CELF-4

Clinical Evaluation of Language Fundamentals
FOURTH EDITION

Student:	Matthew F. Franklin	Test Date:	5/13/2003
Date of Birth:	4/13/1990	Age at Testing:	13 years 1 month
Gender:	Male	Report Date:	5/16/2003
Grade:	6th	Examiner:	Maria Randolph
Parent(s):	Tom Franklin	Teacher:	Ms. Olson
Address:	4354 May Drive	School:	Pine Elementary
	Springfield, MO	Referred By:	Ms. Setton

Summary Report

Regular Subtests

Subtests	Raw Score	Scaled Score	Scaled Score CI* 95% Level	PR*	PR* CI* 95% Level	Age Eq.*	S*	NCE*
Recalling Sentences	70	8	6 to 10	25	9 to 50	11:4	4	36
Formulated Sentences	44	8	5 to 11	25	5 to 63	10:9	4	36
Word Classes 2–Receptive	8	3	1 to 5	1	0.1 to 5	8:6	1	1
Word Classes 2–Expressive	5	4	2 to 6	2	0.4 to 9	8:3	1	8
Word Classes 2–Total*	NA	3	1 to 5	1	0.1 to 5	8:3	1	1
Word Definitions	4	2	1 to 4	0.4	0.1 to 2	<9:0	1	1
Understanding Spoken Paragraphs	7	5	2 to 8	5	0.4 to 25	NA	2	15
Sentence Assembly	17	13	11 to 15	84	63 to 95	>17:11	7	71
Semantic Relationships	9	3	1 to 6	1	0.1 to 9	8:6	1	1

Supplementary Subtests

Subtests	Raw Score	Scaled Score	Scaled Score CI* 95% Level	PR*	PR* CI* 95% Level	Age Eq.*	S*	NCE*
Number Repetition 1–Forward	6	5	2 to 8	5	0.4 to 25	5:3	2	15
Number Repetition 1–Backward	4	7	4 to 10	16	2 to 50	8:6	3	29
Number Repetition 1–Total	10	5	2 to 8	5	0.4 to 25	6:9	2	15
Familiar Sequences 1	41	6	3 to 9	9	1 to 37	8:6	2	22

Core and Index Scores

Core and Indexes	Sum of Scaled Scores	Standard Score	Standard Score CI* 95% Level	PR*	PR* CI* 95% Level	S*	NCE*
Core Language Score	21	72	66 to 78	3	1 to 7	1	11
Receptive Language Index	11	62	53 to 71	1	0.1 to 3	1	1
Expressive Language Index	20	80	72 to 88	9	3 to 21	2	22
Language Content Index	20	80	71 to 89	9	3 to 23	2	22
Language Memory Index	19	78	70 to 86	7	2 to 18	2	19
Working Memory Index	11	75	63 to 87	5	1 to 19	2	15

Criterion–Referenced Subtests

Subtests	Criterion Score	Actual Score	Rating	Time Criterion	Time Taken	Rating
Pragmatics Profile–Total	> or = 142	148	Met	NA	NA	NA

CI*–Confidence Interval   PR*–Percentile Rank   Age Eq.*–Age Equivalent   S*–Stanine   NCE*–Normal Curve Equivalent
Word Classes Total* Scaled Score = Sum of WC Rec. Scaled Score + WC Exp. Scaled Score & referencing WC Total Scaled Score table

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Discrepancy Comparisons

Indexes	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence	Level of Significance
Receptive–Expressive Language Index	62	80	-18	12	Y	4%	.05
Language Content–Memory Index	80	78	2	12	N	44.3%	.05

