

Pedverket Testkatalog 2009



Om Pedverket som test-distributør.

Pedverket AS

Pedverket har i en årrekke hatt kurs og solgt materiell med utgangspunkt i teorier om systematisk begrepsundervisning etter Magne Nyborgs modell. Dette vil vi fortsette med.

I 2007 hadde vi etter 8 års arbeid ferdige en norsk versjon av CAS-testen.

CAS-testen krever sertifisering og Pedverket Kompetanse har åpne sertifiseringskurs på Voss og i Harstad.

Som en følge av import og tilpasning av CAS-testen er vi blitt norsk representant for testforlaget Pro Ed. Alle tester og alt forbruksmateriell i Pro-ed sin katalog kan kjøpes hos oss. Vi presenterer her et lite knippe av slike tester som vi tror kan ha interesse i Norge.

Dette er engelske tester med amerikanske normer og de er ikke bearbeidet av oss for tilpassning til norske forhold.

Psykologiske tester er ikke fri handelsvare, og flere av testene har restriksjoner for salg. Oppgi derfor profesjon/utdanning ved bestilling.

Faglig ansvarlighet i bruk av tilgjengelige tester på tvers av språk og kultur forutsetter stor varsomhet i konklusjoner om kvotienter og nivåer. Likevel tror vi at verktøyene kan være nyttig for PPT, BUP, VOP og privatpraktiserende pedagoger og psykologer.

For kjøp av testene, se nettbutikken i vår hjemmeside www.pedverket.no eller www.pptest.no. Der vi vil legge ut flere av de aktuelle testene. Ingen betaling i vår nettbutikk, vi sender faktura til ønsket adresse. Er ikke testen presentert i nettbutikken kan du sende oss en e-post.

Pedverket Kompetanse

Pedverket Kompetanse er vår enhet for etterutdanning, kurs og sertifisering. I august 2007 startet vi med et halvt års etterutdannng for PP-rådgivere med master/ 2.avd pedagogikk/ spesialpedagogikk uten klinisk kompetanse. Første kull, PPS1 hadde eksamen i oktober 2008. PPS2, startet opp i august 2008. PPS3 vil ha oppstart i august 2009. Fagplanen ligger ute på våre nettsider.

CAS-sertifiseringskurs

Alle åpne sertifiseringskurs for CAS-testen går på Voss eller i Harstad i 2009. Det er planlagt flere kurs i 2009. Se nettbutikken i vår hjemmeside www.pedverket.no der er det informasjon om aktuelle kurs og du kan kjøpe deg kursplass. Ingen betaling i vår nettbutikk, vi sender faktura til ønsket adresse.

Det er mulig å be om institusjonskurs, når det er aktuelt å kurse 15-21 deltakere fra en institusjon. Vi tar et begrenset antall slike kurs i året, og minst et halvt års ventetid må påregnes. Be om pristilbud på e-post.

I 2008 var 270 deltakere fra PPT, BUP og Statped på sertifiseringskurs.

DAS – NAGLIERI

Cognitive Assessment System

CAS- En intelligens test

Jack A. Naglieri J.P. Das



CAS testen er nå for salg med norsk oversettelse.

CAS-testen (CAS: Das-Naglieri Cognitive Assessment System, 1997) er laget på basis av PASS-teorien, utviklet av Das, Naglieri og Kirby på grunnlag av A. R. Lurias nevropsykologiske forskning. PASS teorien har et sterkt empirisk grunnlag også før utgivelsen av CAS testen. PASS – Planning-Attentionen-Simultaneous-Successive er mentale prosesser som er avgjørende for barns læring. PASS-teorien gir grunnlag for å analysere barns kognitive prosesser i disse kategoriene, og tilbyr dermed et alternativ til en teorimodell der generell intelligens analyseres som verbal/nonverbale funksjoner.

Gjennom 12 deltester gir CAS en skalaskåre til hver av de kognitive prosessene, ved siden av en generell PASS standardskåre som har stor grad av korrelasjon med andre intelligens-tester, og med funksjonsnivå i skolefag generelt. PASS skalaskårene har høy korrelasjon med ulike deler av skolefaglig kompetanse, for eksempel vil lav skåre på suksessiv prosessering ofte forekomme

sammen med lese- skrivevansker og prosedyrevansker i matematikk.

CAS-testen vil derfor kunne gi et godt grunnlag for å velge gode tiltak for barnet i skole og barnehage. Tiltaksprogram for foreldre og pedagogisk personale er tilgjengelig.

CAS-testen er godt egnet for flerspråklige barn. Den amerikanske normen som brukes for den norske versjonen hviler på et stratifisert utvalg, der det er tatt hensyn til ulik språklig og kulturell bakgrunn.

CAS viser seg å gi karakteristiske PASS-profiler knyttet til oppmerksomhetsvansker, ADHD-problematikk og emosjonelle vansker.

CAS-testen er brukt i en toårsperiode på flere PPT-kontor og det er gjort en liten komparativ studie med WISC-III IQ-skåre som ser ut til å korrelere med CAS PASS standard skala skåre (M.A.Hem, Knoxville 2007)

© Pro-Ed

I testpakken får du en komplett versjon av den amerikanske testen bestående av

- ✚ Manual
- ✚ Fortolkningshåndbok
- ✚ Stimulusbok
- ✚ Noteringshefter
- ✚ Figurminne svarhefte
- ✚ Svarhefte for 8-17 år og for 5-7 år

Norsk (bokmål eller nynorsk) manual. Norsk stimulus-bok for deltestene hvor det er nødvendig. 5noteringshefter på norsk. Svarhefter har ikke tekst barna skal lese, og de originale versjonene brukes også for norske barn.

SERTIFISERINGSKURS FOR BRUK AV CAS: Das-Naglieri Cognitive Assessment System (med bag)



Alder: 5-0 til 17-11

Test tid: 40 to 60 minutter

Administrasjon: Individuell

Forkunnskaper

Evnetester har i mange år vært brukt av pedagoger og psykologer til å vurdere tiltak i forbindelse med utsatt eller for tidlig skolestart, vurdering av lærevansker m.m. For å kunne bruke en evnetest må du ha en profesjonsutdanning innen pedagogisk –psykologi/spesialpedagogikk. Det uensartede utdanningstilbudet som høyskoler og universiteter gir har gjort at vi stiller følgende krav for å bli sertifisert

1. Master i relevant fag (pedagogikk, spesialpedagogikk, psykologi) eller tilsvarende profesjonsutdanning med 300 studiepoeng (100 vektall). 2. avd spesialpedagogikk

Med lærer/førskolelærerutdanning før 2. avd tilsvarer dette. Testerfaring er en fordel.

