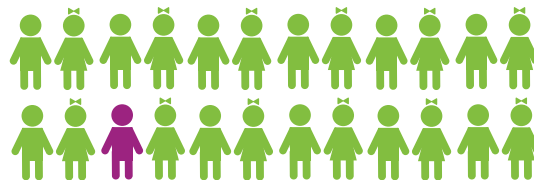


Evidence of Validity



Sensitivity and Specificity		
Core Language, Receptive Language, or Expressive Language Scores	Sensitivity	Specificity
-1 SD	.96	.70
-1.5 SD*	.89	.84
-2 SD	.74	.96

*Best balance between sensitivity and specificity measures—the optimal cut score

Clinical Study

Language Impairment	Difference significant at <0.1
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Test Correlations with CELF Preschool-3^{A&NZ}:



- Composite scores: .79 to .91
- Mean standard score point difference from CELF Preschool-2^{A&NZ}:
 - Subtests: -0.14 to -0.75
 - Core and Index: -0.43 to -0.73



- Composite scores: .23 to .79
- Subtest scores: .01 to .69



- TLS, AC, and EC scores: .65 to .76
- Mean standard score point difference for ages 3–6:
 - CLS and TLS: 1.2
 - RLI and AC: 1.4
 - ELI and EC: 0.3

Evidence of Reliability



Internal consistency

Average reliability coefficients across all ages

Clinical sample

Language Impairment group
Subtest scores: .89 to .99

Normative sample

Subtest scores: .64 to .98
Index scores: .85 to .98

Test-Retest Stability

Core and Index Scores*

- Subtest corrected r : .60 to .83
- Index scores: .80 to .93
- Effect sizes: .16 to .53

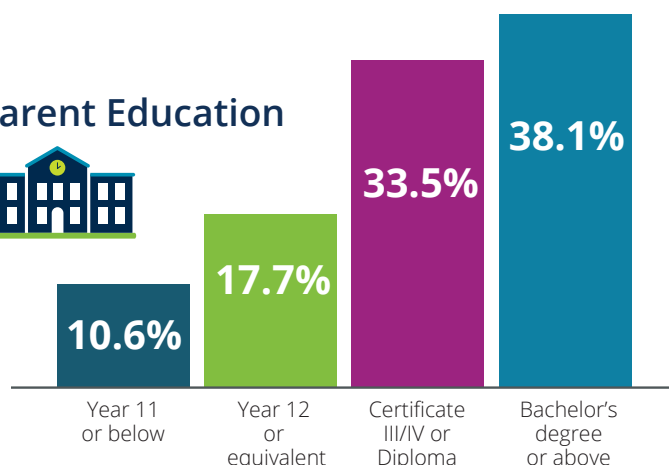
*Based on the US normative sample

Demographic Information



367 children ages 3:0-6:11
in the normative sample

Parent Education



Sample by Region