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Core and Index Standard Scores
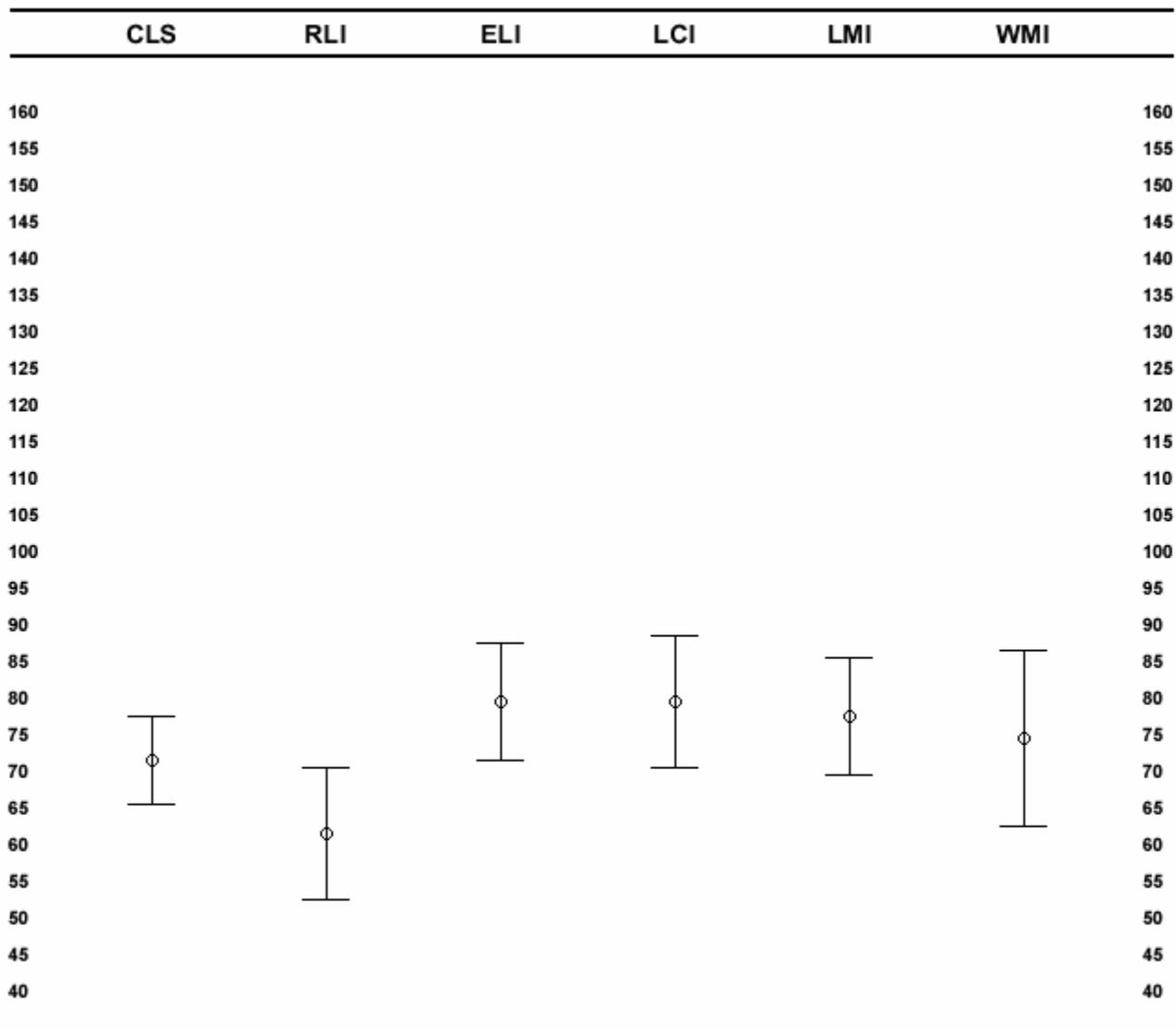
Core and Indexes	Standard Score	Confidence Interval
Core Language Score (CLS)	72	66 to 78
Receptive Language Index (RLI)	62	53 to 71
Expressive Language Index (ELI)	80	72 to 88
Language Content Index (LCI)	80	71 to 89
Language Memory Index (LMI)	78	70 to 86
Working Memory Index (WMI)	75	63 to 87

