

Comprehensive Test of Phonological Processing, second edition (CTOPP-2)

The CTOPP-2 measures phonological awareness, phonological memory, and rapid naming – three components of phonological processing. Three composite scores are generated that reflect on the examinee's status relative to the phonological constructs that are incorporated into the CTOPP-2.

CTOPP-2 Scoring Ranges and Descriptive Terms

Composite Score	Raw Score	Description & Classification
<75	<7.25	Very Impaired
75-124	7.25-11.5	Impaired
125-154	11.5-13.5	Below Average
155-184	13.5-15.5	Average
185-199	15.5-17	Below Average
200-24	17-21.5	Average
>25	>21.5	Very Good

Appendix 7A-24

CTOPP-2 Subtest Performance			
Subtest Composite	Raw Score (Unadjusted Score)	Percentile	Classification
Elision	4	2	Poor
Blending Words	5	5	Poor
Phoneme Deletion	6	6	Below Average
Phonological Awareness Composite	15	2	Very Poor
Memory for Digits			
Number Repetition			
Phonological Memory Composite			
Rapid Digit Naming			
Rapid Letter Naming			
Rapid Syllable Naming Composite			
Blending Words (phonemically)			
Segmenting Words (phonemically)			
All Phonological Awareness Composite			

Mean Standard Score: 100; Standard Deviation = 15

Mean Raw Score: 30; Standard Deviation = 7.5

The Phonological Awareness Composite Score comprises the standard scores of three subtests: Elision, Blending Words, and Phoneme Deletion. The PACT measure an individual's phonological awareness that is, awareness of and access to the phonological structure of oral language. Elision measures the ability to remove phonological segments from spoken words to form other words. Blending Words measures the ability to combine sounds to form words. Phoneme Deletion measures the ability to isolate individual sounds in other words. NCSN's Phonological Awareness composite score is a standard score of 15 which falls within the very poor range. This indicates that NCSN likely has difficulty acquiring basic

Ctopp Scoring Guide

Jack A. Naglieri, Sam Goldstein



Ctopp Scoring Guide:

Practitioner's Guide to Assessing Intelligence and Achievement Jack A. Naglieri, Sam Goldstein, 2009-07-23 A complete guide to key intelligence and achievement tests and their effective use The tools used in the assessment process have changed dramatically in recent years School and clinical psychologists need a comprehensive yet focused resource to which they can turn to learn the basics of key intelligence and achievement tests and how to use them in their assessments of children and adults With its practical and straightforward presentation Practitioner's Guide to Assessing Intelligence and Achievement provides that resource Coedited by two well known and respected scholars and researchers Jack Naglieri and Sam Goldstein the content in this timely book combines traditional and new conceptualizations of intelligence as well as ways to measure achievement Truly readable and user friendly this book provides professionals with a single source from which to examine ability and achievement tests along the same general criteria Each chapter is written by a leading scholar and test developer and is consistently structured for easy comparison of each test that is examined Coverage includes The theory underlying each test Description of each test Tips for administering and scoring each test Standardization norms and reliability of each scale Practical guidance for the use of each test Correspondence of each test to IDEA A practical tool designed to aid clinical psychologists in understanding the strengths and weaknesses of the various tests presented Practitioner's Guide to Assessing Intelligence and Achievement provides students and practitioners with the information they need for their practice and testing efforts to be consistent with recent updates in the field and how those assessment instruments relate to changes in the laws that influence test use *A Basic Guide to Understanding, Assessing, and Teaching Phonological Awareness* Joseph K. Torgesen, Patricia G. Mathes, 2000 **Research-based Methods of Reading Instruction, Grades K-3** Sharon Vaughn, Sylvia Linan-Thompson, 2004 Research based Methods of Reading Instruction Grades K 3 Grades K 3 *Survival Guide for the Beginning Speech-language Clinician* Susan Moon Meyer, 2004 Survival Guide for the Beginning Speech Language Pathologist Second Edition will guide you when taking your first clinical steps toward a career as a speech language pathologist Graduate and undergraduate students as well as beginning therapists will find this book useful and easy to understand It provides realistic practical and comprehensive overviews of clinical problems that are often encountered by beginning clinicians and offers solutions to those problems It also prepares you for what you will experience along the way This text does not focus on the numerous principles and theories which underlie various aspects of the clinical process because these are thoroughly covered in undergraduate and graduate courses The second edition has expanded and updated information on many topics including parent conferences and the concomitant reports group therapy and play therapy preparing for public schools and more Writing quality reports remains a major focus of the book Drawing on her more than 30 years of experience the author teaches the ins and outs of report writing She provides many real world examples of reports showing what to do and what not to do You ll make the transition from theory to