2. Sertifiseringskurs i CAS

3. Pensum: interpretive handbook (følger med testen)

4. Gjennomført 3 testprotokoller, innlevert og godkjent en testprotokoll med testrapport (sakkyndig vurdering) der beskrivelse av videre tiltak inngår.

Åpne sertifiseringskurs

Pedverket kompetanse arrangerer/ godkjenner alle sertifiseringskurs. Åpne kurs der du kan melde deg på arrangeres på Voss og i Harstad. Går du til nettbutikken på www.pptest.no finner du kommende kurs der.

Våren 2009 har vi følgende åpne kurs:

Voss 19.-20. februar

Harstad 26.-27. februar

Voss 30.-31. mars

Voss

CAS fair for minority groups. Validity evidence reported in the Interpretive Handbook demonstrates the test's value for assessment of diverse groups of children.

Interpretation

The Interpretive Handbook provides methods for interpretation of scores. It explains how to examine the PASS profile, compare PASS scales, analyze subtests, and compare PASS scores to achievement. To determine intra-individual differences, the Interpretive Handbook provides tables to evaluate the significance of the differences between the four PASS scale standard scores. It also provides similar tables to evaluate the significance of differences between scaled scores for each subtest within a PASS Scale. Actuarial values are included.

Methods for using the PASS and Full Scale scores to identify cognitive strengths and weaknesses are also given. Due to the unique information that can be obtained from the CAS, the results may be particularly helpful when assessing special populations. The Interpretive Handbook also contains additional resources for examiners, such as implications for intervention based on CAS results, describes several research-based instructional programs directly linked to PASS theory, and two illustrative case reports, each presenting a written interpretation of CAS results.

COMPLETE CAS KIT INCLUDES: Stimulus Book, Administration and Scoring manual, Interpretive Handbook, 25 Record Forms, 25 each of the Response Books for 5-7 and 8-17, 25 Figure Memory Response Books, Scoring Templates, and a Red Pencil in a canvas carrying case. (©1997)

Also Available Separately...





CAS University Training CD-R and CAS Rapid Score CD-R

TONI-3: Test of Nonverbal Intelligence - Third Edition

(8465)

Vår Pris: NOK 4480

ORDERING OPTIONS:

-  TONI-3 Examiner's Manual **NOK 1200**
-  TONI-3 Form A Answer Booklet and Record Forms (50) **NOK 740**
-  TONI-3 Form B Answer Booklet and Record Forms (50) **NOK 740**
-  TONI-3 Picture Book **NOK 1950**

OTHER RESOURCES BY

Linda Brown * Rita Sherbenou * Susan Johnsen

Ages: 6-0 through 89-11

Testing Time: 15-20 minutes

Administration: Individual



The TONI-3, a major revision of the popular and well-built *Test of Nonverbal Intelligence*, is a norm-referenced measure of intelligence, aptitude, abstract reasoning, and problem solving that is completely free of the use of language. The test requires no reading, writing, speaking, or listening on the part of the test subject. It is completely nonverbal and largely motor-free, requiring only a point, nod, or symbolic gesture to indicate response choices.

This unique language-free format makes the TONI-3 ideal for evaluating subjects who have previously been difficult to test with any degree of confidence or precision. It is particularly well suited for individuals who are known or believed to have disorders of communication or thinking such as aphasia, dyslexia, language disabilities, learning disabilities, speech problems, specific academic deficits, and similar conditions that may be the result of mental retardation, deafness, developmental disabilities, autism, cerebral palsy, stroke, disease, head injury, or other neurological impairment. The format also accommodates the needs of subjects who do not read or write English well, due to disability or lack of exposure to the English language and U.S. culture.

The abstract/figural content of the test items ensures that each item presents a novel problem. There are no words, numbers, or familiar pictures or symbols in the TONI-3 items. This feature, in combination with the elimination of language, reduces the cultural loading of the test due to instruction, training, or prior information or exposure. The drawings in the TONI3 Picture Book have been improved substantially in this revision. They were reproduced through the most current computer-assisted design technology. Because the TONI-3 has two equivalent forms, it fills a niche in situations that depend upon pre-and posttesting. Reevaluations in school programs usually have this requirement, as do evaluations of program effectiveness, pupil or patient progress, treatment efficacy, and some types of controlled research.

Not only is the TONI-3 a versatile instrument by virtue of its language-free, motor-reduced, and culture-reduced format; its novel abstract-figural content; its wide age range, and its equivalent forms, it is also a psychometrically superior test. The manual details research conducted by the authors and by independent researchers over almost 20 years that document the technical quality of the test's and its predecessors' norms, reliability, and validity.

Each form of the TONI-3 contains 50 items arranged in easy to difficult order. Raw scores are converted to percentile ranks and to deviation quotients with a mean of 100 and a standard deviation of 15 points. To maintain the language-free format, instructions are pantomimed and responses are conveyed by pointing or making some other meaningful gesture.

The TONI-3 was normed on a large sample of over 3,000 subjects tested in 1995 and 1996 whose demographic characteristics match those of the United States according to the 1990 census. The normative group was stratified on the basis of age, gender, race, ethnic group membership, geographic location and community size, principal language spoken in the home, and socioeconomic status as indicated by educational attainment and family income.

