



CEL5[®]UK

Clinical Evaluation of Language Fundamentals – Fifth UK Edition

CEL5[®]-5^{UK}

Clinical Evaluation of Language Fundamentals[®] - Fifth UK Edition

Score Report

Elisabeth H. Wiig, Eleanor Semel, Wayne A. Secord

Name: Sarah M. Sample
ID: 87654321
Gender: Female
Birth Date: 17/11/2010
Test Date: 05/10/2016
Age: 5:10
School Year: Year 2 (ENG+W) / Year 3 (NI) / P3 (SCO)
School/College/
University: Sample School
Teacher: Sample Teacher
Preferred Hand: Right
Examiner: Sample Examiner
Address: Sample address
Comments: Sample comments for Sarah



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[1.4 / RE1 / QG1]

Note. Pragmatics Profile and Pragmatics Activity Checklist scores, if presented in this report, are based on normative data collected for the United States edition of the CELF-5.
Growth Scale Values presented in the Test Scaled Scores Summary are based on normative data collected for the United States edition of the CELF-5.

SCORE SUMMARY

Test Scaled Scores

	Raw Score	Scaled Score	Confidence Interval 90% Level	Percentile Rank	Percentile Rank CI	Age Equivalent	GSV	NCE	Stanine
Sentence Comprehension	13	7	5 to 9	16	5 to 37	4:4	501	29	3
Linguistic Concepts	15	7	5 to 9	16	5 to 37	3:8	520	29	3
Word Structure	19	8	7 to 9	25	16 to 37	4:8	510	36	4
Word Classes	14	10	8 to 12	50	25 to 75	5:8	451	50	5
Following Directions	16	13	11 to 15	84	63 to 95	7:0	507	71	7
Formulated Sentences	29	14	12 to 16	91	75 to 98	7:6	519	78	8
Recalling Sentences	51	16	15 to 17	98	95 to 99	9:9	536	92	9
Understanding Spoken Paragraphs	11	10	8 to 12	50	25 to 75	N/A	N/A	50	5
Pragmatics Profile	132	7	6 to 8	16	9 to 25	<3:0	511	29	3

Core Language Score and Index Scores

	Standard Score	Confidence Interval 90% Level	Percentile Rank	Percentile Rank CI
Core Language Score	107	102 to 112	68	55 to 79
Receptive Language Index	100	94 to 106	50	34 to 66
Expressive Language Index	116	111 to 121	86	77 to 92
Language Content Index	100	94 to 106	50	34 to 66
Language Structure Index	107	102 to 112	68	55 to 79

Criterion-Referenced Tests

	Total Observations Ticked	Criterion	
Pragmatics Activities Checklist	28	Less than or equal to 9	Does not meet

Out-of-Age-Range Tests

	Raw Score	Age Equivalent	GSV
Sentence Assembly	10	10:1	512

Discrepancy Comparisons

	Score 1	Score 2	Difference	Critical Value*	Significant Difference (Y or N)	Prevalence	Level of Significance
Receptive-Expressive Language Index	100	116	-16	11.00	Y	7.1	.05
Language Content-Structure Index	100	107	-7	10.00	N	25.4	.05

* Statistical significance (critical values) is based on overall level.

