Clinical Evaluation of Language Fundamentals – Fifth UK Edition (CELF®-5UK)

A Comprehensive Overview

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Contents

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Brief Overview

The Clinical Evaluation of Language Fundamentals® – Fifth UK Edition (CELF®-5UK) is an individually administered, culturally sensitive, clinical tool for the identification, diagnosis, and follow-up evaluation of language and communication disorders in students aged 5:0 to 21:11 years.

The CELF-5UK now features a broader assessment of social language skills with the addition of the Pragmatic Activities Checklist.

The CELF–5UK battery consists of 14 stand-alone tests with the number administered dependent on age.

The CELF–5UK can be used to respond to recent government legislation and guidance, such as the Equality Act 2010, and the Children's and Families Act 2014, incorporating the SEND code of practice: 0-25years. It can also be used to address components within the World Health Organisation's International Classification of Functioning, Disability and Health (2001).

This fifth edition is now available digitally via Q-interactive® or Q-global® as well as in traditional paper-and-pencil format.

Who can use the CELF–5UK?

The CELF–5UK battery may be administered by speech and language therapists, and chartered, research, clinical or educational psychologists, who are trained and experienced in administration and interpretation of individually administered standardised language tests and have in-depth knowledge of language structure rules.

The Assessment Process

The CELF–5[UK] battery presents an assessment process that takes into account the initial steps of the clinical decision-making process, including:

- recommending classroom language adaptations and accommodations
- determining eligibility for SEN support and intervention
- providing norm-referenced information that aids in the diagnosis of a language disorder and in the determination of eligibility for services
- identifying communication strengths and weaknesses
- planning curriculum-relevant intervention
- measuring treatment efficacy.

With the CELF–5[UK], you can evaluate a student's general language ability and obtain information that assists in determining if the student has a language disorder by administering four to six tests. Once it is determined that a student has a language disorder, the assessment process can extend to determining:

- whether significant differences exist between comprehension and expression
- if the student has weaknesses in the areas of morphology and syntax, or semantics
- whether an identified disorder affects the student's social language interactions.

CELF–5[UK] provides the flexibility of administering only the tests needed to answer the referral questions for assessment and evaluation.

Age Range	5 years 0 months to 21 years 11 months
Qualification Code	B
Format	Digital via Q-interactive or Q-global or Paper-and-Pencil
Administration Time	30 to 45 minutes for the Core Language Score. Total assessment: variable.
Scores	Scaled scores (individual tests); standard scores (composite index); percentile ranks; NCE's; stanines, age equivalents; growth scale scores.
Scoring & Reporting Options	Manual; computer-generated report via Q-global or automated scoring and reporting via Q-interactive
Authors	Eleanor Semel, Elisabeth H Wiig, Wayne Secord
Publication Date	2017
Complete Kit	9780749172060

The Assessment Battery – Description of each test

The CELF-5^{UK} battery includes revised tests from previous editions and new tests. The tests are used for evaluating word meanings and vocabulary (semantics), word and sentence structure (morphology and syntax), the rules of oral language used in responding to and conveying messages (pragmatics), and the recall and retrieval of spoken language (memory).

The CELF-5^{UK} also includes the Observational Rating Scale (ORS) for authentic evaluation of communication in educational/academic settings.

