



Examiner's Manual

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Elisabeth Wiig
September, 2013

Dedication

To Thomas Hutchinson, in memoriam

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Overview of the CELF–5 Assessment Process

Like its predecessors, the *Clinical Evaluation of Language Fundamentals®–Fifth Edition* (CELF–5) is an individually-administered clinical tool for the identification, diagnosis, and follow-up evaluation of language and communication disorders in students ages 5–21 years. The CELF–5 battery may be administered by speech-language pathologists, school psychologists, special educators, and diagnosticians who have been trained and are experienced in administration and interpretation of individually-administered standardized language tests and have in-depth knowledge of language structure rules.

The CELF–5 battery has been updated to enable clinicians to:

- Evaluate a student’s strengths and communication needs, and address parent and teacher concerns and the possible need to develop an Individualized Education Program (IEP) (IDEA, 1997, 2004).
- Better respond to state regulations and the Individuals with Disabilities Education Improvement Act (IDEA) Amendment of 2004 (Public Law 108–446).
- Use a comprehensive assessment that is sensitive to cultural and linguistic diversity and addresses components within the World Health Organization’s *International Classification of Functioning, Disability, and Health* (2001).
- Gather evidence to determine if problems with spoken language extend to written language, and begin collaboration with classroom teachers and reading specialists to identify possible reading and writing difficulties.
- Use norm-referenced and criterion-referenced tests using standardized, authentic, and interactive tasks to better identify a student’s deficits in his or her social language skills.
- Implement Common Core State Standards that link assessment with instruction and intervention, ensuring a student’s IEP goals are matched with his or her communication needs, curriculum expectations, and classroom demands (ASHA, n.d.).

The CELF–5 battery presents an assessment process that takes into account the initial steps of the clinical decision-making process, including:

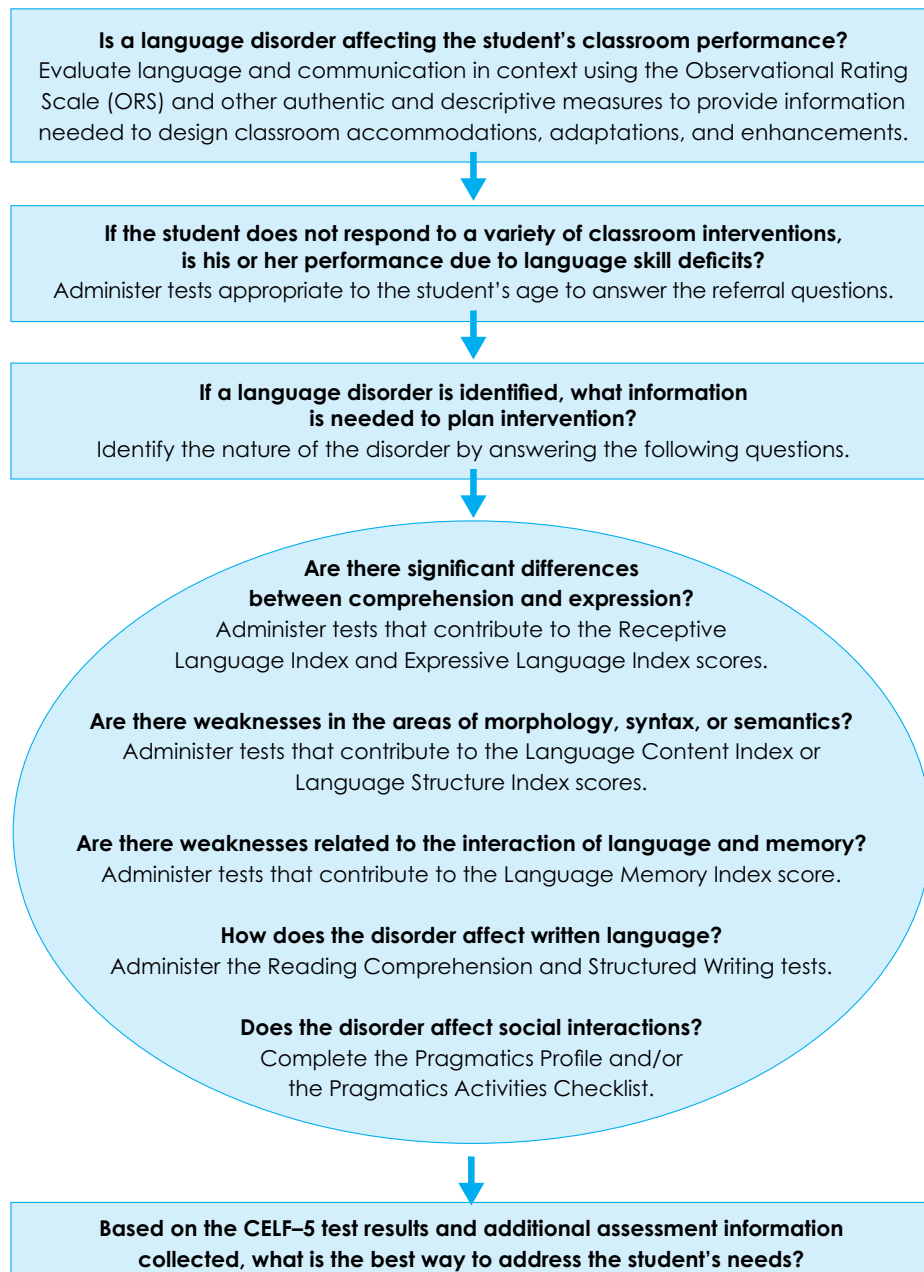
- Recommending classroom language adaptations and accommodations.
- Determining eligibility for in-classroom interventions or direct services.
- Providing norm-referenced information that aids in the diagnosis of a language disorder and in the determination of eligibility for services.
- Identifying communication strengths and weaknesses.
- Identifying deficits in reading comprehension and written expression.
- Planning curriculum-relevant intervention.
- Measuring treatment efficacy (Salvia, Ysseldyke, & Bolt, 2013).

With this revision of CELF, clinicians can evaluate a student's general language ability and obtain information that assists in determining if the student has a language disorder by administering four to six tests. Once it is determined that a student has a language disorder, the assessment process can extend to:

- Determining whether significant differences exist between comprehension and expression.
- Determining if the student has weaknesses in the areas of morphology and syntax or semantics.
- Determining how the oral language disorder might affect the student's written language skills.
- Determining if an identified disorder affects the student's social language interactions.

CELF-5 provides the efficiency and the flexibility of administering only the tests needed to answer the referral questions for assessment and evaluation. The CELF-5 assessment process is illustrated in Figure 1.1.

Figure 1.1 The CELF-5 Assessment Process



The testing process can be individualized for a student's unique needs, his or her functional language, the language behaviors he or she presents, whether the setting is clinical or educational, and the referral questions that must be answered. In educational settings, assessment begins with obtaining information about a student's language performance in the classroom and at home. The CELF–5 Observational Rating Scale (ORS) can be used by speech-language pathologists and other professionals to systematically document observations in this first crucial step. See Chapter 2 for more details. In clinical settings, referrals may result in the administration of tests used to determine whether or not a language disorder exists and to describe the nature of the disorder. In this case, the ORS may be used to provide descriptive information to help the clinician design the most appropriate plan of intervention. Examples of different assessment approaches are illustrated in the case studies included in Chapter 4.

CELF–5 Diagnostic Battery Features

As a diagnostic battery, CELF–5 is an important part of the total assessment process in which a clinician collects evidence about a student's communication abilities in multiple contexts. The CELF–5 has a better balance of items across receptive and expressive modalities as well as language content and structure than its predecessors. Standardized test scores and composite scores (Core Language and Index scores) enhance clinical decision making. Growth Scale Values have been added to help measure student progress over time. In previous versions of CELF, each group of test items assessing a specific language skill was called a *subtest*. CELF–5 has been developed and researched to enable examiners to use each group of items independently of the others. Consequently, each group of items that makes up CELF–5, (e.g., Linguistic Concepts, Semantic Relationships, Understanding Spoken Paragraphs) is referred to as a *test*.

The CELF–5 battery includes revised tests from previous editions and new tests for evaluating word meanings and vocabulary (semantics), word and sentence structure (morphology and syntax), the rules of oral language used in responding to and conveying messages (pragmatics), and the recall and retrieval of spoken language (memory). It also includes the ORS for authentic evaluation of communication in academic settings. In addition, standard scores are now reported for the Pragmatics Profile to meet the clinician's needs for a standardized measure of pragmatics skills. The Pragmatics Activities Checklist was added to assess social language skills during authentic conversational interactions. There are also new tests for evaluating aspects of literacy (reading comprehension and written language production). See Table 1.1 for a description of CELF–5 test tasks.

Table 1.1 Descriptions of the Tests in the CELF–5 Assessment Battery

Test	Task Performed
Observational Rating Scale	Parent/caregiver, teacher, and student each rate the student’s classroom and home interaction and communication skills.
Sentence Comprehension	The student points to a picture in the Stimulus Book that illustrates the orally presented sentence.
Linguistic Concepts	The student points to objects in the Stimulus Book in response to oral directions that contain embedded concepts.
Word Structure	The student looks at a visual stimulus and completes an orally presented sentence (cloze procedure) with the targeted structure(s).
Word Classes	The student chooses two of the three or four orally-presented words that are related. Younger students are shown a visual stimulus.
Following Directions	The student points to shapes in the Stimulus Book in response to oral directions of increasing length and complexity.
Formulated Sentences	Using a visual stimulus as a reference, the student formulates a sentence about the picture using one or two targeted words presented orally by the examiner.
Recalling Sentences	The student imitates sentences presented orally by the examiner.
Understanding Spoken Paragraphs	The student responds to questions about a paragraph presented orally by the examiner. The questions target the paragraph’s main idea, details, and sequencing as well as inferential and predictive information.
Word Definitions	The student defines a word that is named and used in a sentence.
Sentence Assembly	The student produces two semantically and grammatically correct sentences from words or groups of words presented visually and orally by the examiner.
Semantic Relationships	After listening to a sentence, the student selects the two correct choices from four visually and orally presented options that answer a target question.
Reading Comprehension	The student responds to orally presented questions about passages he or she reads. The questions target the paragraph’s main idea, details, and sequencing as well as inferential and predictive information.
Structured Writing	The student writes a short story by completing a sentence and writing one or more additional sentence(s).
Pragmatics Profile	The examiner records information about the student’s social language skills, eliciting information from a parent or teacher if needed.
Pragmatics Activities Checklist	The examiner and student interact during selected activities with the purpose of eliciting authentic communication.

The addition of age-specific start points and performance-based discontinue rules across selected tests streamlines administration time. The scoring procedures are clearer to make the tests easier to score. An item analysis table is included in the Record Form for each test. CELF–5 provides new norms (data collected in 2011 and 2012) based on a nationally representative and inclusive sample stratified by age, sex, race/ethnicity, parent education level, and geographic region. Items depict a variety of home and school contexts and were rigorously evaluated to minimize gender, racial, cultural, regional, and ethnic biases. The revised extension testing procedures offer more thorough and current methods for probing problem areas. Detailed descriptions of the development of the CELF–5 model, the test design, modifications, new tests, and evidence of reliability and validity that support the test’s accuracy as a diagnostic measure of language are presented in the CELF–5 Technical Manual.

As shown in Table 1.2, tests in the CELF–5 battery are administered by age. Table 1.2 also lists the tests that contribute to each Core Language Score and Index score by age. To help you select tests targeted to each student you evaluate, sections of this table are repeated in Chapter 3.

Table 1.2 Tests Administered by Age

Ages 5–8	Ages 9–12	Ages 13–21
<i>Evaluating language in context</i> Observational Rating Scale	<i>Evaluating language in context</i> Observational Rating Scale	<i>Evaluating language in context</i> Observational Rating Scale
<i>Identifying the problem, determining eligibility, and describing the nature of the disorder</i> Core Language Score (CLS) Sentence Comprehension Word Structure Formulated Sentences Recalling Sentences Receptive Language Index (RLI) Sentence Comprehension Word Classes Following Directions Expressive Language Index (ELI) Word Structure Formulated Sentences Recalling Sentences Language Content Index (LCI) Linguistic Concepts Word Classes Following Directions Language Structure Index (LSI) Sentence Comprehension Word Structure Formulated Sentences Recalling Sentences	<i>Identifying the problem, determining eligibility, and describing the nature of the disorder</i> Core Language Score (CLS) Word Classes Formulated Sentences Recalling Sentences Semantic Relationships Receptive Language Index (RLI) Word Classes Following Directions Semantic Relationships Expressive Language Index (ELI) Formulated Sentences Recalling Sentences Sentence Assembly Language Content Index (LCI) Word Classes Understanding Spoken Paragraphs Word Definitions Language Memory Index (LMI) Following Directions Formulated Sentences Recalling Sentences	<i>Identifying the problem, determining eligibility, and describing the nature of the disorder</i> Core Language Score (CLS) Formulated Sentences Recalling Sentences Understanding Spoken Paragraphs Semantic Relationships Receptive Language Index (RLI) Word Classes Understanding Spoken Paragraphs Semantic Relationships Expressive Language Index (ELI) Formulated Sentences Recalling Sentences Sentence Assembly Language Content Index (LCI) Word Classes Understanding Spoken Paragraphs Sentence Assembly Language Memory Index (LMI) Following Directions Formulated Sentences Recalling Sentences
<i>Assessing social communication skills</i> Pragmatics Profile Pragmatics Activities Checklist	<i>Assessing social communication skills</i> Pragmatics Profile Pragmatics Activities Checklist	<i>Assessing social communication skills</i> Pragmatics Profile Pragmatics Activities Checklist
<i>Assessing written language</i> Reading Comprehension* Structured Writing*	<i>Assessing written language</i> Reading Comprehension Structured Writing	<i>Assessing written language</i> Reading Comprehension Structured Writing

*The Reading Comprehension and Structured Writing tests can be administered to students beginning at age 8:0.

It is important to remember that for an overall evaluation of a student’s language ability, the results of CELF–5 should be interpreted with the results of other formal and informal measures, an analysis of a spontaneous language sample, the results of other linguistic and metalinguistic abilities tests, classroom observations, and evaluations of pragmatic and interpersonal communication abilities.

Administration Time

Table 1.3 presents the average time to administer CELF–5 tests to students of various ages based on administration times recorded by examiners during standardization. Administration of the core tests takes an average of 34 minutes for students ages 5:0–8:11 and an average of 42 minutes for students 9:0–21:11. To administer the tests needed to derive the Receptive Language Index takes an average of an additional 16 minutes beyond the Core Language Score for ages 5:0–8:11, and an average of an additional 9 minutes for ages 9:0–21:11. No additional time is needed to derive the Expressive Language Index for ages 5:0–8:11 because all three tests for this Index score are also a part of the Core Language Score. To administer the scores needed to derive the Expressive Language Index for ages 9:0–21:11 takes an average of 12 additional minutes. To administer the tests needed to derive the Core Language Score, the Receptive Language Index and the Expressive Language Index takes an average of 50 minutes for ages 5:0–8:11, and 62 minutes for ages 9:0–21:11.

Table 1.3 Average Test Administration Time

Test	Age														
	5:0–5:5	5:6–5:11	6:0–6:5	6:6–6:11	7:0–7:11	8:0–8:11	9:0–9:11	10:0–10:11	11:0–11:11	12:0–12:11	13:0–13:11	14:0–14:11	15:0–15:11	16:0–16:11	17:0–21:11
Sentence Comprehension	6	7	6	6	5	5									
Linguistic Concepts	6	6	6	6	5	5									
Word Structure	10	11	10	10	9	9									
Word Classes	7	7	8	8	9	9	10	10	9	8	8	8	8	7	8
Following Directions	6	7	8	9	8	9	10	10	9	9	9	9	9	8	9
Formulated Sentences	9	11	12	12	13	14	15	15	14	14	15	14	13	13	15
Recalling Sentences	6	7	7	8	8	8	8	7	7	7	7	6	7	7	6
Understanding Spoken Paragraphs	12	12	12	12	11	10	11	11	12	11	12	12	13	13	13
Word Definitions							11	12	13	14	12	12	13	13	14
Sentence Assembly							12	12	13	12	12	11	10	10	10
Semantic Relationships							10	10	10	9	10	9	9	9	9
Reading Comprehension						10	10	10	10	9	10	10	9	9	9
Structured Writing						10	12	12	13	12	13	13	13	12	13
Pragmatics Profile	10	9	9	8	8	8	9	8	8	7	8	8	8	8	7

The CELF–5 assessment process is not complete after administration of the appropriate tests. The clinician must interpret the results, provide extension testing to test the limits of the student’s performance, and synthesize and report all assessment information.

Test Components

Examiner’s Manual

Chapter 1 of this Examiner’s Manual presents an introduction to the CELF–5 tests and contains testing time information. Chapter 2 provides detailed information about the initial steps in the assessment process and instructions for use of the ORS. Chapter 3 contains the administration directions for all the CELF–5 tests, guidelines for recording student responses, and directions for scoring. Detailed descriptions of the test objectives and their relationships to curriculum and classroom activities are also provided. Information about determining a student’s error patterns using the item analysis tables in the Record Forms, and ideas for extension testing, intervention, and follow-up are also provided in Chapter 3. Complete information about interpreting the CELF–5 norm-referenced scaled and standard scores, percentile ranks, age equivalents, and Growth Scale Values are provided in Chapter 4, along with sample test administrations and interpretations.

Technical Manual

The Technical Manual contains detailed information about the purpose, design, and development of CELF–5. It also presents the technical characteristics and evidence of reliability and validity of CELF–5.

Stimulus Books 1 and 2

Each Stimulus Book is spiral bound with an easel and includes tabbed divider pages for easy identification of the tests. The tabbed divider pages are color-coded to match the tests in the Record Forms. As you flip the stimulus pages from front to back, the visual stimulus faces the student. Test names and items are abbreviated at the bottom right corner of each stimulus page.

Observational Rating Scale

The Observational Rating Scale (ORS) is a double-sided page provided on a tear-off pad. It is designed so that the teacher, parent/caregiver, and student (age 12 years or older) can each complete a form. Additional space is provided for a summary of the information and for follow-up recommendations.

Record Forms 1 and 2

Record Form 1 includes tests for students ages 5–8 and Record Form 2 includes tests for students ages 9–21. The Record Forms contain Demonstration Items, Trial Items, Test Items, and space for recording responses and test results. A detailed item analysis table is presented with each test to aid in determining a student’s error patterns, areas for extension testing, and potential targets for intervention and follow-up. Pages 1 and 2 of each Record Form are designed for recording scoring summary information.

Reading and Writing Supplements 1 and 2

The Reading and Writing Supplements include the Reading Comprehension and Structured Writing tests. The Supplements include perforated pages that are removed for the student to write on, as well as a place to score the student's work. Supplement 1 is for students ages 8–10 years. Supplement 2 is for students ages 11–21 years.

Digital Options Available for CELF–5

Digital solutions are available for presenting CELF–5 visual stimuli on desktop, laptop, and tablet computers. The following digital options are available separately.

CELF–5 Digital Kit

The digital kit presents the CELF–5 Stimulus Books, Examiner's Manual, and Technical Manual on a flash drive. Insert the flash drive into your computer, print the Administration Directions from Chapter 3, and using a paper Record Form present the test stimuli from your computer monitor. The digital kit is purchased separately.

CELF–5 Scoring on Q-global™

CELF–5 scoring is available on Q-global, a web-based digital platform that calculates all scores and presents test results in an easy to understand narrative report that can be downloaded to a word processing program and incorporated into clinical reports. CELF–5 Q-global Score Reports are purchased individually, with Record Form packages, or with the CELF–5 test kit.

CELF–5 on Q-interactive™

CELF–5 is available on Q-interactive (in development), a digital platform that allows the administration and scoring of a test using two digital tablets that work together through a Bluetooth® connection. The clinician uses one tablet to give instructions to the student, record and score responses, take notes, and control visual stimuli. The student uses the other tablet to view and respond to stimuli. CELF–5 on Q-interactive is purchased separately.

Because digital products are updated frequently, refer to www.celf5family.pearsonclinical.com for the most current information.

CELF–5 User's Responsibilities

In accordance with the User Acceptance Form you sign when qualifying to purchase a test, it is your responsibility (the test user) to ensure that test materials, including Record Forms, remain secure and are released only to professionals who will safeguard their proper use. Although review of test results with clients and/or their parents/caregivers is appropriate, this review should not include disclosure or copying of test items, Record Forms, perforated response pages, or other test materials that would compromise the security, validity, or value of the CELF–5 as a measurement tool. Under no circumstance should test materials be resold or displayed in locations where unqualified individuals can purchase or view partial or complete portions of the CELF–5. This restriction includes personal Internet websites and Internet auction sites. Because all test items, norms, and other testing materials are copyrighted, the Legal Affairs Department of Pearson must approve, in writing, the copying or reproduction of any test materials. The only exception to this requirement is the copying of a completed Record Form for the purpose of conveying a client's records to another qualified professional. These user responsibilities, copyright restrictions, and test security issues are consistent with the guidelines set forth in the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999, in press).

Beginning the Assessment

An essential part of any assessment includes collecting and analyzing data about the student's current language functioning. This data can include information from parents and other caregivers, teachers' reports, classroom work samples and interventions, classroom observation, and—depending on his or her age—information elicited directly from the student. Information from these sources is needed to describe the student's current level of academic achievement and functional performance (Flynn, 2013). The CELF-5 Observational Rating Scale (ORS) is a practical, descriptive tool that can assist speech-language pathologists and other professionals in this crucial step of the assessment process. Measures, such as the ORS that guide systematic observation, enable you to observe and precisely describe a comprehensive range of language behaviors in natural communication settings and incorporate that information into the overall assessment of a student. The ORS was designed specifically to help you to gather real-time, performance-based language and communication data in accordance with current IDEA mandates.

IDEA Mandates

IDEA ensures early intervention, special education, and related services to qualified students ages birth through 21 years. IDEA has significantly changed educational opportunities for students diagnosed with disabilities by recognizing that multiple domains must be assessed, including academic, social, and emotional skills. In addition, IDEA advocates an approach that promotes meaningful access for all students to the general education curriculum. Teachers and special education professionals, in collaboration with parents/caregivers, use this approach for making decisions about general, compensatory, and special education to create a system of instruction and intervention guided by evidence-based practice and student outcome data. The IDEA approach stipulates that school personnel provide students with help via a multi-tiered process of assessment and intervention. This process outlines ways to:

- Identify students who are struggling in the classroom
- Provide classroom intervention strategies
- Generate data to inform instruction and identify students who may require special education and related services

As a result, both school-based speech-language pathologists and special educators must now be familiar with general curricular goals and academic benchmarks, focus their attention on how students actually perform in the school curriculum, and be skilled in using educationally relevant approaches that reflect content-area learning. Speech-language pathologists have a direct role in implementing the Common Core State Standards with students who struggle with language and literacy and in supporting classroom teachers (ASHA, 2012, 2013).

IDEA requires assessments to account for how a student's disability limits his or her meaningful access to the general education curriculum. The ORS can help you identify classroom problems and patterns of behaviors that team-based intervention should address.

Observational Rating Scale (ORS)

While state regulations often require quantitative measures (e.g., standardized, norm-referenced instruments) to establish eligibility for services, descriptive and authentic performance measures are useful for illustrating classroom language performance and for designing appropriate instruction. Descriptive and curriculum-relevant measures enable clinicians to focus on the classroom as a communication and language environment and to evaluate how a student uses language for a variety of purposes, including literacy learning, socialization, organization, and self-regulation. These performance assessment procedures are not only used to assign a student to a diagnostic category for placement purposes, they are also essential in providing information about a student's unique communicative strengths and weaknesses in planning intervention (Jackson, Pretti-Frontczak, Harjusola-Webb, Grisham-Brown, & Romani, 2009; Owens, 2013).

Studies by Dunkle and Flynn (2012) and by Tomlinson (1999) have shown that difficulties in communication and language can directly affect:

- Content-area learning—what students want and need to learn, and the materials and mechanisms through which that is accomplished
- The learning process itself—the activities that help students gain key skills and strategies and make sense out of essential ideas and information
- Class work and assignments—vehicles through which students demonstrate what they have learned

The ORS documents a student's ability to manage classroom behaviors and interactions, to meet school curriculum objectives, and to follow teachers' instructions. Use the ORS when there is a concern about a student's language performance within the classroom, or when there is a need to identify situations or contexts in which reduced language performance occurs.

The ORS in the Assessment Process

The ORS can be used before or after standardized assessment. In an educational setting, a school clinician may ask teachers and parents/caregivers to complete the ORS as part of the data gathering process to identify situations or contexts in which the student's reduced language performance occurs, and to help plan classroom interventions that may enable the student to improve language performance without placing him or her in special education programming. Use the ORS information to target communication behaviors that are affecting a student's classroom performance most significantly, or to prioritize a student's assessment needs. The ORS results may provide a rationale or justification for a more in-depth diagnostic evaluation. When information from parents/caregivers, teachers, and the student (if age appropriate) is considered early in the assessment process, clinicians get a more realistic view of a student's performance and can analyze aspects of communication that are difficult for the student, begin to identify a student's strengths and weaknesses, and establish a plan for further assessment and intervention.

There are times when parents/caregivers of a student with speech and language disabilities may seek services from clinicians outside of the school setting. Clinicians in private practice or in clinical settings (e.g., hospitals, university and community clinics) may administer a standardized, norm-referenced test, such as CELF-5, as the first step in the assessment process. In these settings, ask the parent(s) to complete the ORS during or after the test administration. The ORS results can be reviewed in conjunction with the norm-referenced test results to make decisions about a student's clinical diagnosis, to determine eligibility for services, to describe the nature of the disorder, and to make recommendations for intervention goals and objectives.

Completing the ORS


Because the goal of the ORS is to get a clear picture of a student's communication and language performance in different situations, it is important to decide who will provide the best information. It may be best practice to have more than one teacher complete the form, as well as one or both of the student's parents/caregivers. Based on the student's maturity or ability level, it might be helpful to have him or her fill out a form as well.

Ratings of the student's behavior from different points of view (teacher, parent/caregiver, student) enable you and the intervention team to obtain a comprehensive picture of the student's performance across different contexts. Teachers rate the student based on observations of his or her performance in their classrooms. Parents/caregivers rate their child based on long-term observations of home and school behavior. Having a student rate him- or herself involves the student in the evaluation and intervention process, and provides a picture of how aware the student is of his or her own strengths and weaknesses. Each person rating the student's behavior completes a separate ORS. After each person completes the form, compile all raters' responses on one form.

Most respondents will be able to complete the form on their own after a brief explanation of its purpose. You may want to consider reading the ORS to some respondents who may not read English even though their student speaks English. Instruct each respondent to read each of the 40 statements and rate the student's performance by checking the box beneath the appropriate heading (i.e., Never or Almost Never, Sometimes, Often, or Always or Almost Always) that best describes how often each behavior occurs. If the respondent is not sure how to rate a problem, he or she should write DK for *don't know* next to the sentence. The 40 descriptions are carefully worded to be as free of professional jargon as possible. If, however, the vocabulary in a sentence is unfamiliar to a respondent, paraphrase the sentence or give examples of the behavior.

After he or she finishes rating the 40 statements, have the respondent indicate five to 10 problems that are of most concern by circling the numbers preceding those statements. Problems of greatest concern are behaviors that occur most frequently and affect the student's participation in school or home situations the most. Space is provided for listing additional problems that may have been observed or concerns about the student's listening, speaking, reading, or writing skills not targeted in the items listed. Figure 2.1 shows an ORS completed by a teacher.

Figure 2.1 ORS Completed by Teacher



CELF⁵
Clinical Evaluation of Language Fundamentals

ELISABETH H. WIIG ■ ELEANOR SEMEL ■ WAYNE A. SECORD

Observational Rating Scale

Date 11 / 10 / 2013

Student Student A Date of Birth 5 / 30 / 2005 Age 8:5 Grade 2

Rater: Teacher Teacher B Parent Student

Language or dialect spoken in my classroom, home, or community English

Directions:
The following statements describe communication problems that some students have. Check the box beneath the appropriate heading (Never or Almost Never, Sometimes, Often, or Always or Almost Always) that best describes how often each behavior occurs.

This happens:	Never or Almost Never	Sometimes	Often	Always or Almost Always	Teacher	Parent	Student
Listening							
1. Has trouble paying attention.			X				
2. Has trouble following spoken directions.			X				
<u>3</u> . Has trouble remembering things people say.				X			
<u>4</u> . Has trouble understanding what people are saying.				X			
5. Has to ask people to repeat what they have said.			X				
6. Has trouble understanding the meanings of words.			X				
7. Has trouble understanding new ideas.			X				
8. Has trouble looking at people when talking or listening.				X			
9. Has trouble understanding facial expressions, gestures, or body language.				X			
Speaking							
<u>10</u> . Has trouble answering questions people ask.				X			
11. Has trouble answering questions as quickly as other students.			X				
12. Has trouble asking for help when needed.			X				
13. Has trouble asking questions.			X				
14. Has trouble using a variety of vocabulary words when talking.			X				
15. Has trouble thinking of (finding) the right word to say.		X					
<u>16</u> . Has trouble expressing thoughts.				X			
17. Has trouble describing things to people.				X			
18. Has trouble staying on the subject when talking.				X			
19. Has trouble getting to the point when talking.				X			
<u>20</u> . Has trouble putting events in the right order when telling stories or talking about things that happened.				X			
21. Uses poor grammar when talking.		X					
22. Has trouble using complete sentences when talking.			X				
23. Talks in short, choppy sentences.			X				
24. Has trouble expanding an answer or providing details when talking.				X			
25. Has trouble having a conversation with someone.				X			
26. Has trouble talking with a group of people.				X			
<u>27</u> . Has trouble saying something another way when someone doesn't understand.				X			
<u>28</u> . Gets upset when people don't understand.				X			

Continued on back →

Figure 2.1 ORS Completed by Teacher (continued)

Note to Teachers of students ages 5–7:
Write *NA*, or *Not Applicable*, for any sentence in the next two sections that describes something the student is not expected to do yet at his or her age or grade level.

	Never or Almost Never	Sometimes	Often	Always or Almost Always	Teacher	Parent	Student
Reading							
29. Has trouble sounding out words when reading.	X						
30. Has trouble understanding what was read.			X				
31. Has trouble explaining what was read.			X				
32. Has trouble identifying the main idea.			X				
33. Has trouble remembering details.	X						
34. Has trouble following written directions.	X						
Writing							
35. Has trouble writing down thoughts.			X				
36. Uses poor grammar when writing.			X				
37. Has trouble writing complete sentences.			X				
38. Writes short, choppy sentences.			X				
39. Has trouble expanding an answer or providing details when writing.			X				
40. Has trouble putting words in the right order when writing sentences.		X					

Now choose the five to ten problems that concern you the most by circling the numbers preceding the sentences.
Please list any other problems that you have observed or concerns that you have about the student's listening, speaking, reading, and writing skills.

The student will seek adult attention but has trouble interacting with other children unless told to do so.

Please return this form to Clinician C by 11 / 14 2013
(Clinician) (Date)

For clinician only: compile teacher, parent, and student ratings in the shaded columns for each statement.

Summary:

Completing the ORS Using an Interview

You may want to assist some parents/caregivers in completing the form using an interview format during a meeting in person or over the phone. Students generally need more guidance. It is important to be flexible in collecting information because a process or procedure that works in one situation may not work in another. When working with diverse populations, it is important to be sensitive to cultural factors that may impact your ability to obtain accurate information about a student. Refer to Appendix I, Language Differences and Cultural Sensitivity, for more information about developing cultural self-awareness.

After the problems of greatest concern and frequency have been circled by the respondents, areas where intervention may be needed can be identified. Discuss the problems rated as of most concern with the respondents to obtain specific instances or examples of the problems. During the discussion, clarify any ratings that were unclear, missing, or marked *DK*. Talk with other individuals familiar with the student if prior respondents' ratings are unclear, missing, contain too many *DK* responses, or if you would like more information about a student's difficulties.

Discussing Ratings With Teachers and Parents/Caregivers

After respondents have completed the ORS, it is important to meet with each one to clarify information about the student, obtain specific examples of behaviors, and learn about the student's performance in different situations. Discuss the problems that were of concern to all respondent(s) to gain insights on all potential problems. Ask each respondent to bring to the meeting examples of the student's work and any other relevant information. Be sure to bring the completed ORS forms to the meeting.

During the meeting, try to elicit a clear description of what the student actually does when he or she is having a problem. Examples of specific behaviors should give you more information than the original statement of the problem. This information can help you and the teacher or parent/caregiver pinpoint how the problems impact the student's classroom performance. If a teacher's or parent's/caregiver's response is unrelated, vague, or nonspecific, ask him or her open-ended questions, such as:

Can you tell me more about that?

What exactly does the student do when you see him or her having trouble?

How do you know when the student is having trouble?

When does the student have trouble?

In what situations does the student have trouble?

Table 2.1 provides examples of specific descriptions of behavior that do not require further prompting. Table 2.2 provides examples of nonspecific, vague, or unrelated descriptions that require engaging the respondent further to get specific examples or additional explanation.

Table 2.1 Behaviors With Specific Examples

ORS Item	Specific Example
2. Has trouble following spoken directions.	The student can't follow one-step directions, like, "Turn to page 25." He looks around to see what everyone else is doing.
10. Has trouble answering questions people ask.	The student refuses to answer questions during group sharing time. Does okay one-to-one.
18. Has trouble staying on the subject when talking.	In group discussions, the student mentions unrelated things. He does do better in one-to-one conversation.
21. Uses poor grammar when talking.	The student does not use pronouns correctly. For example, she said, "Her is my friend."

Table 2.2 Behaviors With Vague or Unrelated Examples

ORS Item	Vague or Unrelated Example
1. Has trouble paying attention.	The student fidgets or looks out the window or at other students or objects in the room. <i>(Not clear how this is related)</i>
14. Has trouble using a variety of vocabulary words when talking.	The student has a hard time talking in class. <i>(Vague)</i>
21. Uses poor grammar when talking.	The student uses poor grammar. <i>(Restates problem, adds no new information)</i>
37. Has trouble writing complete sentences.	The student doesn't like to write. <i>(Not specific enough)</i>

Discussion with the teacher and parents/caregivers may bring previously unmentioned problems to the surface. After this discussion, ask the teacher and parents/caregivers if they would like to change their ratings of the student's top five to 10 problems as they see them and rank them in order of concern and necessity for intervention. Because this process enables you to clarify concerns about the student, the teacher's or parents'/caregivers' top problems may not correspond exactly to the problems he or she originally rated as being of most concern.


Summarizing the ORS Ratings, Drawing Conclusions, and Making Recommendations for Intervention

If two or more respondents completed the ORS, compile the ratings on a separate ORS form. Record each respondent's ratings in the spaces beneath the frequency descriptions. Write a *T* for the teacher's ratings, a *P* for parents'/caregivers' ratings, and an *S* for the student's ratings at the frequency each respondent indicated for each item. If two respondents provide the same rating for an item, record both. For example, if a teacher and a parent/caregiver both rate Item 21 as "Sometimes," write *TP* in the box under "Sometimes" for Item 21.

In the three shaded columns to the right on the form, record the problems that each respondent indicated were their greatest concerns (i.e., the item numbers the respondents circled). Place an *X* in the shaded Teacher, Parent, or Student columns indicating the respondent who identified that item or behavior. If two respondents reported the same item or behavior as being one of greatest concerns, two *X*s should be recorded for that item. See the shaded columns for Items 3, 4, 20, 27, and 28 on Figure 2.2.

Based on the information from the completed ORS forms and discussions with the respondents, summarize the student's difficulties and the concerns reported on page 2 in the "Summary" section. Figure 2.2 shows an ORS form with parent and teacher information summarized by the clinician along with notes for follow up.

Figure 2.2 ORS With Compiled Parent and Teacher Ratings and With the Clinician's Summary and Notes



CELF⁵
Clinical Evaluation of Language Fundamentals

ELISABETH H. WIIG ■ ELEANOR SEMEL ■ WAYNE A. SECORD

Observational Rating Scale

Date 9 / 20 / 2013

Student Student A Date of Birth 5 / 30 / 2004 Age 9:3 Grade 4

Rater: Teacher Teacher B Parent Parent D Student

Language or dialect spoken in my classroom, home, or community Southern English

Directions:
The following statements describe communication problems that some students have. Check the box beneath the appropriate heading (**Never or Almost Never, Sometimes, Often, or Always or Almost Always**) that best describes how often each behavior occurs.

Listening	This happens:	Never or Almost Never	Sometimes	Often	Always or Almost Always	Teacher	Parent	Student
1. Has trouble paying attention.			P	T				
2. Has trouble following spoken directions.				PT				
3. Has trouble remembering things people say.				P	T	X	X	
4. Has trouble understanding what people are saying.				P	T	X	X	
5. Has to ask people to repeat what they have said.			P	T				
6. Has trouble understanding the meanings of words.			P	T				
7. Has trouble understanding new ideas.			P	T				
8. Has trouble looking at people when talking or listening.				P	T		X	
9. Has trouble understanding facial expressions, gestures, or body language.				P	T			

Speaking	This happens:	Never or Almost Never	Sometimes	Often	Always or Almost Always	Teacher	Parent	Student
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.		P						
13. Has trouble asking questions.			P					
14. Has trouble using a variety of vocabulary words when talking.			P					
15. Has trouble thinking of (finding) the right word to say.			PT					
16. Has trouble expressing thoughts.			P		T	X		
17. Has trouble describing things to people.			P		T			
18. Has trouble staying on the subject when talking.				P	T			
19. Has trouble getting to the point when talking.				P	T			
20. Has trouble putting events in the right order when telling stories or talking about things that happened.				P	T	X	X	
21. Uses poor grammar when talking.			PT					
22. Has trouble using complete sentences when talking.			P					
23. Talks in short, choppy sentences.			P					
24. Has trouble expanding an answer or providing details when talking.				P	T			
25. Has trouble having a conversation with someone.			P		T			
26. Has trouble talking with a group of people.				P	T			
27. Has trouble saying something another way when someone doesn't understand.				P	T	X	X	
28. Gets upset when people don't understand.				P	T	X	X	

Continued on back →

Figure 2.2 ORS With Compiled Parent and Teacher Ratings and With the Clinician's Summary and Notes (continued)

Note to Teachers of students ages 5–7:
Write *NA*, or *Not Applicable*, for any sentence in the next two sections that describes something the student is not expected to do yet at his or her age or grade level.

	Never or Almost Never	Sometimes	Often	Always or Almost Always	Teacher	Parent	Student
Reading							
29. Has trouble sounding out words when reading.	P						
30. Has trouble understanding what was read.		P	T		X		
31. Has trouble explaining what was read.	P		T		X		
32. Has trouble identifying the main idea.	P		T				
33. Has trouble remembering details.	PT						
34. Has trouble following written directions.	PT						
Writing							
35. Has trouble writing down thoughts.		P	T		X		
36. Uses poor grammar when writing.		P	T				
37. Has trouble writing complete sentences.	P		T				
38. Writes short, choppy sentences.	P		T				
39. Has trouble expanding an answer or providing details when writing.	P		T				
40. Has trouble putting words in the right order when writing sentences.	P	T					

Now choose the five to ten problems that concern you the most by circling the numbers preceding the sentences.
Please list any other problems that you have observed or concerns that you have about the student's listening, speaking, reading, and writing skills.

Both parent and teacher indicated they are concerned about the student's lack of attention to most daily activities.

The parent said the student doesn't talk much at home. "He'd rather watch TV or play alone."

Please return this form to _____ by ____/____/____
(Clinician) (Date)

For clinician only: compile teacher, parent, and student ratings in the shaded columns for each statement.

Summary:

- 1. Need to create opportunities for communicative interactions between the student and his teacher and his peers.*
- 2. May want to try using shared book and other literacy experiences to promote conversational responsiveness and interaction in the classroom.*
- 3. It may be important to have the student restate each step of a multiple-step request, before following through on the request.*

Use the ORS ratings to identify behaviors that are of most concern to different respondents in different environment(s) to draw conclusions about the student's communication profile (strengths and weaknesses). For example, a teacher may rate the student as, "Always or Almost Always has trouble understanding new ideas," but the parent rates the same behavior as "Never or Almost Never." After discussion with the teacher and parent, you may conclude that new ideas are introduced in the classroom by oral discussion only. At home, the student is introduced to new ideas by demonstration (e.g., how to sort laundry, changing a light bulb). Summarizing the ORS results will help you develop classroom intervention strategies that use the student's strengths to address the student's weaknesses. For example, you may suggest that when possible, the classroom teacher include a visual example or hands-on demonstration when explaining a new idea. It is important to devise strategies that address the behaviors that are of most concern to the teacher(s) and parent(s)/caregiver(s), and suggest intervention strategies that can be easily implemented in the classroom and generalized in the home and community. Share your conclusions and recommendations for intervention with teachers, parents/caregivers, and the student.

Summary

To ensure meaningful access to the educational curriculum, a school team must focus its efforts on improving everyday classroom learning. The team needs to address classroom problems where they actually occur first. Moreover, the team must show how the student's problems (weakness patterns) are linked to school curriculum or state standards for learning. The ORS helps professionals identify classroom problems and patterns of behaviors that team-based intervention might address. By understanding the student's day-to-day classroom difficulties and needs, the team can suggest changes in instruction, accommodations, peer supports, and specialized instruction or therapy that responds to a student's curriculum-based needs and objectives. Intervention can then be guided by implementation of differentiated instruction, curriculum modifications and supports, and skill and strategy development.

Administration and Scoring Directions

Current educational practices often require that a student's performance be evaluated in classroom settings and that classroom strategies be developed (including modifications and accommodations) to address performance concerns before formal assessment begins. A formal assessment process should include multiple sources of evidence of language ability, including observation-based measures, authentic assessment, dynamic assessment, and norm-referenced data. To better reflect current educational practices, CELF-5 offers an updated assessment process that continues to give examiners flexibility in selecting and administering only those tests and behavioral rating scales relevant to the specific objectives of their evaluation.

As described in Chapter 2, the CELF-5 assessment process begins with collecting and analyzing data about the student's current language functioning through observations of the student, and/or through parent/caregiver and teacher interviews using the ORS. This chapter provides information about the next step in the CELF-5 assessment process—administering CELF-5 tests to address the referral questions for students who are continuing to have difficulties related to language comprehension and expressive language after a variety of classroom interventions have been implemented. The tests you administer enable you to determine if the student's performance in the classroom is related to language deficits, provide a description of the student's language skills across modality and content areas, and reveal his or her language strengths and weaknesses.

The Core Language Score, Receptive Language Index score, and Expressive Language Index score provide the information needed to assist in the identification of a language disorder and to help you determine a student's eligibility for services. They provide the most reliable and diagnostically sensitive norm-referenced measures of a student's language performance by age, which quantitatively supports the student's eligibility for special services.

The tests that form the Index scores help describe a student's language and, when present, the nature of a student's language disorder. They provide a broader, quantitative view of a student's language abilities. By administering one or two additional tests to derive the Receptive Language Index and Expressive Language Index scores, you can determine a student's strengths and weaknesses in specific language modalities and support diagnostic decisions with greater reliability and sensitivity.

You can administer other CELF-5 tests to determine strengths and weaknesses in specific language or content areas (Language Content Index, Language Structure Index, Language Memory Index). By administering the Reading Comprehension and Structured Writing tests you can determine if the student's literacy skills are affected. Additionally, the Pragmatics Profile and the Pragmatics Activities Checklist can describe the student's social interaction and pragmatics skills. The item analysis tables that are in the Record Forms for each test provide additional information about a student's performance and error patterns, enabling further extension testing.

The CELF-5 assessment process is shown in Figure 1.1. Determine where to begin assessment based on the reasons the student was referred for assessment (e.g., medical or educational status, failed speech and language screening). This saves time in the initial evaluation of a student because you do not need to administer all tests to every student. It also enables you to return to CELF-5 after the initial evaluation to explore other aspects related to a student's language difficulties (e.g., to evaluate literacy skills), or to assess how observed deficits are reflected in a student's classroom performance and in everyday communication interactions.

General Testing Guidelines

You should have experience or training in administering, scoring, and interpreting results of standardized tests and in-depth knowledge of English language structure rules before attempting to administer or interpret CELF–5. You should also have experience or training in testing children, adolescents, and young adults whose ages, linguistic and cultural backgrounds, and clinical history are similar to those of the students you plan to assess with CELF–5. Refer to ASHA's Cultural Competence in Professional Service Delivery position statement for more information (ASHA, 2011).

Before you administer tests included in the CELF–5 battery:

- Study the administration and scoring directions thoroughly for each test you will be administering.
- Practice administering the test.
- Review basic information about the student's language skills (e.g., referral data, teachers' observations, parents'/caregivers' report).
- Ensure that you are ready to present the administration directions for each test and verbal stimuli for each item as specifically printed in this Examiner's Manual and in the Record Form.

Follow all instructions precisely to make appropriate comparisons and interpretations based on the standardization results. Failure to follow standardized administration procedures invalidates test results. Exceptions to this are discussed in the Special Testing Considerations section in this chapter.

Support test results with additional information about the student's use of language in social and academic contexts. This can be accomplished by collecting a language sample (in both languages if the student is bilingual); extension testing; parent/caregiver and teacher interviews; and observations of the student in the classroom, on the playground, and in other interactive situations.

Testing Environment

Administer CELF–5 in a quiet, well-lit room that is free from interruptions and distractions. Sit next to the student at a table so the Stimulus Book is easily visible to both the student and you. If you are right-handed, sit on the student's right side. If you are left-handed, sit on the student's left side. This seating arrangement enables you to control the visual stimuli and to observe and record student responses while keeping your writing hand and the Record Form out of the student's direct view. Alternatively, you and the student could sit at right angles across the corner of a table, but make sure the Record Form is not visible to the student.

This chapter of the Examiner's Manual contains specific administration directions for each test. The Record Forms present abbreviated general administration directions for each test and specific verbal stimuli for each item. The Stimulus Books contain any visual stimuli you need to present specific items. The Stimulus Books are formatted so that when a book is standing on its open easel with the cover facing the student, you can flip the pages back to present the visual stimulus page to the student.

Encouragement/Reinforcement

Establish and maintain rapport with each student you test, especially with students who are not familiar with testing situations. Doing this will facilitate a student's interest and cooperation during testing. If a parent/caregiver accompanies a student to the testing session, advise him or her to sit out of the student's view and to refrain from talking and/or repeating or rewording questions. Reassure the parent/caregiver that you will discuss any concerns or questions after the session. While you are administering CELF–5, do not tell the student if his or her responses are right or wrong, or how many items he or she answered correctly. You may make general comments or reinforcing statements such as, "We're almost done," or "I like the way you're working."

Repetitions

Repetition of the verbal stimuli is allowed on certain tests, as noted in this Examiner’s Manual and in the Record Form. For those tests, items may be repeated one time at the student’s request, or when it appears that the student was not attending during presentation of that item. Inattentive students may be moving excessively (fidgety, squirmy, swinging legs, etc.) or may be distracted by some other sound or sight. They may also look out the window, yawn, rub their eyes, etc. If inattentive behaviors impede the administration of CELF–5, you may want to stop administration at the end of a test and continue after a break. Do not repeat an item when the first response to that item is incorrect. Review the administration directions for each test to determine if repetitions are allowed or not.

Rest Periods/Breaks

If the student needs a short break (e.g., for a drink of water or a rest room break), do not stop in the middle of a test. Take the break at the end of a test, so as not to interrupt its administration. If you must take a break during a test, it may or may not be necessary to administer the demonstration and trial items again when you resume, depending on the test being administered, the student’s age, and your clinical judgment. Ensure that the student remembers the task before continuing testing.

Cultural Diversity

Each student you test comes to the testing situation with a unique profile of skills and behaviors influenced by cultural background and life experiences. The term *cultural diversity* does not refer specifically to racial/ethnic group affiliations; it also refers to individuals who have cultural experiences that vary from mainstream, middle-class cultures. For example, the students you test may include individuals who speak dialects of American English other than Mainstream American English (MAE), come from family units other than a two-parent household, practice religions considered by some to not be mainstream, or have experiences associated with a culture of poverty.

The great diversity and dynamic nature of American culture and the many languages spoken in the United States preclude compiling a complete list of testing considerations for students from various linguistic and cultural backgrounds. When evaluating or making recommendations for intervention for a student from a non-mainstream cultural or linguistic background, be sensitive to any issues that may affect that student and his or her family in order to provide the most appropriate and effective service. ASHA (2011) has stated that professionals need to obtain professional competence by developing cultural competence. Experts describe a number of different factors related to test administration and interpretation that examiners should be aware of to obtain accurate test results and make appropriate recommendations for children, adolescents, and young adults from culturally and linguistically diverse backgrounds (ASHA, 2011; Battle, 2012; Brassard & Boehm, 2007; Charity-Hudley & Mallison, 2011; Kohnert, 2008; Westby, 2000; Wyatt, 2012; Wyatt et al., 2001).

Differences between your communication style and that of the student you are testing may cause misinterpretations of verbal and nonverbal communicative behaviors and, ultimately, result in scores that do not truly reflect the student’s language abilities. If you have limited experience assessing culturally and linguistically diverse populations, there are a number of useful resources available. ASHA’s Cultural Competence Checklists (2011) can be used to heighten your awareness about how you view clients from different cultural backgrounds and how to adapt services to appropriately serve individuals from non-mainstream populations.

When working with culturally and linguistically diverse populations, recognize that you will obtain the best information for making a diagnostic decision if you:

- Determine how familiar the student and student’s family are with mainstream cultural values and attitudes
- Learn about family attitudes towards disability and treatment
- Learn about the narrative style and pragmatics behaviors of the student’s culture
- Understand second language acquisition patterns

- Understand the diagnostic process to differentiate a language difference from a language disorder
- Include clients and families in the decision making process

Students from culturally and linguistically diverse backgrounds may show a lack of familiarity with item contexts (pictures, vocabulary, questions, topics) and tasks. There may be test items that reflect values and beliefs that are culturally specific and do not apply to the background of the student. To increase the opportunity for a student to give his or her best performance during testing, you may find it helpful to administer the CELF–5 using accommodations, such as:

- Explaining to the student the reason for being tested
- Allowing extra time for responses
- Increasing the number of trial (practice) items
- Continuing to test beyond the ceiling (Do not award points for items beyond the discontinue point, even if the student’s responses would have earned credit.)
- Supplementing test results with language sampling, observations, parent/caregiver or teacher interviews, and/or dynamic assessment to provide additional evidence of the student’s language skills

When using these accommodations with a student, use of the normative data is appropriate.

There may be times when, in your professional opinion, accommodations do not appear to be eliciting a best performance from the student. You may choose to modify the CELF–5 test procedures to determine if alternative ones improve the student’s performance. Modifications to the CELF–5 procedures might include:

- Rewording test instructions
- Asking a student to explain incorrect responses
- Presenting administration instructions in both English and the student’s first language
- Using alternative scoring procedures, such as giving credit to a correct grammatical form after you have provided additional prompts or administered the item in the student’s first language.

When the standardized test procedures are modified, use of the normative data is not appropriate, and the student’s performance should be used as descriptive information only in your report of test results.

Additional suggestions for test modification and adaptation can be found in Brassard & Boehm (2007), Carter et al. (2005), Kohnert (2013), and Roseberry-Mckibbin (2002, 2008). Note that any modifications, while useful for minimizing cultural diversity concerns, may invalidate the norm-referenced scores. After testing a student with a modified administration of CELF–5, it is important to include a description of the modifications made in your assessment report. Because you cannot report normative test scores, you will have to use a more descriptive approach in reporting the student’s responses and reactions during testing. It is important to include a cautionary statement and descriptions of the adaptations and modifications you made during testing (Kohnert, 2013).

Dialectal Variations

Responses to the Word Structure, Formulated Sentences, and Recalling Sentences tests may contain regional and cultural patterns or variations that reflect dialectical differences from Mainstream American English (MAE). Record any such variations verbatim and score them as part of the student’s response. You must be familiar with the language used in the student’s home and community to determine if a response is an appropriate variation for the student you are testing. If a variation is appropriate to the student’s language background, score it as correct.

Bryant (2009) cautions examiners not to assume that a student is a dialect speaker because of his or her background or ethnicity. It is important to be aware that students who speak a dialect other than MAE may not apply all of the dialect rules consistently. Unless the student is immersed in an environment in which everyone speaks the dialect, the student will be exposed to individuals who model the dialect pattern and individuals who model MAE. Furthermore, if you are

not a dialect speaker, the student may feel uncomfortable using the dialect with you and may attempt to switch to MAE, in which he or she may be less proficient. For more detailed information about assessing students who speak a dialect other than MAE, refer to Bryant (2009), Owens (2008), Roseberry-McKibbin (2002), and Wyatt (2012).

Examples of responses to items in the Formulated Sentences test that are considered appropriate for dialects other than MAE are marked with an asterisk in Table 3.3. In addition, selected dialectal patterns suggested by several researchers are presented in Appendix I.

Special Testing Considerations

Students with special needs, such as motor, sensory, or cognitive impairments, are frequently referred for language evaluation. Depending on the impairment and the tests administered, you may need to adapt administration procedures to accommodate the student's needs; otherwise, the test results may not represent his or her true language ability. For example, a student with motor impairment may be at a disadvantage if he or she is unable to respond adequately to tests that require fine motor abilities (e.g., pointing to a picture).

