***Supplementary Material***

**Assessment of a model for achieving competency in administration and scoring of the WAIS-IV in postgraduate psychology students**

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1. **Supplementary Figure 1 Assessment rubric.**

To pass the assignment all assessment criteria must be met at least at an adequate level.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment criteria** |  | **Level of performance** | | |
|  | **Excellent/ good** | **Adequate** | **Not met** |
|  |  | **STUDENT DEMONSTRATES BASIC COMPETENTCY** | | **STUDENT NOT COMPETENT** |
| **Test administration** |  |  |  |  |
| Follows test manual administration and instruction |  | All instructions in manual followed. | Occasional errors in testing but not sufficient to reduce the validity of the test | Significant errors in test administration which make this administration invalid |
| Organisation and familiarity with materials |  | Student is well organised during the testing and displays proficiency and confidence in handling test materials, application of discontinue rules, prompts etc, and manages use of record sheet smoothly | Student is moderately organised, shows some sings of hesitation or uncertainty in handling materials and administering items but this does not reduce the validity of the test | Student not appropriately prepared for administration of the test. Student is disorganised, confused or fails to respond appropriately to errors or misunderstandings made by ‘client’, or fails to seek additional information when required. Likely to make the administration invalid |
| Appropriate interpersonal interaction during testing |  | ‘Client’ set at ease, manages a good pace in the assessment, speaks clearly, is pleasant and encouraging without violating administration rules | Student shows some nervousness in the interaction, make need to adjust the pace or volume of their speech a little or may make awkward remarks, but is generally pleasant and appropriate and validity of test not reduced | Inappropriate feedback to ‘client’ about progress, speaks unclearly, (mumbles, too loud, too soft, too fast), shows own discomfort in situation. Likely to make the administration invalid |
| **Record form** |  |  |  |  |
| Record form correctly filled out |  | Student has used all required parts of form and information is in correct sections | Mostly correct use of record form, with one or two minor omissions that make no significant impact to the outcome of the assessment, responses recorded verbatim | Student has not used the form correctly, multiple errors in form use, responses not recorded verbatim. Errors reduce validity of assessment |
| Scoring is correct |  | Scoring is correct, and where interpretation is required, student has made a good effort at a correct interpretation | There may be minor errors in scoring, that have no substantive impact of the outcome of the assessment | Significant errors have been made in scoring such as failing to apply discontinue rules or to count all items, poor decisions made in applying scoring rules. Errors reduce validity of assessment |
| Discrepancy and strengths and weaknesses analysis correct |  | Analysis is correct | There may be minor errors in analysis, that have no substantive impact of the outcome of the assessment | Significant errors have been made in analysis. Errors reduce validity of assessment |

1. **Supplementary Figure 2 Administration and Scoring Checklist**

**WAIS-IV Administration and Scoring Review**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Location\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Person administering the test:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Role:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Observer/reviewer name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Role:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PART 1: ADMINSTRATION AND SUBTEST SCORING**

**Introducing the WAIS**

Appropriate introduction of self, role, role of observer

🞎 🞎

Unsatisfactory Satisfactory

Appropriate introduction to referral, possible outcomes, reports to be written

🞎 🞎

Unsatisfactory Satisfactory

Check consent 🞎 🞎

Unsatisfactory Satisfactory

Check health incl mood, glasses, hearing aids etc. substances

🞎 🞎

Unsatisfactory Satisfactory

Appropriate introduction from the manual 🞎 🞎

Unsatisfactory Satisfactory

Other checks/explanations appropriate for the person/context/presenting difficulties

1. **Block Design**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory/  correct | Unsatisfactory/  incorrect | Comments |
| **From observation** |  |  |  |
| 1.Introduce blocks |  |  |  |
| 2.Demonstration item |  |  |  |
| 3.Lay-out of blocks |  |  |  |
| 4.Administration of Trial 2 (if necessary) |  |  |  |
| 5.Scrambling blocks between trials |  |  |  |
| 6.Timing |  |  |  |
| 7.Reverse rule (if necessary) |  |  |  |
| 8.Discontinuation rule |  |  |  |
| **From protocol** |  |  |  |
| 9.Record completion time |  |  |  |
| 10.Draw incorrect design |  |  |  |
| 11.Indicate whether correct design |  |  |  |
| 12.Item scoring |  |  |  |
| 13.Total Raw score |  |  |  |