Behavioural Observations

Response Time: Variable based on difficulty

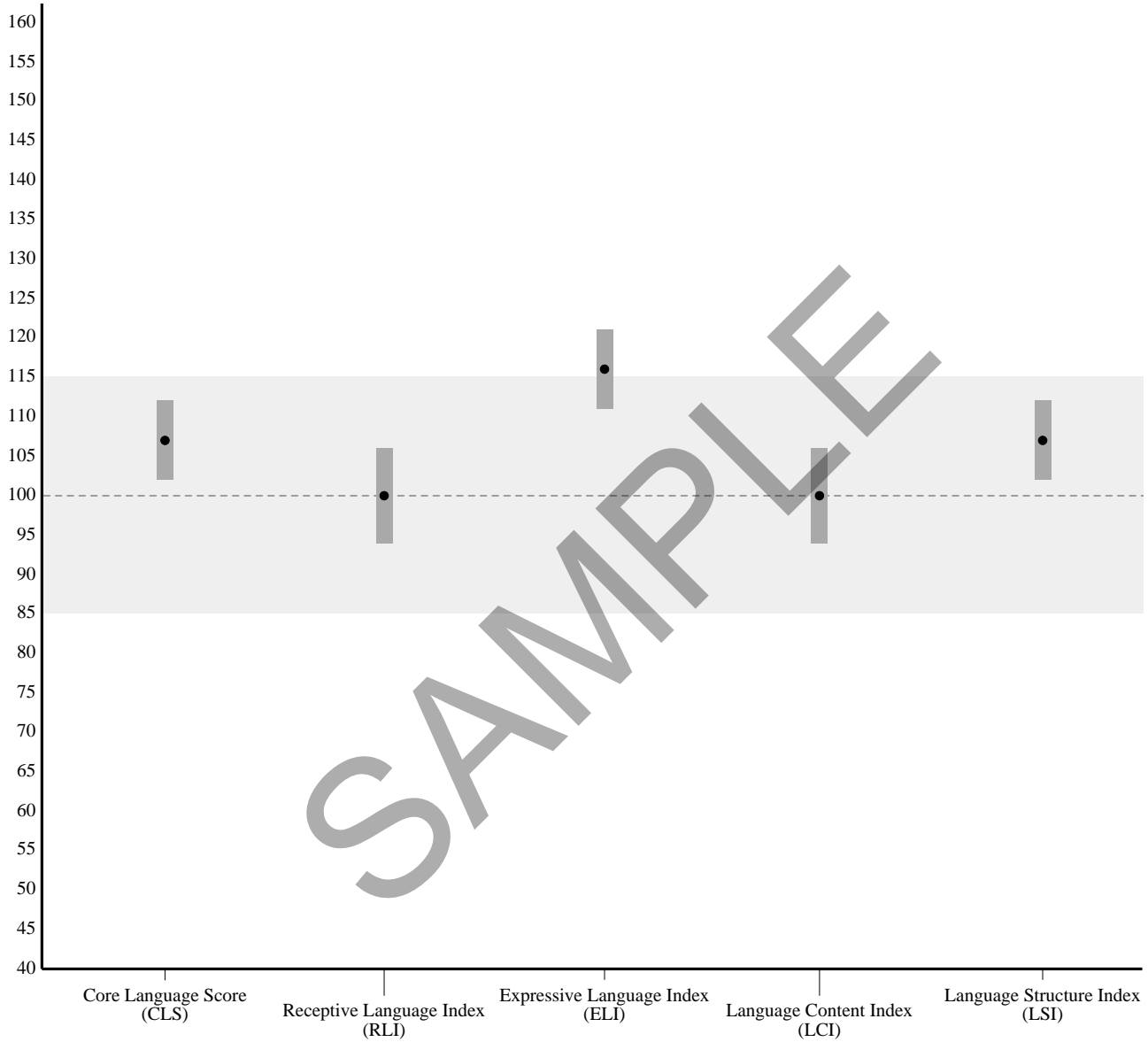
Need for Repetition of Stimuli: Few repetitions

Attention During Test Taking: Distractible/off task

Attitude Towards Test Taking: Positive/co-operative

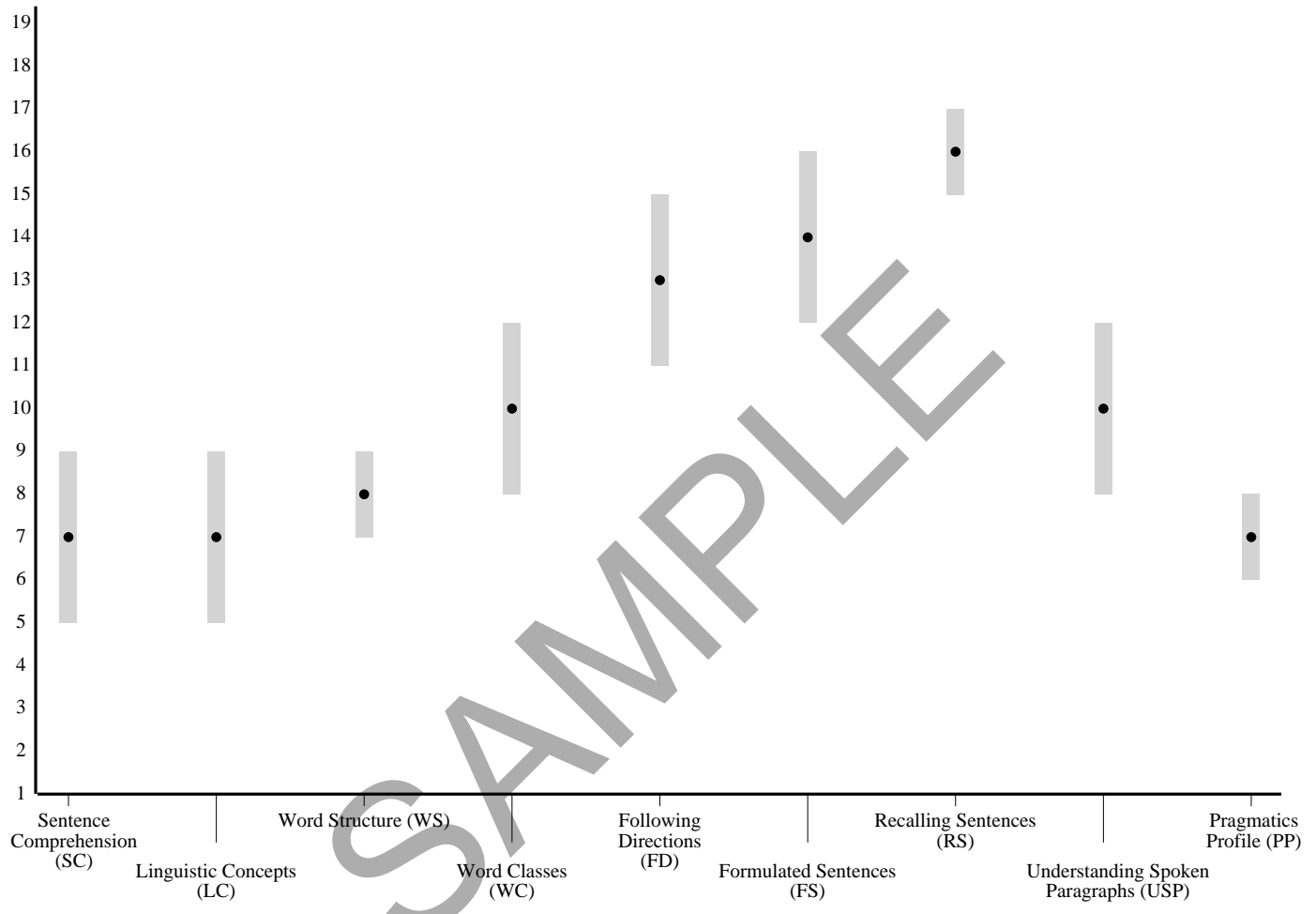
Social Language: Register and Quantity: Appropriate/on topic/efficient