Test	Task Performed
Observational Rating Scale	Parent/caregiver, teacher, and student each rate the student's classroom and home interaction and communication skills.
Sentence Comprehension	The student points to a picture in the Stimulus Book that illustrates the orally presented sentence.
Linguistic Concepts	The student points to objects in the Stimulus Book in response to oral directions that contain embedded concepts.
Word Structure	The student looks at a visual stimulus and completes an orally presented sentence (cloze procedure) with the targeted structure(s).
Word Classes	The student chooses two of the three or four orally presented words that are related. Younger students are shown a visual stimulus.
Following Directions	The student points to shapes in the Stimulus Book in response to oral directions of increasing length and complexity.
Formulated Sentences	Using a visual stimulus as a reference, the student formulates a sentence about the picture using one or two targeted words presented orally by the examiner.
Recalling Sentences	The student imitates sentences presented orally by the examiner.
Understanding Spoken Paragraphs	The student responds to questions about a paragraph presented orally by the examiner. The questions target the paragraph's main idea, details, and sequencing as well as inferential and predictive information.
Word Definitions	The student defines a word that is named and used in a sentence.
Sentence Assembly	The student produces two semantically and grammatically correct sentences from words or groups of words presented visually and orally by the examiner.
Semantic Relationships	After listening to a sentence, the student selects the two correct choices from four visually and orally presented options that answer a target question.
Pragmatics Profile	The examiner records information about the student's social language skills, eliciting information from a parent or teacher if needed.
Pragmatics Activities Checklist **NEW**	The examiner and student interact during selected activities with the purpose of eliciting authentic communication.

Tests Administered by Age

Tests are administered by age. The table shows tests that contribute to each Core Language Score and Index score by age. It helps you select tests targeted to each student you evaluate.

It is important to remember that for an overall evaluation of a student's language ability, the results of CELF–5[UK] should be interpreted with the results of other formal and informal measures, an analysis of a spontaneous language sample, the results of other linguistic and metalinguistic abilities tests, classroom observations, and evaluations of pragmatic and interpersonal communication abilities.

Ages 5–8	Ages 9–12	Ages 13–21
Evaluating language in context Observational Rating Scale	*Evaluating language in context* Observational Rating Scale	*Evaluating language in context* Observational Rating Scale
Identifying the problem, determining eligibility, and describing the nature of the disorder	*Identifying the problem, determining eligibility, and describing the nature of the disorder*	*Identifying the problem, determining eligibility, and describing the nature of the disorder*
Core Language Score (CLS) Sentence Comprehension Word Structure Formulated Sentences Recalling Sentences	**Core Language Score (CLS)** Word Classes Formulated Sentences Recalling Sentences Semantic Relationships	**Core Language Score (CLS)** Formulated Sentences Recalling Sentences Understanding Spoken Paragraphs Semantic Relationships
Receptive Language Index (RLI) Sentence Comprehension Word Classes Following Directions	**Receptive Language Index (RLI)** Word Classes Following Directions Semantic Relationships	**Receptive Language Index (RLI)** Word Classes Understanding Spoken Paragraphs Semantic Relationships
Expressive Language Index (ELI) Word Structure Formulated Sentences Recalling Sentences	**Expressive Language Index (ELI)** Formulated Sentences Recalling Sentences Sentence Assembly	**Expressive Language Index (ELI)** Formulated Sentences Recalling Sentences Sentence Assembly
Language Content Index (LCI) Linguistic Concepts Word Classes Following Directions	**Language Content Index (LCI)** Word Classes Understanding Spoken Paragraphs Word Definitions	**Language Content Index (LCI)** Word Classes Understanding Spoken Paragraphs Sentence Assembly
Language Structure Index (LSI) Sentence Comprehension Word Structure Formulated Sentences Recalling Sentences	**Language Memory Index (LMI)** Following Directions Formulated Sentences Recalling Sentences	**Language Memory Index (LMI)** Following Directions Formulated Sentences Recalling Sentences
Assessing social communication skills Pragmatics Profile Pragmatics Activities Checklist	*Assessing social communication skills* Pragmatics Profile Pragmatics Activities Checklist	*Assessing social communication skills* Pragmatics Profile Pragmatics Activities Checklist

Normative Data

The 2011 UK Census was used for stratification purposes using following variables: gender and age, parent educational level, race/ethnicity, and geographic region.

The normative sample included 652 students aged 5:0 – 21:11 years divided into 15 age bands. The sample consisted of 334 males and 318 females accounting for a gender split close to a 50% overall average.

