across these verbal and nonverbal items, a good estimate of Sample's overall intelligence is obtained. In the case of the RIAS-2, this overall intelligence score is called the Composite Intelligence Index (CIX) or called the Total Test Battery Score. Sample's CIX of 144 was in the significantly above average range. Sample's TTB of 125 was in the moderately above average range.

Because the RIAS-2 uses a mix of verbal and nonverbal items, the RIAS-2 offers a Total Verbal Battery (TVB) score and a Total Nonverbal Battery (TNB) score as well. Sample

obtained a TVB of 123, which falls in the moderately above average range of verbal intelligence. Sample's TNB of 120 falls in the moderately above average range of nonverbal intelligence. These 2 scores (TVB and TNB) are relatively close to each other and are not considered to differ from one another in any significant way. In fact, these scores demonstrate that Sample's levels of intelligence in each of the general areas of verbal and nonverbal intelligence are about equally developed.

The RIAS-2 includes an optional assessment of memory skills that are important for school, work, or success in the community. Although it is optional, many examiners will administer the memory items of the RIAS-2 to assess a person's ability to store and recall words, sentences, stories, and objects. One example of a memory item involves listening to a sentence or paragraph as it is read aloud and then repeating it back to the examiner. Another example involves briefly looking at a picture of an object, keeping it in memory, and then later identifying it from a group of similar objects. The memory items produce a score called the Composite Memory Index (CMX). Sample obtained a CMX of 99, which falls in the average range. Sample's overall level of measured intelligence on the RIAS-2 (the CIX summary score) differed significantly from his performance on the memory tasks of the RIAS-2 (the CMX summary score). Such differences are, at times, of special diagnostic importance. But this is not always true, because such differences may occur for a variety of reasons. The examiner conducting the evaluation of Sample's intelligence with the RIAS-2 is in the best position to explain the relative importance of this finding and its meaning for Sample.

The RIAS-2 also includes an optional assessment of processing speed. Although it is optional, many examiners will administer the speeded processing tasks of the RIAS-2 to assess a person's ability to make cognitive discriminations and decisions under time constraints. The speeded processing tests also allow for a brief evaluation of cognitive performance under the requirement of sustained attention. One example of a speeded processing task involves looking at an array of pictures of common objects or shapes and naming as many as possible within a minute. Another example involves searching for a specific face or house within an array of various faces or houses as quickly as possible. The processing speed tasks produce a score called the Speeded Processing Index (SPI). Sample obtained an SPI of 87, which falls in the below average range. Sample's overall level of measured intelligence on the RIAS-2 (the CIX summary score) differed significantly from his performance on the processing speed tasks of the RIAS-2 (the SPI summary score). Such differences are, at times, of special diagnostic importance. But this is not always true, because such differences may occur for a variety of reasons. The examiner conducting the evaluation of Sample's intelligence with the RIAS-2 is in the best position to explain the relative importance of this finding and its meaning for Sample.

These results, however, may mean different things depending upon other facts about a person's life such as his or her preferred language, educational success, chosen career,

and other factors. Psychological tests such as the RIAS-2 are similar to medical tests in that only a professional such as a medical doctor can explain the results and make a diagnosis. Therefore, RIAS-2 scores should always be explained by a professional who is well trained in psychological assessment and who is familiar with other test results, referral information, developmental and educational history, and other information known about Sample. Only a trained professional examiner can provide the background in research and theory needed for proper interpretation of test scores. The reader is advised to seek out such a qualified professional to explain Sample's RIAS-2 scores. Such professionals commonly include psychologists of various types (e.g., school, clinical, and counseling psychologists, or clinical neuropsychologists), educational diagnosticians, or in some states, psychometricians or related professionals. Job titles or professional licenses differ from state to state, and these listings are in no way exhaustive.

Some resources for identifying such a qualified professional in the local area may be found on the Internet at such sites as the American Psychological Association (www.apa.org), the National Association of School Psychologists (www.nasponline.org), and the National Academy of Neuropsychologists (www.nanonline.org). Licensed psychologists in a specific state or Canadian province may be found through the American Association of State and Provincial Psychology Boards (www.aasppb.org).

There are additional sources that can explain intelligence test results and the testing process, answer other questions related to testing, and recommend books about intelligence from the local library or relevant internet sites. A licensed professional examiner also can provide additional sources of information.

It is also important to keep in mind that there is some error in the measurement of intelligence just as there is a margin of error associated with political opinion polls that are reported in the news media. When the results of an opinion poll are given on television, the announcer will often say something like, "This poll has an error rate of plus or minus three percent." The same is true of intelligence testing, and the examiner who tested Sample can explain the margin of error in his RIAS-2 results. In general, it can be expected that the margin of error in each of the scores listed in this report is about 3 to 5 points.

* The sample items used in this report are not actually used in the RIAS-2 to assess intelligence.

End of Report