CORE LANGUAGE SCORE AND INDEX STANDARD SCORE PROFILE



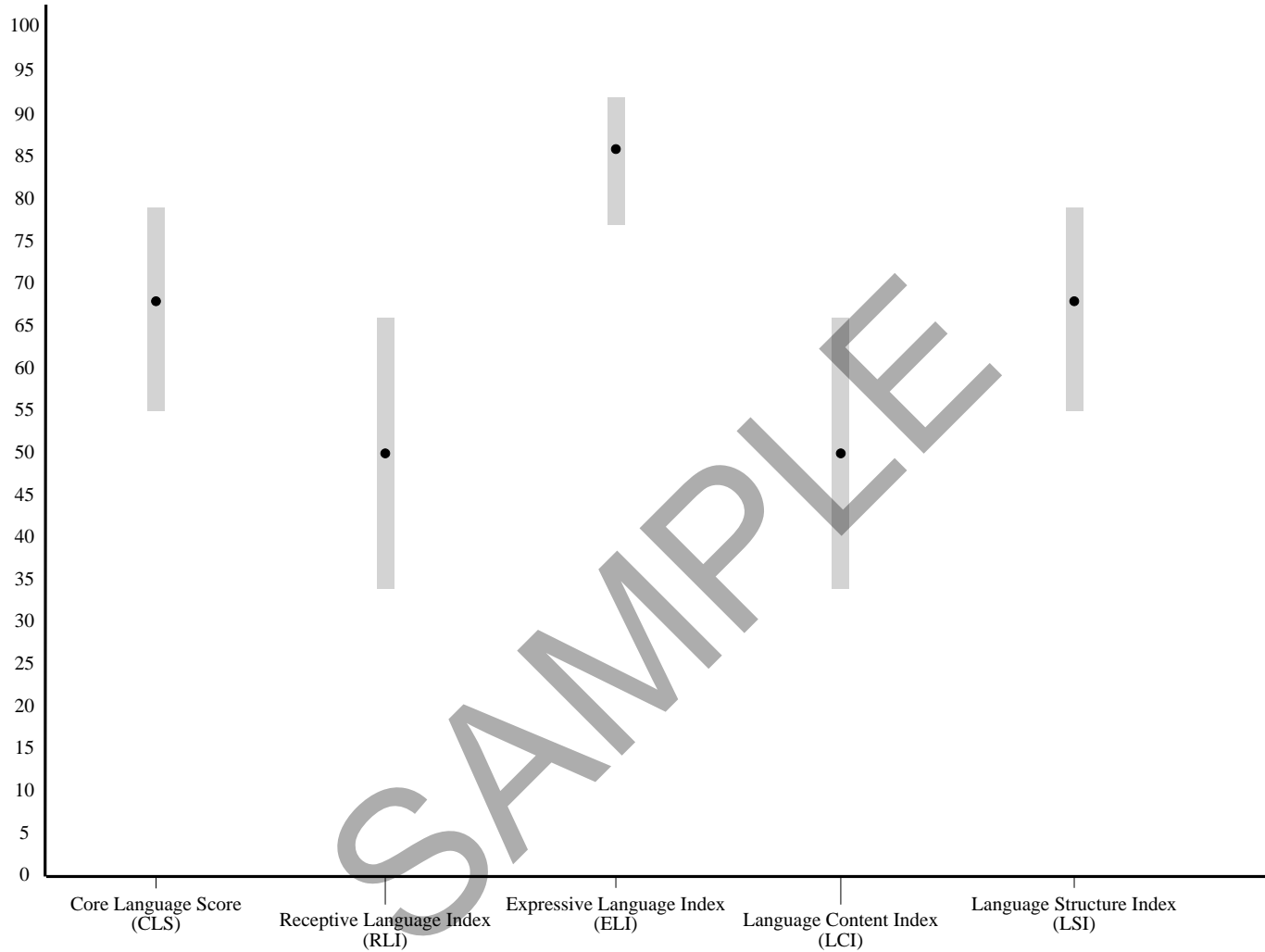
Core Language Score and Index Scores	Standard Score	Confidence Interval 90% Level
Core Language Score	107	102 to 112
Receptive Language Index	100	94 to 106
Expressive Language Index	116	111 to 121
Language Content Index	100	94 to 106
Language Structure Index	107	102 to 112

