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KNOW



THE CELF[®] 5
Clinical Evaluation of Language Fundamentals

**Wayne A. Secord, Ph.D.
Elisabeth H. Wiig, Ph.D.**

**Presented for
SpeechPathology.com
January 2015**

Disclosures

Financial

- ***Royalty Income from Sale of Tests***
 - ***Especially CELF Products***
 - ***And Other Tests & Books***
- ***Professional Consultation***
- ***Speaking Engagements***

Non-Financial

- ***University Promotions***
- ***Reputation & Influence***



- **Measurement & Assessment**
 - Traditional View of Diagnosis and Appraisal
 - Some Assessment Sins
 - The “Ideal Test”
 - Stages of Test Development
- **Evolution of CELF-5 (Changing Schemas)**
 - From CELF to CELF-R – CELF-3 – CELF-4 – CELF-5
- **Test Overview**
 - What’s New & Great
 - Test Changes & Fine Tunings
 - Test Deletions
 - Some Administration & Scoring Changes
- **The Assessment Process & Perspectives**
- **Research Overview**

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PEARSON

THE MEASUREMENT & ASSESSMENT PROCESS

Wayne A. Secord, Ph.D.
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Columbus, OH

Elisabeth H. Wiig, Ph.D.
Knowledge Research Institute
Arlington, TX

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TRADITIONAL VIEW OF ASSESSMENT & DIAGNOSIS

- DIAGNOSTIC CLASSIFICATION & SEVERITY
- ETIOLOGICAL AND BEHAVIORAL FACTORS
- FACTORS THAT MAY INFLUENCE INTERVENTION
- MAKE RECOMMENDATIONS
- DETERMINE PROGNOSIS

TRADITIONAL VIEW OF STANDARDIZED TESTING IN SCHOOLS

- DIAGNOSTIC CLASSIFICATION & SEVERITY
 - ♦ Statistical Comparison
 - ♦ Establish Eligibility for Categorization Purposes
- ♦ IDENTIFYING INTRAPERSONAL WEAKNESSES
- ♦ PRETEST - POST-TEST

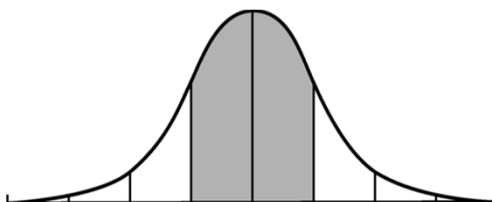
HIGHLY INFLUENCED BY PUBLIC LAWS

Measurement & Assessment Process

The Impact of Public Laws

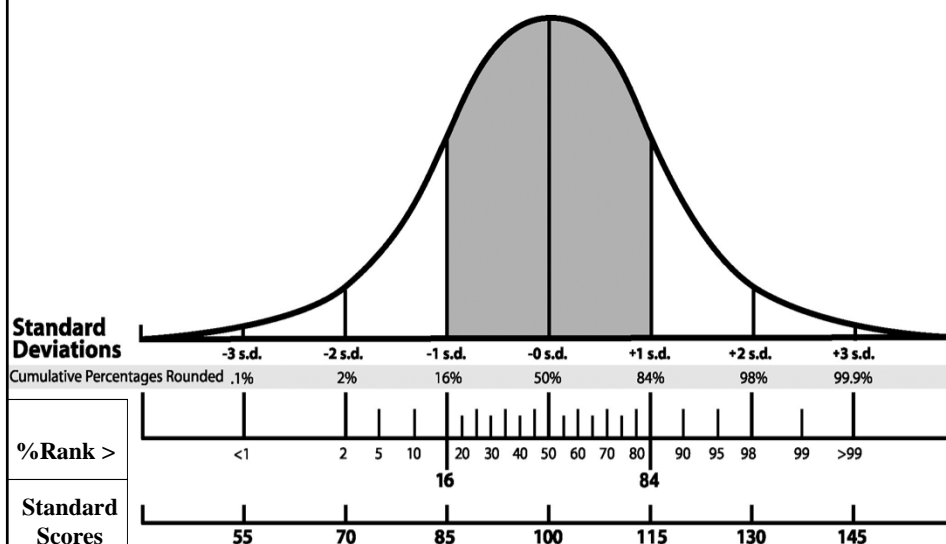
• 94-142 • IDEA • NCLB

TRICKLE DOWN
STATE DEPARTMENTS
FLOW OF PUBLIC MONEY
ENTRY AND EXIT CRITERIA
IMPACT ON TESTING AND TEST DEVELOPMENT

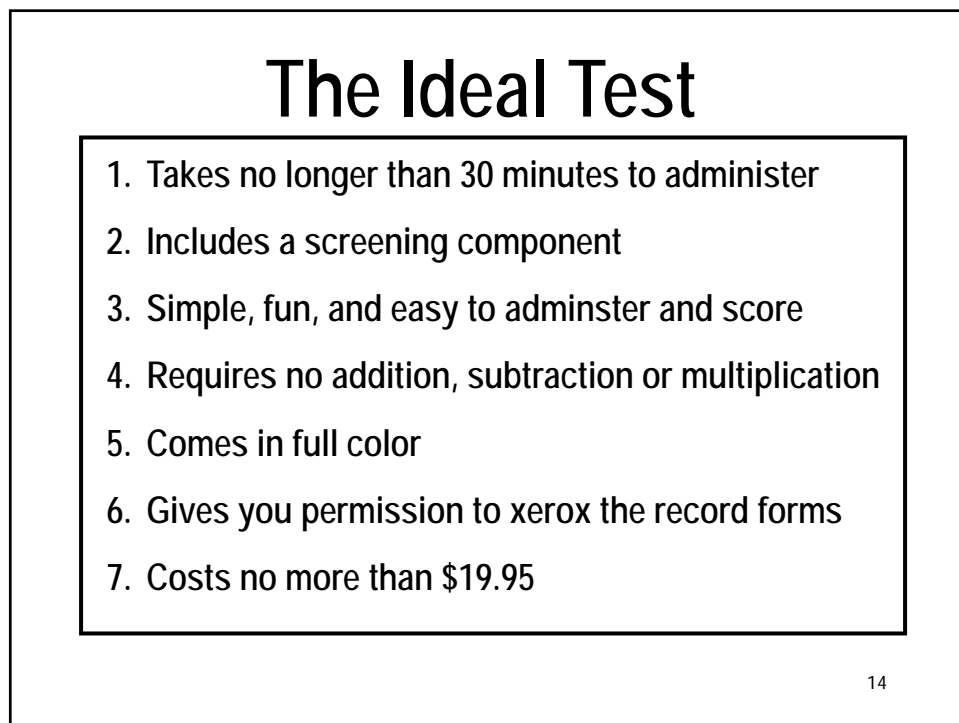
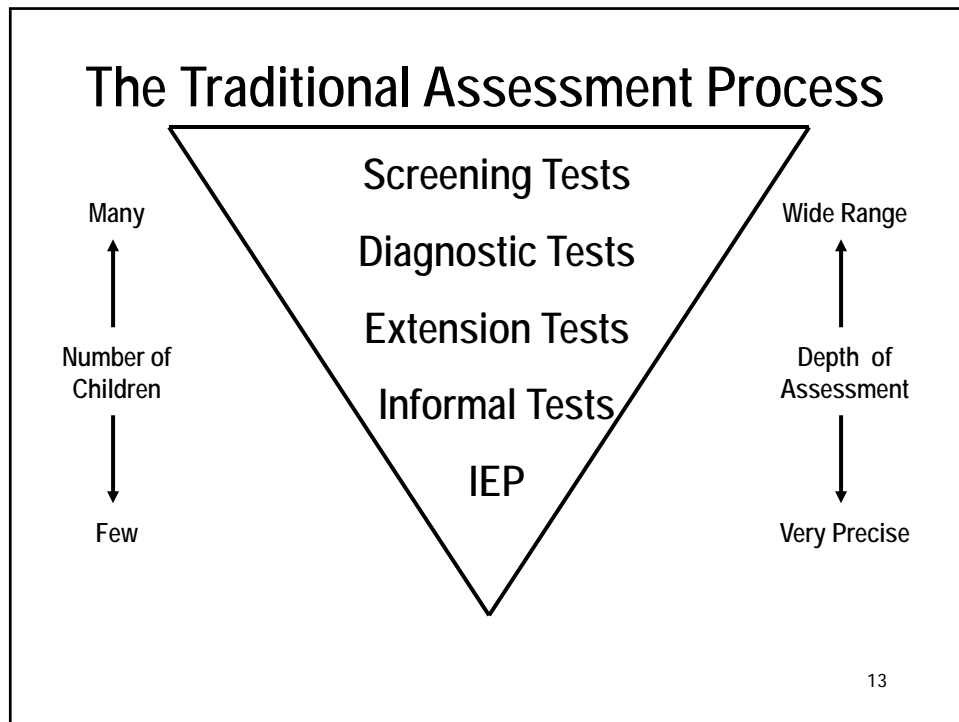


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THE NORMAL CURVE DISTRIBUTION



IMPACT ON THE ASSESSMENT PROCESS



The Ideal Test



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Test Development

(4 Stages)

STAGE 1: Conceptualization and Initial Design


STAGE 2: Creation of Pilot Study - Version 1

STAGE 3: Field Testing and Revisions

STAGE 4: Standardization and Publication

Typical Development Time = 3 Years

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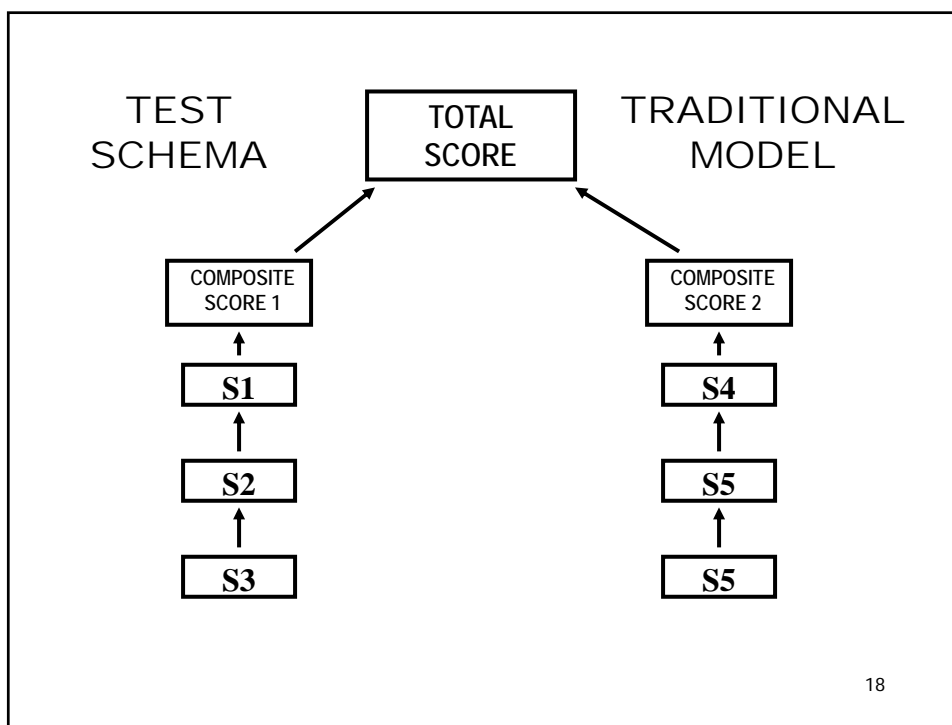
CELF[®]5

Clinical Evaluation of Language Fundamentals

Test Structure Changes 35 Years

- What it Takes
- Where It Started
- Some Test Models

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CELF

Language Processing vs. Language Production

Criterion Referenced

TABLE 1: Age-Expected Grade Level Criteria

Subtest	1	2	3	4	5	6	7	8	9	10	11
Grade	12	44	44	44	44	50	54	7	12	59	66
10-12	43	37	39	49	43	17	12	59	53	42	43
9	43	36	38	48	42	13	12	53	50	41	40
8	43	35	38	47	42	14	12	51	50	40	39
7	42	35	37	47	42	14	10	50	50	40	39
6	42	35	37	47	41	13	10	47	50	39	37
5	41	37	36	45	39	12	10	36	50	37	37
4	40	32	34	42	36	11	7	33	50	33	35
3	38	28	33	38	33	9	7	21	50	30	32
2	36	22	25	33	26	8	7	30	50	27	30
1	27	12	20	23	13	6	5	28	50	15	15
0	14	10	17	21	9	4	3	20	50	11	12

*Accuracy within 120 seconds.



Diagnostic Battery

Eleanor Semel-Mintz
Elisabeth H. Wiig

Name _____ Birthdate _____ Grade _____ Sex _____
 Date of Testing _____ School _____ Teacher _____
 Other Relevant Background Information _____

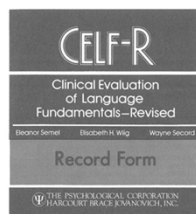
Total Raw Score Computation Grid

SUBTEST RAW SCORES/TOTAL RAW SCORES	Criterion-Referenced Comparisons		Language Age (See Table 2)	Norm-Referenced Comparisons	Percentile Rank (See Table 3)			
	Score	Below Criterion						
1. Word & Sentence Structure	_____	_____	[Shaded Area]	[Shaded Area]	[Shaded Area]			
2. Word Classes	_____	_____						
3. Linguistic Concepts	_____	_____						
4. Relationships & Ambiguities	_____	_____						
5. Oral Directions	_____	_____						
6. Spoken Paragraphs	_____	_____						
Total Processing Raw Score	_____	_____						
7. Word Series	_____	_____				[Shaded Area]	[Shaded Area]	[Shaded Area]
8. Confrontation Naming	_____	_____						
9. Word Associations—Series I + Series II	_____	_____						
10. Model Sentences	_____	_____						
11. Formulated Sentences	_____	_____						
Total Production Raw Score	_____	_____						

= Number of Subtests Below Criterion.