Reliability and Validity

The average reliability coefficients of the CELF-5^{UK} tests for the normative sample range from .82 to .90, which are considered good to excellent. The reliability coefficients for composites scores across all age levels range from .86 to .97, which are considered good to excellent. The overall reliability coefficients for the composite scales range from .92 to .96, which are considered to be excellent.

Apart from the reliabilities on some tests at the 6:6-6:11 age group that fall into the adequate range, the individual test reliabilities broadly follow the patterns reported in the larger US standardisation project.

Multiple sources of information are required in the process of validating a test which represent different aspects of validity. Internal Structure: high correlations between the core and index scores, and moderate-to-high/moderate correlations between index scores on the CELF-5^{UK} provide some evidence of validity. The studies reported in The CELF-5 US Technical Manual provide further evidence for validity of CELF-5^{UK} as a valid measure of language abilities in children, adolescents, and young people.

Interpreting the CELF–5^{UK}

Observational Rating Scales (ORS) Results

The ORS is used in addition to the standardised, norm-referenced tests as a descriptive and authentic performance assessment to help establish eligibility for services.

The ORS includes 40 items used to rate a student's skills in the areas of listening, speaking, reading, and writing. Ratings from teacher(s), parents/caregivers, and the student can be compiled to provide information about the student's communication problems in the classroom and at home.

These ratings enable the clinician to identify areas of concern to discuss with teachers, parents and the intervention team.

Pragmatic Activities Checklist (PAC) Results

The PAC is used to assess social language skills during authentic conversational interactions. The results and criterion score can assist when planning intervention.

Norm-Referenced Scores

You can use norm-referenced scores to compare a student's performance to the performance of other students of the same age in the normative sample.

The CELF-5UK reports scaled scores for 12 tests:	
Sentence Comprehension (SC)	Recalling Sentences (RS)
Linguistic Concepts (LC)	Understanding Spoken Paragraphs (USP)
Word Structure (WS)	Word Definitions (WD)
Word Classes (WC)	Sentence Assembly (SA)
Following Directions (FD)	Semantic Relationships (SR)
Formulated Sentences (RS)	Pragmatics Profile (PP)

The CELF-5UK reports standard scores for the following 6 composites:	
Core Language Score	Language Content Index
Receptive Language Index	Language Structure Index
Expressive Language Index	Language Memory Index

Composite Scores

The Core Language Score and the Index scores are composite scores. Composite scores are standard scores based on the sum of various test scaled scores. Composite scores reflect a student's abilities in a skill area across multiple tasks with a wide score range, so you can be more more confident in the precision of the score.

The Core Language Score is a measure of general language ability while the Index scores provide information about the nature of a student's language disorder. Comparison of index scores for statistical significance indicates areas of specific difficulty and can help to target intervention.

Percentile Ranks

CELF-5UK provides percentile ranks for test scores, the Core Language Score, and the Index Scores. Percentile ranks indicate a student's standing relative to others of the same age in the norm group as points on a score scale at or below a given score.

Age Equivalents

CELF-5UK provides test-age equivalents for norm-referenced tests. A test-age equivalent for a score identifies the age in years and months for which the score was the mean for that age group. Clinicians can use test-age equivalents to help to explain students' performance on standardised tests to parents/caregivers and teachers but must be used with caution.

Growth Scale Values

Growth Scale Values provide an objective score for measuring changes in CELF-5UK performance over time. They were developed using the performance of students in the US normative sample and can be used with caution to quantify small improvmements in the language skills of students assessed by CELF-5UK.

Use Growth Scale Values to:

- Track a student's skill development on specific tests (e.g. Recalling Sentences, Word Classes)
- Determine if a student has gained additional language skills since a previous administration of CELF-5UK
- Measure the efficacy of an intervention that has been implemented for the student.

