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Authors: Carolyn Robertson and Wanda SalterAges: 5-0 via 9-11Testing Time: 40-50 minutes Administration: IndividualScoring: ManualThe PAT-2:NU is a standardized assessment of phonological awareness, phonem-graphem correspondence, and phonemic decoding skills. The test results help teachers focus on aspects of spoken language that cannot be systematically oriented towards classroom reading. The test has six main subtests (rhymes, segmentation, isolation, removal, replacement and mixing) that measure students' awareness of conversational syllables and phonemes in students between the ages of five and nine. The test also has two additional subtests (Phoneme-Grapheme Correspondence and Phonemic Decoding), which measure students' knowledge of sound/symbolic correspondence in isolation and in practice in students between the ages of six and nine. The test is comprehensive and involves a wide range of tasks; performance on each of these tasks correlates with success in early reading and spelling. A simple development format makes it easy to tease specific skills and plan effective activities. SubtestsRhyming: Discrimination and Production -Identify Rhymed Couples and Provide Rhyme WordSegmentation: Suggestions, syllables, and phonemes-divided into words, syllables, and phonemes Isolation: The original, final, and medial identity of the sound position in wordsDeletion: Compound Words, Syllables, and Phonemes-manipulated root words, and phonemes in wordsSubstitution with manipulative-isolate phoneme in a word, and then change in another phoneme, to form a new wordBlandng: Syllables and phonemes-mix units of sound to form new wordsPhoneme-Grapheme Correspondence: evaluates the knowledge of sound /symbol correspondence for consonants, vowels, consonant mixtures, consonant digraphs, r-controlled vowels, vowels and diphthongsPhonemic Decoding - to assess the general knowledge of sound / Character correspondence mix sounds into nonsense wordsNew FeaturesCharacteristics normative sample were stratified by age relative to the region, gender, ethnicity, and socioeconomic factors, and other critical variables are the same as those reported for the school-age population reported by statistics Of the United States 2016 (Proquest , LLC, 2016). Each test item was evaluated using both conventional element analysis to select good items and differential analysis to find and eliminate potentially biased items. Subtests and composite scores have been carefully studied based on the impact of the floor and ceiling. The reliability of the forecasting criterion indicates a correlation with the average and standard deviations of CTOPP-2 Phonological Awareness Composite Score.New regulatory scores for subtests were in terms of scaled scores, which have an average of 10 and a standard deviation of 3.The 3.The score was divided into the phonological awareness index and the Phonem-Graphem index. These points are calculated as composite points (another type of standard score) with an average of 100 and a standard deviation of 15 points. The composites reflect direct linear conversions of scalable scores and give equal weight to each of the subtests that make up the phonological awareness index and the Phoneme-Graphem index. The TestThe PAT-2:NU description consists of five components: The Examiner's Guide, the Examiner's Recording Booklets, the manipulative blocks, the Phoneme-Graphem correspondence incentive booklet, and the telephone incentive decoding brochure. The examiner's guide includes a comprehensive discussion of the theoretical and research basis of the test, the development of elements, standardization, administration and scoring procedures, standard tables and guidelines for the use and interpretation of test results. The examiner's note booklet provides a place to record responses; Transform raw scores into age equivalents, percentages, and scalable scores; and calculate the phonological awareness index and the Phoneme-Graphem index. The test kit also includes manipulative subtest replacement blocks, one stimulus book that includes items for the Phoneme-Grapheme Correspondence subtest and one stimulus book, which includes elements for the phonemic decoding subtest. Reliability and reliability studies were conducted with persons with typical language abilities and persons who had previously been diagnosed with a language impairment or received other special educational services. The average alpha ratio ranges between 0.83 and 0.92 for subtests and 0.96 for the phonological awareness index and 0.97 for the Phoneme-Graphem index. The reliability of the test composites was demonstrated by correlations with the phonological composition of CTOPP-2. The ratio for the phonological awareness index was 0.92, and the ratio for the Phonem-Graphem index was 0.94, as