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8-03229



Name _____
 Address _____
 Age _____ Sex _____ Grade _____
 School _____
 Teacher _____
 Examiner _____
 Year _____ Month _____ Day _____
 Birth Date _____
 Chronological Age _____
 Other Relevant Data _____

Ages 5-7 Scoring Summary				Ages 8 and Above Scoring Summary			
Raw Score	Standard Score	Points - or +	Confidence Interval	Raw Score	Standard Score	Points - or +	Confidence Interval
Linguistic Concepts	10	10	10	Oral Directions	10	10	10
Sentence Structures	10	10	10	Word Classes	10	10	10
Oral Directions	10	10	10	Semantic Relationships	10	10	10
SUM OF 3 STANDARD SCORES				SUM OF 3 STANDARD SCORES			
RECEPTIVE LANGUAGE SCORE				RECEPTIVE LANGUAGE SCORE			
Word Structure	10	10	10	Formulated Sentences	10	10	10
Formulated Sentences	10	10	10	Recalling Sentences	10	10	10
Recalling Sentences	10	10	10	Sentence Assembly	10	10	10
SUM OF 3 STANDARD SCORES				SUM OF 3 STANDARD SCORES			
EXPRESSIVE LANGUAGE SCORE				EXPRESSIVE LANGUAGE SCORE			
SUM OF 6 STANDARD SCORES				SUM OF 6 STANDARD SCORES			
MEAN OF SUBTESTS (SUM ÷ 6)				MEAN OF SUBTESTS (SUM ÷ 6)			
TOTAL LANGUAGE SCORE				TOTAL LANGUAGE SCORE			
Age Equivalent				Age Equivalent			

Receptive-Expressive Differences				Receptive-Expressive Differences			
Higher Score (Receptive or Expressive)	Percentage of Norm	Standard Deviation	Confidence Interval	Higher Score (Receptive or Expressive)	Percentage of Norm	Standard Deviation	Confidence Interval
Lower Score (Receptive or Expressive)	10	10	10	Lower Score (Receptive or Expressive)	10	10	10
Difference				Difference			



Supplementary Subtests				Supplementary Subtests			
Raw Score	Standard Score	Points - or +	Confidence Interval	Raw Score	Standard Score	Points - or +	Confidence Interval
Listening to Paragraphs	10	10	10	Listening to Paragraphs	10	10	10
Word Associations	10	10	10	Word Associations	10	10	10
Word Classes	10	10	10	Linguistic Concepts	10	10	10
Semantic Relationships	10	10	10	Sentence Structure	10	10	10
Sentence Assembly	10	10	10	Word Structure	10	10	10


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continued

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Name _____			Address _____																																																																																																		
Age _____ Gender _____ Grade _____			Year _____ Month _____ Day _____																																																																																																		
School _____			Test Date _____																																																																																																		
Teacher _____			Birth Date _____																																																																																																		
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ORS

Observational Rating Scales (ORS)

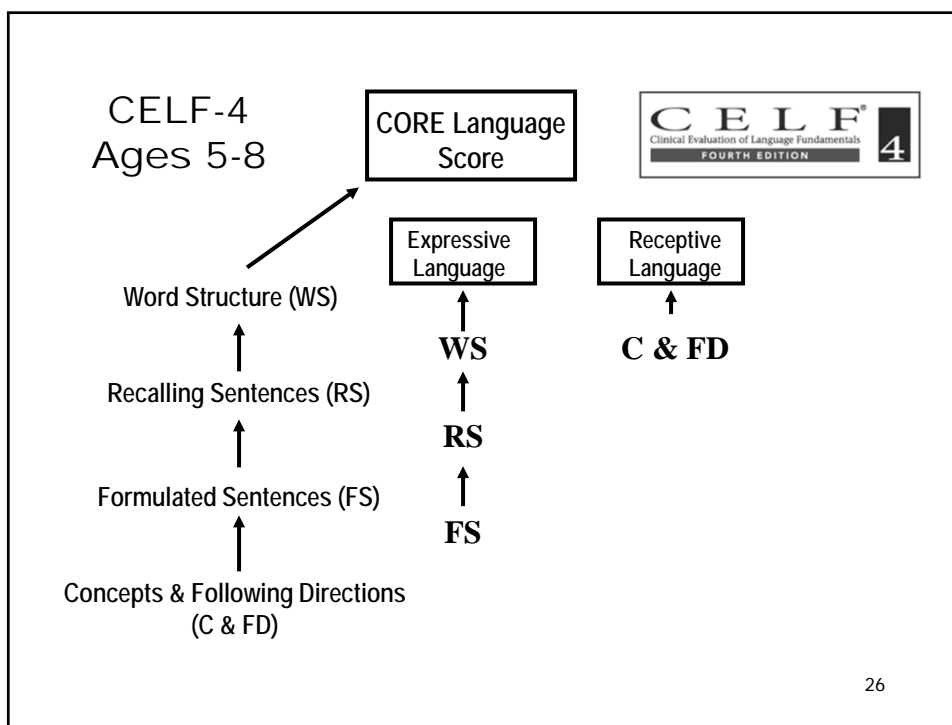
- **Guide Book on Use and Interpretation (data)**
- **Teacher, Parent & Student Rating Forms**
- **Used to Describe a Students' Problems in:
Reading, Writing, Listening & Speaking**
- **Includes a Summary Form**



TEST STRUCTURE



CORE Language Score



CELF[®] 4
Clinical Evaluation of Language Fundamentals
FOURTH EDITION
ELEANOR STAMM, ELIZABETH WING, WAYNE A. SECORD

Record Form 1 Ages 5–8

Name _____
Address _____
Age _____ Sex ☐ F ☐ M Grade _____ School _____
Teacher _____
Examiner _____

Date Tested _____
Date of Birth _____
Chronological Age _____

Subtest Scaled Score	Core Language	Receptive Language	Expressive Language	Language Content	Language Structure	Working Memory
	5–8	5–7	8	5–8	5–7	8
Concepts & Following Directions C&FD						
Word Structure WS						
Recalling Sentences RS						
Formulated Sentences FS						
Word Classes–Receptive WC–R						
Word Classes–Total WC–T						
Sentence Structure SS						
Expressive Vocabulary EV						
Number Repetition–Total NR–T						
Familiar Sequences I FSqI						
Core Language Score and Indexes						
Sum of Subtest Scaled Scores						
Standard Score ^a						
Standard Score Points +/-						
Confidence Interval (____% Level)	to	to	to	to	to	to
Percentile Rank	to	to	to	to	to	to
Percentile Rank Confidence Interval	to	to	to	to	to	to

^aSee Appendix D in Examiner's Manual.

Composite Score Chart	Discrepancy Comparisons	Score 1	Score 2	Difference	Critical Value	Significant Difference (F=0)	Prevalence in Standardization Sample	Statistically Significant Level
Core Language	Receptive–Expressive Language Index ^a							.15/25
Receptive Language	Language Content–Structure Index ^a							.15/25

^aSee Tables 3.5–3.6.

Notes: _____

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Subtest Scaled Score	Core Language	Receptive Language	Expressive Language	Language Content	Language Structure	Working Memory
	5–8	5–7	8	5–8	5–7	8
Concepts & Following Directions C&FD						
Word Structure WS						
Recalling Sentences RS						
Formulated Sentences FS						
Word Classes–Receptive WC–R						
Word Classes–Total WC–T						
Sentence Structure SS						
Expressive Vocabulary EV						
Number Repetition–Total NR–T						
Familiar Sequences I FSqI						
Core Language Score and Indexes						
Sum of Subtest Scaled Scores						
Standard Score ^a						
Standard Score Points +/-						
Confidence Interval (____% Level)	to	to	to	to	to	to
Percentile Rank	to	to	to	to	to	to
Percentile Rank Confidence Interval	to	to	to	to	to	to

^aSee Appendix D in Examiner's Manual.

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continued™

CELF[®] 4
Clinical Evaluation of Language Fundamentals
FOURTH EDITION
ELEANOR SEMEL, ELIZABETH H. WIG, WYNNE A. SECORD

Record Form 2 Ages 9–21

Name: _____
Address: _____
Age: _____ Sex: ☐ F ☐ M Grade: _____ School: _____
Teacher: _____
Examiner: _____

Date Tested: _____
Date of Birth: _____
Chronological Age: _____

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											
Formulated Sentences FS											
Word Classes–Receptive WC–R											
Word Classes–Expressive WC–E											
Word Classes–Total WC–T											
Expressive Vocabulary EV											
Word Definitions WD											
Understanding Spoken Paragraphs USP											
Sentence Assembly SA											
Semantic Relationships SR											
Number Repetition–Total NR–T											
Familiar Sequences 1/2 FSq1/2											
Core Language Score and Indexes											
Sum of Subtest Scaled Scores											
Standard Score*											
Standard Score Points +/-											
Confidence Interval (____% Level)	to	to	to	to	to	to	to	to	to	to	to
Percentile Rank	to	to	to	to	to	to	to	to	to	to	to
Percentile Rank Confidence Interval	to	to	to	to	to	to	to	to	to	to	to

*See Appendix D in Examiner's Manual.

Composite Score Chart						
	CL	RL	EL	LC	LM	WM
160	+	+	+	+	+	+
155	+	+	+	+	+	+
150	+	+	+	+	+	+
145	+	+	+	+	+	+
140	+	+	+	+	+	+
135	+	+	+	+	+	+
130	+	+	+	+	+	+
125	+	+	+	+	+	+
120	+	+	+	+	+	+
115	+	+	+	+	+	+
110	+	+	+	+	+	+
105	+	+	+	+	+	+
100	+	+	+	+	+	+
95	+	+	+	+	+	+
90	+	+	+	+	+	+
85	+	+	+	+	+	+
80	+	+	+	+	+	+
75	+	+	+	+	+	+
70	+	+	+	+	+	+
65	+	+	+	+	+	+
60	+	+	+	+	+	+
55	+	+	+	+	+	+
50	+	+	+	+	+	+
45	+	+	+	+	+	+
40	+	+	+	+	+	+
35	+	+	+	+	+	+
30	+	+	+	+	+	+
25	+	+	+	+	+	+
20	+	+	+	+	+	+
15	+	+	+	+	+	+
10	+	+	+	+	+	+
5	+	+	+	+	+	+
0	+	+	+	+	+	+

Discrepancy Comparisons		Score 1	Score 2	Difference	Critical Value	Significant Difference (Yes/No)	Prevalence in Standardization Sample	Statistically Significant Level
Receptive–Expressive Language Index*								.15/05
Language Content–Memory Index*								.15/05

*See Tables 5.5–5.6.

Notes: _____

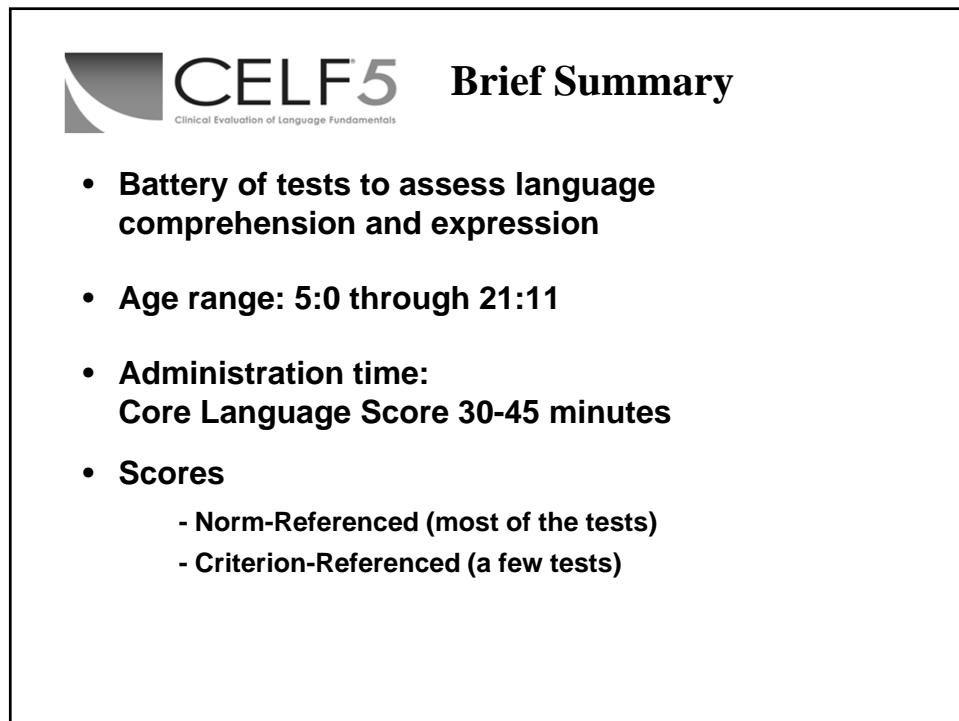
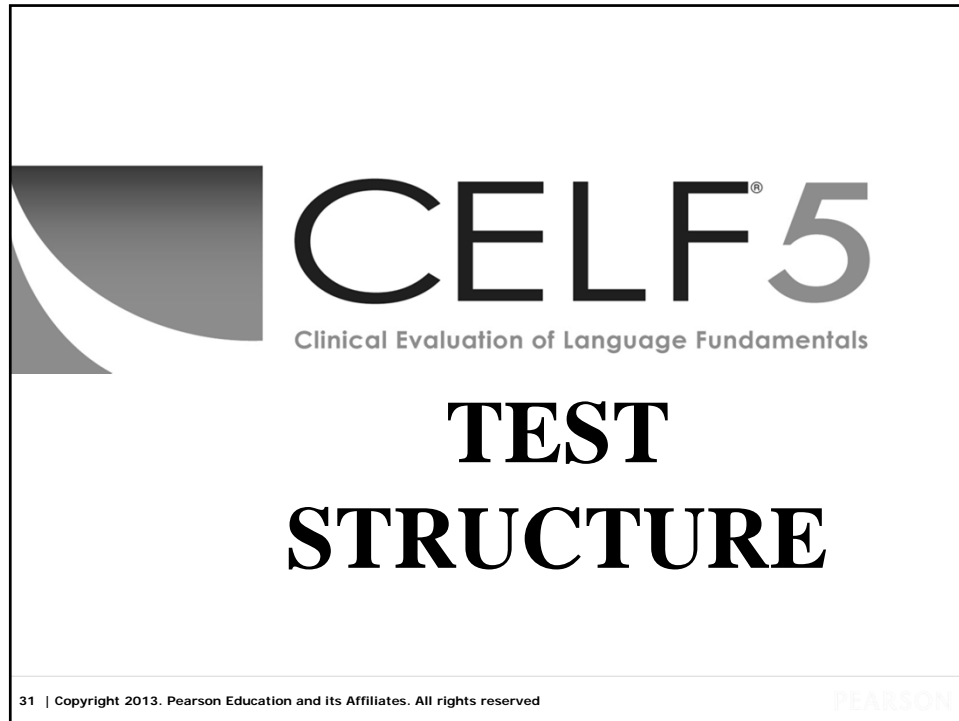



