



**CELF<sup>®</sup>5<sup>A&NZ</sup>**

Clinical Evaluation of Language Fundamentals  
Australian and New Zealand Standardised Edition

## About the CELF-5<sup>A&NZ</sup>



Pearson

# Table of Contents

<b>About the CELF-5<sup>A&amp;NZ</sup></b>	<b>3</b>
1 Brief Description	3
2 About the Author(s)	3
3 Quick Facts	5
4 Tests and Composite Scores	5
5 Norm Groups	6
6 Report Options	6
7 Scoring and Reporting Rules	7
8 Data Export Labels	8
9 FAQs (Frequently Asked Questions)	13



Copyright © 2013 NCS Pearson, Inc. All rights reserved. Australian and New Zealand adaptation copyright © 2017 NCS Pearson, Inc. Adapted and reproduced by Pearson Australia Group with the permission of NCS Pearson, Inc.

**Pearson**, the **PSI** design, **PsychCorp**, **Clinical Evaluation of Language Fundamentals** and **CELF** are trademarks in the U.S. and/or other countries of Pearson Education, Inc., or its affiliate(s).

# About the CELF-5<sup>A&NZ</sup>

## 1 Brief Description

*Clinical Evaluation of Language Fundamentals*<sup>®</sup>–*Australian and New Zealand Standardised Fifth Edition* (CELF-5<sup>A&NZ</sup>) is an individually-administered clinical tool for the identification, diagnosis, and follow-up evaluation of language and communication disorders in students ages 5–21 years.

The CELF-5<sup>A&NZ</sup> has 3 paper form components: Record Forms for age ranges 5–8 and 9–21; Reading and Writing Supplement for age ranges 8–10 and 9–21; Observational Rating Scale. There are 9 tests on each Record Form that vary by form. The Supplemental forms each contain two tests. The Observational Rating Scale is a stand-alone, behaviour rating document designed to be completed by up to 3 different raters (i.e., teachers, parents, and/or examinee).

The CELF-5<sup>A&NZ</sup> is designed so a user can transfer the scores/responses from the paper forms manually into Q-global. Though the paper Record Forms and Supplements are age-specific, the Q-global user interface is designed without age limitations so all tests are available for entry, regardless of age.

Some of the tests on the Record Forms contribute to the composite scores (identified in this document as Core Language Score and Index Scores). The number of items varies by test, ranging from 18 to 50 items. Start points and discontinue rules regulate the number of items administered in many of the tests. These rules are applied in the scoring but are not enforced in the user interface.

A wide range of scores are calculated for each of the tests. These scores include, but are not limited to, scaled scores, percentile ranks, growth scale values, age equivalents, and difference scores. Additionally, the user can choose to report item analysis information on most of the tests.

Individual score reports and progress reports can be generated for the CELF-5<sup>A&NZ</sup>.

## 2 About the Author(s)

### **Elisabeth H. Wiig**

Elisabeth H. Wiig, Ph.D. focuses on analysing the language, learning, and communication status of individuals, and creating effective intervention strategies for the acquisition and use of knowledge. While her particular emphasis is children and adolescents, she also addresses the needs of adults. She has authored six texts, five psychoeducational tests, and ten intervention programs—all used throughout the world. She has also published over 60 research articles and is a regular keynote speaker and presenter at national and international conferences. Dr. Wiig holds a Ph.D. from Case Western University and was professor and department chair at Boston University for 17 years. Dr. Wiig was the 2001 recipient of the Frank Kleffner Lifetime Achievement Award and received Honors of the Association from the American Speech-Language- Hearing Association in 2005.

## 2 About the Author(s) *continued*

### **Wayne A. Secord**

Wayne A. Secord received his B.S. and M.A. degrees in Speech and Hearing Science from Ohio State University in 1971 and 1977, respectively, and his Ph.D. in Communication Sciences and Disorders from the University of Cincinnati in 1980. He is currently a Senior Research Scientist in Speech-Language Pathology at Ohio State University.