1. **Similarities**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory/  correct | Unsatisfactory/  incorrect | Comments |
| **From observation** |  |  |  |
| 1.General directions |  |  |  |
| 2.Use of queries (if necessary |  |  |  |
| 3.Reverse rule (if necessary) |  |  |  |
| 4.Discontinuation rule |  |  |  |
| **From protocol** |  |  |  |
| 5.Record responses  verbatim |  |  |  |
| 6.Item scoring |  |  |  |
| 7.Total Raw score |  |  |  |

1. **Digit Span (Forwards, Backwards, Sequencing)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory/  correct | Unsatisfactory/  incorrect | Comments |
| **From observation** |  |  |  |
| 1.Item instructions |  |  |  |
| 2.Pace of digits (1 per second) |  |  |  |
| 3.Discontinuation rule |  |  |  |
| **From protocol** |  |  |  |
| 4.Record responses |  |  |  |
| 5.Item scoring |  |  |  |
| 6.Total Raw score |  |  |  |

**4. Matrix Reasoning**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory/  correct | Unsatisfactory/  incorrect | Comments |
| **From observation** |  |  |  |
| 1.General directions |  |  |  |
| 2.Item instructions |  |  |  |
| 3.Reverse rule (if necessary) |  |  |  |
| 4.Discontinuation rule |  |  |  |
| **From protocol** |  |  |  |
| 5.Record responses |  |  |  |
| 6.Item scoring |  |  |  |
| 7.Total Raw score |  |  |  |

**5. Vocabulary**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory/  correct | Unsatisfactory/  incorrect | Comments |
| **From observation** |  |  |  |
| 1.General directions |  |  |  |
| 2.Use of queries (if necessary |  |  |  |
| 3.Reverse rule (if necessary) |  |  |  |
| 4.Discontinuation rule |  |  |  |
| **From protocol** |  |  |  |
| 5.Record responses verbatim |  |  |  |
| 6.Item scoring |  |  |  |
| 7.Total Raw score |  |  |  |

**6. Arithmetic**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory/  correct | Unsatisfactory/  incorrect | Comments |
| **From observation** |  |  |  |
| 1.General directions |  |  |  |
| 2.Timing |  |  |  |
| 3.Reverse rule (if necessary) |  |  |  |
| 4.Discontinuation rule |  |  |  |
| **From protocol** |  |  |  |
| 5.Record completion time |  |  |  |
| 6.Record response |  |  |  |
| 7.Item scoring |  |  |  |
| 8.Total Raw score |  |  |  |

**7. Symbol Search**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory/  correct | Unsatisfactory/  incorrect | Comments |
| **From observation** |  |  |  |
| 1.General directions |  |  |  |
| 2.Item instructions |  |  |  |
| 3.Sample items |  |  |  |
| 4.Practice items |  |  |  |
| 5.Timing |  |  |  |
| **From protocol** |  |  |  |
| 6.Record completion time |  |  |  |
| 7.Number correct/incorrect |  |  |  |
| 8.Total raw score |  |  |  |

**8. Visual Puzzles**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory/  correct | Unsatisfactory/  incorrect | Comments |
| **From observation** |  |  |  |
| 1.General directions |  |  |  |
| 2.Timing |  |  |  |
| 3.Reverse rule (if necessary) |  |  |  |
| 4.Discontinuation rule |  |  |  |
| **From protocol** |  |  |  |
| 5.Record completion time |  |  |  |
| 6.Record response |  |  |  |
| 7.Item scoring |  |  |  |
| 8.Total Raw score |  |  |  |

**9.**  **Information**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory/  correct | Unsatisfactory/  incorrect | Comments |
| **From observation** |  |  |  |
| 1.General directions |  |  |  |
| 2.Use of queries (if necessary |  |  |  |
| 3.Reverse rule (if necessary) |  |  |  |
| 4.Discontinuation rule |  |  |  |
| **From protocol** |  |  |  |
| 5.Record responses |  |  |  |
| 6.Item scoring |  |  |  |
| 7.Total Raw score |  |  |  |

**10. Coding**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory/  correct | Unsatisfactory/  incorrect | Comments |
| **From observation** |  |  |  |
| 1.Correct Form |  |  |  |
| 2.General directions |  |  |  |
| 3.Item instructions |  |  |  |
| 4.Timing |  |  |  |
| **From protocol** |  |  |  |
| 5.Record completion time |  |  |  |
| 6.Total raw score |  |  |  |

