

IDS-2

Intelligence and Development Scales® – 2nd Edition

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D – General Development Domains (Ages 5–6)

Examiner:

-

Date of Assessment:

04/27/2026

Date of Birth:

09/20/2020

Age at Assessment:

5:7

Results

Interpreting IDS-2 Results

The IDS-2 is an individually administered assessment used to measure current performance in cognitive and general development domains.

The **General Development** subtest scores are reported as Scaled Scores, with a mean of 10 and a standard deviation of 3.

However, when communicating results to parents/guardians and educators, it is useful to refer to ranges rather than exact values. The term “inter-individual” refers to using norm-referenced scores to understand how the examinee compares to other individuals in the normative sample. For inter-individual analysis, the table below depicts qualitative score descriptions and corresponding ranges.

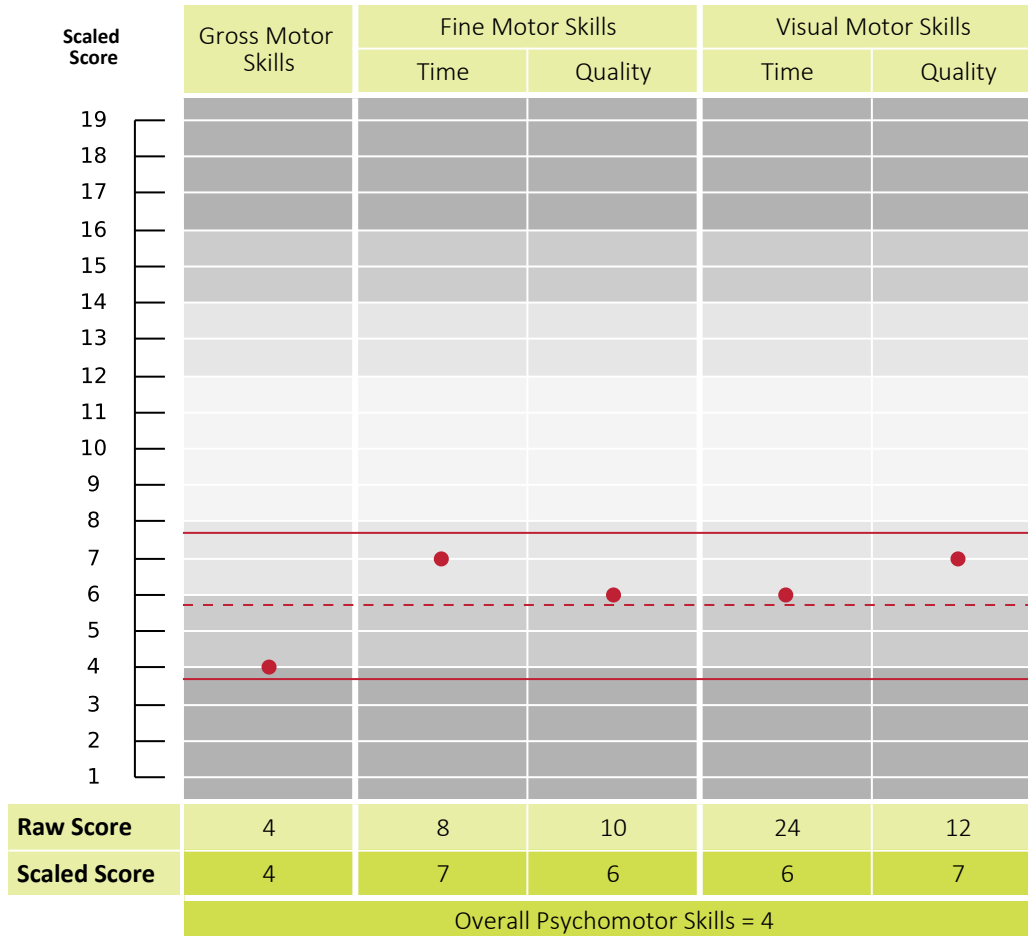
Scaled Scores	Qualitative Score Descriptions
17–19	Extremely high
15–16	Very high
13–14	Above average
8–12	Average
6–7	Below average
4–5	Very low
1–3	Extremely low

The IDS-2 also provides an “intra-individual” profile analysis to represent the individual’s strengths and weaknesses. The dashed red line indicates the examinee’s mean score across all factors or subtests in the General Development Domain. The solid red lines represent a range for these scores based on the standard deviation of the normative sample. Table 11 in the *IDS-2 Administration and Scoring Manual* shows the calculations used for these ranges.

