RIAS-2™

Reynolds Intellectual Assessment Scales™, Second Edition

Normative Update

Generated by PARiConnect™

RIAS-2 NU Interpretive Report

by Cecil R. Reynolds, PhD, and Randy W. Kamphaus, PhD

Client name:	Sample Client
Client ID:	PAR Sample
Sex:	Female
Age:	14:3
Ethnicity:	Native American/Alaskan Native
Grade/Highest level of education:	7th Grade
Test date:	02/17/2026
Date of birth:	10/31/2011
Examiner:	Dr Jones
Reason for referral:	Gifted evaluation
Referral source:	Guidance counselor

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

PAR 16204 N. Florida Ave. | Lutz, FL 33549 | 1.800.331.8378 | parinc.com

Subtest/Index Score Summary

	Raw score	Age-adjusted *T* score: Verbal	Nonverbal	Memory	Speeded Processing
Guess What (GWH)	44	49			
Odd-Item Out (OIO)	98		61		
Verbal Reasoning (VRZ)	39	65			
What's Missing (WHM)	82		51		
Verbal Memory (VRM)	80			88	
Nonverbal Memory (NVM)	107			60	
Speeded Naming Task (SNT)	294				91
Speeded Picture Search (SPS)	599				9
Sum of *T* scores		114	+ 112 = 226	148	100
		VIX	**NIX**	**CIX**	**CMX**	**SPI**
Index scores		**111**	**109**	**112**	**146**	**100**
Confidence interval	90%	107–114	104–113	109–115	138–149	98–102
Percentile rank		77	73	79	99.9	50
		Verbal Intelligence Index	Nonverbal Intelligence Index	Composite Intelligence Index	Composite Memory Index	Speeded Processing Index

		TVB	**TNB**	**TTB**
Total Battery scores		**145**	**91**	**121**
Confidence interval	90%	141–148	88–95	118–124
Percentile rank		99.9	27	92
		Total Verbal Battery	Total Nonverbal Battery	Total Test Battery

Note. "---" indicates a score that cannot be calculated due to missing subtest or item response data.