Sample 9-21


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											
Formulated Sentences FS											
Word Classes–Receptive WC–R											
Word Classes–Expressive WC–E											
Word Classes–Total WC–T											
Expressive Vocabulary EV											
Word Definitions WD											
Understanding Spoken Paragraphs USP											
Sentence Assembly SA											
Semantic Relationships SR											
Number Repetition–Total NR–T											
Familiar Sequences 1/2 FSq1/2											
Core Language Score and Indexes											
Sum of Subtest Scaled Scores											
Standard Score*											
Standard Score Points +/-											
Confidence Interval (____% Level)	to	to	to	to	to	to	to	to	to	to	to
Percentile Rank	to	to	to	to	to	to	to	to	to	to	to
Percentile Rank Confidence Interval	to	to	to	to	to	to	to	to	to	to	to
	Core Language		Receptive Language		Expressive Language	Language Content			Language Memory		Working Memory

*See Appendix D in Examiner's Manual.

continued™



 Test Structure				
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	Pragmatic 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				


Record Form 1
 AGES 5-8

ELIZABETH H. WING • ELEANOR SEMEL • WAYNE A. SECORD

Name _____

Address _____

Age _____ Sex: ☐ F ☐ M Grade _____ School _____

Teacher _____

Examiner _____

Test Date _____ Year _____ Month _____ Day _____

Birth Date _____ Year _____ Month _____ Day _____

Age _____

Test Scaled Scores

Subtest	Raw Score	Scaled Score	Standard Score Points ±1	Confidence Interval (____ % Level)	Percentile Rank	Percentile Rank (CI)	Age Equivalent	Growth Scale Value
Linguistic Concepts (LC)				to		to		
Word Structure (WS)				to		to		
Word Classes (WC)				to		to		
Following Directions (FD)				to		to		
Formulated Sentences (FS)				to		to		
Recalling Sentences (RS)				to		to		
Structured Writing (SW)				to		to		
Pragmatics Profile (PP)				to		to		

Core Language Score and Index Scores

	SL	EC	WS	WC	FD	FS	RS	Sum of Scaled Scores	Standard Score Points ±1	Confidence Interval (____ % Level)	Percentile Rank	Percentile Rank (CI)
Core Language Score (CLS)										to		to
Receptive Language Index (RLI)										to		to
Expressive Language Index (ELI)										to		to
Language Content Index (LCI)										to		to
Language Structure Index (LSI)										to		to

Discrepancy Comparisons

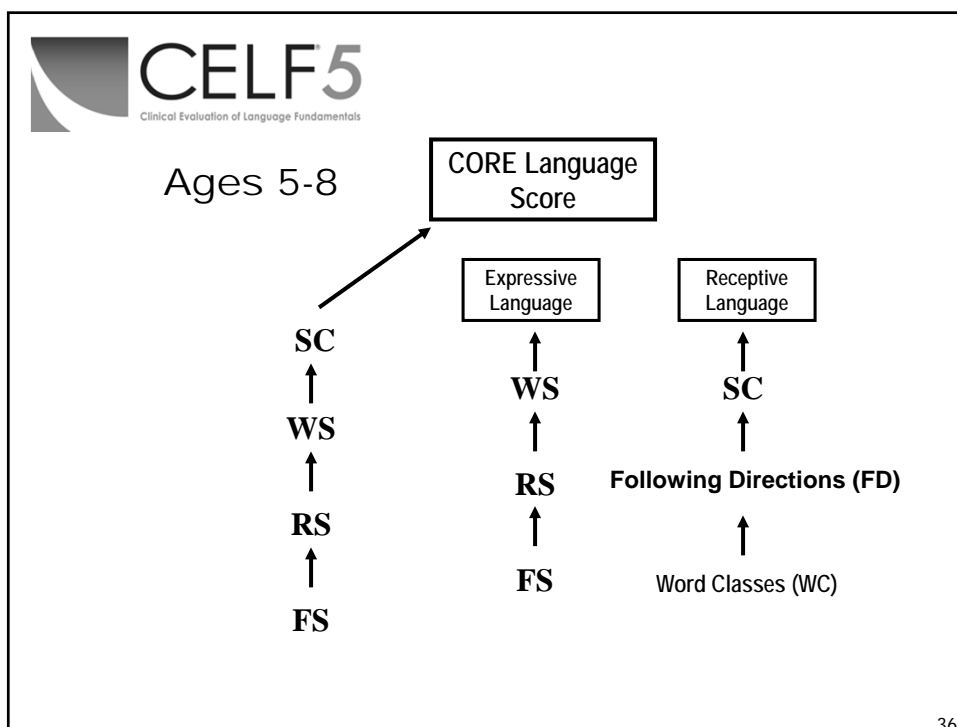
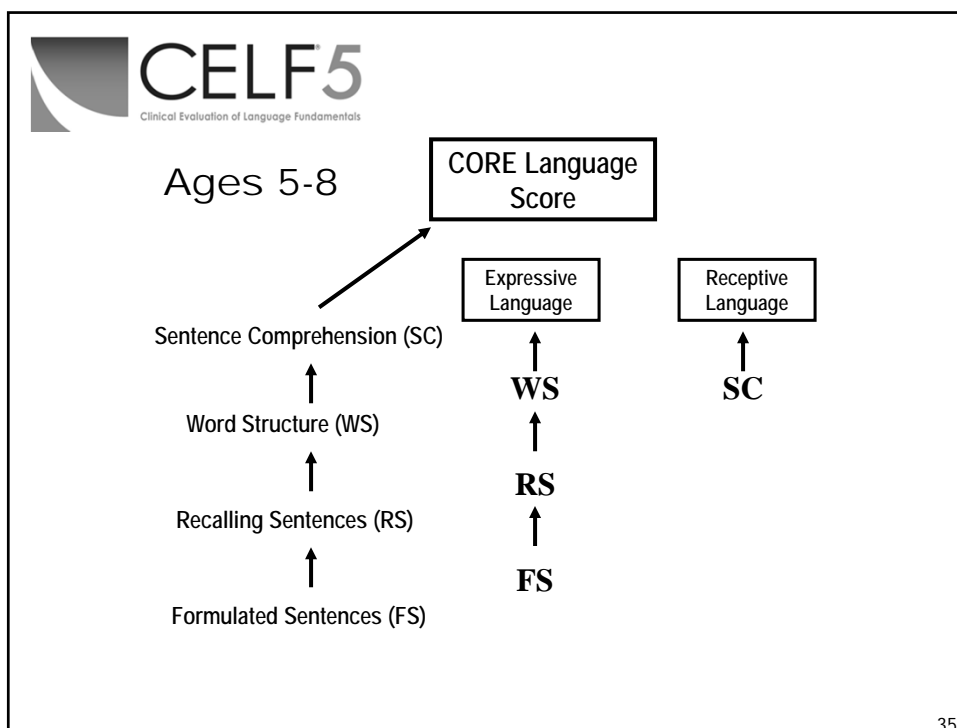
	Score 1	Score 2	Difference	Critical Value	Significance Difference	Prevalence in Normal Sample	Statistically Significant Level	Total observations checked	Observations	≤ 9
Receptive-Expressive Language Index					Yes/No		.15/.05			
Language Content-Structure Index*					Yes/No		.15/.05			

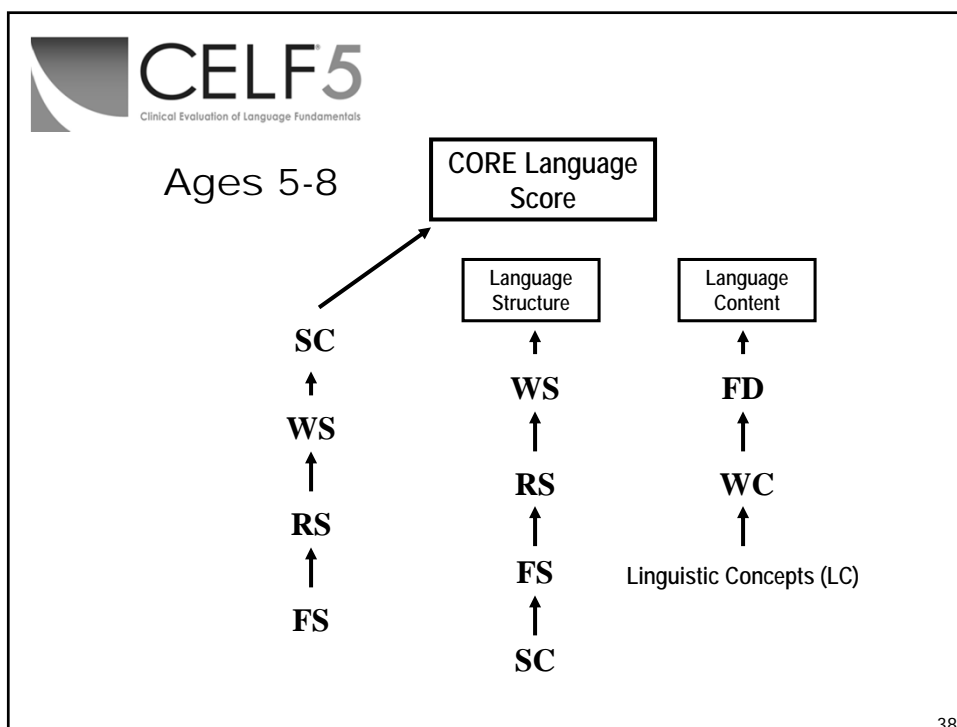
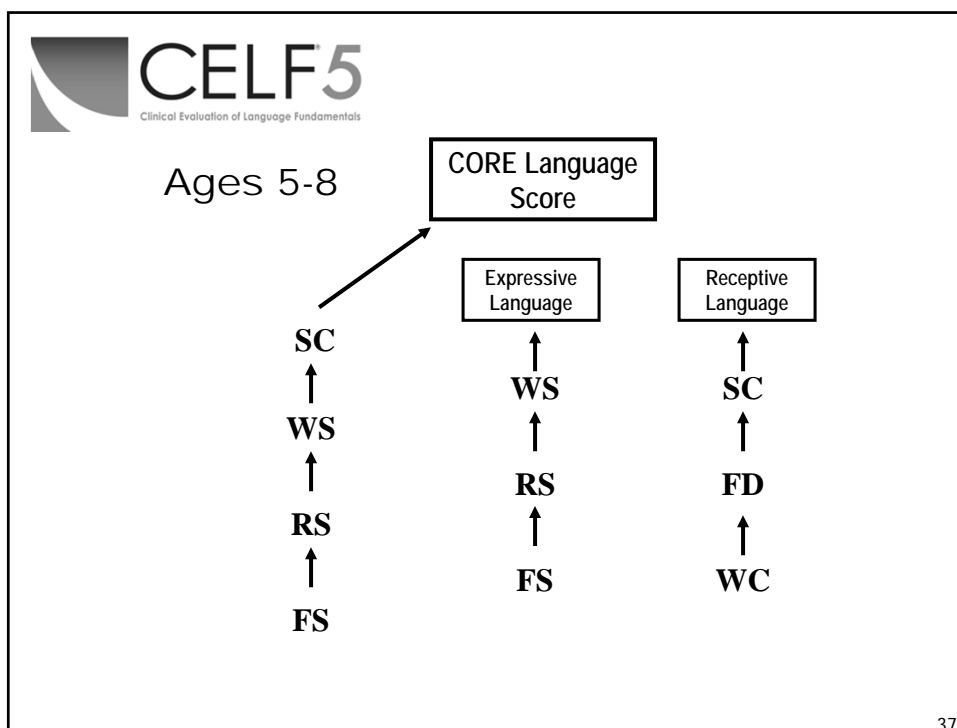
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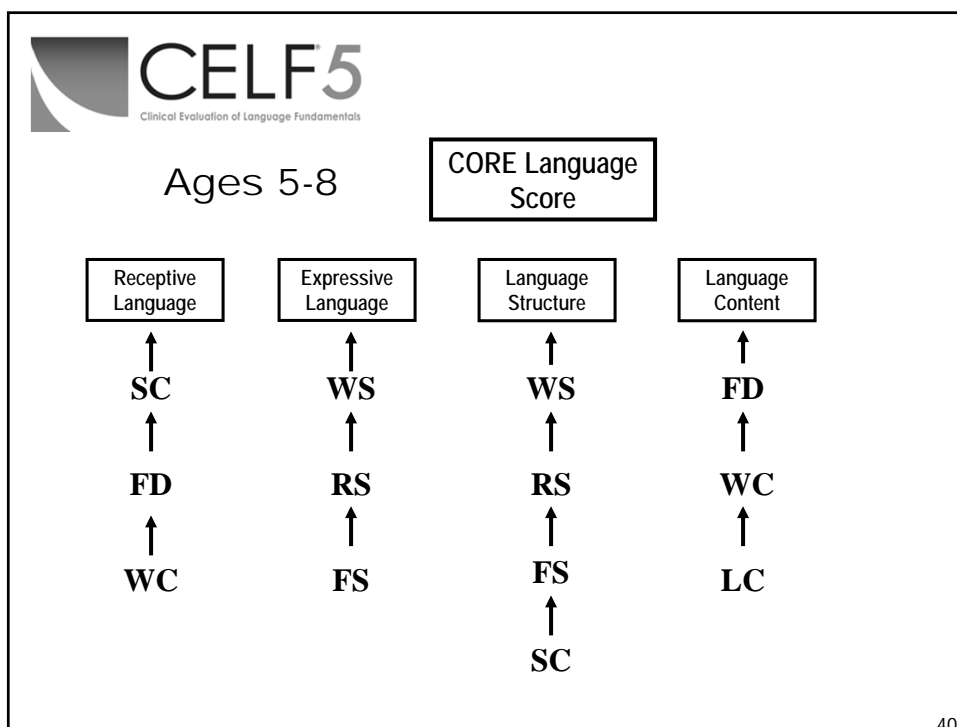
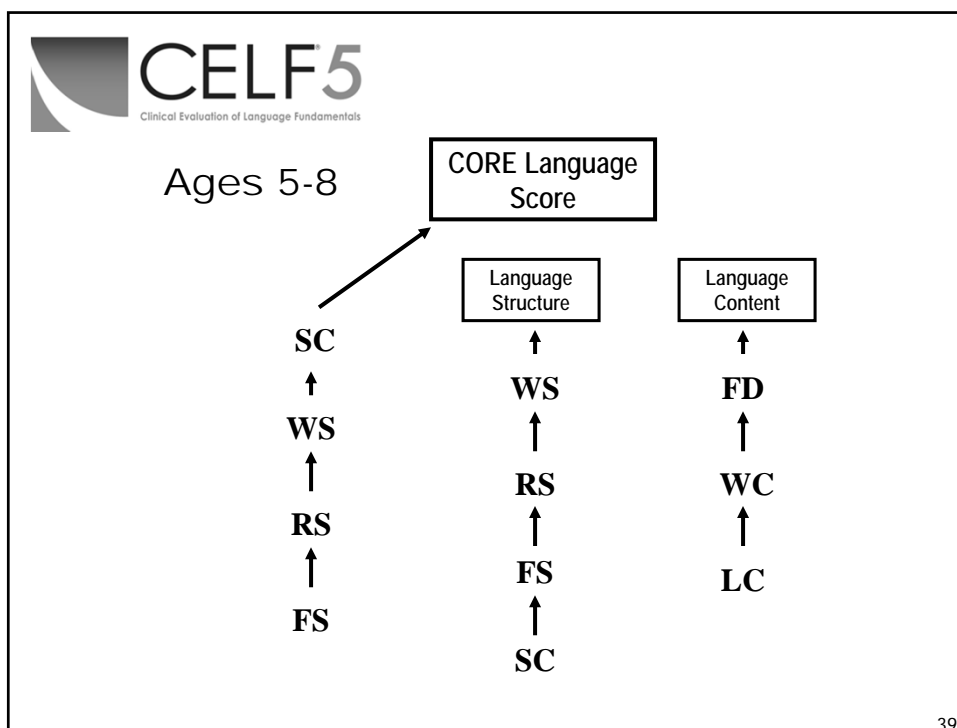
Pragmatics Activities Checklist (PAC)

