

Building Success with Intelligible Speech

*For Students with Hearing Loss
or Others with Speech
Pronunciation Issues*



Pam Boerner and Arnelle McNary

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Building Success with Intelligible Speech:
For Students with Hearing Loss and Others with Speech Pronunciation Issues

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Dedication

This book is respectfully dedicated to all of the incredible students who are Deaf and Hard of Hearing who have inspired us over the years. We would be remiss in not including our patient and encouraging families who love us unconditionally but have threatened to leave town if we spend one more Saturday night editing and re-writing. For Brad, Pam's husband, our chef, who kept us from starving through the endless days of cluttering the kitchen table with computers, printers, coffee cups and discarded pages from our manuscript. For our creative children, Matt, Kim, Mike, Will, Colleen, Logan, and Josie, for helping us conceive our zany pronunciation stories, when they had no idea what "Pronunciation" even meant. For John and Nancy, who counseled us on the intricacies of publishing – *Go Pat, the Great Cat, Go!* For (the late) Uncle Zack who shared the little cabin in the woods, where our best thinking was done, even without indoor plumbing. For Dad and Nancy and the early morning calls inquiring, "When the heck will it be finished?" For Indy, the cat, who sat on our laps, computers, heads, and the cluttered table, purring us along the way. For Francie Ann and her energy. And most notably, for our angels, Ellen, Karene, Kathleen, Geoff, and Kathy, who never give up on us.

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Preface

BUILDING SUCCESS WITH INTELLIGIBLE SPEECH *for Students with Hearing Loss or Others with Speech Pronunciation Issues* was created to be used by Speech-Language Pathologists (SLP) and Teachers of the Deaf and Hard of Hearing (TOD).

This book includes:

- Comprehensive Pronunciation testing for 3-year evaluations
- Pronunciation subtests for Developing IEP Goals
- Sample IEP Goals
- Intervention recommendations
- Intervention activities

Skill:	Speech Pronunciation
Grades:	4-12 Adults
Population:	Deaf and Hard of Hearing Cochlear Implant Accent Reduction Others with Speech Intelligibility Issues

Introduction

One of the basic premises of education is that students will be fully engaged and be able to fully participate in their classrooms, including during classroom discussion, deep-learning group or partner projects, and other school communication. Students with poor speech intelligibility and pronunciation issues often have had repeated experiences of not being understood resulting in situations that are a negative communication experience, which ultimately impacts participation in the classroom.

The primary purpose of ***Building Success with Intelligible Speech***, is to improve student success by improving speech intelligibility and communication self-confidence. It is not possible to teach students all of the words they will ever say; however, we can teach them the TOOLS for correctly pronouncing new words they encounter. These tools can be found in this assessment and intervention book. English is said to be one of the most difficult languages to learn because of the inconsistencies and exceptions to word pronunciation. Thus far, detailed analysis, comprehensive assessments and remediation of English pronunciation skills have not been available for students with pronunciation issues.

STUDENTS WHO WILL BENEFIT FROM USE OF THIS BOOK

A typical student who would benefit from pronunciation testing and intervention, has the potential for speech intelligibility and can read at the 4th grade level. The student should have good voice control and non-significant articulation errors.

WHEN TO ASSESS PRONUNCIATION NEEDS

Communication is at the heart of education. The ability to actively communicate with peers and adults in the educational setting is imperative for success in school. In a typical classroom, it is not unusual for at least one third of the academic day to be spent in class discussions. Students with hearing loss and others who have difficulty pronouncing words are unlikely to be active participants in class discussions due to their fear of negative peer judgment. Even though these students may have creative ideas and beneficial suggestions, they typically remain silent. As students with pronunciation issues grow older, this becomes more apparent as vocabulary becomes longer and more complex. As this withdrawal continues, confidence is decreased, socially and academically.

Without active participation, a student will not be able to meet expected speaking and listening educational standards. Section 300.304 (c) (2) of IDEA requires school evaluation teams to tailor the assessment to specific areas of educational need. 300.304 (c) (4) (4) further requires that the child be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

Pronunciation or speech intelligibility differences are an aspect of communication status that have the potential to negatively impact academics, socialization, self-concept, and the overall emotional status of students.

Communication is also likely to be negatively impacted outside of the classroom when pronunciation issues are present. These students lack the confidence to interact in various community settings, such as stores, medical offices, or restaurants. They fear a negative reaction to their attempts at using their speech. They are often intimidated by what a clerk, receptionist, or server in a restaurant may think, which feeds into decreased verbal interactions. They don't have the tools of pronunciation to correctly say a new or difficult word which can impede their willingness to participate and use self-advocacy skills.

IMPACT OF IMPROVING PRONUNCIATION ON EDUCATIONAL PERFORMANCE

Just as math, phonological awareness, and other areas of education have rules, there are rules to follow for appropriate pronunciation of English words. Knowing the pronunciation rules helps enable the student to apply the rules to new vocabulary. During intervention activities, students are exposed to new vocabulary, which significantly supports reading and writing skills in the classroom. Focusing on pronunciation goals will improve a student's educational performance by increasing the confidence of the student and the level of class participation.

Socially, students also benefit from their improved pronunciation skills and speech intelligibility. They gain confidence in using their speech in various community settings. They utilize the tools of pronunciation in saying new words in restaurants, doctor's offices, internships, etc. and improve their self-advocacy skills.

THE ASSESSMENTS

The assessments are comprised of the **Components of Pronunciation for Speech Intelligibility (CPSI)** Screening Test and the Pronunciation Component Subtests. The results of the CPSI Screening Test identify which Pronunciation Components most interfere with the student's speech intelligibility. Results of the Component Subtests determine specific areas of need in the student's pronunciation skills for developing Individualized Education Plan (IEP) goals.

The CPSI and Pronunciation Subtests do not assess articulation skills. Articulation errors occur when a sound is not correctly produced. For example, a student may say a “th” for an “s” (“thun” for “sun”) or a “w” for “l” (“wight” for “light”). Whereas, pronunciation errors are a result of difficulties with word attack skills. For example, Syllable error: “pos-tiv” for “pos-i-tive”; Rule error: “guh-nat” for “gnat”. The assessments and intervention techniques would be extremely beneficial when a student has worked on articulation skills and continues to be difficult to understand. The student’s articulation skills do not need to be perfect but the majority of phonemes should be intelligible. The CPSI also does not assess language skills; however, it is imperative that language be assessed, and goals developed to coordinate with pronunciation goals.

The CPSI and Subtests are administered in an oral reading format. In order to assess pronunciation skills, the student is required to read at or above the fourth-grade level. The oral reading format is utilized instead of a conversational sample to ensure that all Pronunciation Components are assessed.

The CPSI Screening Test is utilized to establish baselines and document progress for three-year evaluations. The Subtests can be administered annually as pre-tests and post-tests to develop IEP goals. (See sample IEP goals in the section titled “Case Studies”)

INTERVENTION

Intervention activities are included for each Pronunciation Subtest. It would be an impossible task to teach every word a student will encounter in life, but when the tools of pronunciation are acquired, the student can apply the skills to new vocabulary. *Building Success with Intelligible Speech* will assist students achieve **improved speech intelligibility through the acquisition of Pronunciation Components.**

VIDEOS TO SUPPORT IMPLEMENTATION

1. General overview of concepts and components:

Building Success with Intelligible Speech - Intro. (4 Minutes)

<https://youtu.be/Qr4jf8QSAAd0>

Building Success with Intelligible Speech - Description. (11 Minutes)

<https://youtu.be/AocuZLSAkWU>

2. Example of administration of the *Components of Pronunciation for Speech Intelligibility* (CPSI) assessment:

Building Success with Intelligible Speech - Demo CPSI Administration & Scoring. (16 Minutes)

<https://youtu.be/Doj6EARTALs>

Components of Pronunciation

Traditionally, speech production intervention for students who are deaf or hard of hearing has relied solely on articulation development which does not address a major aspect of speech intelligibility. Several years of analyzing the speech intelligibility of our students resulted in a comprehensive analysis of pronunciation to bridge the gap to improved speech intelligibility. There are four components that comprise pronunciation listed in Chart 1. For a description of each component, see the individual subtests.

PRONUNCIATION COMPONENTS	
1. SYLLABLES	
2. RULES	
3. SUFFIXES	
4. FINAL SOUNDS	

Chart 1

Test Overview

- 1. CPSI Screening Test
- 2. Component Subtests

CPSI SCREENING TEST			
Results of the Screening Test determine which specific Component Subtests to administer.			
COMPONENT SUBTESTS			
SYLLABLES Subtests A-D	RULES Subtests A-D	SUFFIXES Subtests A-D	FINAL SOUNDS Subtest A

Chart 2

CPSI Screening Test: Administration and Scoring

The first test to be administered is the CPSI Screening Test. A template has been provided on page 9 for making a barrier between the student and the examiner as the test is administered. The student reads the story aloud from the Test Form as the examiner marks the pronunciation errors on the Score Form. **Do not score articulation errors.** After the student has completed reading the Screening Test, tally the errors and calculate the percentage correct for each Component and the overall test score.

Scoring Process

The Pre-Test and Post-Test score forms have been included. Score Forms for marking pronunciation errors have been developed for identification of all four Components. At first, the Score Forms appear complex due to the fact that the four Components are scored simultaneously. Many words contain more than one Component. For example, three Pronunciation Components are found in the word “fastened” (Syllable: two; Rule: sten=sen; and Suffix: “ed”).

After administering the test several times, scoring becomes easier. The four Components can easily be identified by individualized markings. For ease of scoring, these markings are indicated in the chart below.

COMPONENT KEY FOR SCORING		
COMPONENT	MARKER	EXAMPLE
SYLLABLES	“sy” beneath the word	afternoon sy
RULES	Border around the Rule & bold word	que easy
SUFFIXES	Underlined	follow <u>ing</u>
FINAL SOUNDS	Bold Caps	sig N

Chart 3

For the first few times the test is administered, it is recommended that you record the student’s voice and mark errors later when you can score at a slower pace. Initially you may want to mark each Component’s errors separately while listening to a recording of the student reading the story. For example, listen to the story and mark only Syllable errors. Next, listen to the story again and mark only Rule errors. Continue with the remaining Components. After you have administered the CPSI several times, and the story and Components become more familiar, you should be able to mark all of the errors as the student is reading the story.

All Components except for Final Sounds are scored throughout the entire story. Final Sounds are scored only in the first paragraph as it would be too cumbersome to score every final sound throughout the story. The first paragraph was created to include a good representation of frequently occurring final sounds.

There is an additional benefit of recording the CPSI Screening Test. A review of the audio recording allows the examiner to assess a student's overall speech intelligibility in oral reading. In addition, the various voice parameters can be rated (quality, pitch, volume, rate, prosody and air expenditure).

Recording Errors (while the student is reading the test)

- Syllables: Draw a diagonal line through the omitted Syllable.
- Rules: Draw a diagonal line through the omitted/mispronounced Rule.
- Suffixes: Draw a diagonal line through the omitted/mispronounced Suffix.
- Final Sounds: Draw a diagonal line through the omitted Final Sound.

See the chart that follows:

COMPONENT SCORING	
SYLLABLES	Then she saw a street musician playing a harmonica. SY SY SY
RULES	She decided to take his photo .
SUFFIXES	She carefully <u>dressed</u> and fastened <u>her</u> buttons.
FINAL SOUNDS	She wa <u>s</u> thrill <u>e</u> d to begi <u>n</u> .

Chart 4

Scoring Procedures

- Circle the “sy” under all syllable errors. Count the number of circled “sy” to determine the total number of syllable errors
- Count the number of errors that have been marked for each Component.
- Record the number of errors at the bottom of the score sheet.
- Add all of the errors for all four Components for Total Errors as the overall score.
- Calculate the percentage correct for each Component and the overall score.

Scoring Tips

- Score pronunciation errors, **NOT** articulation errors.
- Use red ink when marking errors for ease in scoring.
- In the first paragraph, if both a suffix and final sound are omitted in the same word, one mark can indicate both Component errors.

Component Subtests: Administration and Scoring

Administration of the Subtests is similar to the CPSI Screening Test. The student reads from the Test Form and the errors are marked on the Score Form. A template has been provided for making a barrier between the student and the examiner as the test is administered. Simplified pronunciation markings are printed on the Score Form instead of utilizing the International Phonetic Alphabet (IPA), because of the variety of professionals who may be administering these Subtests. The order for administration of the Subtests is from word level to sentence level to oral reading level. Subtests have been developed at all three levels. After a Subtest has been administered, the examiner tallies the errors and records total errors and percent correct. IEP goals can be developed using the results of these Subtests. The Subtests can be administered annually for pre- and post-intervention data.

Selection of Subtests to Administer

The results of the CPSI Screening Test determine which Component Subtests to administer. If a student demonstrates significant errors across all Component Subtests, the Syllable Subtests should be administered first, as syllabication is the most essential Component for overall intelligibility. At this time, Suffixes may also be assessed as they overlap with syllabication skills.

If only minor errors (80%) are demonstrated on the CPSI, a student has not necessarily acquired all pronunciation skills and further testing is recommended. The CPSI Screening Test addresses only the most common aspects of pronunciation skills. Higher level and less common pronunciation skills are not represented in depth on the CPSI Screening Test. Therefore, if a student demonstrates minor errors on the CPSI Screening Test, administer deeper level Subtests (Subtests C and D) for all Components.

Because Pronunciation Components overlap in speech production, the selection of Component Subtests requires a number of considerations. One Component does not have to be fully developed before another Component may be assessed. For example, both Subtest A Rules and Subtest B Suffixes may be administered during the same IEP period, and goals may be written for both of these Components. We have found various combinations of Component Subtests to be useful during an IEP period. Refer to the CPSI Case Studies section for examples of Component Subtests used for IEP development.

Supplemental Tests: Administration and Scoring

Two Supplemental tests have been developed:

- I. Abbreviations Test
- II. Exceptional Words List (EWL)

SUPPLEMENTAL TESTS	
ABBREVIATIONS TEST Subtests A-G	EXCEPTIONAL WORDS LIST Subtests A-J

Chart 5

These tests are supplementary and the target skills are not represented on the CPSI Screening Test. It is recommended that they be administered if a student has scored 85%-100% on the CPSI Screening Test. Administration and scoring procedures for the Supplemental Tests are the same as the Component Subtests: the student reads from the Test Form and the errors are marked on the Score Form. A template has been provided for making a barrier between the student and the examiner as the test is administered.

The Abbreviations Test has been developed to assess pronunciation at the word and phrase levels. The student is assessed at the word level only for the Exceptional Words List. IEP goals can be developed from the results of these tests.

The Abbreviations Test can be administered in two modes: oral or printed. For students who are visual communicators and not oral, this test can be used to assess their knowledge of common abbreviations in print. The student silently reads the abbreviation and writes the corresponding word. These abbreviations are frequently found in the classroom, community and career settings. It is imperative that the students understand their meanings for effective communication, in printed and/or oral modes. The Exceptional Words List (EWL) has been developed to assess difficulty saying words that are pronounced differently than they are spelled.

There are five qualifiers for selecting the specific words for the Exceptional Words List (EWL) test.

1. Words with no pronunciation Rule (e.g., opossum: initial "o" is silent)
2. Words with exceptions to a Rule (e.g., signal: gn-the "g" is not silent)
3. Words with multiple Rules (e.g., physique: ph=f and qu=k)
4. Words that are frequently mispronounced (e.g., epilepsy, crevasse)
5. Nine or less common words that follow a Rule (e.g., autumn, hymn, solemn, condemn: mn=m)

Determining IEP Goals

The general guidelines for writing IEP goals to address pronunciation development needs are below. Each student is unique; therefore, goals should be developed for a student's specific needs. Pronunciation goals should be written in consideration of co-existing language, articulation, and/or pragmatic issues to best meet the student's communication needs.

- IEP goals can be determined from the Component Subtest scores or the Supplemental Test scores.
- The highest priority is to include a syllabication goal, as this Component is essential for overall intelligibility. Achievement of appropriate pronunciation of two and three syllable words is imperative.

The **type** of syllable errors should be determined. If the majority of errors are due to suffix omissions, the target IEP goal should be for suffixes, not syllables. In this case, the syllables are reduced due to the suffix errors. Suffix omissions can be mistaken for syllable errors; however, they do not interfere with intelligibility as much as syllable errors. For example, if a student omits the past tense “ed” suffix in the word “pretended”, and says “pretend”, the listener can understand the word. However, if the student omits a syllable in a word without a suffix and says “calen” instead of “calendar”, the word would not be understood.

- Two Components can be worked on simultaneously, depending on the student. For example, a Rule goal can be written in addition to a Suffix goal during the same IEP period.
- Goals written for the Supplemental Tests (Abbreviations Test and Exceptional Words List), should be developed once pronunciation issues revealed by the Component Subtests have been addressed.
- Abbreviation goals without voice (printed mode) can be developed for students at any time depending on their language needs.

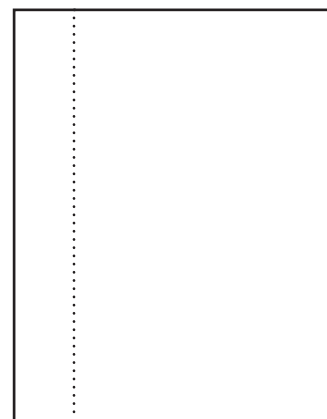
Case Studies

To demonstrate the progression from the administration of the CPSI Screening Test to developing IEP goals, case studies for two students, “Emma” and “Sam” have been included. A sample of CPSI Screening Test and Component Subtest scores has been provided for each. In addition, Supplemental Test scores have been included for “Sam”. From these test results, appropriate IEP goals have been developed. The purpose of these examples is to clarify how these tests lead to goal development for increasing overall speech intelligibility.

Constructing a Scoring Barrier

To avoid distractions during testing, a scoring barrier should be used. You can create a simple barrier using a file folder.

Cut the file folder in half at the fold. Use only one half. Draw a line down the folder vertically, $3\frac{3}{4}$ ” from one edge. Fold along that line. Set the narrow side on the table, with the wider side up, creating a barrier.



CPSI Screening Test

The CPSI Screening Test is the first test to administer. The Test Form is to be read aloud by the student. The Score Form should be copied twice: once for pre-test scoring and the second for post-test scoring. Using the same form for pre and post test scoring, even with different colored ink, makes calculating the errors extremely difficult.

It is recommended that test administrators new to performing the CPSI audio record the student reading the story aloud and to fully familiarized themselves with the scoring procedures. Component Keys and Scoring Samples are included.

CPSI Screening Test TEST FORM

It was a windy September afternoon. Robin Dash took her dog to the park. Suddenly she saw a brochure about the circus. They needed a trainee to clean the animal cages. She quickly ran to inform her parents. She wanted to work the following weekend. Robin was excited. Now she could earn all of the volunteer days demanded by her school. She was thrilled to begin.

Robin woke up on that wonderful Saturday. She had a good attitude. She had so much energy. Today was the first day of her temporary job at the circus! She put on her jacket and fastened her scarf. Then she ate a giant nutty roll. She ran out the door. She swiftly went down Park Terrace. Then she saw a street musician playing a piano. She quickly took his photo. Next, she stood at the bus stop. It was by the benches. All at once her stomach felt queasy. Robin was confused. She did not focus on the traffic. Robin was Deaf and did not hear the speeding taxi. It was zooming by. The driver lost control of the car. It knocked her down. She fell on her knee and hit her head on the dirty street. Her glasses were broken. A reporter saw her fall. He told a police officer to call for an ambulance. It was an emergency. They took her to Smith Medical Hospital.

The ambitious nurses completed a search through Robin's purse. They did not find anything essential. It was impossible to verify who she was. Doctor Sue Lane gave them guidance. She was efficient. She found Robin's cell phone. Then she found the important contacts. Sue ran to the admitting desk and took action. With authority, she made a call to Robin's mother. Sue told her that Robin had been hurt. Robin had multiple cuts and scratches. Sue knew her mother would worry.

Robin slowly opened her beautiful eyes. She felt numb. The woman in her room was not familiar to her. She did not recognize her own mother! Robin was in serious pain. She felt an ache in her head and in her thigh. They gave her a pill to ease her pain. When her brother arrived, she felt much better. She was excited to see his face.

When Robin went home, she felt fantastic! She wanted to wrestle with her yellow Lab. She contacted the Director of the circus. She explained her story. He said that she should work the following Tuesday. Then Robin emailed her best friend. She told her about her adventure. She said to add her parents and friends to her cell phone. Then she would be safe in that kind of a situation. Robin said that the important contacts in her cell phone saved the day!

CPSI Screening Test SCORE FORM☐ Pre-test ☐ Pre-test

Student: _____ Examiner: _____ Date: _____

IT wa**S** a windy September**R** afternoo**N**. Robi**N** Da**SH** too**K** he**R** do**G** to the par**K**. Suddenly she
 saw a brochu**R**e about**T** the circ**u**S. They need**e**D a trainee to clea**N** the anima**L** cage**S**. She
 quickly ra**N** to infor**M** he**R** parent**S**. She want**e**D to wor**K** the followi**NG** weeken**D**. Robi**N** wa**S**
 excite**D**. Now she coul**D** ear**N** a**LL** o**F** the volunte**R** day**S** demand**e**D by he**R** schoo**L**. She wa**S**
 thrilled**e**D to begi**N**.

Robin woke up on that wonder**fu**l Saturday. She had a good attitude. She had so much **energy**.
 Today was the first day of her temporary job at the circus! She put on her jacket and **fastened**
 her scarf. Then she ate a **giant** nutty roll. She ran out the door. She swiftly went down Park
 Terrace. Then she saw a street musician **playing** a piano. She quickly took his **photo**. Next, she
 stood at the bus stop. It was by the benches. All at once her stomach felt **queasy**. Robin was
 confused. She did not **focus** on the **traffic**. Robin was Deaf and did not hear the speeding **taxi**.
 It was zooming by. The driver lost control of the car. It knocked her down. She fell on her
knee and hit her head on the dirty street. Her glasses were broken. A reporter saw her fall.
 He told a police officer to call for an ambulance. It was an emergency. They took her to Smith
 Medical Hospital.

The **ambitious** nurses completed a search through Robin's purse. They did not find anything
essential. It was impossible to **verify** who she was. Doctor Sue Lane gave them guidance.

She was **efficient**. She found Robin's cell phone. Then she found the important contacts. Sue
 SY SY SY SY
 ran to the admitting desk and took action. With authority, she made a call to Robin's mother.
 SY SY SY SY SY
 Sue told her that Robin had been hurt. Robin had **multiple** cuts and scratches. Sue knew her
 SY SY SY SY
 mother would worry.
 SY SY

Robin slowly opened her beautiful eyes. She felt **numb**. The woman in her room was not
 SY SY SY SY SY
 familiar to her. She did not recognize her own mother! Robin was in **serious** pain. She felt an
 SY SY SY SY SY
ache in her head and in her **thigh**. They gave her a pill to ease her pain. When her brother
 SY
 arrived, she felt much better. She was excited to see his face.
 SY SY SY

When Robin went home, she felt fantastic! She wanted to **wrestle** with her yellow Lab. She
 SY SY SY SY SY
 contacted the Director of the circus. She explained her story. He said that she should work
 SY SY SY SY SY
 the following Tuesday. Then Robin emailed her best friend. She told her about her **adventure**.
 SY SY SY SY SY SY
 She said to add her parents and friends to her cell phone. Then she would be safe in that kind
 SY
 of a situation. Robin said that the important contacts in her cell phone saved the day!
 SY SY SY SY

SCORE	# Incorrect	% Correct
OVERALL	/245	%
Syllables	/125	%
Rules	/20	%
Suffixes	/60	%
Final Sounds	/40	%

KEY:

Syllables – "SY" beneath the word
 Rules – **Bold word** & border
 around rule
 Suffixes – Underlined
 Final Sounds – **BOLD CAPS** (*only
 in the first paragraph)

OBSERVATION NOTES:

CPSI Screening Test

SCORING SAMPLES

The following pages provide scoring samples of the first two paragraphs for each Component. The markers for each Component are indicated in the chart below.

COMPONENT KEY FOR SCORING		
COMPONENT	MARKER	EXAMPLE
SYLLABLES	“SY” beneath the word	afternoon SY
RULES	Bold word & border around Rule	queasy
SUFFIXES	Underlined	following <u>ing</u>
FINAL SOUNDS	Bold Caps	sig N

Some words have more than one Component error. For example, in the first paragraph, if the student omits the “ed” in the word “needed”, three errors have been made: a syllable, suffix and final sound. Three diagonal lines should be made to indicate the three errors. For example: needeed

Remember that final sounds are only counted in the first paragraph.

CPSI SCREENING TEST SCORING SAMPLE COMPONENT KEY SYLLABLES

It was a windy September afternoon. Robin Dash took her dog to the park. Suddenly she saw
SY (SY) SY SY (SY)
a brochure about the circus. They needed a trainee to clean the animal cages. She quickly ran
SY SY SY (SY) SY (SY) SY SY
to inform her parents. She wanted to work the following weekend. Robin was excited. Now
SY SY (SY) SY SY SY SY
she could earn all of the volunteer days demanded by her school. She was thrilled to begin.
SY (SY) SY

Robin woke up on that wonderful Saturday. She had a good attitude. She had so much energy.
SY SY SY (SY) (SY)
Today was the first day of her temporary job at the circus! She put on her jacket and fastened
SY (SY) SY SY SY
her scarf. Then she ate a giant nutty roll. She ran out the door. She swiftly went down Park
(SY) SY SY
Terrace. Then she she saw a street musician playing a piano. She quickly took his photo.
SY (SY) SY (SY) SY SY
Next, she stood at the bus stop. It was by the benches. All at once her stomach felt queasy.
SY SY (SY)
Robin was confused. She did not focus on the traffic. Robin was Deaf and did not hear the
SY SY SY SY SY
speeding taxi. It was zooming by. The driver lost control of the car. It knocked her down. She
SY SY SY SY SY
fell on her knee and hit her head on the dirty street. Her glasses were broken. A reporter saw
SY (SY) (SY) SY
her fall. He told a police officer to call for an ambulance. It was an emergency. They took her
SY SY (SY) (SY)
to Smith Medical Hospital.
SY SY

CPSI SCREENING TEST SCORING SAMPLE COMPONENT KEY RULES

It was a windy September afternoon. Robin Dash took her dog to the park. Suddenly she saw a brochure about the circus. They needed a trainee to clean the animal cages. She quickly ran to inform her parents. She wanted to work the following weekend. Robin was excited. Now she could earn all of the volunteer days demanded by her school. She was thrilled to begin.