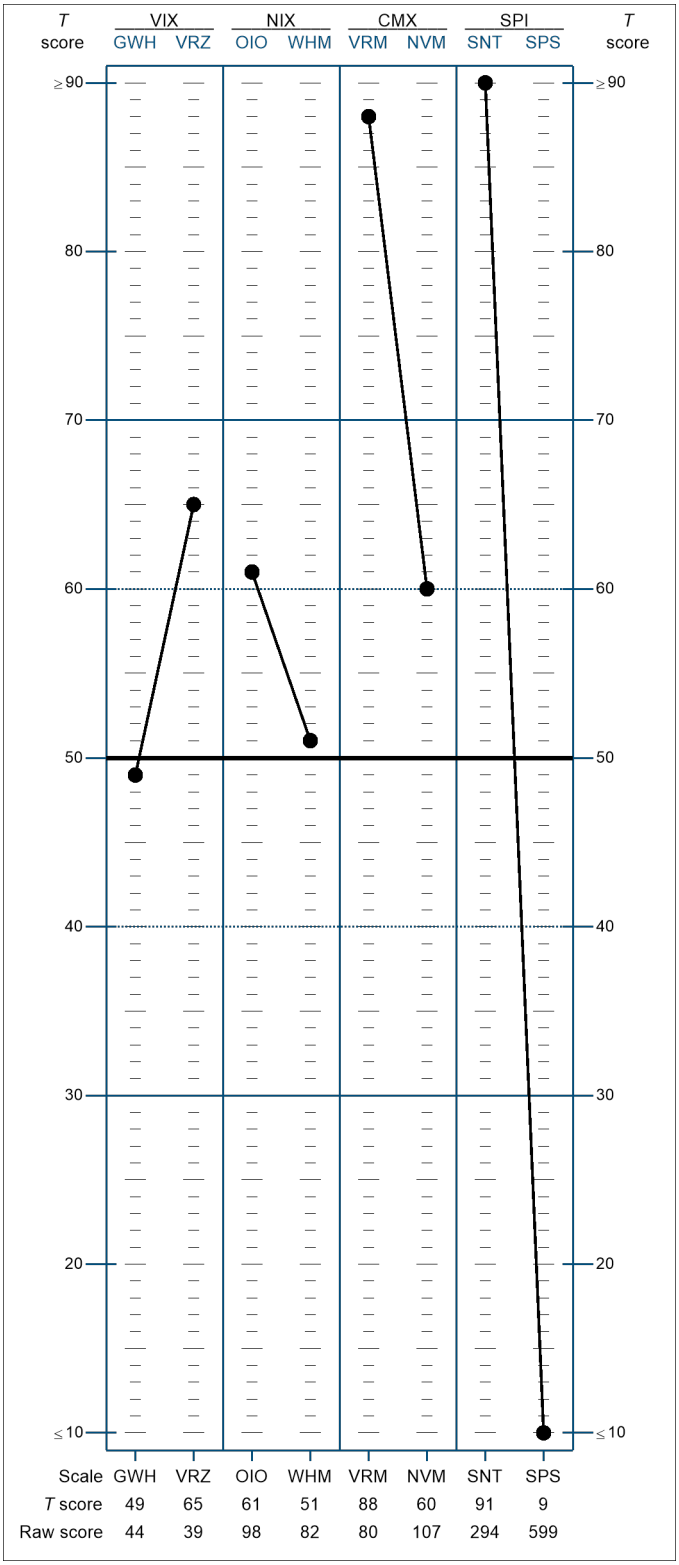
Optional Scores

SNT Time to Completion	381	**23**
	Raw score	**Age-adjusted *T* score**
SNT Total Number of Errors	2	50%
	Raw score	**Percentage of sample**
SPS Total Number of Errors	5	≥95%
	Raw score	**Percentage of sample**

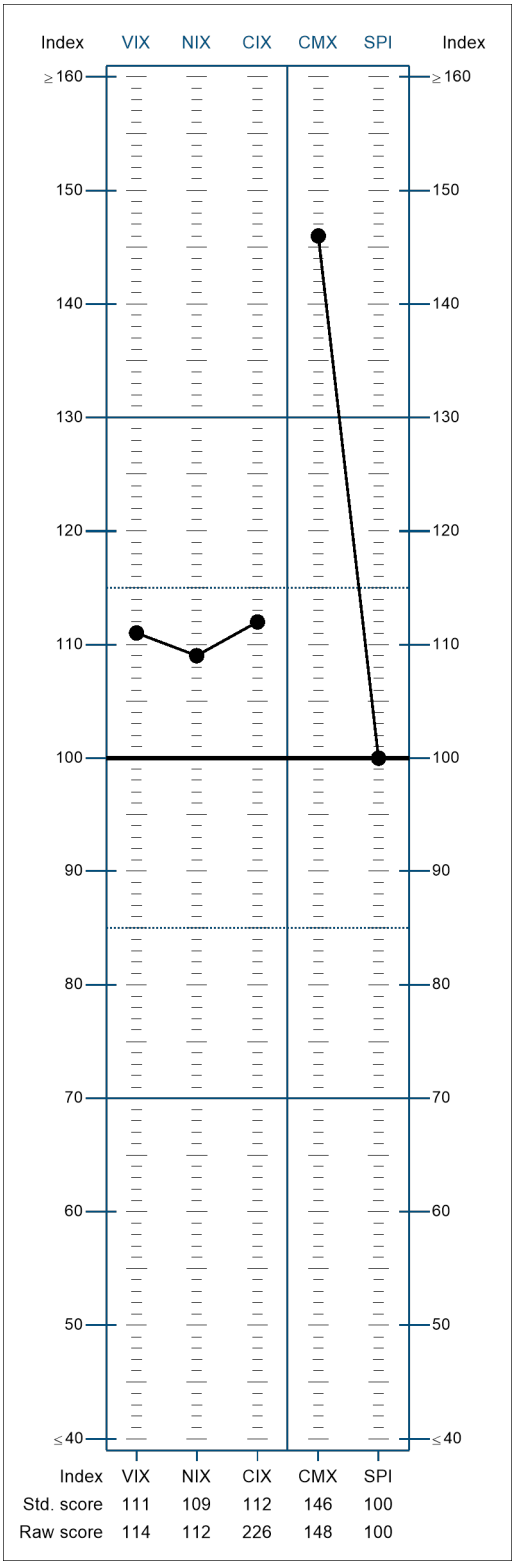
Note. Optional scores are based on the original RIAS-2 standardization sample. "---" indicates a score that cannot be calculated due to missing subtest or item response data.

