Assessing Higher Order Language Skills When Students Struggle in the Classroom

Anise Flowers, Nancy Castilleja, & Donna Black
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Disclosures

Course Content
- *Focuses Primarily on:*
    - *CELF-5 Metalinguistics*
- *Secondarily on CELF-5, & CELF ORS*

Financial
- *None*

Non-Financial

All presenters are employees of Pearson, the publisher of the CELF-5 Metalinguistics

What is "Metalinguistic Awareness"?

Ability to talk about, analyze, and think about language independent of the concrete meaning of each word.

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Metalinguistic Awareness:
A Research Perspective

Metalinguistic skills are often distinguished as:

- *Epilinguistic capacity* -- monitoring of the actual speech production (Tunmer, Bowey, Pratt, & Herriman, 1984).

- *Metalinguistic awareness* -- ability to see words as decontextualized objects and manipulate and analyze them apart from content and production (Gombert, 1992; Shulman & Capone, 2010).

- *Metalinguistic awareness* has its foundation in *semantic, syntactic, and pragmatic (linguistic) awareness and knowledge*.

Metalinguistic Awareness and Language Disorders

• Students with language disorders who have received language intervention may have acquired adequate linguistic knowledge (e.g., semantics, morphology, syntax, pragmatics) and *perform in the average or low-average range on CELF–5.*

• Those students may not have crossed the bridge to metalinguistic awareness and metacognitive abilities that are separate from linguistic skills – *"Paid the Toll"*

Metalinguistic Skills and Academic Performance

- Reading comprehension and metalinguistic skills are strongly linked (Achugar, Schleppegrell, & Oteíza, 2007).

- Teaching multiple meanings (homonyms) and ambiguity detection skills to 3rd graders improves reading comprehension (Zipke, Ehri, and Cairns, 2009).

- Metalinguistic facility is essential in the writing process for initial production (composition) and revision (editing), as writers choose words, analyze communicative intent, and assess syntax for both functions (Myhill & Jones, 2007; Myhill, 2012).

- Explicit teaching about language and using language as a tool is important for literacy development (Achugar, Schleppegrell, & Oteiza, 2007; Enright, 2013; Fang & Schleppegrell, 2010).

Metalinguistic Skills and Academic Performance

Some metalinguistic skills that will have an impact on academic performance are:

- the ability to make and understand inferences

- using and understanding multiple meanings words

- using figurative language and humor

- formulating spoken or written sentences that meet cultural expectations for conveying messages or expressing emotions or opinions

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METALINGUISTIC DIFFICULTIES

1. Planning for production of statements, questions, paragraphs, stories in speaking/writing.

2. Making predictions and forming hypotheses.

3. Problem-solving for strategic language use.

4. Self-monitoring to identify errors and problems.

5. Correcting inefficient approaches and behaviors.

6. Recognizing syllable, word, phrase, clause, and sentence boundaries in speech/print.

7. Monitoring, self-correcting, editing speech and writing.

8. Playing with language (riddles, jokes, rhymes).

9. Analyzing and talking about language.

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METALINGUISTIC NEEDS

1.   Processing time to plan responses and/or pre-organization of expected responses.
2.   Highlighting and explicating schema/scripts to foster planning, predicting and hypothesizing.
3.   Strategy training to foster problem-solving & Meta language use.
4.   Practice in self-monitoring and evaluating.
5.   Identifying sources of breakdowns & correcting inefficiencies.
6.   Learning of phonemic contrasts and syllable boundaries and conventions of print.
7.   Highlighting syllables, words, phrases, clauses, and sentences.
8.   Practice in playing with various language components (words, phrases, clauses).
9.   Practice in analyzing- discussing oral and written language (meaning features, patterns, rules, applications

KNOW

THY- CELF5

METALINGUISTICS

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METALINGUISTICS

Purpose of Test

- Identify students 9-21 years old who have not acquired the expected levels of language competence and metalinguistic ability for their age.

Test Overview

- A revision of the *Test of Language Competence-Expanded (TLC-E)* with many updated test items appropriate for today's students

- Assesses metalinguistic skills with a battery of five stand-alone tests

  - **Metalinguistics Profile**
  - **Making Inferences,**
  - **Conversation Skills**
  - **Multiple Meanings**
  - **Figurative Language**

- Ages: 9:0—21:11

- Designed for students who have adequate linguistic knowledge (understand basic concepts and speak in grammatically correct sentences), but lack the metalinguistic skills needed for Grades 3 and up

- Ideal for students with subtle language disorders or students on the autism spectrum

Description of Test

CELF5 METALINGUISTICS

- **Metalinguistics Profile**
  - Rating scale that can be completed before or after testing; yields a norm-referenced score (with very high reliability!)

- **Two tests of meta-pragmatic skills:** the expression of appropriate responses to the communicative demands of the situation
    - **Making Inferences**
    - **Conversation Skills**

- **Two tests of meta-semantic skills:** the appropriate understanding of language content as it relates to the larger communication context
    - **Multiple Meanings**
    - **Figurative Language**

CELF 5 METALINGUISTICS

ELISABETH H. WIIG ■ **WAYNE A. SECORD**

Record Form

Name _____

Address _____

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

Teacher _____

Examiner _____

Calculation of Student's Age

	Year	Month	Day
Test Date			
Birth Date			
Age			

Do not round up to next month or year.

Test Scaled Scores

Test	Raw Score	Scaled Score	Scaled Score Points −/+	Confidence Interval (___% Level)	Percentile Rank	Percentile Rank CI	Age Equivalent	Growth Scale Value
Metalinguistics Profile (MP)				to		to		
Making Inferences (MI)				to		to		
Conversation Skills (CS)				to		to		
Multiple Meanings (MM)				to		to		
Figurative Language (FL)				to		to		

Index Standard Scores

	Test Scaled Scores				Sum of Scaled Scores	Standard Score	Standard Score Points −/+	Confidence Interval (___% Level)	Percentile Rank	Percentile Rank CI
	MI	CS	MM	FL						
Total Metalinguistics Index (TMI)					=			to		to
Meta-Pragmatics Index (MPI)					=			to		to
Meta-Semantics Index (MSI)					=			to		to

Meta-Pragmatics/Meta-Semantics Index Scores Discrepancy Comparison

	MPI Score	MSI Score	Difference	Critical Value	Level of Statistical Significance	Significant Difference	Prevalence in Normative Sample
Meta-Pragmatics/ Meta-Semantics Index*					.05/.15	Yes/No	

*See Appendix E in the Examiner's Manual.

CELF 5 METALINGUISTICS

Test Scaled Scores

Test	Raw Score	Scaled Score	Scaled Score Points +/–	Confidence Interval (___% Level)	Percentile Rank	Percentile Rank CI	Age Equivalent	Growth Scale Value
Metalinguistics Profile (MP)				to		to		
Making Inferences (MI)				to		to		
Conversation Skills (CS)				to		to		
Multiple Meanings (MM)				to		to		
Figurative Language (FL)				to		to		

Index Scores — Sum of Scaled Scores

	MI	CS	MM	FL	Sum of Scaled Scores	Standard Score	Standard Score Points +/–	Confidence Interval (___% Level)	Percentile Rank	Percentile Rank CI
Total Metalinguistics Index (TMI)								to		to
Meta-Pragmatics Index (MPI)								to		to
Meta-Semantics Index (MSI)								to		to

Discrepancy Comparisons

	MPI Score	MSI Score	Difference	Critical Value	Significant Difference	Prevalence in Normative Sample	Statistically Significant Level
Meta-Pragmatic/Meta-Semantic Index*					Yes /No		.15/.05

Metalinguistics Profile

- Rating scale that can be completed before or after testing

- Can be completed based on your observations supplemented by information from parents/teachers/other informants if needed *(only the SLP completes the form)*

- Consider cultural influences when completing the form

- Yields a highly reliable norm-referenced score

Metalinguistics Profile

For each item, circle the number that best describes how often the examinee demonstrates that skill or behavior.

1 = **never or almost never**

2 = **sometimes**

3 = **often**

4 = **always or almost always**

Words, Concepts, and Multiple Meanings

As culturally appropriate, the student...

