



CEL F[®]-5

Clinical Evaluation of Language Fundamentals[®]-Fifth Edition

Score Report

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

Name:	Petit CSDou
ID:	jkl
Gender:	Male
Birth Date:	2013/02/03
Test Date:	2019/02/26
Age:	6:0
Examiner:	Pierre Choquette

[1.8 / RE1 / QG1]

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SCORE SUMMARY

Test Scaled Scores

	Raw Score	Scaled Score	Confidence Interval 95% Level	Percentile Rank	Percentile Rank CI	Age Equivalent	GSV	NCE	Stanine
Sentence Comprehension	10	5	3 to 7	5	1 to 16	4:2	486	15	2
Linguistic Concepts	7	4	3 to 5	2	1 to 5	<3:0	458	8	1
Word Structure	16	6	4 to 8	9	2 to 25	4:3	497	22	2
Word Classes	6	5	3 to 7	5	1 to 16	4:0	374	15	2
Following Directions	0	1	1 to 3	0.1	0.1 to 1	*	*	<1	1
Formulated Sentences	8	6	4 to 8	9	2 to 25	5:0	449	22	2
Recalling Sentences	6	5	4 to 6	5	2 to 9	3:7	382	15	2
Understanding Spoken Paragraphs	17	14	12 to 16	91	75 to 98	N/A	N/A	78	8
Pragmatics Profile	---	---	---	---	---	---	---	---	---

* Growth Scale Values and Age Equivalentents are not available for tests with raw scores of zero.

Supplementary Test Scores

	Raw Score	Scaled Score	Confidence Interval 95% Level	Percentile Rank	Percentile Rank CI	NCE	Stanine
Reading Comprehension	---	---	---	---	---	---	---
Structured Writing	---	---	---	---	---	---	---

Core Language Score and Index Scores

	Standard Score	Confidence Interval 95% Level	Percentile Rank	Percentile Rank CI
Core Language Score	75	70 to 80	5	2 to 9
Receptive Language Index	63	57 to 69	1	0.2 to 2
Expressive Language Index	76	70 to 82	5	2 to 12
Language Content Index	61	56 to 66	0.5	0.2 to 1
Language Structure Index	75	70 to 80	5	2 to 9