TEST SCALED SCORE PROFILE



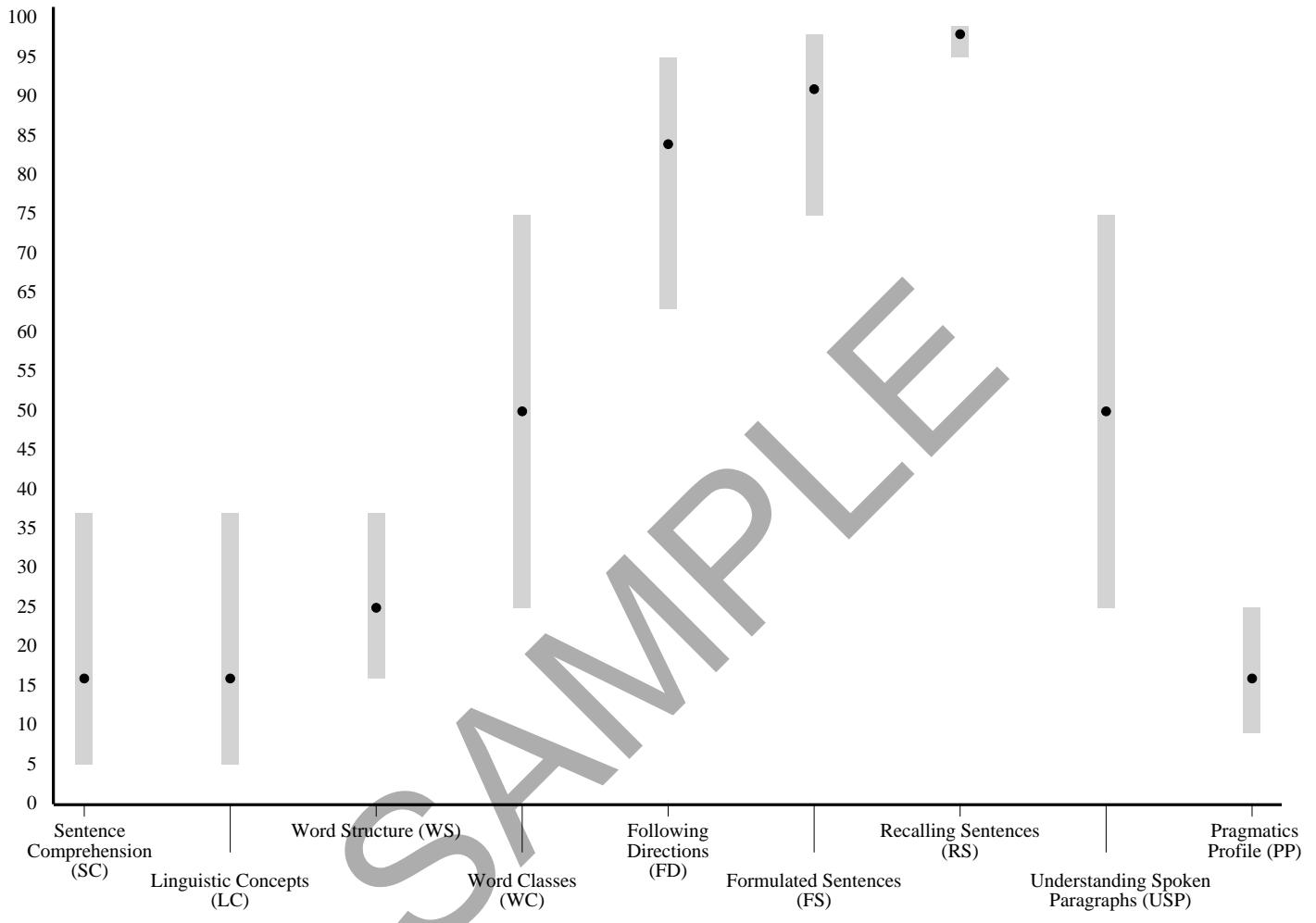
Tests	Scaled Score	Confidence Interval 90% Level
Sentence Comprehension	7	5 to 9
Linguistic Concepts	7	5 to 9
Word Structure	8	7 to 9
Word Classes	10	8 to 12
Following Directions	13	11 to 15
Formulated Sentences	14	12 to 16
Recalling Sentences	16	15 to 17
Understanding Spoken Paragraphs	10	8 to 12
Pragmatics Profile	7	6 to 8

