All about YOUR CELF

CELF-P2, CELF-4 and CELF-5 Metalinguistics FAQs

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For more information about the CELF-5, simply visit: [http://bit.ly/20UnDrs](http://bit.ly/20UnDrs). The CELF-5 will be available in both print and digital (iPad) versions.
Can I assess over a number of sessions?

- This is not ideal, but
- Yes, if this is best for the student
- Cease testing at the end of a subtest
  - Attempt all 4 core language subtests at a minimum
- Try to complete the CELF-4 over a maximum of 2 sessions as close together as possible

What do I do if a child has a birthday between assessment times?

- Use age norms as per the student’s CA as at first session
- Then compare norms at test point 1 vs older CA scores at test point 2
- Consider any discrepancies
  - Are these clinically meaningful?
  - This is where the software’s really useful..
Which Norms to Use? An example

I have administered the CELF-4 with a client over three sessions, and the client has had a birthday between administration dates i.e. most of the assessment was completed at 10 years 11 months, the rest at 11 years 0 months.

• I would recommend scoring the student as a 10,11 year old in the first instance and then compare his performance to the 11 year old norms to determine any meaningful differences (also considering confidence intervals).

• It’s best practice to use the date of the first visit to calculate CA, but it’s important to determine which norm set best reflects the student’s functional performance.

Can I use the CELF-4 on a child from a NESB?

• Although the CELF–4 standardisation sample included students who were bilingual, English was the primary language of all participants.
• CELF–4 can be administered to students from “non-mainstream” cultural or linguistic backgrounds; however, it is important to be sensitive to any issues that may affect the student.
• When evaluating students from non-mainstream backgrounds, it may be necessary to modify the administration of CELF–4.
  • When testing a student with a modified version of CELF–4 you cannot report normative test scores.
  • Instead you can use a more descriptive approach to reporting the student’s responses and reactions during testing.
  • It is also important to include a description of the modifications and adaptations that you made to test administration.
How was language proficiency determined during standardisation?

The CELF-4 is intended for students with English as their primary language. During standardisation, how was language proficiency determined, and at what point were non-English speakers excluded from the sample?

"Although the sample included individuals who were bilingual, English was the primary language (used most frequently) of all participants in the standardisation... The parent (for individuals ages 5.0 to 17.11 years, and self-report for 18+ years) determined which language was used most frequently. Bilingual speakers, whose primary language was English were included in the standardisation sample."

How does one determine if a child is proficient in English?

- Children from NESB | English as a second language learner
  - Consider the child’s:
    - proficiency in English (exposure to formal English for at least 2 years)
    - exposure to English
      - Home vs. School
      - School Attendance
FAQ: Formulated Sentences

I work for the Dept of Ed as a Speech language Pathologist. My colleagues and I have a question regarding scoring the “Formulated Sentences” on the CELF-4.

• If the child has more than one revision/repair per sentence, how should I score the sentence? I understand that if he gave me more than one sentence, I would score the ‘better’ sentence. But these are incomplete, usually incorrect segments/revisions embedded within the sentence. I couldn’t find any examples of this in the “scoring examples/standards”.

• When scoring do I take into account the fillers? If I [bracket] out the revisions/repairs and fillers (um, uh, etc.), I could sometimes find a good sentence within his utterances. However, he obviously struggled with formulation so I would like my score to reflect that.

How should I score this?

Answer

Children who respond with incomplete sentences or fragments with interspersed revisions/repairs or fillers (uh, uh) show interactions between word finding and sentence structure problems. They may be related to:

a. Generalised working memory difficulties (CELF-4 Memory Index).
b. Slow processing speed (CELF-4 RAN subtest).
c. Working memory deficits associated with conscious retrieval from long-term semantic memory (CELF-4 Word Associations).

Administering the CELF-4 supplemental subtests may give you answers about the contributions of neuropsychological deficits (executive dysfunction).

Knowing the nature of underlying neurological dysfunctions allows a clinician to predict other areas of difficulties (e.g., reading, writing, study skills, etc.) and to involve other professionals in providing needed intervention for executive function disorders.
Formulated Sentences

**Diagnostic Purpose** : To evaluate the ability to formulate complete, grammatical sentences of increasing length and complexity, using given words and contextual constraints (illustrations)

FS is highly dependent on executive function and working memory. It is a multi-level task.

