

Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V) Competency Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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SAMPLE

Questions

- 1. How should a teacher respond to a student correcting their answer by drawing over it?**
 - A. Discourage any modifications**
 - B. Acknowledge it only if they redo the answer**
 - C. Allow it as long as it doesn't impede their performance**
 - D. Require them to start over with a clean paper**
- 2. Which materials are necessary for the FW assessment?**
 - A. Manual, record form, stopwatch**
 - B. Manual, stimulus book 1, record form**
 - C. Stimulus book 1, stopwatch, record form**
 - D. Record form and stopwatch only**
- 3. When a participant does not respond, what is the best practice after the time is up?**
 - A. Move on to the next question**
 - B. Ask them to think harder**
 - C. Encourage them to answer**
 - D. Restate the question**
- 4. What is a key part of the materials needed for the CD assessment?**
 - A. Pencil with eraser**
 - B. Response booklet**
 - C. Coding score template**
 - D. All of the above**
- 5. What skill is primarily tested in the Symbol Search subtest?**
 - A. Memory recall**
 - B. Visual-motor coordination**
 - C. Visual processing speed**
 - D. Analytical reasoning**

- 6. What cognitive ability is primarily measured by DS in WISC-V?**
- A. Attention and processing speed**
 - B. Reasoning and problem-solving**
 - C. Short-term auditory memory**
 - D. Visual-spatial reasoning**
- 7. What is the scoring system for the Digit Span subtest?**
- A. 0 to 5 points**
 - B. 0 or 1 point**
 - C. 1 to 3 points**
 - D. 0 to 4 points**
- 8. What should you say if there is no answer after 30 seconds?**
- A. Let's try that again**
 - B. I can only say them one time**
 - C. Do you have an answer?**
 - D. Before moving on, let's try another one**
- 9. What should a student do if they attempt to turn the page early?**
- A. Be reminded to stay on the current page**
 - B. Turn the page themselves anyway**
 - C. Skip to the next question**
 - D. Leave the test altogether**
- 10. For how many items can you provide assistance during the VP assessment?**
- A. Only on the Sample item**
 - B. On every item**
 - C. On the first three items**
 - D. No assistance allowed**

Answers

SAMPLE

1. C
2. A
3. A
4. C
5. C
6. C
7. B
8. D
9. A
10. A

SAMPLE

Explanations

SAMPLE

1. How should a teacher respond to a student correcting their answer by drawing over it?

- A. Discourage any modifications**
- B. Acknowledge it only if they redo the answer**
- C. Allow it as long as it doesn't impede their performance**
- D. Require them to start over with a clean paper**

Allowing a student to correct their answer by drawing over it can be beneficial in several ways. This approach acknowledges the student's active engagement in the learning process. It is important to maintain a flexible learning environment where students feel comfortable making changes to their work. Modifications can lead to deeper understanding as they reflect on their initial response and reconsider their thought process. Furthermore, as long as the student is not hindering their performance or the clarity of the work, allowing these corrections can foster creativity and critical thinking. This strategy encourages a growth mindset, where mistakes are viewed as opportunities for learning and improvement rather than failures. In this context, enabling the student to make changes supports their educational development and encourages them to take ownership of their learning.

2. Which materials are necessary for the FW assessment?

- A. Manual, record form, stopwatch**
- B. Manual, stimulus book 1, record form**
- C. Stimulus book 1, stopwatch, record form**
- D. Record form and stopwatch only**

The materials required for the FW assessment include a manual, a record form, and a stopwatch. The manual is essential as it provides the instructions and guidelines needed for administering the assessment accurately and consistently. The record form is used to document the results of the assessment for each child, ensuring that data is captured correctly. A stopwatch is necessary to time various tasks during the assessment, as timing can be a crucial component in measuring a child's performance accurately. Together, these materials ensure that the assessment is conducted properly and the results are valid and reliable for interpreting the child's cognitive abilities.

3. When a participant does not respond, what is the best practice after the time is up?

A. Move on to the next question

B. Ask them to think harder

C. Encourage them to answer

D. Restate the question

The best practice when a participant does not respond in a testing situation, such as with the WISC-V, is to move on to the next question once the allotted time has expired. This approach is based on the principle that each item is designed to assess specific cognitive abilities within a set timeframe. By adhering to the time limits and proceeding without prompting or pressuring the participant, the integrity of the test is maintained. Moving on prevents frustration for both the test administrator and the participant, allowing the assessment to continue smoothly. Additionally, the WISC-V is structured to evaluate a range of skills, so each question is meant to contribute to an overall score without causing undue stress or anxiety about unanswered items. Maintaining a consistent and fair testing environment is crucial, which is best served by simply transitioning to the next question.

4. What is a key part of the materials needed for the CD assessment?

A. Pencil with eraser

B. Response booklet

C. Coding score template

D. All of the above

For the Cognitive Domain (CD) assessment within the WISC-V, a coding score template is vital because it allows for the accurate scoring of responses based on the established criteria. The coding score template serves as a standardized guideline that helps the examiner interpret the child's performance accurately, ensuring that the scores reflect their cognitive abilities according to the nuances of the task. This template streamlines the process of evaluating responses and helps maintain consistency during the assessment. While pencils with erasers and response booklets are certainly useful for administering any test, the coding score template specifically addresses the scoring aspect of the assessment, which is crucial for generating valid results. This makes it an essential part of the materials necessary for the CD assessment, differentiating it from more general testing supplies.