Robin woke up on that wonderful Saturday. She had a good attitude. She had so much **energy**. Today was the first day of her temporary job at the circus! She put on her jacket and **fastened** her scarf. Then she ate a **giant** nutty roll. She ran out the door. She swiftly went down Park Terrace. Then she saw a street musician playing a piano. She quickly took his **photo**. Next, she stood at the bus stop. It was by the benches. All at once her stomach felt **queasy**. Robin was confused. She did not **focus** on the **traffic**. Robin was Deaf and did not hear the speeding **taxi**. It was zooming by. The driver lost control of the car. It knocked her down. She fell on her **knee** and hit her head on the dirty street. Her glasses were broken. A reporter saw her fall. He told a police officer to call for an ambulance. It was an emergency. They took her to Smith Medical Hospital.

CPSI SCREENING TEST SCORING SAMPLE COMPONENT KEY SUFFIXES

It was a windy September afternoon. Robin Dash took her dog to the park. Suddenly she saw a brochure about the circus. They needed a trainee to clean the animal cages. She quickly ran to inform her parents. She wanted to work the following weekend. Robin was excited. Now she could earn all of the volunteer days demanded by her school. She was thrilled to begin.

Robin woke up on that wonderful Saturday. She had a good attitude. She had so much energy. Today was the first day of her temporary job at the circus! She put on her jacket and fastened her scarf. Then she ate a giant nutty roll. She ran out the door. She swiftly went down Park Terrace. Then she she saw a street musician playing a piano. She quickly took his photo. Next, she stood at the bus stop. It was by the benches. All at once her stomach felt queasy. Robin was confused. She did not focus on the traffic. Robin was Deaf and did not hear the speeding taxi. It was zooming by. The driver lost control of the car. It knocked her down. She fell on her knee and hit her head on the dirty street. Her glasses were broken. A reporter saw her fall. He told a police officer to call for an ambulance. It was an emergency. They took her to Smith Medical Hospital.

**CPSI SCREENING TEST
SCORING SAMPLE
COMPONENT KEY
FINAL SOUNDS**

IT wa**S** a windy September**R** afternoon**N**. Robi**N** Da**SH** too**K** he**R** do**G** to the par**K**. Suddenly she saw a brochu**Re** about**T** the circ**uS**. They needed**D** a trainee to clea**N** the anima**L** cage**S**. She quickly ra**N** to infor**M** he**R** parent**S**. She wanted**D** to wor**K** the followi**NG** weeken**D**. Robi**N** wa**S** excited**D**. Now she cou**LD** ear**N** a**LL** o**F** the voluntee**R** day**S** demand**D** by he**R** schoo**L**. She wa**S** thrilled**D** to begi**N**.

Robin woke up on that wonderful Saturday. She had a good attitude. She had so much energy. Today was the first day of her temporary job at the circus! She put on her jacket and fastened her scarf. Then she ate a giant nutty roll. She ran out the door. She swiftly went down Park Terrace. Then she she saw a street musician playing a piano. She quickly took his photo. Next, she stood at the bus stop. It was by the benches. All at once her stomach felt queasy. Robin was confused. She did not focus on the traffic. Robin was Deaf and did not hear the speeding taxi. It was zooming by. The driver lost control of the car. It knocked her down. She fell on her knee and hit her head on the dirty street. Her glasses were broken. A reporter saw her fall. He told a police officer to call for an ambulance. It was an emergency. They took her to Smith Medical Hospital.

NOTE: Final Sounds are only scored in the first paragraph.

COMPONENT SUBTESTS

- **SYLLABLES**
- **RULES**
- **SUFFIXES**
- **FINAL SOUNDS**

Two forms are included for each Component: the Test Form and the Score Form. The Test Forms are to be read orally by the student. The headings on the Test Forms do not indicate the skills being tested, so that clues are not provided for the student. These headings are labeled Subtest A, B, C, or D.

For the examiner, the Score Form headings **do** indicate the skills that are assessed.

Syllables

SUBTESTS AND SCORE FORMS

Syllabication is the most essential Component for overall intelligibility and the foundation of pronunciation. The student must have a solid grasp of syllabication strategies and skills before targeting the remaining three Components.

CPSI: SYLLABLES - SUBTEST A TEST FORM

- | | |
|-------------|---|
| 1. shoulder | 1. I love to eat peanuts at noon. |
| 2. lettuce | 2. Can I wear your bracelet to school? |
| 3. jacket | 3. Will you bake your pumpkin pie with walnuts? |
| 4. nonsense | 4. Can you bring the drinks for the picnic? |
| 5. complain | 5. I found twenty pens in the brown basket. |
| 6. cattle | 6. She likes mustard on her bread. |
| 7. produce | 7. They grow cabbage in the valley. |
| 8. football | 8. She put her pet hamster in the cage. |
| 9. shampoo | 9. We must agree on a price for that mattress. |
| 10. ribbon | 10. The pop machine takes four quarters. |
| 11. silent | |
| 12. common | |
| 13. laundry | |
| 14. yogurt | |
| 15. council | |

It was a cool Halloween night. Brad and Zoe paraded through their home in their costumes. Brad dressed as a monkey and Zoe as a pirate. As they left their home, they saw four of their friends approaching. They decided to walk together as a team. The dark night did not scare them, as they did not foresee an attack. Suddenly, they heard a whisper. Then a leopard jumped out from behind a tree. BOOOO it yelled! They were filled with terror as shivers ran down their spines. They froze for a moment and then their friend took off his mask and laughed! He gave them balloons and they all walked away with a smile. They had to admit to defeat. They laughed all the way home.

CPSI: TWO SYLLABLES - SUBTEST A SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. shoulder
2. lettuce
3. jacket
4. nonsense
5. complain
6. cattle
7. produce
8. football
9. shampoo
10. ribbon
11. silent
12. common
13. laundry
14. yogurt
15. council

SCORE	Pre-Test Date		Post - Test Date	
Words	/15	%	/15	%
Sentences	/15	%	/15	%
Oral Reading	/15	%	/15	%

SENTENCES

1. I love to eat **peanuts** at noon.
2. Can I wear your **bracelet** to school?
3. Will you bake your **pumpkin** pie with **walnuts**?
4. Can you bring the drinks for the **picnic**?
5. I found **twenty** pens in the brown **basket**.
6. She likes **mustard** on her bread.
7. They grow **cabbage** in the valley.
8. She put her pet **hamster** in the cage.
9. We must **agree** on a price for that **mattress**.
10. The pop **machine** takes four **quarters**.

ORAL READING

It was a cool Halloween night. Brad and Zoe paraded through their home in their **costumes**. Brad dressed as a **monkey** and Zoe as a **pirate**. As they left their home, they saw four of their friends approaching. They decided to walk together as a team. The dark night did not scare them, as they did not **foresee** an **attack**. Suddenly, they heard a **whisper**. Then a **leopard** jumped out from **behind** a tree. BOOOO it yelled! They were filled with **terror** as **shivers** ran down their spines. They froze for a **moment** and then their friend took off his mask and laughed! He gave them **balloons** and they all walked **away** with a smile. They had to **admit** to **defeat**. They laughed all the way home.

CPSI: SYLLABLES - SUBTEST B TEST FORM

- | | |
|----------------|---|
| 1. octopus | 1. She backed her vehicle into a tree. |
| 2. vanilla | 2. Kayla is impulsive and makes bad choices. |
| 3. umbrella | 3. The jury will determine the verdict. |
| 4. principal | 4. We are fortunate to have cool weather in November. |
| 5. remember | 5. The volcano on the island was active last night. |
| 6. telescope | 6. We advertise that we give away free tomatoes. |
| 7. dividend | 7. They painted graffiti on the train. |
| 8. magnetic | 8. Ella will close her computer when she is done. |
| 9. typical | 9. Oak trees line the boulevard downtown. |
| 10. calendar | 10. I can see the sun setting on the horizon. |
| 11. paragraph | 11. I grow lavender in my back yard. |
| 12. develop | 12. The appliance store stocks a lot of merchandise. |
| 13. dinosaur | |
| 14. messenger | |
| 15. contribute | |

I grew up in a small town in Nevada. On warm days in October, we always ate hamburgers for lunch. Then we made our weekly trip to the city zoo. The zoo was filled with all sorts of habitats. It had authentic displays of many different species. Our first stop was always to see the porcupines. They were funny as they ate spaghetti and vegetables. Next, we would visit the elephants. They caused a great commotion as they demolished things in their way with their enormous feet. At the end of the day, we would take time to say hi to the chimpanzees. They would swing from tree to tree, tossing bananas at each other. Yes, I think back on those days of my innocent youth and smile.

CPSI: THREE SYLLABLES - SUBTEST B SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. octopus
2. vanilla
3. umbrella
4. principal
5. remember
6. telescope
7. dividend
8. magnetic
9. typical
10. calendar
11. paragraph
12. develop
13. dinosaur
14. messenger
15. contribute

SCORE	Pre-Test Date		Post - Test Date	
Words	/15	%	/15	%
Sentences	/15	%	/15	%
Oral Reading	/15	%	/15	%

SENTENCES

1. She backed her **vehicle** into a tree.
2. Kayla is **impulsive** and makes bad choices.
3. The jury will **determine** the verdict.
4. We are **fortunate** to have cool weather in **November**.
5. The **volcano** on the island was active last night.
6. We **advertise** that we give away free tomatoes.
7. They painted **graffiti** on the train.
8. Ella will close her **computer** when she is done.
9. Oak trees line the **boulevard** downtown.
10. I can see the sun setting on the **horizon**.
11. I grow **lavender** in my back yard.
12. The **appliance** store stocks a lot of **merchandise**.

ORAL READING

I grew up in a small town in **Nevada**. On warm days in **October**, we always ate **hamburgers** for lunch. Then we made our weekly trip to the city zoo. The zoo was filled with all sorts of **habitats**. It had **authentic** displays of different species. Our first stop was always to see the **porcupines**. They were funny as they ate **spaghetti** and **vegetables**. Next, we would visit the **elephants**. They caused a great **commotion** as they **demolished** things in their way with their **enormous** feet. At the end of the day, we would take time to say hi to the **chimpanzees**. They would swing from tree to tree, tossing **bananas** at each other. Yes, I think back on those days of my **innocent** youth and smile.

CPSI: SYLLABLES - SUBTEST C TEST FORM

- | | |
|------------------|--|
| 1. constellation | 1. The sisters will move to Colorado next week. |
| 2. community | 2. Biology is my hardest class this year. |
| 3. mediator | 3. He cannot discriminate between right and wrong. |
| 4. motorcycle | 4. I will major in astronomy in college. |
| 5. independent | 5. She works as a paralegal in a Law Office. |
| 6. secondary | 6. Learn to read so you won't be illiterate. |
| 7. terminator | 7. He made a kaleidoscope in art class. |
| 8. velocity | 8. He was particular about his clothes. |
| 9. alligator | 9. What did you learn in your photography class this year? |
| 10. information | 10. He has a fascination with sea creatures. |

Last August, I received an invitation to visit my best friend, Josie, in California. She was sending a helicopter from Alabama to pick me up! To facilitate packing, I made a checklist of things I would need for the trip. Once my bags were packed, I sat at my computer with a cappuccino. I studied the geography of the area so I could locate places during my ride in the air. I decided to bring my favorite recipe for a delicious avocado salad. I wrote down all of the ingredients that I would need to buy. I also brought my supplies to draw a caricature of my friend as a thank you gift. I was ready to go. I couldn't wait to see Josie!

CPSI: FOUR SYLLABLES - SUBTEST C SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. constellation
2. community
3. mediator
4. motorcycle
5. independent
6. secondary
7. terminator
8. velocity
9. alligator
10. information

SCORE	Pre-Test Date		Post - Test Date	
Words	/10	%	/10	%
Sentences	/10	%	/10	%
Oral Reading	/10	%	/10	%

SENTENCES

1. The sisters will move to **Colorado** next week.
2. **Biology** is my hardest class this year.
3. He cannot **discriminate** between right and wrong.
4. I will major in **astronomy** in college.
5. She works as a **paralegal** in a Law Office.
6. Learn to read so you won't be **illiterate**.
7. He made a **kaleidoscope** in art class.
8. He was **particular** about his clothes.
9. What did you learn in your **photography** class this year?
10. He has a **fascination** with sea creatures.

ORAL READING

Last August, I received an **invitation** to visit my best friend, Josie, in **California**. She was sending a **helicopter** from **Alabama** to pick me up! To **facilitate** packing, I made a checklist of things I would need for the trip. Once my bags were packed, I sat at my computer with a **cappuccino**. I studied the **geography** of the area so I could locate places during my ride in the air. I decided to bring my favorite recipe for a delicious **avocado** salad. I wrote down all of the **ingredients** that I would need to buy. I also brought my supplies to draw a **caricature** of my friend as a thank you gift. I was ready to go. I couldn't wait to see Josie!

CPSI: SYLLABLES - SUBTEST D TEST FORM

- | | |
|--------------------|--|
| 1. accumulation | 1. He went through the interrogation for five hours. |
| 2. chemotherapy | 2. He lives approximately four miles from here. |
| 3. hippopotamus | 3. Are you a good representative of your family? |
| 4. neurological | 4. There is too much instability beneath the bridge. |
| 5. congratulations | 5. There is radioactive liquid in that lab. |
| 6. automatically | 6. The investigation will take a couple of months. |
| 7. vocabulary | 7. How many monosyllabic words can you name? |
| 8. alphabetical | 8. The logo was shaped like a geometrical arc. |
| 9. communication | 9. Next year I will study trigonometry. |
| 10. sociology | 10. My dog has many psychological problems. |

When I was in High School, a class trip changed my life. We had planned to visit Michigan's famous planetarium. We rode a school bus on that frigid morning. We anticipated a cozy ride chatting with our friends. Twenty minutes later, two of our tires blew out! We pulled over into a parking lot next to a closed manufacturing building. This delay was very characteristic of our field trips. As we piled out of our bus, we felt like we were walking into a refrigerator. The bus driver located a heated building for us to temporarily stay warm. We soon found out that this building housed an international space museum. It was in the basement of the observatory. We signed up for a tour. It was the most inspirational museum I have ever visited. Because of that day, I decided to become an astronaut. I will have all of the qualifications to graduate next year!

CPSI: FIVE SYLLABLES - SUBTEST D SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. accumulation
2. chemotherapy
3. hippopotamus
4. neurological
5. congratulations
6. automatically
7. vocabulary
8. alphabetical
9. communication
10. sociology

SCORE	Pre-Test Date		Post - Test Date	
Words	/10	%	/10	%
Sentences	/10	%	/10	%
Oral Reading	/10	%	/10	%

SENTENCES

1. He went through the **interrogation** for five hours.
2. He lives **approximately** four miles from here.
3. Are you a good **representative** of your family?
4. There is too much **instability** beneath the bridge.
5. There is **radioactive** liquid in that lab.
6. The **investigation** will take a couple of months.
7. How many **monosyllabic** words can you name?
8. The logo was shaped like a **geometrical** arc.
9. Next year I will study **trigonometry**.
10. My dog has many **psychological** problems.

ORAL READING

When I was in High School, a class trip changed my life. We had planned to visit Michigan's famous **planetarium**. We rode a school bus on that frigid morning. We **anticipated** a cozy ride chatting with our friends. Twenty minutes later, two of our tires blew out! We pulled over into a parking lot next to a closed **manufacturing** building. This delay was very **characteristic** of our field trips. As we piled out of our bus, we felt like we were walking into a **refrigerator**. The bus driver located a heated building for us to **temporarily** stay warm. We soon found out that this building housed an **international** space museum. It was in the basement of the **observatory**. We signed up for a tour. It was the most **inspirational** museum I have ever visited. Because of that day, I decided to become an astronaut. I will have all of the **qualifications** to graduate next year!

Rules

SUBTESTS & SCORE FORMS

English is a language comprised of many inconsistent pronunciation rules. We have extensively analyzed English pronunciation to develop a thorough analysis of the rules that are most consistent in frequently used words. If a rule can be applied to ten or more words, the rule is included. These rules appear in Subtests A through D. High frequency words with exceptions to a rule can be found in the Exceptional Words List (EWL).

Rules can vary dependent on their placement in words, so subscript numerals are used to indicate initial, medial and final positions. For example, GH in the final position of the word “dough” is often silent. The Score Form is displayed as $gh_3 = \text{silent}$. Whereas GH in the initial position of the word “ghost”, is pronounced as “g”, so the Score Form is displayed as $gh_1 = g$.

Multiple pronunciations of the same spelling can be found in some words. For example, CH can be produced three different ways. For the majority of words, CH sounds like “ch” (children, teacher). At other times, CH sounds like “k” (character, anchor). For many words with a French origin, there appears to be a tendency for CH to sound like “sh” (chandelier, Michigan). Another example is the pronunciation of QU, which can sound like “kw” (banquet) or “k” (unique).

Informal research indicates that there is an overlap of some pronunciation Rules and Suffixes. There appears to be much variability in the identification of some suffixes. This book is about pronunciation, not linguistics. When selecting words for the Rules subtests vs the Suffix subtests, we have determined the most efficient way of testing and teaching these Rules/Suffixes. We have chosen to assess four overlapping Rules and Suffixes. The duplication is intentional because of their frequency of occurrence. These include “sion (shun)” (mansion/suspension); “sion (zhun)” (occasion/provision); “tion (shun)” (tradition/estimation); and “ify (i-fi)” (modify/purify).

CPSI: RULES - SUBTEST A TEST FORM

- | | |
|---------------|---|
| 1. microphone | 1. Do not use that phony dollar bill. |
| 2. thumb | 2. I saw the broken tree limb. |
| 3. knowledge | 3. She can knit five blankets in two days. |
| 4. resign | 4. The gnat landed on her fruit at the picnic. |
| 5. dough | 5. They rode a sleigh over the snow-covered hills. |
| 6. waddle | 6. I want to order a triple scoop of chocolate ice cream. |
| 7. character | 7. They threw the anchor over the side of the boat. |
| 8. karate | 8. Place the apostrophe before the letter "s". |
| 9. acquire | 9. Seth will qualify for the State Swim Meet. |
| 10. conquer | 10. Tim surprised his girlfriend with a bouquet of flowers. |

It was a warm, sunny day. Ryan, the plumber, made buttermilk waffles using his mother's recipe. After breakfast, he walked outside and noticed a white poodle on his roof. The dog was gnawing on a bone. Ryan got the ladder that he frequently used to climb to the roof. As he reached for the dog, the ladder broke and he fell to the ground, scraping his kneecap and hitting his head on a huge rock. Ryan sat up slowly because he had an awful headache. He called his nephew, Nick, at the pharmacy for help. Although Nick was busy mixing chemicals, he said that he would be right there with lunch. Nick arrived with a mesquite turkey sandwich with sesame seeds. He told Ryan that they should go to the hospital after lunch. As they were leaving, Ryan turned the knob on the door and told Nick that his arm also hurt. When they arrived at the hospital, Ryan was assigned a room. Dr. Miles did a thorough exam and told Ryan that he was required to wear a sling for two weeks. Ryan promised never to use his antique ladder again.

CPSI: RULES - SUBTEST A SCORE FORM

Student _____ Examiner _____

TARGET WORDS RULE

1. microphone ph=f
2. thumb mb=m
3. knowledge kn=n
4. resign gn=n
5. dough gh₃=silent*
6. waddle le₃=ul *
7. character ch=k
8. karate e₃=ee *
9. acquire qu=kw
10. conquer qu=k

* ₃ = final position

SCORE	Pre-Test Date		Post - Test Date	
Words	/10	%	/10	%
Sentences	/10	%	/10	%
Oral Reading	/20	%	/20	%

SENTENCES

1. Do not use that phony dollar bill.
2. I saw the broken tree limb.
3. She can knit five blankets in two days.
4. The gnat landed on her fruit at the picnic.
5. They rode a sleigh over the snow-covered hills.
6. I want to order a triple scoop of chocolate ice cream.
7. They threw the anchor over the side of the boat.
8. Place the apostrophe before the letter "s".
9. Seth will qualify for the State Swim Meet.
10. Tim surprised his girlfriend with a bouquet of flowers.

ORAL READING

It was a warm, sunny day. Ryan, the plumber, made buttermilk waffles using his mother's recipe. After breakfast, he walked outside and noticed a white poodle on his roof. The dog was gnawing on a bone. Ryan got the ladder that he frequently used to climb to the roof. As he reached for the dog, the ladder broke and he fell to the ground, scraping his kneecap and hitting his head on a huge rock. Ryan sat up slowly because he had an awful headache. He called his nephew, Nick, at the pharmacy for help. Although Nick was busy mixing chemicals, he said that he would be right there with lunch. Nick arrived with a mesquite turkey sandwich with sesame seeds. He told Ryan that they should go to the hospital after lunch. As they were leaving, Ryan turned the knob on the door and told Nick that his arm also hurt. When they arrived at the hospital, Ryan was assigned a room. Dr. Miles did a thorough exam and told Ryan that he was required to wear a sling for two weeks. Ryan promised never to use his antique ladder again.

CPSI: RULES - SUBTEST B
TEST FORM

- | | |
|--------------|---|
| 1. receive | 1. Do you want celery in your salad for lunch? |
| 2. dialog | 2. Will the ladybug land on the flower? |
| 3. apology | 3. The pudgy rabbit hopped under the bush. |
| 4. citizen | 4. Move the decimal point over to make a whole number. |
| 5. vigor | 5. He waited at the airport for three agonizing hours. |
| 6. custom | 6. Please vacuum your room before you leave. |
| 7. lacy | 7. My dog has a cyst on his paw. |
| 8. garnish | 8. I love to read magazines on airplanes. |
| 9. genius | 9. There is a legend in this town about the old house by the river. |
| 10. educate | 10. The witch stirred the potion in her black cauldron. |
| 11. Atlantic | 11. Brett showed off his athletic skills at the swim meet. |
| 12. disgust | 12. Do you eat legumes on a daily basis? |
| 13. silicone | 13. I will meet you by the courthouse today at 3:00. |
| 14. engine | 14. My aunt's teapot is very fragile. |

Today was Jaeden's birthday. He was going to celebrate his day at the zoo. He quickly ate his cinnamon porridge. Then he mixed icy apricot water with his citrus drink. He used his favorite goblet from Egypt. Next, his mother medicated him for his allergy to animals. She was always so organized. All of a sudden, he started to hiccup. Then he spilled his drink. His mother handed him the dishrag. They both burst out laughing. The very same thing had happened recently!

Jaeden and his mom drove the short commute to the zoo. He ran to the pagoda to watch the giraffes play. As they walked to the kangaroo area, a pigeon ran by their path. It disappeared into an old, rustic barn near the lagoon. Then they saw a bullfrog jump into the water. Next, they visited the docile gorillas that cuddled together. These animals had mangy hair. They smiled as a gentle pony galloped by. Suddenly, a baby lamb escaped from the petting zoo. A custodian returned it to safety. What an amazing trip to the zoo!

Later they went to the carnival. They watched agile gymnasts. They were balancing on their heads while riding a carousel. Adjacent to them, rabbits were running through cylinders on top of a locomotive. Suddenly, there was an incident. Someone turned on a faucet with a fine mist sprayer. The audience gasped! Then a frantic German Shepherd ran swiftly around the ring. Next, agitated monkeys started hitting their shiny cymbals. The people started to panic and followed the guides outside. When they reached the parking lot, they heard the ringmaster make an urgent announcement. He said they didn't approve of the prank. Jaeden laughed and said he had a wonderful birthday anyway.

CPSI: RULES - SUBTEST B SCORE FORM

Student _____ Examiner _____

TARGET WORDS RULE

- | | |
|-----------------------|---------------------|
| 1. rece <u>iv</u> e | ce=s |
| 2. dialo <u>g</u> | g ₃ =g * |
| 3. apolo <u>gy</u> | gy=j |
| 4. <u>ci</u> tizen | ci=s |
| 5. v <u>ig</u> or | go=g |
| 6. <u>cu</u> stom | cu=k |
| 7. la <u>cy</u> | cy=s |
| 8. <u>ga</u> rnish | ga=g |
| 9. <u>ge</u> nious | ge=j |
| 10. educa <u>te</u> | ca=k |
| 11. Atlant <u>ic</u> | c ₃ =k * |
| 12. dis <u>gu</u> st | gu=g |
| 13. sili <u>co</u> ne | co=k |
| 14. eng <u>in</u> e | gi=j |

SCORE	Pre-Test Date		Post - Test Date	
Words	/14	%	/15	%
Sentences	/14	%	/15	%
Oral Reading	/50	%	/50	%

SENTENCES

- Do you want celery in your salad?
- Will the ladybug land on the flower?
- The pudgy rabbit hopped under the bush.
- Move the decimal point over to make a whole number.
- He waited at the airport for three agonizing hours.
- Please vacuum your room.
- My dog has a cyst on his paw.
- I love to read magazines on airplanes.
- There is a legend about the grand old house by the river.
- The witch stirred the potion in her black cauldron.
- Brett showed off his athletic skills.
- Do you eat legumes daily?
- I will meet you at the courthouse today.
- My aunt's teapot is fragile.