**Administration tips:**
- Demo
- Record

Scoring Key

<table>
<thead>
<tr>
<th>Score</th>
<th>Rule</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A complete sentence that is syntactically and semantically correct, and uses correct structure (a logical, meaningful, complete and grammatical sentence).</td>
<td>The police officer was directing the traffic. (item 16)</td>
</tr>
<tr>
<td>1</td>
<td>A complete sentence that demonstrates correct structure and has only one or two deviations in syntax or semantics.</td>
<td>As soon as I had got my lunch, Carlos was finished. (item 20)</td>
</tr>
<tr>
<td>0</td>
<td>An incomplete sentence that does not demonstrate the correct structure.</td>
<td>Used I'll be done. (item 21)</td>
</tr>
<tr>
<td></td>
<td>A complete sentence that demonstrates the correct structure, but has more than two deviations in syntax or semantics.</td>
<td>The boy could ride his bike if he broke his arm although he could skateboard. (item 19)</td>
</tr>
<tr>
<td></td>
<td>A complex sentence that is not logical or meaningful.</td>
<td>Mark slept late in order to watch the boss. (item 26)</td>
</tr>
<tr>
<td></td>
<td>The nominal stimulus word is not used.</td>
<td>He is bringing cabbage or lettuce. (item 19)</td>
</tr>
<tr>
<td></td>
<td>The response is not even remotely about the picture.</td>
<td>Assume I go to school I learn. (item 16)</td>
</tr>
</tbody>
</table>

Used as a correlative conjunction, neither (item 23) negates nor in the sentence. For example: item 23. Neither the girl nor the guy had said.
How are Scoring Self-Corrections scored?

1. **Scoring self-corrections**
   - Generally, if a student self-corrects the item is scored as correct.

2. **On Word Classes, for example, is it counted as correct if the student initially gives an incorrect receptive response, but realises his/her mistake during the expressive response and self-corrects the receptive response?**
   - To ensure that all cases were handled in the same manner, we had standardisation examiners credit/score the second response (correct or incorrect) if it was given before presentation of the next numbered item (not part 2 of an item).

Response Times

- "As with the Demonstration and Trial items, students generally have **10 seconds to respond to test items**.

- For Sentence Assembly and Semantic Relationships, the student is required to produce two responses. In these subtests, the student should be given up to 20 seconds to produce both answers." (CELF-4 Examiner's Manual, p. 22).
Response Times

• If there's no response within 10 - 20 seconds, simply say "try this one" and move on to the following item.
• If a student knows the answer / has a response ready, they'll usually give it within this time-frame.
• If not, they probably don't know the answer, and it best to move on to keep them engaged with the test and to avoid any unnecessary anxiety for the student (about not knowing an answer)...

What’s the correct administration procedure for Word Classes?

1. On Word Classes 1 & 2 if the student answers the receptive part incorrectly, and then presents a plausible reason how the incorrect responses are alike, is the expressive response scored as correct or incorrect?
   - The student must select the correct word pair in order to get credit. In standardisation we did have one or two "plausible to that student's experiences" responses that paired incorrect words, but they were tangential and given by so few students, we did not credit them. In the manual we discuss how we credited responses, and the frequency of response across the countries were considered.
Word Classes 1 & 2
2. If the receptive item is scored 0 will the expressive items necessarily also be scored 0? If so, why bother giving it?
   • Administer the expressive (second) part, using the words the student gave in response to the receptive (first) part, even if they were incorrect.
   Why?
   o We don’t want to inadvertently tell the child that their response was incorrect
   For example: a) fish b) milk c) fin d) spider
   o They might self-correct
   o We need to adhere to the set procedures that were established for this subtest during standardisation

An alternative elicitation procedure for WC might be to say, “If the words were ___ and ___ why would they go together?”

Word Classes 1: Visual Stimuli
When visual cues are provided for younger students, it brings into question whether this is truly a language task rather than a visual association task?