Many variations in administration do not change the standardized test stimuli or procedures and, therefore, do not affect scoring. For example, if a student names picture A, B, C, or D instead of pointing to the selected response in Sentence Comprehension or Word Classes, the norm-referenced scores are still appropriate.

You can adapt any test for students with special needs by modifying administration procedures as described in the Cultural Diversity section of this chapter. If modifications are made, use the test raw scores only as information about the items presented (e.g., completed 16 out of 26 Sentence Comprehension items correctly). Use the test results to provide qualitative information about the student's language abilities. Describe in your assessment report the language behaviors that the student can and cannot do with specific modifications. Reports of test performance from non-standard administration must indicate the conditions under which the test was administered. Raw scores should not be translated to scaled scores, standard scores, percentile ranks, or age equivalents when a nonstandard test administration has been used.

Out of Age-Range Administration

You may need to test a student who is not in the chronological age range for one of the CELF-5 tests, but who appears to be functioning at a younger age level developmentally. For example, you may want to measure an age 9 or 10 student's understanding of sentence structure, but the Sentence Comprehension test norms are only provided for ages 5–8. In this case, you can use the Sentence Comprehension raw scores as information about the student's performance on the items presented. Because test-age equivalents represent the average age in years and months typical for a given total raw score, you can obtain the student's test-age equivalent from the raw score obtained from the out-of-age-range test administration. (See Chapter 4 for more information about CELF-5 test-age equivalents.) You can also obtain Growth Scale Values using these raw scores. *However, it is important to remember that when a student's chronological age is outside the age range for the respective norms table, raw scores cannot be translated to age-appropriate standard scores or percentile ranks.*

Testing for Reevaluation

IDEA (1997, 2004) legislation mandates that a student be reevaluated at least once every 3 years unless the parent and the lead or local education agency agree it is unnecessary. However, there are times when you will need to reevaluate a student's language skills before the 3 year mandate. Depending on the length of time between the initial test and the reevaluation, testing with the same test may raise concerns about practice effects. *Practice effect* is a term used to describe a gain in score points from test to retest, which is a result of learning from the administration of the initial test, and not from an increase in the ability assessed by the test. With young children, rapid language acquisition can produce real score gains due to further development of language skills. A CELF-5 test-retest study used an interval of 1–4 weeks between test administrations for the purpose of establishing the stability of test scores, not to identify an appropriate retest time interval. See Chapter 3 of the Technical Manual for a report of this study. The shortest test-retest interval that will not result in significant practice effects on CELF-5 has not been determined. Consider these factors when making retest decisions:

1. Retesting should be conducted when, in the opinion of the examiner, the student is not likely to remember the test items and/or his or her responses when tested previously. If retesting is required prior to this time, changes in performance should be interpreted in comparison to mean differences between original and retest scores obtained in the test-retest study (see the Technical Manual, Table 3.4).
2. Retesting should be conducted when the examiner thinks the child has made progress since the previous test administration.
3. Retesting can be conducted when the student's age at testing requires the next-age norms table to score.
4. Retesting can be conducted when other factors negatively affecting the student's performance (e.g., illness, inattention) cause you to question the accuracy of previous test results.

If you are retesting to measure progress, see the discussion in Chapter 4 regarding use of Growth Scale Values.

Test Components

You will need the following components to administer CELF–5:

- Stimulus Books 1 and 2 for visual stimuli
- Record Form 1 for ages 5–8 or Record Form 2 for ages 9–21
- Reading and Writing Supplement 1 for ages 8–10 or Reading and Writing Supplement 2 for ages 11–21
- Examiner's Manual, Chapter 3 for administration directions

Getting Acquainted With the Testing Materials

Complete administration directions for CELF–5 tests are presented in this Examiner's Manual, and selected abbreviated administration directions and all verbal stimuli for items are included in the Record Forms. Read directions from both the Examiner's Manual and Record Form while keeping the Stimulus Book in front of the student. This arrangement enables you to easily read verbal stimuli from the Examiner's Manual and Record Form, observe the student's responses that involve the Stimulus Book, and record the responses in the Record Form.

Abbreviations Used in the Stimulus Books and Record Forms

Example: FD Demo 1 = Following Directions, Demonstration 1

1, 2...	Item number	SA	Sentence Assembly
Demo	Demonstration Item	SC	Sentence Comprehension
FD	Following Directions	SR	Semantic Relationships
FS	Formulated Sentences	SW	Structured Writing
LC	Linguistic Concepts	Trial	Trial Item
ORS	Observational Rating Scale	USP	Understanding Spoken Paragraphs
PAC	Pragmatic Activities Checklist	WC	Word Classes
PP	Pragmatics Profile	WD	Word Definitions
RC	Reading Comprehension	WS	Word Structure
RS	Recalling Sentences		

Abbreviations Used in the Record Form Score Summary Pages

CI	Confidence interval
CLS	Core Language Score
ELI	Expressive Language Index score
GSV	Growth Scale Value
LCI	Language Content Index score
LSI	Language Structure Index score
LMI	Language Memory Index score
RLI	Receptive Language Index score

Demonstration and Trial Items

Before administering any Test Items, administer the Demonstration and Trial Items so the student can practice the task and become familiar with the stimuli. If the student gives no response, is unable to respond to the Trial Items, or doesn't understand the task, use the Demonstration and Trial Items as an opportunity to teach the test task. Encourage, demonstrate, repeat, prompt for responses, and provide correct responses to these items as necessary. If the student is still unable to respond to the Trial Items or doesn't understand the task, do not administer that test.

You may find it helpful to administer tests for the Core Language Score in the order they appear in the Record Form. This order ensures that the first test administered does not require the student to provide novel verbal responses. Other tests may be administered in any order to obtain Index scores or in an order that provides variety and maintains the student's interest.

Recording and Scoring Responses

Because recording responses verbatim for Formulated Sentences, Recalling Sentences, and Word Definitions tests can be time consuming, you may make an audio recording of the administration of these tests, and then transcribe and score the responses later. Before you begin, make sure that the recording device is in good working order and that the volume control is set at an appropriate level.

Sometimes a student will revise his or her response to a test item, or self correct. If the student changes his or her response before you present the next test item, write down the revised response as the student's choice and score it.

Start Points, Reversal Rules, and Discontinue Rules

CELF-5 includes various age-dependent start points, reversal rules, and discontinue rules to shorten testing time and to help minimize student fatigue or boredom. Start points, reversal rules, discontinue rules, and repetition guidelines are located at the beginning of each test in the Record Forms and this Examiner's Manual.

Start Points

Recommended age-based start points are shown in the Record Forms to help shorten testing time while ensuring that the majority of the students experience success on the first items they encounter. Students ages 5:0–6:11 and the youngest ages that take a test (e.g., age 9:0 for Semantic Relationships) always start at Item 1. In addition, students who are suspected of having a language disorder, regardless of age, should always start at Item 1.

Start Points are indicated in the Record Forms by a circled arrow, see Figure 3.1.

Figure 3.1 Start Point Symbol Used in the Record Forms



Begin administration of a test at the recommended age-based start point indicated in this Examiner's Manual and in the Record Form. When you start testing at the age-based start point and the student obtains a perfect score on the first two items administered, award full credit for all items prior to the start point and proceed with the remaining Test Items. Perfect score means the full credit available for the item in that test (e.g., 2 points for items in Formulated Sentences, 3 points for items in Recalling Sentences, 1 point for items in Sentence Comprehension).

For example, the start point for Sentence Comprehension for students ages 7–8 is Item 8. Figure 3.2 shows a student, age 7:10, who obtained a perfect score on Items 8 and 9 of Sentence Comprehension and continued testing with Item 10. The examiner awarded full credit for Items 1–7. Note that scores are not circled for Items 1–7. Instead, a slash and 7 are written in the Item 7 score space. This notation allows you to distinguish between items that were not administered but received credit, and items that were actually administered.

Figure 3.2 Beginning at an Age-Based Start Point: Perfect Scores Obtained, Record Form 1 (Student Age 7:10)

Sentence Comprehension

Start	Reversal Rule	Repetitions Allowed	Discontinue Rule
Ages 5–6: Item 1 Ages 7–8: Item 8	Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.	Allowed	Four consecutive 0 scores

Correct responses are in bold. Circle 1 for a correct response and 0 for an incorrect response.

Demo I can wear this. (Point to B.)	A B C D				16. The girl is being pushed by the boy.	A B C D	1 0
Trial 1 I can eat this.	A B C D				17. The duck is walking toward the girl.	A B C D	1 0
Trial 2 The boy has a ball.	A B C D				18. The boy is going down the ramp.	A B C D	1 0
Trial 3 The girl lost her balloon.	A B C D				19. He is ready to go to bed.	A B C D	1 0
Introduce each item by saying, Point to...	RESPONSE	SCORE			20. The girl is wearing her new raincoat, although she doesn't need it.	A B C D	1 0
Ages 5–6					21. The boy is being followed by the dog.	A B C D	1 0
1. The girl has a big, spotted, black-and-white dog.	A B C D	1 0			22. Mom showed the dog the cat.	A B C D	1 0
2. The girl who is standing in the front of the line is wearing a backpack.	A B C D	1 0			23. Dad said, "Please take out the trash."	A B C D	1 0
3. The boy who is sitting under the big tree is eating a banana.	A B C D	1 0			24. Dad asks, "Shouldn't you wear your jacket?"	A B C D	1 0
4. The spotted puppy is in the box.	A B C D	1 0			25. The boy will feed the cat.	A B C D	1 0
5. They like to pet the dog.	A B C D	1 0			26. The boy is washing dishes and his mom is drying them.	A B C D	1 0
6. Dad sat behind the children.	A B C D	1 0					
7. She is climbing and he is swinging.	A B C D	1 0			Raw Score		22
Ages 7–8							
8. The girl is not painting.	A B C D	1 0					
9. The girl is not ready for school.	A B C D	1 0					
10. The first two children are in line, but the third child is still playing.	A B C D	1 0					
11. The woman who is holding the baby dropped her purse.	A B C D	1 0					
12. The woman asked, "How much does that chair cost?"	A B C D	1 0					
13. The boy gathers the apples after they have fallen to the ground.	A B C D	1 0					
14. The girl is taking some flowers to her mother.	A B C D	1 0					
15. The girls have dressed for the game.	A B C D	1 0					

Sentence Comprehension Item Analysis	
Category	Item
Negation	8, 9, 20
Modification	1, 4, 10
Prepositional Phrase	4, 6, 14 , 15, 17, 18
Direct Object	2, 11, 14, 16, 20, 24
Direct/Indirect Object	5, 22, 25
Infinitive	5, 19
Relative Clause	2, 3, 11
Subordinate Clause	13, 20
Interrogative	12
Passive	16, 21
Direct Request	23
Indirect Request	24
Compound	7, 10, 26

Note. Bold items appear in more than one category.


Reversal Rules

If a student does not begin with Item 1 and he or she does not obtain a perfect score on the first two items administered, go back to Item 1 and administer all items before the start point. As you proceed with testing, do not administer any item again. Skip previously administered items and continue testing beyond that point until you have met the discontinue rule or have completed the test. If a student's start point is Item 1 on a test, there is no need to apply the reversal rule.

In Figure 3.3, for example, a student age 7:3 taking Sentence Comprehension scored 1 point on the start point Item 8, but 0 points on Item 9. The examiner reversed to Item 1 and administered Items 1–7. Items 8–9 were not administered again, so the examiner proceeded to Item 10 to continue testing.

Reversal rules are very similar for most of the CELF–5 tests, with the exception of Word Classes. The reversal rule for Word Classes, described later in this chapter, is unique and requires special attention.

Figure 3.3 Reversal Rule Followed: Perfect Scores Not Obtained, Record Form 1 (Student Age 7:3)



Start Ages 5–6: Item 1 Ages 7–8: Item 8	Reversal Rule Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.	Repetitions Allowed	Discontinue Rule Four consecutive 0 scores
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Correct responses are in bold. Circle 1 for a correct response and 0 for an incorrect response.

Demo I can wear this. (Point to B.) <div style="display: flex; justify-content: space-around;"> A B C D </div>	16. The girl is being pushed by the boy. <div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
Trial 1 I can eat this. <div style="display: flex; justify-content: space-around;"> A B C D </div>	17. The duck is walking toward the girl. <div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
Trial 2 The boy has a ball. <div style="display: flex; justify-content: space-around;"> A B C D </div>	18. The boy is going down the ramp. <div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
Trial 3 The girl lost her balloon. <div style="display: flex; justify-content: space-around;"> A B C D </div>	19. He is ready to go to bed. <div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
Introduce each item by saying, Point to...	20. The girl is wearing her new raincoat, although she doesn't need it. <div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
▶ Ages 5–6	21. The boy is being followed by the dog. <div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
1. The girl has a big, spotted, black-and-white dog.	<div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
2. The girl who is standing in the front of the line is wearing a backpack.	<div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
3. The boy who is sitting under the big tree is eating a banana.	<div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
4. The spotted puppy is in the box.	<div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
5. They like to pet the dog.	<div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
6. Dad sat behind the children.	<div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
7. She is climbing and he is swinging.	<div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
▶ Ages 7–8	22. Mom showed the dog the cat. <div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
8. The girl is not painting.	<div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
9. The girl is not ready for school.	<div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
10. The first two children are in line, but the third child is still playing.	<div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
11. The woman who is holding the baby dropped her purse.	<div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
12. The woman asked, "How much does that chair cost?"	<div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
13. The boy gathers the apples after they have fallen to the ground.	<div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
14. The girl is taking some flowers to her mother.	<div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
15. The girls have dressed for the game.	<div style="display: flex; justify-content: space-around;"> A B C D 1 0 </div>
Raw Score 15	

Sentence Comprehension Item Analysis	
Category	Item
Negation	8, 9 , 20
Modification	1, 4, 10
Prepositional Phrase	4, 6, 14 , 15 , 17 , 18
Direct Object	2, 11 , 14 , 16 , 20 , 24
Direct/Indirect Object	5, 22 , 25
Infinitive	5, 19
Relative Clause	2, 3, 11
Subordinate Clause	13, 20
Interrogative	12
Passive	16 , 21
Direct Request	23
Indirect Request	24
Compound	7, 10 , 26

Note. Bold items appear in more than one category.

Discontinue Rules

Discontinue rules indicate where to stop testing and are designed to minimize testing time without losing information about a student's abilities. Discontinue rules for each CELF-5 test are stated in this chapter, as well as at the beginning of every test in the Record Form.

In Figure 3.4, a student age 6:4 obtained perfect scores on Items 1–10. The student then obtained scores of 0 on Items 11–14, meeting the discontinue rule of four consecutive items with scores of 0 points.

Do not discontinue prematurely. If you are unsure how to score a response and cannot decide if you should discontinue testing, administer additional items until you are certain the discontinue rule has been met. If, during scoring, you find that you administered items beyond the point at which you should have discontinued testing, *do not award points for the items beyond the correct discontinue point, even if the student's responses would have earned credit.*

Figure 3.4 Discontinue Rule Met, Record Form 1 (Student Age 6:4)

Sentence Comprehension

Start	Reversal Rule	Repetitions	Discontinue Rule
Ages 5–6: Item 1 Ages 7–8: Item 8	Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.	Allowed	Four consecutive 0 scores

Correct responses are in bold. Circle 1 for a correct response and 0 for an incorrect response.

Demo I can wear this. (Point to B.) A B C D	16. The girl is being pushed by the boy. A B C D 1 0																												
Trial 1 I can eat this. A B C D	17. The duck is walking toward the girl. A B C D 1 0																												
Trial 2 The boy has a ball. A B C D	18. The boy is going down the ramp. A B C D 1 0																												
Trial 3 The girl lost her balloon. A B C D	19. He is ready to go to bed. A B C D 1 0																												
Introduce each item by saying, Point to... ▶ Ages 5–6	20. The girl is wearing her new raincoat, although she doesn't need it. A B C D 1 0																												
1. The girl has a big, spotted, black-and-white dog. A B C D 1 0	21. The boy is being followed by the dog. A B C D 1 0																												
2. The girl who is standing in the front of the line is wearing a backpack. A B C D 1 0	22. Mom showed the dog the cat. A B C D 1 0																												
3. The boy who is sitting under the big tree is eating a banana. A B C D 1 0	23. Dad said, "Please take out the trash." A B C D 1 0																												
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5. They like to pet the dog. A B C D 1 0	25. The boy will feed the cat. A B C D 1 0																												
6. Dad sat behind the children. A B C D 1 0	26. The boy is washing dishes and his mom is drying them. A B C D 1 0																												
7. She is climbing and he is swinging. A B C D 1 0	Raw Score 10																												
▶ Ages 7–8	Sentence Comprehension Item Analysis																												
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15. The girls have dressed for the game. A B C D 1 0	Discontinue																												

Calculating Chronological Age

Record the student's information, including his or her chronological age, on the front page of the Record Form before you begin testing. To calculate the student's chronological age, subtract the student's birth date from the test date, using the following rules:

1. When borrowing days of the month, always borrow 30 days, regardless of the month.
2. When borrowing months, always borrow 12 months.
3. Do not round the student's age to the next year.

For example, the chronological age of a student tested on September 18, 2013 and born on September 20, 2003 is 9 years 11 months 28 days (see Figure 3.5). The student's age is not rounded up to 10 years 0 months, so you would administer tests appropriate for students who are age 9 years, and you would compare this student to age-level peers by using the norms tables for students age 9:0–9:11.

Figure 3.5 Calculating Chronological Age

Calculation of Student's Age			
	Year	Month	Day
Test Date	2013 ⁹	20 9 ¹⁸	18 18
Birth Date	2003	9	20
Age	9	11	28

Test Administration

Administration directions for all CELF–5 tests are included in this chapter. If you have used the ORS with the student's teachers, parents/caregivers, or with the student, you may already have information about the tests you want to administer first or which composite scores you want to derive first. The tests that form the Core Language Score and the Index scores differ by age, as listed in Table 3.1; administer the tests listed for the age of the student you are testing.

Each test description includes (1) a statement of the test objectives; (2) what the performance results may mean in relation to a student's school curriculum and classroom activities; (3) administration directions and instructions for scoring responses; (4) Implications for Intervention sections presenting suggestions for possible intervention targets; (5) suggestions for extension testing procedures; and (6) key clinical observations.

Extension Testing

After testing and interpreting CELF–5 results, you may want to use extension testing to learn more about the factors that may have contributed to a student's errors. His or her errors may result from task or format novelty, task complexity, length or complexity of instructions, linguistic content of test items, or type of response required. By systematically varying the content, directions, and the responses required, you can determine where and when the student's ability to respond correctly begins to break down. In effect, you can use extension testing to establish conditions under which the student can perform successfully. Results of extension testing enable you to make judgments about the degree of difference between the conditions under which the student is able to perform the skill proficiently, and his or her performance in academic and real-life situations.

Table 3.1 Tests Administered by Age

Ages 5–8	Ages 9–12	Ages 13–21
<p><i>Evaluating language in context</i> Observational Rating Scale</p>	<p><i>Evaluating language in context</i> Observational Rating Scale</p>	<p><i>Evaluating language in context</i> Observational Rating Scale</p>
<p><i>Identifying the problem, determining eligibility, and describing the nature of the disorder</i></p> <p>Core Language Score (CLS) Sentence Comprehension Word Structure Formulated Sentences Recalling Sentences</p> <p>Receptive Language Index (RLI) Sentence Comprehension Word Classes Following Directions</p> <p>Expressive Language Index (ELI) Word Structure Formulated Sentences Recalling Sentences</p> <p>Language Content Index (LCI) Linguistic Concepts Word Classes Following Directions</p> <p>Language Structure Index (LSI) Sentence Comprehension Word Structure Formulated Sentences Recalling Sentences</p>	<p><i>Identifying the problem, determining eligibility, and describing the nature of the disorder</i></p> <p>Core Language Score (CLS) Word Classes Formulated Sentences Recalling Sentences Semantic Relationships</p> <p>Receptive Language Index (RLI) Word Classes Following Directions Semantic Relationships</p> <p>Expressive Language Index (ELI) Formulated Sentences Recalling Sentences Sentence Assembly</p> <p>Language Content Index (LCI) Word Classes Understanding Spoken Paragraphs Word Definitions</p> <p>Language Memory Index (LMI) Following Directions Formulated Sentences Recalling Sentences</p>	<p><i>Identifying the problem, determining eligibility, and describing the nature of the disorder</i></p> <p>Core Language Score (CLS) Formulated Sentences Recalling Sentences Understanding Spoken Paragraphs Semantic Relationships</p> <p>Receptive Language Index (RLI) Word Classes Understanding Spoken Paragraphs Semantic Relationships</p> <p>Expressive Language Index (ELI) Formulated Sentences Recalling Sentences Sentence Assembly</p> <p>Language Content Index (LCI) Word Classes Understanding Spoken Paragraphs Sentence Assembly</p> <p>Language Memory Index (LMI) Following Directions Formulated Sentences Recalling Sentences</p>
<p><i>Assessing social communication skills</i> Pragmatics Profile Pragmatics Activities Checklist</p> <p><i>Assessing written language</i> Reading Comprehension* Structured Writing*</p>	<p><i>Assessing social communication skills</i> Pragmatics Profile Pragmatics Activities Checklist</p> <p><i>Assessing written language</i> Reading Comprehension Structured Writing</p>	<p><i>Assessing social communication skills</i> Pragmatics Profile Pragmatics Activities Checklist</p> <p><i>Assessing written language</i> Reading Comprehension Structured Writing</p>

*The Reading Comprehension and Structured Writing tests can be administered to students beginning at age 8:0.

Test Administration Directions

Sentence Comprehension

Administer to ages 5–8 years

Start Point	Reversal Rule	Repetitions	Discontinue Rule
Ages 5–6: start at Item 1 Ages 7–8: start at Item 8	Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.	One repetition is allowed on request or when it appears that the student was not attending. Do not repeat an item if the first response is incorrect.	Discontinue testing after 0 scores on four consecutive items.

Materials Needed

Record Form 1
Stimulus Book 1 (gold tab)

Objective

To evaluate the student’s ability to (a) interpret spoken sentences of increasing length and complexity, and (b) select the pictures that illustrate referential meaning of the sentences.

Relationship to Curriculum

The abilities evaluated relate to kindergarten and elementary school curriculum objectives for creating meaning and context in response to pictures or spoken sentences, and creating stories or descriptive text.

Relationship to Classroom Activities

Sentence comprehension and the understanding of relationships among spoken language, real-life references, and situations are emphasized when listening to stories or descriptions of events, as well as when matching sentences that are spoken or read to pictured references.

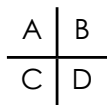
Implications for Intervention

If the student receives a below average score, you can analyze errors according to the categories in the item analysis table. This identifies the semantic, morphological, and syntactic structures that interfere with a student’s comprehension. Intervention should focus on developing the student’s receptive vocabulary skills and explicit (conscious) awareness of the structure of words and sentences using spoken sentences associated with illustrations and familiar, illustrated stories. During intervention it is important to talk about and illustrate the function of specific words and structural rules to increase semantic and syntactic awareness (Beck, McKeown, & Kucan, 2002; Rice & Blossom, 2013; Thompson & Shapiro, 2007).

Administration Directions

Sentence Comprehension items have accompanying visual stimuli in Stimulus Book 1. The Stimulus Book pages have four pictures. Each picture is identified in the Record Form as A through D. Picture A is in the upper left side of the page, picture B is in the upper right, picture C is in the lower left, and picture D is in the lower right (see Figure 3.6).

Figure 3.6 Stimulus Book Picture Format for Sentence Comprehension



Demonstration and Trial 1

Turn to Stimulus Book page SC Demo, Trial 1. Introduce the item by saying, **Let's look at these pictures** (pause and point to each picture). **I am going to point to the picture that shows, I can wear this.** Point to the shirt (B).

Say, **Now you point to the picture that shows, I can eat this.** If the student asks for a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 1. If the student still does not respond correctly, say, **Here is I can eat this,** and point to the apple (C).

Trial 2

Turn to Stimulus Book page SC Trial 2. Say, **Let's try some more. Look at these. Point to, The boy has a ball.** If the student asks for a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 2. If the student still does not respond correctly, say, **Here is, The boy has a ball,** and point to picture B.

Trial 3

Turn to Stimulus Book page SC Trial 3. Say, **Now point to, The girl lost her balloon.** If the student asks for a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 3. If the student still does not respond correctly, say, **Here is, The girl lost her balloon,** and point to picture A.

Test Items

Introduce the Test Items by saying, **Now let's do some more. Listen carefully to what I say. Ready?** Proceed to the age-appropriate start point in the Record Form and the corresponding item in the Stimulus Book. Introduce each item by saying, **Point to...**

Ages 7–8 years: If you begin testing at this age-based start point, the student must respond correctly to TWO consecutive items from that start point. If the student does not respond correctly to the first two items from the start point, go back to the FIRST Sentence Comprehension item and test forward (see Start Point, Reversal Rules, and Discontinue Rules sections).

Recording and Scoring Responses

Circle the letter corresponding to the student's response. Correct responses are bold in the Record Form. If the student provides the correct response, circle 1. Circle 0 if the student provides an incorrect response. Discontinue testing after four consecutive 0 scores.

Scoring the Test

Compute the raw score for the test by adding the scores of the items administered and, unless the reversal rule was applied, 1 point for each item preceding the student's start point. Record the test raw score on the Record Form. If you discontinue the test and choose, for diagnostic purposes, to administer items beyond that point, do not include those scores while computing the raw score for the test.

Note. You can administer Sentence Comprehension to a student who is older than the age range for which norms were developed (5–8 years) but who appears to be functioning at a younger age level developmentally. However, you can only use the Sentence Comprehension raw score as criterion-referenced information about the student's language skills, and obtain a test-age equivalent and Growth Scale Value from the test raw score. The raw scores cannot be translated to age-appropriate standard scores or percentile ranks.

Figure 3.7 Sentence Comprehension, Record Form 1 (Student Age 5:11)

Start ▶ Ages 5–6: Item 1
Ages 7–8: Item 8

Reversal Rule
Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.

Repetitions
Allowed

Discontinue Rule
Four consecutive 0 scores

Correct responses are in bold. Circle 1 for a correct response and 0 for an incorrect response.

Demo I can wear this. (Point to B.)	A B C D		16. The girl is being pushed by the boy.	A B C D	1 0																														
Trial 1 I can eat this.	A B C D		17. The duck is walking toward the girl.	A B C D	1 0																														
Trial 2 The boy has a ball.	A B C D		18. The boy is going down the ramp.	A B C D	1 0																														
Trial 3 The girl lost her balloon.	A B C D		19. He is ready to go to bed.	A B C D	1 0																														
Introduce each item by saying, Point to...	RESPONSE	SCORE	20. The girl is wearing her new raincoat, although she doesn't need it.	A B C D	1 0																														
▶ Ages 5–6																																			
1. The girl has a big, spotted, black-and-white dog.	A B C D	1 0	21. The boy is being followed by the dog.	A B C D	1 0																														
2. The girl who is standing in the front of the line is wearing a backpack.	A B C D	1 0	22. Mom showed the dog the cat.	A B C D	1 0																														
3. The boy who is sitting under the big tree is eating a banana.	A B C D	1 0	23. Dad said, "Please take out the trash."	A B C D	1 0																														
4. The spotted puppy is in the box. <i>S.C.</i>	A B C D	1 0	24. Dad asks, "Shouldn't you wear your jacket?"	A B C D	1 0																														
5. They like to pet the dog.	A B C D	1 0	25. The boy will feed the cat.	A B C D	1 0																														
6. Dad sat behind the children.	A B C D	1 0	26. The boy is washing dishes and his mom is drying them.	A B C D	1 0																														
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8. The girl is not painting.	A B C D	1 0	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Sentence Comprehension Item Analysis</th> </tr> <tr> <th>Category</th> <th>Item</th> </tr> </thead> <tbody> <tr> <td>Negation</td> <td>8, 9, 20</td> </tr> <tr> <td>Modification</td> <td>1, 4, 10</td> </tr> <tr> <td>Prepositional Phrase</td> <td>4, 6, 14, 15, 17, 18</td> </tr> <tr> <td>Direct Object</td> <td>2, 11, 14, 16, 20, 24</td> </tr> <tr> <td>Direct/Indirect Object</td> <td>5, 22, 25</td> </tr> <tr> <td>Infinitive</td> <td>5, 19</td> </tr> <tr> <td>Relative Clause</td> <td>2, 3, 11</td> </tr> <tr> <td>Subordinate Clause</td> <td>13, 20</td> </tr> <tr> <td>Interrogative</td> <td>12</td> </tr> <tr> <td>Passive</td> <td>16, 21</td> </tr> <tr> <td>Direct Request</td> <td>23</td> </tr> <tr> <td>Indirect Request</td> <td>24</td> </tr> <tr> <td>Compound</td> <td>7, 10, 26</td> </tr> </tbody> </table> <p><i>Note.</i> Bold items appear in more than one category.</p>			Sentence Comprehension Item Analysis		Category	Item	Negation	8, 9, 20	Modification	1, 4, 10	Prepositional Phrase	4, 6, 14 , 15, 17 , 18	Direct Object	2 , 11 , 14 , 16 , 20 , 24	Direct/Indirect Object	5 , 22 , 25	Infinitive	5 , 19	Relative Clause	2, 3, 11	Subordinate Clause	13 , 20	Interrogative	12	Passive	16 , 21	Direct Request	23	Indirect Request	24	Compound	7, 10 , 26
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15. The girls have dressed for the game.	A B C D	1 0																																	

Item Analysis and Extension Testing

On the item analysis table in the Record Form, circle all the items scored 0. Analyze the correct and incorrect items to determine error patterns in the student's responses.

Extension test to examine a student's comprehension of the sentence structures presented, and to analyze the syntactic features of his or her errors. Before beginning extension testing, review the student's performance on other tests that focus on syntactic abilities to determine if the student had errors on like syntactic skills in other modalities (e.g., Formulated Sentences and Recalling Sentences).

Identifying Information

Lay out a series of sequenced picture cards. Start with two if this task was difficult for the student, increase to four or six picture cards depending on the student's ability. Ask the student to identify specific aspects of the pictures by pointing to characters or objects involved in the stated action or description. For example, say, "Point to the boy who is crying." Have the student identify:

- Which characters are involved in the stated action
- Which objects are involved and manipulated by the characters
- Which characteristics are described by modifiers
- The relationships expressed by coordinated phrases, clauses, and subordinated clauses

Note whether the student is able to identify the targets when less information is presented (simpler sentences, fewer modifiers). You can also use comic strips that present minimally contrasting actions in a series of frames and ask the student to identify the targets. This is interesting and fun for most students, and provides many opportunities to present contrasting sentence structures.

Note. The Sentence Structure test in CELF-4 has been renamed Sentence Comprehension in CELF-5. The new name reflects a more accurate description of the student's task in responding to the items (for more information see Sentence Comprehension in Chapter 1 of the Technical Manual).

Linguistic Concepts

Administer to ages 5–8 years

Start Point	Reversal Rule	Repetitions	Discontinue Rule
Ages 5–6: start at Item 1 Ages 7–8: start at Item 10	Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.	No repetitions are allowed.	Discontinue testing after 0 scores on four consecutive items.

Materials Needed

Record Form 1
Stimulus Book 1 (red tab)

Objective

To evaluate the student's ability to (a) interpret spoken directions that contain basic concepts, which require logical operations such as inclusion and exclusion, orientation and timing, and (b) identify mentioned objects from among several pictured choices.

Relationship to Curriculum

The abilities evaluated relate to kindergarten and early elementary curriculum objectives of following spoken directions that contain basic concepts while completing seatwork and other projects.

Relationship to Classroom Activities

Understanding of basic concepts such as *and*, *before*, or *after* is essential for following directions for hands-on activities, lessons, projects, and other assignments.

Implications for Intervention

If the student receives a below-average score, you can analyze errors according to the categories in the item analysis table. This will identify the categories that cause the greatest proportion of difficulty. Intervention is best accomplished by using classroom materials in activities within typical and experience-based contexts. Intervention should be designed to progress sequentially from a simple, two-choice format to a more complex, multiple-choice format. Wooden blocks in primary colors may also be used. Transfer to classroom materials should be established as part of intervention.

Administration Directions

The targeted concept in each trial and test item is italicized. DO NOT emphasize or change the intonation or loudness of any of the italicized words in the verbal stimuli during administration of the items. The use of italics enables the examiner to identify the concept targeted in each item while analyzing a student's performance.

Demonstration

Place Stimulus Book 1 in front of the student and turn to the page LC Demo. Introduce the item by saying, **Here are some pictures. I will point to the *flower* (point and pause). Now, you point to a picture that I name.**

Point to the *house* (pause).

Point to the *ball* (pause).

Point to the *apple* (pause).

Point to the *sun* (pause).

Point to the *flower*.

If the student responds correctly, proceed to Trial 1. If the student does not point to the named pictures, repeat the Demonstration Item and demonstrate pointing, if necessary.

Trial 1

Turn to Stimulus Book page LC Trial 1. Say, **Now, let's do some more. Point to the ball.** If the student responds correctly, proceed to Trial 2. If the student requests a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 1.

Trial 2

Turn to Stimulus Book page LC Trial 2 and say, **Point to the sun.** If the student responds correctly, proceed to Trial 3. If the student requests a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 2.

Trial 3

Turn to Stimulus Book page LC Trial 3 and say, **Point to the row of apples.** If the student requests a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 3. If you are unsure of which row the student has pointed to or if the student points to one shape, say, **Touch each shape in the row.** Proceed to the Test Items.

Test Items

Introduce the Test Items by saying, **Now let's try some more. Remember to point to the pictures that I tell you. Listen carefully because I can't say it again.** Turn to each Linguistic Concepts page in Stimulus Book 1, read the item in the Record Form, and pause for the student's response. When you are certain that the student has finished responding to an item, present the next item. If the student points to the picture before you finish reading the item, say, **Listen carefully and do not point until I am finished.**

Recording and Scoring Responses

For each item, circle 1 if the student's response is correct and 0 if the response is incorrect. If the student makes no response or responds with, "I don't know," or a similar response, circle 0. Discontinue testing after four consecutive 0 scores.

Response Key

The Record Form provides a small version of the visual stimuli annotated with the correct response. The Response Key is an explanation of the annotation beneath each reduced visual stimulus. The reduced visual stimulus will help you score the student's response quickly, and you may want to use it to record the order of the student's response as you test.

Scoring the Test

Compute the raw score for the test by adding the scores of the items administered and, unless the reversal rule was applied, 1 point for each item preceding the student's start point. Record the test raw score in the Record Form. If you discontinue the test and choose, for diagnostic purposes, to administer items beyond that point, do not include those scores while computing the raw score for the test.

Figure 3.8 Linguistic Concepts, Record Form 1 (Student Age 6:2)

Linguistic Concepts

Start Ages 5–6: Item 1 Ages 7–8: Item 10	Reversal Rule Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.	Repetitions Not allowed	Discontinue Rule Four consecutive 0 scores
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Wait until you are certain that the student has completed the response to an item before presenting the next item. Circle 1 for a correct response and 0 for an incorrect response.

Response Key

1, 2, 3... = specified order of individual responses	★ = any order of response	and = both must be selected	or = either may be selected
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Demo Here are some pictures. I will point to the flower (point and pause). Now, you point to a picture that I name.

Point to the house (pause).
Point to the ball (pause).
Point to the apple (pause).
Point to the sun (pause).
Point to the flower.

Trial 1 Point to the *ball*.

Trial 2 Point to the *sun*.

Trial 3 Point to the *row of apples*.
 (If the student points to one shape, say, "Touch each shape in the row.")

	SCORE
▶ Ages 5–6 1. Point to the house <i>and</i> a flower.	1 0
2. Point to the flower in the <i>middle</i> .	1 0
3. Point to the one that is <i>different</i> .	1 0
4. Point to <i>all</i> of the flowers.	1 0
5. Point to the ones that are <i>circled</i> .	1 0
6. Point to the sun <i>with</i> your thumb.	1 0
7. Point to one that is <i>not</i> a house.	1 0
8. Point to the suns that are <i>together</i> .	1 0
9. Point to the row that has <i>many</i> balls.	1 0

Item Analysis and Extension Testing

On the item analysis table in the Record Form, circle all the items scored 0. Analyze the correct and incorrect items to determine error patterns in the student's responses.

Use extension testing to analyze the student's errors in understanding basic linguistic concepts and executing the spoken directions. Review the student's performance on tests that require understanding of content (e.g., Sentence Comprehension, Understanding Spoken Paragraphs). If performance is below average on these tests as well, establish whether or not the student can accurately interpret the basic concepts in familiar, typical, and experience-based contexts.

Analyze the student's errors according to the categories in the Linguistic Concepts item analysis table. Base extension testing on the error patterns you observe and then select one or more of the following suggested extension testing options.

Repeating the Directions

Administer the Test Items the student missed and repeat the stimulus directions if necessary. If the student receives a score of 1 on half or more of the repeated items, repeating verbal instructions may be a valuable strategy in the classroom for this student. Do not use these post-assessment responses to calculate the student's scores.

Modifying the Test Format

Simplify the task by using manipulative objects that are familiar to the student and available in his or her environment (e.g., toys, blocks, cars, counters, tokens). Determine if a less complex task improves performance.

In-depth Assessment of Concepts

If further in-depth testing of concepts is needed consider administering *The Boehm Test of Basic Concepts—Third Edition* (Boehm, 2000) or the *Bracken Basic Concepts Scale—Third Edition: Receptive* (Bracken, 2006).

Word Structure

Administer to ages 5–8 years

Start Point	Reversal Rule	Repetitions	Discontinue Rule
Ages 5–8; start at Item 1	There is no reversal rule.	One repetition is allowed on request or when it appears that the student was not attending. Do not repeat an item if the first response is incorrect.	Do not discontinue. Administer all items.

Materials Needed

Record Form 1
Stimulus Book 1 (purple tab)

Objective

To evaluate the student'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.

Relationship to Curriculum

The abilities evaluated relate to kindergarten and elementary school curriculum objectives for using word structure rules (morphology) to (a) extend word meanings by adding inflectional, derivational, or comparative and superlative suffixes; (b) derive new words from base words; and (c) use referential pronouns.

Relationship to Classroom Activities

The use of word structure rules is emphasized by matching word forms to pictures; substituting pronouns for nouns; indicating number, time, and possessive relationships; making comparisons of characteristics; describing pictures and events; and other tasks.

Implications for Intervention

Knowledge and use of morphology to modify or extend word meanings are important as these skills relate directly to the early and later acquisition of literacy (Larsen & Nippold, 2007). If the student receives a below average score, you can identify which morphological rules resulted in incorrect responses with item analysis. The analysis will identify the specific rule categories that need to be developed in order for the student to reach age-expectations for morphological awareness. Use procedures such as indirect imitation, described in the Extension Testing section, rebus procedures with word substitutions for pictures, and storytelling in response to picture sequences. It is important during intervention to emphasize the function of specific rules rather than simply promoting rote acquisition of surface structures (Rice & Blossom, 2013).

Administration Directions

Word Structure Items are grouped according to the morphological structure or pronoun category tested, and are labeled alphabetically in the Record Form (A. Regular Plural, B. Irregular Plural, etc.). Corresponding visual stimuli are indicated with the same letter and item number in the lower right corner of each page of the Stimulus Book. Each group has a Demonstration Item where you provide the response as a model to the student of the targeted structure. DO NOT provide the correct response to the Test Items (those labeled with numbers in the Record Form) if the student's response is incorrect, or if he or she does not respond.

In the Record Form, blue lines between items indicate you must turn the Stimulus Book page to show the stimuli for the next item. Test Items from the same group sometimes appear across two pages. Directions to the examiner to point to specific pictures are in parentheses () in the Record Form, and correct targeted responses for MAE speakers are in brackets [].

Demonstration

Turn to Stimulus Book 1 page WS Demo. Introduce the demo item by saying, **I'm going to show you some pictures and say some things about them. I want you to help me by finishing some of the things I say. I'll do the first one. Listen. Here is a boy** (point to the picture of the boy) **and here is a...** (point to the picture of the girl and pause) **girl.**

Trial 1

Turn to page WS Trial 1, 2 and say, **Now let's do some more. This time I want you to finish what I say. This boy** (point) **is standing and this boy is...** (point and pause). The student should say, "Sitting." If the student responds correctly, proceed to Trial 2. If the student requests a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 1. If the student still responds incorrectly, say, **I want you to say, "...sitting," to finish what I was saying,** and wait for the student to respond. If the student seems reluctant to finish your sentence, say, **You have permission to finish my sentences.** Then repeat the trial.

Trial 2

Say, **Mom said, "These shoes** (point to the shoes on the left) **are mine and those shoes are...** (point and pause). The student should say, "Yours." If the student responds correctly, proceed to the Test Items. If the student requests a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 2. If the student still responds incorrectly, say, **I want you to say the word yours to finish what I was saying.**

Test Items

Introduce the Test Items by saying, **Now let's do some more. Listen carefully to what I say about the picture and help me finish what I say about each one.** Proceed to WS A Demo, 1.

Recording and Scoring Responses

If the student gives a response that is different from the target response but demonstrates the targeted structure and is meaningful to the context of the item, record the response and give credit. For example, Item 13 targets auxiliary + *-ing* and the target response is *are swinging*. If the student's response is *are playing on the swings*, credit the response as correct. If the student gives a response related, but not identical, to the target (e.g., Item 7: "his" for possessive noun *Jack's*, Item 33: "had ridden" for irregular past *rode*) prompt one time with, **Can you say it another way?** Circle 1 if the student's response is correct or 0 if the response is incorrect.

Dialectal Scoring


If the student's response includes an accepted dialectal variation of the target response, write the response verbatim in the space provided. You must determine whether a response is an accepted dialectal variation for the student you are testing. Appendix I provides additional information about and guidelines for scoring dialectal variations in morphology, syntax, and phonology.

Scoring the Test

Compute the raw score by adding the scores of individual items. Record the raw score in the Record Form.

Note. You can administer Word Structure to a student who is older than the age range for which norms were developed (5–8 years) but who appears to be functioning at a younger age developmentally. However, you can only use the Word Structure raw score as criterion-referenced information about the student's language skills, or to obtain a test-age equivalent or Growth Scale Value. The raw scores cannot be translated into age-appropriate standard scores or percentile ranks.

Figure 3.9 Word Structure, Record Form 1 (Student Age 8:1, MAE Speaker)

Start  All ages: Item 1	Reversal Rule None	Repetitions Allowed	Discontinue Rule None
Correct responses are in brackets. Circle 1 for a correct response and 0 for an incorrect response.			
Demo Here is a boy (point) and here is a (point and pause) girl .			
Trial 1 This boy (point) is standing and this boy is (point and pause) _____			. [sitting]
Trial 2 Mom said, "These shoes (point to shoes on the left) are mine and those shoes are (point and pause) _____			." [yours]
A. Regular Plural			SCORE
Demo Here (point) is one cup. Here are two (point and pause) cups .			
1. Here is one book. Here are two _____			. [books/more books] 1 0
Demo Here (point) is one watch. Here are two (point and pause) watches .			
2. Here is one horse. Here are two _____			. [horses/more horses/horsies/other horses/ponies] 1 0
B. Irregular Plural			
Demo Here (point) is one foot. Here are two (point and pause) feet .			
3. Here is one mouse. Here are two _____			MOUSES . [mice/more mice] 1 0
4. Here is one child. Here are three _____			. [children/more children] 1 0
C. Third Person Singular			
Demo The girl likes to swim. Each day she (point and pause) swims .			
5. The boy likes to read. Everyday he _____			. [reads] 1 0
6. Here the bird eats. Here the bird _____			. [flies] 1 0
D. Possessive Nouns			
Demo This is Paula (point). Whose glove is this (point)? It is (pause) Paula's .			
7. This is Jack. Whose dog is this? It is _____			his/Jack's . [Jack's] 1 0
8. This is a king. Whose crown is this (point)? It is the _____			. [king's/man's] 1 0
E. Derivation of Nouns			
Demo This man (point) sings. He is called a (pause) singer .			
9. This man teaches. He is called a _____			. [teacher] 1 0
F. Contractible Copula			
Demo This bird is blue. What about this one? (Point and pause.) It's red .			
10. This egg is whole. Tell me about this one. _____			half [It is (It's) broken./It is (It's) cracked.] 1 0

Item Analysis and Extension Testing

On the item analysis table in the Record Form, circle all the items scored 0. Analyze the student's errors according to the morphological rule categories (e.g., regular plural, possessive, contractible copula) indicated in the table. Once you determine error patterns in the student's responses, use extension testing to further assess the student's ability to apply rules and produce the morphological forms presented in the Word Structure test.

Indirect Imitation

Develop two pictures and stimulus sentences that parallel the targeted structure in the items the student missed. For example, *ate* or *hid* are parallel to the targeted irregular past *rode*. Make a statement about one picture and then about the other. Ask the student to repeat each statement as you point to each picture. For example, say, "Let's look at some pictures. I'll point to each picture and say something about it, then you tell me exactly what I said about the picture. Let's try one. The dog is running," (point). "The dogs are running," (point). "Tell me what this one shows," (point to the picture of one dog). "Now tell me what this one shows," (point to the picture of the two dogs).

Word Classes

Administer to ages 5–21

Start Point	Reversal Rule	Repetitions	Discontinue Rule
<p>All Ages: Start at age-appropriate Demo and Trial Items, then</p> <ul style="list-style-type: none">■ Ages 5–10: go to Item 1■ Ages 11–14: go to Item 13■ Ages 15–21: go to Item 20 <p>Unlike other tests, the Demonstration and Trial Items for Word Classes are different for younger and older students.</p>	<p>Perfect score on two consecutive items from start point; if not:</p> <ul style="list-style-type: none">■ Ages 11–14: go to Demo and Trials for 9–10, then to Item 1.■ Ages 15–21: go to Item 13. If scores on 13 and 14 are not perfect, go to Demo and Trials for 9–10, then to Item 1.	<p>One repetition is allowed on request or when it appears that the student was not attending. Do not repeat an item if the first response is incorrect.</p>	<p>Discontinue testing after 0 scores on four consecutive items.</p>

Materials Needed

Record Form 1 for Ages 5–8
Record Form 2 for Ages 9–21
Stimulus Book 1 (green tab)

Objective

To evaluate the student's ability to understand relationships between words based on semantic class features, function, or place or time of occurrence.

Relationship to Curriculum

The abilities evaluated are important in kindergarten and elementary grade curricula for (a) using word associations to focus or extend word meanings in spoken or written discourse; (b) to substitute synonyms for earlier acquired word forms; (c) to edit text for meaning, elaboration, or precision; and (d) to develop semantic networks; and to facilitate word retrieval. The abilities evaluated relate to upper elementary and secondary school curricula objectives for abstracting and internalizing shared and non-shared meanings of associated words.

Relationship to Classroom Activities

The knowledge and precise use of words for expressing meanings in written text is emphasized by comparing and contrasting related words for shared and non-shared meaning features, classifying words by semantic classes to form concept categories and semantic networks, and using antonyms and synonyms.

Implications for Intervention

If the student receives a below-average score, you can analyze errors according to the categories in the item analysis table. This will identify the relationships between words that cause the greatest proportion of difficulties. Performance on this test depends on the student's vocabulary and on metalinguistic awareness and analysis in identifying the logical bases for word associations. Metalinguistic awareness is a separate ability from linguistic skill and it influences reading comprehension (Zipke, 2007). The extension testing procedures described for examining receptive and expressive strategies in forming word associations may be extended to intervention in the classroom and in therapy.

Note. Word Classes contains two words that have more than one pronunciation. Use the following pronunciations:

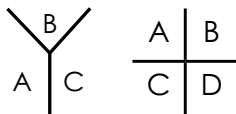
- Item 32: d) *compound* should be pronounced (kōm' pound') as if rhyming with "Tom•sound."
- Item 40: d) *articulate* should be pronounced (är-tik' yə-lät) with the last syllable rhyming with "ate."

Administration Directions for Ages 5–10

Word Classes has two sets of Demonstration and Trial Items, one for younger students and one older students.

Word Classes for ages 5–10 includes items presented with visual stimuli in Stimulus Book 1, as well as items that are presented verbally only from the Record Form. Items 1–8 have three pictures per item and Items 9–12 have four pictures per item. Present each item to the student by naming each picture. On stimulus pages with three pictures, start naming with the picture on the lower left side of the page (picture A), move to the picture on the upper middle portion of the page (picture B), and finally, move to the picture in the lower right corner (picture C). On stimulus pages with four pictures, start naming with the picture in the upper left corner (picture A), move to the upper right (picture B), then move to the lower left corner (picture C), and end with the lower right (picture D). You may point to the pictures as you name them (see Figure 3.10).

Figure 3.10 Stimulus Book Picture Formats for Word Classes



Demonstration

Turn to Stimulus Book 1 page WC Demo. Introduce the item by saying, **I am going to say some words and show you some pictures. Two of the words go together. Look and listen as I say the words: *puppy, frog, dog*** (point to the pictures as you name them). ***Puppy and dog*** (point) **are the two words that go together best.** Proceed to Trial 1.

Trial 1

Turn to Stimulus Book 1 page WC Trial 1. Say, **Now let's do it again. Two of these words go together. Look and listen carefully to the words I say, then tell me the two words that go together: *milk, apple, banana***. If the student responds by identifying the words *apple* and *banana*, proceed to Trial 2. If the student requests a repetition, does not respond within 10 seconds, or identifies two unrelated words, say, **Listen carefully to the words: *milk, apple, banana*. Two of them go together best. Do you know which ones they are?** If the student responds incorrectly, say, **The two words that go together are *apple* and *banana***. Proceed to Trial 2.

Trial 2

Turn to Stimulus Book 1 page WC Trial 2. Say, **Now let's do some more. Remember, tell me the two words that go together best** (pause): ***cat, whiskers, nest***. If the student identifies the words *cat* and *whiskers*, proceed to the Test Items. If the student requests a repetition, does not respond within 10 seconds, or identifies two unrelated words, say, **Listen carefully to the words:** (pause) ***cat, whiskers, nest*. Two of them go together best. Do you know which ones they are?** If the student responds incorrectly, say, **The two words that go together are *cat* and *whiskers***. Proceed to Test Item 1.

Test Items

Start at Item 1. Say, **Here are some more. Look, listen, and tell me which two words go together.** For each item, show the stimulus page and say the words indicated in the Record Form.

Note. Before Item 9, read the instructions on the Record Form informing the student there will be four words to choose from for the rest of the Test Items. Before Item 13, read the instructions on the Record Form informing the student that the remaining items do not have pictures.

Administration Directions for Ages 11–21 years

Word Classes for ages 11–21 is presented from the Record Form without visual stimuli.

Demonstration

Introduce the Demonstration Item by saying, **I am going to read some words. Two of the words go together. Listen to the words: *fish, milk, fin, spider*.** (Pause.) ***Fish and fin* are the two words that go together.**

Trial 1

Say, **Let's do some more. Remember, two of these words go together, they are related. Listen to the words and tell me the two words that go together best:** (pause) ***dark, hot, soft, cold*.** If the student responds by identifying the words *hot* and *cold*, proceed to Trial 2. If the student requests a repetition, does not respond within 10 seconds, or identifies two unrelated words, say, **Listen to the words again and tell me the two words that go together—the two words that are related: *dark, hot, soft, cold*.** If the student responds incorrectly, say, **The two words that go together best are *hot and cold*.** Proceed to Trial 2.

Trial 2

Say, **Now listen to some more words. Remember to tell me the two words that go together best:** (pause) ***wink, smile, sleep, laugh*.** If the student responds by identifying the words *smile* and *laugh*, proceed to the Test Items. If the student requests a repetition, does not respond within 10 seconds, or identifies two unrelated words, say, **Listen carefully to the words I say:** (pause) ***wink, smile, sleep, laugh*.** **Two of the words are related. Do you know which ones they are?** If the student still does not respond correctly, say, **They are *smile and laugh*,** and proceed to Test Item 13.

Test Items

For ages 11–14 start at Item 13, and for ages 15–21 start at Item 20. Introduce the Test Items by saying, **Now I will read some more words. Listen carefully to each set of words and tell me the two words that go together best.** Read the Test Items in the sequence listed. If necessary, precede each item with the direction, **Listen,** to focus the student's attention on the new word series.

- If a student age 11–14 years does not meet the reversal rule criterion of perfect scores on the first two items administered (Items 13 and 14), go back to the Demo and Trial Items for ages 9–10 and administer them before administering Item 1. Then continue testing with Items 2, 3, etc. until the discontinue rule is met.
- If a student age 15–21 years does not meet the reversal rule criterion of perfect scores on the first two items administered (Items 20 and 21) go back to Item 13 and test forward. If the student still does not meet the reversal rule criterion of perfect scores on the first two items administered (Items 13 and 14), go back to the Demo and Trial Items for ages 9–10 and administer them before administering Item 1. Then continue testing with Items 2, 3, etc.

If you are testing a student who is suspected of having a language disability or intellectual deficiency (regardless of chronological age) you may want to start testing by administering the Demo and Trial Items for Ages 9–10, test from Item 1, and continue testing until the discontinue rule is met.

Recording and Scoring Responses

Circle the words that the student gives in response. Correct responses are bold in the Record Form. Circle 1 in the Score column if the student selects both correct words, and 0 if the student selects one or more incorrect words. If the student makes no response or responds with, "I don't know," or a similar reply, circle 0 in the Score column. Discontinue testing after four consecutive 0 scores.

Scoring the Test

Compute the raw score for the test by adding the scores of the items administered and 1 point for each item preceding the student's start point. Record the test raw score on the Record Form. If you discontinue the test and choose, for diagnostic purposes, to administer items beyond that point, do not include those scores while computing the raw score for the test.

