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Clinical Evaluation of Language Fundamentals
FOURTH EDITION



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Clinical Evaluation of Language Fundamentals
FOURTH EDITION

Student: Ellen C Lewis
Date of Birth: 8/29/1995
Gender: Female
Grade: 3rd
Parent(s): Joan Lewis
Address: 19500 Bulverde Road
San Antonio, TX 78251

Test Date: 8/29/2003
Age at Testing: 8 years 0 months
Report Date: 1/28/2004
Examiner: Lisa Edwards
Teacher: John Lewis
School: Miami Elementary
Referred By: Tonya Jackson

Four-Level Summary Report

Level 1 - Identifying the problem and determining eligibility

Subtest and Index Scores	Raw Score	Scaled Score	SS*	CI* 95% Level	PR*	CI* (PR*) 95% Level	Age Eq.*	S*	NCE*
Concepts & Following Directions	27	5	NA	3 to 7	5	1 to 16	5:10	2	15
Word Structure	19	4	NA	2 to 6	2	0.4 to 9	5:7	1	8
Recalling Sentences	30	4	NA	3 to 5	2	1 to 5	5:2	1	8
Formulated Sentences	15	1	NA	1 to 3	0.1	0.1 to 1	5:7	1	1
Core Language Score	NA	NA	60	54 to 66	0.4	0.1 to 1	NA	1	1

Level 2 - Describing the nature of the disorder

Subtest and Index Scores	Raw Score	Scaled Score	SS*	CI* 95% Level	PR*	CI* (PR*) 95% Level	Age Eq.*	S*	NCE*
Concepts & Following Directions	27	5	NA	3 to 7	5	1 to 16	5:10	2	15
Word Classes 2–Receptive	4	6	NA	4 to 8	9	2 to 25	7:2	2	22
Sentence Structure	22	6	NA	3 to 9	9	1 to 37	6:9	2	22
Receptive Language Index	NA	NA	73	64 to 82	4	1 to 12	NA	2	12
Word Structure	19	4	NA	2 to 6	2	0.4 to 9	5:7	1	8
Recalling Sentences	30	4	NA	3 to 5	2	1 to 5	5:2	1	8
Formulated Sentences	15	1	NA	1 to 3	0.1	0.1 to 1	5:7	1	1
Expressive Language Index	NA	NA	57	50 to 64	0.2	<0.1 to 1	NA	1	1
Concepts & Following Directions	27	5	NA	3 to 7	5	1 to 16	5:10	2	15
Word Classes 2–Total	NA	6	NA	4 to 8	9	2 to 25	6:9	2	22
Expressive Vocabulary	17	3	NA	1 to 6	1	0.1 to 9	5:2	1	1
Language Content Index	NA	NA	68	61 to 75	2	0.5 to 5	NA	1	5
Word Structure	19	4	NA	2 to 6	2	0.4 to 9	5:7	1	8
Recalling Sentences	30	4	NA	3 to 5	2	1 to 5	5:2	1	8
Formulated Sentences	15	1	NA	1 to 3	0.1	0.1 to 1	5:7	1	1
Sentence Structure	22	6	NA	3 to 9	9	1 to 37	6:9	2	22
Language Structure Index	NA	NA	62	54 to 70	1	0.1 to 2	NA	1	1

Level 3- Evaluating underlying clinical behaviors

Subtest and Index Scores	Raw Score	Scaled Score	SS*	CI* 95% Level	PR*	CI* (PR*) 95% Level	Age Eq.*	S*	NCE*
Number Repetition 1–Forward	7	8	NA	5 to 11	25	5 to 63	6:9	4	36
Number Repetition 1–Backward	4	10	NA	6 to 14	50	9 to 91	8:6	5	50
Number Repetition 1–Total	11	8	NA	5 to 11	25	5 to 63	7:6	4	36
Familiar Sequences 1	20	4	NA	2 to 6	2	0.4 to 9	6:0	1	8
Working Memory Index	NA	NA	77	67 to 87	6	1 to 19	NA	2	18

CI*—Confidence Interval	SS* - Standard Score	PR*—Percentile Rank
Age Eq.* - Age Equivalent	S* - Stanine	NCE*—Normal Curve Equivalent