Profiles

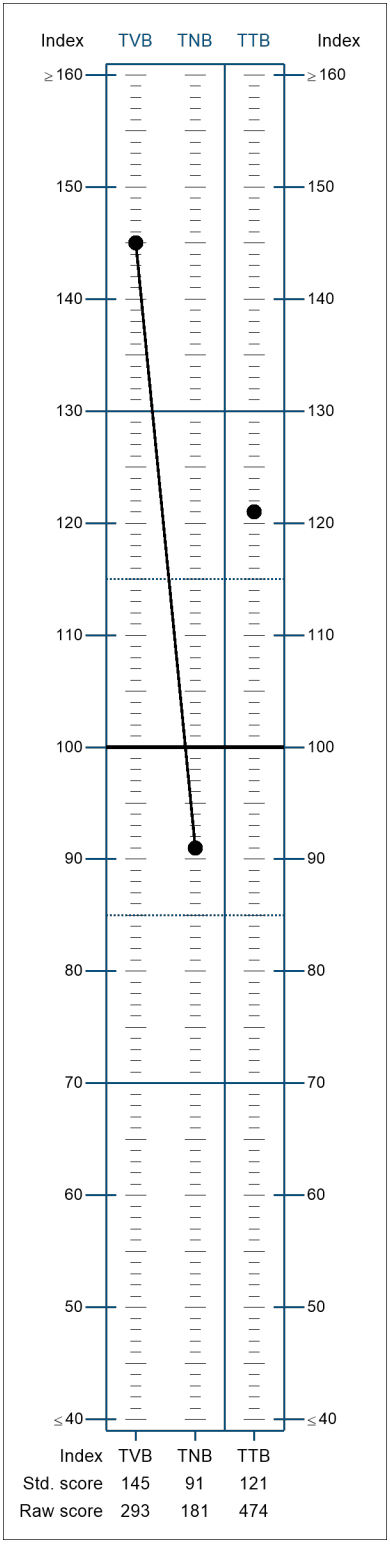
Subtest *T* Scores



Index Standard Scores



Total Battery Standard Scores



Background Information

Sample Client is a 14-year-old female. She was referred by her guidance counselor for an initial gifted evaluation. Sample is currently in the 7th grade. The name of Sample's school was reported as School. Sample's parental educational attainment was reported as BS. The primary language spoken in Sample's home is English. Sample reported working as a Student.

Behavior Observations

Sample arrived 15 minutes early. She was accompanied to the session by her father.

Interpretations and Recommendations

Introduction and Caveat

This report is intended for use only by individuals who are appropriately qualified and credentialed to interpret RIAS-2 NU results under the laws and regulations of their local jurisdiction and who meet the guidelines for use of the RIAS-2 NU. The test scores, descriptions of performance, and other interpretive information provided in this report are predicated on the following assumptions. First, it is assumed that the various subtests were administered and scored correctly in adherence to the general and specific administration and scoring guidelines. Second, it is assumed that the examinee was determined to be appropriately eligible for testing by the examiner according to the guidelines for testing eligibility and that the examiner was appropriately qualified to administer and score the RIAS-2 NU. Guidelines for examiner qualifications, administration and scoring, and testing eligibility are provided in Chapter 2 of the RIAS-2 NU/RIST-2 NU Professional Manual (Reynolds & Kamphaus, 2026).

Sample was administered the RIAS-2 NU. The RIAS-2 NU is an individually administered measure of intellectual functioning normed for individuals ages 3–94 years. The RIAS-2 NU contains several individual tests of intellectual problem solving and reasoning ability that are combined to form a Verbal Intelligence Index (VIX) and a Nonverbal Intelligence Index (NIX). The subtests that compose the VIX assess verbal reasoning ability along with the ability to access and apply prior learning in solving language-related tasks. The NIX comprises subtests that assess nonverbal reasoning and spatial ability. Although labeled *verbal*, the VIX is a reasonable approximation of crystallized intelligence; likewise, the NIX provides a reasonable approximation of fluid intelligence though labeled *nonverbal*. These two indices of intellectual functioning are combined to form an overall Composite Intelligence Index (CIX). By combining the VIX

and NIX to form the CIX, a stronger, more reliable assessment of general intelligence (*g*) is obtained—one that measures the two most important aspects of general intelligence (i.e., reasoning or fluid abilities and verbal or crystallized abilities) according to widely accepted theories and research findings. Each index is expressed as an age-corrected standard score that is scaled to a mean of 100 and a standard deviation of 15. These scores are normally distributed and can be converted to a variety of other metrics, such as percentile ranks.

The RIAS-2 NU also contains subtests designed to assess verbal memory and nonverbal memory. Depending on the age of the individual being evaluated, the Verbal Memory (VRM) subtest consists of a series of sentences, age-appropriate stories, or both read aloud to the examinee. The examinee is then asked to recall these sentences or stories as precisely as possible. The Nonverbal Memory (NVM) subtest consists of the presentation of pictures of various objects or abstract designs for a period of 5 seconds. The examinee is then shown a page containing six similar objects or figures and must discern which object or figure was previously shown. The scores from VRM and NVM are combined to form a Composite Memory Index (CMX), which provides a reliable assessment of working memory and may indicate whether a more detailed assessment of memory functions may be required. In addition, the high reliability of VRM and NVM allows them to be compared directly to one another.