**Optional/Additional subtests**

**11. Letter-Number Sequencing**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory/  correct | Unsatisfactory/  incorrect | Comments |
| **From observation** |  |  |  |
| 1.Item instructions |  |  |  |
| 2.Sample items |  |  |  |
| 3.Corrections/prompts (if necessary) |  |  |  |
| 4.Discontinuation rule |  |  |  |
| **From protocol** |  |  |  |
| 5.Record responses |  |  |  |
| 6.Item score |  |  |  |
| 7.Total raw score |  |  |  |

**12. Figure Weights**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory/  correct | Unsatisfactory/  incorrect | Comments |
| **From observation** |  |  |  |
| 1.General directions |  |  |  |
| 2.Timing |  |  |  |
| 3.Reverse rule (if necessary) |  |  |  |
| 4.Discontinuation rule |  |  |  |
| **From protocol** |  |  |  |
| 5.Record completion time |  |  |  |
| 6.Record response |  |  |  |
| 7.Item scoring |  |  |  |
| 8.Total Raw score |  |  |  |

**13. Comprehension**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory/  correct | Unsatisfactory/  incorrect | Comments |
| **From observation** |  |  |  |
| 1.General directions |  |  |  |
| 2.Use of queries (if necessary |  |  |  |
| 3.Reverse rule (if necessary) |  |  |  |
| 4.Discontinuation rule |  |  |  |
| **From protocol** |  |  |  |
| 5.Record responses |  |  |  |
| 6.Item scoring |  |  |  |
| 7.Total Raw score |  |  |  |

**14. Cancellation**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory/  correct | Unsatisfactory/  incorrect | Comments |
| **From observation** |  |  |  |
| 1.General directions |  |  |  |
| 2.Demonstration item |  |  |  |
| 3.Sample item |  |  |  |
| 4.Timing |  |  |  |
| **From protocol** |  |  |  |
| 5.Record Completion time |  |  |  |
| Item 1 |  |  |  |
| Item 2 |  |  |  |
| 6.Record number correct/incorrect |  |  |  |
| Item 1 |  |  |  |
| Item 2 |  |  |  |
| 7.Item score |  |  |  |
| Item 1 |  |  |  |
| Item 2 |  |  |  |
| 8.Total Raw Score |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **9.**Record responses |  |  |  |
| 10.Item scoring |  |  |  |
| 11.Total Raw score |  |  |  |

**15. Picture Completion**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory/  correct | Unsatisfactory/  incorrect | Comments |
| **From observation** |  |  |  |
| 1.General directions |  |  |  |
| 2.Use of queries (if necessary |  |  |  |
| 3.Timing |  |  |  |
| 4.Reverse rule (if necessary) |  |  |  |
| 5.Discontinuation rule |  |  |  |
| **From protocol** |  |  |  |
| 6.Record responses (verbal and/or point) |  |  |  |
| 7.Item scoring |  |  |  |
| 8.Total Raw score |  |  |  |

**PART II - SCORE CONVERSION AND PROCESS ANALYSIS**

|  |  |  |
| --- | --- | --- |
|  | **Correct** | **Incorrect** |
| **1.Age calculation** |  |  |
| **2.Scaled scores** |  |  |
| **Sums of Scaled Scores** |  |  |
| 3.Verbal Comprehension |  |  |
| 4.Perceptual Reasoning |  |  |
| 5.Working Memory |  |  |
| 6.Processing Speed |  |  |
| 7.Full Scale IQ |  |  |
| **IQ/Index Scores** |  |  |
| 8.Verbal Comprehension |  |  |
| 9.Perceptual Reasoning |  |  |
| 10.Working Memory |  |  |
| 11.Processing Speed |  |  |
| 12.Full Scale IQ |  |  |
| **13.Discrepancy Comparisons** |  |  |
| **14.Strengths and Weaknesses** |  |  |
| **15.Process Analysis** |  |  |
| **16.Substitute subtest/s** used if appropriate |  |  |

**Overview of feedback (see above for details regarding specific subtests**

General areas of strength

General areas for improvement

If the observation was part of an assessment of clinical competence

🞎 The observation was competent at a level appropriate for the role/stage of training

No further observations are required

🞎 Further observations are required to ensure competence. The areas for focus in the subsequent observations are:

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_