All about YOUR C E L F

CELF-P2, CELF-4 and
CELF-5 Metalinguistics FAQs

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CELF 5
Clinical Evaluation of Language Fundamentals

**A & NZ Standardised Edition
Coming end May 2017!**

CELF-5 Test Battery

Language Content	Language Structure	Oral-Written Language Connection	Pragmatics	Language Memory
Linguistic Concepts	Sentence Comprehension	Understanding Spoken Paragraphs	Pragmatics Profile	Linguistic Concepts
Word Classes	Word Structure	Reading Comprehension	Pragmatics Activities Checklist	Following Directions
Following Directions	Formulated Sentences	Formulated Sentences		Recalling Sentences
Semantic Relationships	Recalling Sentences	Structured Writing		Formulated Sentences
Word Definitions	Sentence Assembly	Observational Rating Scales		
Understanding Spoken Paragraphs				

For more information about the CELF-5, simply
visit: http://bit.ly/20UnDrs. The CELF-5 will be available
in **both** print and digital (iPad) versions.

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Can I assess over a number of sessions?

KEEP CALM AND CELF-4 ON

- This is not ideal, but
- Yes, if this is best for the student
- Cease testing at the end of a subtest
  - Attempt all 4 core language subtests at a minimum
- Try to complete the CELF-4 over a maximum of 2 sessions as close together as possible

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What do I do if a child has a birthday between assessment times?

- Use age norms as per the student's CA as at first session
- Then compare norms at test point 1 vs older CA scores at test point 2
- Consider any discrepancies
  - Are these clinically meaningful?
- This is where the software's really useful..

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Which Norms to Use? An example

I have administered the CELF-4 with a client over three sessions, and the client has had a birthday between administration dates i.e. most of the assessment was completed at 10 years 11 months, the rest at 11 years 0 months.

- I would recommend scoring the student as a 10,11 year old in the first instance and then compare his performance to the 11 year old norms to determine any meaningful differences (also considering confidence intervals).

- It's best practice to use the date of the first visit to calculate CA, but it's important to determine which norm set best reflects the student's functional performance.

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Can I use the CELF-4 on a child from a NESB?

- Although the CELF–4 standardisation sample included students who were bilingual, English was the primary language of all participants.
- CELF–4 can be administered to students from "non-mainstream" cultural or linguistic backgrounds; however, it is important to be sensitive to any issues that may affect the student.
- When evaluating students from non-mainstream backgrounds, it may be necessary to modify the administration of CELF–4.
  - When testing a student with a modified version of CELF–4 you cannot report normative test scores.
  - Instead you can use a more descriptive approach to reporting the student's responses and reactions during testing.
  - It is also important to include a description of the modifications and adaptations that you made to test administration.

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How was language proficiency determined during standardisation?

The CELF-4 is intended for students with English as their primary language. During standardisation, how was language proficiency determined, and at what point were non-English speakers excluded from the sample?

"Although the sample included individuals who were bilingual, English was the primary language (used most frequently) of all participants in the standardisation... . The parent (for individuals ages 5.0 to 17.11 years, and self-report for 18+ years) determined which language was used most frequently. Bilingual speakers, whose primary language was English were included in the standardisation sample."

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How does one determine if a child is proficient in English?

- **Children from NESB | English as a second language learner**
  - Consider the child's:
    o proficiency in English (exposure to formal English for at least 2 years)
    o exposure to English
      - Home vs. School
      - School Attendance

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FAQ: Formulated Sentences

I work for the Dept of Ed as a Speech language Pathologist. My colleagues and I have a question regarding scoring the "Formulated Sentences" on the CELF-4.

- If the child has more than one revision/repair per sentence, how should I score the sentence? I understand that if he gave me more than one sentence, I would score the 'better' sentence. But these are incomplete, usually incorrect segments/revisions embedded within the sentence. I couldn't find any examples of this in the "scoring examples/standards".

