

Score Report

Student Name	Lilly Sample	Date of Report	13/04/2010
Student ID		Year	Preschool
Date of Birth	15/12/2006	Home Language	English
Gender	Female	Handedness	Right
Race/Ethnicity	Australian	Examiner Name	Elise Harrison
Test Date	08/04/2010	Age at Testing	3 years 3 months
Parent(s)	June Carter	Teacher	Johnny Cash
Address	12 Long Down Way	School	Double Bay P.S.
	Sydney NSW 2000	Referred By	Johnny Cash

Summary Report

Level 1-Identifying whether or not there is a language disorder

Subtest and Index Scores	Raw Score	Scaled Score	Standard Score	CI* 95% Level	PR*	PR* CI* 95% Level	Age Eq.*	S*	NCE*
Sentence Structure	15	15		13 to 17	95	84 to 99	4:6	8	85
Word Structure	18	15		14 to 16	95	91 to 98	5:5	8	85
Expressive Vocabulary	30	17		15 to 19	99	95 to 99.9	6:3	9	99
Core Language Score			134	128 to 140	99	97 to 99.6		9	98

Level 2-Describing the nature of the disorder

Subtest and Index Scores	Raw Score	Scaled Score	Standard Score	CI* 95% Level	PR*	PR* CI* 95% Level	Age Eq.*	S*	NCE*
Sentence Structure	15	15		13 to 17	95	84 to 99	4:6	8	85
Concepts & Following Directions	13	15		13 to 17	95	84 to 99	4:8	8	85
Basic Concepts	14	11		9 to 13	63	37 to 84	3:9	6	57
Receptive Language Index			126	120 to 132	96	91 to 98		9	87
Word Structure	18	15		14 to 16	95	91 to 98	5:5	8	85
Expressive Vocabulary	30	17		15 to 19	99	95 to 99.9	6:3	9	99
Recalling Sentences	15	14		12 to 16	91	75 to 98	4:3	8	78
Expressive Language Index			132	125 to 139	98	95 to 99.5		9	95
Expressive Vocabulary	30	17		15 to 19	99	95 to 99.9	6:3	9	99
Concepts & Following Directions	13	15		13 to 17	95	84 to 99	4:8	8	85
Basic Concepts	14	11		9 to 13	63	37 to 84	3:9	6	57
Language Content Index			128	123 to 133	97	94 to 99		9	89
Sentence Structure	15	15		13 to 17	95	84 to 99	4:6	8	85
Word Structure	18	15		14 to 16	95	91 to 98	5:5	8	85
Recalling Sentences	15	14		12 to 16	91	75 to 98	4:3	8	78
Language Structure Index			128	122 to 134	97	93 to 99		9	89

CI*—Confidence Interval PR*—Percentile Rank Age Eq.* —Age Equivalent S*—Stanine NCE*—Normal Curve Equivalent

Level 3-Evaluating early classroom and literacy fundamentals

Subtest	Raw Score	Criterion Score	Rating
Pre-Literacy Rating Scale	50	> or = 40	Met

Subtest	Raw Score	Percentile Range
Recalling Sentences In Context	22	95-99

Level 4-Evaluating language and communication in context

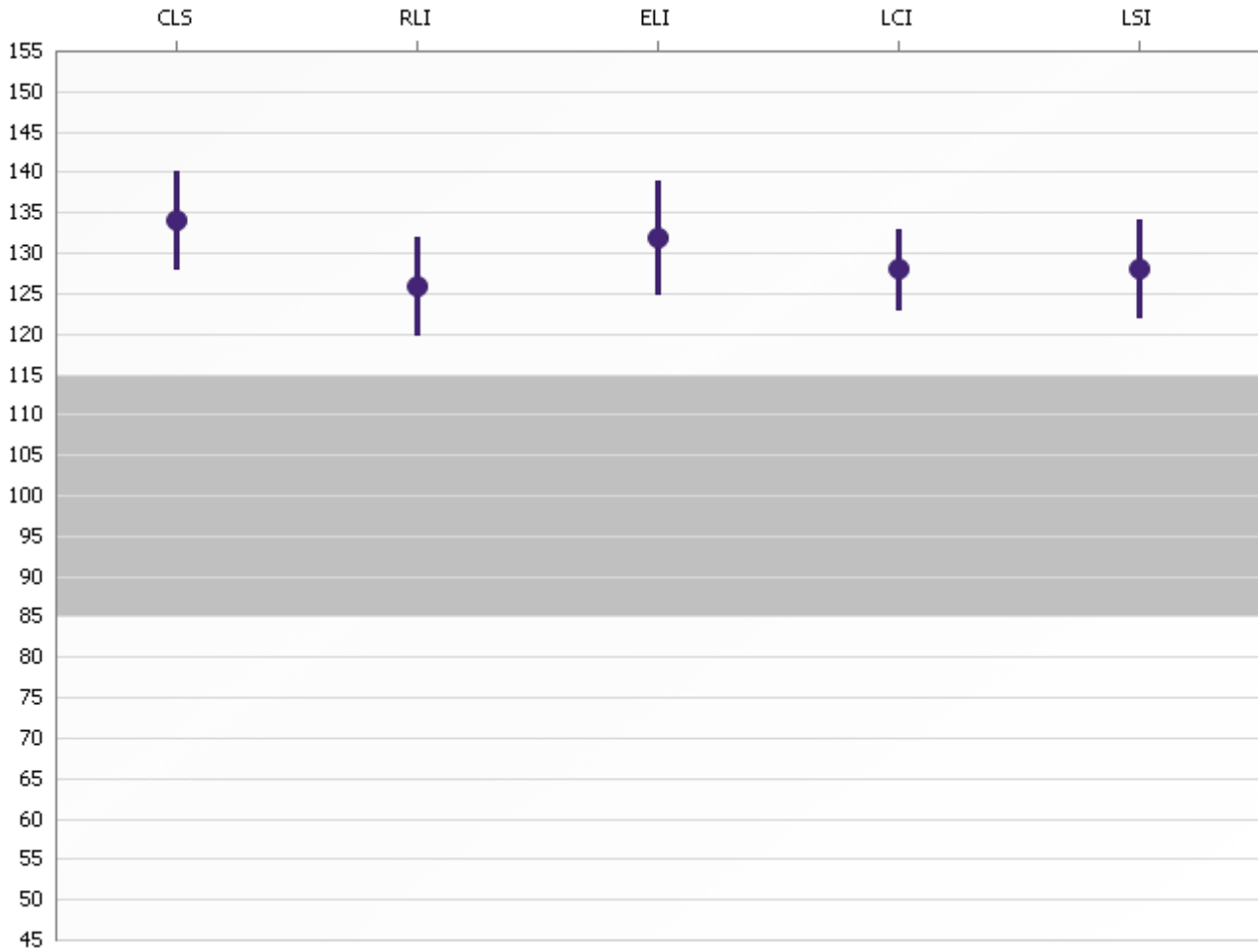
Subtest	Raw Score	Criterion Score	Rating
Descriptive Pragmatics Profile	64	> or = 61	Met