The potential bias on the basis of these variables was studied and found to be insignificant. Not only was bias studied at the test level, individual item bias was examined by comparing item difficulty across subgroups based on these demographic variables and by determining item curve characteristics, which are considered to be one of the most direct and sensitive methods for detecting biased items. TONI-3 users have the benefit of almost 20 years of research establishing the test's reliability and validity. Extensive research is reported in the manual, including the authors' own research and all published research conducted by independent investigators since the test was first published in 1980. The body of reliability research that is reported analyzes the TONI-3's content reliability and its reliability over time. Exhaustive validity data are reported as well, documenting the test's relationship to other measures of intelligence, its relationship to measures of achievement and personality, its efficiency in discriminating groups appropriately, its factor structure, and other important estimates of test validity for samples of children, adolescents, and adults. The TONI-3's reliability and validity were studied with subjects believed

to be intellectually normal and also with samples of individuals who present a variety of cognitive, linguistic, and sensory exceptionalities, including those who are intellectually gifted or challenged; individuals residing both in the United States and in foreign countries who do not speak English or who have limited English proficiency; and those with diagnosed disabilities and medical conditions including deafness, specific learning disabilities, aphasia, dyslexia, closed head injury, Alzheimer's disease and specific memory disorders, stroke, and anoxia following myocardial infarct. The TONI-3 has a unique set of characteristics

It meets the highest psychometric standards for norms, reliability, and validity.

It is language free, requiring no reading, writing, or listening.

It is culturally reduced, utilizing novel abstract/figural content.

It is motor reduced, with only a meaningful gesture required in response.

It is quick to score, requiring less than 15 minutes to administer and score.

It is appropriate for use with children, adolescents, and older adults ages 6 through 89 years.

It has two equivalent forms suitable for test-retest and pre- and posttesting situations.

The plates in the Picture Book are clear and distinct and the Picture Book itself is durable and easy to manipulate.

The test manual provides detailed directions for administering, scoring, and interpreting the test. A 20-year body of reliability and validity research is cited and summarized in the test manual.

Complete TONI-3 Kit includes: Examiner's Manual, Picture Book, 50 Form A Answer Booklet and Record Forms, and 50 Form B Answer Booklet and Record Forms, all in a sturdy storage box. (1997)

DAP:IQ: Draw-A-Person Intellectual Ability Test (10695)

Vår Pris: NOK1610

ORDERING OPTIONS:

DAP:IQ Administration/Scoring Forms (50) NOK 650

DAP:IQ Drawing Forms (pad of 50) NOK 410

DAP:IQ Examiner's Manual NOK 740

For Children, Adolescents, and Adults

Ages: 4-0 through 89-11

Testing Time: 10-12 minutes

Administration: Individual or Group

The Draw-A-Person Intellectual Ability Test for Children, Adolescents, and Adults (DAP:IQ) provides a common set of scoring criteria to estimate intellectual ability from a human figure drawing. Until now, measurement of cognitive ability by scoring drawings of human figures focused mainly on children and adolescents.

The DAP:IQ applies this form of evaluation to adults as well, allowing for a more direct, continuous measurement of a common construct across the age range.

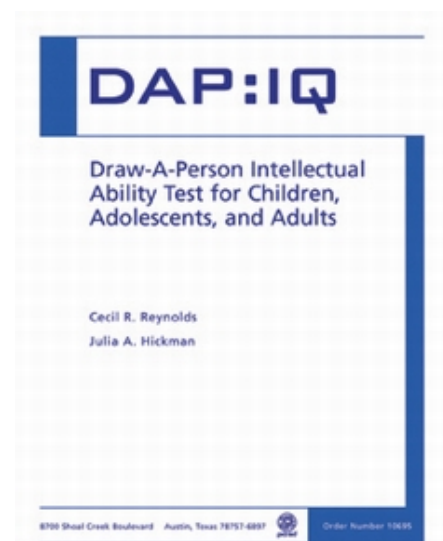
The DAP:IQ improves the practice of evaluating human figure drawings (HFDs) as a measurement of cognitive ability by scoring elements representative of universal features of the human figure. The collection of a HFD is easily standardized with a set of simple, easily understood instructions, and requires a very short period of time.

This flexible assessment is for use by psychologists, school counselors, and professionals working with special-needs populations. The DAP:IQ allows you to derive reliable, quantitative ability estimates by using the largest single collection of normative data on this task ever gathered. Psychometric data, including normative reference data, are provided for ages 4 years to 89 years and are based on a total sample of 3,090 individuals across the United States. The validity and utility of this test lie in the scoring system's emphasis of concepts over artistic skill and motor coordination.

Features of the DAP:IQ

- ✚ Standardized instructions for the task are easy to derive
- ✚ Standardized scoring systems emphasize conceptual aspects of drawings, not artistic quality
- ✚ Drawings collected in a rapid, efficient manner
- ✚ Few people are hesitant to do the drawing once they are assured that the artistic quality is not being evaluated
- ✚ Drawings can be obtained in even the most challenging of clinical situations (such as the assessment of autistic or severely hyperactive children, non-reading or non-English speaking clients)
- ✚ Scoring criteria have less cultural specificity than most intelligence tests, verbal or nonverbal (culture-reduced)
- ✚ All you need to give and score of the DAP:IQ is the test manual, the Administration/Scoring Form, and a sharpened pencil.

COMPLETE DAP:IQ KIT INCLUDES: Examiner's Manual, 50 Administration/Scoring Forms, and 50 Drawing Forms, all in a sturdy storage box. (2004)



The *PEP-3* now includes a Caregiver Report. This report utilizes parent input and is completed prior to the administration of the assessment. The form asks the parent or caregiver to estimate the child's developmental level compared with typical children. This form has been shown to help orient teachers to a student's developmental inconsistencies. The *PEP-3* has included additional data that identify special learning strengths and teachable skills. Also, the third edition is improved by offering normative data both from a group of children in the autism spectrum as well as from a comparison group of children without autism. It is the only test to date that provides data for within-group comparison to children in the autism spectrum.

Improvements to the PEP-3:

1. The function domains have been revised to reflect current research and clinical concerns, especially in the area of social and communication functions.
2. All of the toys and materials needed to administer the test (except food, drink, and a light switch) are now included with the test.
3. New items and subtests have been added; obsolete ones were deleted.
4. Normative data were collected from 2002 to 2003, with large national samples of children in the autism spectrum and of typical children ranging from 2 to 71/2 years of age. These are the first normative data provided for comparison of a child's PEP results with children of either comparison group.
5. Reliability coefficients have been computed by age for subgroups within the normative sample (i.e., males, females, white, black, and Hispanic Americans.)
6. Validity evidence is provided for children in the autism spectrum for all areas measured by the test.
7. The scoring has been quantified as 0, 1, and 2; and each score is clearly defined, making statistical comparisons more accurate. At the same time, the flexibility of the previous system, using pass, emerge, and fail, has been maintained.
8. A Caregiver Report has been added which includes Current Developmental Levels, Diagnostic Categories and Degree of Problem, and three subtests: Problem Behaviors; Personal Self-Care, and Adaptive Behavior. The Caregiver Report provides teachers and other professionals with information needed for a more thorough and complete planning for each child.