	Never or Almost Never	Sometimes	Often	Always or Almost Always
1. understands and uses abstract words appropriate for age/grade (e.g., kindness, paradigm)	1	2	3	4
2. understands and uses multiple meaning words appropriately for age/grade (e.g., tip, office)	1	2	3	4
3. uses knowledge of sentence structure to interpret ambiguous sentences (e.g., The chicken was ready to eat.)	1	2	3	4
4. understands the use of personification in spoken and written forms (e.g., The Daily News was the first to report the error.)	1	2	3	4
5. understands slang introduced by peers and uses it appropriately	1	2	3	4
6. understands idiomatic expressions (e.g., She is pulling my leg.)	1	2	3	4
7. understands metaphoric language (e.g., He is a bear.)	1	2	3	4
8. understands the meanings and purposes (e.g., summarizing) of using common proverbs	1	2	3	4
9. understands and reacts as expected to jokes	1	2	3	4
10. understands sarcasm	1	2	3	4

Metalinguistics Profile

Inferences and Predictions

As culturally appropriate, the student...

	1	2	3	4
11. differentiates fact from fiction in spoken and written information	1	2	3	4
12. predicts short- and long-term effects of actions described in spoken or written information	1	2	3	4
13. predicts emotional reactions of characters in stories, novels, and plays	1	2	3	4
14. draws inferences from character descriptions, relationships, and reactions in stories, novels, and plays	1	2	3	4
15. predicts outcomes of stories, novels, and plays	1	2	3	4
16. makes inferences from public opinion and mass media and predicts outcomes	1	2	3	4
17. understands that a single event can result in multiple outcomes and multiple events can result in a single outcome	1	2	3	4
18. uses sound judgment to predict the probability of positive/negative outcomes	1	2	3	4
19. understands inferential comments/requests (e.g., Shouldn't we leave?)	1	2	3	4
20. understands and reacts tactfully to another person's point of view in discussions or conversation	1	2	3	4

Metalinguistics Profile

Conversational Knowledge and Use

As culturally appropriate, the student...

	Never or Almost Never	Sometimes	Often	Always or Almost Always
21. uses appropriate words to express complex intentions (e.g., negotiating) and thoughts (e.g., doubts)	1	2	3	4
22. changes register and interaction style to match participants' age, status, relationship, or special needs (e.g., hearing loss)	1	2	3	4
23. knows and follows expectations for social interactions within the school's and/or community's culture (e.g., use of register, social rituals, indirect requests, nonverbal cues)	1	2	3	4
24. organizes and directs conversations/discussions to accomplish specific purposes	1	2	3	4
25. participates easily and fluently in group conversations/discussions	1	2	3	4
26. maintains the topic or theme of discussion through several conversational turns	1	2	3	4
27. extends the topics of conversations/discussions logically and appropriately	1	2	3	4
28. redirects unpleasant conversations/discussions appropriately	1	2	3	4
29. recognizes when communication is not effective and is able to paraphrase or take a different approach	1	2	3	4
30. knows how to enter and exit conversations/discussions smoothly and appropriately	1	2	3	4
Subtotals				
Raw Score				

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Metalinguistics Profile Results

Item Analysis:

Metalinguistics Profile Item Analysis

Category	Item
Vocabulary (High-Level/Abstract)	1 2 5 21
Ambiguity Detection	2 3 5 9 10
Figurative Language	4 6 7 8 9
Inferences	8 11 14 16 19 20
Predictions	12 13 15 16 17 18
Conversational Rules/Rituals	5 9 10 19 20 22 23 30
Conversational Repair/Redirection	28 29
Topic Introduction/Maintenance	21 24 25 26 27

Score: Norm-referenced scores by age group

What skills are tested?

- **Meta-pragmatic skills**
  - the expression of appropriate responses to the communicative demands of the situation

- **Meta-semantic skills**
  - the appropriate understanding of language content as it relates to the larger communication context

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Test Scaled Scores

Test	Raw Score	Scaled Score	Scaled Score Points +/−	Confidence Interval (___ % Level)	Percentile Rank	Percentile Rank CI	Age Equivalent	Growth Scale Value
Metalinguistics Profile (MP)				to		to		
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Index Scores / Sum of Scaled Scores

	MI	CS	MM	FL	Sum of Scaled Scores	Standard Score	Standard Score Points +/−	Confidence Interval (___ % Level)	Percentile Rank	Percentile Rank CI
Total Metalinguistics Index (TMI)								to		to
Meta-Pragmatics Index (MPI)								to		to
Meta-Semantics Index (MSI)								to		to

Discrepancy Comparisons

	MPI Score	MSI Score	Difference	Critical Value	Significant Difference	Prevalence in Normative Sample	Statistically Significant Level
Meta-Pragmatic/Meta-Semantic Index*					Yes /No		.15/.05

CELF5 METALINGUISTICS

Meta-Pragmatic Skills

- **Tests appropriate responses to the communicative demands of the situation**

Making Inferences

The students had to go safely outside for a fire drill. After the fire drill, Amy and Gary were called to the principal's office.

Amy and Gary were called to the principal's office after the fire drill because:

a. They talked loudly during the drill.
b. They walked out of the building quietly.
c. They ran outside instead of walking.
d. They both have a parent who is a firefighter.

Conversation

Skills

Pam   late   dinner

CELF5

METALINGUISTICS

DEMO INTRO

People often tell us about things that happen, but they don't always tell us *why they happen. Then we have to guess for* ourselves. Turn to the MI Demo page and say, **For example, this morning my Uncle Freddy sent me a message that said (point),**

I was hoping to wash my car today. I guess I'll wash it tomorrow.

I figured out a couple of reasons why my Uncle Freddy couldn't wash his car today:

1. **it was raining, or**
2. **He didn't have enough time.**

Item Examples on Making Inferences

TRIAL

Listen to this one. The students had to go safely outside for a fire drill. After the fire drill, Amy and Gary were called to the principal's office. Now I'll read four other sentences that could explain why Amy and Gary were called to the principal's office.

I want you to select the *two sentences that best explain what could have happened. You may* read your choices aloud to me, point to them, or say the letters of your choices.

Amy and Gary were called to the principal's office after the fire drill because:

a. They talked loudly during the drill.
b. They walked out of the building quietly.
c. They ran outside instead of walking.
d. They both have a parent who is a firefighter.

TRIAL CONTINUED

Amy and Gary were called to the principal's office after the fire drill because:

a. They talked loudly during the drill.
b. They walked out of the building quietly.
c. They ran outside instead of walking.
d. They both have a parent who is a firefighter.

SAY: Now I want you to tell me a reason other than the ones listed here why Amy and Gary could have been called to the principal's office. _____

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ITEM 1 ALL AGES

Now I will read some more sentences to you and ask you to choose two reasons that best explain why somebody could have said something or why something could have happened. Then I will ask you to tell me another reason why somebody could have said something or why something could have happened. Remember, I can repeat the sentences if you ask me to.

Tran and Anna were having lots of fun at the outdoor concert. They left early.

Tran and Anna left early because:

a. The band was playing really terrific music.
b. They had to be home before dark.
c. They actually never liked outdoor concerts.
d. They still had lots of homework to do.

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Item Examples on Making Inferences

SAMPLE ITEM (No. 3)

Danny bought meat, potatoes, and salad to make dinner for his parents. Danny went out to dinner with his parents instead.

Danny went out to dinner with his parents because:

a. His parents had already made plans to go out to eat.
b. His parents always loved to eat home-cooked meals.
c. His parents really liked the dinner he was preparing.
d. His parents said they didn't want to eat at home that night.

Tell me one more reason why Danny could have gone out to dinner with his parents instead of making dinner.

ACTUAL RECORD FORM Item No. 3

3. Danny bought meat, potatoes, and salad to make dinner for his parents. Danny went out to dinner with his parents instead.

Danny went out to dinner with his parents because:

☐ a. **His parents had already made plans to go out to eat.**

☐ b. His parents always loved to eat home-cooked meals.

☐ c. His parents really liked the dinner he was preparing.

☐ d. **His parents said they didn't want to eat at home that night.**

2	0

Tell me one more reason why Danny could have gone out to dinner with his parents instead of making dinner.