ORAL READING

Today was Jaeden's birthday. He was going to celebrate his day at the zoo. He quickly ate his cinnamon porridge. Then he mixed icy apricot water with his citrus drink. He used his favorite goblet from Egypt. Next, his mother medicated him for his allergy to animals. She was always so organized. All of a sudden, he started to hiccup. Then he spilled his drink. His mother handed him the dishrag. They both burst out laughing. The very same thing had happened recently!

cont.

Jaeden and his mom drove the short commute to the zoo. He ran to the pagoda to watch the giraffes play. As they walked to the kangaroo area, a pigeon ran by their path. It disappeared into an old, rustic barn near the lagoon. Then they saw a bullfrog jump into the water. Next, they visited the docile gorillas that cuddled together. These animals had mangy hair. They smiled as a gentle pony galloped by. Suddenly, a baby lamb escaped from the petting zoo. A custodian returned it to safety. What an amazing trip to the zoo!

Later they went to the carnival. They watched agile gymnasts. They were balancing on their heads while riding a carrousel. Adjacent to them, rabbits were running through cylinders on top of a locomotive. Suddenly, there was an incident. Someone turned on a faucet with a fine mist sprayer. The audience gasped! Then a frantic German Shepherd ran swiftly around the ring. Next, agitated monkeys started hitting their shiny cymbals. The people started to panic and followed the guides outside. When they reached the parking lot, they heard the ringmaster make an urgent announcement. He said they didn't approve of the prank. Jaeden laughed and said he had a wonderful birthday anyway.

CPSI: RULES - SUBTEST C TEST FORM

- | | |
|----------------|---|
| 1. Texas | 1. The cab ride to my home was expensive. |
| 2. heavyweight | 2. He was a naughty boy. |
| 3. testify | 3. The English teacher will modify the lesson. |
| 4. origami | 4. Will loves pastrami on rye for lunch. |
| 5. moisten | 5. The snowflakes will glisten in the sun. |
| 6. devious | 6. Anita's jokes are always hilarious. |
| 7. media | 7. Malaria quickly spread through the village. |
| 8. Chipotle | 8. Jade will sauté the onions for the casserole. |
| 9. jaguar | 9. Linguistics was my favorite class in college. |
| 10. synagogue | 10. I can play in the soccer league this fall. |
| 11. castle | 11. The thistle stuck to her socks as she walked through the woods. |

On Tuesday Jon was worried about his physics test the next day. He was full of anguish because he had not studied. He wasted time the previous day cooking a soufflé with broccoli. Jon thought that studying was tedious and caused fatigue. He texted Colleen for help to clarify the formulas. She was the daughter of his mother's colleague. Colleen was the smartest girl in school and she was trilingual. His parents were gone for the evening and he really didn't like being home alone. All of the kids at school thought that he was a tough boxer. Hah! He could not even run a straight line when he was scared! Jon wanted to identify the cause of his phobia. He was afraid there was a ghost in his house. That thought made the hair on his arms bristle! He tried to calm himself while waiting for his friend.

When Colleen arrived, she said, "We have to hustle if you want to pass the test tomorrow!" Jon decided to listen to her while he was drinking his latte and eating cannoli. She used a special method of playing a trivia game to hasten his learning. After that he knew that he would do excellent on his test the following day.

CPSI: RULES - SUBTEST C SCORE FORM

Student _____ Examiner _____

TARGET WORDS RULE

1. Texas x_{2/3}=ks *
2. heavyweight ght=t
3. testify ify=uh-fi
4. origami i₃=ee *
5. moisten sten₃=sen *
6. devious ious=ee-us
7. media ia=ee-uh
8. Chipotle e₃=ay *
9. jaguar gu₂+vowel=gw *
10. synagogue gue₃=g *
11. castle stle=sul

* ₂ = medial position

* _{2/3} = medial & final position

* ₃ = final position

SCORE	Pre-Test Date		Post - Test Date	
Words	/11	%	/11	%
Sentences	/11	%	/11	%
Oral Reading	/22	%	/22	%

SENTENCES

1. The cab ride to my home was expensive.
2. He was a naughty boy.
3. The English teacher will modify the lesson.
4. Will loves pastrami on rye for lunch.
5. The snowflakes will glisten in the sun.
6. Anita's jokes are always hilarious.
7. Malaria quickly spread through the village.
8. Jade will sauté the onions for the casserole.
9. Linguistics was my favorite class in college.
10. I can play in the soccer league this fall.
11. The thistle stuck to her socks as she walked through the woods.

ORAL READING

On Tuesday Jon was worried about his physics test the next day. He was full of anguish because he had not studied. He wasted time the previous day cooking a soufflé with broccoli. Jon thought that studying was tedious and caused fatigue. He texted Colleen for help to clarify the formulas. She was the daughter of his mother's colleague. Colleen was the smartest girl in school and she was trilingual. His parents were gone for the evening and he really didn't like being home alone. All of the kids at school thought that he was a tough boxer. Hah! He could not even run a straight line when he was scared! Jon wanted to identify the cause of his phobia. He was afraid there was a ghost in his house. That thought made the hair on his arms bristle! He tried to calm himself while waiting for his friend.

When Colleen arrived, she said, "We have to hustle if you want to pass the test tomorrow!" Jon decided to listen to her while he was drinking his latte and eating cannoli. She used a special method of playing a trivia game to hasten his learning. After that he knew that he would do excellent on his test the following day.

CPSI: RULES - SUBTEST D TEST FORM

- | | |
|---------------|---|
| 1. Michigan | 1. She jumped out of the airplane with a parachute. |
| 2. fictitious | 2. Tiffany is very superstitious. |
| 3. treasure | 3. We need closure on our project. |
| 4. facial | 4. Is that plant really artificial? |
| 5. efficient | 5. Alfonso is proficient in two languages. |
| 6. delicious | 6. Claire hit her head and became unconscious. |
| 7. initial | 7. The letter is marked "confidential". |
| 8. mission | 8. The party will be in a mansion. |
| 9. vacation | 9. It is a tradition to eat turkey on my birthday. |
| 10. creature | 10. She teaches a literature class. |
| 11. incision | 11. Listening to music is a great diversion. |

Katie told her boss that she would be away on unofficial business. She occasionally took time off work for herself. A short trip to visit her friend, Ann, would be sufficient for her to relax. Ann lived in a residential neighborhood in Chicago. When Katie arrived, she knocked on Ann's door, but there was no answer. So, she let herself in with her extra key. Katie walked past the television to the spacious kitchen. Suddenly, she stopped. She saw an atrocious mess! Muffin batter had exploded everywhere. It was crucial to find her friend! Katie was cautious as she walked down the hallway. Suddenly, Ann walked out of the bedroom. Katie's expression was one of shock! She fell, slamming her arm into the wall. Ann helped her up and sat her in a chair.

Ann told Katie about her ambition to become a chef. She had a passion for nutritious food. She explained to Katie that while she was making healthy muffins, she had an accident. She had measured everything perfectly. However, when carrying the mixture to the muffin tins, she had tripped over her cat. The batter had flown everywhere. When Ann finished her story, they both laughed uncontrollably. When they regained their composure, Ann said that her cooking skills were not deficient, but admitted that she was clumsy. Katie agreed, but then felt a sharp pain in her arm. She thought that she might have a potential fracture. Ann made a doctor's appointment for Katie. In the meantime, they applied ice as a solution for her pain.

CPSI: RULES - SUBTEST D SCORE FORM

Student _____ Examiner _____

TARGET WORDS RULE

- | | |
|-----------------------|-------------|
| 1. Mich <u>igan</u> | ch=sh |
| 2. fictit <u>ious</u> | tious=shus |
| 3. treas <u>ure</u> | sure=zhur |
| 4. fac <u>ial</u> | cial=shul |
| 5. effici <u>ent</u> | cient=shunt |
| 6. delici <u>ous</u> | cious=shus |
| 7. init <u>ial</u> | tial=shul |
| 8. missi <u>on</u> | sion=shun |
| 9. vacati <u>on</u> | tion=shun |
| 10. creat <u>ure</u> | ture=chur |
| 11. inci <u>sion</u> | sion=zhun |

SCORE	Pre-Test Date		Post - Test Date	
Words	/11	%	/11	%
Sentences	/11	%	/11	%
Oral Reading	/22	%	/22	%

SENTENCES

1. She jumped out of the airplane with a parachute.
2. Tiffany is very superstitious.
3. We need closure on our project.
4. Is that plant really artificial?
5. Alfonso is proficient in two languages.
6. Claire hit her head and became unconscious.
7. The letter is marked "confidential".
8. The party will be in a mansion.
9. It is a tradition to eat turkey on my birthday.
10. She teaches a literature class.
11. Listening to music is a great diversion.

ORAL READING

Katie told her boss that she would be away on unofficial business. She occasionally took time off work for herself. A short trip to visit her friend, Ann, would be sufficient for her to relax. Ann lived in a residential neighborhood in Chicago. When Katie arrived, she knocked on Ann's door, but there was no answer. So, she let herself in with her extra key. Katie walked past the television to the spacious kitchen. Suddenly, she stopped. She saw an atrocious mess! Muffin batter had exploded everywhere. It was crucial to find her friend! Katie was cautious as she walked down the hallway. Suddenly, Ann walked out of the bedroom. Katie's expression was one of shock! She fell, slamming her arm into the wall. Ann helped her up and sat her in a chair.

cont.

Ann told Katie about her ambition to become a chef. She had a passion for nutritious food. She explained to Katie that while she was making healthy muffins, she had an accident. She had measured everything perfectly. However, when carrying the mixture to the muffin tins, she had tripped over her cat. The batter had flown everywhere. When Ann finished her story, they both laughed uncontrollably. When they regained their composure, Ann said that her cooking skills were not deficient, but admitted that she was clumsy. Katie agreed, but then felt a sharp pain in her arm. She thought that she might have a potential fracture. Ann made a doctor's appointment for Katie. In the meantime, they applied ice as a solution for her pain.

Suffixes

SUBTESTS & SCORE FORMS

Suffixes are added to nouns, verbs, adjectives and adverbs to change root words. The most common suffixes in the English language have been selected as targets for the CPSI Subtests.

Informal research indicates that there is an overlap of some pronunciation Rules and Suffixes. Therefore, we have chosen to assess four of them for both Rules and Suffix Subtests. The duplication is intentional because of their frequency of occurrence. These include “sion (shun)” (mansion/suspension); “sion (zhun)” (occasion/provision); “tion (shun)” (tradition/estimation); and “ify (i-fi)” (modify/purify).

CPSI: SUFFIXES - SUBTEST A TEST FORM

- | | |
|---------------|---|
| 1. greasy | 1. Was the lake muddy last week? |
| 2. totally | 2. The horse was constantly hungry. |
| 3. advisor | 3. He is my protector. |
| 4. comparing | 4. My handwriting is hard to read. |
| 5. father's | 5. The student's test score improved. |
| 6. invader | 6. She is a manager of a bank in Kansas. |
| 7. forgetful | 7. The powerful car raced around the track. |
| 8. sharpen | 8. She will lengthen her dress for the party. |
| 9. cartoonist | 9. José was a finalist in the math competition. |
| 10. seventy | 10. Mia bought a novelty gift for Wade. |

Ethan wanted to be a firefighter. When he was young, he played with hoses, water, and fire trucks. His mom was a professor of English. His dad was a journalist and an editor for a local magazine. They did not understand Ethan's fascination with fires but were respectful of their son. Ethan had the intelligence and loyalty to be a perfect first responder. One day Ethan and his mom were preparing to bake a birthday cake for his dad. As she put the cake pan in the oven, a fire suddenly broke out! She watched nervously as Ethan put out the fire. When Ethan saw the bad burns on her hands, he knew exactly what to do. His uncle, a novelist, had taught him. Ethan cracked six eggs. He stirred the whites and then applied them to his mother's burns. Ethan's mom looked curiously at the slimy egg whites that he used to dampen her hands. She felt better instantly. However, she saw that the cake batter had splattered everywhere. This caused a sticky mess, which was frustrating. They knew that salvaging the cake was impossible. They looked at each other and fell to the floor in hysterics. His mom told Ethan, "You may never be a chef, but someday son, you will be a successful commander in your chosen profession. That is your destiny!"

CPSI: SUFFIXES - SUBTEST A SCORE FORM

Student _____ Examiner _____

TARGET WORDS SUFFIX

- | | |
|---------------|----------|
| 1. greasy | y |
| 2. totally | ly |
| 3. advisor | or |
| 4. comparing | ing |
| 5. father's | 's |
| 6. invader | er |
| 7. forgetful | ful |
| 8. sharpen | en |
| 9. cartoonist | ist |
| 10. seventy | ty=dy/ty |

SCORE	Pre-Test Date		Post - Test Date	
Words	/10	%	/10	%
Sentences	/10	%	/10	%
Oral Reading	/25	%	/25	%

SENTENCES

- Was the lake muddy last week?
- The horse was constantly hungry.
- He is my protector.
- My handwriting is hard to read.
- The student's test score improved.
- She is a manager of a bank in Kansas.
- The powerful car raced around the track.
- She will lengthen her dress for the party.
- José was a finalist in the math competition.
- Mia bought a novelty gift for Wade.

ORAL READING

Ethan wanted to be a firefighter. When he was young, he played with hoses, water, and fire trucks. His mom was a professor of English. His dad was a journalist and an editor for a local magazine. They did not understand Ethan's fascination with fires, but were respectful of their son. Ethan had the intelligence and loyalty to be a perfect first responder. One day Ethan and his mom were preparing to bake a birthday cake for his dad. As she put the cake pan in the oven, a fire suddenly broke out! She watched nervously as Ethan put out the fire. When Ethan saw the bad burns on her hands, he knew exactly what to do. His uncle, a novelist, had taught him. Ethan cracked six eggs. He stirred the whites and then applied them to his mother's burns. Ethan's mom looked curiously at the slimy egg whites that he used to dampen her hands. She felt better instantly. However, she saw that the cake batter had splattered everywhere. This caused a sticky mess, which was frustrating. They knew that salvaging the cake was impossible. They looked at each other and fell to the floor in hysterics. His mom told Ethan, "You may never be a chef, but someday son, you will be a successful commander in your chosen profession. That is your destiny!"

CPSI: SUFFIXES - SUBTEST B TEST FORM

1. cheated
2. changes
3. penniless
4. yellowish
5. watered
6. patios
7. dismissal
8. simplest
9. grouchier
10. energize

1. Maria was suspended from school today.
2. Thomas will carve two notches in the wood.
3. That coin is totally worthless.
4. Arnie wears stylish jewelry.
5. She removed her lunch tray from the counter.
6. How many newspapers have you read today?
7. We do not have a garbage disposal.
8. Walk across the broadest part of the bridge.
9. Patrick is clumsier than his dog.
10. Do you idolize anyone?

Tom was not the oldest guy in the group. But, he was the strongest. That's why he was voted as the "sign carrier". His group had planned a surprise birthday party for Daniel. They loved to socialize. Scott had the critical job of getting Daniel out of the house. After the boys departed, the group made Daniel's home glitzier. They could visualize the party atmosphere. Emma brought lots of cookies and peaches. Joe put up colorful streamers and seasonal lights. Declan brought chairs and tables. They were tireless in their work. The room was finally finished! Grace said that it looked original. It was much cheerier than she had imagined. Next, they had to wait for Scott to bring Daniel home.

They felt foolish peeking out the windows. After checking their watches ten times, Tom spotted Scott and Daniel walking up the front steps. Tom grabbed the sign. They began to sing Happy Birthday! Daniel hesitated. Then he demonstrated a sign of approval. He embraced his pals. Tom exclaimed that Daniel was the most unselfish guy they knew. Daniel was speechless. When he could talk again, he thanked everyone. Daniel had never known a friendlier group of people. The pictures they took that night were priceless.

CPSI: SUFFIXES - SUBTEST B SCORE FORM

Student _____ Examiner _____

TARGET WORDS SUFFIX

- | | |
|------------------------|---------|
| 1. cheated <u>ed</u> | ted/ded |
| 2. changes <u>es</u> | es |
| 3. penni <u>less</u> | less |
| 4. yellow <u>ish</u> | ish |
| 5. water <u>ed</u> | t/d |
| 6. patios <u>s</u> | s |
| 7. dismissal <u>al</u> | al |
| 8. simple <u>st</u> | est |
| 9. grouch <u>ier</u> | ier |
| 10. energ <u>ize</u> | ize |

SCORE	Pre-Test Date		Post - Test Date	
Words	/10	%	/10	%
Sentences	/10	%	/10	%
Oral Reading	/45	%	/45	%

SENTENCES

1. Maria was suspended from school today.
2. Thomas will carve two notches in the wood.
3. That coin is totally worthless.
4. Arnie wears stylish jewelry.
5. She removed her lunch tray from the counter.
6. How many newspapers have you read today?
7. We do not have a garbage disposal.
8. Walk across the broadest part of the bridge.
9. Patrick is clumsier than his dog.
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ORAL READING

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CPSI: SUFFIXES - SUBTEST C TEST FORM

- | | |
|---------------|---|
| 1. suspension | 1. She gained admission to the College of Business. |
| 2. dependence | 2. The teachers all attended the conference. |
| 3. maturity | 3. They planned an activity after the prom. |
| 4. teachable | 4. The new doctor appeared quite likeable. |
| 5. estimation | 5. Point me in the right direction, please. |
| 6. dangerous | 6. Her new dress was marvelous. |
| 7. allowance | 7. We found many good deals at the clearance sale. |
| 8. judgment | 8. School enrollment begins next week. |
| 9. provision | 9. She had twenty division problems for homework. |
| 10. dietician | 10. The magician will perform at our school today. |

Mike was a mathematician. He also wanted to become a politician. Mike dreamed of making a difference in the world by gaining equality for all people. He would succeed because he was so dependable.

Mike was an adventurous guy. He planned to spend his summer building schools in Africa. He packed his collection of cameras and his compass, which was his favorite possession. As Mike departed, he had a feeling of contentment.

Mike was a remarkable young man. As he left the airport in Kenya, his car was taken into captivity by an invasion of rebels. They were not supported by the government. He used as much resistance as possible, but they outnumbered him. They blindfolded him and drove him to a construction site far from the airport. He knew that he had to be courageous and wait for the right time to escape. Suddenly, he heard an explosion! He ran away as fast as his legs could move. Finally, he reached a friendly village and the tension was gone. The natives gave him the assistance he needed to return to the city. He was free at last. Never again would he take his independence for granted!

CPSI: SUFFIXES - SUBTEST C SCORE FORM

Student _____ Examiner _____

TARGET WORDS	SUFFIX
1. suspens <u>ion</u>	sion=shun
2. depend <u>ence</u>	ence
3. matur <u>ity</u>	ity
4. teach <u>able</u>	able
5. estimat <u>ion</u>	tion
6. danger <u>ous</u>	ous
7. allow <u>ance</u>	ance
8. judg <u>ment</u>	ment
9. provis <u>ion</u>	sion=zhun
10. dietici <u>an</u>	cian

SCORE	Pre-Test Date		Post - Test Date	
Words	/10	%	/10	%
Sentences	/10	%	/10	%
Oral Reading	/20	%	/20	%

SENTENCES

1. She gained admission to the College of Business.
2. The teachers all attended the conference.
3. They planned an activity after the prom.
4. The new doctor appeared quite likeable.
5. Point me in the right direction, please.
6. Her new dress was marvelous.
7. We found many good deals at the clearance sale.
8. School enrollment begins next week.
9. She had twenty division problems for homework.
10. The magician will perform at our school today.

ORAL READING

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CPSI: SUFFIXES - SUBTEST D TEST FORM

- | | |
|---------------|---|
| 1. shrubbery | 1. The fighter's bravery was amazing. |
| 2. glorify | 2. That machine will purify the air. |
| 3. attractive | 3. Noah is obsessive about cars. |
| 4. realism | 4. Communism was the government in Russia. |
| 5. customary | 5. He was the honorary speaker at graduation. |
| 6. accuracy | 6. Our school promotes literacy. |
| 7. coverage | 7. Please take the right dosage of your medicine. |
| 8. dumpster | 8. The mobster in the movie was very convincing. |
| 9. nominee | 9. The basketball referee blew his whistle and called a foul. |
| 10. oratory | 10. She was rushed to the hospital with respiratory complaints. |

Matt was a very smart and ambitious youngster. He was planning to start college in a week. He was excited to become an employee in his college dorm. Matt knew he couldn't take everything, so he became nervous as he looked at all of his belongings. He tried to simplify his life by only packing the mandatory essentials. A large percentage of his possessions would be left behind. His girlfriend, Kim, was decisive and picked out the drapery fabric for his new windows for privacy. She planned to decorate his room in school colors. She told Matt that his dorm room would be legendary! Kim was very outspoken when it came to her opinions. She was truly a fan of feminism. Matt loved that about her.

CPSI: SUFFIXES - SUBTEST D SCORE FORM

Student _____ Examiner _____

TARGET WORDS SUFFIX

- | | |
|-----------------------|------|
| 1. shrubb <u>ery</u> | ery |
| 2. glor <u>ify</u> | ify |
| 3. attract <u>ive</u> | ive |
| 4. real <u>ism</u> | ism |
| 5. custom <u>ary</u> | ary |
| 6. accur <u>acy</u> | acy |
| 7. cover <u>age</u> | age |
| 8. dump <u>ster</u> | ster |
| 9. nomine <u>ee</u> | ee |
| 10. ora <u>tory</u> | tory |

SCORE	Pre-Test Date		Post - Test Date	
Words	/10	%	/10	%
Sentences	/10	%	/10	%
Oral Reading	/10	%	/10	%

SENTENCES

- The fighter's bravery was amazing.
- That machine will purify the air.
- Noah is obsessive about cars.
- Communism was the government in Russia.
- He was the honorary speaker at graduation.
- Our school promotes literacy.
- Please take the right dosage of your medicine.
- The mobster in the movie was very convincing.
- The basketball referee blew his whistle and called a foul.
- She was rushed to the hospital with respiratory complaints.

ORAL READING

Matt was a very smart and ambitious youngster. He was planning to start college in a week. He was excited to become an employee in his college dorm. Matt knew he couldn't take everything, so he became nervous as he looked at all of his belongings. He tried to simplify his life by only packing the mandatory essentials. A large percentage of his possessions would be left behind. His girlfriend, Kim, was decisive and picked out the drapery fabric for his new windows for privacy. She planned to decorate his room in school colors. She told Matt that his dorm room would be legendary! Kim was very outspoken when it came to her opinions. She was truly a fan of feminism. Matt loved that about her.

Final Sounds

SUBTESTS & SCORE FORM

Final Sounds are the fourth Component of Pronunciation because they tend to have less of an impact on a student's intelligibility than the other Components. Final sounds and suffixes can overlap ("ed", plural "s", possessive "s", etc.), therefore students will increase their final sound productions as their suffixes improve. However, final sounds do contribute to overall speech intelligibility, therefore have been included. It is suggested that intervention for final sound production occur after the other three Components are acquired.

We have learned over the years that for some students who are deaf or hard of hearing, approximations of final sounds are acceptable if they do not significantly interfere with intelligibility. For example, a "k" for a "g" in the final position in context, generally makes a word more intelligible than an omission. The primary goal is to increase the student's ability to communicate his/her message orally, not to replace articulation intervention.

CPSI: FINAL SOUNDS - SUBTEST A TEST FORM

- | | |
|--------------|--|
| 1. disturb | 1. Get butter for the sandwich. |
| 2. message | 2. The yellow crab went behind the seashell. |
| 3. sailing | 3. The fourth boy fed the goldfish. |
| 4. alive | 4. Please soothe your puppy. |
| 5. breath | 5. The thief threw the ring out the window. |
| 6. mistake | 6. Will Sam behave during basketball camp? |
| 7. planet | 7. The sheriff took the badge away. |
| 8. bites | 8. She eats crackers in tomato soup. |
| 9. around | |
| 10. pupil | |
| 11. smash | |
| 12. reason | |
| 13. yourself | |
| 14. asleep | |
| 15. catalog | |
| 16. paper | |
| 17. match | |
| 18. clothe | |
| 19. cabins | |
| 20. wisdom | |

Let me tell you a classic story of Troy and his chewing gum. One day he was walking with his dog, Billie. As they strolled up the street to the hilltop, Troy inserted a huge piece of chewing gum into his mouth. He blew one large bubble after another. He watched them explode in the air. As they were crossing the street, Billie began to bark. Troy had blown a huge bubble, which grew until it was twice as big as his head! Billie jumped at the bubble without success. Troy could not see himself and he ran hysterically. He did not wish to collide with the beehive by the flowers. Suddenly, he felt the ferocious bees attack his left ear lobe. Troy could not catch his breath. Then he felt his mom rouse him from a bad nightmare! Billie was licking his face.

CPSI: FINAL SOUNDS - SUBTEST A SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. disturB
2. messaGe
3. yourselF
4. aliVe
5. breaTH
6. mistaKe
7. matCH
8. biteS
9. aroundD
10. pupiL
11. smaSH
12. reasonN
13. sailiNG
14. asleeP
15. cataloG
16. papeR
17. planeT
18. cloTHe
19. cabinS
20. wisdoM

SCORE	Pre-Test Date		Post - Test Date	
Words	/10	%	/10	%
Sentences	/30	%	/30	%
Oral Reading	/100	%	/100	%

SENTENCES

1. GeT butterR foR the sandwiCH.
2. The yellow craB wenT behinD the seasheLL.
3. The fourTH boy feD the goldfiSH.
4. PleaSe sooTHe youR puppy.
5. The thieF threw the riNG ouT the window.
6. WiLL SaM behaVe duriNG basketbaLL camP?
7. The sheriFF tooK the badGe away.
8. She eatS crackerS iN tomato souP.

