

IDS-2

Intelligence and Development Scales® – 2nd Edition

Callie Sample
ID 24068-12

E – General Development Domains (Ages 7–10)

Examiner:

-

Date of Assessment:

07/16/2026

Date of Birth:

02/22/2018

Age at Assessment:

8:4

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

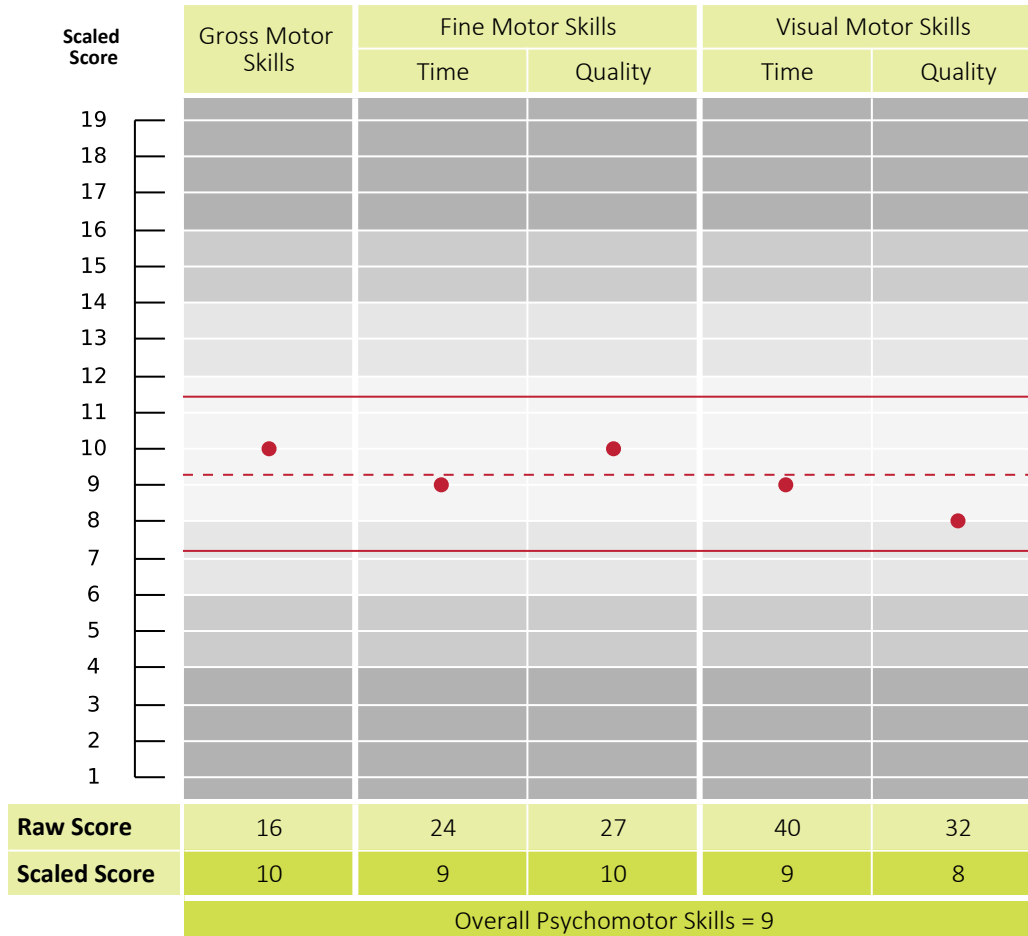
The IDS-2 also provides an “intra-individual” profile analysis to represent the individual’s strengths and weaknesses. The dashed red line indicates the examinee’s mean score across all factors or subtests in the General Development Domain. The solid red lines represent a range for these scores based on the standard deviation of the normative sample. Table 3.5 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).

When interpreting the results, the examinee’s participation should be considered. Across the General Development Domains, **Cooperation During Testing** was in the expected range for the examinee’s age (Raw Score = 28). More information about this score can be found in the *IDS-2 Administration and Scoring Manual*.