Moreover, the RIAS-2 NU contains subtests designed to assess verbal and nonverbal speeded processing. The Speeded Naming Task (SNT) subtest assesses verbal speeded processing and asks the examinee to rapidly name a series of common objects (i.e., dogs, cats, trees, cars) or geometric shapes (i.e., triangle, circle, square, star), depending on the age of the examinee. The Speeded Picture Search (SPS) subtest assesses nonverbal speeded processing and asks the examinee to find target faces in an array of faces or find target pictures (i.e., houses and geometric designs) in an array of similar pictures, depending on the age of the examinee. SNT and SPS scores are combined to form a Speeded Processing Index (SPI), which provides a reliable assessment of speeded processing and may indicate whether a more detailed assessment of speeded processing may be required. In addition, the high reliability of SNT and SPS allows them to be compared directly to one another.

For reasons described in the manual (Reynolds & Kamphaus, 2026), it is recommended that RIAS-2 NU subtests be assigned to the indices (i.e., VIX, NIX, CIX, CMX, and SPI) as just described. For those who do not wish to consider the memory or speeded processing scales as a separate entity and prefer to apportion the subtests strictly according to verbal and nonverbal domains, RIAS-2 NU subtests can be combined to form Total Verbal Battery (TVB) and Total Nonverbal Battery (TNB) scores. The subtests that compose the TVB assess verbal reasoning ability, verbal memory, verbal speeded processing, and the ability to access and apply prior learning in solving language-related tasks. Like the VIX, the TVB is also a reasonable approximation of

crystallized intelligence. The TNB comprises subtests that assess nonverbal reasoning, spatial ability, nonverbal memory, and nonverbal speeded processing; like the NIX, the TNB also provides a reasonable approximation of fluid intelligence. These two indices of intellectual functioning are then combined to form an overall Total Test Battery (TTB). By combining the TVB and the TNB to form the TTB, a stronger, more reliable assessment of general intelligence (*g*) is obtained—one that measures the two most important aspects of general intelligence (i.e., reasoning or fluid abilities and verbal or crystallized abilities) according to recent theories and research findings. Each score is expressed as an age-corrected standard score that is scaled to a mean of 100 and a standard deviation of 15. These scores are essentially normally distributed and can be converted to a variety of other metrics, such as percentile ranks.

Qualitative Labels for Score Ranges

Subtest *T*-score range	Index standard score range	Qualitative label
≤29	≤69	Significantly below average
30–36	70–79	Moderately below average
37–42	80–89	Below average
43–56	90–109	Average
57–62	110–119	Above average
63–69	120–129	Moderately above average
≥70	≥130	Significantly above average

Norm-Referenced Index/Battery Interpretations

On testing with the RIAS-2 NU, Sample earned a CIX score of 112. This level of performance falls within the range of scores designated as above average and exceeds the performance of 79% of individuals her age. There is a 90% chance that Sample's true CIX falls within 109 to 115.

Sample's VIX score of 111 falls within the above average range of verbal intelligence skills and exceeds the performance of 77% of individuals her age. There is a 90% chance that Sample's true VIX falls within 107 to 114.

Sample's NIX score of 109 falls within the average range of nonverbal intelligence skills and exceeds the performance of 73% of individuals her age. There is a 90% chance that Sample's true NIX falls within 104 to 113.

Sample's CMX score of 146 falls within the significantly above average range of working memory skills. This exceeds the performance of more than 99% of individuals her age. There is a 90% chance that Sample's true CMX falls within 138 to 149.

Sample's SPI score of 100 falls within the average range of speeded processing skills. This exceeds the performance of 50% of individuals her age. There is a 90% chance that Sample's true SPI falls within 98 to 102.

On testing with the RIAS-2 NU, Sample earned a TTB score of 121. This falls within the range of scores designated as moderately above average and exceeds the performance of 92% of individuals her age. There is a 90% chance that Sample's true TTB falls within 118 to 124.

Sample's TVB score of 145 falls within the range of scores designated as significantly above average and exceeds the performance of more than 99% of individuals her age. There is a 90% chance that Sample's true TVB falls within 141 to 148.

Sample's TNB score of 91 falls within the range of scores designated as average and exceeds the performance of 27% of individuals her age. There is a 90% chance that Sample's true TNB falls within 88 to 95.