ORAL READING

LeT me teLL you a classiC story oF Troy anD hiS chewiNG guM. ONe day he waS walkiNG wiTH hiS doG, Billie. AS they strolleD uP the streeT to the hilltoP, Troy inserteD a huGe pieCe oF chewiNG guM into hiS mouTH. He blew oNe larGe bubbLe afteR anotheR. He watcheD theM exploDe iN the aiR. AS they weRe crossiNG the streeT, Billie begaN to barkK. Troy haD blowN a huGe bubbLe, whiCH grew untiL iT waS twiCe aS biG aS hiS headD! Billie jumpedeD aT the bubbLe without succeSS. Troy coulD noT see himselF anD he raN hysterically. He diD noT wiSH to colliDe wiTH the beehiVe by the flowerS. Suddenly, he felT the ferociouS beeS attacK hiS left eaR loBe. Troy coulD noT catCH hiS breaTH. TheN he felT hiS moM rouSe hiM froM a baD nightmaRe! Billie waS lickiNG hiS faCe.

Supplemental Tests

I. ABBREVIATIONS TEST

II. EXCEPTIONAL WORDS LIST

Target words from the Supplemental Tests are not represented on the CPSI Screening Test. It is recommended that they be administered if a student has only mild errors on the Screening Test (85% or above). Scoring procedures are the same as the Component Subtests. IEP goals can easily be developed from the results of these tests.

I. ABBREVIATIONS SUBTESTS & SCORE FORMS

Abbreviations are defined as a shortened form of a word or phrase. They are categorized as follows:

1. Reduction: a shortened form of a word
(e.g., Apt-apartment)
2. Acronym: a word formed from the initial letters of each word in a phrase
(e.g., NATO-North Atlantic Treaty Organization)
3. Initialism: the first letter of a word, or of each word in a title or phrase
(e.g., FBI-Federal Bureau of Investigation)
4. Truncation: the first part of a word
(e.g., Pres.-President)
5. Symbol: a non-alpha character representing a word
(e.g., #-number)

The abbreviations selected for these Subtests are frequently found in classroom, community and/or career vocabulary. The most common form of each abbreviation has been used, although some abbreviations can be labeled in more than one way. For example, the word Terrace has two acceptable abbreviations (Ter or Terr).

For students who do not use speech for communication, responses can be in the printed mode for the Abbreviation Subtests. As stated previously, these abbreviations are found in many settings, and it is imperative that students understand the meanings for effective communication.

The Abbreviation Subtests A, B, F and G contain Initialism abbreviations. Correct production of the letters does not guarantee that the student understands the meaning. Therefore, for these targeted abbreviations, the student must provide **both the correct production and the meaning** as indicated on the score forms.

Abbreviations for Tier 3 vocabulary have not been included. The SLP/Instructor can focus on these higher-level abbreviations for students based on their individual needs.

CPSI: SUPPLEMENTAL I SUBTEST A TEST FORM

1. Pres.
2. VP
3. Dr.
4. Jr.
5. Sr.
6. Apt
7. Dept
8. doz
9. abbr.
10. Mr.
11. Mrs.
12. Ms.
13. A.M.
14. P.M.
15. M.D.

1. Pres. Redwood
2. Mark Dugan, VP of Sales
3. Dr. Kennedy
4. Tayte Brown, Jr.
5. Sr. in High School
6. Apt 560
7. Math Dept
8. a doz eggs

9. abbr. of the word
10. Mr. Hickman
11. Mrs. Cruz
12. Ms. Banderas
13. 6:00 A.M.
14. 7:00 P.M.
15. Chuco Duran, M.D.

CPSI: SUPPLEMENTAL I ABBREVIATIONS - SUBTEST A SCORE FORM

Student _____ Examiner _____

TARGET WORDS

Say

Meaning

1. Pres. President
2. VP Vice-President
3. Dr. Doctor
4. Jr. Junior
5. Sr. Senior
6. Apt Apartment
7. Dept Department
8. doz dozen
9. abbr. abbreviation
- *10. Mr. Mistermarried/not married man
- *11. Mrs. Missusmarried woman
- *12. Ms. Miz**married/not married woman
- *13. A.M. AMmorning
- *14. P.M. PM.....afternoon
- *15. M.D. MD.....medical doctor

SCORE	Pre-Test Date		Post - Test Date	
Words	/15	%	/15	%
Phrases	/15	%	/15	%

PHRASES

1. **Pres.** Redwood
2. Mark Dugan, **VP** of Sales
3. **Dr.** Kennedy
4. Tayte Brown, **Jr.**
5. **Sr.** in High School
6. **Apt** 560
7. Math **Dept**
8. a **doz** eggs
9. **abbr.** of the word
10. **Mr.** Hickman
11. **Mrs.** Cruz
12. **Ms.** Banderas
13. 6:00 **A.M.**
14. 7:00 **P.M.**
15. Chuco Duran, **M.D.**

* Must SAY and give meaning as indicated for a correct score

** The letter "s" is produced as /z/ in this word

CPSI: SUPPLEMENTAL I SUBTEST B TEST FORM

1. Assn.
2. Atty
3. Co.
4. Rev.
5. PO
6. temp.
7. etc.
8. Gov.
9. Prof.
10. Supt.
11. Capt.
12. Bldg
13. Avg
14. DA
15. RIP

1. River Ridge Homes Assn.
2. Atty General
3. The Tames Co.
4. the Rev. Johnson
5. PO Box 421
6. normal temp. in the fall
7. flashlight, gloves, coat, etc.
8. Gov. Grey

9. Prof. Vang
10. Supt. Franco
11. Capt. Myers
12. Bldg 117
13. Avg August rainfall
14. Taye Jackson, DA
15. RIP on the headstone

CPSI: SUPPLEMENTAL I ABBREVIATIONS - SUBTEST B SCORE FORM

Student _____ Examiner _____

TARGET

WORDS

Say

1. Assn. Association
2. Atty Attorney
3. Co. Company
4. Rev. Reverend
5. PO Post Office
6. temp. temperature
7. etc. etcetera
8. Gov. Governor
9. Prof. Professor
10. Supt. Superintendent
11. Capt. Captain
12. Bldg Building
13. Avg Average
14. DA District Attorney
15. RIP Rest In Peace

SCORE	Pre-Test Date		Post - Test Date	
Words	/15	%	/15	%
Phrases	/15	%	/15	%

PHRASES

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. River Ridge Homes Assn. 2. Atty General 3. The Tames Co. 4. the Rev. Johnson 5. PO Box 421 6. normal temp. in the fall 7. flashlight, gloves, coat, etc. 8. Gov. Grey | <ol style="list-style-type: none"> 9. Prof. Vang 10. Supt. Franco 11. Capt. Myers 12. Bldg 117 13. Avg August rainfall 14. Taye Jackson, DA 15. RIP on the headstone |
|---|--|

CPSI: SUPPLEMENTAL I SUBTEST C TEST FORM

1. Dr
2. Pl
3. Blvd
4. Terr
5. Ave
6. Ln
7. Hwy
8. Ct
9. St
10. RR
11. Cir
12. Expy
13. Rd
14. Tpke
15. Ste

- | | |
|----------------------|-----------------------|
| 1. Meadow Dr | 9. Fairfax St |
| 2. 135th Pl | 10. RR crossing |
| 3. Mission Blvd | 11. Overbrook Cir |
| 4. 1225 Metcalf Terr | 12. 64 Expy |
| 5. Roland Ave | 13. Old Bridge Rd |
| 6. Constance Ln | 14. the Michigan Tpke |
| 7. 71 Hwy | 15. S te 116 |
| 8. Nall Ct | |

CPSI: SUPPLEMENTAL I ABBREVIATIONS - SUBTEST C SCORE FORM

Student _____ Examiner _____

TARGET WORDS

Say

1. Dr Drive
2. Pl Place
3. Blvd Boulevard
4. Terr Terrace
5. Ave Avenue
6. Ln Lane
7. Hwy Highway
8. Ct Court
9. St Street
10. RR Railroad
11. Cir Circle
12. Expy Expressway
13. Rd Road
14. Tpke Turnpike
15. Ste Suite

SCORE	Pre-Test Date		Post - Test Date	
Words	/15	%	/15	%
Phrases	/15	%	/15	%

PHRASES

- | | |
|------------------------------------|-------------------------------------|
| 1. Meadow <u>Dr</u> | 9. Fairfax <u>St</u> |
| 2. 135th <u>Pl</u> | 10. <u>RR</u> crossing |
| 3. Mission <u>Blvd</u> | 11. Overbrook <u>Cir</u> |
| 4. 1225 Metcalf <u>Terr</u> | 12. 64 <u>Expy</u> |
| 5. Roland <u>Ave</u> | 13. Old Bridge <u>Rd</u> |
| 6. Constance <u>Ln</u> | 14. the Michigan <u>Tpke</u> |
| 7. 71 <u>Hwy</u> | 15. <u>Ste</u> 116 |
| 8. Nall <u>Ct</u> | |

CPSI: SUPPLEMENTAL I SUBTEST D TEST FORM

- | | |
|---------|-------------|
| 1. lb | 14. hr |
| 2. ft | 15. wk |
| 3. in. | 16. mo |
| 4. no. | 17. yr |
| 5. ht | 18. mi |
| 6. wt | 19. yd |
| 7. oz | 20. mph |
| 8. c | 21. ' |
| 9. pt | 22. " |
| 10. qt | 23. #3 |
| 11. gal | 24. 3# |
| 12. sec | 25. #speech |
| 13. min | |

- | | |
|--------------------------|-------------------------|
| 1. 1 lb | 14. lasted an hr |
| 2. 6 ft | 15. less than a wk |
| 3. 1 in. thick | 16. more than a mo |
| 4. a no. 2 pencil | 17. 1 yr old |
| 5. maximum ht | 18. a mi away |
| 6. 2 ton wt limit | 19. a half yd |
| 7. 1 oz of juice | 20. 25 mph |
| 8. about 1 c of sugar | 21. 5' chain |
| 9. pt of milk | 22. 12" ruler |
| 10. qt of water | 23. dial the # 425-6600 |
| 11. a gal of apple cider | 24. 6# turkey |
| 12. a sec before | 25. #music |
| 13. in a min | |

CPSI: SUPPLEMENTAL I ABBREVIATIONS - SUBTEST D SCORE FORM

Student _____ Examiner _____

TARGET WORDS

Say

1. lb pound
2. ft foot/feet
3. in. inch
4. no. number
5. ht height
6. wt weight
7. oz ounce
8. c cup
9. pt pint
10. qt quart
11. gal gallon
12. sec second
13. min minute
14. hr hour
15. wk week
16. mo month
17. yr year
18. mi mile
19. yd yard
20. mph miles per hour
21. ' foot/feet
22. " inch
23. #3 number three
24. 3# three pounds
25. #speech hashtag speech

SCORE	Pre-Test Date		Post - Test Date	
Words	/25	%	/25	%
Phrases	/25	%	/25	%

cont.

ABBREVIATIONS - SUBTEST D, CONT.

PHRASES

1. 1 **lb**
2. 6 **ft**
3. 1 **in.** thick
4. a **no.** 2 pencil
5. maximum **ht**
6. 2 ton **wt** limit
7. 1 **oz** of juice
8. about 1 **c** of sugar
9. **pt** of milk
10. **qt** of water
11. a **gal** of apple cider
12. a **sec** before
13. in a **min**
14. lasted an **hr**
15. less than a **wk**
16. more than a **mo**
17. 1 **yr** old
18. a **mi** away
19. a half **yd**
20. 25 **mph**
21. 5' chain
22. 12" ruler
23. dial the **#**425-6600
24. 6**#** turkey
25. **#**music

CPSI: SUPPLEMENTAL I SUBTEST E TEST FORM

1. cm
2. mm
3. C
4. F
5. Tbsp
6. tsp
7. fl oz
8. kg
9. km
10. m
11. mg
12. vol
13. g
14. L
15. ml

1. 3 cm wide
2. 6 mm long
3. 10 degrees C
4. 80 degrees F
5. 2 Tbsp of sugar
6. 5 tsp of baking soda
7. 64 fl oz of water
8. 1 kg of flour

9. 1 km to the store
10. 2 m in length
11. 100 mg of fluid
12. the vol of water used
13. 1 g of sugar
14. a L of Coke
15. 3 ml of cough syrup

CPSI: SUPPLEMENTAL I ABBREVIATIONS - SUBTEST E SCORE FORM

Student _____ Examiner _____

TARGET WORDS

Say

1. cm centimeter
2. mm millimeter
3. C Celsius
4. F Fahrenheit
5. Tbsp Tablespoon
6. tsp teaspoon
7. fl oz fluid ounce
8. kg kilogram
9. km kilometer
10. m meter
11. mg milligram
12. vol volume
13. g gram
14. L Liter
15. ml milliliter

SCORE	Pre-Test Date		Post - Test Date	
Words	/15	%	/15	%
Phrases	/15	%	/15	%

PHRASES

- | | |
|--------------------------------|----------------------------------|
| 1. 3 cm wide | 9. 1 km to the store |
| 2. 6 mm long | 10. 2 m in length |
| 3. 10 degrees C | 11. 100 mg of fluid |
| 4. 80 degrees F | 12. the vol of water used |
| 5. 2 Tbsp of sugar | 13. 1 g of sugar |
| 6. 5 tsp of baking soda | 14. a L of Coke |
| 7. 64 fl oz of water | 15. 3 ml of cough syrup |
| 8. 1 kg of flour | |

CPSI: SUPPLEMENTAL I SUBTEST F TEST FORM

- | | |
|----------|-----------|
| 1. Asst | 11. M.A. |
| 2. CST | 12. M.S. |
| 3. MST | 13. Ph.D. |
| 4. EST | 14. CIA |
| 5. PST | 15. IRS |
| 6. DST | 16. GED |
| 7. FAQ | 17. ATM |
| 8. ISP | 18. WWW |
| 9. B.A. | 19. IQ |
| 10. B.S. | 20. RSVP |

- | | |
|------------------------|----------------------------|
| 1. Maria Lopez, Asst | 11. Jayla Smith, M.A. |
| 2. 8:00 CST | 12. Ben McCoy, M.S. |
| 3. 10:00 MST | 13. Dara Kumar, Ph.D. |
| 4. 4:00 EST | 14. member of the CIA |
| 5. 12:00 PST | 15. IRS taxes |
| 6. DST starts today | 16. achieve a GED |
| 7. check FAQ | 17. 24 hour ATM |
| 8. my ISP | 18. surfing the WWW |
| 9. Lucas White, B.A. | 19. your IQ |
| 10. Nicolas Wolf, B.S. | 20. RSVP to the invitation |

CPSI: SUPPLEMENTAL I ABBREVIATIONS - SUBTEST F SCORE FORM

Student _____ Examiner _____

TARGET WORDS

Say

1. Asst Assistant
2. CST Central Standard Time
3. MST Mountain Standard Time
4. EST Eastern Standard Time
5. PST Pacific Standard Time
6. DST Daylight Saving Time
- * 7. FAQ FAQfrequently asked questions
- * 8. ISP ISPInternet Service Provider
- * 9. B.A. BA.....Bachelor of Arts
- *10. B.S. BS.....Bachelor of Science
- *11. M.A. MA.....Master of Arts
- *12. M.S. MS.....Master of Science
- *13. Ph.D. PHDDoctor of Philosophy
- *14. CIA CIA.....Central Intelligence Agency
- *15. IRS IRSInternal Revenue Service
- *16. GED GED.....General Equivalency Diploma
- *17. ATM ATM.....automatic teller machine
- *18. WWW WWW.....World Wide Web
- *19. IQ IQintelligence quotient
- *20. RSVP RSVPrespond to invitation

SCORE	Pre-Test Date		Post - Test Date	
Words	/20	%	/20	%
Phrases	/20	%	/20	%

* **Must SAY and give MEANING as indicated for a correct score**

cont.

ABBREVIATIONS - SUBTEST F, CONT.

PHRASES

1. Maria Lopez, **Asst**
2. 8:00 **CST**
3. 10:00 **MST**
4. 4:00 **EST**
5. 12:00 **PST**
6. **DST** starts today
- * 7. check **FAQ**
- * 8. my **ISP**
- * 9. Lucas White, **B.A.**
- * 10. Nicolas Wolf, **B.S.**
- * 11. Jayla Smith, **M.A.**
- * 12. Ben McCoy, **M.S.**
- * 13. Dara Kumar, **Ph.D.**
- * 14. member of the **CIA**
- * 15. **IRS** taxes
- * 16. achieve a **GED**
- * 17. 24 hour **ATM**
- * 18. surfing the **WWW**
- * 19. your **IQ**
- * 20. **RSVP** to the invitation

* **Must SAY and give MEANING as indicated for a correct score**

CPSI: SUPPLEMENTAL I SUBTEST G TEST FORM

- | | |
|-----------|-----------|
| 1. Illus. | 11. URL |
| 2. Hon. | 12. FBI |
| 3. Univ | 13. FDA |
| 4. Dir. | 14. GOP |
| 5. vs. | 15. NAACP |
| 6. misc. | 16. RN |
| 7. NATL | 17. USA |
| 8. Pd. | 18. IOU |
| 9. Mgr | 19. ASAP |
| 10. CORP | 20. CEO |

- | | |
|------------------------|--------------------------------|
| 1. see Illus. 4.1 | 11. the URL in the address bar |
| 2. Hon. Tyrone Simpson | 12. FBI agent |
| 3. Univ of Kansas | 13. FDA approved |
| 4. Dir. Pamela Martin | 14. GOP nomination |
| 5. Topeka vs. Salina | 15. NAACP Headquarters |
| 6. misc. items | 16. Marvin Jones, RN |
| 7. NATL convention | 17. made in the USA |
| 8. stamp it Pd. | 18. IOU \$25 |
| 9. Jeff Logan, Mgr | 19. return ASAP |
| 10. Mills CORP | 20. CEO of the bank |

CPSI: SUPPLEMENTAL I ABBREVIATIONS - SUBTEST G SCORE FORM

Student _____ Examiner _____

TARGET WORDS

Say

1. Illus. Illustration
2. Hon. Honorable
3. Univ University
4. Dir. Director
5. vs. versus
6. misc. miscellaneous
7. NATL National
8. Pd. Paid
9. Mgr Manager
10. CORP Corporation
- *11. URL URLUniform Resource Locator
- *12. FBI FBIFederal Bureau of Investigation
- *13. FDA FDAFood & Drug Administration
- *14. GOP GOPGrand Old Party/Republican Party
- *15. NAACP N double A C PNational Association for the Advancement of Colored
People
- *16. RN Registered Nurse
- *17. USA USAUnited States of America
- *18. IOU I owe you
- *19. ASAP ASAPas soon as possible
- *20. CEO CEOChief Executive Officer

SCORE	Pre-Test Date		Post - Test Date	
Words	/20	%	/20	%
Phrases	/20	%	/20	%

* **Must SAY and give MEANING as indicated for a correct score**

cont.

ABBREVIATIONS - SUBTEST G, CONT.

PHRASES

1. see **Illus.** 4.1
2. **Hon.** Tyrone Simpson
3. **Univ** of Kansas
4. **Dir.** Pamela Martin
5. Topeka **vs.** Salina
6. **misc.** items
7. **NATL** convention
8. stamp it **Pd.**
9. Jeff Logan, **Mgr**
10. Mills **CORP**
- *11. the **URL** in the address bar
- *12. **FBI** agent
- *13. **FDA** approved
- *14. **GOP** nomination
- *15. **NAACP** Headquarters
- *16. Marvin Jones, **RN**
- *17. made in the **USA**
- *18. **IOU** \$25
- *19. return **ASAP**
- *20. **CEO** of the bank

* **Must SAY and give MEANING as indicated for a correct score**

II. EXCEPTIONAL WORDS LIST (EWL)

SUBTESTS & SCORE FORMS

English is a derivative language. Numerous words and phrases have been borrowed from other languages resulting in many words spelled differently than they are pronounced.

The words selected for the EWL are commonly found in everyday communication. These words fall into five different categories:

1. No pronunciation Rule (e.g., opossum: initial “o” is silent)
2. Exceptions to a Rule (e.g., signal: gn-the “g” is not silent)
3. Multiple Rules (e.g., physique: ph=f and qu=k)
4. Frequently mispronounced (e.g., epilepsy, crevasse)
5. Nine or less common words that follow a Rule (e.g., autumn, hymn, solemn, condemn: mn=m).

Students have the most difficulty pronouncing these words in print, because they do not sound the way they look. Informal interviews with adults who are deaf or hard of hearing have also revealed words that are commonly mispronounced.

An additional EWL Subtest has been included that targets cities and states that students with pronunciation issues frequently mispronounce. This Subtest is not comprehensive and test administrators are encouraged to add mispronounced words they encounter to this list. Also included is the Individualized EWL that can be used for exceptional words to be targeted with students and suggestions for test administrators to develop their own individualized EWL word lists.

CPSI: SUPPLEMENTAL II
EXCEPTIONAL WORDS LIST - SUBTEST A
TEST FORM

1. laughter
2. cough
3. Wednesday
4. sew
5. doubt
6. ocean
7. argue
8. relatives
9. tough
10. multiply
11. often
12. laugh
13. Bistro
14. canoe
15. tongue
16. rough
17. debt
18. goulash
19. sure
20. cucumber
21. oxygen
22. enough
23. soldier
24. island
25. grocery

CPSI: SUPPLEMENTAL II EXCEPTIONAL WORDS LIST - SUBTEST A SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. laughter
2. cough
3. Wednesday
4. sew
5. doubt
6. ocean
7. argue
8. relatives
9. tough
10. multiply
11. often
12. laugh
13. Bistro
14. canoe
15. tongue
16. rough
17. debt
18. goulash
19. sure
20. cucumber
21. oxygen
22. enough
23. soldier
24. island
25. grocery

SCORE	Pre-Test Date		Post - Test Date	
Words	/25	%	/25	%

CPSI: SUPPLEMENTAL II
EXCEPTIONAL WORDS LIST - SUBTEST B
TEST FORM

1. barbeque
2. aisle
3. asthma
4. physician
5. opinion
6. accident
7. museum
8. mauve
9. sword
10. jewelry
11. Juanita
12. kayak
13. enemy
14. quotient
15. champion
16. graduate
17. signal
18. beige
19. Pacific
20. patient
21. Juan
22. corsage
23. Chevrolet
24. receipt
25. bologna

CPSI: SUPPLEMENTAL II EXCEPTIONAL WORDS LIST - SUBTEST B SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. barbeque
2. aisle
3. asthma
4. physician
5. opinion
6. accident
7. museum
8. mauve
9. sword
10. jewelry
11. Juanita
12. kayak
13. enemy
14. quotient
15. champion
16. graduate
17. signal
18. beige
19. Pacific
20. patient
21. Juan
22. corsage
23. Chevrolet
24. receipt
25. bologna

SCORE	Pre-Test Date		Post - Test Date	
Words	/25	%	/25	%

CPSI: SUPPLEMENTAL II
EXCEPTIONAL WORDS LIST - SUBTEST C
TEST FORM

1. lasagna
2. tortilla
3. eerie
4. caffeine
5. folks
6. gauge
7. pressure
8. salmon
9. chandelier
10. Thomas
11. mayonnaise
12. colonel
13. quesadilla
14. corps
15. insurance
16. Thailand
17. anxious
18. signature
19. ancient
20. epilepsy
21. rely
22. biscuit
23. guacamole
24. thyme
25. chai tea

CPSI: SUPPLEMENTAL II EXCEPTIONAL WORDS LIST - SUBTEST C SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. lasagna
2. tortilla
3. eerie
4. caffeine
5. folks
6. gauge
7. pressure
8. salmon
9. chandelier
10. Thomas
11. mayonnaise
12. colonel
13. quesadilla
14. corps
15. insurance
16. Thailand
17. anxious
18. signature
19. ancient
20. epilepsy
21. rely
22. biscuit
23. guacamole
24. thyme
25. chai tea

SCORE	Pre-Test Date		Post - Test Date	
Words	/25	%	/25	%

CPSI: SUPPLEMENTAL II
EXCEPTIONAL WORDS LIST - SUBTEST D
TEST FORM

1. bonsai
2. lei
3. individual
4. ghoul
5. antonym
6. syringe
7. Egyptian
8. campaign
9. hors d'oeuvres
10. homonym
11. camouflage
12. Russia
13. duet
14. pneumonia
15. quinoa
16. fajita
17. opossum
18. issue
19. alumni
20. ghetto
21. jalapeno
22. ally
23. synonym
24. rhinoceros
25. glacier

CPSI: SUPPLEMENTAL II EXCEPTIONAL WORDS LIST - SUBTEST D SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. bonsai
2. lei
3. individual
4. ghoul
5. antonym
6. syringe
7. Egyptian
8. campaign
9. hors d'oeuvres
10. homonym
11. camouflage
12. Russia
13. duet
14. pneumonia
15. quinoa
16. fajita
17. opossum
18. issue
19. alumni
20. ghetto
21. jalapeno
22. ally
23. synonym
24. rhinoceros
25. glacier

SCORE	Pre-Test Date		Post - Test Date	
Words	/25	%	/25	%

CPSI: SUPPLEMENTAL II
EXCEPTIONAL WORDS LIST - SUBTEST E
TEST FORM

1. algae
2. Smithsonian
3. phlegm
4. depot
5. ogre
6. plateau
7. genuine
8. parfait
9. subtle
10. choir
11. yacht
12. pedestrian
13. fungi
14. porpoise
15. Tokyo
16. hearth
17. baguette
18. loathe
19. tortoise
20. Puerto Rico
21. hygiene
22. cello
23. reservoir
24. trauma
25. paranoia