Discrepancy Comparisons

Indexes	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence
Receptive-Expressive Language Index	126	132	-6	9	N	34%
Language Content-Structure Index	128	128	0	8	N	%

Statistical significance (critical value) at the .05 level.

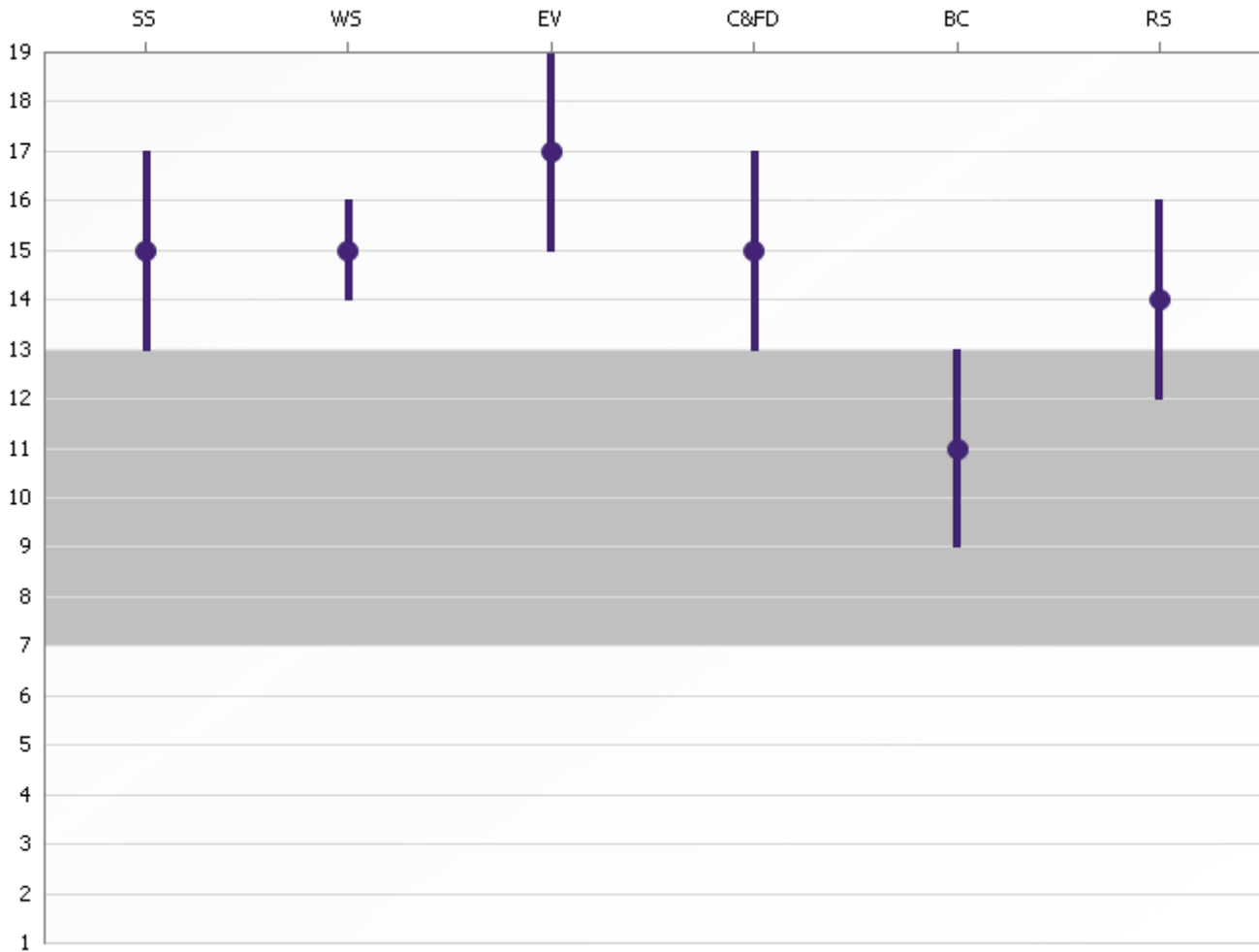
Core & Index Standard Scores



Core and Indexes	Standard Score	Confidence Interval
Core Language Score (CLS)	134	128 to 140
Receptive Language Index (RLI)	126	120 to 132
Expressive Language Index (ELI)	132	125 to 139
