CELF™-5 Metalinguistics

Clinical Evaluation of Language Fundamentals-Fifth Edition Metalinguistics Score Report

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Name:	Timothy Sample
Gender:	Male
Birth Date:	03/23/2003
Test Date:	10/13/2012
Age:	9:6

[1.1 / RE1 / QG1]

SCORE SUMMARY

Test Scaled Scores

	Raw Score	Scaled Score	Confidence Interval 95% Level	Percentile Rank	Percentile Rank CI	Age Equivalent	GSV	NCE	Stanine
Metalinguistics Profile	46	3	2 to 4	1	0.4 to 2	<9:0	423	1	1
Making Inferences	9	5	2 to 8	5	0.4 to 25	<9:0	476	15	2
Conversation Skills	15	11	8 to 14	63	25 to 91	10:4	494	57	6
Multiple Meanings	11	7	5 to 9	16	5 to 37	<9:0	475	29	3
Figurative Language	11	6	4 to 8	9	2 to 25	<9:0	465	22	2

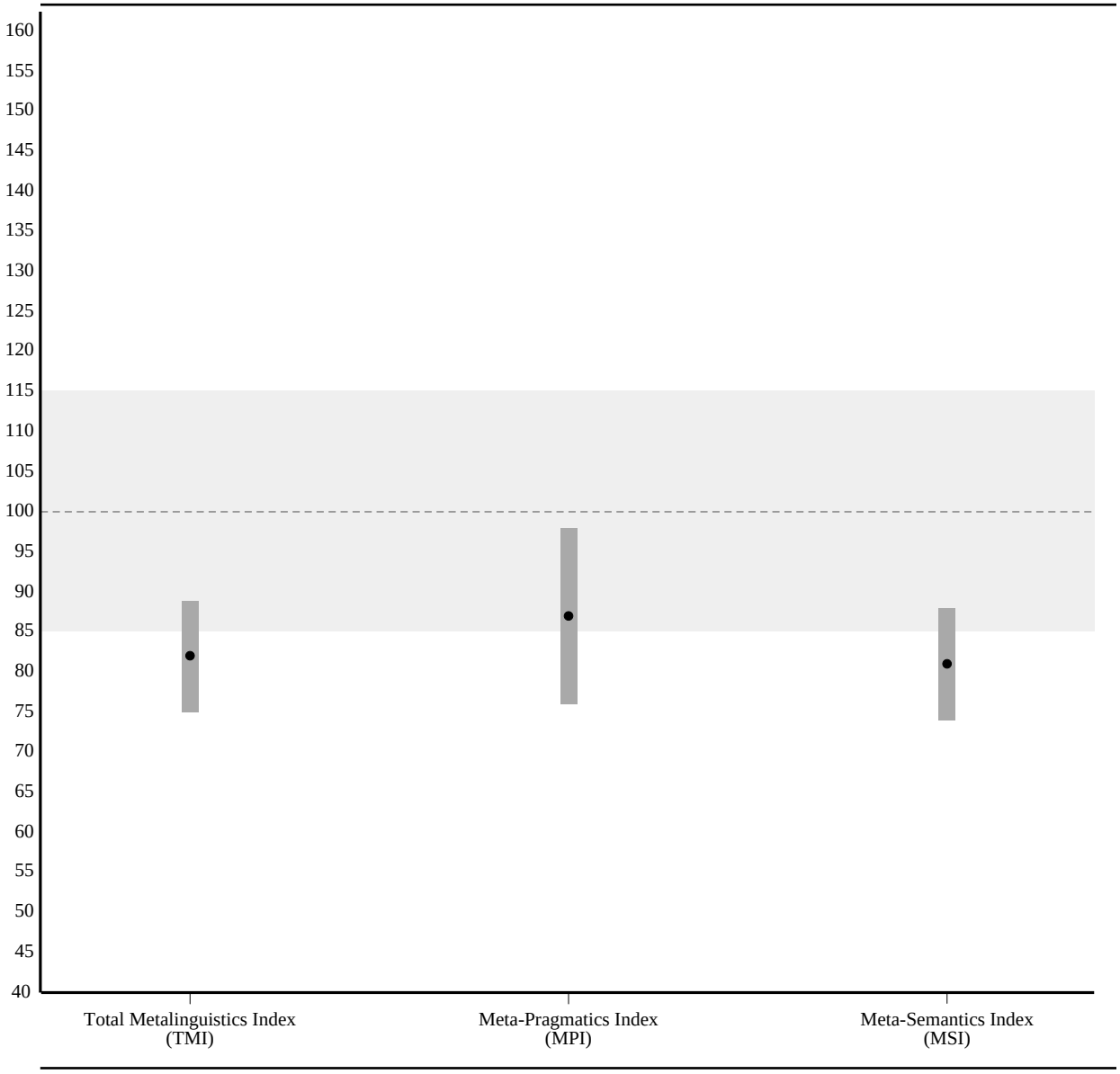
Index Scores

	Standard Score	Confidence Interval 95% Level	Percentile Rank	Percentile Rank CI
Total Metalinguistics Index	82	75 to 89	12	5 to 23
Meta-Pragmatics Index	87	76 to 98	19	5 to 45
Meta-Semantics Index	81	74 to 88	10	4 to 21

Discrepancy Comparison

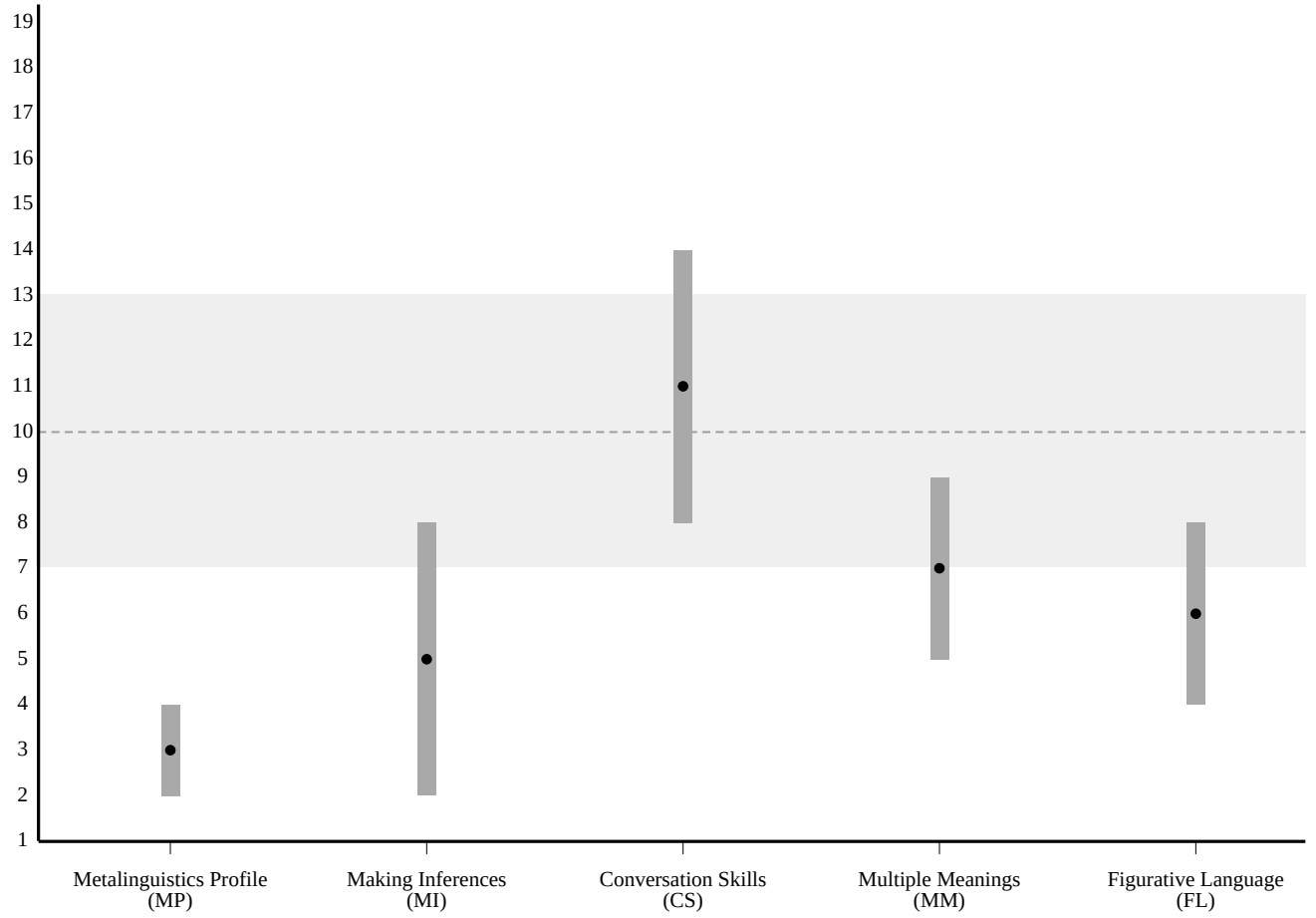
	MPI Score	MSI Score	Difference	Critical Value	Level of Statistical Significance	Significant Difference	Prevalence in Normative Sample
Meta-Pragmatics/ Meta-Semantic Index	87	81	6	13.00	.05	N	33.3

