



CEL F[®]-5^{A&NZ}

Clinical Evaluation of Language Fundamentals[®] Australian and New Zealand Standardised
Fifth Edition

Score Report

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Name:	Timothy Sample
Gender:	Male
Birth Date:	23/03/2003
Test Date:	21/11/2013
Age:	10:7
Examiner:	new Examiner



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[1.4 / 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
Word Classes	8	1	1 to 3	0.1	0.1 to 1	4:2	393	<1	1
Following Directions	13	4	2 to 6	2	0.4 to 9	6:2	482	8	1
Formulated Sentences	24	5	3 to 7	5	1 to 16	6:7	504	15	2
Recalling Sentences	33	5	4 to 6	5	2 to 9	6:6	495	15	2
Understanding Spoken Paragraphs	13	9	7 to 11	37	16 to 63	N/A	N/A	43	4
Word Definitions	9	12	10 to 14	75	50 to 91	12:7	495	64	6
Sentence Assembly	16	13	12 to 14	84	75 to 91	16:1	568	71	7
Semantic Relationships	5	6	4 to 8	9	2 to 25	6:11	464	22	2
Pragmatics Profile	97	3	2 to 4	1	0.4 to 2	<3:0	460	1	1

Supplementary Test Scores

	Raw Score	Scaled Score	Confidence Interval 95% Level	Percentile Rank	Percentile Rank CI	NCE	Stanine
Reading Comprehension	10	7	4 to 10	16	2 to 50	29	3
Structured Writing	19	8	6 to 10	25	9 to 50	36	4

Core Language Score and Index Scores

	Standard Score	Confidence Interval 95% Level	Percentile Rank	Percentile Rank CI
Core Language Score	67	60 to 74	1	0.4 to 4
Receptive Language Index	65	58 to 72	1	0.3 to 3
Expressive Language Index	85	78 to 92	16	7 to 30
Language Content Index	84	76 to 92	14	5 to 30
Language Memory Index	70	63 to 77	2	1 to 6

Criterion-Referenced Tests

	Total Observations Checked	Criterion	
Pragmatics Activities Checklist	7	Less than or equal to 9	Meets

Behavioural Observations

Response Time: Immediate

Need for Repetitions of Stimuli: Few repetitions

Attention During Test Taking: Maintained intermittently

Attitude Towards Test Taking: Variable/neutral

Social Language: Register and Quantity: Inappropriate/off topic/verbose

NARRATIVE REPORT

Core Language Score

Timothy was administered four tests of the Clinical Evaluation of Language Fundamentals® Australian and New Zealand Standardised Fifth Edition (CELF®-5 A&NZ) from which his Core Language Score was derived. The Core Language Score is a measure of general language ability and provides an easy and reliable way to quantify Timothy's overall language performance. The Core Language Score 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.

For Timothy's Core Language Score, the following tests were administered:

- Word Classes
- Formulated Sentences
- Recalling Sentences
- Semantic Relationships

Timothy received a Core Language Score of 67 (confidence interval = 60 to 74, percentile rank = 1). This places Timothy in the very low to severe range of language functioning.

Receptive Language Index

The Receptive Language Index is a measure of Timothy's performance on three tests designed to best probe receptive aspects of language including comprehension and listening. The Receptive Language 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.

For Timothy's Receptive Language Index score, the following tests were administered:

Word Classes
Following Directions
Semantic Relationships

Timothy received a Receptive Language Index score of 65 (confidence interval = 58 to 72, percentile rank = 1). This places Timothy in the very low to severe range of language functioning.

Expressive Language Index

The Expressive Language Index is a measure of Timothy's performance on three tests that probe expressive aspects of language including oral language expression. The Expressive Language 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.

For Timothy's Expressive Language Index score, the following tests were administered:

Formulated Sentences
Recalling Sentences
Sentence Assembly

Timothy received an Expressive Language Index score of 85 (confidence interval = 78 to 92, percentile rank = 16). This places Timothy in the borderline/marginal/at-risk range of language functioning.