Language Content Index (LCI)	128	123 to 133
Language Structure Index (LSI)	128	122 to 134

Note: Shaded area represents the average range (86-114).

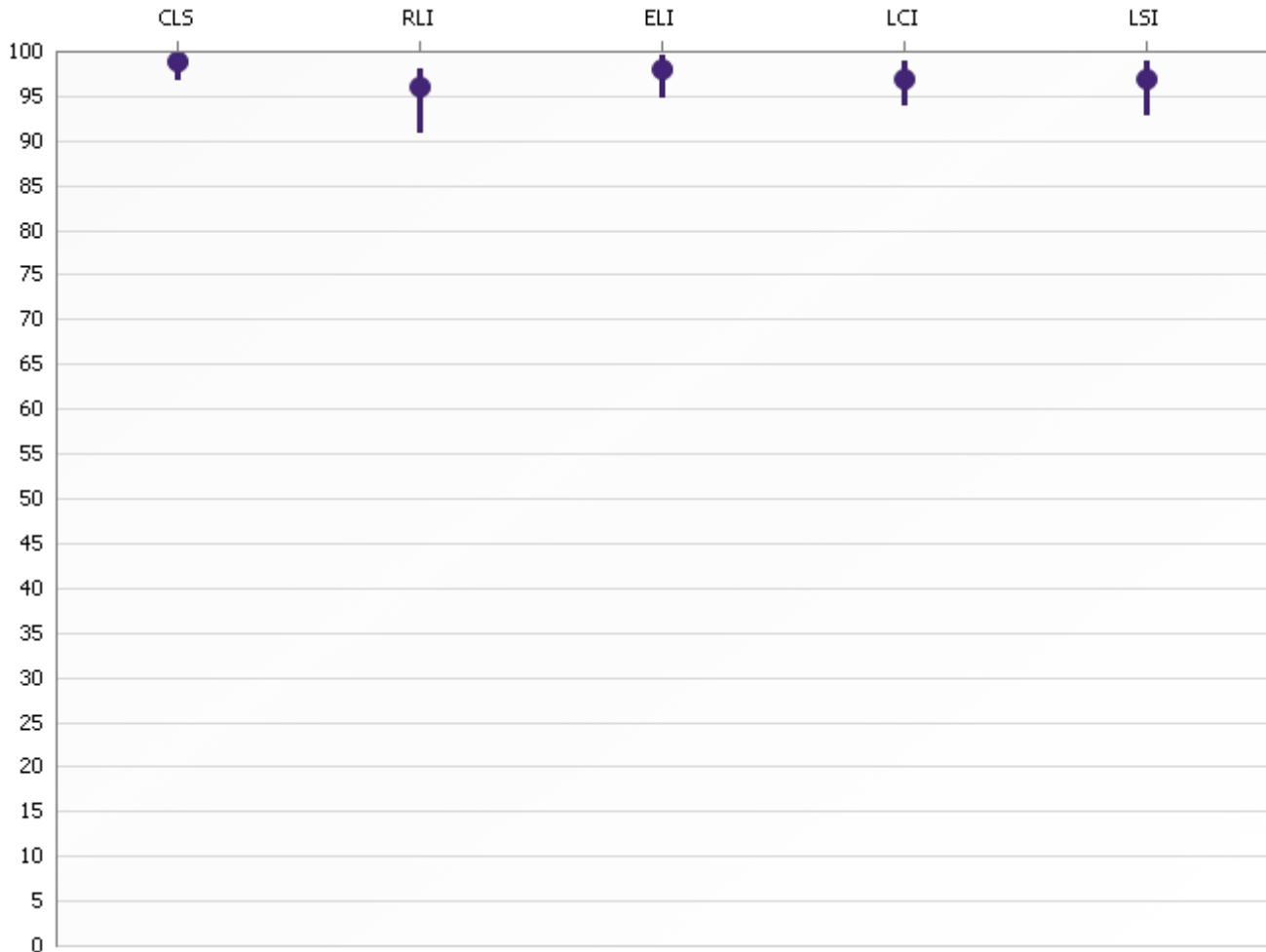
Subtest Scaled Scores



Subtest	Scaled Score	Confidence Interval
Sentence Structure (SS)	15	13 to 17
Word Structure (WS)	15	14 to 16
Expressive Vocabulary (EV)	17	15 to 19
Concepts & Following Directions (C&FD)	15	13 to 17
Basic Concepts (BC)	11	9 to 13
Recalling Sentences (RS)	14	12 to 16