Over the past 38 years, Dr. Secord has held a number of clinical, academic, and professional leadership positions. He worked as a clinical speech-language pathologist in the Columbus, Ohio Public Schools for five years, and a professor and researcher

for a number of universities including the University of Cincinnati, Bowling Green State University, Miami University, Northern Arizona University, and the University of Central Florida. He coordinated the public school training program at Ohio State University, chaired the department of Communication Disorders at Northern Arizona University, developed and directed the National Center for School Speech-Language Pathology at the University of Cincinnati, and was appointed to the rank of Distinguished Professor at University of Central Florida. As a Principal Investigator of funded research and training projects, he has raised more than 5 million dollars in support of his academic and clinical innovations.

Dr. Secord is a Fellow of the Ohio Speech-Language-Hearing Association and the American Speech-Language-Hearing Association, and has received awards for outstanding clinical achievement from the University of Cincinnati, American Speech-Language-Hearing Association Foundation, and the Speech-Language-Hearing Association of Western New York. He has authored or co-authored more than 80 peer-reviewed articles, books, standardised tests and intervention programs on assessment and treatment of speech and language disorders, and served as the editor of *Language Speech and Hearing Services in Schools* from 1992 to 1998.

### **Eleanor Semel**

Eleanor Semel, Ed.D. is Professor Emerita at Boston University and is nationally recognised for her pioneering efforts in the field of learning disabilities and auditory perception. She is the co-author of widely used standardised tests, the Clinical Evaluation of Language Fundamentals family of products including: CELF-4, CELF-4 Spanish Edition, and CELF-Preschool, among others.

Dr. Semel has co-authored language and learning disabilities textbooks, numerous journal articles, as well as many intervention programs. She is also the author of educational software packages. Additional undertakings include consulting at The Salk Institute-Laboratory of Cognitive Neuroscience and serving as National Educational Director for the Williams Syndrome Association. She recently co-authored *Understanding Williams Syndrome: Behavioral Patterns and Intervention*.

### 3 Quick Facts

<b>Authors:</b>	Elisabeth Wiig, Eleanor Semel, Wayne A. Secord
<b>Publisher:</b>	Pearson
<b>Date of Publication:</b>	2017
<b>Appropriate Ages:</b>	5:0–21:11
<b>Norm Groups:</b>	Age-based norms
<b>Minimum Reading Level:</b>	Not Applicable
<b>Administration Time:</b>	30–45 minutes for Core tests. 50–62 minutes for Core, Receptive Language, and Expressive Language tests.
<b>Tests:</b>	16
<b>Composites:</b>	6
<b>Report Options:</b>	Individual Score Report
	Progress Report

### 4 Tests and Composite Scores

<b>Tests</b>	
SC	Sentence Comprehension
LC	Linguistic Concepts
WS	Word Structure
WC	Word Classes
FD	Following Directions
FS	Formulated Sentences
RS	Recalling Sentences
UP	Understanding Spoken Paragraphs
WD	Word Definitions
SA	Sentence Assembly
SR	Semantic Relationships
PP	Pragmatics Profile
RC	Reading Comprehension
SW	Structured Writing
PA	Pragmatics Activities Checklist
<b>Composite Scores</b>	
CLS	Core Language Score
RLI	Receptive Language Index
ELI	Expressive Language Index
LCI	Language Content Index
LSI	Language Structure Index
LMI	Language Memory Index

## 5 Norm Groups

The normative sample for the CELF-5<sup>A&NZ</sup> included 830 census-matched children, adolescents and young adults divided into 15 age groups: 5:0–5:5, 5:6–5:11, 6:0–6:5, 6:6–6:11, 7:0–7:11, 8:0–8:11, 9:0–9:11, 10:0–10:11, 11:0–11:11, 12:0–12:11, 13:0–13:11, 14:0–14:11, 15:0–15:11, 16:0–16:11, and 17:0–21:11. Ages 5–6 were broken down into 6-month intervals; ages 7–16 were broken down into 1-year intervals; and ages 17–21 were combined into one interval.

## 6 Report Options

### Individual Score Report

Examinee demographic information and administration specific information are presented on the cover page. All report elements are optional and selected by the user at the time the report is generated.

Score Summary – A series of score summary tables identifying test and composite scores such as raw scores, scaled scores, percentile ranks, confidence intervals, age equivalents, growth scale values, NCEs and stanines.

Out-of-Age Range Testing – a listing of tests administered outside the recommended age range. Raw scores, age equivalents and growth scale values for each test are presented.