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 *average* range.

The examinee's overall performance on **Psychomotor Skills** (9) 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 (± 2.1) 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 Scores

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 *average* 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 *average* range. With respect to Quality, the examinee achieved a score in the *average* range.

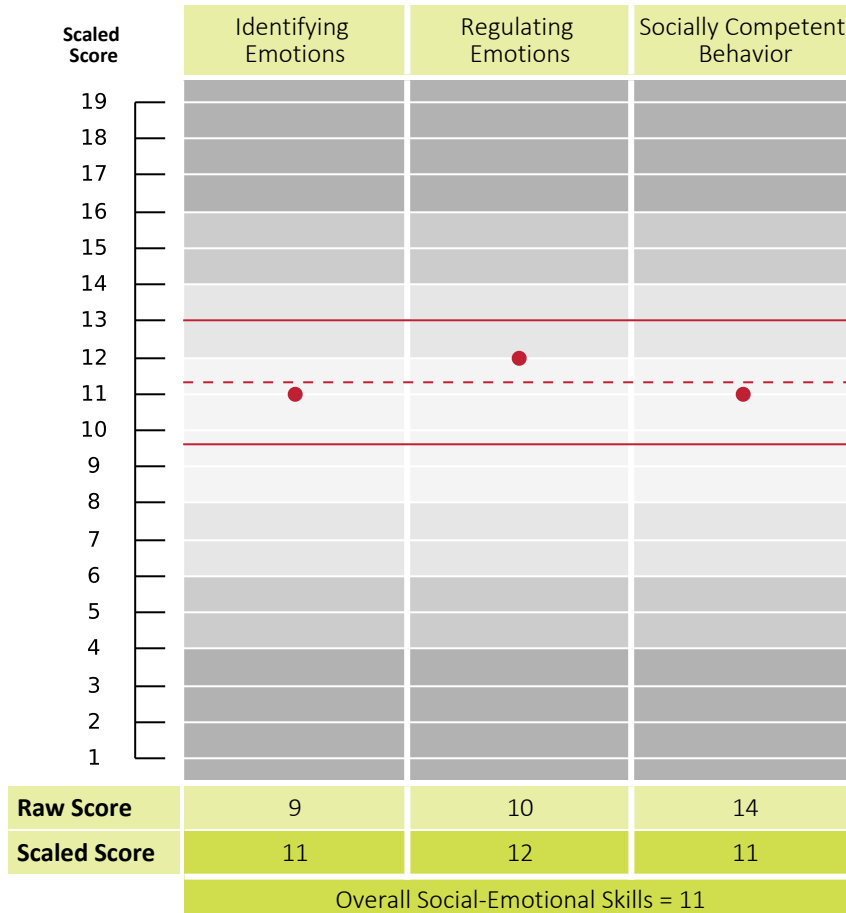
Visual Motor Skills

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 *average* range. With respect to Quality, the examinee achieved a score in the *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** (11) 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 (± 1.7) 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 Scores