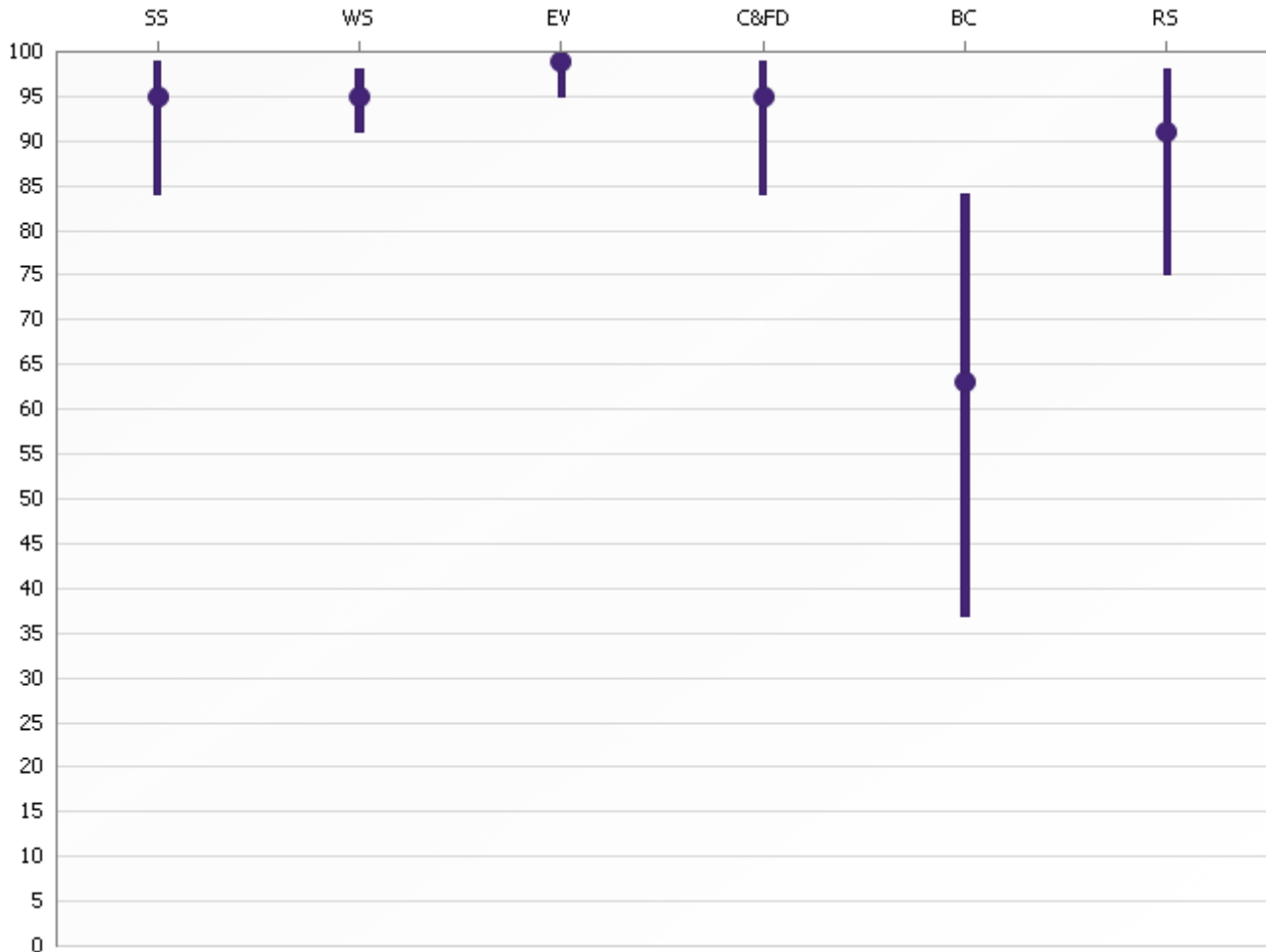
Note: Shaded area represents the average range (7-13).

Core & Index Percentile Ranks



Core and Indexes	Percentile Rank	Confidence Interval
Core Language Score (CLS)	99	97 to 99.6
Receptive Language Index (RLI)	96	91 to 98
Expressive Language Index (ELI)	98	95 to 99.5
Language Content Index (LCI)	97	94 to 99
Language Structure Index (LSI)	97	93 to 99

Subtest Percentile Ranks



Subtest	Percentile Rank	Confidence Interval
Sentence Structure (SS)	95	84 to 99
Word Structure (WS)	95	91 to 98
Expressive Vocabulary (EV)	99	95 to 99.9
Concepts & Following Directions (C&FD)	95	84 to 99
Basic Concepts (BC)	63	37 to 84
Recalling Sentences (RS)	91	75 to 98

Narrative Report

REASON FOR REFERRAL

Referred by teacher at Day Care Centre for full diagnostic speech assessment as she struggles with group activities and following instructions.

