



Clinical Evaluation of Language Fundamentals—PRESCHOOL

## CELF® Preschool-3

Clinical Evaluation of Language Fundamentals® Preschool-3

### Score Report

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Name:	Sam Sample	Birth Date:	10/15/2013
ID:	012345	Age:	5:8
Sex:	Male	Examiner:	Smith, John
Dialect:	Standard American English (SAE)	Grade:	Kindergarten
Test Date:	06/27/2019	Teacher:	Mrs. Jackson
Test Site:	School Office	School:	Happy Elementary

Reason for Testing: Sam has been referred for testing due to a suspected language impairment.

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[ 1.0 / RE1 / QG1 ]

## SCORE SUMMARY

### Subtest Scaled Scores

	Raw Score	Scaled Score	Confidence Interval 90% Level	Percentile Rank	Percentile Rank CI	Age Equivalent	GSV	NCE	Stanine
Sentence Comprehension	15	7	5 to 9	16	5 to 37	4:8	530	29	3
Word Structure	1	1	1 to 3	0.1	0.1 to 1	<3:0	379	<1	1
Expressive Vocabulary	8	2	1 to 4	0.4	0.1 to 2	<3:0	464	<1	1
Following Directions	8	4	2 to 6	2	0.4 to 9	3:3	471	8	1
Recalling Sentences	4	1	1 to 2	0.1	0.1 to 0.4	<3:0	402	<1	1
Basic Concepts	18	5	3 to 7	5	1 to 16	<4:0	542	15	2
Word Classes	7	5	3 to 7	5	1 to 16	<4:0	481	15	2
Phonological Awareness	4	3	1 to 5	1	0.1 to 5	<4:0	450	1	1
Descriptive Pragmatics Profile	84	13	11 to 15	84	63 to 95	>7:0	652	71	7
Preliteracy Rating Scale	39	4	3 to 5	2	1 to 5	3:7	490	8	1

### Core Language Score and Index Scores

	Standard Score	Confidence Interval 90% Level	Percentile Rank	Percentile Rank CI
Core Language Score	66	59 to 73	1	0.3 to 4
Receptive Language Index	71	64 to 78	3	1 to 7
Expressive Language Index	47	45 to 52	<0.1	<0.1 to 0.1
Language Content Index	61	54 to 68	0.5	0.1 to 2
Language Structure Index	63	57 to 69	1	0.2 to 2
Academic Language Readiness Index	76	68 to 84	5	2 to 14
Early Literacy Index	65	60 to 70	1	0.4 to 2

### Criterion-Score Subtest Scores

	Raw Score/ Total Observations	Criterion	Rating
Connected Speech Sample (Story Grammar)	9	0-9	Beginning
Pragmatic Activities Checklist	3	≤ 7	Meets

### Pairwise Comparisons

	Score 1	Score 2	Difference	Critical Value*	Significant Difference (Y or N)	Prevalence	Level of Significance
RLI - ELI	71	47	24	9.20	Y	≤5%	.10
LCI - LSI	61	63	-2	9.20	N		.10

