



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:	Sarah Sample
Gender:	Female
Birth Date:	12/11/2010
Test Date:	09/03/2017
Age:	6:3
Year Level:	Foundation (AU) / Year 1 (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
Sentence Comprehension	15	6	4 to 8	9	2 to 25	4:7	511	22	2
Linguistic Concepts	12	5	4 to 6	5	2 to 9	3:2	498	15	2
Word Structure	22	8	6 to 10	25	9 to 50	5:2	524	36	4
Word Classes	26	17	15 to 19	99	95 to 99.9	9:5	550	99	9
Following Directions	19	13	12 to 14	84	75 to 91	7:9	530	71	7
Formulated Sentences	25	11	10 to 12	63	50 to 75	6:9	507	57	6
Recalling Sentences	55	17	16 to 18	99	98 to 99.6	10:7	545	99	9
Understanding Spoken Paragraphs	11	10	8 to 12	50	25 to 75	N/A	N/A	50	5
Pragmatics Profile	60	1	1 to 2	0.1	0.1 to 0.4	<3:0	391	<1	1

Supplementary Test Scores

	Raw Score	Scaled Score	Confidence Interval 90% Level	Percentile Rank	Percentile Rank CI	NCE	Stanine
Reading Comprehension	---	---	---	---	---	---	---
Structured Writing	---	---	---	---	---	---	---

Core Language Score and Index Scores

	Standard Score	Confidence Interval 90% Level	Percentile Rank	Percentile Rank CI
Core Language Score	102	97 to 107	55	42 to 68
Receptive Language Index	113	107 to 119	81	68 to 90
Expressive Language Index	112	107 to 117	79	68 to 87
Language Content Index	110	105 to 115	75	63 to 84
Language Structure Index	102	97 to 107	55	42 to 68