- When scoring do I take into account the fillers? If I [bracket] out the revisions/repairs and fillers (*um*, *uh*, etc.). I could sometimes find a good sentence within his utterances. However, he obviously struggled with formulation so I would like my score to reflect that.

How should I score this?

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Answer

Children who respond with incomplete sentences or fragments with interspersed revisions/repairs or fillers (*uh, uh*) show interactions between word finding and sentence structure problems. They may be related to:

a. Generalised working memory difficulties (CELF-4 Memory Index).
b. Slow processing speed (CELF-4 RAN subtest).
c. Working memory deficits associated with conscious retrieval from long-term semantic memory (CELF-4 Word Associations).

Administering the CELF-4 supplemental subtests may give you answers about the contributions of neuropsychological deficits (executive dysfunction).

Knowing the nature of underlying neurological dysfunctions allows a clinician to predict other areas of difficulties (e.g., reading, writing, study skills, etc.) and to involve other professionals in providing needed intervention for executive function disorders.

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Formulated Sentences

Diagnostic Purpose : To evaluate the ability to formulate complete, grammatical sentences of increasing length and complexity, using given words and contextual constraints (illustrations)

FS is highly dependent on executive function and working memory. It is a multi-level task

Administration tips:
- Demo
- Record

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Scoring Key

Administration and Scoring Directions for Level 1 and Level 2 Assessments

Scoring Procedure

Follow this sequence to score Formulated Sentences items.

1. Read the sentence and underline the stimulus word(s). Decide if the response has the correct structure, as shown for each item in the Item Scoring Rules and Examples table. If the sentence does not have one of the correct structures, score the item as 0.

2. Decide if there are syntactic or semantic errors in the sentence and if so, count the number of errors. Assign a score according to the following Scoring Key.

Scoring Key

Score	Rule	Example
2	A complete sentence that is semantically and syntactically correct, and uses correct structure (a logical, meaningful, complete and grammatical sentence).	The police officer was directing the cars *because* the traffic lights were out. (Item 16) We have to pay, *otherwise* we will have to do the dishes. (Item 22)
1	A complete sentence that demonstrates correct structure and has only one or two deviations in syntax or semantics.	*As soon as* Julie had got her lunch, Carlos was finished. (Item 25) *As soon as* he ate his sandwich, lunch will be over. (Item 25)
0	a) An incomplete sentence that does not demonstrate the correct structure.	*Until* I'll be done. (Item 21)
	b) A complete sentence that demonstrates the correct structure, but has more than two deviations in syntax or semantics.	The boy could have rode his bike if he broke his arm *although* he could skateboard. (Item 19)
	c) A complete sentence that is not logical or meaningful.	Mark slept late *in order to* catch the bus. (Item 26)
	d) The required stimulus word is not used.	He is buying cabbage *or* lettuce. (Item 14)
	e) The response is not even remotely about the picture.	*Because* I go to school, I learn. (Item 16)

Used as a correlative conjunction, *neither* (Item 23) requires *nor* in the sentence. For example: Item 23. *Neither* the girl *nor* the guy had salad.

CELF 4 Examiner's Manual, p. 43   **PEARSON**

How are Scoring Self-Corrections scored?

1. **Scoring self-corrections**
   - Generally, if a student self-corrects the item is scored as correct.

2. **On Word Classes, for example, is it counted as correct if the student initially gives an incorrect receptive response, but realises his/her mistake during the expressive response and self-corrects the receptive response?**
   - To ensure that all cases were handled in the same manner, we had standardisation examiners credit/score the second response (correct or incorrect) if it was given before presentation of the next numbered item (not part 2 of an item).

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Response Times

- "As with the Demonstration and Trial items, students generally have *10 seconds to respond to test items*.

- For Sentence Assembly and Semantic Relationships, the student is required to produce two responses. In these subtests, the student should be given up to 20 seconds to produce both answers." (CELF-4 Examiner's Manual, p. 22).

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Response Times

- If there's no response within 10 - 20 seconds, simply say "try this one" and move on to the following item.
- If a student knows the answer / has a response ready, they'll usually give it within this time-frame.
- If not, they probably don't know the answer, and it best to move on to keep them engaged with the test and to avoid any unnecessary anxiety for the student (about not knowing an answer)...