• This is true, notice that “word” is emphasised in all text and administration directions rather than “picture.” Students of the ages for this subtest needed a visual support to this task.
Word Classes 2 for 8 year olds

- Why don’t 8 year olds have visual stimuli, but 7 year olds do?
- This is to reflect the change is curriculum
  - Kindy/prep to Y 2 there is more support and scaffolding in the teaching.
  - Year 3 and upwards, the curricula gets progressively more demanding in all areas such as executive functioning, working memory and language skills for example
- WC 2 reflects this, to some extent
- Consider your referrals for school aged literacy...

Concepts and Following Directions: Left vs. Right

The number of items on the Concepts and Following Directions subtest that are dependent on directionality/right vs. left orientation on the page have increased and skew the score disproportionately.

- Use the CELF-P Preschool 2, the TOLD-P or Boehm for students through age 6 yrs. 11 mo. (especially for those with little preschool or school experience).
- Train students to point in the order/directionality that is typical of the test. Do not cue for directionality / right-left orientation during the subtest administration due to standardisation of test administration.
Concepts and Following Directions: Discontinue Rule

For children aged 5 to 8 years, start counting zero scores with Item 24. Discontinue testing after 7 consecutive scores.

What do we do if the child is really struggling with items 1 to 30? A: Stop testing if it’s in the child’s best interest

Is administering CLS sufficient? It depends on the referral Q?
Level 1: Identifying the Problem

<table>
<thead>
<tr>
<th>Ages 5-8</th>
<th>Ages 9-12</th>
<th>Ages 13 -21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts &amp; Following Directions</td>
<td>Concepts &amp; Following Directions</td>
<td>Recalling Sentences</td>
</tr>
<tr>
<td>Word Structure</td>
<td>Recalling Sentences</td>
<td>Formulated Sentences</td>
</tr>
<tr>
<td>Recalling Sentences</td>
<td>Formulated Sentences</td>
<td>Word Classes 2 – Total</td>
</tr>
<tr>
<td>Formulated Sentences</td>
<td>Word Classes 2 - Total</td>
<td>Word Definitions</td>
</tr>
</tbody>
</table>
### Level 2 Describing the Nature of the Disorder Index Scores

<table>
<thead>
<tr>
<th></th>
<th>Ages 5-8</th>
<th>Ages 9-12</th>
<th>Ages 13-21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receptive Language Index (RLI)</strong></td>
<td>• Concepts &amp; Following Directions &lt;br&gt; • Word Classes 1/2 - Receptive &lt;br&gt; • Sentence Structure</td>
<td>• Concepts &amp; Following Directions &lt;br&gt; • Word Classes 2 - Receptive</td>
<td>• Word Classes 2 - Receptive &lt;br&gt; • Semantic Relationships &lt;br&gt; • Understanding Spoken Paragraphs</td>
</tr>
<tr>
<td><strong>Expressive Language Index (ELI)</strong></td>
<td>• Word Structure &lt;br&gt; • Recalling Sentences &lt;br&gt; • Formulated Sentences</td>
<td>• Recalling Sentences &lt;br&gt; • Formulated Sentences &lt;br&gt; • Word Classes 2 - Expressive</td>
<td>• Recalling Sentences &lt;br&gt; • Formulated Sentences &lt;br&gt; • Word Classes 2 - Expressive</td>
</tr>
<tr>
<td><strong>Language Content Index (LCI)</strong></td>
<td>• Concepts &amp; Following Directions &lt;br&gt; • Word Classes 1/2 - Total &lt;br&gt; • Expressive Vocabulary</td>
<td>• Word Classes 2 - Total &lt;br&gt; • Expressive Vocabulary (age 9) &lt;br&gt; • Word Definitions (ages 10-12) &lt;br&gt; • Understanding Spoken Paragraphs</td>
<td>• Word Definitions &lt;br&gt; • Sentence Assembly &lt;br&gt; • Understanding Spoken Paragraphs</td>
</tr>
<tr>
<td><strong>Language Structure Index (LSI)</strong></td>
<td>• Word Structure &lt;br&gt; • Recalling Sentences &lt;br&gt; • Formulated Sentences &lt;br&gt; • Sentence Structure</td>
<td>• Recalling Sentences &lt;br&gt; • Concepts &amp; Following Directions &lt;br&gt; • Formulated Sentences</td>
<td>• Recalling Sentences &lt;br&gt; • Formulated Sentences &lt;br&gt; • Semantic Relationships</td>
</tr>
</tbody>
</table>

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### When there is a significant difference between the RLI and ELI, is the CLS still a valid measure of the child’s language abilities?