Criterion-Referenced Tests

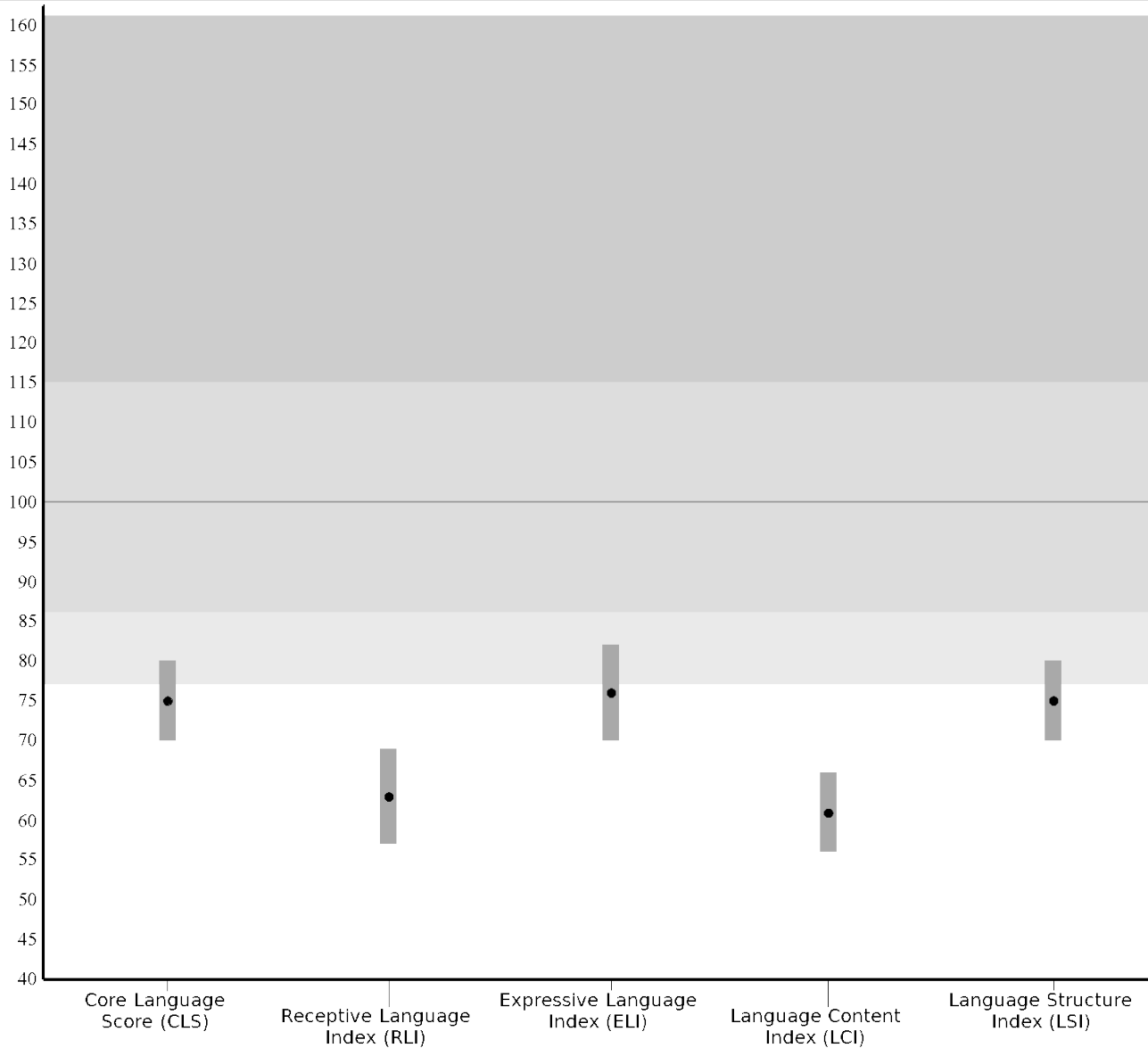
	Total Observations Checked	Criterion
Pragmatics Activities Checklist	---	---

Discrepancy Comparisons

	Score 1	Score 2	Difference	Critical Value*	Significant Difference (Y or N)	Prevalence	Level of Significance
Receptive-Expressive Language Index	63	76	-13	8.00	Y	11.3	.05
Language Content-Structure Index	61	75	-14	7.00	Y	6.5	.05

