CELF-6 Q&A Session
10/09/2025

Field Research Questions

1) **Is there an end date for when the field testing for the CELF-6 will cease or will examiners be given advanced notice?**

   Data collection for the CELF 6 is expected to continue through the spring of 2026. We will provide communication as we near completion through our weekly needs emails.

2) **What is the minimum number of candidates needed for the standardization?**

   About 1900 candidates will be needed across both normative and clinical samples. There's no minimum requirement of candidates tested per examiner. However, ideally, we'd like each examiner to test at least three to five candidates over the course of the project. Examiners who have access to our harder-to-find populations, such as low Ed and clinicals, are more likely to receive additional assignments beyond the five. Additionally, some examiners may be asked to test the same candidate twice using the same or a different assessment for validity and reliability tests.

3) **Do you still need examiners who haven't started?**

   Yes! We are still seeking additional examiners to be a part of the CELF-6 Standardization. We recommend that new examiners add at least three to five candidates from diverse educational and ethnic backgrounds, as well as candidates who qualify for our clinical studies, to get started quickly.

4) **What constitutes family? Does this mean just immediate family?**

For this standardization and for most of our projects, testing family members is not permitted. That includes both immediate and extended family members. In general, no one you would not test in clinical practice. Now, if a family member is assigned to you, please decline the assignment or reach out to us for assistance.

5) **How long does it take to be paid for examiners and examinees?**

On the examiner side, once the test is received at Pearson, payments are typically processed within three to four weeks, provided the direct deposit and W9 forms have been uploaded to the Portal. On the candidate or examinee side, candidates are paid within two weeks of the test being received at Pearson, as long as the parent/caregiver has submitted a consent form and completed the demographic questionnaire.

6) **How far can you extend the due dates?**

Due date extensions are considered on a case-by-case basis. In most cases, extensions are not granted beyond two weeks. When requesting an extension, please let us know an anticipated test date in order to be considered for an extension.

7) **For students with Asian Heritage – does that mean East Asian (e.g. China) or Southeast Asia (e.g. India/Thailand); is it ok if one parent is Asian and one is Other ethnicity?**

We can include East or Southeast Asian. Bi-racial candidates with Asian and another ethnicity (not including Hispanic) would be included as "Other" ethnicity.

Field Research Reminders

1. Carefully review the **inclusion and exclusion criteria** on the Examiner Hub
2. Check your **due dates** and let us know if you need an extension
3. Save your **tracking number** and leave a comment in the Portal
4. Review **intervals** for test-retest and validity studies
5. Add the *Candidate ID* to the record forms NOT the assignment ID.

First Test Review – 5 Common Errors

1) **Dialect**
   - The front page of the Record Form provides a list of dialects that describe a student's spoken English.
   - If a student speaks a dialect other than General American English, review Appendix A in the Manual prior to testing to help determine if their response is an accepted dialectal variation for the student.

- If a student's response includes an accepted dialectal or regional variation of the target response, write the response verbatim in the space provided and the letter D, and score the response as correct.
  - Dialect scoring may apply to the Word Structure, Formulating Sentences, and Recalling Sentences tests.

2) Test Order
- Administer the tests in the order they appear in the Record Form.

3) Demonstration and Trial Items
- Before administering any test items, present the demonstration and trial items to introduce the students to the test task and the nature of the stimuli.
  - Record the student's responses to the trail items.
  - Check the Admin box to indicate the demonstration and trial items have been administered.

4) Basal Rule
- A basal is achieved when the student responds correctly and obtains a perfect score on the first three items administered.
  - A perfect score is the maximum number of points that can be awarded for a particular item.
    - Following Directions: maximum score = 1
    - Formulating Sentences: maximum score = 2
    - Recalling Sentences: maximum score = 3

5) Recording Responses
- It is imperative that an entry is made in the Record Form for all administered items to distinguish from omitted or unadministered items.
  - Entries can be a score, a check mark, a slash, a circled, response, and/or the student's verbal response.
    - The Word Structure and Formulating Sentences tests require recording verbatim responses.
    - Indicate the student's response(s) if the item is scored as incorrect.