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What's the correct administration procedure for Word Classes?

1. **On Word Classes 1 & 2 if the student answers the receptive part incorrectly, and then presents a plausible reason how the incorrect responses are alike, is the expressive response scored as correct or incorrect?**

   - The student must select the correct word pair in order to get credit. In standardisation we did have one or two "plausible to that student's experiences" responses that paired incorrect words, but they were tangential and given by so few students, we did not credit them. In the manual we discuss how we credited responses, and the frequency of response across the countries were considered.

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Word Classes 1 & 2

2. **If the receptive item is scored 0 will the expressive items necessarily also be scored 0? If so, why bother giving it?**
   - Administer the expressive (second) part, using the words the student gave in response to the receptive (first) part, even if they were incorrect.

   Why?
   - o We don't want to inadvertently tell the child that their response was incorrect

     For example: a) **fish** b) <u>milk</u> c) **fin** d) spider
   - o They might self-correct
   - o We need to adhere to the set procedures that were established for this subtest during standardisation

   An alternative elicitation procedure for WC might be to say, ***"If the words were ___ and ___ why would they go together?"***

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Word Classes 1: Visual Stimuli

When visual cues are provided for younger students, it brings into question whether this is truly a language task rather than a visual association task?

- This is true, notice that "word" is emphasised in all text and administration directions rather than "picture." Students of the ages for this subtest needed a visual support to this task.

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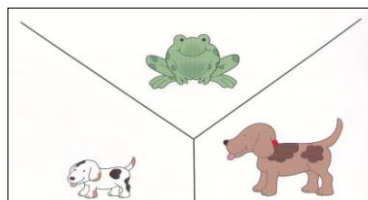
Word Classes 2 for 8 year olds

- Why don't 8 year olds have visual stimuli, but 7 year olds do?
- This is to reflect the change is curriculum
  - Kindy/prep to Y 2 there is more support and scaffolding in the teaching.
  - Year 3 and upwards, the curricula gets progressively more demanding in all areas such as executive functioning, working memory and language skills for example
- WC 2 reflects this, to some extent
- Consider your referrals for school aged literacy…

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Concepts and Following Directions: Left vs. Right

The number of items on the Concepts and Following Directions subtest that are dependent on directionality/right vs. left orientation on the page have increased and skew the score disproportionately.

- Use the CELF- Preschool 2, the TOLD-P or Boehm for students through age 6 yrs. 11 mo. (especially for those with little preschool or school experience).

- Train students to point in the order/directionality that is typical of the test. Do not cue for directionality / right-left orientation during the subtest administration due to standardisation of test administration.

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Concepts and Following Directions: Discontinue Rule

For children aged 5 to 8 years, start counting zero scores with Item 24. Discontinue testing after 7 consecutive scores.

What do we do if the child is really struggling with items 1 to 30? A: Stop testing if it's in the child's best interest

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Is administering CLS sufficient?
It depends on the referral Q?
Level 1: Identifying the Problem

Ages 5-8	Ages 9-12	Ages 13 -21
Concepts & Following Directions	Concepts & Following Directions	Recalling Sentences
Word Structure	Recalling Sentences	Formulated Sentences
Recalling Sentences	Formulated Sentences	Word Classes 2 – Total
Formulated Sentences	Word Classes 2 - Total	Word Definitions

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CELF 4 — Level 2 Describing the Nature of the Disorder Index Scores