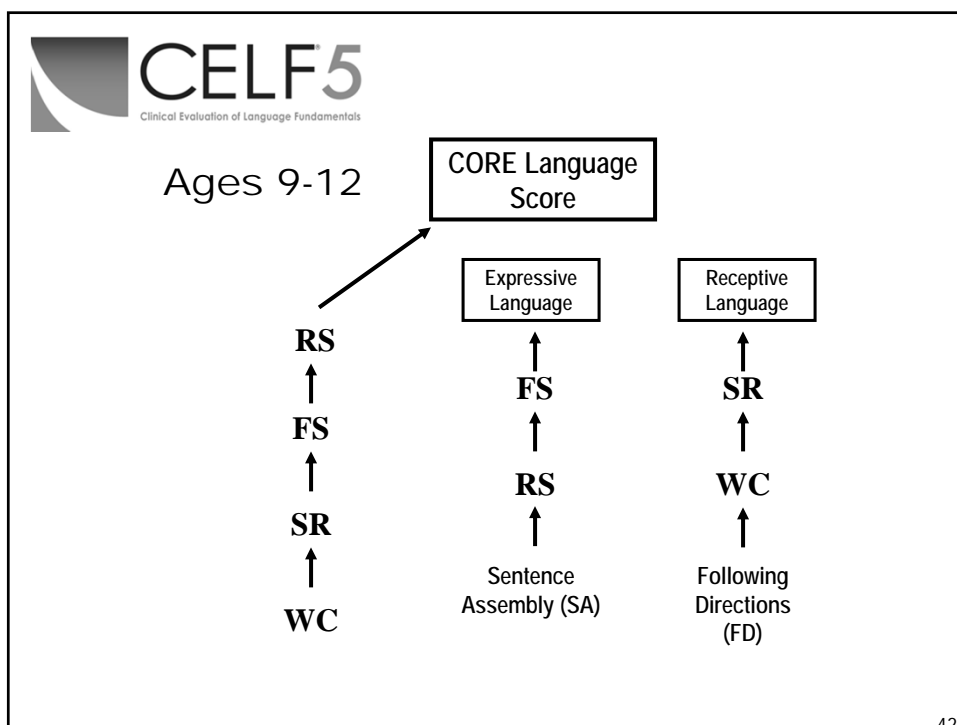
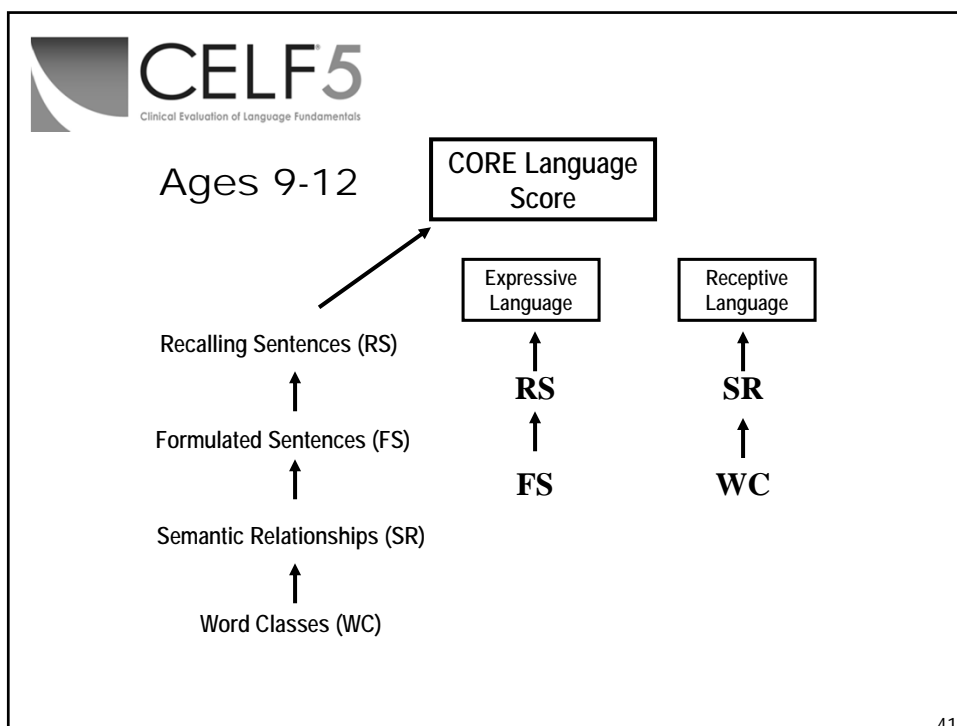
	Observations	≤ 9
Meets	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	

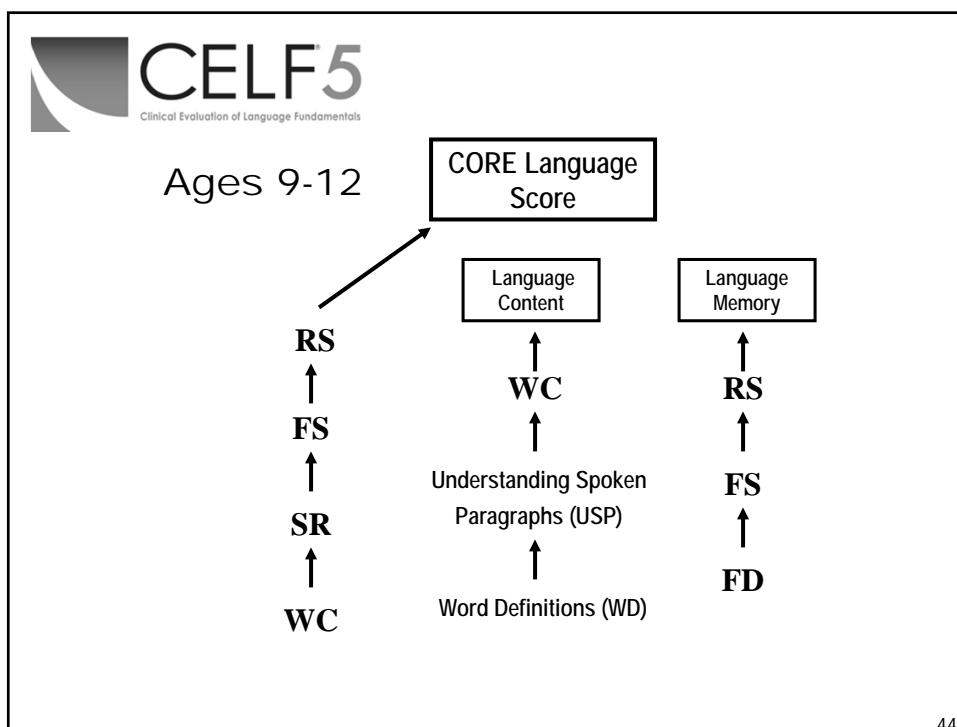
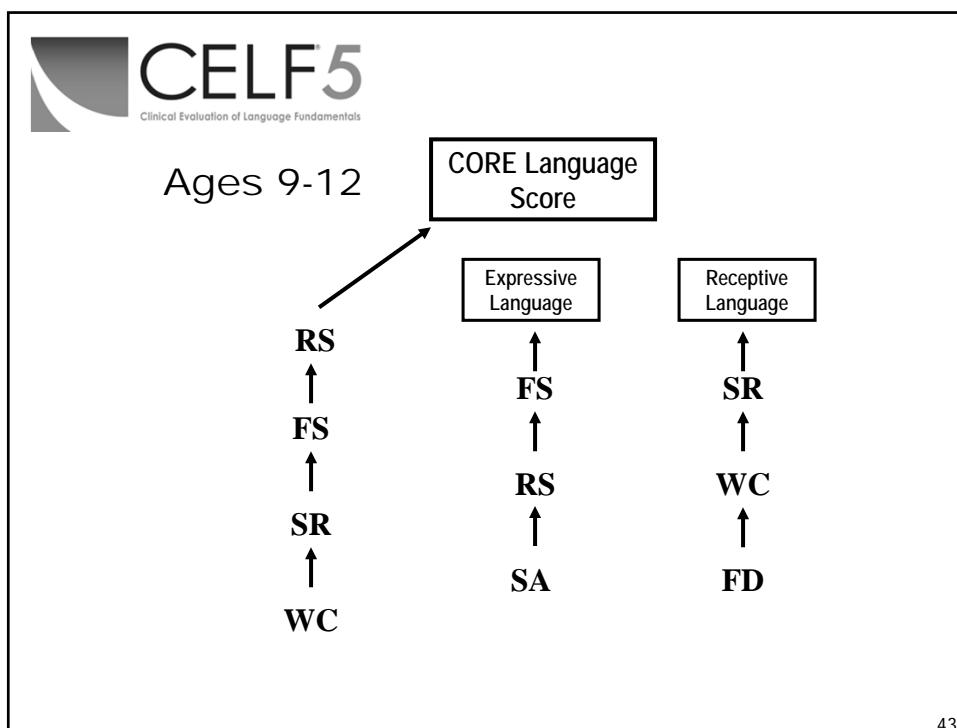
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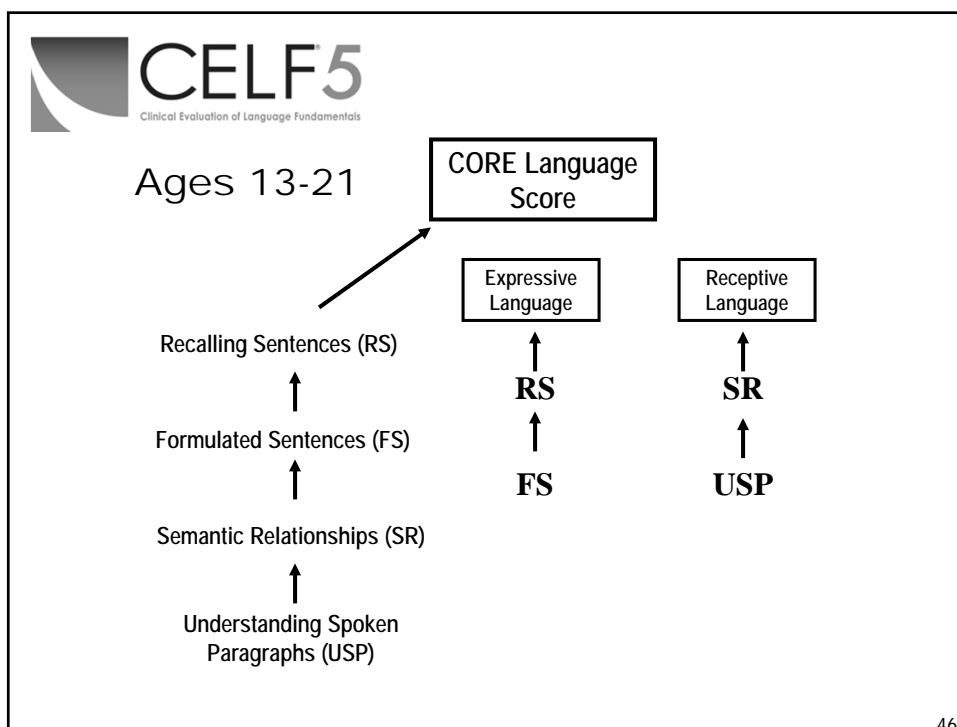
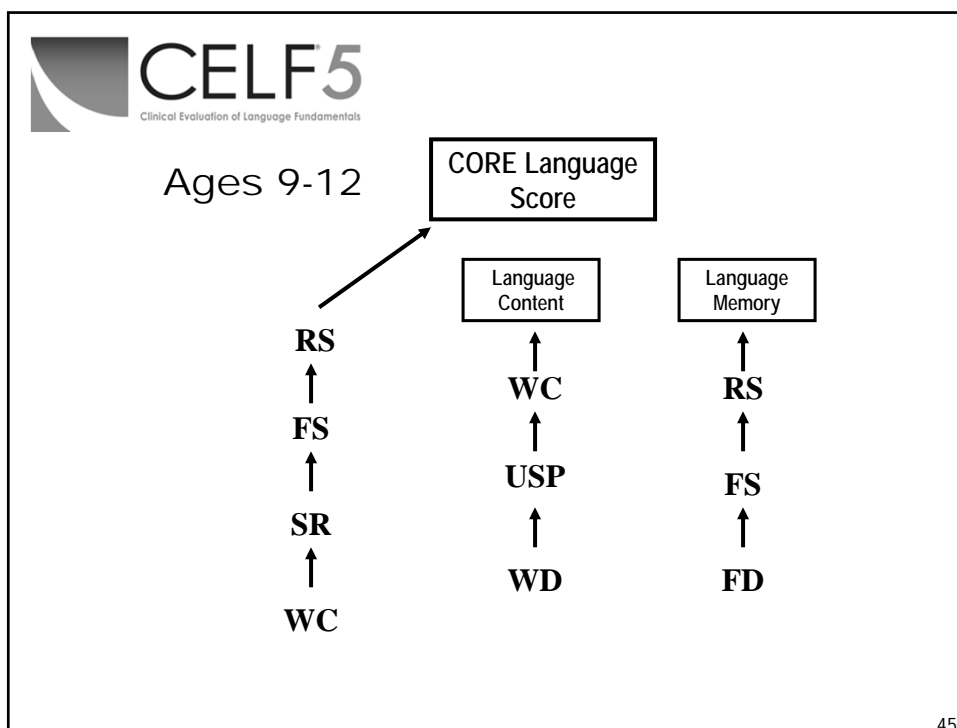