CORE LANGUAGE SCORE AND INDEX PERCENTILE PROFILE



Core Language Score and Index Scores	Percentile Rank	Confidence Interval 90% Level
Core Language Score	68	55 to 79
Receptive Language Index	50	34 to 66
Expressive Language Index	86	77 to 92
Language Content Index	50	34 to 66
Language Structure Index	68	55 to 79

TEST PERCENTILE RANK PROFILE



Tests	Percentile Rank	Confidence Interval 90% Level
Sentence Comprehension	16	5 to 37
Linguistic Concepts	16	5 to 37
Word Structure	25	16 to 37
Word Classes	50	25 to 75
Following Directions	84	63 to 95
Formulated Sentences	91	75 to 98
Recalling Sentences	98	95 to 99
Understanding Spoken Paragraphs	50	25 to 75
Pragmatics Profile	16	9 to 25

NARRATIVE REPORT

Core Language Score

Sarah was administered four tests of the Clinical Evaluation of Language Fundamentals® - Fifth UK Edition (CELF®-5^{UK}) from which her Core Language Score was derived. The Core Language Score is a measure of general language ability and provides an easy and reliable way to quantify Sarah's overall language performance. The Core Language Score has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

For Sarah's Core Language Score, the following tests were administered:

- Sentence Comprehension
- Word Structure
- Formulated Sentences
- Recalling Sentences

Sarah received a Core Language Score of 107 (confidence interval = 102 to 112, percentile rank = 68). This places Sarah in the average range of language functioning.

Receptive Language Index

The Receptive Language Index is a measure of Sarah's performance on three tests designed to best probe receptive aspects of language including comprehension and listening. The Receptive Language Index has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

For Sarah's Receptive Language Index score, the following tests were administered:

- Sentence Comprehension
- Word Classes
- Following Directions

Sarah received a Receptive Language Index score of 100 (confidence interval = 94 to 106, percentile rank = 50). This places Sarah in the average range of language functioning.

Expressive Language Index

The Expressive Language Index is a measure of Sarah's performance on three tests that probe expressive aspects of language including oral language expression. The Expressive Language Index has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

For Sarah's Expressive Language Index score, the following tests were administered:

- Word Structure
- Formulated Sentences
- Recalling Sentences

Sarah received an Expressive Language Index score of 116 (confidence interval = 111 to 121, percentile rank = 86). This places Sarah in the above average range of language functioning.

Language Content Index

The Language Content Index is a measure of Sarah's performance on three tests designed to probe vocabulary and word knowledge. The Language Content Index score has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

For Sarah's Language Content Index score, the following tests were administered:

- Linguistic Concepts
- Word Classes
- Following Directions

Sarah received a Language Content Index score of 100 (confidence interval = 94 to 106, percentile rank = 50). This places Sarah in the average range of language functioning.

Language Structure Index

The Language Structure Index is a measure of Sarah's performance on four tests designed to probe understanding and production of syntactical structures and morphology. The Language Structure Index has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

For Sarah's Language Structure Index score, the following tests were administered:

- Sentence Comprehension
- Word Structure
- Formulated Sentences
- Recalling Sentences

Sarah received a Language Structure Index score of 107 (confidence interval = 102 to 112, percentile rank = 68). This places Sarah in the average range of functioning.

Tests

Sentence Comprehension

The Sentence Comprehension test is used to evaluate the student's understanding of grammatical rules at the sentence level. The student responds to a sentence by pointing to the correct picture stimuli. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 7 (confidence interval = 5 to 9, percentile rank = 16) on the Sentence Comprehension test.

Linguistic Concepts

The Linguistic Concepts test is used to evaluate the student's ability to understand linguistic concepts such as *middle*, *different*, many. Some concepts require understanding of logical operations or connectives such as *and*, *or*, *all but one*. The student points to pictured objects in response to oral directions. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 7 (confidence interval = 5 to 9, percentile rank = 16) on the Linguistic Concepts test.

Word Structure

The Word Structure test is used to evaluate the student's knowledge of grammatical rules in a sentence completion task. The student completes an orally presented sentence that pertains to an illustration. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 8 (confidence interval = 7 to 9, percentile rank = 25) on the Word Structure test.