Discrepancy Comparisons – enables you to determine if the difference between Index scores is statistically significant.

Standard Score Profiles - a graphical presentation of the test scaled scores and composite standard scores and their confidence intervals.

Percentile Rank Profiles - a graphical presentation of the test and composite score percentile ranks and percentile rank confidence intervals.

Narrative Report - describes the results as a narrative based upon the test scaled scores and the composite standard scores.

Item Analysis – categorical listing of items in each test by score (correct, incorrect, not administered).

Pragmatics Profile – listing of pragmatics items by score.

Observational Rating Scales – presents a compilation of ratings for each , five to ten concerns selected by each rater, a summary of additional concerns described by each rater, and a clinician summary.

### Progress Report

This report consists of two to five administrations, completed at different times, for the same examinee. The administrations are presented in order from the oldest to the most recent dates. Test growth scale values are plotted side by side so they can be compared across administrations.

## 7 Scoring and Reporting Rules

### **Administration Scorbility Rules for Individual Score Reports**

The administration of this assessment cannot be scored if any of the following conditions are true:

- Examiner's Name is missing or invalid
- Examinee's Gender is missing or invalid
- All tests were omitted

### **Administration Scorbility Rules for Progress Reports**

- If only one assessment is selected for a progress report
- If more than five assessments are selected for a progress report

If an administration is unscorable, make sure all required responses or raw scores are entered.

### **Test and Composite Invalidity Rules**

Test score and composite score invalidity rules describe circumstances in which scoring of a test cannot be completed.

Test and/or composites are invalid if any of the following conditions are true:

- A test has one or more required items omitted. See the Examiner's Manual for start point, reversal rule, and discontinue rules for each test.
- Any of the tests that make up a composite are not administered.

The Sentence Comprehension, Linguistic Concepts, and Word Structure tests are invalid if any of the following conditions are true:

- The age of the examinee at the time of testing was less than 5 or greater than 8.

The Word Classes, Following Directions, Formulated Sentences, Recalling Sentences, Pragmatics Profile, and Pragmatics Activities Checklist tests are invalid if any of the following conditions are true:

- The age of the examinee at the time of testing was less than 5 or greater than 21.

The Word Definitions, Sentence Assembly or Semantic Relationships tests are invalid if any of the following conditions are true:

- The age of the examinee at the time of testing was less than 9 or greater than 21

The Understanding Spoken Paragraphs, Reading Comprehension, and Structured Writing tests are invalid if any of the following conditions are true:

- The age of the examinee at the time of testing is outside the age level they were tested at.

Unless you have modified your default system settings, you will always be asked whether or not you want to print an invalid report. An on-screen message will briefly describe the invalidity condition and the data you will receive if you print the report. For example, an invalid report might include a printout of raw and transformed scores, but the scores would not be plotted and no interpretation would be attempted.

Demographic Data	Description	Special Values (if applicable)
First Name	Examinee's first name	
Middle Name	Examinee's middle name	
Last Name	Examinee's last name	
ID	Examinee's ID number	
Birth Date	Examinee's date of birth	
Gender	Examinee's gender	1 = Male; 2 = Female
Date of Assessment	Date of administration	
Age	Examinee's age at administration (in years and months)	calculated
Year Level	Examinee's year level	24 = Preschool (AU) / Year 0 (NZ) 25 = Foundation (AU) / Year 1 (NZ) 26 = Year 1 (AU) / Year 2 (NZ) 27 = Year 2 (AU) / Year 3 (NZ) 28 = Year 3 (AU) / Year 4 (NZ) 29 = Year 4 (AU) / Year 5 (NZ) 30 = Year 5 (AU) / Year 6 (NZ) 31 = Year 6 (AU) / Year 7 (NZ) 32 = Year 7 (AU) / Year 8 (NZ) 33 = Year 8 (AU) / Year 9 (NZ) 34 = Year 9 (AU) / Year 10 (NZ) 35 = Year 10 (AU) / Year 11 (NZ) 36 = Year 11 (AU) / Year 12 (NZ) 37 = Year 12 (AU) / Year 13 (NZ) 39 = Certificate I-II (AU) / Certificate 1-2 (NZ) 41 = Certificate III-IV (AU) / Certificate 3-4 (NZ) 46 = Diploma / Associate Degree / Advanced Diploma 47 = Bachelor Degree 48 = Bachelor Degree with Honours 49 = Graduate Diploma / Graduate Certificate 50 = Post-Graduate Diploma / Post-Graduate Certificate 51 = Master's Degree 53 = Doctoral Degree
School	Examinee's school	N/A
TeacherName	Examinee's teacher's name	N/A
Examiner	Examiner name	