1	0

Total Item Score	3 2 1 0

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Item Analyses for Meta-Pragmatic Skills Tested

- # Making Inferences

| Making Inferences Error Analysis: Multiple Choice Responses		Making Inferences Error Analysis: Open-Ended Responses	
Error Category	**Item Response Option**	**Error Category – 1 point responses**	**Item**
Inference Contradicts Scenario	1a 1c 2c 3b 3c 5c 5d 6a 7b 9b	Vague/Confusing/Incomplete Thought	1 2 3 4 5 6 7 8 9 10 11 12
Inference is Related, but Not Key	2d 6d 7d 9c 10b 12a 12b	Possible, but Not Likely	1 2 3 4 5 6 7 8 9 10 11 12
Inference is Not Related and Not Relevant	4b 8a 11a 11d	Combination of Correct and Incorrect Logic	1 2 3 4 5 6 7 8 9 10 11 12
Inference Ignores Key Element of Scenario	4a 8c 10d	**Error Category – 0 point responses**	**Item**
Making Inferences Item Analysis: Lead-In Scenario		Illogical	1 2 3 4 5 6 7 8 9 10 11 12
Item Category	**Item**	Restatement or Paraphrase	1 2 3 4 5 6 7 8 9 10 11 12
Pragmatic (Emotional Inference)	1 2 4 5 8 11 12	Direct Contradiction of Lead-in Statement	1 2 3 4 5 6 7 8 9 10 11 12
Semantic (Causal Inference)	1 2 3 4 5 6 7 8 9 10 11 12	Requires Multiple Leaps of Logic	1 2 3 4 5 6 7 8 9 10 11 12
Linguistic (Anaphoric Inference)	2 5 9 10 11 12	Doesn't Answer the Why Question	1 2 3 4 5 6 7 8 9 10 11 12
Note. Bold items appear in more than one category.		Off-Topic/Ignored Lead-in Scenario	1 2 3 4 5 6 7 8 9 10 11 12

CELF 5
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DEMO INTRO

Have you ever walked into a place where people were talking and you only heard a few words? I'm going to show you a picture . Then I'll use *three* words to make a sentence that someone in the picture could say.

Turn to the CS Demo page and say,

Look at this picture!
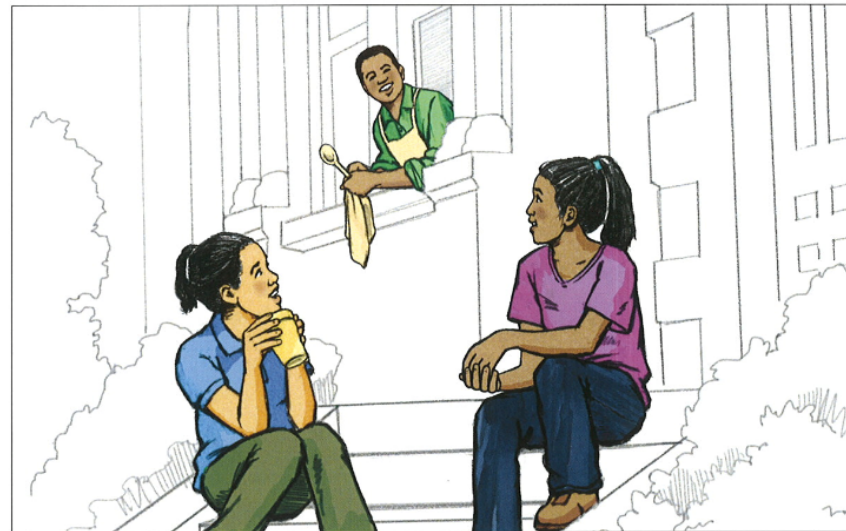
Pam   late   dinner

A girl and her friend are sitting on the front steps, and the girl's father is in the window. They were talking and one of them used these three words (point to them) ***Pam*** (pause) ***late*** (pause), ***dinner*** (pause)

![CELF 5 METALINGUISTICS]

DEMO INTRO Continued

Pam   late   dinner

The dad could have said, "Pam, don't be late for dinner." (point to the words in the order that you say them) **Or the girl could have asked her friend, "Would you like to join us for a late dinner, Pam?"** (Point to the words in the order that you say them.) Then say, **Here's another one.**

TRIAL 1

Turn to the CS Trial 1 page and say, **Here's a picture of two students in a school hallway. Listen to the words I heard one of them say** (point to them) **don't** (pause)**, leg. Tell me a sentence one of the students could have said using the words don't, leg. Make sure your sentence is about the picture and that all the words are in it. The words can be used in any order.**

don't   leg

Item Examples on Conversation Skills

TRIAL 1: TEST ITEMS 1-3

Introduce Test Items 1–3 by saying, **Now, I'll ask you to make some more sentences.** Turn to the CS Item 1 page and say**, Here are some people talking**…(say the situation)**. Here are the words I heard**. Read the words, with a short pause between each one, while pointing to them. **Tell me a sentence that one of the people in the picture could have said using these two words. Make sure your sentence could be used in the situation and that both words are in it. The two words can be used in any order. I can repeat the situation or the words if you need me to.**

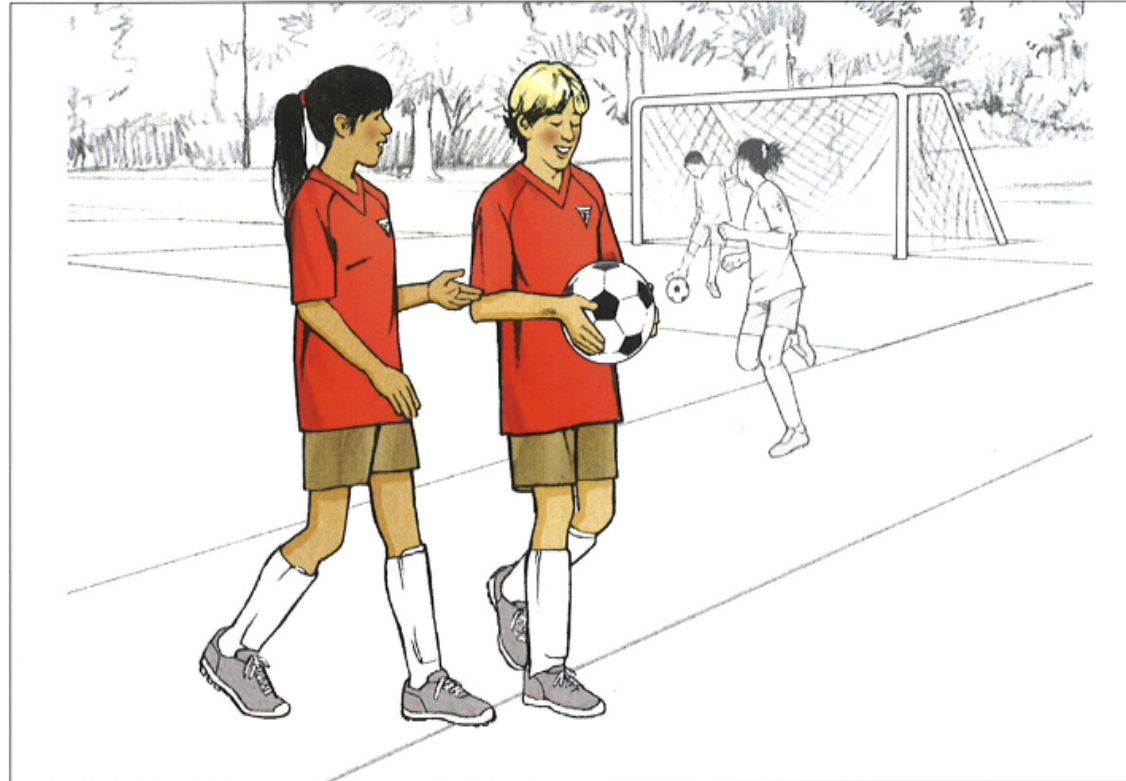| ALL AGES			SCORE
1. At the ice cream store:	chocolate	and	2 1 0
2. While cooking breakfast	when	toast	2 1 0
3. At a soccer game:	if	practice	2 1 0

TRIAL 1: TEST ITEM 1

chocolate   and

TRIAL 1: TEST ITEM 2

when   toast

TRIAL 1: TEST ITEM 3

if   practice

TRIAL 2

Turn to the CS Trial 2 page and say, **Let's try one with three words. Here's a picture of a coach and her students in the gym. Here are the words I heard one of them say** (point to them); ***basketball*** (pause), ***fun*** (pause)**, *easy*. Tell me something one of them could have said using these three words. Remember, you can use the words in any order, but it must be something that someone in the picture could say.**