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Subtest Scaled Scores
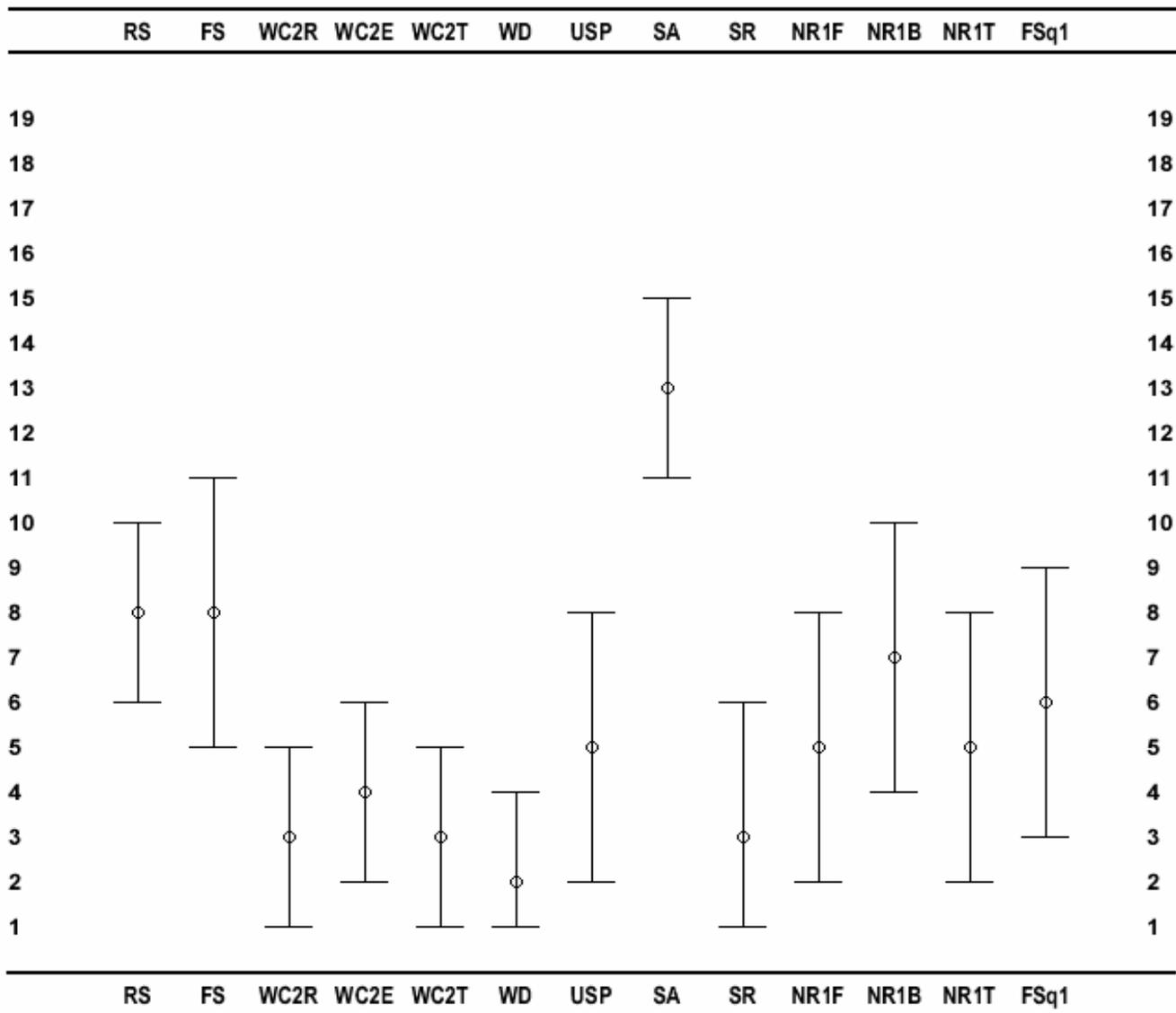
Subtests	Scaled Score	Confidence Interval
Recalling Sentences (RS)	8	6 to 10
Formulated Sentences (FS)	8	5 to 11
Word Classes 2–Receptive (WC2R)	3	1 to 5
Word Classes 2–Expressive (WC2E)	4	2 to 6
Word Classes 2–Total (WC2T)	3	1 to 5
Word Definition (WD)	2	1 to 4
Understanding Spoken Paragraphs (USP)	5	2 to 8
Sentence Assembly (SA)	13	11 to 15
Semantic Relationships (SR)	3	1 to 6
Number Repetition 1–Forward (NR1F)	5	2 to 8
Number Repetition 1–Backward (NR1B)	7	4 to 10
Number Repetition 1–Total (NR1T)	5	2 to 8
Familiar Sequences 1 (FSq1)	6	3 to 9