Criterion-Referenced Tests

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

Discrepancy Comparisons

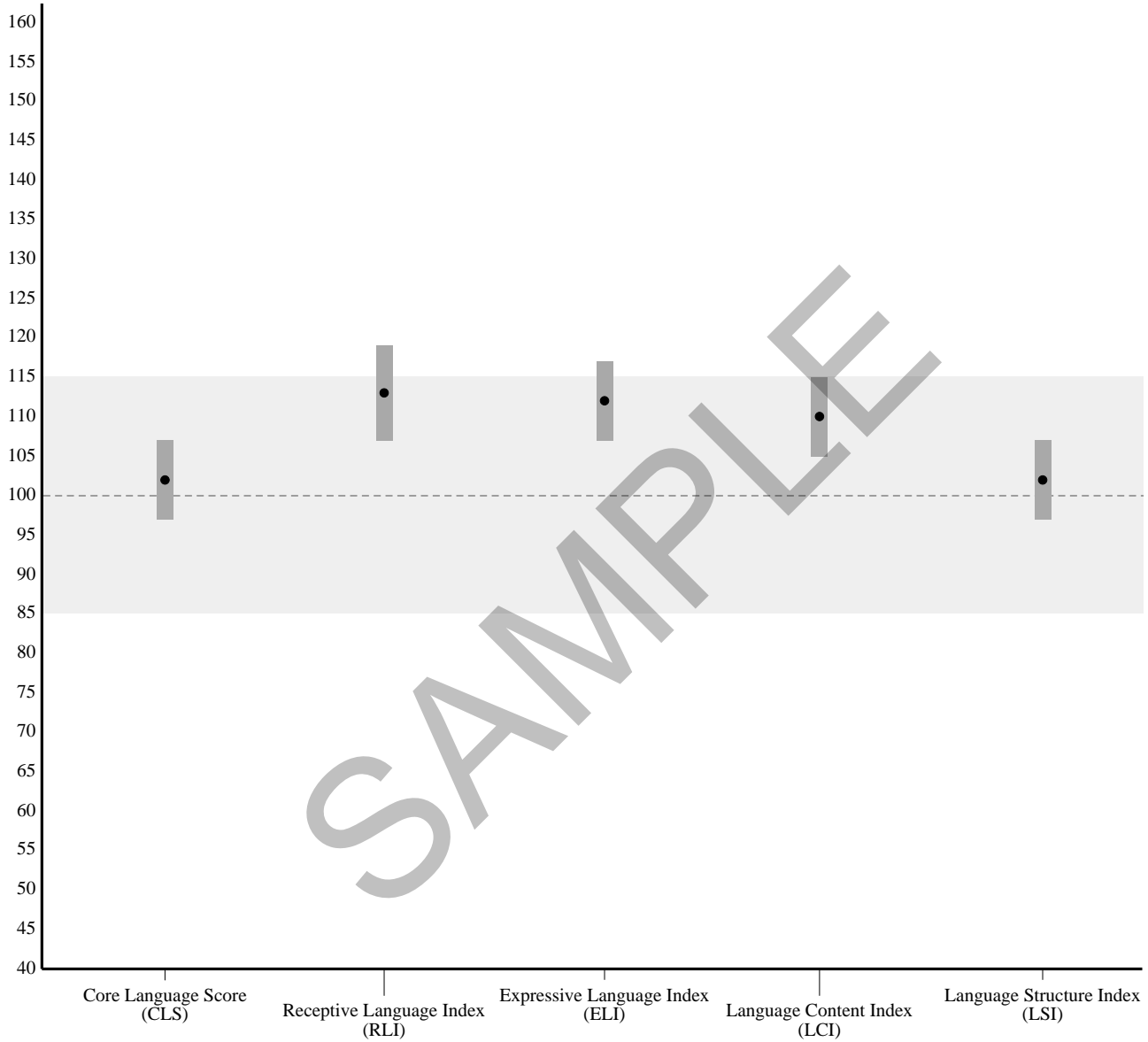
	Score 1	Score 2	Difference	Critical Value*	Significant Difference (Y or N)	Prevalence	Level of Significance
Receptive-Expressive Language Index	113	112	1	9.00	N	48.0	.05
Language Content-Structure Index	110	102	8	9.00	N	19.8	.05