Norm-Referenced Subtest Interpretations

Guess What (GWH) measures vocabulary knowledge in combination with reasoning skills that are predicated on language development and acquired knowledge. On testing with the RIAS-2 NU, Sample earned a *T* score of 49 on GWH.

Odd-Item Out (OIO) measures analytical reasoning abilities within the nonverbal domain. Sample earned a *T* score of 61 on OIO.

Verbal Reasoning (VRZ) measures analytical reasoning abilities within the verbal domain. English vocabulary knowledge is also required. Sample earned a *T* score of 65 on VRZ.

What's Missing (WHM) measures spatial and visualization abilities. Sample earned a *T* score of 51 on WHM.

Verbal Memory (VRM) measures the ability to encode, briefly store, and recall information in the verbal domain. English vocabulary knowledge also is required. Sample earned a *T* score of 88 on VRM.

Nonverbal Memory (NVM) measures the ability to encode, briefly store, and recall information in the nonverbal and spatial domains. Sample earned a *T* score of 60 on NVM.

The Speeded Naming Task (SNT) measures the ability to differentiate and recognize simple stimuli verbally under time constraints. Sample earned a *T* score of 91 on the SNT.

Speeded Picture Search (SPS) measures the ability to differentiate simple stimuli visually under time constraints. Sample earned a *T* score of 9 on SPS.

Discrepancy Score Summary

Discrepancy score	Score difference	Statistically significant?	Prevalence in standardization sample
VIX > NIX	2	no	>20%
CIX < CMX	34	yes (.01)	≤5%
VRM > NVM	28	yes (.01)	≤5%
CIX > SPI	12	yes (.01)	>20%
SNT > SPS	82	yes (.01)	≤1%
TVB > TNB	54	yes (.01)	≤1%

VIX = Verbal Intelligence Index, NIX = Nonverbal Intelligence Index, CIX = Composite Intelligence Index, CMX = Composite Memory Index, VRM = Verbal Memory, NVM = Nonverbal Memory, SPI = Speeded Processing Index, SNT = Speeded Naming Task, SPS = Speeded Picture Search, TVB = Total Verbal Battery Index, and TNB = Total Nonverbal Battery Index.

Note. Discrepancy scores are based on the original RIAS-2 standardization sample. "---" indicates a score that cannot be calculated due to missing subtest or item response data.

Norm-Referenced Discrepancy Interpretations

Sample's VIX of 111 and NIX of 109 are consistent with her CIX and indicate that her verbal and nonverbal abilities are similarly developed.

Sample's CIX (i.e., her measured level of general intelligence) falls significantly below her CMX. This result indicates that Sample can use immediate recall and working memory functions at a level that significantly exceeds her ability to engage in intellectual problem solving and general reasoning tasks. A difference of this magnitude is relatively uncommon, occurring in less than 5% of the RIAS-2 standardization sample, and therefore may be diagnostically significant.

On the subtests making up the CMX, Sample's performance on verbal memory tasks significantly exceeded her level of performance on nonverbal memory tasks. This difference is reliable and indicates that Sample functions at a significantly higher level when asked to recall or engage in working memory tasks that are easily adapted to verbal linguistic strategies as opposed to tasks that rely on visual–spatial cues and other nonverbal memory features. A difference of this magnitude is relatively uncommon, occurring in less than 5% of the RIAS-2 standardization sample at Sample's age, and therefore may be diagnostically significant.

Sample's SPI falls significantly below her CIX (i.e., her measured level of general intelligence). This result indicates that Sample can engage in intellectual problem solving and general reasoning tasks at a level that significantly exceeds her ability to complete tasks involving speeded processing. Although the magnitude of the discrepancy is reliable and indicates a real difference between these two cognitive

domains, it is relatively common, occurring in more than 20% of the RIAS-2 standardization sample at Sample's age.

On the subtests making up the SPI, Sample's performance on verbal speeded processing tasks significantly exceeded her level of performance on nonverbal speeded processing tasks. This difference is reliable and indicates that, when under time constraints, Sample functions at a significantly higher level when asked to differentiate simple stimuli verbally as opposed to nonverbally. A difference of this magnitude is relatively uncommon, occurring in less than 1% of the RIAS-2 standardization sample at Sample's age, and therefore may be diagnostically significant.

Although the TTB is a good estimate of Sample's general intelligence, a significant discrepancy exists between her TVB score of 145 and her TNB score of 91, demonstrating better developed verbal or crystallized intellectual abilities. A difference of this magnitude is relatively uncommon, occurring in less than 1% of cases in the RIAS-2 standardization sample at Sample's age; therefore, it is potentially important and should be considered when drawing conclusions about Sample's current status. Interpretation of Sample's TTB or general intelligence score may be less valuable than reviewing her verbal and nonverbal abilities separately.