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Core and Index Percentile Ranks
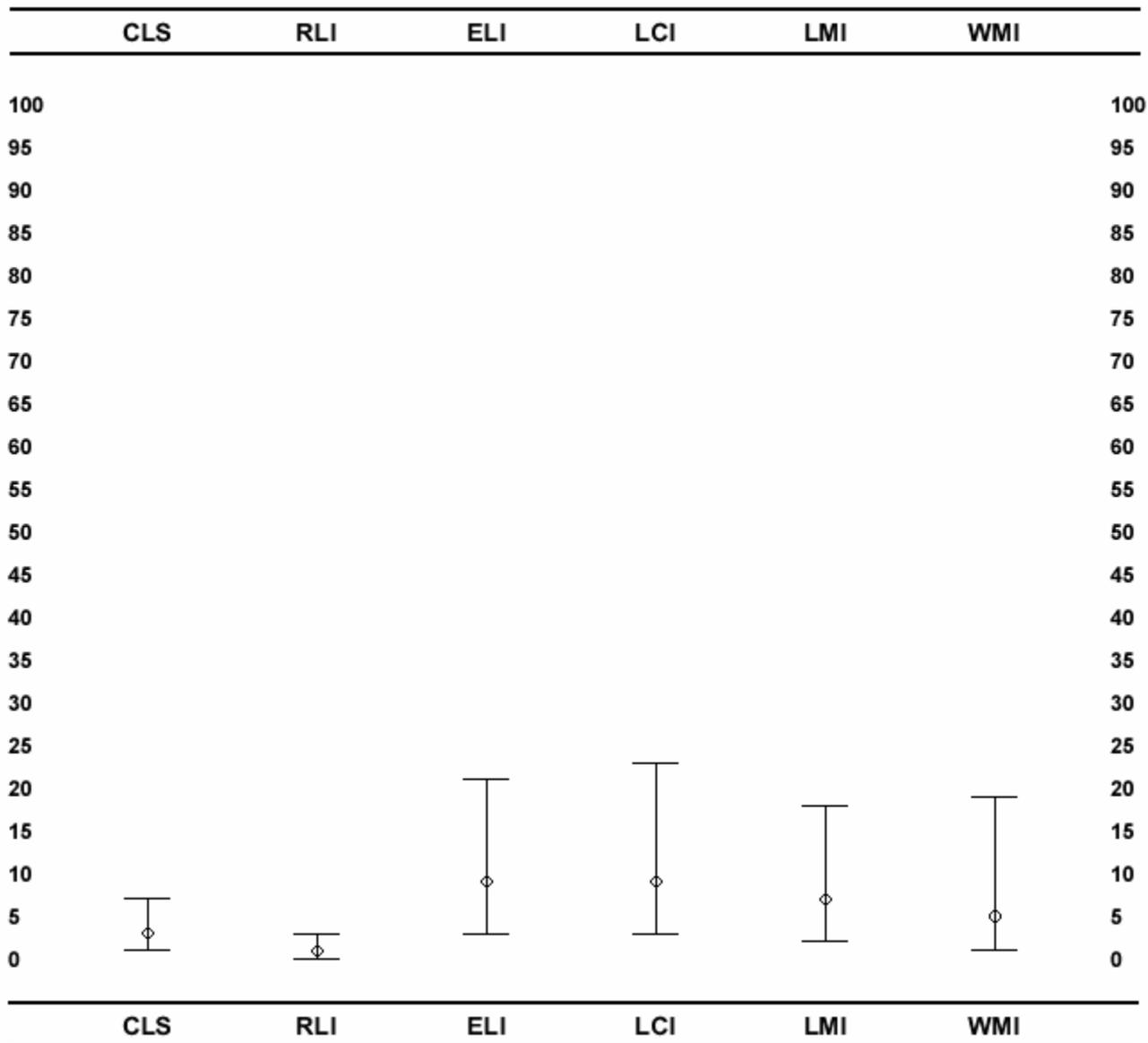
Core and Indexes	Percentile Ranks	Confidence Interval
Core Language Score (CLS)	3	1 to 7
Receptive Language Index (RLI)	1	0.1 to 3
Expressive Language Index (ELI)	9	3 to 21
Language Content Index (LCI)	9	3 to 23
Language Memory Index (LMI)	7	2 to 18
Working Memory Index (WMI)	5	1 to 19