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Supplementary Subtests

Subtest and Index Scores	Raw Score	Scaled Score	SS*	CI* 95% Level	PR*	CI* (PR*) 95% Level	Age Eq.*	S*	NCE*
Word Classes 2–Expressive	2	6	NA	3 to 9	9	1 to 37	6:9	2	22
Understanding Spoken Paragraphs	4	3	NA	1 to 6	1	0.1 to 9	NA	1	1

Criterion–Referenced Subtests	Criterion Score	Actual Score	Rating	Time Criterion	Time Taken	Rating
Phonological Awareness–Total	> or = 58	45	Did Not Meet	NA	NA	NA
Word Associations	> or = 21	20	Did Not Meet	NA	NA	NA
Rapid Automatic Naming	> or = 11	20	Non-Normal	< or = 100	30	Normal

Level 4- Evaluating language in context

Pragmatics Profile - Refer to the Pragmatics Profile Report in the CELF–4 Scoring Assistant.

Observational Rating Scale - Refer to Observational Rating Scale Report in CELF–4 Scoring Assistant.

Discrepancy Comparisons

Indexes	Score 1	Score 2	Difference	Critical Value	Significant Difference (Y or N)	Prevalence	Level of Significance
Receptive–Expressive Language Index	73	57	16	11	Y	6%	.05
Language Content–Structure Index	68	62	6	11	N	26%	.05

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Interpretive Report

REASON FOR REFERRAL

Tonya Jackson, her classroom teacher, referred Ellen for a language evaluation. She has noticed that Ellen struggles to find words to describe actions and objects around her. Also, Ellen is having difficulty following directions but it is unsure if Ellen has hearing within normal limits. Ellen is not enrolled in speech and language therapy at this time. However she received services as a part of an IFSP when she was two years old. Her mother, Mrs. Lewis, reports that Ellen received speech and language therapy once a week for language delay. She recalls the therapist working on multiple word phrases, pronouns, and identifying objects and toys. Mrs. Lewis is not concerned with Ellen's language development at this time.

HISTORY

Speech and Language

According to Ellen's mother, Ellen has a history of speech and language difficulties. She has a history of speech difficulties including: an articulation disorder and an oral-motor difficulty. She has a history of language difficulties including: a receptive language disorder, an expressive language disorder and a phonological disorder. Ellen is also at-risk for reading difficulties.

Vision and Hearing

Ellen's hearing screening revealed that she has normal hearing.

CELF-4 CORE LANGUAGE SCORE

Ellen was administered four core subtests of the Clinical Evaluation of Language Fundamentals-Fourth Edition (CELF-4) from which her Core Language score was derived. The Core Language score is considered to be the most representative measure of Ellen's language skills and provides an easy and 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 Ellen's Core Language score, the following subtests were administered:

- Concepts & Following Directions
- Word Structure
- Recalling Sentences
- Formulated Sentences

Ellen received a Core Language score of 60 (confidence interval = 54 to 66, percentile rank = 0.4). This places Ellen in the very low range of functioning.

CELF-4 RECEPTIVE LANGUAGE INDEX

The Receptive Language index is a cumulative measure of Ellen'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 Ellen's Receptive Language index, the following subtests were administered:

- Concepts & Following Directions
- Word Classes 2-Receptive
- Sentence Structure

Ellen received a Receptive Language index of 73 (confidence interval = 64 to 82, percentile rank = 4). This places Ellen in the low range of functioning.

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CELF-4 EXPRESSIVE LANGUAGE INDEX

The Expressive Language index is a cumulative measure of Ellen'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 Ellen's Expressive Language index, the following subtests were administered:

Word Structure
Recalling Sentences
Formulated Sentences

Ellen received an Expressive Language index of 57 (confidence interval = 50 to 64, percentile rank = 0.2). This places Ellen in the very low range of functioning.

DISCREPANCY ANALYSIS

Ellen was administered all the subtests required to derive the Receptive Language index (RLI) and Expressive Language index (ELI). A discrepancy analysis was performed between the RLI standard score of 73 (Score 1) and ELI standard score of 57 (Score 2). The 16-point difference between the scores is significant (at .05) and indicates Ellen's receptive skills can be considered a relative strength compared to her expressive skills. The 16-point difference occurred in 6% of the CELF-4 standardization sample. Differences obtained by 5% or less of the standardization population can be considered rare, and may have an impact on intervention and the classroom.

