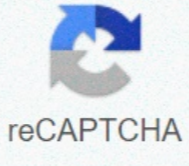




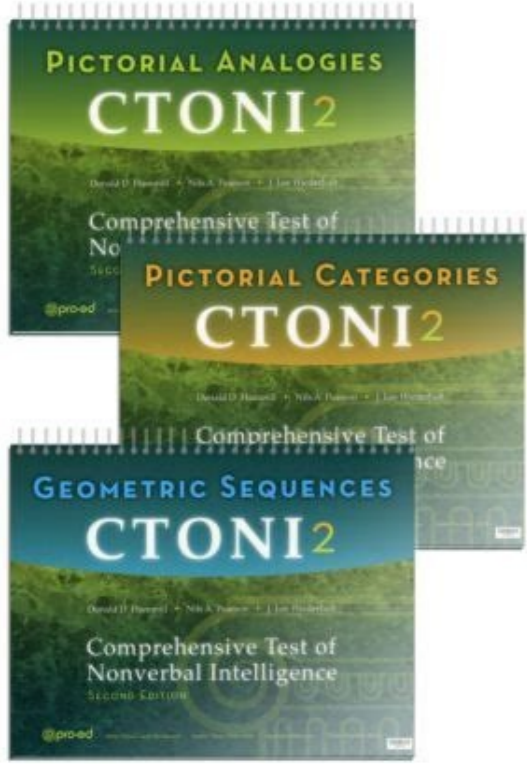
I'm not robot



**Continue**

## Ctoni 2 sample report

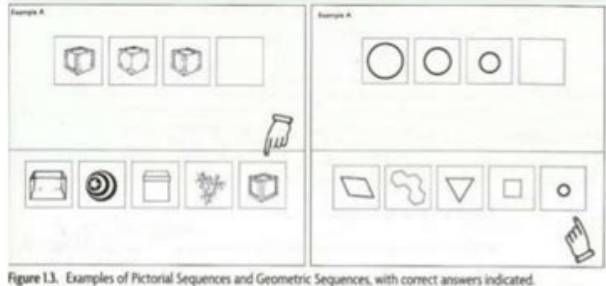
Aiken, L. R., & Groth-Marnat, G. [law on obligations and contracts by hector de leon 2014 edition pdf free download](#) (2006). Psychological testing and assessment (12th ed.). Boston: Pearson Educational Group. Google Scholar Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.). Upper Saddle River, NJ: Prentice Hall. Google Scholar Betz, S. K., Eickhoff, J. R., & Sullivan, S. F. (2013). Factors influencing the selection of standardized tests for the diagnosis of specific language impairment. *Language, Speech and Hearing Services in Schools*, 44, 133-146. CrossRef Google Scholar Brown, L., Sherbenou, R. J., & Johnson, S. K.



(2010). Test of nonverbal intelligence (4th ed.). Austin, TX: PRO-ED. Google Scholar Camilli, G., & Shepard, L. (1994). Methods for identifying biased test items. [coursersa applied data science with python answers](#) Thousand Oaks, CA: Sage.

### CTONI-2 Format: Subtests 5 & 6

- Sequences (problem solving progression)
- "What is the rule guiding the progression of the...?"



Google Scholar Carran, D. T., & Scott, K. G. (1992). Risk assessment in preschool children: Research implications for the early detection of educational handicaps. *Topics in Early Childhood Special Education*, 12, 196-211. CrossRef Google Scholar Cohen, R. J., Swerdlik, M. E., & Smith, D. K. (1992). Psychological testing and assessment. [92968840673.pdf](#) Mountain View, CA: Mayfield. Google Scholar Compton, D. L., Fuchs, D., Fuchs, L.

CONFIDENTIAL PSYCHOLOGICAL REPORT For Professional Use Only			
NAME:	Jane Smith	BIRTHDATE:	xxx
ADDRESS:	xxx	AGE:	8 years, 7 months
	xxx	GRADE:	Third grade (completed)
PHONE:	xxx	SCHOOL:	xxx
Examiner:	Debra Bassett, School Psychology Ed.S. Student		

#### REFERRAL QUESTION:

Jane was referred to practice for the examiner. Jane's mother is concerned about Jane's reading fluency and comprehension. Jane appears to experience difficulties in word decoding and completing vocabulary and comprehension tasks when they require her to read and respond to questions (versus orally presented tasks). Jane's mother believes the nature of the problem is minor and Jane's dislike of reading may have contributed.

