Wechsler Preschool and Primary Scale of Intelligence-Third Edition  
(WPPSI-III)

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• Pearson Assessments, 19500 Bulverde Road, San Antonio, TX 78259.  
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Purpose:
• Individually-administered test of intelligence and general aptitude for  
children ages 2-06 to 7-03.

Provides:
• An overall estimate of general intellectual functioning (FSIQ), as well as  
separate indices of verbal ability (VIQ) and nonverbal reasoning and  
problem solving (PIQ). Additional indices can be calculated by  
administering additional subtests in order to obtain an estimate of  
processing speed (PSQ) and a general language composite (GLQ). The  
test now includes two levels, representing formats for children ages 2-06  
to 3-11, and another for ages 4-00 to 7-03.

Standardization Issues:
• 1,700 children were divided into nine age-groups (n=200 for each, with  
exception of ages 7-00 to 7-03, where n=100), and the sample roughly  
compares to 2000 US Census Bureau’s demographics for gender,  
race/ethnicity, and parental education. Geographically, there was  
oversampling of the Southern region and undersampling from the West  
and Northeast.

Reliability and Validity Issues:
• Mean internal consistency with the FSIQ is excellent (.96), with each age  
group showing internal consistencies of .95 or higher. Of the individual  
composites, only Processing Speed fell below .90 (still acceptable). Test-  
retest reliability over average of 26-days ranged from .86-.92, with the  
average FSIQ increasing by an average of 5.2 points. Interrater reliability,  
overall, was an impressive .98-.99, though verbal subtests were  
understandably lower at the item-level, due to some of the “subjectivity”  
involved in scoring criteria. Validation studies using “special groups” (i.e.,  
gifted, developmental delays, limited English proficiency, language  
disorders, ADHD) yielded predictable patterns. Correlational results of  
composite scores between the WPPSI-III and several other cognitive  
measures, and the WIAT-II achievement test, substantiated its concurrent  
and predictive validity. Finally, factor-analysis strongly supported the  
presence of two factors (Verbal Comprehension and Perceptual
Organization) at the youngest ages (2-06-3:11). With older children, the basis of three-factors (Verbal Comprehension, Perceptual Organization, and Processing Speed) becomes somewhat less clear-cut.

**Additional Points:**
- Notable improvements in overall reliability (.83 to .95) were seen in the WPPSI-III from its predecessor, the WPPSI-R.

- There is purposeful overlap in administration-ages between the upper-limits of the WPPSI-III and the WISC-IV, giving examiners the option to administer either test (based on the child’s functional level) for children ages 6-00 to 7-03. In this range of overlap, the WPPSI-III should be administered in the case of suspected intellectual delay (providing a better floor), English-language learners, and children with language impairments. Conversely, the higher-ceiling would make the WISC-IV the test of choice for gifted children or children suspected of higher-ability, within this window of overlap. For other children, the examiner’s use of clinical judgment is recommended, though the WISC-IV’s expanded clinical utility is something to consider.

- WPPSI-III’s development purposefully included simplified directions, more teaching items/queries/prompts, and some decreased emphasis on speed of performance—all of which are improvements to fairness.

- The inability to exclude a measure of processing speed from the FSIQ (or account for it as with WISC-IV’s General Ability Index) could potentially affect the overall ability estimate slightly in the case of children who exhibit slow clerical ability.

- Sattler & Dumont’s analyses of a variety of demographic variables found gender differences in the form of mean FSIQ’s for girls was 3.22 points higher than for boys. The most pronounced gender difference was on the Processing Speed index, where the mean quotient for girls exceeded boys by 6.38 points. Girls outpaced boys in terms of Verbal and Performance IQ’s by 1.57 and 2.79 points, respectively.

- Sattler & Dumont’s analysis by geographic region suggested highest mean performances from the Northeastern US (1 to 5 points), for FSIQ, as well as the individual composites.

- In terms of level of parental education, striking differences are seen within the extreme ends (college-educated parents vs. parents with 8th grade education or less): Mean FSIQ’s for the former exceeded the latter by 22-points. Similar trends are seen with respect to the individual factors of VIQ (26-points), PIQ (15-points), Processing Speed (8-points) and General Language Composite (25-points).
• In terms of race/ethnicity comparisons of mean performance, the mean FSIQ of Caucasians was about 10.33 points higher than that of African American children and 11.72 points higher than Hispanic-American children. Asian-American children outpaced Caucasians by 1.86 points.

• Within-group mean comparisons by race found:
  1. Caucasian; Verbal and language scores were 2-3 points higher than their Processing Speed or nonverbal skills.
  2. African-American; Processing Speed scores tended to be 3-4 points higher than their verbal and general language scores, and about 2-points higher than their nonverbal skills.
  3. Hispanic-American; Processing Speed scores surpassed verbal, general language, and nonverbal abilities by 4-10 points.

• The test is available in the following languages: English, Spanish, French, German, Mandarin, Dutch, Finnish, Italian, Japanese, Lithuanian, Slovenian, and Swedish.