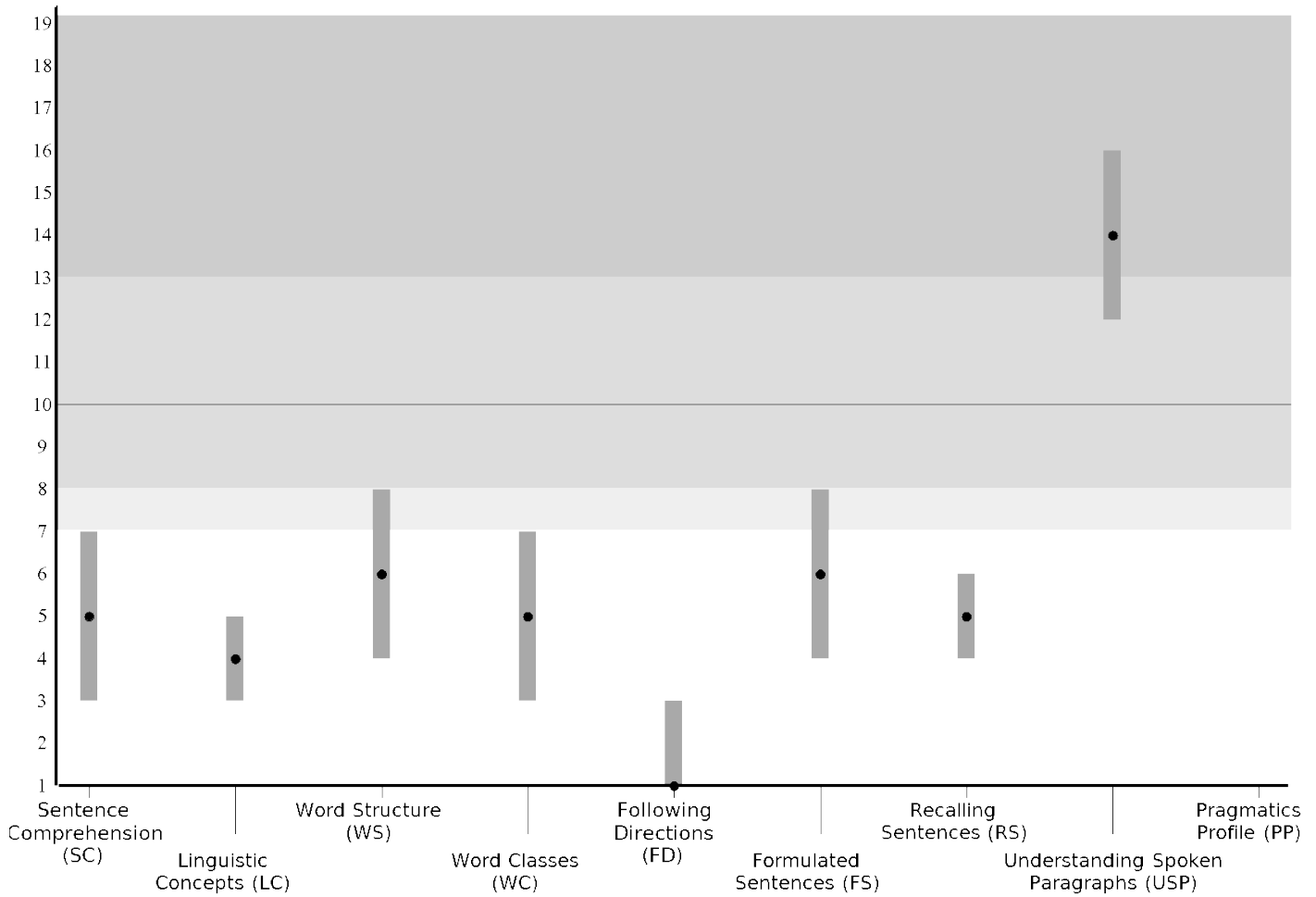
* Statistical significance (critical values) is based on age level.