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

SAMPLE

## **Behavioral Observations**

### **Physical activity level**

The child's activity level throughout the test was generally: appropriate

Overall, the child was fidgety/restless: never

### **Attention to task**

The child maintained attention: throughout testing

The child's attention to the task generally lasted: more than 10 minutes

The child engaged in off-task behaviors: never

### **Response latency**

Responses were generally given in: 0 to 15 seconds

Response rate was generally: appropriate

### **Fatigue/boredom/frustration**

The child evidenced fatigue, boredom, and/or frustration during the test: never

Fatigue, boredom, and/or frustration became evident: never

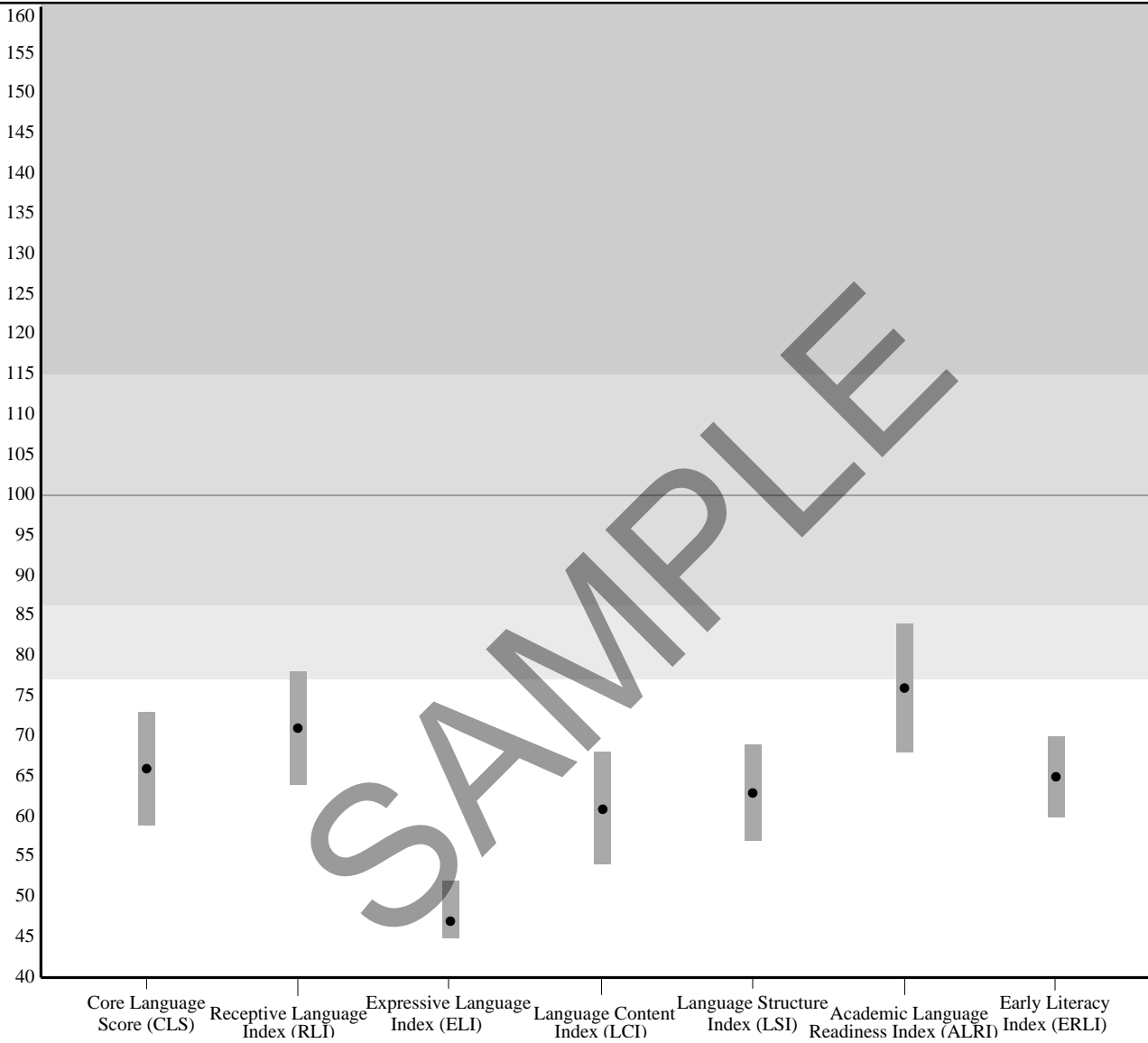
### **Level of interaction**

The child: participated willingly

The child engaged in test-appropriate conversation: sometimes

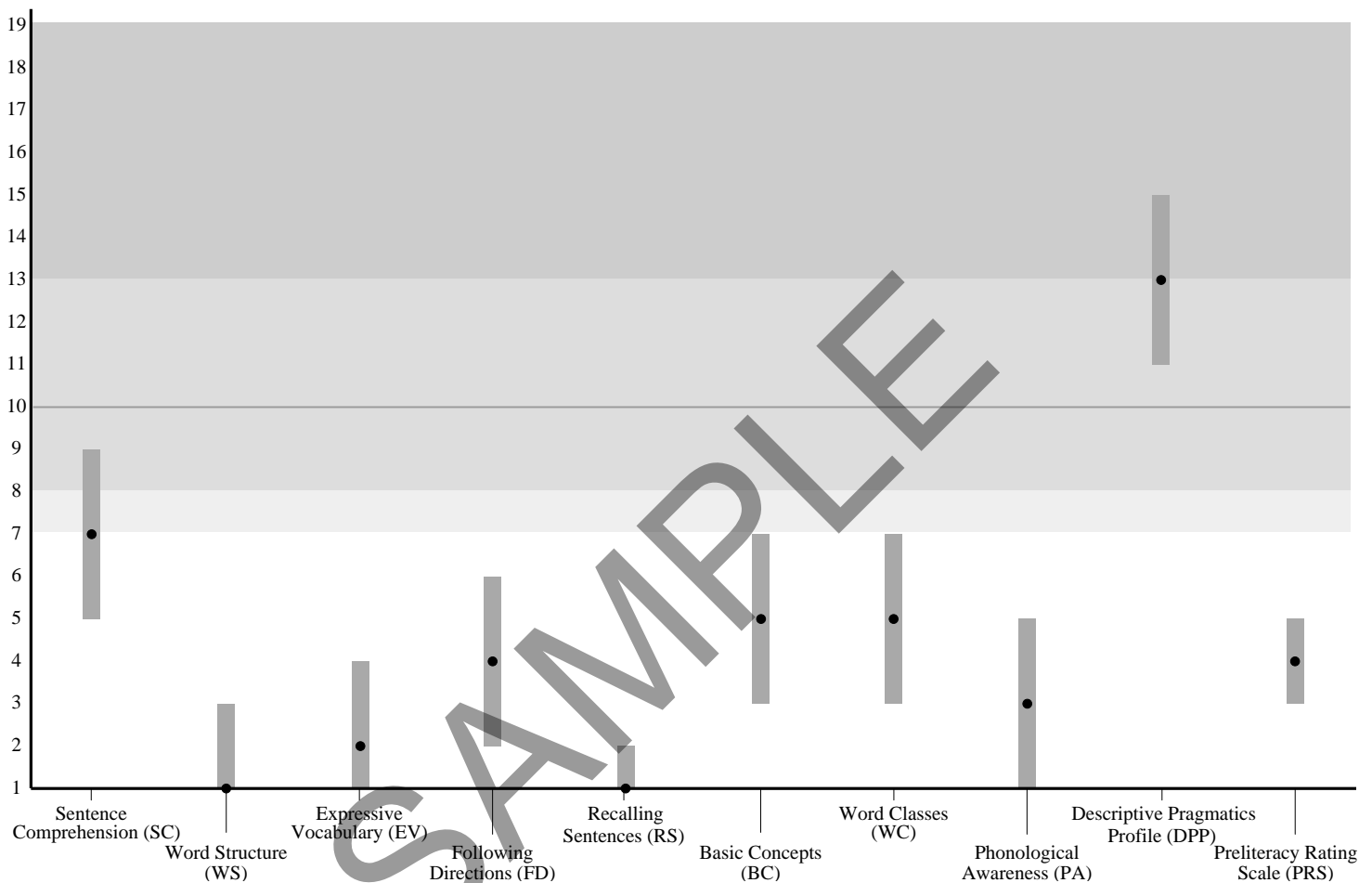