Based upon results of the discrepancy analysis between the Receptive and Expressive Language indexes, Ellen's scores indicate that receptive language skills are a relative strength. Her overall ability to understand information presented orally is a relative strength compared to her ability to express herself. The tasks that Ellen was asked to complete as a part of the RLI include following single- and multi-step directions, understanding relationships between words, and interpreting sentence meaning. In the classroom, her receptive language strengths may include understanding oral directions given by the teacher, or comprehending grammatical differences between sentences.

Ellen's expressive language skills were a relative weakness in comparison to her receptive language skills. During testing, she may have demonstrated difficulty expressing herself using appropriate syntax and had limited knowledge of, or ability to apply syntactical rules. The expressive language skills targeted during testing include the ability to use correct grammar to complete sentences, repeat sentences presented orally without omissions or substitutions, and use words in grammatically correct sentences. In the classroom, she may have difficulty learning and using grammatical rules (plurals, irregular/regular verbs), formulating grammatically correct sentences, or expressing herself.

CELF-4 LANGUAGE CONTENT INDEX

The Language Content index is a cumulative measure of Ellen'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 Ellen's Language Content index, the following subtests were administered:

Concepts & Following Directions
Word Classes 2–Total
Expressive Vocabulary

Ellen received a Language Content index of 68 (confidence interval = 61 to 75, percentile rank = 2). This places Ellen in the very low range of functioning.

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CELF-4 LANGUAGE STRUCTURE INDEX

The Language Structure index is a cumulative measure of Ellen's performance on the subtests 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 Ellen's Language Structure index, the following subtests were administered:

Word Structure
Recalling Sentences
Formulated Sentences
Sentence Structure

Ellen received a Language Structure index of 62 (confidence interval = 54 to 70, percentile rank = 1). This places Ellen in the very low range of functioning.

DISCREPANCY ANALYSIS

Ellen was administered all the subtests required to derive the Language Content index (LCI) and Language Structure index (LSI). A discrepancy analysis was performed between the LCI standard score of 68 (Score 1) and LSI standard score of 62 (Score 2). The 6-point difference between the scores is not significant (at .05) and indicates similar levels of development between the skills measured by the LCI and the LSI.

CELF-4 WORKING MEMORY INDEX

The Working Memory index is a cumulative measure of Ellen'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 Ellen's Working Memory index, the following subtests were administered:

Number Repetition 1–Total
Familiar Sequences 1

Ellen received a Working Memory index of 77 (confidence interval = 67 to 87, percentile rank = 6). This places Ellen in the low range of functioning.

CELF-4 SUBTEST SCORES

Concepts & Following Directions

The Concepts & Following Directions subtest is used to evaluate the student's ability to interpret, recall, and execute oral commands of increasing length and complexity that contain concepts of functional language. The student identifies objects in response to oral directions. This subtest has a mean of 10 and a standard deviation of 3.

Ellen received a scaled score of 5 (confidence interval = 3 to 7, percentile rank = 5) on the Concepts & Following Directions subtest.

Word Structure

The Word Structure subtest 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 subtest has a mean of 10 and a standard deviation of 3.

Ellen received a scaled score of 4 (confidence interval = 2 to 6, percentile rank = 2) on the Word Structure subtest.

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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.

Ellen received a scaled score of 4 (confidence interval = 3 to 5, percentile rank = 2) on the Recalling Sentences subtest.

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.

Ellen received a scaled score of 1 (confidence interval = 1 to 3, percentile rank = 0.1) 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.

Ellen received a scaled score of 6 (confidence interval = 4 to 8, percentile rank = 9) on Word Classes 2–Receptive.

Ellen received a scaled score of 6 (confidence interval = 3 to 9, percentile rank = 9) on Word Classes 2–Expressive.

Ellen received a scaled score of 6 (confidence interval = 4 to 8, percentile rank = 9) on Word Classes 2–Total.

Expressive Vocabulary

The Expressive Vocabulary subtest is used to evaluate the student's knowledge of age-appropriate vocabulary. The student is asked to identify an object, person, or activity portrayed in an illustration. The mean for this subtest is 10 and the standard deviation is 3.

Ellen received a scaled score of 3 (confidence interval = 1 to 6, percentile rank = 1) on the Expressive Vocabulary 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.

Ellen received a scaled score of 8 (confidence interval = 5 to 11, percentile rank = 25) on Number Repetition 1–Forward.

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Ellen received a scaled score of 10 (confidence interval = 6 to 14, percentile rank = 50) on Number Repetition 1–Backward.

