



Pearson

What's new about CELF-5^{A&NZ}



CELF⁵^{A&NZ}

Clinical Evaluation of Language Fundamentals
Australian and New Zealand Standardised Edition



Purpose & Design

The design goals of the Clinical Evaluation of Language Fundamentals–Fifth Edition (CEL F-5^{A&NZ}) were to accomplish the following:

- Maintain a comprehensive and flexible assessment that responds to educational mandates for (a) providing information about a student’s language performance in the classroom and situations or contexts in which reduced language performance occurs, (b) determining eligibility for language services, (c) identifying language strengths and weaknesses, and (d) providing performance-based, authentic assessment with a strong relationship to educational objectives and curriculum.
- Meet the growing needs for assessment of pragmatics and written language.
- Update test content.
- Update national norms to reflect changes in the Australian & New Zealand population.
- Add Growth Scale Values to enable clinicians to track student progress.
- Provide technology based components to increase assessment flexibility and ease of use, as well as to improve examinee’s engagement in test tasks.

Goals of the Revision

In conceptualising and developing the CEL F-5^{A&NZ} assessment process, the goal was to incorporate the best features of CEL F-4 Australian, maintain the diagnostic power and sensitivity of tests, and determine the most discriminating test constructs that would assist clinicians in making decisions about the presence or absence of a language disorder and in recommending appropriate interventions. Incorporating the feedback from clinicians and diagnosticians, the American Speech-Language-Hearing Association’s (ASHA’s) guidelines for best practice in assessment, the Standards for Educational and Psychological Testing (AERA, APA, & NCME, 1999, in press), Speech Pathology Australia’s (SPA’s) and New Zealand Speech-language Therapists’ Association’s and the current state and federal regulations, the following design goals were established for CEL F-5^{A&NZ}:

- Refine the scope and content of CEL F-4 Australian to respond to current trends in education and be consistent with recent research in the field of speech, language, and communication, while retaining the value it provides as an assessment that helps clinicians classify and diagnose a language disorder.
- Make CEL F easier to use and score to reduce the time required for scoring and interpretation of results to provide answers to referral questions and make recommendations. Update the normative data and maintain high internal consistency, reliability, and

diagnostic sensitivity values of test and composite scores, and provide evidence of reliability and validity of the test battery for diagnosis and classification of a language disorder.

- Provide the tools to begin the assessment process with descriptive and authentic measures of communication skills that provide critical information for designing strategies for classroom intervention that have the most opportunity to impact a student’s daily life.
- Add a streamlined assessment of written language that provides the initial information needed to compare oral vs. written language skills and that fosters discussions with the student’s classroom teacher(s), reading specialist, and/or psychologist.
- Provide norm-referenced scores for the Pragmatics Profile and an authentic, interactive measure of social communication skills.
- Provide extension testing and dynamic assessment procedures to identify levels at which the student performs best.
- Expand the features of the CEL F assessment process to maximise CEL F-5^{A&NZ} applicability to a diverse range of students and refine the content of the assessment to make it as unbiased and as inclusive as possible.
- Strengthen the floor and increase the ceiling of the tests to provide greater diagnostic value to better evaluate the language skills of students ages 13–21 years.
- Strengthen links between CEL F-5^{A&NZ} assessment and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) mandates by providing checklists and a rating scale. The checklists and rating scale can be used to help identify students who are struggling in the classroom, help inform instruction, and help identify students who may require special education and related services.
- Measure classroom language performance (e.g., listening, speaking, reading, writing) and social communication (pragmatics) to enable the clinician to make the connection between language skills and student performance in the classroom.

Differences between CEL F-5^{A&NZ} and CEL F-4 Australian

Current educational practices require that a student’s performance be evaluated in classroom settings and that classroom strategies—including accommodations, modifications, and dynamic assessment—be employed to address performance concerns before an individual, standardised assessment begins. An assessment process should include multiple sources of evidence of language disability, including observation-based measures, authentic assessment, and norm-referenced data. To better reflect current educational practices, CEL F-5^{A&NZ} offers a revised assessment process in comparison to CEL F-4 Australian. However, the revised assessment process continues to give clinicians flexibility

in selecting and administering only those tests and behavioral rating scales relevant to the specific objectives of their evaluation.

The recommended assessment process in CELF-5^{A&NZ} begins with the Observational Rating Scale (ORS). The ORS provides a guide for systematic observation of a student's language behaviors in natural communication settings at home and in school. Parents/caregivers and teachers provide information about the student's speech language difficulties in select natural settings, which contributes to an improved understanding of the student's communication needs in the educational setting. This information is incorporated in the overall assessment of the student. By relating the student's communication needs to the requirements of the academic curriculum, the team can suggest effective changes in instruction, accommodations, peer supports, and specialised instruction, specifically relevant to the student's areas of difficulty. Intervention is then driven by classroom language and learning needs, such as differentiated instruction, curriculum modifications and supports, and skill and strategy development. Although the ORS is typically used early in the intervention and assessment process, it can be employed before, during, or after diagnostic assessment as well as anytime during a response-to-intervention process. As the findings of the ORS evaluation are being implemented, other components of the CELF-5^{A&NZ} battery can be administered, especially if it becomes apparent that the student is having difficulty related to language comprehension and expression, or if additional referral questions are developed.