SAMPLE

**CORE LANGUAGE SCORE AND INDEX STANDARD SCORE PROFILE**



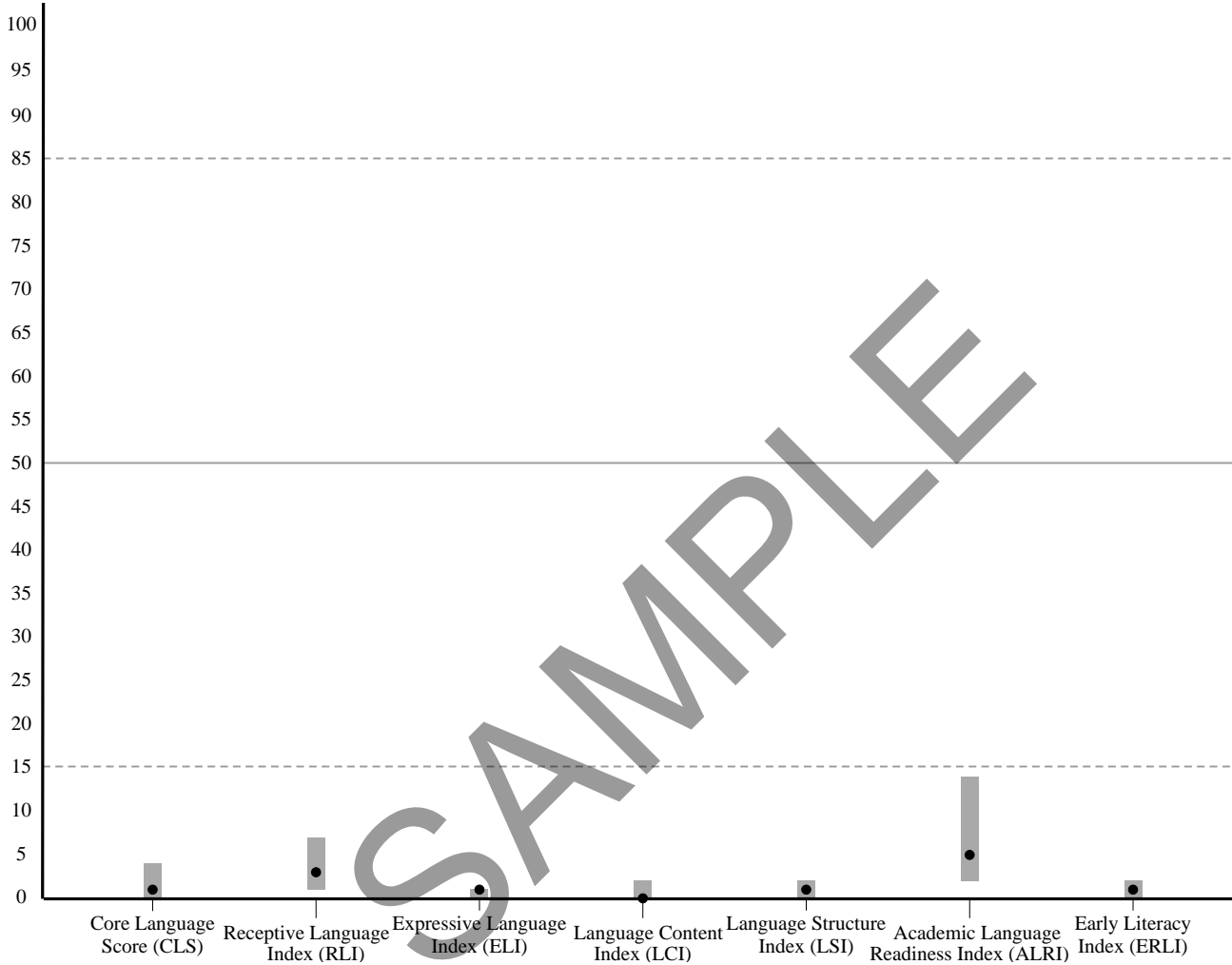
Core Language Score and Index Scores	Standard Score	Confidence Interval - 90% Level
Core Language Score	66	59 to 73
Receptive Language Index	71	64 to 78
Expressive Language Index	47	45 to 52
Language Content Index	61	54 to 68
Language Structure Index	63	57 to 69
Academic Language Readiness Index	76	68 to 84
Early Literacy Index	65	60 to 70