CELF PRESCHOOL–2 CORE LANGUAGE SCORE

Lilly was administered the three subtests of the Clinical Evaluation of Language Fundamentals Preschool–Second Edition–Australian and New Zealand Edition (CELF Preschool–2) from which the Core Language score was derived. The Core Language score is considered to be the most representative measure of Lilly’s language skills and provides an easy and reliable way to quantify a child’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 a typically developing child of a given age.

For Lilly’s Core Language score, the following subtests were administered:

Sentence Structure
Word Structure
Expressive Vocabulary

Lilly received a Core Language score of 134 (confidence interval = 128 to 140, percentile rank = 99). This score is in the above average range of developmental functioning.

CELF PRESCHOOL–2 RECEPTIVE LANGUAGE INDEX

The Receptive Language index is a cumulative measure of Lilly’s performance on three subtests 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 a typically developing child of a given age.

For Lilly’s Receptive Language index, the following subtests were administered:

Sentence Structure
Concepts & Following Directions
Basic Concepts

Lilly received a Receptive Language index of 126 (confidence interval = 120 to 132, percentile rank = 96). This score is in the above average range of developmental functioning.

CELF PRESCHOOL–2 EXPRESSIVE LANGUAGE INDEX

The Expressive Language index is a cumulative measure of Lilly’s performance on the three subtests that probe 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 a typically developing child of a given age.

For Lilly’s Expressive Language index, the following subtests were administered:

Word Structure
Expressive Vocabulary
Recalling Sentences

Lilly received an Expressive Language index of 132 (confidence interval = 125 to 139, percentile rank = 98). This score is in the above average range of developmental functioning.

CELF PRESCHOOL–2 LANGUAGE CONTENT INDEX

The Language Content index is a cumulative measure of Lilly’s performance on three subtests designed to probe semantic knowledge. The Language Content index has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of a typically developing child of a given age.

For Lilly’s Language Content index, the following subtests were administered:

Expressive Vocabulary
Concepts & Following Directions
Basic Concepts

Lilly received a Language Content index of 128 (confidence interval = 123 to 133, percentile rank = 97). This score is in the above average range of developmental functioning.

CELF PRESCHOOL–2 LANGUAGE STRUCTURE INDEX

The Language Structure index is a cumulative measure of Lilly’s performance on three subtests 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 a typically developing child of a given age.

For Lilly’s Language Structure index, the following subtests were administered:

Sentence Structure
Word Structure
Recalling Sentences

Lilly received a Language Structure index of 128 (confidence interval = 122 to 134, percentile rank = 97). This score is in the above average range of developmental functioning.

CELF PRESCHOOL–2 SUBTEST SCORES

Sentence Structure

The Sentence Structure subtest is used to evaluate the ability to interpret spoken sentences of increasing length and complexity. For this subtest, Lilly was asked to point to the picture that illustrates a given sentence. This subtest can give information about how she understands spoken sentences in the classroom and at home. The mean for this subtest is 10 and the standard deviation is 3. Lilly received a scaled score of 15 (confidence interval 13 to 17, percentile rank 95) on the Sentence Structure subtest.

Word Structure

The Word Structure subtest is used to evaluate a child’s knowledge of grammatical rules in a sentence-completion task. Lilly was asked to complete a sentence that pertains to an illustration using the targeted word structures. Information from this subtest can help determine how Lilly is acquiring the morphological rules of the English language. This subtest has mean of 10 and a standard deviation of 3. Lilly received a scaled score of 15 (confidence interval 14 to 16, percentile rank 95) on the Word Structure subtest.

Expressive Vocabulary

The Expressive Vocabulary subtest is used to evaluate a child’s ability to label pictures of people, objects, and actions. Information from this subtest can be used to determine how Lilly is able to name objects, people, and activities in her home/school environment. The mean for this subtest is 10 and the standard deviation is 3. Lilly received a scaled score of 17 (confidence interval 15 to 19, percentile rank 99) on the Expressive Vocabulary subtest.

Concepts & Following Directions

The Concepts & Following Directions subtest is used to evaluate a child's ability to interpret, recall, and execute oral commands of increasing length and complexity. Lilly was asked to remember the names, characteristics, and order of pictured animals, and point to them in response to an oral direction. This subtest has a mean of 10 and a standard deviation of 3. Lilly received a scaled score of 15 (confidence interval 13 to 17, percentile rank 95) on the Concepts & Following Directions subtest.

Basic Concepts

The Basic Concepts subtest evaluates the child's knowledge of dimension/size, direction/location/position, number/quantity, and equality concepts. After listening to a description, Lilly was asked to point to the picture that best identifies a concept. This subtest has a mean of 10 and a standard deviation of 3. Lilly received a scaled score of 11 (confidence interval 9 to 13, percentile rank 63) on the Basic Concepts subtest.

