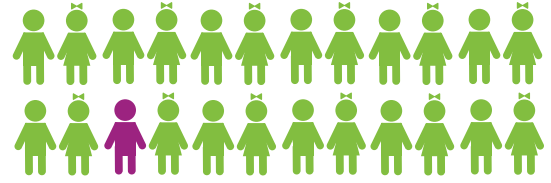# CELF® Preschool-3 Technical Information

Evidence of Validity

Sensitivity and Specificity

Core Language, Receptive Language, or Expressive Language Scores	Sensitivity	Specificity
-1 SD	.96	.70
-1.5 SD*	.89	.87
-2 SD	.71	.97

*Best balance between sensitivity and specificity measures—the optimal cut score

Clinical Study

Language Disorder	Difference significant at **<0.1**

Test Correlations with CELF Preschool-3:

CELF Preschool 2
- Composite scores: .74 to .86
- Mean standard score point difference from CELF Preschool-2:
  - Subtests: 0.2 to 1.1
  - Core and Index: 0.4 to 4.5

CELF 5
- Composite scores: .65 to .76
- Mean standard score point difference for ages 5 and 6:
  - Subtests: 0.2 to 2.3
  - Core and Index: 0.1 to 4.8

PLS·5
- TLS, AC, and EC scores: .65 to .76
- Mean standard score point difference for ages 3–6:
  - CLS and TLS: 1.2
  - RLI and AC: 1.4
  - ELI and EC: 0.3

Evidence of Reliability

Internal consistency
Average reliability coefficients across all ages

Clinical sample
Language Disorder group
Subtest scores: .89 to .99

Normative sample
Subtest scores: .73 to .92
Index scores: .90 to .93
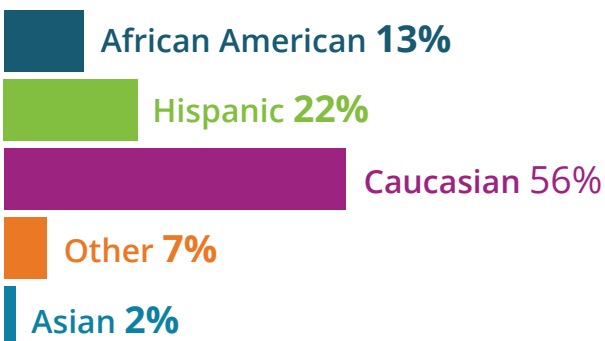
Test-Retest Stability
Core and Index Scores*
- Subtest corrected *r*: .60 to .83
- Index scores: .80 to .93
- Effect sizes: .16 to.53

*Based on the normative sample

Demographic Information

Race/Ethnicity
- African American **13%**
- Hispanic **22%**
- Caucasian 56%
- Other **7%**
- Asian **2%**

700 children ages 3:0-6:11 in the normative sample

Sample by region (**41**of 50 US states):
Midwest 23%
Northeast 16%
South 43%
West 18%

Parent Education
- 8% — <12 years of high school
- 21% — High school or equivalent
- 32% — 1-3 years of college, technical school, or associate degree
- 39% — Bachelor's degree or more

Pearson