## SUBTEST SCALED SCORE PROFILE



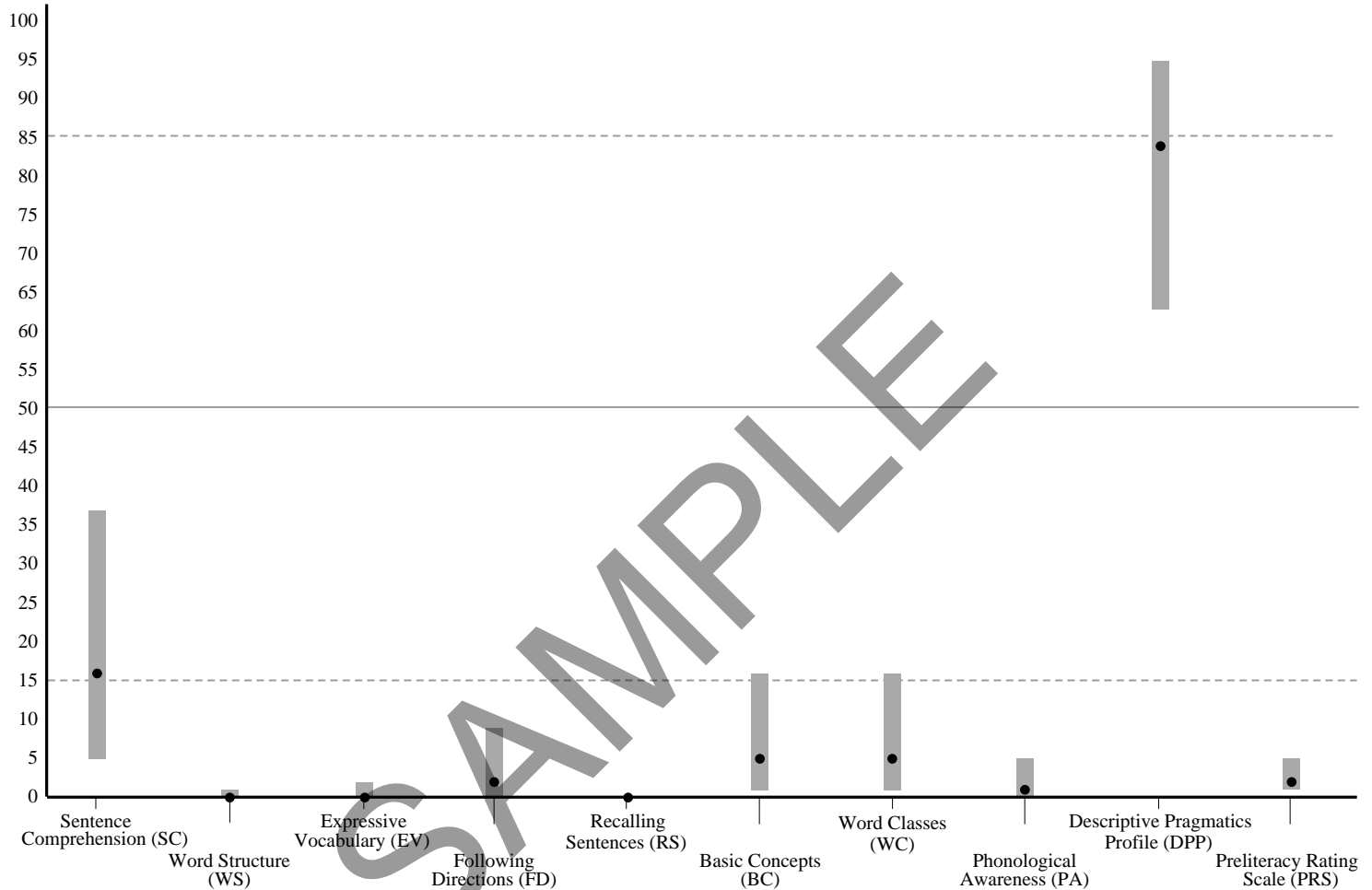
Subtests	Scaled Score	Confidence Interval - 90% Level
Sentence Comprehension	7	5 to 9
Word Structure	1	1 to 3
Expressive Vocabulary	2	1 to 4
Following Directions	4	2 to 6
Recalling Sentences	1	1 to 2
Basic Concepts	5	3 to 7
Word Classes	5	3 to 7
Phonological Awareness	3	1 to 5
Descriptive Pragmatics Profile	13	11 to 15
Preliteracy Rating Scale	4	3 to 5

### CORE LANGUAGE SCORE AND INDEX PERCENTILE RANK PROFILE



Core Language Score and Index Scores	Percentile Rank	Confidence Interval - 90% Level
Core Language Score	1	0.3 to 4
Receptive Language Index	3	1 to 7
Expressive Language Index	<0.1	<0.1 to 0.1
Language Content Index	0.5	0.1 to 2
Language Structure Index	1	0.2 to 2
Academic Language Readiness Index	5	2 to 14
Early Literacy Index	1	0.4 to 2