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Subtest Scaled Score Percentile Ranks
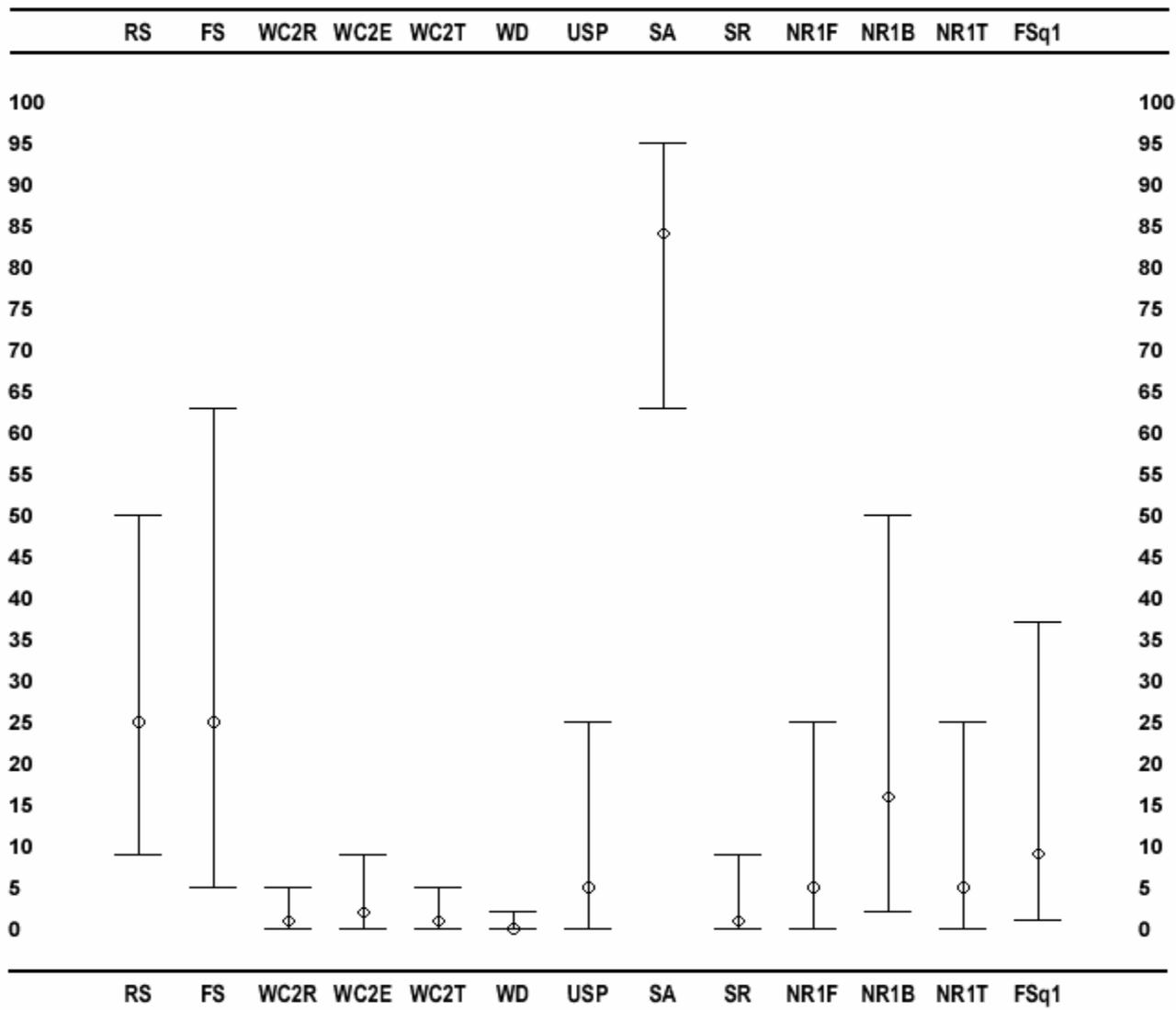
Subtests	Percentile Ranks	Confidence Interval
Recalling Sentences (RS)	25	9 to 50
Formulated Sentences (FS)	25	5 to 63
Word Classes 2–Receptive (WC2R)	1	0.1 to 5
Word Classes 2–Expressive (WC2E)	2	0.4 to 9
Word Classes 2–Total (WC2T)	1	0.1 to 5
Word Definition (WD)	0.4	0.1 to 2
Understanding Spoken Paragraphs (USP)	5	0.4 to 25
Sentence Assembly (SA)	84	63 to 95
Semantic Relationships (SR)	1	0.1 to 9
Number Repetition 1–Forward (NR1F)	5	0.4 to 25
Number Repetition 1–Backward (NR1B)	16	2 to 50
Number Repetition 1–Total (NR1T)	5	0.4 to 25
Familiar Sequences 1 (FSq1)	9	1 to 37

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Narrative Report

REASON FOR REFERRAL

Matthew was referred for a speech and language evaluation by Ms. Setton, his Special Education teacher. Matthew has been receiving Special Education services for reading, writing and math instruction. Ms. Setton recommended a speech and language evaluation to determine if Matthew qualifies for services.

CELF–4 CORE LANGUAGE SCORE

Matthew was administered four core subtests of the Clinical Evaluation of Language Fundamentals– Fourth Edition (CELF–4) from which his Core Language score was derived. The Core Language score is considered to be the most representative measure of Matthew's language skills and provides a reliable way to quantify a student'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 Matthew's Core Language score, the following subtests were administered:
Recalling Sentences
Formulated Sentences
Word Classes 2–Total
Word Definitions

Matthew received a Core Language score of 72 (confidence interval = 66 to 78, percentile rank = 3). This places Matthew in the low range of functioning.

CELF–4 RECEPTIVE LANGUAGE INDEX

The Receptive Language index is a cumulative measure of Matthew's performance on two or three subtests 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 Matthew's Receptive Language index, the following subtests were administered:
Word Classes 2–Receptive
Understanding Spoken Paragraphs
Semantic Relationships

Matthew received a Receptive Language index of 62 (confidence interval = 53 to 71, percentile rank = 1). This places Matthew in the very low range of functioning.

CELF–4 EXPRESSIVE LANGUAGE INDEX

The Expressive Language index is a cumulative measure of Matthew's performance on the three subtests 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 Matthew's Expressive Language index, the following subtests were administered:
Recalling Sentences
Formulated Sentences
Word Classes 2–Expressive

Matthew received an Expressive Language index of 80 (confidence interval = 72 to 88, percentile rank = 9). This places Matthew in the borderline range of functioning.

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CELF–4 LANGUAGE CONTENT INDEX

The Language Content index is a cumulative measure of Matthew's performance on three subtests designed to probe semantic knowledge. The Language Content 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 Matthew's Language Content index, the following subtests were administered:
Word Definitions
Understanding Spoken Paragraphs
Sentence Assembly

Matthew received a Language Content index of 80 (confidence interval = 71 to 89, percentile rank = 9). This places Matthew in the borderline range of functioning.

