

WECHSLER INTELLIGENCE SCALE FOR CHILDREN - FIFTH EDITION (WISC-V) COMPETENCY PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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 is the purpose of the last sequencing trial in LDSs?**
 - A. To measure total recall
 - B. To perform forward digit recall
 - C. To assess the number of digits recalled
 - D. To evaluate time taken for completion
- 2. How many total target symbols are presented in Form A and Form B of Symbol Search combined?**
 - A. 1
 - B. 3
 - C. 4
 - D. 5
- 3. At what point should the Scale of Intelligence (SI) testing be discontinued?**
 - A. After 2 scores of 0
 - B. After 1 score of 0
 - C. After 3 scores of 0
 - D. After reaching 20 total items
- 4. On the CD assessment, at what angle are rotated symbols considered incorrect?**
 - A. 45 degrees
 - B. 60 degrees
 - C. 90 degrees
 - D. 120 degrees
- 5. Which of the following is a component included in the VSI?**
 - A. CD
 - B. MR
 - C. VP
 - D. All of the above

- 6. What are the starting items for the VP assessment for ages 6-8?**
- A. Demo, Sample, Item 2
 - B. Demo, Sample, Item 1
 - C. Demo, Item 1 only
 - D. Sample, Item 5
- 7. How many seconds should elapse for items 1-18 on the FW assessment?**
- A. 15 seconds
 - B. 30 seconds
 - C. 10 seconds
 - D. 20 seconds
- 8. Which error type is most related to the visual perception of symbols in the Symbol Search test?**
- A. Set error
 - B. Response error
 - C. Comprehension error
 - D. Rotation error
- 9. What are the two primary item types in matrix reasoning?**
- A. Matrix and sequence
 - B. Matrix and serial order
 - C. List and matrix
 - D. Order and sequence
- 10. 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

Answers

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

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Explanations

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1. What is the purpose of the last sequencing trial in LDSs?

- A. To measure total recall
- B. To perform forward digit recall
- C. To assess the number of digits recalled**
- D. To evaluate time taken for completion

The purpose of the last sequencing trial in Learning and Developmental Scales (LDSs) is to assess the number of digits recalled. This focuses on the child's ability to remember and reproduce sequence information accurately. By evaluating the total number of digits recalled, practitioners can gain insights into the child's working memory capacity and cognitive processing skills. This aspect is essential for understanding overall cognitive ability and may reveal how well the child can manipulate and retain information over a brief period. While other trials may focus on aspects such as recall quality or time taken, the specific aim of the last trial is to quantify the number of items successfully recalled, providing a clear metric of performance in this area.

2. How many total target symbols are presented in Form A and Form B of Symbol Search combined?

- A. 1
- B. 3
- C. 4**
- D. 5

To determine the total number of target symbols presented in both Form A and Form B of the Symbol Search subtest, it's important to understand the structure of this subtest within the WISC-V. Each form contains a predetermined number of symbols that are used to assess processing speed and visual-motor coordination. In the Symbol Search subtest, each form features two target symbols per row, and there are multiple rows to complete. When you combine both Form A and Form B, the total number of target symbols is obtained by summing the target symbols from each form. Each form of the Symbol Search typically presents a total of 2 target symbols in each of its rows. Therefore, when you consider both Form A and Form B, the combined total is 4 target symbols. This reasoning affirms that the answer is indeed aligned with the understanding of the WISC-V's test structure regarding the Symbol Search subtest.

3. At what point should the Scale of Intelligence (SI) testing be discontinued?

- A. After 2 scores of 0
- B. After 1 score of 0
- C. After 3 scores of 0**
- D. After reaching 20 total items

Discontinuing the Scale of Intelligence (SI) testing after obtaining three scores of zero is based on the guidelines established for efficient and valid assessment. Achieving multiple scores of zero indicates that the test-taker is not able to answer the questions at a level that reflects their actual cognitive ability. Continuing the assessment beyond this point is generally not productive, as it may lead to unnecessary frustration for the test-taker and can inflate the time spent on the assessment without yielding further useful data. Additionally, by stopping at three zeros, the examiner can still gather sufficient information from the previous items scored to make informed interpretations regarding the individual's cognitive profile. This approach not only respects the time constraints of testing but also ensures that the results remain reliable and meaningful. Discontinuation after fewer scores of zero could prematurely end the evaluation process, while waiting for more than three scores could lead to inefficiency without significant benefit. Thus, the correct guideline helps maintain the integrity and effectiveness of the testing process.

4. On the CD assessment, at what angle are rotated symbols considered incorrect?

- A. 45 degrees
- B. 60 degrees
- C. 90 degrees**
- D. 120 degrees

In the context of the Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V), when assessing the ability to recognize and manipulate visual symbols, a rotation of 90 degrees is typically considered the threshold for incorrect responses. This standard is based on the visual processing demands of the tasks within that particular section of the assessment. Rotating symbols to a 90-degree angle significantly changes their orientation and makes it challenging to recognize matching patterns, thus testing the child's visual-spatial skills. Recognizing that rotations less than 90 degrees may still allow for some visual similarity or mental manipulation of the shapes can support this standard. The WISC-V is designed to provide a comprehensive assessment, and this criterion helps in evaluating a child's cognitive abilities in a consistent manner.

