

# Appendix D

## Sample CPPS Score Report

# Children's Psychological Processes Scale (CPPS) Report

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Student's Name: Doe, John  
Gender: Male  
School: Middletown  
Grade: 6

Date of Birth: 06/15/1999  
Date of Ratings: 07/16/2011  
Age: 12 years  
Rater's Name: Doe, Jane

### SUMMARY

When John's *T*-scores are compared to other children the same age (see Table of Scores) his level of difficulty in General Processing Ability is in the above average range. Based on ratings from John's teacher, he has average difficulties in Attention, Executive Functions, Fluid Reasoning, Long-Term Recall, Processing Speed, and Working Memory. He has above average difficulties in Auditory Processing, Fine Motor, Oral Language, Phonological Processing, and Visual-Spatial Processing. Above average difficulties indicate poorly developed psychological processes. These poorly developed psychological processes are likely to impair John's academic learning and performance.

To determine John's intra-individual psychological processing strengths and weaknesses, his obtained *T*-score is compared to his predicted score for each process (see Intra-Individual Strengths and Weaknesses Table). Based on ratings from John's teacher, he has significant individual strengths in Fluid Reasoning. In contrast, he has significant individual weaknesses in Fine Motor and Visual-Spatial Processing.

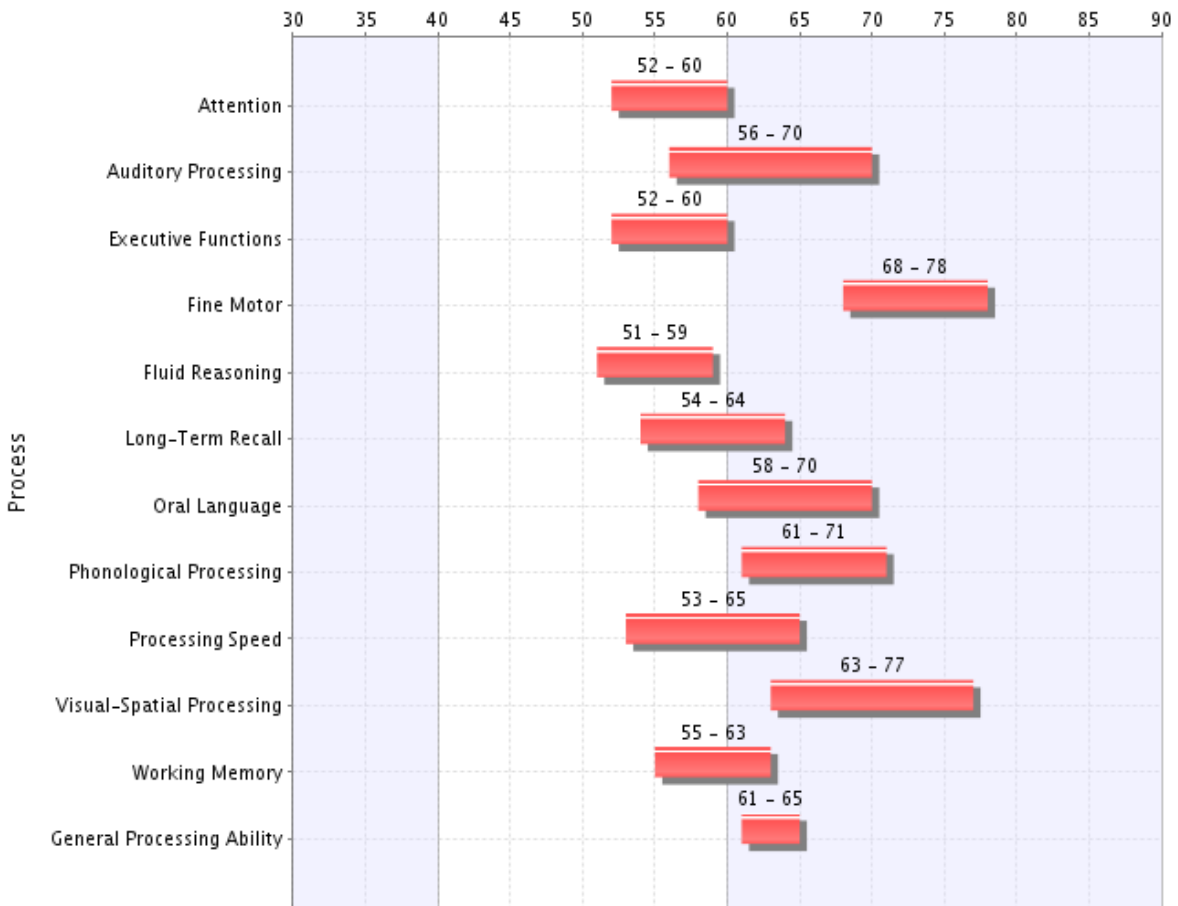
### TABLE OF SCORES

Process	Raw Score	<i>W</i> -Score	<i>T</i> -Score	Confidence Interval (95 %)	Percentile
Attention	11	514	56	52-60	73
Auditory Processing	8	526	63	56-70	88
Executive Functions	15	512	56	52-60	73
Fine Motor	12	535	73	68-78	95
Fluid Reasoning	13	514	55	51-59	69
Long-Term Recall	10	524	59	54-64	82
Oral Language	11	525	64	58-70	89
Phonological Processing	12	531	66	61-71	91
Processing Speed	8	516	59	53-65	81
Visual-Spatial Processing	7	533	70	63-77	93

Working Memory	15	520	59	55-63	80