It is better to compare the CIX and CMX or the CIX and SPI directly instead of comparing the TTB to the CIX, CMX, or SPI. As noted in the manual, the TTB is simply a reflection of the sum of the *T* scores of the subtests that compose the CIX, CMX, and SPI. Any apparent discrepancy between the TTB and the CIX, CMX, or SPI would in fact reflect discrepancies between the CIX and CMX or the CIX and SPI, and comparing the TTB to the CIX, CMX, or SPI may exaggerate some differences inappropriately. Thus, it is more appropriate to make a direct comparison of the CIX and CMX or the CIX and SPI.

Profile Variability Index (PVI) Score Summary

Index/Battery	PVI raw score	Prevalence in standardization sample
CIX	7	>20%
TTB	24	≤1%

Note. PVI scores are based on the RIAS-2 NU standardization sample. "---" indicates a score that cannot be calculated due to missing subtest or item response data.

Profile Variability Index (PVI) Interpretations

To further assess Sample's general cognitive function, Profile Variability Index (PVI; Plake et al., 1981) scores can be examined.

Sample's CIX PVI score reflects a nonsignificant level of variability of performance on the subtests making up the CIX. Her CIX PVI raw score of 7 was common, occurring in more than 20% of the RIAS-2 NU standardization sample.

Sample's TTB PVI score reflects a high level of variability of performance on the subtests making up the TTB. A TTB PVI score of this magnitude is relatively uncommon, occurring in less than 1% of the RIAS-2 NU standardization sample, and therefore may be clinically meaningful. Though high TTB PVI values do not invalidate the TTB, they may influence the proper interpretation of such a composite index and can guide the examiner to conduct more targeted assessments to more clearly understand the individual's cognitive and neuropsychological development.

Interpretive Note

Examiners should be familiar with Sample's cultural and linguistic background, which may radically alter the suggestions contained herein, and must consider these factors before determining any diagnosis, classification, or related judgment; conducting further assessments; or making treatment recommendations.

General Feedback and Recommendations

Index/Battery Scores

Sample's SPS score of 9 falls in the significantly below-average range and indicates severe difficulties with speeded processing of nonverbal information relative to others her age. Individuals who score in this range may experience frustration when acquiring new information and may need some assistance in developing strategies for activities requiring day-to-day accurate and rapid decision making involving visual–spatial information.

Various adaptations are often recommended for individuals who perform at this level on speeded processing tasks. For example, day-to-day tasks, including those in work, community, and home environments, could be redesigned to avoid the need to make decisions under speeded conditions. Other adaptations of potential benefit include vocational, academic, and social planning aimed at lessening the demands for accurate speeded decisions. When adaptations are not possible, technological aids (e.g., calculators, digital cueing of explicit decision rules related to work performances) could be used to make the speeded decisions necessary for daily functioning. Test-taking under timed conditions may also be adversely affected, and Sample may benefit from extended testing times during which she can demonstrate more accurately what she has learned or her problem-solving skills under untimed conditions.

Discrepancy Scores

The magnitude of discrepancy between Sample's TVB score of 145 and TNB score of 91 is relatively unusual within the RIAS-2 standardization sample. This is especially true in referral populations, wherein it is much more common for individuals' TNB score to exceed their TVB score. In general, this pattern represents substantially disparate skills in the general domains of verbal and nonverbal reasoning, with clear superiority evident in the verbal domain. Relative to their verbal reasoning and general language skills, individuals who display this pattern experience less success on tasks involving spatial reasoning, visualization skills, the use of mental rotation, reading of nonverbal cues, processing of nonverbal speeded tasks, and related aspects of nonverbal reasoning and communication that usually include nonverbal and visual memory skills. Verbal ability is usually more influential than nonverbal ability in shaping how others appraise an individual's general intellectual functioning. Because her TVB is greater than her TNB, Sample's general intellectual functioning may appear higher than her TTB score reflects. Whenever possible, others should take advantage of Sample's relatively higher levels of performance in the verbal domain by providing verbal explanations of tasks, expectations, scenarios, and material to be learned. Presenting information linearly via step-by-step instructions is often an effective means of communication with individuals whose TVB is significantly higher than their TNB.

The magnitude of discrepancy between Sample's CMX score of 146 and CIX score of 112 is relatively unusual within the RIAS-2 standardization sample, suggesting that her memory skills are relatively stronger than her general intellectual skills. The magnitude of discrepancy between Sample's VRM score of 88 and NVM score of 60 is relatively unusual within the RIAS-2 standardization sample, suggesting that her memory for verbal material is greater than that for visual–spatial information. This profile indicates that adaptation could be improved by helping Sample develop compensatory skills to mitigate the impact of visual–spatial memory problems.