An intra-individual strength is indicated by a significantly higher score when compared to their own average abilities (i.e., a score for a factor or subtest is above the higher solid red line), and an intra-individual weakness occurs when the individual has achieved a significantly lower score when compared to their own average abilities (i.e., their score for a factor or subtest is below the lower solid red line).

GENERAL DEVELOPMENT DOMAINS: PSYCHOMOTOR SKILLS

Comparison Group: Age Norm



The **Psychomotor Skills** domain assesses coordination abilities across three subtests measuring gross, fine, and visual motor skills. Where appropriate, the time taken (i.e., speed) and the quality (i.e., accuracy and precision) when completing tasks are calculated separately. The examinee's performance on tasks within **Psychomotor Skills** is indicated graphically by the red data points and is in the *very low to below average* range.

The examinee's overall performance on **Psychomotor Skills** (4) is the Scaled Score calculated using the results in the dark green boxes.

The dashed red line indicates the individual's mean Scaled Score across all subtests in the domain. The solid red lines represent a range (± 2.0) in which the task scores could fall. When scores are outside of this range, it shows the examinee's statistically significant strengths and weaknesses compared to their overall performance across the domain.

GENERAL DEVELOPMENT DOMAINS: PSYCHOMOTOR SKILLS

Description of Subtest Performance

Gross Motor Skills

Gross Motor Skills provides three task opportunities which measure dynamic balancing, full-body movement speed, movement control, and hand-eye coordination. For Gross Motor Skills, the examinee achieved a score in the *very low* range.

Fine Motor Skills

Fine Motor Skills require the precise and simultaneous coordination of the eyes, hands, and fingers. These skills are a basic prerequisite for acquiring common practical abilities like holding a pencil, cutting with scissors, tying shoelaces, etc.

Both Time and Quality are measured in Fine Motor Skills. With respect to Time, the examinee achieved a score in the *below average* range. With respect to Quality, the examinee achieved a score in the *below average* range.