Word Classes

The Word Classes test is used to evaluate the student's ability to understand relationships between words based on meaning features, function, or place or time of occurrence. The student chooses the two words (i.e. pictures or presented orally) that best represent the desired relationship. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 10 (confidence interval = 8 to 12, percentile rank = 50) on the Word Classes test.

Following Directions

The Following Directions test is used to evaluate the student's ability to: (a) interpret spoken directions of increasing length and complexity; (b) follow the order of presented objects with varying characteristics such as colour, size, or location; and (c) identify several pictured objects that were mentioned. The student identifies the objects in response to oral directions. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 13 (confidence interval = 11 to 15, percentile rank = 84) on the Following Directions test.

Formulated Sentences

The Formulated Sentences test is used to evaluate the student's ability to formulate simple, compound, and complex sentences when given grammatical (semantic and syntactic) constraints. The student is asked to formulate a sentence, using target word(s) while using an illustration as a reference. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 14 (confidence interval = 12 to 16, percentile rank = 91) on the Formulated Sentences test.

Recalling Sentences

The Recalling Sentences test is used to evaluate the student's ability to recall and reproduce sentences of varying length and syntactic complexity. The student imitates sentences presented by the examiner. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 16 (confidence interval = 15 to 17, percentile rank = 98) on the Recalling Sentences test.

Understanding Spoken Paragraphs

The Understanding Spoken Paragraphs test is used to evaluate the student's ability to: (a) sustain attention and focus while listening to spoken paragraphs; (b) create meaning from oral narratives and text; (c) answer questions about the content of the information given; and (d) use critical thinking strategies for interpreting beyond the given information. The student answers questions about a paragraph presented orally. The questions probe the student's understanding of the paragraph's main idea, memory for facts and details, recall of event sequences, and ability to make inferences and predictions. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 10 (confidence interval = 8 to 12, percentile rank = 50) on the Understanding Spoken Paragraphs test.

Pragmatics Profile

The Pragmatics Profile is a checklist used to gain information about the student's verbal and non-verbal pragmatic skills that may influence social and academic communication. The examiner completes the checklist with input from parents/caregivers, teachers, and other informants who provide information to evaluate verbal and non-verbal contextual communication. The Pragmatics Profile has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 7 (confidence interval = 6 to 8, percentile rank = 16) on the Pragmatics Profile checklist.

Supplementary Tests

Pragmatic Activities Checklist (PAC)

The Pragmatic Activities Checklist (PAC) is a supplementary, criterion-referenced measure. The PAC is used to identify the student's verbal and non-verbal behaviours that may influence social and academic communications. The examiner engages the student in conversation during selected activities (e.g. making a paper aeroplane, having a snack) and observes the student's functional communications skills during the interactions. The examiner completes the Checklist after the activities are completed.

Sarah received a total score of 28 on the Pragmatics Activities Checklist.

Sarah's score does not meet the criterion score for her age.

ITEM ANALYSIS

Sentence Comprehension

Category	Correct Items	Incorrect Items	Items Not Administered
Negation	9	8, 20	
Modification	1, 4	10	
Prepositional Phrase	4, 15, 18	6, 14, 17	
Direct/Indirect Object	5, 15	22	
Infinitive	5	19	
Verb Phrase	25		
Relative Clause	2, 3, 11		
Subordinate Clause	13	20	
Interrogative		12	
Passive	21	16	
Direct Request	23		
Indirect Request		24	
Compound		7, 10, 26	

Bold items appear in more than one category.

Linguistic Concepts

Concept	Correct Items	Incorrect Items	Items Not Administered
Inclusion/Exclusion	1 (and), 3 (different), 4 (all), 5 (circled), 6 (with), 7 (not), 14 (without), 25 (all but one)	15 (either...or), 19 (underlined), 24 (neither...nor)	
Location	2 (middle), 10 (closest), 16 (between)	8 (together), 17 (next to)	
Quantity	4 (all)	9 (many)	
Sequence	2 (middle), 12 (after), 22 (before)	13 (beginning)	
Conditional	18 (unless), 20 (if... if not)	11 (if)	
Temporal		21 (until), 23 (at the same time)	

Bold items appear in more than one category.

