HTS Report

IDS-2

Intelligence and Development Scales® – 2nd Edition

Amelia
ID 24068-4

A – Intelligence (Ages 5–20)

Examiner:

NASP

Date of Assessment:

04/04/2025

Date of Birth:

10/04/2012

Age at Assessment:

12:6

.ids 2 Intelligence and Development Scales – 2

hogrefe

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 scores for **IQ Profile** and **Intelligence Factors** are reported as Standard Scores, with a mean of 100 and a standard deviation of 15. The individual 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.

Standard Scores	Scaled Scores	Qualitative Score Descriptions
≥ 131	17–19	Extremely high
121–130	15–16	Very high
111–120	13–14	Above average
90–110	8–12	Average
80–89	6–7	Below average
70–79	4–5	Very low
≤ 69	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 Intelligence 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.

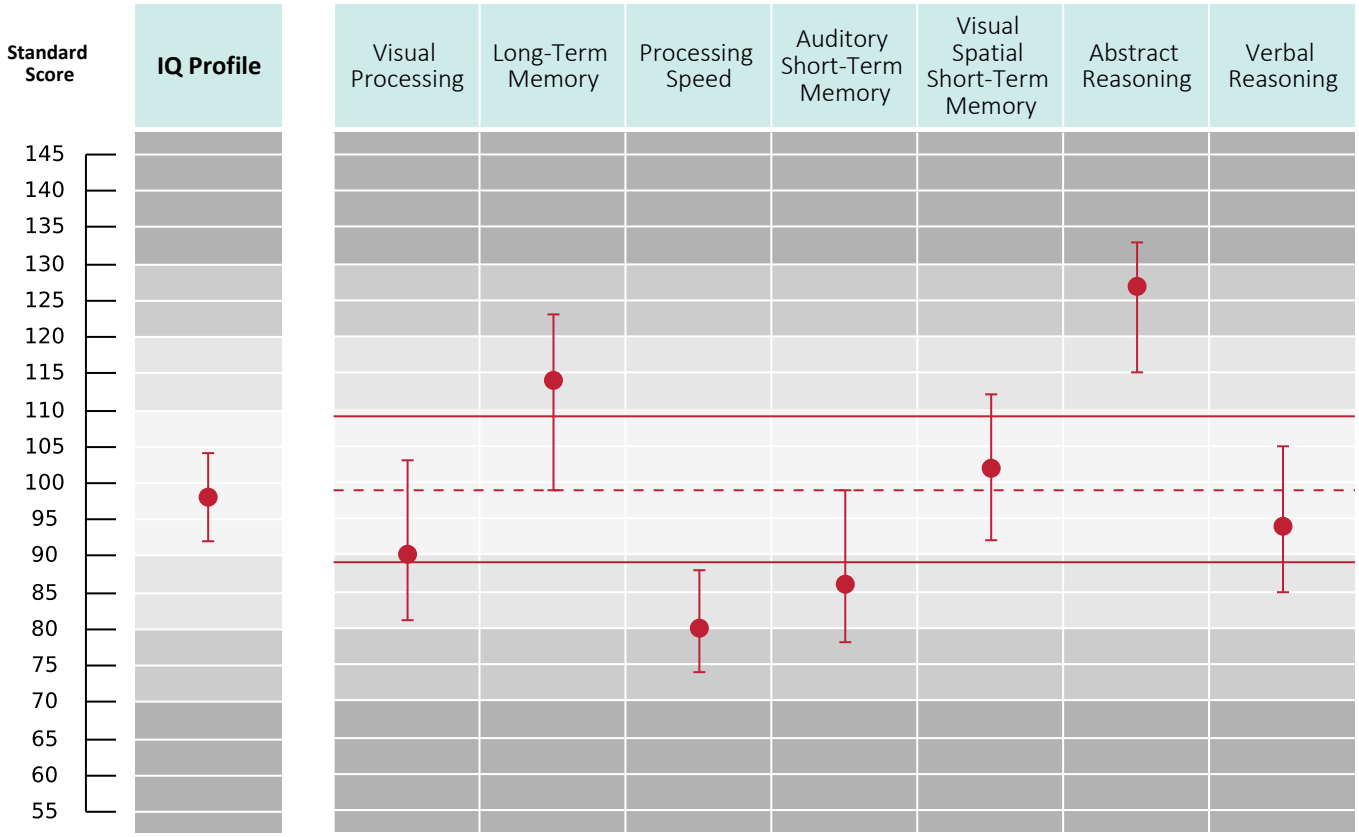
An intra-individual strength is indicated by a significantly higher score when compared to their own average abilities (i.e., a score for a factor or subtest is above the higher solid red line), and an intra-individual weakness occurs when the individual has achieved a significantly lower score when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

When interpreting the results, the examinee's participation should be considered. Across the Intelligence Domain, **Cooperation During Testing** was below average for the examinee's age (Raw Score = 18). More information about this score can be found in the *IDS-2 Administration and Scoring Manual*.

