



CEL F[®]-5^{A&NZ}

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

Score Report

Elisabeth H. Wiig, Eleanor Semel, Wayne A. Secord

Name:	Sam Sample
Gender:	Male
Birth Date:	02/06/2004
Test Date:	08/03/2017
Age:	12:9
Year Level:	Year 7 (AU) / Year 8 (NZ)
Examiner:	Ashlee QA1 Gravell



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[1.4 / RE1 / QG1]

SCORE SUMMARY

Test Scaled Scores

	Raw Score	Scaled Score	Confidence Interval 90% Level	Percentile Rank	Percentile Rank CI	Age Equivalent	GSV	NCE	Stanine
Word Classes	29	9	7 to 11	37	16 to 63	10:10	574	43	4
Following Directions	22	7	5 to 9	16	5 to 37	8:9	551	29	3
Formulated Sentences	32	6	4 to 8	9	2 to 25	8:0	527	22	2
Recalling Sentences	55	8	6 to 10	25	9 to 50	10:7	545	36	4
Understanding Spoken Paragraphs	12	7	5 to 9	16	5 to 37	N/A	N/A	29	3
Word Definitions	14	14	11 to 17	91	63 to 99	18:7	547	78	8
Sentence Assembly	14	10	9 to 11	50	37 to 63	13:4	547	50	5
Semantic Relationships	11	8	7 to 9	25	16 to 37	9:11	508	36	4
Pragmatics Profile	100	3	2 to 4	1	0.4 to 2	<3:0	465	1	1

Supplementary Test Scores

	Raw Score	Scaled Score	Confidence Interval 90% Level	Percentile Rank	Percentile Rank CI	NCE	Stanine
Reading Comprehension	12	10	8 to 12	50	25 to 75	50	5
Structured Writing	42	15	13 to 17	95	84 to 99	85	8

Core Language Score and Index Scores

	Standard Score	Confidence Interval 90% Level	Percentile Rank	Percentile Rank CI
Core Language Score	86	81 to 91	18	10 to 27
Receptive Language Index	88	82 to 94	21	12 to 34
Expressive Language Index	87	80 to 94	19	9 to 34
Language Content Index	100	93 to 107	50	32 to 68
Language Memory Index	82	75 to 89	12	5 to 23

Criterion-Referenced Tests

	Total Observations Checked	Criterion	
Pragmatics Activities Checklist	22	Less than or equal to 9	Does not meet

Discrepancy Comparisons

	Score 1	Score 2	Difference	Critical Value*	Significant Difference (Y or N)	Prevalence	Level of Significance
Receptive-Expressive Language Index	88	87	1	11.00	N	48.0	.05
Language Content-Memory Index	100	82	18	12.00	Y	5.7	.05

* Statistical significance (critical values) is based on age level.