	Ages 5-8	Ages 9-12	Ages 13 -21
Receptive Language Index (RLI)	• Concepts & Following Directions • Word Classes 1/2 – Receptive • Sentence Structure	• Concepts & Following Directions • Word Classes 2 - Receptive	• Word Classes 2 – Receptive • Semantic Relationships • Understanding Spoken Paragraphs
Expressive Language Index (ELI)	• Word Structure • Recalling Sentences • Formulated Sentences	• Recalling Sentences • Formulated Sentences • Word Classes 2 - Expressive	• Recalling Sentences • Formulated Sentences • Word Classes 2 - Expressive
Language Content Index (LCI)	• Concepts & Following Directions • Word Classes 1/2 - Total • Expressive Vocabulary	• Word Classes 2 – Total • Expressive Vocabulary (age 9) • Word Definitions (ages 10-12) • Understanding Spoken Paragraphs	• Word Definitions • Sentence Assembly • Understanding Spoken Paragraphs
Language Structure Index (LSI)	•Word Structure • Recalling Sentences • Formulated Sentences • Sentence Structure	• Recalling Sentences • Concepts & Following Directions Formulated Sentences	• Recalling Sentences • Formulated Sentences • Semantic Relationships

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When there is a significant difference between the RLI and ELI, is the CLS still a valid measure of the child's language abilities?

Example:

Core Language Score (CLS) 49 (CI 43-55)
Receptive Language Index (RLI) 72 (CI 65-79)
Expressive Language Index (ELI) 53 (CI 46-60)
Language Content Index (LCI) 68 (CI 61-75)
Language Structure Index (LSI) 56 (CI 49-63)

- The Core Language Score essentially identifies whether or not there is evidence of a language disorder.
  - The four subtests selected to form the core are those that have the highest test-retest reliability and the greatest degree of sensitivity in differentiating students with and without language disorders.
  - In other words, the CLS should be interpreted to give evidence of whether or not there is evidence of a language disorder and whether an in-depth assessment should be conducted.

- In the example, all scores point to a language impairment that will have significant negative effects on literacy, especially reading comprehension and narrative writing.

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Significance of Index Score Differences

The manual states that differences between indices can be investigated to determine how rare/unusual they are. Differences obtained by more than 10% or 15% of the sample should not be considered unusual. Differences obtained by 5% or less of the sample can be considered unusual.

My query relates to what is an appropriate difference statement for 6%-9%: is this common, unusual or something in between?

- The Examiner's Manual states that differences obtained by 5% or less of the sample are HIGHLY unusual.
- Therefore a difference that occurs in 6-9% of the sample might best be described to be "in the unusual range of occurrence."

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Receptive-Expressive Index Discrepancy

Is there a deeper diagnostic meaning to this significant difference (i.e. behavioural, emotional, etc.)?

- A significant discrepancy between the CELF-4 Expressive and Receptive Index scores, with the Receptive score being the highest, is indicative of difficulties in acquiring and using the linguistic rules system (morphology, syntax, semantics, pragmatics) automatically and with seamless integration of the components.

- Expressive language difficulties are associated with executive function disorders (attention, word retrieval, working memory and cognitive shifting/set-shifting). These executive functions are tested in the supplementary subtests: Word Associations, Rapid Automatic Naming, and Working Memory).
  - Expressive language disorders tends to affect writing at the narrative levels.

- A significant receptive-expressive discrepancy in which the receptive abilities are low is rare and most often associated with early ear infections or other deprivations of auditory/verbal input.

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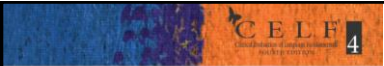
Content-Structure Discrepancy

- A significant discrepancy in Index scores between Language Content and Language Structure indicates which aspect of the linguistic system is most severely affected and should receive priority in intervention.

- Impairments of content is often associated with impaired reading comprehension, but it also affects the use of words in expressive contexts such as speaking and writing.

- Impairments of structure can affect reading comprehension but is most prone to affect written tasks.