COGNITIVE DOMAINS: INTELLIGENCE

IQ Profile and Intelligence Factor Scores

Comparison Group: Age Norm



	IQ Profile	Visual Processing	Long-Term Memory	Processing Speed	Auditory Short-Term Memory	Visual Spatial Short-Term Memory	Abstract Reasoning	Verbal Reasoning
Standard Score	98	90	114	80	86	102	127	94
95% CI	92–104	81–103	99–123	74–88	78–99	92–112	115–133	85–105
Percentile	44	25	82	9	18	55	96	34

Note. CI: Confidence Interval.

On the IDS-2, intelligence is assessed in accordance with CHC theory using seven Intelligence Factors, with one subtest per factor included in the Core set of tests (Part 1), and two subtests per factor included in the Complete Profile set of tests (Part 1 and Part 2).

The **IQ Profile** above, calculated on all subtests that were administered in the Complete Profile set, shows that compared to the normative sample the examinee achieved a score that is in the *average* range for Intelligence (IQ Profile Score = 98). With a 95% Confidence Interval, the score could be from [92-104].

The dashed red line indicates the individual's mean Standard Score (99.0) across all factors in the Intelligence Domain. The solid red lines represent a range (± 10.1) in which those scores could fall based on the normative sample. When scores are outside of this range, it shows the examinee's statistically significant strengths and weaknesses compared to their overall test performance.

COGNITIVE DOMAINS: INTELLIGENCE

Description of Intelligence Factor Scores

Visual Processing

Visual Processing is made up of two subtests: Shape Design and Washer Design. These subtests require the ability to perceive, analyze, store, and retrieve visual stimuli. For Visual Processing, the examinee achieved a score in the *average* range.

Long-Term Memory

Long-Term Memory is made up of two subtests: Story Recall and Picture Recall. These subtests require the ability to store and later retrieve information presented verbally and visually. For Long-Term Memory, the examinee achieved a score in the *above average* range. Compared with their own average performance, their score for Long-Term Memory represents an intra-individual *strength*.

Processing Speed

Processing Speed is made up of two subtests: Processing Speed: Parrots and Processing Speed: Boxes. These subtests require the ability to perform cognitive tasks automatically and fluently. For Processing Speed, the examinee achieved a score in the *below average* range. Compared with their own average performance, their score for Processing Speed represents an intra-individual *weakness*.

Auditory Short-Term Memory

Auditory Short-Term Memory is made up of two subtests: Digit and Letter Span and Mixed Digit and Letter Span. These subtests require the ability to process, temporarily store, and retrieve linguistic information. For Auditory Short-Term Memory, the examinee achieved a score in the *below average* range. Compared with their own average performance, their score for Auditory Short-Term Memory represents an intra-individual *weakness*.

Visual Spatial Short-Term Memory

Visual Spatial Short-Term Memory is made up of two subtests: Shape Memory and Rotated Shape Memory. These subtests require the ability to process, temporarily store, and retrieve visual information. For Visual Spatial Short-Term Memory, the examinee achieved a score in the *average* range.

Abstract Reasoning

Abstract Reasoning is made up of two subtests: Matrices: Completion and Matrices: Odd One Out. These subtests require the ability to think logically and draw conclusions. For Abstract Reasoning, the examinee achieved a score in the *very high* range. Compared with their own average performance, their score for Abstract Reasoning represents an intra-individual *strength*.