Behavioural Observations

Response Time: Immediate

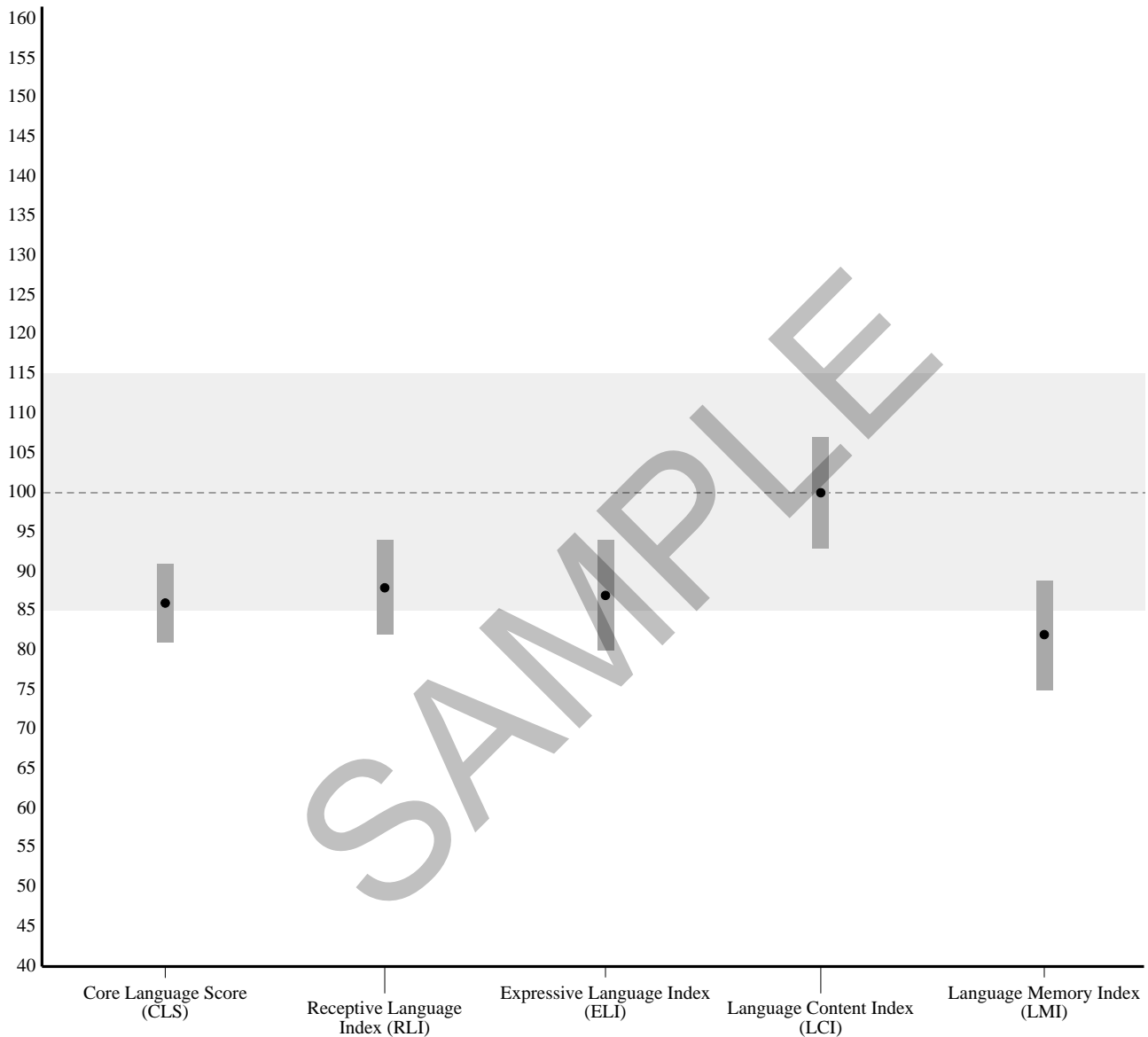
Need for Repetitions of Stimuli: Few repetitions