CPSI: SUPPLEMENTAL II EXCEPTIONAL WORDS LIST - SUBTEST E SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. algae
2. Smithsonian
3. phlegm
4. depot
5. ogre
6. plateau
7. genuine
8. parfait
9. subtle
10. choir
11. yacht
12. pedestrian
13. fungi
14. porpoise
15. Tokyo
16. hearth
17. baguette
18. loathe
19. tortoise
20. Puerto Rico
21. hygiene
22. cello
23. reservoir
24. trauma
25. paranoia

SCORE	Pre-Test Date		Post - Test Date	
Words	/25	%	/25	%

CPSI: SUPPLEMENTAL II
EXCEPTIONAL WORDS LIST - SUBTEST F
TEST FORM

1. silhouette
2. Alzheimer's
3. fluorescent
4. corduroy
5. luau
6. xylophone
7. hierarchy
8. aerial
9. counterfeit
10. regime
11. eulogy
12. vinyl
13. radiology
14. crochet
15. quiche
16. buoy
17. Xerox
18. naïve
19. debris
20. larynx
21. physique
22. bayou
23. Iraq
24. meringue
25. Dalmatian

CPSI: SUPPLEMENTAL II EXCEPTIONAL WORDS LIST - SUBTEST F SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. silhouette
2. Alzheimer's
3. fluorescent
4. corduroy
5. luau
6. xylophone
7. hierarchy
8. aerial
9. counterfeit
10. regime
11. eulogy
12. vinyl
13. radiology
14. crochet
15. quiche
16. buoy
17. Xerox
18. naïve
19. debris
20. larynx
21. physique
22. bayou
23. Iraq
24. meringue
25. Dalmatian

SCORE	Pre-Test Date		Post - Test Date	
Words	/25	%	/25	%

CPSI: SUPPLEMENTAL II
EXCEPTIONAL WORDS LIST - SUBTEST G
TEST FORM

1. megabyte
2. déjà vu
3. genre
4. puree
5. mousse
6. persuade
7. deuce
8. entrée
9. odyssey
10. gourmet
11. aneurysm
12. virtual
13. suede
14. licorice
15. toupee
16. gigabyte
17. parenthesis
18. parentheses
19. actual
20. matinee
21. oriole
22. suite
23. hyena
24. tissue
25. suave

CPSI: SUPPLEMENTAL II EXCEPTIONAL WORDS LIST - SUBTEST G SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. megabyte
2. déjà vu
3. genre
4. puree
5. mousse
6. persuade
7. deuce
8. entrée
9. odyssey
10. gourmet
11. aneurysm
12. virtual
13. suede
14. licorice
15. toupee
16. gigabyte
17. parenthesis
18. parentheses
19. actual
20. matinee
21. oriole
22. suite
23. hyena
24. tissue
25. suave

SCORE	Pre-Test Date		Post - Test Date	
Words	/25	%	/25	%

CPSI: SUPPLEMENTAL II
EXCEPTIONAL WORDS LIST - SUBTEST H
TEST FORM

1. appendectomy
2. bias
3. martyr
4. rapport
5. czar
6. queue
7. allegiance
8. isthmus
9. derriere
10. subpoena
11. blintz
12. rendezvous
13. cuisine
14. Brie cheese
15. masseuse
16. tsar
17. amoeba
18. surveillance
19. hiatus
20. pekoe tea
21. niche
22. cashmere
23. versatile
24. suet
25. Pinocchio

CPSI: SUPPLEMENTAL II EXCEPTIONAL WORDS LIST - SUBTEST H SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. appendectomy
2. bias
3. martyr
4. rapport
5. czar
6. queue
7. allegiance
8. isthmus
9. derriere
10. subpoena
11. blintz
12. rendezvous
13. cuisine
14. Brie cheese
15. masseuse
16. tsar
17. amoeba
18. surveillance
19. hiatus
20. pekoe tea
21. niche
22. cashmere
23. versatile
24. suet
25. Pinocchio

SCORE	Pre-Test Date		Post - Test Date	
Words	/25	%	/25	%

CPSI: SUPPLEMENTAL II
EXCEPTIONAL WORDS LIST - SUBTEST I
TEST FORM

1. reminisce
2. tricycle
3. crevasse
4. honor
5. liaison
6. rhubarb
7. honest
8. column
9. bicycle
10. rhythm
11. herbal
12. entrepreneur
13. unicycle
14. rhyme
15. honorarium
16. cycle
17. condemn
18. honorable
19. solemn
20. cyclist
21. hymn
22. herb
23. alibi
24. autumn
25. heir

CPSI: SUPPLEMENTAL II EXCEPTIONAL WORDS LIST - SUBTEST I SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. reminisce
2. tricycle
3. crevasse
4. honor
5. liaison
6. rhubarb
7. honest
8. column
9. bicycle
10. rhythm
11. herbal
12. entrepreneur
13. unicycle
14. rhyme
15. honorarium
16. cycle
17. condemn
18. honorable
19. solemn
20. cyclist
21. hymn
22. herb
23. alibi
24. autumn
25. heir

SCORE	Pre-Test Date		Post - Test Date	
Words	/25	%	/25	%

CPSI: SUPPLEMENTAL II
EXCEPTIONAL WORDS LIST - SUBTEST J
TEST FORM

1. psychologist
2. psalm
3. psychiatrist
4. psoriasis
5. psychiatric
6. ingénue
7. quay
8. sequoia tree
9. segue
10. argyle

CPSI: SUPPLEMENTAL II EXCEPTIONAL WORDS LIST - SUBTEST J SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. psychologist
2. psalm
3. psychiatrist
4. psoriasis
5. psychiatric
6. ingénue
7. quay
8. sequoia tree
9. segue
10. argyle

SCORE	Pre-Test Date		Post - Test Date	
Words	/10	%	/10	%

CPSI: SUPPLEMENTAL II

EXCEPTIONAL WORDS LIST - SUBTEST CITY-STATE

TEST FORM

1. Des Moines, Iowa
2. Albuquerque, New Mexico
3. Cheyenne, Wyoming
4. Cincinnati, Ohio
5. Honolulu, Hawaii
6. Fayetteville, Arkansas
7. Champaign, Illinois
8. Philadelphia, Pennsylvania
9. San Jose, California
10. Indianapolis, Indiana
11. Louisville, Kentucky
12. Phoenix, Arizona
13. Baton Rouge, Louisiana
14. Annapolis, Maryland
15. Boise, Idaho
16. Cambridge, Massachusetts
17. Olympia, Washington
18. Biloxi, Mississippi
19. Savannah, Georgia
20. Raleigh, North Carolina
21. Minneapolis, Minnesota
22. Tallahassee, Florida
23. Providence, Rhode Island
24. Pierre, South Dakota
25. Montpelier, Vermont

CPSI: SUPPLEMENTAL II EXCEPTIONAL WORDS LIST - SUBTEST CITY-STATE SCORE FORM

Student _____ Examiner _____

TARGET WORDS

1. Des Moines, Iowa
2. Albuquerque, New Mexico
3. Cheyenne, Wyoming
4. Cincinnati, Ohio
5. Honolulu, Hawaii
6. Fayetteville, Arkansas
7. Champaign, Illinois
8. Philadelphia, Pennsylvania
9. San Jose, California
10. Indianapolis, Indiana
11. Louisville, Kentucky
12. Phoenix, Arizona
13. Baton Rouge, Louisiana
14. Annapolis, Maryland
15. Boise, Idaho
16. Cambridge, Massachusetts
17. Olympia, Washington
18. Biloxi, Mississippi
19. Savannah, Georgia
20. Raleigh, North Carolina
21. Minneapolis, Minnesota
22. Tallahassee, Florida
23. Providence, Rhode Island
24. Pierre, South Dakota
25. Montpelier, Vermont

SCORE	Pre-Test Date		Post - Test Date	
Words	/25	%	/25	%

CPSI: SUPPLEMENTAL II
SUBTEST _____
TEST FORM

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.

CPSI: SUPPLEMENTAL II EXCEPTIONAL WORDS LIST - SUBTEST _____ SCORE FORM

Student _____ Examiner _____

TARGET WORDS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.

SCORE	Pre-Test Date		Post - Test Date	
Words	/25	%	/25	%

CPSI: SUPPLEMENTAL II EXCEPTIONAL WORDS LIST Additional Suggestions

Suggested categories for test administrators to develop their own individualized vocabulary EWL lists:

Sports	Student's special interests
Plants	Technology
The Earth	Career
Animals	Additional Academic Tier 3
Human body	SAT-ACT
Machines and tools	College/Professional Football Teams
Recreation	College/Professional Baseball Teams
Social institutions	College/Professional Soccer Teams
Entertainment	College/Professional Basketball Teams
Travel	Countries
Geography	Rivers
Science	Planets/Stars
Math	Rivers
Food	Lakes
Community	Dates, Days, Months, Years
Education	Holidays

Data Forms

Data Forms are used to document pronunciation data for the four CPSI Component Subtests and the Supplemental Tests. They provide continuity over time and reliability from interventionist to interventionist.

CPSI: SYLLABLES DATA FORM

Student _____ Examiner _____

TWO SYLLABLES SUBTEST A	WORD	WORD	SENTENCE	SENTENCE	ORAL READING	ORAL READING
	Pre Date:	Post Date:	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score						

THREE SYLLABLES SUBTEST B	WORD	WORD	SENTENCE	SENTENCE	ORAL READING	ORAL READING
	Pre Date:	Post Date:	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score						

FOUR SYLLABLES SUBTEST C	WORD	WORD	SENTENCE	SENTENCE	ORAL READING	ORAL READING
	Pre Date:	Post Date:	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score						

FIVE SYLLABLES SUBTEST D	WORD	WORD	SENTENCE	SENTENCE	ORAL READING	ORAL READING
	Pre Date:	Post Date:	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score						

CPSI: RULES DATA FORM

Student _____ Examiner _____

RULES A	WORD	WORD	SENTENCE	SENTENCE	ORAL READING	ORAL READING
	Pre Date:	Post Date:	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score						

RULES B	WORD	WORD	SENTENCE	SENTENCE	ORAL READING	ORAL READING
	Pre Date:	Post Date:	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score						

RULES C	WORD	WORD	SENTENCE	SENTENCE	ORAL READING	ORAL READING
	Pre Date:	Post Date:	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score						

RULES D	WORD	WORD	SENTENCE	SENTENCE	ORAL READING	ORAL READING
	Pre Date:	Post Date:	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score						

CPSI: SUFFIXES DATA FORM

Student _____ Examiner _____

SUFFIXES A	WORD	WORD	SENTENCE	SENTENCE	ORAL READING	ORAL READING
	Pre Date:	Post Date:	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score						

SUFFIXES B	WORD	WORD	SENTENCE	SENTENCE	ORAL READING	ORAL READING
	Pre Date:	Post Date:	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score						

SUFFIXES C	WORD	WORD	SENTENCE	SENTENCE	ORAL READING	ORAL READING
	Pre Date:	Post Date:	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score						

SUFFIXES D	WORD	WORD	SENTENCE	SENTENCE	ORAL READING	ORAL READING
	Pre Date:	Post Date:	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score						

CPSI: FINAL SOUNDS DATA FORM

Student _____ Examiner _____

FINAL SOUNDS	WORD	WORD	SENTENCE	SENTENCE	ORAL READING	ORAL READING
	Pre Date:	Post Date:	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score						

SUPPLEMENTAL TEST: ABBREVIATIONS DATA FORM

Student _____ Examiner _____

ABBREVIATIONS A	WORD	WORD	PHRASE	PHRASE
	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score				

ABBREVIATIONS B	WORD	WORD	PHRASE	PHRASE
	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score				

ABBREVIATIONS C	WORD	WORD	PHRASE	PHRASE
	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score				

ABBREVIATIONS D	WORD	WORD	PHRASE	PHRASE
	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score				

ABBREVIATIONS E	WORD	WORD	PHRASE	PHRASE
	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score				

ABBREVIATIONS F	WORD	WORD	PHRASE	PHRASE
	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score				

ABBREVIATIONS G	WORD	WORD	PHRASE	PHRASE
	Pre Date:	Post Date:	Pre Date:	Post Date:
Overall Score				

SUPPLEMENTAL TEST: EXCEPTIONAL WORDS LIST (EWL) DATA FORM

Student _____ Examiner _____

EWL-A	WORD	WORD
	Pre Date:	Post Date:
Overall Score		

EWL-B	WORD	WORD
	Pre Date:	Post Date:
Overall Score		

EWL-C	WORD	WORD
	Pre Date:	Post Date:
Overall Score		

EWL-D	WORD	WORD
	Pre Date:	Post Date:
Overall Score		

EWL-E	WORD	WORD
	Pre Date:	Post Date:
Overall Score		

EWL-F	WORD	WORD
	Pre Date:	Post Date:
Overall Score		

EWL-G	WORD	WORD
	Pre Date:	Post Date:
Overall Score		

EWL-H	WORD	WORD
	Pre Date:	Post Date:
Overall Score		

EWL-I	WORD	WORD
	Pre Date:	Post Date:
Overall Score		

EWL-J	WORD	WORD
	Pre Date:	Post Date:
Overall Score		

EWL-CITY - STATE	WORD	WORD
	Pre Date:	Post Date:
Overall Score		

EWL-_____	WORD	WORD
	Pre Date:	Post Date:
Overall Score		

CASE STUDIES

Two students, whose names have been changed to “Emma” and “Sam”, were assessed using the CPSI Screening Test. Their results determined the appropriate Subtests to be administered. From the results of the Subtests, IEP goals for intervention were developed.

CPSI SCREENING TEST SCORE FORM

Student: Emma Examiner: C. Hickman Date: _____

IT was **S** a windy September **R** afternoon **N**. Robin **N** Da **SH** took **K** her **R** do **G** to the park **K**. Suddenly she saw a
 brochure **R** about **T** the circus **S**. They needed **D** a trainee to clean **N** the animal **L** cages **S**. She quickly ran **N** to inform **M**
 her **R** parents **S**. She wanted **D** to work **K** the following **NG** weekend **D**. Robin was **S** excited **D**. Now she could **D** hear **N** all
 of **F** the volunteer **R** days **S** demanded **D** by her **R** school **L**. She was **S** thrilled **D** to begin **N**.

Robin woke up on that wonderful Saturday. She had a good attitude. She had so much **energy**. Today
 was the first day of her temporary job at the circus! She put on her jacket and **fastened** her scarf.

Then she ate a **giant** nutty roll. She ran out the door. She swiftly went down Park Terrace. Then she
 saw a street musician playing a piano. She quickly took his **photo**. Next, she stood at the bus stop. It
 was by the benches. All at once her stomach felt **queasy**. Robin was confused. She did not **focus** on
 the **traffic**. Robin was Deaf and did not hear the speeding **taxi**. It was zooming by. The driver lost
 control of the car. It knocked her down. She fell on her **knee** and hit her head on the dirty street. Her
 glasses were broken. A reporter saw her fall. He told a police officer to call for an ambulance. It was an
 emergency. They took her to Smith Medical Hospital.

The **ambitious** nurses completed a search through Robin's purse. They did not find anything **essential**.
 It was impossible to **verify** who she was. Doctor Sue Lane gave them guidance. She was **efficient**. She
 found Robin's cell phone. Then she found the important contacts. Sue ran to the admitting desk and
 took action. With authority, she made a call to Robin's mother. Sue told her that Robin had been hurt.

Robin had **multiple** cuts and scratches. Sue knew her mother would worry.

SY

SY

SY

SY

SY

Robin slowly opened her beautiful eyes. She felt **numb**. The woman in her room was not familiar to her.

SY

SY

SY

SY

SY

SY

She did not recognize her own mother! Robin was in **serious** pain. She felt an **ache** in her head and in

SY

SY

SY

SY

her **thigh**. They gave her a pill to ease her pain. When her brother arrived, she felt much better. She was

SY

SY

SY

excited to see his face.

SY

When Robin went home, she felt fantastic! She wanted to **wrestle** with her yellow Lab. She contacted

SY

SY

SY

SY

SY

SY

the Director of the circus. She explained her story. He said that she should work the following Tuesday.

SY

SY

SY

SY

SY

SY

Then Robin emailed her best friend. She told her about her **adventure**. She said to add her parents and

SY

SY

SY

SY

SY

friends to her cell phone. Then she would be safe in that kind of a situation. Robin said that the

SY

SY

important contacts in her cell phone saved the day!

SY

SY

SCORE	# Incorrect	% Correct
OVERALL	-133/245	46%
Syllables	-54/125	57%
Rules	-15/20	20%
Suffixes	-46/60	27%
Final Sounds	-18/40	55%

KEY:

Syllables – "SY" beneath the word

Rules – **Bold word** & border around rule

Suffixes – Underlined

Final Sounds – **BOLD CAPS** (*only in the first paragraph)

OBSERVATION NOTES:

CPSI: TWO SYLLABLES - SUBTEST A SCORE FORM

Student: Emma Examiner: C. Hickman

TARGET WORDS

1. shoulder
2. lettuce
3. jacket
4. nonsense
5. complain
6. cattle
7. produce
8. football
9. shampoo
10. ribbon
11. silent
12. common
13. laundry
14. yogurt
15. council

SCORE	Pre-Test Date		Post - Test Date	
Words	-1/15	93%	/15	%
Sentences	-1/15	93%	/15	%
Oral Reading	-2/15	87%	/15	%

SENTENCES

1. I love to eat peanuts at noon.
2. Can I wear your bracelet to school?
3. Will you bake your pumpkin pie with walnuts?
4. Can you bring the drinks for the picnic?
5. I found twenty pens in the brown basket.
6. She likes mustard on her bread.
7. They grow cabbage in the valley.
8. She put her pet hamster in the cage.
9. We must agree on a price for that mattress.
10. The pop machine takes four quarters.

ORAL READING

It was a cool Halloween night. Brad and Zoe paraded through their home in their costumes. Brad dressed as a monkey and Zoe as a pirate. As they left their home, they saw four of their friends approaching. They decided to walk together as a team. The dark night did not scare them, as they did not foresee an attack. Suddenly, they heard a whisper. Then a leopard jumped out from behind a tree. BOOOO it yelled! They were filled with terror as shivers ran down their spines. They froze for a moment and then their friend took off his mask and laughed! He gave them balloons and they all walked away with a smile. They had to admit to defeat. They laughed all the way home.

CPSI: THREE SYLLABLES - SUBTEST B SCORE FORM

Student: Emma Examiner: C. Hickman

TARGET WORDS

1. octopus
2. vanilla
3. umbrella
4. principal
5. remember
6. telescope
7. dividend
8. magnetic
9. typical
10. calendar
11. paragraph
12. develop
13. dinosaur
14. messenger
15. contribute

SCORE	Pre-Test Date		Post - Test Date	
Words	-8/15	47%	/15	%
Sentences	-9/15	40%	/15	%
Oral Reading	-9/15	40%	/15	%

SENTENCES

1. She backed her vehicle into a tree.
2. Kayla is impulsive and makes bad choices.
3. The jury will determine the verdict.
4. We are fortunate to have cool weather in November.
5. The volcano on the island was active last night.
6. We advertise that we give away free tomatoes.
7. They painted graffiti on the train.
8. Ella will close her computer when she is done.
9. Oak trees line the boulevard downtown.
10. I can see the sun setting on the horizon.
11. I grow lavender in my back yard.
12. The appliance store stocks a lot of merchandise.

ORAL READING

I grew up in a small town in Nevada. On warm days in October, we always ate hamburgers for lunch. Then we made our weekly trip to the city zoo. The zoo was filled with all sorts of habitats. It had authentic displays of different species. Our first stop was always to see the porcupines. They were funny as they ate spaghetti and vegetables. Next, we would visit the elephants. They caused a great commotion as they demolished things in their way with their enormous feet. At the end of the day, we would take time to say hi to the chimpanzees. They would swing from tree to tree, tossing bananas at each other. Yes, I think back on those days of my innocent youth and smile.

CPSI: SUFFIXES - SUBTEST A SCORE FORM

Student: Emma Examiner: C. Hickman

TARGET WORDS SUFFIX

- | | |
|-------------|----------|
| 1. greasy | y |
| 2. totally | ly |
| 3. advis | or |
| 4. compar | ing |
| 5. father's | 's |
| 6. invader | er |
| 7. forget | ful |
| 8. sharpen | en |
| 9. cartoon | ist |
| 10. seventy | ty=dy/ty |

SCORE	Pre-Test Date		Post - Test Date	
Words	-5/10	50%	/10	%
Sentences	-6/10	40%	/10	%
Oral Reading	-15/25	40%	/25	%

SENTENCES

1. Was the lake muddy last week?
2. The horse was constantly hungry.
3. He is my protector.
4. My handwriting is hard to read.
5. The student's test score improved.
6. She is a manager of a bank in Kansas.
7. The powerful car raced around the track.
8. She will lengthen her dress for the party.
9. José was a finalist in the math competition.
10. Mia bought a novelty gift for Wade.

ORAL READING

Ethan wanted to be a firefighter. When he was young, he played with hoses, water, and fire trucks. His mom was a professor of English. His dad was a journalist and an editor for a local magazine. They did not understand Ethan's fascination with fires, but were respectful of their son. Ethan had the intelligence and loyalty to be a perfect first responder. One day Ethan and his mom were preparing to bake a birthday cake for his dad. As she put the cake pan in the oven, a fire suddenly broke out! She watched nervously as Ethan put out the fire. When Ethan saw the bad burns on her hands, he knew exactly what to do. His uncle, a novelist, had taught him. Ethan cracked six eggs. He stirred the whites and then applied them to his mother's burns. Ethan's mom looked curiously at the slimy egg whites that he used to dampen her hands. She felt better instantly. However, she saw that the cake batter had splattered everywhere. This caused a sticky mess, which was frustrating. They knew that salvaging the cake was impossible. They looked at each other and fell to the floor in hysterics. His mom told Ethan, "You may never be a chef, but someday son, you will be a successful commander in your chosen profession. That is your destiny!"

CPSI: SUFFIXES - SUBTEST B SCORE FORM

Student: Emma Examiner: C. Hickman

TARGET WORDS SUFFIX

- | | |
|----------------------|---------|
| 1. cheated <u>ed</u> | ted/ded |
| 2. changes <u>es</u> | es |
| 3. penni <u>less</u> | less |
| 4. yellow <u>ish</u> | ish |
| 5. watered <u>ed</u> | t/d |
| 6. patios <u>s</u> | s |
| 7. dismiss <u>al</u> | al |
| 8. simple <u>st</u> | est |
| 9. grouch <u>ier</u> | ier |
| 10. energ <u>ize</u> | ize |

SCORE	Pre-Test Date		Post - Test Date	
Words	-7/10	30%	/10	%
Sentences	-9/10	10%	/10	%
Oral Reading	/45	%	/45	%

SENTENCES

1. Maria was suspended from school today.
2. Thomas will carve two notches in the wood.
3. That coin is totally worthless.
4. Arnie wears stylish jewelry.
5. She removed her lunch tray from the counter.
6. How many newspapers have you read today?
7. We do not have a garbage disposal.
8. Walk across the broadest part of the bridge.
9. Patrick is clumsier than his dog.
10. Do you idolize anyone?

ORAL READING

Tom was not the oldest guy in the group. But, he was the strongest. That's why he was voted as the "sign carrier". His group had planned a surprise birthday party for Daniel. They loved to socialize. Scott had the critical job of getting Daniel out of the house. After the boys departed, the group made Daniel's home glitzier. They could visualize the party atmosphere. Emma brought lots of cookies and peaches. Joe put up colorful streamers and seasonal lights. Declan brought chairs and tables. They were tireless in their work. The room was finally finished! Grace said that it looked original. It was much cheerier than she had imagined. Next, they had to wait for Scott to bring Daniel home.

They felt foolish peeking out the windows. After checking their watches ten times, Tom spotted Scott and Daniel walking up the front steps. Tom grabbed the sign. They began to sing Happy Birthday! Daniel hesitated. Then he demonstrated a sign of approval. He embraced his pals. Tom exclaimed that Daniel was the most unselfish guy they knew. Daniel was speechless. When he could talk again, he thanked everyone. Daniel had never known a friendlier group of people. The pictures they took that night were priceless.

EMMA

SUMMARY OF RESULTS AND IEP GOALS

Present Level of Performance of Pronunciation Skills

Emma is an 11 year 4-month-old female with a bilateral hearing loss in the severe range (RE: 75dBHL; LE: 80dBHL) with normal middle ear function. She uses bilateral, behind-the-ear hearing aids consistently. Her aided auditory discrimination score is 58%. Her speech is moderately intelligible for familiar listeners for concrete communication in context.

The CPSI Screening Test revealed significant errors in Emma's pronunciation skills across all Components. Her overall score on this test was 46%. Component scores were: Syllables 57%; Rules 20%; Suffixes 27%; and Final Sounds 55%.

Because syllabication has the most impact on speech intelligibility, Syllable Subtests were performed. On these Subtests, Emma demonstrated minor errors with two syllable words. However, she had more difficulty with three and four syllable words. In addition, Emma's frequent omissions of suffixes impacted her syllabication. Suffix Subtests A and B were administered to assess her use of common suffixes. These Subtest Scores revealed a need to develop intervention goals for targeted Syllables and Suffixes.

ANNUAL GOAL: #1

By (date), Emma will correctly produce three syllable words at the word, sentence, and oral reading levels with 90% accuracy as assessed by the CPSI Syllable Subtest B.

BASELINE:

CPSI Syllable Subtests

Three Syllables Subtest B: Words 47%, Sentences 40%, Oral Reading 40%

ANNUAL GOAL #2

By (date) Emma will correctly produce suffixes at the word, sentence, and oral reading levels for Suffix A and at the word level for Suffix B with 90% accuracy as assessed by the CPSI Suffixes Subtests A and B.

BASELINE:

CPSI Suffixes Subtests

Subtest A: Words 50% Sentences 40% Oral Reading: 40%

Subtest B: Words 30%

cont.