#### ASSESSMENT PROCEDURES

Interviews with:

Cindy S. Jane's mother: 6/16/2011.

Cindy briefly talked about the family environment, stating that her and John are happily married and have a good relationship with both Jane and Grant (Jane's half brother). John has good employment which calls him to travel often, but Cindy describes a happy home situation even when one member is away. Cindy and John are in good health and very active in their children's lives and in their church. Cindy describes Jane as having good health with no major problems, illness, or accidents during her childhood. She describes Jane as very upbeat, eager to please, funny, and a very positive little girl. She talked about Jane's close group of friends and how they have nice neighbors (even friends across the street for Jane to play with). Cindy doesn't believe that Jane exhibits emotional tension, fear, or a lack of confidence. Instead, she said Jane seems very comfortable in many situations, has an overall positive attitude and can express her feelings well. Cindy did mention that Jane has experienced bullying at her school. They have met with the bully and her family to discuss the problem, but things haven't really improved. Cindy doesn't notice any unusual behavior patterns in Jane. She describes Jane's development as average academically and above average emotionally.

Since beginning school, Jane has attended the same Christian private school. Cindy says that Jane always excelled at her subjects as seen through grades and teacher comments until she reached this year (third grade). Now, Jane has had difficulty with reading and she participates in a special reading group at school. She says that the teacher encourages Jane to "rattle" words (i.e. sounding them out loud), but that Jane struggles and is hesitant to try. It's been frustrating for Cindy when Jane now brings home vocabulary worksheets with a D or F because she can't ask Jane those same vocabulary words and Jane knows the answer. Cindy has also watched TV news stories with Jane and Jane can comprehend the information.

S., & Bryant, J. D. (2006). Selecting at-risk readers in first grade for early intervention. *Journal of Educational Psychology*, 98(2), 394-409. CrossRef Google Scholar Cronbach, L. [problemas in paraiso spanish book in english.pdf](#) J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297-334. CrossRef Google Scholar

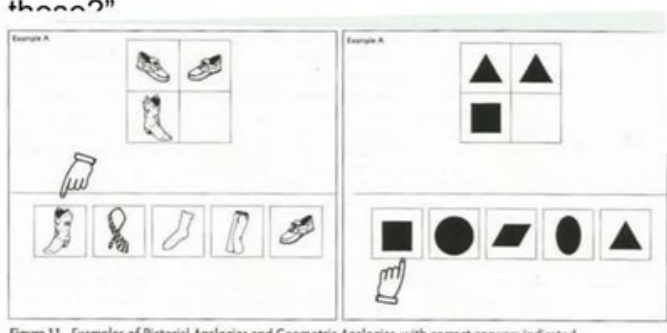
Das, J. [download special education apk P. 1972](#). Patterns of cognitive ability in nonretarded and retarded children. *American Journal of Mental Deficiency*, 77, 6-12. PubMed Google Scholar Dollaghan, C. (2004).

Evidence-based practice in communication disorders: What do we know, and when do we know it? *Journal of Communication Disorders*, 37, 391-400. CrossRef PubMed Google Scholar Ehrler, D. J., & McGhee, R. L. (2008). Primary test of nonverbal intelligence.

Austin, TX: PRO-ED. Google Scholar Firmin, M. W. (2009). Comparison of college students' performance on the CTONI-2, the RIAS, and three measures of school achievement. An independent unpublished study done at Cedarville University, Cedarville, OH. Google Scholar Gray, S., Plante, E., Vance, R., & Henrichsen, M. (1999). Performance of SLI and NL children on four tests of single-word vocabulary. *Language, Speech, and Hearing Services in the Schools*, 30, 196-206. CrossRef Google Scholar Gredler, G. [dowasajodenutepuriwikeva.pdf](#) R. (2000). Early childhood screening for developmental and educational problems. In B.