Attention During Test Taking: Maintained throughout

Attitude Towards Test Taking: Variable/neutral

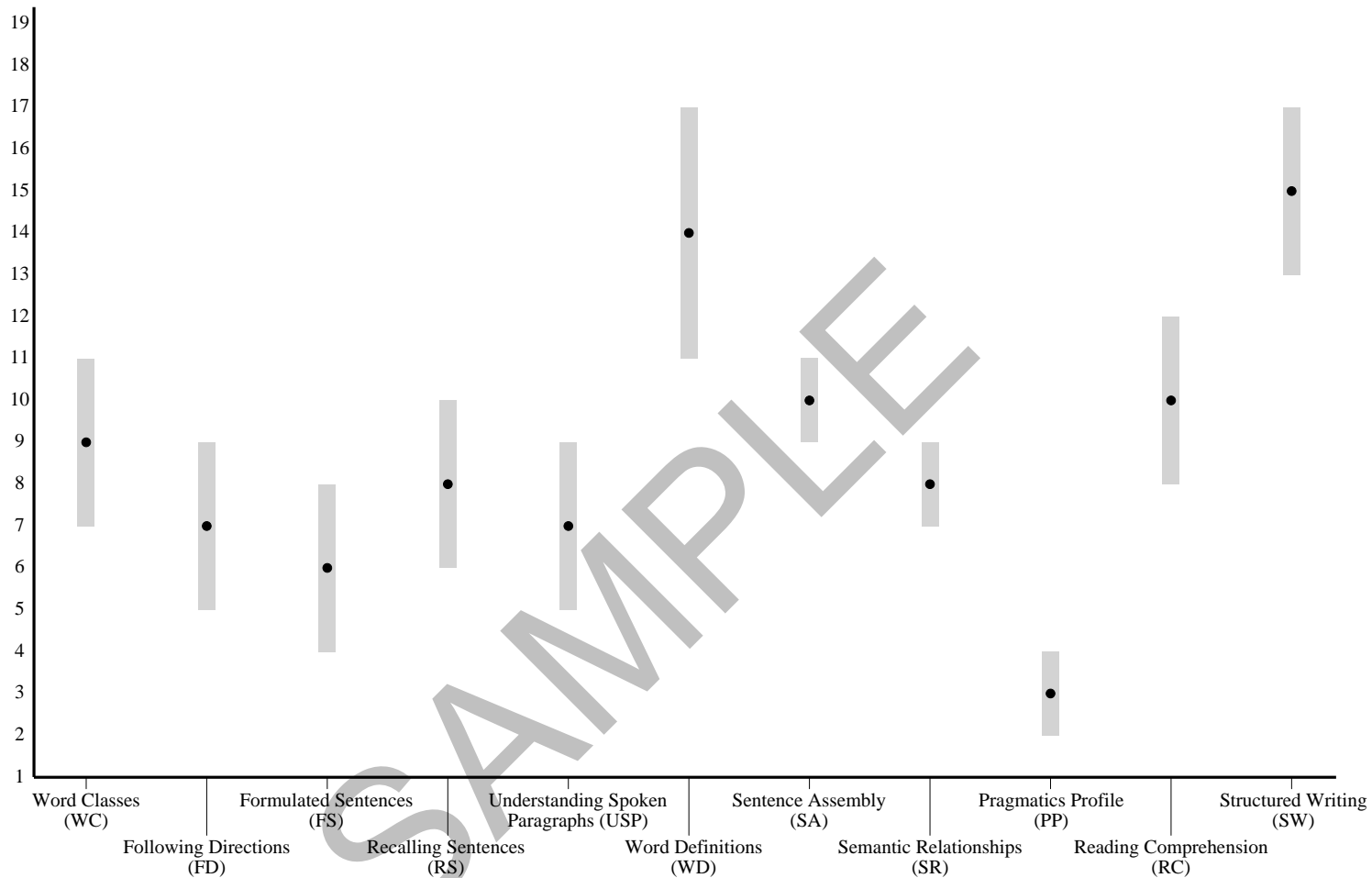
Social Language: Register and Quantity: Variable