If the examinee produces a sentence with the three words, say, **That was a good sentence. If you used the words in a different order, you could say,** . . . (make up a sentence that uses the words in a different order to emphasize the fact that the words can be used in any order). Proceed to the test items.
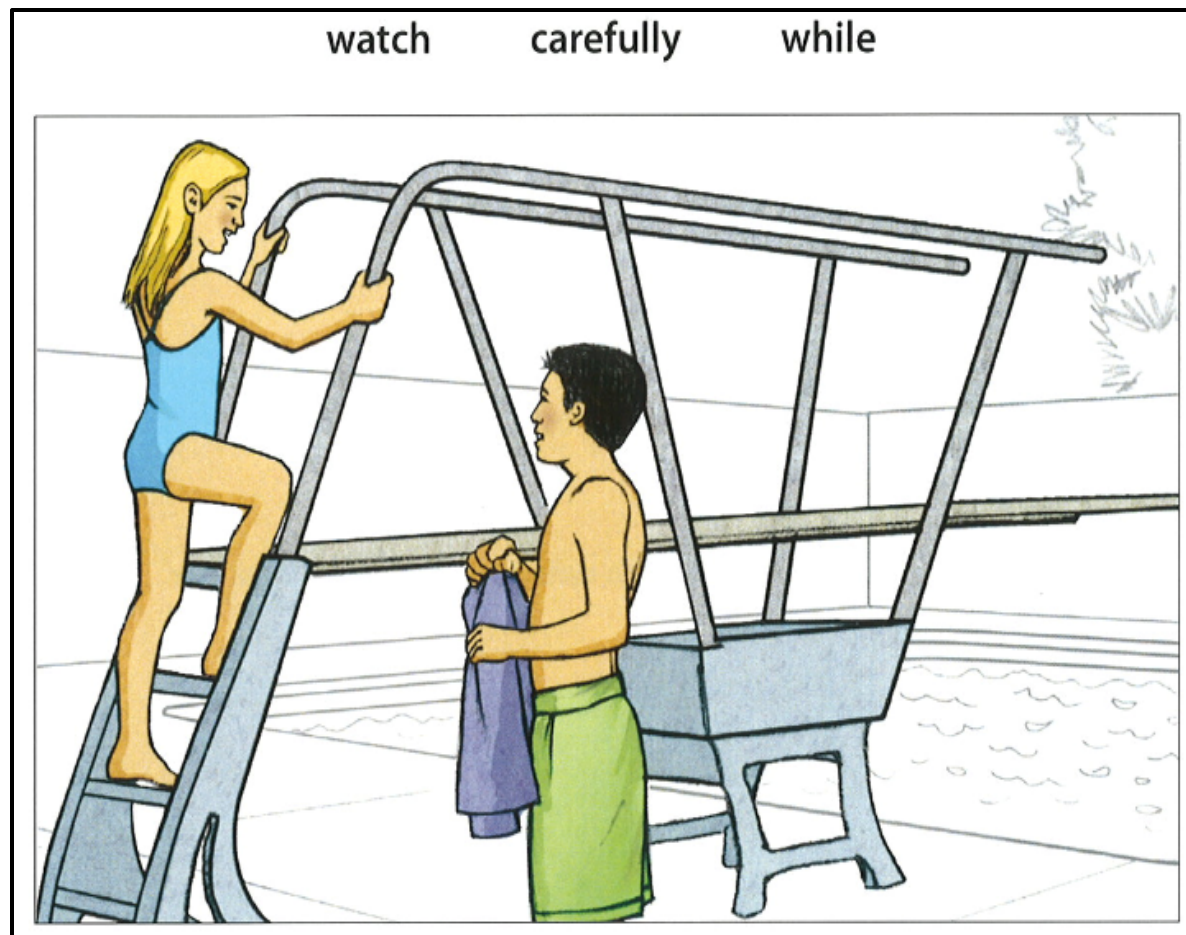
If the student can't produce a sentence using the three words, say, **One of the girls could have said, "I think it's fun and easy to play basketball." Or, the coach could have said, "Basketball will be easy and fun if you practice."** Point to the words in the order that you say them in each sentence.
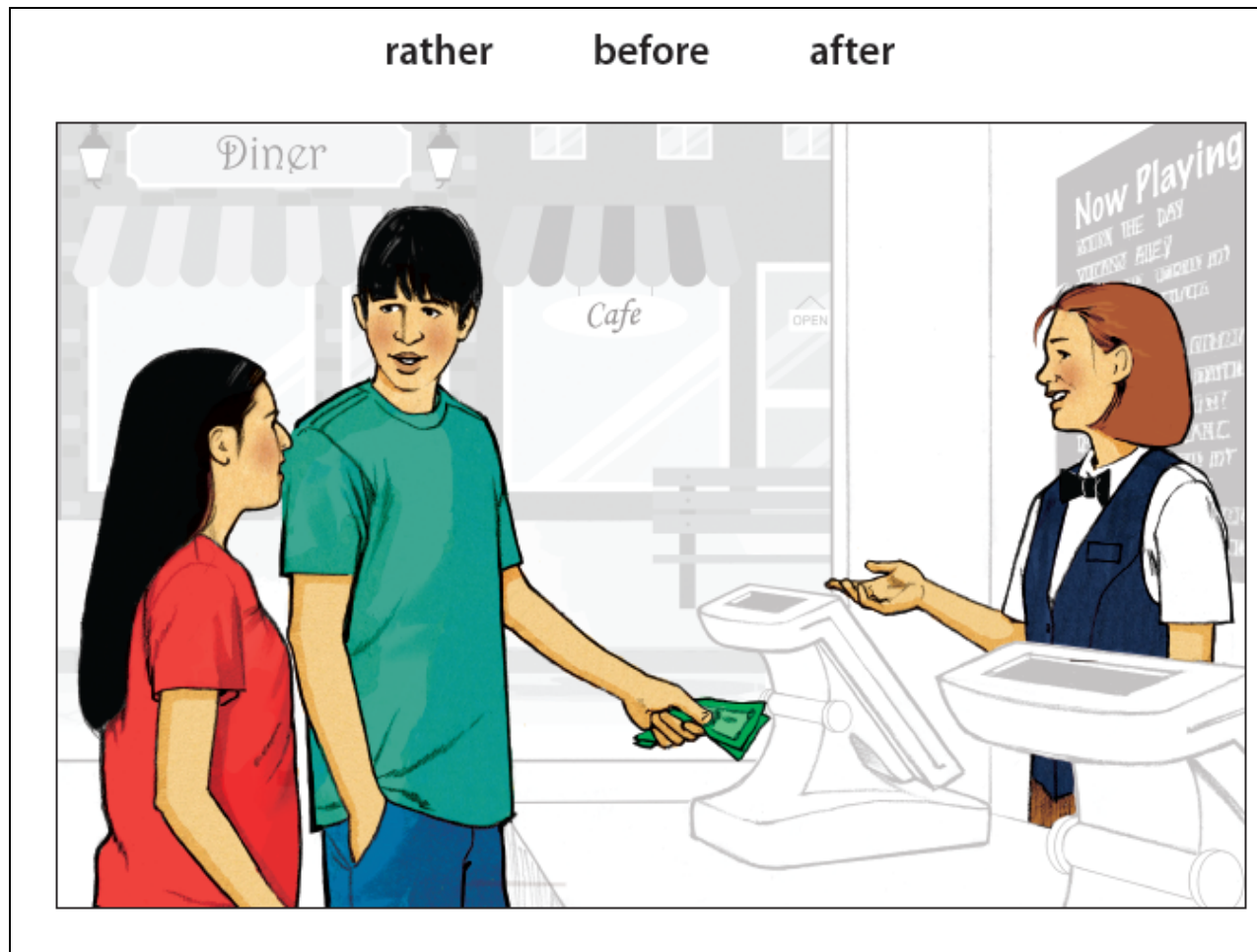
TRIAL ITEM 2