COMPLETE PEP-3 KIT INCLUDES: *Manual, Guide to Item Administration, Picture Book, 10 Examiner Scoring/Summary Booklets, 10 Response Booklets, 10 Caregiver Report Forms, and an Object Kit, all in a sturdy storage box. (©2005)*

GADS: Gilliam Asperger Disorder Scale (9460)

Vår pris: NOK 1750

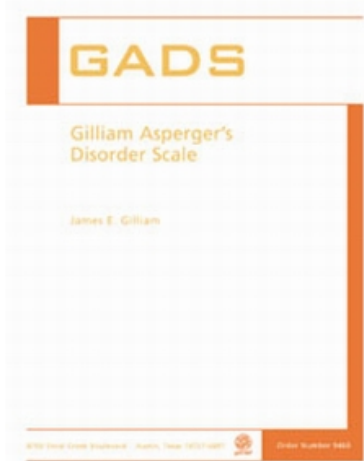
Ages: 3-0 through 22-0
Testing Time: 5 to 10 minutes
Administration: Individual

The *Gilliam Asperger Disorder Scale* is a norm referenced test designed to evaluate children with unique behavioral problems who may have Asperger's Disorder. Based on the most current and relevant definitions and diagnostic criteria of Asperger's Disorder, the GADS is useful for contributing valuable information toward the identification of children who have this disorder.

Easily completed by a parent and professional who knows the child, the GADS provides documentation about the essential behavior characteristics of Asperger's Disorder necessary for diagnosis. It can be used with confidence in the assessment process, documenting behavioral progress, targeting goals for IEPs, and for research purposes.

The validity of the GADS was demonstrated by (a) confirming that the items of the test are directly related to the definitions of Asperger's Disorder; (b) the subscales are strongly related to each other and the overall diagnosis of Asperger's Disorder; and (c) the GADS scores discriminate persons with Asperger's Disorder from persons with autism and other behavioral disorders. It is the only test of its kind with this type of discriminative ability. The GADS has the following characteristics:

- ✚ Thirty-two clearly stated items divided into four subscales describe specific, observable, and measurable behaviors.
- ✚ Eight additional items are included for parents to contribute data about their child's development during the first 3 years of life.



- ✚ Items are based on the most current definitions of Asperger's Disorder.
- ✚ The test was normed on 371 representative subjects with Asperger's Disorder from 27 states, the District of Columbia, Canada, and Australia.
- ✚ The scale can be completed by parents and professionals at school and home.
- ✚ Both validity and reliability of the instrument clearly support its stated purposes.
- ✚ Behaviors are rated using objective, frequency-based ratings.
- ✚ The scale is easily completed by teachers, parents, and others who have knowledge of the subject's behavior or the greatest opportunity to observe him or her.
- ✚ Standard scores and percentiles are provided.
- ✚ A table is provided for determining the likelihood that a subject has Asperger's Disorder.
- ✚ A list of books, journals, media, Internet sites, and organizations concerned about Asperger's Disorder are provided to give teachers, parents, and others information about Asperger's Disorder.

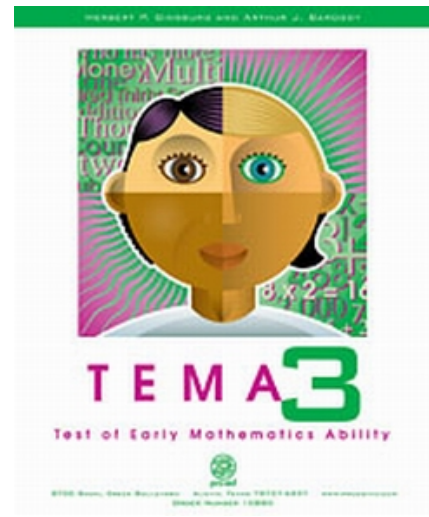
Complete GADS Kit Includes: *Examiner's Manual and 25 Summary/Response Forms, all in a sturdy storage box. (©2001)*

TEMA-3: Test of Early Mathematics Ability - Third Edition (10880)

Vår pris: NOK 3780

Ages: 3-0 through 8-11
 Testing Time: 40 minutes
 Administration: Individual

The TEMA-3 measures the mathematics performance of children between the ages of 3-0 and 8-11 and is also useful with older children who have learning problems in mathematics. It can be used as a norm-referenced measure or as a diagnostic instrument to determine specific strengths and weaknesses. Thus, the test can be used to measure progress, evaluate programs, screen for readiness, discover the bases for poor school performance in mathematics, identify gifted students, and guide instruction and remediation. The test measures informal and formal (school-taught) concepts and skills in the following domains: numbering skills, number-comparison facility, numeral literacy, mastery of number facts, calculation skills, and understanding of concepts. It has two parallel forms, each containing 72 items.



The all new standardization sample is composed of 1,219 children. The characteristics of the sample approximate those in the 2001 U.S. Census. Test results are reported as standard scores, percentile ranks, and age and grade equivalents. Internal consistency reliabilities are all above .92; immediate and delayed alternative form reliabilities are in the .80s and .90s. In addition, many validity studies are described.

Also provided is a book of remedial techniques (Assessment Probes and Instructional Activities) for improving skills in the areas assessed by the test. Numerous teaching tasks for skills covered by each TEMA-3 item are included. After giving the test, the examiner decides which items need additional assessment information and uses the book to help the student improve his or her mathematical skills.

Several important improvements were made in the TEMA-3. First, a linear equating procedure is used to adjust scores on the two test forms to allow the examiner to use scores on Form A and B interchangeably. Second, bias studies are now included that show the absence of bias based on gender and ethnicity. Finally, the pictures of animals and money in the Picture Book are now in color to make them more appealing and more realistic in appearance.