CORE LANGUAGE SCORE AND INDEX STANDARD SCORE PROFILE



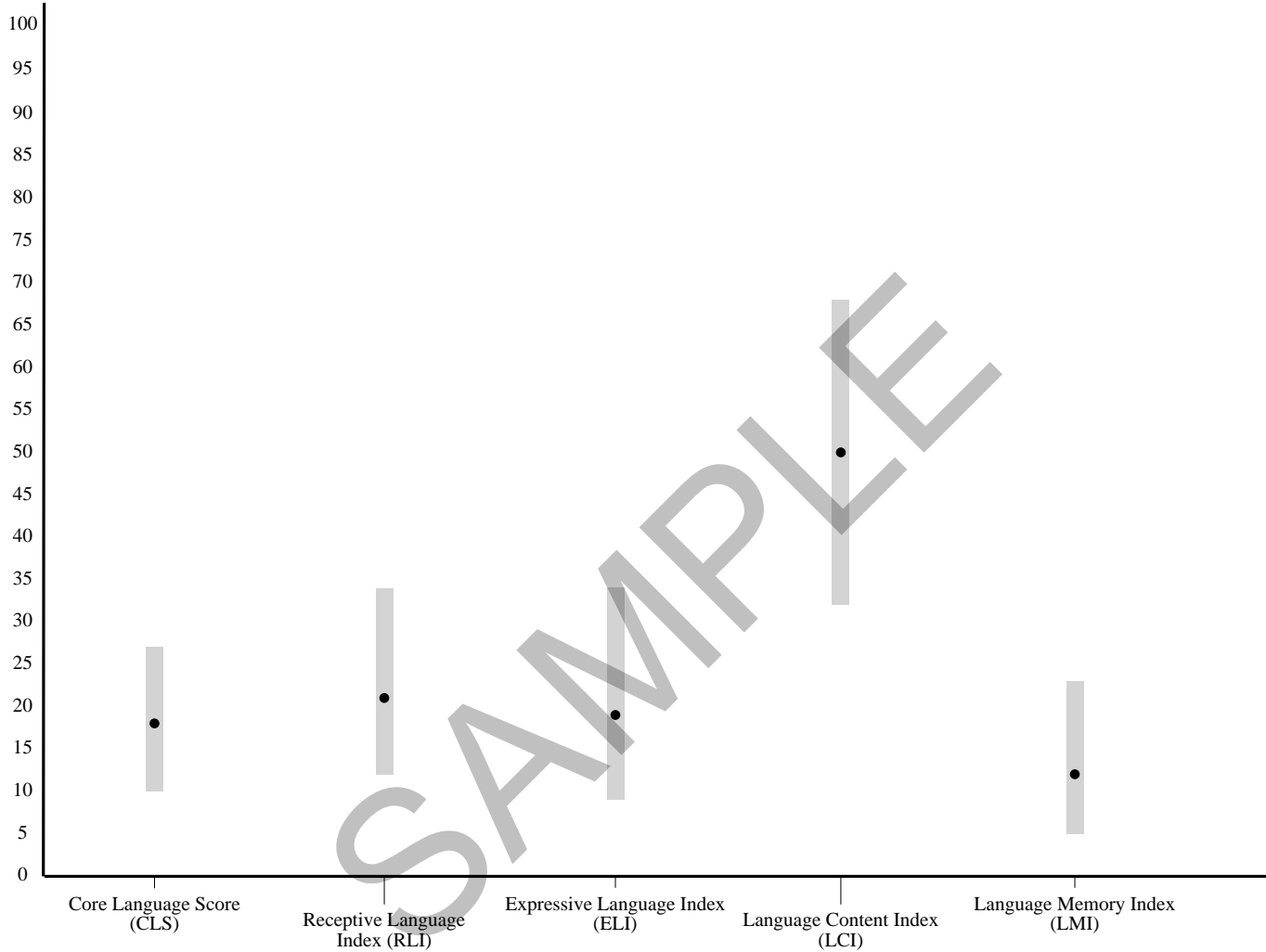
Core Language Score and Index Scores	Standard Score	Confidence Interval 90% Level
Core Language Score	86	81 to 91
Receptive Language Index	88	82 to 94
Expressive Language Index	87	80 to 94
Language Content Index	100	93 to 107
Language Memory Index	82	75 to 89