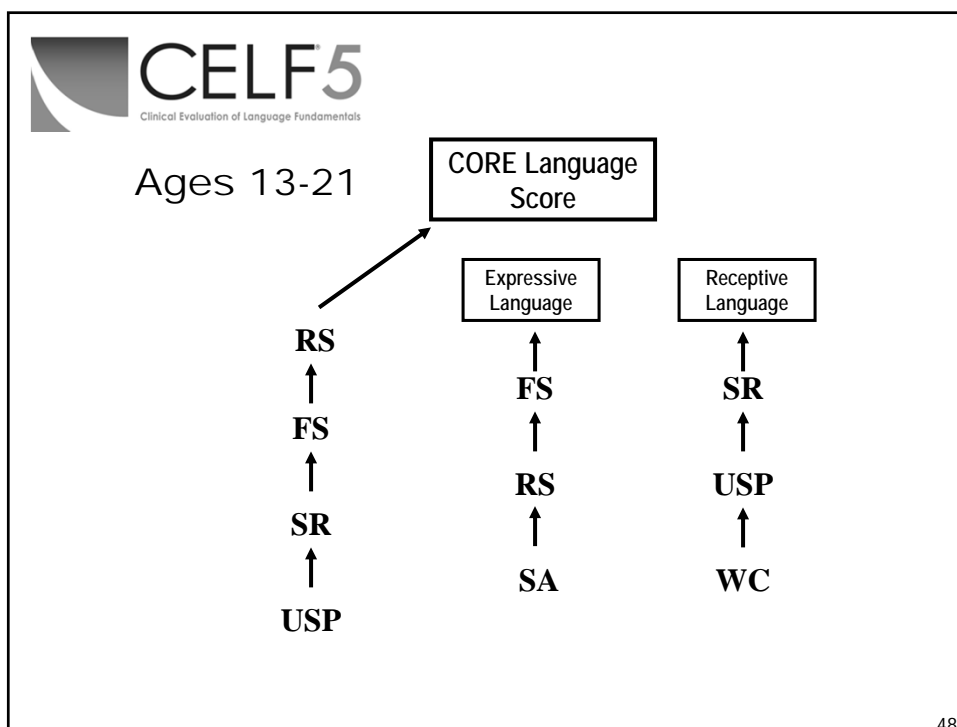
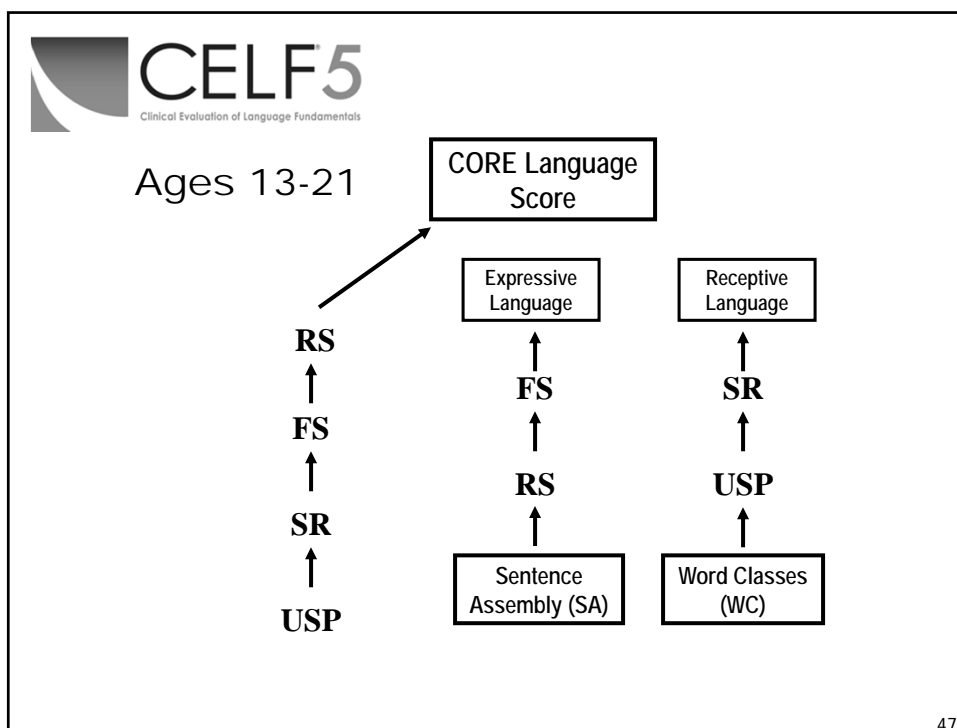


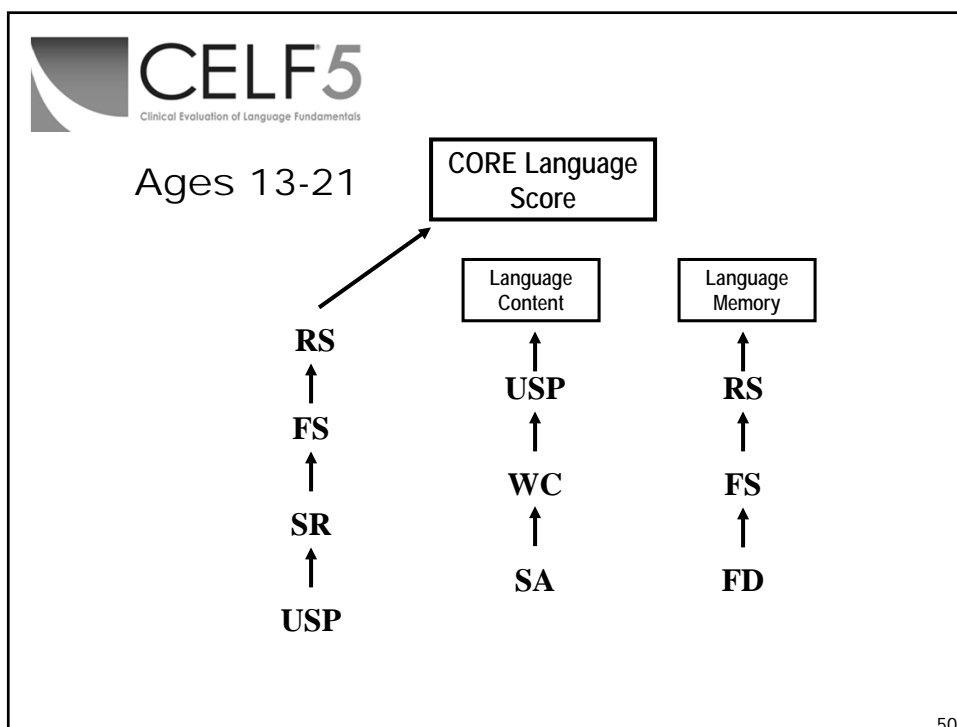
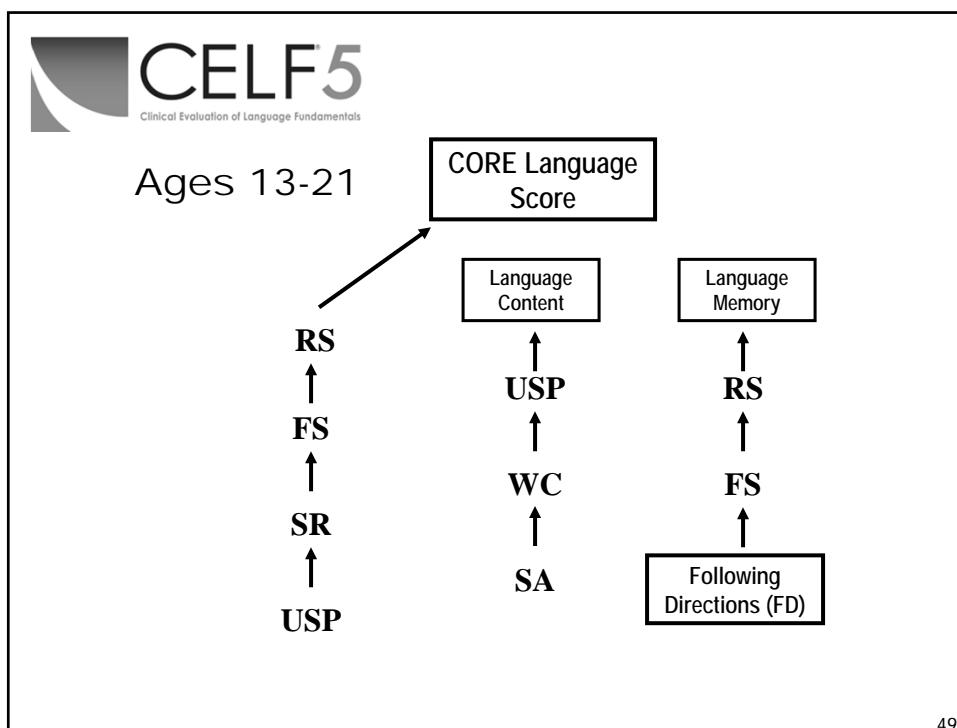