CORE LANGUAGE SCORE AND INDEX STANDARD SCORE PROFILE



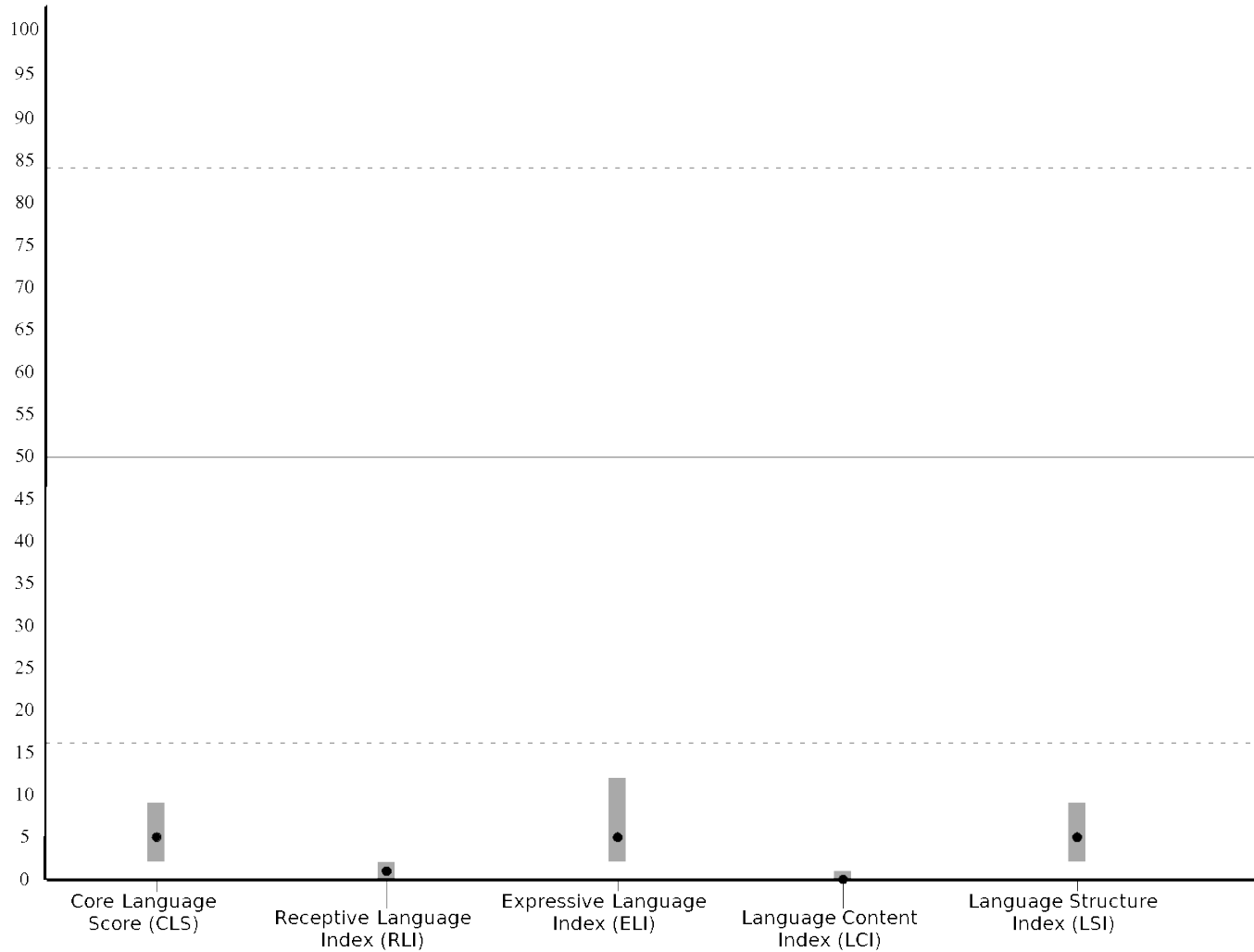
Core Language Score and Index Scores	Standard Score	Confidence Interval 95% Level
Core Language Score	75	70 to 80
Receptive Language Index	63	57 to 69
Expressive Language Index	76	70 to 82
Language Content Index	61	56 to 66
Language Structure Index	75	70 to 80

