



Overview

Assessment to measure higher-level language skills
 Age Range: 9-21
 Publication Date: 2010
 Completion Time: 45-60 minutes
 Scores/Interpretation: Test and composite standard scores, percentile ranks, age equivalents, growth scale values
 Scoring Options: Q-global (web-based) or manual scoring

Clinical Evaluation of Language Fundamentals[®], Fifth Edition Metalinguistics

Develop Higher-Level Language Skills

Identify students 9–21 years old who have adequate linguistic knowledge, can understand basic concepts and speak in grammatically correct sentences, but lack the higher-level language skills needed to master grade-level curriculum for Grades 3 and up. Ideal for students with subtle language disorders or students on the autism spectrum who are lagging behind grade-level peers.

5 I F \$ & - ' . F U B M J O H V J T U J D T J O D M V E E F T m W F T U B O E B M P O F U F T U T

- Q 0 H W D O L Q J X L V W L F V 3 U R v O H R A rating scale. Tests of higher-level skills examining the student's language skills used in classroom and home settings; can be completed by the student's caregivers and/or teacher(s) before or after testing; yields a norm-referenced score
- Q Two tests of meta-pragmatic skills examining the student's ability to respond appropriately to the communicative demands of the situation
 - Q 0 D N L Q J , Q I H U H Q F H V R Assesses the ability to make logical inferences based on everyday situations. Students with E J Ø D V M U J F T J O U I J T B S F B N B Z C F B C M F U P F Y Q S F T T X I B U happens in a situation, but are unable to infer from the context more than one logical reason why something might have happened.
 - Q & R Q Y H U V D W L R Q 6 N L O O V R Assesses the ability to initiate a conversation and respond in a way that is both relevant, pragmatically appropriate to the content and audience, and grammatically accurate. In social situations and academic communication (oral and written), T U V E F O U T X J U I E J Ø D V M U J F T J O U I J T B S F B N B L F F S S P S T J O gauging appropriate register, contributing relevant information, and using complex sentence structures for expository and narrative discourse.
- Q 0 X O W L S O H 0 H D Q L Q J V R Assesses the ability to match multiple meaning words and match the correct meaning G P S U I F T J U V B U J P O P S D P O U F Y U 4 U J O U I J T B S F B N B Z I B W F E J Ø D V M U Z J meaning of ambiguous sentences in social contexts. 4 U V E F O U T J O N J E E M F B O E I J H I T D I P S F T P M W J O H B N C J H V J U J F T m O E J U F when rapid lexical processing is required, such as during lectures and during group activities.
- Q) L J X U D W L Y H / D Q J X D J H R Assesses the ability to understand spoken and written communication. Widely used in social situations and in academic curriculum, idioms are misinterpreted by students who fail to understand that a literal interpretation of an idiom does not make sense contextually.



Metalinguistic Skills and Academic Performance

What is “metalinguistic awareness” and why is it important for school success? Metalinguistic awareness is the ability to talk about, analyze, and think about language independent of the concrete meaning of each word. 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, but those students may not have the next level of language ability that requires metalinguistic awareness and metacognitive abilities that are separate from linguistic skills. *Students lacking these critical higher-level language skills often fall further and further behind academically.* Some metalinguistic difficulties that could have an impact on academic performance are:

- Planning for production of statements, questions, paragraphs, stories in speaking/writing.
- Making predictions and forming hypotheses.
- Problem-solving for strategic language use.
- Self-monitoring to identify errors and problems.
- Correcting inefficient approaches and behaviors.
- Recognizing syllable, word, phrase, clause, and sentence boundaries in speech/print.
- Monitoring, self-correcting, editing speech and writing.
- Playing with language (riddles, jokes, rhymes).
- Analyzing and talking about language.

Q-global, Scoring and Reporting

Q-global® is a web-based scoring and reporting system that also allows you to deliver select, self-administered assessments on any device connected to the internet. This reliable system delivers reporting not available with hand-scoring alone, while saving time. Q-global allows you to:

- Efficiently enter results from paper-and-pencil tests
- Generate scores and produce accurate, comprehensive reports
- Access digital manuals and stimulus books online and display from any device connected to the internet in face-to-face and telepractice settings

Print Kits and Components	Item number
CEL F-5® Metalinguistics Complete Kit with Case	015803600X
CEL F-5® Metalinguistics Complete Kit without Case	0158036182
CEL F-5® Metalinguistics Record Forms (pkg of 25)	015803614X
Digital Kits and Components	Item number
CEL F-5 Metalinguistics Q-global Digital Kit Includes CEL F-5 Metalinguistics Digital Examiner’s Manual on Q-global, CEL F-5 Metalinguistics Digital Technical Manual on Q-global, CEL F-5 Metalinguistics Digital Stimulus Book on Q-global, and paper CEL F-5 Metalinguistics Record Forms (25)	0158009487
Q-global Scoring 1-year scoring subscriptions and individual score reports sold separately.	