basketball   fun   easy

TEST ITEM 4 – At a public swimming pool

TEST ITEM 9 – At the movie theatre

rather   before   after

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- ## Conversation Skills

Conversation Skills Error Analysis

Conversation Skills: Semantic-Syntactic Function Item Analysis	
Category	**Item**
Noun	**1** (chocolate), **2** (toast), **3** (practice), **4** (walk), **5** (watch), **6** (job), 7 (corn), **10** (inside), 10 (cat), **13** (now), 15 (napkins), 16 (week)
Pronoun	7 (either), 8 (myself), **16** (either), **16** (some)
Verb	**2** (toast), **3** (practice), **4** (walk), **5** (watch), 7 (have), **11** (worried)
Auxiliary Verb	4 (might), 14 (might)
Adjective	**1** (chocolate), **3** (practice), **6** (job), 6 (important), **7** (either), **8** (hard), **10** (inside), **11** (worried), **12** (wrong), **13** (tough), **14** (different), **14** (regardless), 15 (difficult), **16** (either), **16** (some), 17 (colorful)
Adverb	**2** (when), **4** (since), 5 (carefully), **7** (either), **8** (hard), **9** (rather), **9** (before), **9** (after), **10** (inside), 10 (however), 12 (actually), **12** (wrong), **13** (tough), 13 (now), 13 (nonetheless), **14** (different), **14** (regardless), **16** (either), 17 (especially)
Preposition	**6** (but), **9** (rather *than*)*, **9** (before), **9** (after), **10** (inside), 11 (during), **14** (regardless *of*)*
Conjunctions	**Item**
Coordinating	1 (and), **6** (but), **17** (or)
Subordinating	**2** (when), 3 (if), **4** (since), 5 (while), 8 (even though), **9** (rather *than*)*, **9** (before), **9** (after), 11 (if), 12 (although), **13** (now), 15 (unless)
Correlative	**7** (either), **16** (either), **17** (or)

Note. **Bold** items appear in more than one category.

*Words in italics (*of, than*) do not appear on the Record Form but are added to complete the phrase in which the targeted word (*regardless, rather*) is used as the categorized part of speech.

CELF 5 METALINGUISTICS

- **Conversation Skills**

  Content, Form & Use Error Analysis

Conversation Skills: Content, Use, and Form Error Analysis	
Pragmatic Errors	**Items**
Pragmatic Deviation/Awkward	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Comment, not Dialogue	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Doesn't Match Pictured Scene	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Illogical/Nonsensical	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Vague/Incomplete Thought	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Semantic Errors	**Items**
Semantic Deviation (vague, overused, or incorrect non-target word used)	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Missing 1 or More Target Words	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Misuse of Target Word (changed word meaning)	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Syntactic Errors	**Items**
Syntactic Deviation (syntax or morphology error) on non-target word	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Misuse of Target Word (changed word form)	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Two (or more) Sentences	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Sentence Fragment	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Note. If response contains multiple errors, circle all the error types as appropriate.

![CELF5 METALINGUISTICS logo]

How are Meta-Semantic Skills Tested?

Tasks test students' understanding of language content as it relates to the larger communication context

Multiple Meanings

Look at the bat.

Figurative Language

Situation: A boy talking to his little brother who wants to play a game with him
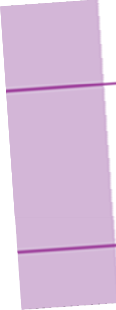
Expression: "Get lost!"

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Examples from the Multiple Meanings Test

- **Multiple Meanings**

He wrote several letters.

Andrea moved one foot to the left.

Visiting relatives can be annoying.

DEMO INTRO

Turn to the MM Demo page and say, **Sometimes people say or write something that could have two meanings. If I said,** *Look at the bat* (point to the sentence)**, it could mean look at the baseball bat or look at the flying animal. That's because this word bat** (point to it) **means two things—a baseball bat and a flying animal. Let's do another one.**

Look at the bat.

TRIAL 1

Turn to the MM Trial 1 page and say, **Here's another sentence that means more than one thing** (point to it)! Be careful not to say the stimulus sentence in a way that stresses one word more than another. **What two things can the sentence mean? 1.** Your drinking glasses are dirty, and 2. Your eyeglasses are dirty.

Your glasses are dirty.

If the student produces both essential meanings, say, **That's right, the word *glasses*** (point to it) ***means two things, so the sentence,* "Your glasses are dirty," can mean the glasses you drink from are dirty, or your eyeglasses are dirty**. If the student produces only one or none of the expected responses, say, **There are two kinds of glasses—drinking glasses and eyeglasses. So, the sentence, "Your glasses are dirty," can mean the glasses you drink from are dirty, or your eyeglasses are dirty.**

TRIAL 2

Turn to the MM Trial 2 page and say, **Here's another sentence that means more than one thing—The fish was ready to eat. Be careful** to say the sentence so that your stress or intonation pattern does not cue the student as to one meaning or the other. Say, **What two things can the sentence mean?**

1. The fish was cooked and ready to be eaten by someone.
2. The fish was hungry and ready to eat some fish food.

The fish was ready to eat.

TRIAL 2 Continued

The fish was ready to eat.

If the student produces both essential meanings, say, **That's right, the words *ready to eat* (point to them) *mean two things, so the* sentence, "The fish was ready to eat," can mean that the fish was cooked and ready to be eaten by someone, or the fish was hungry and ready to eat some fish food.**

If the student produces only one or none of the meanings, say, ***Ready to eat can mean ready to be eaten by someone or* ready to eat food. So, the sentence, "The fish was ready to eat," can mean the fish was cooked and ready to be eaten by someone, or the fish was hungry and ready to eat some fish food.**

CELF 5 METALINGUISTICS

Item Examples on Multiple Meanings

SAMPLE TEST ITEMS: AGES: 9-12

> Introduce the test items by saying, **Now let's do some more. (Pause) Listen carefully while I read each sentence. Then tell me *two* things each sentence could mean.** Turn to the appropriate start point in the Stimulus Book. Read each item without **stressing any word** or words more than others or using intonation patterns

1. **Did you see that fly?**   2 1 0

   Did you see that insect/bug animal?

   Did you see something moving through the air?

2. **Katy made a basket during the game.**   2 1 0

   Katy scored 2 pts./made a shot playing the game.

   Katy wove a basket while the game was being played.

3. **The teacher told us to make a line.**   2 1 0

   She told us to stand in a line; one behind the other.

   She told us to draw a line/make a straight mark.

CELF5 METALINGUISTICS

Item Examples on Multiple Meanings

SOME SAMPLE TEST ITEMS (AGES: 13-21)

---

4. I saw her duck when she came out of the building.   **2 1 0**

- I saw her bend down.
- I saw her bird – animal.

7. Andrea moved one foot to the left.   **2 1 0**

- .She moved herself 12 inches over.
- She moved one of her feet.

9. Mr. Roberts is an American History Teacher.   **2 1 0**

- He is a teacher who is an American.
- He teaches American history.

CELF 5
METALINGUISTICS

- **Multiple Meanings**

Multiple Meanings Item Analysis	
Category	Item
Lexical	1 2 3 4 5 7
Structural	6 8 9 10 11 12 13 14 15

CELF5 METALINGUISTICS

- **Figurative Language**

Situation: Two friends talking about the surprise party they've planned for another friend

Expression: "I'm worried that Mary is going to spill the beans to Andre about the party."

a. Mary will drop the bag of beans.
b. Mary will keep it under her hat.
c. Mary will let the cat out of the bag.
d. Mary will cry over spilled milk.

Situation: A mom worried that her teenagers will be late for school

Expression: "You guys need to step on it!"

a. Shake a leg!
b. Take your time.
c. Watch your step!
d. Step on the bus.

DEMO INTRO

Turn to the FL Demo page and say: **Sometimes we say something that seems to mean one thing, but really means something else. This is called an *expression.***

For example, a boy who was talking to his little brother who wants to play a game with him might say, "Get lost!" Point to the expression.

Situation: A boy talking to his little brother who wants to play a game with him

Expression: "Get lost!"

If we heard this expression, we would know that the big brother didn't really want his little brother to actually get lost; he just wanted him to go away and stop bothering him. I'm going to tell you what other people said and the expressions they used in different situations, and I want you to tell me what you think they *really meant.*

TRIAL

Turn to the FL Trial page and say, **The first situation is a girl talking to her friend about a flat tire.** (Pause.) **The girl said, "I have to change the tire, so would you give me a hand?" In your own words, tell me what does *give me a hand mean?***

Situation: A girl talking to her friend about a flat tire

Expression: "I have to change the tire, so would you give me a hand?"