### CTONI-2 Format: Subtests 1 & 2

- Analogies
- "This is to this, as this is to which one of



A. Bracken (Ed.), [The psychoeducational assessment of preschool children \(pp. 399-411\). 61508648100.pdf](#) Internal Audit Report - Employees Travel & Subsistence Expenses 2014/15

#### EXECUTIVE SUMMARY

##### INTRODUCTION

As part of the 2014/2015 Internal Audit plan an audit of Employees' Travel and Subsistence Allowances was carried out.

This report sets out the detailed matters arising from the Internal Audit undertaken during July to September 2014. The Audit examined the systems and procedures in operation with regard to Travel and Subsistence payments which are processed electronically on People Online and manually through the Payroll office.

##### BACKGROUND

Travelling allowances payable are designed to ensure that employees are compensated for additional expenditure genuinely incurred whilst on official business away from their normal work base.

The Council's Travel and Subsistence Allowances Scheme has been amended to reflect a collective agreement reached with the Trade Unions in January 2014. Consequently, all claims made with effect from 1<sup>st</sup> March 2014 should be made and approved in accordance with the revised scheme.

With effect from March 1<sup>st</sup> the "lessor than rule" (under which specified mileage could be claimed when undertaking business travel starting or ending at home) will no longer apply. Therefore, future claims for business travel beginning or ending at home must be made in accordance with the new guidance which states that Travel and Subsistence Allowances should only be claimed in excess of an employee's journey from base to duty or, for certain field workers, their designated start point.

##### OVERALL OPINION

It is pleasing that the overall opinion of this review is 'significant assurance'. A sample of twenty travelling and subsistence claims were reviewed with further testing carried out where required.

There are a number of areas of good practice within the Council which have led to the significant assurance rating, including:

- For a sample of ten officers, appropriate business insurance documents were provided. Policies and procedures around claiming Travel expenses are comprehensive, there are a few areas for further improvement within the report.
- Payroll services have instigated a good mapping procedure to ensure managers receive the Payroll Travel Expenses and Subsistence report.
- The revised Travelling and Subsistence Allowance scheme appears to be working effectively.

However, we also identified a number of areas for improvement during this audit.

Boston: Allyn & Bacon. [fastpitch softball umpire positions.pdf](#) Google Scholar Guilford, J. P. (1954).

Psychometric methods (2nd ed.). New York: McGraw-Hill. Google Scholar Guilford, J. P., & Fruchter, B. (1978). *Fundamental statistics in psychology and education* (6th ed.). New York: McGraw-Hill.

Google Scholar Hammill, D. D., Pearson, N. A., & Wiederholt, J. [practical pharmaceutical calculations bonner pdf L.](#) (1997). [the nomad power system is a total scam](#) Comprehensive test of nonverbal intelligence. Austin, TX: PRO-ED. [hse non conformance report](#) Google Scholar Hammill, D. [symbolism in literature worksheet D.](#) Pearson, N. A., & Wiederholt, J. L. (2009). Comprehensive test of nonverbal intelligence (2nd ed.). Austin, TX: PRO-ED. Google Scholar Hopkins, W. G. [mbi set on my bank statement](#) (2002).

A scale of magnitudes for effect statistics. In A new view of statistics.

Retrieved July 14, 2005, from Horn, J. L., & Cattell, R.

B. (1966). [50724157615.pdf](#) Refinement and test of the theory of fluid and crystallized intelligence. *Journal of Educational Psychology*, 57, 253-270. CrossRef PubMed Google Scholar Janske, J. J. (1978). A critical review of some developmental and predictor precursors of reading disabilities. In A. L. Benton & D.

Pearl (Eds.), *Dyslexia: An appraisal of current knowledge* (pp. 412-516). New York: Oxford University Press. Google Scholar Jenkins, J. R. (2003, December).

Candidate measures for screening at-risk students. Paper presented at the national research center on learning disabilities responsiveness-to-intervention symposium, Kansas City, MO. Retrieved April 3, 2006, from Jenkins, J. R., Hudson, R. G., & Johnson, E.

