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Autores	Monalisa Muniz Nascimento Rosana Maria Mohallem Martins
Autor (es) USF	Acacia Aparecida Angeli dos Santos Fabian Javier Marin Rueda
Autores Internacionais	
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Resumo	This study aimed to find validity evidence for the WISC-IV through the relationship with external variables, analyzing possible associations between the factor indexes of the WISC-IV and a Cloze test that assesses reading comprehension. We evaluated 150 children ages 6-14 years, from the 1st to the 9th grade level. The statistical technique of structural equation modeling was applied through the program Analysis of Moment Structures (AMOS). According to the results the factor index that best predicts reading comprehension is verbal comprehension, revealing a strong association with crystallized cognitive abilities. The results show validity evidence favorable to the WISC-IV interpretations, helping to bring it closer to more contemporary instruments in the assessment of intelligence as proposed by the CHC model.
Fomento	