General Processing Ability		523	63	61-65	88

Note: These T-Scores are based on age norms. T-Scores have a mean of 50 and a standard deviation of 10. Higher scores indicate relatively more difficulties and lower abilities.

### GRAPH OF 95% CONFIDENCE BANDS



### INTRA-INDIVIDUAL STRENGTHS AND WEAKNESSES TABLE

Process	T Scores			Discrepancy SD (SEE)	Strength/Weakness at + or - 1.5 SD (SEE)
	Obtained	Predicted	Difference		
Attention	56	59	-3	-0.49	—
Auditory Processing	63	61	2	0.49	—
Executive Functions	56	60	-4	-0.67	—
Fine Motor	73	57	16	2.16	Weakness
Fluid Reasoning	55	62	-7	-1.50	Strength
Long-Term Recall	59	61	-2	-0.53	—
Oral Language	64	61	3	0.66	—

Phonological Processing	66	59	7	1.26	–
Processing Speed	59	60	-1	-0.20	–
Visual-Spatial Processing	70	59	11	1.90	Weakness
Working Memory	59	61	-2	-0.59	–

### **T-SCORE TO STANDARD SCORE CONVERSION TABLE**

<b>Processing Scale</b>	<b>T-Score</b>	<b>Standard Score</b>
Attention	56	91
Auditory Processing	63	80
Executive Functions	56	91
Fine Motor	73	65
Fluid Reasoning	55	92
Long-Term Recall	59	86
Oral Language	64	79
Phonological Processing	66	76
Processing Speed	59	86
Visual-Spatial Processing	70	70
Working Memory	59	86
General Processing Ability	63	80

*Note:* Standard Scores have a mean of 100 and a standard deviation of 15. Because high CPPS *T*-Scores represent relatively more difficulty and lower abilities, the standard score's distance from the mean has been reversed so that low standard scores represent relatively more difficulties and lower abilities, making the converted standard scores consistent with standard scores from cognitive and achievement tests.

### **ITEM RESPONSES**

(A sample of the rater's response to each item is not displayed here. If this option is selected, the items will be grouped and displayed in the same developmental sequence as in Appendix A. The responses will be reported numerically, with 0 for "Never," 1 for "Sometimes," 2 for "Often," and 3 for "Almost Always.")