Item Analysis and Extension Testing

On the item analysis table in the Record Form, circle all the items scored 0. Analyze the correct and incorrect items to determine error patterns in the student's responses.

Examine and categorize the student's errors according to his or her curricular content or other logical categories. During extension testing, it is essential that you use vocabulary that is meaningful and relevant to the student. Use classroom-vocabulary word lists or reference textbooks to find the most appropriate words. Consider administering additional tests that examine semantic knowledge (e.g., Linguistic Concepts, Following Directions, Semantic Relationships, Word Definitions).

Examining Receptive Strategies

Have the student categorize and classify pictures or objects by semantic categories (e.g., fruits, vegetables, liquids, meats, furniture, clothing, tools, toys, body parts). Then, have him or her reclassify the pictures by selected characteristics, attributes, or conditions (e.g., hard, soft, hot, cold, big, small).

Examining Expressive Strategies

Unlike CELF-4, Word Classes in CELF-5 only assesses the receptive knowledge of word relationships. Having the student explain the relationships between two words can be used for extension testing to probe the understanding of relationships among the word pairings that were missed during formal testing. Identify items that earned 0 score points. Beginning with the earliest item missed, introduce the task by saying, "Let's go back and look at how some of the words go together. Here are two words that often go together: *bread* and *butter*. Can you tell me how/why they go together?" When the student has explained the relationship between the words (e.g., butter goes on bread to make it taste better) proceed to the first missed item and say, "Here are two other words. Can you tell me how ___ and ___ go together?" If the student can explain logically how the two words are related, then he or she has established associations between the words.

Alternatively, you could present groups of three or four printed words that are taken from classroom-vocabulary word lists and are meaningful and relevant for the student. Ask the student to identify the two words in a grouping that are closely related and to explain that relationship. Each of these formats may provide input for classroom interventions.

Figure 3.11 Word Classes, Record Form 2 (Student Age 12:7)

Word Classes

<p>Start ▶</p> <p>Ages 9–10: Item 1 Ages 11–14: Item 13 Ages 15–21: Item 20</p>	<p>Reversal Rule</p> <p>Perfect score on two consecutive items from start point; if not:</p> <ul style="list-style-type: none"> • Ages 11–14 go to Demo and Trials for 9–10, then to Item 1. • Ages 15–21 go to item 13. If scores on 13 and 14 are not perfect, go to Demo and Trials for 9–10, then to Item 1. <p>See Examiner’s Manual for further explanation.</p>	<p>Repetitions Allowed</p>	<p>Discontinue Rule</p> <p>Four consecutive 0 scores</p>
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Correct responses are in bold. Circle 1 if the student selects both correct words, and 0 if the student selects one or more incorrect words. If necessary, precede each item with **Listen**, to focus the student’s attention on the new word series.

Demo and Trials for Ages 9–10

Demo	puppy	frog	dog
Trial 1	milk	apple	banana
Trial 2	cat	whiskers	nest

Demo and Trials for Ages 11–21

Demo	fish	milk	fin	spider
Trial 1	dark	hot	soft	cold
Trial 2	wink	smile	sleep	laugh

▶ Ages 15–21

20.	north	Celsius	globe	west	1	0
21.	spring	morning	weekend	afternoon	1	0
22.	sniff	eyes	see	hand	1	0
23.	dancing	caring	hearing	smelling	1	0
24.	smooth	wise	rough	heavy	1	0
25.	affirming	appointing	achieving	accomplishing	1	0
26.	equal	early	size	alike	1	0
27.	crooked	connected	joined	rotated	1	0
28.	quest	quench	search	literal	1	0
29.	longitude	volume	attitude	latitude	1	0
30.	enthusiastic	envious	effective	eager	1	0
31.	permanent	temporary	faulty	stereo	1	0
32.	disagree	persuade	urge	compound	1	0
33.	occupied	relevant	complicated	vacant	1	0
34.	adventurous	prosperous	reliable	wealthy	1 Discontinue	
35.	biography	lecture	memoir	parchment	1	0
36.	intellectual	essential	gradual	crucial	1	0
37.	repossess	recycle	renovate	restore	1	0
38.	informal	apathy	imitation	caricature	1	0
39.	arid	parched	tricky	serene	1	0
40.	assimilate	incorporate	retaliate	articulate	1	0

Raw Score 26

Say, **Now you will have four words to choose from.** (Turn the Stimulus Book page and say,) **Tell me the two that go together best.**

9.	comb	soap	brush	tissue	1	0
10.	pink	circle	square	7	1	0
11.	key	razor	hammer	nail	1	0
12.	C	3	M	check	1	0

Say, **Now we are going to do some that don't have pictures. Listen and tell me the two words that go together best.** Proceed to Item 13.

▶ Ages 9–10

1.	cat	cow	kitten	1	0
2.	marker	pencil	strawberry	1	0
3.	foot	hand	belt	1	0
4.	stroller	helicopter	plane	1	0
5.	eyes	socks	shoes	1	0
6.	candle	apple	flashlight	1	0
7.	slide	swing	snowman	1	0
8.	alligator	caterpillar	butterfly	1	0

▶ Ages 11–14

13.	running	jumping	eating	hearing	1	0
14.	books	porch	library	cave	1	0
15.	bed	garage	pool	car	1	0
16.	silent	quiet	gentle	tired	1	0
17.	rock	shirt	pie	cloth	1	0
18.	park	candle	wax	mirror	1	0
19.	minute	decade	hour	winter	1	0

Word Classes Item Analysis

Category	Item
Semantic Class	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 , 12, 13, 16 , 19, 20, 21, 23, 35, 38
Location	14, 15
Composition	17, 18
Synonym	16 , 25 , 26, 27 , 28 , 30 , 32 , 34, 36, 37, 39, 40
Object Function	11 , 22
Word Opposites	24, 29, 31 , 33

Note. Bold items appear in more than one category.

Following Directions

Administer to ages 5–21

Start Point	Reversal Rule	Repetitions	Discontinue Rule
Ages 5–8: start at Item 1 Ages 9–11: start at Item 6 Ages 12–14: start at Item 10 Ages 15–21: start at Item 14	Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.	No repetitions are allowed.	Discontinue testing after 0 scores on four consecutive items.

Materials Needed

Record Form 1 for Ages 5–8
Record Form 2 for Ages 9–21
Stimulus Book 2 (magenta tab)

Objective

To evaluate the student's ability to (a) interpret spoken directions of increasing length and complexity; (b) follow the stated order of mention of familiar shapes with varying characteristics such as color, size, or location; and (c) identify from among several choices the pictured objects that were mentioned. These abilities reflect short-term and procedural memory capacities.

Relationship to Curriculum

The abilities evaluated relate to preschool, kindergarten, elementary, and secondary school curriculum objectives of (a) completing classroom and homework assignments by following procedural scripts, and (b) following teacher instructions for managing classroom activities and interactions.

Relationship to Classroom Activities

Comprehension, recall, and the ability to act upon spoken directions are essential for achievement in all subject areas, for internalizing scripts and rules for behavior, and for completing assignments or projects in school and at home.

Implications for Intervention

If the student receives a below average score, it is important to identify the aspects of the spoken instruction that interfere with the student's ability to respond correctly. The stimuli used in the directions are basic and familiar, presented only in two colors, and should not present barriers to comprehension. The deciding factors relate to the length of the command (i.e., memory capacity and working memory), number of adjectives used (modification), and serial or left-right orientation. Analysis of the response patterns will reveal which factors are dominant in generating incorrect responses. Intervention procedures should not include rote-learning procedures. Instead, understanding and recall of spoken directions used in classrooms for instruction and management should be strengthened. Breaking down instructions into smaller units, adding redundancy, distributing adjectives, and developing knowledge of terms for orientation may increase the student's ability to follow instructions across subject areas.

Administration Directions

During item administration, be certain to wait until you are certain that the student has completed his or her response to an item before presenting the next item.

Demonstration

Turn to Stimulus Book 2 page FD Demo. Introduce the item by saying, **Here are some pictures. I will point to the circle** (point and pause).

Now you point to the picture that I name.

Point to the triangle (pause for response).

Point to the X (pause).

Point to the circle (pause).

Point to the square (pause).

If the student responds correctly, proceed to Trial 1. If the student requests a repetition, responds incorrectly, or does not identify any one of the shapes within 10 seconds, say, **Listen carefully**, and repeat the Demonstration Item.

Trial 1

Turn to page FD Trial 1 and say, **Now, I would like you to point to the pictures in the same order I tell you. Point to the circle and a square.** If the student responds correctly proceed to Trial 2. If the student requests a repetition, responds incorrectly, or does not respond, repeat the item with the introduction, **Listen carefully**. If the student fails to respond correctly, say, **Here is the circle** (point). **Here is a square** (point).

Trial 2

Turn to page FD Trial 2 and say, **Now, I will show you some more pictures. This time I will say, "Go," when I want you to point. Remember to point to the pictures in the same order I tell you. Point to the black circle and the white square. Go** (pause for a response). If necessary, repeat Trial 2 and remind the student to point to the pictures in the order mentioned and not to point until you say, "Go." Proceed to Trial 3.

Trial 3

Turn to page FD Trial 3 and say, **Let's try some more. Remember to point to the pictures in the order that I name them and do not point until I say, "Go"** (pause). **Point to the big circle and the little X. Go** (pause for a response). If necessary, repeat Trial 3 and remind the student to point to the pictures in the order mentioned and not to point until you say, "Go." Proceed to Trial 4.

Trial 4

Turn to page FD Trial 4 and say, **Point to one of the rows. Go** (pause for a response). If the student points to only one shape, and you are unsure if the response was correct, say, **Touch each shape in the row**. If necessary, repeat Trial 4. Proceed to the Test Items.

Test Items

Say, **Now let's try some more. Remember to point to the pictures in the order that I tell you. Do not point until I say, "Go." Listen carefully because I can't say them again.** Proceed to the age-appropriate start point. Turn to each stimulus page, read the entire item, and pause for the response. When you are certain that the student has finished responding to an item, present the next item.

Recording and Scoring Responses

For each item, circle 1 if the student's response is correct and 0 if the response is incorrect. If the student makes no response or responds with, "I don't know," or a similar response, circle 0. Discontinue testing after four consecutive scores of 0.

Response Key

The Record Form provides a small version of the visual stimuli annotated with the correct response. The Response Key is an explanation of the annotation beneath each reduced visual stimulus. The reduced visual stimulus will help you score the student's response quickly, and you may want to use it to record the order of the student's response when you are testing.

Scoring the Test

Compute the raw score for the test by adding the scores of the items administered and, unless the reversal rule was applied, 1 point for each item preceding the student's start point. If you discontinue the test and choose, for diagnostic purposes, to administer items beyond that point, do not include those scores while computing the raw score for the test. Record the test raw score on the Record Form.

Figure 3.12 Following Directions, Record Form 1 (Student Age 7:3)

Following Directions			
Start All ages: Item 1	Reversal Rule None	Repetitions Not allowed	Discontinue Rule Four consecutive 0 scores
<p>Wait until you are certain that the student has completed his or her response to an item before presenting the next item. Circle 1 for a correct response and 0 for an incorrect response.</p>			
Response Key			
<p>1, 2, 3... = specified order of individual responses ★ = any order of response and = both must be selected or = either may be selected</p>			
<p>Demo Here are some pictures. I will point to the circle. (Point and pause.) Now you point to the picture that I name. Point to the triangle (pause). Point to the X (pause). Point to the circle (pause). Point to the square (pause).</p>			
Trial 1	Point to the circle and a square.		
Trial 2	Point to the black circle and the white square. Go.		
Trial 3	Point to the big circle and the little X. Go.		
Trial 4	Point to one of the rows. Go. (If the student points to one shape, say, "Touch each shape in the row.")		
			SCORE
1.	Point to the white triangle. Go.		0
2.	Point to the black circles. Go.		0
3.	Point to the big circle and the little circle. Go.		1
4.	Point to the big X, then point to the little triangle. Go.		0
5.	Point to the last circle. Go.		1
6.	Point to the square at the same time that you point to the X. Go. (Student must point to both pictures at the same time.)		0
7.	Point to the first X, then point to the last square. Go.		0
8.	Point to a square, a circle, and a triangle. Go.		1

Item Analysis and Extension Testing

Analyze the student's errors according to the categories in the Following Directions item analysis table. Count errors on two- and three-level commands, errors related to the number of internal modifiers, and errors related to orientation.

Item analysis for Following Directions includes commands with left and right orientation. The Demonstration and Trial Items of this test provide training on the left-to-right orientation. Following this training, most Test Items use a left-to-right orientation, except the items that give specific left or right directions (Items 11, 16, 23, and 33). In the item analysis table, "Left/Right Orientation" refers to the items that provide specific left or right directions. Complete the table in the Record Form to determine error patterns in the student's responses.

Use extension testing to analyze errors in interpreting, recalling, and executing spoken directions of increasing length and complexity. Review the student's performance on tests that require memory for content (e.g., Recalling Sentences, Formulated Sentences, Understanding Spoken Paragraphs). If performance is below average on these tests also, establish whether or not the student can accurately interpret the concepts in familiar, typical, and experience-based contexts.

Repeating the Directions

Administer the Test Items the student missed again and repeat the stimulus directions if necessary. If the student receives a score of 1 on half or more of the repeated items, repeating verbal instructions for this student may be a valuable strategy for the classroom.

Modifying Item Content

Simplify multiple-level commands on items that have multiple modifiers. For example, change Item 17 (*Point to the big black triangle, the little square, and the little white triangle.*) to a single-level command (*Point to the big black circle.*), or a reduced multi-level command (*Point to the black triangle and the white triangle.*). Determine if less complex tasks improve the student's performance.

Using Concrete Objects

Use functional, common objects that are familiar to the student and available in his or her environment (e.g., toys, blocks, cars, counters, tokens) for further hands-on extension testing activities. Determine if using objects instead of pictures increases accuracy.

Formulated Sentences

Administer to ages 5–21

Start Point	Reversal Rule	Repetitions	Discontinue Rule
Ages 5–8: start at Item 1 Ages 9–11: start at Item 8 Ages 12–14: start at Item 10 Ages 15–21: start at Item 13	Perfect score (2 points) on two consecutive items from start point; if not go back to Item 1 and test forward.	One repetition is allowed on request or when it appears that the student was not attending. Do not repeat an item if the first response is incorrect.	Discontinue testing after 0 scores on four consecutive items.

Materials Needed

Record Form 1 for Ages 5–8
Record Form 2 for Ages 9–21
Stimulus Book 1 (orange tab)

Objective

To evaluate the student’s ability to formulate complete, semantically and grammatically correct, spoken sentences of increasing length and complexity (i.e., simple, compound, and complex sentences), using given words (e.g., *car*, *if*, *because*) and contextual constraints imposed by illustrations. These abilities reflect the capacity to integrate semantic, syntactic, and pragmatic rules and constraints while using working memory.

Relationship to Curriculum

The abilities evaluated by Formulated Sentences relate to kindergarten, elementary, and secondary school curriculum objectives for internalizing linguistic rules (semantic, syntactic, pragmatic) and integrating these to produce spoken narratives and discourse and create written text.

Relationship to Classroom Activities

The ability to formulate complete semantically-, syntactically-, and pragmatically-acceptable spoken and written sentences of increasing complexity is emphasized in (a) storytelling, (b) sentence completion, combination, and transformation activities, (c) written text, and (d) editing text and other literacy activities.

Implications for Intervention

If the student receives a below-average score, analyze errors according to the categories in the item analysis table. This will identify stimulus words and grammatical markers that cause the student the greatest difficulties in integrating sentence components to create complete, grammatically-accurate propositions. Performance depends in part on explicit (conscious) structural linguistic knowledge and in part on working memory and metalinguistic awareness. Developing the conceptual meaning of the grammatical markers and their role in sentence structure in explicit procedures may develop metalinguistic awareness and help the student compensate for persisting working-memory problems. Explicit structural knowledge is required to be able to edit and revise written text (Thompson & Shapiro, 2007). Sirrin and Gillam (2008) provide applicable reviews of evidence-based expressive language intervention practices.

Administration Directions

Because you must write the student’s verbatim response for each item, you may find it helpful to audio record administration of this test and use the recording to help verify responses that were not completely recorded during administration. Before testing, make sure that your recording equipment is working properly and that the volume control is loud enough to capture all responses.

In addition, because you are unable to score items as you administer them, make sure you administer enough Test Items to meet the discontinue rule.

Demonstration

Turn to Stimulus Book 1 page FS Demo. Introduce the demonstration item by saying, **Here is a picture of people in a library. I will use the word *book* in a sentence to talk about this picture** (pause). **“The girl is reading a book.” Or I could say, “A book is on the table.”**

Trial 1

Turn to page FS Trial 1 and say, **Here is another picture. Now you make a sentence about this picture using the word *reading*. You must make your sentence about something in the picture and you must use the word *reading*. Look at the picture to help you think of what to say.** If the student produces a sentence that is appropriate to the context of the stimulus picture and incorporates the stimulus word, record it on the Record Form and proceed to Trial 2.

If the student hesitates, requests a repetition, or produces a phrase or sentence that does not include the stimulus word or is not appropriate to the stimulus picture, repeat the item and add, **Remember, make a sentence about the picture and use the word *reading*.** If the student does not respond with the stimulus word in an appropriate context, record the response and say, **You could have said...** (give a sample sentence). Proceed to Trial 2.

Trial 2

Turn to page FS Trial 2. Say, **Here is another picture. Now you make a sentence about this picture using the word *first*. You must make your sentence about something in the picture and you must use the word *first*. Look at the picture to help you think of what to say.** If the student produces a sentence that is appropriate to the context of the stimulus picture and incorporates the stimulus word, record it on the Record Form and proceed to the Test Items.

If the student requests a repetition or produces a phrase or sentence that does not include the stimulus word or is inappropriate to the stimulus picture, repeat Trial 2 and add, **Remember, make a sentence about the picture and use the word *first*.** If the student still doesn't respond with the stimulus word in an appropriate context, say, **You could have said...** (give a sample sentence). Proceed to the Test Items.

Test Items

Introduce the Test Items by saying, **Now, I will say some more words and show you some more pictures. I want you to tell me a sentence using each word I say. You must make your sentence about the picture and must use the word I tell you in your sentence.** Proceed to the age-appropriate start point and the corresponding item in the Stimulus Book. Present the pictures from the Stimulus Book and read the words from the Record Form.

Note. In the Record Form, there are additional directions to read to the student before Item 19. Two words are used in Items 19–24. The student must use both stimulus words in a sentence that is appropriate to the context of the stimulus picture. The words can be in any order in the student's response.

Recording and Scoring Responses

Record the student's responses VERBATIM in the space provided for each item in the Record Form. Score each item by circling 2, 1, or 0 in the score column. Use the Scoring Rules and Scoring Procedures and the examples of scored responses in Table 3.3 and Appendix H to score each item. If the student makes four consecutive responses that earn a score of 0 (unacceptable sentences or no responses), discontinue the test.

Scoring Rules

Use the following rules to score Formulated Sentences:

- The stimulus word(s) must be used CORRECTLY (according to the Target Word Requirements in Table 3.3) in the student's response for it to be credited as correct.
- To make scoring easier, first look for the stimulus word(s) in each sentence. If the stimulus word(s) are not used, score the item 0 points.
- The stimulus word(s) must be used as presented; tense and plurality may NOT be changed. For example, a response using *give* instead of *gave* for Item 7 earns a score of 0.
 - ◆ Exceptions to this rule apply only to conversational or colloquial substitutions for the stimulus word(s), such as: *plane* for *airplane* (Item 2), *into* for *in* (Item 4), *'til* for *until* (Items 16 and 24), *afore* for *before* (Items 13 and 23), and *'cause* or *cuz* for *because* (Items 14 and 20).
- The semantic meaning of the stimulus word(s) may not be changed. If the meaning of the stimulus word is changed, score the item 0. For example, "Gave is eating dinner," for Item 7 earns a score of 0.
- The sentence response must be about something in the picture. If the response is not about something pictured in the visual stimulus, score the item 0 points. Accept a response even if it is remotely related.
- The sentence response may be part of a dialogue between or among people pictured.
- As in cartoons or comics, an animal may be considered the speaker.
- The sentence may be stated in the first person (i.e., the student puts herself or himself in the stimulus picture as one of the speakers).
- Regional and cultural patterns or variations that reflect dialectal differences from MAE are credited if they are appropriate for the student's language background. Score variations as correct according to the structural rules of the student's dialect. Refer to Appendix I, Language Differences and Cultural Sensitivity, for additional information. Also, consult the ASHA website (www.asha.org) or any of the ASHA recommended references.
- Responses may be in the form of questions or statements.
- If two or more sentences are given in response to an item, score only the sentence that contains the stimulus word(s). Give credit for only that sentence and do not score the sentence without the stimulus word(s). Do not add scores for the two sentences. For example:
 - ◆ **Item 16:** "The girls can't get in the store *until* it opens. She wants to buy the bike."
The first sentence contains the stimulus word *until*, score = 2
 - ◆ **Item 19:** "If he runs fast and yells the bus will stop. He won't get wet, *then*."
The required two stimulus words are in two different sentences, score = 0.
- As you will note in Table 3.3, Formulated Sentences Item Scoring Requirements and Examples, some students respond to the items using the stimulus word as the first word of the sentence, or as a "starter" for the sentence. If the sentence meets all the rules for scoring and the stimulus word is included elsewhere in the sentence, credit the response and ignore the stimulus word starter.
- Misplaced modifiers are common in conversational usage, but in writing misplaced modifiers can cause confusion by not being close to the words they modify. Accept conversational usage unless the student's sentence is confusing because it is not clear what is being modified, then count it as a semantic error and score accordingly. See the Scoring Procedure section for more information about misplaced modifiers.

Scoring Procedure

Follow this sequence to score Formulated Sentences items:

1. Look at the stimulus picture for the item in the Stimulus Book.
2. Look for the stimulus word(s) in the student's response. It is helpful to underline the target word(s).
 - ◆ If the sentence does not contain the target word(s), score the item 0 points.
 - ◆ If the sentence contains the target word(s), **continue scoring**.
3. Decide if the response uses the target word(s) correctly according to the Target Word Requirements shown for each item in Table 3.3, Formulated Sentences Item Scoring Requirements and Examples.
 - ◆ If the sentence does not demonstrate the target word requirements, score the item 0 points.
 - ◆ If the sentence uses the target word(s) as described in the requirements, **continue scoring**.
4. Decide if there are syntactic or semantic errors in the sentence.
 - ◆ If there are, count the number of errors and assign a score according to Table 3.2, Scoring Key for Formulated Sentences.

Table 3.2 Scoring Key for Formulated Sentences

Score	Rule	Example
2	A complete sentence that uses the stimulus word(s) as required, is pragmatically appropriate, and is semantically and syntactically correct. This is a logical, complete, meaningful, and grammatical sentence.	Item 8: The kids were given awards for being the <i>best</i> at the talent show. Item 14: The police officer was directing the cars <i>because</i> the traffic lights were out. Item 23: We have to eat <i>before</i> noon <i>otherwise</i> we will miss our ride back to school.
1	A complete sentence that uses the stimulus word(s) as required, is pragmatically appropriate, and has only one or two deviations in syntax or semantics. Consider use of weak vocabulary and inappropriate vocabulary as semantic deviations.	Item 11: Grandpa <i>and</i> grandma is raking the garden. Item 11: The girl is picking tomatoes <i>and</i> the boy is raking.* *This is an example of weak vocabulary because, unless the child is age 5 or 6, the use of <i>boy</i> and <i>girl</i> in this sentence with the given picture is inappropriate. Other misnomers include <i>cat's hand</i> (Item 4) and <i>soccer boy</i> (Item 9).
0	One of the following: a) A complete sentence that does not use the stimulus word(s) or does not use the stimulus word correctly. b) An incomplete sentence. c) A complete sentence that uses the stimulus word(s), but has three or more deviations in syntax or semantics d) A complete sentence that is neither logical nor meaningful. e) The response is not even remotely about the picture.	a) Item 7: Gave ate breakfast. a) Item 16: The store closed. b) Item 16: <i>Until</i> I'll be done. c) Item 4: The cat feet <i>in</i> the water. c) Item 17: The boy could have rode his bike if he broke his arm <i>although</i> he could skateboard. d) Item 12: <i>If</i> the game wins, they win the championship. e) Item 10: <i>When</i> I go to school, I learn.

Table 3.3 provides the target word requirements as well as examples of 2, 1, and 0 point responses for each item. Each score category is based on the number of errors in the response. Not all possible errors or reduced scores are presented in the table. For many of the items, an example of a dialectal response is given. However, due to the variety of dialectal responses possible, not all item responses that could be scored as dialectal or regional have been indicated. As always with dialectical variations, use your clinical judgment in scoring Formulated Sentences.

Changes from CELF–4

There are some small changes in the Formulated Sentences scoring criteria from previous versions of CELF. For example, the scoring criteria for Item 15 *instead* (Item 17 in CELF–4) have been changed to make scoring the item more straightforward. For CELF–4 the scoring criteria for 2 points included the idea of an implied or understood object when using *instead* (e.g., *The boy wants the dinosaur book instead.*). Determining whether or not a student knows how to use the word based on their response is often difficult because of the wide range of possible objects (e.g., instead of the other one/the truck book/that book) that can be implied but are not given as part of the response. For this reason, the criteria for CELF–5 were revised and a response that does not express two alternatives (i.e., contains an implied object of the conjunctive adverb *instead*) is no longer accepted. A student’s response with an implied object is scored 0 as it does not demonstrate the requirements of the target structure.

Weak vocabulary has been added as a semantic error in CELF–5. When a wrong word or an inappropriate word is used, it is counted as weak vocabulary—a semantic error. For example, using *cat’s hand* instead of *cat’s paw* in response to Item 4 is deemed weak vocabulary. However, usage that can be considered colloquial—*The cat is in the fish bowl* or *The cat is in the water again*—can be considered correct depending on the student’s colloquial or dialectal language use.

Table 3.3 Formulated Sentences Item Scoring Requirements and Examples

Target Word(s)	2 Points	1 Point	0 Points
<p>1. she—<i>pronoun</i>: substitutes for a noun</p> <p><<i>she/pronoun</i>></p> <p><i>She</i> is waiting for her sister.</p>	<p><i>She</i> is washing her hands.</p> <p><i>She</i> already washed her hands in the sink.</p> <p><i>She</i> is waiting for her sister to finish washing her hands.</p> <p><i>She's</i> about to brush her teeth.</p> <p><i>She's</i> waiting to brush her teeth, so hurry up.</p>	<p><i>She's</i> washing hers hands.</p> <p><i>She</i> is washing her mouth.</p> <p><i>She</i> is washing her hands to get the germs out.</p> <p><i>She</i> took turns using the sink.</p> <p><i>She</i> wash her hands.</p> <p><i>She</i> washing hands in sink.</p>	<p><i>She</i> is washing her hands before she even washed her hands.</p> <p><i>She</i> is washing her hair.</p> <p>Her wash hands.</p> <p>The girl is washing her hands.</p>
<p>2. airplane—<i>noun</i>: names person, place, or thing</p> <p><<i>airplane/subject</i>></p> <p>The <i>airplane</i> is in the sky.</p> <p><<i>airplane/object</i>></p> <p>People are on the <i>airplane</i>.</p>	<p>The <i>airplane</i> is going to Minnesota.</p> <p>The <i>airplane</i> has two red wings.</p> <p>The <i>airplane</i> soared in the sky.</p> <p>I fly on an <i>airplane</i>.</p> <p>The <i>plane</i> is flying.</p>	<p>I flew in a <i>airplane</i>.</p> <p>There is people in the <i>airplane</i>.</p> <p>The people are on the way to the convention are on the <i>airplane</i>.</p> <p><i>Airplane</i> went goodbye.</p> <p>A <i>airplane</i> fly.</p>	<p>Passengers pack their suitcases.</p> <p>Fly.</p>
<p>3. car—<i>noun</i>: names person, place, or thing</p> <p><<i>car/subject</i>></p> <p>Mom's <i>car</i> was in front of the school.</p> <p><<i>car/object</i>></p> <p>The mom drove her <i>car</i> to pick up the kids.</p> <p>The kids were walking to the <i>car</i>.</p>	<p>The adult has a <i>car</i>.</p> <p>The children said, "Here's our <i>car</i>."</p> <p>The <i>car</i> picked up the kids.*</p> <p>The <i>car</i> waited outside of school to pick the kids up.*</p> <p>The girl is driving the <i>car</i>.</p> <p>After school bring us home in the <i>car</i>.</p> <p>*Personification of <i>car</i> is considered regional use.</p>	<p>When are we going to go in <i>car</i>?</p> <p>The mom drive the <i>car</i> to school.</p> <p>The <i>car</i> have no room for my friend.</p> <p>The kids go for the <i>car</i>.</p> <p>The children's mom are going to pick them up in a <i>car</i>.</p> <p>The kids is going to ride in the <i>car</i>.</p> <p>Those kids getting in a <i>car</i>.</p> <p>The girl say, "Here's my <i>car</i>."*</p> <p>The mom wait in the <i>car</i>.*</p> <p>The mom drive the <i>car</i> to school.*</p> <p>*2 points if dialectal</p>	<p><i>Car</i> does that.</p> <p>We leave our <i>car</i> in the garage at night.</p> <p>Those kids are leaving school.</p> <p><i>Car</i> stopping by a house.</p>
<p>4. in—<i>preposition</i>: shows relationship of a noun or pronoun to another</p> <p>—<i>adverb</i>: denoting to or toward</p> <p><<i>in/preposition</i>></p> <p>The fish and water are <i>in</i> the fish bowl.</p> <p><<i>in/adverb</i>></p> <p>The fish moved his fin <i>in</i> the water.</p>	<p>The fish is <i>in</i> the bowl.</p> <p>The fish was put <i>into</i> a bowl.*</p> <p>The cat's paw is <i>in</i> the fish bowl.</p> <p>The cat dipped his paw <i>into</i> the fish bowl.*</p> <p>The cat put <i>in</i> her paw.</p> <p>*<i>Into</i> is an acceptable substitution for the target stimulus word.</p>	<p>There is bubbles <i>in</i> the bowl.</p> <p>The kitten is going to put <i>in</i> his paw <i>in</i> the goldfish pot.</p> <p>The cat put his paw <i>in</i> the fish tank.</p> <p>The cat put his hand <i>in</i> the fish bowl.</p>	<p>Put it <i>in</i> there.</p> <p>The cat putting paws <i>in</i> the fish container.</p> <p>The cat feet <i>in</i> the water.</p> <p>The kitty's foot is inside the fish bowl.</p>

Target Word(s)	2 Points	1 Point	0 Points
<p>5. finally—<i>adverb</i>: tells when and modifies a verb, an adjective, or another adverb</p> <p><finally modifies verb></p> <p>I was <i>finally</i> done with my homework.</p> <p><finally modifies verb></p> <p>He <i>finally</i> turned in his homework.</p> <p>Consider misplaced modifiers that cause confusion as a semantic error unless the form has become accepted use (see Scoring Rules).</p>	<p><i>Finally</i> the boy is giving his homework to the teacher.</p> <p>The boy <i>finally</i> finished the test.</p> <p>The boy hands the teacher his paper <i>finally</i>.</p> <p>He was the last person to <i>finally</i> hand in his project.</p> <p><i>Finally</i>, Matthew got an A.</p>	<p><i>Finally</i> the boy is finished the test.</p> <p><i>Finally</i> you branged it.</p> <p><i>Finally</i> I had finish with my work.</p> <p>The teacher saying, "<i>Finally</i> you got an 'A' to your assignment."</p> <p>The boy <i>finally</i> turn in his paper.</p> <p><i>Finally</i> he brung his homework.</p> <p>He <i>finally</i> turned the paper in to teacher. *</p> <p>He get his test back <i>finally</i>.</p> <p>*Two points if <i>teacher</i> is used as a proper noun.</p>	<p>The boy said <i>finally</i>.</p> <p><i>Finally</i> his paper.</p>
<p>6. quickly—<i>adverb</i>: tells how and modifies a verb, adjective, or another adverb</p> <p><quickly modifies verb></p> <p>They <i>quickly</i> grabbed an apple and ran outside.</p> <p><quickly modifies verb></p> <p>The girls ate their lunch very <i>quickly</i>.</p> <p><quickly modifies verb></p> <p>The girls ate <i>quickly</i>, and went to play soccer.</p>	<p>The kids <i>quickly</i> got their stuff and went outside.</p> <p>I have to go <i>quickly</i>.</p> <p>The girls ate <i>quickly</i> so they could go to their soccer game.</p>	<p><i>Quickly</i> she run outside.</p> <p>She <i>quickly</i> take the apple.</p> <p>They <i>quickly</i> ate lunch and go run to soccer practice.</p> <p>She's <i>quickly</i> goes to play.</p> <p>They <i>quickly</i> eating so they can go play.</p> <p><i>Quickly</i> they eat up lunch and go to play.</p> <p>She run to the soccer game <i>quickly</i>.</p>	<p><i>Quickly</i> go to school.</p> <p>If you're <i>quickly</i> you won't be late.</p> <p>She got a cookie.</p> <p>They ran quick.</p>
<p>7. gave—<i>verb</i>: names action or state of being</p> <p><gave/predicate></p> <p>The mother <i>gave</i> them breakfast this morning.</p>	<p>The mother <i>gave</i> the boy some lunch.</p> <p>Mother <i>gave</i> the boy the cereal.</p> <p>The boy <i>gave</i> his cereal to her.</p> <p>Mom <i>gave</i> the children juice.</p> <p>The mom <i>gave</i> her children breakfast before school.</p>	<p>The parent <i>gave</i> children cereal.</p> <p>The mother <i>gave</i> the boy breakfast the last.</p> <p>I <i>gave</i> children something to eat.</p> <p>I <i>gave</i> you a food.</p> <p>The mom <i>gave</i> food.</p> <p>I <i>gave</i> a lot of food for my sister.</p>	<p>The mama is giving the boy his cereal.</p> <p>I <i>gave</i> my friend some candy.</p> <p><i>Gave</i> her...um...eat.</p> <p><i>Gave</i> is eating dinner.</p> <p>Mom <i>gaved</i> soup out.</p>

Target Word(s)	2 Points	1 Point	0 Points
<p>8. best—<i>adjective</i>: modifies a noun or a pronoun</p> <p><best modifies noun></p> <p>The cowboy gave the <i>best</i> performance.</p> <p>The ballerina was the <i>best</i> dancer.</p> <p><best modifies pronoun></p> <p>Everyone thought he was the <i>best</i>.</p> <p>The <i>best</i> one was the guitar player.</p> <p>By definition, only one person can be the best. However, conversationally, <i>best</i> is often used to describe multiple things as best in a category (e.g., all my best friends). This can be considered colloquial use.</p>	<p>I am the <i>best</i>, and I won a trophy.</p> <p>They were all the <i>best</i>.</p> <p>A queen was the <i>best</i> dancer.</p> <p>The girl was <i>best</i>.</p> <p>These are the <i>best</i> people that acted in the talent show.</p> <p>The kids did their <i>best</i>.</p> <p>The <i>best</i> is the ballerina.</p> <p>The guitar player won the <i>best</i> trophy.</p>	<p>All of them is the <i>best</i>.</p> <p>The <i>best</i> was the middle person.</p> <p>The girl and him are <i>best</i>.</p> <p>The <i>best</i> one win a trophy.</p> <p>If you are the <i>best</i>, you would win.</p> <p>The <i>best</i> one is the ballerina and the cowboy.</p> <p>They are <i>best</i> so they get a award.</p> <p>These kids is the <i>best</i> in the talent show.</p> <p>The winner was the <i>best</i> performance in the show.</p>	<p>They are dressed up for a party.</p> <p><i>Best</i> dancer.</p> <p>Hey, Ben, that's a great cowboy suit.</p> <p>The <i>best</i> one.</p> <p>I am the <i>bestest</i>.</p>
<p>9. third—<i>adjective</i>: modifies a noun or pronoun</p> <p><third adjective modifies noun></p> <p>The girl is <i>third</i>.</p> <p><third adjective modifies pronoun></p> <p>She is <i>third</i>.</p> <p>Depending on whether the child counts the person drinking as first in line, their interpretation as to who is third will vary. Count either the second to last or last child in line as correctly being third.</p>	<p>I'm <i>third</i>.</p> <p>The <i>third</i> person in line to get a drink was a girl.</p> <p>The <i>third</i> person is holding a ball in his right hand.</p> <p>The girl was the <i>third</i> in line at the drinking fountain.</p> <p>The <i>third</i> boy is behind the second boy.</p> <p>The <i>third</i> boy is waiting.</p>	<p>The boy is <i>third</i> in line with a ball.</p> <p>The <i>third</i> boy drink water.</p> <p>The <i>third</i> person gets a ball in his hand.</p> <p>The <i>third</i> one is after the boy with a broke arm.</p> <p>I'm <i>third</i> person in line to get a drink of water.</p> <p>The soccer boy was <i>third</i> in line.</p>	<p>The boy is holding the ball and waiting in line.</p> <p>There are <i>third</i> children in line.</p> <p>The <i>third</i> one is drinking.</p> <p>The person was <i>third</i> with the ball in the boy's hand.</p>
<p>10. when—<i>subordinating conjunction</i>: introduces a dependent clause and expresses a conditional relationship between two clauses</p> <p><C1> <when C2></p> <p>The boy hurt his knee <i>when</i> he fell off his bike.</p> <p><when C2>, <C1></p> <p><i>When</i> the boy fell, his friend stopped to help.</p>	<p><i>When</i> the boy fell, he hurt his knee.</p> <p><i>When</i> the boy crashed his bike, he hurt his knee.</p> <p><i>When</i> we were grabbing the bicycles, my friend fell.</p> <p><i>When</i> the boy fell off his bike, the girl came to help.</p> <p><i>When</i> she fell off her bike, she got a scratch.</p>	<p><i>When</i> she falled off her bike, she got a owie.</p> <p>He scraped his knee <i>when</i> he fall off his bike.</p> <p><i>When</i> they ride, she fell.</p> <p><i>When</i> we are finished getting that band aid we will be OK.</p> <p>The girl got hurt <i>when</i> her fell down.</p> <p><i>When</i> did the bike wreck?</p> <p><i>When</i> her friend fell, she went to see if she is okay.</p> <p><i>When</i> I biking, I hurt myself.</p>	<p><i>When</i> I hurt myself.</p> <p><i>When</i> you run for a while your legs get tired.</p> <p><i>When</i> because falling off bike.</p> <p>The girl got off her bike to see the child after she scratched her knee.</p> <p><i>When</i> he got hurt, he fell.</p>

Target Word(s)	2 Points	1 Point	0 Points
<p>11. and—<i>coordinating conjunction</i>: joins words, groups of words, or clauses</p> <p><and joins two subjects> The dog <i>and</i> cat are running in the field.</p> <p><and joins two verbs> The farmers are planting <i>and</i> picking vegetables.</p> <p><and joins two objects> The farmer planted some corn <i>and</i> potatoes.</p> <p><and joins two sentences> The man is raking the garden <i>and</i> the woman is digging in the garden.</p>	<p>The husband <i>and</i> wife were working in the garden together.</p> <p>The grandpa <i>and</i> grandma are making a garden.</p> <p>The cat <i>and</i> the dog like to run through the field.</p> <p>The dog <i>and</i> cat were chasing each other.</p> <p>The farmer planted tomatoes <i>and</i> pumpkins.</p> <p><i>And</i> the lady <i>and</i> the man are planting corn.</p>	<p>The farmer <i>and</i> his wife was gardening.</p> <p>The dog <i>and</i> the cat runs.</p> <p>Me <i>and</i> my wife are working on the farm.</p> <p>I was working <i>and</i> my dog and cat was running.</p> <p>Grandma <i>and</i> grandpa is raking the garden.</p> <p>The farmer <i>and</i> his wife is gardening their garden.</p> <p>My friend <i>and</i> me were planting a garden <i>and</i> the dog <i>and</i> cat were running around in the dirt.</p> <p>The man <i>and</i> lady raking their garden.</p> <p>The girl is picking tomatoes <i>and</i> the boy is raking.</p>	<p>You <i>and</i> me are playing.</p> <p>When <i>and</i> are them going to finish?</p> <p>The cat is running from the dog.</p> <p><i>And</i> the dirt.</p> <p><i>And</i> I am cleaning the garden out.</p>
<p>12. if—<i>subordinating conjunction</i>: introduces a dependent clause and expresses a conditional relationship between two clauses</p> <p><C1> <i>if</i> <C2> The team will win the game <i>if</i> they score a touchdown.</p> <p><<i>if</i> <C2>, <C1> <i>If</i> the team scores, they will win the game.</p>	<p><i>If</i> the blue team scores a touchdown, they will win the big game.</p> <p><i>If</i> the football players win, they will get a big party.</p> <p><i>If</i> the blue team wins then it will be a great victory.</p> <p><i>If</i> the green team wins, they will go to nationals.</p> <p><i>If</i> the guy with the football runs into the yellow pole, he scores.*</p> <p>*Lack of knowledge of the game should not diminish the score.</p>	<p><i>If</i> I went to that school I will see my football player friends.</p> <p><i>If</i> I win, I got a surprise.</p> <p><i>If</i> the cheerleaders don't get enough cheer, the team will lose.</p> <p><i>If</i> the players get hurt they have to send in another one.</p> <p><i>If</i> the purple team win they get to get a trophy.</p>	<p>When the football players win, they will get a big party.</p> <p><i>If</i> the game wins they win the championship.</p> <p><i>If</i> the purple team won, then we would win.</p>

Target Word(s)	2 Points	1 Point	0 Points
<p>13. before—<i>adverb</i>: tells when or where and modifies a verb, adverb, or adjective</p> <p>—<i>subordinating conjunction</i>: introduces a dependent clause and expresses a temporal relationship between the clause and the rest of the sentence</p> <p>—<i>preposition</i>: shows a relationship of a noun or pronoun to another</p> <p><i>Adverb</i></p> <p><before modifies verb></p> <p>She has been to this store <i>before</i>.</p> <p><before modifies verb></p> <p>Get in line <i>before</i> more people get here.</p> <p><i>Subordinating Conjunction</i></p> <p><C1> <before C2></p> <p>She paid for her stuff <i>before</i> she left.</p> <p><before C2>, <C1></p> <p><i>Before</i> I checked out, I made sure I had everything.</p> <p><i>Preposition</i></p> <p><before shows a relationship between nouns></p> <p>The man <i>before</i> this lady will get the next turn.</p>	<p>The guy <i>is before</i> the lady in the line.</p> <p><i>Before</i> the bagger bags the groceries, the lady has to ring them up.</p> <p>The cashier rings in the amount of the item <i>before</i> the bag boy puts it in the bag.</p> <p>The woman holding the basket <i>is before</i> the woman in the blue sweater.</p> <p>The father and son <i>were before</i> the rest.</p> <p>The lady bought something <i>before</i> she realized how much it cost.</p>	<p>The man <i>are before</i> the lady.</p> <p><i>Before</i> you go to the ...um... whatchamacallit, you have to get your groceries.</p> <p><i>Before</i> they left, they put their groceries in the bag and pay money.</p> <p>We got to go get carrots <i>before</i> we buy it.</p> <p>The man put his groceries down <i>before</i> the checker could scan them.</p> <p><i>Before</i> we pay, we have to show our groceries.</p> <p>The girl in the pink sweater <i>is before</i> the girl in the blue sweater.</p>	<p><i>Before</i> she got her food, she picked up her food.</p> <p>I <i>was before</i> in line.</p> <p><i>Before</i> she got up to the desk.</p> <p>I am <i>before</i> the lady before me.</p> <p><i>Before</i> you gave me that, you put that in there.</p>
<p>14. because—<i>subordinating conjunction</i>: introduces a dependent clause and expresses a causal relationship between two clauses (answers the question “why?”)</p> <p><because C2>, <C1></p> <p><i>Because</i> it is a school zone, the cars can only go 20 mph.</p> <p><C1> <because C2></p> <p>The policewoman stopped the cars <i>because</i> the man was crossing the street.</p>	<p><i>Because</i> the man was walking his dog, the police officer stopped the traffic.</p> <p>The police officer stops the cars, <i>because</i> there are people walking.</p> <p><i>Because</i> the man was blind, he had a dog.</p> <p><i>Because</i> it was a busy street, the police officer had to be a safety guard.</p> <p>The cars need to stop <i>'cause</i> the boys need to walk.</p>	<p>The cars had to stop <i>because</i> kids walking by.</p> <p><i>Because</i> the police officer is crossing the children, the other cars have to wait.</p> <p>The police officer directed the traffic <i>because</i> there was pedestrians on the street.</p> <p>The police officer directioning traffic <i>because</i> there are kids crossing the street.</p> <p>The police officer helps the people across the street <i>because</i> he doesn't want to get anybody hurt.</p> <p><i>Because</i> the police officer putted her hand up, the cars stopped.</p> <p>The policewoman stopped the cars <i>because</i> the people were crossing in the sidewalk.</p>	<p><i>Because</i> I go to school, I learn.</p> <p>Why did you do that <i>because</i>?</p> <p><i>Because</i> the cop is in the middle of the street, she doesn't want anybody to get hit.</p> <p><i>Because</i> the cars had to wait.</p>

Target Word(s)	2 Points	1 Point	0 Points
<p>15. instead—<i>conjunctive adverb</i>: introduces a subordinate clause and expresses an alternative or substitution between two ideas in a sentence</p> <p><C1> <instead + an alternative or substitution></p> <p>The boy is buying the orange book <i>instead</i> of the gray one.</p> <p><instead C2> <C1></p> <p><i>Instead</i> of borrowing one book, he borrowed two.</p>	<p>I want that book <i>instead</i> of these two.</p> <p>The lady found some books the boy might like <i>instead</i> of the ones he has.</p> <p>The boy would rather have the dinosaur book <i>instead</i> of the truck book.</p> <p><i>Instead</i> of having the truck book I will take the dinosaur book.</p> <p>The boy got the dinosaur book <i>instead</i> of the truck book.</p> <p>I want the book on dinosaurs <i>instead</i> of robots.*</p> <p>*Book serves as the noun for both alternatives in this construction.</p>	<p>The boy, <i>instead</i> of those two, wants this two books.</p> <p>The kid decided <i>instead</i> of the dinosaur book, he picks out the truck book.</p> <p><i>Instead</i> going to buy books, go to the library.</p> <p>The library helped the boy pick a book <i>instead</i> of the other one.</p> <p>The lady suggested another book <i>instead</i> of the other.</p> <p>I want that dino book <i>instead</i> of those ones.</p> <p><i>Instead</i> of those book, the boy wants the dinosaur one.</p> <p>The boy was gonna get one book, <i>instead</i> he took two books.</p> <p>The boy wanted the dinosaur book <i>instead</i> of the robotics.</p>	<p>The boy bought the book. <i>Instead</i> of this book.</p> <p><i>Instead</i> buy the book.</p> <p>Because I wanted a different book.</p> <p><i>Instead</i>, I would like this book.*</p> <p><i>Instead</i>, I want that book.*</p> <p>The boy <i>instead</i> get the other book.*</p> <p>He take this book <i>instead</i>.*</p> <p>The boy wants the dinosaur book <i>instead</i>.*</p> <p>*These responses do not use the target word as a conjunctive adverb which requires that two ideas be expressed in the sentence.</p>
<p>16. until—<i>adverb</i>: tells when and modifies a verb, adverb, or adjective</p> <p>—<i>subordinating conjunction</i>: introduces a dependent clause and expresses a temporal, causal, or conditional logical relationship between two clauses</p> <p><i>Adverb</i></p> <p><until modifies adverb></p> <p>We need to wait <i>until</i> the store opens.</p> <p><i>Subordinating Conjunction</i></p> <p><C1> <until C2></p> <p>The children can't go in <i>until</i> the store opens.</p> <p><until C2>, <C1></p> <p><i>Until</i> the owner gets to the store, we will wait here.</p>	<p>The bicycle shop is closed <i>until</i> tomorrow.</p> <p>We can't go inside <i>until</i> it opens.</p> <p>Wait <i>until</i> the store opens.</p> <p>We can't wait <i>until</i> the bike store opens.</p> <p><i>Until</i> the store opens, the girl cannot get the bike she wants.</p> <p>The girls would wait <i>until</i> it was open.</p>	<p>I can't buy a bike <i>until</i> this store get open.</p> <p><i>Until</i> the store open, we should leave.</p> <p>We can't shop for the bike <i>until</i> it opens.</p> <p>She couldn't buy a bike <i>until</i> the store opens.</p> <p>This store don't open <i>until</i> later.</p> <p><i>Until</i> it open, we're going to have to wait.</p> <p>What should we do <i>until</i> the store was open?</p> <p>We could wait <i>until</i> the store opened.</p> <p>The store is closed and didn't get open <i>until</i> tomorrow.</p>	<p><i>Until</i> I go to the store it looks like it's closed.</p> <p><i>Until</i> I buy that bike.</p> <p>My dad doesn't get home <i>until</i> Sunday.</p> <p>The sign said <i>until</i> you have so many quarters.</p> <p><i>Until</i> when the store opens, you can't get a bike.</p>

Target Word(s)	2 Points	1 Point	0 Points
<p>17. <i>although</i>—<i>subordinating conjunction</i>: introduces a dependent clause and expresses a situation/event/state <C1> that should logically exclude, negate, or prohibit another situation/event/state/<C2>, but it does not.</p> <p><C1>, <<i>although</i> C2></p> <p>He couldn't ride a bike, <i>although</i> he could ride a skateboard.</p> <p><C2 <i>although</i>>, <C1></p> <p><i>Although</i> he has a broken arm, he can still ride a skateboard.</p>	<p><i>Although</i> the boy needed to get home soon, he stopped to say "Hi" to a friend.</p> <p><i>Although</i> Rob had a broken arm, he could still skate.</p> <p><i>Although</i> I like to skateboard, I also like to ride my bike.*</p> <p>The boy skateboards <i>although</i> his arm is broken.*</p> <p>The one in the red is saying, "<i>Although</i> I don't know you, I'd like to know you."</p> <p>*<i>Skateboard</i> is a noun that may also be used as a verb.</p>	<p>He rides the skateboard, <i>although</i> he broked his arm.</p> <p><i>Although</i> Gary got a broken arm, he still rode his skateboard.</p> <p><i>Although</i> my arm is broke, I can still skateboard.</p> <p><i>Although</i> I had a broken arm, I was still go skateboarding.</p> <p><i>Although</i> I sprain my arm, I can still ride a skateboard.</p> <p><i>Although</i> he had his arm or wrist broken, he was still skateboard, which was dangerous.</p> <p>The boy could ride the skateboard <i>although</i> he had a broke arm.</p> <p><i>Although</i> the boy arm broken, he can still skateboard.</p>	<p><i>Although</i> the boys said, "Hi" I have that bike <i>although</i> too.</p> <p><i>Although</i> then the other one had a broken arm he could do anything.</p> <p>I broke my hand <i>although</i> I can still ride my skateboard.</p> <p><i>Although</i> the kid has a skateboard the other kid has a bike.</p>
<p>18. <i>unless</i>—<i>subordinating conjunction</i>: introduces a dependent clause and expresses a conditional relationship between two clauses</p> <p><C1> <<i>unless</i> C2></p> <p>They can't play baseball <i>unless</i> they have enough players.</p> <p><<i>unless</i> C2>, <C1></p> <p><i>Unless</i> I finish my work, I can't go play.</p>	<p><i>Unless</i> the boy gets his homework done, he can't play baseball with his friends.</p> <p>The boy will go outside and play baseball <i>unless</i> his mom tells him not to.</p> <p>I can't play <i>unless</i> I want to get grounded.</p> <p>The boy couldn't play <i>unless</i> he finished his homework.</p>	<p>I cannot play <i>unless</i> I am finished my homework.</p> <p>He can't go inside <i>unless</i> he finishes his homework.</p> <p>I can't play <i>unless</i> I'm done my homework.</p> <p><i>Unless</i> he is done, you can't play with us.</p> <p>He can't come <i>unless</i> Mom said it's okay.</p> <p>You can't go out <i>unless</i> my homework's done.</p> <p>Mom said, "<i>Unless</i> you finish your work, you can't go playing."</p> <p><i>Unless</i> Jim finishes his homework before the game starts he could not play.</p> <p><i>Unless</i> he finish his homework, he can't be in a game.</p>	<p><i>Unless</i> that boy wants to come out.</p> <p>The boy can go outside to play <i>unless</i> he gets his homework done.</p> <p><i>Unless</i> I go, you have to go.</p> <p>The boy wants to play baseball <i>unless</i> he had to do homework.</p> <p><i>Unless</i> you don't hurry up, you will miss the game.</p>