TEST SCALED SCORE PROFILE



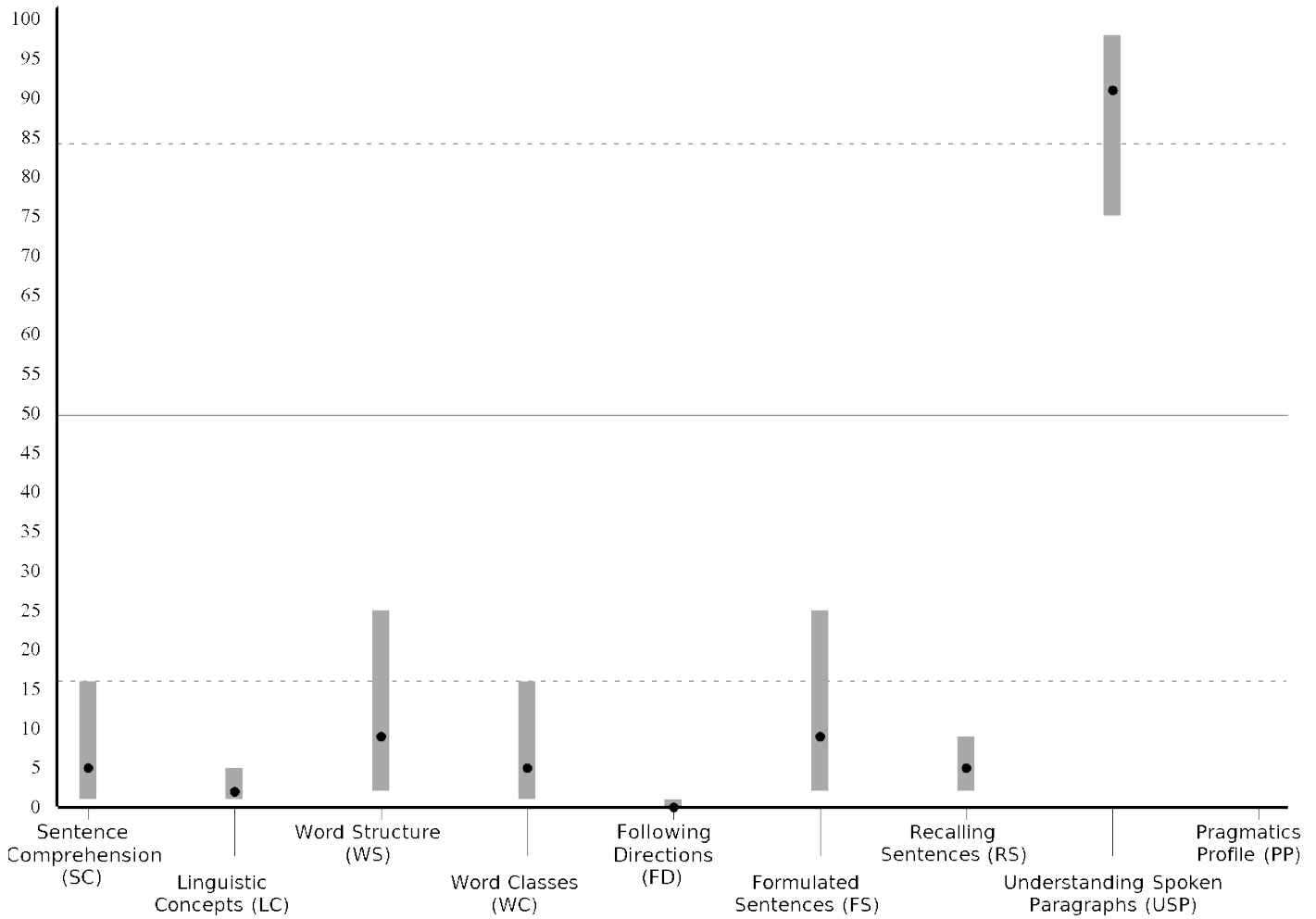
Tests	Scaled Score	Confidence Interval 95% Level
Sentence Comprehension	5	3 to 7
Linguistic Concepts	4	3 to 5
Word Structure	6	4 to 8
Word Classes	5	3 to 7
Following Directions	1	1 to 3
Formulated Sentences	6	4 to 8
Recalling Sentences	5	4 to 6
Understanding Spoken Paragraphs	14	12 to 16
Pragmatics Profile	---	---

CORE LANGUAGE SCORE AND INDEX PERCENTILE RANK PROFILE



Core Language Score and Index Scores	Percentile Rank	Confidence Interval 95% Level
Core Language Score	5	2 to 9
Receptive Language Index	1	0.2 to 2
Expressive Language Index	5	2 to 12
Language Content Index	0.5	0.2 to 1
Language Structure Index	5	2 to 9

TEST PERCENTILE RANK PROFILE



Tests	Percentile Rank	Confidence Interval 95% Level
Sentence Comprehension	5	1 to 16
Linguistic Concepts	2	1 to 5
Word Structure	9	2 to 25
Word Classes	5	1 to 16
Following Directions	0.1	0.1 to 1
Formulated Sentences	9	2 to 25
Recalling Sentences	5	2 to 9
Understanding Spoken Paragraphs	91	75 to 98
Pragmatics Profile	---	---

NARRATIVE REPORT

Core Language Score

Petit was administered four tests of the Clinical Evaluation of Language Fundamentals®-Fifth Edition (CELF®-5) from which his 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 Petit'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 Petit's Core Language Score, the following tests were administered:

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

Petit received a Core Language Score of 75 (confidence interval = 70 to 80, percentile rank = 5). This places Petit in the low/moderate range of language functioning.

Receptive Language Index

The Receptive Language Index is a measure of Petit'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 Petit's Receptive Language Index score, the following tests were administered:

- Sentence Comprehension
- Word Classes
- Following Directions

Petit received a Receptive Language Index score of 63 (confidence interval = 57 to 69, percentile rank = 1). This places Petit in the very low to severe range of language functioning.

