

wais iv scoring ranges

wais iv scoring ranges are essential for interpreting individual intelligence test results and understanding cognitive strengths and weaknesses. The Wechsler Adult Intelligence Scale—Fourth Edition (WAIS-IV) is among the most widely used psychological assessments for measuring adult intelligence. This article provides an in-depth exploration of WAIS-IV scoring ranges, including how scores are calculated, what different ranges mean, and their relevance in various contexts such as educational planning, clinical assessment, and vocational guidance. You will learn about the structure of the WAIS-IV, the types of scores it produces, and how to interpret composite and index scores within established ranges. Additionally, the article addresses frequently asked questions and clarifies common misconceptions about the WAIS-IV scoring process. Whether you are a psychologist, educator, or interested reader, this comprehensive guide will enhance your understanding of WAIS-IV scoring ranges and their practical significance.

- Understanding the WAIS-IV Structure
- WAIS-IV Composite Scores Explained
- WAIS-IV Index Scores and Their Interpretation
- Standard Score Ranges and Descriptive Classifications
- Factors Influencing WAIS-IV Scoring
- Applications of WAIS-IV Scoring Ranges
- Frequently Asked Questions About WAIS-IV Scoring Ranges

Understanding the WAIS-IV Structure

The WAIS-IV is a comprehensive intelligence assessment tool designed to evaluate cognitive functioning in adults aged 16 to 90 years. It consists of various subtests that measure different areas of cognitive ability, which are then grouped into broader indexes and composite scores. The test is structured to provide a detailed profile of an individual's intellectual strengths and weaknesses, enabling professionals to make informed decisions in clinical, educational, and occupational settings. Understanding the structure of the WAIS-IV is crucial for interpreting its scoring ranges accurately.

Core Subtests and Supplemental Subtests

The WAIS-IV comprises ten core subtests and five supplemental subtests. Core subtests are required to calculate the Full Scale IQ (FSIQ) and index scores, while supplemental subtests can be used to replace certain core subtests if necessary. These subtests assess cognitive functions such as verbal comprehension, perceptual reasoning, working memory, and processing speed. The selection and administration of specific subtests depend on the assessment's purpose and the individual's background.

Index Scores and Composite Scores

WAIS-IV scores are organized into four primary index scores: Verbal Comprehension Index (VCI), Perceptual Reasoning Index (PRI), Working Memory Index (WMI), and Processing Speed Index (PSI). These index scores are derived from the performance on relevant subtests and provide a detailed picture of an individual's cognitive abilities in each domain. The Full Scale IQ (FSIQ) is the most commonly reported composite score, reflecting overall intellectual functioning.

WAIS-IV Composite Scores Explained

Composite scores on the WAIS-IV represent the sum of scaled scores from selected subtests, offering a broad measure of cognitive abilities. The FSIQ is the primary composite score and is often used as a general indicator of intelligence. Each index score, such as the VCI or PRI, offers insight into more specific cognitive domains, helping identify patterns of strength and weakness. Understanding the calculation and interpretation of these composite scores is vital for meaningful assessment outcomes.

Full Scale IQ (FSIQ)

The Full Scale IQ (FSIQ) is calculated by combining the scaled scores from all core subtests. It provides a single, overall estimate of intellectual ability. The FSIQ is often used for diagnostic, educational, and occupational decision-making, as it summarizes an individual's general cognitive functioning.

Primary Index Scores

The WAIS-IV generates four primary index scores:

- **Verbal Comprehension Index (VCI):** Measures verbal reasoning, concept formation, and knowledge acquired from one's environment.
- **Perceptual Reasoning Index (PRI):** Assesses nonverbal and fluid reasoning, spatial processing, and visual-motor integration.
- **Working Memory Index (WMI):** Evaluates attention, concentration, and mental control.
- **Processing Speed Index (PSI):** Measures the speed of mental and graphomotor processing.

Each index score provides valuable information about specific cognitive abilities and can highlight strengths or areas for intervention.