**Example:**

<table>
<thead>
<tr>
<th></th>
<th>Score (CI)</th>
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<tbody>
<tr>
<td>Core Language Score (CLS)</td>
<td>49 (CI 43-55)</td>
</tr>
<tr>
<td>Receptive Language Index (RLI)</td>
<td>72 (CI 65-79)</td>
</tr>
<tr>
<td>Expressive Language Index (ELI)</td>
<td>53 (CI 46-60)</td>
</tr>
<tr>
<td>Language Content Index (LCI)</td>
<td>68 (CI 61-75)</td>
</tr>
<tr>
<td>Language Structure Index (LSI)</td>
<td>56 (CI 49-63)</td>
</tr>
</tbody>
</table>

- The Core Language Score essentially identifies whether or not there is evidence of a language disorder.
  - The four subtests selected to form the core are those that have the highest test-retest reliability and the greatest degree of sensitivity in differentiating students with and without language disorders.
  - In other words, the CLS should be interpreted to give evidence of whether or not there is evidence of a language disorder and whether an in-depth assessment should be conducted.
- In the example, all scores point to a language impairment that will have significant negative effects on literacy, especially reading comprehension and narrative writing.
Significance of Index Score Differences

The manual states that differences between indices can be investigated to determine how rare/unsual they are. Differences obtained by more than 10% or 15% of the sample should not be considered unusual. Differences obtained by 5% or less of the sample can be considered unusual.

My query relates to what is an appropriate difference statement for 6%-9%: is this common, unusual or something in between?

- The Examiner’s Manual states that differences obtained by 5% or less of the sample are HIGHLY unusual.
- Therefore a difference that occurs in 6-9% of the sample might best be described to be “in the unusual range of occurrence.”

Receptive-Expressive Index Discrepancy

Is there a deeper diagnostic meaning to this significant difference (i.e. behavioural, emotional, etc.)?

- A significant discrepancy between the CELF-4 Expressive and Receptive Index scores, with the Receptive score being the highest, is indicative of difficulties in acquiring and using the linguistic rules system (morphology, syntax, semantics, pragmatics) automatically and with seamless integration of the components.

- Expressive language difficulties are associated with executive function disorders (attention, word retrieval, working memory and cognitive shifting/set-shifting). These executive functions are tested in the supplementary subtests: Word Associations, Rapid Automatic Naming, and Working Memory).
  - Expressive language disorders tends to affect writing at the narrative levels.

- A significant receptive-expressive discrepancy in which the receptive abilities are low is rare and most often associated with early ear infections or other deprivations of auditory/verbal input.
Content-Structure Discrepancy

- A significant discrepancy in Index scores between Language Content and Language Structure indicates which aspect of the linguistic system is most severely affected and should receive priority in intervention.

- Impairments of content is often associated with impaired reading comprehension, but it also affects the use of words in expressive contexts such as speaking and writing.

- Impairments of structure can affect reading comprehension but is most prone to affect written tasks.

Review of Scores

CELF-4 Scores

- Core Language: determines if there is a language disorder
- Receptive Language: language comprehension and listening
- Expressive Language: oral and language expression
- Language Structure: language structure and morphology
- Language Content: semantics (meaning and Content)
- Working Memory: attention, concentration and recall of symbol sequences
- Language Memory: memory dependent language tasks

Meanwhile, the text on the right side of the page is not clearly visible due to the image resolution.
Interpreting Differences in Index Scores

**Compare**
1. Receptive and Expressive Language Index scores
2. Language Content and Language Structure Index scores
3. Language Content and Language Memory Index scores

**Determine** the difference between two index scores and evaluate the critical value (table 4.5)

If the difference is equal to or greater than the critical value, the difference is considered to be a true difference rather than due to measurement error or random fluctuation. (Chapter 4 of the Examiner’s Manual)