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Review of Scores

CELF-4 Scores

Core Language — determines if there is a language disorder

Working Memory — attention, concentration and recall of symbol sequences

Receptive Language — language comprehension and listening

Language Memory — memory dependent language tasks

Expressive Language — oral and language expression

Language Structure — language structure and morphology

Language Content — semantics (meaning and Content)

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Interpreting Differences in Index Scores

Compare
1. Receptive and Expressive Language Index scores
2. Language Content and Language Structure Index scores
3. Language Content and Language Memory Index scores

Determine the difference between two index scores and evaluate the critical value (table 4.5)

If the difference is equal to or greater than the critical value, the difference is considered to be a true difference rather than due to measurement error or random fluctuation.
(Chapter 4 of the Examiner's Manual)

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CELF Australian 4

Understanding the CELF 4 Scores

Adapted from Tables 4.3 Distances from the mean of selected standard scores and 4.4 Guidelines for describing the severity of a language disorder (CELF-4 Examiner's Manual, 2006, p. 118)

Core Language Score and Index Scores	Classification	Relationship to Mean	Percentile Rank
130 and above	Significantly above average	+ 2 SD and above	98 to 99.9
115 to 129	Above average	+ 1 SD and above	84 to 97
86 to 114	Average	Within + or - 1 SD	17 to 83
78 to 85	Marginal/Borderline/Mild	Within -1 to -1.5 SD	7 to 16
71 to 77	Low range/Moderate	Within -1.5 to -2 SD	3 to 6
70 and below	Very low range/Severe	-2 SD and below	<0.1 to 2

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CELF®
Australian 4

CELF 4 Subtest Scaled Scores
Severity ratings

Scaled Score	Classification
SS 16+	Significantly above average
SS 14 to 16	Above average
SS 12 to13	High average
SS 8 to 11	Average
SS 7	Low average
SS 4 to 6	Below average
SS 3 and below	Significantly below average

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What do confidence intervals mean?

- CELF 4 confidence intervals are 68%, 90%, or 95%.
- May be interpreted as the range within which a person's "true" score can be found 68%, 90%, or 95% of the time.
- It is important to report and interpret the confidence interval associated with a child's obtained score so that you are better informed of the probability that the examinee's true score lies within a given range of scores.
- **Suggestion:**
  - Use the highest confidence band when making diagnostic decisions
  - Use the 68% band when retesting unless you are testing to dismiss from therapy

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Confidence Intervals

It is a misuse of the test scores to:

• Base eligibility solely on a single score from a standardised test

It is best practice to:

• Use multiple measures

• Calculate confidence intervals around a standardised score.
– This enables you to state the degree of confidence you have in a classification, eligibility, or placement decision based on test results.
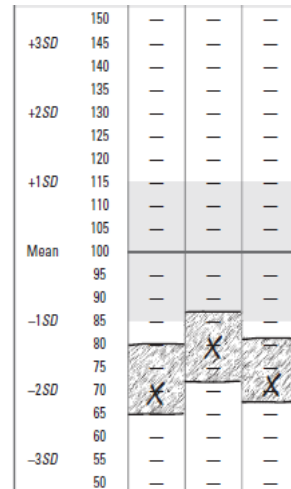
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What do you mean by "borderline"?

The CELF test development team and the speechies at Pearson Clinical Assessment interpret "being bordering" to mean a student does not clearly have a significant moderate to severe language disorder, but s/he is performing right at the edge (the borderline scores) that can either be interpreted as "low-average" or "mild disorder" especially when taking the confidence bands into account.

The authors talk about "borderline" skills to highlight for speechies that scoring right above the school's or funding body's criterion doesn't mean the child is performing fine but that s/he is at risk of mastering classroom level curriculum because language skills are low, but the scores on the CELF do not necessarily indicate the presence of a language disorder.

Identifying borderline scores highlights the need of the speechie to obtain additional information from the teacher and from observations of the student in the classroom as well as with peers before identifying the student as having a disorder.

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How do CIs help clinicians?