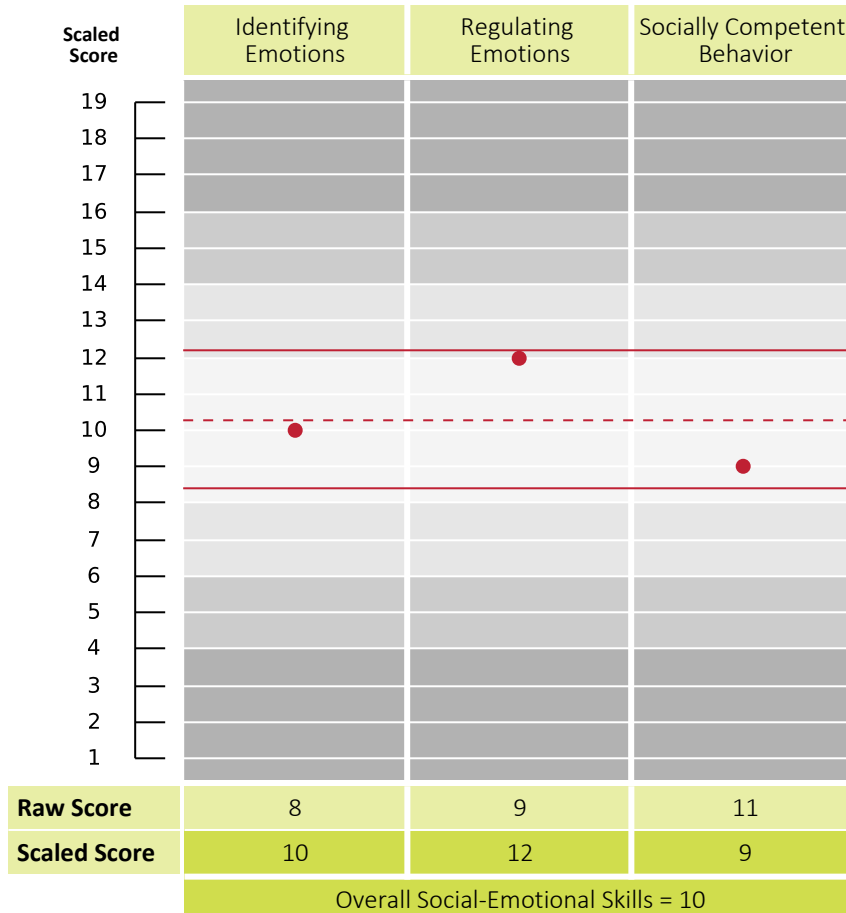
Visual Motor Skills

Visual Motor Skills assesses the examinee's ability to use a high degree of attention and short-term memory while implementing visual control during a tracing task. Prerequisite skills include visual perception, figure-ground, shape constancy, space-position perception, and understanding of spatial relationships.

Both Time and Quality are measured in Visual Motor Skills. With respect to Time, the examinee achieved a score in the *below average* range. With respect to Quality, the examinee achieved a score in the *below average* range.

GENERAL DEVELOPMENT DOMAINS: SOCIAL-EMOTIONAL SKILLS

Comparison Group: Age Norm



The **Social-Emotional Skills** domain measures emotional and social abilities with respect to identifying and regulating emotions, as well as the understanding of socially competent behavior, using three subtests. The examinee's performance on tasks within **Social-Emotional Skills** is indicated graphically by the red data points and is in the *average* range.

The examinee's overall performance on **Social-Emotional Skills** (10) is the Scaled Score calculated using the results in the dark green boxes.

The dashed red line indicates the individual's mean Scaled Score across all subtests in the domain. The solid red lines represent a range (± 1.9) in which the task scores could fall. When scores are outside of this range, it shows the examinee's statistically significant strengths and weaknesses compared to their overall performance across the domain.

GENERAL DEVELOPMENT DOMAINS: SOCIAL-EMOTIONAL SKILLS

Description of Subtest Performance

Identifying Emotions

Identifying Emotions measures the ability of examinees to recognize and name emotions presented. For Identifying Emotions, the examinee achieved a score in the *average* range.

Regulating Emotions

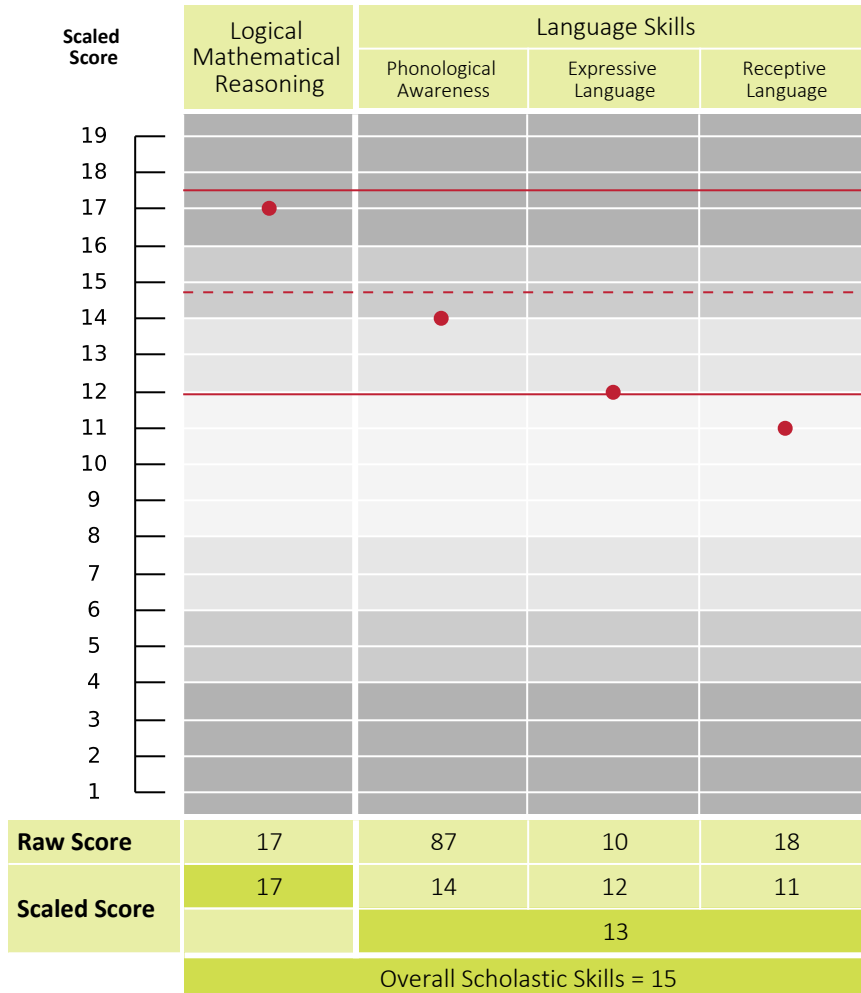
Regulating Emotions requires examinees to describe emotion regulation strategies for scenarios including three negative emotions: anger, fear, and sadness, providing information about their knowledge of appropriate regulation strategies. For Regulating Emotions, the examinee achieved a score in the *average* range.

