Introducing WISC-V Spanish
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Topics
• Structure of WISC-V Spanish
• Uses of WISC-V Spanish
• Norms for WISC-V Spanish
• Administration and Scoring of WISC-V Spanish Digital Format: Demo

Introducing the WISC®-V Spanish, a culturally and linguistically valid test of cognitive ability in Spanish for use with Spanish-speaking children ages 6:0 through 16:11.
Structure of WISC-IV Spanish (2004)

- Verbal Comprehension Index
- Perceptual Reasoning Index
- Working Memory Index
- Processing Speed Index

Structure of WISC-V Spanish (2017)

- Full Scale
- Primary Indexes
- Auxiliary Indexes

Structure of WISC-V Spanish

- Derived from a sum of 7 subtest scaled scores.
- Considered the score that is most representative of global intellectual functioning (g).
Structure of WISC-V Spanish

Primary Index Scales

- Verbal Comprehension: Similarities, Vocabulary
- Visual Spatial: Block Design, Visual Puzzles
- Fluid Reasoning: Matrix Reasoning, Picture Completion
- Working Memory: Digit Span, Picture Span
- Processing Speed: Coding, Symbol Search

The primary index scores, along with the FSIQ, are recommended for a comprehensive description and evaluation of intellectual ability.

Structure of WISC-V Spanish

Auxiliary Index Scales

- Verbal Comprehension: Information, Vocabulary
- Fluid Reasoning: Block Design, Visual Puzzles
- Working Memory: Figure Weights, Picture Span
- Processing Speed: Coding, Symbol Search

- Derived from combinations of primary subtests or primary and secondary subtests.
- Provide additional information about a child’s cognitive abilities and performance on WISC-V Spanish.

Subtest Item Content

- The amount of adaptation necessary varied across subtests.
- For the Visual Spatial and Processing Speed subtests, and for all Fluid Reasoning subtests except Arithmetic, only translation of the instructions to the child was required; and all items, art, and stimuli remained identical to those of the WISC-V.
- On the Verbal Comprehension subtests, Arithmetic, and Letter–Number Sequencing, differences across languages required some modification of item content.
Uses of WISC-V Spanish

- Intellectual Disabilities
- Learning Disabilities/Learning Disorders
- Autism
- Language Delays
- Giftedness
- Cognitive Processing Strengths and Weaknesses
- Impact of Brain Injuries

Users of WISC-V Spanish should be . . .

- Able to speak and understand Spanish and English.
- Trained and experienced in the assessment of Spanish-speaking children who are similar in age, linguistic background, and clinical, cultural, and educational history to the children examiners will be evaluating with the WISC-V Spanish.

WISC-V Spanish: Two Formats

**Paper**
- WISC-V Spanish Complete Kit
  - Manual
  - Technical and Interpretive Manual
  - Stimulus Books 1–3
  - 25 Record Forms
  - 25 Response Booklets
  - Symbol Search Scoring Key
  - Coding Scoring Key
  - Wechsler Standard Block Design Set

(Note: Manual is in English for bilingual examiners; only the instructions to examinees are in Spanish.)

**Digital**
- The test is given in Spanish; children earn credit for correct answers in either Spanish or English.
WISC-V Spanish: Conceptual Development Stage

Goals
1. Develop a Spanish-language instrument equivalent to the WISC-V in the scores produced, response processes evoked, and constructs measured.
2. Explore and develop a methodology that will allow clinicians to interpret the child’s performance in the context of important language background variables.

Norms for WISC-V Spanish

Equating Samples

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English Version Normative Sample (N = 2,200)</td>
<td>Spanish Version Sample (N = 290)</td>
<td>Spanish Version Matched Sample (N = 220)</td>
<td>Clinical Sample Mild ID (N = 40)</td>
<td>Clinical Sample Gifted (N = 30)</td>
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</tbody>
</table>

(Item Response Theory (IRT) and Equal Percentile Equating)
Characteristics of the Sample

<table>
<thead>
<tr>
<th>Stratification Variables</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Sex</td>
</tr>
<tr>
<td>Education Level</td>
<td>Region</td>
</tr>
<tr>
<td>Country of Origin</td>
<td>Children from Special Groups</td>
</tr>
</tbody>
</table>

Optional Language-Environment Verbal Score Adjustments

- Practitioners who assess children from diverse cultural and linguistic backgrounds encounter unique challenges and complexities.
- In particular, useful methods are needed to tease out the impact of non-cognitive factors (e.g., acculturation, socioeconomic status, educational disadvantage, bilingualism) that may affect cognitive test performance.

Language Questionnaires

- Language Questionnaire
- Cuestionario de lenguaje

Language and Education

Living Environment
Adjusted Scores

<table>
<thead>
<tr>
<th>Subject Composite</th>
<th>Scaled Composite Score</th>
<th>Adjusted Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similarities</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Information</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Comprehension</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Verbal Comprehension Index</td>
<td>108</td>
<td>113</td>
</tr>
<tr>
<td>Verbal (Expanded Crystallized) Index</td>
<td>108</td>
<td>113</td>
</tr>
</tbody>
</table>

(Adjusted within Q-global and on Q-interactive Central)

Interpreting Adjusted Scores

- The adjusted scores provide an estimate (not a precise measure) of the degree to which personal (e.g., language use and preferences) and environmental (e.g., home, neighborhood, school) variables may have influenced the child's performance.
- These adjusted scores have not been validated for special education service eligibility determination. Therefore, the standard age-adjusted norms are recommended to make such eligibility decisions.

Administration Instructions

- In order to ensure a standard administration for all children, instructions must be read exactly as they are written in the Stimulus Books and the Manual.
- Do not administer the items in English, even if a child asks you to. The wording of the instructions has been carefully selected and reviewed by a panel of experts representing many diverse Spanish-speaking countries.
- The test developers have made an effort to use language that will be understood by the majority of Spanish speakers in the U.S.
Administration Instructions

• Some instructions include alternate words in parentheses. These are the only permissible modifications to the instructions, so choose the one that is most familiar to the child based on his or her linguistic background.
• When administering such items, choose only one word from the options provided.

WISC-V: Digital Administration and Scoring

DEMO Q-interactive

Summary

<table>
<thead>
<tr>
<th>Age Range</th>
<th>6:0 - 16:11</th>
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</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Q-interactive (digital) and paper-and-pencil</td>
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<tr>
<td>Completion Time</td>
<td>Primary Subtests: ~60 min</td>
</tr>
<tr>
<td>Scores/Interpretation</td>
<td>FSIQ, Primary Index Scores, Ancillary Index Scores</td>
</tr>
<tr>
<td>Scoring</td>
<td>Q-interactive (digital), Q-Global (web-based), and manual scoring</td>
</tr>
</tbody>
</table>
Interpretive Report Available in English and Spanish

Ancillary Index Scores
The Verbal (Expanded Crystalized) Index (VECI) provides a measure of ability to access and apply acquired word knowledge and general knowledge. Her overall score on the VECI fell in the Average range. She performed better than approximately 65 out of 100 examinees her age (VECI = 106).

Puntuaciones de los Índices Auxiliares
El índice Verbal Cristalizado Expandido (VECI) proporciona una medida de la habilidad para acceder y aplicar el conocimiento adquirido de palabras y conocimientos generales. La puntuación total del VECI estuvo en el rango Promedio (VECI = 106). Esto significa que probablemente se desempeñó mejor que aproximadamente 65 de 100 individuos evaluados de su misma edad.

WISC-V Spanish

Coming 2017!

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