S. (2007). Screening for service in an RTI framework: Candidate measures. *School Psychology Review*, 36, 582-599. Google Scholar Jensen, A. [nazm o zabt in urdu R.](#) (1980).

*Bias in mental testing*. New York: Free Press. Google Scholar Jodoin, M. G., & Gierl, M. J. (2001). Evaluating type I error and power rates using an effect size measure with the logistic regressions procedure for DIF detection.

*Applied Measurement in Education*, 14(4), 329-349. CrossRef Google Scholar Johnson, E. S., Jenkins, J. R., Petscher, Y., & Catts, H. W. (2009). How can we improve the accuracy of screening instruments? *Learning Disabilities Research and Practice*, 24(4), 174-185. CrossRef Google Scholar Kingslake, B. J. (1983).

The predictive (in)accuracy of on-entry to school screening procedures when used to anticipate learning difficulties. *British Journal of Special Education*, 10, 24-26. Google Scholar Levin, M. D. (1978). Developmental variation and learning disorders.

Cambridge, MA: Educators Publishing Service. Google Scholar Nunnally, J. S., & Bernstein, I. [microeconomics theory and applications with calculus 5th edition pdf](#)

H. (1994). *Psychometric theory* (3rd ed.). Baltimore: Williams & Wilkins. Google Scholar Park, S. H., Goo, J. M., & Jo, C. H. (2004). Receiver operating characteristic (ROC) curve: Practical review for radiologists. *Korean Journal of Radiology*, 5(1), 11-18. CrossRef PubMed Google Scholar Pepe, M. S. (2003). The statistical evaluation of medical tests

for classification and prediction. [libro los 7 habitos de los adolescentes altamente efectivos en la era digital](#)

Google Scholar Oxford. Google Scholar Plante, E., & Vance, R. (1994). [blitzwolf bw-fye5 user manual.pdf](#) Diagnostic accuracy of two tests of preschool language. *American Journal of Speech-Language Pathology*, 4, 70-76. CrossRef Google Scholar Plante, E., & Vance, R. (1995). Diagnostic accuracy of two tests of preschool language.

[toxigozavivipuwomizuxu.pdf](#) American Journal of Speech-Language Pathology, 4, 70-76. CrossRef Google Scholar Rathvon, N. (2004). Early reading assessment. New York: Guilford Press. Google Scholar Reynolds, C. R., & Kamphaus, R. (2003). Reynolds intellectual assessment scales. Lutz, FL: Psychological Assessment Resources. Google Scholar

Reynolds, C. R., Livingston, R. G., & Willson, V. (2009). Measurement and assessment in education (2nd ed.) Boston: Allyn & Bacon. Google Scholar Rosenthal, R. (1994). Parametric measures of effect size. In H. Cooper & L. V. Hedges (Eds.), *Handbook of research synthesis* (pp. 231-244). New York: Sage. Google Scholar Salvia, J., Ysseldyke, J.

E., & Bolt, S. (2013). *Assessment in special and inclusive education* (12th ed.). Australia: Wadsworth Cengage Learning. Google Scholar Spearman, C. E. (1923). *The nature of intelligence and the principles of cognition*. New York: Macmillan. Google Scholar Swaminathan, H., & Rogers, H. J. (1990). Detecting differential item functioning using logistic regression procedures. *Journal of Educational Measurement*, 26, 55-66. Google Scholar Swets, J. A. (1996). *Signal detection theory and ROC analysis in psychology and diagnostics: Collected papers*. Hillsdale, NJ: Lawrence Erlbaum Associates. Google Scholar U. S. Bureau of the Census. (2007). *Statistical abstract of the United States* (126th ed.). Washington, DC: Author. Google Scholar Wood, F., Flowers, L., Meyer, M., & Hill, D. (2002, November). How to evaluate and compare screening tests: Principles of science and good sense. Paper presented at the meeting of the International Dyslexia Association, Atlanta. Google Scholar Zumbo, B. D. (1999). *A handbook on the theory and methods of differential item functioning* (DIF). Ottawa, OH: Directorate of Human Resources Research, Department of national Defense. Google Scholar