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

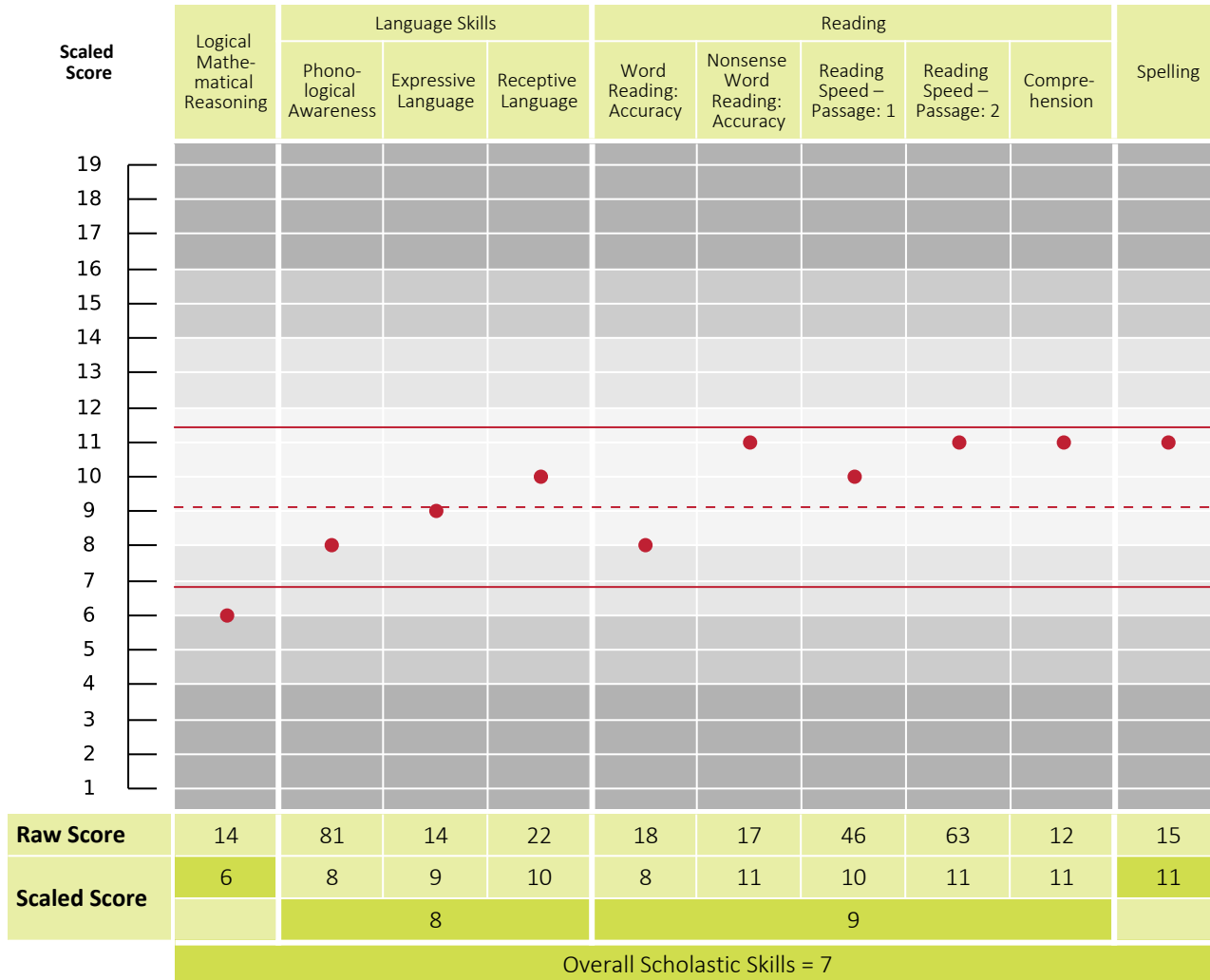
Regulating Emotions requires examinees to describe emotion regulation strategies for scenarios including three negative emotions: anger, fear, and sadness, providing information about their knowledge of appropriate regulation strategies. For Regulating Emotions, the examinee achieved a score in the *average* 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, reading, and spelling across various tasks. Individual task scores are provided, as well as overall subtest scores for Logical Mathematical Reasoning, Language, Reading, and Spelling. The examinee's performance on tasks within **Scholastic Skills** is indicated graphically by the red data points and is in the *below average to average* range.

The examinee's overall performance on **Scholastic Skills** (7) 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 (± 2.3) 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 Scores

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 *below average* range. Compared with their own average performance, their score for Logical Mathematical Reasoning represents an intra-individual *weakness*.

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 *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 *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.

Reading

The IDS-2 assesses the ability to read with three tasks which measure word reading and nonsense word reading accuracy, reading speed and comprehension. Overall, for Reading, the examinee achieved a score in the *average* range.

