

# 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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# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

**Remember:** successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

# How to Use This Guide

**This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:**

## **1. Start with a Diagnostic Review**

**Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.**

## **2. Study in Short, Focused Sessions**

**Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.**

## **3. Learn from the Explanations**

**After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.**

## **4. Track Your Progress**

**Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.**

## **5. Simulate the Real Exam**

**Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.**

## **6. Repeat and Review**

**Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.**

**There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!**

## Questions

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- 1. What defines a 2-point answer on the Scale of Intelligence?**
  - A. A specific property common to both members**
  - B. A major classification pertinent for both members**
  - C. A property that is not pertinent to both members**
  - D. A general description of one member**
  
- 2. How many points does the last backward trial score for LDSb if successful?**
  - A. 1 point**
  - B. 2 points**
  - C. 0 points**
  - D. 3 points**
  
- 3. What is the reverse rule for figure weights?**
  - A. All items must be answered correctly**
  - B. Only one perfect score required**
  - C. Perfect scores on the first two items**
  - D. Must achieve perfect scores on 2 consecutive items if imperfect**
  
- 4. What is the time limit for items 10-13 on BD?**
  - A. 90 seconds**
  - B. 120 seconds**
  - C. 150 seconds**
  - D. 100 seconds**
  
- 5. For ages 6-8, what is the starting item for FW?**
  - A. Sample item B, then item 4**
  - B. Sample item A, then item 1**
  - C. Item 1 followed by item 2**
  - D. Item 1 followed by sample item A**

- 6. What should you say if a child claims their response pieces are incorrectly oriented?**
- A. They should try again later**
  - B. It's important to focus on the next question**
  - C. Encourage them to visualize the pieces correctly**
  - D. Tell them this is not relevant**
- 7. During a testing session, if the intended response from a child is unclear, what should the facilitator do?**
- A. Ignore the response and move on**
  - B. Ask them to repeat their answer**
  - C. Provide hints to guide them**
  - D. Reassure them and give them more time**
- 8. What action should be taken after the third score of 0 in PS?**
- A. Continue testing regardless**
  - B. Discontinue the test**
  - C. Start over from item 1**
  - D. Change to a different subtest**
- 9. DSb refers to which aspect of the digit span testing?**
- A. Retrieving sequences of visual items**
  - B. Summing the backward item scores**
  - C. Calculating the forward recalling score**
  - D. Assessing auditory processing**
- 10. What is the significance of the time limit in the Symbol Search task?**
- A. It ensures a quick response**
  - B. It allows for multiple attempts**
  - C. It prevents fatigue from prolonged testing**
  - D. It measures consistency over time**

## Answers

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

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## **Explanations**

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**1. What defines a 2-point answer on the Scale of Intelligence?**

- A. A specific property common to both members**
- B. A major classification pertinent for both members**
- C. A property that is not pertinent to both members**
- D. A general description of one member**

A 2-point answer on the Scale of Intelligence is defined as a major classification pertinent to both members being evaluated. This means that for a response to earn two points, it must possess a significant characteristic or classification that is relevant and applicable to both items or concepts being compared or discussed. This classification likely indicates a deeper understanding or connection between the two members, highlighting a shared attribute that is essential for analysis or comparison within the context of their intelligence assessment. In the context of the WISC-V, responses that demonstrate this level of understanding typically point to critical thinking and the ability to synthesize information while recognizing broader categories or classifications that apply to both entities. This level of response reflects not only knowledge but also the ability to think abstractly and relate concepts, which is a fundamental aspect of cognitive assessment.

**2. How many points does the last backward trial score for LDSb if successful?**

- A. 1 point**
- B. 2 points**
- C. 0 points**
- D. 3 points**

The correct scoring for the last backward trial in the Letter-Number Sequencing subtest of the WISC-V is indeed 1 point for a successful trial. In this subtest, children are presented with a sequence of letters and numbers to recall in a specific order: first the letters, then the numbers, backward. Scoring is based on the child's successful completion of these tasks, with each sequence having defined scoring criteria. A successful response on the last backward trial indicates that the child has demonstrated the ability to process and organize information in reverse order, which reflects working memory capacity and cognitive flexibility. Thus, scoring 1 point for the final successful backward trial is consistent with the established guidelines for this specific task within the assessment framework. Understanding this scoring helps clarify how to evaluate a child's cognitive performance on the WISC-V.

### 3. What is the reverse rule for figure weights?

- A. All items must be answered correctly
- B. Only one perfect score required
- C. Perfect scores on the first two items
- D. Must achieve perfect scores on 2 consecutive items if imperfect**

The reverse rule for figure weights in the WISC-V states that when answering the items, a test taker must achieve perfect scores on two consecutive items if they have not scored perfectly on preceding items. This structure helps assess a child's ability to solve problems and understand relationships between items under slightly different conditions. It ensures that the motivation to continue answering correctly is maintained and provides a clearer picture of the child's problem-solving abilities in the context of progressive challenge. If a child fails to achieve perfect scores, the requirement for two consecutive perfect scores serves to reinforce the test's standards for progression through its levels of difficulty.

### 4. What is the time limit for items 10-13 on BD?

- A. 90 seconds
- B. 120 seconds**
- C. 150 seconds
- D. 100 seconds

The correct answer indicates that the time limit for items 10-13 on the Block Design (BD) subtest of the WISC-V is 120 seconds. In the context of the WISC-V, the Block Design subtest assesses visual-spatial skills and the ability to analyze and synthesize visual information. Participants are required to duplicate designs using blocks within a specified time frame. Setting a time limit of 120 seconds allows children sufficient opportunity to thoughtfully engage with the task while also introducing a slight challenge that can gauge their processing speed and visual-motor coordination. This structured timeframe is critical for maintaining the validity of the assessment, ensuring that results reflect both the child's abilities and the influence of time constraints on their performance. Understanding this time limitation helps to appreciate how it fits into the overall framework of cognitive evaluation in children.