CELF–4 LANGUAGE MEMORY INDEX

The Language Memory index is a cumulative measure of Matthew's performance on the subtests designed to probe memory dependent language tasks. The Language Memory 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 Matthew's Language Memory index, the following subtests were administered:
Recalling Sentences
Formulated Sentences
Semantic Relationships

Matthew received a Language Memory index of 78 (confidence interval = 70 to 86, percentile rank = 7). This places Matthew in the borderline range of functioning.

CELF–4 WORKING MEMORY INDEX

The Working Memory index is a cumulative measure of Matthew's performance on the subtests designed to best probe working memory. The Working Memory 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 Matthew's Working Memory index, the following subtests were administered:
Number Repetition 1–Total
Familiar Sequences 1

Matthew received a Working Memory index of 75 (confidence interval = 63 to 87, percentile rank = 5). This places Matthew in the low range of functioning.

CELF–4 SUBTEST SCORES

Recalling Sentences

The Recalling Sentences subtest 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 subtest is 10 and the standard deviation is 3.

Matthew received a scaled score of 8 (confidence interval = 6 to 10, percentile rank = 25) on the Recalling Sentences subtest.

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Formulated Sentences
The Formulated Sentences subtest is used to evaluate the ability to formulate compound and complex sentences when given grammatical (semantic and syntactic) constraints. The student is asked to formulate a sentence, using target words or phrases, while using an illustration as a reference. This subtest has a mean of 10 and the standard deviation is 3.

Matthew received a scaled score of 8 (confidence interval = 5 to 11, percentile rank = 25) on the Formulated Sentences subtest.

Word Classes 2
The Word Classes 2 subtest is used to evaluate the student's ability to understand relationships between words that share a variety of functional and conceptual relationships. The student is asked to choose the items that best represent the desired relationship. This subtest has a mean of 10 and a standard deviation of 3.

Matthew received a scaled score of 3 (confidence interval = 1 to 5, percentile rank = 1) on Word Classes 2–Receptive.

Matthew received a scaled score of 4 (confidence interval = 2 to 6, percentile rank = 2) on Word Classes 2–Expressive.

Matthew received a scaled score of 3 (confidence interval = 1 to 5, percentile rank = 1) on Word Classes 2–Total.

Word Definitions
The Word Definitions subtest is used to evaluate the student's expressive vocabulary. The student is orally presented a word, followed by an introductory sentence that includes the word. The student is then asked to define the word using descriptive language. The mean for this subtest is 10 and the standard deviation is 3.

Matthew received a scaled score of 2 (confidence interval = 1 to 4, percentile rank = 0.4) on the Word Definitions subtest.

Understanding Spoken Paragraphs
The Understanding Spoken Paragraphs subtest is used to evaluate the student's ability to understand information presented in spoken paragraphs. The student answers questions about a paragraph presented orally. The questions probe the student's understanding of the paragraph's main idea, detail and sequence of events, and the student's ability to make inferences and predictions from the information presented. This subtest has a mean of 10 and a standard deviation of 3.

Matthew received a scaled score of 5 (confidence interval = 2 to 8, percentile rank = 5) on the Understanding Spoken Paragraphs subtest.

Sentence Assembly
The Sentence Assembly subtest is used to evaluate the ability to assemble syntactic structures. The student produces two grammatically correct sentences from visually and auditorially presented words or phrases. This subtest has a mean of 10 and the standard deviation is 3.

Matthew received a scaled score of 13 (confidence interval = 11 to 15, percentile rank = 84) on the Sentence Assembly subtest.

Semantic Relationships
The Semantic Relationships subtest is used to evaluate the ability to identify different semantic relationships in sentences. After listening to a sentence, the student selects the two correct choices from four visually presented options. The mean for this subtest is 10 and the standard deviation is 3.

Matthew received a scaled score of 3 (confidence interval = 1 to 6, percentile rank = 1) on the Semantic Relationships subtest.

SUPPLEMENTARY SUBTESTS

Number Repetition 1
The Number Repetition 1 subtest is a supplementary subtest and is used to evaluate the student's working memory and the ability to repeat random number sequences. The student is asked to repeat numbers orally in forward or backward fashion. The mean for this subtest is 10 and the standard deviation is 3.

Matthew received a scaled score of 5 (confidence interval = 2 to 8, percentile rank = 5) on Number Repetition 1–Forward.

Matthew received a scaled score of 7 (confidence interval = 4 to 10, percentile rank = 16) on Number Repetition 1–Backward.

Matthew received a scaled score of 5 (confidence interval = 2 to 8, percentile rank = 5) on Number Repetition 1–Total.