Ellen received a scaled score of 8 (confidence interval = 5 to 11, percentile rank = 25) on Number Repetition 1–Total.

Word Associations

The Word Associations subtest is used to evaluate the ability to name members of semantic groups within a time limit. The student is asked to name words in specific categories within one minute. This is a supplementary, criterion–referenced subtest used to gain additional information about the student's semantic abilities. The examiner observes and rates response patterns to identify clustering, strategies, fluency, and repetitions.

Ellen received a score of 20 on Word Associations. Ellen's score did not meet the criterion score for her age.

Ellen paused frequently between responses and repeated more than one item in a category. Ellen's repetitions were delayed.

Phonological Awareness

The Phonological Awareness subtest is designed to gather information about the student's phonological skills across seventeen different tasks. Each task contains five items designed to measure the student's mastery of that particular skill.

Ellen received a total score of 45 on Phonological Awareness. Ellen's score did not meet the criterion score for her age.

SUMMARY

Ellen Lewis was evaluated on 08/29/2003 by Lisa Edwards, Speech–Language Pathologist, at Miami Elementary. Results of the Clinical Evaluation of Language Fundamentals–Fourth Edition (CELF–4) revealed the following:

Core Language Score: 60
Receptive Language Index: 73
Expressive Language Index: 57
Language Content Index: 68
Language Structure Index: 62
Working Memory Index: 77

RECOMMENDATIONS

1. A comprehensive phonological evaluation to determine phonological skills.
2. IEP team meeting to discuss results of language evaluation.
3. Parent conference to discuss results of evaluation.
4. Frequency of speech and language therapy to be determined after the IEP meeting.

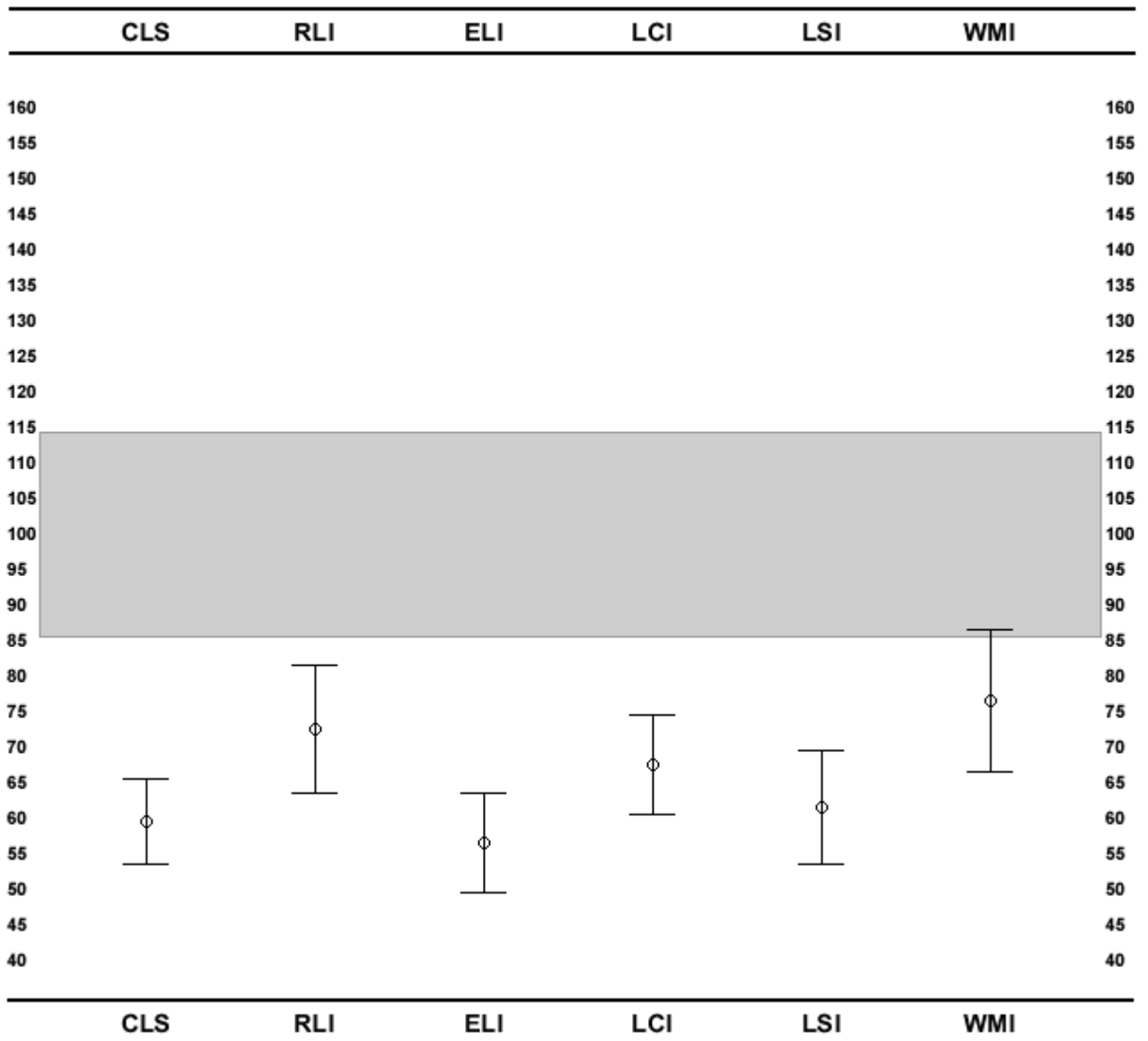
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Core and Index Standard Scores



