



FLORIDA STATE UNIVERSITY

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Psychological Report

Name: Elsa Marks

Date of Birth: 10-27-2011

Age: 6 years, 5 days

Grade: Kindergarten

School: School of Arts and Sciences

Date(s) of Examination: 11-2-2017

Examiner: Anne Selvey, Ph.D.

Reason for Referral: Elsa was referred by her parents for an assessment of her intellectual potential. Elsa is reported to be excelling academically.

Background Information: Elsa is a six-year-old girl attending kindergarten at The School of Arts and Sciences. Elsa lives with her family here in Tallahassee. Elsa is doing very well in the kindergarten curriculum.

Elsa's parents report that she is an empathetic, funny child who loves to entertain. Her interests include building things, singing/music and tennis and badminton. She participates in the Young Actors Theatre.

Elsa's parents completed the Gifted Characteristics Checklist regarding Elsa. According to this information, Elsa exhibits many characteristics associated with gifted children in the areas of learning, motivational, creativity and leadership characteristics. She has quick mastery and recall of factual information and an outstanding vocabulary. Elsa is inquisitive and a keen and alert observer. She is curious, self-confident with peers and adults and is sociable and outgoing.

Her parents feel that Elsa would benefit from additional intellectual stimulation in and out of school.

Test(s) Administered:

Wechsler Preschool and Primary Scale of Intelligence: Fourth Edition (WPPSI-IV)

Behavioral Observations: Elsa was evaluated in one session under acceptable conditions. She separated easily from her mother and testing was completed in a timely fashion. She exhibited strong visual spatial ability but was also quite verbally fluent. The Block Design subtest appeared to frustrate her a little. Elsa cooperated with all tasks and applied maximum effort. She responded well to praise and reinforcement and always complied with instructions.

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In light of the optimal testing circumstances these results are considered to be reliable and valid.

Test Results:

Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition (WPPSI-IV)

<u>Subtest/ Scale</u>	<u>Descriptive Category</u>	<u>Percentile Rank</u>	<u>Scaled Score Composite Score</u>
Information	Superior	95	15
Similarities	Superior	95	15
<u>Verbal Comprehension</u>	<u>Superior</u>	<u>97</u>	<u>129</u>
Block Design	High Average	75	12
Matrix Reasoning	Superior	98	16
Bug Search	Superior	95	15
Picture Memory	Superior	91	14
<u>Full Scale Score</u>	Very Superior	<u>98</u>	<u>131</u>

Test Interpretation:

The **Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition (WPPSI-IV)** was administered to assess Elsa's intellectual abilities. The WPPSI-IV is composed of six subscales (Block Design, Information, Matrix Reasoning, Bug Search, Picture Memory, and Similarities) that are combined to yield the Full Scale IQ (FSIQ) score. Elsa obtained a FSIQ of 131, placing her score in the Very Superior range and at the 98th percentile when compared to same-age peers.

The Information subtest, which measures a child's ability to acquire, retain, and retrieve general factual knowledge, and the Similarities subtest, which measures verbal concept formation and abstract reasoning combine to yield the Verbal Comprehension composite. Elsa received a standard score of 129 (97th percentile), which is in the Superior range compared to her same age peers. She scored in the Superior range on the Information subtest and in the Superior range on the Similarities subtest.

Elsa scored in the High Average range on the Block Design subtest which measures the ability to analyze and synthesize abstract visual stimuli. She scored in the Superior range on the Matrix Reasoning subtest which measures fluid intelligence, broad visual intelligence, classification and spatial ability, and perceptual organization. Elsa also scored in the Superior range on the Bug Search subtest which measures perceptual

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speed and cognitive flexibility, and on the Picture Memory subtest, which measures working memory.

Based on the present evaluation, the following recommendations are made:

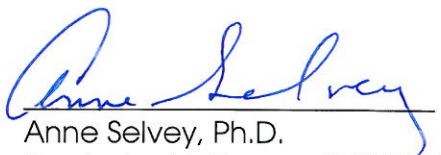
1. These results will be shared with Elsa's parents.
2. Consideration should be given to providing Elsa with continued opportunities for enrichment activities both at home and in school.
3. Elsa's parents and teachers should continue to encourage and stimulate her interest level as much as possible. The following recommendations are frequently helpful for children with abilities similar to Elsa's:

- * As much as possible, Elsa should be allowed to select activities she would like to participate in. She should be encouraged to decide on problems to attack, materials to use, and subgoals. She should be encouraged to be self-observant and to engage in self-evaluation in order to limit dependence on external evaluation.

- * Teaching methods that promote creativity should be used. Elsa should be encouraged to identify and use the positive aspects of her own work and the work of others. She should be encouraged to demonstrate her creativity and even go beyond what is required in school.

- * Elsa's parents and teachers are encouraged to continue to allow her the opportunity to move beyond mastered curriculum points, and to promote her involvement in the learning process. Her parents are strongly encouraged to reinforce Elsa's participation in extracurricular activities to promote social and personal growth, as well as expose her to experiences that seem to foster her participation in learning.

Thank-you for giving me the opportunity to work with Elsa.


Anne Selvey, Ph.D.
Psychologist, License # PY4527