## 8 Data Export Labels *continued*

Demographic Data	Description	Special Values (if applicable)
handedness	The examinee's dominant hand	1 = Left 2 = Right 3 = Ambidextrous
Custom1	User-defined field 1	
Custom2	User-defined field 2	
Custom3	User-defined field 3	
Custom4	User-defined field 4	

Score Data	Description	Special Values (if applicable)
celf5_sc_raw	Sentence Comprehension (SC) Raw Score	
celf5_lc_raw	Linguistic Concepts (LC) Raw Score	
celf5_ws_raw	Word Structure (WS) Raw Score	
celf5_wc_raw	Word Classes (WC) Raw Score	
celf5_fd_raw	Following Directions (FD) Raw Score	
celf5_fs_raw	Formulated Sentences (FS) Raw Score	
celf5_rs_raw	Recalling Sentences (RS) Raw Score	
celf5_up_raw	Understanding Spoken Paragraphs (USP) Raw Score	
celf5_wd_raw	Word Definitions (WD) Raw Score	
celf5_sa_raw	Sentence Assembly (SA) Raw Score	
celf5_sr_raw	Semantic Relationships (SR) Raw Score	
celf5_pp_raw	Pragmatics Profile (PP) Raw Score	
celf5_pa_raw	Pragmatics Activities Checklist (PAC) Raw Score	
celf5_rc_raw	Reading Comprehension (RC) Raw Score	
celf5_sw_raw	Structured Writing (SW) Raw Score	
celf5_sw_sentrwrittentotal	Total Number of Sentences Written for Structured Writing	
celf5_sc_ss	Sentence Comprehension (SC) Scaled Score	
celf5_lc_ss	Linguistic Concepts (LC) Scaled Score	
celf5_ws_ss	Word Structure (WS) Scaled Score	
celf5_wc_ss	Word Classes (WC) Scaled Score	
celf5_fd_ss	Following Directions (FD) Scaled Score	
celf5_fs_ss	Formulated Sentences (FS) Scaled Score	
celf5_rs_ss	Recalling Sentences (RS) Scaled Score	
celf5_up_ss	Understanding Spoken Paragraphs (USP) Scaled Score	

## 8 Data Export Labels *continued*

Score Data	Description	Special Values (if applicable)
celf5_wd_ss	Word Definitions (WD) Scaled Score	
celf5_sa_ss	Sentence Assembly (SA) Scaled Score	
celf5_sr_ss	Semantic Relationships (SR) Scaled Score	
celf5_pp_ss	Pragmatics Profile (PP) Scaled Score	
celf5_rc_ss	Reading Comprehension (RC) Scaled Score	
celf5_sw_ss	Structured Writing (SW) Scaled Score	
celf5_pa_cr	Pragmatics Activities Checklist (PAC) Criterion Score	
celf5_cls_sum	Core Language Score (CLS) Sum of Scaled Scores	
celf5_rli_sum	Receptive Language Index (RLI) Sum of Scaled Scores	
celf5_eli_sum	Expressive Language Index (ELI) Sum of Scaled Scores	
celf5_lci_sum	Language Content Index (LCI) Sum of Scaled Scores	
celf5_lsi_sum	Language Structure Index (LSI) Sum of Scaled Scores	
celf5_lmi_sum	Language Memory Index (LMI) Sum of Scaled Scores	
celf5_cls_ss	Core Language Score (CLS) Standard Score	
celf5_rli_ss	Receptive Language Index (RLI) Standard Score	
celf5_eli_ss	Expressive Language Index (ELI) Standard Score	
celf5_lci_ss	Language Content Index (LCI) Standard Score	
celf5_lsi_ss	Language Structure Index (LSI) Standard Score	
celf5_lmi_ss	Language Memory Index (LMI) Standard Score	
celf5_sc_gsv	Sentence Comprehension (SC) Growth Scale Value	
celf5_lc_gsv	Linguistic Concepts (LC) Growth Scale Value	
celf5_ws_gsv	Word Structure (WS) Growth Scale Value	
celf5_wc_gsv	Word Classes (WC) Growth Scale Value	
celf5_fd_gsv	Following Directions (FD) Growth Scale Value	
celf5_fs_gsv	Formulated Sentences (FS) Growth Scale Value	