UPDATE: Understanding Spoken Paragraphs, Ages 9 -10

Please make the following __changes__ to your Stimulus Book and Record Form 2 before your next CELF-6 administration:

- Stimulus Book 3, Item C. Recycling, page 23
  - Edit the title to be: **Reduce, Reuse, Recycle**

- o Edit the first sentence to be: Lin listened to the teacher say, "We've learned a lot about recycling this month, so for your next project, you will be making something using recycled **or used** materials."

- Record Form 2, page 13: Edit the Item 15 correct responses to be:
  - o recycling project
  - o making something using recycled materials
  - o **making something using used materials – NEW**
  - o **making something using trash – NEW**

- Edit the Item 16 correct responses to be:
  - o recycled materials
  - o **used materials – NEW**
  - o **materials from the trash – NEW**

CELF-6 General Administration Questions

1) Are we allowed to provide breaks while testing or between subtests?

CELF-6 administration is relatively long, so providing breaks is not just allowable, but encouraged. The Examiner's Manual, page 6, provides information regarding rest periods/breaks for students who become fatigued or inattentive. Inattentive students may appear to be moving excessively (fidgety, squirmy, swinging legs, etc.) or may be distracted by some other sound or sight. They may also appear to look at other things in the room, look out the window, yawn, or rub their eyes.

If you take a short break, please schedule the break at the end of a test so as not to interrupt administration.

2) Should the whole assessment be completed all in one session?

Again, CELF-6 administration is relatively long, so it may be necessary to complete testing in two sessions. If testing occurs over two days, please be sure of the following:
- Use the first testing date for the age calculation
- Complete the second test session within a two week period
- Complete the second test session so that the student's age does not change to a different age range (e.g., first test session, the student is age 6; second test session, the student is age 7)

3) What kind of reinforcement/encouragement are we allowed to provide, if any?

The Examiner's Manual, page 7, provides guidance on the types of encouragement that are acceptable. For example, general reinforcing statements about the student's testing behavior are encouraged. Examples include:

- I like the way you're working.
- I can tell you're trying your best.
- Thanks for listening and paying attention.

Sometimes a student will ask if their answers are correct. Please do not tell the student if their answers are right or wrong. This may be a verbal confirmation such as, "You got that right," or an action, such as only marking incorrect responses.

If you would like to provide tangible reinforcement, please ask the parent/caregiver if it is permissible, and what their child finds reinforcing (e.g., crackers, stickers, movement break).

4) **Why are speech impaired (SI) students with articulation not allowed to participate?**

CELF-6 tests, such as Word Structure, Phonological Awareness, Formulating Sentences, and Recalling Sentences are scored based on a student's accurate productions of the target structure.

Students with articulation impairment often have difficulty producing consonants such as final [s] and [z]. Therefore, it may be difficult to determine if a student understands the correct target form but has difficulty producing the form, or if the student has not mastered the linguistic structure. Please see the examples below.

- Word Structure
  - Third Person Singular, Item 3. Alex likes to read. Everyday Alex _ _ _
    - Student's response: read
- Phonological Awareness
  - Phoneme Blending, Item 5. B r I ck s
    - Student's response. Bick
- Formulating Sentences
  - Item 2. Airplane
    - Student's response. An airplane fly in the sky.
- Recalling Sentences
  - Item 3. The dog chased the cat.
    - Student's response. The dog chase the cat.

5) **Will there be digital testing and will this be available on digital formats (i.e., Q Global for CELF-5)?**

CELF-6 will be available on Q Global and Q Interactive.

6) **How and when can we give feedback about test/subtests? Would feedback change anything before the test is published?**

During Standardization data collection, examiners are welcome to provide feedback if they find an item error. If the Content Development team decides it is necessary to correct the error during the data collection period, a notice will be shared with all examiners. Please see the examples of Understanding Spoken Paragraphs above.

If the error does not negatively impact the data being collected, the error will be corrected upon final publication. An example would be a misspelled word in the administration directions.

In addition, a questionnaire will be sent to examiners at the end of Standardization data collection. The questionnaire will ask examiners to share feedback regarding general administration directions, specific test administration and scoring directions, and specific items that may have been problematic.

CELF-6 Test Administration

1) **When administering demo items – do we script what we stated (per the manual) or is checking the box to indicate that it was administered sufficient?**
For the Demo item, it is sufficient to check the Admin box. For the Trial items, please indicate the student's response. Their responses provide "clues" to whether they understand the task, if they may be a dialect speaker, etc.