INDEX STANDARD SCORE PROFILE



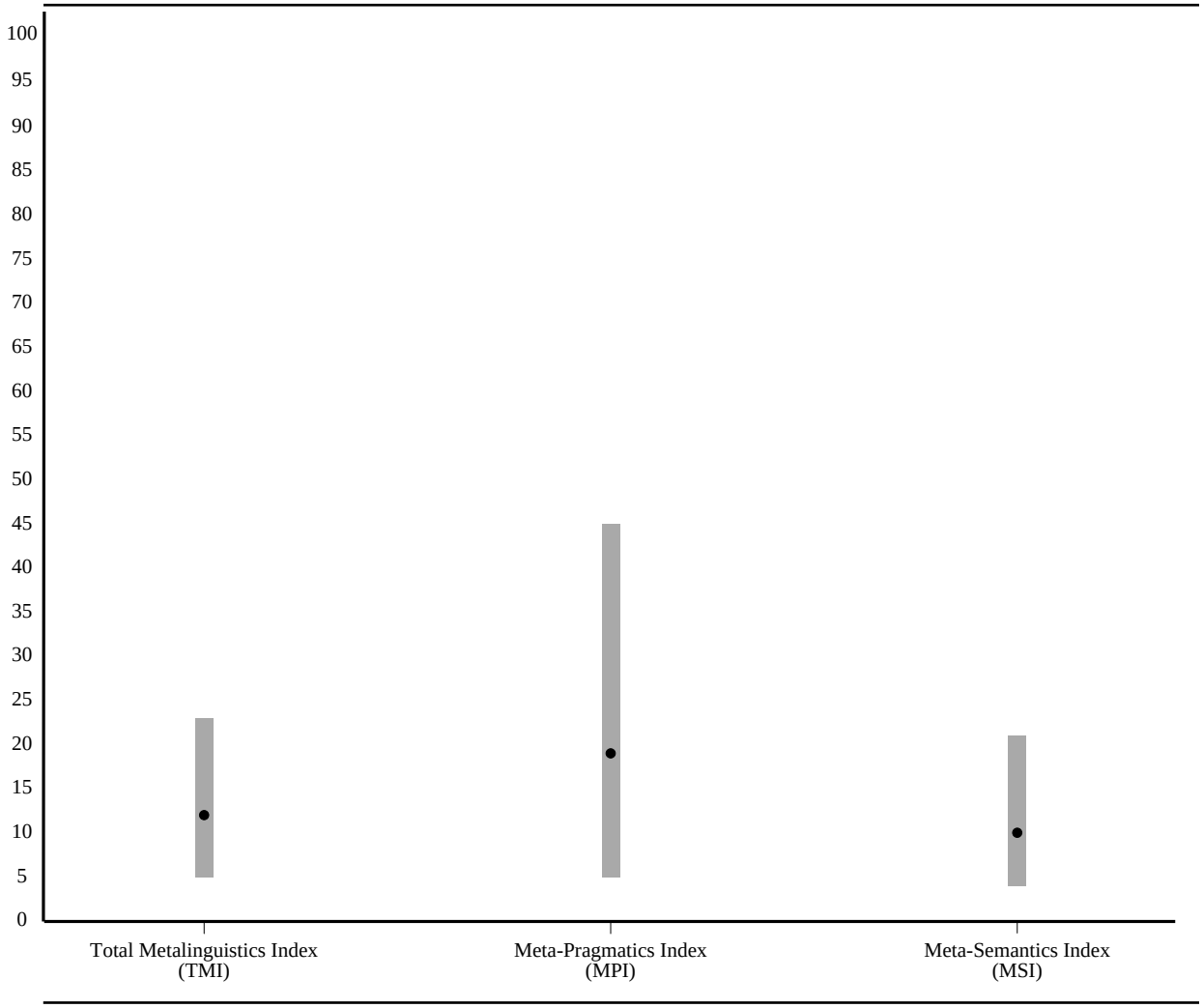
Index Scores	Standard Score	Confidence Interval 95% Level
Total Metalinguistics Index	82	75 to 89
Meta-Pragmatics Index	87	76 to 98
Meta-Semantics Index	81	74 to 88