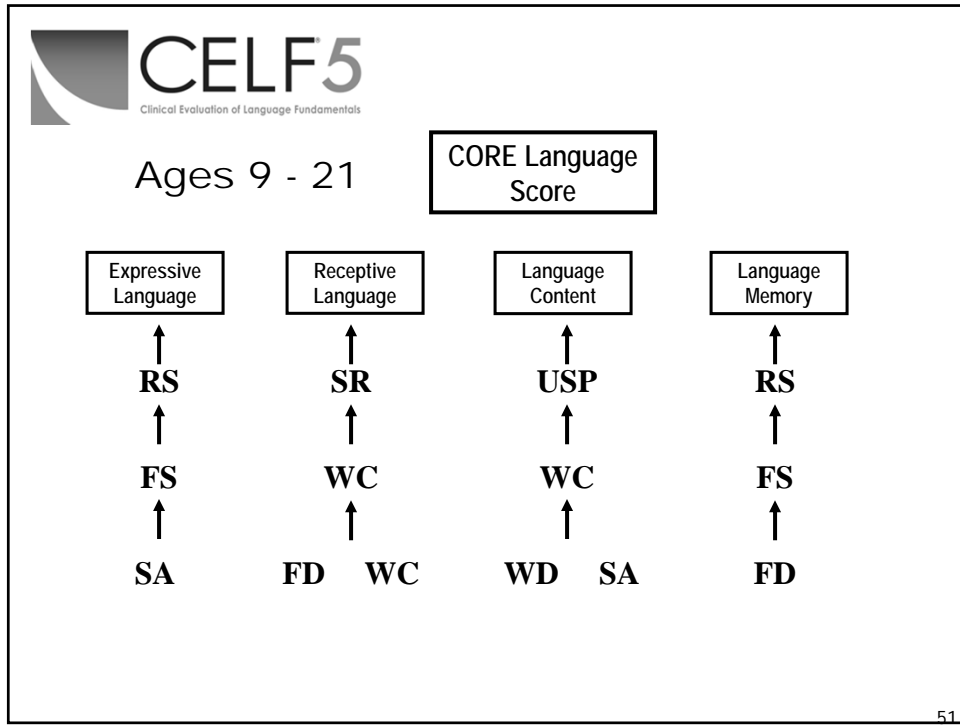












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CELF5
Clinical Evaluation of Language Fundamentals

Record Form 2
AGES 9-21

Name: _____
Address: _____
Age: _____ Sex: ☐ F ☐ M Grade: _____ School: _____
Teacher: _____
Examiner: _____

Calculation of Student's Age
Year: _____ Month: _____ Day: _____
Birth Date: _____
Age: _____

Test Scaled Scores

Test	Raw Score	Scaled Score	Confidence Interval (Lower - % Level)	Percentile Rank	Percentile Rank (2)	Age Equivalent	Growth Scale Value
Word Classes (WC)			to	to	to		
Following Directions (FD)			to	to	to		
Formulated Sentences (FS)			to	to	to		
Recalling Sentences (RS)			to	to	to		
Understanding Sentences (USP)			to	to	to		
Pragmatics (PAC)			to	to	to		
Sentence Assembly (SA)			to	to	to		
Semantic Relationships (SR)			to	to	to		
Pragmatics Profile (PP)			to	to	to		

Core Language Score and Index Scores

Age	WC	FD	FS	USP	WD	SA	SR	Sum of Scaled Scores	Standard Score	Confidence Interval (Lower - % Level)	Percentile Rank	Percentile Rank (2)
Core Language Score (CLS)												
Receptive Language Index (RLI)												
Expressive Language Index (ELI)												
Language Content Index (LCI)												
Language Memory Index (LMI)												

Discrepancy Comparisons

Score 1	Score 2	Difference	Critical Value	Significant Difference	Prevalence in Normative Sample	Statistical Significance Level	Pragmatics Activities Checklist (PAC)
Receptive-Expressive Language Index				Yes/No	.35/05		Observations checked: <input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Language Content-Memory Index				Yes/No	.35/05		

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TEST OVERVIEW

Summary of Changes

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Some Assessment Trends

- **Social Language**
 - Increasing numbers of students identified with autism or Asperger's Syndrome ages 5-21 with social language issues in both mainstream and special classroom settings.
 - Increased focus on social language skills for the mainstream classroom population (e.g., core curriculum often includes social/behavioral targets, anti-bullying initiatives).
- **RTI**
 - SLPs collaborating with classroom teachers, psychologists and other specialists to identify supports for students having difficulty meeting curriculum objectives.
 - Examining the link between oral language and literacy.
 - Increased SLP involvement in RTI activities.
 - Requirements for more screening.

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Revision Goals

- **Align tests to current education models & assessment trends.**
- **Streamline the test.**
- **Enhance clinical utility.**
- **Improve and maintain psychometric properties.**
- **Increase user friendliness.**
- **Assess social language skills in authentic, interactive situations.**
- **Create an optional literacy component by adding one reading comprehension and one written language test that allows you to make oral-written language comparisons and begin collaboration with classroom teachers and reading specialists**

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Enhance Already Robust Psychometric Properties

- **Update normative information**
- **Extend subtest floors & ceilings**
- **Improve item difficulty gradients**
- **Evaluate item bias**
 - Iterative psychometric analyses
 - Qualitative reviews by assessment and bias experts
 - Feedback from clinicians in the field testing over 2000 field test participants
- **Test structure changes**

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What's New and Great?

- **More robust assessment of pragmatics**
 - Norm-referenced scores for Pragmatics Profile
 - New Pragmatics Activities Checklist
- **Targeted assessment of written language**
 - Reading Comprehension
 - Structured Writing
- **New digital options**
 - Digital Kit: All manuals on flash drive; use paper record forms
 - Coming in 2014: Q: interactive platform offers digital administration & scoring using two i-Pads
- **Current normative data reflecting today's diverse population**

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Overview of Test Changes

- Each test is a stand-alone assessment
- Revised retained tests
 - New items include modifications to administration directions, basal and ceilings, test stimuli, and art
- New tests
 - Pragmatics Activities Checklist
 - Reading Comprehension
 - Structured Writing
- **Tests deleted from paper and digital kits**
 - Expressive Vocabulary
 - Word Associations
 - Rapid Automatic Naming
 - Number Repetition
 - Familiar Sequences
 - Phonological Awareness

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CELF5
Clinical Evaluation of Language Fundamentals

**New Language in Literacy Tests:
Reading Comprehension
Structured Writing**

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CELF5
Clinical Evaluation of Language Fundamentals

**Some Test
Fine Tunings**

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Usability Improvements

- All verbal stimuli and item analyses are in the Record Form

4. Point to the one that is *different*.



1 0

Structure	Items
Inclusion/Exclusion	1 (not), 2 (and), 4 (different), 5 (all), 8 (circled), 10 (with), 14 (without), 20 (underlined), 23 (either ... or), 24 (neither ... nor), 25 (all but one)
Location	3 (middle), 6 (together), 9 (closest), 15 (between), 16 (next to)
Quantity	7 (many)
Sequence	3 (middle), 13 (beginning)
Conditional	11 (if), 19 (unless), 21 (if ... if not)
Temporal	17 (at the same time), 18 (before), 22 (until)

Note: Bolded items appear in more than one category.

- Modifications to test stimuli and art based on clinician feedback



- Fewer items needed, > basal and ceiling reduces testing time

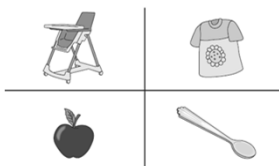
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Sentence Comprehension

- This test was titled "**Sentence Structure**" in CELF-4.



Trial 1: I can eat this.

A B
C D

- The new name change is a more accurate description of the student's task in responding to the items.
- Both semantic and morpho-syntactic aspects of comprehension are required to respond, and the word *comprehension* in the test title reflects that more accurately.

Sentence Comprehension Item Analysis

Structure	Items
Negation	8, 9
Modification	1, 4 , 10
Prepositional Phrase	4 , 6, 14, 16, 19, 20
Object: Direct/Indirect	5 , 15, 22
Infinitive	5 , 21
Verb Phrases	26
Relative Clause	2, 3, 11
Subordinate Clause	10 , 13, 17
Interrogative	12
Passive	18, 23
Direct Request	24
Indirect Request	25
Compound	7, 27

Note: Bolded items appear in more than one category.

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CELF5 Linguistic Concepts

- This test was previously combined with “following directions” on CELF-4.
- Having both concepts and directions combined in one test resulted in multiple sets of items on the test and multiple start points for the following directions section.
- This task now has a stronger floor for younger children.

Trial 2: Point to the sun.



Structure	Items
Inclusion/Exclusion	1 (out), 2 (and), 4 (different), 5 (all), 8 (circled), 10 (with), 14 (without), 20 (undefined), 23 (either...or), 24 (neither...nor), 25 (all but one)
Location	3 (middle), 6 (together), 9 (closest), 15 (between), 16 (next to)
Quantity	7 (many)
Sequence	3 (middle), 13 (beginning)
Conditional	11 (if), 19 (unless), 21 (if...if not)
Temporal	17 (at the same time), 18 (before), 22 (until)

Note: Bolded items appear in more than one category.


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CELF5 Following Directions

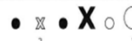
- This test was previously part of CELF-4's Concepts & Following Directions test
- Highly sensitive measure of receptive language
- Comprehension, recall, and ability to execute spoken directions are essential skills needed to perform well in the classroom.
- Separating assessment of concepts and directions enables you to examine comprehension of concepts separately from ability to comprehend multiple step commands

Trial 2: Point to the black circle and the white square. Go.



1 2

Trial 3: Point to the big circle and the little X. Go.



2 1

Following Directions Item Analysis

Level of Command and Orientation			
Directions	Items		
	No Orientation	Serial Order/Orientation	Left/Right Orientation
1 Level Command	1, 2,	8, 13	11
2 Level Command	3	4, 5, 6, 9, 10, 12, 14, 15, 16, 27	
3 Level Command	7, 23	17, 18, 19, 20, 21, 22, 24, 25, 26, 29, 34	18, 25
4 Level Command		28, 30, 31, 32, 33, 35	

Note: Bolded items appear in more than one category.

Number of Modifiers

Modifiers Per Noun	Items
No Modifier	5, 7, 11, 22, 30, 34
One Modifier	1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 14, 16, 19, 25, 26, 27, 29, 30, 31, 32, 33, 34
Two Modifiers	13, 15, 17, 18, 20, 21, 23, 24, 28, 30, 31, 32, 35

Note: Italicized items contain the fewest numbers of modifiers per noun.

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Word Structure

Trial 2: Mom said, "These shoes (point to shoes on the left) are mine and those shoes are (point and pause)

_____, "yours]"

- A few new test items were added (now with 35 items rather than 32).



- The slight increase in the number of test items resulted in improved reliability

Word Structure Item Analysis

Category	Items
Phonological Conditioning and Irregular Forms	
Regular Plural	1, 2
Irregular Plural	3, 4
Possessive Nouns	7, 8
Third Person Singular	5, 6
Regular Past Tense	17
Future Tense	21, 22
Irregular Past Tense	35
Derivational Forms	
Derivation of Nouns	9
Derivation of Adjectives	30
Comparative & Superlative	23, 24, 25, 26
Auxiliary + -ing	11, 12, 13, 14

Category	Items
Pronominalization	
Objective	18, 19, 20
Possessive	15, 16
Subjective	33, 34
Reflexive	31, 32
Copula	
Contractible	10
Uncontractible/Auxiliary	27, 28, 29

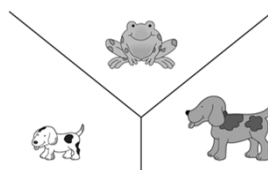
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Word Classes

- No expressive component (this saves administration time)
- Now there is one continuous set of items rather than one younger set and one older (so there is no disconnect in scores for children at ages 8 and 9).
- Students up to age 10 start with pictures support. Ages 12 and above: no pictures stimuli (if a student is functioning at a very low level, he or she will need to start the test with the picture stimuli).



Demonstration and Trial Items

Demo:	puppy	frog	dog
Trial 1:	milk	apple	banana
Trial 2:	cat	whiskers	nest

Word Classes Item Analysis

Category	Items
Semantic Class	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 19, 21, 24, 26, 38, 40, 42
Location	15, 16, 27
Composition	18, 20
Synonym	19, 28, 29, 30, 31, 33, 35, 37, 39, 41, 43, 44
Object Function	22, 23
Word Opposites	25, 32, 34, 36

Note: Bolded items appear in more than one category.

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continued™



Formulated Sentences

- Administration and scoring is quite similar to CELF-4.
- One change to scoring: the student has to use the target word as intended. For example, if the target word is an adjective, the target word has to be used as adjective or the student does not earn credit.

Demonstration and Trial Items

Demo. book *The girl is reading a book.*
 Trial 1. reading
 Trial 2. first



Formulated Sentences Item Analysis

Category	Items
Noun	2, 3
Pronoun	1
Verb	5
Adjective	8, 9
Adverb	4, 6, 12 , 16
Conjunctive Adverb	14, 18, 20, 23, 24, 25, 26
Preposition	7
Coordinating	11, 21 , 22
Subordinating	10, 12 , 13, 15, 17, 19
Correlative	21

Note: Bolded items appear in more than one category.

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Recalling Sentences

- A sensitive measure with consistently high reliability (all values above .94)

Trial Items

Trial 1. My sister is in the sixth grade.
 Trial 2. Does Mr. Gomez teach reading?

Recalling Sentences Item Analysis

Category	Items
Active Declarative	1, 2
Conjunction Deletion	26
Coordination	4, 21
Noun Modification	7
Subordinate Clause	9, 13, 16, 19, 22, 23, 24, 25, 27
Relative Clause	14, 15, 17, 18, 20
Negative	12

Category	Items
Active Interrogative	3, 4, 8
Negative	5
Passive Declarative	
Negative	10
Coordination	11
Subordinate Clause	25
Passive Interrogative	6

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Understanding Spoken Paragraphs

Trial Paragraphs and Items

The Surprise

Andy liked to visit his grandfather who lived on a farm in the country. The last time Andy saw his grandfather, he had promised to send Andy a surprise. Andy was excited because his mom said the surprise would come today. After breakfast, Andy's dad brought a big basket into the kitchen. Andy heard a "meow" and saw a long furry tail coming from inside the basket.

- 5 test items added for this test for every age group
- Reliabilities are significantly improved.