### SUBTEST PERCENTILE RANK PROFILE



Subtests	Percentile Rank	Confidence Interval - 90% Level
Sentence Comprehension	16	5 to 37
Word Structure	0.1	0.1 to 1
Expressive Vocabulary	0.4	0.1 to 2
Following Directions	2	0.4 to 9
Recalling Sentences	0.1	0.1 to 0.4
Basic Concepts	5	1 to 16
Word Classes	5	1 to 16
Phonological Awareness	1	0.1 to 5
Descriptive Pragmatics Profile	84	63 to 95
Preliteracy Rating Scale	2	1 to 5



## NARRATIVE REPORT

### Composites

#### Core Language Score

Sam was administered three subtests of the Clinical Evaluation of Language Fundamentals® Preschool (3<sup>rd</sup> ed.; CELF® Preschool-3) from which the 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 Sam'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 child of a given age.

For Sam's Core Language Score, the following subtests were administered:

- Sentence Comprehension
- Word Structure
- Expressive Vocabulary

Sam received a Core Language Score of 66 (confidence interval = 59 to 73, percentile rank = 1). This places Sam in the very low range of language functioning.

#### Receptive Language Index

The Receptive Language Index is a measure of Sam's performance on three subtests designed to assess receptive aspects of language including listening and auditory comprehension. 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 child of a given age.

For Sam's Receptive Language Index score, the following subtests were administered:

- Sentence Comprehension
- Following Directions
- Word Classes

Sam received a Receptive Language Index score of 71 (confidence interval = 64 to 78, percentile rank = 3). This places Sam in the low range of receptive language functioning.

## Expressive Language Index

The Expressive Language Index is a measure of Sam's performance on three subtests designed to assess 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 child of a given age.

For Sam's Expressive Language Index score, the following subtests were administered:

- Word Structure
- Expressive Vocabulary
- Recalling Sentences

Sam received an Expressive Language Index score of 47 (confidence interval = 45 to 52, percentile rank = <0.1). This places Sam in the very low range of expressive language functioning.

## Language Content Index

The Language Content Index is a measure of Sam's performance on three tests designed to assess various aspects of semantic development. 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 child of a given age.

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

- Expressive Vocabulary
- Following Directions
- Word Classes

Sam received a Language Content Index score of 61 (confidence interval = 54 to 68, percentile rank = 0.5). This places Sam in the very low range of functioning.

## Language Structure Index

The Language Structure Index is a measure of Sam's performance on three subtests designed to assess the understanding and use of language form. 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 child of a given age.

For Sam's Language Structure Index score, the following subtests were administered:

- Sentence Comprehension
- Word Structure
- Recalling Sentences

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

## Academic Language Readiness Index

The Academic Language Readiness Index is a measure of Sam's performance on three subtests designed to describe the language and socialization skills needed in the classroom. The Academic Language Readiness 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 child of a given age.

For Sam's Academic Language Readiness Index score, the following subtests were administered:

- Expressive Vocabulary
- Following Directions
- Descriptive Pragmatics Profile

Sam received an Academic Language Readiness Index score of 76 (confidence interval = 68 to 84, percentile rank = 5). This places Sam in the low range of functioning.

## Early Literacy Index

The Early Literacy Index is a measure of Sam's performance on two subtests designed to assess early literacy skills. The Early Literacy 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 child of a given age.

For Sam's Early Literacy Index score, the following subtests were administered:

- Phonological Awareness
- Preliteracy Rating Scale

Sam received an Early Literacy Index score of 65 (confidence interval = 60 to 70, percentile rank = 1). This places Sam in the very low range of functioning.

## Scaled-Score Subtests

### Sentence Comprehension

The Sentence Comprehension subtest is used to evaluate the child's ability to interpret spoken sentences of increasing length and complexity. The child identifies a picture that matches the sentence read aloud by the examiner. This subtest has a mean of 10 and a standard deviation of 3.

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

### Word Structure

The Word Structure subtest is used to evaluate the child's ability to (a) apply word structure rules (morphology) to mark inflections, derivations, and comparison and (b) select and use appropriate pronouns to refer to people, objects, and possessive relationships. The child completes a sentence (cloze procedure) with the target structure(s). This subtest has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 1 (confidence interval = 1 to 3, percentile rank = 0.1) on the Word Structure subtest.

### Expressive Vocabulary

The Expressive Vocabulary subtest is used to evaluate the child's ability to label images of people, objects, attributes, and actions (referential naming). The child names an object, person, or activity portrayed in a picture. This subtest has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 2 (confidence interval = 1 to 4, percentile rank = 0.4) on the Expressive Vocabulary subtest.