Language Content Index

The Language Content Index is a measure of Timothy's performance on three tests designed to probe vocabulary and word knowledge. The Language Content Index score 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.

For Timothy's Language Content Index score, the following tests were administered:

Word Classes
Understanding Spoken Paragraphs
Word Definitions

Timothy received a Language Content Index score of 84 (confidence interval = 76 to 92, percentile rank = 14). This places Timothy in the borderline/marginal/at-risk range of language functioning.

Language Memory Index

The Language Memory Index is a measure of Timothy's performance on three tests designed to probe memory dependent language tasks. The Language Memory Index score 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.

For Timothy's Language Memory Index score, the following tests were administered:

Following Directions
Formulated Sentences
Recalling Sentences

Timothy received a Language Memory Index score of 70 (confidence interval = 63 to 77, percentile rank = 2). This places Timothy in the very low to severe range of language functioning.

Tests

Word Classes

The Word Classes test is used to evaluate the student's ability to understand relationships between words based on meaning features, function, or place or time of occurrence. The student chooses the two words (i.e., pictures or presented orally) that best represent the desired relationship. This test has a mean of 10 and the standard deviation is 3.

Timothy received a scaled score of 1 (confidence interval = 1 to 3, percentile rank = 0.1) on the Word Classes test.

Following Directions

The Following Directions test is used to evaluate the student's ability to (a) interpret spoken directions of increasing length and complexity, (b) follow the order of presented objects with varying characteristics such as colour, size, or location, and (c) identify several pictured objects that were mentioned. The student identifies the objects in response to oral directions. This test has a mean of 10 and a standard deviation of 3.

Timothy received a scaled score of 4 (confidence interval = 2 to 6, percentile rank = 2) on the Following Directions test.

Formulated Sentences

The Formulated Sentences test is used to evaluate the ability to formulate simple, compound, and complex sentences when given grammatical (semantic and syntactic) constraints. The student is asked to formulate a sentence, using target word(s) while using an illustration as a reference. This test has a mean of 10 and the standard deviation is 3.

Timothy received a scaled score of 5 (confidence interval = 3 to 7, percentile rank = 5) on the Formulated Sentences test.

Recalling Sentences

The Recalling Sentences test is used to evaluate the student's ability to recall and reproduce sentences of varying length and syntactic complexity. The student imitates sentences presented by the examiner. The mean for the test is 10 and the standard deviation is 3.

Timothy received a scaled score of 5 (confidence interval = 4 to 6, percentile rank = 5) on the Recalling Sentences test.

Understanding Spoken Paragraphs

The Understanding Spoken Paragraphs test is used to evaluate the student's ability to (a) sustain attention and focus while listening to spoken paragraphs, (b) create meaning from oral narratives and text, (c) answer questions about the content of the information given, and (d) use critical thinking strategies for interpreting beyond the given information. The student answers questions about a paragraph presented orally. The questions probe the student's understanding of the paragraph's main idea, memory for facts and details, recall of event sequences, and ability to make inferences and predictions. This test has a mean of 10 and a standard deviation of 3.

Timothy received a scaled score of 9 (confidence interval = 7 to 11, percentile rank = 37) on the Understanding Spoken Paragraphs test.

Word Definitions

The Word Definitions test is used to evaluate the student's ability to define words by describing their meaning features, and referring to their class relationships and shared meanings. The student is orally presented a word, followed by an introductory sentence that includes the word. The student is then asked to define the word. The mean for this test is 10 and the standard deviation is 3.

Timothy received a scaled score of 12 (confidence interval = 10 to 14, percentile rank = 75) on the Word Definitions test.

Sentence Assembly

The Sentence Assembly test is used to evaluate the student's ability to assemble syntactic structures. The student produces two grammatically correct sentences from visually and auditorially presented words or phrases. This test has a mean of 10 and the standard deviation is 3.