Target Word(s)	2 Points	1 Point	0 Points
<p>19. if...then</p> <p>if—<i>subordinating conjunction</i>: introduces a dependent clause and expresses a conditional relationship between two clauses</p> <p><C1> <if C2></p> <p><if C2>, <C1></p> <p>then—<i>adverb</i>: tells when or where and modifies a verb, adverb, or adjective</p> <p><i>Adverb</i></p> <p><then modifies verb phrase></p> <p><i>Preposition</i></p> <p><then shows relationship between nouns></p> <p><if C2>, <C1> + <then modifies verb phrase></p> <p>If I miss the bus, then I will be late for school.</p> <p><C1> <if C2> + <then modifies verb phrase></p> <p>I will be late for school if I miss the bus and then I'll be in trouble.</p>	<p>If the bus leaves, then I might have to walk to school.</p> <p>If you leave now, then I will get rained on, bus!</p> <p>If the boy hurries, then he can get on the bus.</p> <p>If he was late to class, then he would have detention.</p>	<p>If the boy got up earlier then he will not miss the bus.</p> <p>If the bus don't stop, then I will miss it.</p> <p>If I miss the bus, then I be late for school.*</p> <p>*2 points if dialectal</p>	<p>If I could jump over these puddles, then I could stop be raining.</p> <p>If and then I get a jacket, I won't get wet.</p> <p>If he misses the bus, he will have to walk in the rain.</p> <p>If the school bus go and then I will be late for school.</p>
<p>20. and...because</p> <p>and—<i>coordinating conjunction</i>: joins words, groups of words, or clauses</p> <p><and joins two subjects></p> <p><and joins two verb phrases></p> <p><and joins two objects></p> <p><and joins two sentences></p> <p>because—<i>subordinating conjunction</i>: introduces a dependent clause and expresses a causal relationship between two clauses (answers the question "why?")</p> <p><because C2>, <C1></p> <p><C1> <because C2></p> <p><because C2>, + <and joins two objects> <C1></p> <p>Because of the construction, the mom and her two kids had to wait to cross the street.</p> <p><and joins two objects> + <C1></p> <p><because C2></p> <p>The mom and her two kids had to wait to cross the street because of the construction.</p>	<p>Because we are blasting, you and your kids cannot cross until I tell you to.</p> <p>Because of all the construction, it is important for you to listen and watch out.</p> <p>Because the crossing guard is there, the mom and the children can cross the street.</p> <p>Because of the construction and all the commotion, there was a lot of traffic.</p>	<p>Because you are doing construction, you and your kids cannot cross until I tell you to.</p> <p>Because there was construction the cars and the trucks has to go slower.</p> <p>The mom and the kids could not cross the street because of the constructing.</p>	<p>He had to stop the cars before they cross because they would be safe and unharmed.</p> <p>There is construction, so you and your kids cannot cross until I tell you to.</p> <p>We have to stop the traffic because the kids have to pass and their parents.</p> <p>And because we're making a construction.</p> <p>He has his hand out because of the woman and the children try to walk.</p> <p>The construction workers are working and the people can't cross the street because the construction people are working.</p>

Target Word(s)	2 Points	1 Point	0 Points
<p>21. though...even</p> <p>though—<i>subordinating conjunction</i>: introduces a dependent clause and expresses a situation/event/state <C1> that should logically exclude, negate, or prohibit another situation/event/state <C2>, but it does not.</p> <p><C1> <though C2></p> <p><though C2>, <C1></p> <p>even—<i>adverb</i>: tells when and modifies a verb, adverb, or adjective (should appear directly before the word it modifies)</p> <p><even modifies a verb or verb phrase></p> <p><even modifies a verb or verb phrase> + <though C2>, <C1></p> <p><i>Even though</i> she liked the green blouse more, her mom insisted Sara get the pink one.</p> <p><C1> + <even modifies a verb or verb phrase> <though C2></p> <p>Her mom insisted Sara get the pink blouse, <i>even though</i> she liked the green one more.</p>	<p><i>Though</i> Keegan liked the green shirt, she liked the pink shirt <i>even</i> more.</p> <p><i>Even though</i> the girl likes both shirts, she can only pick one.</p> <p><i>Even though</i> the girl wants all of the shirts, she can only buy one.</p> <p>She couldn't find the right clothes <i>even though</i> she had so many to choose from.</p> <p><i>Even though</i> I like the purple one better, I'm buying the green one.</p>	<p><i>Even though</i> Anna liked both shirts she had to pick between them both.</p> <p><i>Even though</i> the girl likes both shirts she has to only get one.</p> <p><i>Even though</i> she didn't like the shirt, his mom did.</p> <p><i>Even though</i> she like both she can get one.</p> <p>I want them all <i>even though</i> I can have one.</p>	<p><i>Even</i> if I like this shirt although I will take the other one.</p> <p><i>Even though</i> she likes the green shirt.</p> <p><i>Even though</i> they were both ladies only one had two things to buy from the store.</p> <p>The girl can only buy one shirt <i>even though</i> she can't choose between them.</p> <p><i>Though</i> Maria liked both shirts evenly, she had to pick between them both.</p>

Target Word(s)	2 Points	1 Point	0 Points
<p>22. or...and</p> <p>or—<i>coordinating conjunction (or correlative conjunction/conjunctive adverb)</i>: joins words or phrases, connecting alternative choices of equal value/importance</p> <p><i>Coordinating Conjunction</i> <or joins nouns></p> <p><i>Conjunctive Adverb</i> <or joins phrases></p> <p><i>Correlative Conjunction</i> <or joins nouns></p> <p>and—<i>coordinating conjunction</i>: joins words, groups of words, or clauses</p> <p><and joins subjects></p> <p><and joins verb phrases></p> <p><and joins objects></p> <p><and joins sentences></p> <p><and joins subjects> + <or joins nouns></p> <p>Cara <i>and</i> Lilly are at the zoo <i>and</i> can't decide whether to see the lions <i>or</i> the elephants.</p> <p><and joins objects> + <or joins phrases> + <and joins verb phrases></p> <p>They can't decide whether to see the lions <i>and</i> elephants <i>or</i> see just the lions <i>and</i> get a snack.</p>	<p>We can go to the snack bar <i>and</i> get a pop, <i>or</i> see the elephants.</p> <p>I will go to the lion show <i>or</i> elephant show <i>and</i> my mom will come with me.</p> <p>We can go <i>and</i> see the lions <i>or</i> the elephants.</p> <p>"Can we go to the elephants <i>or</i> the lions?" asked Elizabeth <i>and</i> Sarah.</p> <p>Let's go look at the lion <i>or</i> the elephant <i>and</i> get some snacks.</p>	<p>Do we wanna go see the dinosaurs <i>or</i> the lions <i>and</i> get a snack?</p> <p>The children can go see the lion <i>and</i> the elephant <i>or</i> just one instead.</p> <p>They could have went to see the lions <i>and</i> the elephants <i>or</i> the elephants.</p> <p>We can see a lion <i>and/or</i> the elephant.*</p> <p>Let's go see the lions <i>or/and</i> the elephants.*</p> <p>*Using <i>and/or</i> as a combined conjunction is credited; however, requirements of both conjunctions are not demonstrated.</p>	<p>I want to go see the lions <i>or</i> the elephants <i>and</i> let's go to the lions.</p> <p>Can we see the elephants <i>and</i> the tigers?</p> <p><i>And</i> the elephants are funny <i>or</i> the lions are scary.</p> <p><i>And</i> elephants <i>or</i> lions.</p> <p>Do you want to go see the lions <i>and</i> the elephants <i>or</i> the lions <i>and</i> then the elephants?</p>

Target Word(s)	2 Points	1 Point	0 Points
<p>23. before...otherwise</p> <p>before—<i>adverb</i>: tells when or where and modifies a verb, adverb, or adjective</p> <p>—<i>subordinating conjunction</i>: introduces a dependent clause and expresses a temporal relationship between the clause and the rest of the sentence</p> <p>—<i>preposition</i>: shows relationship of a noun or pronoun to another</p> <p><i>Adverb</i></p> <p><before modifies a verb or verb phrase></p> <p><i>Subordinating Conjunction</i></p> <p><C1> <<i>before</i> C2></p> <p><<i>before</i> C2>, <C1></p> <p><i>Preposition</i></p> <p><<i>before</i> shows relationship between nouns></p> <p>otherwise—<i>conjunctive adverb</i>: expresses the causative relationship between the two situations/events/states, expressed as clauses. If one does/did not occur, the other must.</p> <p><i>Conjunctive Adverb</i></p> <p><C1>, <<i>otherwise</i> C2></p> <p><C1> <<i>before</i> C2> + <C1>, <<i>otherwise</i> C2></p> <p>The boys should have counted their money <i>before</i> they picked out food; <i>otherwise</i>, it will take longer to check out.</p> <p><<i>before</i> C2>, <C1> + <C1>, <<i>otherwise</i> C2></p> <p><i>Before</i> they picked out food, the boys should have counted their money; <i>otherwise</i>, it will take longer to check out.</p>	<p>We need to get the money here <i>before</i> nine, <i>otherwise</i> our food will be gone.</p> <p><i>Before</i> we eat our food we need to pay for it, <i>otherwise</i> it would be considered stealing.</p> <p>We have to eat <i>before</i> five <i>otherwise</i> my mom will get mad.</p> <p>I have to get home <i>before</i> twelve <i>otherwise</i> I will get in trouble.</p> <p>You need to bring money in <i>before</i> lunch <i>otherwise</i> you can't eat.</p>	<p><i>Before</i> they eat they have to pay <i>otherwise</i> they can't.</p> <p><i>Before</i> we can eat we have to pay the price <i>otherwise</i> we won't eat.</p> <p>The kids needs to pay <i>before</i> he gets his food, <i>otherwise</i> he won't be able to eat.</p>	<p><i>Before</i> I pay I would <i>otherwise</i> see how much it costs.</p> <p><i>Before</i> you eat the food, you need to pay. <i>Otherwise</i>, you might not have enough money.</p> <p>We must eat <i>before</i> the movie; <i>otherwise</i> we'll be late.</p> <p>I want to get some food <i>before</i> breakfast <i>otherwise</i> if I don't have enough money I can't buy it.</p> <p><i>Otherwise before</i> you get to buy and you get to pick a dessert.</p> <p>They should count their money <i>before</i>, <i>otherwise</i> they won't get what they want.</p> <p><i>Before</i> you pay up your money, I'd like to see it; <i>otherwise</i> you can't get your food.</p> <p><i>Before</i> we get some snacks, we have to pay and <i>otherwise</i> we have to earn the money for it.</p> <p><i>Before</i> you get your lunch you have to pay for it <i>otherwise</i> you can eat.</p>

Target Word(s)	2 Points	1 Point	0 Points
<p>24. after...until</p> <p>after—<i>adverb</i>: tells when or where and modifies a verb, adverb, or adjective</p> <p>—<i>subordinating conjunction</i>: introduces a dependent clause and expresses a temporal relationship between the clause and the rest of the sentence</p> <p>—<i>preposition</i>: shows relationship of a noun or pronoun to another</p> <p><i>Adverb</i></p> <p><after modifies a verb or verb phrase></p> <p><i>Subordinating Conjunction</i></p> <p><C1> <after C2></p> <p><after C2>, <C1></p> <p><i>Preposition</i></p> <p><after shows relationship between nouns></p> <p>until—<i>adverb</i>: tells when and modifies a verb, adverb, or adjective</p> <p>—<i>subordinating conjunction</i>: introduces a dependent clause and expresses a temporal, causal, or conditional logical relationship between two clauses.</p> <p><i>Adverb</i></p> <p><until modifies a verb or verb phrase></p> <p><i>Subordinating Conjunction</i></p> <p><C1> <until C2></p> <p><until C2>, <C1></p> <p><C1> <until + after modifies a verb or verb phrase><C2></p> <p>We can't have a turn swinging on the swings <i>until after</i> those kids are done.</p> <p><after C2>, <C1> + <until modifies a verb or verb phrase></p> <p><i>After</i> we play at the park, we can go back to my house <i>until</i> your mom comes to pick you up.</p> <p><after C2>, <C1> + <until C2>, <C1></p> <p><i>After</i> we play at the park, we can go back to my house, and we can play my new video game <i>until</i> your mom comes to pick you up.</p>	<p><i>After</i> the kids get off the swing we can go swing, but not <i>until</i> then.</p> <p>Let's stay here <i>until after</i> twelve.</p> <p><i>After</i> the car passes, we can go over to the swings <i>until</i> my mom says to come back.</p> <p><i>After</i> the kids were done with the swing, the boys would swing <i>until</i> they had to go home.</p> <p>The boys sat on the curb <i>after</i> practice <i>until</i> their mom came to pick them up.</p> <p>The children can't cross <i>until after</i> the car passes.</p> <p><i>After</i> they talk they will go to the park <i>until</i> it's time to go home.</p>	<p><i>After</i> school they went to the park and then there they stayed <i>until</i> it was dark.</p> <p><i>After</i> the boy got out of school, they will go to the park <i>until</i> dinner.</p> <p><i>After</i> we crossed the street we can play <i>until</i> mom calls.</p>	<p><i>Until</i> the lady walks by then <i>after</i> the kids are playing, they can go home.</p> <p><i>After</i> and <i>until</i> I get to the park, I will run.</p> <p>The two boys sitting on the curve had to wait <i>until after</i> their parents came home.</p> <p>The boys cannot pet the dog <i>until</i> they stand up and <i>after</i> they cross the street.</p> <p><i>Until</i> these kids can go over there, they have to wait <i>until after</i> these kids got off the swing.</p>

Scoring the Test

Compute the raw score for Formulated Sentences by adding the scores of the items administered and, unless the reversal rule was applied, 2 points for each item preceding the student's start point. Then add the numbers in the column subtotal boxes to compute the total raw score for the test. If you discontinue the test and choose, for diagnostic purposes, to administer items beyond that point, do not include those scores while computing the raw score for the test. Record the test raw score on the Record Form.

Item Analysis and Extension Testing

Use the item analysis table in the Record Form to determine error patterns in the student's responses. Circle all items that were scored 0 or 1 point (did not receive perfect 2-point scores). Use the Formulated Sentences item analysis table to categorize the student's incorrect and correct item responses to determine which sentence categories to target. Review the student's performance on other tests that target understanding or production of sentence units (e.g., Sentence Assembly, Sentence Comprehension).

Evaluating Complexity

Examine the student's performance by evaluating the complexity of his or her responses. Using this procedure, consider the levels of performance at which:

- Complete, intact sentences are produced.
- Sentence elements are dropped or errors in meaning and grammar begin to occur.
- Performance breaks down and the sentences make little sense and contain numerous errors, or the student makes no response.

Controlling Complexity

Systematically vary the complexity of the sentence formulation task and observe changes in the student's performance. Elicit a variety of different sentences using target words and photos. Use nouns to elicit sentences, and then move to verbs, adjectives, coordinating conjunctions, subordinating conjunctions, and finally, conjunctive adverbs. Then elicit sentences containing multiple word targets. Try a number of different combinations (e.g., noun + verb, verb + coordinating conjunction, verb + subordinating conjunction). Vary the task so that a clear picture of the student's ability surfaces. If the student continues to experience difficulty with the sentence formulation tasks presented during extension testing, consider further assessment by administering the Structured Writing test and conducting a language sample analysis.

Appendix H includes all the responses used to train scorers of standardization Record Forms. Use it to practice scoring Formulated Sentences.

Figure 3.13 Formulated Sentences, Record Form 1 (Student Age 8:11)

Formulated Sentences		SCORE	
Start ▶ All ages: Item 1	Reversal Rule None	Repetitions Allowed	Discontinue Rule Four consecutive 0 scores
Write student's responses verbatim. See the Examiner's Manual for scoring rules and guidelines.			
Demo book	The girl is reading a book.		
Trial 1 reading	Dad is <u>reading</u> the paper.		
Trial 2 first	<u>First</u> the boy gets his food.		
1. she	<u>She</u> is washing her hands.	2	1 0
2. airplane	The <u>airplane</u> is flying really high.	2	1 0
3. car	The <u>car</u> is driving away.	2	1 0
4. in	The cat put its paw <u>in</u> the fish bowl.	2	1 0
5. finally	<u>Finally</u> , the man gets the paper.	2	1 0
6. quickly	The girl <u>quickly</u> gets out of the house.	2	1 0
7. gave	The mom <u>gived</u> the children breakfast.	2	1 0
8. best	The girl is better than the boys.	2	1 0
9. third	The boy with the soccer ball is <u>third</u> in line.	2	1 0
10. when	<u>When</u> the boy fell off his bike he hurt his knee.	2	1 0
11. and	The farmer <u>and</u> his wife grew a garden.	2	1 0
12. if	<u>If</u> we score a touchdown we will win the game.	2	1 0
Subtotals		20	

Recalling Sentences

Administer to ages 5–21

Start Point	Reversal Rule	Repetitions	Discontinue Rule
Ages 5–6: start at Item 1 Ages 7–8: start at Item 6 Ages 9–11: start at Item 9 Ages 12–14: start at Item 13 Ages 15–21: start at Item 16	Perfect score (3 points) on two consecutive items from start point; if not go back to Item 1 and test forward.	No repetitions are allowed.	Discontinue testing after 0 scores on four consecutive items.

Materials Needed

Record Form 1 for Ages 5–8
Record Form 2 for Ages 9–21

Objective

To evaluate the student’s ability to listen to spoken sentences of increasing length and complexity, and repeat the sentences without changing word meaning and content, word structure (morphology), or sentence structure (syntax). Semantic, morphological, and syntactic competence facilitates immediate recall (short-term memory).

Relationship to Curriculum

The abilities evaluated relate to kindergarten, elementary, and secondary school curriculum objectives for internalizing simple and complex sentence structures to facilitate accurate recall of the meaning, structure, and intent of spoken sentences, directions, or instructions. The student’s response indicates if critical meaning or structural features (e.g., specific word use, complex verb forms, embedded clauses) are internalized to facilitate recall.

Relationship to Classroom Activities

The ability to remember spoken sentences of increasing complexity in meaning and structure is required for following directions and academic instructions, writing to dictation, copying and note taking, learning vocabulary and related words, and subject content.

Implications for Intervention

If the student receives a below-average score, analyze errors according to the categories in the item analysis table. This will identify the length and complexity variables that cause the greatest proportion of difficulties. Students with language disorders frequently have the greatest difficulty when sentences contain subordinate or relative clauses (complex sentence types). Increased length in words, due to noun modifications or coordination of phrases and clauses, may also cause difficulties in recall.

Administration Directions

You may audio record the administration of this test and transcribe the responses in the Record Form later. Before testing, make sure that your recording equipment is working correctly and that the volume control is loud enough to capture all responses.

Because it is difficult to accurately score Recalling Sentences items as you administer them, make sure you administer enough Test Items to meet the discontinue rule. It may be easier to administer more items to ensure the discontinue rule is met, rather than fewer items and risk not meeting the discontinue rule after items are scored.

Trial 1

Introduce Trial 1 by saying, **Now I am going to say a sentence. I want you to listen carefully and repeat what I say. Let's try. My sister is in the sixth grade.** If the student repeats the sentence verbatim record it in the Record Form, and proceed to Trial 2. If the student does not repeat the item accurately, does not respond, or requests a repetition, say, **Let's try again. Listen carefully and say exactly what I say. My sister is in the sixth grade.**

Trial 2

Say, **Listen to another sentence and say exactly what I say** (pause). **Does Mr. Gomez teach reading?** If the student repeats the sentence verbatim, record it in the Record Form, and proceed to the Test Items. If the student responds as if answering the question (e.g., yes, no), explain that he or she needs to repeat the sentence, not answer the question, and then repeat the item. If the student does not repeat the item accurately, does not respond, or requests a repetition, say, **Let's try again. Listen carefully and say exactly what I say. Does Mr. Gomez teach reading?**

Test Items

Say, **Now let's try some more. Remember to listen carefully and say exactly what I say because I can only say it one time.** Read the Test Items at a normal conversational rate and in the sequence listed in the Record Form. DO NOT repeat any Test Items.

Recording Responses

Circle 3 in the "0 errors" column if the student repeats the sentence verbatim. If the student's response is not an exact repetition, write it verbatim in the space provided in the Record Form or edit the printed stimulus sentence to reflect the student's response. You may use the editing symbols in Figure 3.14 to indicate differences between the student's responses and the printed stimuli. After recording the student's response, circle the score (3, 2, 1, 0) that corresponds to the number of errors in the response. If the student gives four consecutive responses that earn a score of 0 (responses that have four or more errors or no response), discontinue testing.

Editing Symbols


Use the list of symbols in Figure 3.14 to indicate differences between the student's responses and the printed items in the Record Form. A sample student response follows each editing symbol.

A reduced version of the editing symbols is presented in the Record Form. Use it as a reference when recording Recalling Sentences item responses.

Do Not Discontinue Testing Early

Discontinue testing after four consecutive items with four or more errors each, or four consecutive 0 scores. Record verbatim responses carefully and use the scoring rules when counting errors in each response. If you are not sure how to count the errors in a response, continue to administer items until you are CERTAIN the student has four consecutive items with at least four errors each. It is better to administer beyond the discontinue point than to stop testing before the true discontinue rule has been met.


Figure 3.14 Editing Symbols

1. **Omission:** Mark a line () through each word or part of a word that is omitted.

Stimulus (Item 5): The big, brown dog ate all of the cat's food.

Student response: The big dog ate all of the cat's food.


What you record: The big ~~brown~~ dog ate all of the cat's food.

2. **Repetition:** Underline each word that is repeated with a wavy line ()

Stimulus (Item 2): Did the girl catch the baseball?


Student response: Did did the girl catch the baseball?

What you record: Did the girl catch the baseball?

3. **Addition:** Use a caret () to indicate the addition of a word or words. Write the added word below the caret.

Stimulus (Item 7): Was the van followed by the ambulance?


Student response: Was the van followed by the white ambulance?

What you record: Was the van followed by the ambulance?
 white

4. **Transposition:** Use an "S" curve () to indicate transposed words.

Stimulus (Item 4): Didn't the boys eat the apples?

Student response: The boys didn't eat the apples.

What you record:  Didn't the boys eat the apples?

5. **Substitution:** To indicate a substitution, mark a line through each word that is omitted and write the substituted word above or below it.

Stimulus (Item 8): Because tomorrow is Saturday, we can stay up late tonight.

Student response: Because tomorrow is Sunday, we can stay up late tonight.

What you record: Because tomorrow is ~~Saturday~~, we can stay up late tonight.
Sunday

Scoring Responses (Counting Errors)

After recording the student's response, compare the response to the stimulus sentence. Score each item by comparing the student's response to the stimulus sentence. Count the number of errors in the response and classify it according to the following rules:

0 errors: Sentence is repeated verbatim. Circle 3.

1 error: A response with a single word changed, added, substituted, or omitted. Circle 2.

2 or 3 errors: Any response with two or three words changed, added, substituted, omitted, or transposed. Circle 1.
(See Scoring Procedure, step 2, for how to count transposition errors.)

4+ errors: Any response with four or more words changed, added, substituted, omitted, or transposed and an omission or change in sequence of phrases containing four or more words. Circle 0.

See Table 3.4 for examples of scored Recalling Sentences items. Do not count dialectal or regional differences as errors. Dialectal differences are NOT considered errors. Responses that contain regional and cultural patterns or variations that reflect dialectal differences from MAE are acceptable if they are a part of the student's language background.

Scoring Procedure

1. Look at the student's response and compare it to the stimulus sentence. Count any word that is changed, added, substituted, or omitted as one error.
2. Count each transposition that **changes the meaning** of a sentence as TWO errors. For example:
 - ◆ **Item 7:** meaning is changed, 2 errors
Stimulus: Was the van followed by the ambulance?
Response: Was the ambulance followed by the van?Count each transposition that does not change the general meaning of the sentence as ONE error. For example:
 - ◆ **Item 14:** meaning is unchanged, 1 error
Stimulus: The computers and printers were donated by the school board.
Response: The printers and computers were donated by the school board.
3. It is acceptable to use accurate contracted (*can't*) and non-contracted forms (*can not*) in a response and, therefore, neither is counted as an error, regardless of the form used in the stimulus sentence.
 - ◆ **Item 9:** accurate contracted form is used, 0 errors
Stimulus: The book was not returned to the library by the teacher.
Response: The book wasn't returned to the library by the teacher.
 - ◆ **Item 15:** accurate non-contracted form is used, 0 errors
Stimulus: If the rain doesn't stop before noon, the field trip will have to be canceled.
Response: If the rain does not stop before noon, the field trip will have to be canceled.

However, inaccurate contracted and non-contracted forms are not acceptable. For example:

- ◆ **Item 2:** *could* is substituted for *did* and *not* is added, 2 errors
Stimulus: Did the girl catch the baseball?
Response: Couldn't the girl catch the baseball?
- ◆ **Item 4:** *will* is substituted for *did*, *not* is present in both sentences, 1 error
Stimulus: Didn't the boys eat the apples?
Response: Won't the boys eat the apples?

Contractions count as two words regardless of the form used, contracted (*won't*) or non-contracted (*will not*).

- Words that are considered dialectal variations of MAE are not counted as errors in the sentence. However, a sentence with a dialectal variation can still have other errors if it is otherwise not repeated verbatim.

It is common for some students to substitute *that* for *who* in sentences with relative clauses that require use of the personal pronoun *who* rather than the demonstrative pronoun *that* (Items 12 and 13). For some students this response can be considered regional or colloquial use, and if so, it should not be counted as an error in the sentence. Both *that* and *who* are relative pronouns that enable the student to embed another unit of meaning in the same sentence. Therefore, the use of either word demonstrates the student’s ability to embed the appropriate units of meaning into the sentence and hold them in working memory.

Other examples of dialectal variations include:

- ◆ **Item 5:** *cat* is considered to be a dialectal possessive form for the student, 0 errors
Stimulus: The big, brown dog ate all of the cat’s food.
Response: The big, brown dog ate all of the cat food.

Use Appendix I, Language Differences and Cultural Sensitivity, for help in scoring dialectal responses.

- Do not count repetitions of words as errors.
- Substituting colloquial or conversational use (*cause* or *cuz* for *because*) is acceptable and is not considered an error.
- Do not consider articulation/phonology errors when counting errors. You may want to record them in the student’s response for further consideration.

Table 3.4 Recalling Sentences Scoring Examples

Item	
16	<p><i>Stimulus:</i> The student who won the award at the art show was very excited.</p> <p><i>Response:</i> The student who won the prize at the art show was very surprised.</p> <p>Two substitutions = 2 errors</p>
20	<p><i>Stimulus:</i> When the students finished studying, they decided to get something to eat before going home.</p> <p><i>Response:</i> When the students finished, they went to get something to eat and went home.</p> <p>One omission, three substitutions = 4 errors</p>
25	<p><i>Stimulus:</i> The math teacher sorted, labeled, boxed, and delivered the calculators.</p> <p><i>Response:</i> The math teacher labeled, sorted, boxed, and delivered the calculators.</p> <p>One word transposed and the general meaning not changed = 1 error</p>
25	<p><i>Stimulus:</i> The math teacher sorted, labeled, boxed, and delivered the calculators.</p> <p><i>Response:</i> The math teacher sorted, labeled, and boxed the calculators to be delivered.</p> <p>Two transpositions and two additions= 4 errors</p>

Scoring the Test

Compute the raw score for the test by adding the scores of the items administered and, unless the reversal rule was applied, 3 points for each item preceding the student’s start point. Add the scores in each of the columns and write the total in the boxes at the bottom of the column. Then add the numbers in the column subtotal boxes to compute the total raw score for the test. If you have administered items after the discontinue rule has been met, do not include those scores in computing the raw score for the test. Record the test raw score on the Record Form.

Item Analysis and Extension Testing

Categorize errors according to the Recalling Sentences item analysis table in the Record Form. Use extension testing to further examine the student's errors. Identify factors that pose difficulties for the student, and manipulate sentence structure and length so you can more closely observe the influences of these variables.

Repeating Items

Select the Test Items the student missed and administer them again, repeating the items twice. If repetition facilitates verbatim recall, repeating verbal instructions for this student may be a valuable strategy for the classroom.

Modifying Content

Examine the student's ability to recall sentences of reduced length and syntactic complexity. Modify length, structure, order, and complexity of items the student missed.

- Example: *Was the van followed by the ambulance?*
Complexity reduction: Did the ambulance follow the van?
- Example: *Because tomorrow is Saturday, we can stay up late.*
Reverse order: We can stay up late because tomorrow is Saturday.

To facilitate recall of information given verbally, encourage the student to visualize objects, actions, or characters included in the statements.

Understanding Spoken Paragraphs

Administer to ages 5–21

Start Point	Reversal Rule	Repetitions	Discontinue Rule
All ages start at the age-appropriate Trial Paragraph and Items; then administer the age-appropriate test paragraph items.	There is no reversal rule.	No repetitions of the paragraphs are allowed. On items, one repetition is allowed on request or when it appears that the student was not attending. Do not repeat an item if the first response is incorrect.	Do not discontinue. Administer ALL items appropriate for the student's age.

Materials Needed

Record Form 1 for Ages 5–8
Record Form 2 for Ages 9–21

Objective

To evaluate the student's ability to (a) sustain attention and focus while listening to spoken paragraphs, (b) create meaning from oral narratives and text, (c) answer questions about the content of the information given, and (d) use critical thinking strategies for interpreting beyond the given information. The questions probe for understanding of the main idea, memory for facts and details, recall of event sequences, and making inferences and predictions.

Relationship to Curriculum

The abilities evaluated relate to kindergarten, elementary, and secondary objectives for (a) listening to spoken instructional materials, (b) using the information presented, and (c) applying critical thinking skills to go beyond the given information to learn and create new knowledge.

Relationship to Classroom Activities

Understanding orally presented stories and descriptions of actions, events, or opinions is required for creating meaning and learning from instructional materials across academic subjects.

Implications for Intervention

Complete the item analysis in the Record Form. The student's item response pattern provides evidence of linguistic, metacognitive, and metalinguistic awareness skills that are inadequate for understanding factual and implied information in paragraphs. These skills are equally important for reading comprehension. Fleming and Forester (1997) describe generic approaches to intervention that can be used to help develop students' abilities to think about and reflect on language (metacognitive and metalinguistic skills).

Administration Directions

All Trial and Test Paragraphs are printed in the Record Form. Present only the Trial and Test Paragraphs that are indicated for the age of the student you are testing. Administer the appropriate Trial Paragraph to familiarize the student with the task and the responses required. Present the Trial paragraph "The Surprise" to students ages 5–10 years. Present the Trial paragraph "The Movies" to students ages 11–21 years. Then administer the age-appropriate Test Paragraphs and their associated items.

Trial Paragraph for Ages 5–10 or for Ages 11–21

Using the Record Form, introduce the appropriate Trial Paragraph for the student's age by saying, **Listen carefully to what I am going to read to you. Afterward, I will ask you some questions about what I read.** Read the title and the paragraph to the student at a conversational level and rate, and then read the associated questions in the Record Form. You may read the Trial Paragraphs and questions a second time if the student does not respond within 10 seconds, or if he or she requests a repetition. If the student's response is vague or incomplete, prompt him or her for answers to the trial questions by providing cues to the answers. This is allowed for trial questions only.

Test Paragraphs

Introduce each paragraph by saying, **Now listen carefully to the next paragraph. I can read it only one time. Remember, I will ask you questions about it.** Introduce each new paragraph by reading the title. Read each test paragraph at a conversational level and rate, and then read the associated questions. You may read the test paragraphs only once; however, you may read the test questions a second time if the student asks for a repetition or does not respond to the question within 10 seconds. Do not repeat the questions if the student's response is incorrect on the first presentation.

How to Read Response Choices

- A slash (/) indicates that either word or phrase listed is correct. For example, Trial "The Surprise", Item 2. *What happened after breakfast?*
 - ◆ Correct: Andy's father brought a basket/cat into the kitchen

The words *basket* and *cat* are separated by a slash indicating that the response is correct if the student says either, "Andy's father brought a basket into the kitchen," OR, "Andy's father brought a cat into the kitchen."
 - Words or phrases in parentheses () mean the information is optional and the response is correct with or without it. For example, Test Paragraph for Ages 9–10, A. The Class Vote, Item 1. *What is this story about?*
 - ◆ Correct: voting for an animal for the class (science) project

The word *science* in parentheses indicates that the information may or may not be included in the student's response and still be considered correct. Therefore, either of the following responses can be considered correct:

 - ◆ "voting for an animal for the class project"
 - ◆ "voting for an animal for the class science project"
 - Words or phrases separated by commas are an indication that two or more of the responses are required for the item to be correct.
 - ◆ Correct: play with it, feed it, give it water, give it a place to live

Commas between each of the responses indicate that there are four possible correct responses that the student may produce.
 - Information in brackets [] indicates directions to the examiner. For example, Trial "The Surprise", Item 5. *Name two things you think Andy will do with his surprise. [Student must give two responses.]*
- The information in brackets gives directions to the examiner that the student must respond with two of the four possibilities in order to credit this item.

FOR EXAMPLE

A detail question from Ages 15–21, Paragraph C demonstrates how to read slashes, commas, parentheses, and brackets in a single item.

13. What two things did the State School Board mention in their statement? [Student must give two responses.]

Correct: commended the student journalists, wished the student journalists/school/students luck in the (state) competition

The brackets following the question indicate to the examiner that two responses are needed for the item to be counted as correct. The two correct responses are separated by a comma:

■ *commended the student journalists*

AND

■ *wished the student journalists/school/students luck in the (state) competition*

The first response that can be considered correct is *commended the student journalists*. The student must say this phrase or a variation that is equivalent in meaning (e.g., “they commended the school newspaper’s journalists”).

The second response (i.e., everything following the comma) is *wished the student journalists/school/students luck in the (state) competition*. The slashes indicate that any one of the three words can be contained in a correct response.

All of the following responses could be considered correct:

- “they wished the journalists luck in the competition.”
- “they wished the school luck in the competition.”
- “they wished the students luck in the competition.”

The word *state* in parentheses indicates that it is additional correct information that the student can include or leave out and still have a correct response. So, both “state competition” and “competition” are parts of a creditable response.

Recording Responses

Each paragraph has a set of associated questions. The questions probe for understanding of the main idea of the paragraph, understanding of and memory for story details and sequencing of events, and ability to make inferences and predictions from information presented in the paragraph. The item analysis tables indicate the content targeted in each paragraph and item.

Correct responses to each item are listed in the Record Form. Correct responses are based on targeted content and the frequency of the responses received during field testing of CELF–5. If the student’s response is ambiguous and could possibly be correct, probe once with, **Can you tell me more?** There is no discontinue rule for this test. Administer all of the paragraphs and their associated questions for each age as indicated. Depending on the question type, answers other than those listed in the Record Form can be credited as correct.

If the student’s response is not an exact repetition of a listed response, but it captures the intended meaning, circle the response corresponding to the closest intended meaning and score it as correct. In this case, the student’s response typically maintains the same general meaning as the response listed, but often uses different wording.

FOR EXAMPLE

Trial “The Surprise,” Item 7. What might Andy say when he talks to his grandfather?

If the student responds with, “Thanks Gramps,” the response maintains the same general meaning as *Thank you*—one of the responses listed. To record this response, circle *Thank* and write “Gramps” and consider the response correct.

On items that target the ability to predict, credit is given for responses that are based on the student's knowledge of the world and his or her past experiences.

FOR EXAMPLE

Ages 5–6, Paragraph B. Best Friends, Item 10. What do you think will happen when Anthony and Sara don't like playing their new game anymore?

The Record Form lists four acceptable predictions that can be considered as correct responses: *stop being friends/make up a different game/an adult might have to help them think of what to do/become upset*.

Additional responses might be considered reasonable predictions given the student's background and experiences, such as:

- “they would become frustrated with each other.”
- “they will get into another fight.”
- “they will play with some different toys.”
- “they won't play with each other anymore.”

Accept any of these answers as correct.

In contrast, questions that target story details and event sequences have more specific response criteria. For example, in the Trial for Ages 5–10, Item 3—“What did Andy hear coming from the basket?”—the only correct answers are “cat/meow.”

For some items, more than one correct answer is required, as noted on the Record Form. If the student only gives one answer, prompt once with, **Can you tell me more?** If a student responds by listing two words when three are required, record the two responses given and circle 0 in the score column.

FOR EXAMPLE

Ages 5–6, Item 18. What three animals will the students see after they see the lions and tigers?

[Students must name all three animals.]

If the student responds with, “bears and monkeys,” circle 0 in the score column and write “bears, monkeys.”

Note. Some ages are administered three paragraphs and some ages are administered four paragraphs. Administer all of the paragraphs and items listed in the Record Form for the age of the student you are testing. Use Table 3.5 to ensure that you administer the correct paragraph and items.

Scoring the Test

Compute the raw score for the test by adding the scores of the items. Record the test raw score in the Record Form.

Table 3.5 Understanding Spoken Paragraphs by Age

Age	Paragraph	Age	Paragraph
5–6	Trial. The Surprise A. Rudy and Louis B. Best Friends C. Michael's Big Day D. Class Trip	11–12	Trial. The Movies A. Brush with Fire B. Pepper and Gabe C. Fast Cats
7–8	Trial. The Surprise A. Field Day B. Michael's Big Day C. Different Kind of Museum	13–14	Trial. The Movies A. The Talent Show Auditions B. Hurricanes C. Daydreaming D. Musical Trip
9–10	Trial. The Surprise A. The Class Vote B. The Reading Challenge C. The Principal's House	15–21	Trial. The Movies A. Hurricanes B. Posters for the Dance C. Cafeteria Scandal D. The Job Search

Figure 3.16 Understanding Spoken Paragraphs, Record Form 1 (Student Age 6:3)

Understanding Spoken Paragraphs

Start All ages take the Trial Paragraph and then take the age appropriate paragraphs	Reversal Rule None	Repetitions For paragraphs, not allowed For items, allowed	Discontinue Rule None
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Introduce the trial and the paragraphs appropriate for the student's age by saying, **Listen carefully to what I am going to read to you. Afterward, I will ask you some questions about what I read.** Read the title and the paragraph to the student at a conversational level and rate, and then read the associated questions. Circle 1 for a correct response and 0 for an incorrect response. Refer to the Examiner's Manual for information about scoring guidelines.

Trial The Surprise

Andy liked to visit his grandfather who lived on a farm in the country. The last time Andy saw his grandfather, he had promised to send Andy a surprise. Andy was excited because his mom said the surprise would come today. After breakfast, Andy's dad brought a big basket into the kitchen. Andy heard a "meow" and saw a long furry tail coming from inside the basket.

- 1. Why was Andy excited?**
 Correct: because the surprise would arrive today *surprise coming*
- 2. What happened after breakfast?**
 Correct: Andy's father brought a basket cat into the kitchen
- 3. What did Andy hear coming from the basket?**
 Correct: cat/meow
- 4. What was Andy's surprise?**
 Correct: cat
- 5. Name two things you think Andy will do with his surprise.** [Student must give two responses.]
 Correct: play with it feed it, give it water, give it a place to live
- 6. Where did the surprise come from?**
 Correct: Andy's grandfather his grandfather's farm
- 7. What might Andy say when he talks to his grandfather?**
 Correct: Thank you. "I got the cat today." "When can you come to visit?" "When can I visit the farm again?"

Test Paragraphs for Ages 5–6

A. Rudy and Louis SCORE

It had been raining for two days, and the twins were tired of playing indoors. They wished it would stop raining. Rudy wanted to play baseball. Louis wanted to play on the new swings at the playground, and then play baseball with his brother Rudy. As they got ready for bed that night, they could still hear the rain coming down on the roof. When they woke up the next morning, they didn't hear the rain. Instead, Rudy and Louis heard birds chirping outside their window.

1. Why did Rudy and Louis wish it would stop raining? Correct: so they can go outside/play baseball/play on the swings <i>wanted to play outside</i>	<input type="radio"/> 1 <input type="radio"/> 0
2. What did Rudy and Louis hear before they went to bed? Correct: <u>rain</u> (on the roof)/a storm	<input type="radio"/> 1 <input type="radio"/> 0
3. When did they hear birds chirping? Correct: in the morning/when they woke up/the next day <i>when they got up</i>	<input type="radio"/> 1 <input type="radio"/> 0
4. What two things do you think Rudy and Louis did after it stopped raining? [Student must give two responses.] Correct: <u>went outside</u> , to the playground, <u>played baseball</u> , played on the swings	<input type="radio"/> 1 <input type="radio"/> 0

Item Analysis and Extension Testing

Extension test to examine comprehension errors and the student's ability to interpret information presented in spoken form. If you decide to extension test for Understanding Spoken Paragraphs, carefully review the results of all tests for additional information about the student's comprehension skills.

Categorize the student's errors according to the Understanding Spoken Paragraphs item analysis table in the Record Form. Determine if the student's difficulties may be related to lack of experience with or interest in the topics of the paragraphs, difficulty with recalling facts and details, or making faulty inferences beyond the information given. If the topic or content of a paragraph are outside a student's experience, you can use grade-level or below grade-level curricular texts and develop factual and inferential questions to ask the student. In addition to curriculum based materials, it may be important to select and present paragraphs that are culturally relevant for students.

Administering Lower-Level Paragraphs

If the student performed poorly on paragraphs assigned to his or her age, administer any paragraphs assigned for administration to younger students. For students ages 5:0–6:11, use primer and pre-primer texts and stories.

Priming the Student

Observe changes in student performance that occur as a function of priming. Priming provides an auditory map for the student. Prime the student by presenting the questions first and then reading the paragraph and repeating the questions. You may select paragraphs and questions that are similar in length and complexity to those on which the student answered at least one question correctly. If the student was unable to answer any questions correctly during testing, select short, simple paragraphs written well below the student's level. Read the questions before and after you read the paragraph.

Prepare the student to listen to short stories by stating the title, describing the characters, and reading the questions to prepare the student for listening. Then ask the student to listen carefully for these details in order to respond to the questions. Read the paragraph or story and then ask the questions. As the student's competence increases, reduce the amount of preparation you give the student.

Present paragraphs and questions from a variety of classroom and curriculum resources to augment extension testing. Use the student's own textbooks or other reading materials chosen by the student.

Word Definitions

Administer to ages 9–21

Start Point	Reversal Rule	Repetitions	Discontinue Rule
Ages 9–16: start at Item 1 Ages 17–21: start at Item 3	Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.	One repetition is allowed on request or when it appears that the student was not attending. Do not repeat an item if the first response is incorrect.	Discontinue testing after 0 scores on four consecutive items.

Materials Needed

Record Form 2

Objective

To evaluate the student's ability to (a) analyze words for their meaning features, (b) define words by referring to class relationships and shared meanings, and (c) describe meanings that are unique to the reference or instance.

Relationship to Curriculum

The abilities evaluated relate to upper elementary and secondary school curriculum objectives for knowing and using words as concepts with broad, generic applications, rather than with narrow, concrete, and contextually bound meanings.

Relationship to Classroom Activities

Defining words, as a classroom exercise, is used to help students learn to expand word meanings to form concepts. It is emphasized in matching words to definitions, using the lexicon to explain word meanings, or acquiring new word meanings and developing in-depth understanding of word use in literature and precision of word usage in editing, summarizing, and other literacy activities.

Implications for Intervention

If the student scores below average on this test, item analysis can help identify the content categories that present the greatest difficulties. In addition, the form of the definition the student gives can indicate the definitional stage that has been reached. Low-level definitions include incorrect responses, stating functions, or concrete characteristics. More advanced definitions refer to category membership and list discriminating features. Transition-level definitions include associations, analogies, synonyms, or category membership only. Definitional skills are influenced by the size of, and access to, the stored vocabulary and metalinguistic knowledge that results in conscious analysis of meanings (Marinellie & Johnson, 2002). Developing the ability to analyze words by defining their meaning is basic to literacy acquisition (Justice & Vukelich, 2008). Interventions to improve the metalinguistic knowledge that underlies mature word definitions are suggested by these authors.

Administration Directions

Demonstration

Introduce the Demonstration Item by saying, **I'm going to tell you a word and use it in a sentence. I will then ask you to define the word—tell what the word means. You can define or explain what a word means by telling what kind of thing it is and by telling some things about it. For example, I may say, *The word is giraffe, as in: The children said, "The giraffe is over there."* You can tell me what the word *giraffe* means by saying, "A giraffe is an animal with a long neck and spotted skin that lives in Africa or in a zoo."**

Proceed to Trial 1.

Trial 1

Introduce Trial 1 by saying, **Now I will tell you another word and ask you to define it. The word is *mustard*, as in: Mom asked, “Would you like mustard on your hamburger?” Define the word *mustard*.** Pause for response. Supply the correct response if the student is unable to answer. Say, **Mustard is something you put on food to make it taste good. It can be yellow or brown and you eat it on hamburgers and other foods.** Proceed to Trial 2.

Trial 2

Introduce Trial 2 by saying, **Let’s try another word. The word is *neat*, as in: Grandma said “You keep your room very neat.” Define the word *neat*.** Pause for response. Supply the correct response if the student is unable to answer. Say, **Neat means that something is cleaned up and in order, or tidy.** Proceed to the Test Items.

Test Items

Introduce the Test Items by saying, **Now let’s do some more. Remember to listen to the word and the sentence I tell you. Then you define the word—tell me what the word means.** Present the Test Items from the Record Form.

How to Read Response Choices

- A slash / indicates that either word or phrase listed is correct (read the slash as “or”).
- Words in parentheses () mean the information is optional and the response is correct with or without it.
- Information in brackets [] indicates directions to the examiner.

FOR EXAMPLE

Item 4. cactus

The first score criteria has the words *hot/arid/dry/desert climates* separated by slashes. This means that that the box can be checked if the student uses any one of the words “hot,” “arid,” “dry,” or “desert” to convey the climate.

The student must also use one of the ideas from the second score criteria (after the AND on the Record Form). The box can be checked if the response contains any one of the three ideas:

- has spines or needles
- is prickly
- has or stores water in it

Although the scoring criteria are comprehensive, you may get responses that are novel and are not presented in the Record Form. When this occurs, refer to the following guidelines and use your clinical judgment in scoring those items.

Each item in Word Definitions has a sentence that provides a context in which the targeted word is used, but the sentence purposely provides only limited cues to the meaning of the targeted word. Using the context of a sentence to gain cues or information about the meaning of an unfamiliar word is an excellent strategy that is encouraged in reading and other language contexts. Even though the stimulus sentence provides limited cues, data from previous research with the Word Definitions test indicates that few responses include definitions that do not fit the context of the stimulus sentence. For instance, the sentence for Item 2, *little*: *Dad said, “There is little left in the box.”* uses a connotation of *little* that means “small in size or amount.” However, there are several other correct definitions for the word *little*, including “young or at an early stage of growth” (as in, “a little child”). **If the student provides a meaning that is not contextually appropriate for the sentence given but is an acceptable definition for the word, credit the response.** Word Definitions does not measure a student’s word attack skills or word knowledge/language strategies; it targets a student’s knowledge of the meanings of words.

The following are examples of acceptable definitions that are not targeted in the stimulus sentence:

- **Item 3. simple: My brother said, “It was simple to do.”**

In this sentence, *simple* connotes “easy” or “not hard.” During research phases of the test, several examinees responded by saying that *simple* means “plain,” which is also an acceptable definition (i.e., not ornate, unadorned:

“a simple dress”). This response was given full credit. Another acceptable definition of *simple* is “a person who is foolhardy, naïve, or silly” as in “a simple mind.”

■ **Item 10. pedestrian: The driver asked, “Where did the pedestrian go?”**

In this sentence, *pedestrian* connotes “a person walking.” Pedestrian can also mean “ordinary or dull” as in “pedestrian artwork.”

■ **Item 20. riddle: The girl asked, “Do you know a good riddle?”**

In this sentence, *riddle* connotes “a brain teaser in the form of question that must be solved.” *Riddle* can also mean “to fill with holes” as in “to riddle with bullets.”

This is not an exhaustive list of examples, but it shows some items can have acceptable meanings that do not match the context of the sentence and are not listed in the item. Consult a dictionary (such as the *Merriam-Webster’s Collegiate Dictionary*) if a student provides a definition that is not listed on the Record Form, but that you think may be an acceptable response. Again, in the previous research with this test, very few non-context based responses were given by students.

Also, count regional responses as correct. For instance, a response that gives an example of a local geographic site—mountain, valley, cave, cliff—known for its plant life in response to Item 4 “cactus” (e.g., “A cactus is a tall plant with spines and prickles that grows in Big Bend National Park in Texas.”) earns 1 point (a check for “plant that grows in desert climates” because Big Bend National Park is a desert area, AND a check for “has spines.../prickly”).

Recording Responses

Record the student’s responses VERBATIM in the spaces provided in the Record Form. If a response is vague or incomplete, but you think the student is on the right track, prompt for a more complete response by saying, **Can you tell me more?** Do not prompt for more information when a response is incorrect.

Scoring the Responses

Compare the student’s response to the scoring criteria listed for each item in the Record Form. Place a checkmark (✓) next to each element of the scoring criteria that is included in the student’s response (see Figure 3.17).

Figure 3.17 Recording and Scoring Word Definitions, Item 4

4. **cactus** Grandpa said, “Don’t touch the cactus.”
A spiked plant that lives in the desert.

plant that grows in hot/arid/dry/desert climates
AND
 has spines or needles (instead of leaves)/prickly/
has or stores water in it

1 0

Once you have compared the student’s response to the scoring criteria for an item, score the item by circling 1 or 0 in the Score column. For most items, the scoring criteria have multiple elements that are joined with the words AND or OR. If the word AND joins the scoring elements, **both** elements are required to be in the student’s response to score 1 point. If the word OR joins the scoring elements, only **one** of the elements is required to be in the student’s response to score 1 point. Discontinue testing after four consecutive 0 scores.

Scoring the Test

Compute the raw score for the test by adding the scores of the items administered and, unless the reversal rule was applied, 1 point for each item preceding the student’s start point. Record the test raw score in the Record Form.

Figure 3.18 Word Definitions, Record Form 2 (Student Age 16:4)

Word Definitions

Start Ages 9–16: Item 1 Ages 17–21: Item 3	Reversal Rule Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.	Repetitions Allowed	Discontinue Rule Four consecutive 0 scores
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Record the student's response in the space provided. If the response is vague or incomplete, but you think the student is on the right track, prompt for a more complete response by saying, **Can you tell me more.** Do not prompt for more information if the response is incorrect. See the Examiner's Manual for scoring rules and guidelines.

Scoring Key
 AND = both elements of the scoring criteria are required OR = only one element of the scoring criteria is required

Demo

giraffe **The children said, "The giraffe is over there."**
A giraffe is an animal with a long neck and spotted skin that lives in Africa or the zoo.

an animal from Africa/lives in the zoo
 AND
 with a long neck and spots

Trial 1

mustard **Mom asked, "Would you like mustard on your hamburger?"**
A sauce you can use on food

condiment/something added for taste/put on food
 AND
 is brown/yellow

Trial 2

neat **Grandma said, "You keep your room very neat."**
Nice and organized

orderly/in order/cleaned up/organized

Introduce each test item by saying, **The word is _____, as in:** (read the sentence). **Define the word _____.**

Ages 9–16

1. alone **The girl said, "I want to be alone."**
By herself

separated/apart/away from others/by yourself
 OR
 not including anyone/anything else

1 0

2. little **Dad said, "There is little left in the box."**
not a lot

small in size or amount
 OR
 not very much/not enough

1 0

Ages 17–21

3. simple **My brother said, "It was simple to do."**
easy

easy to understand/do
 OR
 not hard/difficult

1 0

4. cactus **Grandpa said, "Don't touch the cactus."**
a pointy plant

plant that grows in hot/arid/dry/desert climates
 AND
 has spines or needles (instead of leaves)/prickly/
 has or stores water in it

1 0

5. award **The coach said, "You each deserve this award."**
certificate or a trophy

prize/[accept possible prizes, e.g., trip, money]/
 trophy/medal
 AND
 something given based on performance/merit/
 need

1 0

Item Analysis and Extension Testing

Use the item analysis table in the Record Form to determine error patterns in the student's responses. Evaluate the student's abilities to analyze word meanings and describe meanings to form concepts through extension testing.

Determining Baseline Vocabulary

Review the student's performance on other tests that target semantic knowledge (e.g., Word Classes, Following Directions). Categorize the student's responses according to the Word Definitions item analysis table.

Using Familiar Words

To obtain more in-depth information on semantic skills, select vocabulary from the student's textbooks and write the words and their definitions on separate note cards. Ask the student to match the definition to the appropriate term. Note if written stimuli enhances performance.

Using Pictures as a Reference

Gather photos or realistic pictures of vocabulary words. Ask the student to identify each of the photos and describe details, function, and use the word in a sentence.

If further in-depth testing of vocabulary is needed, consider administering *Peabody Picture Vocabulary Test, Fourth Edition* (Dunn & Dunn, 2007) or *Expressive Vocabulary Test, Second Edition* (Williams, 2007).

Classroom teachers and speech-language pathologists can work collaboratively to establish vocabulary development outcomes. By working together, the classroom teacher and speech-language pathologist can focus on developing rich meaning for word or concept categories that are important in the curriculum.

Sentence Assembly

Administer to ages 9–21

Start Point	Reversal Rule	Repetitions	Discontinue Rule
Ages 9–11: start at Item 1 Ages 12–21: start at Item 4	Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.	One repetition is allowed on request or when it appears that the student was not attending. Do not repeat an item if the first response is incorrect.	Discontinue testing after 0 scores on four consecutive items.

Materials Needed

Record Form 2
Stimulus Book 2 (pink tab)

Objective

To evaluate the student’s ability to formulate grammatically-acceptable and semantically-meaningful sentences by manipulating and transforming given words and word groups.

Relationship to Curriculum

The abilities evaluated relate to upper elementary and secondary school curriculum objectives for formulating and rephrasing descriptions, responses, or conversational turns.

Relationship to Classroom Activities

Describing events and actions, responding to questions and participating in conversation by rephrasing or using variations of sentences with flexibility are emphasized in language arts and other academic subject areas.

