Evidence of Validity

### Sensitivity and Specificity

<table>
<thead>
<tr>
<th>Scores</th>
<th>Sensitivity</th>
<th>Specificity</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 SD</td>
<td>.96</td>
<td>.70</td>
</tr>
<tr>
<td>-1.5 SD*</td>
<td>.89</td>
<td>.87</td>
</tr>
<tr>
<td>-2 SD</td>
<td>.71</td>
<td>.97</td>
</tr>
</tbody>
</table>

*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:

- **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

### 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%
- **White**: 56%
- **Other**: 7%
- **Asian**: 2%

#### Parent Education

- **<12 years of high school**: 8%
- **High school or equivalent**: 21%
- **1-3 years of college, technical school, or associate degree**: 32%
- **Bachelor’s degree or more**: 39%

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