Word Structure

Category	Correct Items	Incorrect Items	Items Not Administered
Phonological Conditioning and Irregular Forms			
Regular Plural	1, 2		
Irregular Plural	3, 4		
Possessive Noun	8	7	
Third Person Singular	5	6	
Regular Past Tense		16	
Irregular Past Tense	33		
Future Tense	20	21	
Derivational Forms			
Derivation of Nouns		9	
Comparative & Superlative	22, 25	23, 24	
Verb Complex			
Auxiliary <i>+ing</i>	12	11, 13, 14	
Pronominalisation			
Objective	18	17, 19	
Possessive	15		
Subjective	31, 32		
Reflexive	29, 30		
Copula/Auxiliary			
Contractible	10		
Uncontractible	28	26, 27,	

Word Classes

Category	Correct Items	Incorrect Items	Items Not Administered
Semantic Class	1, 2, 3, 4, 5, 6, 7, 9, 11 , 13, 19, 21, 38	8, 10, 12, 16 , 20, 23, 35	
Location	15	14	
Composition	17	18	
Synonym	27, 28, 30, 32, 34, 36, 40	16 , 25, 26, 37, 39	
Object Function	11	22	
Word Opposites	29, 31	24, 33	

Bold items appear in more than one category.

The following items were administered after the discontinue rule was met: 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40.

Following Directions

Command	Correct Items	Incorrect Items	Items Not Administered
1-Level Command			
No Orientation	1, 2		
Serial Order/Orientation	5, 12		
Left/Right Orientation		11	
2-Level Command			
No Orientation	3, 4, 6	13	
Serial Order/Orientation	7, 10, 14	9, 15, 25	
Left/Right Orientation			
3-Level Command			
No Orientation	8, 20	17	
Serial Order/Orientation	16 , 18, 24, 32	21, 22, 26	
Left/Right Orientation	16 , 23		
4-Level Command			
No Orientation	30	19, 27	
Serial Order/Orientation	29, 31, 33	28	
Left/Right Orientation	33		
Modifiers			
No Modifier	6, 8, 23	19	
One Modifier	1, 2, 3, 4, 5, 7, 10, 14, 16, 24, 29, 31	9, 11, 13, 21, 22, 25	
Two Modifiers	12, 18, 20, 30, 32, 33	15, 17, 26, 27, 28	

Bold items appear in more than one category. Items in italics contain different numbers of modifiers per noun.

The following items were administered after the discontinue rule was met: 29, 30, 31, 32, and 33.

Formulated Sentences

Category	Correct Items	Incorrect Items	Items Not Administered
Noun	2, 3		
Pronoun	1		
Verb		7	
Adjective		8, 9	
Adverb	5, 6, 16	13, 24	
Conjunctive Adverb	15, 21, 23	18, 24	
Preposition	4		
Conjunction			

Co-ordinating		11, 20 , 22
Subordinating	19, 23	10, 12, 13 , 14, 17, 20
Correlative		22

Bold items appear in more than one category.

Recalling Sentences

Category	Correct Items	Incorrect Items	Items Not Administered
Active Declarative (with)	1		
conjunction deletion	25		
co-ordination	25	22	
noun modification	5		
subordinate clause	19 , 20, 26	8, 11, 15 , 18, 23	
relative clause	21	10 , 12, 13, 16, 17	
negative	19	10	
Active Interrogative (with)	2, 3, 6		
negative	4		
Passive Declarative (with)			
negative		9, 15	
co-ordination		14	
subordinate clause		24	
Passive Interrogative		7	

Bold items appear in more than one category.

Understanding Spoken Paragraphs

Test Paragraphs for Ages: 5-6

Category	Correct Items	Incorrect Items	Items Not Administered
Main Idea	1, 5, 16	11	
Detail	2, 7	12, 13	
Sequence	3, 18	9, 15	
Inference	14 , 16	6, 17, 19	
Prediction	4, 8, 20	10 , 19	
Social Context	14	6, 10 , 11 , 13	

Bold items appear in more than one category.

Sentence Assembly

Category	Correct Items	Incorrect Items	Items Not Administered
Active Declarative (with)			
prepositional phrase		9, 11	
negative	4, 6, 8, 12	7, 16, 17	
infinitive phrase	6, 12		
direct and indirect object	10	14	
subordinate clause	1, 3, 15	5, 13, 17, 19	
relative clause	18	20	
Interrogative (with)			
prepositional phrase		11	
negative	4, 6, 8, 12	7, 9, 16	
direct and indirect object	10	14	
Passive			
declarative	2		
interrogative	2		

Bold items appear in more than one category.

Pragmatics Profile

Communication	Never or Almost Never	Sometimes	Often	Always or Almost Always
Using Rituals	40	16	42	1, 2, 3, 41
Following Conversational Rituals	7	8	9, 13, 17, 27, 38	3, 4, 5, 6, 10, 18
Understanding Humour/Jokes	11	12		37
Participation	15, 23		17	14, 18, 22
Giving/Asking for Information	19	20	21, 38	
Understanding/Expressing Complex Intentions	29, 33	24, 28, 32	25, 31	26, 30
Awareness/Use of Prosodic Cues		43, 46		
Sharing/Responding to Reactions	36	35		34, 37
Reading/Using Body Language	40, 44	39, 48, 49, 50	42, 47	41, 45