Understanding the CELF 4 Scores

Adapted from Tables 4.3 Distances from the mean of selected standard scores and 4.4 Guidelines for describing the severity of a language disorder (CELF-4 Examiner’s Manual, 2006, p. 118)

<table>
<thead>
<tr>
<th>Core Language Score and Index Scores</th>
<th>Classification</th>
<th>Relationship to Mean</th>
<th>Percentile Rank</th>
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<tbody>
<tr>
<td>130 and above</td>
<td>Significantly above</td>
<td>+ 2 SD and above</td>
<td>98 to 99.9</td>
</tr>
<tr>
<td>115 to 129</td>
<td>Above average</td>
<td>+ 1 SD and above</td>
<td>84 to 97</td>
</tr>
<tr>
<td>86 to 114</td>
<td>Average</td>
<td>Within + or - 1 SD</td>
<td>17 to 83</td>
</tr>
<tr>
<td>78 to 85</td>
<td>Marginal/Borderline/Mild</td>
<td>Within -1 to -1.5 SD</td>
<td>7 to 16</td>
</tr>
<tr>
<td>71 to 77</td>
<td>Low range/Moderate</td>
<td>Within -1.5 to -2 SD</td>
<td>3 to 6</td>
</tr>
<tr>
<td>70 and below</td>
<td>Very low range/Severe</td>
<td>-2 SD and below</td>
<td>&lt;0.1 to 2</td>
</tr>
</tbody>
</table>
CELF 4 Subtest Scaled Scores
Severity ratings

<table>
<thead>
<tr>
<th>Scaled Score</th>
<th>Classification</th>
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</thead>
<tbody>
<tr>
<td>SS 16+</td>
<td>Significantly above average</td>
</tr>
<tr>
<td>SS 14 to 16</td>
<td>Above average</td>
</tr>
<tr>
<td>SS 12 to 13</td>
<td>High average</td>
</tr>
<tr>
<td>SS 8 to 11</td>
<td>Average</td>
</tr>
<tr>
<td>SS 7</td>
<td>Low average</td>
</tr>
<tr>
<td>SS 4 to 6</td>
<td>Below average</td>
</tr>
<tr>
<td>SS 3 and below</td>
<td>Significantly below average</td>
</tr>
</tbody>
</table>

What do confidence intervals mean?

- CELF 4 confidence intervals are 68%, 90%, or 95%.
- May be interpreted as the range within which a person's “true” score can be found 68%, 90%, or 95% of the time.
- It is important to report and interpret the confidence interval associated with a child’s obtained score so that you are better informed of the probability that the examinee’s true score lies within a given range of scores.
- **Suggestion:**
  - Use the highest confidence band when making diagnostic decisions
  - Use the 68% band when retesting unless you are testing to dismiss from therapy

CELF 4 Examiner’s Manual, p. 111
Confidence Intervals

It is a misuse of the test scores to:

• Base eligibility solely on a single score from a standardised test

It is best practice to:

• Use multiple measures

• Calculate confidence intervals around a standardised score.
  – This enables you to state the degree of confidence you have in a classification, eligibility, or placement decision based on test results.

What do you mean by “borderline”?

The CELF test development team and the speechies at Pearson Clinical Assessment interpret “being bordering” to mean a student does not clearly have a significant moderate to severe language disorder, but s/he is performing right at the edge (the borderline scores) that can either be interpreted as “low-average” or “mild disorder” especially when taking the confidence bands into account.

The authors talk about “borderline” skills to highlight for speechies that scoring right above the school’s or funding body’s criterion doesn’t mean the child is performing fine but that s/he is at risk of mastering classroom level curriculum because language skills are low, but the scores on the CELF do not necessarily indicate the presence of a language disorder.

Identifying borderline scores highlights the need of the speechie to obtain additional information from the teacher and from observations of the student in the classroom as well as with peers before identifying the student as having a disorder.
How do CIs help clinicians?

- Use of CIs help with our diagnosis especially when the lower end of the confidence interval is near the borderline range, for example.
- Use of the CIs can help guide support services and intervention planning.