WAIS-IV Index Scores and Their Interpretation

Interpreting WAIS-IV index scores requires an understanding of what each score represents and how it compares to normative data. Index scores are standardized, with a mean of 100 and a standard deviation of 15. This standardization enables direct comparison between individuals and across the population. The interpretation of index scores allows professionals to make informed judgments about cognitive strengths and weaknesses.

Scaled Scores

Each subtest on the WAIS-IV yields a scaled score with a mean of 10 and a standard deviation of 3. Scaled scores are used to calculate the composite and index scores. They help identify specific areas where an individual performs above or below average relative to age-matched peers.

Composite to Index Score Conversion

Scaled scores from individual subtests are statistically combined to produce the index scores and the FSIQ. The conversion tables provided in the WAIS-IV manual ensure consistency and accuracy in scoring. These conversions are essential for understanding the relationship between raw test performance and standardized scores.

Standard Score Ranges and Descriptive Classifications

WAIS-IV scoring ranges are based on standard scores, allowing for clear and consistent interpretation of test results. These ranges categorize cognitive ability from very low to very superior, aiding in the identification of intellectual strengths and possible disabilities. Understanding these ranges is fundamental to the appropriate use and interpretation of WAIS-IV results.

WAIS-IV Standard Score Ranges

The following list outlines the standard score ranges and their corresponding descriptive classifications:

- 130 and above – Very Superior
- 120–129 – Superior
- 110–119 – High Average
- 90–109 – Average
- 80–89 – Low Average
- 70–79 – Borderline
- 69 and below – Extremely Low

These classifications assist professionals in communicating results clearly and in developing appropriate recommendations based on the individual's cognitive profile.

Implications of Score Ranges

The interpretation of WAIS-IV scoring ranges has practical implications in several fields. For example, scores in the "Borderline" or "Extremely Low" ranges may indicate the need for further evaluation or support services. Conversely, scores in the "Superior" or "Very Superior" ranges might suggest giftedness or exceptional cognitive abilities. Accurate interpretation ensures that individuals receive the appropriate level of support or challenge.

Factors Influencing WAIS-IV Scoring

Several factors can influence WAIS-IV scoring, which professionals must consider to ensure accurate interpretation. These factors can be related to the individual's background, the testing environment, or the administration of the assessment.

Demographic and Cultural Considerations

Age, education, language proficiency, and cultural background can impact WAIS-IV performance. Test administrators should ensure that test takers are assessed in their most proficient language and that scores are interpreted in the context of relevant demographic factors.

Test Administration and Environment

The accuracy of WAIS-IV scoring depends on proper administration procedures and a distraction-free environment. Factors such as fatigue, anxiety, or misunderstanding instructions can affect test performance and, consequently, the resulting scores.

Applications of WAIS-IV Scoring Ranges

WAIS-IV scoring ranges are used in various professional contexts to inform decisions and recommendations. The versatility and reliability of the WAIS-IV make it a valuable tool for psychologists, educators, and other professionals.

Clinical and Diagnostic Applications

In clinical psychology, WAIS-IV scores are used to diagnose intellectual disabilities, cognitive impairments, and neurodevelopmental disorders. The scoring ranges help professionals determine the presence and severity of cognitive deficits and guide treatment planning.

Educational and Vocational Planning

Educators and vocational counselors use WAIS-IV scores to identify students who may need special education services or accommodations. High scores may indicate giftedness, warranting advanced placement or enrichment programs, while lower scores can help identify areas requiring targeted support.

Research and Policy Development

Researchers utilize WAIS-IV scoring ranges to study cognitive functioning across populations, contributing to the development of educational and psychological policies. The standardized nature of the WAIS-IV enables comparisons across studies and demographic groups.

Frequently Asked Questions About WAIS-IV Scoring Ranges

This section addresses some of the most common questions regarding WAIS-IV scoring ranges, interpretation, and uses.

Q: What is the average score on the WAIS-IV?

A: The average score on the WAIS-IV is 100, which is the mean for both the Full Scale IQ (FSIQ) and the index scores. Scores between 90 and 109 are considered average and represent the majority of the population.

Q: How are WAIS-IV scores calculated?

A: WAIS-IV scores are calculated by converting raw subtest scores into scaled scores, which are then combined to produce index scores and the Full Scale IQ (FSIQ). Standardized tables provided in the WAIS-IV manual ensure consistent scoring.