Familiar Sequences 1
The Familiar Sequences 1 subtest is used to evaluate the ability to sequence auditory and verbal information as quickly as possible. The student is asked to perform tasks including: saying the days of the week and counting backwards from 20 while being timed. This is a supplementary subtest used to gain additional information about the student's memory skills for ages 5 to 16. This subtest has a mean of 10 and the standard deviation is 3.

Matthew received a scaled score of 6 (confidence interval = 3 to 9, percentile rank = 9) on the Familiar Sequences 1 subtest.

Pragmatics Profile
The Pragmatics Profile is a supplementary criterion–referenced subtest. This checklist is used to gain additional information about the student's overall pragmatic development and typically expected skills for social and school interactions. The examiner is asked to elicit information from an informant (usually a parent or teacher) who is familiar with the student's social behaviors and classroom interaction skills.

Matthew received a total score of 148 on Pragmatics Profile. Matthew's score met the criterion score for his age.

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SUMMARY

Matthew Franklin was evaluated on 05/13/2003 by Maria Randolph, Speech–Language Pathologist, at Pine Elementary. Results of the Clinical Evaluation of Language Fundamentals–Fourth Edition (CELF–4) revealed the following:

Core Language Score: 72
Receptive Language Index: 62
Expressive Language Index: 80
Language Content Index: 80
Language Memory Index: 78
Working Memory Index: 75

RECOMMENDATIONS

1. Interdisciplinary team meeting to discuss results of speech and language evaluation.
2. Recommend speech and language services based upon Core Language score of 72.
3. Parent/Teacher conference to discuss results of the Observational Rating Scale, to address continued concerns about Matthew's reading and writing skills.

_____   _____
   (Signature)   (Date)

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Item Analysis Report

Word Classes 2–Receptive

Category	Correct Items	Incorrect Items	Not Administered Items
Semantic Class	1 (pillow/blanket), 3 (window/glass), 5 (minute/hour), 7 (empty/full), 9 (connected/joined), 11 (longitude/latitude), 13 (permanent/temporary), 15 (enthusiastic/eager), 17 (occupied/vacant), 19 (essential/crucial), 21 (reflect/meditate), 23 (figurative/literal)	2 (school/teacher), 4 (floor/broom), 6 (smooth/rough), 8 (hearing/smelling), 10 (disaster/catastrophe), 12 (achieving/accomplishing), 14 (sunset/dusk), 16 (persuade/urge), 18 (authentic/genuine), 20 (renovate/restore)	22 (conservative/liberal), 24 (assimilate/incorporate)

Understanding Spoken Paragraphs

Category	Correct Items	Incorrect Items	Not Administered Items
Main Idea			
Paragraph 1	2		
Paragraph 2			8
Paragraph 3		11	
Detail			
Paragraph 1	1		
Paragraph 2		6	
Paragraph 3			13
Sequence			
Paragraph 1	3		
Paragraph 2	9		
Paragraph 3	14		
Inference			
Paragraph 1			4
Paragraph 2		7	
Paragraph 3	12		
Prediction			
Paragraph 1	5		
Paragraph 2		10	
Paragraph 3		15	

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Semantic Relationships

Category	Correct Items	Incorrect Items	Not Administered Items
Comparative	1 (infants, children), 3 (feathers, letters), 13 (shorter than Lee, not the shortest)	2 (minute, second), 8 (more Cs than As, more Bs than Cs), 16 (fewer books on history than art, more books on art than science)	
Spatial	15 (in the bag, next to the locker)	4 (next to the goal, on the left side of the goal), 10 (in front of the house, behind the school), 14 (above the cat, on the table)	
Temporal	5 (March, January), 9 (between the 13th and 19th, after the 11th), 21 (fall and summer, winter and summer)		
Sequential	7 (first, before the news), 17 (before South Africa, after Italy)	6 (after "C", before "M"), 12 (after they put their names on them, before they got out their books)	20 (after spelling, before lunch)
Passive	11 (was seen), 19 (was chosen)		18 (was helped)

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Pragmatics Profile

* Please refer to Summary Report/Narrative Report to view the Pragmatics Profile - Total Score (if applicable).

Rituals and Conversational Skills

Often

- The student makes/responds to greetings to/from others
- The student makes/responds to farewells to/from others
- The student begins/ends conversations (face-to-face, phone etc.) appropriately
- The student observes turn-taking rules in the classroom or in social interactions
- The student maintains eye contact, appropriate body position during conversations
- The student introduces appropriate topics of conversation
- The student maintains topics using appropriate strategies (e.g., nods, responds with "hmmm…")
- The student makes relevant contributions to a topic during conversation/discussion
- The student asks appropriate questions during conversations and discussions
- The student avoids use of repetitive/redundant information
- The student asks for/responds to requests for clarification during conversations
- The student adjusts/modifies language based on the communication situation (communication partner[s], topic, place)
- The student uses the language (jargon/lingo) of his/her peer group appropriately
- The student tells/understands jokes/stories that are appropriate to the situation
- The student shows appropriate sense of humor during communication situations
- The student joins or leaves an ongoing communicative interaction appropriately
- The student participates/interacts appropriately in structured group activities
- The student participates/interacts appropriately in unstructured group activities
- The student uses other media (email, phone, answering machine) appropriately
- The student responds to introductions and introduces others
- The student uses appropriate strategies for getting attention
- The student uses appropriate strategies for responding to interruptions and interrupting others