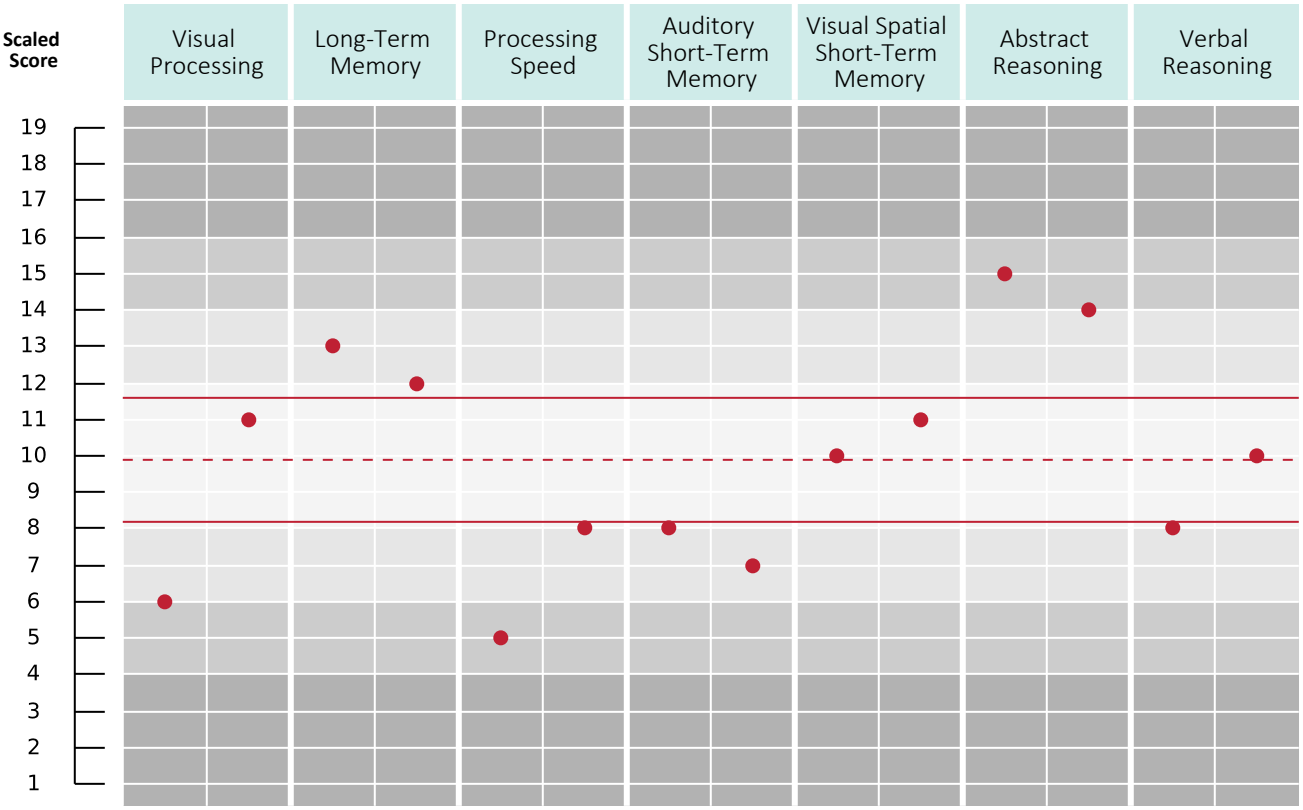
Verbal Reasoning

Verbal Reasoning is made up of two subtests: Naming Categories and Naming Opposites. These subtests measure lexical and semantic knowledge, vocabulary, and verbal reasoning. For Verbal Reasoning, the examinee achieved a score in the *average* range.

COGNITIVE DOMAINS: INTELLIGENCE

Intelligence Subtests

Comparison Group: Age Norm



Part 1	SD		SR		PSP		DLS		SM		MC		NC	
Part 2		WD		PR		PSB		MDLS		RSM		MOOO		NO
Raw Score	29	26	41	26	48	84	17	9	19	21	21	22	17	18
Scaled Score	6	11	13	12	5	8	8	7	10	11	15	14	8	10

Note. SD: Shape Design; SR: Story Recall; PSP: Processing Speed: Parrots; DLS: Digit and Letter Span; SM: Shape Memory; MC: Matrices: Completion; NC: Naming Categories; WD: Washer Design; PR: Picture Recall; PSB: Processing Speed: Boxes; MDLS: Mixed Digit and Letter Span; RSM: Rotated Shape Memory; MOOO: Matrices: Odd One Out; NO: Naming Opposites.

Here, the dashed red line indicates the individual's mean Scaled Score (9.9) across the Complete Profile set of tests. The solid red lines represent a range (± 1.7) in which those scores could fall based on the normative sample. When scores are outside of this range, it shows the examinee's statistically significant strengths and weaknesses compared to their overall test performance.

COGNITIVE DOMAINS: INTELLIGENCE

Critical Differences

Homogeneous Versus Heterogeneous Profiles in the Intelligence Domain

From person to person, profiles will vary in the amount of intra-individual fluctuation they exhibit: they can be *homogeneous* or *heterogeneous*. This can be analyzed by means of critical differences determined from the norm sample. Significant differences in performance *between* Intelligence Factors are indicative of heterogeneous (or highly variable) Intelligence profiles. Significant differences in performance *within* Intelligence Factors (between the two corresponding subtests) can also suggest heterogeneity (or variability) of performance.