- Use of CIs help with our diagnosis especially when the lower end of the confidence interval is near the borderline range, for example
- Use of the CIs can help guide support services and intervention planning
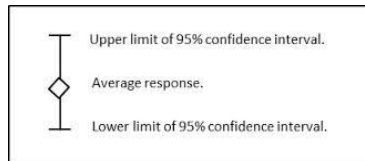
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Using CIs with Scaled Scores

Subtest Score		Raw Score	Scaled Score	Scaled Score Points +/−	Confidence Interval 68 % level		Percentile Rank	Percentile Rank Confidence Interval		
Concepts & Following Directions	C&FD				to			to		
Recalling Sentences	RS	88	12	1	11	to 13	75	63	to	84
Formulated Sentences	FS	54	13	1	12	to 14	84	75	to	91
Word Classes—Receptive	WC–R	23	14	1	13	to 15	91	84	to	95
Word Classes—Expressive	WC–E	22	16	1	15	to 17	98	95	to	99
Sum of WC–R + WC–E scaled scores*			30	*Add WC–R and WC–E scaled scores. Use the Examiner's Manual Appendix to convert the sum to the WC–T scaled score.						
Word Classes—Total	WC–T		15	1	14	to 16	95	91	to	98
Word Definitions	WD	31	11	1	10	to 12	63	50	to	75
Expressive Vocabulary	EV				to			to		
Sentence Assembly	SA	16	12	1	11	to 13	75	63	to	84
Semantic Relationships	SR	15	8	2	6	to 10	25	9	to	50
Understanding Spoken Paragraphs**	USP	13	12	2	10	to 14	75	50	to	91
Number Repetition—Forwards	NR–F	10	9	2	7	to 11	37	16	to	63
Number Repetition—Backwards	NR–B	6	10	1	9	to 11	50	37	to	63
Number Repetition—Total	NR–T	16	9	1	8	to 10	37	25	to	50
Familiar Sequences 1/2**	FSq1/2	59	9	1	8	to 10	37	25	to	50

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Using CIs with Index Scores

Subtest Scaled Score		Core Language		Receptive Language		Expressive Language	Language Content			Language Memory		Working Memory
		9–12	13–21	9–12	13–21	9–21	9	10–12	13–21	9–12	13–21	9–21
Concepts & Following Directions	C&FD											
Recalling Sentences	RS		12			12					12	
Formulated Sentences	FS		13			13					13	
Word Classes–Receptive	WC–R				14							
Word Classes–Expressive	WC–E					16						
Word Classes–Total	WC–T		15									
Expressive Vocabulary	EV											
Word Definitions	WD		11						11			
Understanding Spoken Paragraphs	USP				12				12			
Sentence Assembly	SA								12			
Semantic Relationships	SR				8						8	
Number Repetition–Total	NR–T											9
Familiar Sequences 1/2	FSq1/2											9
Core Language Score and Indexes												
Sum of Subtest Scaled Scores			51		34	41			35		33	18
Standard Score*			117		108	122			110		106	94
Standard Score Points +/−			5		9	7			7		8	9
Confidence Interval (90 % Level)		to	112 to 122	to	99 to 117	115 to 129	to	to	103 to 117	to	98 to 114	85 to 103
Percentile Rank			87		70	93			75		66	34
Percentile Rank Confidence Interval		to	79 to 93	to	47 to 87	84 to 97	to	to	58 to 87	to	45 to 82	16 to 58
		Core Language		Receptive Language		Expressive Language	Language Content			Language Memory		Working Memory

*See Appendix C in Australian Examiner's Manual

Plotting the CIs

Core and Index Scores: computer-generated report

Core and Indexes	Standard Score	Standard Score CI* 95% Level	PR*	PR* CI* 95% Level
Core Language Score	108	101 to 115	70	53 to 84
Receptive Language Index	92	81 to 103	30	10 to 58
Expressive Language Index	116	108 to 124	86	70 to 95
Language Content Index	89	80 to 98	23	9 to 45
Language Structure Index	113	104 to 122	81	61 to 93

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Has Aidan made progress? Using CIs to monitor the impact of intervention

Subtest	Test Time A: Chronological age 7 years 3 months		Test Time B: Chronological age 8 years 6 months	
	Scaled Score	Confidence Interval 68%	Scaled Score	Confidence Interval 68%
C&FD	2	1 to 3	6	5 to 7
WS	2	1 to 3	2	1 to 3
RS	6	5 to 7	7	6 to 8
FS	2	0 to 4	4	3 to 5