Recalling Sentences

The Recalling Sentences subtest is used to evaluate the child's ability to repeat sentences of varying length and complexity without changing any word meanings or structure. The child's response indicates if critical meaning or structural features are internalised for recall. The ability to remember spoken sentences is required in following directions and other situations in preschool and home settings. The mean for the subtest is 10 and the standard deviation is 3. Lilly received a scaled score of 14 (confidence interval 12 to 16, percentile rank 91) on the Recalling Sentences subtest.

SUPPLEMENTARY SUBTESTS

Pre-Literacy Rating Scale

The Pre-Literacy Rating Scale is a supplementary checklist that can be used to provide additional information about Lilly's skills that may influence her reading and writing development. The abilities evaluated reflect milestones seen in the normal development of literacy skills for preschool and kindergarten-age children. Information on this checklist was completed by Lilly's Teacher. Lilly received a total score of 50. This score met the criterion score for her age. This score suggests adequate pre-literacy skills.

Recalling Sentences in Context

Using a storybook, this subtest evaluates Lilly's ability to repeat sentences without changing word meaning, inflections, morphology, or syntax. The inability to repeat sentences verbatim indicates whether the child has internalised the required structures. Lilly earned a total raw score of 22 on Recalling Sentences in Context. Her score is in the 95–99 percentile range for her age.

Descriptive Pragmatics Profile

The Descriptive Pragmatics Profile is a supplementary criterion-referenced checklist. This checklist is used to gain information about a child's overall pragmatic development and any pragmatic deficits that may influence social and academic communication. Information from this subtest can be used to determine how Lilly is using language to communicate in her home and/or school environment. This checklist was completed with information from a Teacher who is familiar with Lilly's social behaviours and classroom interaction skills. Lilly received a total score of 64 on Descriptive Pragmatics Profile. This score met the criterion score for her age, indicating adequate communication abilities in context.

SUMMARY

Lilly Sample was evaluated on 08/04/2010 by Elise Harrison. Results of the Clinical Evaluation of Language Fundamentals Preschool–Second Edition–Australian and New Zealand Edition (CELF Preschool–2) revealed the following:

Core Language Score-134
Expressive Language Index-132
Language Content Index-128
Language Structure Index-128
Receptive Language Index-126

(Signature)

(Date)

Item Analysis Report

Sentence Structure

Category	Correct Items	Incorrect Items	Not Administered Items
Structure			
Prepositional Phrase	2 (in the wagon) 10 (under the big tree) 15 (towards the girl)	7 (in the box)	
Verb Condition	3 (is running) 8 (will find)	11 (can get)	
Modification	4 (big, spotted, black, white)	7 (spotted) 20 (first, two, third)	
Copula	1 (is sleepy)	18 (is ready)	
Infinitive	5 (to cook)	18 (to go)	
Negation	6 (not)		
Passive	9 (is being followed)	17 (is being pushed)	
Relative Clause	10 (who is sitting under the big tree) 12 (who is standing at the front of the line) 14 (who is holding the baby)		
Compound Sentence	13 (She is climbing and he is swinging.)	20 (The first two children are in line, but the third child is still playing.)	
Indirect Object	16 (the cat)		
Indirect Request		19 (Shouldn't you wear your jacket?)	
Subordinate Clause	21 (although she doesn't need it)	22 (before she ate the sandwich)	

Word Structure

Category	Correct Items	Incorrect Items	Not Administered Items
Preposition	3 (in/inside the box) 5 (on the chair)		
Regular Plural	10 (horses)		
Possessive Noun	12 (king's)		
Verb Tense			
Progressive -ing	1 (sleeping) 2 (walking) 9 (sleeps)		
Third Person Singular	11 (flies)		
Future Tense	15 (will slide)		
Regular Past Tense	17 (climbed)		
Irregular Past Tense	24 (fell)	23 (blew)	
Copula			
Contractible	7 (It is big.)		
Uncontractible/Auxiliary	22 (They are.)	21 (She is.)	

Word Structure

Category	Correct Items	Incorrect Items	Not Administered Items
Pronoun			
Objective		6 (her) 8 (him)	
Possessive	4 (hers)		
Subjective	14 (He is.) 20 (She does.)		
Reflexive		16 (herself)	
Derivational Form			
Noun Derivation	13 (singer)		
Comparative and Superlative	18 (faster)	19 (fastest)	

Expressive Vocabulary

Category	Correct Items	Incorrect Items	Not Administered Items
Verb	1 (riding) 6 (pouring) 8 (wrapping)		
Food	2 (carrot)		
Geography/Social Studies	3 (flag)		
Occupations/People	4 (firefighter/fireman) 18 (veterinarian)	19 (audience)	
Music/Instruments		5 (piano)	
Communication	7 (newspaper) 17 (stamp)		
Science	16 (binoculars)	9 (footprint) 12 (telescope)	
Sports	10 (trophy)		
Part/Whole Relationships	11 (branch)		
Maths	13 (calculator) 15 (calendar) 20 (scales)		
Medical/Health Care	14 (wheelchair)		