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

Behavioural Observations

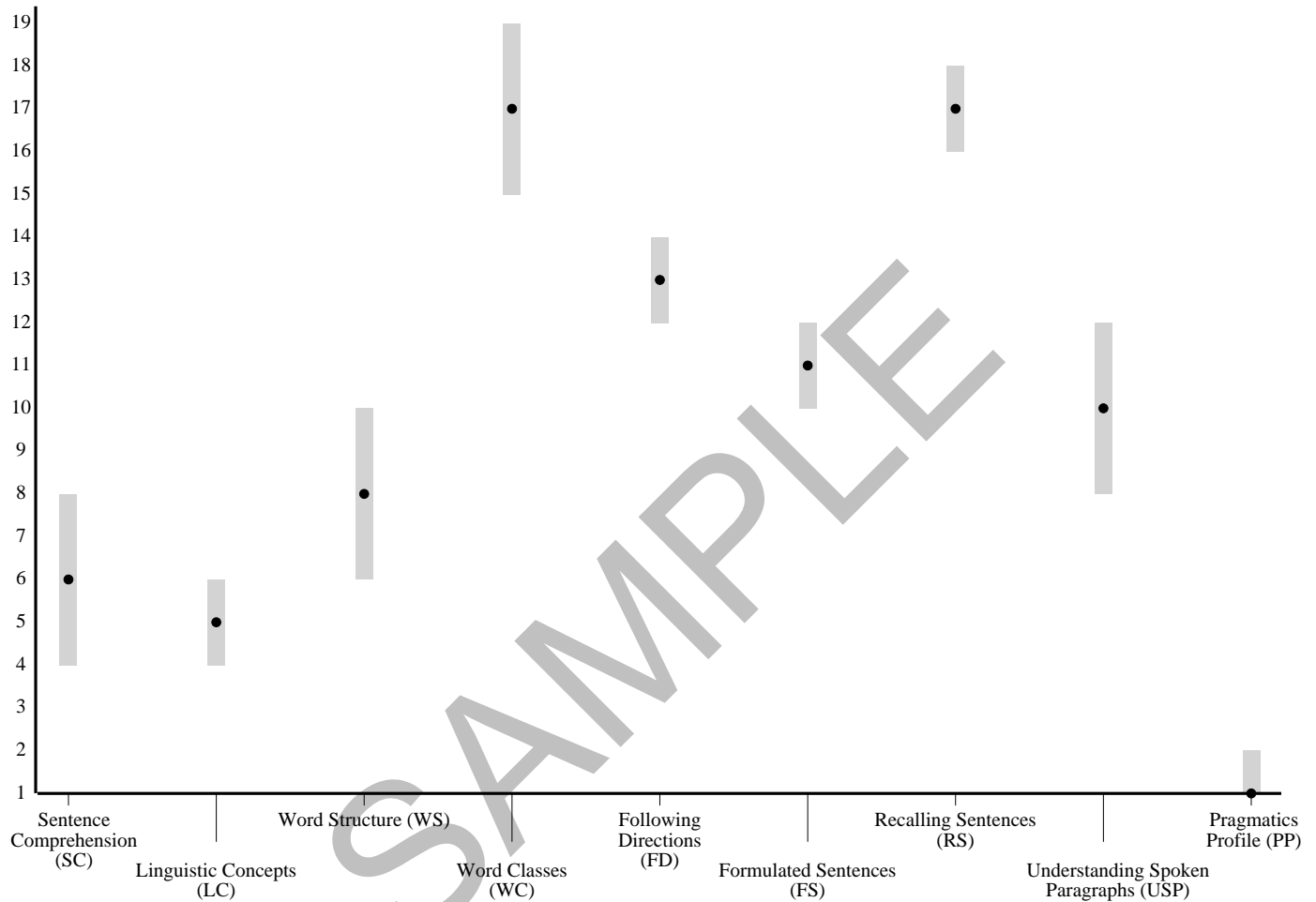
Response Time: Variable based on difficulty
 Need for Repetitions of Stimuli: Many repetitions
 Attention During Test Taking: Maintained intermittently
 Attitude Towards Test Taking: Positive/cooperative
 Social Language: Register and Quantity: Variable