Expressive Language Index

The Expressive Language Index is a measure of Petit'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 Petit's Expressive Language Index score, the following tests were administered:

- Word Structure
- Formulated Sentences
- Recalling Sentences

Petit received an Expressive Language Index score of 76 (confidence interval = 70 to 82, percentile rank = 5). This places Petit in the low/moderate range of language functioning.

Language Content Index

The Language Content Index is a measure of Petit'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 Petit's Language Content Index score, the following tests were administered:

- Linguistic Concepts
- Word Classes
- Following Directions

Petit received a Language Content Index score of 61 (confidence interval = 56 to 66, percentile rank = 0.5). This places Petit in the very low to severe range of language functioning.

Language Structure Index

The Language Structure Index is a measure of Petit'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 Petit's Language Structure Index score, the following tests were administered:

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

Petit received a Language Structure Index score of 75 (confidence interval = 70 to 80, percentile rank = 5). This places Petit in the low/moderate 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. The mean for the test is 10 and the standard deviation is 3.

Petit received a scaled score of 5 (confidence interval = 3 to 7, percentile rank = 5) 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.

Petit received a scaled score of 4 (confidence interval = 3 to 5, percentile rank = 2) 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.

Petit received a scaled score of 6 (confidence interval = 4 to 8, percentile rank = 9) 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 the standard deviation is 3.

Petit received a scaled score of 5 (confidence interval = 3 to 7, percentile rank = 5) 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 color, 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.

Petit received a scaled score of 1 (confidence interval = 1 to 3, percentile rank = 0.1) on the Following Directions test.

Formulated Sentences

The Formulated Sentences test is used to evaluate the 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 the standard deviation is 3.

Petit received a scaled score of 6 (confidence interval = 4 to 8, percentile rank = 9) 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. The mean for the test is 10 and the standard deviation is 3.

Petit received a scaled score of 5 (confidence interval = 4 to 6, percentile rank = 5) 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.

Petit received a scaled score of 14 (confidence interval = 12 to 16, percentile rank = 91) on the Understanding Spoken Paragraphs test.

ITEM ANALYSIS

Sentence Comprehension

Category	Correct Items	Incorrect Items	Items Not Administered
Negation	8, 9		20
Modification	1, 4, 10		
Prepositional Phrase	4, 6	14	15, 17, 18
Direct/Indirect Object	5		15, 22
Infinitive	5		19
Verb Phrase			25
Relative Clause	2, 3	11	
Subordinate Clause		13	20
Interrogative		12	
Passive			16, 21
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), 15 (either...or), 19 (underlined), 24 (neither...nor), 25 (all but one)
Location	2 (middle), 8 (together)	10 (closest)	16 (between), 17 (next to)
Quantity	4 (all)	9 (many)	
Sequence	2 (middle)	12 (after)	13 (beginning), 22 (before)
Conditional		11 (if)	18 (unless), 20 (if... if not)
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		7, 8	
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	23, 25	22, 24	
Verb Complex			
Auxiliary <i>+ing</i>	11, 14	12, 13	
Pronominalization			
Objective	17, 19	18	
Possessive	15		
Subjective		31, 32	
Reflexive		29, 30	
Copula/Auxiliary			
Contractible		10	
Uncontractible	27, 28	26	

Word Classes

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

Bold items appear in more than one category.

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, 9, 10, 14, 15, 25
Left/Right Orientation			
3-Level Command			
No Orientation			8, 17, 20
Serial Order/Orientation			16 , 18, 21, 22, 24, 26, 32
Left/Right Orientation			16 , 23
4-Level Command			
No Orientation			19, 27, 30
Serial Order/Orientation			28, 29, 31, 33
Left/Right Orientation			33
Modifiers			
No Modifier			6, 8, 19, 23
One Modifier		1, 2, 3, 4	5, 7, 9, 10, <i>11</i> , 13, 14, <i>16</i> , 21, 22, 24, 25, 29, <i>31</i>
Two Modifiers			12, 15, <i>17</i> , <i>18</i> , 20, 26, 27, 28, 30, 32, 33