2) **Why is the Phonological Awareness test so long and includes many different parts?**

Phonological Awareness is a new CELF-6 test. We included all parts that research says show performance differences between students with typically developing language skills and students with language impairment.
We include long item sets, so we can pick the "best" items. That is, we want to establish the best item sets that provide usability, reliability, and performance differentiation in the final edition.

3) **When completing the Pragmatic Profile of an older candidate (18+), should we ask the candidate the questions, complete based on what we have observed, or ask them to complete it themselves?**

The Pragmatics Profile was designed for an observer to report/rate the student's communication behaviors. It was not designed for self-reporting. When administering the Pragmatics Profile for older students, please complete the profile

yourself based on your observations. Consulting with the student's parent/caregiver is also an option.

We anticipate that the Pragmatics Profile, in final publication, will be used mostly for students suspected of having a language impairment. For older students, they may not be fully aware of their communication strengths and weaknesses.

4) **In Formulating Sentences, if a candidate uses a subordinate clause (instead), but the main clause has a different subject, is that considered wrong? For example, someone said "Instead of picking the dinosaur book (meaning the child), the librarian is offering a book on lions.**

A complex sentence includes an independent clause (i.e., main clause) and a dependent clause (e.g., subordinate clause). Both clauses should refer to the same subject to be considered a grammatical sentence. The example provided has two subjects who are acting independently of each other. Therefore, the sentence is agrammatical and should be scored 0.

Please refer to the Examiner's Manual, page 37, Table 3.2 Formulating Sentences Scoring Key for more information regarding what constitutes a 2, 1, or 0 score. In addition, Appendix B Formulating Sentences Item Scoring Requirements and Examples provides example sentences that are scored 2, 1, or 0 for each Item's target word(s).

5) **In Formulating Sentences, using 2 target words: if a candidate uses one of the target words more than once in a run-on sentence, is that wrong?**

Using a target word more than once in a grammatical sentence is permissible. However, a run-on sentence is not considered a grammatical sentence, so the response would be scored 0.

It may be difficult to determine what a run-on sentence is in conversational speech. Unlike written responses, there are no written mechanics (e.g., capitalization, punctuation) to indicate if the student is producing a run-on sentence. Considerations of whether a student's response is a run-on sentence or a "chaining" of thoughts using "and" include:

- Observe the student's speech prosody, intonation pattern and breath support.
  - A run-on sentence may include two independent clauses without a coordinating conjunction (in this case, a breath is not taken).
  - Multiple thoughts (i.e., clauses) are joined with "and." Before the word "and," the intonation signals the end of the thought: flat intonation signals a statement; rising intonation signals a question.
- Observe the cohesiveness of thoughts.

- A run-on sentence joins two independent thoughts without a conjunction or with an appropriate conjunction, making the sentence difficult to understand.
  - Item 22 (or…and) The kids want to see the lions <u>and</u> bears <u>or</u> they want to get popcorn <u>and</u> then see the monkeys.

6) **Does the scoring team look over every assessment…If we score something one way and the scoring team disagrees (or we leave an item unscored), are examiners notified to prevent future discrepancies?**

   The scoring team, who are contracted professionals, reviews and rescores every assessment protocol (i.e., record form). Scoring usually begins when 50% of the protocols have been received. Therefore, informing examiners of scoring discrepancies may not occur.
   With that said, an examiner's first case is reviewed by a content development team member. When there is an administration error or scoring discrepancy (e.g., tests administered out of sequence, basal rule and reversal rule applied incorrectly, early discontinue), the examiner receives an email with clarification of the administration and scoring guidelines.
   When correct administration is followed, a discrepancy between initial scoring and rescoring is not a significant issue.

7) **How do you want us to keep time? Clock time? Military time, or just start at zero and record minutes?**

   Please use clock time to document start and stop times.

8) **In formulating sentences, if correct grammatically and correct use of the target word, but not really the details associated with the picture, is that a one or a two score?**
   Score would be 0. The response needs to be associated with the picture stimulus. However, it could be a remote association, for example, in the item where there are four students at a water fountain or a drinking fountain. One student is drinking and then there are three other students.

   In most instances, a student is going to say "The girl is third in line". But today somebody said the student's response was "That's his third drink at the water fountain". The second example is not directly associated with what the picture is, but it is a possible answer. So if in that case, we did go ahead and score it correct.