Timothy received a scaled score of 13 (confidence interval = 12 to 14, percentile rank = 84) on the Sentence Assembly test.

Semantic Relationships

The Semantic Relationships test is used to evaluate the student's ability to interpret sentences that (a) make comparisons, (b) identify locations or directions, (c) specify time relationships, (d) include serial order, or (e) are expressed in passive voice. After listening to a sentence, the student selects the two correct choices from four visually presented options. The mean for this test is 10 and the standard deviation is 3.

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

Pragmatics Profile

The Pragmatics Profile is a checklist used to gain information about the student's verbal and nonverbal pragmatic skills that may influence social and academic communication. The examiner completes the checklist with input from parents/caregivers, teachers, and other informants who provide information to evaluate verbal and nonverbal contextual communication. The mean for the Pragmatics Profile is 10 and the standard deviation is 3.

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

Supplementary Tests

Reading Comprehension

The Reading Comprehension test is supplementary test. It is used to evaluate the student's ability to read paragraphs and answer questions presented orally. The questions probe for the student's understanding of the main idea, memory for facts and details, recall of event sequences, and ability to make inferences and predictions. The mean for the Reading Comprehension test is 10 and the standard deviation is 3.

Timothy received a scaled score of 7 (confidence interval = 4 to 10, percentile rank = 16) on the Reading Comprehension test.

Structured Writing

The Structured Writing test is a supplementary test. It is used to evaluate the student's ability to use situational information (i.e., a story title, an introductory sentence, and an incomplete sentence) to create a short narrative. The mean for the Structured Writing test is 10 and the standard deviation is 3.

Timothy received a scaled score of 8 (confidence interval = 6 to 10, percentile rank = 25) on the Structured Writing test.

Pragmatic Activities Checklist (PAC)

The Pragmatic Activities Checklist (PAC) is a supplementary, criterion-referenced measure. The PAC is used to identify the student's verbal and nonverbal behaviours that may influence social and academic communications. The examiner engages the student in conversation during selected activities (e.g., making a paper aeroplane, having a snack) and observes the student's functional communications skills during the interactions. The examiner completes the Checklist after the activities are completed.

Timothy received a total score of 7 on the Pragmatics Activities Checklist.

Timothy's score meets the criterion score for his age.

ITEM ANALYSIS

Word Classes

Category	Correct Items	Incorrect Items	Items Not Administered
Semantic Class	1, 2, 3, 4, 6, 8, 9, 10	5, 7, 11 , 12, 13	16 , 19, 20, 21, 23, 35, 38
Location		14	15
Composition			17, 18
Synonym			16 , 25, 26, 27, 28, 30, 32, 34, 36, 37, 39, 40
Object Function		11	22
Word Opposites			24, 29, 31, 33

Bold items appear in more than one category.

Following Directions

Command	Correct Items	Incorrect Items	Items Not Administered
1-Level Command			
No Orientation			1, 2
Serial Order/Orientation		12	5
Left/Right Orientation	11		
2-Level Command			
No Orientation	6, 13		3, 4
Serial Order/Orientation	7, 9, 10, 15	14	25
Left/Right Orientation			
3-Level Command			
No Orientation	8	17	20
Serial Order/Orientation		16 , 18	21, 22, 24, 26, 32
Left/Right Orientation		16	23
4-Level Command			
No Orientation		19,	27, 30
Serial Order/Orientation			28, 29, 31, 33
Left/Right Orientation			33
Modifiers			

No Modifier	6, 8	19	23
One Modifier	7, 9, 10, <i>11</i> , 13	14, <i>16</i>	1, 2, 3, 4, 5, 21, 22, 24, 25, 29, <i>31</i>
Two Modifiers	15	12, <i>17</i> , <i>18</i>	20, 26, 27, 28, 30, 32, 33

Bold items appear in more than one category. Items in italics contain different numbers of modifiers per noun.

