battery that we adapted to the Portuguese language. Five tests from PALPA (Psycholinguistic Assessments of Language Processing in Aphasia) were selected. Comprehension of spoken or written sentences was assessed by picture matching. Two tests assess the comprehension of locative relations (auditory and written versions). Another two assess the command of syntax; the sentences are controlled in terms of psycholinguistic variables like reversibility, gapped subject/object and converse relations. Comprehension of the verbs and adjectives used in the previous tasks was assessed in the fifth test. These tests were applied to eighty kindergarten children, four groups of school-age children from the 1st to the 4th grade, and two groups of adults, with 4 or 9 years of schooling, respectively (40 participants per group). Results show an effect of age and of schooling in some aspects of sentence comprehension. Implications for the assessment of sentence comprehension and language will be discussed.

Keywords: sentence comprehension, neuropsychological assessment, psycholinguistic tasks, children, adults, language processing

A tool for the assessment of articulation in European Portuguese: The CPUP test

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Articulatory abilities are an important source of information for the diagnosis of developmental speech and language disorders. An accurate assessment of articulatory abilities must take into account the phonetic features and phonological structure of the language being acquired by the child. We present a tool for the assessment of articulation in 2- to 7-year-old children speaking European Portuguese. It consists of a picture naming task where the spontaneous production of target sounds embedded in words is observed. Preliminary studies led to the selection of 42 stimulus words and pictures that are easily recognised and named by children. The words contain the complete set of consonant and vowel phonemes of standard European Portuguese, as well as major consonant clusters and diphthongs. Position of target phonemes and the phonotactics of syllable structure were also taken into account. Female and male children aged 2 to 7 years of high to low SES (n = 394, six age groups roughly balanced in terms of sex and SES) were observed. Results show that the task is sensitive to an increasing mastery of articulation with age; ceiling and bottom effects were not a major problem. Because this task proved its merits for the assessment of articulation, we named it 'CPUP Articulation test: Phones in Words' (research version). A test-retest reliability study and a validity study are currently in progress.

Keywords: articulation, pre-school children, school children, European Portuguese

Personality profile of dyslexic children using the fairy tale test

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The FTT is a projective test for children based on material from classic tales such as Little Red Riding Hood and Snow White and the Seven Dwarfs. This test was standardized on a sample of 800 non referred Greek children aged 8-12 years. It consists of 21 pictures (colored and black and white) which are administered to the child in sets of three at a time. This test measures a large number of personality variables such as different types of aggression, fear of aggression, oral needs, desire for superiority, desire for material things, ambivalence, need for affiliation, anxiety and many more.

The FTT was administered to a group of 50 children aged 8-12 years with the diagnosis of dyslexia according to DSM IIIR and compared to a sample of 50 «normal» children of the same ages. From the quantitative analysis of results the personality variables that distinguish these children from the normal sample are self esteem, need for affiliation, oral needs and anxiety. The study of defense mechanisms and the nature of anxieties was part of the qualitative analysis of results and will be discussed.

Keywords: Fairy Tale Test, projective techniques, personality assessment, dyslexia, children

Guidelines for the Assessment Process (GAP)

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During the last thirty years, from different conceptual perspectives and methodologies, several reserachers have been devoted to the study of the process of diagnosing, assessing, and/or evaluating people. Diagnose, assess or evaluate requieres an extremely complex epistemic activity in the assessor: asking questions, collecting relevant data, testing hypothesis, making decisions, etc. This process has been investigated from several theoretical perspectives (social judgement theory, decision-making model, artificial intelligence paradigm) via several methodologies (e.g. experimental laboratory tasks, process analysis of think-aloud protocols, expert systems), and tested in different applied field (medical, psychological, educational and work contexts).

The European Association of Psychological Assessment (as well as other international organizations) has decided to start a Task Force for developing guiding principles for the