### Following Directions

The Following Directions subtest is used to evaluate the child's ability to (a) interpret spoken directions of increasing length and complexity; (b) remember the names, characteristics, and order of mention of pictures; and (c) identify the targets from among several choices. The child points to pictures in response to oral directions. This subtest has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 4 (confidence interval = 2 to 6, percentile rank = 2) on the Following Directions subtest.

### Recalling Sentences

The Recalling Sentences subtest is used to evaluate the child's ability to listen to spoken sentences of increasing length and complexity and repeat the sentences without changing word meanings, inflections, derivations or comparisons (morphology), or sentence structure (syntax). The child imitates sentences presented by the examiner. This subtest has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 1 (confidence interval = 1 to 2, percentile rank = 0.1) on the Recalling Sentences subtest.

## Basic Concepts

The Basic Concepts subtest is used to evaluate the child's knowledge of concepts including direction/location/position, number/quantity, sequence, attributes, dimension/size, same/different, and inclusion/exclusion. The child points to a picture that illustrates the target concept presented by the examiner. This subtest has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 5 (confidence interval = 3 to 7, percentile rank = 5) on the Basic Concepts subtest.

## Word Classes

The Word Classes subtest is used to evaluate the child's ability to perceive relationships between words that are related by semantic class features. The child chooses two words/pictures that are related from a choice of three or four words/pictures. This subtest has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 5 (confidence interval = 3 to 7, percentile rank = 5) on the Word Classes subtest.

## Phonological Awareness

The Phonological Awareness subtest is used to evaluate the child's knowledge of the sound structure of language and ability to manipulate sound through compound word and syllable blending, sentence and syllable segmentation, and rhyme awareness and production. The child rhymes words and blends and identifies sounds and syllables. This subtest has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 3 (confidence interval = 1 to 5, percentile rank = 1) on the Phonological Awareness subtest.

## Descriptive Pragmatics Profile

The Descriptive Pragmatics Profile subtest is used to identify nonverbal and verbal pragmatic skills that may influence social and academic communication in context. The examiner provides or elicits information from a respondent about the child's social language skills. This subtest has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 13 (confidence interval = 11 to 15, percentile rank = 84) on the Descriptive Pragmatics Profile subtest.

## Preliteracy Rating Scale

The Preliteracy Rating Scale subtest is used to identify preliteracy skills that may influence development of reading and writing skills. The examiner provides or elicits information from a respondent about the child's early reading and writing skills. This subtest has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 4 (confidence interval = 3 to 5, percentile rank = 2) on the Preliteracy Rating Scale subtest.

## Criterion-Score Subtests

### Connected Speech Sample

The Connected Speech Sample (CSS) is a supplementary, criterion-referenced measure. The CSS is used to assess the child's use of macrostructure and microstructure in a narrative production. The macrostructure of a narrative refers to the key components and overall organization of the story. The microstructure examines the linguistic productivity and complexity at the level of utterances. The child retells a story read aloud by the examiner. This subtest yields an age-based criterion score for the use of story grammar.

Sam received a raw score of 9 on Story Grammar. Sam's score is in the Beginning range when compared to others of the same age.

### Pragmatic Activities Checklist

The Pragmatic Activities Checklist (PAC) is a supplementary, criterion-referenced measure. The PAC is used to observe the child's functional communication skills during authentic conversational interactions to identify verbal and nonverbal behaviors that may negatively influence social and academic communication. The examiner elicits information about the child's interactions by initiating at least three suggested activities. This subtest yields an age-based criterion score based on the total number of observations.

Sam received a total observations score of 3 on the Pragmatic Activities Checklist. Sam's score meets the age-based criterion score, indicating that the behaviors observed were age appropriate.