- **Help?**
- **Assist?**

TRIAL Continued

Turn to the next page (FL Trial Continued) and say, **Tell me which of these sentences means almost the same thing or could be used instead of** *would you give me a hand? Wait until you have heard me read all of them before you choose. You may read your* **choice, point to it, or say the letter.** Read each sentence, pausing between them. You may point to each sentence as you read it.

a. You know this like the back of your hand.
b. I sure wish you would pitch in.
c. Hold out one of your hands.
d. Why don't you turn your back on me?

For the Trial Item only, read the correct response (**I sure wish you would pitch in.) aloud if the student chooses incorrectly or does not** respond. When the Trial Item is completed, say, **Now let's do some more.**

CELF 5
METALINGUISTICS

Item Examples on Figurative Language

TEST ITEMS

Turn to the appropriate age-based start point in the Stimulus Book. Introduce the test items by saying, **Here's the situation** (read the situation) and **Here is what the** [speaker] **said** (read the expression). Then say, **What does that mean?** Once the student understands the task, you may read both the situation and what the speaker said without the introductory text (i.e., **Here's the situation; Here is what the** [speaker] **said.).**

Then say, **Let's do another one**, and proceed to the next page in the Stimulus Book. Say**, Tell me which of these sentences could be used instead** of (read the expression)**.** Read the multiple choice options aloud. You may point to each choice as you read it.

If necessary, say**, Wait until you have heard me read all of the sentences**. You may repeat one or both parts of the item if the student requests it. When both parts of the item are complete, say, **Let's do another one, and proceed to the next item.**

CELF 5
METALINGUISTICS

TEST ITEMS: AGES: 9-12
Item No. 1

Situation: A boy talking to his friend who's in a hurry to go to the movies

Expression: "You'll have to hold your horses until I'm ready to go."

a. Wild horses couldn't drag me away.
b. Hold the reins of the horses.
c. You'll have to get a move on.
d. You'll just have to hang on.

CELF 5
METALINGUISTICS

Item Examples on Figurative Language

TEST ITEMS: AGES: 9-12

Record Form: Item No. 1

SCORE

⬨ **Ages 9–12**

1. **Situation:** A boy talking to his friend who's in a hurry to go to the movies
   Expression: You'll have to *hold your horses* until I'm ready to go.
   Interpretation: What does that mean?

   ☐ wait   ☐ be patient   ☐ hold on   ☐ slow down

                                               2 0

   Tell me which of these sentences could be used instead of *you'll have to hold your horses.*

   ☐ a. Wild horses couldn't drag me away.
   ☐ b. Hold the reins of the horses.
   ☐ c. You'll have to get a move on.
   ☐ d. **You'll just have to hang on.**

                                               1 0

   Total Item Score | 3 2 1 0 |

TEST ITEMS: AGES: 13-21
Record Form Item No. 9

Situation: A boy talking about his older brother playing jokes on people

Expression: "He'll find out that what goes around comes around."

a. He'll keep getting away with it.
b. He'll get directions soon.
c. He's going around in circles.
d. He'll learn that turnabout is fair play.

CELF5
METALINGUISTICS

• Figurative Language

Figurative Language Item Analysis: Open Ended	
Idiom Category	**Item**
Transparent Meaning	2 4 5 9 10 11 12 13 15 16
Opaque Meaning	1 3 6 7 8 14 17

Figurative Language Error Analysis: Open Ended	
Error Category	**Item**
Literal Meaning	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Close in Meaning	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Unrelated Meaning	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Figurative Language Error Analysis: Multiple Choice	
Error Category	**Item Response Option**
Opposite Expression	1c 2b 3b 4c 5b 6a 7a 8b 9a 10d 11c 12a 13d 14a 15b 16b 17b
Literal Expression	1b 2a 3d 4b 5c 6d 7b 8d 9b 10c 11d 12c 13b 14c 15d 16c 17c
Unrelated Figurative Expression	1a 2d 3c 4d 5a 6c 7d 8c 9c 10a 11b 12b 13a 14d 15a 16d 17a

CELF 5 Test Scores
METALINGUISTICS

- **Individual tests**
  - Standard Scores
  - Percentile Ranks
  - Age Equivalents
  - Growth Scale Values
- **Composite scores for**
  - Meta-Semantics Index
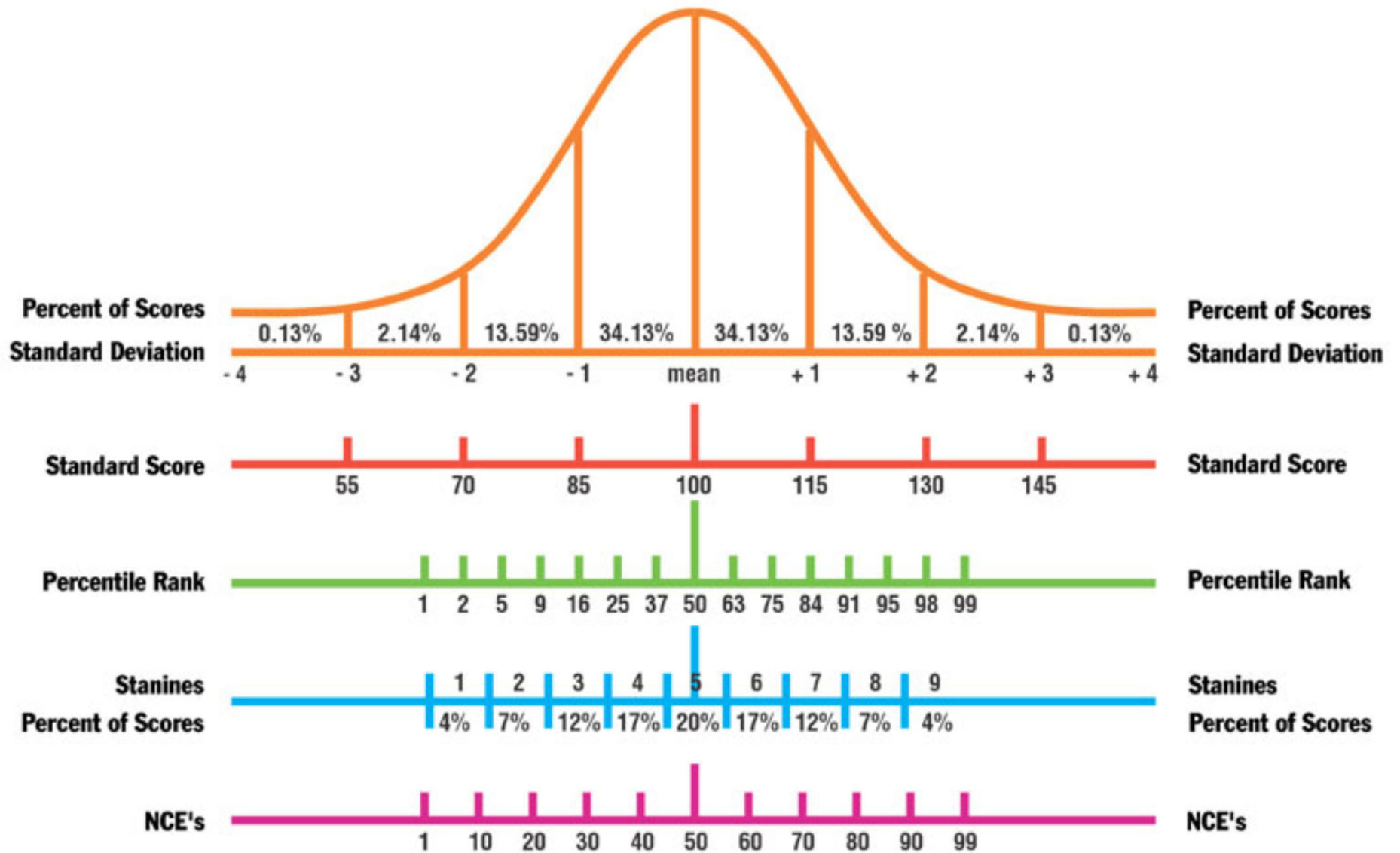 - Meta-Pragmatics Index
  - Total Metalinguistics Index