Implications for Intervention

If the student receives a below average score, analyze errors according to the categories in the item analysis table. The analysis will provide evidence of structures that are not yet acquired, even though the same structures may be used at the implicit (automatic) level. Use extension testing to examine a student’s errors in manipulating and transforming syntactic structures within the constraints imposed by content words and grammatical markers. Without access to syntactic knowledge, sentence components cannot be manipulated to form alternative meaningful structures. The levels of syntactic and metalinguistic awareness required to perform orally according to age expectations are also required for reading comprehension, written language expression, and editing and revising text (Thompson & Shapiro, 2007). Consider intervention targeting complex and compound sentence production.

Administration Directions

Depending on the student’s age and the testing situation, you may wish to point to the words in boxes in the Stimulus Book as you read them from the Record Form for the Demonstration, Trial, and Test Items.

Demonstration

Turn to Stimulus Book 2, page SA Demo. Introduce the Demonstration Item by saying, **Here are some words that can be made into two different sentences: tall, the boy, is** (pause). **“The boy is tall.” This sentence tells something. That’s one way of doing it. Here’s another sentence with the same words** (pause), **“Is the boy tall?” This sentence asks something.** Proceed to the Trial Items.

Trial 1

Turn to Stimulus Book 2, page SA Trial 1 and say, **Now I want you to try it. Make two sentences using the words I show you: saw, the girl, the boy. Use only those words.**

Correct Responses:

The girl saw the boy.

The boy saw the girl.

If the student produces only one sentence, say, **Now make another sentence with the words.** If the student requests a repetition, responds incorrectly, or pauses for more than 10 seconds, say, **Remember the words are saw, the girl, the boy. Make a sentence (or a different sentence) with those words.** If the student cannot produce a sentence, say, **You could have said...** (present an option). Proceed to Trial 2.

Trial 2

Turn to page SA Trial 2 and say, **Here are some more words. Now make two sentences with these words: is, on the chair, the kitten.**

Correct Responses:

The kitten is on the chair.

Is the kitten on the chair?

After the student produces the first sentence, say, **Now make a different sentence with the words.** If the student requests a repetition, responds incorrectly, or pauses for more than 10 seconds, say, **Remember the words are is, on the chair, the kitten. Make a sentence (or a different sentence) with those words.** If the student cannot produce a sentence, say, **You could have said...** (present an option). Proceed to the Test Items.

Test Items

Say, **Now let's do some more. Each time, you will make two sentences using the words I show you. If you need me to, I can repeat each one once. Both sentences must be logical and make sense.** Turn to page SA 1. For each item say, **Make a sentence with these words.** Read the words and pause for a response. After the student's response, say, **Now make a different sentence.**

Provide time for a second sentence response. The student has two opportunities to make sentences, even if the first sentence is incorrect.

Recording and Scoring Responses

Circle the letter corresponding to the student's responses. If the student gives a response not listed in the Record Form, write it verbatim. Having a record of both correct and incorrect responses in the Record Form enables you to analyze correct and incorrect responses later. If the student gives two sentences that match responses listed for the item, score 1 point. If the student does not give two correct sentences, score 0. Discontinue testing after four consecutive 0 scores.

Scoring the Test

Compute the raw score for the test by adding the scores of the items administered and, unless the reversal rule was applied, 1 point for each item preceding the student's start point. Record the test raw score on the Record Form.

Figure 3.19 Sentence Assembly, Record Form 2 (Student Age 13:0)

Start		Reversal Rule	Repetitions	Discontinue Rule
Ages 9–11: Item 1 Ages 12–21: Item 4		Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.	Allowed	Four consecutive 0 scores

Circle the letters corresponding to the student's responses. Circle 1 for TWO correct responses and 0 for only one correct response. The student must give TWO DIFFERENT sentences in response to each item to score 1 point.

Demo tall the boy is

a) The boy is tall.
b) Is the boy tall?

Trial 1 saw the girl the boy

a) The girl saw the boy.
b) The boy saw the girl.

Trial 2 is on the chair the kitten

a) The kitten is on the chair.
b) Is the kitten on the chair?

Item	Score
1. <input type="checkbox"/> if it is cold <input type="checkbox"/> you'll need to wear a coat	1 0
2. <input type="checkbox"/> the man <input type="checkbox"/> the dog <input type="checkbox"/> followed by <input type="checkbox"/> was	1 0
3. <input type="checkbox"/> he finished <input type="checkbox"/> he played <input type="checkbox"/> his homework <input type="checkbox"/> hockey <input type="checkbox"/> before	1 0
3	
4. <input type="checkbox"/> the teacher <input type="checkbox"/> assign homework <input type="checkbox"/> didn't	1 0
5. <input type="checkbox"/> she got <input type="checkbox"/> she bought <input type="checkbox"/> the job <input type="checkbox"/> the car <input type="checkbox"/> after	1 0
6. <input type="checkbox"/> the runner <input type="checkbox"/> the race <input type="checkbox"/> to win <input type="checkbox"/> going <input type="checkbox"/> isn't	1 0
7. <input type="checkbox"/> the keys <input type="checkbox"/> the girl <input type="checkbox"/> her pocket <input type="checkbox"/> put <input type="checkbox"/> didn't <input type="checkbox"/> in	1 0
8. <input type="checkbox"/> cross <input type="checkbox"/> we <input type="checkbox"/> the street <input type="checkbox"/> here <input type="checkbox"/> shouldn't	1 0
9. <input type="checkbox"/> the lamp <input type="checkbox"/> the woman <input type="checkbox"/> the table <input type="checkbox"/> put <input type="checkbox"/> didn't <input type="checkbox"/> on	1 0
10. <input type="checkbox"/> the girl <input type="checkbox"/> the boy <input type="checkbox"/> an ice cream cone <input type="checkbox"/> buy <input type="checkbox"/> did	1 0
11. <input type="checkbox"/> glue <input type="checkbox"/> could <input type="checkbox"/> you <input type="checkbox"/> with <input type="checkbox"/> that <input type="checkbox"/> fix	1 0
12. <input type="checkbox"/> the restaurant <input type="checkbox"/> the pizza <input type="checkbox"/> to <input type="checkbox"/> deliver <input type="checkbox"/> going <input type="checkbox"/> isn't	1 0
13. <input type="checkbox"/> it <input type="checkbox"/> it <input type="checkbox"/> she ate <input type="checkbox"/> hot <input type="checkbox"/> even though <input type="checkbox"/> was	1 0
14. <input type="checkbox"/> the <input type="checkbox"/> student <input type="checkbox"/> the manager <input type="checkbox"/> an application <input type="checkbox"/> send <input type="checkbox"/> did	1 0

I don't know

We cross the street shouldn't here.

IDK

Item Analysis and Extension Testing

Categorize errors according to the Sentence Assembly item analysis table in the Record Form. Examine the student's correct and incorrect sentence structures. Note if the student has difficulty with specific kinds of sentence structures, transforming specific sentence patterns (e.g., declaratives to interrogatives, or vice versa), or rearranging surface structure to create meaning and intent.

Use extension testing to examine a student's errors in manipulating and transforming syntactic structures within the constraints imposed by content words and grammatical markers.

Write items parallel to the items to which the student responded incorrectly or gave no response. Copy the words for each segment on separate note cards. Lay the cards out in the same order as on the stimulus page. Ask the student to rearrange the segments to form two different sentences.

If the student continues to have difficulty with the sentence assembly task, administer lower-level tests to assess syntactic structures (e.g., Word Structure, Sentence Comprehension). Consider using picture cards with printed words and phrases as an instructional resource to make a variety of complex and compound sentences.

Semantic Relationships

Administer to ages 9–21

Start Point	Reversal Rule	Repetitions	Discontinue Rule
Ages 9–16: start at Item 1 Ages 17–21: start at Item 4	Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.	One repetition is allowed on request or when it appears that the student was not attending. Do not repeat an item if the first response is incorrect.	Discontinue testing after 0 scores on four consecutive items.

Materials Needed

Record Form 2
Stimulus Book 2 (olive tab)

Objective

To evaluate the student's ability to interpret sentences that (a) make comparisons, (b) identify location or direction, (c) specify time relationships, (d) include serial order, or (e) are expressed in passive voice.

Relationship to Curriculum

The abilities evaluated relate to upper elementary and secondary school curriculum objectives for following oral or written directions, completing assignments, understanding conventional series (e.g., days, months), and understanding order of action.

Relationship to Classroom Activities

Interpretation of meaning (concept) relationships presented verbally or in text materials is required in curriculum areas such as English, language arts, math, sciences, and vocational training.

Implications for Intervention

If the student obtains a below-average score on this test, item response analysis can identify categories of concepts and relationships that are inadequately developed. The item categories include comparisons (comparative relationships), relations in space (e.g., location, direction), time (e.g., sequences and time series), and relations expressed in the passive voice. Due to the variety of concepts and relationships in the English language, interventions appropriate for vocabulary and concept building, morphology, and syntax can all apply to intervention for skills used in the Semantic Relationships test.

Administration Directions

Trial 1

Turn to Stimulus Book 2 page SR Trial 1. Introduce the item by saying, **I'm going to read you some problems to figure out. Each problem has two correct answers. Let's do one and see if you can tell me the two correct answers** (pause). Read the stimulus phrase and response choices for Trial 1 from Record Form 2. Depending on the student's age and the testing situation, you may wish to point to each of the choices in Stimulus Book 2 as you read them.

A man is bigger than a

- a) house**
- b) button**
- c) spoon**
- d) plane**

The student may respond by saying the words on the stimulus page, by naming the letters (a–d) that correspond to the choices, or by pointing. If the student gives both correct choices, proceed to Trial 2. If the student provides only one correct choice within 10 seconds, or requests a repetition, say, **Listen carefully to the problem again. Two of the choices are correct.** Repeat Trial 1. If the student still does not respond correctly, say, **You should have said *button* and *spoon*.** Proceed to Trial 2.

Trial 2

Turn to page SR Trial 2. Say, **Now listen to this question and the possible answers. Remember, you must tell me the two answers that are correct** (pause).

Jan saw Pedro. Dwayne saw Francis. Who was seen?

- a) Jan**
- b) Dwayne**
- c) Pedro**
- d) Francis**

If the student provides only one correct answer within 10 seconds, or requests a repetition, say, **Listen carefully to the problem again. Two of the choices are correct.** Repeat the complete item. If the student still does not respond correctly, say, **You should have said *Pedro* and *Francis*.** Proceed to the Test Items.

Test Items

Turn to page SR 1 and say, **Now let's do some more problems. Remember to tell me the two correct answers. If you need me to, I can repeat each one once.** Show the student the appropriate page in the Stimulus Book as you read each item and its choices from the Record Form. You may repeat each item one time if the student requests a repetition. Do not repeat the item if the student's responses are incorrect after the first presentation. You do not need to read the response choices for each item if the student asks to read them independently.



Recording Responses and Scoring the Items

The correct responses are printed in bold in the Record Form. To record responses, circle the student's responses. If the student selects both of the correct choices for the item, score 1. If the student does not select both correct choices, score 0. Circle the score in the score column. If the student earns a score of 0 on four consecutive items, discontinue the test.

Scoring the Test

Compute the raw score for the test by adding the scores of the items administered and, unless the reversal rule was applied, 1 point for each item preceding the student's start point. Record the test raw score on the Record Form. If you administer items after the discontinue rule has been met, do not include those scores while computing the raw score for the test.

Figure 3.20 Semantic Relationships, Record Form 2 (Student Age 14:4)

 Semantic Relationships			
Start  Ages 9–16: Item 1 Ages 17–21: Item 4	Reversal Rule Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.	Repetitions Allowed	Discontinue Rule Four consecutive 0 scores
Circle the letters corresponding to the student's responses. Correct responses are indicated in bold. The student must give BOTH correct responses for an item to be scored as correct. Circle 1 for TWO correct responses and 0 for one or no correct responses.			
Trial 1 A man is bigger than a a) house b) button c) spoon d) plane		7. Dan is taller than Jeff, and Lee is taller than both of them. Dan is a) taller than Lee b) shorter than Lee c) the tallest d) not the shortest	1 0
Trial 2 Jan saw Pedro. Dwayne saw Francis. Who was seen? a) Jan b) Dwayne c) Pedro d) Francis		8. Wanda saw Joe, but not Ricardo or Sandy. They saw her, though. Who was seen? a) Wanda b) Ricardo c) Sandy d) Joe	1 0
Ages 9–16	SCORE		
1. An hour is longer than a a) minute b) day c) second d) morning	1 0	9. The dog sat under the table, next to the cat. The food was in a dish on the table. The food was a) next to the dog b) above the cat c) under the table d) on the table	1 0
2. Teenagers are younger than a) infants b) adults c) grandparents d) children	1 0	10. The librarian said, "The library has fewer books on history than on science, but it has the most books on art." There are a) more books on science than art b) fewer books on history than art c) the most books on science d) more books on art than science	1 0
3. The ball rolled to the left of the goal. The ball was a) next to the goal b) on the left side of the goal c) in the goal d) behind the goal	1 0	11. The pencil was in the box. The box was in a bag next to the locker. The pencil was a) in the locker b) in the bag c) next to the locker d) beside the box	1 0 Discontinue
Ages 17–21			
4. In the alphabet, G comes a) between L and Z b) after C c) before M d) between A and E	1 0	12. The chart lists the countries in alphabetical order. Norway comes a) between South Africa and Taiwan b) after Turkey c) before South Africa d) after Italy	1 0
5. In any month, the 17th comes a) between the 11th and the 16th b) before the 16th c) between the 13th and 19th d) after the 11th	1 0	13. Jeff said, "Math is first, followed by science, and then lunch." Math is a) after science b) before lunch c) between science and lunch d) first	1 0
6. The teacher said, "More people in the class got Cs than As, but most people got Bs." There were a) more Cs than As b) more As than Bs c) more Bs than Cs d) six Cs	1 0		

Item Analysis and Extension Testing

Use the item analysis table in the Record Form to categorize the student's error patterns across the relationships targeted. Extension test to examine errors in interpreting different semantic relationships presented in sentence form. Because Semantic Relationships items are presented in order of difficulty, rather than in category clusters, you may not have assessed all the relationships featured before stopping the test. Review the student's performance on other tests that assess understanding of content and memory for content (e.g., Following Directions, Word Classes, Recalling Sentences, Understanding Spoken Paragraphs).

Comparative Relationships

Determine whether or not the student understands the relationship in more familiar contexts. Do not use any of the relationships assessed in CELF-5 (e.g., *minute, second; adults, grandparents*). Use alternatives such as *cleaner, softer, faster, bigger, stronger, thicker, colder, hotter, easier, lighter, warmer*. Make the comparisons as easy or as difficult as necessary.

Spatial Relationships

To help the student obtain a visual image of the target relationship, use visual cues to reduce task complexity and observe changes in response patterns accordingly. For example, employ a deck of red, white, and blue cards, and provide information about the cards and then ask a question about their relationship.

The blue card is next to the red card. The white card is on top of them. The white card is:

- a) under the blue card
- b) on top
- c) beside the blue card
- d) on the blue card

Passive Relationships

Use objects or pictures as stimuli to examine errors on passive relationships. For younger students, pictures of different people (e.g., boys, girls, men, women) are ideal. Manipulating objects or pictures during extension testing helps the student to visualize the relationship. Identify the pictured persons or objects by name; then develop sentences that parallel the Test Items by changing the verb and the names in the original item.

Temporal Relationships

Test for errors on temporal relationships by creating items similar to the Test Items. First, make sure the student understands the targeted time intervals (e.g., months of the year, days of the week, seasons, times of day). Review the time intervals and question the student directly about them.

Sequential Relationships

Examine sequential relationships by asking questions about conventional day, number, and letter series (e.g., What day is after Sunday? What letter is before B?). Ensure that the student knows the sequences you plan to use in the extension testing by asking him or her to name letters and recite the short number series. Then create items that are parallel to the items the student missed that use different letters and numbers. Practice with sequences that are familiar to the student (e.g., periods of the school day; kindergarten, grade 1).

Pragmatics Profile

Completed by the examiner for all ages 5–21

The Pragmatics Profile is a checklist of speech intentions that are typically expected skills for social and school interactions in classrooms. The Pragmatics Profile and Pragmatics Activities Checklist (PAC), used in conjunction with parent/caregiver and teacher interviews, language sampling, and other test procedures, can be used to diagnose a pragmatic language disorder and to determine a student's eligibility for services.

Materials Needed

Record Form 1 for Ages 5–8
Record Form 2 for Ages 9–21

Objective

To identify verbal and nonverbal pragmatic deficits that may negatively influence social and academic communication.

Relationship to Curriculum

The skills that are evaluated are common, daily skills observed across ages, genders, and classroom situations and are necessary for obtaining, responding to, and giving information.

Relationship to Classroom Activities

Classroom language use, interpretation of nonverbal communication skills, knowledge of social scripts (situations), and understanding of both posted and implied rules are required in curricular and non-curricular activities.

Implications for Intervention

Students who score below average on the Pragmatics Profile may have difficulties in establishing relationships with peers and adults in a variety of social contexts. Item analysis can identify the pragmatic-skills categories that are inadequate. The pragmatic skills are categorized on the Record Form as primarily verbal rituals, expressions of intentions, or nonverbal communication skills. Identification of the student's relative strengths and weaknesses can provide a baseline for pragmatics intervention and can be used to evaluate progress. Evidence-based approaches for developing pragmatics for social interactions are reviewed by Gerber, Brice, Capone, Fujiki, & Timler (2012).

The Pragmatics Profile is not administered to the student. It is a checklist that is completed by the examiner with input from parents/caregivers, teachers, or other informants who provide information to evaluate verbal and nonverbal contextual communication.

Completing the Profile

The Pragmatics Profile is a checklist of speech intentions that are typically expected skills for social and school interactions in American classrooms. The profile is completed by the examiner after observing the student's communication behaviors. You can rate items if you remember occasions of the behavior listed, but did not necessarily observe the behavior the day you complete the Pragmatics Profile. Ask or interview the student's teachers, parents/caregivers, or other informants for input to rate the student on skills you have not personally observed.

Considering Cultural Background in Rating

There is a great diversity and dynamic nature to American culture and the many languages spoken in the United States. Because many aspects of pragmatics are culturally influenced, you must be familiar with expected and culturally-appropriate pragmatic behaviors of the student you are assessing. Make sure that you consider cultural influences in rating the student's nonverbal and verbal communication. Although people from the same culture may share similar pragmatic behaviors, it is not expected that all individuals from that culture will behave in similar manner. Pragmatic behaviors are also influenced by many factors including socioeconomic status, gender, age, educational level, and interactions with other cultures (Battle, 2012; Kohnert, 2008).

It is important for you to be familiar with the student's culture and background when rating the Pragmatics Profile. Pragmatic behaviors, by definition, reflect the regional, cultural, and community backgrounds as well as the linguistic patterns of a student's social communication and classroom interaction behaviors. You may need to ask the student's parent/guardian or a consultant familiar with the student's culture if the student's behaviors are expected within that culture. Several examples of rating exceptions follow.

Hispanic or Latino Cultures

When evaluating the conversational skills of Hispanic or Latino children, please consider that a child may not make or maintain eye contact in all instances. Hispanic children may look away or lower their heads when talking to adults to show respect. Maintaining eye contact for prolonged periods of time may be considered disrespectful. During a conversation, Hispanic students may stand closer to each other and use more gestures. When adults are in a conversation, children, typically, are not allowed to interrupt. For that reason, children are not expected to participate in adults' conversations (Kayser, 2012; Kohnert, 2013).

African American Cultures

Within the African American community, participants of a conversation may touch (an arm or hand) to show agreement or approval. Similar to Hispanic children, African American students may demonstrate little eye contact as a sign of respect (Roseberry-McKibbin, 2002; Stockman, 2010). Additionally, turn taking rules are sometimes different among African American speakers. It is not necessary to wait until a speaker has completed his or her turn before the next speaker begins (Battle, 2012).

Asian Cultures

In many Asian communities in the United States, nonverbal communication plays a major role when conveying information to others. An Asian child may demonstrate less eye contact when the communication partner is an unfamiliar person (H. Morikawa, personal communication, January 24, 2011). In order to avoid public embarrassment, students may avoid situations that could potentially lead them to a conflict or confrontation with others. Consequently, silence within a conversation may be used to avoid a disagreement. Interrupting a conversation may also be considered impolite (Cheng, 2012; Roseberry-McKibbin, 2002).

American Indian Cultures

Like many other cultures, American Indians value showing respect to adults. Limited eye contact is seen as a sign of respect. Many American Indian families expect their children to be quiet and still (E. Inglebret, personal communication, February 2, 2011). Listening and observing the environment are considered better tools for learning than speaking. As in many cultures, interrupting a conversation may not be culturally acceptable. When answering questions, it is customary for the conversational partner to exhibit a delay in the response to show interest in the conversation (Westby & Inglebret, 2012).

Rating the Pragmatics Profile

Rate each item to describe the frequency of occurrence of each skill or behavior:

- 1 = never or almost never
- 2 = sometimes
- 3 = often
- 4 = always or almost always

Almost has been added to the *Never* and *Always* ratings to reflect that these rating categories are not meant to be absolutes. Instead, they reflect that a behavior rated *Never* or *Almost Never* means that this behavior is not characteristically part of the student's repertoire/skill set. If you observe a behavior only one time, and it is an exception for the student, the behavior should be rated *Almost Never*. By the same token, a behavior that is rated *Always* or *Almost Always* means that the behavior is typically part of the student's skill set.

Some Pragmatics Profile items may target more than one pragmatic behavior within the same item. For example, Item 34 targets *responding to teasing, anger, failure, disappointment*. In rating a student from an American Indian community on this item, you might note that he or she responds well to teasing but may not show a response to failure and disappointment because he or she would “lose face” (Westby & Inglebret, 2012). For items like this one, circle the observed behavior and record a response for it, noting exceptions accordingly.

Other items within the Pragmatics Profile may target a behavior that is not commonly observed within members of the same cultural background. For example, Item 4 targets *maintaining eye contact/gaze*. When rating a student from a Hispanic or Latino community on this item, you might note that he or she maintains brief eye contact with an adult speaker and looks away or lowers his or her head when spoken to. In this case, a student may be demonstrating respect for that adult. To rate this item you should compare the student’s skills to that of peers from the same regional, cultural, and linguistic background. In addition, always consult with the student’s parents/caregivers to obtain additional information about the linguistic pragmatics/social skills expectations of the student’s culture and region.

Scoring the Pragmatics Profile

The score for each item is the rating (number) that was circled to describe the frequency of occurrence of each skill: 1 = Never or Almost Never, 2 = Sometimes, 3 = Often, 4 = Always or Almost Always. Sum the scores for each column on each page of the profile. Sum the subtotals and write the total in the raw score box in the Record Form.

Item Analysis

Review the item ratings the student received. The Pragmatics Profile items are grouped to help you summarize the student’s pragmatic strengths and needs. Review the items by section: Rituals and Conversational Skills; Asks For, Gives, and Responds to Information; and Nonverbal Communication Skills, and by an aggregate of obtained ratings.

4-point ratings (Always or Almost Always) indicate appropriate development and use of the targeted skills.

3-point ratings (Often) indicate that the targeted skills are emerging and that the only requirement may be to monitor the student to ensure that development continues.

2-point ratings (Sometimes) also indicate that the skills are emerging, but are not observed as consistently as those skills that are rated 3 points.

1-point ratings (Never or Almost Never) indicate the targeted skills have not been observed, and likely are not developed.

Especially note items that are rated 1, 2, and 3. The skills targeted in items that are rated 1 are likely targets for direct intervention; the skills targeted in items that are rated 2 are likely targets for either direct or indirect intervention; and skills targeted in items that are rated 3 are likely targets for monitoring and rechecking for continued development. The 1- and 2-point scores will be of most concern.

Depending on the student’s scores you may want to also administer the Pragmatics Activities Checklist to observe the student’s functional communication skills first hand. You may complete the Pragmatics Profile before or after completing the Pragmatics Activities Checklist.

Figure 3.21 Pragmatics Profile

Pragmatics Profile

If you are unsure how to rate a skill or behavior, ask the student's teachers, parents, or other informants who know the student for their input. Discuss examples of each listed skill with the informant.

Many aspects of pragmatics are culturally influenced. As in all language evaluation, it is imperative that the examiner be familiar with expected and culturally appropriate pragmatic behaviors of the student being assessed. Be sure to consider cultural influences in rating the student's non-verbal and verbal communication skills. You may need to ask the student's parent/guardian if the student's behaviors are commonly observed and accepted within their culture. If you are rating a two-part skill (e.g., Item 9. *asking for/responding to...*) and you think the student's behavior is not consistent across both parts, circle the skill you are rating (e.g., *asking for*). See the Examiner's Manual for complete instructions.

For each item, circle the number that best describes how often the student demonstrates that skill or behavior:

- 1 = **never or almost never**
- 2 = **sometimes**
- 3 = **often**
- 4 = **always or almost always**

	Never or Almost Never	Sometimes	Often	Always or Almost Always
Rituals and Conversational Skills				
The student demonstrates culturally appropriate use of language when				
1. making/responding to greetings to/from others	1	2	3	4
2. beginning/ending conversations (face-to-face, phone, etc.)	1	2	3	4
3. observing turn-taking rules in the classroom or in social interactions	1	2	3	4
4. maintaining eye contact/gaze	1	2	3	4
5. introducing appropriate topics of conversation	1	2	3	4
6. maintaining topics using typical responses (e.g., nods, responds with "hmmm...")	1	2	3	4
7. making relevant contributions to a topic during conversation/discussion	1	2	3	4
8. avoiding use of repetitive/redundant information	1	2	3	4
9. asking for/responding to requests for clarification during conversations	1	2	3	4
10. adjusting/modifying language based on the communication situation (communication partner[s], topic, place)	1	2	3	4
11. telling/understanding jokes/stories that are related to the situation	1	2	3	4
12. showing sense of humor during communication situations	1	2	3	4
13. joining or leaving an ongoing communicative interaction	1	2	3	4
14. participating/interacting in structured group activities	1	2	3	4
15. participating/interacting in unstructured group activities	1	2	3	4
16. responding to introductions and introducing others	1	2	3	4
17. using strategies for getting attention	1	2	3	4
18. using strategies for responding to interruptions and interrupting others	1	2	3	4
Asks For, Gives, and Responds to Information				
The student demonstrates culturally appropriate use of language when				
19. giving/asking for directions	1	2	3	4
20. giving/asking for the time of events	1	2	3	4
21. giving/asking for reasons and causes for actions/conditions/choices	1	2	3	4
22. asking for help from others	1	2	3	4
23. offering to help others	1	2	3	4
24. giving/responding to advice or suggestions	1	2	3	4
25. asking others for permission when required	1	2	3	4
Subtotals	8	16	27	

Reading and Writing Tests

Two tests included in CELF–5 enable you to begin assessment of a student’s written language skills: Reading Comprehension and Structured Writing. It may be especially important to learn more about a student’s reading and written language skills if you have identified an oral language disorder with CELF–5.

Reading Comprehension, standardized for ages 8–21 years, is designed to parallel Understanding Spoken Paragraphs. While this reading test was not designed to be comprehensive or to be used as an academic test of reading achievement, it is intended to:

- Provide evidence of whether or not problems with oral language comprehension extend to decoding and making sense of written language input
- Compare oral comprehension to written comprehension

The student reads two paragraphs that are written at expected grade level for age. The paragraphs for the early elementary grades contain story scripts related to familiar contexts. As grade level increases, the paragraphs feature descriptive and expository narratives. Comprehension of each paragraph is evaluated with questions that probe for factual and inferential information and conclusions. The comprehension items are presented orally by the examiner, and the student responds in kind.

Structured Writing, standardized for ages 8–21, enables you to observe the student as he or she completes a trial paragraph and two test paragraphs. Each paragraph has a lead-in sentence that the student must read and understand to form expectations about the content that might follow logically in a script. The lead-in sentence is followed by an incomplete sentence that elaborates further on the topic and context and also introduces semantic and syntactic constraints on how to complete the paragraph (story). After completing the second sentence, the student writes one or more sentences to complete the topic or story. The student must create sentences that demonstrate cohesion and logical coherence in relation to the topic, content, and the preceding sentences. The student must follow an organizational scheme or script that starts with the beginning (i.e., a given sentence), is followed by a middle event, and concludes with a logical ending. Scoring focuses on the completeness and structure of each sentence; use of semantic, morphological, and syntactic rules; and overall organization based on rules for narrative scripts. Limited aspects of writing mechanics (e.g., spelling, punctuation) are also scored.

As with Reading Comprehension, Structured Writing is not intended to provide a comprehensive assessment of a student’s written language skills and competencies. Rather, it is intended to provide a preliminary assessment of written language that parallels and complements the assessments of spoken language abilities and that can alert you to the need for further assessment.

Both Reading Comprehension and Structured Writing have norm-referenced scaled scores. A student who scores in the average range (i.e., scaled scores of 8 or above) on the Reading Comprehension and Structured Writing tests may not need further assessment in written language. However, for a student with a scaled score of 7 or below, follow up with in-depth, psycho-educational reading and written language assessments might be needed. You might also want to find out more about the student’s reading and writing skills by:

- Sharing and comparing test results with the student’s teachers
- Comparing results to the student’s classroom work samples and grade-level reading unit and mastery tests
- Completing further testing or referring for further testing
- Discussing results with the reading specialist, learning disability consultant, resource teacher, or other professional

Additionally, the results of Reading Comprehension and Structured Writing can suggest a need for classroom language and literacy based intervention.

Reading Comprehension

Administer to ages 8–21

Start Point	Reversal Rule	Repetitions	Discontinue Rule
Ages 8–21: administer the two age-appropriate paragraphs and test items.	There is no reversal rule.	On items, one repetition is allowed on request or when it appears that the student was not attending. Do not repeat an item if the first response is incorrect.	There is no discontinue rule for this test. Administer all of the paragraphs and their associated questions for each age as indicated.

Materials Needed

Reading and Writing Supplement 1 for Ages 8–10
Reading and Writing Supplement 2 for Ages 11–21
Stimulus Book 2 (aqua tab)

Objective

To evaluate the student's ability to (a) sustain attention and focus while reading paragraphs of increasing length and complexity, (b) create meaning from written narratives and text, (c) answer questions about the content of the information given, and (d) use critical thinking strategies for interpreting beyond the given information. The questions probe for understanding of the main idea, memory for facts and details, recall of event sequences, and making inferences and predictions. This test is in a parallel format to Understanding Spoken Paragraphs.

Administration Directions

There are no Demonstration or Trial Items for this test.

Test Items

Lay the CELF–5 Stimulus Book 2 down by folding the easel flat and opening to the Reading Comprehension tab. Turn to the age divider page in Reading Comprehension appropriate for the student being tested:

- Reading Comprehension for Age 8
- Reading Comprehension for Ages 9–10
- Reading Comprehension for Ages 11–12
- Reading Comprehension for Ages 13–21

Place the flattened Stimulus Book in front of the student for him or her to read the first paragraph. This position should enable the student to turn the pages independently when reading and to flip back and forth between pages of reading passages that cross more than one page. The student may look at the paragraph as you administer items. Do not permit the student to look at previous or upcoming paragraphs in the Stimulus Book as you administer items. You may need to help the student to view only the pages with the targeted passage.

Paragraph A

To introduce the first test paragraph say, **Now you will read some stories. After you read each one, I will ask you some questions about them.**

Present the first reading passage for the student's age in Stimulus Book 2. Say, **Here is the first story. Read it to yourself and tell me when you are finished.**

As soon as the student has finished reading the passage, say, **Now, I'm going to ask you some questions about the story. You may look at it to help you answer the questions. Answer the questions as best as you can.**

Keep the Stimulus Book 2 in front of the student. Present the items associated with Paragraph A from the appropriate Reading and Writing Supplement and record the responses.

Paragraph B

Present the second paragraph by saying, **Here’s another story. Read it to yourself and tell me when you are finished.**

After the student has finished reading the passage, say, **Now, I’m going to ask you some more questions. You may look over the story to help you answer the questions. Answer the questions as best as you can.**

Keep the Stimulus Book in front of the student. Present the items associated with Paragraph B from the Reading and Writing Supplement and record the responses.

Note. Three paragraphs: A. “What a Breeze” for ages 9–10, and A. “Summer Jobs” and B. “Underwater Volcanoes” for ages 13–21 each continue across two pages in the Stimulus Book. Observe as the student reads each of these paragraphs, and remind him or her to turn the page to continue reading, if necessary.

Recording and Scoring Responses

Correct responses to each item are presented below the items in the Reading and Writing Supplement. If the student’s response is ambiguous and could possibly be correct, probe once with, **Can you tell me more?**

How to Read Response Choices

- A slash / indicates that either word or phrase listed is correct (read the slash as “or”).
- Words or phrases in parentheses () mean the information is optional and the response is correct with or without it.
- Commas are used to separate creditable responses in items that require multiple responses. The responses may be given in any order.
- Information in brackets [] indicates directions to the examiner.

FOR EXAMPLE

Ages 9–10, Item 1: What is this story about?

Correct: making a wind chime/(a boy) making a science project

Slashes between the responses indicate that either *making a wind chime* or *making a science project* can be considered a creditable response. The information in parentheses, *a boy*, could be included with *making a science project* or left out and the response would still be considered correct.

If the student’s response is not an exact repetition of a listed response, but it captures the intended meaning, circle the response corresponding to the closest intended meaning and score it as correct. In this case, the student’s response maintains the same general meaning as the response listed, but uses different wording.

FOR EXAMPLE

Age 8, Item 8: What happened when Tia and Ying sat together?

Correct: they talked about what they had in common/they found out they both liked animals/they found out they both had a pet kitten/they became friends

The student responds, “Ying found a friend in Tia.” *They became friends* can be accepted as correct because the student’s response maintains the same general idea or meaning.

To record this response, circle *they became friends* and score 1 point.

In contrast, if the student responds, “friends,” the answer should be considered incomplete and prompted once with, **Can you tell me more?** If the student is unable to provide additional information, score the item 0 points and write “friends.”

Depending on the question type, responses other than those listed can be credited as correct. Students can respond correctly to prediction questions with answers that are based on their knowledge of the world and past experiences.

FOR EXAMPLE

Ages 9–10, Item 7: What grade do you think Omar will get on his homework?

Any logical response that fits the context of the question and the student’s experiences can be credited as correct. The student could respond *A, A+, 100, 4.0, 92*, or whatever mark in the student’s experience indicates good work. (Knowledge of the student’s school grading/reporting system will be helpful.)

In contrast, questions that target story details and event sequences are much more restrictive in the range of creditable responses.

FOR EXAMPLE

Age 8, Item 4: What did Ying eat for breakfast?

The only response that can be scored correct is *eggs*.

For some items, more than one correct answer is required, as noted on the Record Form. If the student gives fewer than the required number of responses, prompt once with, **Can you tell me more?** If the student still does not provide the correct number of answers after prompting, record the words that were given verbatim and score the item 0 points.

FOR EXAMPLE

Ages 9–10, Item 3: Name four things they gathered to make the wind chime. [Student must give four responses.]

After prompting, the student responds, “forks, lid, nails”— giving three of the four responses required. To record this response, score the item 0 points and write “forks, lid, nails.”

Scoring the Test

Compute the raw score for the test by adding the scores of all the items. Record the raw score in the Reading and Writing Supplement. Note that the total raw score in Figure 3.22 includes 9 points from the first 10 Reading Comprehension items administered.

Figure 3.22 Reading Comprehension, Reading and Writing Supplement 2 (Student Age 13:5)

Reading Comprehension

Correct responses are provided for each item. If the student's response is vague or incomplete and could possibly be correct, probe once with, **Can you tell me more?** Circle 1 for a correct response and 0 for an incorrect response.

See chapter 3 in the Examiner's Manual for scoring rules and guidelines.

Test Items for Ages 13–21

Now you will read some stories. After you read each one, I will ask you some questions about them. (Turn to Stimulus Book page RC 1–10 for Ages 13–21 and say,) **Here is the first story. It is two pages long. Read it to yourself and tell me when you are finished.** If the student does not turn the Stimulus Book page, remind him or her that the story continues on the next page.

As soon as the student has finished reading the passage, say, **Now, I'm going to ask you some questions about the story. You may look at it to help you answer the questions. Answer the questions as best as you can.** Keep the Stimulus Book in front of the student.

B. Underwater Volcanoes		SCORE
11. What is the story about? Correct: learning how islands are formed/boy giving a report/boy doing a class project	boy's report on volcanoes	1 0
12. What did James do after getting out of school? Correct: rode the bus home/watched TV/saw the news		1 0
13. What geological change was described in this story? Correct: how islands are formed/underwater volcanoes		1 0
14. What did James hear on the news? Correct: that a new island had been formed (due to volcanic activity)	about a new island	1 0
15. What did James do after he heard the news about the new island? Correct: became interested in the topic/went to the library for more information	checked on the internet	1 0
16. Where did he get the information needed to complete his presentation? Correct: from books/school library/Internet		1 0
17. What happens to the lava that erupts from an underwater volcano? Correct: it cools and hardens into rock/builds up and creates an island		1 0
18. Why did James think he was ready to present his report? Correct: he gathered a lot of/enough information about underwater volcanoes		1 0
19. What grade do you think James will get on his presentation? Correct: (any answer that reflects understanding of James' good work)	an A	1 0
Ages 13–21 Raw Score		18

Ages 13–21 Item Analysis				
Main Idea	Detail	Sequence	Inference	Prediction
1, 11	2, 3, 8*, 9, 13*, 14, 16, 17	5, 6, 12, 15	4, 10, 18	7, 19

*Vocabulary

Item Analysis and Extension Testing

Reading Comprehension items probe for understanding of the main idea of the paragraph, understanding of story details and sequencing of events, vocabulary use, and ability to make inferences and predictions from information presented in the paragraph. Use extension testing to examine comprehension errors and the student's ability to interpret information presented in written form. Carefully review the results of all tests for additional information about the student's comprehension skills, especially Understanding Spoken Paragraphs.

Use the item analysis table in the Reading and Writing Supplement to determine if the student's difficulties are related to lack of experience with or lack of interest in the topics of the paragraphs, difficulty with identifying facts and details, or making faulty inferences or predictions beyond the information given.

Administering Alternative Paragraphs

If an older student performed poorly on paragraphs assigned to his or her age, administer any of the paragraphs assigned to younger students. For the youngest age group (age 8) assessed with this test, use wordless books to measure emergent reading comprehension. Have the student talk about what he or she sees in each page of the book. Then, ask the student to retell the story back to you. Finally, ask questions targeting comprehension of the plot, characters, and setting of the book.

Priming the Student

Observe changes in student performance that occur as a function of priming, which provides a map for the student. Prime the student by presenting the questions first, then have the student read the paragraph and then repeat the questions.

Also, select paragraphs and questions that are similar in length and complexity to those on which the student answered at least one question correctly. If the student was unable to answer any questions correctly during testing, select short, simple paragraphs written well below the student's grade level. Read the questions before and after the student reads the paragraph.

Another way to prime the student is by stating the title and describing the characters, in addition to presenting the questions before the student reads the paragraph. Then ask the student to read carefully to identify that information in order to respond to the questions. As the student's competence increases, reduce the amount of preparation you give the student.

Present paragraphs and questions from a variety of classroom and curriculum resources to augment extension testing. Use the student's own textbooks or other reading materials chosen by the student.

Structured Writing

Administer to ages 8–21 years

Start Point	Reversal Rule	Repetitions	Discontinue Rule
Ages 8–21: administer the trial and the two writing tasks that are appropriate for the student's age.	There is no reversal rule.	Repeat the directions as necessary for the trial and writing tasks.	Administer the trial and two writing tasks appropriate for the student's age. Discontinue testing after the student has written responses for 20 minutes.

Materials Needed

Pen for student

Selected writing pages from the Reading and Writing Supplements:

Reading and Writing Supplement 1 for Ages 8–10

Reading and Writing Supplement 2 for Ages 11–21

Objective

To evaluate the student's ability to use situational information given by a story title, an introductory sentence, and an incomplete sentence to create and write a thematic, structured narrative.

Administration Directions

In each task of Structured Writing, the student is given a topic within which he or she must create a logical and organized script and adhere to several cultural-linguistic and pragmatic rules for describing something or telling a story.

The student's writing pages are part of the Reading and Writing Supplements. Detach the pages with the trial and the age-appropriate writing tasks from the Supplement. Place only one page before the student at a time. Give the student a pen. If the student uses a specific writing instrument in his or her classroom (e.g., a larger pencil or pencil with a special grip) permit the student to use that specific pen or pencil to complete the Structured Writing test. If the student uses specific writing paper (e.g., paper with special lines or margins), permit use of that paper for this test.

Trial

Introduce the Trial by saying, **Now, I'm going to ask you to write. You will use this pen** (give the student the pen) **and this page** (show the Student the Trial page). **If you make mistakes or errors while writing, please cross them out and continue writing. Do not erase.** Place the writing page for the Trial in front of the student.

Say, **Here is a paragraph about "Catching the Bus."** (Point to and read,) **"Every morning, Eric waits for the bus at the corner."** (Pause.) **The next sentence is incomplete. Read the half sentence aloud and write the rest of the sentence so that it is complete and follows the first sentence and makes a story.**

If you make an error or misspell a word, cross out the error and continue writing.

If the student is unable to write a meaningful phrase to complete the sentence, help the student to understand by saying, **You could write the words, "...his dad offered to drive him to school,"** (point to the blank where the student should write).

To continue the Trial say, **Now, write another sentence here** (point to the space) **that follows the first two sentences to finish the story.** If the student is unable to write a meaningful sentence to complete the Trial, help the student to understand by saying, **You could write the words, "Eric was glad he didn't have to wait in the rain."** (point to the blank where the student should write).

After the student completes the sentence (or after five minutes if the student has not completed the sentence) say, **Now read me what you wrote.** Allow the student time to correct any errors he or she discovers on reading. Do not tell the student to correct errors, but permit time to correct any errors he or she finds. Collect the Trial writing page from the student.

Writing Tasks

Give the student the page with the first writing task. Make sure it is the page appropriate to the student's age. Say, **Now let's do some more. This paragraph is about (a)...** (read the title).

- For students age 8 say: **Read the first sentence, finish the second sentence, and write one more sentence that follows to make a story.**
- For students ages 9–21 say: **Read the first sentence, finish the second sentence, and write** (say the appropriate number: 2, 3, or 4) **more sentences that follow to make a story.**

ALL AGES COMPLETE A TRIAL AND TWO WRITING TASKS for a total of three writing tasks per student. Each task indicates how many additional sentences the student is to write. Use Table 3.6 to determine which writing tasks to present to the student. The table also indicates the number of sentences the student is to write for each task. The number of student-generated sentences increase for the writing tasks across ages. *You may need to repeat the directions to ensure that the student understands how many additional sentences he or she needs to write in the two writing tasks.*

Table 3.6 Writing Tasks by Age

Age	Writing Task	Number of Sentences to Write
All Ages	Trial. Catching the Bus	Student writes ONE additional sentence.
8	1. Field Trip 2. Stuffing the Backpack	Student writes ONE additional sentence. Student writes ONE additional sentence.
9–10	1. Class Schedules 2. Morning Announcements	Student writes TWO additional sentences. Student writes TWO additional sentences
11–12	1. Summer Break 2. Elsa's Project	Student writes THREE additional sentences. Student writes THREE additional sentences.
13–21	1. School Play 2. Mystery on Route 9	Student writes FOUR additional sentences. Student writes FOUR additional sentences.

Note. The provided half-written sentence that the student completes does not count as one of the required additional sentences that the student must compose independently.

Track the student's progress and after 15 minutes have passed, if he or she is still writing, tell the student, **You have 5 more minutes to write.** Administer all of the Writing Tasks in one session. If the student is still writing after 20 minutes, you can tell him or her to stop writing and discontinue the test.

If the student asks, let him or her know that either print or cursive writing is acceptable.

Some student responses lack capital letters at the beginning of sentences or end punctuation that typically signals sentence boundaries. You may find it helpful to have the student read his or her written responses to Structured Writing aloud AFTER testing is complete. You can take notes to indicate where sentences begin and end to help you determine which word groupings are the intended sentences.

Scoring Structured Writing

To score the Structured Writing test, number each sentence the student has written. The half-written sentence that the student completes for each Structured Writing task is not scored. Each complete sentence that the student writes is scored individually. Each sentence the student writes has three scores:

- **Completeness score:** whether or not the sentence is complete and presents a complete thought or idea
- **Structure score:** what sentence structure was used—simple, compound, complex, or compound complex
- **Grammar score:** the total number of grammatical errors in the sentence

In addition to the sentence scores, the overall response is scored for:

- **Organization:** the overall cohesion and logical flow of the response
- **Writing Mechanics:** the total number of spelling, capitalization, and punctuation errors

It is important to note the age-level banner at the top of each Structured Writing page. The banner indicates how many complete sentences the student is required to write in addition to completing the half-written sentence that begins each task. Scores must be given for the number of sentences the student is *required* to write for each task.

Scoring Procedure

The Structured Writing scoring charts in the Reading and Writing Supplements list the possible scores for each sentence. The possible sentences are labeled by consecutive numbers: Sentence 1–Sentence 4 and a plus (+) is used to denote an additional sentence if one is written (Sentence +). Score each sentence using the following procedure.

1. Read the entire paragraph.

2. Number the sentences. Write a number 1–4 by the first word of each sentence. The half-written sentence is not numbered nor scored.

3. Score Sentence 1 for completeness, structure, and grammar.

Scoring Key for Completeness

- 1 point for a complete sentence with logical content
- 0 points for an incomplete or illogical sentence

Sentences that receive a 0 score for completeness also receive a 0 score for structure and grammar.

Appendix H presents examples of sentence patterns that demonstrate the elements used in scoring Structured Writing.

Scoring Key for Structure

- 3 points for a
 - ◆ compound sentence (coordination)
 - ◆ complex sentence (subordination)
 - ◆ compound complex sentence (subordination and coordination)
- 2 points for a
 - ◆ simple sentence with compound elements (subjects, verbs, or objects)
 - ◆ simple sentence with multiple modifying elements (e.g., two or more modifying elements such as adverbs, objects, or prepositional phrases)
 - ◆ simple sentence using dialogue
- 1 point for a/an
 - ◆ simple sentence (subject and predicate)
 - ◆ expanded simple sentence (subject and predicate with only one modifying element such as an adverb, adjective, or prepositional phrase)
- 0 points for a
 - ◆ sentence with no discernible structure (lacks both subject and predicate)

Sentences that start with *and* and are followed by a complete sentence should be considered correct and complete. Apply the standard scoring rules when determining the structure score.

Scoring Key for Grammar

- 1 point for no grammar errors
- 0 points for one or more grammar errors

Count omissions (when a word is left out of the sentence, such as part of the complete subject) as a grammar error when it is obviously an accidental omission. Do not double count the error by counting it as an error in structure as well.

Count use of a wrong word (e.g., *the* for *that*) as a grammar error, unless it is clear it is just a simple spelling error (e.g., *their* for *there*).

Score sentence fragments as 0 for completeness, which means the structure and grammar scores are also scored 0.

An interjection, like “Blam!” or “Oh my!,” is scored 0 for structure and 0 for grammar.

Count sentences that change or confuse the gender presented in the printed introduction of a task as a grammar error.

4. Score each of the remaining sentences (Sentence 2–Sentence+) in the same manner as Sentence 1.

You must provide scores for the number of sentences the student is told to write. For example, a student age 11:6 is told to write three more sentences. If the student writes a completion for the half-written sentence, and two more sentences, then he or she did not write the required number of sentences. For Sentence 3 the student would receive scores of 0 for completeness, 0 for structure, and 0 for grammar.

If a student writes more sentences than required, score only one additional sentence (Sentence+). Score the first sentence that follows the last required sentence. For example, if a student writes six sentences when four sentences are required, score the four sentences (Sentence 1–Sentence 4) and then score and record the fifth sentence in the Sentence+ score space in the Reading and Writing Supplement.

Run-on sentences are two sentences run together without using the appropriate grammatical or punctuation markings required to classify it as a compound or complex sentence. If the student has written a run-on sentence, number his or her sentences so the student will have the required number of sentences. That is:

- If the student wrote three sentences when three were required and one is a run-on sentence, count and score the run-on sentence (in its entirety) as one sentence.
- If the student wrote four sentences when three were required and one is a run-on sentence, count and score the run-on sentence (in its entirety) as one sentence.
- If the student wrote two sentences when three were required and one is a run-on sentence, count the run-on sentence as TWO sentences.

A run-on sentence that is counted as ONE sentence is missing a conjunction, which is counted as a grammar error.

A run-on sentence that is counted as TWO sentences is missing the end punctuation of the first sentence, and that is counted as a mechanical error.

Figure 3.23 shows a run-on sentence written in response to Task 1. Summer Break. The student, age 11:0, was required to write three sentences. The student wrote two sentences (numbered 1 and 2). The second sentence is a run-on sentence. In this case, since three sentences were required and two were written, the run-on sentence is counted as two sentences (numbered 2 and 3), giving the student the three sentences that were required.

Figure 3.23 Numbering a Run-on Sentence (Student Age 11:0)

1. Summer Break

Sam could barely contain his excitement on the last day of school, and each minute seemed like it took an hour to go by. It wasn't that he disliked school it that he wanted a vacation. ¹ He was going to Florida. ² And he was excited to go to Florida. ³ he was looking at the clock all day.

Scoring for Ages 11–12				
Summer Break				
	Complete	Structure	Grammar	Total
Sentence 1	1 0	3 2 1 0	1 0	2
Sentence 2	1 0	3 2 1 0	1 0	4
Sentence 3	1 0	3 2 1 0	1 0	4
Sentence +	1 0	3 2 1 0	1 0	
		Organization	4 3 0	3
		Writing Mechanics	3 2 1 0	2
Elsa's Project				
Sentence 1	1 0	3 2 1 0	1 0	
Sentence 2	1 0	3 2 1 0	1 0	
Sentence 3	1 0	3 2 1 0	1 0	
Sentence +	1 0	3 2 1 0	1 0	
		Organization	4 3 0	
		Writing Mechanics	3 2 1 0	
		Raw Score		

The student wrote three sentences one of which is a run-on sentence.

1. Summer Break Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	① It is a simple sentence.	① There is one grammar error: <i>H/He</i> . (Note that this error could be scored either as a grammar error, as a missing word, or a spelling error. Do not diminish the student's score by counting both a grammar error and a spelling error. This is a good example of why it is helpful to have the student read his or her responses after the test is administered.)
Sentence 2 (run-on scored as the first of the two sentences)	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Sentence 3 (second part of the run-on sentence)	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Organization	③ The response follows topic and theme and the student wrote three sentences, one of which was a run-on.		
Writing Mechanics	② There are two mechanical errors: no end punctuation on Sentence 2, and no initial capitalization on Sentence 3.		

5. Score organization of the response as a whole.

Scoring Key for Organization

Table 3.7 Organization Scores by Age

Age	Score
8	2 = follows topic and theme with at least two sentences 1 = follows topic and theme with one sentence 0 = illogical
9–10	3 = follows topic and theme with at least three sentences 2 = follows topic and theme with two sentences 0 = illogical
11–12	4 = follows topic and theme with at least four sentences 3 = follows topic and theme with three sentences 0 = illogical
13–21	5 = follows topic and theme with at least five sentences 4 = follows topic and theme with four sentences 0 = illogical

If the student writes more than the required number of sentences, consider ALL sentences when determining the score for organization in case the student's conclusion for the story is contained in the last sentence written.

If the student writes fewer than the required number of sentences, but the response continues the topic and is cohesive, give the student full credit for organization. The student loses points for not writing enough sentences in previous steps.

6. Score writing mechanics of the response as a whole.

When scoring writing mechanics, include the half-written sentence and all scored sentences. If the student writes more than the required number of sentences, do not count errors found in sentences beyond the Sentence+ in the score for writing mechanics. In other words, score only the required number of sentences plus one (if additional sentences are written).

Scoring Key for Writing Mechanics:

- 3 points for no errors
- 2 points for one or two total errors
- 1 point for three or four total errors
- 0 points for five or more total errors

Spelling Errors

- Use of an ampersand or a nonstandard abbreviation (e.g., *b/c* for *because*) is considered a spelling error.
- Repeated spelling errors of the same word, such as *thier* for *their* used in multiple sentences, should be counted as an error for each occurrence.
- Typically, children write words as they think they sound (phonetically). Keep this in mind for scoring grammar versus spelling errors. The following example (incorrectly pluralizing *leaf*) is counted as a grammar error, not a spelling error.

I decided to do a leaf collection bc I love leafs.
(Note that *bc* is counted as a spelling error.)

- Count a missing apostrophe in a contracted word as a spelling error.

Capitalization Errors

- Lack of capitalization of proper nouns is counted as an error.
- Lack of capitalization of the initial word in a sentence is counted as an error.

Punctuation Errors

- Only missing punctuation at the end of a sentence is counted as an error. Errors that occur in the sentence, such as comma errors or errors punctuating dialogue, are not counted against the writing mechanics score.

Scoring Examples

Familiarize yourself with Structured Writing scoring by reading and reviewing the Scoring Procedures section. Then review the Structured Writing examples presented in Figures 3.24–3.27, the score assigned to each, and the explanations for those scores. The sample responses reflect many different kinds of acceptable responses and error types. Also see the training section provided in Appendix H for more examples of scored Structured Writing tests. The Sentence Patterns section in Appendix H demonstrate the sentence elements and sentence patterns described in the Structured Writing Scoring Procedure.