You can use the TEMA-3 in a variety of settings, such as preschools, elementary schools, and clinics. The two forms of the test allow you to study a child's mathematics progress over time.

COMPLETE TEMA-3 KIT INCLUDES: *Examiner's Manual, Picture Book Form A, Picture Book Form B, 25 Examiner Record Booklets Form A, 25 Examiner Record Booklets Form B, 25 Worksheets Form A, 25 Worksheets Form B, Assessment Probes, 5" x 8" cards, 25 blocks, 25 tokens, and a mesh bag, all in a sturdy storage box. (2003)*

ORDERING OPTIONS:

✚	TEMA-3 Assessment Probes	NOK 460
✚	TEMA-3 Examiner Record Booklets Form A (25)	NOK 330
✚	TEMA-3 Examiner Record Booklets Form B (25)	NOK 330
✚	TEMA-3 Examiner's Manual	NOK 640
✚	TEMA-3 Objects Kit	NOK 400
✚	TEMA-3 Picture Book Form A	NOK 680
✚	TEMA-3 Picture Book Form B	NOK 680
✚	TEMA-3 Worksheets Form A (pad of 25)	NOK 250

CMAT: Comprehensive Mathematical Abilities Test (10405)

Vår pris: NOK 4640

ORDERING OPTIONS:

CMAT Examiner's Manual	NOK1460
CMAT Picture Book	NOK 1230
CMAT Print & Software Combo Kit	NOK 6240
CMAT Profile/Examiner Record Booklet	NOK 650
CMAT Software Kit, Version 1.23	NOK 1760
CMAT Student Response Booklet I	NOK 760

Age: 7-0 to 18-11

Testing Time: 30 minutes to 2 hours

Administration: Individual

Based on actual materials used to teach math in schools and on state and local curriculum guides, the CMAT represents a major advance in the accurate assessment of the mathematics taught in today's schools. All items reflect real world problems using up-to-date, current information and scenarios. Use as few as 2 subtests or as many as 12 depending on your purpose for testing.

CMAT Subtests

The CMAT has six Core Subtests (Addition; Subtraction; Multiplication; Division; Problem Solving; and Charts, Tables, and Graphs) and six Supplemental Subtests (Algebra; Geometry; Rational Numbers; Time; Money; and Measurement). For most testing purposes, you will only want to give the core subtests, which can be administered in about 40 minutes. The Supplemental Subtests are used in those relatively few instances where information about higher-level mathematics ability is needed.

CMAT Composites

The CMAT has both Core and Supplemental Composites.

Core Composites

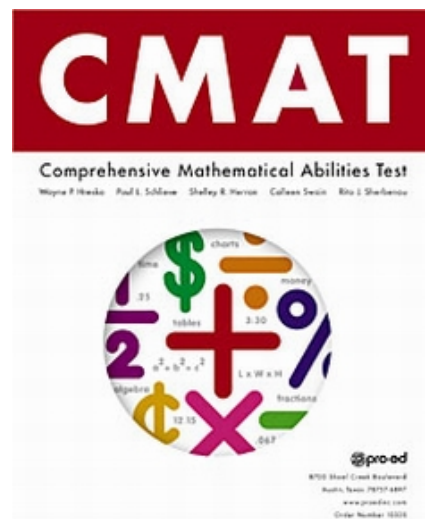
- ✚ **Basic Calculations**—Subtests that comprise this composite are Addition, Subtraction, Multiplication, and Division. It measures basic calculations.
- ✚ **Mathematical Reasoning**—The Problem Solving and Charts, Tables and Graphs subtests make up this composite. It measures mathematical reasoning.
- ✚ **General Mathematics**—This composite is formed by combining the six core subtests.

Supplemental Composites

- ✚ **Advanced Calculations**—The subtests in this composite (Rational Numbers, Algebra, and Geometry) are usually given to middle school or older students who are showing poor achievement or to advanced students.
- ✚ **Practical Applications**—This composite measures the ability to solve problems related to time concepts (Time), the use of money (Money), and aspects of measurement (Measurement).
- ✚ **Overall Mathematic Abilities**—The results of all twelve CMAT subtests all combine to form this composite.

Statistical Characteristics of the CMAT

Finally, examiners have a psychometrically sound, content oriented, clear alternative to existing tests of mathematical abilities. All subtests and composites are based on familiar metrics. The subtests have a mean of 10 and a standard deviation of 3; composites have a mean of 100 and a standard deviation of 15. This provides for extreme ease of use and comparability with other tests. Both age-based norms (age 7 through 18) and fall and spring grade-based norms (grade 3 through 12) are provided, giving the examiner flexibility in meeting state and local education agency guidelines. Reliability was determined using standard methods for estimating the internal consistency of the subtests and composites. Reliability estimates are uniformly high, with all composites and most subtest reliability values exceeding or rounding to .90. Coefficients for time sampling and interscorer reliability are also presented.



The CMAT manual provides clear evidence for validity. Strong evidence of content-description validity, criterion-prediction validity, and construct-identification validity is provided, including correlational research with individual and group mathematics tests, intelligence tests, and measures of academic ability.

National Standardization and Sample Bias

The CMAT was normed on a national sample of over 1600 students whose demographic characteristics match those of the United States according to the 2000 census report. The normative group was stratified on the basis of age, gender, race, ethnic group membership, geographic location, community size, and socioeconomic status (as indicated by educational attainment and family income).

Potential item bias was studied using crucial DIF (differential item functioning) and found to be insignificant. Not only was bias studied at the test level, but individual item bias was examined by comparing item difficulty across demographic subgroups and by determining item curve characteristics, considered to be one of the most direct and sensitive methods for detecting biased items.

Other Features

- ✚ Calculators are allowed for all subtests except Addition, Subtraction, Multiplication, and Division.
- ✚ The CMAT is easy to use and score.
- ✚ The CMAT reflects the National Council of Teachers of Mathematics 2000 Guidelines.
- ✚ The CMAT helps to identify students who are having difficulty as well as those students who are exceeding beyond expectations.