Socially Competent Behavior

Socially Competent Behavior assesses knowledge regarding socially skilled behavior. The subtest focuses on knowledge of conflict resolution, relationships, and prosocial skills. For Socially Competent Behavior, the examinee achieved a score in the *average* range.

GENERAL DEVELOPMENT DOMAINS: SCHOLASTIC SKILLS

Comparison Group: Age Norm



The **Scholastic Skills** domain measures mathematical reasoning, language, and reading and spelling (for age 6) across various tasks. Individual task scores are provided, as well as two overall subtest scores for age 5 and four overall subtest scores for age 6. The examinee's performance on tasks within **Scholastic Skills** is indicated graphically by the red data points and is in the *average to extremely high* range.

The examinee's overall performance on **Scholastic Skills** (15) is the Scaled Score calculated using the results in the dark green boxes.

The dashed red line indicates the individual's mean Scaled Score across all subtests in the domain. The solid red lines represent a range (± 2.8) in which the task scores could fall. When scores are outside of this range, it shows the examinee's statistically significant strengths and weaknesses compared to their overall performance across the domain.

GENERAL DEVELOPMENT DOMAINS: SCHOLASTIC SKILLS

Description of Subtest Performance

Logical Mathematical Reasoning

Logical Mathematical Reasoning evaluates the examinee's ability to solve a variety of open-ended mathematical tasks measuring calculation and problem-solving skills. For Logical Mathematical Reasoning, the examinee achieved a score in the *extremely high* range.

Language Skills

Language Skills are assessed on the IDS-2 using scores from three tasks that measure phonological awareness, expressive language, and receptive language. For Language Skills, the examinee achieved a score in the *above average* range.

Phonological Awareness assesses the examinee's ability to identify and manipulate the phonological segments in spoken language. For Phonological Awareness, the examinee achieved a score in the *above average* range.

Expressive Language measures whether the examinee can produce a semantically and grammatically correct sentence when provided with target nouns. For Expressive Language, the examinee achieved a score in the *average* range.

Receptive Language assesses the examinee's ability to understand spoken instructions of increasing length and complexity. For Receptive Language, the examinee achieved a score in the *average* range. Compared with their own average performance, their score for Receptive Language represents an intra-individual *weakness*.

Raw Score Totals

Box	Record Form Description	Raw Score
D 01	Total GMS	4
D 02	Total FMS Time 1	4
D 03	Total FMS Quality 1	5
D 04	Total FMS Time 2	4
D 05	Total FMS Quality 2	5
D 06	Total VMS Time 1	8
D 07	Total VMS Quality 1	4
D 08	Total VMS Time 2	8
D 09	Total VMS Quality 2	4
D 10	Total VMS Time 3	8
D 11	Total VMS Quality 3	4
D 12	Total IE	8
D 13	Total RE	9
D 14	Total SCB	11
D 15	Total LMR Items 1–8	8
D 16	Total LMR Items 9–14	9
D 17	Total PA Rhyme Recognition	14
D 18	Total PA Identifying Initial Phonemes	14
D 19	Total PA Identifying Final Phonemes	12
D 20	Total PA Phoneme Segmentation	20
D 21	Total PA Syllable Segmentation	5
D 22	Total PA Syllable and Phoneme Deletion	18
D 23	Total PA Phoneme Substitution	4
D 24	Total EL	10
D 25	Total RL	18
D 26	Total WRA Words Read	
D 27	Total WRA Words Read Incorrectly	
D 28	Total NWRA Nonsense Words Read	
D 29	Total NRWA Nonsense Words Read Incorrectly	
D 30	Total SP	
D 31	Total Cooperation – General Development Domains	