Using CIs with Scaled Scores

<table>
<thead>
<tr>
<th>Subtest Score</th>
<th>Raw Score</th>
<th>Standard Score</th>
<th>Standard Error</th>
<th>Confidence Interval</th>
<th>Percentile</th>
<th>Percentile Rank</th>
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<tbody>
<tr>
<td>Concepts &amp; Following Directions</td>
<td>CELF-R</td>
<td></td>
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<tr>
<td>Recalling Sentences</td>
<td>NS</td>
<td>86</td>
<td>12</td>
<td>7.5</td>
<td>65</td>
<td>84</td>
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<tr>
<td>Formulated Sentences</td>
<td>NS</td>
<td>54</td>
<td>15</td>
<td>7.5</td>
<td>65</td>
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<tr>
<td>Word Classifications: Narrative</td>
<td>WCA</td>
<td>23</td>
<td>14</td>
<td>91</td>
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<td>95</td>
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<td>Word Classifications: Objective</td>
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<td>16</td>
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<td>Word Classifications: Total</td>
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<td>11</td>
<td>65</td>
<td>50</td>
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<td>Expressive Vocabulary</td>
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<td>Sentence-Assembly</td>
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<td>12</td>
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<td>Semantic Relationships</td>
<td>SR</td>
<td>16</td>
<td>12</td>
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<td>64</td>
<td>95</td>
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<tr>
<td>Understanding Spoken Paragraphs</td>
<td>LSDP</td>
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<td>12</td>
<td>75</td>
<td>65</td>
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<tr>
<td>Number Repetitions: Forwards</td>
<td>NRF</td>
<td>10</td>
<td>9</td>
<td>37</td>
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<td>Number Repetitions: Backwards</td>
<td>NRB</td>
<td>6</td>
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<td>37</td>
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<td>Number Repetitions: Mixed</td>
<td>NR-M</td>
<td>16</td>
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<td>37</td>
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<tr>
<td>Familiar Sequences: Verbal</td>
<td>FSV</td>
<td>5</td>
<td>4</td>
<td>37</td>
<td>25</td>
<td>50</td>
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Using CIs with Index Scores

<table>
<thead>
<tr>
<th>Building Stated Score</th>
<th>Core Language</th>
<th>Reception Language</th>
<th>Expressive Language</th>
<th>Language Content</th>
<th>Language Memory</th>
<th>Working Memory</th>
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<tbody>
<tr>
<td>0-15</td>
<td>10</td>
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<td>30-31</td>
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</table>

Core Language and Index Scores

<table>
<thead>
<tr>
<th>Sum of Subtest Stated Scores</th>
<th>CI1</th>
<th>CI2</th>
<th>CI3</th>
<th>CI4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Scores</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Standard Error</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Confidence Interval (CI) %</td>
<td>99</td>
<td>99</td>
<td>99</td>
<td>99</td>
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<tr>
<td>Percentile Ranks</td>
<td>85</td>
<td>85</td>
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</table>

Using CIs with Index Scores

Plotting the CIs

Composite Score Chart

<table>
<thead>
<tr>
<th>Score</th>
<th>CLS</th>
<th>RLI</th>
<th>ELL</th>
<th>LCI</th>
<th>LMI</th>
<th>WMI</th>
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</thead>
<tbody>
<tr>
<td>100</td>
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<td>110</td>
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<td>150</td>
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<td>160</td>
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</tr>
</tbody>
</table>

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Presented by: Angela Kinsella-Ritter Speech Pathologist

16th June 2016
### Core and Index Scores:

**computer-generated report**

<table>
<thead>
<tr>
<th>Core and Indexes</th>
<th>Standard Score</th>
<th>Standard Score CI*</th>
<th>PR*</th>
<th>PR* CI* 95% Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Language Score</td>
<td>108</td>
<td>101 to 115</td>
<td>70</td>
<td>53 to 84</td>
</tr>
<tr>
<td>Receptive Language Index</td>
<td>92</td>
<td>81 to 103</td>
<td>30</td>
<td>10 to 58</td>
</tr>
<tr>
<td>Expressive Language Index</td>
<td>116</td>
<td>108 to 124</td>
<td>86</td>
<td>70 to 95</td>
</tr>
<tr>
<td>Language Content Index</td>
<td>89</td>
<td>80 to 98</td>
<td>23</td>
<td>9 to 45</td>
</tr>
<tr>
<td>Language Structure Index</td>
<td>113</td>
<td>104 to 122</td>
<td>81</td>
<td>61 to 93</td>
</tr>
</tbody>
</table>

