

THE CTOPP-2

STRENGTHS

- Easy to administer and score
- Thorough manual
- Reliability and validity have been adequately established

CHALLENGES

- Normed on an American population using American census data (2008-2009)



References

Chard, D., Dickson, S. (1999). Phonological awareness: instruction and assessment guidelines. *Intervention in School and Clinic*, Vol. 34, 5, p.261-271 retrieved on July 22, 2013

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Pro-Ed – An International Publisher. *CTOPP-2: Comprehensive Test of Phonological Processing – Second Edition*. Retrieved on July 22, 2013 from <http://www.proedinc.com/customer/productview.aspx?id=5187>

CTOPP-2

Second Edition

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Special Education Part 1 Queen's University Summer 2013
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Comprehensive Test of
Phonological Processing

An assessment of reading-related
phonological processing skills

Purpose and Uses of the CTOPP-2

The main purpose of the CTOPP-2 is to assess phonological awareness, phonological memory and rapid naming.

The CTOPP-2 has four principal uses: (1) to identify individuals who are significantly below their peers in important phonological abilities, (2) to determine strengths and weaknesses among developed phonological processes, (3) to document individuals' progress in phonological processing as a consequence of special intervention programs, and (4) to serve as a measurement device in research studies investigating phonological processing.



How to Administer

Establish Rapport: make the examinee feel at ease and comfortable.

Test 1: Elision (EL)

- 20-item subtest that measures the extent to which an individual can say a word, then say what is left after dropping out designated sounds

Test 2: Blending Words (BW)

- 20-item subtest that measures an individual's ability to combine sounds to form words

Test 3: Memory for Digits

- 21-item subtest that measures the extent to which an individual can repeat a series of numbers ranging in length from 2 to 8 digits

Test 4: Rapid Digit Naming

- Measures the ability to rapidly name digits

Test 5: Non-word Repetition

- 18-item subtest that measures an individual's ability to repeat non-words that range in length from 3 to 15 sounds

Test 6: Rapid Letter Naming

- Measures the ability to rapidly name letters

Test 7: Rapid Color Naming

- Measures the ability to rapidly name colors

Test 8: Phoneme Reversal

- Measures the ability to say phonemes in reverse order to form a word

Test 9: Rapid Object Naming

- Measures the ability to rapidly name objects

Test 10: Blending Non-words

- Measures the ability to synthesize sounds to form non-words

Test 11: Segmenting Words

- Measures the ability to segment words into phonemes

Test 12: Segmenting Non-words

- Measures the ability to segment non-words into phonemes

Test 13: Sound Matching

- 20-item subtest that measures the extent to which an individual can match sounds

Highlights

The test was normed on 1,900 individuals ranging in age from 6 through 24 years. The demographic characteristics of the sample conform to those of the population reported in the Statistical Abstract of the United States, and are, therefore, representative of the U.S. population.

Age Range: 4 to 24

Administration: Individual

Administration Time: 40 min

Scoring Time: 40 min

Qualification(s) to Administer

A degree from an accredited 4-year college or university in psychology, counseling, or a closely related field PLUS satisfactory completion of coursework in test interpretation, psychometrics and measurement theory, educational statistics, or a closely related area; OR license or certification from an agency that requires appropriate training and experience in the ethical and competent use of psychological tests.