SETTING IEP GOALS – CONSIDERATIONS FOR EMMA:

Be realistic when selecting the number of pronunciation goals. The targeted goals are dependent on several factors including the frequency of intervention, length of sessions, individual vs. group settings, and additional speech and language needs of the student. It must be emphasized that these pronunciation goals should be used in conjunction with oral and written language goals.

It was suggested that annual goals be written for Three Syllable words and Suffixes - Subtests A and B. Emma's syllabication skills appeared to break down at the three-syllable word level. Due to the significance of syllabication skills for intelligibility, work on her correct production of three syllable words was highly recommended. This may take a year or more, therefore it is the only targeted syllable goal. Emma's suffix omissions also impacted her syllabication skills. As she focuses on the targeted suffixes, her syllabication will improve. As the year progresses, Emma can work on suffixes and three syllable words simultaneously. These goals can be readily used in conjunction with academic as well as social vocabulary. Targeted vocabulary can be taken from academic classes as well as social interactive language.

It must be noted that given Emma's significant pronunciation errors, improving her syllabication skills may not significantly improve her spontaneous conversational intelligibility with unfamiliar listeners (e.g., bank teller, store clerk, doctor). However, improved syllabication will increase her speech intelligibility for familiar listeners in context.

CPSI SCREENING TEST SCORE FORM

Student: Sam Examiner: K. Biven Date: _____

IT waS a windy SeptemberR afternooN. RobiN DaSH tooK heR doG to the parkK. Suddenly she saw a
 SY SY SY SY SY
 brochuRe abouT the circuS. They needeD a trainee to cleaN the animaL cageS. She quickly raN to inforM
 SY SY SY SY SY SY SY SY SY SY
 heR parentS. She wanteD to worK the followiNG weekenD. RobiN waS exciteD. Now she coulD earN aLL
 SY SY SY SY SY SY SY
 oF the volunteeR dayS demandeD by heR schooL. She waS thrilledD to begiN.
 SY SY SY SY

Robin woke up on that wonderfuL Saturday. She had a good attitude. She had so much energy. Today
 SY SY SY SY SY SY SY SY SY SY
 was the first day of her temporary job at the circus! She put on her jacket and fastened her scarf.
 SY SY SY SY SY SY SY SY SY SY

Then she ate a giant nutty roll. She ran out the door. She swiftly went down Park Terrace. Then she
 SY SY SY SY SY SY SY SY SY SY
 saw a street musician playing a piano. She quickly took his photo. Next, she stood at the bus stop. It
 SY SY SY SY SY SY SY SY SY SY
 was by the benches. All at once her stomach felt queasy. Robin was confused. She did not focus on
 SY SY SY SY SY SY SY SY SY SY
 the traffic. Robin was Deaf and did not hear the speeding taxi. It was zooming by. The driver lost
 SY SY SY SY SY SY SY SY SY SY
 control of the car. It knocked her down. She fell on her knee and hit her head on the dirty street. Her
 SY SY SY SY SY SY SY SY SY SY
 glasses were broken. A reporter saw her fall. He told a police officer to call for an ambulance. It was an
 SY SY SY SY SY SY SY SY SY SY
 emergency. They took her to Smith Medical Hospital.
 SY SY SY SY SY SY SY SY SY SY

The ambitious nurses completed a search through Robin's purse. They did not find anything essential.
 SY SY SY SY SY SY SY SY SY SY
 It was impossible to verify who she was. Doctor Sue Lane gave them guidance. She was efficient. She
 SY SY SY SY SY SY SY SY SY SY
 found Robin's cell phone. Then she found the important contacts. Sue ran to the admitting desk and
 SY SY SY SY SY SY SY SY SY SY
 took action. With authority, she made a call to Robin's mother. Sue told her that Robin had been hurt.
 SY SY SY SY SY SY SY SY SY SY

Robin had **multiple** cuts and scratches. Sue knew her mother would worry.

SY SY SY SY SY

Robin slowly opened her beautiful eyes. She felt **numb**. The woman in her room was not familiar to her.

SY SY SY SY SY SY

She did not recognize her own mother! Robin was in **serious** pain. She felt an **ache** in her head and in

(SY) SY SY (SY)

her **thigh**. They gave her a pill to ease her pain. When her brother arrived, she felt much better. She was

SY SY SY

excited to see his face.

SY

When Robin went home, she felt fantastic! She wanted to **wrestle** with her yellow Lab. She contacted

SY SY SY SY SY SY

the Director of the circus. She explained her story. He said that she should work the following Tuesday.

SY SY SY SY SY SY

Then Robin emailed her best friend. She told her about her **adventure**. She said to add her parents and

SY SY SY (SY) SY

friends to her cell phone. Then she would be safe in that kind of a situation. Robin said that the

(SY) SY

important contacts in her cell phone saved the day!

SY SY

SCORE	# Incorrect	% Correct
OVERALL	-35/245	86%
Syllables	-12/125	90%
Rules	-10/20	50%
Suffixes	-10/60	83%
Final Sounds	-3/40	93%

KEY:

Syllables – “SY” beneath the word

Rules – **Bold word** & border around rule

Suffixes – Underlined

Final Sounds – **BOLD CAPS** (*only in the first paragraph)

OBSERVATION NOTES:

CPSI: RULES - SUBTEST A SCORE FORM

Student: SamExaminer: K. Biven

TARGET WORDS RULE

- | | |
|------------------------|--------------------------|
| 1. micro <u>ph</u> one | ph=f |
| 2. th <u>mb</u> | mb=m |
| 3. <u>kn</u> owledge | kn=n |
| 4. <u>res</u> ign | gn=n |
| 5. <u>dough</u> | gh ₃ =silent* |
| 6. wadd <u>le</u> | le ₃ =ul * |
| 7. <u>ch</u> aracter | ch=k |
| 8. karat <u>e</u> | e ₃ =ee * |
| 9. ac <u>qu</u> ire | qu=kw |
| 10. con <u>qu</u> er | qu=k |

* ₃ = final position

SCORE	Pre-Test Date		Post - Test Date	
Words	-3/10	70%	/10	%
Sentences	-4/10	60%	/10	%
Oral Reading	-9/20	55%	/20	%

SENTENCES

1. Do not use that phony dollar bill.
2. I saw the broken tree limb.
3. She can knit five blankets in two days.
4. The gnat landed on her fruit at the picnic.
5. They rode a sleigh over the snow-covered hills.
6. I want to order a triple scoop of chocolate ice cream.
7. They threw the anchor over the side of the boat.
8. Place the apostrophe before the letter "s".
9. Seth will qualify for the State Swim Meet.
10. Tim surprised his girlfriend with a bouquet of flowers.

ORAL READING

It was a warm, sunny day. Ryan, the plumber, made buttermilk waffles using his mother's recipe. After breakfast, he walked outside and noticed a white poodle on his roof. The dog was gnawing on a bone. Ryan got the ladder that he frequently used to climb to the roof. As he reached for the dog, the ladder broke and he fell to the ground, scraping his kneecap and hitting his head on a huge rock. Ryan sat up slowly because he had an awful headache. He called his nephew, Nick, at the pharmacy for help. Although Nick was busy mixing chemicals, he said that he would be right there with lunch. Nick arrived with a mesquite turkey sandwich with sesame seeds. He told Ryan that they should go to the hospital after lunch. As they were leaving, Ryan turned the knob on the door and told Nick that his arm also hurt. When they arrived at the hospital, Ryan was assigned a room. Dr. Miles did a thorough exam and told Ryan that he was required to wear a sling for two weeks. Ryan promised never to use his antique ladder again.

CPSI: RULES - SUBTEST B SCORE FORM

Student: SamExaminer: K. Biven

TARGET WORDS RULE

- | | |
|-----------------------|---------------------|
| 1. receive | ce=s |
| 2. dialog | g ₃ =g * |
| 3. apology | gy=j |
| 4. citizen | ci=s |
| 5. vigor | go=g |
| 6. custom | cu=k |
| 7. lacy | cy=s |
| 8. garnish | ga=g |
| 9. genius | ge=j |
| 10. educate | ca=k |
| 11. Atlantic | c ₃ =k * |
| 12. disgust | gu=g |
| 13. silicone | co=k |
| 14. engine | gi=j |

SCORE	Pre-Test Date		Post - Test Date	
Words	-3/14	79%	/15	%
Sentences	-3/14	79%	/15	%
Oral Reading	-14/50	72%	/50	%

SENTENCES

1. Do you want celery in your salad?
2. Will the ladybug land on the flower?
3. The pudgy rabbit hopped under the bush.
4. Move the decimal point over to make a whole number.
5. He waited at the airport for three agonizing hours.
6. Please vacuum your room.
7. My dog has a cyst on his paw.
8. I love to read magazines on airplanes.
9. There is a legend about the grand old house by the river.
10. The witch stirred the potion in her black cauldron.
11. Brett showed off his athletic skills.
12. Do you eat legumes daily?
13. I will meet you at the courthouse today.
14. My aunt's teapot is fragile.

ORAL READING

Today was Jaeden's birthday. He was going to celebrate his day at the zoo. He quickly ate his cinnamon porridge. Then he mixed icy apricot water with his citrus drink. He used his favorite goblet from Egypt. Next, his mother medicated him for his allergy to animals. She was always so organized. All of a sudden, he started to hiccup. Then he spilled his drink. His mother handed him the dishrag. They both burst out laughing. The very same thing had happened recently!

cont.

Jaeden and his mom drove the short commute to the zoo. He ran to the pagoda to watch the giraffes play. As they walked to the kangaroo area, a pigeon ran by their path. It disappeared into an old, rustic barn near the lagoon. Then they saw a bullfrog jump into the water. Next, they visited the docile gorillas that cuddled together. These animals had mandy hair. They smiled as a gentle pony galloped by. Suddenly, a baby lamb escaped from the petting zoo. A custodian returned it to safety. What an amazing trip to the zoo!

Later they went to the carnival. They watched agile gymnasts. They were balancing on their heads while riding a carrousel. Adjacent to them, rabbits were running through cylinders on top of a locomotive. Suddenly, there was an incident. Someone turned on a faucet with a fine mist sprayer. The audience gasped! Then a frantic German Shepherd ran swiftly around the ring. Next, agitated monkeys started hitting their shiny cymbals. The people started to panic and followed the guides outside. When they reached the parking lot, they heard the ringmaster make an urgent announcement. He said they didn't approve of the prank. Jaeden laughed and said he had a wonderful birthday anyway.

CPSI: SUPPLEMENTAL I ABBREVIATIONS - SUBTEST A SCORE FORM

Student: SamExaminer: K. Biven**TARGET****WORDS****Say****Meaning**

- | SCORE | | Pre-Test Date | | Post - Test Date | |
|---------|-------|---------------|-----|------------------|--|
| Words | -5/15 | 67% | /15 | % | |
| Phrases | -4/15 | 73% | /15 | % | |
1. Pres. President
 2. VP Vice-President
 3. Dr. Doctor
 4. Jr. Junior
 5. Sr. Senior
 6. Apt Apartment
 7. Dept Department
 8. doz dozen
 9. abbr. abbreviation
 - *10. Mr. Mistermarried/not married man
 - *11. Mrs. Missusmarried woman
 - *12. Ms. Miz**married/not married woman
 - *13. A.M. AMmorning
 - *14. P.M. PM.....afternoon
 - *15. M.D. MD.....medical doctor

PHRASES

- | | |
|-----------------------------------|------------------------------|
| 1. Pres. Redwood | 9. abbr. of the word |
| 2. Mark Dugan, VP of Sales | 10. Mr. Hickman |
| 3. Dr. Kennedy | 11. Mrs. Cruz |
| 4. Tayte Brown, Jr. | 12. Ms. Banderas |
| 5. Sr. in High School | 13. 6:00 A.M. |
| 6. Apt 560 | 14. 7:00 P.M. |
| 7. Math Dept | 15. Chuco Duran, M.D. |
| 8. a doz eggs | |

* Must SAY and give meaning as indicated for a correct score

** The letter "s" is produced as /z/ in this word

CPSI: SUPPLEMENTAL I ABBREVIATIONS - SUBTEST B SCORE FORM

Student: SamExaminer: K. Biven**TARGET****WORDS****Say**

- ~~1.~~ Assn. Association
- ~~2.~~ Atty Attorney
- ~~3.~~ Co. Company
- ~~4.~~ Rev. Reverend
- ~~5.~~ PO Post Office
- ~~6.~~ temp. temperature
- ~~7.~~ etc. etcetera
- ~~8.~~ Gov. Governor
- ~~9.~~ Prof. Professor
- ~~10.~~ Supt. Superintendent
- ~~11.~~ Capt. Captain
- ~~12.~~ Bldg Building
- ~~13.~~ Avg Average
- ~~14.~~ DA District Attorney
- ~~15.~~ RIP Rest In Peace

SCORE	Pre-Test Date		Post - Test Date	
Words	-8/15	47%	/15	%
Phrases	-8/15	47%	/15	%

PHRASES

- | | |
|---|--|
| 1. River Ridge Homes Assn. | 9. Prof. Vang |
| 2. Atty General | 10. Supt. Franco |
| 3. The Tames Co. | 11. Capt. Myers |
| 4. the Rev. Johnson | 12. Bldg 117 |
| 5. PO Box 421 | 13. Avg August rainfall |
| 6. normal temp. in the fall | 14. Taye Jackson, DA |
| 7. flashlight, gloves, coat, etc. | 15. RIP on the headstone |
| 8. Gov. Grey | |

SAM

SUMMARY OF RESULTS AND IEP GOALS

Present Level of Performance of Pronunciation Skills

Sam is a 14 year 7-month-old male. He reported that he uses his cochlear implant consistently. His speech is mostly intelligible for familiar listeners for concrete communication in context when he utilizes known vocabulary. Sam's intelligibility decreases in new settings, with unfamiliar or complex vocabulary.

The CPSI Screening Test revealed mild errors in Sam's pronunciation skills. His overall score on this test was 86%. Component scores were: Syllables 90%; Rules 50%; Suffixes 83%; and Final Sounds 93%. Sam's syllabication was very good, which contributed significantly to his overall speech intelligibility. Pronunciation Rules appeared to be the most difficult Component for Sam. CPSI Subtests were administered for this Pronunciation Component to establish baseline data. The results indicated a need to develop intervention goals for targeted pronunciation Rules.

Due to Sam's high CPSI score, Supplemental Abbreviations Subtests were also administered. These abbreviations are frequently found in classroom, community and career vocabulary. Results of these Subtests scores indicated a need to develop Abbreviation intervention goals.

ANNUAL GOAL: #1

By (date) Sam will correctly produce targeted Pronunciation Rules at the word, sentence and oral reading levels with 90% accuracy as assessed by the CPSI Rules Subtests A and B.

BASELINE:

CPSI Pronunciation Rules Subtests

Subtest A: Words 70% Sentences 60% Oral Reading: 55%

Subtest B: Words 79% Sentences 79% Oral Reading: 72%

ANNUAL GOAL #2

By (date), Sam will correctly define (as indicated) and produce words and phrases from their abbreviated forms with 90% accuracy as assessed by the CPSI Abbreviations Subtests A and B.

BASELINE:

CPSI Abbreviation Subtests

Subtest A: Words 67% Phrases 73%

Subtest B: Words 47% Phrases 47%

cont.

SETTING IEP GOALS – CONSIDERATIONS FOR SAM:

Be realistic when selecting the number of pronunciation goals. The targeted goals are dependent on several factors including the frequency of intervention, length of sessions, individual vs. group settings, and additional speech and language needs of the student. It must be emphasized that these pronunciation goals should be used in conjunction with oral and written language goals. Therefore, it is suggested that annual goals be written for Subtests A and B, for both Rules and Abbreviations. When these goals are achieved, new IEP goals can be written for subsequent Pronunciation Subtests.

Students learn Abbreviations at a faster rate than Pronunciation Rules. Each Abbreviation goal represents one word only. However, rules are represented in numerous words. Generalization for rules in words is essential to acquire the skill. Therefore, more time will be spent during intervention sessions on Rules than Abbreviations.

Intervention Activities

After a subtest has been administered with resulting errors, and a goal is written, the intervention begins.

Collect words for the target goal(s). It is easy to collect words for a goal on the internet. For example: if you are working on three syllable words, Google “three syllable words” and select the words most appropriate for your student. Likewise, if you’re working on the suffix “ly”, Google “words ending in ly” and again select the most appropriate words for your student. First the SLP/teacher models the correct pronunciation of the target word and asks the student to repeat the word correctly. The student will practice saying the selected words until he/she is confident. Once the student is confident with the target words, start playing games to make learning more fun. On the following pages, word cards for each subtest have been created. Start with an easy game such as concentration. Copy the cards and cut them out. Spread the cards out on a table and turn them over with the back side up (you can also include the ones the student didn’t miss so he/she feels more confident with correct responses). The student picks a card and says the word. Next the student picks another card and again says the word. If the student has difficulty saying the words, remind him/her of the correct pronunciation. If the cards match, the student has a pair and puts them aside. If not, the student replaces the cards to their original places. The winner is the person who collects the most pairs. Students of all ages love this game! In addition, these cards can be used for Go Fish or other simple matching games. These words can also be used to create your own games. Suggested games include Bingo, Fill-in-the-Blank, Crossword Puzzles, and on-line games such as Quizlet and Quia. Blank game forms can be found at the end of this section for your specific target words.

The Checkers’ games included in this book provide an excellent opportunity for students to repeat target words multiple times while playing the game of Checkers. The rules of Checkers are utilized for this game. Print the included Checkers’ boards and they are ready to use with real black and red checkers. The student says the word on the square prior to moving his/her checker. Students don’t realize how many times they are repeating the target words while attempting to beat their opponent. When playing the game, the board should face the student so the words can be easily read. The SLP/teacher reads the words upside down. This game is familiar to most students and they never seem to outgrow it!

When a student has achieved 90% or greater accuracy with these simple games, carover activities such as oral and written Chain Story games can be used. These Chain Stories are a favorite of students. For the oral Chain Story, 10-20 target words are laid out on the table face up. The student picks a card and starts the story by making up and producing a sentence using the word. The SLP/teacher or next student repeats the first sentence orally and then selects the next word and makes up a sentence

to add to the story. The next person repeats the first two sentences and adds a third after selecting the target word. This continues until all words are used. Both the student and SLP/teacher can have a good laugh at some of the funny stories!

For the written Chain Story, the SLP/teacher lays out 10-20 target words face up. Together the SLP/teacher and student write a story using these cards. They alternate sentences. For example, if they're working on the Rule $ph=f$, the SLP/teacher may select the word "elephant" and writes the first sentence: "Last summer I visited an elephant at the zoo." The SLP/teacher would then read the sentence aloud. Next the student selects a card which could be "phone" and adds a silly sentence to the written story such as, "He was talking on his cell phone." He/she reads that sentence. Then the SLP/teacher picks the next word which could be "photo" and adds a third sentence to the story such as, "I took a photo to show my friends." This continues until all the target words have been used. Each time a sentence is added to the story, the SLP/teacher reads her/his sentence to model correct pronunciation. The student reads his/her sentence for practice. At the end of the activity, the student reads the entire story: "Last summer I visited an elephant at the zoo. He was talking on his cell phone. I took a photo to show my friends....." This is a great carryover activity for the target pronunciation goal in addition to reinforcing written English.

Teaching pronunciation rules is extremely important as a student must memorize the rules to remember the correct pronunciation of new words. Due to the complexity of English, exceptions to the rules are always possible. The most common rules have been selected and divided into the four subtests. The charts below demonstrate the pronunciation of each rule.

SUBTEST A RULES

The following rules are very consistent in English in the word positions as indicated.

RULE	Initial position	Medial position	Final position
$ph=f$	pheasant	megaphone	graph
$mb=m$	**	***	breadcrumb
$kn=n$	knead	jackknife	**
$gn=n$	gnomes	***	benign
$*gh_3=silent$	**	***	through
$*le_3=ul$	**	***	mandible
$ch=k$	chlorine	architect	backache
$*e_3=ee$	**	**	adobe
$qu=k$	quarrel	banquet	**
$qu=k$	quinoa	mannequin	technique

* $_3$ means at the end of the word

** The rule is not used in this position

*** Generally, this rule occurs at the end of words, unless a suffix is added

SUBTEST B RULES

The following rules are fairly consistent in English in the word positions as indicated:

ce ci cy: c=s

ca co cu and final c: c=k

The following rules are fairly consistent in longer words. They are not as consistent in one syllable words:

ge gi gy: g=j

ga go gu and final g: g=g

RULE	Initial position	Medial position	Final position
ce=s	cemetery	proceed	niece
ci=s	cilantro	incisor	**
cy=s	cypress	fancywork	policy
ca=k	cabinet	vertical	**
co=k	corridor	balcony	**
cu=k	customer	ridicule	**
*c ₃ =k	**	**	historic
ge=j	genetics	angel	village
gi=j	giant	frigid	**
gy=j	gypsy	Egypt	prodigy
ga=g	garland	irrigate	**
go=g	gourd	hexagon	ago
gu=g	guitar	regular	**
*g ₃ =g	**	**	nutmeg

* ₃ means at the end of the word

** The rule is not used in this position

SUBTEST C RULES

The following rules are consistent in English in the word positions as indicated.

RULE	Initial position	Medial position	Final position
*x2/3=ks	**	tuxedo	tax
ght=t	**	lighthouse	twilight
fy=ify	**	***	verify
stle=sul	**	***	whistle
sten=sun	**	***	listen
ious=ee-us	**	***	mysterious
ia=ee-uh	**	**	bacteria

cont.

SUBTEST C RULES, cont.

The following rules are consistent in English in the word positions as indicated.

RULE	Initial position	Medial position	Final position
*e ₃ =ay	**	**	café
*gu+vowel=gu	**	penguin	**
*gue ₃ =g	**	**	prologue
*i ₃ =ee	**	**	biscotti

*₂ means in the middle of the word

*₃ means at the end of the word

** The rule is not used in this position

*** Generally, this rule occurs at the end of words, unless a suffix is added

SUBTEST D RULES

The following rules are consistent in English in the word positions as indicated (with the exception of ch=sh. This rule tends to apply to words with a French origin).