Formulated Sentences

Category	Correct Items	Incorrect Items	Items Not Administered
Noun			2, 3
Pronoun			1
Verb			7
Adjective	8, 9		
Adverb		13 , 16	5, 6, 24
Conjunctive Adverb	15	18, 21	23 , 24
Preposition			4
Conjunction			
Coordinating	11	20	22
Subordinating	10	12, 13 , 14, 17, 19, 20	23
Correlative			22

Bold items appear in more than one category.

The following items were administered after the discontinue rule was met: 20 and 21.

Recalling Sentences

Category	Correct Items	Incorrect Items	Items Not Administered
Active Declarative (with)			1
conjunction deletion			25
coordination		22	25
noun modification			5
subordinate clause	11	15 , 18, 19 , 20	8, 23, 26
relative clause	10	12, 13, 16, 17, 21	
negative	10	19	
Active Interrogative (with)			2, 3, 6
negative			4
Passive Declarative (with)			
negative	9	15	
coordination		14	
subordinate clause			24
Passive Interrogative			7

Bold items appear in more than one category.

The following items were administered after the discontinue rule was met: 16, 17, 18, 19, 20, 21, and 22.

Understanding Spoken Paragraphs

Test Paragraphs for Ages: 9-10

Category	Correct Items	Incorrect Items	Items Not Administered
Main Idea	1, 9, 15		
Detail	4, 10 , 11	5, 16	
Sequence	3, 10 , 11	18	
Inference	2, 7, 12, 17	6, 14 , 19	
Prediction	8, 13	20	
Social Context	13	14	

Bold items appear in more than one category.

Word Definitions

Category	Correct Items	Incorrect Items	Items Not Administered
Science	4		15, 16, 18
Social Studies Line	7, 8, 9, 10	13, 14	
Language/Literature/Arts	5	11, 12	17, 19, 20, 21
Experiential/Community Knowledge	1, 2, 3	6	

Sentence Assembly

Category	Correct Items	Incorrect Items	Items Not Administered
Active Declarative (with)			
prepositional phrase	9, 11		
negative	4, 6, 7, 16, 17	8, 12	
infinitive phrase	6	12	
direct and indirect object	14	10	
subordinate clause	1, 3, 5, 13, 15, 17, 19		
relative clause	18	20	
Interrogative (with)			
prepositional phrase	11		
negative	4, 6, 7, 9, 16	8, 12	
direct and indirect object	14	10	
Passive			
declarative	2		
Interrogative	2		

Bold items appear in more than one category.

Semantic Relationships

Category	Correct Items	Incorrect Items	Items Not Administered
Comparative	1, 2	6, 7	10, 17
Spatial	3	9	11
Temporal			13, 14, 19, 20
Sequential	4, 5		12, 16, 18
Passive		8	15

Pragmatics Profile

Communication	Never or Almost Never	Sometimes	Often	Always or Almost Always
Using Rituals	40, 41	1, 2, 42	3	16
Following Conversational Rituals	4, 5, 6, 7, 8, 10, 17, 18, 27	9, 38	3, 13	
Understanding Humour/Jokes	11	37	12	
Participation	17, 18	22, 23	14, 15	
Giving/Asking for Information	21	38	19, 20	
Understanding/Expressing Complex Intentions	24, 26	25	28, 29, 30, 31, 32, 33	
Awareness/Use of Prosodic Cues		43, 46		
Sharing/Responding to Reactions	34, 35	36, 37		
Reading/Using Body Language	40, 41, 44, 47, 50	42, 45, 48, 49		39

Reading Comprehension

Test Items for Ages: 9-10

Category	Correct Items	Incorrect Items	Items Not Administered
Main Idea	1, 9		
Detail	2, 3, 13	10, 11, 14	
Sequence	4, 5, 6	12	
Inference	8, 15		
Prediction		7, 16	

