

# RIAS™ Feedback Report

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## Client Information

**Name:** Client Sample  
**ID #:** SC 123  
**Gender:** Female  
**Date of Birth:** 09/01/1989  
**Age:** 17  
**Ethnicity:** Caucasian/White  
**Grade/Education:** 11<sup>th</sup> Grade  
**Test Date:** 01/09/2007  
**Examiner:** Dr Gerhard

As one component of a psychological examination, Client was administered the Reynolds Intellectual Assessment Scales (RIAS). The RIAS is an individually administered test of intelligence that is used with individuals between the ages of 3 and 94 years. The RIAS measures a person's overall intellectual level as well as looking at verbal and nonverbal intelligence. Although researchers may disagree about a single definition of intelligence, and more remains to be learned about human intelligence, there is strong scientific evidence to show that the overall scores from intelligence tests such as the RIAS are related to important life tasks (e.g., a child's academic achievement in school and an adult's success at work). The RIAS measures a person's intelligence using test items that have been scientifically shown to provide good estimates of intelligence for many decades. The information summary from Client's performance on the RIAS presented in this report assumes that the various parts of the test were administered and scored correctly by a trained examiner and that Client put forth her best effort on each part of the test. Any unusual occurrences or interruptions during the testing session may require modification of the interpretations given below. Because careful observation of performance during testing is necessary to achieve a true understanding of the meaning of an individual's RIAS test scores, only the examiner who administered the RIAS to Client can determine whether the statements accurately apply to Client's performance on the RIAS.

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Version 1.30.037

Client's overall intelligence was assessed using a variety of test items. Some of the RIAS items emphasize the understanding and use of words to solve problems. These items require the use of language, knowledge of words and their meanings, and thinking skills, and are part of the RIAS Verbal Intelligence Index (VIX). Examples of such verbal items include, "What rises every morning, heats the earth, and shines brightly in the sky?"\* and "Lead is to pencil as ink is to... ?"\*

The RIAS also includes nonverbal items that require thinking with pictures and shapes or identifying the part of an object that is missing in a picture. Examples of such nonverbal items include a picture of a coffee cup with the handle missing\* in which the examinee must identify the part that is missing, and a picture of three squares and a circle\* in which the examinee must point out which object does not belong with the others. Such items are part of the RIAS Nonverbal Intelligence Index (NIX).

When correct responses are added up across these verbal and nonverbal items, a good estimate of Client's overall intelligence is obtained. In the case of the RIAS, this overall intelligence score is called the Composite Intelligence Index (CIX). Client's CIX of 71 was in the moderately below average range.

Because the RIAS uses a mix of verbal and nonverbal items, the RIAS offers a Verbal Intelligence Index (VIX) and a Nonverbal Intelligence Index (NIX) as well. Client obtained a VIX of 56, which falls in the significantly below average range of verbal intelligence. Client's NIX of 92 falls in the average range of nonverbal intelligence. Client's level of performance within the domains of verbal and nonverbal intelligence differed significantly from one another on the RIAS. Such differences are, at times, of special diagnostic importance. But this is not always true, because such differences may occur for a variety of reasons. The examiner conducting the evaluation of Client's intelligence with the RIAS is in the best position to explain the relative importance of this finding and what it means for Client.

The RIAS includes an optional assessment of memory skills that are important for school, work, or success in the community. Although it is optional, many examiners will administer the memory items of the RIAS to assess a person's ability to store and recall words, sentences, stories, and objects. One example of a memory item involves listening to a sentence or paragraph as it is read aloud and then repeating it back to the examiner. Another example involves briefly looking at a picture of an object, keeping it in memory, and then later identifying it from a group of similar objects. The memory items produce a score called the Composite Memory Index (CMX). Client obtained a CMX of 114, which falls in the above average range. Client's overall level of measured intelligence on the RIAS (the CIX summary score) differed significantly from her performance on the memory tasks of the RIAS (the CMX summary score). Such differences are, at times, of special diagnostic importance. But this is not always true, because such differences may occur for a variety of reasons. The examiner conducting the evaluation of Client's intelligence with the RIAS is in the best position to explain the relative importance of this finding and its meaning for Client.

These results, however, may mean different things depending upon other facts about a person's life such as his or her preferred language, educational success, chosen career, and other factors. Psychological tests such as the RIAS are similar to medical tests in that only a professional such as a medical doctor can explain the results and make a diagnosis. Therefore, RIAS scores should always be explained by a professional who is well trained in psychological assessment and who is familiar with other test results, referral information, developmental and educational history, and other information known about Client. Only a trained professional examiner can provide the background in research and theory needed for proper interpretation of test scores. The reader is advised to seek out such a qualified professional to explain Client's RIAS scores. Such professionals commonly include psychologists of various types (e.g., school, clinical, and counseling psychologists, or clinical neuropsychologists), educational diagnosticians, or in some states, psychometricians or related professionals. Job titles or professional licenses differ from state to state, and these listings are in no way exhaustive.

Some resources for identifying such a qualified professional in the local area may be found on the Internet at such sites as the American Psychological Association ([www.apa.org](http://www.apa.org)), the National Association of School Psychologists ([www.nasponline.org](http://www.nasponline.org)), and the National Academy of Neuropsychologists ([www.nanonline.org](http://www.nanonline.org)). Licensed psychologists in a specific state or Canadian province may be found through the American Association of State and Provincial Psychology Boards ([www.aasppb.org](http://www.aasppb.org)). There are additional sources that can explain intelligence test results and the testing process, answer other questions related to testing, and recommend books about intelligence from the local library or relevant internet sites. A licensed professional examiner also can provide additional sources of information.

It is also important to keep in mind that there is some error in the measurement of intelligence just as there is a margin of error associated with political opinion polls that are reported in the news media. When the results of an opinion poll are given on television, the announcer will often say something like, "This poll has an error rate of plus or minus three percent." The same is true of intelligence testing, and the examiner who tested Client can explain the margin of error in her RIAS results. In general, it can be expected that the margin of error in each of the scores listed in this report is about 3 to 5 points.

\* The sample items used in this report are not actually used in the RIAS to assess intelligence.