## 8 Data Export Labels *continued*

Score Data	Description	Special Values (if applicable)
celf5_rs_gsv	Recalling Sentences (RS) Growth Scale Value	
celf5_wd_gsv	Word Definitions (WD) Growth Scale Value	
celf5_sa_gsv	Sentence Assembly (SA) Growth Scale Value	
celf5_sr_gsv	Semantic Relationships (SR) Growth Scale Value	
celf5_pp_gsv	Pragmatics Profile (PP) Growth Scale Value	

Item Response	Description	Special Values (if applicable)
celf5_sc_s01 - celf5_sc_s26	Sentence Comprehension Item Scores	
celf5_lc_s01 - celf5_lc_s25	Linguistic Concepts Item Scores	
celf5_ws_s01 - celf5_ws_s33	Word Structure Item Scores	
celf5_wc_s01 - celf5_wc_s40	Word Classes Item Scores	
celf5_fd_s01 - celf5_fd_s33	Following Directions Item Scores	
celf5_fs_s01 - celf5_fs_s24	Formulated Sentences Item Scores	
celf5_rs_s01 - celf5_rs_s26	Recalling Sentences Item Scores	
celf5_up_paragraphages	The test paragraphs (identified by age level) administered for Understanding Spoken Paragraphs	1 = 5-6 2 = 7-8 3 = 9-10 4 = 11-12 5 = 13-14 6 = 15-21
celf5_up_s01 - celf5_up_s20	Understanding Spoken Paragraphs Item Scores	
celf5_wd_s01 - celf5_wd_s21	Word Definitions Item Scores	
celf5_sa_s01 - celf5_sa_s20	Sentence Assembly Item Scores	
celf5_sr_s01 - celf5_sr_s20	Semantic Relationships Item Scores	
celf5_pp_s01 - celf5_pp_s50	Pragmatics Profile Item Scores	
celf5_pa_s01 to celf5_pa_s32	Pragmatics Activities Checklist Item Scores	Checkbox: 1 = checked (yes); 0 = unchecked (no)

## 8 Data Export Labels *continued*

Item Response	Description	Special Values (if applicable)
celf5_rc_itimages	The test items (identified by age level) administered for reading comprehension	1 = 8 2 = 9-10 3 = 11-12 4 = 13-21
celf5_rc_s01 - celf5_rc_s19	Reading Comprehension Item Scores	
celf5_sw_scoringages	The tasks administered (identified by age level) for structured writing	1 = 8 2 = 9-10 3 = 11-12 4 = 13-21
celf5_sw_sentrivtask1	Number of Sentences Written for Structured Writing Task 1	
celf5_sw_sentrivtask2	Number of Sentences Written for Structured Writing Task 2	
celf5_sw_s1c_s01 - celf5_sw_s1c_s02	Structured Writing Sentence 1 Completion Score	
celf5_sw_s2c_s01 - celf5_sw_s2c_s02	Structured Writing Sentence 2 Completion Score	
celf5_sw_s3c_s01 - celf5_sw_s3c_s02	Structured Writing Sentence 3 Completion Score	
celf5_sw_s4c_s01 - celf5_sw_s4c_s02	Structured Writing Sentence 4 Completion Score	
celf5_sw_s5c_s01 - celf5_sw_s5c_s02	Structured Writing Sentence 5 Completion Score	
celf5_sw_s1s_s01 - celf5_sw_s1s_s02	Structured Writing Sentence 1 Structure Score	
celf5_sw_s2s_s01 - celf5_sw_s2s_s02	Structured Writing Sentence 2 Structure Score	
celf5_sw_s3s_s01 - celf5_sw_s3s_s02	Structured Writing Sentence 3 Structure Score	
celf5_sw_s4s_s01 - celf5_sw_s4s_s02	Structured Writing Sentence 4 Structure Score	
celf5_sw_s5s_s01 - celf5_sw_s5s_s02	Structured Writing Sentence 5 Structure Score	
celf5_sw_s1g_s01 - celf5_sw_s1g_s02	Structured Writing Sentence 1 Grammar Score	
celf5_sw_s2g_s01 - celf5_sw_s2g_s02	Structured Writing Sentence 2 Grammar Score	
celf5_sw_s3g_s01 - celf5_sw_s3g_s02	Structured Writing Sentence 3 Grammar Score	
celf5_sw_s4g_s01 - celf5_sw_s4g_s02	Structured Writing Sentence 4 Grammar Score	
celf5_sw_s5g_s01 - celf5_sw_s5g_s02	Structured Writing Sentence 5 Grammar Score	
celf5_sw_o_s01 - celf5_sw_o_s02	Structured Writing Organisation Score	