COMPLETE CMAT KIT INCLUDES: *Examiner's Manual, Picture Book, 25 Profile/Examiner Record Booklet, 25 Student Response Booklet I, 25 Student Response Booklet II, and Information Sheet, all in a sturdy storage box. (©2002)*

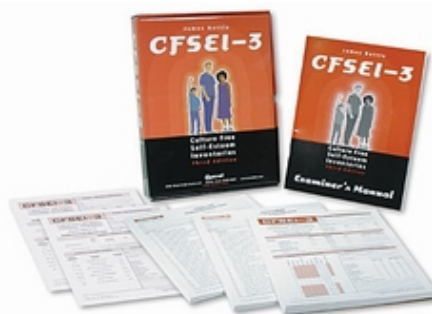
ALSO AVAILABLE SEPARATELY

- ✚ CMAT Software Kit (#12772)
- ✚ CMAT Print & Software Combo Kit (#12771)

CFSEI-3: Culture Free Self-Esteem Inventories - Third Edition (10335)

Vår pris: NOK 2990.00

CFSEI-3 Adolescent Profile/Scoring Forms (pad of 50) **NOK 460**
CFSEI-3 Adolescent Student Response Forms (pad of 50) **NOK 460**
CFSEI-3 Intermediate Profile/Scoring Forms (pad of 50) **NOK 460**
CFSEI-3 Intermediate Student Response Forms (pad of 50) **NOK 460**
CFSEI-3 Primary/Examiner Record Forms (pad of 50) **NOK 460**



This completely revised and updated test assesses self-esteem in a culturally fair manner. The CFSEI-3 is a set of self-report inventories used to determine the level of self-esteem in students ages 6-0 through 18-11. Three new age-appropriate forms were developed: Primary, Intermediate, and Adolescent. All three forms of the inventory provide a Global Self-Esteem Quotient (GSEQ). The Intermediate and Adolescent Forms provide self-esteem scores in 4 areas: Academic, General, Parental/Home, and Social. The Adolescent Form provides an additional self-esteem score: Personal Self-Esteem. A defensive measure is also provided to assess the extent to which an examinee's responses are guarded.

The CFSEI-3 is easy to administer and score. It can be administered to individuals or groups in 15 to 20 minutes each. Responses (simple yes-or-no answers) can be either written or spoken. New, easy-to-use Profile/Scoring Forms are now included. Conversion tables provide subscale standard scores based on a mean of 10 and a standard deviation of 3 and quotient scores based on a mean of 100 and a standard deviation of 15. The CFSEI-3 was standardized on a sample of 1,727 persons from 17 states. The normative group was stratified on the basis of geographic region, gender, race, rural or urban residence, ethnicity, family income, parent education, and disability. The demographic characteristics match those projected for the school-age population in the year 2000 by the U.S. Bureau of the Census (1999).

Reliability of the CFSEI-3 was investigated using estimates of content sampling and time sampling. For GSEQ scores, average internal consistency coefficients range from .81 to .93; time sampling coefficients range from .72 to .98.

Validity of the CFSEI-3 was investigated using content, criterion-prediction, and construct-identification validity. The CFSEI-3 correlates strongly with other measures of self-esteem and self-concept. Many new studies demonstrating the cultural fairness of the CFSEI-3 have been added, including Differential Item Functioning analyses and separate reliability and validity information for seven subgroups (male, female, European American, African American, Hispanic American, gifted and talented, and learning disabled). In addition, a full chapter in the Examiner's Manual is devoted to the test's bias.

COMPLETE CFSEI-3 KIT INCLUDES: Manual, 50 Primary Examiner/Record Forms, 50 Intermediate Profile/Scoring Forms, 50 Intermediate Student Response Forms, 50 Adolescent Profile/Scoring Forms, and 50 Adolescent Student Response Forms, all in a sturdy storage box. (2002)

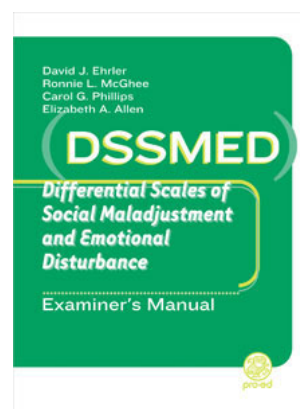


Andre tester fra Pro-ed inc USA:

DSSMED: Differential Scales of Social Maladjustment and Emotional Disturbance (12860)

David J. Ehrler * Ronnie L. McGhee * Carol G. Phillips * Elizabeth A. Allen

Vår pris: NOK 2030



Conners-3™: Connors Third Edition (12791)
C. Keith Conners

Vår pris: NOK 7850



DTAP: Developmental Test of Auditory Perception (12265)

Cecil R. Reynolds * Judith K. Voress * Nils A Pearson
Vår pris: NOK 2520



DTVP-2: Developmental Test of Visual Perception—Second Edition. (6090)

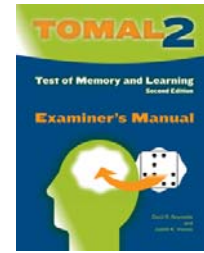
Don Hammill * Nils Pearson * Judith Voress
Vår pris: NOK 3250



**TOMAL-2: Test of Memory and Learning —
Second Edition (12485)**

Cecil R. Reynolds * Judith K. Voress

Vår pris: NOK 5910



**PDMS-2: Peabody Developmental Motor
Scales – Second Edition
(9280)**

M. Rhonda Folio * Rebecca R. Fewell

Vår pris: NOK 7240



**DAYC: Developmental Assessment of Young
Children (8730)**

Judith K. Voress * Taddy Maddox

Vår pris: NOK 3820



**Comprehensive Test of Nonverbal Intelligence
(CTONI) (7650)**

Don Hammill * Nils Pearson * J. Lee Wiederholt

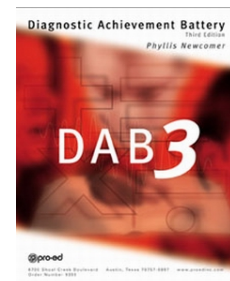
Vår pris: NOK 5690



**DAB-3: Diagnostic Achievement Battery —
Third Edition (9445)**

Phyllis Newcomer

Vår pris: NOK 4640



**YCAT: Young Children's Achievement Test
(9110)**

Wayne Hresko * Pamela Peak * Shelley Herron *
Deanna Bridges

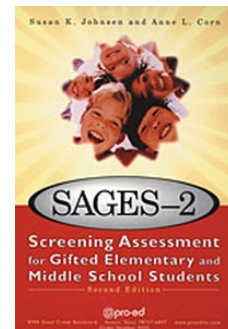
Vår pris: NOK 3410



SAGES-2: Screening Assessment for Gifted Elementary and Middle School Students – Second Edition (9355)