SAMPLE

## ITEM ANALYSIS

### Scaled-Score Subtests

#### Sentence Comprehension

Structure	Correct Items	Incorrect Items	Items Not Administered
Adjective	1, <b>21</b>		
Prepositional phrase	2, <b>5</b> , 15	<b>17</b>	
Verb condition	3, 8, 12		
Noun modification	<b>5</b> , 7	9, <b>17</b>	
Infinitive	6, <b>21</b>		
Negation	4		
Relative clause		13, 14	
Passive voice	11, 18		
Compound sentence		10, <b>17</b>	
Indirect object	16		
Indirect request	19		
Subordinate clause		20, 22	

*Bold items appear in more than one category.*

## Word Structure

Category	Correct Items	Incorrect Items	Items Not Administered
Preposition		2, 4	
Regular Plural			8
Possessive Noun			9
Copula		6	19, 20
<b>Verb Tense</b>			
Progressive (-ing)	1	3	
Third person singular			11, 12
Future tense			23
Regular past tense			18
Irregular past tense			22, 24
<b>Pronoun</b>			
Objective		5	10
Possessive			7
Subjective			16, 17
Reflexive			21
<b>Derivational Form</b>			
Noun derivation			13
Comparative and superlative			14, 15

## Expressive Vocabulary

Category	Correct Items	Incorrect Items	Items Not Administered
Verbs		2, 7, 12	
Food	1		
Tools	4	5, <b>11</b>	<b>17, 21</b>
Occupations/people		8	<b>19, 20</b>
Music/instruments	3		
Science		<b>10, 11</b>	13, <b>14, 17</b>
Sports			18
Part/whole relationships		9, <b>10</b>	<b>14</b>
Math		6	16
Medical/health care			15, <b>19, 21</b>

*Bold items appear in more than one category.*



### Following Directions

Directions	Correct Items	Incorrect Items	Items Not Administered
<b>1-Level Command</b>			
No orientation	1, 2, 5, 9 (T), 13 (C)		
<b>1-Level Command, 1 Modifier</b>			
No orientation	7		
Serial orientation		15	
<b>1-Level Command, 2 Modifiers</b>			
Serial orientation		11	
<b>2-Level Command</b>			
No orientation	3 (S), 8 (T)	4 (S), 6 (S), 12 (T), 14 (T)	21 (T)
<b>2-Level Command, 1 Modifier</b>			
No orientation		10 (S), 18 (S)	22 (S)
Serial orientation		16 (S)	20 (S)
<b>2-Level Command, 2 Modifiers</b>			
Serial orientation			19 (S)
<b>3-Level Command</b>			
No orientation		17 (S)	
<b>3-Level Command, 1 Modifier</b>			
Serial orientation			23 (S), 24 (S)

**Note.** C=Conditional, S=Sequential, and T=Temporal

### Phonological Awareness

Category	Correct Items	Incorrect Items	Items Not Administered
Compound words	1, 2, 4	3	
Syllable blending	5	6, 7, 8	
Sentence segmentation		9, 10, 11, 12	
Syllable segmentation		13, 14, 15, 16	
Rhyme detection		17, 18, 19, 20	
Rhyme production			21, 22, 23, 24

## Descriptive Pragmatics Profile

The child's Descriptive Pragmatics Profile was completed by the teacher and the examiner.

Category	Always or Almost Always	Often	Sometimes	Never or Almost Never	Not Appropriate	Items Not Administered
Nonverbal Communication Skills	1, 2, 3, 4, 5, 6, 7, 8					
Conversational Routines and Skills	9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20					
Asking for, Giving, and Responding to Information	21, 22, 23, 24, 25, 26, 27, 28					

## Preliteracy Rating Scale

The child's Preliteracy Rating Scale was completed by the teacher and the examiner.

Category	Always or Almost Always	Often	Sometimes	Never or Almost Never	Not Appropriate	Items Not Administered
Early Reading Skills	1, 4, 9	2, 5, 6, 8, 11, 13	3, 10, 12, 15, 16	7, 14, 17, 18		
Early Writing Skills	23	19, 20, 21	22, 26, 29, 32	24, 25, 27, 28, 30, 31, 33, 34, 35		

## Criterion-Score Subtests

### Pragmatic Activities Checklist

#### VERBAL: Manner of communication

##### The child...

13. did not use specific language to enable understanding of what he/she was trying to communicate (used general language [i.e., this/that/stuff]).

#### VERBAL: Relevance of communication

##### The child...

23. did not understand figurative meanings.

#### VERBAL: Quality and quantity of communication

**The child...**

25. did not extend the conversation or offer further information when responding.

**End of Report**

SAMPLE