TEST SCALED SCORE PROFILE



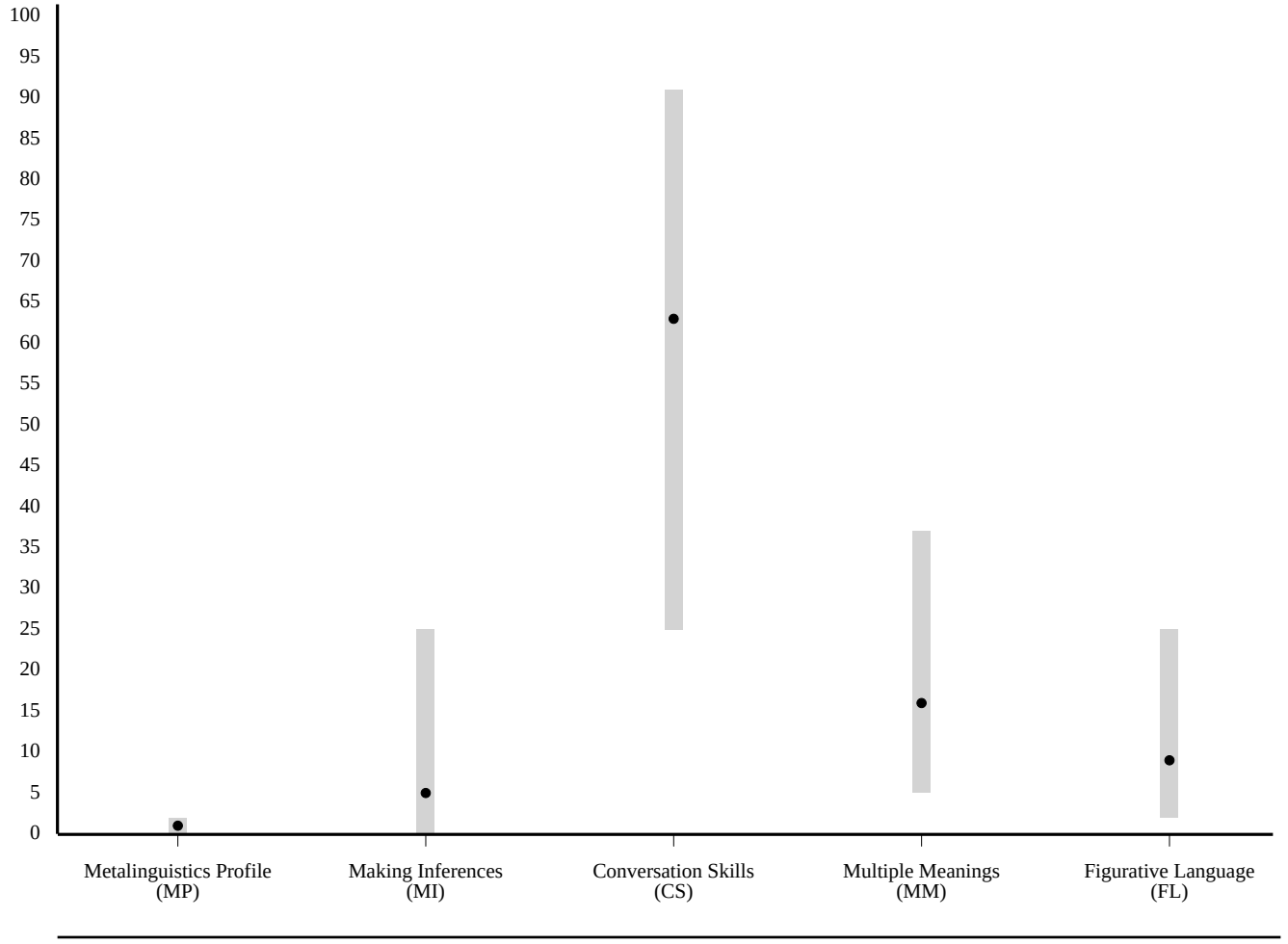
Tests	Standard Score	Confidence Interval 95% Level
Metalinguistics Profile	3	2 to 4
Making Inferences	5	2 to 8
Conversation Skills	11	8 to 14
Multiple Meanings	7	5 to 9
Figurative Language	6	4 to 8

