

WRAML®3 FAQs

My clients can see the numbers and letters printed on the backs of the Visual Working Memory cards during testing, is this a problem?

The Visual Working Memory cards are the same as those used during the standardization phase of development for the WRAML3. The final cards balance the need for examiners to see the letters and numbers clearly while maintaining colorful and engaging images for the examinee. Although the numbers and letters may be seen through the cards, this did not impact the administration of or results on the subtest during standardization.

The numbers and letters on the backs of the cards are specifically for ease of administration and scoring and do not provide the examinee with the correct responses to the items. If an examinee reports being distracted by the numbers and letters, you can redirect them to the image on the front of the card or try one of the following strategies to further reduce the transparency of the cards: ensure that overhead lighting is used, as opposed to light sources from behind the examiner, and ensure that the card is held perpendicular on the table in front of the examiner.

Can you clarify the scoring rules for Visual Working Memory?

Each item in Visual Working Memory contains two picture groups; the examiner touches some of the pictures on the card from both groups. A correct response requires examinees to touch the pictures the examiner touched in a specified order for one picture group prior to touching the second picture group in a specified order. Responses are scored according to two criteria: (1) the Group score is based on the order in which each picture is touched *within* each picture group (the specified order changes based on the item set), and (2) the Order score is based on the order in which the picture groups are touched *between* the picture groups (the pictures in the first and second groups change for each item).

During the standardization phase of development for the WRAML3 it was noted that many examinees were able to point to the pictures in the specified order within each picture group but reversed the picture groups (i.e., touched the second picture group first, and then the first picture group). The use of the Group score and the Order score more accurately captures these two aspects of responding on Visual Working Memory.

Why does my client need a higher raw score on Picture Memory Delayed than Picture Memory to get the equivalent scaled score?

The administration procedures for the Picture Memory subtests include a second exposure to the stimulus cards (i.e., the Scene Review) following responses. This was added to allow for further encoding and consolidation of the Picture Memory stimuli to facilitate a full normative gradient for Picture Memory Delayed across all ranges. Data from the normative sample indicates that this second exposure resulted in examinees recalling more details on the delayed recall condition than on the immediate recall condition, resulting in higher raw scores being associated with equivalent scaled scores across most age bands.

If I follow the instructions for hand-calculating the Primacy and Recency scores as stated in the Administration Manual I can only get a score of 0% or 100%, is this correct?

No, the steps were reversed in an early print of the manual. Calculate the Primacy and Recency scores using the following instructions: divide the Primacy or Recency Total Raw score by the Verbal Learning Total Raw score, multiply by 100, and then round to the nearest whole number. These directions are corrected in later versions of the Administration Manual.

On Page 236 of the Administration Manual, the drawing for Trial 3 for Design Learning is the same as the drawing for Trial 4 and is inconsistent with the scores on page 237. Which one is correct?

The drawing for Trial 4 is correct. It should not have been duplicated for Trial 3. The correct image for Trial 3 is available on the digital version of the WRAML3 Administration Manual. Please contact Pearson Customer Service if you would like to access this image.

In the Design Learning section of the Administration Manual, the "Accurate" scoring criteria for Design Learning Item 9 reads "...a diagonal line slanted upward from left to right" and the "Inaccurate" scoring criteria reads "... a diagonal line slanted downward from right to left." This describes a line in the same orientation, please clarify.

The "Inaccurate" scoring criteria should read "...a diagonal line slanted downward from **left** to **right**." The following illustrates the difference between the criteria:



Is there an Interpretive Report available through Q-global®?

The Interpretive Report is available for the standard format of the WRAML3 (i.e., the full 17-subtest version of the WRAML3 as opposed to the brief format of the WRAML3). If you administer fewer than the full 17 subtests, only data from the administered subtests will be included in the report.

I am a new user of WRAML3, what are some common administration errors I should be aware of?

Picture Memory: The Picture Memory subtest has two sets of stimulus cards that are administered based on the age of the examinee. All examinees are administered the same Teaching Item. Examinees ages 5–9 are administered Items 1, 2, and 3. Examinees ages 10–90 are administered Items 4, 5, and 6. Do not administer all six cards to an examinee of any age.

Story Memory: The Story Memory subtest has two sets of stories that are administered based on the age of the examinee. Examinees ages 5–9 are administered stories A and B. Examinees ages 10–90 are administered stories C and D. Do not administer all four stories to an examinee of any age.

Design Learning: Be sure to administer the Design Learning card in the correct orientation; there are markings on the back of the card itself and an illustration of the correct orientation of the card in the Design Learning section of chapter 3 in the Administration Manual. If you administer all four trials of Design Learning with the stimulus card upside down, you may still score Trials 1–4 and

proceed with the Delayed Recall condition but you cannot administer the Recognition condition (as recognition of the designs requires the card to be in the correct orientation). If the card is presented in different orientations during the learning trials, the obtained scores are invalid.

Verbal Learning: The length of the Verbal Learning word list varies based on age. Examinees ages 5–9 are administered a 13-word list consisting of the first 13-words in a 16-word list. Examinees ages 10–90 are read the full 16-word list.

Verbal and Visual Working Memory: Incorrect application of the discontinue rules for these two subtests can lead to an erroneous early discontinue. It is important to keep the following in mind:

1. Both Item Sets are administered regardless of whether the discontinue rule was met on the first Item Set. There are three Item Sets that are administered based on the examinee's age; examinees ages 5–9 years old are administered Item Sets A and B and examinees ages 10–90 are administered Item Sets B and C.
2. Discontinue rules apply to *Item* scores **not** *Group* scores. The definition of Group scores is discussed above in the FAQ about Visual Working Memory scoring, Item scores are the sum of Group scores and Order scores.