### Has Aidan made progress?

**Using CIs to monitor the impact of intervention**

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Test Time A: Chronological age 7 years 3 months</th>
<th>Test Time B: Chronological age 8 years 6 months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scaled Score</td>
<td>Confidence Level 68%</td>
</tr>
<tr>
<td>C&amp;FD</td>
<td>2</td>
<td>1 to 3</td>
</tr>
<tr>
<td>WS</td>
<td>2</td>
<td>1 to 3</td>
</tr>
<tr>
<td>RS</td>
<td>6</td>
<td>5 to 7</td>
</tr>
<tr>
<td>FS</td>
<td>2</td>
<td>0 to 4</td>
</tr>
</tbody>
</table>
CELF-4 Australian Scoring and Report Assistant (PC compatible only)

- Offered as a combo with CELF-4 Australian or standalone
- Score all subtests & composite scores
- Interprets strengths & weaknesses (discrepancy analyses)
- Includes User’s Guide
- Practice in Scoring Word Associations & Formulated Sentences

  - Standard Summary Report
  - Four-Level Summary Report
  - Narrative Report
  - Interpretive Report
  - Graphical Reports
  - Item Analysis Report
  - Pragmatics Profile Report
  - ORS Report
  - Parent Report
  - Custom Therapy Activities
  - Custom Classroom Intervention Strategies
  - Custom Recommendations

Diagnostic value to the core language score

<table>
<thead>
<tr>
<th>Discrepancy Comparisons</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Difference</th>
<th>Critical Value</th>
<th>Significant Difference (Y or N)</th>
<th>Prevalence</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive–Expressive Language Index</td>
<td>99</td>
<td>89</td>
<td>10</td>
<td>N</td>
<td>16.4%</td>
<td></td>
<td>.05</td>
</tr>
<tr>
<td>Language Content–Memory Index</td>
<td>114</td>
<td>79</td>
<td>35</td>
<td>Y</td>
<td>0%</td>
<td></td>
<td>.05</td>
</tr>
</tbody>
</table>

what does it all mean!

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Discrepancy Analysis

DISCREPANCY ANALYSIS

Joshua was administered all of the subtests required to derive the Language Content Index (LCI) and Language Memory Index (LMI). A discrepancy analysis was performed between the LCI standard score of 114 (Score 1) and LMI standard score of 79 (Score 2). The 35-point difference between the scores is significant (at .05) and indicates Joshua’s semantic skills can be considered a relative strength compared to his ability to use language that depends on memory. The 35-point difference did not occur in the CELF-4 Australian standardisation sample (0%). Differences obtained by 5% or less of the standardisation population can be considered rare, and may have an impact on goals for intervention and classroom performance.

Based upon results of the discrepancy analysis between the LCI and LMI, Joshua’s scores indicate that semantic skills are a relative strength. His overall ability to use and understand semantic information was a relative strength compared to his ability to use language that depends on memory. The tasks that Joshua was asked to complete as a part of the LCI include defining and describing words, answering questions about paragraphs, and creating sentences by rearranging and combining words and phrases. In the classroom, his strengths may include semantic skills (including vocabulary), or interpreting factual and inferential information.

Based upon results of the discrepancy analysis between the LCI and LMI, Joshua’s scores indicate a relative language memory weakness. His ability to use language skills that depend on memory was a relative weakness compared to his ability to use and understand semantic information. The tasks that Joshua was asked to complete as a part of the LMI include repeating sentences that increase in complexity without substitutions or omissions, using a word presented orally in a complete sentence and identifying relationships based on word and sentence meaning. In the classroom, he may have difficulty understanding information presented in class, or following directions to complete in-class assignments.

Diagnostic Purpose

1. To identify situations or contexts in which the student's reduced language performance occurs

2. To plan intervention that will enable the student to improve language performance in the classroom
When do I use the CELF-P2?

- To assess oral language skills in children aged 3 to 6, 11 months
  - Evaluate aspects of language necessary for preschool children to transition to the mainstream education
- CELF 4 or CELF P2?
  - School-age children, use CELF-4
  - Preschool children, use CELF-P2

How do I know whether to use PLS-5 or CELF Preschool-2?