Significant Differences Between Intelligence Factors

There were significant differences in performance *between* Intelligence Factors (see table below). This indicates a heterogeneous Intelligence profile. It should be questioned whether the overall Intelligence score adequately reflects performance across the Intelligence Domain. For strongly heterogeneous profiles, it is advisable to focus on a detailed profile analysis instead of interpreting the overall score.

Intelligence Factors			Standard Score Difference	Critical Difference	Base Rate
Abstract Reasoning (Standard Score = 127)	>	Processing Speed (Standard Score = 80)	47	13.40	≤ 5%
Abstract Reasoning (Standard Score = 127)	>	Auditory Short-Term Memory (Standard Score = 86)	41	19.62	≤ 5%
Abstract Reasoning (Standard Score = 127)	>	Visual Processing (Standard Score = 90)	37	17.06	≤ 5%
Abstract Reasoning (Standard Score = 127)	>	Verbal Reasoning (Standard Score = 94)	33	16.59	≤ 5%
Long-Term Memory (Standard Score = 114)	>	Processing Speed (Standard Score = 80)	34	15.28	≤ 10%
Long-Term Memory (Standard Score = 114)	>	Auditory Short-Term Memory (Standard Score = 86)	28	21.50	≤ 15%
Abstract Reasoning (Standard Score = 127)	>	Visual Spatial Short-Term Memory (Standard Score = 102)	25	18.90	≤ 15%
Long-Term Memory (Standard Score = 114)	>	Visual Processing (Standard Score = 90)	24	18.94	> 15%
Visual Spatial Short-Term Memory (Standard Score = 102)	>	Processing Speed (Standard Score = 80)	22	15.71	> 15%
Long-Term Memory (Standard Score = 114)	>	Verbal Reasoning (Standard Score = 94)	20	18.47	> 15%
Verbal Reasoning (Standard Score = 94)	>	Processing Speed (Standard Score = 80)	14	13.40	> 15%

Note: The base rate is the proportion of the norm sample which recorded an equal or greater difference between the two given factors. A base rate of under 15% indicates a large score difference (comparatively rare among the norm sample), while a base rate of over 15% indicates that the score difference was comparatively unremarkable.

Significant Differences Within Intelligence Factors

There were significant differences in performance *within* at least one Intelligence Factor (see table below). This could be an indication of very specific strengths and weaknesses that can be taken into account during the interpretation of scores and any subsequent intervention or follow-up. However, it is advisable to check whether the subtests in question were administered in the standard way, whether there were signs of fatigue, etc., and to interpret the scores accordingly.

Factor	Subtests			Scaled Score Difference	Critical Difference	Base Rate
Visual Processing	Washer Design (Scaled Score = 11)	>	Shape Design (Scaled Score = 6)	5	4.61	> 15%
Processing Speed	Processing Speed: Boxes (Scaled Score = 8)	>	Processing Speed: Parrots (Scaled Score = 5)	3	2.64	> 15%

Note: The base rate is the proportion of the norm sample which recorded an equal or greater difference between the two given subtests. A base rate of under 15% indicates a large score difference (comparatively rare among the norm sample), while a base rate of over 15% indicates that the score difference was comparatively unremarkable.

Raw Score Totals

Box	Record Form Description	Raw Score
A 01	Total SD 1	27
A 02	Total SD 2	2
A 03	Total PSP Correctly Crossed Out Parrots (CC)	49
A 04	Total PSP Incorrectly Crossed Out Parrots (IC)	1
A 05	Total DLS 1	9
A 06	Total DLS 2	8
A 07	Total SM	19
A 08	Total MC	21
A 09	Total NC Items 1–15	15
A 10	Total NC Items 16–34	2
A 11	Total SR Cued Recall 1	9
A 12	Total SR Free Recall 1	10
A 13	Total SR Cued Recall 2	2
A 14	Total SR Free Recall 2	20
A 15	Total WD	26
A 16	Total PSB Correctly Crossed Out Groups (CC)	84
A 17	Total PSB Incorrectly Crossed Out Groups (IC)	0
A 18	Total MDLS 1	6
A 19	Total MDLS 2	3
A 20	Total RSM	21
A 21	Total MOOO	22
A 22	Total NO Items 1–15	15
A 23	Total NO Items 16–34	3
A 24	Total PR Key Features	15
A 25	Total PR Details	11
A 26	Total Cooperation – Intelligence	18
Exmr	Examiner	NASP