## 9 FAQs (Frequently Asked Questions) *continued*

Item Response	Description	Special Values (if applicable)
celf5_sw_w_s01 - celf5_sw_w_s02	Structured Writing - Writing Mechanics Score	
celf5_ors1_ratertype	The type of rater filling out the first observational rating scale form	1 = Teacher 2 = Parent 3 = Student
celf5_ors2_ratertype	The type of rater filling out the second observational rating scale form	1 = Teacher 2 = Parent 3 = Student
celf5_ors3_ratertype	The type of rater filling out the third observational rating scale form	1 = Teacher 2 = Parent 3 = Student
celf5_ors1_s01 to celf5_ors1_s40	Observation Rating Scale - Rating 1 Item scores	
celf5_ors2_s01 to celf5_ors2_s40	Observation Rating Scale - Rating 2 Item scores	
celf5_ors3_s01 to celf5_ors3_s40	Observation Rating Scale - Rating 3 Item scores	

## 9 FAQs(FrequentlyAskedQuestions)

### How has the test changed the Assessment Process?

CELF–5<sup>A&NZ</sup> mirrors the current educational process of observing the students' performance in classroom settings. Using the Observational Rating Scale (ORS), you can identify areas where the student may need support in the classroom. If the student's performance does not improve with classroom interventions, adjustments to those supports should be made before more testing is conducted. If diagnostic testing is indicated, you may choose to administer Core Language tests, the tests that enable you to calculate the Receptive Language Index and/or the Expressive Language index to determine if the student has a language disorder. Additional tests can be administered as needed to answer specific questions about the student's skills (e.g., tests assessing literacy or pragmatic language skills.) This differs from CELF–4 Australian, in which assessment begins with the Core Language tests and ends with the ORS as an optional assessment.

### New Tests

CELF–5<sup>A&NZ</sup> features several new tests, including a test of reading comprehension (Reading Comprehension) and a test of writing skills (Structured Writing) as well as a new Pragmatics Activities Checklist (PAC) that provides opportunities for the examiner to observe the student's functional communication skills during authentic conversational interactions.

## 9 FAQs (Frequently Asked Questions) *continued*

### Deleted Tests

With the addition of the new tests addressing pragmatics and written language skills, CELF–5<sup>A&NZ</sup> could have been too long to administer given most clinician's time constraints. While certain CELF–4 Australian subtests provided clinicians with valuable information to answer questions about specific students, market research indicated that there were CELF–4 Australian subtests used less frequently than the core subtests.

To maintain a reasonable administration time and focus on language areas that clinicians identified as higher priority, the following subtests were deleted from CELF–5<sup>A&NZ</sup>:

- Word Associations
- Rapid Automatic Naming
- Phonological Awareness
- Expressive Vocabulary
- Working Memory tests: Number Repetition and Familiar Sequences. If you suspect memory as a factor contributing to the students' language and academic difficulties, it is recommended that you work closely with a psychologist, who can partner with you to thoroughly evaluate the effects of attention, working memory, and behaviour on language processing. Tests that contribute to a Language Memory index score are still included in the CELF–5<sup>A&NZ</sup> battery so that you can examine the effect of memory on language skills.

Age-specific start points and performance-based discontinue rules were added across selected tests to streamline administration time. The scoring procedures are clearer to make the tests easier to score. An item analysis table is included in the Record Form for each test. Also, standard scores are now reported for the Pragmatics Profile to meet the clinician's needs for a standardised measure of pragmatics skills.