Classroom Performance Assessment

Classroom Content, Form & Use
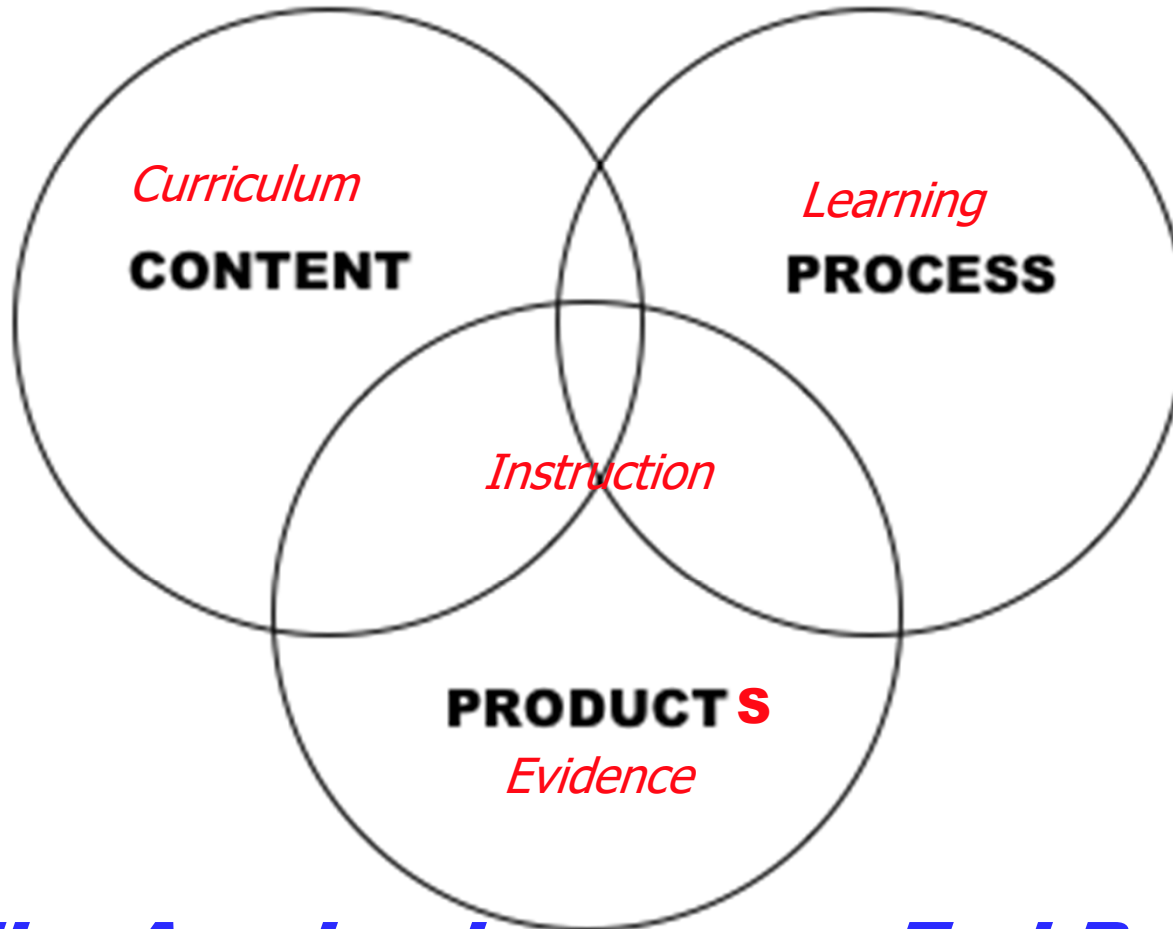**Using CELF-5 ORS with CELF-5 Metalinguistics**

Normal Curve

| Percent of Scores | | 0.13% | 2.14% | 13.59% | 34.13% | 34.13% | 13.59 % | 2.14% | 0.13% | | Percent of Scores |
| Standard Deviation | -4 | -3 | -2 | -1 | mean | +1 | +2 | +3 | +4 | | Standard Deviation |

Standard Score   55   70   85   100   115   130   145   **Standard Score**

Percentile Rank   1 2 5 9 16 25 37 50 63 75 84 91 95 98 99   **Percentile Rank**

| Stanines | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | Stanines |
| Percent of Scores | 4% | 7% | 12% | 17% | 20% | 17% | 12% | 7% | 4% | Percent of Scores |

NCE's   1 10 20 30 40 50 60 70 80 90 99   **NCE's**

CLASSROOM
CONTENT, FORM AND USE

Curriculum
CONTENT

Learning
PROCESS

Instruction

PRODUCT S
Evidence

The Academic   **End Point**

CELF 5
Clinical Evaluation of Language Fundamentals

Observational Rating Scale

ELISABETH H. WIIG ■ ELEANOR SEMEL ■ WAYNE A. SECORD

Date_____/_____/_____

Student_____ Date of Birth_____/_____/_____ Age_____ Grade_____

Rater: ☐ Teacher_____ ☐ Parent_____ ☐ Student_____

Language or dialect spoken in my classroom, home, or community _____

Directions:

The following statements describe communication problems that some students have. Check the box beneath the appropriate heading (**Never or Almost Never, Sometimes, Often,** or **Always or Almost Always**) that best describes how often each behavior occurs.

Listening — This happens:	Never or Almost Never	Sometimes	Often	Always or Almost Always	Teacher	Parent	Student
1. Has trouble paying attention.							
2. Has trouble following spoken directions.							
3. Has trouble remembering things people say.							
4. Has trouble understanding what people are saying.							
5. Has to ask people to repeat what they have said.							
6. Has trouble understanding the meanings of words.							
7. Has trouble understanding new ideas.							
8. Has trouble looking at people when talking or listening.							
9. Has trouble understanding facial expressions, gestures, or body language.							
Speaking							
10. Has trouble answering questions people ask.							
11. Has trouble answering questions as quickly as other students.							
12. Has trouble asking for help when needed.							
13. Has trouble asking questions.							
14. Has trouble using a variety of vocabulary words when talking.							
15. Has trouble thinking of (finding) the right word to say.							
16. Has trouble expressing thoughts.							
17. Has trouble describing things to people.							
18. Has trouble staying on the subject when talking.							
19. Has trouble getting to the point when talking.							
20. Has trouble putting events in the right order when telling stories or talking about things that happened.							
21. Uses poor grammar when talking.							
22. Has trouble using complete sentences when talking.							
23. Talks in short, choppy sentences.							
24. Has trouble expanding an answer or providing details when talking.							
25. Has trouble having a conversation with someone.							
26. Has trouble talking with a group of people.							
27. Has trouble saying something another way when someone doesn't understand.							
28. Gets upset when people don't understand.							

Note to Teachers of students ages 5–7:

Write *NA*, or *Not Applicable*, for any sentence in the next two sections that describes something the student is not expected to do yet at his or her age or grade level.

	Never or Almost Never	Sometimes	Often	Always or Almost Always	Teacher	Parent	Student
Reading							
29. Has trouble sounding out words when reading.							
30. Has trouble understanding what was read.							
31. Has trouble explaining what was read.							
32. Has trouble identifying the main idea.							
33. Has trouble remembering details.							
34. Has trouble following written directions.							
Writing							
35. Has trouble writing down thoughts.							
36. Uses poor grammar when writing.							
37. Has trouble writing complete sentences.							
38. Writes short, choppy sentences.							
39. Has trouble expanding an answer or providing details when writing.							
40. Has trouble putting words in the right order when writing sentences.							

Now choose the five to ten problems that concern you the most by circling the numbers preceding the sentences.

Please list any other problems that you have observed or concerns that you have about the student's listening, speaking, reading, and writing skills.

_____

_____

_____

_____

Please return this form to _____ **by** ___ / ___ / ___
                              (Clinician)   (Date)

For clinician only: compile teacher, parent, and student ratings in the shaded columns for each statement.

67

Observational Rating Scale

- ORS Assessment Approach
  - Rating Scale
  - Interview
  - Observation
  - Follow-up Meeting

ORS Performance Sample
Interview Outcomes

- Weakness Patterns

- Strength & Interest Patterns

- Learning Adjustments
  - *Positive*
  - *Negative*

INTERVIEWING

Major Considerations

- Shared responsibility
- Responsive listening
- Clarification
- Problem-solving

CELF5 ORS

Practical Considerations

- Think practical for the teacher and for you:
  - Length of interview (2 pages)
  - Complexity
  - Prioritizing top 10
  - Link to interviewing
  - Connection to observation

A FEW THINGS DONE WELL!

FUNCTIONALITY … in context.

