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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Table of Contents

Copyright 1

Table of Contents 2

Introduction 3

How to Use This Guide 4

Questions 5

Answers 8

Explanations 10

Next Steps 16

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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.

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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!

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Questions

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1. What is the exposure time for Sample Item B - Item 26 on PS?

A. 3 seconds

B. 4 seconds

C. 5 seconds

D. 6 seconds

2. What does a "2 point answer" indicate in SI?

A. A low level of understanding

B. A major classification relevant to both items

C. An incorrect response

D. A property irrelevant to both

3. What is the time limit for items 10-13 on BD?

A. 90 seconds

B. 120 seconds

C. 150 seconds

D. 100 seconds

4. What should you do if the time limit expires but the child is still selecting a response in the VP assessment?

A. Allow them to finish but do not award points

B. Restart the timer

C. Encourage them to hurry

D. Award half points for effort

5. When administering SI, what should be done if the child scores 0 on the first two items?

A. Start over with all items

B. Repeat the last item

C. Administer in reverse order

D. Skip to the next age group

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6. Which of the following is NOT a subtest of the WISC-V?

A. Matrix reasoning

B. Word recognition

C. Figure weights

D. Visual puzzles

7. What does the abbreviation LPSs stand for?

A. Last Picture Span Score

B. Longest Picture Span Stimuli

C. Lowest Picture Span Score

D. Longest Point Scale

8. In the context of testing, what does SS stand for?

A. Standard Score

B. Symbol Search

C. Sequential Test

D. Strategic Skills

9. What is the maximum BD total raw score that does not include the time bonus?

A. 58 points

B. 46 points

C. 11 points

D. 13 points

10. How should a child respond if they make a mistake and acknowledge it during testing?

A. Stop and correct the mistake immediately

B. Get frustrated and seek assistance

C. Keep working as fast as they can

D. Revisit the mistake after completing the test

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Answers

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

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Explanations

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1. What is the exposure time for Sample Item B - Item 26 on PS?

A. 3 seconds

B. 4 seconds

C. 5 seconds

D. 6 seconds

The exposure time for Sample Item B - Item 26 on the Processing Speed (PS) subtest of the WISC-V is indeed set at 5 seconds. This duration is specifically designed to provide children with a consistent and standardized amount of time to process and respond to the visual stimuli presented in that particular item. In the context of the WISC-V, having a defined exposure time is crucial for accurately measuring a child's processing speed capabilities. The tasks are arranged to ensure that the timing is adequate enough for most children to read or assess the information without feeling rushed, but also challenge them to respond quickly and efficiently. This particular exposure time, therefore, plays a significant role in how the test scores are interpreted, particularly concerning the child's ability to quickly and accurately process visual information under time constraints. The alignment of the exposure time with typical processing speed capacities ensures that the results are reflective of the child's cognitive abilities in a standardized context.

2. What does a "2 point answer" indicate in SI?

A. A low level of understanding

B. A major classification relevant to both items

C. An incorrect response

D. A property irrelevant to both

A "2 point answer" in the context of Semantic Inventory (SI) is indicative of a major classification that is relevant to both items being assessed. In a typical assessment scenario, questions might involve identifying relationships or similarities between concepts, where a "2 point answer" signifies a robust connection that correctly identifies a significant shared characteristic or classification between the two items. This demonstrates a good level of comprehension and critical thinking, as the respondent is not only recognizing the surface details but also linking deeper, more substantial aspects that align with the purpose of the assessment. In contrast, the other answer choices would suggest levels of understanding or classifications that do not align with the criteria for a "2 point answer." For instance, a low level of understanding implies a lack of deeper connection or misunderstanding, while an incorrect response would not qualify for any points, and a property irrelevant to both would indicate a failure to capture the necessary relationship that the "2 point answer" encapsulates. Thus, recognizing that a "2 point answer" reflects an essential and meaningful classification makes it crucial in assessing the quality of responses within the framework of Semantic Inventory.

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3. What is the time limit for items 10-13 on BD?

A. 90 seconds

B. 120 seconds

C. 150 seconds

D. 100 seconds

The correct answer indicates that the time limit for items 10-13 on the Block Design (BD) subtest of the WISC-V is 120 seconds. In the context of the WISC-V, the Block Design subtest assesses visual-spatial skills and the ability to analyze and synthesize visual information. Participants are required to duplicate designs using blocks within a specified time frame. Setting a time limit of 120 seconds allows children sufficient opportunity to thoughtfully engage with the task while also introducing a slight challenge that can gauge their processing speed and visual-motor coordination. This structured timeframe is critical for maintaining the validity of the assessment, ensuring that results reflect both the child's abilities and the influence of time constraints on their performance. Understanding this time limitation helps to appreciate how it fits into the overall framework of cognitive evaluation in children.

4. What should you do if the time limit expires but the child is still selecting a response in the VP assessment?

A. Allow them to finish but do not award points

B. Restart the timer

C. Encourage them to hurry

D. Award half points for effort

In the context of the WISC-V Visual Processing (VP) assessment, if the time limit expires while the child is still selecting a response, allowing them to finish is important for maintaining the integrity of their performance. This approach recognizes that the child may be demonstrating their processing abilities and decision-making skills, which are critical components the assessment aims to evaluate. However, not awarding points ensures that the results reflect adherence to the established scoring criteria and the intended time constraints of the assessment, providing an accurate measure of the child's abilities under typical testing conditions. Other options, such as restarting the timer, could compromise the standardization of the test, which is essential for comparability and validity. Encouraging them to hurry might create unnecessary pressure, potentially affecting the child's performance and introducing variables that could skew the assessment results. Awarding half points for effort also introduces a subjective element that is not aligned with the strict scoring guidelines established for this type of assessment, which could distort the child's actual abilities as measured by the WISC-V.