TEST SCALED SCORE PROFILE



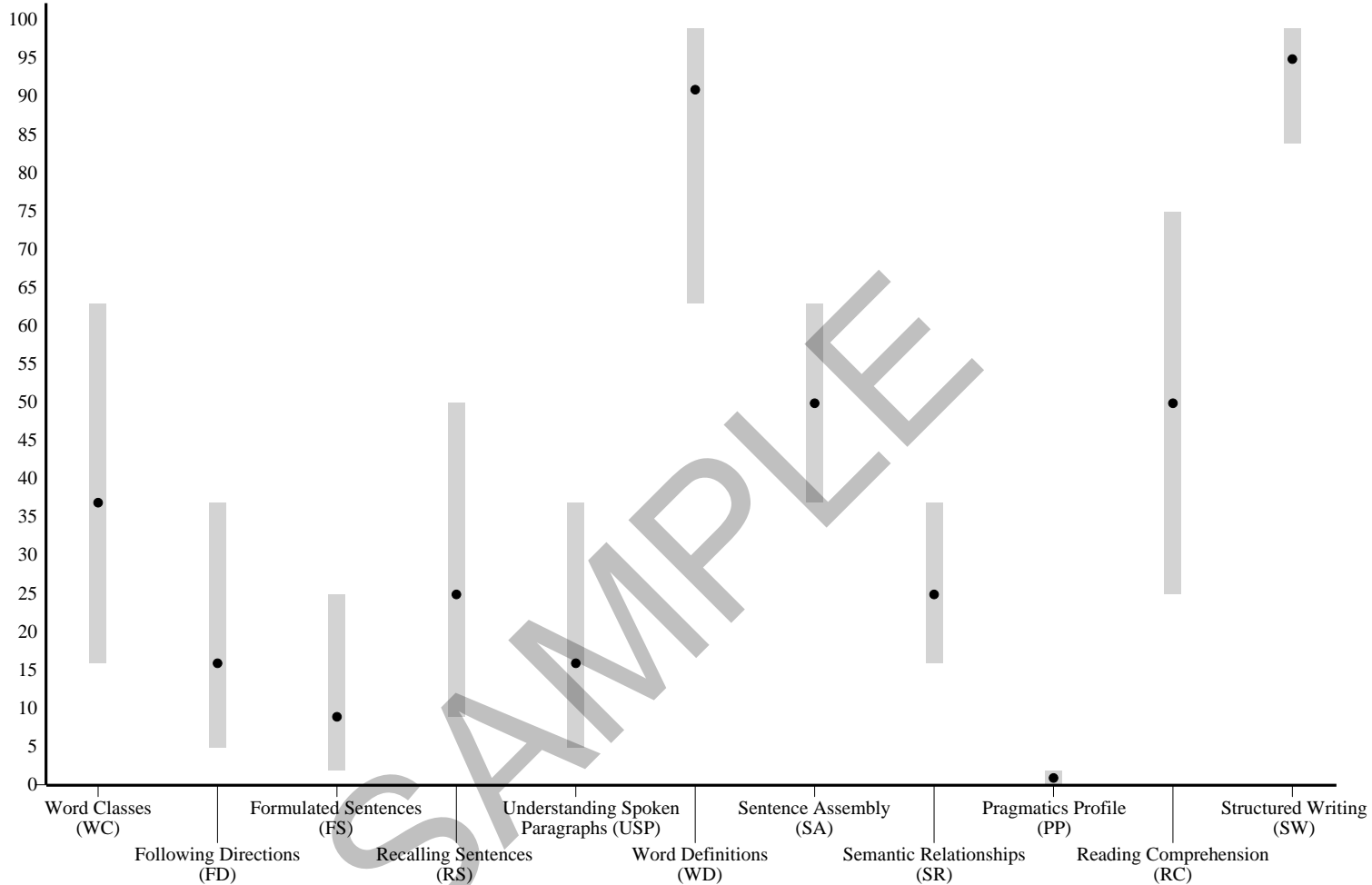
Tests	Scaled Score	Confidence Interval 90% Level
Word Classes	9	7 to 11
Following Directions	7	5 to 9
Formulated Sentences	6	4 to 8
Recalling Sentences	8	6 to 10
Understanding Spoken Paragraphs	7	5 to 9
Word Definitions	14	11 to 17
Sentence Assembly	10	9 to 11
Semantic Relationships	8	7 to 9
Pragmatics Profile	3	2 to 4
Reading Comprehension	10	8 to 12
Structured Writing	15	13 to 17

CORE LANGUAGE SCORE AND INDEX PERCENTILE PROFILE



Core Language Score and Index Scores	Percentile Rank	Confidence Interval 90% Level
Core Language Score	18	10 to 27
Receptive Language Index	21	12 to 34
Expressive Language Index	19	9 to 34
Language Content Index	50	32 to 68
Language Memory Index	12	5 to 23

TEST PERCENTILE RANK PROFILE



Tests	Percentile Rank	Confidence Interval 90% Level
Word Classes	37	16 to 63
Following Directions	16	5 to 37
Formulated Sentences	9	2 to 25
Recalling Sentences	25	9 to 50
Understanding Spoken Paragraphs	16	5 to 37
Word Definitions	91	63 to 99
Sentence Assembly	50	37 to 63
Semantic Relationships	25	16 to 37
Pragmatics Profile	1	0.4 to 2
Reading Comprehension	50	25 to 75
Structured Writing	95	84 to 99

NARRATIVE REPORT

Core Language Score

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

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

Sam received a Core Language Score of 86 (confidence interval = 81 to 91, percentile rank = 18). This places Sam in the average range of language functioning.

Receptive Language Index

The Receptive Language Index is a measure of Sam'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 Sam's Receptive Language Index score, the following tests were administered:

- Word Classes
- Following Directions
- Semantic Relationships

Sam received a Receptive Language Index score of 88 (confidence interval = 82 to 94, percentile rank = 21). This places Sam in the average range of language functioning.

Expressive Language Index

The Expressive Language Index is a measure of Sam'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 Sam's Expressive Language Index score, the following tests were administered:

- Formulated Sentences
- Recalling Sentences
- Sentence Assembly

Sam received an Expressive Language Index score of 87 (confidence interval = 80 to 94, percentile rank = 19). This places Sam in the average range of language functioning.