Q: What does a WAIS-IV score of 85 mean?

A: A WAIS-IV score of 85 falls within the "Low Average" range (80–89). This suggests that the individual's performance is below the mean but still within the normal limits of cognitive functioning.

Q: What is considered a gifted score on the WAIS-IV?

A: A score of 130 or above on the WAIS-IV is typically considered "Very Superior" and may indicate giftedness, depending on the criteria used by specific programs or institutions.

Q: Can WAIS-IV scores change over time?

A: WAIS-IV scores can change over time due to factors like age, education, interventions, or health conditions. However, intelligence scores are generally stable in adulthood unless affected by significant life events or neurological changes.

Q: How are WAIS-IV scores used in clinical settings?

A: In clinical settings, WAIS-IV scores are used to diagnose intellectual disabilities, cognitive impairments, and to inform treatment planning. They help professionals understand cognitive strengths and weaknesses.

Q: What do the different index scores on the WAIS-IV indicate?

A: Each index score on the WAIS-IV measures a specific domain: Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed. Analyzing these scores helps identify specific cognitive strengths or weaknesses.

Q: Is the WAIS-IV suitable for all adults?

A: The WAIS-IV is standardized for individuals aged 16 to 90 years. It is suitable for most adults, although cultural, linguistic, and educational background should be considered during interpretation.

Q: How should discrepancies between index scores be interpreted?

A: Significant discrepancies between index scores may indicate specific cognitive strengths or weaknesses and should be interpreted by a qualified professional in the context of the individual's history and current functioning.

Q: Are WAIS-IV results confidential?

A: Yes, WAIS-IV results are confidential and are only shared with authorized individuals, such as the test taker or relevant professionals, in accordance with ethical and legal guidelines.

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WAIS-IV Scoring Ranges: Understanding Your IQ Score

Understanding your IQ score, particularly if obtained through the Wechsler Adult Intelligence Scale - Fourth Edition (WAIS-IV), can be a complex process. This comprehensive guide will demystify WAIS-IV scoring ranges, explaining what they mean, how they're interpreted, and what factors influence the results. We'll delve into the nuances of the scoring system, helping you accurately understand your or someone else's cognitive abilities. This post will be your go-to resource for navigating the world of WAIS-IV scores and their implications.

Understanding the WAIS-IV Test

The WAIS-IV is a widely used and respected intelligence test designed to assess cognitive abilities in adults aged 16 to 90. Unlike simpler IQ tests, the WAIS-IV offers a more nuanced understanding of intelligence by assessing various cognitive domains. It doesn't provide a single overall IQ score but instead generates a profile reflecting strengths and weaknesses across different cognitive abilities.

Key Cognitive Domains Assessed by WAIS-IV

The WAIS-IV examines several crucial cognitive areas, including:

Verbal Comprehension: This section measures verbal reasoning, knowledge, and comprehension skills.

Perceptual Reasoning: This assesses visual-spatial processing, fluid reasoning, and problem-solving skills using non-verbal methods.

Working Memory: This domain focuses on the ability to hold and manipulate information in mind.

Processing Speed: This evaluates the speed and efficiency of cognitive processing.

Each of these domains is further broken down into subtests, providing a detailed picture of cognitive strengths and weaknesses.

WAIS-IV Scoring Ranges and Interpretation

The WAIS-IV doesn't simply provide a raw score; it translates raw scores into several important metrics, including:

Full Scale IQ (FSIQ): This is the overall IQ score, representing a summary of performance across all cognitive domains.

Index Scores: These scores represent performance in each of the four main cognitive domains (Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed).

Subtest Scores: These scores provide a granular look at performance within each subtest, offering detailed insights into specific cognitive abilities.

Interpreting the Scores: The Normal Distribution

WAIS-IV scores are based on a standardized normal distribution, meaning they follow a bell curve. The average score is set at 100, with a standard deviation of 15. This means:

85-115: This range encompasses the average or "normal" range of intelligence. Approximately 68% of the population falls within this range.

70-84: This range is considered borderline intellectual functioning.