**5. For ages 6-8, what is the starting item for FW?**

- A. Sample item B, then item 4**
- B. Sample item A, then item 1**
- C. Item 1 followed by item 2**
- D. Item 1 followed by sample item A**

The starting item for the Block Design subtest (FW, or figure-weighted) for children aged 6-8 begins with Sample item A, followed by Item 1. This sequence is designed to ensure that the child understands the task at hand through a simple sample before moving on to the first actual item of the test. Sample item A helps to gauge the child's understanding of the instructions and the requirements of the task, providing a foundation that leads into Item 1. By using this approach, the testing ensures that the child is adequately prepared to engage with the more complex elements of the subtest, ultimately allowing for a more accurate measure of their visual-spatial and problem-solving abilities. This systematic approach supports both the child's confidence and their performance, reflecting the suitable progression in complexity based on their age group. The other options may not follow the specified structure of starting with Sample item A, which is crucial in the context of this age group's testing protocol.

**6. What should you say if a child claims their response pieces are incorrectly oriented?**

- A. They should try again later**
- B. It's important to focus on the next question**
- C. Encourage them to visualize the pieces correctly**
- D. Tell them this is not relevant**

Encouraging a child to visualize the pieces correctly is a constructive approach that helps them engage with the task at hand. This technique can enhance their spatial reasoning and problem-solving skills, which are critical components assessed in the WISC-V. By promoting visualization, you guide the child to better understand the orientation and possibilities of the pieces, fostering their cognitive development and self-confidence. This response empowers the child rather than dismissing their concerns or suggesting they move on without addressing their challenges. It acknowledges their difficulty while also guiding them to use their imagination and critical thinking skills to solve the problem. Engaging them in this way nurtures their ability to tackle similar tasks in the future, contributing positively to their overall learning experience.

**7. During a testing session, if the intended response from a child is unclear, what should the facilitator do?**

- A. Ignore the response and move on**
- B. Ask them to repeat their answer**
- C. Provide hints to guide them**
- D. Reassure them and give them more time**

Asking the child to repeat their answer is a critical approach when the intended response is unclear. This action serves several purposes. First, it provides the child an opportunity to clarify their thoughts, which can lead to a more accurate reflection of their knowledge and understanding. It also allows the facilitator to gauge whether the child may have misunderstood the question or if they are struggling with expression. By encouraging the child to articulate their answer again, the facilitator maintains the integrity of the testing process, ensuring that the child's cognitive abilities are accurately assessed. This method fosters a supportive environment where the child feels comfortable expressing themselves, which is essential for obtaining a reliable measure of their capabilities.

**8. What action should be taken after the third score of 0 in PS?**

- A. Continue testing regardless**
- B. Discontinue the test**
- C. Start over from item 1**
- D. Change to a different subtest**

When evaluating a child's performance on the Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V), specific guidelines are in place to support a standardized administration of the test. Encountering three consecutive scores of 0 on the Performance Scale (PS) indicates that the child is unable to answer questions at this level of difficulty, suggesting significant challenges in the skills being assessed. Discontinuing the test after this pattern of scoring allows for a more accurate interpretation of the child's abilities without potentially frustrating the child further or resulting in a longer testing process that may not yield any additional useful data. It ensures the test remains a fair measure of the child's capabilities, rather than pushing them through items they are not equipped to handle. Other actions, such as continuing testing, starting over, or switching to a different subtest, may lead to inaccurate results and an unfair assessment of the child's cognitive skills, as these methods would disregard the standard procedures designed to evaluate performance accurately and effectively. Therefore, after the third score of 0 in PS, discontinuing the test is the appropriate and recommended course of action.

**9. DSb refers to which aspect of the digit span testing?**

- A. Retrieving sequences of visual items**
- B. Summing the backward item scores**
- C. Calculating the forward recalling score**
- D. Assessing auditory processing**

Digit Span backward (DSb) specifically involves the retrieval and manipulation of numbers in reverse order, which assesses a child's working memory and attention. This component requires participants to hear a sequence of digits and repeat them back in the opposite order. This backward recall challenges not only the ability to remember the numbers presented but also the ability to reorganize and manipulate the information actively. As such, summing the backward item scores reflects the performance in this specific aspect of the test, which evaluates cognitive abilities related to memory and processing. Understanding this aspect of digit span testing is essential, as it informs not only how well a child can retain information but also how effectively they can process and respond to it.

**10. What is the significance of the time limit in the Symbol Search task?**

- A. It ensures a quick response**
- B. It allows for multiple attempts**
- C. It prevents fatigue from prolonged testing**
- D. It measures consistency over time**

The time limit in the Symbol Search task is significant because it is designed to minimize fatigue from prolonged testing. In cognitive assessments such as the WISC-V, it is crucial to maintain the child's engagement and focus throughout the testing process. By imposing a time limit, the task is structured to keep it short and manageable, which helps in maintaining the child's energy levels and attention. This approach prevents potential decline in performance that might occur due to boredom or fatigue, ensuring that the responses are reflective of the child's capabilities at their best. Engaging children in brief, time-constrained tasks can lead to more valid and reliable measures of their cognitive processing speed and efficiency.

## Next Steps

**Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.**

**As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.**

**If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at [hello@examzify.com](mailto:hello@examzify.com).**

**Or visit your dedicated course page for more study tools and resources:**

**<https://wiscvcompetency.examzify.com>**

**We wish you the very best on your exam journey. You've got this!**

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