A description of the biggest changes to specific tests follows.

**Sentence Comprehension**—Sentence Comprehension was called Sentence Structure in CELF–4 Australian. The new name reflects a more accurate description of the task required.

**Linguistic Concepts**—Linguistic Concepts was separated from Concepts and Following Directions and the visual stimuli show common objects (ball, house, apple, sun, and flower) that lack a right-left position or movement-orientation. These objects replace the car, fish, and shoe used in CELF–4 Australian, which were right/left position or movement-oriented objects that confused some examinees when attempting to identify the first, second, or last objects in a series. This test is normed for students ages 5–8 years.

**Word Classes**—Word Classes has been revised substantially from CELF–4 Australian, and is now one continuous item set administered to students ages 5–21 years. As in CELF–4 Australian, the student selects the two words that best go together from three or four orally-presented words. The expressive task, in which the student explained how the two chosen words go together, is now part of extension testing procedures. CELF–5<sup>A&NZ</sup> Word Classes has 40 items. The discontinue rule was shortened to four consecutive 0 scores.

## 9 FAQs (Frequently Asked Questions) *continued*

**Following Directions**—The Following Directions test is separate from Concepts and Following Directions used in CELF–4 Australian. Now the sole focus of the test is to evaluate a student’s ability to interpret oral directions of increasing length and complexity. In order to remove colour discrimination as a requirement for responding correctly, coloured objects used in CELF–4 Australian *were* changed to simple black-and-white shapes. The test is normed for ages 5–21 years, which is an extension of the CELF–4 Australian age range of 5–12. Age-dependent start points were *revised* and fewer demonstration and trial items were required because linguistic concepts are assessed in another test.

**Understanding Spoken Paragraphs**—The test includes new paragraphs, revised paragraphs, and items from CELF–4 Australian. Four paragraphs are presented for each two-year age interval from ages 5–14 and for the seven-year interval for ages 15–21. Each paragraph has five questions that target different content areas: details, main idea, prediction, inference, and event sequences. Some items target more than one content area. This test must be administered to derive the Core Language Score for ages 13–21 years, the Receptive Language Index score for ages 13–21, and the Language Content Index score for ages 9–21.

**Word Definitions**—Like CELF–4 Australian, the CELF–5<sup>A&NZ</sup> Word Definitions test is composed of 21 items that target various semantic categories: science, social studies, language/literature/arts, and experiential/community knowledge. Word Definitions has a new Record Form format in CELF–5<sup>A&NZ</sup> that makes administration and scoring easier. The 3-point scoring scale (2, 1, 0) used in CELF–4 Australian was changed to a 2-point scale (1, 0) to improve ease of scoring and maintain reliability of the test. Norm-referenced scores are provided for students ages 9–21 years.

**Pragmatics Profile**—CELF–5<sup>A&NZ</sup> Pragmatics Profile provides normed scores; CELF–4 Australian Pragmatics Profile provided criterion-referenced scores. In addition, the Pragmatics Profile includes additional information in the manual to assist clinicians evaluate the appropriateness to the student’s background and culture on pragmatic language skills. As the examiner completes the profile, it is recommended that he or she consults with the student’s parents/caregivers and teachers to develop a well-rounded view of the student’s pragmatics development. An informant (e.g., parent/caregiver, teacher) who is familiar with the student’s social behaviours and classroom interaction skills can provide useful information to the examiner who completes the Pragmatics Profile.

**Improved floors and ceilings** The CELF–4 Australian subtests included in the CELF–5<sup>A&NZ</sup> battery were broadened in scope with the inclusion of easier and harder items that more adequately cover the range of developmental skills seen in students.

### **What stayed the same?**

The CELF–5<sup>A&NZ</sup> continues to have high sensitivity and specificity values, as well as high reliability. Many of the CELF–5<sup>A&NZ</sup> tests have minor differences in administration rules and test items, but the content will be very familiar to the experienced CELF–4 Australian user.