- **Focus on the most important concerns**
- **Design intervention**… with and through others
- **Put a system in place**… that works when you're not there
- **Know your client**… well enough to help him or her and make adjustments to the plan as needed

CELF5
Clinical Evaluation of Language Fundamentals

Observational Rating Scale

ELISABETH H. WIIG ■ ELEANOR SEMEL ■ WAYNE A. SECORD

Date_____/_____/_____

Student_____ Date of Birth_____/_____/_____ Age_____ Grade_____

Rater: ☐ Teacher_____ ☐ Parent_____ ☐ Student_____

Language or dialect spoken in my classroom, home, or community _____

Directions:

The following statements describe communication problems that some students have. Check the box beneath the appropriate heading (**Never or Almost Never, Sometimes, Often,** or **Always or Almost Always**) that best describes how often each behavior occurs.

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

CELF-5 ORS (SPEAKING)

Speaking

10. Has trouble answering questions people ask.					
11. Has trouble answering questions as quickly as other students.					
12. Has trouble asking for help when needed.					
13. Has trouble asking questions.					
14. Has trouble using a variety of vocabulary words when talking.					
15. Has trouble thinking of (finding) the right word to say.					
16. Has trouble expressing thoughts.					
17. Has trouble describing things to people.					
18. Has trouble staying on the subject when talking.					
19. Has trouble getting to the point when talking.					
20. Has trouble putting events in the right order when telling stories or talking about things that happened.					
21. Uses poor grammar when talking.					
22. Has trouble using complete sentences when talking.					
23. Talks in short, choppy sentences.					
24. Has trouble expanding an answer or providing details when talking.					
25. Has trouble having a conversation with someone.					
26. Has trouble talking with a group of people.					
27. Has trouble saying something another way when someone doesn't understand.					
28. Gets upset when people don't understand.					

74

CELF-5 ORS (Reading)

	Never or Almost Never	Sometimes	Often	Always or Almost Always	Teacher	Parent	Student
Note to Teachers of students ages 5–7: Write *NA*, or *Not Applicable*, for any sentence in the next two sections that describes something the student is not expected to do yet at his or her age or grade level.							
Reading							
29. Has trouble sounding out words when reading.							
30. Has trouble understanding what was read.							
31. Has trouble explaining what was read.							
32. Has trouble identifying the main idea.							
33. Has trouble remembering details.							
34. Has trouble following written directions.							

CELF-5 ORS (Writing)

Writing

35. Has trouble writing down thoughts.						
36. Uses poor grammar when writing.						
37. Has trouble writing complete sentences.						
38. Writes short, choppy sentences.						
39. Has trouble expanding an answer or providing details when writing.						
40. Has trouble putting words in the right order when writing sentences.						

Now choose the five to ten problems that concern you the most by circling the numbers preceding the sentences.

Please list any other problems that you have observed or concerns that you have about the student's listening, speaking, reading, and writing skills.

_____

_____

_____

_____

Please return this form to _____ by _____/_____/_____
                                          (Clinician)   (Date)

ORS – Clinician Review

For clinician only: compile teacher, parent, and student ratings in the shaded columns for each statement.

Summary:

Case Examples

Details for these case examples can be found on PearsonClinical.com. Search for CELF-5 Metalinguistics and select the Resources tab.

Ana, age 11:1

- Sixth grader

- Born in Puerto Rico; attended first semester of K in Puerto Rico

- In US for six years

- ESL from 1st-3rd grade

- End of 3rd grade: "near native proficiency"

- Speaks primarily English; exposure to Spanish limited to occasional use by parents in the home

Re-evaluation questions

- Does Ana continue to display evidence of a speech/language impairment?

- What are Ana's present levels of academic achievement and related developmental needs?

- Does Ana's pattern of strengths and weaknesses impact her ability to benefit from instruction (i.e., does he continue to need specially designed instruction)?

- Are any additions or modifications to the special education program needed in order for Ana to meet her IEP goals and participate (as appropriate) in the general education curriculum?

CELF-5 Results

- Index scores: low of 80 (RLI); high of 89 (LMI)
- Test scores:
  - Scaled scores
    - 5   SR
    - 6   RS, RC, SW
    - 7   USP, WD
    - 8   FS
    - 9   WC, SA
    - 10 PP
    - 11 FD

CELF-5 Metalinguistics Results

- Index Standard Scores
  - Total Metalinguistics Index   77
  - Meta-Pragmatics Index   80
  - Meta-Semantics Index   76

- Test Scaled Scores
  - Metalinguistics Profile   7
  - Making Inferences   6
  - Conversation Skills   7
  - Multiple Meanings   5
  - Figurative Language   6

Issues related to Ana as an ELL?

- Bilingual SLP
  - Reviewed test results
  - Observed in classroom
  - Conversational sample

- Results
  - Ana's conversational skills showed minimal fluency in Spanish
  - English test results deemed to be appropriate

Recommendations

- Academic language is cognitively demanding
- Ana has been in the US for about six academic years. Depending on the researcher, CALP may take up to 7-10 years to develop.
- Research indicates that test mean scores for ELLs are slightly lower for non-native speakers of English. Many factors need to be evaluated in conjunctions with CELF-5 Metalinguistics results before making an educational placement decisions
- Recommendation: provide language coaching within the classroom setting for tasks involving understanding and use of idioms and figurative language

David, Age 11:6

- Sixth grader
- Diagnosed ASD at age 4
- Speech and language services ages 4 to present
- Significant progress in oral language
- Difficulties interacting with peers and higher level language skills
- Due for re-evaluation

Re-evaluation Questions

- Does David continue to display evidence of a speech/language impairment?

- What are David's present levels of academic achievement and related developmental needs?

- Does David's pattern of strengths and weaknesses impact his ability to benefit from instruction (i.e., does he continue to need specially designed instruction)?

- Are any additions or modifications to the special education program needed in order for David to meet his IEP goals and participate (as appropriate) in the general education curriculum?

CELF-5 Results

- Index scores: low of 82 (RLI); high of 87 (ELI)
- Test scores:
  - Scaled scores
    - 2 PP
    - 5 SR
    - 6 USP
    - 7 FD, FS
    - 8 SA
    - 9 WC, WD

CELF-5 Metalinguistics Results

- Index Standard Scores
  - Total Metalinguistics Index   71
  - Meta-Pragmatics Index   73
  - Meta-Semantics Index   71

- Test Scaled Scores
  - Metalinguistics Profile   5
  - Making Inferences   3
  - Conversation Skills   7
  - Multiple Meanings   5
  - Figurative Language   4

Recommendations

- David continues to have weaknesses in both receptive language skills, metalinguistic competence and pragmatic language skills

- Continue direct services and classroom support

Minh, Age 14:9

- English is Minh's first language
- Moved from another city
- Received S&L services for rec/exp language disorder focusing on semantic development and oral and written receptive skills
- In mainstream 8th grade classes
- Struggling academically and socially

Re-evaluation Questions

- Does Minh continue to manifest a speech/language impairment?

- What are Minh's present levels of academic achievement and related developmental needs?

- Does Minh's patterns of strengths and weaknesses impact his ability to benefit from instruction (i.e., does he continue to need specially designed instruction) ?

- Are any additions or modifications to the special education program needed in order for Minh to meet his IEP goals and participate (as appropriate) in the general education curriculum?

CELF-5 Results

- Index scores: low of 85(CLS); high of 92 (RLI, ELI)

- Test scores:
  - Scaled scores
    - 7   USP
    - 9   WC, FD, FS, PP
    - 10 SA, SR

CELF-5 Metalinguistics Results

- Index Standard Scores
  - Total Metalinguistics Index   77
  - Meta-Pragmatics Index   82
  - Meta-Semantics Index   73

- Test Scaled Scores
  - Metalinguistics Profile   7
  - Making Inferences   9
  - Conversation Skills   5
  - Multiple Meanings   6
  - Figurative Language   4

Recommendations

- Intervention has improved Minh's linguistic knowledge, but he still does not have grade-appropriate metalinguistic skills needed for academic success in the classroom.

- Continued direct services and academic supports to teach meta-semantic skills

- Consider identifying a peer-tutor for conversational competence and training teachers cues for appropriate classroom language

Questions?

Assessment Consultants

North TX: donna.black@pearson.com

South TX: anise.flowers@pearson.com

Product questions

Speech and Language Product Manager
nancy.castilleja@pearson.com

Research Directors
shannon.wang@pearson.com
marie.sepulveda@pearson.com