CORE LANGUAGE SCORE AND INDEX STANDARD SCORE PROFILE



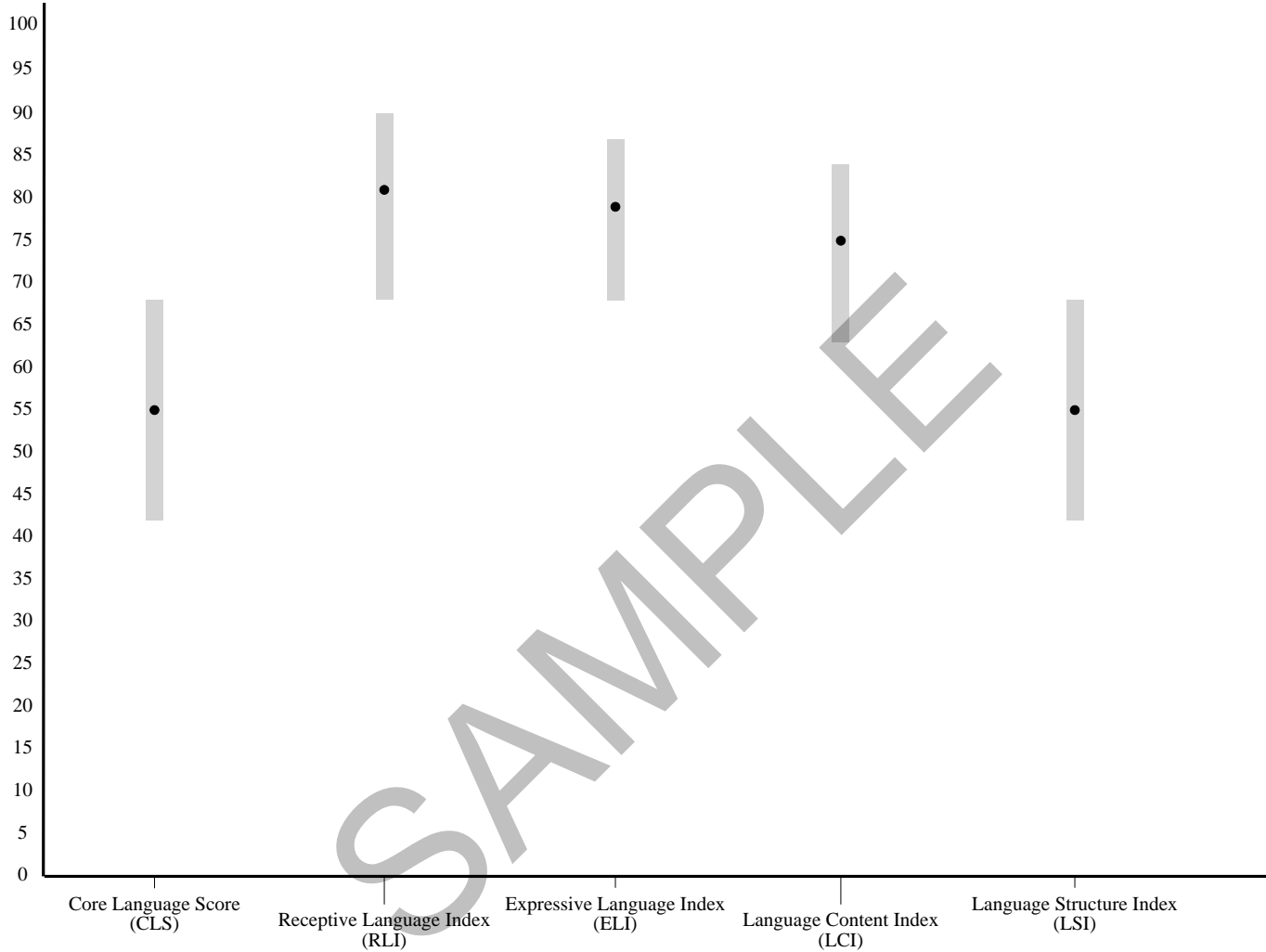
Core Language Score and Index Scores	Standard Score	Confidence Interval 90% Level
Core Language Score	102	97 to 107
Receptive Language Index	113	107 to 119
Expressive Language Index	112	107 to 117
Language Content Index	110	105 to 115
Language Structure Index	102	97 to 107