Concepts & Following Directions

Category	Correct Items	Incorrect Items	Not Administered Items
Concepts			
Dimension/Size	1 (tallest) 9 (big/little)	16 (big/little) 21 (big/little)	
Inclusion/Exclusion	17 (either/or)	2 (both) 11 (all...except)	
Equality	3 (match)		
Temporal	4 (then) 6 (when) 8 (after) 9 (then) 12 (before) 18 (then)	14 (before) 16 (then) 20 (after)	

Concepts & Following Directions

Category	Correct Items	Incorrect Items	Not Administered Items
Location	5 (next to) 7 (closest to) 10 (furthest)	15 (top, bottom)	
Condition	13 (unless)		
Sequence	18 (first/last)	19 (second/third) 21 (last) 22 (first/second/last)	
Directions			
No Orientation			
1-Level Command	1, 3, 5, 6, 7, 10, 13	2, 11	
2-Level Command	4, 8, 9, 12, 17	14, 15, 16	
Serial Orientation			
2-Level Command	18	19, 20	
3-Level Command		21, 22	
Number of Modifiers			
1	1, 9, 18	15, 16, 19, 22	
2		21	

Recalling Sentences

Category	Correct Items	Incorrect Items	Not Administered Items
Active Declarative	1, 2		
Active Declarative With			
Coordination	3		
Noun Modification	7		
Negative		9	
Subordinate Clause		10	
Relative Clause		12, 13	
Active Interrogative With			
Negative	4		
Passive Declarative With			
Negative	5	11	
Coordination	8		
Passive Interrogative	6		

Basic Concepts

Category	Correct Items	Incorrect Items	Not Administered Items
Concepts			
Direction/Location/Position	1 (inside) 2 (up) 15 (bottom)		
Number/Quantity	3 (empty) 8 (many) 9 (full)	11 (alone)	

Basic Concepts

Category	Correct Items	Incorrect Items	Not Administered Items
Sequence	4 (first)	17 (last)	
	5 (cold)		
	10 (slow)		
	12 (dry)		
Attribute	13 (hard)		
	6 (tall)		
Dimension/Size	7 (long)	14 (large)	
Same/Different	18 (same)	16 (different)	

Recalling Sentences In Context

Category	Correct Items	Incorrect Items	Not Administered Items
Active Declarative	1, 2, 5, 6		
Active Declarative With			
Coordination	4, 12		
With Negative		11	
Subordinate Clause		9	
With Negative		10	
Relative Clause	14		
Infinitive Clause With Negative	13		
Active Interrogative	8	3	
Active Interrogative With			
Coordination	7		

Pre-Literacy Rating Scale Report

Lilly's Pre-Literacy Rating Scale Scores:

Rater	Teacher
Raw Score	50
Criterion Score	> or = 40
Rating	Met

Emergent Reading Skills

The child:

Item	Never	Sometimes	Often	Always	NA
1 holds a book right side up			T		
2 turns the pages in books one at a time in front-to-back order				T	
3 can point to a picture when an adult names it				T	
4 recognises common logos in community			T		
5 understands that a group of letters forms a word			T		
6 can tell what happened first, next, and last in a familiar story		T			
7 identifies and names 5 or more printed numbers		T			
8 identifies and names 5 or more letters of the alphabet		T			
9 recognises own printed name and familiar printed words		T			
10 says the sound that 5 or more familiar letters make	T				
11 joins 2 letters to make a syllable or word	T				
12 joins 3 letters to make a syllable or word	T				

Emergent Writing Skills

The child appropriately:

Item	Never	Sometimes	Often	Always	NA
13 writes, draws, and/or scribbles to imitate writing			T		
14 copies circles and squares			T		
15 writes and/or scribbles from the left to the right side of a page			T		
16 draws and/or writes within the space provided		T			
17 produces recognisable simple drawings		T			
18 copies and/or writes own name accurately	T				
19 copies and/or writes numbers from 1-5 accurately	T				
20 copies and/or writes 5 or more single letters accurately	T				
21 writes most letters accurately	T				
22 uses correct spacing between letters or words	T				
23 writes on printed lines when provided	T				
24 copies short words from the board accurately	T				
25 does not reverse letters or numbers	T				
26 self-corrects errors if letters or numbers are copied incorrectly	T				

Descriptive Pragmatics Profile Report

Lilly's Descriptive Pragmatics Profile Scores:

Rater	Teacher
Raw Score	64
Criterion Score	> or = 61
Rating	Met

Nonverbal Communication Skills

Sometimes

- Appropriately responds to finger raised to the lips to mean "be quiet" (or other nonverbally-expressed rules of home and classroom)
- Appropriately points to request a desired object, shakes head for "no" (or expresses other nonverbal messages)

Often

- Appropriately responds to angry, happy, or sad tone of voice
- Appropriately smiles, frowns, demonstrates looks of surprise (or other facial expressions)
- Appropriately uses an angry, happy, or sad tone of voice

Always

- Appropriately responds to smiles, frowns, looks of surprise (or other facial expressions)
- Appropriately responds to outreached arms to request a hug, pointing to desired objects (or other gestures)

Conversational Routines and Skills

The child appropriately:

Never

- introduces new conversation topics

Sometimes

- initiates conversation with family and friends on a regular basis
- joins play groups, games, and conversations with familiar persons
- communicates (verbally and nonverbally) when playing with other children