Below 70: This range indicates intellectual disability, requiring further assessment and support.

116-130: This range indicates above-average intelligence.

131-145: This range indicates superior intelligence.

Above 145: This range indicates very superior intelligence.

Important Note on Interpretation:

It's crucial to remember that a single WAIS-IV score shouldn't be interpreted in isolation. A qualified psychologist or neuropsychologist should interpret the results in the context of the individual's background, history, and overall profile. Strengths and weaknesses across different domains are as important as the overall FSIQ.

Factors Influencing WAIS-IV Scores

Several factors can influence a person's WAIS-IV score, including:

Education: A higher level of education generally correlates with higher scores.

Socioeconomic Status: Socioeconomic background can impact access to resources and opportunities that foster cognitive development.

Motivation and Test-Taking Approach: Anxiety, fatigue, or a lack of motivation can negatively affect performance.

Cultural Background: Test items might be culturally biased, potentially affecting scores for individuals from diverse cultural backgrounds.

Neurological Conditions: Underlying neurological conditions can significantly impact cognitive abilities and therefore WAIS-IV scores.

Conclusion

Understanding WAIS-IV scoring ranges requires a nuanced approach. While the numerical scores provide a valuable starting point, a complete interpretation must consider the individual's overall profile, taking into account both strengths and weaknesses across various cognitive domains. Always seek professional interpretation from a qualified psychologist or neuropsychologist to gain a comprehensive understanding of your or someone else's cognitive abilities. Don't rely solely on the numbers; consider the context and the individual's unique characteristics.

Frequently Asked Questions (FAQs)

Q1: Is a single WAIS-IV score enough to define a person's intelligence?

A1: No. The WAIS-IV provides a multifaceted view of cognitive abilities. A comprehensive interpretation requires examining the entire profile, including index and subtest scores, and considering various contextual factors.

Q2: Can I take the WAIS-IV myself at home?

A2: No. The WAIS-IV is a complex test that requires administration and interpretation by a trained professional. Self-administered versions are not valid or reliable.

Q3: What if my WAIS-IV score is lower than expected?

A3: A lower-than-expected score doesn't necessarily reflect inherent limitations. Several factors can

influence performance, including stress, motivation, and underlying medical conditions. Discuss your results with a qualified professional to explore potential causes and next steps.

Q4: How often can I take the WAIS-IV?

A4: There's no strict timeframe. Retesting may be appropriate if there's a significant change in the individual's circumstances or if further clarification is needed. A psychologist would determine the need for retesting based on clinical judgment.

Q5: Are there different versions of the WAIS-IV?

A5: While the core principles remain the same, there might be minor variations in subtests or norms based on the specific edition (e.g., different versions for different age ranges). A professional administering the test will use the appropriate version.

wais iv scoring ranges: WAIS-III David Wechsler, 1997

wais iv scoring ranges: Essentials of WAIS-IV Assessment Elizabeth O. Lichtenberger, Alan S. Kaufman, 2009-07-31 Essentials of WAIS®-IV Assessment: Complete coverage of administration, scoring, interpretation, and reporting Expert advice on avoiding common pitfalls Conveniently formatted for rapid reference Quickly acquire the knowledge and skills you need to confidently administer, score, and interpret the WAIS®-IV Coauthored by Alan Kaufman, who was mentored by David Wechsler, the creator of the Wechsler scales, Essentials of WAIS®-IV Assessment provides beginning and seasoned clinicians with comprehensive step-by-step guidelines to administering, scoring, and interpreting this latest revision of the Wechsler Adult Intelligence Scale®. Like all the volumes in the Essentials of Psychological Assessment series, this book is designed to help busy mental health practitioners quickly acquire the basic knowledge and skills they need to make optimal use of a major psychological assessment instrument. Each concise chapter features numerous callout boxes highlighting key concepts, bulleted points, and extensive illustrative material, as well as test questions that help you gauge and reinforce your grasp of the information covered. Offering a clinically rich and innovative theory-based interpretive system, as well as a neuro-psychologically based interpretive approach articulated in detail by Dr. George McCloskey in an invited chapter, this book offers state-of-the-art interpretation of the most popular intelligence test for adults. In addition, the book is packaged with an accompanying CD-ROM containing scoring tables, case report material, worksheets, and a user-friendly software program that fully automates the interpretive system, making Essentials of WAIS®-IV Assessment the best and most authoritative resource of information on this test. Note: CD-ROM/DVD and other supplementary materials are not included as part of eBook file.