PRAGMATICS ACTIVITIES CHECKLIST SUMMARY

NON-VERBAL: Gaze, Gesture, Expression, and Body Language

The Student

1. did not maintain culturally appropriate eye contact with speaker
2. did not look where speaker pointed
3. did not look at object/person named by speaker
4. did not co-ordinate gaze with speaker's gaze and ongoing talk
5. did not use gestures to identify person or object (e.g. pointing, head nodding, smiling, waving)
6. did not point to nearby object/person when appropriate
7. did not point to distant object/person when appropriate
8. did not use representational gestures (mimicked actions) to direct other's attention (e.g. fingers to lips to mean quiet, crooking index finger to mean *come here*, holding thumb and little finger up to your face to mean *call me*)
9. did not co-ordinate gestures and ideas to direct attention
10. did not respect the personal space of others when communicating

VERBAL: Manner of Communication

The Student

11. spoke too fast to be understood
12. said things that didn't seem to relate to topic or make sense logically
13. had revisions, false starts, repetitions that made understanding his or her conversations/stories difficult
14. used too much non-specific language (e.g. he, she, this, stuff) to enable understanding of what he/she was trying to communicate
15. repeated information that did not clarify directions, explanations, stories
16. did not understand literal meanings
17. did not understand figurative meanings

VERBAL: Relevance of Communication

The Student

18. appeared to misunderstand speaker because he/she did not consider the context (situation, event, participants) of the message
19. said things that were not relevant to the current situation, topic, event, or participants
20. repeated things that listeners were already aware of
21. asked the same questions repeatedly
22. talked repeatedly about topics he/she was interested in but others were not interested in

23. talked even when no-one was listening

VERBAL: Quality and Quantity of Communication

The Student

26. provided too much information

27. provided redundant information

29. made comments that were either implausible, unrealistic, or meaningless given the context in which they were used

31. talked while others were talking

32. did not pass the conversational turn

SAMPLE

OBSERVATIONAL RATING SCALE

Listening

T-Teacher/Tutor, P-Parent, S-Student

	Never or Almost Never	Sometimes	Often	Always or Almost Always
1. Has trouble paying attention.	T1			
2. Has trouble following spoken directions.		T1		
3. Has trouble remembering things people say.			T1	
4. Has trouble understanding what people are saying.				T1
5. Has to ask people to repeat what they have said.			T1	
6. Has trouble understanding the meanings of words.		T1		
7. Has trouble understanding new ideas.	T1			
8. Has trouble looking at people when talking or listening.		T1		
9. Has trouble understanding facial expressions, gestures, or body language.			T1	

Speaking

T-Teacher/Tutor, P-Parent, S-Student

	Never or Almost Never	Sometimes	Often	Always or Almost Always
10. Has trouble answering questions people ask.	T1			
11. Has trouble answering questions as quickly as other students.		T1		
12. Has trouble asking for help when needed.			T1	
13. Has trouble asking questions.				T1
14. Has trouble using a variety of vocabulary words when talking.			T1	
15. Has trouble thinking of (finding) the right word to say.		T1		
16. Has trouble expressing thoughts.	T1			
17. Has trouble describing things to people.		T1		
18. Has trouble staying on the subject when talking.			T1	
19. Has trouble getting to the point when talking.				T1

20. Has trouble putting events in the right order when telling stories or talking about things that happened.				T1
21. Uses poor grammar when talking.			T1	
22. Has trouble using complete sentences when talking.	T1			
23. Talks in short, disjointed sentences.			T1	
24. Has trouble expanding an answer or providing details when talking.				T1
25. Has trouble having a conversation with someone.				T1
26. Has trouble talking with a group of people.				T1
27. Has trouble saying something another way when someone doesn't understand.			T1	
28. Gets upset when people don't understand.	T1			

Reading

T-Teacher/Tutor, P-Parent, S-Student

	Never or Almost Never	Sometimes	Often	Always or Almost Always
29. Has trouble sounding out words when reading.	T1			
30. Has trouble understanding what was read.				
31. Has trouble explaining what was read.		T1		
32. Has trouble identifying the main idea.		T1		
33. Has trouble remembering details.			T1	
34. Has trouble following written directions.				T1

Writing

T-Teacher/Tutor, P-Parent, S-Student

	Never or Almost Never	Sometimes	Often	Always or Almost Always
35. Has trouble writing down thoughts.				
36. Uses poor grammar when writing.				T1
37. Has trouble writing complete sentences.			T1	
38. Writes short, disjointed sentences.		T1		
39. Has trouble expanding an answer or providing details when writing.	T1			
40. Has trouble putting words in the right order when writing sentences			T1	

Teacher/Tutor

Language or dialect spoken in my classroom, home, or community: Bilingual English other

Problems/items of most concern: None

Other problems/concerns: Sample other problems

End of Report

SAMPLE