## 9 **FAQs (Frequently Asked Questions) *continued***

### **Why did you decide to identify CELF-5<sup>A&NZ</sup> as a battery of tests rather than subtests?**

In previous versions of CELF, each group of test items assessing a specific language skill was called a subtest, although the psychometric characteristics of the subtests were strong enough to be used as “tests”. Because index scores (comprised of a set of tests examining the same domain) have higher reliabilities, it was strongly recommended that examiners use index scores rather than individual test scores for diagnostic purposes. CELF-5<sup>A&NZ</sup> has been developed and researched to enable examiners to use each group of items independently of the others. Consequently, each group of items that makes up CELF-5<sup>A&NZ</sup>, (e.g., Linguistic Concepts, Semantic Relationships, Understanding Spoken Paragraphs) is referred to as a test.

### **How different are the norms? Why are the norms different?**

CELF-5<sup>A&NZ</sup> provides new norms (data collected in 2016 and 2017) based on a representative and inclusive sample stratified by age, gender, parent education level, and geographic region. Due to the changes in the Australian and New Zealand populations between publications of CELF, the norms have changed.

### **Are the CELF-5<sup>A&NZ</sup> Core Language Score and Index scores comprised from the same tests as in CELF-4 Australian?**

Yes and No. While the CELF-5<sup>A&NZ</sup> battery retains the use of four tests at each age to comprise the Core Language score, the four tests differ at some ages from those that comprised the same score CELF-4 Australian. The tests selected for the Core Language Score were the most discriminating and clinically sensitive in identifying a language disorder.

Similarly, the Receptive Language Index, Expressive Language Index, Language Content Index, Language Structure Index, and Language Memory Index scores are based on the content-based clustering of CELF-5 tests during the early phases of CELF-5 development. These tests were organised on the basis of the CELF-4 Indexes, analysis of CELF-5 tests, and authors' clinical judgment.

The tests were grouped to form a composite with primarily receptive tasks and one with primarily expressive tasks, a composite with primarily semantic content, a composite with primarily morphological and syntactic content, and a composite in which meaning, structure, and memory interacted. These groupings were confirmed by the results of factor analyses conducted during the tryout and standardisation research phases.



## 9 **FAQs (Frequently Asked Questions) *continued***

### **How many years do I have before I have to change from CELF-4 Australian to CELF-5<sup>A&NZ</sup>?**

Older research data is less and less representative of the population as time passes, so best practice is to convert to the updated test within 1-2 years of release. CELF-4 Australian normative information was collected in 2004 and 2005, so it is no longer the most current information available. CELF-5<sup>A&NZ</sup> is normed on current demographic information that reflects the make-up of the current Australian and New Zealand populations for age, gender, parent education level, and geographic region.

### **Are the stories in CELF-5<sup>A&NZ</sup> Understanding Spoken Paragraphs the same as those in CELF-4 Australian? Are the questions the same?**

Understanding Spoken Paragraphs includes new paragraphs, revised paragraphs, and items from CELF-4 Australian. Four paragraphs are presented for each two-year age interval from ages 5–14 and for the seven-year interval for ages 15–21. Each paragraph has five questions that target different content areas: details, main idea, prediction, inference, and event sequences. Some items target more than one content area. Each age grouping has 20 items.

### **Can the CELF-5<sup>A&NZ</sup> be scored using a scoring program on CD, like the CELF-4 Australian Scoring Assistant? Can we use the CELF-4 Australian Scoring Assistant to score CELF-5<sup>A&NZ</sup>?**

The CELF-5<sup>A&NZ</sup> can be scored using CELF-5<sup>A&NZ</sup> Q-global. CELF-5<sup>A&NZ</sup> Q-global is a web-based digital platform that calculates all scores and presents test results in an easy to understand narrative report that can be downloaded to a word processing program and incorporated into clinical reports. Score reports are purchased individually or with Record Form packages. CELF-5<sup>A&NZ</sup> cannot be scored using the same scoring assistant that scored CELF-4 Australian.

### **Are the Pragmatics Profile questions the same, and is it administered the same as in CELF-4 Australian?**

The Pragmatics Profile presents the same items, but with the added emphasis on appropriateness to the student's background and culture. It is administered in the same manner with the examiner completing the Profile with information from others (parents, teachers, and others) who are familiar with the student's social behaviours and interaction skills at home and in the classroom. The CELF-5<sup>A&NZ</sup> Pragmatics Profile provides normed scores whereas the CELF-4 Australian Pragmatics Profile provided criterion-referenced scores.