STRUCTURAL ANALYSIS FOR STRUCTURED WRITING

Structure

	Required	Written	Incomplete 0 points	Simple 1 point	Simple (plus) 2 points	Compound/Complex 3 points
Number of Sentences	4	5	1	4	0	0

Grammar

	With Grammar Errors 0 points	Without Grammar Errors 1 point
Number of Sentences	2	3

PRAGMATICS ACTIVITIES CHECKLIST SUMMARY

NONVERBAL: Gaze, Gesture, Expression, and Body Language

The Student

- 3. did not look at object/person named by speaker
- 4. did not coordinate gaze with speaker's gaze and ongoing talk
- 7. did not point to distant object/person when appropriate

VERBAL: Manner of Communication

The Student

- 12. said things that didn't seem to relate to topic or make sense logically
- 16. did not understand literal meanings

VERBAL: Relevance of Communication

The Student

- 20. repeated things that listeners were already aware of
- 21. asked the same questions repeatedly

OBSERVATIONAL RATING SCALE

Listening

T-Teacher, P-Parent, S-Student

	Never or Almost Never	Sometimes	Often	Always or Almost Always
1. Has trouble paying attention.		P1		
2. Has trouble following spoken directions.		P1		
3. Has trouble remembering things people say.		P1		
4. Has trouble understanding what people are saying.			P1	
5. Has to ask people to repeat what they have said.			P1	
6. Has trouble understanding the meanings of words.			P1	
7. Has trouble understanding new ideas.		P1		
8. Has trouble looking at people when talking or listening.		P1		
9. Has trouble understanding facial expressions, gestures, or body language.		P1		

Speaking

T-Teacher, P-Parent, S-Student

	Never or Almost Never	Sometimes	Often	Always or Almost Always
10. Has trouble answering questions people ask.				P1
11. Has trouble answering questions as quickly as other students.			P1	
12. Has trouble asking for help when needed.				
13. Has trouble asking questions.	P1			
14. Has trouble using a variety of vocabulary words when talking.	P1			
15. Has trouble thinking of (finding) the right word to say.			P1	
16. Has trouble expressing thoughts.			P1	
17. Has trouble describing things to people.		P1		
18. Has trouble staying on the subject when talking.		P1		
19. Has trouble getting to the point when talking.		P1		

20. Has trouble putting events in the right order when telling stories or talking about things that happened.	P1
21. Uses poor grammar when talking.	P1
22. Has trouble using complete sentences when talking.	P1
23. Talks in short, choppy sentences.	P1
24. Has trouble expanding an answer or providing details when talking.	P1
25. Has trouble having a conversation with someone.	P1
26. Has trouble talking with a group of people.	P1
27. Has trouble saying something another way when someone doesn't understand.	P1
28. Gets upset when people don't understand.	P1

Reading

T-Teacher, P-Parent, S-Student

	Never or Almost Never	Sometimes	Often	Always or Almost Always
29. Has trouble sounding out words when reading.				P1
30. Has trouble understanding what was read.				P1
31. Has trouble explaining what was read.			P1	
32. Has trouble identifying the main idea.	P1			
33. Has trouble remembering details.	P1			
34. Has trouble following written directions.		P1		

Writing

T-Teacher, P-Parent, S-Student

	Never or Almost Never	Sometimes	Often	Always or Almost Always
35. Has trouble writing down thoughts.			P1	
36. Uses poor grammar when writing.			P1	
37. Has trouble writing complete sentences.			P1	
38. Writes short, choppy sentences.				P1
39. Has trouble expanding an answer or providing details when writing.		P1		
40. Has trouble putting words in the right order when writing sentences		P1		

Parent

Language or dialect spoken in my classroom, home, or community: English

Problems/items of most concern: 2, 12, 7, 16, and 17.

Other problems/concerns:

End of Report