Asking For, Giving, and Responding to Information

Often

- The student gives/asks for directions using appropriate language
- The student gives/asks for the time of events
- The student gives/asks for reasons and causes for actions/conditions/choices
- The student asks for help from others appropriately
- The student offers to help others appropriately
- The student gives/responds to advice or suggestions appropriately
- The student asks others for permission when required
- The student agrees and disagrees using appropriate language
- The student asks for clarification if he/she is confused or if the situation is unclear
- The student accepts/rejects invitations appropriately, using appropriate language
- The student starts/responds to verbal and nonverbal negotiations appropriately
- The student reminds others/responds to reminders appropriately
- The student asks others to change their actions/states appropriately (please move, stop tapping)
- The student apologizes/accepts apologies appropriately

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- The student responds appropriately when asked to change his/her actions (by accepting/rejecting)
- The student responds to teasing, anger, failure, disappointment appropriately
- The student offers/responds to expressions of affection, appreciation appropriately

Nonverbal Communication Skills

Sometimes

- The student reads and interprets facial cues accurately
- The student reads and interprets tone of voice accurately
- The student demonstrates appropriate use of facial cues
- The student demonstrates appropriate use of body language
- The student demonstrates appropriate use of voice intonation
- The student appropriately expresses messages nonverbally
- The student uses nonverbal cues appropriate to the situation
- The student presents matching nonverbal and verbal messages
- The student reads the social situation (script) correctly and behaves/responds appropriately
- The student understands posted and implied group/school rules

Often

- The student adjusts body distance (sit/stand) appropriate to the situation

Always

- The student reads and interprets body language accurately
- The student knows how someone is feeling based on nonverbal cues

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Observational Rating Scale

Listening

(T-Teacher, P-Parent, S-Student)

Item No	Item	Never	Sometimes	Often	Always
1	Has trouble paying attention.		T, P		
2	Has trouble following spoken directions.	T	P		
3	Has trouble remembering things people say.		T, P		
4	Has trouble understanding what people are saying.	T	P		
5	Has to ask people to repeat what they have said.		T, P		
6	Has trouble understanding the meanings of words.	T	P		
7	Has trouble understanding new ideas.	T, P			
8	Has trouble looking at people when talking or listening.	T, P			
9	Has trouble understanding facial expressions, gestures, or body language.	P	T		

Speaking

(T-Teacher, P-Parent, S-Student)

Item No	Item	Never	Sometimes	Often	Always
10	Has trouble answering questions people ask.	P	T		
11	Has trouble answering questions as quickly as other students.	P	T		
12	Has trouble asking for help when needed.	T, P			
13	Has trouble asking questions.	T, P			
14	Has trouble using a variety of vocabulary words when talking.		T		
15	Has trouble thinking of (finding) the right word to say	T, P			
16	Has trouble expressing thoughts.	P	T		
17	Has trouble describing things to people.	T, P			
18	Has trouble staying on the subject when talking.	T, P			
19	Has trouble getting to the point when talking.	T, P			
20	Has trouble putting events in the right order when telling stories or talking about things that happened.	T			
21	Uses poor grammar when talking.	T	P		
22	Has trouble using complete sentences when talking.	T	P		
23	Talks in short, choppy sentences.	T	P		
24	Has trouble expanding an answer or providing details when talking.	T	P		
25	Has trouble having a conversation with someone.		T, P		
26	Has trouble talking with a group of people.		T, P		
27	Has trouble saying something another way when someone doesn't understand.		T, P		
28	Gets upset when people don't understand.		T, P		

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Reading

Item No	Item	NA	Never	Sometimes	Often	Always
29	Has trouble sounding out words when reading.				T	P
30	Has trouble understanding what was read.				T	P
31	Has trouble explaining what was read.				T	P
32	Has trouble identifying the main idea.				T	P
33	Has trouble remembering details.				T	P
34	Has trouble following written directions.				T	P

Writing

(T-Teacher, P-Parent, S-Student)

Item No	Item	NA	Never	Sometimes	Often	Always
35	Has trouble writing down thoughts.				T	P
36	Uses poor grammar when writing.				T	P
37	Has trouble writing complete sentences.				T	P
38	Writes short, choppy sentences.				T	P
39	Has trouble expanding an answer or providing details when writing.				T	P
40	Has trouble putting words in the right order when writing sentences.				T	P