INDEX PERCENTILE PROFILE



Index Scores	Percentile Rank	Confidence Interval 95% Level
Total Metalinguistics Index	12	5 to 23
Meta-Pragmatics Index	19	5 to 45
Meta-Semantics Index	10	4 to 21

TEST PERCENTILE RANK PROFILE



Tests	Percentile Rank	Confidence Interval 95% Level
Metalinguistics Profile	1	0.4 to 2
Making Inferences	5	0.4 to 25
Conversation Skills	63	25 to 91
Multiple Meanings	16	5 to 37
Figurative Language	9	2 to 25

NARRATIVE REPORT

Total Metalinguistic Index

Timothy was administered the four tests of the Clinical Evaluation of Language Fundamentals Metalinguistics-Fifth Edition (CELF-5 Metalinguistics) from which his Total Metalinguistics Index was derived. The Total Metalinguistics Index is a measure of general metalinguistic ability and provides an easy and reliable way to quantify Timothy's overall metalinguistic performance. The Total Metalinguistics Index has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

To obtain Timothy's Total Metalinguistics Index, the following tests were administered:

Making Inferences
Conversation Skills
Multiple Meanings
Figurative Language

Timothy received a Total Metalinguistics Index score of 82 (confidence interval = 75 to 89, percentile rank = 12). This places Timothy in the borderline/marginal/at-risk range of metalinguistic functioning.

Meta-Pragmatics Index

The Meta-Pragmatics Index is a measure of Timothy's performance on two tests designed to best probe meta-pragmatic aspects of language. This includes using content and context to make situationally-appropriate inferences and engage in appropriate conversations, given constraints set by word choices. The Meta-Pragmatics Index has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

To obtain Timothy's Meta-Pragmatics Index score, the following tests were administered:

Making Inferences
Conversation Skills

Timothy received a Meta-Pragmatics Index score of 87 (confidence interval = 76 to 98, percentile rank = 19). This places Timothy in the average range of meta-pragmatic functioning.

Meta-Semantic Index

The Meta-Semantics Index is an overall measure of a student's ability to process and understand sentences with either multiple meanings or abstract, idiomatic expressions. The Meta-Semantics Index has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

To obtain Timothy's Meta-Semantics Index score, the following tests were administered:

Multiple Meanings
Figurative Language

Timothy received a Meta-Semantics Index score of 81 (confidence interval = 74 to 88, percentile rank = 10). This places Timothy in the borderline/marginal/at-risk range of meta-semantic functioning.

Tests

Metalinguistics Profile
The Metalinguistics Profile is a checklist used to gain information about metalinguistic skills in everyday educational and social contexts. The examiner completes the checklist with input from parent/caregivers, teachers, and other informants who provide information about metalinguistic strengths and weaknesses. This test has a mean of 10 and a standard deviation of 3.

Timothy received a scaled score of 3 (confidence interval = 2 to 4, percentile rank = 1) on the Metalinguistics Profile checklist.

Making Inferences
The Making Inferences test is used to evaluate the ability to identify and formulate logical inferences on the basis of existing causal relationships or event chains presented in short narrative texts. The student listens to the examiner describe a situation by its beginning and ending. The situation is also presented visually in text form. The student then identifies the best two out of four reasons given for the ending and provides another reason in addition to the ones listed. This test has a mean of 10 and a standard deviation of 3.

Timothy received a scaled score of 5 (confidence interval = 2 to 8, percentile rank = 5) on the Making Inferences test.

Conversation Skills
The Conversation Skills test is used to evaluate the ability to initiate a conversation or respond in a way that is relevant and pragmatically appropriate to the context and audience while incorporating given words (semantic units) in semantically and syntactically correct sentences. The examiner presents a pictured scene that creates a conversational context and says two or three words to the student. The words are also printed above the pictured scene. The student formulates a conversationally and pragmatically appropriate sentence for the given context using all of the target words in the form (tense, number, etc.) provided. This test has a mean of 10 and a standard deviation of 3.

Timothy received a scaled score of 11 (confidence interval = 8 to 14, percentile rank = 63) on the Conversation Skills test.