- Overview of developmental language skills
- Assesses preverbal children and children with low language ability
- Assesses children functioning in supported classroom environments (such as Early Childhood and classrooms for children with pervasive developmental delays such as autism)
- In-depth assessment of semantics, morphology, syntax
  - Ages 3:0 through 6:11
- Assess children who speak in complete sentences
- Assess children functioning in mainstream classrooms

Both assessments target language skills and guide intervention goals
Scoring & Report Assistant: Login

Comparing Index Scores

- Discrepancy comparisons is not generated by the scoring software (as per the CELF-4 SA)
- Manual scoring (CELF P 2 Examiner’s Manual)
  - Table 4.5 Critical values for discrepancy comparisons between index scores, p. 88
  - Table 4.6 Cumulative prevalence of differences between index scores in the A&NZ standardisation sample, p. 90
Are there guidelines related to how often CELF-4, CELF P 2 and PLS 5 can be re-administered?

**General Guidelines**
Has enough time elapsed that...
- the child does not remember his or her responses to the test items from the prior administration?
- the child’s chronological age now places him or her in the next normative group?
- the child has made progress?

If the answer to any of these questions is “no”, then it’s recommended that you should not re-administer these assessments.

**Test-Retest Guidelines:**
**PLS-5, CELF-P2 & CELF-4**
- Children from birth to 6 months, test every 1 to 3 months
- Children from 7 to 12 months; test every 3 to 6 months
- Children aged 1 to 3 years; test every 6 to 8 months
- Children aged 4 to 8 years; test every 8 to 12 months
- Children aged 8 years and older; test every 12 to 24 months
- **The CELF-5 Metalinguistics** is a revision and re-branding of the Test of Language Competence-Expanded (TLC-E).

- For students aged 9 to 21 years 11 months (US norms ONLY)

- **Diagnostic value**
  - Assess higher-level language skills that are embedded in higher-grade curricula and are critical to classroom success.
  - Goes beyond assessment of basic skills to assess students with subtle language disorders.
  - Ideal for identifying pragmatic and semantic language deficits of students on the autism spectrum.

- Administer the four tests individually or as a battery to assess:
  - Making Inferences
  - Conversation Skills
  - Multiple Meanings
  - Figurative Language

- **Metalinguistic Awareness and Language Disorders**
  - Students with language disorders who have received language intervention may have acquired adequate linguistic knowledge (e.g., semantics, morphology, syntax, pragmatics) and perform in the average or low-average range on CELF-4.
  - Those students may not have crossed the bridge to metalinguistic awareness and metacognitive abilities that are separate from linguistic skills.
Objective: To obtain information about a student’s metalinguistic skills in everyday educational and social contexts. The information complements the evidence of metalinguistic strengths and weaknesses identified by the other tests that comprise the CELF-5 Metalinguistics test battery.

1. Words, Concepts and Multiple Meanings
2. Inferences and Predictions
3. Conversational Knowledge and Use
Objective
To evaluate the student’s ability to identify and formulate logical inferences on the basis of existing causal relationships or event chains presented in short narrative texts.

Objective
To evaluate the student’s ability to (a) initiate a conversation or respond in a way that is relevant and pragmatically appropriate to the context and audience while (b) incorporating given words (semantic units) in semantically and syntactically correct sentences.
Objective To evaluate the student’s ability to recognise and interpret different meanings of selected lexical (word level) and structural (sentence level) ambiguities.

Objective To evaluate the student’s ability to a) interpret figurative expressions (idioms) within a given context and b) match each expression with another figurative expression of similar meaning.
• **Test Scaled Scores:** RS | SS | PR |

• **Index Standard Scores**
  - Does the student have a language disorder: *Total Metalinguistics Index*
    - Describe the nature of the disorder:
      - *Meta-Pragmatics Index*
      - *Meta-Semantics Index*

• **Meta-Pragmatics/Meta-Semantics Index Scores Discrepancy**

---

**Q-global:** Pearson’s new web-based platform for test administration, scoring & reporting

I'm here to help

Pearson Clinical Assessment

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