RULE	Initial position	Medial position	Final position
ch=sh	chalet	brochure	**
tious=shus	**	***	ambitious
sure=zhur	**	***	leisure
cial=shul	**	***	crucial
cient=shunt	**	***	efficient
cious=shus	**	***	voracious
tial=shul	**	***	credential
sion=shun	**	***	mission
tion=shun	**	***	tuition
ture=chur	**	***	puncture
sion=zhun	**	***	cohesion

** The rule is not used in this position

*** Generally, this rule occurs at the end of words, unless a suffix is added

TWO SYLLABLE WORD CARDS

bacon	bacon	bathtub	bathtub
ketchup	ketchup	pizza	pizza
bedroom	bedroom	toilet	toilet
pancake	pancake	birthday	birthday
closet	closet	Thursday	Thursday

TWO SYLLABLE WORD CARDS

soda	soda	seven	seven
finger	finger	kitchen	kitchen
color	color	bathroom	bathroom
napkin	napkin	address	address
April	April	afraid	afraid

TWO SYLLABLE CHECKERBOARD

bacon		bedroom		pancake		ketchup	
	pizza		soda		bathtub		toilet
closet		birthday		Thursday		finger	
	color		napkin		April		seven
kitchen		bathroom		address		afraid	
	pizza		soda		bathtub		toilet
bacon		bedroom		pancake		ketchup	
	color		seven		napkin		birthday

THREE SYLLABLE WORD CARDS

blueberry	blueberry	library	library
piano	piano	potato	potato
policeman	policeman	envelope	envelope
screwdriver	screwdriver	lemonade	lemonade
fingernail	fingernail	butterfly	butterfly

THREE SYLLABLE WORD CARDS

video	video	vitamin	vitamin
marshmallow	marshmallow	microwave	microwave
unhappy	unhappy	president	president
formula	formula	tomorrow	tomorrow
pajamas	pajamas	rectangle	rectangle

THREE SYLLABLE CHECKERBOARD

marshmallow		library		rectangle		president	
	envelope		unhappy		piano		formula
blueberry		piano		microwave		rectangle	
	lemonade		formula		video		unhappy
policeman		potato		president		envelope	
	butterfly		tomorrow		vitamin		lemonade
screwdriver		video		finger nail		microwave	
	Vitamin		pajamas		library		potato

FOUR SYLLABLE WORD CARDS

obedient	obedient	librarian	librarian
appreciate	appreciate	apologize	apologize
supermarket	supermarket	calculator	calculator
elevator	elevator	thermometer	thermometer
historical	historical	dandelion	dandelion

FOUR SYLLABLE WORD CARDS

asparagus	asparagus	cauliflower	cauliflower
caterpillar	caterpillar	kindergarten	kindergarten
refrigerate	refrigerate	America	America
watermelon	watermelon	alphabetize	alphabetize
January	January	February	February

FOUR SYLLABLE CHECKERBOARD

thermometer		January		appreciate		cauliflower	
	apologize		calculator		February		January
kindergarten		caterpillar		supermarket		America	
	elevator		historical		watermelon		asparagus
watermelon		refrigerate		cauliflower		caterpillar	
	librarian		dandelion		kindergarten		calculator
alphabetize		America		February		apologize	
	obedient		asparagus		librarian		historical

FIVE SYLLABLE WORD CARDS

personality	personality	denominator	denominator
unquestionable	unquestionable	classification	classification
electricity	electricity	parallelogram	parallelogram
administration	administration	interpretation	interpretation
evaluation	evaluation	cooperation	cooperation

FIVE SYLLABLE WORD CARDS

imagination	imagination	apologetic	apologetic
recommendation	recommendation	condominium	condominium
organization	organization	disobedient	disobedient
curiosity	curiosity	opportunity	opportunity
auditorium	auditorium	vegetarian	vegetarian

FIVE SYLLABLE CHECKERBOARD

organization		administration		unquestionable		personality	
	evaluation		denominator		electricity		cooperation
condominium		personality		administration		imagination	
	electricity		auditorium		curiosity		condominium
interpretation		imagination		cooperation		opportunity	
	curiosity		denominator		vegetarian		auditorium
disobedient		classification		recommendation		disobedient	
	apologetic		organization		apologetic		classification

RULES-A WORD CARDS

megaphone	megaphone	pheasant	pheasant
breadcrumb	breadcrumb	honeycomb	honeycomb
knead	knead	jackknife	jackknife
designer	designer	gnomes	gnomes
through	through	sourdough	sourdough

RULES-A WORD CARDS

mandible	mandible	fallible	fallible
backache	backache	chlorine	chlorine
ukulele	ukulele	adobe	adobe
banquet	banquet	quarrel	quarrel
technique	technique	mannequin	mannequin

RULES-A CHECKERBOARD

megaphone		knead		banquet		chlorine	
	gnomes		mandible		through		jackknife
breadcrumb		backache		designer		pheasant	
	adobe		quarrel		gnomes		mandible
mannequin		chlorine		banquet		jackknife	
	through		breadcrumb		backache		designer
sourdough		ukulele		quarrel		knead	
	fallible		pheasant		technique		honeycomb

RULES-B WORD CARDS

cemetery	cemetery	proceed	proceed
nutmeg	nutmeg	monolog	monolog
prodigy	prodigy	gypsy	gypsy
cilantro	cilantro	incisor	incisor
hexagon	hexagon	gourd	gourd

RULES-B WORD CARDS

customer	customer	ridicule	ridicule
cypress	cypress	policy	policy
garland	garland	irrigate	irrigate
genetics	genetics	village	village
cabinet	cabinet	vertical	vertical

RULES-B WORD CARDS

historic	historic	pathetic	pathetic
guitar	guitar	argument	argument
corridor	corridor	balcony	balcony
frigid	frigid	margin	margin

RULES-B CHECKERBOARD

customer		gypsy		irrigate		cemetery	
	proceed		gourd		guitar		argument
argument		cilantro		village		genetics	
	nutmeg		policy		cemetery		vertical
corridor		incisor		cabinet		balcony	
	monolog		garland		guitar		margin
ridicule		hexagon		vertical		frigid	
	historic		pathetic		cypress		prodigy

RULES-C WORD CARDS

tuxedo	tuxedo	maximum	maximum
twilight	twilight	drought	drought
petrify	petrify	verify	verify
whistle	whistle	jostle	jostle
unfasten	unfasten	moistener	moistener

RULES-C WORD CARDS

mysterious	mysterious	various	various
cafeteria	cafeteria	bacteria	bacteria
café	café	resumé	resumé
penguin	penguin	iguana	iguana
prologue	prologue	morgue	moistener

RULES-C WORD CARDS

biscotti	biscotti	ravioli	ravioli

RULES-C CHECKERBOARD

mysterious		petrify		morgue		drought	
	tuxedo		bacteria		prologue		various
cafeteria		moistener		ravioli		maximum	
	twilight		resumé		iguana		bacteria
maximum		verify		moistener		café	
	drought		penguin		tuxedo		unfasten
prologue		various		ravioli		resumé	
	biscotti		jostle		whistle		iguana

RULES-D WORD CARDS

brochure	brochure	chalet	chalet
infectious	infectious	repetitious	repetitious
leisure	leisure	exposure	exposure
antisocial	antisocial	beneficial	beneficial
inefficient	inefficient	coefficient	coefficient

RULES-D WORD CARDS

voracious	voracious	suspicious	suspicious
torrential	torrential	martial	martial
compulsion	compulsion	percussion	percussion
tuition	tuition	vocation	vocation
puncture	puncture	sculpture	sculpture

RULES-D WORD CARDS

excursion	excursion	cohesion	cohesion

RULES-D CHECKERBOARD

percussion		sculpture		repetitious		martial	
	inefficient		repetitious		voracious		tuition
infectious		percussion		suspicious		vocation	
	torrential		compulsion		beneficial		suspicious
antisocial		puncture		brochure		martial	
	vocation		coefficient		puncture		leisure
exposure		infectious		antisocial		torrential	
	compulsion		chalet		excursion		cohesion

SUFFIX-A WORD CARDS

blustery	blustery	cushiony	cushiony
brotherly	brotherly	certainly	certainly
rotator	rotator	creator	creator
cheering	cheering	infusing	infusing
member's	member's	train's	train's

SUFFIX-A WORD CARDS

accuser	accuser	appraiser	appraiser
grateful	grateful	mournful	mournful
awaken	awaken	enlighten	enlighten
soloist	soloist	motorist	motorist
certainty	certainty	cruelty	cruelty

SUFFIX-A CHECKERBOARD

delivery		selector		forbidden		unshaven	
	grimy		wasteful		examiner		penalty
defiantly		debating		terrorist		frailty	
	penalty		remorseful		violation		organist
intensely		evicting		forbidden		curtain's	
	lawyer's		unshaven		delivery		employer
examiner		employer		grimy		terrorist	
	curtain's		frailty		organist		violation

SUFFIX-B WORD CARDS

eyelashes	eyelashes	proposes	proposes
emotionless	emotionless	defenseless	defenseless
snobbish	snobbish	sluggish	sluggish
excused	excused	blushed	blushed
departments	departments	moments	moments

SUFFIX-B WORD CARDS

emotional	emotional	universal	universal
shallowest	shallowest	cleverest	cleverest
crunchier	crunchier	wealthier	wealthier
modernize	modernize	winterize	winterize
applauded	applauded	injected	injected

SUFFIX-B CHECKERBOARD

witnesses		sterilize		logical		drowsier	
	divided		childish		guesses		survival
buttonless		effortless		leanest		healthier	
	knitted		methods		belonged		effortless
healthier		drowsier		publicize		greased	
	guesses		survival		divided		knitted
publicize		articles		logical		witnesses	
	greased		bravest		belonged		baldish

SUFFIX-C WORD CARDS

repression	repression	succession	succession
negligence	negligence	insistence	insistence
generality	generality	possibility	possibility
removeable	removeable	avoidable	avoidable
vaccination	vaccination	competition	competition

SUFFIX-C WORD CARDS

poisonous	poisonous	humorous	humorous
disturbance	disturbance	maintenance	maintenance
embrace	embrace	garnish	garnish
supervision	supervision	inclusion	inclusion
beautician	beautician	electrician	electrician

SUFFIX-C CHECKERBOARD

existence		erosion		appointment		optician	
	calculation		joyous		emission		reasonable
immobility		optician		vigorous		joyous	
	instruction		decision		existence		involvement
simplicity		clinician		remission		advisable	
	endurance		vigorous		decision		attendance
advisable		decision		clinician		erosion	
	coherence		joyous		optician		involvement

SUFFIX-D WORD CARDS

refinery	refinery	cannery	cannery
electrify	electrify	liquefy	liquefy
possessive	possessive	dismissive	dismissive
vandalism	vandalism	mannerism	mannerism
exclamatory	exclamatory	accusatory	accusatory

SUFFIX-D WORD CARDS

commentary	commentary	visionary	visionary
bureaucracy	bureaucracy	illiteracy	illiteracy
drainage	drainage	parsonage	parsonage
jokester	jokester	gamester	gamester
appointee	appointee	inductee	inductee

SUFFIX-D CHECKERBOARD

bootery		effective		optimism		voltage	
	gangster		adequacy		forgery		falsify
breakage		notify		parolee		draftee	
	corrective		stationary		idealism		roadster
explanatory		falsify		imaginary		parolee	
	delicacy		crematory		bootery		effective
voltage		notify		optimism		forgery	
	imaginary		explanatory		roadster		idealism

FINAL SOUNDS-A WORD CARDS

cherub	cherub	superb	superb
theatric	theatric	allergic	allergic
billiard	billiard	farmhand	farmhand
dandruff	dandruff	meatloaf	meatloaf
unclog	unclog	dogleg	dogleg

FINAL SOUNDS-A WORD CARDS

Anchorage	Anchorage	privilege	privilege
squirrel	squirrel	charcoal	charcoal
verbatim	verbatim	blossom	blossom
hydrogen	hydrogen	pentagon	pentagon
overlap	overlap	scallop	scallop

FINAL SOUNDS-A WORD CARDS

bachelor	bachelor	behavior	behavior
introduce	introduce	compass	compass
cockpit	cockpit	alphabet	alphabet
disprove	disprove	extensive	extensive
appendix	appendix	complex	complex

FINAL SOUNDS-A WORD CARDS

jazz	jazz	fuzz	fuzz
beach	beach	dispatch	dispatch
skirmish	skirmish	replenish	replenish
stealth	stealth	beneath	beneath
breathe	breathe	smooth	smooth

FINAL SOUNDS-A WORD CARDS

among	among	adopting	adopting
maverick	maverick	overwork	overwork

FINAL SOUNDS-A CHECKERBOARD

academic		parallel		eggnog		blizzard	
	uniform		corncob		twentieth		obsess
syrup		handyman		duplex		improper	
	quiz		impeach		moccasin		famish
seedling		advantage		academic		uniform	
	blizzard		seethe		challenge		eggnog
mischievous		astronaut		duplex		parallel	
	improper		seedling		corncob		seethe

FINAL SOUNDS-A CHECKERBOARD

muskra		hammock		spring		Amtrak	
	fragrance		retrieve		Kleenex		strength
approach		marigold		lollipop		handcuff	
	terrific		bleacher		sensitive		jetlag
bathe		daffodil		adverb		topaz	
	establish		sensitive		Amtrak		hammock
spring		premium		bathe		muskra	
	fragrance		jetlag		Kleenex		retrieve

ABBREVIATIONS-A WORD CARDS

Pres.	President	VP	Vice President
Dr.	Doctor	Jr.	Junior
Sr.	Senior	Apt	Apartment
Dept	Department	doz	dozen
abbr.	abbreviation	Mr.	Mister (married/not married man)

ABBREVIATIONS-A WORD CARDS

Mrs.	Misses (married woman)	Ms.	Miz (married/not married woman)
A.M.	A M (morning)	P.M.	P M (afternoon)
M.D.	M D (medical doctor)		

ABBREVIATIONS-A CHECKERBOARD

Pres.		VP		Dr.		Jr.	
	Sr.		Apt		Dept		doz
abbr.		Mr.		Mrs.		Ms.	
	A.M.		P.M.		M.D.		Pres.
VP		Dr.		Jr.		Sr.	
	Apt		Dept		doz		abbr.
Mr.		Mrs.		Ms.		A.M.	
	P.M.		M.D.		doz		Mrs.

ABBREVIATIONS-B WORD CARDS

Assn.	Association	Atty	Attorney
Co.	Company	Rev.	Reverend
PO	Post office	temp.	temperature
etc.	etcetera	Gov.	Governor
Prof.	Professor	Supt.	superintendent

ABBREVIATIONS-B WORD CARDS

Capt.	Captain	Bldg	Building
Avg	Average	DA	District Attorney
RIP	Rest in Peace		

ABBREVIATIONS-B CHECKERBOARD

Assn.		Atty		Co.		Rev.	
	PO		temp		etc.		Gov.
Prof.		Supt.		Capt.		Bldg.	
	Avg		DA		RIP		Assn.
Atty		Co.		Rev.		PO	
	temp.		etc.		Gov.		Prof.
Supt.		Capt.		Bldg.		Avg	
	DA		RIP		Atty		etc.

ABBREVIATIONS-C WORD CARDS

Dr	Drive	Pl	Place
Bld	Boulevard	Terr	Terrace
Ave	Avenue	Ln	Lane
Hwy	Highway	Ct	Court
St	Street	RR	Railroad

ABBREVIATIONS-C WORD CARDS

Cir	Circle	Expy	Expressway
Rd	Road	Tpke	Turnpike
Ste	Suite		

ABBREVIATIONS-C CHECKERBOARD

Dr		Pl		Bvd		Terr	
	Ave		Ln		Hwy		Ct
St		RR		Cir		Expy	
	Rd		Tpke		Ste		Dr
Pl		Bvd		Terr		Ave	
	Ln		Hwy		Ct		St
RR		Cir		Expy		Rd	
	Tpke		Ste		Bvd		Bvd

ABBREVIATIONS-D WORD CARDS

lb	pound	ft	foot
in.	inch	no.	number
ht	height	wt	weight
oz	ounce	c	cup
pt	pint	qt	quart

ABBREVIATIONS-D WORD CARDS

gal	gallon	sec	second
min	minute	hr	hour
wk	week	mo	month
yr	year	mi	mile
yd	yard	mph	miles per hour

ABBREVIATIONS-D WORD CARDS

'	foot/feet	"	inch
#3	number 3	3#	3 pounds
#speech	hashtag speech		

ABBREVIATIONS-D CHECKERBOARD

lb		ft		in.		no.	
	ht		wt		oz		c
pt		qt		gal		sec	
	min		hr		wk		mo
yr		mi		yd		mph	
	'		"		#3		3#
#speech		pt		qt		mi	
	lb		oz		wt		ht

ABBREVIATIONS-E WORD CARDS

cm	centimeter	mm	millimeter
C	Celsius	F	Fahrenheit
Tbsp.	Tablespoon	tsp	teaspoon
fl oz	fluid ounce	kg	kilogram
km	kilometer	m	meter

ABBREVIATIONS-E WORD CARDS

mg	milligram	vol	volume
g	gram	L	Liter
ml	milliliter		

ABBREVIATIONS-E CHECKERBOARD

cm		mm		C		F	
	Tbsp		tsp		fl oz		kg
km		m		mg		vol	
	g		L		ml		cm
mm		C		F		Tbsp	
	tsp		fl oz		kg		km
m		mg		vol		g	
	L		ml		C		F

ABBREVIATIONS-F WORD CARDS

Asst	Assistant	CST	Central Standard Time
MST	Mountain Standard Time	EST	Eastern Standard Time
PST	Pacific Standard Time	DST	Daylight Saving Time
FAQ	FAQ (frequently asked questions)	ISP	ISP (Internet Service Provider)
B.A.	B A (Bachelor of Arts)	B.S.	B S (Bachelor of Science)

ABBREVIATIONS-F WORD CARDS

M.A.	M A (Master of Arts)	M.S.	M S (Master of Science)
Ph.D.	P H D (Doctor of Philosophy)	CIA	C I A (Central Intelligence Agency)
IRS	I R S (Internal Revenue Service)	GED	G E D (General Equivalency Diploma)
ATM	A T M (Automatic Teller Machine)	WWW	W W W (World Wide Web)
IQ	I Q (Intelligence Quotient)	RSVP	R S V P (Respond to Invitation)

ABBREVIATIONS-F CHECKERBOARD

Asst		CST		MST		EST	
	PST		DST		FAQ		ISP
B.A.		B.S.		M.A.		M.S.	
	Ph.D.		CIA		IRS		GED
ATM		WWW		IQ		RSVP	
	CST		DST		FAQ		B.A.
M.S.		GED		ATM		IQ	
	WWW		ATM		RSVP		EST

ABBREVIATIONS-G WORD CARDS

Illus.	Illustration	Hon.	Honorable
Univ	University	Dir.	Director
vs.	versus	misc.	miscellaneous
NATL	National	Pd.	Paid
Mgr	Manager	CORP	Corporation

ABBREVIATIONS-G WORD CARDS

URL	U R L (Uniform Resource Locator)	FBI	F B I (Federal Bureau of Investigation)
FDA	F D A (Food & Drug Administration)	GOP	G O P (Grand Old Party/ Republican Party)
NAACP	N double A C P (National Association for the Advancement of Colored People)	RN	R N (Registered Nurse)
USA	U S A (United States of America)	IOU	I O U (I owe you)
ASAP	A S A P (as soon as possible)	CEO	C E O (Chief Executive Officer)

ABBREVIATIONS-G CHECKERBOARD

Illus.		Hon.		Univ		Dir.	
	vs.		misc.		NATL		Pd.
Mgr		CORP		URL		FBI	
	FDA		GOP		NAACP		RN
USA		IOU		ASAP		CEO	
	Dir.		vs.		NATL		Mgr
Pd.		FDA		RN		misc.	
	ASAP		Illus.		CORP		FBI

EWL-A WORD CARDS

laughter	laughter	cough	cough
Wednesday	Wednesday	sew	sew
doubt	doubt	ocean	ocean
argue	argue	relatives	relatives
tough	tough	multiply	multiply

EWL-A WORD CARDS

often	often	laugh	laugh
bistro	bistro	canoe	canoe
tongue	tongue	rough	rough
debt	debt	goulash	goulash
sure	sure	cucumber	cucumber

EWL-A WORD CARDS

oxygen	oxygen	enough	enough
soldier	soldier	island	island
grocery	grocery		

EWL-A CHECKERBOARD

sew		doubt		argue		relatives	
	multiply		bistro		canoe		tongue
rough		goulash		cucumber		oxygen	
	soldier		island		grocery		enough
cucumber		sure		debt		tough	
	laugh		often		Wednesday		laughter
cough		sew		relatives		bistro	
	canoe		debt		oxygen		grocery

EWL-B WORD CARDS

barbeque	barbeque	aisle	aisle
asthma	asthma	physician	physician
opinion	opinion	accident	accident
museum	museum	mauve	mauve
sword	sword	jewelry	jewelry

EWL-B WORD CARDS

Juanita	Juanita	kayak	kayak
enemy	enemy	quotient	quotient
champion	champion	graduate	graduate
signal	signal	beige	beige
Pacific	Pacific	patient	patient

EWL-B WORD CARDS

Juan	Juan	corsage	corsage
Chevrolet	Chevrolet	receipt	receipt
bologna	bologna		

EWL-B CHECKERBOARD

barbeque		aisle		asthma		quotient	
	opinion		museum		sword		jewelry
physician		kayak		enemy		champion	
	signal		beige		Pacific		patient
accident		Juan		corsage		Chevrolet	
	receipt		bologna		mauve		aisle
Juanita		kayak		beige		graduate	
	Juan		corsage		receipt		bologna

EWL-C WORD CARDS

lasagna	lasagna	tortilla	tortilla
erie	erie	caffeine	caffeine
folks	folks	gauge	gauge
pressure	pressure	salmon	salmon
chandelier	chandelier	Thomas	Thomas

EWL-C WORD CARDS

mayonnaise	mayonnaise	colonel	colonel
quesadilla	quesadilla	corps	corps
insurance	insurance	Thailand	Thailand
anxious	anxious	signature	signature
ancient	ancient	epilepsy	epilepsy

EWL-C WORD CARDS

rely	rely	biscuit	biscuit
guacamole	guacamole	thyme	thyme
chai tea	chai tea		

EWL-C CHECKERBOARD

signature		lasagna		pressure		tortilla	
	eerie		folks		gauge		salmon
chandelier		Thomas		caffeine		colonel	
	corps		Thailand		anxious		ancient
mayonnaise		epilepsy		insurance		rely	
	biscuit		thyme		chai tea		tortilla
quesadilla		salmon		guacamole		colonel	
	anxious		epilepsy		caffeine		corps

EWL-D WORD CARDS

bonsai	bonsai	lei	lei
individual	individual	ghoul	ghoul
antonym	antonym	syringe	syringe
Egyptian	Egyptian	campaign	campaign
hors d'oeuvres	hors d'oeuvres	homonym	homonym

EWL-D WORD CARDS

camouflage	camouflage	Russia	Russia
duet	duet	pneumonia	pneumonia
quinoa	quinoa	fajita	fajita
opossum	opossum	issue	issue
alumni	alumni	ghetto	ghetto

EWL-D WORD CARDS

jalapeno	jalapeno	ally	ally
synonym	synonym	rhinoceros	rhinoceros
glacier	glacier		

EWL-D CHECKERBOARD

individual		bonsai		lei		camouflage	
	ghoul		antonym		syringe		Russia
hors d'oeuvres		duet		quinoa		Egyptian	
	fajita		homonym		opossum		issue
pneumonia		ally		alumni		campaign	
	ghetto		jalapeno		glacier		lei
rhinoceros		fajita		bonsai		synonym	
	ghetto		campaign		alumni		syringe

EWL-E WORD CARDS

algae	algae	Smithsonian	Smithsonian
phlegm	phlegm	depot	depot
ogre	ogre	plateau	plateau
genuine	genuine	parfait	parfait
subtle	subtle	choir	choir

EWL-E WORD CARDS

yacht	yacht	pedestrian	pedestrian
fungi	fungi	porpoise	porpoise
Tokyo	Tokyo	hearth	hearth
baguette	baguette	loathe	loathe
tortoise	tortoise	Puerto Rico	Puerto Rico

EWL-E WORD CARDS

hygiene	hygiene	cello	cello
reservoir	reservoir	trauma	trauma
paranoia	paranoia		

EWL-E CHECKERBOARD

Smithsonian		algae		phlegm		porpoise	
	depot		ogre		plateau		parfait
pedestrian		subtle		choir		baguette	
	yacht		fungi		Tokyo		hearth
Puerto Rico		loathe		tortoise		paranoia	
	hygiene		cello		trauma		subtle
reservoir		plateau		tortoise		genuine	
	fungi		yacht		parfait		phlegm

EWL-F WORD CARDS

silhouette	silhouette	Alzheimer's	Alzheimer's
fluorescent	fluorescent	corduroy	corduroy
luau	luau	xylophone	xylophone
hierarchy	hierarchy	aerial	aerial
counterfeit	counterfeit	regime	regime

EWL-F WORD CARDS

eulogy	eulogy	vinyl	vinyl
radiology	radiology	crochet	crochet
quiche	quiche	buoy	buoy
Xerox	Xerox	naïve	naïve
debris	debris	larynx	larynx

EWL-F WORD CARDS

physique	physique	bayou	bayou
Iraq	Iraq	meringue	meringue
Dalmatian	Dalmatian		

EWL-F CHECKERBOARD

silhouette		corduroy		luau		xylophone	
	aerial		regime		eulogy		vinyl
Alzheimer's		crochet		quiche		hierarchy	
	buoy		Xerox		naïve		debris
counterfeit		larynx		physique		radiology	
	bayou		Iraq		luau		eulogy
fluorescent		meringue		aerial		Dalmatian	
	quiche		naive		debris		Iraq

EWL-G WORD CARDS

megabyte	megabyte	déjà vu	déjà vu
genre	genre	puree	puree
mousse	mousse	persuade	persuade
deuce	deuce	entrée	entrée
odyssey	odyssey	gourmet	gourmet

EWL-G WORD CARDS

aneurysm	aneurysm	virtual	virtual
suede	suede	licorice	licorice
toupee	toupee	gigabyte	gigabyte
parenthesis	parenthesis	parentheses	parentheses
actual	actual	matinee	matinee

EWL-G WORD CARDS

oriole	oriole	suite	suite
hyena	hyena	tissue	tissue
suave	suave		

EWL-G CHECKERBOARD

parenthesis		deja vu		genre		persuade	
	puree		mousse		deuce		entree
aneurysm		licorice		virtual		gigabyte	
	suede		actual		oriole		suite
megabyte		matinee		hyena		odyssey	
	tissue		suave		entrée		gourmet
parentheses		toupee		virtual		genre	
	gourmet		suite		licorice		mousse

EWL-H WORD CARDS

appendectomy	appendectomy	bias	bias
martyr	martyr	rapport	rapport
czar	czar	queue	queue
allegiance	allegiance	isthmus	isthmus
derriere	derriere	subpoena	subpoena

EWL-H WORD CARDS

blintz	blintz	rendezvous	rendezvous
cuisine	cuisine	Brie cheese	Brie cheese
masseuse	masseuse	tsar	tsar
amoeba	amoeba	surveillance	surveillance
hiatus	hiatus	pekoe tea	pekoe tea

EWL-H WORD CARDS

niche	niche	cashmere	cashmere
versatile	versatile	suet	suet
Pinocchio	Pinocchio		

EWL-H CHECKERBOARD

appendectomy		blintz		subpoena		pekoe tea	
	bias		martyr		isthmus		queue
rendezvous		suet		Pinocchio		rapport	
	czar		Brie cheese		derriere		amoeba
surveillance		hiatus		cashmere		niche	
	niche		rapport		amoeba		cuisine
allegiance		cuisine		masseuse		bias	
	tsar		queue		versatile		isthmus

EWL-I WORD CARDS

reminisce	reminisce	tricycle	tricycle
crevasse	crevasse	honor	honor
liaison	liaison	rhubarb	rhubarb
honest	honest	column	column
bicycle	bicycle	rhythm	rhythm

EWL-I WORD CARDS

herbal	herbal	entrepreneur	entrepreneur
unicycle	unicycle	rhyme	rhyme
honorarium	honorarium	cycle	cycle
condemn	condemn	honorable	honorable
solemn	solemn	cyclist	cyclist

EWL-I WORD CARDS

hymn	hymn	herb	herb
alibi	alibi	autumn	autumn
heir	heir		

EWL-I CHECKERBOARD

reminisce		honor		crevasse		honest	
	tricycle		column		cycle		solemn
entrepreneur		liaison		rhubarb		herbal	
	rhythm		cyclist		hymn		alibi
honorarium		herb		unicycle		heir	
	bicycle		rhyme		cyclist		autumn
honorable		alibi		condemn		herb	
	autumn		crevasse		unicycle		solemn

EWL-J WORD CARDS

psychologist	psychologist	psalm	psalm
psychiatrist	psychiatrist	psoriasis	psoriasis
psychiatric	psychiatric	ingénue	ingénue
argyle	argyle	quay	quay
sequoia tree	sequoia tree	segue	segue