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Presented by: Angela Kinsella-Ritter Speech Pathologist

CELF-4 Australian Scoring and Report Assistant (PC compatible only)

- Offered as a combo with CELF–4 Australian or standalone
- Score all subtests & composite scores
- Interprets strengths & weaknesses (discrepancy analyses)
- Includes User's Guide
- Practice in Scoring Word Associations & Formulated Sentences

- **Standard Summary Report**
- **Four-Level Summary Report**
- **Narrative Report**
- **Interpretive Report**
- **Graphical Reports**
- **Item Analysis Report**
- **Pragmatics Profile Report**
- **ORS Report**
- **Parent Report**
- **Custom Therapy Activities**
- **Custom Classroom Intervention Strategies**
- **Custom Recommendations**

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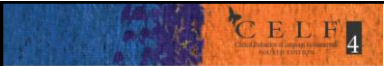
Diagnostic value to the core language score

Discrepancy Comparisons

Indexes	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence	Level of Significance
Receptive–Expressive Language Index	99	89	10	12	N	16.4%	.05
Language Content–Memory Index	114	79	35	11	Y	0%	.05

what does it all mean?

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Discrepancy Analysis

DISCREPANCY ANALYSIS

Joshua was administered all of the subtests required to derive the Language Content index (LCI) and Language Memory index (LMI). A discrepancy analysis was performed between the LCI standard score of 114 (Score 1) and LMI standard score of 79 (Score 2). The 35-point difference between the scores is significant (at .05) and indicates Joshua's semantic skills can be considered a relative strength compared to his ability to use language that depends on memory. The 35-point difference did not occur in the CELF–4 Australian standardisation sample (0%). Differences obtained by 5% or less of the standardisation population can be considered rare, and may have an impact on goals for intervention and classroom performance.

Based upon results of the discrepancy analysis between the LCI and LMI, Joshua's scores indicate that semantic skills are a relative strength. His overall ability to use and understand semantic information was a relative strength compared to his ability to use language that depends on memory. The tasks that Joshua was asked to complete as a part of the LCI include defining and describing words, answering questions about paragraphs, and creating sentences by rearranging and combining words and phrases. In the classroom, his strengths may include semantic skills (including vocabulary), or interpreting factual and inferential information.

Based upon results of the discrepancy analysis between the LCI and LMI, Joshua's scores indicate a relative language memory weakness. His ability to use language skills that depend on memory was a relative weakness compared to his ability to use and understand semantic information. The tasks that Joshua was asked to complete as a part of the LMI include repeating sentences that increase in complexity without substitutions or omissions, using a word presented orally in a complete sentence and identifying relationships based on word and sentence meaning. In the classroom, he may have difficulty understanding information presented in class, or following directions to complete in-class assignments.

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Diagnostic Purpose

1. To identify situations or contexts in which the student's reduced language performance occurs

2. to plan intervention that will enable the student to improve language performance in the classroom

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When do I use the CELF-P2?

CELF PRESCHOOL 2
Australian and New Zealand

- To assess oral language skills in children aged 3 to 6, 11 months
  - Evaluate aspects of language necessary for preschool children to transition to the mainstream education
- CELF 4 or CELF P 2?
  - School-age children, use CELF-4
  - Preschool children, use CELF-P2

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How do I know whether to use PLS-5 or CELF Preschool-2?

PLS-5
Preschool Language Scales
Fifth Edition
Australian and New Zealand Language
Adapted Edition

CELF PRESCHOOL 2
Australian and New Zealand

- Overview of developmental language skills
- Assesses preverbal children and children with low language ability
- Assesses children functioning in supported classroom environments (such as Early Childhood and classrooms for children with pervasive developmental delays such as autism)

- In-depth assessment of semantics, morphology, syntax
- Ages 3:0 through 6:11
- Assess children who speak in complete sentences
- Assess children functioning in mainstream classrooms

Both assessments target language skills and guide intervention goals

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Presented by: Angela Kinsella-Ritter Speech Pathologist

Scoring & Report Assistant: Login

Comparing Index Scores

- Discrepancy comparisons is not generated by the scoring software (as per the CELF-4 SA)
- **Manual scoring (CELF P 2 Examiner's Manual)**
  - Table 4.5 Critical values for discrepancy comparisons between index scores, p. 88
  - Table 4.6 Cumulative prevalence of differences between index scores in the A&NZ standardisation sample, p. 90

Are there guidelines related to how often CELF-4, CELF P 2 and PLS 5 can be re-administered?