wais iv scoring ranges: WAIS-IV, WMS-IV, and ACS James A. Holdnack, Lisa Drozdick, Lawrence G. Weiss, Grant L. Iverson, 2013-06-20 This book provides users of the Wechsler Adult Intelligence Scale (WAIS-IV) with information on applying the WAIS-IV, including additional indexes and information regarding use in special populations for advanced clinical use and interpretation. The book offers sophisticated users of the WAIS-IV and Wechsler Memory Scale (WMS-IV) guidelines on how to enhance the clinical applicability of these tests. The first section of the book provides an overview of the WAIS-IV, WMS-IV, and new Advanced Clinical Solutions for Use with the WAIS-IV/WMS-IV (ACS). In this section, examiners will learn: - Normal versus atypical score variability - Low-score prevalence in healthy adults versus clinical populations - Assessing whether poor performance reflects a decline in function or is the result of suboptimal effort New social cognition measures found in the ACS are also presented. The second part focuses on applying the topics in the first section to specific clinical conditions, including recommended protocols for

specific clientele (e.g. using demographically adjusted norms when evaluating individuals with brain injury). Common clinical conditions are discussed, including Alzheimer's disease, mild cognitive impairment, traumatic brain injury, and more. Each chapter provides case examples applying all three test batteries and using report examples as they are obtained from the scoring assistant. Finally, the use of the WAIS-IV/WMS-IV and the ACS in forensic settings is presented. - Coverage of administration and scoring of WAIS-IV, WMS-IV and ACS - Information contained on the use of WAIS-IV with special populations - Case studies in each chapter - Written by the creators of WAIS-IV, WMS-IV and ACS

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testing in clinical settings provides mental health professionals with experienced guidance in the entire process. It features a complete set of printed and electronic forms and templates for all aspects of assessment and testing, from the initial referral to the final report. It presents a standardized process of assessment, testing, interpretation, report-writing, and presenting feedback. Integral to the book is a review of psychological tests in seven key categories that most effectively address differential diagnostic dilemmas that clinicians are likely to encounter in practice. Numerous case examples illustrate the process in action.

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assessed by WISC-IV. It is the intention of the editors to raise the standard of practice from a simplistic 'test-label-place' model to a clinical model of assessing to understand and intervene. In the first chapter, the reader is presented with a comprehensive array of societal and home environment factors for which there is empirical evidence indicating their impact on the development of children's cognitive abilities, and ultimately their scores on intelligence tests. Subsequent chapters address issues related to the assessment of cognitive abilities that compose 'g', with special emphasis on the clinical correlates of working memory and processing speed from both neuropsychological and cognitive information processing perspectives. Each new chapter builds on material presented in previous chapters and progresses the reader purposefully through deeper levels of understanding of WISC-IV and cognitive assessment in general. Two chapters explicate the processing approach to interpretation that is the corner stone of the WISC-IV Integrated. A further chapter addresses the interpretation of WISC-IV findings within the context of other instruments as part of a full psychological evaluation. The final chapter provides an extensive case example of how to write psychological evaluation reports from a child-centered rather than a score-centered perspective that can have transforming impact on parents and teachers approach to the child. Overall, these four authors are the architects of a masterful new book on advanced WISC-IV interpretation from a clinical perspective. Together with the complimentary book, WISC-IV Clinical Assessment and Intervention, Second Edition these books provide the complete spectrum of information needed by all psychologists who use the WISC-IV in clinical practice.