5. Which of the following is a component included in the VSI?

- A. CD
- B. MR
- C. VP
- D. All of the above**

The Visual Spatial Index (VSI) is one of the indices derived from the WISC-V, which assesses a child's ability to understand and manipulate visual information. The VSI incorporates various subtests that evaluate how well a child can process and interpret visual stimuli, as well as their ability to solve problems using visual-spatial reasoning. In this context, each component mentioned corresponds to specific subtests that contribute to the VSI. For instance, "CD" refers to the Coding subtest, which measures a child's ability to quickly and accurately associate symbols with numbers, reflecting visual-perceptual processing. "MR" relates to the Matrix Reasoning subtest, assessing nonverbal reasoning and the ability to analyze visual patterns. "VP" stands for Visual Puzzles, which evaluates how well a child can visualize and manipulate parts to form a whole. Since all these subtests are indeed part of the Visual Spatial Index, it is accurate to state that they collectively contribute to the VSI's assessment of visual-spatial abilities, thereby making "All of the above" the correct choice. This demonstrates how the components work together to provide a comprehensive evaluation of a child's visual-spatial intelligence.

6. What are the starting items for the VP assessment for ages 6-8?

- A. Demo, Sample, Item 2
- B. Demo, Sample, Item 1**
- C. Demo, Item 1 only
- D. Sample, Item 5

The starting items for the Verbal Comprehension Index (VCI) assessment—specifically for ages 6 to 8—in the WISC-V include a demonstration, a sample item, and then proceed to Item 1. This sequence is designed to help the child understand the format and expectations of the assessment, as the demonstration acts as a model, and the sample item provides practice before they attempt the first scoring item. The inclusion of these components in the starting sequence ensures that the child is adequately prepared to engage with the test items effectively, enhancing the accuracy of the assessment by enabling the child to correctly understand what is being asked.

7. How many seconds should elapse for items 1-18 on the FW assessment?

- A. 15 seconds
- B. 30 seconds
- C. 10 seconds**
- D. 20 seconds

The correct answer is that 10 seconds should elapse for items 1-18 on the FW assessment. This timing is important as it provides a structured limit for the evaluation, allowing each item to be completed within a set period. Adhering to this timeframe ensures that the assessment captures the child's ability to respond quickly, which is essential for measuring cognitive processing speed and efficiency. The specific 10-second interval is designed to gauge how well the child can access and apply their cognitive resources in a controlled manner, contributing to the overall assessment of their cognitive abilities. The other options suggest longer durations, which may not align with the assessment's purpose of evaluating quick recall and response capabilities. A longer time could result in a different focus for the assessment, potentially skewing the data on the child's processing speed. Therefore, the 10-second window is crucial for maintaining the integrity and intent of the assessment.

8. Which error type is most related to the visual perception of symbols in the Symbol Search test?

- A. Set error**
- B. Response error
- C. Comprehension error
- D. Rotation error

The concept of a set error in the context of the Symbol Search test pertains to how an individual might misidentify or misclassify a symbol because they fail to recognize the correct grouping or category it belongs to. This type of error highlights a misunderstanding or lack of awareness regarding the visual perception and arrangement of the symbols being assessed. In the Symbol Search test, the task often requires quick identification and comparison of symbols. A set error demonstrates how visual perception can be influenced by an individual's ability to categorize or group symbols correctly. If a child is not adept at recognizing how certain symbols relate to each other, they may make errors in selecting the right symbols from the options provided. This distinction emphasizes the importance of visual perception and cognitive organization while interpreting symbols, which is central to how the Symbol Search test evaluates processing speed and visual-motor integration. Understanding set errors aids in identifying where a child might struggle in visual tasks, allowing for a more tailored approach in support and intervention.

9. What are the two primary item types in matrix reasoning?

- A. Matrix and sequence
- B. Matrix and serial order**
- C. List and matrix
- D. Order and sequence

In matrix reasoning, the two primary item types involve the patterns or arrangements made using shapes, figures, or colors, often presented in a matrix format. This format usually includes a grid that must be completed by selecting the appropriate option among multiple choices, helping to assess non-verbal reasoning abilities. The correct answer highlights that matrix reasoning often includes both matrix items and serial order items. Matrix items specifically focus on identifying relationships between shapes or patterns in grid-like structures, while serial order items assess the ability to recognize sequences or the proper arrangement of elements based on the identified rules or patterns. This assessment method integrates logical thinking and visual cognitive skills, which are crucial components in evaluating children's cognitive development. Thus, identifying these two item types correctly supports the understanding of how different reasoning aspects are tested within this scale.

10. 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.

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.

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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