General Guidelines

Has enough time elapsed that…

- the child does not remember his or her responses to the test items from the prior administration?
- the child's chronological age now places him or her in the next normative group?
- the child has made progress?

If the answer to any of these questions is "no", then it's recommended that you should not re-administer theses assessments

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Test-Retest Guidelines: PLS-5, CELF-P2 & CELF-4

- Children from birth to 6 months, test every 1 to 3 months

- Children from 7 to 12 months; test every 3 to 6 months

- Children aged 1 to 3 years; test every 6 to 8 months

- Children aged 4 to 8 years; test every 8 to 12 months

- Children aged 8 years and older; test every 12 to 24 months

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- The **CELF-5 Metalinguistics** is a revision and re-branding of the Test of Language Competence-Expanded (TLC-E)

  - For students aged 9 to 21 years 11 months **(US norms ONLY)**

- **Diagnostic value**
  - Assess higher-level language skills that are embedded in higher-grade curricula and are critical to classroom success
  - Goes beyond assessment of basic skills to assess students with subtle language disorders
  - Ideal for identifying pragmatic and semantic language deficits of students on the autism spectrum

- Administer the four tests *individually* or as a *battery* to assess
  - Making Inferences
  - Conversation Skills
  - Multiple Meanings
  - Figurative Language

CELF5 METALINGUISTICS
CELF-5 Metalinguistics Test, a TLC-E revision

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CELF5 METALINGUISTICS

Metalinguistic Awareness and Language Disorders

- Students with language disorders who have received language intervention may have acquired adequate linguistic knowledge (e.g., semantics, morphology, syntax, pragmatics) and *perform in the average or low-average range on CELF-4.*

- Those students may not have crossed the bridge to metalinguistic awareness and metacognitive abilities that are separate from linguistic skills.

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CELF 5 METALINGUISTICS

Making Inferences

Objective To evaluate the student's ability to identify and formulate logical inferences on the basis of existing causal relationships or event chains presented in short narrative texts.

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CELF 5 METALINGUISTICS

Conversation Skills

Objective
To evaluate the student's ability to (a) initiate a conversation or respond in a way that is relevant and pragmatically appropriate to the context and audience while (b) incorporating given words (semantic units) in semantically and syntactically correct sentences.

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Objective To evaluate the student's ability to recognise and interpret different meanings of selected lexical (word level) and structural (sentence level) ambiguities.

Objective To evaluate the student's ability to a) interpret figurative expressions (idioms) within a given context and b) match each expression with another figurative expression of similar meaning.

CELF 5 METALINGUISTICS

- **Test Scaled Scores:** RS | SS |PR |
- **Index Standard Scores**
  - Does the student have a language disorder: *Total Metalinguistics Index*
  - Describe the nature of the disorder:
    - *Meta-Pragmatics Index*
    - *Meta-Semantics Index*
- **Meta-Pragmatics/Meta-Semantics Index Scores Discrepancy**

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Q-global: Pearson's new web-based platform for test administration, scoring & reporting

CELF 5 METALINGUISTICS

CELF™-5 Metalinguistics
Clinical Evaluation of Language Fundamentals-Fifth Edition Metalinguistics
Score Report
Elisabeth H. Wiig, Wayne A. Secord

Name: Timothy Sample
Gender: Male
Birth Date: 03/23/2003
Test Date: 10/13/2012
Age: 9:6

Visit the CELF 5 Metalinguistics product page: www.pearsonclinical.com.au

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I'm here to help

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