In previous editions of CELF, each group of test items assessing a specific language skill was called a subtest. CELF-5^{A&NZ} has been developed to enable examiners to use each group of items independently of the others. Each group of items that makes up CELF-5^{A&NZ} (e.g., Linguistic Concepts, Semantic Relationships, Understanding Spoken Paragraphs) is referred to as a test.

The CELF-4 Australian subtests included in the CELF-5^{A&NZ} battery were broadened in scope; easier and harder items were added to more adequately cover the range of developmental skills. The following changes were also made:

Modifications to Test Format

- Separating linguistic concepts and directional concepts into two separate tests: Linguistic Concepts for ages 5–8 and Following Directions for ages 5–21. This change allows more precise assessment and analysis of the targeted concepts in both measures.
- Adding items to the CELF-5^{A&NZ} Word Classes test to ensure a smooth and continuous transition from the more primary words and relationships presented in CELF-4 Australian Word Classes 1 to the higher-level, more difficult words and associations in CELF-4 Australian Word Classes 2. In addition, Word Classes in CELF-5^{A&NZ} no longer includes an expressive section where a student explains the relationship between the selected word pair. The result is one CELF-5^{A&NZ} Word Classes test that enables continuous administration across ages 5–21. The expressive

portion was repurposed as an extension testing procedure for exploring student strengths and weaknesses.

- Providing new paragraphs and items in the Understanding Spoken Paragraphs tests for all ages. The new items strengthen both the floor and ceiling of the test.

Modifications to Content

CELF-4 Australian customer research indicated that certain tests were not generally used as often as others. In the effort to focus the scope and content of CELF-5^{A&NZ} and respond to customers' current assessment needs, the following changes were made:

- Expressive Vocabulary, a measure of referential naming ability was removed. The Peabody Picture Vocabulary Test, Fourth Edition (Dunn & Dunn, 2007) and the Expressive Vocabulary Test (Williams, 2007) are recommended as measures of vocabulary for all ages.
- Familiar Sequences, a measure of ability to retrieve and manipulate common information, was also removed. The Mental Control test from the Children's Memory Scale (Cohen, 1997) is recommended as a measure of retrieval and mental manipulation.
- CELF-5^{A&NZ} features several new tests, including a test of reading comprehension and a test of structured writing skills. A new Pragmatics Activities Checklist (PAC) provides opportunities for the examiner to observe the student's functional communication skills during authentic conversational interactions. In addition, the Pragmatics Profile now provides norm-referenced scores.
- With the addition of the new tests addressing pragmatics and written language skills, the Number Repetition, Phonological Awareness, Word Associations, and Rapid Automatic Naming tests were removed from CELF-5^{A&NZ}. Research revealed that a majority of clinicians used these tests less frequently than the others in CELF and preferred to focus their assessment time on language-based tests.
- Optional tests were added that can be used independently and are not required to obtain Index scores: Reading Comprehension, Structured Writing, Pragmatics Profile, and the PAC.

Modifications to Components

Changes were also made to the CELF-5^{A&NZ} components to improve usability and streamline testing, including:

- Beginning the testing process with the ORS; students who respond well to classroom interventions may not need to be referred for a diagnostic assessment.
- Providing the verbal stimuli in the Record Form, and providing space to complete the item analysis at the end of each test.
- Shortening discontinue rules to four consecutive scores of 0 to reduce testing time.
- Reformatting the Stimulus Books so that the examiner can easily view the visual stimuli the student sees and the response choices the student makes.

Summary of New Features and Test Modifications

Type of Scores Available for Tests and Index Scores					
Test or Index	Scaled Score	Standard Score (Composite)	Test-Age Equivalent	Criterion Cut Score	Growth Scale Value
Sentence Comprehension	X		X		X
Linguistic Concepts	X		X		X
Word Structure	X		X		X
Word Classes	X		X		X
Following Directions	X		X		X
Formulated Sentences	X		X		X
Recalling Sentences	X		X		X
Understanding Spoken Paragraphs	X		X		X
Word Definitions	X		X		X
Sentence Assembly	X		X		X
Semantic Relationships	X		X		X
Pragmatics Profile	X		X		X
Reading Comprehension	X				
Structured Writing	X				
Pragmatics Activities Checklist					
Core Language Score		X	X*		
Receptive Language Index		X	X*		
Expressive Language Index		X	X		
Language Content Index		X	X*		
Language Structure Index		X	X		

* Test-age equivalents are not available for all ages because there are no test-age equivalents available for Understanding Spoken Paragraphs

www.pearsonclinical.com.au/CELF5

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