CELF–5UK Traditional Paper and Pencil Kit

Visit **Pearsonclinical.co.uk** to find out more

Examiner's Manual

Provides a thorough overview of the CELF–5UK including introduction, testing time, assessment process and instructions for the use of ORS as well as administration, guidelines for recording student responses and directions for scoring.

Scoring Manual

The Scoring Manual contains all the UK scoring tables and a description of the UK project including UK reliability and validity information.

Stimulus Books 1 and 2

Two spiral bound stimulus books with an easel include tabbed divider pages for easy identification of the tests. Divider pages are colour-coded to match the tests in the Record Forms.

Observational Rating Scale

The Observational Rating Scale (ORS) is a double-sided page provided on a tear-off pad. It is designed so that the teacher, parent/caregiver, and student (age 12 years or older) can each complete a form.

Record Forms 1 and 2

Record Form 1 includes tests for students aged 5–8 and Record Form 2 includes tests for students aged 9–21.

Technical Manual (US)

Contains details information about the purpose, design and development of the CELF-5. It also presents the technical characteristics and evidence of reliability and validity of CELF-5.

CELF–5^{UK} Digital Formats on Q-global and Q-Interactive

- **Q-global** offers a web-based system for **CELF-5^{UK}** test administration, scoring, and reporting using any device connected to the Internet. Display Manual or Stimulus Book pages on the screen. Ideal for telepractice!

- Q-interactive offers seamless, interactive test administration using two iPads devices and immediate, automatic scoring. No Internet access required for test administration.

Visit **Pearsonclinical.co.uk/q-interactive** to learn more

Choose the format that is right for you

Option 1

Print Edition
(Paper Manuals and
all Record Forms)

Option 2

Q-global®
If you use a desktop or laptop computer or
have a tablet and have web access

Web-based administration, scoring, and reporting (using digital and paper components)

- **Digital** CELF-5UK Examiner's Manual
- **Digital** CELF-5UK Technical Manual
- Paper CELF-5UK Record Forms
- Paper CELF-5UK Observational Rating Scale

Administer
Print the Verbal Stimuli document from the Q-global Resource Library and open the Digital Stimulus Book to display the visual stimuli on your screen.

Record client responses on a paper CELF-5UK Record Form

Score
Score online, entering either item scores or raw scores from the paper Record Forms (Scoring purchased separately). Display pages from your digital Manual or Technical Manual on your screen, and use search, highlight, or bookmark functions to find information you use frequently.

Option 3

iPad Administration via Q-interactive®

Administer and score individual assessments using two iPads®

Q-interactive® is our revolutionary new digital platform that delivers the world's most advanced assessment tools you can take with you anywhere. Q-interactive saves you time, while adding unprecedented flexibility, portability, convenience and efficiency. With Q-interactive, you can administer interactive assessments with an intuitive, portable system that uses two iPads connected to each other to display stimulus material.

Speech and Language licence

The Speech and Language licence provides unlimited access to the tests required and quickly interprets the results you need.

The Q-interactive yearly speech licence gives you access to these popular tests: CELF-5UK, GFTA-3, KLPA-3 and EVT-3.

Clinician's iPad

Client's iPad

Benefits of the Speech and Language licence:

- Obtain scaled scores immediately after finishing a subtest, to increase scoring speed and accuracy
- Create a custom battery by combining CELF-5UK subtests with other tests such as the GFTA-3, KLPA-3 and EVT-3
- Improve accuracy thanks to automated scoring and automated start points and discontinue rules
- Engage children by displaying stimuli on the iPad
- Listen to your client's responses and amend scores if necessary after the assessment session via our audio recording feature
- Automatically generate score reports that include item analyses

Find out more

Contact us for a customised quote and start your free 30-day trial at **pearsonclinical.co.uk/qi-30days**

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How to order

For more information about the **CELF®-5ᵁᴷ** including product and pricing information please contact:

Customer Services

Phone: **0345 630 8888**

Email: **info@pearsonclinical.co.uk**

Website: **pearsonclinical.co.uk/celf5uk1**

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