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5. When administering SI, what should be done if the child scores 0 on the first two items?

A. Start over with all items

B. Repeat the last item

C. Administer in reverse order

D. Skip to the next age group

When administering the Similarities Subtest in the WISC-V, if a child scores 0 on the first two items, the recommended approach is to administer the items in reverse order. This method allows the examiner to explore the child's ability to draw logical connections using simpler or more familiar concepts, which might not have been effectively elicited in the initial attempt. By reversing the order of items, the examiner may enable the child to demonstrate their understanding and verbal reasoning skills through different prompts, potentially leading to more accurate assessment results. This technique also aligns with the principle of maximizing the opportunity for the child to showcase their cognitive abilities without starting the entire test over, which could be time-consuming and may disrupt the child's concentration or flow. Other methods, such as starting over or skipping to a different age group, do not effectively utilize the principles of adaptive testing that the WISC-V embodies and may not provide useful insights into the child's capabilities.

6. Which of the following is NOT a subtest of the WISC-V?

A. Matrix reasoning

B. Word recognition

C. Figure weights

D. Visual puzzles

The correct answer is "Word recognition" because it is not one of the subtests included in the WISC-V assessment. The WISC-V is designed to evaluate various cognitive abilities and consists of specific subtests that measure different domains of intelligence. Matrix reasoning, figure weights, and visual puzzles are all part of the WISC-V structure, focusing on non-verbal and visual-spatial reasoning skills, as well as quantitative reasoning. In contrast, word recognition does not align with the cognitive abilities assessed by the WISC-V, as it typically pertains to reading skills rather than intelligence. This distinction highlights the focus of the WISC-V on assessing overall cognitive function rather than specific academic skills like reading or vocabulary.

7. What does the abbreviation LPSs stand for?

A. Last Picture Span Score

B. Longest Picture Span Stimuli

C. Lowest Picture Span Score

D. Longest Point Scale

The abbreviation LPSs stands for "Longest Picture Span Stimuli." This term is relevant to the assessment of working memory, specifically in the evaluation process used by the Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V). The task involves presenting a series of images and requires the child to remember and reproduce these images in the order they were shown. Thus, the "Longest Picture Span Stimuli" reflects the maximum sequence of images that the child can accurately recall, providing a measure of their working memory capacity. In the context of the WISC-V, understanding this term is crucial as it pertains to how visual-spatial memory is assessed, which is important for cognitive development and individual educational needs. This component can help identify strengths and weaknesses in a child's memory abilities, influencing educational strategies and interventions.

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8. In the context of testing, what does SS stand for?

A. Standard Score

B. Symbol Search

C. Sequential Test

D. Strategic Skills

In the context of the Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V), SS most commonly stands for "Standard Score." This measure is derived from raw scores and allows for the comparison of a child's performance to a normative sample. The Standard Score helps to standardize an individual's performance on the test, typically with a mean of 100 and a standard deviation of 15. This makes it an effective way to understand where a child's cognitive abilities lie relative to others in their age group. Other choices, while relevant in different contexts, do not accurately represent the acronym SS within WISC-V testing. "Symbol Search," on the other hand, is a specific subtest within the WISC-V that evaluates processing speed and visual-motor coordination but is not represented by the SS abbreviation. "Sequential Test" and "Strategic Skills" do not directly correlate with established terminology used in the WISC-V framework.

9. What is the maximum BD total raw score that does not include the time bonus?

A. 58 points

B. 46 points

C. 11 points

D. 13 points

The maximum BD (Block Design) total raw score, not including the time bonus, is 46 points. This score accounts for the highest possible performance on the Block Design subtest, which is structured to assess nonverbal problem-solving abilities and spatial skill through the reproduction of two-dimensional patterns using blocks. In this subtest, participants are given a set of blocks and asked to recreate designs shown on cards. Each completed design is scored based on accuracy and completion, contributing to the total raw score. Since the question specifies that the time bonus is not to be considered, only the inherent scoring from the completed designs is calculated, leading to the maximum score of 46 points. The other potential scores do not reflect the maximum achievable score on this subtest; thus, they do not represent the highest possible outcome given the conditions outlined in the question. This underscores the significance of understanding both the scoring criteria and the structure of the Block Design subtest in the context of the WISC-V.

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10. How should a child respond if they make a mistake and acknowledge it during testing?

A. Stop and correct the mistake immediately

B. Get frustrated and seek assistance

C. Keep working as fast as they can

D. Revisit the mistake after completing the test

In a testing scenario, particularly with the WISC-V, the ideal response for a child who acknowledges a mistake is to keep working as fast as they can. This approach allows the child to maintain their momentum and focus on the remainder of the test, which is important for several reasons. Firstly, tests like the WISC-V often have time limits, so it's crucial for the child to maximize the number of items attempted. Stopping to correct mistakes can consume valuable time, potentially preventing the child from completing the test. Additionally, worry or frustration over a mistake can impact performance on subsequent tasks. By continuing to work quickly, the child can avoid getting bogged down in past errors, which may help them perform better overall. In contrast, revisiting the mistake after completing the test might be helpful in some situations, but it could also lead to time management issues. Getting frustrated and seeking assistance diverts attention from the self-sufficiency encouraged in such assessments. Immediate correction of the mistake could lead to disruption in the flow of thought, which is not ideal in a timed testing environment. Therefore, continuing to work efficiently, rather than dwelling on past errors, helps the child focus on their current performance, ultimately supporting a better outcome on the assessment.

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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:

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We wish you the very best on your exam journey. You've got this!

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