Possible Causes for High or Low WISC-IV Scores

**Possible Causes of Significantly High Subtest Scores**

Information: Good long term memory; good verbal facility; excellent exposure to the culture and environment; good educational background; ability to organize verbal material; ability to learn and recall specific facts; obsessive-compulsive personality; good auditory input.

Similarities: Ability to perceive verbal relationships, especially abstract relationships; very high scores may indicate some removal from reality and involvement in an over-ideational approach to surroundings; excellent verbal facility; good logical thinking; obsessive-compulsive personality; paranoid personality.

Arithmetic: Good ability to focus attention on the task; good ability to do simple calculations; excellent short-term memory; freedom from distractibility; good educational background; obsessive-compulsive personality; sometimes a paranoid personality.

Vocabulary: Good verbal facility; a well developed command of the language; ability to communicate well; ability to express oneself well; good exposure to the environment; rich cultural background’ good education background; an obsessive-compulsive personality; a paranoid personality.

Comprehension: A well developed social knowledge; ability to get along with others; good verbal ability; excellent social observation ability; ability to know and accept the rules of society; a paranoid personality.

Digit Span: Excellent short term memory; ability to attend; ability to concentrate; ability to reorganize verbally; low anxiety; excellent auditory facility; alert; a paranoid personality.

Picture Completion: Ability to attend to detail; good visual memory; ability to concentrate; alertness to the visual aspects of the environment; possible paranoid tendencies.

Picture Arrangement: Ability to sequence well; ability to not action, understand consequences of action; ability to not detail; good social knowledge; knowledge of the social environment.

Block Design: Good nonverbal reason ability; good perceptual organizational ability; for the older child, rapid visual motor coordination; good nonverbal reasoning skills; perfectionist personality.
Object Assembly: Good visual-motor coordination; good holistic, visual integrative style of reasoning; good visual memory; rapid construction of the items; a perfectionist; sometimes the ingratiating con man.

Coding: Good non-verbal memory; ability to learn non-verbal material; rapid eye-hand coordination; good perceptual skills; ability to sequence; good pencil facility; a perfectionist personality.

Mazes: Ability to plan ahead; good perceptual skills; good visual-motor ability; good eye-hand coordination; a perfectionist personality.

Possible Causes of Significantly Low Subtest Scores

Information: Poor memory; low socio-economic conditions; poor cultural background; limited educational background; impoverished verbal facility; speech defect; verbal output disorder; poor reality testing; repression; auditory input problem.

Similarities: Poor reasoning ability; weak abstract reasoning and thinking skills; poor logical thinking skills; poor verbal facility; concrete thinking skills; inability to deal with ideas on a symbolic level; speech defect; poor reality testing; delinquency; verbal output disorder; auditory input problem.

Arithmetic: Poor calculation skills; poor short-term verbal memory; inattention; distractibility; poor concentration; low facility with numbers; inability to deal with the concrete; anxiety; poor reality testing; verbal output problem.

Vocabulary: Poor verbal facility; limited educational background; social retreat and/or withdrawal; speech defect; auditory disorder; non-standard cultural background; delinquency; poor reality testing; auditory input problem; verbal output disorder; non-standard English usage.

Comprehension: Low social intelligence; low social understanding; socially isolated; poor verbal skills; speech defect; inability to plan; delinquency; poor common sense; poor reality testing; auditory input problem; verbal output disorder.

Digit Span: Poor short-term verbal memory; poor reorganizing ability; inattention; distractibility; poor concentration; anxiety; auditory deficit; inability to sequence; anxiety; thought process difficulty; sequential memory disorder; verbal output disorder.

Picture Completion: Incapability to attend and concentrate; inability to note detail; anxiety; repression; poor visual memory; inability to not detail; inadequacy to not aspects of the environment; poor reality testing; depression; visual input disorder; visual figure-ground disorder.
Picture Arrangement: Inability to sequence; poor social knowledge; inadequacy to note action and plan of action; lack of social skills; withdrawal; possible poor empathy; impulsive; inability to note detail; incapacity to respond to time pressure; anxiety; depression; poor reality testing; poor visual-motor coordination; visual input problem.

Block Design: Poor perceptual skills; poor visual motor coordination; inability to deal with abstract; deficient non-verbal reasoning; visual problems; inattention; possible cerebral dysfunction; anxiety; depression; visual motor coordination; figure-ground disorder; visual input disorder.

Object Assembly: Poor visual memory; poor visual-motor coordination; inattention; perceptual difficulties; inability to perform under time pressure; possible cerebral dysfunction; anxiety; depression; poor reality testing; figure-ground disorder; visual input disorder.

Coding: Poor non-verbal memory; poor visual-motor coordination; messy; inability to handle a pencil; inability to sequence; inattention; distractibility; low motivation; inability to operate under time pressure; visual input problem; possible cerebral dysfunction; anxiety; depression.

Mazes: Poor visual motor coordination; impulsiveness; inability to handle a pencil; inability to plan ahead; poor visual ability; some possible cerebral dysfunction; anxiety; depression; visual input problem; visual figure-group disorder.