Word Reading: Accuracy measures an examinee's ability to read words of increasing difficulty in isolation within a time limit. For Word Reading: Accuracy the examinee achieved a score in the *average* range.

Nonsense Word Reading: Accuracy measures an examinee's ability to read nonsense words of increasing difficulty in isolation within a time limit. For Nonsense Word Reading: Accuracy the examinee achieved a score in the *average* range.

Reading Comprehension measures an examinee's ability to fluently decode and to rely on word knowledge and experience to understand what they are reading. With respect to the Time it took to read the first passage, the examinee achieved a score in the *average* range. With respect to the Time it took to read the second passage, the examinee achieved a score in the *average* range. For Reading Comprehension, the examinee achieved a score in the *average* range.

Spelling

Spelling measures an examinee's phonological and orthographic knowledge by assessing their ability to write dictated words. For Spelling, the examinee achieved a score in the *average* range.

GENERAL DEVELOPMENT DOMAINS: SCHOLASTIC SKILLS

Scholastic Skills: Error Analysis

Comparison Group: Age Norm

Reading

Task		Total Errors	Critical Error Threshold		Errors At or Above Threshold?	
			PR < 16	PR < 10	PR < 16	PR < 10
Reading	Passage: 1	0	4	6	no	no
Reading	Passage: 2	1	9	12	no	no

Note. PR: Percentile.

Spelling

Raw Score	Raw Score Threshold		Score At or Below Threshold?	
	PR < 16	PR < 10	PR < 16	PR < 10
15	4	3	no	no

Note. PR: Percentile.

Raw Score Totals

Box	Record Form Description	Raw Score
Gross Motor Skills		
E 01	Total GMS	16
Fine Motor Skills		
E 02	Total FMS Time 1	12
E 03	Total FMS Quality 1	13
E 04	Total FMS Time 2	12
E 05	Total FMS Quality 2	14
Visual Motor Skills		
E 06	Total VMS Time 1	13
E 07	Total VMS Quality 1	8
E 08	Total VMS Time 2	13
E 09	Total VMS Quality 2	12
E 10	Total VMS Time 3	14
E 11	Total VMS Quality 3	12
Identifying Emotions		
E 12	Total IE	9
Regulating Emotions		
E 13	Total RE	10
Socially Competent Behavior		
E 14	Total SCB	14
Logical Mathematical Reasoning		
E 15	Total LMR Items 1–8	14
E 16	Total LMR Items 9–14	0
E 17	Total LMR Items 15–19	0
Language Skills		
E 18	Total PA Rhyme Recognition	14
E 19	Total PA Identifying Initial Phonemes	14
E 20	Total PA Identifying Final Phonemes	14
E 21	Total PA Phoneme Segmentation	10
E 22	Total PA Syllable Segmentation	10
E 23	Total PA Syllable and Phoneme Deletion	14
E 24	Total PA Phoneme Substitution	5
E 25	Total EL	14

Box	Record Form Description	Raw Score
Language Skills		
E 26	Total RL	22
Reading		
E 27	Total WRA Words Read	19
E 28	Total WRA Words Read Incorrectly	1
E 29	Total NWRA Nonsense Words Read	17
E 30	Total NWRA Nonsense Words Read Incorrectly	0
E 31	Total RP 1 Speed (seconds)	46
E 32	Total RP 1 Words Read Incorrectly	0
E 33	Total UP 1	6
E 34	Total RP 2 Speed (seconds)	63
E 35	Total RP 2 Words Read Incorrectly	1
E 36	Total UP 2	6
E 37	Total RP 3 Speed (seconds)	
E 38	Total RP 3 Words Read Incorrectly	
E 39	Total UP 3	
Spelling		
E 40	Total SP	15
Cooperation During Testing – General Development Domains		
E 41	Total Cooperation – General Development Domains	28