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

Formulated Sentences

Category	Correct Items	Incorrect Items	Items Not Administered
Noun	2, 3		
Pronoun	1		
Verb		7	
Adjective		8	9
Adverb		5, 6	13, 16, 24
Conjunctive Adverb			15, 18, 21, 23, 24
Preposition	4		
Conjunction			
Coordinating			11, 20, 22
Subordinating			10, 12, 13, 14, 17, 19, 20, 23
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
coordination			22, 25
noun modification		5	
subordinate clause		8	11, 15, 18, 19, 20, 23, 26
relative clause			10, 12, 13, 16, 17, 21
negative			10, 19
Active Interrogative (with)		2, 3, 6	
negative		4	
Passive Declarative (with)			
negative			9, 15
coordination			14
subordinate clause			24
Passive Interrogative		7	

Bold items appear in more than one category.

Understanding Spoken Paragraphs

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

Bold items appear in more than one category.

PRAGMATICS ACTIVITIES CHECKLIST SUMMARY

The Pragmatics Activities Checklist was not administered.

End of Report



Peabody Picture Vocabulary Test, Fifth Edition (PPVT™-5)
PPVT-5 Form A
Score Summary Report
Douglas M. Dunn, PhD

Examinee Information

Name: Petit CSDou
ID: jkl
Birth Date: 2013/02/03
Age: 6:0
Gender: Male
Race/Ethnicity: Unspecified
Language Spoken Most Often: English
Language Spoken at Home:

Test Information

Test Date: 2019/02/26
Form: A
Grade:
School/Agency:
Teacher/Counselor:
Examiner Name: Pierre Choquette

Reason for Testing:

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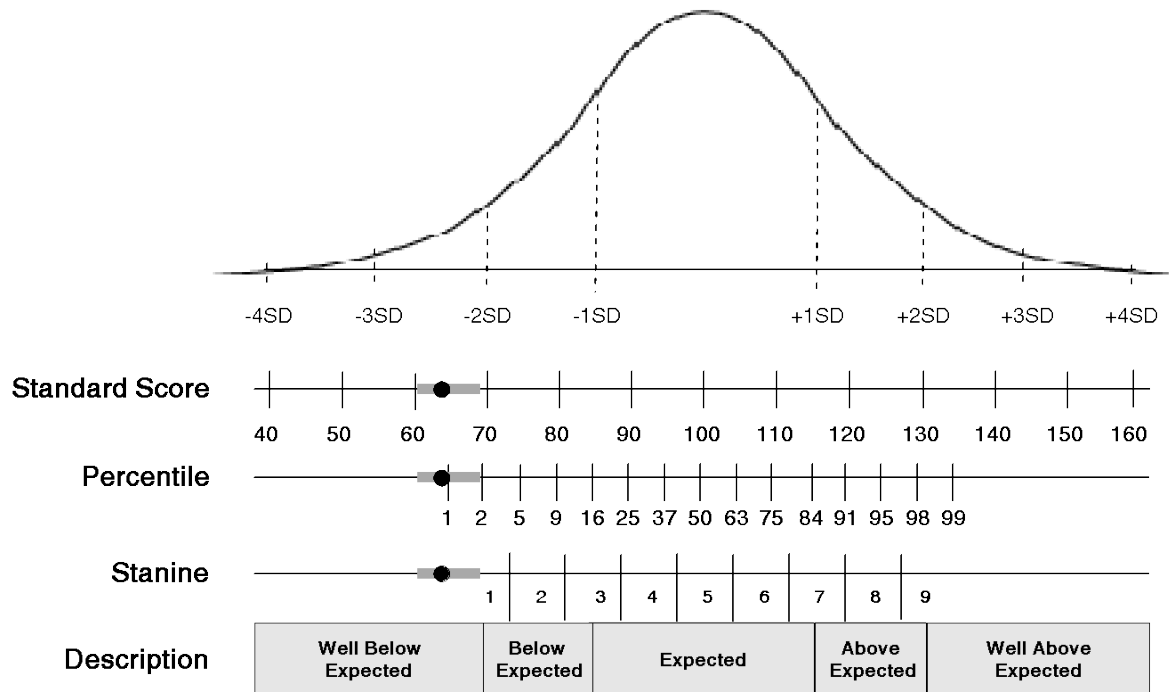
[1.7 / RE1 / QG1]

Score Summary

Basal Item	Ceiling Item	Total Errors	Raw Score
53	65	6	59

Standard Score	90% Confidence Interval	Percentile	NCE	Stanine	Description	Age Equivalent	GSV
63	60 - 68	1	<1	1	Well below expected	3:3	457

Note. The GSV score is designed for measuring change over time. When comparing PPVT-5 test administrations, refer to Table B.2 in the PPVT-5 Manual for statistically significant differences in GSV scores.