Understanding Spoken Paragraphs Item Analysis

Age	Paragraph	Question Type					
		Main Idea	Detail	Sequence	Inference	Prediction	Social Context
5:0-6:11	A	1	2	3		4	
	B	5	7	9	6	8, 10	6, 10
	C	11	12, 13	15	14		11, 13, 14
	D	16		18	16, 17, 19	19, 20	
7:0-8:11	A	1	5	2, 3	4, 6	7, 8	8
	B	9, 14	10	13	11	12	9, 11
	C	15, 17		20	16	18, 19	17, 18, 19

Note: Bolded items appear in more than one category.



Word Definitions

- Now much easier to score with 1,0 scoring
- Record Form lists examples of responses listing the concepts that must be expressed and those that are optional

Trial 1: mustard Mom asked, "Would you like mustard on your hamburger?"

☐ condiment/something added for taste/put on food

AND

☐ is brown/yellow

+ - P

Word Definition Item Analysis

Category	Items
Science	4, 19, 20, 21
Social Studies	8, 9, 10, 11, 14, 15, 16
Language/Literature/Arts	5, 7, 12, 13, 17, 18, 22, 23, 24
Experiential/Community Knowledge	1, 2, 3, 6



Sentence Assembly

- This test is similar to CELF-4
- Wider range of scaled scores (ceiling extended)

Demo tall the boy is

a) The boy is tall.

b) Is the boy tall?

Sentence Assembly Item Analysis

Category	Items
Active Declarative (width)	
Prepositional Phrase	8, 11
Negative	2, 6, 7, 9, 12, 16, 17
Infinitive Phrase	
Direct and Indirect Object	10, 14
Subordinate Clause	1, 4, 5, 13, 15, 17, 19
Relative Clause	18, 20
Interrogative (width)	
Prepositional Phrase	11
Negative	2, 6, 7, 8, 9, 12, 16
Infinitive Phrase	
Direct and Indirect Object	10, 14
Passive	
Declarative	3
Interrogative	3

Note: Bolded items appear in more than one category.



Semantic Relationships

Trial Items

Trial 1. A man is bigger than a

- a) house
- b) button**
- c) spoon
- d) plane

+

-

Trial 2. Jan saw Pedro. Dwayne saw Francis. Who was seen?

- a) Jan
- b) Dwayne
- c) Pedro
- d) Francis

+


-

**Added more
difficult items**

**Ceiling was
strengthened.**

Semantic Relationships Item Analysis

Category	Items
Comparative	1, 2, 7, 9, 10, 16
Spatial	3, 6, 11
Temporal	13, 15, 20, 21
Sequential	4, 5, 18, 14, 19
Passive	8, 12, 17



CELF5


Clinical Evaluation of Language Fundamentals


Summary of Fine Tunings

1. **Sentence Comprehension**
 - *Called Sentence Structure in CELF-4*
 - *Now both semantic & morpho-syntactic aspects included*
2. **Linguistic Concepts**
 - *Previously combined with "Following Directions"*
 - *Combination confusing with multiple sets of items*
 - *Task now has a stronger floor for younger children*
3. **Following Directions**
 - *Previously "Concepts and Following Directions"*
 - *Separation now enables much clearer assessment of both*
4. **Word Structure**
 - *Some additional test items*
 - *Improved reliability*

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CELF5


Clinical Evaluation of Language Fundamentals


Summary of Fine Tunings

5. **Word Classes**
 - *No Expressive Component - Use during extension testing*
 - *Continuous set of items – less confusing & saves time*
6. **Formulated Sentences**
 - *Administration and scoring similar to CELF-4*
 - *Words now used as planned, adjective, conjunction, etc.*
7. **Recalling Sentences**
 - *No changes - Very sensitive measure; High Reliability*
8. **Understanding Spoken Paragraphs**
 - *Five (5) test questions were added for each age group*
 - *Reliabilities are now significantly improved*

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Summary of Fine Tunings

9. Sentence Assembly


- *Similar to CELF-4*
- *Wider range of scaled scores (ceiling extended)*


10. Semantic Relationships

- *More difficult items were added*
- *Ceiling was strengthened*

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 Graphic Summary of All Tests				
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	Pragmatic 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				



Again: Some Major Changes to Tests

- The CELF-4 Concepts and Following Directions subtest was split into two tests to examine concept development and ability to follow increasingly complex directions separately
- Scoring Word Definitions (Now 1, 0 instead of 2, 1, 0)
- Pragmatics Profile: now offers standard scores
- Again! Subtest Deletions Include:
 - *Expressive Vocabulary*
 - *Number Repetition*
 - *Familiar Sequences*
 - *Phonological Awareness*
 - *Word Associations*
 - *Rapid Automatic Naming*

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Information about each test...

...can be found in the Examiner's Manual

- Test objective
- Relationship to the curriculum
- Relationship to classroom activities
- New! *Implications for intervention*
- **This information answers questions you may have about:**
 - What language skills are being targeted in this test?
 - How do the language skills relate to the curriculum objectives the student is expected to master?
 - What activities are used in the classroom to teach and assess progress on curriculum objectives? What is the student actually required to do in the classroom to demonstrate mastery?
 - How can you use these test results to design intervention strategies?

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The Assessment Process

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CEL F-5 Assessment Process Test Scores

- **Test Scores**
 - **Core Language and Index standard scores**
 - Pragmatics Profile, Reading Comprehension, and Structured Writing scaled scores
 - Percentile ranks
 - Growth Scale Values
 - Age equivalents
- **Index Scores: 4 per age group**
 - Receptive
 - Expressive
 - Structure
 - Content
 - Language Memory

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CELF-5 Assessment Process Severity Range

- **Above Educational Average**

Standard score 115 and above (+1 *SD* above the mean)

- **Average Educational Range**

Standard score 86 to 114 (within +/-1 *SD* of the mean)

- **Mild Severity Range or Level**

Standard score 79 to **85** (within -1 to -1.5 *SD* of the mean)

- **Moderate Severity Range or Level**

Standard score 71 to 78 (within -1.5 to -2 *SD* of the mean)

- **Severe Severity Range or Level**

Standard score 70 and below (-2 *SD* below the mean)

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CELF-5 Assessment Process Educational Range

- **Above Educational Average**

Standard score 115 and above (+1 *SD* above the mean)

- **Average Educational Range**

Standard score 86 to 114 (within +/-1 *SD* of the mean)

- **Marginal Educational Range**

Standard score 79 to **85** (within -1 to -1.5 *SD* of the mean)

- **Low Educational Range**

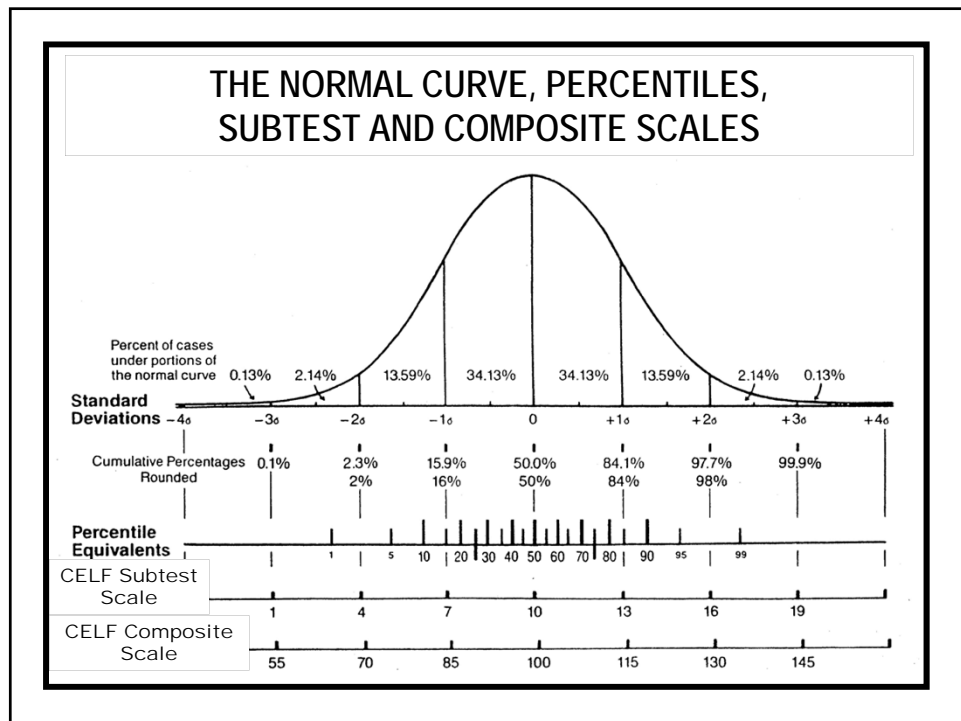
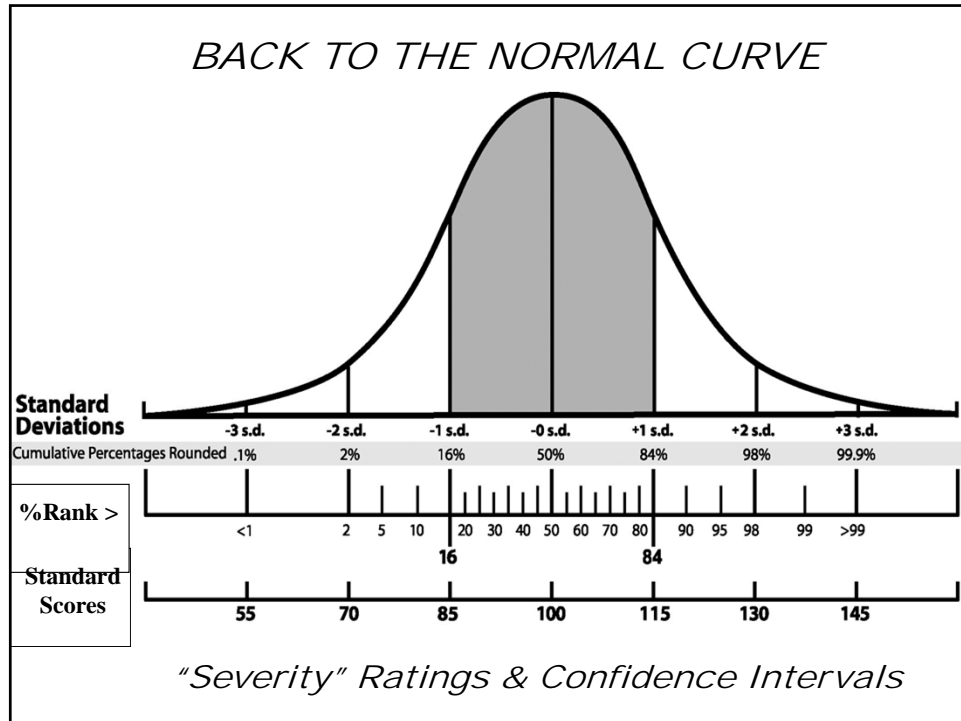
Standard score 71 to 78 (within -1.5 to -2 *SD* of the mean)

- **Very Low Educational Range**

Standard score 70 and below (-2 *SD* below the mean)

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CEL F-5 Assessment Process Confidence Intervals

PREMISES AND ASSUMPTIONS:

- No test, however reliable, yields a “true” score
- Measurement error (*ME*), like *Chicken Man* (is everywhere)
- *ME* arises from EVERYWHERE (internal and external factors)
- The Standard Error of Measurement (*SEM*) clarifies *ME*

DEFINITIONS:

- Confidence intervals provide a range for the “true” score
- Confidence intervals: 68%, 90%, 95% (In Norms Tables)
- Provides a powerful lens to view strengths and weaknesses
- Importance for Significant Differences Between Composite Scores

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CEL F-5 Assessment Process

Prevalence of Index Score Discrepancies

APPENDIX F.2 Prevalence of Index Score Discrepancies in the Normative Sample

Amount of Discrepancy (points)	RII-EU		LCI-LSI		LCI-LMI		Amount of Discrepancy (points)
	RII < EU (-)	RII > EU (+)	LCI < LSI (-)	LCI > LSI (+)	LCI < LMI (-)	LCI > LMI (+)	
>40	0.0	0.0	0.0	0.1	0.0	0.1	>40
39	0.0	0.0	0.0	0.1	0.0	0.1	39
38	0.0	0.0	0.0	0.1	0.1	0.3	38
37	0.0	0.0	0.0	0.1	0.1	0.3	37
36	0.0	0.0	0.0	0.3	0.1	0.4	36
35	0.0	0.0	0.0	0.3	0.2	0.4	35
34	0.1	0.0	0.0	0.3	0.2	0.5	34
33	0.1	0.0	0.0	0.3	0.3	0.5	33
32	0.1	0.1	0.0	0.3	0.4	0.5	32
31	0.2	0.1	0.0	0.3	0.5	0.6	31
30	0.2	0.1	0.1	0.4	0.6	0.6	30
29	0.3	0.3	0.1	0.4	0.8	0.7	29
28	0.5	0.3	0.3	0.6	0.8	0.9	28
27	0.5	0.5	0.6	0.6	1.1	0.9	27
26	0.8	0.6	0.6	0.8	1.6	1.2	26
25	0.9	1.1	0.6	0.8	1.8	1.4	25
24	1.2	1.3	0.6	1.0	2.2	1.8	24
23	1.5	1.7	0.8	1.1	2.7	2.2	23
22	2.2	2.1	1.0	1.4	3.2	2.7	22
21	2.5	2.5	2.0	1.6	3.6	3.4	21
20	3.6	3.0	2.3	2.3	4.1	4.0	20
19	4.0	3.7	2.9	3.0	4.7	4.6	19
18	4.6	4.2	3.0	3.5	5.0	5.6	18
17	5.0	5.3	4.1	3.9	7.0	7.3	17
16	6.6	6.1	4.6	4.9	8.7	8.4	16
15	7.6	8.2	5.5	5.4	9.9	9.8	15
14	9.4	9.4	6.5	7.8	11.3	10.9	14
13	11.3	11.2	8.5	9.4	12.9	12.2	13
12	13.3	12.4	10.5	11.8	14.5	14.4	12
11	15.5	15.3	14.0	13.4	16.3	17.4	11
10	17.9	17.5	16.5	15.9	18.5	18.9	10
9	20.4	20.6	19.3	18.4	21.6	22.0	9
8	22.6	22.9	22.4	21.4	24.2	23.8	8
7	25.7	26.1	27.0	24.3	26.7	27.0	7
6	28.9	29.3	29.8	27.4	28.4	29.2	6
5	32.1	33.3	32.3	32.6	32.7	34.2	5
4	36.3	36.6	35.4	35.4	35.1	36.4	4
3	39.9	40.7	39.5	39.4	40.6	41.5	3
2	44.3	44.4	43.6	43.8	42.9	44.4	2
1	47.7	47.6	47.6	47.6	47.5	48.1	1
Mean	8.6	8.6	8.0	8.0	9.1	9.0	Mean
SD	6.2	6.1	5.6	5.0	7.0	6.9	SD
Median	7.0	7.0	7.0	7.0	8.0	7.0	Median