Figure 3.24 Scoring Example 1 for Structured Writing (Student Age 8:3)

1. Field Trip

The teacher told the students they were going on a field trip to the zoo. Carlos was

happy because he got to go to the zoo.
~~✗~~¹ The bus ride was very long.

2. Stuffing the Backpack

Tammy's backpack was full. She couldn't fit her lunch in, so She had
to cary her lunch.¹ ~~✗~~ And it was
easy.

Scoring for Age 8				
Field Trip				
	Complete	Structure	Grammar	Total
Sentence 1	①0	3②1 0	①0	4
Sentence +	1 0	3 2 1 0	1 0	
		Organization	2①0	1
		Writing Mechanics	③2 1 0	3
Stuffing the Backpack				
Sentence 1	①0	3 2①0	①0	3
Sentence +	1 0	3 2 1 0	1 0	
		Organization	2①0	1
		Writing Mechanics	3②1 0	2
				14
			Raw Score	

The student wrote one sentence as required.

1. Field Trip Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Organization	① The response follows topic and theme and the student wrote one sentence.		
Writing Mechanics	③ There are no errors.		

The student wrote one sentence as required.

2. Stuffing the Backpack Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	① It is a simple sentence.	① There are no grammar errors.
Organization	① The response follows topic and theme and the student wrote one sentence.		
Writing Mechanics	② There is a spelling error: <i>cary/carry</i> . (Note that though the spelling error is in the half-written sentence, all of the student's writing is considered in the overall Writing Mechanics score.)		

Figure 3.25 Scoring Example 2 for Structured Writing (Student Age 12:11)

1. Summer Break

Sam could barely contain his excitement on the last day of school, and each minute seemed like it took an hour to go by. It wasn't that he disliked school, but he wanted summer vacation.¹ He had lots of plans for summer.² He was planning on going to the pool with his friends.³ Also he and his family were going to Arizona.

2. Elsa's Project

Elsa could not decide whether to build an insect collection or a leaf collection for her final project in science class. With just two weeks left before the project was due she decided to do a leaf collection project.¹ She got leaves from every ~~leaf~~ ~~tree~~ different tree in town. ~~When it was~~² When she got all the leaves she put them in a scrapbook.³ She got an A+.

Scoring for Ages 11-12				
Summer Break				
	Complete	Structure	Grammar	Total
Sentence 1	1 0	3 2 1 0	1 0	4
Sentence 2	1 0	3 2 1 0	1 0	4
Sentence 3	1 0	3 2 1 0	1 0	4
Sentence +	1 0	3 2 1 0	1 0	
		Organization	4 3 0	3
		Writing Mechanics	3 2 1 0	2
Elsa's Project				
Sentence 1	1 0	3 2 1 0	1 0	3
Sentence 2	1 0	3 2 1 0	1 0	4
Sentence 3	1 0	3 2 1 0	1 0	3
Sentence +	1 0	3 2 1 0	1 0	
		Organization	4 3 0	3
		Writing Mechanics	3 2 1 0	3
		Raw Score		33

The student wrote three sentences as required.

1. Summer Break Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Sentence 2	① The sentence is complete.	② It is a simple sentence with compound elements.	① There are no grammar errors.
Sentence 3	① The sentence is complete.	② It is a simple sentence with compound elements.	① There are no grammar errors.
Organization ③ The response follows topic and theme and the student wrote three sentences.			
Writing Mechanics ② There is a spelling error: <i>planing/planning</i> .			

The student wrote three sentences as required.

2. Elsa's Project Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There is a grammar error: <i>leafs/leaves</i> .
Sentence 2	① The sentence is complete.	③ It is a complex sentence (subordination).	① There is a grammar error: <i>leafs/leaves</i> .
Sentence 3	① The sentence is complete.	① It is a simple sentence.	① There are no grammar errors.
Organization ③ The response follows topic and theme and the student wrote three sentences.			
Writing Mechanics ③ There are no mechanical errors. (Note that <i>leafs/leaves</i> is counted as a grammar error and not as a mechanical error.)			

Figure 3.26 Scoring Example 3 for Structured Writing (Student Age 13:4)

1. School Play

After several meetings and a lot of discussion with the students, the drama teacher finally announced that the class will produce *Peter Pan* for the state competition this year.

Although it may be difficult to set up Peter Pan flying around the stage, we will do it anyway. ¹ First, everyone start thinking about role you want to play. ² Tomorrow at noon we will start auditions for the roles. ³ Everyone that wants to be in the play grab a script. ⁴ Remember a good actor knows his script.

2. Mystery on Route 9

When an odd-looking flying craft landed in the fields off Route 9, traffic backed up for miles in both directions as people gawked at the site. Police were dispatched to direct traffic while state and local aviation investigators examined the wreckage for ¹ life forms. Once the aviation investigators determined that there was ² life forms from other planets, the news spread like wildfire. People ³ all around the world wanted to see the wreckage, so the townspeople ⁴ decided to open the wreckage to the public and charge admission. Admission prices were high for adults and cheaper for children or seniors.

Scoring for Ages 13–21				
School Play				
	Complete	Structure	Grammar	Total
Sentence 1	1 0	3 2 1 0	1 0	4
Sentence 2	1 0	3 2 1 0	1 0	4
Sentence 3	1 0	3 2 1 0	1 0	5
Sentence 4	1 0	3 2 1 0	1 0	4
Sentence +	1 0	3 2 1 0	1 0	
		Organization	5 4 0	4
		Writing Mechanics	3 2 1 0	3
Mystery on Route 9				
Sentence 1	1 0	3 2 1 0	1 0	4
Sentence 2	1 0	3 2 1 0	1 0	4
Sentence 3	1 0	3 2 1 0	1 0	4
Sentence 4	1 0	3 2 1 0	1 0	4
Sentence +	1 0	3 2 1 0	1 0	
		Organization	5 4 0	4
		Writing Mechanics	3 2 1 0	3
		Raw Score		47

The student wrote four sentences as required.

1. School Play Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	③ It is a complex sentence (subordination).	① There is a grammar error: omission of <i>the</i> .
Sentence 2	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Sentence 3	① The sentence is complete.	③ It is a complex sentence (subordination).	① There are no grammar errors.
Sentence 4	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
	Organization	④ The response follows topic and theme and the student wrote four sentences.	
	Writing Mechanics	③ There are no mechanical errors.	

The student wrote four sentences as required.

2. Mystery on Route 9 Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	③ It is a complex sentence (subordination).	① There is a grammar error: <i>was/were</i> .
Sentence 2	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Sentence 3	① The sentence is complete.	② It is a simple sentence with compound elements.	① There are no grammar errors.
Sentence 4	① The sentence is complete.	② It is a simple sentence with compound elements.	① There are no grammar errors.
	Organization	④ The response follows topic and theme and the student wrote four sentences.	
	Writing Mechanics	③ There are no mechanical errors.	

Figure 3.27 Scoring Example 4 for Structured Writing (Student Age 16:10)

1. School Play

After several meetings and a lot of discussion with the students, the drama teacher finally announced that the class will produce *Peter Pan* for the state competition this year.

Although it may be difficult to set up Peter Pan flying around the stage they will make do with what they have.¹ The play will be fun to perform because it is a classic.² The students were happy to hear that they would be performing Peter Pan.³ One student was so happy that he fainted.⁴ Many people got together to find a solution to the flying problem.

2. Mystery on Route 9

When an odd-looking flying craft landed in the fields off Route 9, traffic backed up for miles in both directions as people gawked at the site. Police were dispatched to direct traffic while state and local aviation investigators gathered at the scene.

¹They were amazed when they saw a UFO at the site.²They went closer to get a better look.³But upon investigation they realized that the craft was not a UFO.⁴Instead it was just a ~~small~~ tiny plane.

Scoring for Ages 13–21				
School Play				
	Complete	Structure	Grammar	Total
Sentence 1	1 0	3 2 1 0	1 0	5
Sentence 2	1 0	3 2 1 0	1 0	5
Sentence 3	1 0	3 2 1 0	1 0	5
Sentence 4	1 0	3 2 1 0	1 0	4
Sentence +	1 0	3 2 1 0	1 0	
		Organization	5 4 0	4
		Writing Mechanics	3 2 1 0	2
Mystery on Route 9				
Sentence 1	1 0	3 2 1 0	1 0	5
Sentence 2	1 0	3 2 1 0	1 0	4
Sentence 3	1 0	3 2 1 0	1 0	5
Sentence 4	1 0	3 2 1 0	1 0	4
Sentence +	1 0	3 2 1 0	1 0	
		Organization	5 4 0	4
		Writing Mechanics	3 2 1 0	2
				49
			Raw Score	

The student wrote four sentences as required.

1. School Play Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	③ It is a complex sentence (subordination).	① There are no grammar errors.
Sentence 2	① The sentence is complete.	③ It is a complex sentence (subordination).	① There are no grammar errors.
Sentence 3	① The sentence is complete.	③ It is a complex sentence (subordination).	① There are no grammar errors.
Sentence 4	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Organization ④ The response follows topic and theme and the student wrote four sentences.			
Writing Mechanics ② There are two spelling errors: <i>preform/perform</i> , and <i>preforming/performing</i> .			

The student wrote four sentences as required.

2. Mystery on Route 9 Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	③ It is a complex sentence (subordination).	① There are no grammar errors.
Sentence 2	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Sentence 3	① The sentence is complete.	③ It is a complex sentence (subordination).	① There are no grammar errors.
Sentence 4	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Organization ④ The response follows topic and theme and the student wrote four sentences.			
Writing Mechanics ② There is a capitalization error: <i>ufo/UFO</i> . (Note that the student actually has two errors for the same capitalization error on the acronym <i>UFO</i> . In this instance one or two errors is scored a 2, but if an additional instance of this same mechanical error or another error occurred, the score would be reduced further.)			

Score Structured Writing in the Reading and Writing Supplements. Use the scoring chart appropriate to the student's age. Compute the raw score for the test by circling the sentence, organization, and writing mechanics score points for each task and summing them by row. Add all the rows in the Total column to get the test raw score and record it in the Reading and Writing Supplement.

Item Analysis and Extension Testing

Use extension testing to examine the student's ability to complete sentences and create logical and organized thematic accounts of events, interactions, and opinions. Carefully review the results of Formulated Sentences for additional information about the student's ability to formulate complete, semantically- and grammatically-correct sentences.

Use the structural analysis table in the Reading and Writing Supplement to count the number of sentences written and the number of sentences required; the number of sentences scored 0, 1, 2, or 3 Structure points; and the number that were scored 0 and 1 Grammar points. Also, determine if the student's difficulties are related to lack of experience with or lack of interest in the topics of the paragraphs. Look for difficulties related to grammar, structure, completeness, organization, or mechanics in the student's written passage to determine which areas need further assessment.

Modifying Topics

Select topics that are within the student's interest or experience. Provide the student with an introductory sentence and an unfinished prompt so he or she can complete the sentence. Ask the student to add one to four additional sentences.

Anecdotal Writing

Ask the student to write three-to-four sentences retelling an event that occurred at school or at home. This task will allow the student to demonstrate his or her ability to organize the story elements into a coherent whole.

Pragmatics Activities Checklist

Administer to ages 5–21

The Pragmatics Activities Checklist (PAC) consists of engaging the student in three activities that provide you with opportunities to observe the student's functional communication skills during authentic conversational interactions. Your observations are then recorded on the accompanying checklist. The PAC and the Pragmatics Profile, used in conjunction with parent/caregiver and teacher interviews, language sampling, and other test procedures, can be used to diagnose a pragmatic language disorder and to determine a student's eligibility for services.

Materials Needed

Record Form 1 for Ages 5–8
Record Form 2 for Ages 9–21
Each activity has its own list of materials.

Objective

To provide the examiner an opportunity to observe the student's functional communications skills during authentic conversational interactions in order to identify verbal and nonverbal behaviors that may negatively influence social and academic communication.

Relationship to Curriculum

Common, daily skills observed across ages and genders in school and home situations which are necessary for effective communication.

Relationship to Classroom Activities

Classroom language use, interpretation of nonverbal communication skills, knowledge of social scripts (situations), and understanding of both posted and implied rules are required in curricular and non-curricular activities.

The PAC suggests six activities that provide opportunities for the examiner to observe the student's functional communication skills during authentic conversational interactions. A follow-up checklist, completed by the examiner, is organized by nonverbal and verbal behaviors. The nonverbal behaviors are evaluated for gaze, gesture, expression, and body language. The verbal behaviors are evaluated for manner, relevance, quality, and quantity of communication, including turn-taking rules.

Engage the student in three of the six possible activities and then record your observations by completing the checklist in the Record Form. The six pragmatics activities were designed to provide you with opportunities to observe the student's functional communication skills during authentic conversational interactions. Directions and materials for each activity are discussed in this section.

When preparing to engage in the activities, take note of the following:

- Each activity is designed to take 5–7 minutes.
- It is up to you to determine *when* and *how* you engage the student in each activity. One possibility is to present each activity as a break in between administration of other CELF–5 tests. Another possibility is to present all three activities as a way to establish rapport with the student, or present all three after administration of the other CELF–5 tests.
- Carefully review the PAC before working with the student so that you can identify the behaviors you need to observe, and provide the student frequent opportunities to demonstrate the behaviors.
- During each activity, take advantage of every opportunity to converse with the student. This will enable you to observe the student changing topics, picking up on or ignoring your conversational cues, joining you in conversational topics, taking appropriate conversational turns, using eye gaze appropriately, etc. Since you need to be an active participant in each activity, DO NOT mark the PAC during the activity sessions or while interacting with the student during the CELF–5 testing session.

In other words, for the activities to be natural interactions between you and the student, you must be fully engaged as a conversational partner. Marking the checklist or making notes during the activity will not provide authentic communication interactions. Be keenly aware of the student's verbal responses and observe nonverbal behaviors so that AFTER the testing session you can record them on the PAC.

Pragmatics Activities

Six activities are presented. **Select three** of the activities that you think are most appropriate for the student you are testing. Check the box next to each activity that you select in the Record Form. Carefully consider the student's abilities, age, gender, cultural background, socioeconomic, and experiential background and interests when selecting the three activities for the student.

Observe the student while taking part in these activities as well as throughout your time with him or her (e.g., when you meet the student, walk with him or her to the testing room, during administration of other CELF-5 tests, in the classroom, at the playground).

1. Teach and play a game

Materials

For this activity, teach and play a simple game with the student, such as tic-tac-toe or connect the dots. In order to play these games you will need two pencils/pens and a sheet of paper. If you choose to play a quick card game such as go fish, concentration, or battle (sometimes known as war), you will need a deck of cards to use for play.

Procedure

Invite the student to participate in the activity by saying something like, **Let's take a break and play a game. Do you know how to play** (name the game you've chosen here)? An alternate form of this activity is to have the student teach you the game.

If the student does not know how to play the game you suggest, teach it to him or her and play for a few minutes. If the student knows how to play the game spend 3–5 minutes playing and talking. Converse with the student in a natural way during the activity. The following examples are possible topics of conversation:

- Other favorite card or board games
- Rules of other games
- People the student likes to play games with
- Luck versus skill in games
- Favorite outdoor games
- Games the student has seen on television
- Games you or the student have made up (novel games)
- Games the student can teach you (with the materials on hand)

During any game chosen, you may deliberately violate one of the rules to provide an opportunity to observe the student's response. For example, in the card game battle, the cards are shuffled and dealt face down so that they are distributed equally between two players. Each player takes a card from the top of his or her deck and places it face up next to the other player's card. The person with the highest number wins and adds the two cards to his or her pile. You could violate the rules by taking the two cards when your number is the lowest to see how the student responds. Engage in the game(s) long enough to allow the student to demonstrate the social language skills you have targeted to observe.

2. Make a paper airplane/Build a simple figure out of blocks/Put together a puzzle

Materials

For this activity, construct something with the student that requires minimal time to complete, such as making a paper airplane or putting together a small block figure or puzzle. Materials will vary depending on what you choose to create.

Procedure

Invite the student to participate in the activity by saying something like, **Let's take a break. Now we are going to make paper airplanes. I made one yesterday but couldn't get it to fly. Let's see if you have better luck than I did.**

Make a simple paper airplane with the student, spending no more than 5 minutes engaging in the activity. Converse with the student in a natural way during the activity. The following examples are possible topics of conversation:

- Previous experiences the student has had with paper or model airplanes
- Experiences flying on an airplane (e.g., trips taken, trips close family have taken, airline food, airline security)
- Different kinds of airplanes
- Occupations involving aviation (e.g., pilots, flight attendants)
- Possible reasons the paper airplane flies well or poorly once it is constructed

If you choose to make something other than a paper airplane with the student, such as putting together a simple block figure or putting together a simple puzzle, the following examples are possible topics of conversation:

- Other block sets or puzzles the student has put together
- How easy or difficult the pieces are to put together
- How frustrating it can be to lose one of the pieces

3. Make a card or gift wrap

Materials

For this activity, you and the student make a card or gift wrap. Provide arts and crafts materials, such as: butcher paper, assorted rubber stamps and colored ink pads, pre-cut seasonal decorations, markers, glue, stickers.

Procedure

Invite the student to participate in the activity by saying something like, **Let's take a break. I bought a present for a friend of mine, and I need a card/some wrapping paper. I'd like you to help me make the card/wrapping paper.**

Note. If appropriate, you can modify this activity to make a holiday/birthday card for one of the student's family members. Keep in mind that not all students celebrate birthdays or holidays.

Direct the student in the activity but spend no more than 5 minutes on the task. Converse with the student in a natural way during the activity. The following examples are possible topics of conversation:

- Upcoming holiday/birthday (as appropriate)
- Whether or not the student likes to draw/paint/color
- Favorite colors
- Favorite birthday/holiday traditions (as appropriate)
- Gifts the student has given or received in the past
- Offer the stamps/stickers to the student and discuss why he or she picked those

4. Recommend a gift of toys/electronics/clothing/etc. from a catalog/advertisement

Materials

For this activity, provide one or more catalogs or advertising flyers that show something of interest to the student you are testing. Department or discount store flyers often have pictured items that appeal to a broad age range of children. These can be obtained from your Sunday newspaper or downloaded from the store's website.

Note. Make sure that the advertising brochure or catalog and the reason for buying the gift is appropriate to the student's age, background, and culture.

Procedure

Invite the student to participate in the activity by saying something like, **Let's take a break. I need your help with something. My son/daughter/niece/nephew is about your age and has a birthday/graduation/special occasion coming up soon. Look through this catalog/flyer with me and help pick out some things you think that he/she might like.**

Spend no more than 5 minutes engaged in the activity and converse with the student in a natural way. The following examples are possible topics of conversation:

- Selecting one of the flyers/catalogs
- Discussing likes/dislikes
- Debating the pros/cons of one item over another
- Discussing the cost of items
- Discussing items you have/the student has that are similar
- Discussing the reason for the purchase
- Putting away the flyers/catalogs

5. Have a snack

Materials

For this activity, provide a snack for the student to eat or drink. You can have the food/drink available in the room or you can invite the student to walk with you to a vending machine (make sure you have money if you do this).

Note. Before testing, check with the student's parent/guardian to make sure the student does not have any food allergies and that the parent has no objections to the student having the snack/soda. If the student has food allergies or the parent does not give permission for the child to eat/drink a snack, you can walk to the water fountain.

Procedure

Invite the student to participate in the activity by saying something like, **Let's take a break. Why don't we get something to eat or drink? Or, you can say, Let's take a break now and go get something from the vending machine. Would you like a soda or some candy or chips?**

Spend no more than 5 minutes engaged in the activity and converse with the student in a natural way. The following examples are possible topics of conversation:

- Preparing food (e.g., opening, cutting, pouring)
- Offering/sharing food
- Discussing this food and general food likes/dislikes
- Discussing traditions

- Discussing today's breakfast/lunch
- Buying (vending)
- Getting change
- Cleaning up (e.g., putting away, tidying up)

6. Recommend a movie from a newspaper

Materials

For this activity, provide a section from the local newspaper that lists advertisements for movies playing in the area. The Sunday edition typically offers the greatest variety of advertisements for new movies in the entertainment section; however, the daily editions have listings as well. For this activity, the greater the variety of films advertised in the newspaper the better. (This activity can be completed equally well with the TV listings.) Make sure that you review the section of the paper before presenting it to the student to ensure all content is appropriate.

Procedure

Invite the student to participate in the activity by saying something like, **Let's take a break. I need your help with something. My son/daughter/niece/nephew is about your age and I'm thinking of taking him/her to a movie this weekend. Can you look through this newspaper with me and help pick out a couple of good movies that you think he/she might like?**

Spend no more than 5 minutes engaged in the activity and converse with the student in a natural way. The following examples are possible topics of conversation:

- Selecting one of the movies
- Discussing likes/dislikes about movies
- Debating the pros/cons of one movie over another
- Discussing the cost of movie tickets/movie making
- Discussing movies you/the student has seen recently
- Discussing movies seen in class
- Discussing movies based on books the student has read

Violating the Rules of Conversation

During any of the activities, you may be able to create opportunities for the student to repair conversation, request clarification, or direct and redirect the activity by violating the rules of conversation. Violating the rules of a conversation or interaction could cause a child to respond in a manner you wish to observe. The following are examples of how to violate the rules of conversation:

- Suddenly change the topic of discussion when talking to the student to observe if the student acknowledges it and requests clarification or appears to be confused.
- While engaged in an activity, "forget" to provide the student with one of the materials needed to complete the task (e.g., a puzzle piece, glue, scissors).
- When talking about recommending a gift, tell the student you were thinking of buying a gift that may be inappropriate for the student's age (e.g., a real car for an age 12 boy).
- If getting a drink from a vending machine, put in less money than is required.
- Make a mistake and give the student a different snack than the one requested.
- Begin talking before the student finishes talking.

Example of a Pragmatics Activity Interaction

Table 3.8 provides an example of Pragmatics Activity 5: Have a Snack to show how an activity might proceed. Please note, this is an abbreviated example of how the activity might look and sound, not a script to be followed.

Table 3.8 Example of Possible PAC Interaction

Example of interactions that can occur	Behavior that may be observed
Call the student's name if he or she is not looking at you. If the student does not respond, touch the student's hand and then call the student's name. Smile at the student.	Student turns to examiner. Student makes eye contact. Student smiles at examiner. Student's timing is appropriate or inappropriate.
Ask the student, "Would you like to have a snack?" If the student doesn't respond, say, "I have a snack. Do you want some?"	Student responds verbally or nonverbally, gives no response, or demonstrates appropriate/inappropriate turn taking.
Say to the student, "We can/I have cookies/crackers," indicating containers. Continue by inviting the student to partake in the snack (vending machine, your bag, box, shelf, etc.). Turn to look at the containers, then turn to look at the student. If the student doesn't respond, point to the containers and say, "Look. There are some cookies/crackers."	Student uses triadic gaze: looks at adult, then referred objects, then back to adult. Student makes requests, comments, acknowledges, etc. Note any nonverbal responses (movement toward containers, pointing, reaching gesture) or no response. Note student's turn taking and social style.
Offer a snack more than once or give permission for the student to partake in the snack, if needed.	Observe if the student requests, or makes other verbal or nonverbal responses.
Offer assistance to count change, use vending machine, open snack containers, etc., if needed.	Observe if the student provides verbal and nonverbal requests and responses, appropriate turn taking, and socially-appropriate conversational styles.
Introduce topics about tasks at hand (kind of cookies, pretzels, taste, brand) or introduce topics about related information that is not immediately present but appropriate (favorite snacks, what you/student had for lunch) or ask questions related to state of satiety ("Do you want more?" "Are you hungry/not hungry?").	Observe if the student makes a request or makes other verbal or nonverbal responses.
Introduce a topic whereby the student may need to request clarification. Look for an opportunity whereby you might request clarification about something the child said.	Observe if and how the child requests clarification: verbally ("Huh?" "What?" "What is it?") or nonverbally (palms up, shrugs, changes facial expression, etc.) Does the child take conversational turns appropriately? Does the child make requests?
Close activity by asking or telling about an event where a similar snack was served. Describe the event.	Observe the student's responses, interest, politeness, etc.

Completing the PAC

Complete the checklist after observing the student's participation in the pragmatics activities as well as his or her behavior during the administration of other CELF-5 tests. When completing the checklist, consider ALL of the time you have worked with this student. Check the box before each item observed. Count the number of checks and write it in the Record Form.

Figure 3.28 Pragmatics Activities Checklist

Pragmatics Activities Checklist

Complete the Pragmatics Activities Checklist after you have completed three activities with the student (see Examiner's Manual chapter 3).

Check the three activities you selected for this student's participation:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Teach and play a game | <input checked="" type="checkbox"/> Recommend a gift of toys/electronics/clothing/etc. from a catalog/advertisement |
| <input checked="" type="checkbox"/> Make a paper airplane/Build a simple figure out of blocks/
Put together a puzzle | <input type="checkbox"/> Have a snack |
| <input type="checkbox"/> Make a card or gift wrap | <input type="checkbox"/> Recommend a movie from a newspaper |

Check each behavior you observed. Your observations should include ALL of the time you have worked with this student in addition to the time spent participating in these Pragmatics Activities.

NONVERBAL: Gaze, Gesture, Expression, and Body Language

The student

- 1. did not maintain culturally-appropriate eye contact with speaker
- 2. did not look where speaker pointed
- 3. did not look at object/person named by speaker
- 4. did not coordinate gaze with speaker's gaze and ongoing talk
- 5. did not use gestures to identify person or object (e.g., pointing, head nodding, smiling, waving)
- 6. did not point to nearby object/person when appropriate
- 7. did not point to distant object/person when appropriate
- 8. did not use representational gestures (mimicked actions) to direct other's attention (e.g., fingers to lips to mean *quiet*, crooking index finger to mean *come here*, holding thumb and little finger up to your face to mean *call me*)
- 9. did not coordinate gestures and ideas to direct attention
- 10. did not respect the personal space of others when communicating

VERBAL: Manner of Communication

The student

- 11. spoke too fast to be understood
- 12. said things that didn't seem to relate to topic or make sense logically
- 13. had revisions, false starts, repetitions that made understanding his or her conversations/stories difficult
- 14. used too much non-specific language (e.g., he, she, this, stuff) to enable understanding of what he/she was trying to communicate
- 15. repeated information that did not clarify directions, explanations, stories
- 16. did not understand literal meanings
- 17. did not understand figurative meanings

VERBAL: Relevance of Communication

The student

- 18. appeared to misunderstand speaker because he/she did not consider the context (situation, event, participants) of the message
- 19. said things that were not relevant to the current situation, topic, event, or participants
- 20. repeated things that listeners were already aware of
- 21. asked the same questions repeatedly
- 22. talked repeatedly about topics he/she was interested in but others were not interested in
- 23. talked even when no one was listening

VERBAL: Quality and Quantity of Communication

The student

- 24. talked too much
- 25. talked to anyone, whether he/she knew the person or not
- 26. provided too much information
- 27. provided redundant information
- 28. responded but did not extend the conversation or offer further information
- 29. made comments that were either implausible, unrealistic, or meaningless given the context in which they were used
- 30. interrupted speaker
- 31. talked while others were talking
- 32. did not pass the conversational turn

9

Total observations checked

Completing the Scoring Summary

Charts to summarize all of the CELF–5 test, Core, and Index scores are on page 1 of each Record Form. Profiles to plot the Core and Index standard scores and the test scaled scores and a Behavioral Observations checklist are on page 2. Use the following steps to complete the score summary for test raw scores, converted norm-referenced scores, confidence intervals, and for plotting test and Index scores; alternatively, use CELF–5 scoring on Q–global to quickly and accurately derive all scaled and standard scores for all tests.

Step 1: Record Test Raw Scores

The raw score for a test is the sum of the item scores. Record the raw score for each test administered in the appropriate box on page 1 of the Record Form.

Step 2: Convert Raw Scores to Scaled Scores Using the Norms Tables in Appendix A

Use the age-appropriate tables in Appendix A to convert each test raw score to a norm-referenced scaled score. Test scaled scores are reported for each 6-month age interval from 5:0–6:11; for each 1-year age interval from 7:0–16:11; and are collapsed to one interval for ages 17:0–21:11.

The test norms tables in Appendix A have two parts. The first part of each table contains the test scaled scores. Raw scores for each test are listed below their respective headings and the associated scaled scores are listed in the outer columns on the left and right sides. The lower section of the table lists the plus/minus (+/–) score points that are used to build confidence intervals (see Figure 3.29).

To use a table, locate the student’s raw score in the appropriate test column, then read across to the left or right to the number in the Scaled Score column. This is the scaled score equivalent of the raw score for the test. Enter each test scaled score on page 1 of the Record Form.

Figure 3.29 Test Scaled Score Norms

Scaled Score	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Scaled Score
19	—	—	—	77-78	—	21	—	—	—	—	52-54	19
18	40	33	48	76	—	20	—	—	—	—	50-51	18
17	39	—	—	75	—	19	20	—	—	—	47-49	17
16	38	32	47	73-74	20	17-18	—	20	—	—	45-46	16
15	37	—	46	71-72	—	16	19	—	—	16	43-44	15
14	36	31	45	69-70	19	14-15	—	19	200	—	40-42	14
13	35	30	—	67-68	—	13	18	—	—	15	38-39	13
12	34	29	44	65-66	18	11-12	16-17	16-17	199	—	37	12
11	32-33	27-28	43	62-64	17	10	15	15	198	14	36	11
10	31	25-26	41-42	58-61	16	9	13-14	13-14	195-197	13	35	10
9	29-30	23-24	38-40	53-57	15	8	12	11-12	181-194	12	33-34	9
8	27-28	21-22	35-37	48-52	14	6-7	10-11	9-10	169-180	10-11	31-32	8
7	25-26	19-20	32-34	44-47	13	5	8-9	7-8	162-168	9	29-30	7
6	23-24	17-18	30-31	40-43	11-12	4	6-7	5-6	150-161	8	26-28	6
5	21-22	15-16	27-29	33-39	8-10	3	4-5	4	137-149	7	23-25	5
4	19-20	12-14	23-26	27-32	6-7	2	3	2-3	122-136	5-6	19-22	4
3	17-18	10-11	19-22	21-26	4-5	1	2	1	108-121	3-4	15-18	3
2	14-16	8-9	15-18	17-20	2-3	—	1	—	93-107	1-2	10-14	2
1	0-13	0-7	0-14	0-16	0-1	0	0	0	50-92	0	0-9	1
Scaled Score Points for Building Confidence Intervals												
Confidence Level	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Confidence Level
68%	1	1	1	1	1	1	1	1	1	1	2	68%
90%	2	2	2	1	2	2	1	2	1	2	3	90%
95%	2	2	3	1	2	2	2	2	1	2	4	95%

Step 3: Determining Test Confidence Intervals

Obtain a confidence interval for each test scaled score by using lower section of the table. Select the level of confidence (i.e., 68%, 90%, or 95%) using the increments in scaled score points for each test, and record it in the blank at the top of the Confidence Interval column. Record the number in the Scaled Score Points +/- column on page 1 of the Record Form that corresponds to the level of confidence selected. Compute the upper limit of the confidence interval by adding the points to the test scaled score, and compute the lower limit of the confidence interval by subtracting the points from the test scaled score. Record both numbers in the Confidence Interval column to the right of the Scaled Score Points +/- column on page 1 of the Record Form. See Figure 3.29 for an example of a page from Appendix A, Test Scaled Scores. The example includes a section of Scaled Score Points for Building Confidence Intervals at 68%, 90%, or 95% levels.


Confidence intervals span the obtainable score range for a given scale only (i.e., the test scaled score range is 1 to 19). For example, a student age 5, obtains a Recalling Sentences scaled score of 1, and the +/- points (critical value) for building the confidence interval at 95% is +/- 1 score point. That means the confidence interval for the Recalling Sentences scaled score of 1 is 1 to 2, because the lowest obtainable score in the range is 1.

Step 4: Determining Percentile Ranks and Percentile Rank Confidence Intervals

A percentile rank expresses a student’s score relative to his or her age group in percentile points. It indicates the percentage of individuals tested who have scored equal to or lower than a specific score. For example, a percentile rank of 90 (corresponding to a standard score of 119) means that 90% of the individuals who took the test had a score of 119 or less. Convert each test scaled score and each composite standard score to a percentile rank by using the table in Appendix D. Locate the test scaled score in the test column and read across to the right to the Percentile Rank column. Record the percentile rank for each score in the appropriate box on page 1.

Establish a confidence interval around these percentile ranks. Determine the percentile rank confidence interval by recording the percentile ranks associated with the lower and upper limits of a test scaled score confidence interval and record them in the scoring summary. The confidence interval around an age 15 student’s Recalling Sentences scaled score of 12 is 10 to 14 (at 90% level of confidence). The percentile rank corresponding to a test scaled score of 12 is 75, and the percentile ranks corresponding to a scaled score of 10 (lower limit of the confidence interval) and 14 (upper limit of the confidence interval) are 50 and 91, respectively. Therefore, the confidence interval around a percentile rank of 75 is percentile rank 50 to 91. Figure 3.30 shows a completed Test Scaled Score summary from page 1 of Record Form 2 for a student age 14:0.

Figure 3.30 Completed Scoring Summaries (Student Age 14:0)



Record Form 2

AGES 9–21

ELISABETH H. WIIG ■ ELEANOR SEMEL ■ WAYNE A. SECORD

Name Student

Address 123 Main Street Anytown USA

Age 14 Sex: F M Grade 8 School Anytown Middle School

Teacher Mr. Teach

Examiner Mrs. Speech MA CCC–SLP

Calculation of Student's Age

	Year	Month	Day
Test Date	2013	5 4	2 3 ²
Birth Date	1999	4	28
Age	14	0	4

Test Scaled Scores

	Raw Score	Scaled Score	Scaled Score Points +/-	Confidence Interval (90% Level)	Percentile Rank	Percentile Rank CI	Age Equivalent	Growth Scale Value
Word Classes (WC)	30	8	2	6 to 10	25	9 to 50	11:7	583
Following Directions (FD)	26	9	2	7 to 11	37	16 to 63	13:4	579
Formulated Sentences (FS)	32	6	2	4 to 8	9	2 to 25	8:11	527
Recalling Sentences (RS)	40	5	1	4 to 6	5	2 to 9	8:0	512
Understanding Spoken Paragraphs (USP)	6	3	2	1 to 5	1	0.1 to 5		
Word Definitions (WD)	7	7	2	5 to 9	16	5 to 37	10:7	472
Sentence Assembly (SA)	7	6	1	5 to 7	9	5 to 16	8:5	481
Semantic Relationships (SR)	11	8	2	6 to 10	25	9 to 50	10:4	508
Pragmatics Profile (PP)	198	10	1	9 to 11	50	37 to 63	16:4	652

Core Language Score and Index Scores

	Age	WC	FD	FS	RS	USP	WD	SA	SR	Sum of Scaled Scores	Standard Score	Standard Score Points +/-	Confidence Interval (90% Level)	Percentile Rank	Percentile Rank CI
Core Language Score (CLS)	9–12												to		to
	13–21			6	5	3			8	22	73	5	68 to 78	4	2 to 7
Receptive Language Index (RLI)	9–12												to		to
	13–21	8				3			8	19	79	5	74 to 84	8	4 to 14
Expressive Language Index (ELI)	9–21			6	5			6		17	75	5	70 to 80	5	2 to 9
	9–12												to		to
Language Content Index (LCI)	13–21	8				3		6		17	73	5	68 to 78	4	2 to 7
	9–21		9	6	5					20	80	5	75 to 85	9	5 to 16

Discrepancy Comparisons								Pragmatics Activities Checklist (PAC)	
	Score 1	Score 2	Difference	Critical Value	Significant Difference	Prevalence in Normative Sample	Statistically Significant Level	Total observations checked:	
Receptive–Expressive Language Index	79	75	4	7	Yes/No	36.6	15.05	Criterion:	5
Language Content–Memory Index*	73	80	-7	7	Yes/No	26.7	15.05		5

*See Appendix F in Examiner's Manual.

Meets
 Does Not Meet

Step 5: Determining Test-Age Equivalents

An age equivalent provides a gross estimate of a student's performance in relation to students of all ages tested in the normative sample. Test-age equivalents for CELF–5 tests are reported in Appendix C. Find the test raw score in the specific test column and look to the far left or right column to find the test-age equivalent for that test raw score. Test-age equivalents are not available at any age for Understanding Spoken Paragraphs, Reading Comprehension, or Structured Writing.

If you choose to compute a test-age equivalent for an Index score (e.g., Receptive Language Index), sum the test-age equivalents for all the tests that form the desired Index score. Divide the sum by the number of test-age equivalents added. The result is the test-age equivalent for the selected Index score. Because test-age equivalents cannot be computed for Understanding Spoken Paragraphs, an age equivalent also cannot be computed for any Index scores that are computed using the Understanding Spoken Paragraphs score (e.g., Language Content Index, ages 13–21). See Chapter 4 for more information about test-age equivalents.

Step 6: Recording Growth Scale Values

If you administer CELF–5 more than once to a student, you may report the student's progress using Growth Scale Values. Use Table G.1 to obtain Growth Scale Values for Sentence Comprehension, Linguistic Concepts, Word Structure, Word Classes, Following Directions, Formulated Sentences, Recalling Sentences, Word Definitions, Sentence Assembly, and Semantic Relationships. Use Table G.2 to obtain Growth Scale Values for the Pragmatics Profile. Find the test raw score in the specific test column in the appropriate table in Appendix G and look to the far left or right column to find the Growth Scale Value corresponding to that raw score. Record the Growth Scale Value in the appropriate column on page 1 of either Record Form 1 or 2. Growth Scale Values may also be recorded on the reproducible form at the end of this chapter. This form enables comparison of Growth Scale Values across multiple administrations of CELF–5. Growth Scale Values are not available for Understanding Spoken Paragraphs, Reading Comprehension, or Structured Writing.

Step 7: Determining Core Language Score and Index Scores

Page 1 of each Record Form lists the tests required to compute the Core Language Score and Index scores. The tests required for the Core Language Score and each Index score are listed in the second summary box. Transfer the test scaled scores from the Test Scaled Score chart to the appropriate spaces of the Core Language Score and Index scores chart on page 1. If you are using Record Form 2, be sure to record the scores in the correct age rows for the Core Language Score, the Receptive Language Index score, and the Language Content Index score. Sum the test scaled scores for each composite score listed and write the total in the Sum of Scaled Scores column.

For example, to compute the Core Language Score for a student age 7, sum the Sentence Comprehension, Word Structure, Formulated Sentences, and Recalling Sentences test scaled scores. Record the sum in the column labeled Sum of Scaled Scores. Use the age-appropriate table in Appendix B to convert the sum to the Core Language Score. Record the Core Language Score in the Standard Score box in the Core Language Score row. Repeat this procedure for each score you would like to obtain: Receptive Language Index, Expressive Language Index, Language Content Index, Language Structure Index, and Language Memory Index. Be careful when using Appendix B, Core Language Scores and Index Standard Scores, that you use the correct column when deriving scores.

Establish confidence intervals for the Core Language Score and each Index score in the same manner you established confidence intervals for the test scaled scores. Use the Standard Score \pm points for the selected confidence level (located at the top of the tables in Appendix B) and add and subtract the points from the Core Language Score or Index score. Record both the upper and lower limits of the confidence interval in the scoring summary.

Confidence intervals span the obtainable score range of a score scale only. The Core Language Score range is 40 to 160 and the Index scores ranges are 45 to 155. If a student age 5:7 obtains a Core Language Score of 159, and the \pm points (critical value) for building the confidence interval at 95% is ± 5 , the confidence interval for the Core Language Score of 159 is 154 to 160, because the highest obtainable score in the range is 160.

Determine percentile ranks and percentile rank confidence intervals for the Core Language Score and Index scores in the same manner as you determined percentile ranks for the test scaled scores and record the percentile ranks on the scoring summary.

Zero Scores

If a student obtains a total raw score of 0 on a CELF–5 test, that score does not necessarily indicate that the student entirely lacks the ability measured by the test. It indicates, rather, that the student’s ability cannot be determined by the particular set of test items. For example, a student may score 0 on Word Definitions but still know the meaning of some easier words. If a student obtains a raw score of 0 on **only one** of the tests that form a composite score, you can still derive the composite score by using the appropriate norms tables.

For example, if a student age 8:7 scores 0 on the Word Structure test, the Word Structure scaled score will be 1. Add the scaled score of 1 to the scaled scores of the other tests that form the Core Language Score and convert the sum using the appropriate table in Appendix B. However, if two of the tests that form a composite score have total raw scores of 0, you **cannot** derive the composite score. If the same student scores 0 on Word Structure and Recalling Sentences, do not derive the Core Language Score.

In order to convert a total test raw score of 0 to the test scaled score, the raw score must be an earned score of 0. An earned score means that items that were administered were scored 0 until the discontinue rule was met. A student who cannot be trained to take the test does not automatically get a 0 score. See the Demonstration and Trial Items section in this chapter.

Step 8: Determining Discrepancy Comparisons

The Discrepancy Comparisons area on page 1 of each Record Form helps you evaluate Index score differences. To complete the Discrepancy Comparisons section:

1. Determine which Index scores you want to compare (i.e., Receptive Language Index/Expressive Language Index, Language Content Index/Language Structure Index, or Language Content Index/Language Memory Index). Write them in the Score 1 and Score 2 columns of the Discrepancy Comparisons section on page 1 of the Record Form (see Figure 3.30).
2. Subtract Score 2 from Score 1. Write the difference in the Difference column, remembering to note whether the resulting value is positive or negative.
3. Table F.1 in Appendix F provides the required differences between Index scores needed for statistical significance at the .15 and .05 levels for each age. Choose the level of significance you wish to use and circle it in the box in the column farthest to the right in the Discrepancy Comparisons section.
4. Find the appropriate age in Table F.1 and the selected level of significance. Read across to the appropriate column and write the number in the Critical Value column of the Discrepancy Comparisons section.
5. If the absolute value of the obtained difference score is equal to or greater than the value in the Critical Value column, the difference is statistically significant. Circle “Yes” in the Significant Difference column if the difference score is equal to or greater than the critical value. Circle “No” if the difference score is less than the corresponding critical value.

As illustrated in Figure 3.30, the difference (absolute value) between the Receptive Language Index score and the Expressive Language Index score is 4 and the critical value is 7. Since the difference score is less than 7 (the critical value) the difference between the scores is not significant. Conversely, the difference between the Language Content Index score and the Language Memory Index score is –7, and the critical value is 7. Since the absolute value of the difference score (i.e., 7) is equal to or greater than the critical value, the difference between the scores is significant.

See Chapter 4 for a discussion of the prevalence of score differences in the normative sample and if the student’s differences may impact intervention, educational accommodations, and adaptations.

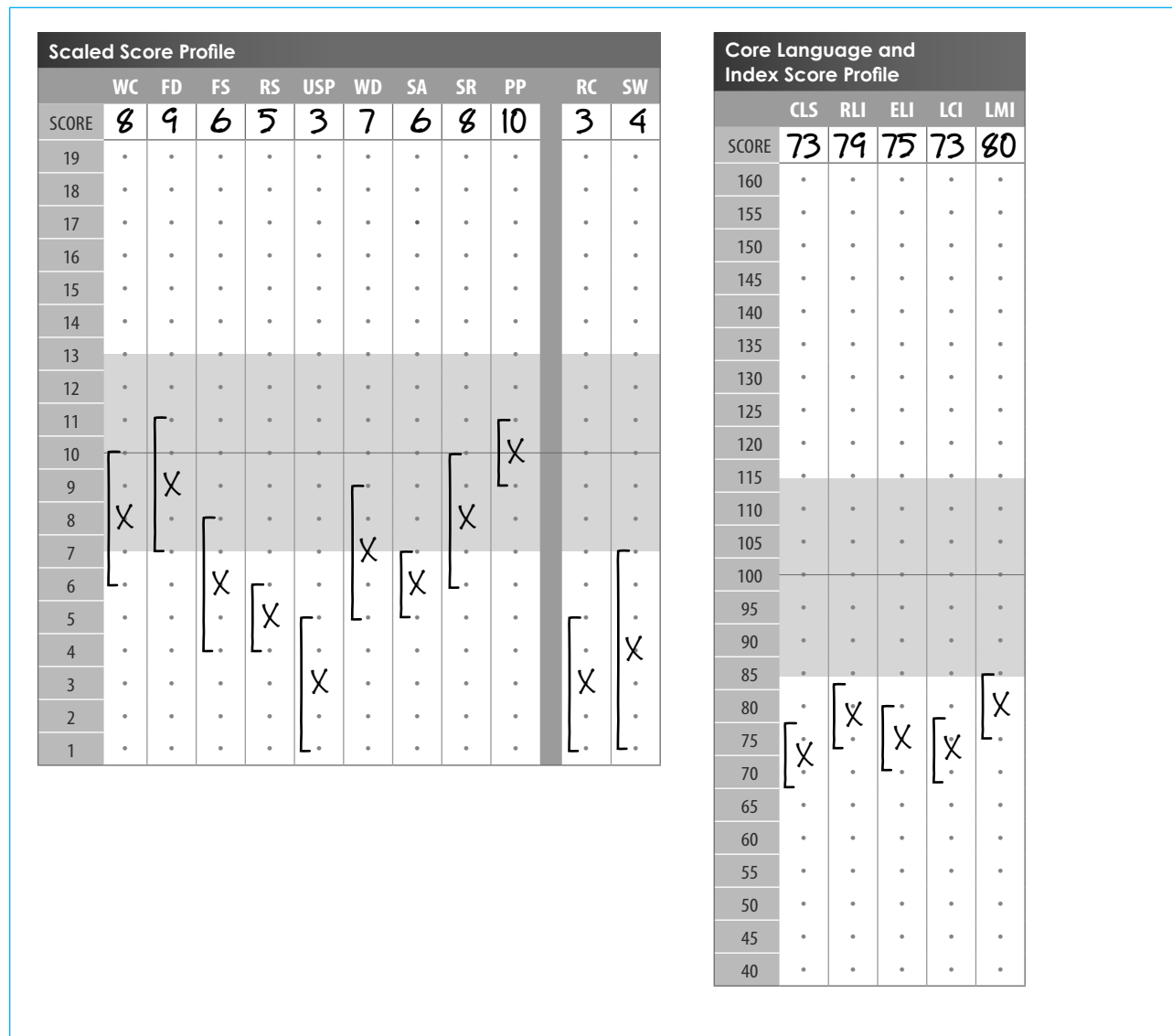
Step 9: Completing the Pragmatics Activities Checklist

Count the total observations checked on the PAC and write that number in the “Total observations checked” box on Page 1 of the Record Form. The criterion for all ages is 9 or fewer observations checked. Check “Meets” in the Criterion box if the number is less than or equal to 9. Check “Does not meet” if the number is 10 or more (see Figure 3.30).

Step 10: Plotting Test and Index Scores

Both the test scores and Core Language Score and Index scores can be plotted on the profiles provided on page 2 of each Record Form. To plot the test scores, record the test scaled scores in each box. Place an X on the dot that corresponds to the scaled score in each column on the Scaled Score Profile as shown in Figure 3.31. Place bars at the upper and lower ranges of the scores to reflect the confidence interval around each score. Plot the Core Language Score and Index scores on the Core Language and Index Score Profile in the same manner. Interpretation of CELF–5 scores is discussed in Chapter 4.

Figure 3.31 Test Scaled Score and Core Language and Index Score Profiles



The reproducible Growth Scale Values chart follows. Reproduce the chart and complete it for repeated test administrations when you wish to compare performance across two or more CELF–5 test administrations. See Chapter 4 for a thorough explanation of the use of Growth Scale Values.

Growth Scale Values

Name: _____

Address: _____

Age: _____ Sex: F M Grade: _____ School: _____

Examiner: _____

Growth Scale Value			
	First Administration	Second Administration	Third Administration
	Age: _____	Age: _____	Age: _____
	Test date: _____	Test date: _____	Test date: _____
Sentence Comprehension			
Linguistic Concepts			
Word Structure			
Word Classes			
Following Directions			
Formulated Sentences			
Recalling Sentences			
Word Definitions			
Sentence Assembly			
Semantic Relationships			
Pragmatics Profile			

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Test Interpretation

This chapter provides information needed to interpret CELF–5 test results. CELF–5 test scores, in conjunction with other test results, can provide comprehensive, accurate information about a student’s language skills that enables you to make diagnostic decisions and intervention recommendations.

Description of ORS Results

As a precursor, or in addition, to the standardized, norm-referenced tests used to establish eligibility for services, descriptive and authentic performance assessments are needed. They describe classroom and home language performance and allow clinicians to design appropriate classroom strategies and recommendations for the student at home. Descriptive and curriculum-relevant measures enable clinicians to focus on the classroom as a communication and language-learning environment and to evaluate how a student uses language for a variety of purposes, including literacy, learning, organization, and socialization. With their use, the evaluation process can focus on the student’s language performance in natural contexts, with a goal of collecting performance-based authentic data to develop a more complete picture of the student’s day-to-day language, learning, and communication patterns. The ORS is such a measure, and includes 40 items used to rate a student’s skills in the areas of listening, speaking, reading, and writing. Ratings from teacher(s), parents/caregivers, and the student (depending on his or her age) can be compiled to provide information about the student’s communication problems in the classroom and at home. These ratings enable a clinician to identify areas of concern to discuss with the teacher and parents/caregivers or the intervention team. These discussions may inform development of in-classroom and at-home strategies, accommodations, and modifications as well as referrals for additional assessment.

Description of CELF–5 Results

CELF–5 test results will help you determine if a student has a language disorder while comparison of select Index scores will help determine and describe the nature of the student’s language disorder. Descriptions of different types of norm-referenced information (i.e., standard scores, confidence intervals, percentile ranks, and test-age equivalents) will help you determine the severity of a student’s language disorder. In addition, the PAC, a criterion-referenced measure, can provide an opportunity to assess a student’s functional communication skills during authentic conversational interactions. Case studies provide examples of test interpretation, and Growth Scale Values provide a measure of student progress across repeated test administrations.

Description of Norm-Referenced Scores

Use norm-referenced scores to compare a student’s performance to the performance of other students the same age in the normative sample. The CELF–5 reports scaled scores for 14 tests, and standard scores for the composites: the Core Language Score, the Receptive Language Index, the Expressive Language Index, the Language Content Index, the Language Structure Index, and the Language Memory Index.

Test Scaled Scores

Test scaled scores provide performance information about the language content that each test targets. Scaled scores are available for the following tests:

- Sentence Comprehension (SC)
- Linguistic Concepts (LC)
- Word Structure (WS)
- Word Classes (WC)
- Following Directions (FD)
- Formulated Sentences (FS)
- Recalling Sentences (RS)
- Understanding Spoken Paragraphs (USP)
- Word Definitions (WD)
- Sentence Assembly (SA)
- Semantic Relationships (SR)
- Pragmatics Profile (PP)
- Reading Comprehension (RC)
- Structured Writing (SW)

Some CELF–5 tests have been normed for the entire CELF–5 age range (5–21 years), while others, because of the developmental nature of language, have been normed for specific age ranges. For example, the Word Structure test was developed and normed only for students ages 5–8.

Test scaled scores are used to compare the student’s performance to the typical performances of the same-age norm group. These scores are derived from the total raw scores for each test and are on a normalized score scale that has a mean of 10 and a standard deviation (*SD*) of 3. A scaled score of 10 describes the average of a given age group. Scores of 7 and 13 are 1 *SD* below and above the mean, respectively. About two-thirds of all students with typical language development earn scaled scores between 7 and 13. Table 4.1 shows the relationship of CELF–5 scaled scores and percentile ranks to distances from the mean, expressed in *SD* units. Use the norms tables in Appendix A to convert the raw score for each test to a normalized scaled score.

Table 4.1 Distances From the Mean and Percentile Rank of Test Scaled Scores

Scaled Score	Distance From Mean	Percentile Rank
19	+3 <i>SD</i>	99.9
16	+2 <i>SD</i>	98
13	+1 <i>SD</i>	84
10	Mean	50
7	–1 <i>SD</i>	16
4	–2 <i>SD</i>	2
1	–3 <i>SD</i>	0.1

As presented in Table 4.1, scaled scores of 7 and 13 are 1 *SD* below and above the mean, respectively, and are traditionally seen as the lower and upper limits of the average range of performance. However, when using a score from an individual test rather than an Index score to inform diagnostic decisions or determine eligibility for services, a stricter than usual criterion for performance is recommended. Use the guidelines in Table 4.2 to describe performance on the CELF–5 tests that use this scale.

Table 4.2 Guidelines to Describe Performance

Test Score	Classification	Relationship to Mean
13 and above	Above average	+ 1 <i>SD</i> and above
8 to 12	Average	Within + or – 1 <i>SD</i>
7	Borderline/Marginal/At risk	At –1 <i>SD</i>
6 and below	Low to very low	Below –1 <i>SD</i>

Note that when using individual test scores in making diagnostic decisions or determining eligibility for services, it is recommended that you consider scaled scores of 7 as borderline or marginal. With a scaled score of 7, a student is likely to be struggling in the classroom. As shown in Table 4.1, a scaled score of 7 indicates performance at the 16th percentile—meaning this student performed as well as or better than 16% of age peers. Conversely, it means that 84% of age peers earned higher scores. A student who performs at the borderline/marginal/at-risk level on the basic linguistic skills measured by CELF–5 will likely struggle in the classroom and demonstrate difficulty with higher-level language skills. If the student is age 9 or older, he or she may be a good candidate for further testing with CELF–5 Metalinguistics.