The use of multiple modalities, such as routinely pairing visual–spatial stimuli with verbal stimuli, is typically recommended to increase recall. Using lists, oral and written directions, signs, and verbal reminders may be especially helpful. Yet another example involves adding verbal explanations to maps, graphs, or pictures. Frequent verbal directions and reminders are recommended in most circumstances in which recall needs to be enhanced.

The use of tools such as personal digital devices (e.g., smartphones, tablets, personal computers) or hard copies of reminders may mitigate the effects of verbal memory problems.

The magnitude of discrepancy between Sample's SNT score of 91 and SPS score of 9 is relatively unusual within the RIAS-2 standardization sample, suggesting that her speeded processing of verbal material is greater than that for nonverbal information.

This profile indicates that adaptation could be improved by helping Sample develop compensatory skills to mitigate the impact of nonverbal speeded processing problems that are required by school, community, or occupational context demands.

Various adaptations are often recommended for individuals who perform at this level on speeded processing tasks. For example, day-to-day tasks could be redesigned to avoid the need to make decisions under speeded conditions, including in work, community, and home environments. Other adaptations of potential benefit include vocational, academic, and social planning aimed at lessening the demands for accurate speeded decisions. When adaptations are not possible, technological aids (e.g., calculators, digital cueing of explicit decision rules related to work performances) may be used to make the speeded decisions necessary for daily functioning. Test-taking under timed conditions may also be adversely affected, and Sample may benefit from extended testing times wherein she can demonstrate more accurately what she has learned or her problem-solving skills under untimed conditions.

Recommendations for Additional Testing

Sample's TVB score of 145 is significantly higher than her TNB score of 91. As such, follow-up evaluation may be warranted. It may prove helpful to evaluate Sample for disturbances in spatial functions and other right-hemisphere-related tasks. Evaluation of visual perceptual skills with measures such as the Developmental Test of Visual Perception–Third Edition (DTVP-3; Hammill et al., 2014) for individuals ages 4–10 years or the Developmental Test of Visual Perception–Adolescent and Adult: Second Edition (DTVP-A:2; Reynolds et al., 2021) for individuals ages 11–79 years may be particularly useful. Both scales allow for evaluation of motor-reduced and motor-enhanced visual perceptual functions and spatial abilities. Other tests that evaluate specific nonverbal cognitive functions include the age-appropriate version of the Tactual Performance Test (Reitan & Wolfson, 1993), the Koppitz Developmental Bender Scoring System for the Bender Gestalt Test, Second Edition (KOPPITZ-2; Reynolds, 2006), subtests of the Neuropsychological Assessment Battery (NAB; Stern & White, 2003), and related tests of visual organization and nonverbal skills. Because this score pattern has been associated with the presence of nonverbal learning disability and is more common in individuals with some neurodevelopmental conditions, behavioral assessments are recommended if behavioral differences are present.

Sample's VRM score of 88 is significantly higher than her NVM score of 60. As such, follow-up evaluation may be warranted. Additional testing with the Child and Adolescent Memory Profile (ChAMP; Sherman & Brooks, 2015), Test of Memory and Learning, Second Edition (TOMAL-2; Reynolds & Voress, 2007), or similar measure is suggested to determine whether Sample's memory difficulties are modality-specific

(i.e., localized to either verbal or visual–spatial information) or the impairment exists in short-term acquisition or long-term retrieval of previously learned material. A thorough history, supplemented by questions about qualitative aspects of memory, should be used. It also may be helpful to inquire about the individual's perception of memory problems and ask her to describe their onset and duration and the environmental contexts that are affected.

When an individual's CMX is clinically significantly higher than their CIX, follow-up evaluation may be warranted, particularly if the CIX is in the below-average range or lower. Lower intelligence test scores are associated with increased forms of a variety of psychological difficulties, particularly if scores are in or near the intellectual disability range (Kamphaus, 2001). Because general intelligence impacts knowledge and skill acquisition in a variety of areas, a thorough evaluation of academic achievement is necessary to gauge the impact of any impairment and make plans to remediate educational weaknesses.

Sample's SNT score of 91 is significantly higher than her SPS score of 9. As such, follow-up evaluation may be warranted. Additional testing is suggested to determine whether Sample's speeded information processing difficulties are modality-specific (i.e., localized to either verbal or nonverbal information) or the impairment is exacerbated by other problems such as memory. A thorough history, supplemented by questions about qualitative aspects of daily functioning under speeded decision-making conditions, should be used. It may also be helpful to inquire about her perception of speeded information processing problems and ask her to describe their onset and duration and the environmental contexts that are affected.