TEST SCALED SCORE PROFILE



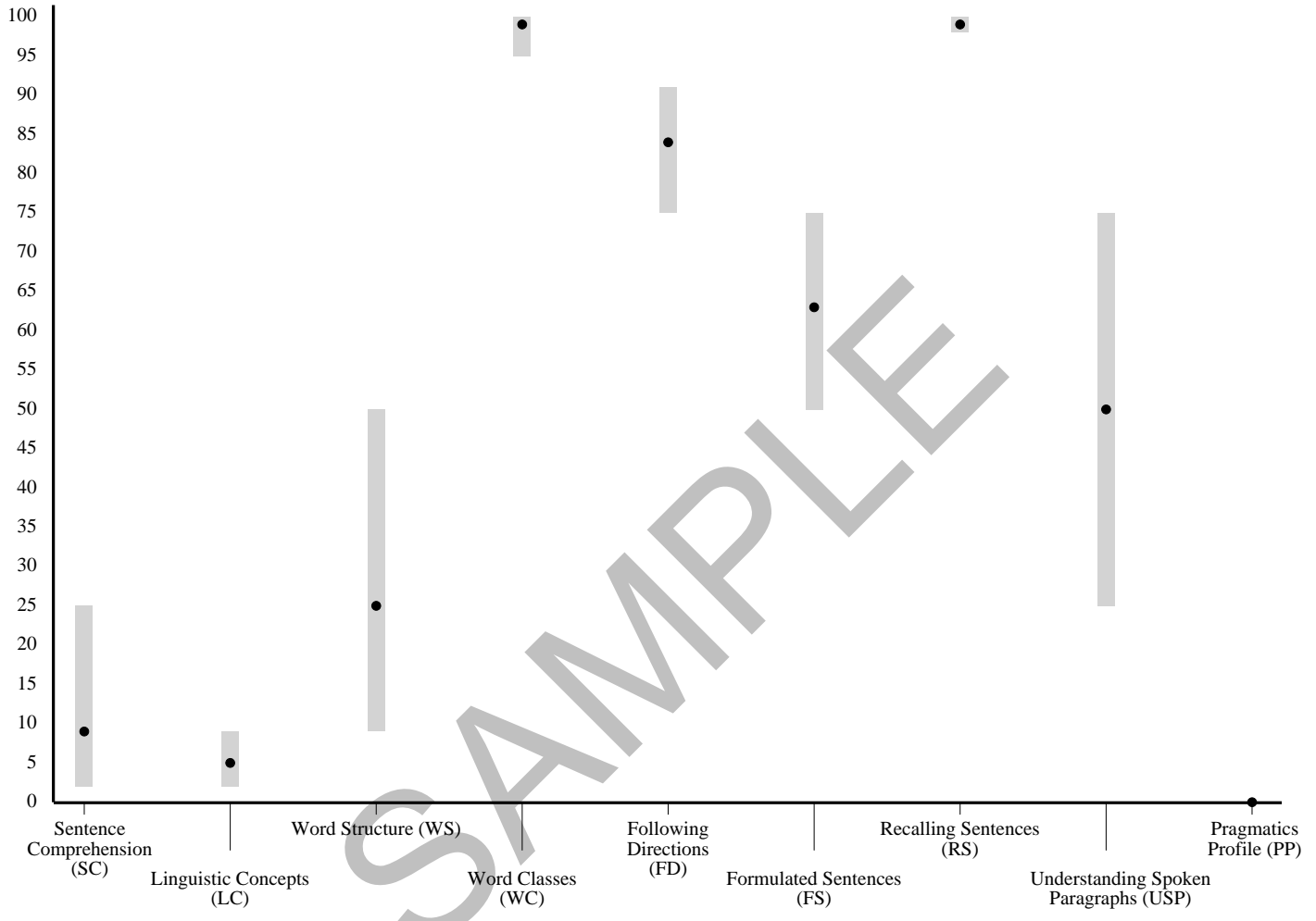
Tests	Scaled Score	Confidence Interval 90% Level
Sentence Comprehension	6	4 to 8
Linguistic Concepts	5	4 to 6
Word Structure	8	6 to 10
Word Classes	17	15 to 19
Following Directions	13	12 to 14
Formulated Sentences	11	10 to 12
Recalling Sentences	17	16 to 18
Understanding Spoken Paragraphs	10	8 to 12
Pragmatics Profile	1	1 to 2

CORE LANGUAGE SCORE AND INDEX PERCENTILE PROFILE



Core Language Score and Index Scores	Percentile Rank	Confidence Interval 90% Level
Core Language Score	55	42 to 68
Receptive Language Index	81	68 to 90
Expressive Language Index	79	68 to 87
Language Content Index	75	63 to 84
Language Structure Index	55	42 to 68

TEST PERCENTILE RANK PROFILE



Tests	Percentile Rank	Confidence Interval 90% Level
Sentence Comprehension	9	2 to 25
Linguistic Concepts	5	2 to 9
Word Structure	25	9 to 50
Word Classes	99	95 to 99.9
Following Directions	84	75 to 91
Formulated Sentences	63	50 to 75
Recalling Sentences	99	98 to 99.6
Understanding Spoken Paragraphs	50	25 to 75
Pragmatics Profile	0.1	0.1 to 0.4