practice much easier using this book as your guide Let this book help you avoid common pitfalls and provide you with a solid foundation for your practice from the very first day in the clinic *School Psychology Review*,2003 **Assessing**

Students with Special Needs James A. McLoughlin,Rena B. Lewis,2001 Appropriate for assessment courses in special education This clear comprehensive guide to the assessment of students with mild disabilities retains the hallmark of its previous editions by presenting a balanced coverage of formal and informal assessment The text equips future teachers to understand all phases of the assessment process from helping them select the proper assessment tool to using the results to adapt instruction to improve education for special students **Speech, Language, and Hearing Programs in Schools** Eileen Gravani,Jacqueline Meyer,2007 Speech Language pathologists have long been involved in providing services to children with communication disorders in the schools However a number of recent events have altered the practice environment including changes in national and state legislation shifting demographics an increase in the severity of disorders encountered advances in technology and a move toward curriculum based assessment The new edition of Speech Language and Hearing Programs in Schools A Guide for Students and Practitioners reflects these events The new editors contributors to the first edition have substantially updated and revised all chapters and have added new material on the re authorization of IDEA literacy acquisition pediatric dysphagia children from culturally diverse backgrounds who are increasingly represented in speech language pathology caseloads and much more The book also includes chapter objectives case studies and Internet resources and is supplemented by an instructor s manual **The Achievement Test Desk Reference** Dawn P.

Flanagan,2006-06-30 The Second Edition of this critically acclaimed reference features the most up to date versions of assessment instruments to measure individual achievement and learning disabilities The authors pragmatic approach offers practitioners an innovative systematic assessment framework that applies Cattell Horn Carroll CHC cognitive theory and blends cognitive testing and Response to Intervention RTI methods into one seamless process for diagnosing learning disabilities Replete with case studies checklists and worksheets this reference assists practitioners in choosing appropriate tests organizing comprehensive assessments and interpreting results using a cross battery approach This reference concludes with fifteen appendices providing practitioners with a host of useful information and tools including reproducible worksheets conversion tables and learning disability resources Grounded in CHC theory and a cross battery approach to assessment this is an essential resource for school psychologists and other practitioners who need to assess learning disabilities Teaching Children to Read Douglas Ray Reutzel,Robert B. Cooter,2004 For Elementary Reading Methods

courses This comprehensive and balanced look at literacy practice has long been one of the most popular reading methods texts available The text begins by introducing seven principles for comprehensive reading instruction and then explains the theoretical foundations of teaching reading Part I builds on those foundations with specific methods in Part II and then in Part III it describes how to create a variety of learning centers and how to plan developmentally appropriate reading