End of Report



Expressive Vocabulary Test, Third Edition (EVT™-3)
EVT-3 Form A
Score Summary Report
Kathleen T. Williams, PhD

Examinee Information

Name: Petit CSDou
ID: jkl
Birth Date: 2013/02/03
Age: 6:0
Gender: Male
Race/Ethnicity: Unspecified
Language Spoken Most Often: English
Language Spoken at Home:

Test Information

Test Date: 2019/02/26
Form: A
Grade:
School/Agency:
Teacher/Counselor:
Examiner Name: Pierre Choquette

Reason for Testing:

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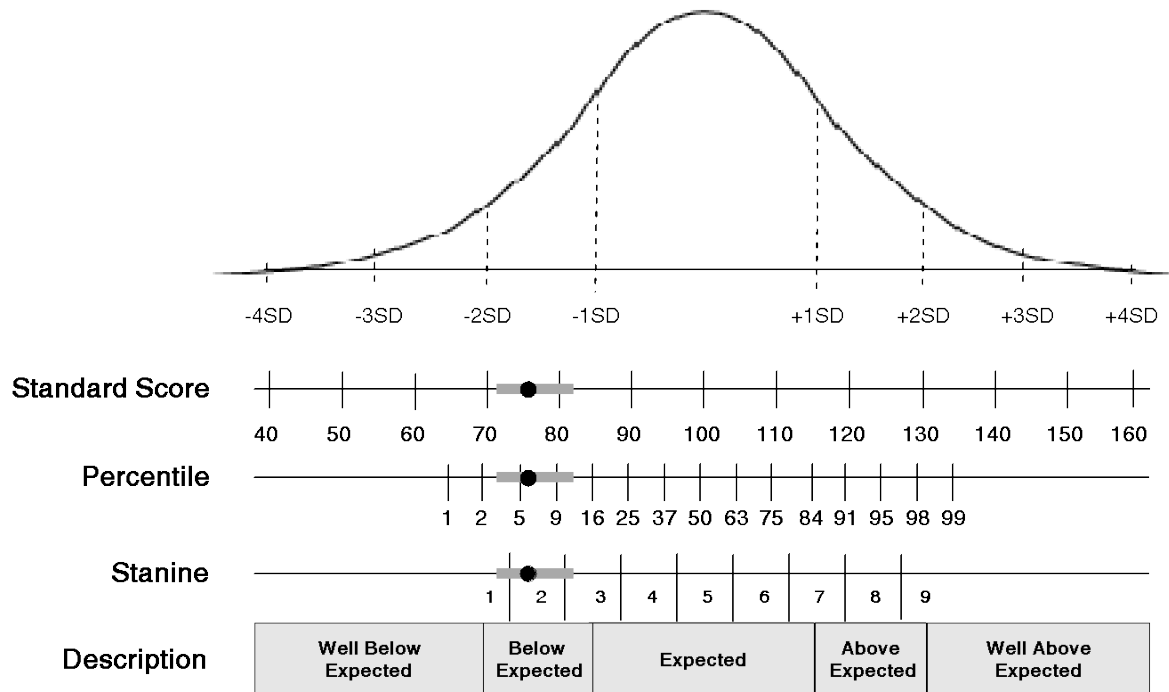
[1.7 / RE1 / QG1]

Score Summary

Basal Item	Ceiling Item	Total Errors	Raw Score
41	58	7	51

Standard Score	90% Confidence Interval	Percentile	NCE	Stanine	Description	Age Equivalent	GSV
75	71 - 81	5	15	2	Below expected	3:9	460

Note. The GSV score is designed for measuring change over time. When comparing EVT-3 test administrations, refer to Table B.2 in the EVT-3 Manual for statistically significant differences in GSV scores.



End of Report