Language Content Index

The Language Content Index is a measure of Sam'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 Sam's Language Content Index score, the following tests were administered:

- Word Classes
- Understanding Spoken Paragraphs
- Word Definitions

Sam received a Language Content Index score of 100 (confidence interval = 93 to 107, percentile rank = 50). This places Sam in the average range of language functioning.

Language Memory Index

The Language Memory Index is a measure of Sam'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 Sam's Language Memory Index score, the following tests were administered:

- Following Directions
- Formulated Sentences
- Recalling Sentences

Sam received a Language Memory Index score of 82 (confidence interval = 75 to 89, percentile rank = 12). This places Sam in the borderline/marginal/at-risk 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.

Sam received a scaled score of 9 (confidence interval = 7 to 11, percentile rank = 37) 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.

Sam received a scaled score of 7 (confidence interval = 5 to 9, percentile rank = 16) 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.

Sam received a scaled score of 6 (confidence interval = 4 to 8, percentile rank = 9) 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.

Sam received a scaled score of 8 (confidence interval = 6 to 10, percentile rank = 25) 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.

Sam received a scaled score of 7 (confidence interval = 5 to 9, percentile rank = 16) 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.

Sam received a scaled score of 14 (confidence interval = 11 to 17, percentile rank = 91) 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.

Sam received a scaled score of 10 (confidence interval = 9 to 11, percentile rank = 50) 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.

Sam received a scaled score of 8 (confidence interval = 7 to 9, percentile rank = 25) 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.

Sam 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 a 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.

Sam received a scaled score of 10 (confidence interval = 8 to 12, percentile rank = 50) 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.

Sam received a scaled score of 15 (confidence interval = 13 to 17, percentile rank = 95) 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.

Sam received a total score of 22 on the Pragmatic Activities Checklist.

Sam's score does not meet the criterion score for his age.

ITEM ANALYSIS

Item score entry is required for item analysis. Item scores were not entered for any of the tests.

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.	T1			
2. Has trouble following spoken directions.		T1		
3. Has trouble remembering things people say.		T1		
4. Has trouble understanding what people are saying.	T1			
5. Has to ask people to repeat what they have said.	T1			
6. Has trouble understanding the meanings of words.		T1		
7. Has trouble understanding new ideas.		T1		
8. Has trouble looking at people when talking or listening.	T1			
9. Has trouble understanding facial expressions, gestures, or body language.		T1		

Speaking

T-Teacher, P-Parent, S-Student

	Never or Almost Never	Sometimes	Often	Always or Almost Always
10. Has trouble answering questions people ask.	T1			
11. Has trouble answering questions as quickly as other students.		T1		
12. Has trouble asking for help when needed.			T1	
13. Has trouble asking questions.				T1
14. Has trouble using a variety of vocabulary words when talking.			T1	
15. Has trouble thinking of (finding) the right word to say.		T1		

16. Has trouble expressing thoughts.	T1			
17. Has trouble describing things to people.		T1		
18. Has trouble staying on the subject when talking.			T1	
19. Has trouble getting to the point when talking.				T1
20. Has trouble putting events in the right order when telling stories or talking about things that happened.			T1	
21. Uses poor grammar when talking.		T1		
22. Has trouble using complete sentences when talking.	T1			
23. Talks in short, choppy sentences.		T1		
24. Has trouble expanding an answer or providing details when talking.			T1	
25. Has trouble having a conversation with someone.				T1
26. Has trouble talking with a group of people.			T1	
27. Has trouble saying something another way when someone doesn't understand.		T1		
28. Gets upset when people don't understand.	T1			

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.	T1			
30. Has trouble understanding what was read.		T1		
31. Has trouble explaining what was read.			T1	
32. Has trouble identifying the main idea.				T1
33. Has trouble remembering details.			T1	
34. Has trouble following written directions.		T1		

Writing

T-Teacher, P-Parent, S-Student

	Never or Almost Never	Sometimes	Often	Always or Almost Always
35. Has trouble writing down thoughts.	T1			
36. Uses poor grammar when writing.		T1		
37. Has trouble writing complete sentences.			T1	

38. Writes short, choppy sentences.		T1
39. Has trouble expanding an answer or providing details when writing.		T1
40. Has trouble putting words in the right order when writing sentences	T1	

Teacher

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

Problems/items of most concern: 13, 6, 35, 37, 18, 40, 33, 8, 23, and 1.

Other problems/concerns:

End of Report

SAMPLE