5. What skill is primarily tested in the Symbol Search subtest?

- A. Memory recall**
- B. Visual-motor coordination**
- C. Visual processing speed**
- D. Analytical reasoning**

The Symbol Search subtest of the WISC-V primarily tests visual processing speed. This subtest requires children to quickly identify and mark symbols that match a target symbol within a specified time frame. The emphasis is on how rapidly and accurately a child can process visual information, which reflects their ability to scan and compare visual stimuli effectively. By focusing on the speed of processing rather than the content or complexity of the symbols themselves, this subtest assesses the efficiency of visual perception and quick decision-making. The ability to accurately recognize and respond to visual cues under time pressure is crucial in many real-world contexts, reinforcing the importance of visual processing speed in cognitive functioning.

6. What cognitive ability is primarily measured by DS in WISC-V?

- A. Attention and processing speed**
- B. Reasoning and problem-solving**
- C. Short-term auditory memory**
- D. Visual-spatial reasoning**

The Digit Span (DS) subtest in the WISC-V primarily measures short-term auditory memory. This cognitive ability involves the capacity to hold and manipulate a small amount of information in memory over a short period, specifically auditory information. During the Digit Span task, children are asked to listen to a series of numbers and then repeat them back in the same order (forward), or in reverse order (backward). Successfully completing these tasks demonstrates the child's ability to retain and manipulate auditory information, which is crucial for various learning and cognitive functions. Short-term auditory memory is foundational for tasks involving following directions, recalling sequences, and more complex problem-solving situations where auditory information must be processed and remembered temporarily. This makes it a vital aspect of overall cognitive functioning assessed in the WISC-V.

7. What is the scoring system for the Digit Span subtest?

- A. 0 to 5 points**
- B. 0 or 1 point**
- C. 1 to 3 points**
- D. 0 to 4 points**

The scoring system for the Digit Span subtest of the WISC-V is based on a point system that assigns 0 or 1 point for each correct response. Each sequence of numbers is presented to the child, who is required to repeat them back in the same order (forward) or in the reverse order (backward). For each correct sequence, the child earns one point, while an incorrect response results in no points for that trial. The task continues until the child can no longer correctly repeat sequences of increasing length, and the total score reflects the number of correct responses across all trials. Scoring is straightforward, allowing for a clear interpretation of the child's auditory attention, working memory, and sequencing abilities. This point system supports effective assessment of cognitive abilities, as it provides quantitative data that can be compared to normative scores among peers. Understanding this scoring approach is essential for interpreting results accurately and using them for educational and clinical decision-making.

8. What should you say if there is no answer after 30 seconds?

- A. Let's try that again**
- B. I can only say them one time**
- C. Do you have an answer?**
- D. Before moving on, let's try another one**

In a testing context like the WISC-V, it's essential to maintain a positive atmosphere while also moving the assessment forward efficiently. Saying "Before moving on, let's try another one" effectively communicates that the participant has the opportunity to tackle a different question, which can alleviate any pressure they may feel about not having answered the previous one. This approach respects the test's structure while encouraging confidence. This option also acknowledges that the assessment process is designed to explore cognitive abilities across different tasks, allowing the student to showcase their competencies in various areas. It provides a smooth transition, ensuring the testing experience remains supportive and encouraging. The other responses might not convey the same level of encouragement or may inadvertently add pressure on the participant, which can negatively impact their performance. Thus, the chosen phrase balances assertiveness with consideration for the participant's experience.

9. What should a student do if they attempt to turn the page early?

- A. Be reminded to stay on the current page**
- B. Turn the page themselves anyway**
- C. Skip to the next question**
- D. Leave the test altogether**

If a student attempts to turn the page early during a test, being reminded to stay on the current page is the appropriate response. This ensures that the student remains focused and adheres to the testing protocol, which is designed to assess their abilities without interruptions or distractions. By staying on the current page, the student can concentrate on fully completing each section and providing accurate responses, which is crucial for the validity of the test results. Remaining on the current page allows for a structured testing experience, where questions are answered in the intended order, promoting comprehensive understanding and accuracy. It also reinforces the importance of following directions, which is a key component in standardized testing environments. In tests like the WISC-V, maintaining the integrity of the testing procedure is essential for obtaining reliable data on the student's cognitive abilities.

10. For how many items can you provide assistance during the VP assessment?

- A. Only on the Sample item**
- B. On every item**
- C. On the first three items**
- D. No assistance allowed**

In the Visual Puzzles (VP) assessment of the WISC-V, assistance is typically allowed only on the Sample item. This is designed to ensure that students understand the task and can perform it accurately without excessive prompting throughout the assessment. The Sample item serves as an introduction to the format and demands of the test items that follow, allowing the child to grasp the expectations without influencing their independent performance on subsequent items. This approach helps maintain the integrity of the assessment results, as it encourages the child to rely on their understanding and problem-solving skills rather than external assistance. In practice, providing support on every item or a limited number of items may lead to inflated scores that do not accurately reflect the child's abilities. Therefore, limiting assistance to just the Sample item is essential for yielding valid results in the VP assessment.