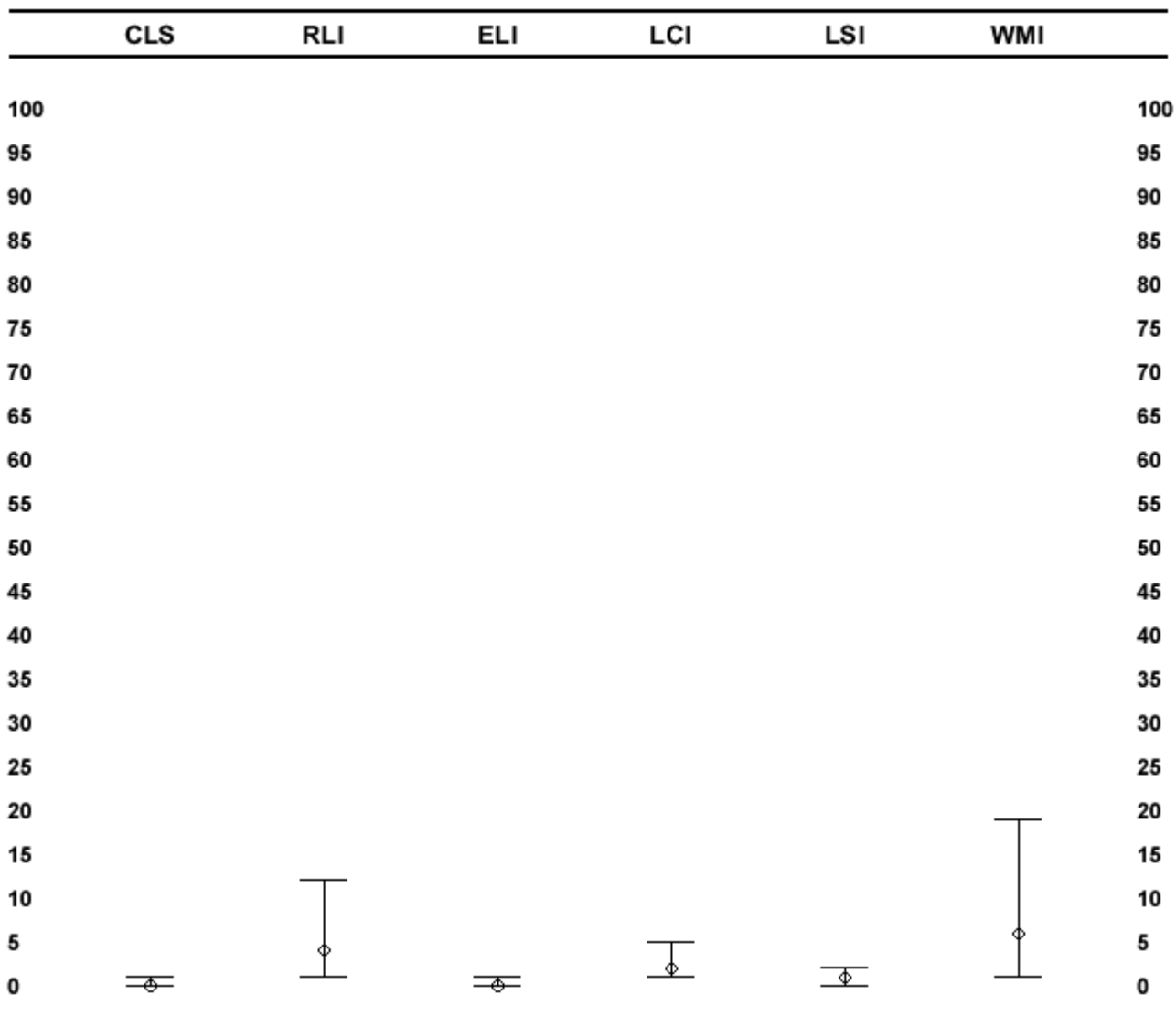
Note: Shaded area represents the average range (86-114).

