

Monongalia County Schools

Student Assistance Team (SAT) Evaluation

Name: _____

Date(s) of Administration: _____

Date of Birth: _____

School: _____

Grade: _____

Examiner: _____

Comprehensive Test of Phonological Processing – 2nd edition (CTOPP-2) Ages 4-6

Subtests	Scaled Scores	Composites	Composite Scores	Percentile	Descriptor
Elision (EL)		Phonological Awareness			
Blending Words (BW)					
Sound Matching (SM)					
Memory for Digits (MD)		Phonological Memory			
Nonword Repetition (NR)					
Rapid Digit Naming (RD)		Rapid Symbolic Naming			
Rapid Letter Naming (RL)					
Rapid Color Naming (RC)		Rapid Non-Symbolic Naming			
Rapid Object Naming (RO)					

Scaled Score	Standard Score	Range
1-3	<70	Very Poor
4-5	70-79	Poor
6-7	80-89	Below Average
8-12	90-110	Average

The CTOPP-2 assesses three constructs of phonological awareness, phonological memory, and rapid naming, which all appear to be essential for mastery of written language and learning to read. Phonological processing abilities also support effective mathematical calculation, listening comprehension, and reading comprehension. Phonological Awareness refers to an individual’s awareness of and access to the sound structure of oral language. Phonological Memory refers to coding information phonologically for temporary storage in working or short-term memory. Rapid Naming requires efficient retrieval of phonological information from long-term or permanent memory.

Recommendations:

___ Phonological Awareness is significant below average or lower and suggest a need for more intensive reading intervention.

___ Phonological Memory is significantly below average or lower and suggest a need for more intensive reading intervention. Use memory strategies and mnemonic devices to enhance memory.

___ Scores are average, yet classroom modifications may still be necessary.

___ Other: _____