curriculum for students in both K 3 and 4 8 classrooms chapters 12 and 13 provide a continuum of knowledge by describing classroom organization and curriculum for grades 4 6 and 6 8 *The Essentials of Teaching Children to Read* D. Ray Reutzel, Robert B. Cooter, 2005 Teaching Children to Read has always been well known for its comprehensive look at literacy instruction This streamlined edition of that text has been developed to provide readers a brief version that offers essential information about reading instruction based on research that aligns with No Child Left Behind directives The focus of this book is how to teach phonemic awareness phonics comprehension vocabulary fluency and ongoing classroom assessment Special features include A theory chapter to ground literacy background knowledge An infusion of the most current research available to inform practice and all five No Child Left Behind initiatives regarding phonemic awareness phonics comprehension vocabulary and fluency A newly organized assessment chapter presenting four purposes of assessment as identified by Reading First legislation including outcome assessment screening instruments diagnostic assessment tools and ongoing progress monitoring assessments Strategies for Teaching Learners with Special Needs Edward A. Polloway, James R. Patton, Loretta Serna, 2008 Revised to incorporate important new information about No Child Left Behind and the 2004 re authorization of IDEA this classic work in the field of teaching methodology for students with special needs continues to be the most comprehensive textbook available for students with mild high incidence disabilities i e learning disabilities mild retardation intellectual disabilities emotional and behavioral disorders and students experiencing learning problems in the general education classroom The focus of the book is on effective instructional strategies for students being served in diverse educational settings with a primary emphasis on those being taught in inclusive educational environments In Part I the text provides basic information on curriculum development and instruction while in Part II an in depth discussion of key curricular areas is provided For educators teaching learning disabled students Dissertation Abstracts International , 2006 **Practitioner's Guide to Assessing Intelligence and Achievement** Sam Goldstein, Jack A. Naglieri, 2009-07-23 A complete guide to key intelligence and achievement tests and their effective use The tools used in the assessment process have changed dramatically in recent years School and clinical psychologists need a comprehensive yet focused resource to which they can turn to learn the basics of key intelligence and achievement tests and how to use them in their assessments of children and adults With its practical and straightforward presentation Practitioner s Guide to Assessing Intelligence and Achievement provides that resource Coedited by two well known and respected scholars and researchers Jack Naglieri and Sam Goldstein the content in this timely book combines traditional and new conceptualizations of intelligence as well as ways to measure achievement Truly readable and user friendly this book provides professionals with a single source from which to examine ability and achievement tests along the same general criteria Each chapter is written by a leading scholar and test developer and is consistently structured for easy comparison of each test that is examined Coverage includes The theory underlying each test Description of each test Tips for administering and scoring each test

Standardization norms and reliability of each scale Practical guidance for the use of each test Correspondence of each test to IDEA A practical tool designed to aid clinical psychologists in understanding the strengths and weaknesses of the various tests presented Practitioner s Guide to Assessing Intelligence and Achievement provides students and practitioners with the information they need for their practice and testing efforts to be consistent with recent updates in the field and how those assessment instruments relate to changes in the laws that influence test use **Understanding Scoring Rubrics** ERIC Clearinghouse on Assessment and Evaluation,2002-01-01 TEWL-2 Contextual Subtest Expanded Scoring Guide Wayne P. Hresko,Shelley R. Herron,Pamela K. Peak,1997 **The Registered Holistic Scoring Method for Scoring Student Essays** Diane Bloom,1985 *Scoring Guide* ,1992 **Pinochle Score Book** Pinochle Score Records,2019-06-17 This pinochle score pad features 120 pages High Quality Paper Standard Professional Scoring Size good for recording scores The pages are printed with the standard professional pinochle score pad information a table with spaces for dealer suit us bid meld take total them bid meld take total This is large size 8 5 by 11 inches so plenty of room to write scores **Pinochle Score Record** Pinochle Score Records,2019-06-17 This pinochle score pad features 120 pages High Quality Paper Standard Professional Scoring Size good for recording scores The pages are printed with the standard professional pinochle score pad information a table with spaces for dealer suit us bid meld take total them bid meld take total This is large size 8 5 by 11 inches so plenty of room to write scores *Scoring Rubrics in the Classroom* Judith A. Arter,Jay McTighe,2010-03-05 Here is the practical and comprehensive guide to everything you need to know about rubrics scoring guides and performance criteria This book provides practical steps for developing and using rubrics to assess student performance on challenging and necessary targets including writing math problem solving and reading This book includes 15 of the author s favorite rubrics covering all grade levels and subject areas

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