Composite Scores

The Core Language Score and the Index scores are composite scores. Composite scores are standard scores based on the sum of various test scaled scores. Because composite scores reflect a student’s abilities in a skill area (e.g., receptive language, language structure) across multiple tasks with a wide score range, you can have confidence in the precision of the score. Summing the test scaled scores rather than the test raw scores ensures that the CELF–5 Core Language and Index scores represent an equal weighting of each test score. The Core Language Score and Index scores are on a normalized standard score scale that has a mean of 100 and a *SD* of 15, a scale commonly used in psychological and educational testing. A standard score of 100 on this scale represents the performance of the typical student of a given age. Figure 4.1 shows the relationship between the CELF–5 Core Language Score and Index scores and a normal distribution of scores. Scores of 85 and 115 correspond to 1 *SD* below and above the mean, respectively. About two-thirds of all students with typical language development earn scores in this range. Table 4.3 shows the relationship of standard scores and percentile ranks to distances from the mean, expressed in *SD* units.

Figure 4.1 The Normal Curve With Standard Scores, Scaled Scores, and Percentile Ranks Indicated

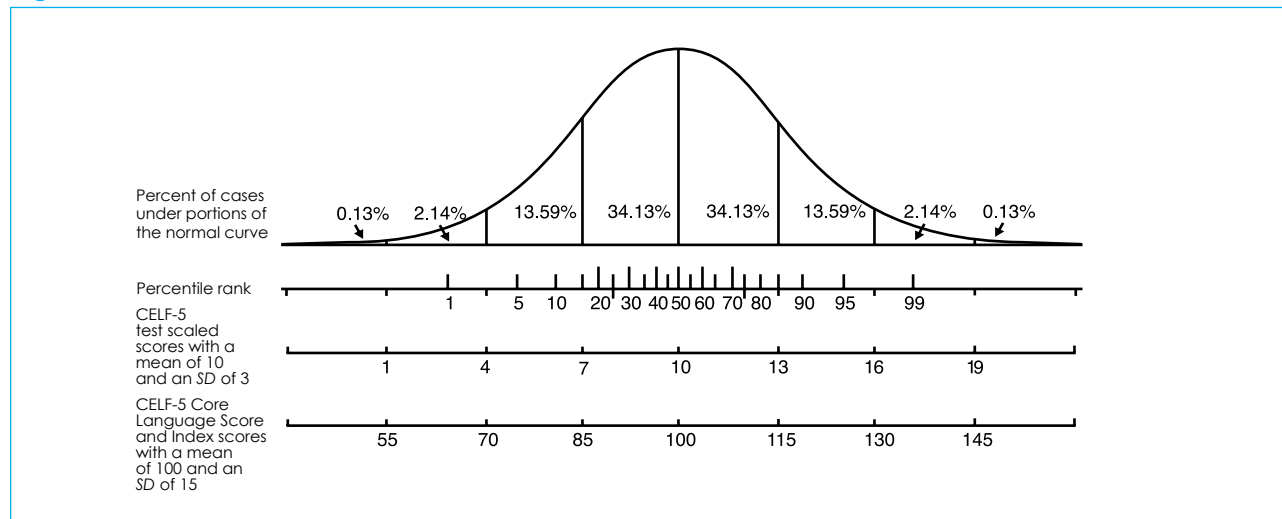


Table 4.3 Distances From the Mean and Percentile Rank of Selected Standard Scores

Standard Score	Distance From Mean	Percentile Rank
145	+3 <i>SD</i>	99.9
130	+2 <i>SD</i>	98
115	+1 <i>SD</i>	84
100	Mean	50
85	-1 <i>SD</i>	16
80	-1.3	9
78 ^a	-1.5 <i>SD</i>	6.7
70	-2 <i>SD</i>	2
55	-3 <i>SD</i>	0.1

^a78 is rounded from a standard score of 77.5.

Depending on the age of the student, different combinations of test scaled scores compose the Core Language Score and the Index scores: Receptive Language Index, Expressive Language Index, Language Content Index, Language Structure Index, and Language Memory Index. Table 4.4 shows the type of scores available for CELF-5 tests, the Core Language Score, and the Index scores.

Table 4.4 Type of Scores Available for Tests, the Core Language Score, and the Index Scores

Test or Index	Scaled Score	Standard Score (Composite)	Test-Age Equivalent	Criterion Cut Score	Growth Scale Value
Sentence Comprehension	X		X		X
Linguistic Concepts	X		X		X
Word Structure	X		X		X
Word Classes	X		X		X
Following Directions	X		X		X
Formulated Sentences	X		X		X
Recalling Sentences	X		X		X
Understanding Spoken Paragraphs	X				
Word Definitions	X		X		X
Sentence Assembly	X		X		X
Semantic Relationships	X		X		X
Pragmatics Profile	X		X		X
Reading Comprehension	X				
Structured Writing	X				
Pragmatics Activities Checklist				X	
Core Language Score		X			
Receptive Language Index		X			
Expressive Language Index		X			
Language Content Index		X			
Language Structure Index		X			
Language Memory Index		X			

Core Language Score

The Core Language Score is a measure of general language ability. It quantifies a student's overall language performance and in conjunction with the Receptive Language Index and the Expressive Language Index scores can aid in determining the presence or absence of a language disorder. The Core Language Score is derived by summing the scaled scores from the four CELF-5 tests that best discriminate typical language performance from disordered language performance. The four tests that make up a Core Language Score vary depending on a student's age. Table 4.5 shows the tests that make up the Core Language Score by age group. See Chapter 4 of the Technical Manual for a description of how the Core Language Score was developed.

Index Scores

CELF-5 Index scores provide information about the nature of a student's language disorder. Index scores help determine a student's strengths and weaknesses across receptive and expressive modalities, in language content, language structure, and memory for language tasks. Each Index score is formed by summing the scaled scores of selected tests that measure similar features of language, and converting the sum to a standard score using the tables in Appendix B. The test scores that compose each Index score have been confirmed by factor analysis, a statistical procedure that identifies and structures relationships between tests. See Chapter 4 of the Technical Manual for a description of how the factor-based Index scores were developed.

The Receptive Language Index, Expressive Language Index, and Language Content Index scores are derived for students ages 5–21. The Language Structure Index score is derived for students ages 5–8, and the Language Memory Index score is derived for students ages 9–21. See Table 4.5 for a list of the tests that compose the Index scores by age groups.

Receptive Language Index Score

The Receptive Language Index is a measure of a student's listening and auditory comprehension skills. This score can aid in determining the presence or absence of a language disorder. It is derived by summing the scaled scores from a combination of three receptive tests, depending on the student's age. The tests may include: Following Directions, Word Classes, Sentence Comprehension, Semantic Relationships, or Understanding Spoken Paragraphs.

Expressive Language Index Score

The Expressive Language Index is an overall measure of a student's expressive language skills. This score can aid in determining the presence or absence of a language disorder. The tests used to derive this score also depend on the student's age and include Formulated Sentences, Recalling Sentences, Word Structure, and Sentence Assembly.

Miller and Chapman (1984) suggest that once a language disorder is identified, it needs to be described according to the modalities that are affected by the disorder and the aspects or domains that are affected within these modalities. The *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (APA, 2013) recognizes the differences between receptive and expressive language skills and emphasizes the need to assess both modalities. The *International Classification of Diseases, Tenth Edition* (World Health Organization, 2010) defines and classifies language disorders on the basis of the modality that is affected. The Receptive Language Index and Expressive Language Index scores meet state and regional requirements to report separate scores for receptive and expressive language, and where appropriate, report comparable distinctions, such as *listening* and *speaking* or *listening comprehension* and *oral expression*. See Chapter 1 of the Technical Manual for more information about the development of the Receptive Language Index and Expressive Language Index scores.

Language Content Index Score

The Language Content Index is a measure of various aspects of semantic development, including vocabulary, concept and category development, comprehension of associations and relationships among words, interpretation of factual and inferential information presented orally, and the ability to create meaningful semantically- and syntactically-correct sentences. The Language Content Index is formed by adding a combination of the scaled scores for Following Directions, Word Classes, Linguistic Concepts, Understanding Spoken Paragraphs, Word Definitions, and Sentence Assembly, depending on the student's age.

Language Structure Index Score

The Language Structure Index is an overall measure of receptive and expressive components of interpreting and producing sentence structures. The Language Structure Index is calculated only for students ages 5–8 and is derived by summing the scaled scores for Sentence Comprehension, Word Structure, Formulated Sentences, and Recalling Sentences. The ability to process and produce language according to morphological and structural rules is required in Sentence Comprehension and Word Structure. In the Formulated Sentences and Recalling Sentences tests, the student must formulate grammatically-correct simple and complex sentences and accurately recall and repeat sentences of increasing length and complexity, respectively.

Language Memory Index Score

The Language Memory Index is a measure of the student’s ability to recall and follow spoken directions; generate a sentence given one or two target words; and interpret sentences that make comparisons or describe location, time, or ordinal relationships. It provides a measure of the student’s ability to apply memory to language tasks. It is derived by summing the scaled scores of Formulated Sentences, Recalling Sentences, and Following Directions. This score is derived only for students ages 9–21 years.

Table 4.5 Tests That Contribute to the Core Language Score and the Index Scores

Ages 5–8	Ages 9–12	Ages 13–21
<p>Core Language Score (CLS) Sentence Comprehension Word Structure Formulated Sentences Recalling Sentences</p>	<p>Core Language Score (CLS) Word Classes Formulated Sentences Recalling Sentences Semantic Relationships</p>	<p>Core Language Score (CLS) Formulated Sentences Recalling Sentences Understanding Spoken Paragraphs Semantic Relationships</p>
<p>Receptive Language Index (RLI) Sentence Comprehension Word Classes Following Directions</p>	<p>Receptive Language Index (RLI) Word Classes Following Directions Semantic Relationships</p>	<p>Receptive Language Index (RLI) Word Classes Understanding Spoken Paragraphs Semantic Relationships</p>
<p>Expressive Language Index (ELI) Word Structure Formulated Sentences Recalling Sentences</p>	<p>Expressive Language Index (ELI) Formulated Sentences Recalling Sentences Sentence Assembly</p>	<p>Expressive Language Index (ELI) Formulated Sentences Recalling Sentences Sentence Assembly</p>
<p>Language Content Index (LCI) Linguistic Concepts Word Classes Following Directions</p>	<p>Language Content Index (LCI) Word Classes Understanding Spoken Paragraphs Word Definitions</p>	<p>Language Content Index (LCI) Word Classes Understanding Spoken Paragraphs Sentence Assembly</p>
<p>Language Structure Index (LSI) Sentence Comprehension Word Structure Formulated Sentences Recalling Sentences</p>	<p>Language Memory Index (LMI) Following Directions Formulated Sentences Recalling Sentences</p>	<p>Language Memory Index (LMI) Following Directions Formulated Sentences Recalling Sentences</p>

Confidence Intervals

There is some degree of error reflected in the score a student earns on any test. If a test was perfectly reliable and without any measurement error, a student would hypothetically always earn the same score if given the test repeatedly. This hypothetical score is referred to as a “true score.” Because no test is perfectly reliable, the true score is predicted to be within the range of scores (plus and minus the measurement error) around the obtained score.

One of the strengths of a norm-referenced test is that information about the size of the expected measurement error is quantified and reported. The standard error of measurement (*SEM*) is the amount of error in standard score units that should be considered when interpreting a student’s scores. The smaller the *SEM*, the more confidence you can have in the accuracy of the test score. The *SEM* for the CELF–5 test scores, Core Language Score, and Index scores can be used to construct confidence intervals, or ranges, around a student’s score. Reporting a confidence interval around a student’s score is particularly important in cases where the score will be used to make classification or placement decisions. Using the confidence intervals, rather than a specific single score, enables you to state the degree of confidence that you have in a classification, eligibility, or placement decision based, in part, on CELF–5 results.

Each composite and test score is subject to a greater or lesser degree of measurement error, depending on the precision of the particular test score or composite score for a given age. Because the *SEM* may be different for each test or composite score at a given age, the confidence interval will also be different at that age. The critical values in scaled score points for 68%, 90%, and 95% levels of confidence for each test are presented in each norms table in Appendix A. The critical values in standard score points for 68%, 90%, and 95% levels of confidence for each composite score are presented in the uppermost section of each norms table in Appendix B. The higher the level of confidence applied to a score, the larger the critical value and the greater the range of scores around the obtained score. Establishing confidence intervals around CELF-5 scores and using that information ensures greater accuracy when you are interpreting scores. Figure 4.2 illustrates part of a table in Appendix A, showing the critical value for each test in scaled score points. Figure 4.2 also illustrates part of a table in Appendix B, showing the critical value in standard score points listed above each composite score column.

Confidence intervals span only the obtainable score range for a given scale: the test scaled score range is 1–19, the Core Language Score range is 40–160, and the composite score range (Index scores) is 45–155. If a student age 5 obtains a Linguistic Concepts scaled score of 1 and the critical value for building the confidence interval at 95% is +/- 2, the confidence interval for the Linguistic Concepts scaled score of 1 is 1 to 3 because the minimum obtainable score in the range is 1. If the same student obtains a Core Language Score of 159 and the critical value for building the confidence interval at 95% is +/- 5, the confidence interval of 159 is 154 to 160, because the maximum obtainable score in the range is 160.

Figure 4.2 Appendixes A and B Norms Tables, Illustrating Critical Values in Standard Score Points Used to Build Confidence Intervals

APPENDIX A 5:0–5:5 Test Scaled Scores										
Scaled Score Points for Building Confidence Intervals										
Confidence Level	SC	LC	WS	WC	FD	FS	RS	USP	PP	Confidence Level
68%	1	1	1	1	1	1	1	1	1	68%
90%	1	1	1	1	1	2	1	2	1	90%
95%	2	2	2	2	2	2	1	2	1	95%

APPENDIX B 5:0–5:5 Core Language and Index Scores					
	CLS	RLI	ELI	LCI	LSI
68% Confidence Level = +/-	3	3	3	3	3
90% Confidence Level = +/-	4	5	5	5	4
95% Confidence Level = +/-	5	6	6	6	5

Select the level of confidence that is appropriate for the purpose of the assessment. The 95% level results in the broadest band of scores and provides the highest degree of confidence that the true score is actually in the range specified. The 90% and 95% levels are commonly used by decision-making teams to draw diagnostic conclusions and determine eligibility for services. You may want to use the 90% or 95% level of confidence to make similar decisions about language status and intervention needs. The 68% level of confidence results in a narrower band of scores and is particularly useful for comparing discrepancies between Index scores when identifying a student’s areas of relative strength and weakness.

Percentile Ranks

CELF-5 provides percentile ranks for test scores, the Core Language Score, and the Index scores. Percentile ranks should not be confused with the percent of correct answers on a test. Figure 4.1 shows percentile ranks in a normal distribution. Percentile ranks indicate a student's standing relative to others of the same age in the norm group as points on a score scale at or below a given score. CELF-5 percentile ranks range from ≤ 0.1 to ≥ 99.9 , with 50 as the median score point. A student who achieves a percentile rank of 25 performs as high as or higher than 25% of other students of the same age. The percentile rank of 25 also indicates that 75% of the students in the normative sample earned higher scores.

Percentile ranks are easy to understand and useful for explaining a student's performance on CELF-5 relative to the performances of other students. Percentile ranks do not have equal intervals like standard scores or scaled scores, and they cluster near the median—the 50th percentile. Consequently, for a student who scores within the average range, a change of 1 or 2 total raw score points may produce a large change in his or her percentile rank. Conversely, for a student who scores very low on CELF-5, a change of 1 or 2 raw score points is not likely to produce a large change in his or her percentile rank. Table 4.1 shows percentile ranks that correspond to selected scaled scores and their distances from the mean, expressed in *SD* units. Notice that the mean scaled score of 10 is at the 50th percentile rank for all ages. Table 4.3 shows percentile ranks that correspond to selected standard score points for the Core Language Score and Index scores, and their distances from the mean expressed in *SD* units. The mean standard score of 100 is at the 50th percentile rank for all ages.

You can also establish a confidence interval around the percentile rank. Determine the percentile rank confidence interval by recording the percentile ranks associated with the lower and upper limits of the student's test scaled score or composite score confidence interval.

For example, consider a student age 14:0 who has a Pragmatics Profile score of 10. The confidence interval around the score is 9–11 (at the 90% level of confidence). The percentile rank that corresponds to a test scaled score of 10 is 50, and the percentile ranks that correspond to scaled scores of 9 (lower limit of the 90% confidence interval) and 11 (upper limit of the 90% confidence interval) are 37 and 63, respectively. Therefore, the percentile rank of a test scaled score of 10 is 50 and the 90% confidence interval around the percentile rank of 50 is percentile rank 37 to percentile rank 63 (see Figure 4.3).

Figure 4.3 Scoring Summary for Record Form 2



Record Form **2**
AGES 9–21

ELISABETH H. WIIG ■ ELEANOR SEMEL ■ WAYNE A. SECORD

Name Student
 Address 123 Main Street Anytown USA
 Age 14 Sex: F M Grade 8 School Anytown Middle School
 Teacher Mr. Teach
 Examiner Mrs. Speech MA CCC-SLP

Calculation of Student's Age		
Year	Month	Day
Test Date: 2013	3	2 ³²
Birth Date: 1999	4	28
Age: 14	0	4

Test Scaled Scores								
	Raw Score	Scaled Score	Scaled Score Points +/-	Confidence Interval (90% Level)	Percentile Rank	Percentile Rank CI	Age Equivalent	Growth Scale Value
Word Classes (WC)	30	8	2	6 to 10	25	9 to 50	11:7	583
Following Directions (FD)	26	9	2	7 to 11	37	16 to 63	13:4	579
Formulated Sentences (FS)	32	6	2	4 to 8	9	2 to 25	8:11	527
Recalling Sentences (RS)	40	5	1	4 to 6	5	2 to 9	8:0	512
Understanding Spoken Paragraphs (USP)	6	3	2	1 to 5	1	0.1 to 5		
Word Definitions (WD)	7	7	2	5 to 9	16	5 to 37	10:7	472
Sentence Assembly (SA)	7	6	1	5 to 7	9	5 to 16	8:5	481
Semantic Relationships (SR)	11	8	2	6 to 10	25	9 to 50	10:4	508
Pragmatics Profile (PP)	198	10	1	9 to 11	50	37 to 63	16:4	652

Core Language Score and Index Scores															
	Age	WC	FD	FS	RS	USP	WD	SA	SR	Sum of Scaled Scores	Standard Score	Standard Score Points +/-	Confidence Interval (90% Level)	Percentile Rank	Percentile Rank CI
Core Language Score (CLS)	9–12												to		to
	13–21			6	5	3			8	22	73	5	68 to 78	4	2 to 7
Receptive Language Index (RLI)	9–12												to		to
	13–21	8				3			8	19	79	5	74 to 84	8	4 to 14
Expressive Language Index (ELI)	9–21			6	5			6		17	75	5	70 to 80	5	2 to 9
	9–12												to		to
Language Content Index (LCI)	9–12												to		to
	13–21	8				3		6		17	73	5	68 to 78	4	2 to 7
Language Memory Index (LMI)	9–21		9	6	5					20	80	5	75 to 85	9	5 to 16

Discrepancy Comparisons								Pragmatics Activities Checklist (PAC)	
	Score 1	Score 2	Difference	Critical Value	Significant Difference	Prevalence in Normative Sample	Statistically Significant Level	Total observations checked:	
Receptive–Expressive Language Index	79	75	4	7	Yes/No	36.6	.15>.05	5	Criterion: ≤ 9
Language Content–Memory Index*	73	80	-7	7	Yes/No	26.7	.15>.05		<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet

*See Appendix F in Examiner's Manual.

Test-Age Equivalents

CELF–5 provides test-age equivalents for norm-referenced tests. A test-age equivalent for a score identifies the age in years and months for which the score was the mean for that age group. For example, a total raw score of 18 on Word Structure corresponds to a test-age equivalent of 4:7. Test-age equivalents for CELF–5 tests are provided in Appendix C. Clinicians report they use test-age equivalents to explain students' performance on standardized tests to parents/caregivers and teachers. Clinicians also report that test-age equivalents are often mandated by agencies at the local, state, and federal level for eligibility and funding purposes. Although test-age equivalents appear to be useful for describing a student's language skills in comparison to typically-functioning students of various ages, there are limitations to their use and interpretation (Kerr, Guildford, & Bird, 2003; Maloney & Larrivee, 2007; McCauley & Swisher, 1984; Thorndike & Thorndike-Christ, 2010; Wiig & Secord, 1992).

Limitation 1

Test-age equivalents do not reflect a student's relative rank or standing within a group of age peers, and therefore, they lack the precise information that within-group norms provide about rank within an age range. You can make judgments about a student's standing relative to age peers only by using standard scores or percentile ranks. A student with an apparently meaningful age equivalent may or may not be in the average range compared to other children of the same age. For example, a student age 12:10 obtained a test-age equivalent of 10:4 on the Recalling Sentences test. Although the student may appear to be performing poorly on this test (2:6 below chronological age), the raw score of 51 on Recalling Sentences is in the average range of functioning (scaled score of 8) for students age 12.

Limitation 2

Small raw score changes may result in large changes in test-age equivalents. Large differences between test-age equivalents and a student's chronological age may be obtained, but interpreting the student's language skills as being far below or above average for his or her age may be unwarranted because the range of average scores overlaps at adjacent age groups. For example, Students A and B are both age 5:4 and were administered the Word Structure test. Student A earned a total raw score of 22 points and an age equivalent of 5:6. Student B earned a total raw score of 25 points and an age equivalent of 6:6. This does not mean that Student B's skill is 12 months more advanced than Student A's. In fact, Student A's and Student B's scaled scores of 10 and 12, respectively, are both in the average range when compared with their age peers.

Limitation 3

Test-age equivalents may not be comparable across tests. A student's corresponding percentile ranks for two tests with the same test-age equivalents may differ substantially. For example, a student age 8:6 obtained an age equivalent of 8:2 on both Word Classes and Following Directions; however, his or her respective percentile ranks for these tests were 37 and 50.

Limitation 4

An extreme test-age equivalent (much lower or much higher than chronological age) does not signify that the student's language functioning resembles that of the extreme age group in every way. In addition, test-age equivalents at the most extreme ends of the age range are particularly difficult to interpret because they may only be reported as being less than 3:0 or greater than 8:11 and 21:11.

Because of these limitations, use of test-age equivalents as the primary scores for diagnosis is not recommended. Standard scores (test or composite) or percentile ranks must be used to compare a student's performance to others of the same age. Clinical decisions should be made from a review of the student's standard scores and other background and qualitative information, such as language samples, parent/teacher interviews, and observations of the student in different language contexts. Diagnosis or placement decisions should never be based on test-age equivalents only or on any one type of score.

Growth Scale Values

Growth Scale Values provide an objective score for measuring changes in CELF–5 performance over time. They were developed using the performance of students in the normative sample and can be used to quantify small improvements in the language skills of students assessed by CELF–5. Growth Scale Values can be used to:

- Track a student's skill development on specific tests (e.g., Recalling Sentences, Word Classes)
- Determine if the student has gained additional language skills since a previous administration of CELF–5
- Measure the efficacy of an intervention protocol that has been implemented for the student

The Growth Scale Value is an equal-interval scale and is superior to raw scores for making comparisons for clinical evaluation. For complete information about CELF–5 Growth Scale Values see the Measuring Progress–Growth Scale Values section in this chapter.

Criterion-Referenced Score

The PAC is a criterion-referenced measure; a student's performance is reported as a criterion-referenced cut score rather than a norm-referenced standard score. Criterion-referenced scores provide a way to compare a student's performance to a standard (criterion) of performance. The PAC cut score reflects a comparison of the results for a group of children with pragmatic language disorders as compared to their typically functioning age-matched peers. (See Chapter 2 of the Technical Manual for information about the development of PAC scores.) Criterion-referenced scores are not dependent on an approximately normal distribution of raw scores. The raw scores may be skewed, with the curve deviating greatly from the normal distribution. In practice, this tends to be the case when measuring skills that are not dependent upon learning but reflect maturity based on developmental behavior relationships. Although test scaled scores reflect learning and acquisition, and therefore measure the accuracy of performance, criterion-referenced scores reflect different criteria established for performance (Typical, Delayed, Atypical). For PAC, a single criterion score is reported for all ages.

Interpretation of CELF–5

Use the following interpretation guidelines to derive the most useful and meaningful educational information and therapy programming recommendations from your students' CELF–5 results.

Evaluating Language and Communication in Context With the ORS

In many assessment situations, it is important to get a broader picture of a student's communication and language performance in different situations prior to administering CELF–5 tests. If a classroom teacher referred a student for assessment, you may want to talk with the teacher about his or her concerns about the student, such as the student's academic strengths and weaknesses, classroom performance, and communication behaviors with peers. If possible, observe the student interacting with the teacher and participating in social situations with peers (e.g., lunchroom behavior, passing in the halls between classes, waiting for the school bus). You may also want to meet directly with the student's parents/caregivers or ask them to complete an ORS regarding the student's communication behaviors. The administration and interpretation of the ORS results are discussed in detail in Chapter 2 and examples of interpretations can be found in Case Studies 1, 3, and 5 in this chapter. Use the ORS when there is a need to identify situations or contexts in which reduced language performance occurs.

As part of a school-based, student-study team or a response-to-intervention (RTI) team, you can use the ORS information to identify classroom difficulties and to suggest interventions as well as curriculum-based or other instructional adjustments. The ORS can be used before testing to (1) identify and prioritize key classroom performance problems and concerns, (2) help clinicians and educators identify performance weaknesses, (3) identify appropriate curriculum links, and (4) lead to continued assessment and intervention approaches.

Communication with the parent/caregiver and teacher as well as observing the student's spontaneous communication behaviors will give you a general idea of the student's language abilities and how they may impact school performance.

This information may help you plan assessment and intervention that enables you and other professionals to work with the student in the least restrictive environment. If many areas of difficulty are identified using the ORS or little success is obtained using classroom interventions, the educational team may decide that a diagnostic evaluation of the student is warranted.

Determining if There is Evidence of a Language Disorder

Clinicians are routinely asked if an individual's language difficulties indicate that he or she has a language disorder. Parents/caregivers may ask the question of a private practitioner about their child who is having difficulty communicating with family and friends, or teachers may ask the question of a school clinician about a student who is not responding to in-classroom learning strategies. CELF-5 provides norm-referenced information to use as part of a total assessment process to help answer the question.

Examining the Core Language Score in combination with the Receptive Language Index and Expressive Language Index scores is recommended as best clinical practice yielding the most accurate diagnostic information. The six tests that make up the Core Language Score and the Receptive Language Index and Expressive Language Index scores best discriminate language performance typical of average or above average language users from language performance observed in children and adolescents with language disorders. Using this combination of scores, sensitivity at $-1 SD$ is 1.00 and .85 at $-1.5 SD$. Specificity at $-1 SD$ is .91 and .99 at $-1.5 SD$. Examine these scores first when interpreting test results to identify a language disorder and to determine if a student is eligible for special services.

An optimal cut score of $-1.3 SD$ (standard score of 80) for the Core Language Score, Receptive Language Index score, and Expressive Language Index score was calculated. Using 80 as the cut score produces the best balance between accurately identifying language disorder (sensitivity of .97) and false positive identification (specificity of .97).

Report the Core Language Score and Receptive Language Index and Expressive Language Index scores with their confidence intervals, and corresponding percentile ranks. See Chapter 4 of the Technical Manual for a description of the sensitivity and specificity of Receptive and Expressive Language Index scores used in conjunction with the Core Language Score at -1 , -1.3 , -1.5 , and $-2 SD$.

If time or resources are limited, you can choose to use the Core Language Score independently to identify a language disorder at $-1 SD$. At $-1 SD$ sensitivity is .99 and specificity is .90. It is not recommended that you use the Core Language Score independently of the Receptive Language Index or Expressive Language Index scores at $-1.5 SD$ and $-2 SD$.

If the Core Language Score, Receptive Language Index score, and Expressive Language Index score are 86 or above (less than 1 SD below the mean of the comparison group), further testing is not necessary unless there is other evidence of a language disorder (such as other test results, language sample analysis, teacher observations, parents'/caregivers' reports, your clinical judgment, information gleaned from the ORS). If any one of these scores—the Core Language Score, Receptive Language Index score, or Expressive Language Index score—is 85 or below (1 or more SD below the mean), or if there is other evidence of a language disorder, additional testing is warranted to further identify specific weaknesses.

The severity of a language disorder is determined by the deviation of a student's scores from the mean of 100. Table 4.6 presents descriptions of the severity of language disorders based on CELF-5 results.

Table 4.6 Guidelines for Describing the Severity of a Language Disorder

Core Language Score, Receptive Language Index, or Expressive Language Index	Classification	Relationship to Mean
115 and above	Above average	+ 1 SD and above
86 to 114	Average	Within + or $-1 SD$
78 to 85	Borderline/Marginal/At risk	Within -1 to $-1.5 SD$
71 to 77	Low range/Moderate	Within -1.5 to $-2 SD$
70 and below	Very low range/Severe	$-2 SD$ and below

Scores within 1 *SD* of the mean (between 86 and 114) are considered average. Scores below -1 *SD* indicate that the student is demonstrating below average to very low language abilities relative to age peers, which may or may not significantly impact academic achievement and participation in classroom activities.

The criteria for identifying a student as having a language disorder vary among school districts and treatment programs. Some agencies use 1 *SD* below the mean as the criterion to qualify a student for enrollment in an intervention program; others use 1.5 or 2 *SD* below the mean. You will need to plan how to address the student's needs within the framework established by your program.

Describing the Nature of the Disorder

If a student is diagnosed as having a language disorder, you typically need more information about the student's language skills, including information about how his or her language modalities and language content are affected. You may also want to examine how a student's oral language skills compare to his or her written language skills, or how the student's pragmatics skills impact his or her success in the classroom and other social contexts. You can choose to continue your evaluation several ways, including:

- Administer the tests required to compute the Language Content Index and Language Structure Index or Language Memory Index scores to evaluate performance across specific language content areas.
- Administer the Reading Comprehension and Structured Writing tests. Research indicates that students who are diagnosed with a language impairment are at risk for reading and writing difficulties (Catts, Bridges, Little, & Toblin, 2008; Tomblin, Zhang, Buckwalter, & Catts, 2000).
- Use the Pragmatics Profile or the PAC to learn about the student's language and communication skills in the classroom and in other social contexts.

Compare the Receptive Language Index score and Expressive Language Index score to evaluate performance across language modalities. Use the Language Content Index score, Language Structure Index score, and Language Memory Index score to describe language strengths, weaknesses, and needs.

Interpreting Differences in Index Scores

CELF-5 Index scores provide information about the nature of a student's language disorder. They enable you to describe the student's language disorder by examining the patterns of performance or by comparing the student's score patterns to the appropriate norm-referenced group. These comparisons can help you identify potentially meaningful patterns of strengths and weaknesses, which may be important in describing functional language impairment and preparing educational programs, accommodations, and interventions.

The CELF-5 Record Forms are designed to help you analyze a student's scores and interpret test results. Each Record Form provides a section to evaluate Index score differences. Differences between selected Index scores were observed for most students in the normative sample and patterns of differences were consistent. For example, 95.3% of the normative sample had a difference of at least 1 standard score point between the Receptive Language Index and the Expressive Language Index scores. Approximately 65.4% of the normative sample had a difference of 5 points between the two scores, and 15.8% had a 15 point difference between the scores. Of these, 7.6% had a 15 point or greater difference, with the Receptive Language Index lower than the Expressive Language Index, and 8.2% had a 15 point or greater difference, with the Receptive Language Index greater than the Expressive Language Index. You can expect most of the students to whom you administer CELF-5 to exhibit some difference between these two scores.

To determine if a language deficit is generalized across receptive and expressive skills, or if it is primarily a receptive or expressive deficit, evaluate the difference between the two Index scores to determine if the difference is significant. Compare the student's relative performance on the Receptive Language Index and Expressive Language Index scores before making clinical or educational decisions about the overall nature of the language impairment.

Use the following procedure to determine if there is a true difference between the Index scores, rather than a difference due to measurement error or random fluctuations.

Comparing the Index Scores

First, compare the Index scores (i.e., Receptive Language Index vs. Expressive Language Index, Language Content Index vs. Language Structure Index, Language Content Index vs. Language Memory Index) to determine if the difference between them is statistically significant. Table F.1 in Appendix F shows the minimum differences between Index scores that are required for statistical significance at the .15 and .05 levels overall and by age. Choose the level of significance to use in comparing index scores. The .15 level of significance is a broader indicator of differences between Index scores. The .05 level of significance is a narrower indicator and is more stringent. By comparing the Index scores, you can determine the following:

- When the difference between two scores is equal to or larger than the listed value in Table F.1, the difference is considered to be a true difference rather than due to measurement error or random fluctuation.
- If the two scores are not significantly different, the student's abilities in these modalities, or content areas, can be considered to be somewhat equally developed.

Next, if there is a significant difference, evaluate how rare the score difference is in the general population. Use Table F.2, in Appendix F, to determine how prevalent the score difference was in the normative sample. The less often a score difference occurs, the greater the chance that the difference may have an impact on intervention and educational accommodations and adaptations.

In the CELF–5 normative sample, the patterns of score differences across ages were consistent: fewer than 5% of the sample showed no difference, about half of all students earned a higher Receptive Language Index score, and about half earned a higher Expressive Language Index score. The larger the difference between any two scores, the smaller the percentage of students who obtained it. For a detailed description of score discrepancies in the normative sample, see Chapter 3 of the Technical Manual.

You can compare the student's performance on the (a) Receptive Language Index and Expressive Language Index scores, (b) Language Content Index and Language Structure Index scores, and (c) Language Content Index and Language Memory Index scores. Use the Discrepancy Comparisons section on page 1 of the Record Form and Table F.1 to determine if the score difference is statistically significant, and then judge how rare the difference is by using Table F.2.

The first column in Table F.2 lists the number of score points from 1–40 that could be different (discrepant) between Index scores. The second column lists the percentages of the normative sample that had differences between the two Index scores. The scores are compared in both directions for each index pair (e.g., Receptive Language Index is less than the Expressive Language Index [RLI < ELI] and Receptive Language Index is greater than the Expressive Language [RLI > ELI]). To determine what percentage of the normative sample obtained a particular score point difference, look for the score point difference and then find the corresponding percentage in either the less than or more than column of the index pairs.

For example, if a student has a standard score of 79 on the Receptive Language Index and a standard score of 54 on the Expressive Language Index, the difference between scores is 25 points ($79 - 54 = 25$). You would look up 25 in the Discrepancy column, and then read across to the RLI > ELI column to see that 1.1% of the normative sample had a discrepancy of 25 points between these two index scores. Differences obtained by 5% or less of the normative sample are considered to be rare.

Sattler (2001) suggests that differences between composite scores that occur in less than 10% or 15% of the normative sample should be considered unusual. For example, if a student earns a Language Content Index of 88 and a Language Memory Index of 66, the difference between the scores is 22 standard score points. According to Table F.2, a Language Content Index that is 22 or more points greater than a Language Memory Index occurred in 2.7% of the normative sample. In other words, 2.7% of the normative sample had differences of 22 or more standard score points between Language Content and Language Memory Index scores. Therefore, the difference between the two Index scores for this student can be considered unusual because of its infrequent occurrence in the normative sample.

Interpreting Written Language Test Results

Research indicates that oral language development lays the foundation for written language achievement (Bishop & Clarkson, 2003; Catts, Bridges, Little, & Tomblin, 2008; Mackie & Dockrell, 2004; Tomblin, Zhang, Buckwalter, & Catts, 2000). Students with language impairment frequently have associated difficulties with reading decoding and reading comprehension. They also tend to be poor at writing, with particularly marked difficulties in sentence construction (syntax), spelling, and punctuation. Administering CELF–5 Reading Comprehension and Structured Writing tests will help provide evidence that a student needs further in-depth assessment in written language.

Administration of Reading Comprehension also enables a comparison of the response patterns for Reading Comprehension to those of Understanding Spoken Paragraphs to determine (a) if difficulties on both tasks are more prevalent for items that require recall of factual information (i.e., memory) or of implicit, not stated information (i.e., making inferences and predictions); and (b) if the student demonstrates difficulties across both oral and written language tasks (see Case Study 4). Comparison of the syntactic features of sentences in Structured Writing and in Formulated Sentences can provide evidence of the relationship between application of syntactic knowledge in oral and written expression (see Case Study 4).

A student who scores in the average range and above (i.e., scaled scores of 8 or above) on the Reading Comprehension and Structured Writing tests may not need further assessment in written language. However, for a student with a scaled score of 7 or below, follow up is recommended, including: consulting the student's classroom teacher about the student's classroom performance, observing the student during reading instruction, and administering more in-depth written language tests to determine the student's areas of weakness that contribute to his or her reading and writing difficulties (e.g., limited vocabulary, difficulty with decoding words, difficulty with grammar rules, poor understanding and use of mechanics).

Interpreting the Pragmatics Profile and the PAC

If referral concerns include social communication or behavioral concerns, you may need to examine the student's pragmatic behaviors. It may be important to evaluate the student's pragmatics behaviors in relation to the social expectations for communication in the classroom and at home. Often, teachers' concerns about inappropriate student behavior in the classroom mask social communication deficits. The Pragmatics Profile and the PAC can provide information regarding questions such as:

- Are similar difficulties evident in natural settings and in everyday life?
- Are there underlying behaviors affecting the student's language?
- How does the student interact with teachers and other students in classroom and social language situations?

The Pragmatics Profile provides norm-referenced scaled scores, with a mean of 10 and a *SD* of 3. A score between 8 and 12 is considered average for this test. Scores at -1 *SD* and below (7 and below) indicate that the student is demonstrating below average to very low social communication abilities relative to age peers. Scores at 7 or below may or may not significantly impact academic achievement and participation in classroom activities. Information obtained from the student's teacher(s) and family can help inform decisions about strategies to employ in the classroom and at home or in a direct intervention program.

For the PAC, a single criterion score is reported for all ages. When the criterion is not met, test results indicate that the student exhibits more atypical social communication behaviors than the average student and further evaluation may include completion of the Pragmatics Profile, observations of the student in multiple contexts and with multiple communication partners, and administering additional dynamic or interactive measures of social communication skills (Winner, 2007). See Chapter 3 for information about administration of the PAC and using the Pragmatics Profile.

Evaluating Metalinguistic Awareness

The transition to metalinguistic awareness and knowledge is an important feature in the maturation of communicative competence. Students with language disorders who have received language intervention may have acquired adequate linguistic knowledge (e.g., semantics, morphology, syntax, pragmatics) for performing within the average range on CELF–5. However, they may not have crossed the developmental bridge to metalinguistic awareness and knowledge—abilities that are separate from linguistic skills (Zipke, 2007). Among the metalinguistic skills to consider are the ability to make and understand inferences; using and understanding multiple meanings words, figurative language, and humor; and using conscious processes in formulating spoken or written sentences to meet cultural expectations for conveying messages or expressing emotions or opinions. CELF–5 Metalinguistics was designed to evaluate delays in the emergence of metalinguistic awareness and knowledge in late-elementary, secondary, and college-level students ages 9–21 years (Wiig & Secord, in press). CELF–5 Metalinguistics is a revision and update of the *Test of Language Competence–Expanded* (TLC–E; Wiig & Secord, 1989). The test may be used for initial diagnosis of a language disorder or as a complement to and extension of the linguistic skills assessed by CELF–5.

Case Studies

The following case studies illustrate interpretation of CELF–5 tests.

Case Study 1 (Male, Age 6:5)

History and Referral

Student A was age 6:5. He was a kindergarten student struggling to keep up with his peers. Student A’s teacher reported that he had difficulty maintaining attention during group discussions and seldom raised his hand to answer questions. When called on to respond, Student A routinely answered with “Huh?” or “What?” Even when Student A was paying attention, he often had difficulty following multiple-step directions (e.g., Put away your book, get your coat, and line up for recess.). He also had difficulty following directions that required making an inference. For example, when told, “Get your book and come to reading time,” Student A was confused about which book he should take out of his desk. Student A did not play with his classmates; rather, he stood to the side and watched the other children play. Student A may have been hesitant to play with other children because he appeared frustrated when children asked him to repeat what he said or when they said, “I don’t understand you.” Student A’s teacher requested that the school’s multidisciplinary team meet to develop an intervention plan. During the meeting, the speech-language pathologist suggested the teacher and parents complete the ORS.

His parents and teacher completed the ORS Listening and Speaking sections prior to assessment with standardized measures. Both the teacher’s and parents’ ratings indicated that Student A had language difficulties. Although Student A’s parents rated his problem behaviors as occurring less frequently than his teacher rated the behaviors, comparison of the rating profiles indicated that the teacher and parents agreed that the areas of greatest concern included:

1. Student A’s difficulty understanding what people were saying.
2. Student A’s difficulty expressing himself, especially when describing events in sequential order.
3. Student A’s inability to clarify what he meant if people did not understand him.
4. Student A becoming easily upset when people did not understand him.

The discrepancies in the observed frequencies of problem behaviors might be explained by how Student A felt in the classroom when others did not understand him. Student A’s parents also agreed with the teacher’s initial concern that Student A had difficulty paying attention and that Student A’s stuttering hindered his communication with others.

Referral Questions

Based on information provided in the ORS and a lack of response to intervention, Student A was referred for a complete speech and language evaluation to determine the following:

1. Did the student manifest a language impairment?
2. If a language impairment is present, what are the patterns of strengths and weaknesses?
3. Based on the profile, what implications do the strengths and weaknesses have on the student's ability to access his education?
4. What intervention recommendations can be derived from the student's profile?

Test Results

The following scores were obtained from administration of CELF–5.

Case Study 1 Overview of CELF–5 Scores for Student A

Core Language and Index Scores	Standard Score	Confidence Interval	Percentile Rank	Confidence Interval
Core Language Score	64	59–69	1	0.3–2
Receptive Language Index	61	55–67	0.5	0.1– 1
Expressive Language Index	70	64–76	2	1–5
Language Content Index	61	56–66	0.5	.2–1
Language Structure Index	65	60–70	1	0.4–2
Test Scores	Scaled Score	Confidence Interval	Percentile Rank	Confidence Interval
Sentence Comprehension	1	1–3	0.1	<0.1–1
Linguistic Concepts	1	1–2	0.1	<0.1–0.4
Word Structure	7	5–9	16	5–37
Word Classes	4	2–6	2	0.4–9
Following Directions	5	3–7	5	1–16
Formulated Sentences	4	2–6	2	0.4–9
Recalling Sentences	3	2–4	1	0.4–2
Understanding Spoken Paragraphs	5	3–7	5	1–16
Pragmatics Profile	3	2–4	1	0.4–2

The Core Language Score of 64 (confidence interval of 59–69) placed Student A's overall performance in the very low range. The Receptive Language Index score of 61 (confidence interval of 55–67) is in the very low range, and the Expressive Language Index of 70 (confidence interval of 64–76) is in the low range. The difference of 9 standard score points between the Receptive Language Index and Expressive Language Index scores is significant ($p < 0.05$), indicating that the student's difficulties are greatest for interpreting spoken language. The Language Content Index score of 61 (confidence interval of 56–66) and the Language Structure Index score of 65 (confidence interval of 60–70) are both in the very low range and do not differ significantly. The profile of the Index scores indicate a severe language disorder that affects receptive and expressive modalities and linguistic aspects of content and structure similarly.

The test scaled scores covered a range from very low (i.e., 1) for Sentence Comprehension and Linguistic Concepts to slightly below average (i.e., 7) for Word Structure, which represented a relative strength for Student A and supported why Student A is able to correctly produce short, simple grammatical sentences most of the time. By comparison, Student A had difficulty with forming, as well as understanding, compound and complex sentences. This may be attributed to Student A's difficulties with linguistic concepts (e.g., *before*, *after*, *next to*) and word classes/relationships (e.g., *banana* and *apple* go together because they are fruit, *cat* and *kitten* go together because one is a younger version of the other). Student A also demonstrated difficulties with listening comprehension tasks, such as following verbal directions (e.g., *Point to the big spotted dog.*) and answering questions about a story he had just heard (e.g., *What is this story about?*).

In addition to the linguistic tests, the Pragmatics Profile was completed, and ratings resulted in a scaled score of 3, indicating performance in the very low range. The majority of the ratings indicated that the expected pragmatics behaviors occurred sometimes, but a few ritual behaviors occurred frequently. Pragmatics behaviors that Student A had most difficulty with included: inappropriately giving and asking for directions, not asking for clarification if he is confused about a situation, not being able to coordinate gaze, and misinterpreting facial cues/expressions.

Recommendations and Follow-up

Analysis of Student A's responses provided objectives for intervention. For example, Student A's responses to the items for Understanding Spoken Paragraphs indicated that he required few prompts to recall facts in familiar and simply stated sentences. In contrast, Student A had great difficulty answering questions that included combinations of two or three stated facts, and he failed to answer any questions that required interpretation of the topic or inferences about reasons, outcomes, or feelings. In this case, Student A's listening comprehension difficulties may have been due to poor understanding of concepts and vocabulary, lack of inference skills, and an inability to attend in situations where listening is important. Based on analysis of Student A's responses, one of the objectives for intervention might be to develop Student A's ability to recognize and perceive relationships among high frequency words and to form associations (e.g., markers and pencils are both associated with writing/marking on paper; shoes and socks are both associated with feet/footwear). A second objective might be to develop Student A's ability to go beyond the stated facts by making simple inferences. For example, introduce Student A to picture stories, such as *A Boy, A Dog, and a Frog* (Mayer, 1967) and discuss what the characters may be thinking and feeling based on their facial expressions and body language. Also, discuss each story event that has just occurred and then ask Student A to predict what may happen next. A third objective, based on the teacher's and parents' comments that Student A had problems paying attention, is to consider a follow-up assessment with behavioral ratings for attention deficit hyperactivity disorder.

Case Study 2 (Female, Age 7:8)

History and Referral

Student B was age 7:8 and had recently relocated from a different state. Prior to the move, Student B was diagnosed with a mild-to-moderate language disorder and had received intervention services for four months. Student B's diagnosis was based on a criterion-referenced measure, language sampling, classroom work samples, and teacher and parent reports. In her new school, Student B's teacher and parents were concerned that she was struggling academically. The teacher also noted instances of Student B's delayed fine and gross motor skills development. For example, Student B's teacher stated that Student B had difficulty identifying and writing letters and numbers. Additionally, Student B's parents stated that she, "often trips or bumps into things, and is generally clumsy."

Referral Questions

After reviewing Student B's present level of academic achievement and functional performance, the classroom teacher and the school reading specialist requested that Student B be administered a standardized measure to get a more complete profile of her language skills and to determine the following:

1. Did the student continue to manifest a language impairment?
2. If a language impairment is present, what are the patterns of strengths and weaknesses?
3. What implications does the profile of strengths and weaknesses have on the student's ability to access her education?
4. Does the student continue to qualify for speech and language intervention services?

Test Results

The following scores were obtained from administration of CELF-5.

Case Study 2 Overview of CELF-5 Scores for Student B

Core Language and Index Scores	Standard Score	Confidence Interval	Percentile Rank	Confidence Interval
Core Language Score	84	77-91	14	6-27
Receptive Language Index	63	55-71	1	0.1-3
Expressive Language Index	96	90-102	39	25-55
Language Content Index	74	67-81	4	1-10
Language Structure Index	83	76-90	13	5-25
Test Scores	Scaled Score	Confidence Interval	Percentile Rank	Confidence Interval
Sentence Comprehension	1	1-3	0.1	<0.1-1
Linguistic Concepts	6	4-8	9	2-25
Word Structure	10	8-12	50	25-75
Word Classes	2	1-4	0.4	<0.1-2
Following Directions	8	7-9	25	16-37
Formulated Sentences	10	8-12	50	25-75
Recalling Sentences	8	6-10	25	9-50
Understanding Spoken Paragraphs	9	7-11	37	16-63

The Core Language Score of 84 (confidence interval of 77–91) placed the student's overall performance in the below average range. The Receptive Language Index score of 63 (confidence interval of 55–71) is in the very low range, indicating difficulties in interpreting spoken information. The Expressive Language Index score of 96 (confidence interval of 90–102) placed the student's performance in the average range. The 33-point difference between the Receptive Language Index and Expressive Language Index scores occurs rarely and is clinically significant ($p < 0.05$). The Language Content Index score of 74 (confidence interval of 67–81) indicates performance in the low range, indicating difficulties in creating meanings for the linguistic stimuli. The Language Structure Index score of 83 (confidence interval of 76–90) placed the student's performance in the below average range. The 9-point difference between the Language Content Index and Language Structure Index scores is significant ($p < 0.05$), indicating relatively greater difficulties with language content (semantics) than with language form (structure).

The test scaled scores range from a low of 1 to a high of 10. Scores for Word Structure (10), Formulated Sentences (10), Understanding Spoken Paragraphs (9), Following Directions (8), and Recalling Sentences (8) are in the average range and indicate areas of relative strength for Student B. In comparison, scores for Sentence Comprehension (1) and Word Classes (2) are in the very low range and indicated areas of weakness. The results underscored Student B's difficulties in creating meanings for spoken sentences and perceiving relationships and associations among words.

Analysis of the response pattern for Sentence Comprehension items indicated that sentences with embedded relative clauses (i.e., *who*) were matched correctly to the picture stimuli. In contrast, sentences with coordination (e.g., *She is climbing and he is swinging.*) and subordinated clauses (e.g., *The boy gathers the apples after they have fallen to the ground.*) tended to be misinterpreted. Student B's poor performance may have resulted from visual-perceptual deficits that interfered with the perception of salient details in the test stimuli. Alternatively, the scattered distribution of accurate and inaccurate responses and no ceiling being reached on this test suggests that Student B's attention may have fluctuated—indicating a possible need to review Student B's behavior on other tests. For example, analysis of Student B's response pattern for Understanding Spoken Paragraphs indicates that for all paragraphs, factual questions usually resulted in more errors or, "I forgot," responses than inferential questions. This pattern also suggests that Student B's attention may have fluctuated, but that contextual cues may have made it relatively easier for her to respond to inferential questions than to factual questions. The examiner indicated that although Student B was positive and cooperative throughout testing, she was intermittently distractible and off-task during administration of several tests.

The response pattern to items on the Word Classes test is consistent with difficulties in the acquisition and analysis of word meanings that are basic for forming associations. Because administration of this test was discontinued relatively early (ceiling Item 15), it is difficult to determine if Student B's difficulties with forming associations is tied specifically to semantic class (e.g., *foot* and *hand* are body parts) or if she has difficulty with other types of associations, such as object functions (e.g., *hammer* and *nail*), synonyms (e.g., *silent* and *quiet*), and word opposites (e.g., *smooth* and *rough*).

Recommendations and Follow-up

Based upon assessment information, Student B would benefit from structured language tasks and practice to address her weakness in the areas of receptive language. Goals and objectives should be specifically targeted toward (a) comprehension of sentences of increasing length and complexity, and (b) increasing knowledge of word meanings and word associations.

In terms of follow-up, it would be important to administer the ORS to assess Student B's classroom language behaviors specifically and to identify areas of concern. The classroom ratings may provide a better understanding of interactions between classroom expectations and Student B's current linguistic abilities. Because Student B performed poorly on tests requiring her to attend to differences in visual stimuli, and past teacher and parent reports state concerns with problems identifying and writing letters and numbers (perhaps due to poor visual acuity) and general clumsiness (perhaps due to poor attentional skills), she should be referred for further motor skill testing and a visual acuity examination.

Case Study 3 (Male, Age 12:4)

History and Referral

Student C was age 12:4 and enrolled in the sixth grade. His teacher reported that Student C's overall reading and math skills were in the average to below average range based on curriculum measures and classroom performance. She indicated that his perseverative behavior and difficulty with social communication often impact him in the educational setting. His parents followed up with a medical assessment by a developmental pediatrician. The result was referral for further assessment, including speech and language evaluation targeting pragmatics language.

The ORS was completed by the teacher before standardized tests were administered. In the area of listening, the teacher reported that Student C sometimes had trouble understanding others. The teacher also reported that Student C often had trouble deciphering meaning from the facial expressions, gestures, and body language of others. In the area of Speaking, the teacher reported that Student C often had difficulty answering questions, asking questions, expressing thoughts, describing events, and engaging in conversations with others. No significant problems were reported in reading and writing except that Student C was unable to expand details when writing. The teacher further reported that Student C had a flat affect and that it was difficult to gauge his interest and level of understanding.

Referral Questions

The student was referred for a complete speech and language evaluation to determine the following:

1. Did the student manifest a language impairment?
2. If a language impairment is present, what are the patterns of strengths and weaknesses?
3. What implications does the profile of strengths and weaknesses have on the student's ability to access his education?
4. What intervention recommendations can be derived from the student's profile?

Test Results

The following scores were obtained from administration of CELF–5.