EWL-J CHECKERBOARD

psychologist		psalm		quay		ingénue	
	sequoia tree		argyle		psychologist		argyle
psychiatrist		psoriasis		segue		sequoia tree	
	argyle		quay		psychiatrist		psoriasis
psychiatric		ingénue		psalm		psalm	
	segue		psoriasis		psychiatric		sequoia tree
psychiatrist		argyle		quay		segue	
	quay		psalm		psychologist		ingénue

EWL-City-State WORD CARDS

Des Moines Iowa	Des Moines Iowa	Fayetteville Arkansas	Fayetteville Arkansas
Albuquerque New Mexico	Albuquerque New Mexico	Champaign Illinois	Champaign Illinois
Cheyenne Wyoming	Cheyenne Wyoming	Philadelphia Pennsylvania	Philadelphia Pennsylvania
Cincinnati Ohio	Cincinnati Ohio	San Jose California	San Jose California
Honolulu Hawaii	Honolulu Hawaii	Indianapolis Indiana	Indianapolis Indiana

EWL-City-State WORD CARDS

Louisville Kentucky	Louisville Kentucky	Cambridge Massachusetts	Cambridge Massachusetts
Phoenix Arizona	Phoenix Arizona	Olympia Washington	Olympia Washington
Baton Rouge Louisiana	Baton Rouge Louisiana	Biloxi Mississippi	Biloxi Mississippi
Annapolis Maryland	Annapolis Maryland	Savannah Georgia	Savannah Georgia
Boise Idaho	Boise Idaho	Raleigh North Carolina	Raleigh North Carolina

EWL-City-State WORD CARDS

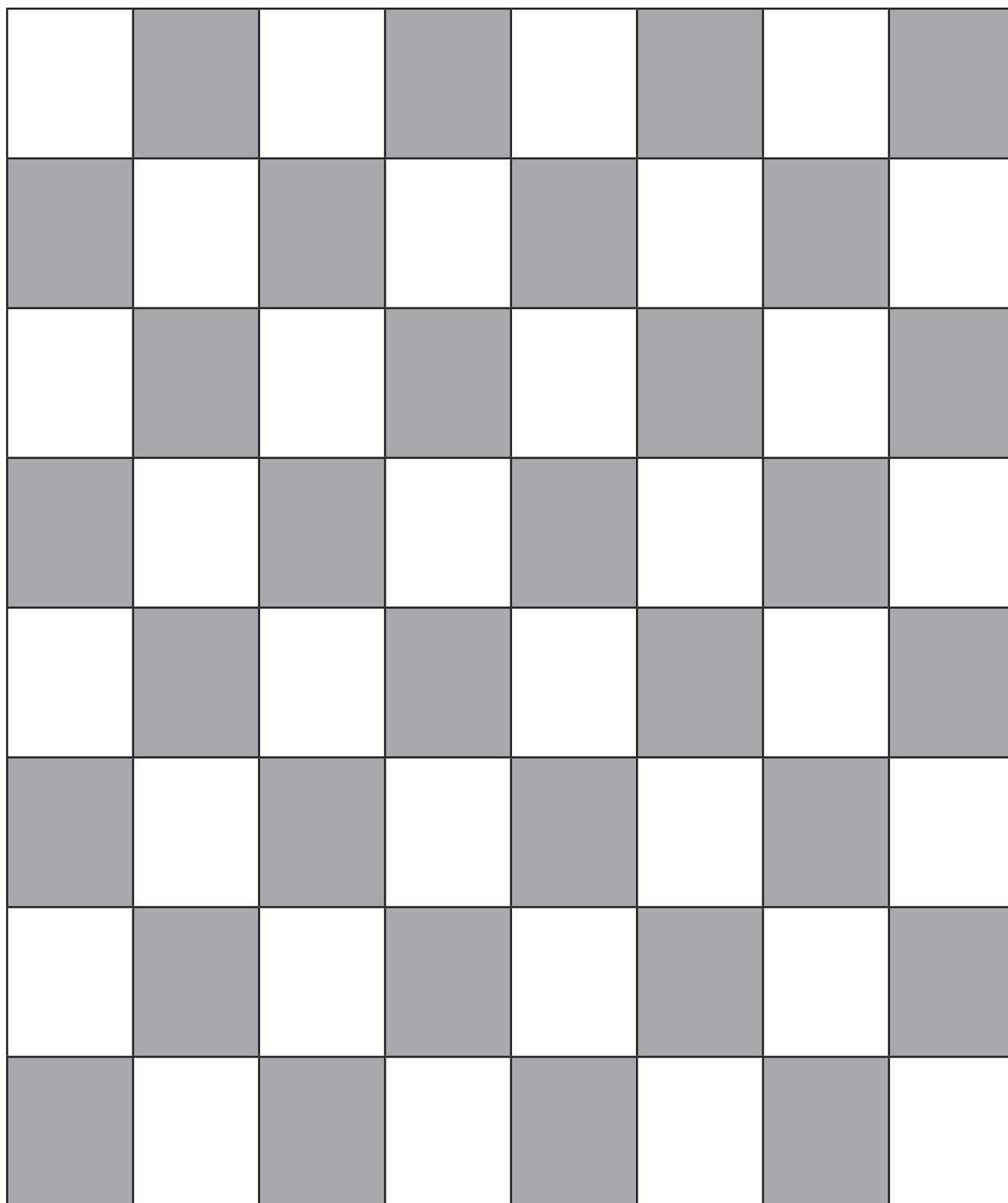
Minneapolis Minnesota	Minneapolis Minnesota	Pierre South Dakota	Pierre South Dakota
Tallahassee Florida	Tallahassee Florida	Montpelier Vermont	Montpelier Vermont
Providence Rhode Island	Providence Rhode Island		

EWL-City-State CHECKERBOARD

Cambridge Massachusetts		Louisville Kentucky		Raleigh North Carolina		Cheyenne Wyoming	
	Tallahassee Florida		Boise Idaho		Phoenix Arizona		San Jose California
Philadelphia Pennsylvania		Fayetteville Arkansas		Pierre South Dakota		Annapolis Maryland	
	Montpelier Vermont		Cheyenne Wyoming		Cincinnati Ohio		Indianapolis Indiana
Albuquerque New Mexico		Honolulu Hawaii		Baton Rouge Louisiana		Olympia Washington	
	Des Moines Iowa		Champaign Illinois		Honolulu Hawaii		Biloxi Mississippi
Providence Rhode Island		Savannah Georgia		Minneapolis Minnesota		Champaign Illinois	
	Cincinnati Ohio		Phoenix Arizona		Boise Idaho		Des Moines Iowa

Create Your Own WORD CARDS

Create Your Own CHECKERBOARD



Appendixes

APPENDIX A: CPSI SCREENING TEST ITEM ANALYSIS

APPENDIX B: SUBTEST TARGET WORDS – ALPHABETIZED

APPENDIX C: SUPPLEMENTAL TARGET WORDS –
ALPHABETIZED

APPENDIX A

CPSI SCREENING TEST

ITEM ANALYSIS

	#	SUBTEST		#	SUBTEST
OVERALL	Total: 245		SUFFIXES	Total: 60	
Syllables	125		y	3	A
Rules	20		ly	5	A
Suffixes	60		or	1	A
Final Sounds	40		ing	6	A
SYLLABLES	Total: 125		's	3	A
2	81	Two	er	3	A
3	39	Three	ful	2	A
4	5	Four	en	1	A
RULES	Total: 20		ed=t/d	8	B
ph	1	A	es	5	B
mb	1	A	ed=t/d	9	B
kn	1	A	s	8	B
ch=k	1	A	tion	2	C
gh ₃ =x	1	A	cian	1	C
le ₃	1	A	ity	1	C
qu=k	1	A	ance	1	C
cu	1	B	ee	1	D
c ₃	1	B	FINAL SOUNDS	Total: 40	A
gi	1	B			
gy	1	B			
x _{2/3}	1	C			
ify	1	C			
stle	1	C			
sten ₃	1	C			
ious	1	C			
tious	1	D			
cient	1	D			
tial	1	D			
ture=chur	1	D			

APPENDIX B

SYLLABLE TARGET WORDS – Alphabetized

SUBTESTS

2 SYLLABLES	3 SYLLABLES	4 SYLLABLES	5 SYLLABLES
admit	advertise	Alabama	accumulation
agree	appliance	alligator	alphabetical
attack	authentic	astronomy	anticipated
away	bananas	avocado	approximately
balloons	boulevard	biology	automatically
basket	calendar	California	characteristic
behind	chimpanzees	cappuccino	chemointervention
bracelet	commotion	caricature	communication
cabbage	computer	Colorado	congratulations
cattle	contribute	community	geometrical
common	demolished	constellation	hippopotamus
complain	determine	discriminate	inspirational
costumes	develop	facilitate	instability
council	dinosaur	fascination	international
defeat	dividend	geography	interrogation
football	elephants	helicopter	investigation
foresee	enormous	illiterate	manufacturing
hamster	fortunate	independent	monosyllabic
jacket	graffiti	information	neurological
laundry	habitats	ingredients	observatory
leopard	hamburgers	invitation	planetarium
lettuce	horizon	kaleidoscope	psychological
machine	impulsive	mediator	qualifications
mattress	innocent	motorcycle	radioactive
moment	lavender	paralegal	refrigerator
monkey	magnetic	particular	representative
mustard	merchandise	photography	sociology
nonsense	messenger	secondary	temporarily
peanuts	Nevada	terminator	trigonometry
picnic	November	velocity	vocabulary
pirate	October		
produce	octopus		
pumpkin	paragraph		
quarters	porcupines		
ribbon	principal		
shampoo	remember		
shivers	spaghetti		
shoulder	telescope		
silent	tomatoes		
terror	typical		
twenty	umbrella		
valley	vanilla		
walnuts	vegetables		
whisper	vehicle		
yogurt	volcano		

APPENDIX B

SYLLABLE TARGET WORDS – Alphabetized GAMES

2 SYLLABLES
address
afraid
April
bacon
bathroom
bathtub
bedroom
birthday
closet
color
finger
ketchup
kitchen
napkin
pancake
pizza
seven
soda
Thursday
toilet

3 SYLLABLES
blueberry
butterfly
envelope
fingernail
formula
lemonade
library
marshmallow
microwave
pajamas
piano
policeman
potato
president
rectangle
screwdriver
tomorrow
unhappy
video
vitamin

4 SYLLABLES
alphabetize
America
apologize
appreciate
asparagus
calculator
caterpillar
cauliflower
dandelion
elevator
February
historical
January
kindergarten
librarian
obedient
refrigerate
supermarket
thermometer
watermelon

5 SYLLABLES
administration
apologetic
auditorium
classification
condominium
cooperation
curiosity
denominator
disobedient
electricity
evaluation
imagination
interpretation
opportunity
organization
parallelogram
personality
recommendation
unquestionable
vegetarian

APPENDIX B

RULE TARGET WORDS – Alphabetized

SUBTESTS

RULES: SUBTEST A
acquire
although
anchor
antique
apostrophe
assigned
bouquet
character
chemicals
climb
conquer
dough
frequently
gnat
gnawing
headache
karate
kneecap
knit
knob
knowledge
limb
mesquite
microphone
nephew
pharmacy
phony
plumber
poodle
qualify
recipe
required
resign
sesame
sleigh
thorough
thumb
triple
waddle
waffles

RULES: SUBTEST B
adjacent
agile
agitated
agonizing
allergy
announcement
apology
apricot
athletic
Atlantic
audience
balancing
bullfrog
carnival
carrousel
cauldron
celebrate
celery
cinnamon
citizen
citrus
commute
courthouse
cuddled
custodian
custom
cylinders
cymbals
cyst
decimal
dialog
disgust
dishrag
docile
educate
Egypt
engine
escaped
faucet
fragile

RULES: SUBTEST B
frantic
galloped
garnish
gasped
genius
gentle
German
giraffes
goblet
gorillas
guides
gymnasts
hiccup
icy
incident
kangaroo
lacy
ladybug
lagoon
legend
legumes
locomotive
magazines
mangy
medicated
organized
pagoda
panic
pigeon
porridge
pudgy
receive
recently
rustic
silicone
urgent
vacuum
vigor

RULES: SUBTEST C
anguish
boxer
bristle
broccoli
cannoli
castle
Chipotle
clarify
colleague
daughter
devious
excellent
expensive
fatigue
glisten
hasten
heavyweight
hilarious
hustle
identify
jaguar
latte
league
linguistics
listen
malaria
media
modify
moisten
naughty
origami
pastrami
phobia
previous
sauté
soufflé
straight
synagogue
tedious
testify
Texas
thistle
trilingual
trivia

RULES: SUBTEST D
ambition
artificial
atrocious
cautious
chef
Chicago
closure
composure
confidential
creature
crucial
deficient
delicious
diversion
efficient
expression
facial
fictitious
fracture
incision
initial
literature
mansion
measured
Michigan
mission
mixture
nutritious
occasionally
parachute
passion
potential
proficient
residential
solution
spacious
sufficient
superstitious
television
tradition
treasure
unconscious
unofficial
vacation

APPENDIX B

RULE TARGET WORDS – Alphabetized GAMES

RULES: SUBTEST A
adobe
backache
banquet
breadcrumb
chlorine
designer
fallible
gnomes
honeycomb
jackknife
knead
mandible
mannequin
megaphone
pheasant
quarrel
sourdough
technique
through
ukulele

RULES: SUBTEST B
argument
balcony
cabinet
cemetery
cilantro
corridor
customer
cypress
frigid
garland
genetics
gourd
guitar
gypsy
hexagon
historic
incisor
irrigate
margin
monologue
nutmeg
pathetic
policy
proceed
prodigy
ridicule
vertical
village

RULES: SUBTEST C
bacteria
biscotti
café
cafeteria
drought
iguana
jostle
maximum
moistener
morgue
mysterious
penguin
petrify
prologue
ravioli
resumé
tuxedo
twilight
unfasten
various
verify
whistle

RULES: SUBTEST D
antisocial
beneficial
brochure
chalet
coefficient
cohesion
compulsion
excursion
exposure
inefficient
infectious
leisure
martial
percussion
puncture
repetitious
sculpture
suspicious
torrential
tuition
vocation
voracious

APPENDIX B

SUFFIX TARGET WORDS – Alphabetized

SUBTESTS

RULES: SUBTEST A
advisor
cartoonist
chosen
commander
comparing
constantly
curiously
dampen
destiny
editor
Ethan's
exactly
father's
finalist
firefighter
forgetful
frustrating
greasy
handwriting
instantly
invader
journalist
lengthen
loyalty
manager
mother's
muddy
nervously
novelist
novelty
powerful
preparing
professor
protector
respectful
responder
salvaging
seventy
sharpen
slimy
sticky
student's
successful
totally

RULES: SUBTEST B
approval
boys
broadest
carrier
chairs
changes
cheated
cheerier
clumsier
cookies
critical
demonstrated
departed
dismissal
disposal
embraced
energize
exclaimed
finished
foolish
friendlier
glitzier
grabbed
grouchier
hesitated
idolize
imagined
lights
looked
lots
loved
newspapers
notches
oldest
original
pals
patios
peaches
penniless
pictures
planned
priceless
removed
seasonal

RULES: SUBTEST B
simplest
socialize
speechless
spotted
steps
streamers
strongest
stylish
suspended
tables
thanked
times
tireless
unselfish
visualize
voted
watches
watered
windows
worthless
yellowish

RULES: SUBTEST C
activity
admission
adventurous
allowance
assistance
captivity
clearance
collection
conference
construction
contentment
courageous
dangerous
dependable
dependence
dietician
difference
direction
division
enrollment
equality
estimation
explosion
government
independence
invasion
judgment
likeable
magician
marvelous
mathematician
maturity
politician
possession
provision
remarkable
resistance
suspension
teachable
tension

RULES: SUBTEST D
accuracy
attractive
bravery
Communism
coverage
customary
decisive
dosage
drapery
dumpster
employee
feminism
glorify
honorary
legendary
literacy
mandatory
mobster
nominee
obsessive
oratory
percentage
privacy
purify
realism
referee
respiratory
shrubbery
simplify
youngster

APPENDIX B

SUFFIX TARGET WORDS – Alphabetized GAMES

SUFFIX: SUBTEST A	SUFFIX: SUBTEST B	SUFFIX: SUBTEST C	SUFFIX: SUBTEST D
accuser	applauded	advisable	accusatory
appraiser	articles	appointment	adequacy
awaken	baldish	attendance	appointee
blustery	belonged	avoidable	bootery
brotherly	blushed	beautician	breakage
certainly	bravest	calculation	bureaucracy
certainty	buttonless	clinician	cannery
cheering	childish	coherence	commentary
creator	cleverest	competition	corrective
cruelty	crunchier	decision	crematory
curtain's	defenseless	disturbance	delicacy
cushiony	departments	electrician	dismissive
debating	divided	embrace ment	draftee
defiantly	drowsier	emission	drainage
delivery	effortless	endurance	effective
employer	emotional	erosion	electrify
enlighten	emotionless	existence	exclamatory
evicting	excused	garnishment	explanatory
examiner	eyelashes	generality	falsify
forbidden	greased	humorous	forgery
frailty	guesses	immobility	gamester
grateful	healthier	inclusion	gangster
grimy	injected	insistence	idealism
infusing	knitted	instruction	illiteracy
intensely	leanest	involvement	imaginary
lawyer's	logical	joyous	inductee
member's	methods	maintenance	jokester
motorist	modernize	negligence	liquify
mournful	moments	optician	mannerism
organist	proposes	poisonous	notify
penalty	publicize	possibility	optimism
remorseful	shallowest	reasonable	parolee
rotator	sluggish	remission	parsonage
selector	snobbish	removable	possessive
soloist	sterilize	repression	refinery
terrorist	survival	simplicity	roadster
train's	universal	succession	stationary
unshaven	wealthier	supervision	vandalism
violator	winterize	vaccination	visionary
wasteful	witnesses	vigorous	voltage

APPENDIX B

FINAL SOUND TARGET WORDS – Alphabetized

SUBTEST

FINAL SOUNDS
after
air
alive
and
another
around
as
asleep
at
attack
bad
badge
bark
basketball
beehive
bees
began
behave
behind
big
bites
blown
breath
bubble
butter
cabins
camp
catalog
catch
chewing
classic

FINAL SOUNDS
clothe
collide
could
crab
crackers
crossing
did
disturb
dog
during
ear
eats
explode
face
fed
felt
ferocious
flowers
for
fourth
from
get
goldfish
gum
had
head
hilltop
him
himself
his
huge

FINAL SOUNDS
in
inserted
it
jumped
large
left
let
licking
lobe
match
message
mistake
mom
mouth
nightmare
not
of
one
out
paper
piece
planet
please
pupil
ran
reason
ring
rouse
sailing
Sam
sandwich

FINAL SOUNDS
seashell
sheriff
smash
soothe
soup
street
strolled
success
tell
them
then
thief
took
twice
until
up
walking
was
watched
went
were
which
will
wisdom
wish
with
without
your
yourself

APPENDIX B

FINAL SOUND TARGET WORDS – Alphabetized GAMES

FINAL SOUNDS
academic
adopting
advantage
adverb
allergic
alphabet
among
Amtrak
Anchorage
appendix
approach
astronaut
bachelor
bathe
beach
behavior
beneath
billiard
bleacher
blizzard
blossom
breathe
challenge
charcoal
cherub
cockpit
compass
complex
corncob
daffodil

FINAL SOUNDS
dandruff
dispatch
disprove
dogleg
duplex
eggnog
establish
extensive
famish
farmhand
fragrance
fuzz
hammock
handcuff
handyman
hydrogen
impeach
improper
introduce
jazz
jetlag
Kleenex
lollipop
marigold
maverick
meatloaf
mischief
moccasin
muskrat

FINAL SOUNDS
obsess
overlap
overwork
parallel
pentagon
premium
privilege
quiz
replenish
retrieve
scallop
seedling
seethe
sensitive
skirmish
smooth
spring
squirrel
stealth
strength
superb
syrup
terrific
theatric
topaz
twentieth
unclog
uniform
verbatim

APPENDIX C

ABBREVIATION TARGET WORDS – Alphabetized

SUPPLEMENTAL SUBTESTS AND GAMES

ABBREVIATIONS SUBTEST A
abbreviation
A.M.
apartment
department
doctor
dozen
junior
medical doctor
missus
mister
Ms.
P.M.
president
senior
vice president

ABBREVIATIONS SUBTEST B
association
attorney
average
building
captain
company
district attorney
etcetera
governor
post office
professor
rest in peace
reverend
superintendent
temperature

ABBREVIATIONS SUBTEST C
Avenue
Boulevard
Circle
Court
Drive
Expressway
Highway
Lane
Place
Railroad
Road
Street
Suite
Terrace
Turnpike

ABBREVIATIONS SUBTEST D
cup
foot/feet
gallon
hashtag
height
hour
inch
mile
miles per hour
minute
month
number
ounce
pint
pound lb #
quart
second
week
weight
yard
year

ABBREVIATIONS SUBTEST E
Celsius
centimeter
Fahrenheit
fluid ounce
gram
kilogram
kilometer
liter
meter
milligram
milliliter
millimeter
tablespoon
teaspoon
volume

ABBREVIATIONS SUBTEST F
assistant
automated teller machine
Bachelor of Arts
Bachelor of Science
Central Intelligence Agency
Central Standard Time
Daylight Saving Time
Doctor of Philosophy
Eastern Standard Time
frequently asked questions
General Equivalency Diploma
intelligence quotient
Internal Revenue Service
Internet Service Provider
Master of Arts
Master of Science
Mountain Standard Time
Pacific Standard Time
respond to invitation
World Wide Web

ABBREVIATIONS SUBTEST G
as soon as possible
Chief Executive Officer
corporation
director
Federal Bureau of Investigation
Food & Drug Administration
Grand Old Party/Republican Party
honorable
illustration
I owe you
manager
miscellaneous
National Association for the
Advancement of Colored People
national
paid
Registered Nurse
university
Uniform Resource Locator
United States of America
versus

APPENDIX C

EWL TARGET WORDS – Alphabetized

SUPPLEMENTAL SUBTESTS AND GAMES

EWL: SUBTEST A
argue
Bistro
canoe
cough
cucumber
debt
doubt
enough
goulash
grocery
island
laugh
laughter
multiply
ocean
often
oxygen
relatives
rough
sew
soldier
sure
tongue
tough
Wednesday

EWL: SUBTEST B
accident
aisle
asthma
barbeque
beige
bologna
champion
Chevrolet
corsage
enemy
graduate
jewelry
Juan
Juanita
kayak
mauve
museum
opinion
Pacific
patient
physician
quotient
receipt
signal
sword

EWL: SUBTEST C
ancient
anxious
biscuit
caffeine
chai tea
chandelier
colonel
corps
eerie
epilepsy
folks
gauge
guacamole
insurance
lasagna
mayonnaise
pressure
quesadilla
rely
salmon
signature
Thailand
Thomas
thyme
tortilla

EWL: SUBTEST D
ally
alumni
antonym
bonsai
camouflage
campaign
duet
Egyptian
fajita
ghetto
ghoul
glacier
homonym
hors d'oeuvres
individual
issue
jalapeno
lei
opossum
pneumonia
quinoa
rhinoceros
Russia
synonym
syringe

APPENDIX C

EWL TARGET WORDS – Alphabetized

SUPPLEMENTAL SUBTESTS AND GAMES

EWL: SUBTEST E
algae
baguette
cello
choir
depot
fungi
genuine
hearth
hygiene
loathe
ogre
paranoia
parfait
pedestrian
phlegm
plateau
porpoise
Puerto Rico
reservoir
Smithsonian
subtle
Tokyo
tortoise
trauma
yacht

EWL: SUBTEST F
aerial
Alzheimer's
bayou
buoy
corduroy
counterfeit
crochet
Dalmatian
debris
eulogy
fluorescent
hierarchy
Iraq
larynx
luau
meringue
naïve
physique
quiche
radiology
regime
silhouette
vinyl
Xerox
xylophone

EWL: SUBTEST G
actual
aneurysm
déjà vu
deuce
entrée
genre
gigabyte
gourmet
hyena
licorice
matinee
megabyte
mousse
odyssey
oriole
parentheses
parenthesis
persuade
puree
suave
suede
suite
tissue
toupee
virtual

EWL: SUBTEST H
allegiance
amoeba
appendectomy
bias
blintz
Brie cheese
cashmere
cuisine
czar
derriere
hiatus
isthmus
martyr
masseuse
niche
pekoe tea
Pinocchio
queue
rapport
rendezvous
subpoena
suet
surveillance
tsar
versatile

APPENDIX C

EWL TARGET WORDS – Alphabetized SUPPLEMENTAL SUBTESTS AND GAMES

EWL: SUBTEST I
alibi
autumn
bicycle
column
condemn
crevasse
cycle
cyclist
entrepreneur
heir
herb
herbal
honest
honor
honorable
honorary
hymn
liaison
reminisce
rhubarb
rhyme
rhythm
solemn
tricycle
unicycle

EWL: SUBTEST J
argyle
ingénue
psalm
psoriasis
psychiatric
psychiatrist
psychologist
quay
segue
sequoia tree

EWL: SUBTEST City-State
Albuquerque, New Mexico
Annapolis, Maryland
Baton Rouge, Louisiana
Biloxi, Mississippi
Boise, Idaho
Cambridge, Massachusetts
Champaign, Illinois
Cheyenne, Wyoming
Cincinnati, Ohio
Des Moines, Iowa
Fayetteville, Arkansas
Honolulu, Hawaii
Indianapolis, Indiana
Louisville, Kentucky
Minneapolis, Minnesota
Montpelier, Vermont
Olympia, Washington
Philadelphia, Pennsylvania
Phoenix, Arizona
Pierre, South Dakota
Providence, Rhode Island
Raleigh, North Carolina
San Jose, California
Savannah, Georgia
Tallahassee, Florida