NARRATIVE REPORT

Core Language Score

Sarah was administered four tests of the Clinical Evaluation of Language Fundamentals® Australian and New Zealand Standardised Fifth Edition (CELF®-5^{A&NZ}) from which her 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 Sarah'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 Sarah's Core Language Score, the following tests were administered:

- Sentence Comprehension
- Word Structure
- Formulated Sentences
- Recalling Sentences

Sarah received a Core Language Score of 102 (confidence interval = 97 to 107, percentile rank = 55). This places Sarah in the average range of language functioning.

Receptive Language Index

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

- Sentence Comprehension
- Word Classes
- Following Directions

Sarah received a Receptive Language Index score of 113 (confidence interval = 107 to 119, percentile rank = 81). This places Sarah in the average range of language functioning.

Expressive Language Index

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

- Word Structure
- Formulated Sentences
- Recalling Sentences

Sarah received an Expressive Language Index score of 112 (confidence interval = 107 to 117, percentile rank = 79). This places Sarah in the average range of language functioning.

Language Content Index

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

- Linguistic Concepts
- Word Classes
- Following Directions

Sarah received a Language Content Index score of 110 (confidence interval = 105 to 115, percentile rank = 75). This places Sarah in the average range of language functioning.

Language Structure Index

The Language Structure Index is a measure of Sarah's performance on four tests designed to probe understanding and production of syntactical structures and morphology. The Language Structure 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 Sarah's Language Structure Index score, the following tests were administered:

- Sentence Comprehension
- Word Structure
- Formulated Sentences
- Recalling Sentences

Sarah received a Language Structure Index score of 102 (confidence interval = 97 to 107, percentile rank = 55). This places Sarah in the average range of functioning.

Tests

Sentence Comprehension

The Sentence Comprehension test is used to evaluate the student's understanding of grammatical rules at the sentence level. The student responds to a sentence by pointing to the correct picture stimuli. The mean for this test is 10 and the standard deviation is 3.

Sarah received a scaled score of 6 (confidence interval = 4 to 8, percentile rank = 9) on the Sentence Comprehension test.

Linguistic Concepts

The Linguistic Concepts test is used to evaluate the student's ability to understand linguistic concepts such as *middle*, *different*, many. Some concepts require understanding of logical operations or connectives such as *and*, *or*, *all but one*. The student points to pictured objects in response to oral directions. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 5 (confidence interval = 4 to 6, percentile rank = 5) on the Linguistic Concepts test.

Word Structure

The Word Structure test is used to evaluate the student's knowledge of grammatical rules in a sentence completion task. The student completes an orally presented sentence that pertains to an illustration. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 8 (confidence interval = 6 to 10, percentile rank = 25) on the Word Structure test.

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.

Sarah received a scaled score of 17 (confidence interval = 15 to 19, percentile rank = 99) 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.

Sarah received a scaled score of 13 (confidence interval = 12 to 14, percentile rank = 84) 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.

Sarah received a scaled score of 11 (confidence interval = 10 to 12, percentile rank = 63) 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.

Sarah received a scaled score of 17 (confidence interval = 16 to 18, percentile rank = 99) 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.

Sarah received a scaled score of 10 (confidence interval = 8 to 12, percentile rank = 50) on the Understanding Spoken Paragraphs 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.

Sarah received a scaled score of 1 (confidence interval = 1 to 2, percentile rank = 0.1) on the Pragmatics Profile checklist.

Supplementary Tests

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.

Sarah received a total score of 22 on the Pragmatics Activities Checklist.

Sarah's score does not meet the criterion score for her 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.				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.			P1	
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.				
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 | |

Parent

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

Problems/items of most concern: 16, 38, 6, 37, and 39.

Other problems/concerns:

End of Report

SAMPLE