- The Wechsler scale is the most widely used assessment of children's intelligence
- Authored by assessment experts including Harcourt Assessment staff with exclusive data on the WISC-IV
- Discusses interpretation of 4 index scores of WISC-IV
- Examines the WISC-IV in relation to other frequently used psychological tests
- Describes the importance of the WISC-IV integrated in clinical assessment
- Predicts scholastic achievement based on WISC-IV subtest scores
- Discusses modification of score interpretation based on culture, SES, & other contextual factors

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New to This Edition

- *Complete coverage of new or updated tests: WPPSI-IV, WISC-V, WISC-V Integrated, WJ IV, ECAD, CAS2, RIAS-2, KABC-II Normative Update, and UNIT2.
- *Chapters on cutting-edge approaches to identifying specific learning disabilities and reading disorders.
- *Chapters on brain imaging, neuropsychological intervention in schools, adult intellectual development, and DSM-5 criteria for learning disorders.
- *Updated chapters on theories of intelligence, their research

base, and their clinical utility in guiding cognitive and neuropsychological assessment practice.

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facilitate interpretation of test results, and includes sample diagnostic reports of students with various educational needs from kindergarten to the postsecondary level. The book also provides a wide variety of recommendations for cognitive abilities; oral language; and the achievement areas of reading, written language, and mathematics. It also provides guidelines for evaluators and recommendations focused on special populations, such as sensory impairments, autism, English Language Learners, and gifted and twice exceptional students, as well as recommendations for the use of assistive technology. The final section provides descriptions of the academic and behavioral strategies mentioned in the reports and recommendations. The unique access code included with each book allows access to downloadable, easy-to-customize score tables, graphs, and forms. This essential guide Facilitates the use and interpretation of the WJ IV Tests of Cognitive Abilities, Tests of Oral Language, and Tests of Achievement Explains scores and various interpretive features Offers a variety of types of diagnostic reports Provides a wide variety of educational recommendations and evidence-based strategies

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and adolescents in schools is widely used, both by practicing school psychologists and by instructors and students in graduate school psychology programs. This second edition includes evidence-based best practices for the use and interpretation of intelligence tests in decision-making by counselors, teachers, administrators, and other school personnel. While the assessment of intelligence has long been mandated by law for eligibility determination for special education and related services, there is widespread disagreement about the use and interpretation of intelligence tests. This is the only intellectual assessment book to address this issue by critically reviewing the scientific evidence regarding the critical role played by intelligence tests in the schools for the determination of eligibility for special education and related services, alongside the plethora of practical information. New to this edition: New chapter that reviews the methodology used in research on interventions that target cognitive abilities, and the results of that research, as well as literature on aptitude-by-treatment interactions in the cognitive domain New chapter on the WISC-V, its history, and an in-depth description of its organization, materials, and scores, for both the traditional administration format and the new Q-interactive format New section titled, "Where in the Brain is Intelligence?" as well as expanded discussions of contemporary training programs designed to increase intelligence Revised Screening Tool for Assessment forms to address English language proficiency and acculturation Updated entries for four intelligence tests and added an entry for the Detroit Test of Learning Abilities, Fifth Edition (Hammill, McGhee, & Ehrler, 2018). Added sections focused on test accommodations and behavior management during testing Recommendations for incorporating emergent assessment technology (e.g., tablet-based test administration). New content addressing different styles of reports as well as a summary of new recommendations from the recently published Publication Manual of the American Psychological Association, Seventh Edition (2019). Review of the most recent ethical guidelines from the American Psychological Association and the National Association of School Psychologists

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WISC-V in the identification of specific learning disabilities Utilizing WISC-V in nondiscriminatory assessment of English language learners Writing theory-based WISC-V reports Linking WISC-V findings to interventions based on individual performance As the world's most widely-used intelligence test for children, the WISC-V is useful in diagnosing intellectual disabilities and specific learning disabilities, as well as in identifying giftedness. In this volume, sample reports demonstrate how WISC-V assessment results may be linked to interventions, accommodations, modifications, and compensatory strategies that facilitate positive outcomes for children. Essentials of WISC-V Assessment is the all-in-one practical resource for both students and practitioners. The book can be used on its own or with companion software (purchased separately) that provides a user-friendly tool for producing psychometrically and theoretically defensible interpretations of WISC-V performance, and may be used to develop interventions based on each child's strengths and weaknesses.

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reports. This detailed guide to using this immensely popular measure of intelligence is a must-have for anyone involved in the psychological testing of children.

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