Susan K. Johnsen * Anne L. Corn

Vår pris: NOK 3510



TWF-2: Test of Word Finding - Second Edition (9140)

Diane J. German

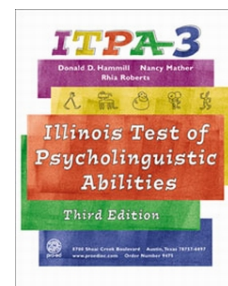
Vår pris: NOK 6320



ITPA-3: Illinois Test of Psycholinguistic Abilities - Third Edition (9475)

Donald D. Hammill * Nancy Mather * Rhia Roberts

Vår pris: NOK 2910



KOPPITZ-2: Koppitz Developmental Scoring System for the Bender Gestalt Test — Second Ed., with Bender Cards (12310)

Cecil R. Reynolds

Vår pris: NOK 3400

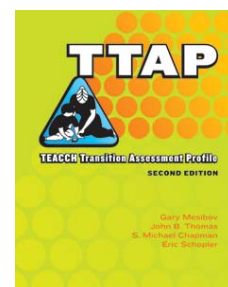


TTAP: TEACCH Transition Assessment Profile — Second Edition (11980) ISBN:

9781416401933

Gary Mesibov * John B. Thomas * S. Michael Chapman * Eric Schopler

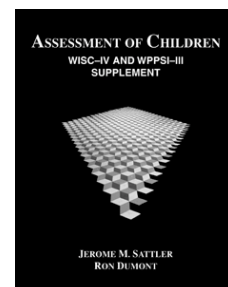
Vår pris: NOK 1180



Assessment of Children: WISC-IV and WPPSI-III Supplement (10674) ISBN: 0970267118

Jerome M. Sattler * Ron Dumont

Vår pris: NOK 710



STDAS–2: Screening Test for Developmental Apraxia of Speech – Second Edition (9330)

Robert W. Blakely

Vår pris: NOK 1540



BTHI: Brief Test of Head Injury (8980)

Nancy Helm-Estabrooks * Gillian Hotz

Vår pris: NOK 2920



CTMT: Comprehensive Trail-Making Test (10430)

Cecil R. Reynolds

Vår pris: NOK 1870



MIRBI-2: The Mini Inventory of Right Brain Injury - Second Edition (9150)

Patricia A. Pimental * Jeffrey A. Knight

Vår pris: NOK 2660



RIPA-2: Ross Information Processing Assessment – Second Edition (7640)

Deborah Ross-Swain

Vår pris: NOK 2440



RIPA-G: Ross Information Processing Assessment – Geriatric (7795)

Deborah Ross-Swain * Paul Fogle

Vår pris: NOK 3820



RIPA-P: Ross Information Processing Assessment - Primary (8715)

Deborah Ross-Swain

Vår pris: NOK 2120





Pro-ed er et forlag som utgir mange pedagogiske og psykologiske tester og journaler. Pedverket er representant for disse i Norge. Alle tester og forbruksmateriell kan kjøpes hos oss. Vi vil etter hvert tilrettelegge en del tester for norske forhold. I dag er det bare evnetesten CAS –Cognitive Assessment System som er tilrettelagt for norsk, med versjoner på nynorsk og bokmål. De andre testene er engelske versjoner. Prisene i denne katalogen er inklusiv moms og frakt. Ved inngangen til 2009 vil vi også opprette en egen hjemmeside for testene www.pptest.no. Her vil du finne en beskrivelse av testene og ulike ressurser for bruk i det pedagogiske og psykologiske arbeidet.

Morten A Hem
Fagansvarlig for testutvikling.

Pedverket

Kurskatalog

2009



- ▣ Begrepsundervisning etter Nyborgs modell
- ▣ CAS (Das*Naglieri Cognitive Assessment System) sertifiseringskurs
- ▣ CAS - tolkning og tiltak

Pedverket Kompetanse

Pedverket Kompetanse er fra 2007 vår enhet for kurs, sertifisering og etterutdanning. Pedverket har gjennom mange år kursa lærere/ førskolelærere/ spesialpedagoger/ PP-rådgivere i BU-modellen; Nyborgs modell for begrepsundervisning. Vi har arrangert kurs i Oslo og Bergen, i tillegg til en rekke kurs arrangert av kommuner eller skoler. Fra 2007 har vi tilbudt PP-klinisk Studieenhet; etterutdanning for tilsatte i PP-tjenesten uten klinisk utdanning. Fra 2008 har vi også arrangert en rekke sertifiseringskurs i Das*Naglieri Cognitive Assessment System - CAS. I tillegg til disse kursene tilbyr vi i 2009 to dagers kurs i dynamisk kartlegging med Carol Lidz fra USA.

Kurs og prosjekter innebærer mye reising for oss, og fra 2009 arrangerer vi åpne BU-kurs på Voss. Det er fremdeles mulig å hente kursholdere fra oss for dem som ønsker institusjonskurs lokalt for kommune/ skole. Ta kontakt om dette er aktuelt.

"Hotellkurs" eller "gardskurs"?

Vi har to kurs-konsept, hotellkurs og "gards-kurs". For begge konsept er kursavgifta kr 1500 pr dag for CAS-kurs, og 1250 pr dag for BU-kurs, begge inklusive kursmateriell. Opphold er ikke inkludert i kursavgift.

- **Hotell**, overnattingspakke med full pensjon på kr. 1700 (lunsj andre kursdag inkludert), tillegg for ekstra natt (ved ankomst kvelden før) kr. 925. Mulighet for dagpakke for de som ikke overnatter kr.375 pr. dag, som inkluderer lunsj og kaffepauser.
- **Gardskurs**, overnatting kr. 300/225, smørefrokost til utgiftsdekning, lunsj og kaffepauser kr. 200. Middag ikke inkludert, muligheter for å lage sjøl eller "gå ut".