Core and Indexes	Standard Score	Confidence Interval
Core Language Score (CLS)	60	54 to 66
Receptive Language Index (RLI)	73	64 to 82
Expressive Language Index (ELI)	57	50 to 64
Language Content Index (LCI)	68	61 to 75
Language Structure Index (LSI)	62	54 to 70
Working Memory Index (WMI)	77	67 to 87

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Core and Index Percentile Ranks



CLS	RLI	ELI	LCI	LSI	WMI
Core and Indexes		Percentile Ranks	Confidence Interval		
Core Language Score (CLS)		0.4	0.1 to 1		
Receptive Language Index (RLI)		4	1 to 12		
Expressive Language Index (ELI)		0.2	<0.1 to 1		
Language Content Index (LCI)		2	0.5 to 5		
Language Structure Index (LSI)		1	0.1 to 2		
Working Memory Index (WMI)		6	1 to 19		

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Therapy Activities

General Therapy Strategies

GENERAL STRATEGIES

*Identify three or four broad objectives that can be implemented by SLPs, special educators, and classroom teachers to ensure collaboration, cooperation, and generalization.

*Therapy sessions should begin at the level that ensures the most success.

*Structure each therapy session with a definite opening and closing activity.

*Therapy sessions should be kept brief based upon student's age.

General Phonological Awareness Strategies

GENERAL STRATEGIES

* Teach from larger (words) to smaller (phonemes) linguistic units.

*Follow a progression of easy phonological tasks (rhyming) to more difficult tasks (phoneme manipulation).

Phonological Awareness

RHYMING-USING NURSERY RHYMES

Read/Recite familiar nursery rhymes (e.g., Row, row, row, your boat, gently down the stream. Merrily, merrily, merrily, merrily, life is but a dream.).

Ask the student, Do stream and dream rhyme? Use several nursery rhyme examples.

Classroom Interventions

Create a supportive classroom structure

SMALL GROUPS

Place the student in a small group at least once a day, to promote participation in classroom activities and interactions.

Support listening skills and phonological awareness

PROVIDE REMINDERS

Remind the student, either verbally or in writing, to pay attention and use good listening skills.

REDIRECT

Redirect the student to promote attention and listening by providing verbal, visual, or written cues.

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Ellen was asked to complete the following subtests and tasks:

SUBTEST	TASK
Concepts & Following Directions	Point to objects in response to oral directions.
Word Structure	Complete a sentence with the target word(s).
Recalling Sentences	Imitate sentences presented by the examiner.
Formulated Sentences	Create a sentence about an illustration using target words or phrases.
Word Classes 2–Receptive	After listening to four choices, choose the two words that go together best.
Word Classes 2–Expressive	Describe the relationship between two words.
Sentence Structure	Point to a picture that illustrates the given sentence.
Expressive Vocabulary	Identify an object, person, or activity portrayed in an illustration.
Understanding Spoken Paragraphs	Answer questions about paragraphs presented orally.
Number Repetition 1–Total	Repeat numbers forward and backward.
Familiar Sequences 1	Name days of the week, count backward, and order other information while being timed.
Phonological Awareness	Rhyme words and segments; blend and identify sounds and syllables in words.
Word Associations	Name words in specific categories in 1 minute.
Rapid Automatic Naming	Name familiar colors, shapes, and shape-color combinations while being timed.

Reviewing Your Child's Performance

Review the CELF-4 results with the examiner. The Parent Report lists the subtests given to your child and the index scores that reflect her performance. Your child's scores are plotted on the graph to indicate how her scores compare with the entire range of scores.

Please discuss any questions or concerns you have about these results with your child's examiner and/or teacher.

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