Multiple Meanings
The Multiple Meanings test is used to evaluate the ability to recognize and interpret different meanings of selected lexical (word-level) and structural (sentence-level) ambiguities. The examiner presents a sentence orally and visually (in text) that contains ambiguity at either the word or sentence level. The student is asked to describe two meanings for each sentence that is presented. This test has a mean of 10 and a standard deviation of 3.

Timothy received a scaled score of 7 (confidence interval = 5 to 9, percentile rank = 16) on the Multiple Meanings test.

Figurative Language
The Figurative Language test is used to evaluate the ability to interpret figurative expressions (idioms) within a given context and match each expression with another figurative expression of similar meaning. The examiner presents a situation (e.g., a girl talking to a friend about a flat tire) and an expression that one of the characters might use within that context (e.g., I have to change the tire, so would you give me a hand?) Both the situation and the expression are presented verbally and visually (in text). The student is asked to describe what the

expression means. Next, the examiner verbally and visually presents four other figurative expressions and asks the student to select the one with the meaning that is closest to the first expression. This test has a mean of 10 and a standard deviation of 3.

Timothy received a scaled score of 6 (confidence interval = 4 to 8, percentile rank = 9) on the Figurative Language test.

ITEM AND ERROR ANALYSIS

Metalinguistics Profile

Metalinguistics Profile Item Analysis

	Never or Almost Never	Sometimes	Often	Always or Almost Always
Vocabulary (High-Level/Abstract)	1, **2**, **21**	**5**		
Ambiguity Detection	**2**, 3, **9**, **10**	**5**		
Figurative Language	4, 6, 7, **8**, **9**			
Inferences	**8**, 11, 14, **16**, **19**		**20**	
Predictions	13, **16**, 18	17	12, 15	
Conversational Rules/Rituals	**9**, **10**, **19**	**5**, 30	**20**, 22	23
Conversational Repair/Redirection	28, 29			
Topic Introduction/Maintenance	**21**, 25, 27	24, 26		

Note. **Bold** items appear in more than one category.

Making Inferences

Making Inferences Error Analysis: Multiple Choice Responses

Error Category	Incorrect Item Responses
Inference Contradicts Scenario	3b, 5c, 6a, 7b, 9b
Inference is Related, but Not Key	6d, 9c
Inference is **Not** Related and **Not** Relevant	8a
Inference Ignores Key Element of Scenario	4a, 8c

The following Making Inferences items were administered after the discontinue rule was met. The Making Inferences raw score does not include points for these items: 10.

Making Inferences Item Analysis: Lead-in Statements

Item Category	Correct	Incorrect
Pragmatic (Emotional Inference)	**2**, **4**	**1**, **8**
Semantic (Casual Inference)	**2**, **4**	**1**, 3, **5**, 6, 7, **8**, **9**, **10**
Linguistic (Anaphoric Inference)	**2**	**2**, **5**, **9**, **10**

Note. **Bold** items appear in more than one category.
The following Making Inferences items were administered after the discontinue rule was met. The Making Inferences raw score does not include points for these items: 10.

Making Inferences Error Analysis: Open-Ended Responses

Error Category - 1 point responses	Item
Vague/Confusing/Incomplete Thought	1
Possible, but Not Likely	6
Combination of Correct and Incorrect Logic	3

Error Category - 0 point responses	Item
Illogical	
Restatement or Paraphrase	5
Direct Contradiction of Lead-in Statements	
Requires Multiple Leaps of Logic	7, 9, 10
Doesn't Answer the Why Question	8
Off-Topic/Ignores Lead-in Statements	

The following Making Inferences items were administered after the discontinue rule was met. The Making Inferences raw score does not include points for these items: 10.

Conversation Skills

Conversation Skills Item Analysis

Item score entry is required for item analysis. Item scores were not entered for the Conversation Skills test.

Multiple Meanings

Multiple Meanings Item Analysis

Category	Correct	Incorrect
Lexical	2	1, 3, 4, 5, 7
Structural	9	6, 8, 10, 11, 12, 13, 14

Figurative Language Item Analysis: Open-Ended

Idiom Category	Correct	Incorrect
Transparent Meaning	2, 5	4
Opaque Meaning	1, 3	6, 7, 8

Figurative Language Error Analysis: Open-Ended

Error Category	Item
Literal Meaning	4, 6, 8
Close in Meaning	7
Unrelated Meaning	

Figurative Language Error Analysis: Multiple Choice

Error Category	Item Response Option
Opposite Expression	3b, 8b
Literal Expression	4b
Unrelated Figurative Expression	6c, 7d