Kursbeskrivelser og datoer

Grunnkurs, begrepsundervisning, 2 dager

Kurset gir to dagers innføring i Nyborgs begrepsundervisningsmodell med

- Læringsteori
- BU-modellen
- Grunnleggende begrepssystemer
- Praktisk øving
- BU-modellen og de grunnleggende begrepssystemene relatert til begynneropplæring og spesialundervisning

Gardskurs 4 -5 juni, 17-18 september eller 16-17 november. Maks 20 deltakere.

Hotellkurs 26-27 oktober. Maks 20 deltakere.

Oppfølgingskurs, matematikk, 1 dag

Kurset bygger på grunnkurs (BU), og viser hvordan BU og de grunnleggende begrepssystemene kan brukes til å legge til rette for å lære matematikk-begreper.

- Matematikkforståelse - matematikkferdigheter
- Aktuelle matematikk-begreper i begynneropplæringa
- Aktuelle matematikk-begreper for mellomtrinnet
- CASE-presentasjoner

Gardskurs 6. oktober. Maks 20 deltakere.

Oppfølgingskurs, lese-skriveopplæring, 1 dag

Kurset bygger på grunnkurs (BU) og viser hvordan BU og de grunnleggende begrepsystemene kan brukes inn i lese-og skriveopplæringa.

- Forståelse og ferdigheter i lese-opplæringa
- Fonologisk lesing og ortografisk lesing i lys av BU-modellen
- Å komme videre som leser
- CASE-presentasjoner

Gardskurs 5. oktober. Maks 20 deltakere.

Tankekart som pedagogisk redskap, 1 dag

Kurset bygger på grunnkurs (BU) og viser hvordan tankekart kan bidra til å strukturere kunnskap.

- Ulike typer tankekart
- Analytisk koding som tankekart-prosess
- Tankekart for å analysere og strukturere kompetansemål i læreplanen

Gardskurs 7. oktober Maks 20 deltakere

Dynamisk kartlegging, Carol Lidz, 2 dager

Standardiserte tester gir ikke god nok informasjon om barnas potensiale. Carol Lidz er en av dem som har utvikla metoder for dynamisk kartlegging, med utgangspunkt i Vygotsky-setningen "det er barn kan gjøre sammen med en annen i dag, kan det gjøre alene i morgen.

- Dynamisk kartlegging som prinsipp
- Dynamisk kartlegging av førskolebarn
- Læreplanbasert dynamisk kartlegging

Målgruppe: Spesialpedagoger i barnehage, skole og PPT.

Hotellkurs 10-11 august. Maks 30 deltakere. Pris som CAS-kurs (kr.3000)

CAS-sertifiseringskurs (2 dager) og CAS - tolkning og tiltak (2 dager)

CAS sertifiseringskurs er basis for å bli sertifisert til å bruke CAS med norsk oversettelse. For å bli sertifisert må du ha master i spesialpedagogikk/pedagogikk/psykologi eller 2. avd. spesialpedagogikk. Se egen brosjyre, eller nettstedene www.pedverket.no eller www.pptest.no

PP-klinisk Studieenhet

PP-klinisk Studieenhet PPS III (tredje kull, etterutdanning) lyses ut i disse dager med studiestart i august. Se nettstedene over, eller send e-post for å få tilsendt fagplan og studieplan.

Videreutdanning i begrepsundervisning/ læringsteori

Videreutdanning i begrepsundervisning? Praksisretta teorifordypende kurs over tre semester er under planlegging. Følg med på nettsida, eller ta kontakt om du er interessert. Studiet vil bli modulbasert, og grunnkurs og oppfølgingskurs vil inngå i første modul.

Du melder deg på kurs i nettbutikken på www.pedverket.no. Der er det mulig å skrive inn spørsmål eller beskjeder. Faktura blir tilsendt sammen med kursprogram. Det er ingen betalingsordning knytta til nettbutikken.

Begrepsundervisning etter Nyborgs modell



I Aftenposten 13. november 2008 kunne vi lese om elevene på Slåtten skule, der førsteklassingene kaller det mattekoffert, og lærer begreper.

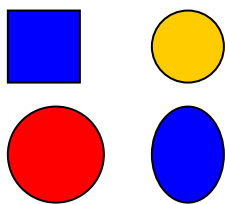
Dette er kunnskap som er lett å bære, sier lærer Sølvi Frøyen til Aftenposten.

I Balsfjord kommune vedtok de i 2008 plan for begrepsundervisning som del av kommunens plan for kvalitetsutvikling i skolen.

(<http://www.balsfjord.kommune.no/kommunal-plan-for-begrepsundervisning.4454608-58563.html>)

Førsteklassingene lærer begreper, som de får god bruk for når de skal lære å lese, skrive og regne, og planen viser hvordan lærerne kan utnytte barnas kunnskap i undervisninga.

Både i Balsfjord og i Førde, og mange andre steder; på bildet til høyre i Jekabpils i Latvia, arbeider de med grunnleggende begreper ut fra Nyborgs begrepsundervisningsmodell. Mange har samme erfaring som de har i Førde: Dette er kunnskap som er lett å bære, og som gir barna gode forutsetninger for alt de skal lære, både på skolen og ellers.



Det er god dokumentasjon for kognitive prosesser som ligger til grunn for å lære språk, ferdigheter, selvkontroll og sosiale ferdigheter. Aktivisering av grunnleggende begreper er en viktig del av slike prosesser.

Analyseprosesser aktiviseres i oppgaver som: *Kan du peke på en figur som har rund form og blå farge?*

I en slik analytisk koding må barna aktivt styre oppmerksomheten mot ulike egenskaper, og det gjør at de lærer å konsentrere seg.

Pedverket tilbyr materiell for begrepsundervisning etter Nyborgs modell og analytisk koding. Se produktene på www.pedverket.no

Viktigere enn materiell er lærekompetanse. Brosjyren du holder i handa gjelder derfor først og fremst kurs og etterutdanning som vi kan tilby.