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**CELF-5
Assessment
Process**

**Critical Values for
Discrepancy
Comparisons
Between Index
Scores**

APPENDIX F.1 Critical Values for Discrepancy Comparisons Between Index Scores

Age	Level of Significance	Composite Pair		
		RIJ-ELI	LO-LSI	LO-LMI
Overall	0.05	9	9	10
	0.15	7	6	7
3;0-5;5	0.05	8	8	
	0.15	6	6	
5;6-5;11	0.05	9	8	
	0.15	6	6	
6;0-6;5	0.05	8	7	
	0.15	6	5	
6;6-6;11	0.05	8	7	
	0.15	6	5	
7;0-7;11	0.05	10	9	
	0.15	7	7	
8;0-8;11	0.05	9	9	
	0.15	7	7	
9;0-9;11	0.05	8		9
	0.15	6		6
10;0-10;11	0.05	9		10
	0.15	6		7
11;0-11;11	0.05	9		10
	0.15	7		7
12;0-12;11	0.05	9		11
	0.15	7		8
13;0-13;11	0.05	9		9
	0.15	7		7
14;0-14;11	0.05	9		9
	0.15	7		7
15;0-15;11	0.05	11		11
	0.15	8		8
16;0-16;11	0.05	11		11
	0.15	8		8
17;0-21;11	0.05	9		10
	0.15	7		7

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STUDENT

CENTERED

***Some Major Diagnostic Questions
Language Assessment Perspectives
Clinical, Educational, Social Cognitive***

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CELF-5 Assessment Process

Major Diagnostic Questions

- | | |
|--|---|
| 1. <i>Is there a language disorder?</i> | 1. Core Language Score |
| 2. <i>What is the nature of the disorder?</i>
Receptive and Expressive
Content vs. Structure
Language and Memory
Reading and Writing | 2. Language Index Score |
| 3. <i>What are the language strengths and weaknesses?</i> | 3. Profiling – Usually Done with Subtest Scores |

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CELF-5 Assessment Process

- Is a language disorder affecting classroom performance?
Evaluate language and communication in context using the Observational Rating Scale (ORS) and other authentic and descriptive measures to provide information about classroom accommodations, adaptation, and enhancements.
- If a student does not respond to a variety of classroom interventions, is his or her performance due to language skill deficits?
Administer tests appropriate to the student's age to answer referral questions
- If a language disorder is identified, what do I need to know to plan for intervention?
Identify the nature of the disorder by answering specific questions
- Are there significant differences in comprehension and expression?

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CELF-5 Assessment Process

Are there significant differences in comprehension and expression?

Are there weaknesses in the area of morphology, syntax, or semantics?

Are weaknesses related to language and memory?

How does the disorder affect reading and written language?

Does the disorder affect social interactions?

Based on CELF-5 results and additional assessment information collected, what is the best way to address the student's needs?

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CELF-5 Assessment Process

Language Assessment Perspectives

- 1. Clinical Perspective**
- 2. Educational Perspective**
- 3. Cognitive Perspective**
- 4. Social Perspective**

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CELF-5 Assessment Process

The Clinical Perspective

Question 1. *Is there evidence of a language disorder?*

Core Language Score or other Total Language Composite

Question 2. *What is the nature of the disorder?*

Receptive vs. Expressive, Content vs. Structure
Language & Memory – Strengths and Weaknesses

Question 3. *How does this student's performance compare with that of his/her peers?*

Norm Reference Performance compared to age & grade

Question 4. *Does the student's clinical performance profile meet criteria for eligibility for speech and language services?*

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CELF-5 Assessment Process

The Educational Perspective

Question 1. *Which aspects of communication in context are compromised?*

Pragmatics Profile – Pragmatics Checklist Nonverbal Communication

Question 2. *Which aspects of academic performance are compromised?*

Listening, Speaking, Reading, Writing, Other Areas

Question 3. *Which curriculum objectives are compromised?*

English & language arts, social studies, Sciences, arithmetic, algebra,
phys. education, arts

Question 4. *Which are the student's strengths, weaknesses, and learning adjustments?*

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CELF-5 Assessment Process

ORS: Observational Rating Scales

Content:

- 40 statements describe problems a student may have in listening, speaking, reading, and writing
- Uses negatively stated queries about observable behaviors (e.g., has difficulties)
- Rated on a 4-point frequency of occurrence scale (1=Never, 2=Sometimes, 3=Often, 4=Always)
- Separate ratings by teachers and parents

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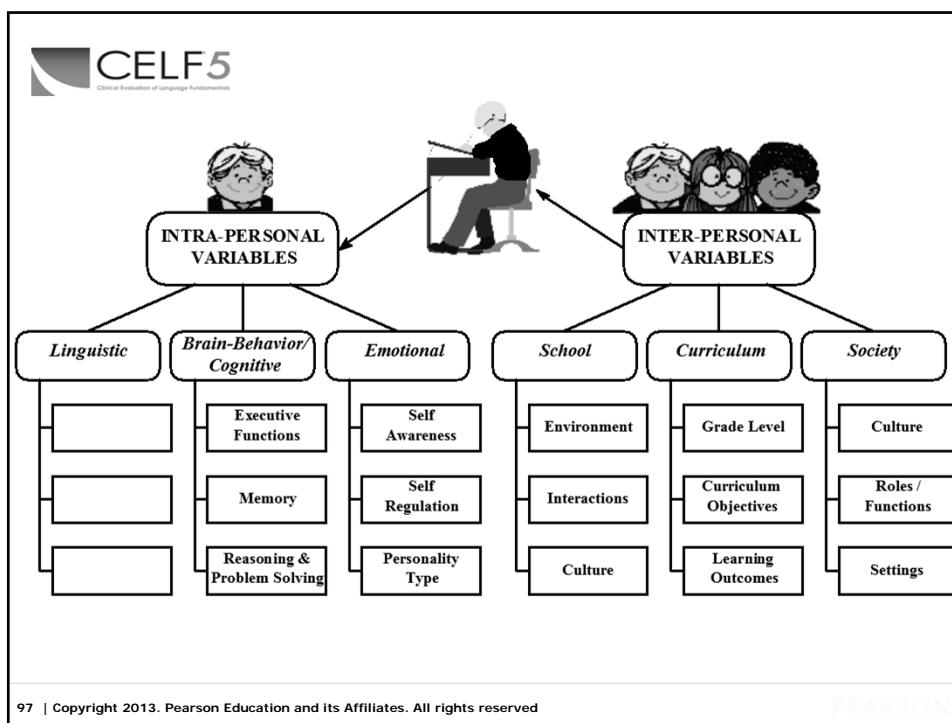
CELF-5 Assessment Process

The Cognitive Perspective

**Cognitive Considerations
Executive Functions
Working Memory**

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CELF5 **CELF-5 Assessment Process**

The Social Perspective

Question 1. *What aspects of social communication are compromised?*
Pragmatics - Perspective Taking - Nonverbal communication

Question 2. *What aspects of peer relations are compromised?*
Play or game activities, friendship, interactive sharing or participating in conversations or discussions


Question 3. *What aspects of student-adult relationships are compromised?*
Respect, following directions for activities, behavioral management, mutual respect, trust etc.

Question 4. *What areas of social communication represent strengths?*

Pragmatics Profile – Pragmatics Checklist

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 **CELF5** Research Overview
Clinical Evaluation of Language Fundamentals

A Diverse STDZ Sample: Race/Ethnicity

Race/Ethnicity	<i>N</i>	%
Asian	87	3.7%
Black	328	13.8%
Hispanic	476	20.0%
Other	137	5.8%
White	1352	56.8%
Total Sample	2380	100%

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Research Overview

Diverse Parent Education Level

Parent Education Level	<i>N</i>	%
Less than 11 years	292	12.3%
H.S. Diploma - GED	544	22.9%
1-3 Years College or Technical School	817	34.3%
4 or more Years of College	727	30.6%
Total Sample	2380	100%

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Research Overview

Standardization Sample by Region

Region of the US	<i>N</i>	%
Midwest	567	23.8%
Northeast	363	15.3%
South	873	36.7%
West	577	24.3%
Total Sample	2380	100%

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Research Overview

Other Demographic Variables

Gender	<i>N</i>	%
Female	1190	50%
Male	1190	50%
Total Sample	2380	100%

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Index Score Reliability Coefficients

CELF-5 Index Scores	Average Reliability Coefficients (across target ages)
Core Language Score	.96 Excellent
Receptive Language Index	.95 Excellent
Expressive Language Index	.95 Excellent
Language Content Index	.95 Excellent
Language Structure Index	.96 Excellent
Language Memory Index	.95 Excellent

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Research Overview

Test Reliability Coefficients

CELF-5 Test	Average Reliability Coefficients (across target ages)	
Sentence Comprehension	.87	Good
Linguistic Concepts	.91	Excellent
Word Structure	.89	Good
Word Classes	.90	Excellent
Following Directions	.91	Excellent
Formulated Sentences	.86	Good
Recalling Sentences	.94	Excellent
Understanding Spoken Paragraphs	.85	Good
Word Definitions	.89	Good
Sentence Assembly	.93	Excellent
Semantic Relationships	.89	Good
Pragmatics Profile	.98	Excellent
Reading Comprehension	.87	Good
Structured Writing	.75	Acceptable

Reliabilities for Clinical Groups

Test	Clinical Group Language Disorder (n=166)	Learning Disability (Reading & Writing) (n=69)	Autism Spectrum Disorder (n=66)	Average r_{xx}
Sentence Comprehension	.94 Excellent	--	.96 Excellent	.95 Excellent
Linguistic Concepts	.96 Excellent	--	.98 Excellent	.97 Excellent
Word Structure	.93 Excellent	--	.94 Excellent	.94 Excellent
Word Classes	.96 Excellent	.92 Excellent	.97 Excellent	.95 Excellent
Following Directions	.96 Excellent	.90 Excellent	.98 Excellent	.96 Excellent
Formulated Sentences	.97 Excellent	.89 Good	.96 Excellent	.95 Excellent
Recalling Sentences	.98 Excellent	.92 Excellent	.97 Excellent	.96 Excellent
Understanding Spoken Paragraphs	.81 Good	.75 Acceptable	.91 Excellent	.84 Good
Word Definitions	.87 Good	.91 Excellent	.95 Excellent	.92 Excellent
Sentence Assembly	.92 Excellent	.94 Excellent	.97 Excellent	.95 Excellent
Semantic Relationships	.88 Good	.89 Good	.96 Excellent	.92 Excellent
Pragmatics Profile	.99 Excellent	.99 Excellent	.99 Excellent	.99 Excellent
Reading Comprehension	.93 Excellent	.86 Good	.93 Excellent	.91 Excellent


CELF5 Research Overview
Clinical Evaluation of Language Fundamentals
Test-Retest Stability

Test Retest Stability (n= 137)		
Test-Retest Interval	7-46 days	Mean: 19 days
Average corrected coefficient for all ages	.83 to .90	Good to Excellent

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CELF5 Research Overview
Clinical Evaluation of Language Fundamentals
Inter – Scorer Agreement

Inter-Scorer Agreement	Reliability
Word Structure	.99
Formulated Sentences	.95
Word Definitions	.91
Structured Writing	.96

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CELF5 Research Overview
Clinical Evaluation of Language Fundamentals

Sensitivity – Specificity

- ♦ **Sensitivity:** The degree to which a test identifies a children who do indeed have the condition or disorder.
(Proportion of True/False Positives)
- ♦ **Specificity:** The degree to which a test identifies those children who do not have a condition or disorder.
(Proportion of True/False Negatives)

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CELF5 Sensitivity and Specificity
Clinical Evaluation of Language Fundamentals

Core Language, Receptive, or Expressive Language index score	Standard Score Cut	Sensitivity	Specificity
-1 SD	85	1.0	.91
-1.33 SD	80	0.97	.97
-1.5 SD	77	0.85	.99
-2 SD	70	0.57	1.0

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Clinical Utility

- **Purpose - *Identify an optimal cut score***
Minimize false negatives. Minimize false positives.
- **Reason – *Maximize accuracy. Minimize cost.***
- **CEL F-5 *Clinical Utility* (Optimal Cut Scores)**

Core Language Index	80
Receptive Language Index	80
Expressive Language Index	80

CEL F-5 Sensitivity	97%
CEL F-5 Specificity	97%

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A New Screening Edition

- Only screening test available for students ages 5:0 through 21:11
- Screening items are a subset of the CEL F-5 diagnostic test items
- If you do follow-up screening with the full CEL F-5, you do not need to re-administer the screening items
- New pragmatics screening item
- Can be used as a screening for other diagnostic tests



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