almost perfect.COMPLETE TEST INCLUDED: Expert Guide, Image Incentive Book, Image Sequence Maps, and 25 Examiner's Records, all in a sturdy storage box. (©2018) Phonological Awareness Test 2 (PAT 2) zlt:show description 2 is a standardized assessment of children's phonological awareness, phoneme-grapheme correspondence, and phonemic decoding skills. The test results help teachers focus on aspects of a child's oral language that cannot be systematically oriented towards learning to read in the classroom. Description This test assesses a student's awareness of oral language segments that include words (i.e. syllables and phonemes). The test is to test the test. And includes a wide range of tasks; performance on each of these tasks correlates with success in early reading and spelling. A simple development format makes it easy to tease specific skills and plan effective activities. Subtests Rhymes: Discrimination and Production-Identify Rhymed Couples and Provide a Rhyming Word Segmentation: Suggestions, Syllables and Phonemes-dividing words, syllables and phonemes Isolation: Original, Ultimate, Medial-defining sound position in words Removal: Complex words, syllables, and phonemes-manipulated root words, syllables, and phonemes in words Replacing with manipulative-isolate phoneme in a word, and then change it on another phoneme, to form a new word Mixing: Syllables and phonemes-mix units of sound together to form the words Graphemes-appreciate the knowledge of sound/symbol correspondence for consonants, vowels, con con con sound digraphs, r-controlled vowels, vowels digraphs and diphthongs decoding -assess the general knowledge of sound/character correspondence to mix sounds into nonsense words Invented spelling (optional)-write words to dictation to show the ability of coding Test Procedures All subtests are introduced (Invented spelling is optional). There are no bazals, no ceilings. The demo element is given for each sub-test. If it is obvious that the student is unable to complete the task, the administration of this task is terminated, and the 0 score is given for the elements, not administered in this task. Directions are read aloud to the student and printed on the test form. Spiral-related incentive booklets (included in the test) are used with Graphemes Subtest and Decoding Subtest. Eight color cubes (included in the test) are used to replace Subtest. Scoring/Score Types Each answer gets 1 for the correct answer or 0 for the wrong answer. The correct answers are listed in the test form. The guide to pronunciation of stupid words is on test form. Raw scores for each subtest, each section (phonological awareness and phoneme-graphema correspondence) and the general test can be converted into: Age Equivalents Interest Ratings Performance Discussion Performance Discussion section in the Examiner's Guide will help you overcome from assessment to treatment. There are descriptions of how weaknesses manifest themselves in the classroom, guidelines for intervention, and frequently asked questions about the test. The results of the statistical test Phonological Awareness Test 2 was standardized for 1,582 subjects. These subjects were the latest national census on race, gender, age and education. Reliability established using the following for all subtests and general tests at all age levels: SEM Inter-Rater Reliability Test-Re-checking Reliability on (KR20) Reliability tests were highly satisfactory for the overall test at all age levels. Credibility-established use of content authenticity that reflects the necessary phonological awareness skills of younger students: Contrast groups (t-values) Point Biserial Correlations Subtest Intercorrelations Correlations between Subtests and Total Test Contrast Groups (t-values) comparisons show that the test has a very satisfactory ability to differentiate subjects requiring special reading services and those subjects that develop reading skills normally. Combined subtest relationships have identified acceptable levels at all age levels. Analysis of differences between races/social and economic groups conducted at the point and subtest level. The analyses show no significant differences in race comparison or SES on PAT 2. Tests included: z-tests Chi Square Variance Analysis (ANOVA) F-tests rely on phonological awareness test 2 to identify students who have deficiencies in phonological awareness skills, and give you the reliable results needed to plan an individual treatment plan for each student. This is a test that quantifies the link between oral language development and phonological awareness. You will distinguish how your students manipulate sounds, and identify their strengths and weaknesses in sound awareness skills. This is the most complete test of phonological awareness you will find! To find!

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