RIAS-2 NU Extended Score Summary

Subtest	Raw score	*T* score (*M* = 50, *SD* = 10)	*z* score (*M* = 0, *SD* = 1)	Scaled score (*M* = 10, *SD* = 3)
GWH	44	49	-0.10	10
OIO	98	61	1.10	13
VRZ	39	65	1.50	15
WHM	82	51	0.10	10
VRM	80	88	3.80	21
NVM	107	60	1.00	13
SNT	294	91	4.10	22
SPS	599	9	< -3.00	0

Index	Sum of subtest *T* scores	*T* score (*M* = 50, *SD* = 10)	*z* score (*M* = 0, *SD* = 1)	Index score (*M* = 100, *SD* = 15)	Percentile rank	95% confidence interval	90% confidence interval	NCE (*M* = 50, *SD* = 21.06)	Stanine (*M* = 5, *SD* = 2)
VIX	114	57	0.73	111	77	106–115	107–114	65	6
NIX	112	56	0.60	109	73	103–114	104–113	63	6
CIX	226	58	0.80	112	79	108–116	109–115	67	7
CMX	148	81	3.07	146	99.9	137–150	138–149	>99	9
SPI	100	50	0.00	100	50	97–103	98–102	50	5
TVB	293	80	3.00	145	99.9	140–148	141–148	>99	9
TNB	181	44	-0.60	91	27	87–95	88–95	37	4
TTB	474	64	1.40	121	92	117–124	118–124	79	8

Note. "---" indicates a score that cannot be calculated due to missing subtest or item response data.

References

Feifer, S. G., & Gerhardstein Nader, R. (2015). *Feifer Assessment of Reading (FAR): Professional manual.* PAR.

Hammill, D., Pearson, N. A., & Voress, J. K. (2014). *Developmental Test of Visual Perception–Third Edition (DTVP-3): Examiner's manual*. Pro-Ed.

Kamphaus, R. W. (2001). *Clinical assessment of children's intelligence* (2nd ed.). Allyn-Bacon.

Messer, M. A. (2014). *Academic Achievement Battery (AAB): Professional manual*. PAR.

Plake, B. S., Reynolds, C. R., & Gutkin, T. B. (1981). A technique for the comparison of profile variability between independent groups. *Journal of Clinical Psychology, 37*(1), 142–146. https://doi.org/10.1002/1097-4679(198101)37:1%3C142::AID-JCLP2270370127%3E3.0.CO;2-8

Reitan, R. M., & Wolfson, D. (1993). *The Halstead-Reitan Neuropsychological Test Battery: Theory and clinical interpretation* (2nd ed.). Neuropsychology Press.

Reynolds, C. R. (2006). *Koppitz Developmental Scoring System for the Bender Gestalt Test, Second Edition (Koppitz-2): Examiner's manual*. Pro-Ed.

Reynolds, C. R., & Kamphaus, R. W. (2026). *Reynolds Intellectual Assessment Scales, Normative Update (RIAS-2 NU), and Reynolds Intellectual Screening Test, Normative Update (RIST-2 NU): Professional manual*. PAR.

Reynolds, C. R., Pearson, N. A., & Voress, J. K. (2021). *Developmental Test of Visual Perception–Adolescent and Adult: Second Edition (DTVP-A:2): Examiner's manual*. Pro-Ed.

Reynolds, C. R., & Voress, J. K. (2007). *Test of Memory and Learning, Second Edition (TOMAL-2): Examiner's manual*. Pro-Ed.

Reynolds, C. R., Voress, J. K., & Pearson, N. A. (2007). *Developmental Test of Auditory Perception (DTAP): Examiner's manual*. Pro-Ed.

Sherman, E., & Brooks, B. (2015). *Child and Adolescent Memory Profile (ChAMP): Professional manual*. PAR.

Stern, R. A., & White, T. (2003). *Neuropsychological Assessment Battery (NAB): Professional manual*. PAR.

Stroud, K., & Reynolds, C. R. (2014). *School Motivation and Learning Strategies Inventory (SMALSI)*. WPS.

Wallace, G., & Hammill, D. D. (2013). *Comprehensive Receptive and Expressive Vocabulary Test–Third Edition (CREVT-3): Examiner's manual*. Pro-Ed.

Wiig, E. H., Semel, E. M., & Secord, W. A. (2013). *Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5): Examiner's manual*. Pearson.

End of Report