Often

- looks at the person to whom he or she is speaking (maintains and shifts eye contact appropriately)
- demonstrates turn-taking rules during play and/or in the classroom
- waits until the end of a person's sentence before speaking and/or raises hand in the classroom (or uses other appropriate strategies for getting the attention of others)
- says "excuse me" (or interrupts appropriately in another manner)
- says "thank you", "that's good", and/or "I'm sorry" (or other statements of appreciation, praise, or apology)
- stays quiet when expected, such as in a movie theatre, library, or place of worship
- maintains attention while another person speaks

Always

- waves or says hello/goodbye

Asking for, Giving, and Responding to Information

The child appropriately:

Never

- asks for permission to play with a friend and/or when wanting to leave a classroom (or other situations when permission is necessary)
- asks questions if he or she is confused
- tells the details of an experience or story in the order they occurred

Sometimes

- gives and accepts hugs (or offers/responds to other expressions of affection)
- asks for help from others
- stops a behaviour, such as tapping a foot, when asked
- offers to help others

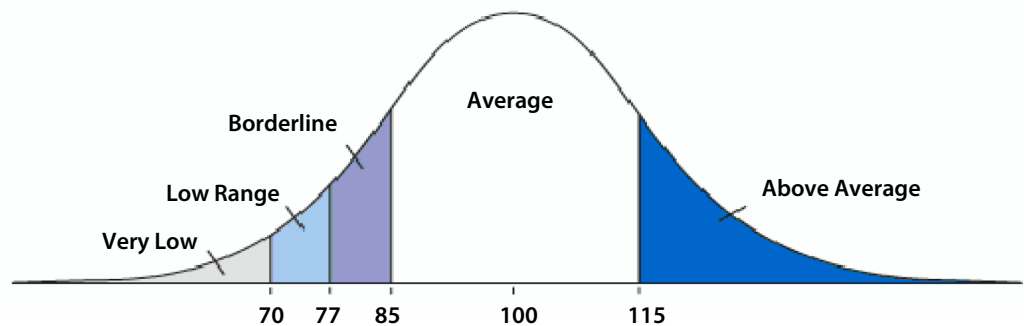
CELF Preschool–2 Parent Report

Name	Lilly Sample	Test Date	08/04/2010
Date of Birth	15/12/2006	Age	3 years 3 months
School Year	Preschool	Examiner	Elise Harrison

Your child was recently given the Clinical Evaluation of Language Fundamentals® Preschool–Second Edition–Australian and New Zealand Edition (CELF Preschool–2), a tool for identifying, diagnosing, and performing follow-up evaluations of language deficits in children ages 3–6 years. The results are as follows:

CELF Preschool–2 Results:

	Standard Score	Confidence Interval	Percentile Rank
Core Language Score (CLS)	134	128 to 140	99
Sentence Structure Word Structure Expressive Vocabulary	The CLS is the most representative score to describe Lilly's overall language performance. It consists of the CELF Preschool 2 subtests that best determine the presence or absence of a language disorder.		
Receptive Language Index (RLI)	126	120 to 132	96
Sentence Structure Concepts & Following Directions Basic Concepts	The RLI is a measure of listening and auditory comprehension. It describes Lilly's ability to understand language she hears.		
Expressive Language Index (ELI)	132	125 to 139	98
Word Structure Expressive Vocabulary Recalling Sentences	The ELI is a measure of expressive language skills. It describes Lilly's ability to express herself orally.		
Language Content Index (LCI)	128	123 to 133	97
Expressive Vocabulary Concepts & Following Directions Basic Concepts	The LCI is a measure of various aspects of semantic (language meaning) development. It describes Lilly's abilities in vocabulary, concept development, and understanding of simple and complex sentences.		
Language Structure Index (LSI)	128	122 to 134	97
Sentence Structure Word Structure Recalling Sentences	The LSI is an overall measure of comprehension and production of word and sentence structure. It describes Lilly's ability to use language according to morphological and structural rules.		



Lilly was asked to complete the following subtests and tasks:

SUBTEST	TASK
Sentence Structure	Point to pictures in response to oral directions.
Word Structure	Complete a sentence with the correct form of a word (e.g. tenses, plurals, word endings).
Expressive Vocabulary	Identify an object, person, or activity portrayed in a picture.
Concepts & Following Directions	Point to a series of pictures in response to oral directions.
Basic Concepts	Point to a picture that illustrates the targeted concept (e.g. empty, tall, cold, different).
Recalling Sentences	Repeat sentences presented by the examiner.
Pre-Literacy Rating Scale	The examiner elicits information from a caregiver/teacher about the child's emergent reading and writing skills.
Recalling Sentences In Context	Imitate sentences from a story.
Descriptive Pragmatics Profile	The examiner elicits information from a caregiver/teacher about the child's social language skills.

Reviewing Your Child's Performance

This report lists the subtests given to your child and the index scores that reflect her performance. Your child's scores are plotted on the graph to indicate how her scores compare with the entire range of scores. Please discuss any questions or concerns you have about these results with Elise Harrison.

Notes: