


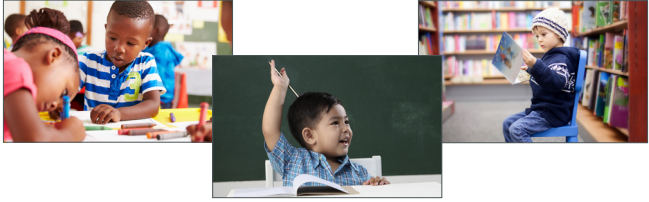
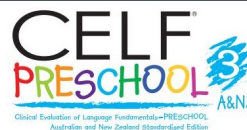


# Which test is right for the young children on your caseload?

Explore this chart to determine which test best meets the needs of the young children you serve.

 	 
<p><b>At what ages can children be tested to obtain normed scores?</b></p>	
<p>Birth through 7:11</p>	<p>3:0 through 6:11</p>
<p><b>What are the referral questions?</b></p>	
<p>Which early speech and language skills has the child acquired? What are the gaps in developmental language skills?</p>	<p>Is this preschooler able to handle the language demands of the classroom? Which specific language domains can be considered language strengths and weaknesses?</p>
<p><b>What is the test purpose?</b></p>	
<p>Identify a child with a language delay or disorder that interferes with communication.  Screen children for possible articulation delays.</p>	<p>Identify a language delay or disorder that will limit the child's ability to manage the language demands of the classroom.</p>
<p><b>What information about the child's language does this test provide?</b></p>	
<p>A broad overview of developmental language skills (verbal and nonverbal) in language domains affecting communication. For younger children, caregivers can provide information about the child's communication abilities at home.</p>	<p>In-depth assessment of semantics, morphology, and syntax, pragmatics and early literacy skills.</p>
<p><b>Which tool provides the most information about the child's level of language ability?</b></p>	
<p>PLS-5 can be used to assess children with moderate to severe delays.  PLS-5 provides more detailed information about a child's language skills when the child:</p> <ul style="list-style-type: none"> <li>• Is functioning at a pre-linguistic level, at a 1- or 2- word level, or at a level where the child is using sentence structures far below the level of age-peers</li> <li>• Exhibits deficits across multiple language domains</li> <li>• Is placed in supported classroom environments (e.g., early childhood settings) with or without adaptations</li> <li>• Has difficulty participating in mainstream classroom settings due to limited language or social interaction skills</li> </ul>	<p>CELF Preschool-3<sup>A&amp;NZ</sup> can be used to assess children with mild to moderate delays.  CELF Preschool-3<sup>A&amp;NZ</sup> provides more detailed information about a child's language skills when the child:</p> <ul style="list-style-type: none"> <li>• Uses morphological and syntactic forms somewhat below age-peers</li> <li>• Exhibits deficits in one or two language domains (e.g, morphology and/or semantics)</li> <li>• Has difficulty mastering grade-level curriculum requirements in a mainstream classroom with or without adaptations</li> <li>• Has difficulty participating in classroom activities due to atypical social interaction skills</li> </ul>
<p><b>Which speech and language skills are tested?</b></p>	
<p>PLS-5 provides a broad survey of pre-linguistic skills through early language and literacy skills (plus an articulation screening) that includes:</p> <ul style="list-style-type: none"> <li>• Attention to environment and people</li> <li>• Gesture</li> <li>• Play</li> <li>• Vocal development</li> <li>• Social communication</li> <li>• Vocabulary</li> <li>• Concepts</li> <li>• Morphology</li> <li>• Syntax</li> <li>• Integrative language skills (e.g., analogies, inferences)</li> </ul>	<p>CELF Preschool-3<sup>A&amp;NZ</sup> is an in-depth assessment of preschool- and Grade K-1 language skills in the areas of:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Concepts</li> <li>• Following directions</li> <li>• Word relationships</li> <li>• Morphology</li> <li>• Syntax</li> <li>• Pragmatics</li> <li>• Phonological awareness</li> <li>• Pre-literacy</li> </ul>



How do the subtests compare?	
<p><b>Two norm-referenced scales:</b></p> <ul style="list-style-type: none"> <li>• Auditory Comprehension</li> <li>• Expressive Communication</li> </ul> <p><b>Supplemental measures:</b></p> <ul style="list-style-type: none"> <li>• Articulation Screener (norm-based criterion scores)</li> <li>• Home Communication Questionnaire (descriptive)</li> <li>• Language Sample Checklist</li> </ul>	<p><b>10 norm-referenced subtests with normative scores including Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>• Sentence Comprehension</li> <li>• Word Structure</li> <li>• Expressive Vocabulary</li> <li>• Following Directions</li> <li>• Recalling Sentences</li> <li>• Basic Concepts</li> <li>• Word Classes</li> <li>• Phonological Awareness</li> <li>• Descriptive Pragmatics Profile</li> <li>• Preliteracy Rating Scale</li> </ul> <p><b>Criterion referenced and/or descriptive measures:</b></p> <ul style="list-style-type: none"> <li>• Connected Speech Sample</li> <li>• Pragmatics Activities Checklist</li> </ul>
How do I elicit language behaviors?	
Interactive, play-based tasks using manipulatives, and simple picture pointing and question-answering formats. (one to six subitems per developmental skill tested)	Child-friendly, but highly structured tasks. (15 to 24 test items per subtest)
What languages are available?	
• English Edition (2012)	• English Edition (2021)
How similar is the normative group to my population?	
<p>Year normative sample collected: 2010–2011</p> <p>Race/ethnicity</p> <p>Parent education</p> <ul style="list-style-type: none"> <li>• 40.7*% Parent Education: 12 years or less</li> <li>• 59.4*% Parent Education: 13+ years</li> </ul> <p>*May not add up to 100% due to rounding</p>	<p>Year normative sample collected: 2019–2020</p> <p>Race/ethnicity</p> <p>Parent education</p> <ul style="list-style-type: none"> <li>• 29% Parent Education: 12 years or less</li> <li>• 71% Parent Education: 13+ years</li> </ul>

## Why is it that PLS-5 and CELF Preschool-3<sup>A&NZ</sup> can result in different scores when the same domains are being tested?

- PLS-5 is a play-based assessment for children at the younger ages, and provides many more verbal cues and supports than CELF-Preschool 3<sup>A&NZ</sup>. CELF Preschool-3<sup>A&NZ</sup>, while child-friendly, has more structured tasks and provides fewer cues and supports.
- PLS-5 provides credit for interpersonal communication-based tasks; CELF Preschool-3<sup>A&NZ</sup> normative scores are based on subtests focusing on semantics, morphology, syntax, and pragmatics

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