Case Study 3 Overview of CELF–5 Scores for Student C

Core Language and Index Scores	Standard Score	Confidence Interval	Percentile Rank	Confidence Interval
Core Language Score	86	80–92	18	9–30
Receptive Language Index	88	81–95	21	10–37
Expressive Language Index	83	76–90	13	5–25
Language Content Index	91	83–99	27	13–47
Language Memory Index	82	75–89	12	5–23

Test Scores	Scaled Score	Confidence Interval	Percentile Rank	Confidence Interval
Word Classes	10	8–12	50	25–75
Following Directions	7	5–9	16	5–37
Formulated Sentences	7	4–6	16	2–9
Recalling Sentences	7	6–8	16	9–25
Understanding Spoken Paragraphs	9	7–11	37	16–63
Word Definitions	7	5–9	16	5–37
Sentence Assembly	8	6–10	25	9–50
Semantic Relationships	7	5–9	16	5–37
Pragmatics Profile	4	3–5	2	1–5
Reading Comprehension	10	8–12	50	25–75
Structured Writing	13	9–17	84	37–99

Student C’s Core Language Score of 86 (confidence interval of 80–92) placed the student’s overall language performance within the average range. The Receptive Language Index score of 88 (confidence interval of 81–95) is also within the average range. The Expressive Language Index score of 83 (confidence interval of 76–90), is in the below average range. The Language Content Index score of 91 (confidence interval of 83–99) is in the average range. The Language Memory Index score of 82 (confidence interval of 75–89) indicates performance in the below average range. Based on the profile of the Index scores, Student C would be considered to have a mild language disorder involving his expressive modalities and his ability to apply working memory to linguistic concepts.

With the exception of Pragmatics Profile, Student C’s scaled scores range from a low of 7 to a high of 13 and all are within the average to below average performance range. Student C’s performance on the CELF–5 tests was consistent with the performance reported by his teacher on the ORS. The teacher reported few concerns about listening skills and much more concern about Student C’s speaking skills. Analysis of item response patterns for the CELF–5 tests indicated clear ceiling effects with few variations in the scores assigned below ceiling. This indicates that the scores can be considered representative of Student C’s current language status.

Student C’s literacy levels were examined with the CELF–5 Reading Comprehension test. He obtained a scaled score of 10, placing his performance in the average range for Reading Comprehension. A comparison of his performance on Reading Comprehension (scaled score of 10) and Understanding Spoken Paragraphs (scaled score of 9) indicates that Student’s C’s linguistic knowledge demonstrated on Understanding Spoken Paragraphs carried over to his reading comprehension skills. On Structured Writing, Student C obtained a scaled score of 13 placing him in the above average range. This indicates that Student C’s syntactic knowledge demonstrated on Sentence Assembly and Formulated Sentences carried over to his written language skills.

Student C's pragmatics abilities were assessed with the Pragmatics Profile and the PAC. The ratings of expected behaviors in the Pragmatics Profile resulted in a scaled score of 4, indicating performance in the very low range. Weak pragmatic skills were confirmed during participation in the PAC activities. The Pragmatics Profile and the PAC revealed strengths in Student C's ability to understand nonverbal communication. The examiner observed that Student C had an extensive vocabulary, was willing to take risks, but that he produced messages that were often redundant in nature. His affect was flat, and he typically responded in a monotone voice. It was also noted that he rarely tried to keep the conversation going. Results from both measures confirmed that Student C demonstrated significant difficulty in his ability to engage in appropriate conversational turn taking. Test results also indicated that Student C had difficulty interpreting his communication partner's verbal messages, as well as producing appropriate verbal responses. Student C presented with pervasive pragmatic language deficits. Deficits in this area may be attributable to Student C's difficulty in taking his communication partner's perspective and sharing information within his educational environment.

Recommendations and Follow-up

The evidence of the student's pragmatics difficulties suggests follow-up observation is necessary in Student C's classroom environment. Student C may benefit from classroom-based intervention, possibly within an RTI format. Based on test results, Student C may benefit from structured and unstructured language tasks that specifically address his weaknesses in language memory, oral expression, and pragmatics.

Case Study 4 (Female, Age 13:3)

History and Referral

Student D was age 13:3 and attending a private school where she was enrolled in the seventh grade. Her parents reported that Student D had struggled academically since the first grade. Her classroom teacher reported that Student D was well-behaved, with excellent social language skills. She had many friends and was able to engage in reciprocal language exchanges, typical to her peers. The teacher noted deficits in the student's ability to engage in active listening tasks during whole-group instruction. Student D rarely participated in class discussions and often appeared to be off track. Her teacher also indicated that Student D had difficulty engaging in seatwork. She did not appear to know how to initiate tasks or how to complete assignments without additional assistance and direction from the teacher. These difficulties in the classroom impacted her across the curriculum. The teacher indicated that Student D was more successful when written instructions were presented and when key terms and concepts could be taught individually, a second time, following whole-group instruction.

Referral Questions

The student was referred for a full speech and language evaluation to determine the following:

1. Did the student manifest a language impairment?
2. If a language impairment is present, what are the patterns of strengths and weaknesses?
3. What implications does the profile of strengths and weaknesses have on the student's ability to access her education?
4. What intervention recommendations can be derived from the student's profile?

Test Results

The following scores were obtained from administration of CELF–5.

Case Study 4 Overview of CELF–5 Scores for Student D

Core Language and Index Scores	Standard Score	Confidence Interval	Percentile Rank	Confidence Interval
Core Language Score	83	77–89	13	6–23
Receptive Language Index	79	72–86	8	3–18
Expressive Language Index	100	93–107	50	32–68
Language Content Index	86	79–93	18	8–32
Language Memory Index	85	78–92	16	7–30

Test Scores	Scaled Score	Confidence Interval	Percentile Rank	Confidence Interval
Word Classes	8	6–10	25	9–50
Following Directions	4	2–6	2	0.4–9
Formulated Sentences	8	6–10	25	9–50
Recalling Sentences	11	10–12	63	50–75
Understanding Spoken Paragraphs	4	2–6	2	0.4–9
Word Definitions	7	5–9	16	5–37
Sentence Assembly	11	9–13	63	37–84
Semantic Relationships	7	5–9	16	5–37
Pragmatics Profile	13	12–14	84	75–91
Reading Comprehension	5	3–7	5	1–16
Structured Writing	9	6–12	37	9–75

The Core Language Score of 83 (confidence interval of 77–89) places Student D's overall performance in the below average range. The Receptive Language Index of 79 (confidence interval of 72–86) places her performance on tests measuring listening and auditory comprehension in the below average range as well. The Expressive Language Index of 100 (confidence interval of 93–107) places her performance on tests measuring overall oral language expression in the average range. The difference between the Receptive Language Index and the Expressive Language Index of 21 standard score points is rare and clinically significant ($p < 0.05$). The Language Content Index score of 86 (confidence interval of 79–93) is within the average performance range. The Language Memory Index score of 85 (confidence interval of 78–92) is in the below average range. The profile of scores indicates a mild language disorder with deficits in listening and auditory comprehension and relative strengths in expressive language skills.

Student D's performance on the Following Directions test (scaled score of 4) indicates an area of weakness in her ability to comprehend and recall auditory information. These skills are necessary for following classroom instructions in order to successfully complete assignments and to follow teachers' instructions. This information correlates with the teacher's observation that Student D had difficulty initiating and finishing assignments independently. Student D's response pattern in the Following Directions test indicated weaknesses in her ability to comprehend directions containing two- and three-level commands with multiple modifiers, vocabulary related to sequential order, and vocabulary related to spatial order.

Student D's performance on the Understanding Spoken Paragraphs test (scaled score of 4) also indicated an additional area of weakness in her ability to listen and comprehend auditory information and to utilize critical thinking skills to make inferences and predictions. Student D's observed off-task behavior and difficulty with auditory comprehension may be directly attributable to deficits addressed in this test. Analysis of Student D's responses indicated weakness in answering questions that required prediction and implied meaning. Word Definitions (scaled score of 7) and Semantic Relationships (scaled score of 7) are in the below average range. Scores on all other tests are within the average range.

The Pragmatics Profile was also completed for Student D. Responses to all questions were rated as occurring *Always* or *Almost Always*. The student received a scaled score of 13, indicating performance in the above average range. This outcome indicates that the student's language difficulties occurred in the presence of strong pragmatics abilities.

The CELF-5 written language tests were also administered. On the Reading Comprehension test, the student earned a scaled score of 5 (confidence interval 3–7). Analysis of response patterns indicated that questions for factual information generally posed no difficulties for Student D. In contrast, implicit questions, questions that required the student make inferences and predictions and interpretation of metaphors, resulted in incorrect responses. This response pattern is similar to the one observed in Understanding Spoken Paragraphs. In combination, the patterns indicated a need for developing metalinguistic awareness and knowledge. Assessing metalinguistic abilities with CELF-5 Metalinguistics may identify additional strengths or weaknesses (Wiig & Secord, in press). On the Structured Writing task, the student obtained a scaled score of 9 (confidence interval 6–12). Analysis of the response pattern indicated that sentences were complete and that simple and complex sentence structures were included.

Recommendations and Follow-up

Based on the results, Student D would benefit from structured language tasks that specifically address her weakness in receptive language. Goals and objectives should be developed to specifically target Student D's ability to answer higher level predictive and inference questions relating to information she is exposed to auditorily. In addition, she would benefit from structured language tasks that address vocabulary relating to ordinal, spatial, and relational directions and modifiers. Assessment in the area of metalinguistic skills using CELF-5 Metalinguistics may also be warranted. Further testing may yield additional information to help in educational planning for Student D.

Case Study 5 (Female, 8:1)

History and Referral

Student E was age 8:1 and in the third grade. She was a simultaneous language learner (English–Spanish). The school intervention team referred Student E for an assessment of her language skills. Her teacher was concerned that Student E was not advancing academically at the same rate as other students in her classroom. Primary concerns centered on Student E's expressive language skills and academic skills (reading comprehension and writing).

Student E came from a bilingual home, but she spoke primarily English while her parents spoke both English and Spanish. Student E's maternal grandparents (who also spoke both Spanish and English) lived in the same household. Student E attended a kindergarten program with an English-speaking teacher and a Spanish-speaking aide who translated for the students when needed. At the end of kindergarten, English as a Second Language (ESL) testing yielded scores in the advanced range, indicating near native proficiency in English in listening, speaking, reading, and writing. Consequently Student E was dismissed from the ESL program. After that, all of her formal academic instruction was conducted in English, with no ESL support. Student E's parents reported that her Spanish language skills were very limited. They also stated that there were no concerns about Student E's speech and language skills until this academic year.

The ORS was previously completed by Student E's teacher and parents as part of the school's RTI program. The parents reported that Student E sometimes had difficulty recalling words, using a variety of vocabulary, understanding the meaning of words, and expressing her thoughts fluently in English or Spanish. They were also concerned about her grades in reading and writing in school. Her teacher reported similar vocabulary, reading comprehension, and writing difficulties. However, the teacher reported these difficulties as occurring more frequently than the parents did.

Referral Questions

The student was referred for a full speech and language evaluation to determine the following:

1. Did the student manifest a language impairment or a language difference?
2. If a language impairment is present, what are the patterns of strengths and weaknesses?
3. What implications does the strengths and weaknesses profile have on the student's ability to access her education?
4. What intervention recommendations can be derived from the student's profile?

Test Results

The following scores were obtained from administration of CELF-5.

Case Study 5 Overview of CELF-5 Scores for Student E

Core Language and Index Scores	Standard Score	Confidence Interval	Percentile Rank	Confidence Interval
Core Language Score	76	69–83	5	2–13
Receptive Language Index	78	71–85	7	3–16
Expressive Language Index	72	65–79	3	1–8
Language Content Index	74	67–81	4	1–10
Language Structure Index	76	69–83	5	2–13

Test Scores	Scaled Score	Confidence Interval	Percentile Rank	Confidence Interval
Sentence Comprehension	8	6–10	25	9–50
Linguistic Concepts	5	3–7	5	1–16
Word Structure	6	4–8	9	2–25
Word Classes	6	4–8	9	2–25
Following Directions	5	4–6	5	2–9
Formulated Sentences	5	3–7	5	1–16
Recalling Sentences	4	2–6	2	0.4–9
Understanding Spoken Paragraphs	7	4–10	16	2–50
Pragmatics Profile	6	5–7	9	5–16
Reading Comprehension	4	2–6	2	0.4–9
Structured Writing	7	4–10	16	2–50

Student E's Core Language Score, 76 (confidence interval 69–83), indicates performance in the low range. The Receptive Language Index score of 78 (confidence interval 71–85) is in the below average range, and the Expressive Language Index score of 72 (confidence interval 65–79) is in the low range. The difference of 6 points between the Receptive Language Index and Expressive Language Index scores is not significant. The Language Content Index score of 74 (confidence interval 67–81) is in the low range, and so is the Language Structure Index score of 76 (confidence interval 69–83). The profile of the Index scores indicates a moderate language disorder that affects receptive and expressive modalities and linguistic content and structure.

The test scaled scores cover a range from 4 for Reading Comprehension and Recalling Sentences, to 8 for Sentence Comprehension, which represents a relative strength in the student's profile. The student's Reading Comprehension scaled score of 4 is in the very low range, indicating problems in understanding reading material. The Structured Writing scaled score of 7 indicates performance in the below average range. The Reading Comprehension and Structured Writing scaled scores suggest that additional testing of reading and writing skills is necessary to determine weaknesses that may contribute to the literacy difficulties and cause academic underachievement.

The Pragmatics Profile was completed. The scaled score of 6 is in the below average range. The greatest concerns centered on problems with conversational skills (e.g., introducing and maintaining topics, making relevant contributions, and responding to introductions) and interpreting nonverbal cues (e.g., knowing how someone is feeling based on nonverbal cues).

Observations outside of class indicated that Student E had many friends who speak English and Spanish and that she conversed fluently in English with friends. Occasionally, she exhibited instances of code switching (Spanish) at the word level. Sometimes she appeared to get frustrated when she could not understand what her friends were talking about. These difficulties suggest delays in the acquisition of metalinguistic awareness and knowledge, and this should be explored further to determine specific strengths and weaknesses (e.g., making inferences, multiple meanings, figurative language).

Because Student E has a history of enrollment in ESL and occasionally code switches at the word level, she was referred to a bilingual speech-language pathologist for an evaluation in Spanish. The bilingual speech-language pathologist obtained a Spanish language sample. When spoken to in Spanish, Student E had trouble understanding simple questions. Her Spanish responses consisted of simple one- and two-word utterances (e.g., "papi", "mi mama", "no allá"). When she attempted longer, more complex sentences, she struggled to recall the words in Spanish, made numerous grammatical errors, and frequently switched to English to convey her message.

When spoken to in English, Student E answered in English and used simple and expanded grammatical sentences. Occasionally, she used English grammatical forms influenced by Spanish (omission of possessive nouns and of *-s* and *-ed* verb forms). Student E could not follow complex directions in English or Spanish.

Review of Student E's grades showed that she was passing mathematics. Assignments in her English, science, and social studies classes were often incomplete, but she performed well on fill-in-the-blank and multiple-choice tests. She also had difficulty answering questions that required making inferences from a written passage and integrating multiple sources of information.

Recommendations and Follow-up

Data was obtained from standardized and non-standardized measures (norm-referenced test, language sample, observations, and parent interview) in English and Spanish.

Test results indicated Student E was primarily an English speaker. She showed deficits in expressive language, reading comprehension, and writing. Additional academic instructional support is recommended to address the reading and writing difficulties. Because of Student E's difficulties making inferences and integrating multiple sources of information, it is recommended that additional testing for metalinguistic abilities be conducted.

When Student E was assessed in Spanish, she had difficulty understanding what was said to her and struggled to express herself in Spanish. If she had been able to communicate more fluently in Spanish (i.e., engage in a simple conversation, answer basic questions), additional testing in Spanish would have been necessary to identify skills she may have had in Spanish that she lacked in English. However, because Student E's Spanish language skills are limited, additional standardized testing (dynamic or norm-referenced assessment) in Spanish is not recommended.

Measuring Progress—Growth Scale Values

Growth Scale Values provide an objective score for measuring changes in CELF–5 performance over time. Growth Scale Values were developed using the performance of all examinees included in the normative sample. The Growth Scale Value is an IRT-based ability score with an equal-interval scale that can be used to compare changes in an individual's score across multiple administrations. It is a transformation of the raw score and is superior to raw scores for making comparisons for clinical evaluation, in that raw score totals do not account for differences in item difficulty. A student could have gotten three more items correct, but those three items could have been easy items or hard items. Increases in Growth Scale Values are adjusted such that an increase of 3 points represents the same amount of progress anywhere on the growth scale for the respective test. Growth Scale Values corresponding to test raw score totals are presented in Appendix G.

You can use Growth Scale Values to quantify small improvements in the language skills of a student with a moderate to severe language impairment. CELF–5 provides Growth Scale Values for the tests for which a test-age equivalent can be derived. You can use Growth Scale Values to:

- Track a student's skill development on specific tests (e.g., Recalling Sentences, Linguistic Concepts, Word Classes)
- Determine if the student has gained additional language skills since a previous administration of CELF–5
- Measure the efficacy of an intervention protocol that has been implemented for the student

The advantage of using Growth Scale Values rather than scaled scores to assess improvement in a student's language ability is that the Growth Scale Value provides a quantifiable measure of a student's changes in ability, even if the amount of change is not sufficient to narrow the gap between the student's language skills and those of same-age peers. That is, Growth Scale Values provide an estimate of language ability based on the range of performance of the entire normative sample rather than that of a student's peer group. This means that the Growth Scale Value means the same even if the student's age upon retesting would place them into a new age band. The scores increase as the student demonstrates new abilities. Growth Scale Values have a theoretical range of 100–900, with a mean of 500 and a *SD* of 25.

Note. CELF–5 Growth Scale Values were developed based on the CELF–5 normative sample only. CELF–5 Growth Scale Values cannot be used to compare CELF–4 assessment results with CELF–5 assessment results. Because students take different item sets based on age, Growth Scale Values are not available for the Understanding Spoken Paragraphs, Reading Comprehension, or Structured Writing tests.

The Growth Scale Value is not a normative score because it does not involve comparison with a norm group. Standard scores, percentile ranks, stanines, and normal curve equivalents (NCEs) compare a student's performance with that of a reference group representing others of the same age (the normative sample). In contrast, the Growth Scale Value measures a student's skills with respect to an absolute scale. As the student's skill level grows, the Growth Scale Value will increase.

Using Growth Scale Values

As periodic assessments with CELF–5 are conducted, test Growth Scale Values can be recorded, and changes in the student's performance from one assessment period to the next can be compared. When comparing the scores from two CELF–5 administrations, three patterns are possible: the Growth Scale Value from the most recent test administration increases, is approximately the same, or decreases.

Scores Increase

Growth Scale Values increase when the student earns additional raw score points on the test. Score increases, even small ones, can usually be attributed to refinement or mastery of additional developmental language skills that the student did not demonstrate during the previous test administration.

When interpreting the results of testing, keep in mind that there may be reasons other than the mastery of additional language skills for the increase in Growth Scale Values:

- The student could have been shy, sick, tired, distracted, or frustrated during the first test administration and didn't perform at his or her best. When this is the case, it is possible that the previously administered CELF-5 test score was depressed and did not reflect the student's true language skills.
- The student may have guessed the correct response to one or more test items. On some standardized tests, a student may receive a higher raw score by guessing correctly on a multiple choice test item. The possibility of a student achieving a higher raw score due to guessing on CELF-5 is minimized by the fact that there are few test items in which there are opportunities for guessing the correct answer, particularly on the tests that require the student to respond verbally.

The items for which a student can guess the correct answer tend to be receptive language tests that provide multiple-choice response items (e.g., Sentence Comprehension, Semantic Relationships). If there is a question of Growth Value Score increases coming primarily from guessing, compare scores on related tests that are not multiple choice to determine if the improved scores also occurred there. Increases in Growth Score Values that only occur on multiple choice tests suggest chance contributions instead of increases in skills or abilities.

Scores Stay About the Same

Possible reasons a student's Growth Scale Value changes very little, include:

- The student may have been tested again, before he or she mastered additional language skills. That is, a younger student (ages 3–5) may reasonably be tested every six months because children develop many language skills quickly at this age. However, a student older than age 5 may or may not be expected to show a difference in skills in six months time. It is not recommended that CELF-5 be administered if less than six months have elapsed, unless you have reason to believe that the student has made measurable progress in that time. Alternative forms of assessment (e.g., language sampling, dynamic assessment) are preferable to frequent additional administrations of the CELF-5 tests. Frequently repeated administrations of most tests may result in inflated scores due to practice effects. See Chapter 3 for a discussion of retesting time considerations.
- At some points along the language developmental continuum, students who are developing language typically plateau for certain types of language skills. Acquisition of morphological markers, for example, does not necessarily proceed at a continuous pace. When this is the case, you may not see progress for certain types of skills. Students who have language disorders, like their typically-developing peers, may experience plateaus in their language development for certain types of language skills.
- The student may not have been in therapy for a sufficient length of time for change to occur as a result of intervention (e.g., the student is only in the fourth week of an eight-week intensive language therapy program).

Scores Decrease

Possible reasons that Growth Scale Values may decrease from previous testing, include:

- Growth Scale Values may decrease for a student who is sick, tired, frustrated, or distracted during the second test session. In this situation, the student is not demonstrating a best performance, and it would be erroneous to interpret a lower score as evidence that the student is losing language skills.
- In some cases, a student may have a progressive or degenerative condition in which the student loses previously acquired language skills. A student who has suffered a traumatic event (e.g., head injury) or illness (e.g., meningitis or sudden onset of a seizure disorder) may also lose previously acquired language skills.

Clinical Significance of Score Differences

Keep in mind that a student may show a relatively small increase in a Growth Scale Value from the earlier test administration, but has learned skills that are clinically significant. That is, the language skills learned represent the acquisition of an important language milestone that is used in communication interactions in functional contexts. For example, a student who did not distinguish between present tense and past tense during an earlier administration of CELF–5, but then consistently marked past tense –*ed* and used irregular past tense forms in a more recently administered test would earn an additional 2 raw score points on the Word Structure test. This would result in a difference of 10 Growth Scale Value points (raw score of 10 with Growth Scale Value of 470; raw score of 12 with Growth Scale Value of 480). However, a student who previously did not mark past tense but now does so has made clinically meaningful progress.

Interpreting Growth Scale Values Relative to Standard Scores

Both scaled scores and Growth Scale Values should be examined to obtain a complete picture of the student's performance since his or her last assessment with CELF–5. Changes in scaled scores will give you information about how the student is performing compared to other students the same age. Changes in Growth Scale Values will give you information about the gains the student has made since his or her last assessment.

You can record both the CELF–5 scaled scores and the Growth Scale Values on the Record Form. Table 4.7 describes the different patterns of performance that you may observe based on the changes in the student's scaled scores and Growth Scale Values over time. Keep in mind that if a student has a severe disability, CELF–5 scaled scores may show little change over time even though the student is learning new language skills. Growth Scale Values are more likely to reflect the changes the student has made as a result of intervention.

Table 4.7 Interpreting Change in a Student's Scaled Scores and Growth Scale Values Over Time

Score Pattern	Scaled Score Interpretation	Growth Score Interpretation
Both scaled score and Growth Scale Value increase	If the student's scaled score at the first test was below average (7 or below), the gap between the student's performance and the performance of typically-developing students who are the same age has narrowed.	The student is acquiring skills at a rate greater than his or her peers.
Scaled score does not change, Growth Scale Value increases	The student's ranking relative to students who are the same age has not changed.	The student is acquiring skills at about the same rate as his or her peers.
Scaled score does not change, Growth Scale Value increases very little	The student's ranking relative to students who are the same age has not changed.	Both the student and his or her peers may be going through a developmental plateau.

The CELF–5 Growth Scale Values are similar to the Growth Scale Values (or *W*) scales on many other tests, such as the *Preschool Language Scale–Fifth Edition* (Zimmerman, Steiner, & Pond, 2011) and the *Woodcock Reading Mastery Tests–Third Edition* (Woodcock, 2011), which is a linear transformation of the ability scale created by a calibration of a subtest using the Rasch model of item response theory (IRT). For a full description of the *W* scale, see Woodcock and Dahl (1971).

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Test Scaled Scores

APPENDIX A 5:0–5:5 Test Scaled Scores

Scaled Score	SC	LC	WS	WC	FD	FS	RS	USP	PP	Scaled Score
19	—	—	33	23–40	25–33	33–48	56–78	20	—	19
18	26	25	32	22	23–24	30–32	52–55	19	—	18
17	—	—	31	21	21–22	27–29	48–51	18	—	17
16	25	24	30	20	18–20	25–26	44–47	17	200	16
15	24	—	29	19	16–17	22–24	39–43	15–16	198–199	15
14	23	23	28	17–18	14–15	19–21	35–38	14	196–197	14
13	22	22	26–27	16	12–13	16–18	31–34	13	191–195	13
12	20–21	21	25	14–15	10–11	13–15	27–30	11–12	183–190	12
11	18–19	20	23–24	13	8–9	11–12	22–26	10	172–182	11
10	16–17	19	21–22	11–12	7	8–10	18–21	8–9	161–171	10
9	14–15	17–18	19–20	9–10	5–6	6–7	14–17	6–7	150–160	9
8	11–13	14–16	17–18	7–8	4	5	11–13	5	138–149	8
7	9–10	12–13	14–16	5–6	3	4	7–10	3–4	126–137	7
6	6–8	9–11	11–13	3–4	2	3	4–6	2	114–125	6
5	4–5	6–8	9–10	2	—	2	3	1	101–113	5
4	1–3	4–5	6–8	1	1	1	2	0	89–100	4
3	0	2–3	4–5	—	—	—	1	—	75–88	3
2	—	1	1–3	0	0	0	—	—	62–74	2
1	—	0	0	—	—	—	0	—	50–61	1

Scaled Score Points for Building Confidence Intervals

Confidence Level	SC	LC	WS	WC	FD	FS	RS	USP	PP	Confidence Level
68%	1	1	1	1	1	1	1	1	1	68%
90%	1	1	1	1	1	2	1	2	1	90%
95%	2	2	2	2	2	2	1	2	1	95%

APPENDIX A 5:6–5:11 Test Scaled Scores

Scaled Score	SC	LC	WS	WC	FD	FS	RS	USP	PP	Scaled Score
19	—	—	33	25–40	27–33	37–48	59–78	—	—	19
18	—	—	32	24	25–26	34–36	55–58	20	—	18
17	26	25	31	23	23–24	31–33	51–54	19	—	17
16	—	—	30	22	21–22	29–30	48–50	18	200	16
15	25	24	—	21	18–20	27–28	44–47	17	199	15
14	24	—	29	20	16–17	24–26	39–43	15–16	198	14
13	23	23	28	18–19	14–15	21–23	35–38	14	194–197	13
12	22	22	26–27	16–17	12–13	18–20	31–34	13	186–193	12
11	21	21	25	15	10–11	15–17	27–30	12	176–185	11
10	19–20	20	23–24	13–14	9	12–14	23–26	10–11	164–175	10
9	17–18	18–19	21–22	11–12	7–8	9–11	19–22	9	153–163	9
8	15–16	16–17	18–20	9–10	6	7–8	15–18	7–8	141–152	8
7	12–14	14–15	16–17	7–8	5	6	11–14	5–6	130–140	7
6	9–11	11–13	13–15	5–6	4	4–5	7–10	4	118–129	6
5	6–8	8–10	11–12	3–4	3	3	4–6	2–3	106–117	5
4	4–5	5–7	8–10	2	2	2	2–3	1	93–105	4
3	2–3	3–4	5–7	1	1	1	1	0	79–92	3
2	1	1–2	2–4	—	—	—	—	—	65–78	2
1	0	0	0–1	0	0	0	0	—	50–64	1

Scaled Score Points for Building Confidence Intervals

Confidence Level	SC	LC	WS	WC	FD	FS	RS	USP	PP	Confidence Level
68%	1	1	1	1	1	1	1	1	1	68%
90%	2	1	2	1	1	1	1	2	1	90%
95%	2	2	2	2	1	2	1	2	1	95%

APPENDIX A 6:0–6:5 Test Scaled Scores

Scaled Score	SC	LC	WS	WC	FD	FS	RS	USP	PP	Scaled Score
19	—	—	33	27-40	29-33	40-48	61-78	—	—	19
18	—	—	32	26	27-28	38-39	58-60	—	—	18
17	—	—	—	25	25-26	35-37	54-57	20	—	17
16	26	25	31	24	23-24	32-34	50-53	19	200	16
15	—	—	—	23	21-22	30-31	47-49	18	—	15
14	25	24	30	22	18-20	27-29	43-46	17	199	14
13	—	—	29	20-21	16-17	25-26	39-42	15-16	196-198	13
12	24	23	28	18-19	14-15	22-24	35-38	14	189-195	12
11	23	22	26-27	17	12-13	20-21	31-34	13	179-188	11
10	21-22	21	24-25	15-16	11	17-19	27-30	12	168-178	10
9	19-20	20	22-23	13-14	9-10	14-16	23-26	10-11	156-167	9
8	17-18	18-19	20-21	11-12	8	11-13	19-22	9	144-155	8
7	15-16	16-17	18-19	9-10	6-7	9-10	15-18	7-8	134-143	7
6	12-14	13-15	15-17	7-8	5	6-8	10-14	5-6	122-133	6
5	9-11	10-12	13-14	5-6	4	4-5	6-9	4	110-121	5
4	6-8	7-9	10-12	3-4	3	3	4-5	2-3	97-109	4
3	4-5	4-6	7-9	2	2	2	2-3	1	83-96	3
2	3	2-3	4-6	1	1	1	1	0	68-82	2
1	0-2	0-1	0-3	0	0	0	0	—	50-67	1

Scaled Score Points for Building Confidence Intervals

Confidence Level	SC	LC	WS	WC	FD	FS	RS	USP	PP	Confidence Level
68%	1	1	1	1	1	1	1	1	1	68%
90%	2	1	1	1	1	2	1	2	1	90%
95%	2	1	2	2	2	2	1	2	1	95%

APPENDIX A 6:6–6:11 Test Scaled Scores

Scaled Score	SC	LC	WS	WC	FD	FS	RS	USP	PP	Scaled Score
19	—	—	—	29-40	31-33	43-48	64-78	—	—	19
18	—	—	33	28	29-30	41-42	61-63	—	—	18
17	—	—	—	27	27-28	39-40	58-60	20	—	17
16	26	—	32	26	25-26	36-38	54-57	—	—	16
15	—	—	—	25	23-24	34-35	50-53	19	200	15
14	25	25	31	24	21-22	31-33	47-49	18	199	14
13	—	—	30	23	19-20	29-30	43-46	16-17	197-198	13
12	24	24	29	21-22	17-18	26-28	39-42	15	192-196	12
11	—	—	28	19-20	15-16	23-25	35-38	14	182-191	11
10	23	23	26-27	17-18	13-14	21-22	31-34	13	171-181	10
9	22	21-22	24-25	15-16	11-12	18-20	27-30	11-12	160-170	9
8	20-21	20	22-23	13-14	10	15-17	23-26	10	146-159	8
7	18-19	18-19	20-21	11-12	8-9	13-14	19-22	8-9	138-145	7
6	15-17	16-17	17-19	9-10	6-7	10-12	15-18	7	126-137	6
5	12-14	13-15	15-16	7-8	5	7-9	10-14	5-6	114-125	5
4	9-11	10-12	12-14	5-6	4	5-6	7-9	3-4	101-113	4
3	7-8	7-9	9-11	3-4	3	3-4	4-6	2	87-100	3
2	5-6	4-6	6-8	2	1-2	2	2-3	1	71-86	2
1	0-4	0-3	0-5	0-1	0	0-1	0-1	0	50-70	1

Scaled Score Points for Building Confidence Intervals

Confidence Level	SC	LC	WS	WC	FD	FS	RS	USP	PP	Confidence Level
68%	1	1	1	1	1	1	1	1	1	68%
90%	2	1	1	1	1	2	1	2	1	90%
95%	2	2	2	2	2	2	1	2	1	95%

APPENDIX A 7:0–7:11 Test Scaled Scores

Scaled Score	SC	LC	WS	WC	FD	FS	RS	USP	PP	Scaled Score
19	—	—	—	31–40	32–33	46–48	67–78	—	—	19
18	—	—	—	30	31	44–45	64–66	20	—	18
17	—	—	33	29	29–30	42–43	61–63	—	—	17
16	—	—	—	28	27–28	40–41	58–60	19	—	16
15	—	—	32	27	25–26	38–39	55–57	—	200	15
14	26	25	—	26	23–24	36–37	51–54	18	199	14
13	—	—	31	25	22	34–35	48–50	17	198	13
12	25	24	30	23–24	20–21	31–33	44–47	16	194–197	12
11	—	—	29	22	18–19	28–30	40–43	15	186–193	11
10	24	23	28	20–21	16–17	25–27	36–39	13–14	175–185	10
9	23	22	26–27	18–19	14–15	22–24	32–35	12	163–174	9
8	22	21	24–25	16–17	12–13	19–21	27–31	10–11	150–162	8
7	21	20	22–23	14–15	10–11	16–18	23–26	8–9	142–149	7
6	19–20	18–19	19–21	12–13	8–9	13–15	19–22	6–7	130–141	6
5	16–18	15–17	17–18	10–11	6–7	10–12	14–18	4–5	119–129	5
4	14–15	12–14	14–16	8–9	5	7–9	10–13	2–3	105–118	4
3	11–13	9–11	11–13	6–7	4	5–6	7–9	1	91–104	3
2	8–10	7–8	8–10	4–5	2–3	3–4	4–6	0	75–90	2
1	0–7	0–6	0–7	0–3	0–1	0–2	0–3	—	50–74	1

Scaled Score Points for Building Confidence Intervals

Confidence Level	SC	LC	WS	WC	FD	FS	RS	USP	PP	Confidence Level
68%	1	1	1	1	1	1	1	1	1	68%
90%	2	2	2	2	1	2	1	2	1	90%
95%	3	2	2	2	2	2	1	2	1	95%

APPENDIX A 8:0–8:11 Test Scaled Scores

Scaled Score	SC	LC	WS	WC	FD	FS	RS	USP	PP	RC	SW	Scaled Score
19	—	—	—	33–40	33	47–48	70–78	—	—	—	28–30	19
18	—	—	—	32	32	46	68–69	—	—	—	24–27	18
17	—	—	—	31	31	45	65–67	—	—	—	21–23	17
16	—	—	—	30	29–30	43–44	62–64	20	—	—	19–20	16
15	—	—	33	29	27–28	41–42	59–61	—	200	18	18	15
14	—	—	—	28	26	39–40	56–58	19	199	—	17	14
13	26	25	32	27	24–25	37–38	53–55	18	198	17	16	13
12	—	—	31	26	22–23	35–36	50–52	17	196–197	—	15	12
11	25	24	30	25	20–21	33–34	46–49	16	190–195	16	14	11
10	—	—	29	23–24	18–19	30–32	41–45	15	180–189	15	13	10
9	24	23	28	21–22	16–17	27–29	37–40	14	168–179	14	12	9
8	—	22	26–27	19–20	14–15	24–26	33–36	13	153–167	12–13	10–11	8
7	23	21	24–25	17–18	12–13	20–23	29–32	11–12	146–152	10–11	8–9	7
6	21–22	20	21–23	15–16	10–11	17–19	24–28	10	134–145	7–9	6–7	6
5	19–20	18–19	19–20	13–14	8–9	14–16	18–23	8–9	123–133	5–6	3–5	5
4	16–18	15–17	16–18	10–12	6–7	11–13	13–17	6–7	108–122	2–4	0–2	4
3	14–15	12–14	13–15	8–9	5	8–10	9–12	4–5	94–107	1	—	3
2	11–13	9–11	10–12	6–7	3–4	5–7	6–8	2–3	79–93	0	—	2
1	0–10	0–8	0–9	0–5	0–2	0–4	0–5	0–1	50–78	—	—	1

Scaled Score Points for Building Confidence Intervals

Confidence Level	SC	LC	WS	WC	FD	FS	RS	USP	PP	RC	SW	Confidence Level
68%	1	1	1	1	1	1	1	1	1	1	1	68%
90%	2	2	2	2	1	2	1	2	1	1	2	90%
95%	2	2	2	2	1	2	2	3	1	2	3	95%

APPENDIX A 9:0–9:11 Test Scaled Scores

Scaled Score	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Scaled Score
19	36–40	33	48	73–78	—	17–21	20	—	—	—	40–42	19
18	35	—	47	71–72	—	16	—	20	—	—	36–39	18
17	34	32	46	68–70	20	15	19	—	—	—	32–35	17
16	33	30–31	45	66–67	—	13–14	18	19	—	—	29–31	16
15	32	29	43–44	63–65	19	11–12	17	18	—	16	27–28	15
14	31	28	42	60–62	—	10	16	17	200	—	26	14
13	30	27	40–41	57–59	18	9	14–15	15–16	199	15	25	13
12	29	25–26	38–39	54–56	17	8	12–13	13–14	197–198	—	24	12
11	28	23–24	36–37	51–53	16	7	10–11	11–12	194–196	14	23	11
10	26–27	21–22	34–35	47–50	14–15	5–6	8–9	9–10	185–193	13	21–22	10
9	23–25	19–20	31–33	42–46	13	4	6–7	7–8	171–184	12	19–20	9
8	21–22	17–18	28–30	37–41	11–12	—	5	5–6	157–170	11	17–18	8
7	19–20	14–16	24–27	33–36	10	3	3–4	4	150–156	9–10	14–16	7
6	18	12–13	21–23	29–32	8–9	—	2	3	138–149	6–8	11–13	6
5	15–17	10–11	17–20	22–28	6–7	2	1	2	127–137	3–5	8–10	5
4	12–14	8–9	14–16	16–21	4–5	—	—	1	112–126	0–2	5–7	4
3	10–11	6–7	11–13	12–15	2–3	1	0	—	98–111	—	3–4	3
2	8–9	5	8–10	8–11	1	—	—	0	82–97	—	1–2	2
1	0–7	0–4	0–7	0–7	0	0	—	—	50–81	—	0	1

Scaled Score Points for Building Confidence Intervals

Confidence Level	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Confidence Level
68%	1	1	1	1	1	1	1	1	1	1	1	68%
90%	2	1	2	1	2	2	1	1	1	1	2	90%
95%	2	2	2	1	2	2	2	2	1	2	3	95%

APPENDIX A 10:0–10:11 Test Scaled Scores

Scaled Score	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Scaled Score
19	38–40	33	48	75–78	—	19–21	20	—	—	—	41–42	19
18	37	—	—	73–74	—	17–18	—	20	—	—	38–40	18
17	36	32	47	71–72	—	16	19	—	—	—	34–37	17
16	35	31	46	69–70	20	14–15	—	19	—	—	31–33	16
15	34	30	45	66–68	—	13	18	18	—	—	29–30	15
14	33	29	44	64–65	19	11–12	17	17	200	—	28	14
13	32	28	42–43	61–63	—	10	16	16	199	16	26–27	13
12	31	27	41	58–60	18	9	14–15	14–15	198	—	25	12
11	30	25–26	39–40	55–57	17	8	12–13	13	195–197	15	24	11
10	28–29	23–24	37–38	51–54	16	7	10–11	11–12	189–194	14	23	10
9	26–27	21–22	34–36	47–50	14–15	5–6	8–9	9–10	176–188	13	21–22	9
8	24–25	19–20	30–33	42–46	13	4	6–7	7–8	163–175	12	19–20	8
7	22–23	16–18	27–29	38–41	11–12	3	4–5	5–6	155–162	11	17–18	7
6	20–21	14–15	24–26	34–37	10	—	3	4	143–154	9–10	14–16	6
5	18–19	12–13	20–23	27–33	8–9	2	2	2–3	130–142	6–8	11–13	5
4	16–17	10–11	17–19	21–26	6–7	—	1	1	116–129	3–5	8–10	4
3	13–15	8–9	14–16	15–20	4–5	1	—	—	102–115	1–2	5–7	3
2	10–12	6–7	11–13	11–14	2–3	—	0	0	86–101	0	3–4	2
1	0–9	0–5	0–10	0–10	0–1	0	—	—	50–85	—	0–2	1

Scaled Score Points for Building Confidence Intervals

Confidence Level	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Confidence Level
68%	1	1	1	1	1	1	1	1	1	1	2	68%
90%	2	1	2	1	2	2	1	2	1	2	3	90%
95%	2	2	2	1	2	2	1	2	1	2	4	95%

APPENDIX A 11:0–11:11 Test Scaled Scores

Scaled Score	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Scaled Score
19	39–40	—	—	76–78	—	20–21	—	—	—	—	52–54	19
18	38	33	48	75	—	19	20	—	—	—	49–51	18
17	37	—	47	73–74	20	17–18	—	20	—	—	47–48	17
16	36	32	46	71–72	—	16	19	—	—	16	44–46	16
15	35	31	45	69–70	19	14–15	—	19	—	—	42–43	15
14	34	30	—	67–68	—	13	18	18	200	15	39–41	14
13	33	29	44	65–66	18	11–12	17	17	—	—	37–38	13
12	32	28	43	62–64	17	10	16	15–16	199	14	36	12
11	31	26–27	41–42	59–61	16	9	14–15	14	197–198	13	34–35	11
10	30	24–25	39–40	55–58	15	8	12–13	12–13	193–196	12	33	10
9	28–29	22–23	36–38	50–54	14	7	10–11	10–11	178–192	11	31–32	9
8	26–27	20–21	33–35	45–49	13	5–6	8–9	8–9	166–177	10	29–30	8
7	24–25	18–19	30–32	41–44	11–12	4	6–7	6–7	158–165	8–9	26–28	7
6	21–23	16–17	28–29	37–40	8–10	3	4–5	4–5	146–157	7	23–25	6
5	19–20	14–15	25–27	30–36	6–7	2	3	3	133–145	6	19–22	5
4	17–18	11–13	21–24	24–29	4–5	—	2	2	118–132	4–5	15–18	4
3	15–16	9–10	17–20	19–23	2–3	1	1	1	104–117	2–3	12–14	3
2	12–14	7–8	13–16	14–18	0–1	—	—	0	89–103	1	8–11	2
1	0–11	0–6	0–12	0–13	—	0	0	—	50–88	0	0–7	1

Scaled Score Points for Building Confidence Intervals

Confidence Level	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Confidence Level
68%	1	1	1	1	1	1	1	1	1	1	2	68%
90%	2	1	2	1	2	2	1	1	1	2	3	90%
95%	2	2	2	2	2	2	2	2	1	3	3	95%

APPENDIX A 12:0–12:11 Test Scaled Scores

Scaled Score	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Scaled Score
19	—	—	—	77–78	—	21	—	—	—	—	52–54	19
18	40	33	48	76	—	20	—	—	—	—	50–51	18
17	39	—	—	75	—	19	20	—	—	—	47–49	17
16	38	32	47	73–74	20	17–18	—	20	—	—	45–46	16
15	37	—	46	71–72	—	16	19	—	—	16	43–44	15
14	36	31	45	69–70	19	14–15	—	19	200	—	40–42	14
13	35	30	—	67–68	—	13	18	18	—	15	38–39	13
12	34	29	44	65–66	18	11–12	16–17	16–17	199	—	37	12
11	32–33	27–28	43	62–64	17	10	15	15	198	14	36	11
10	31	25–26	41–42	58–61	16	9	13–14	13–14	195–197	13	35	10
9	29–30	23–24	38–40	53–57	15	8	12	11–12	181–194	12	33–34	9
8	27–28	21–22	35–37	48–52	14	6–7	10–11	9–10	169–180	10–11	31–32	8
7	25–26	19–20	32–34	44–47	13	5	8–9	7–8	162–168	9	29–30	7
6	23–24	17–18	30–31	40–43	11–12	4	6–7	5–6	150–161	8	26–28	6
5	21–22	15–16	27–29	33–39	8–10	3	4–5	4	137–149	7	23–25	5
4	19–20	12–14	23–26	27–32	6–7	2	3	2–3	122–136	5–6	19–22	4
3	17–18	10–11	19–22	21–26	4–5	1	2	1	108–121	3–4	15–18	3
2	14–16	8–9	15–18	17–20	2–3	—	1	—	93–107	1–2	10–14	2
1	0–13	0–7	0–14	0–16	0–1	0	0	0	50–92	0	0–9	1

Scaled Score Points for Building Confidence Intervals

Confidence Level	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Confidence Level
68%	1	1	1	1	1	1	1	1	1	1	2	68%
90%	2	2	2	1	2	2	1	2	1	2	3	90%
95%	2	2	3	1	2	2	2	2	1	2	4	95%

APPENDIX A 13:0–13:11 Test Scaled Scores

Scaled Score	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Scaled Score
19	—	—	—	78	—	21	—	—	—	—	56–66	19
18	40	33	48	77	—	—	—	—	—	—	54–55	18
17	—	—	—	76	—	20	20	—	—	—	53	17
16	39	32	47	74–75	20	19	—	20	—	—	52	16
15	38	—	46	73	—	17–18	19	—	—	—	51	15
14	37	31	—	71–72	19	16	—	19	—	19	50	14
13	36	30	45	69–70	18	14–15	18	18	200	—	48–49	13
12	35	29	—	67–68	17	13	17	17	—	18	47	12
11	34	28	44	65–66	16	11–12	16	16	199	—	45–46	11
10	32–33	26–27	42–43	61–64	15	10	14–15	14–15	197–198	17	43–44	10
9	30–31	24–25	39–41	56–60	14	8–9	12–13	12–13	181–196	16	40–42	9
8	29	22–23	36–38	51–55	12–13	7	10–11	10–11	170–180	15	37–39	8
7	27–28	20–21	33–35	46–50	10–11	6	9	8–9	164–169	14	33–36	7
6	25–26	18–19	31–32	42–45	9	4–5	7–8	6–7	152–163	13	29–32	6
5	23–24	16–17	28–30	36–41	7–8	3	5–6	4–5	139–151	11–12	25–28	5
4	21–22	13–15	25–27	29–35	6	2	3–4	2–3	124–138	9–10	20–24	4
3	19–20	11–12	21–24	23–28	4–5	1	2	1	110–123	6–8	16–19	3
2	16–18	9–10	17–20	18–22	2–3	—	1	—	95–109	3–5	12–15	2
1	0–15	0–8	0–16	0–17	0–1	0	0	0	50–94	0–2	0–11	1

Scaled Score Points for Building Confidence Intervals

Confidence Level	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Confidence Level
68%	1	1	1	1	1	1	1	1	1	1	1	68%
90%	2	2	2	1	2	2	1	2	1	2	2	90%
95%	2	2	2	1	2	2	2	2	1	2	3	95%

APPENDIX A 14:0–14:11 Test Scaled Scores

Scaled Score	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Scaled Score
19	—	—	—	78	—	21	—	—	—	—	57–66	19
18	—	—	—	77	—	—	—	—	—	—	55–56	18
17	40	33	48	76	—	20	—	—	—	—	54	17
16	—	—	—	75	—	19	20	20	—	—	52–53	16
15	39	32	47	74	20	18	—	—	—	—	51	15
14	38	—	46	72–73	—	17	19	19	—	—	50	14
13	37	31	—	71	19	15–16	—	—	200	19	49	13
12	36	30	45	69–70	18	14	18	18	—	—	48	12
11	35	29	—	67–68	17	12–13	17	16–17	199	18	47	11
10	33–34	27–28	43–44	63–66	15–16	11	15–16	14–15	197–198	—	45–46	10
9	31–32	26	40–42	58–62	14	9–10	13–14	13	187–196	17	42–44	9
8	30	24–25	38–39	53–57	12–13	8	11–12	11–12	174–186	16	39–41	8
7	28–29	21–23	35–37	48–52	11	6–7	9–10	9–10	167–173	15	35–38	7
6	26–27	19–20	32–34	44–47	10	5	7–8	7–8	155–166	14	31–34	6
5	25	17–18	29–31	37–43	8–9	4	5–6	5–6	142–154	12–13	27–30	5
4	22–24	14–16	26–28	31–36	7	3	3–4	3–4	127–141	9–11	24–26	4
3	20–21	11–13	23–25	24–30	5–6	2	2	2	113–126	7–8	20–23	3
2	18–19	9–10	19–22	20–23	3–4	1	1	1	98–112	5–6	15–19	2
1	0–17	0–8	0–18	0–19	0–2	0	0	0	50–97	0–4	0–14	1

Scaled Score Points for Building Confidence Intervals

Confidence Level	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Confidence Level
68%	1	1	1	1	1	1	1	1	1	1	2	68%
90%	2	2	2	1	2	2	1	2	1	2	3	90%
95%	2	2	2	1	2	2	1	2	1	2	3	95%

APPENDIX A 15:0–15:11 Test Scaled Scores

Scaled Score	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Scaled Score
19	—	—	—	78	—	21	—	—	—	—	57–66	19
18	—	—	—	—	—	—	—	—	—	—	55–56	18
17	—	33	—	77	20	20	—	—	—	—	54	17
16	40	—	48	76	—	19	—	20	—	—	53	16
15	—	32	47	75	19	18	20	—	—	—	52	15
14	39	—	—	73–74	18	17	—	19	—	—	51	14
13	38	31	46	72	17	16	19	—	200	—	50	13
12	37	30	—	71	16	15	18	18	—	19	48–49	12
11	36	29	45	69–70	15	13–14	17	17	199	—	47	11
10	34–35	28	43–44	65–68	14	12	16	15–16	198	18	45–46	10
9	33	27	41–42	60–64	12–13	10–11	14–15	13–14	190–197	—	43–44	9
8	31–32	25–26	39–40	55–59	11	9	12–13	11–12	178–189	17	40–42	8
7	30	22–24	37–38	50–54	9–10	7–8	10–11	10	171–177	16	36–39	7
6	28–29	20–21	34–36	45–49	7–8	6	8–9	8–9	158–170	15	32–35	6
5	26–27	17–19	31–33	38–44	5–6	4–5	6–7	5–7	145–157	13–14	28–31	5
4	24–25	15–16	28–30	32–37	4	3	4–5	3–4	129–144	10–12	25–27	4
3	22–23	12–14	25–27	26–31	2–3	2	3	2	115–128	8–9	21–24	3
2	19–21	10–11	21–24	21–25	1	1	1–2	1	100–114	6–7	17–20	2
1	0–18	0–9	0–20	0–20	0	0	0	0	50–99	0–5	0–16	1

Scaled Score Points for Building Confidence Intervals

Confidence Level	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Confidence Level
68%	1	1	1	1	1	1	1	1	1	1	1	68%
90%	2	2	2	2	2	2	2	2	1	2	2	90%
95%	2	2	3	2	2	2	2	2	1	2	3	95%

APPENDIX A 16:0–16:11 Test Scaled Scores

Scaled Score	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Scaled Score
19	—	—	—	78	—	—	—	—	—	—	58–66	19
18	—	—	—	—	—	21	—	—	—	—	56–57	18
17	—	—	—	77	—	—	—	—	—	—	54–55	17
16	40	33	—	—	20	20	—	—	—	—	53	16
15	—	—	48	76	—	19	20	20	—	—	52	15
14	39	32	—	75	19	18	—	—	—	—	51	14
13	—	—	47	73–74	18	17	19	19	200	—	50	13
12	38	31	46	72	17	16	—	—	—	19	49	12
11	37	30	45	70–71	16	14–15	18	18	199	—	48	11
10	35–36	29	44	66–69	14–15	13	17	16–17	198	18	46–47	10
9	33–34	28	42–43	62–65	13	11–12	15–16	14–15	194–197	—	43–45	9
8	32	26–27	40–41	57–61	11–12	9–10	12–14	12–13	185–193	17	41–42	8
7	30–31	23–25	38–39	52–56	9–10	8	10–11	10–11	177–184	—	37–40	7
6	29	20–22	36–37	47–51	8	6–7	8–9	8–9	161–176	16	33–36	6
5	27–28	18–19	33–35	40–46	6–7	4–5	6–7	5–7	148–160	14–15	29–32	5
4	25–26	15–17	30–32	34–39	4–5	3	4–5	3–4	133–147	12–13	25–28	4
3	23–24	12–14	27–29	28–33	2–3	2	3	2	119–132	10–11	22–24	3
2	21–22	10–11	23–26	23–27	1	1	2	1	104–118	8–9	19–21	2
1	0–20	0–9	0–22	0–22	0	0	0–1	0	50–103	0–7	0–18	1

Scaled Score Points for Building Confidence Intervals

Confidence Level	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Confidence Level
68%	1	1	1	1	1	1	1	1	1	1	1	68%
90%	2	2	2	1	2	2	1	2	1	2	2	90%
95%	2	2	3	2	2	2	2	2	1	2	3	95%

APPENDIX A 17:0–21:11 Test Scaled Scores

Scaled Score	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Scaled Score
19	—	—	—	—	—	—	—	—	—	—	58–66	19
18	—	—	—	78	—	21	—	—	—	—	56–57	18
17	—	—	—	—	—	—	—	—	—	—	54–55	17
16	—	33	—	77	—	20	—	—	—	—	53	16
15	—	—	48	76	20	19	—	20	—	—	52	15
14	40	32	—	75	—	18	20	—	—	—	51	14
13	39	—	47	74	19	—	—	19	—	—	50	13
12	38	31	46	73	18	17	19	—	200	19	49	12
11	37	—	45	71–72	16–17	15–16	—	18	199	—	48	11
10	36	30	44	68–70	15	14	18	17	198	18	46–47	10
9	34–35	28–29	43	63–67	14	12–13	16–17	15–16	195–197	—	43–45	9
8	33	26–27	41–42	58–62	12–13	10–11	13–15	12–14	186–194	17	41–42	8
7	31–32	24–25	39–40	53–57	10–11	9	11–12	10–11	178–185	—	38–40	7
6	29–30	21–23	37–38	48–52	8–9	7–8	9–10	8–9	166–177	16	34–37	6
5	28	18–20	34–36	41–47	6–7	5–6	6–8	5–7	152–165	15	30–33	5
4	25–27	16–17	31–33	35–40	5	4	4–5	3–4	137–151	13–14	26–29	4
3	23–24	13–15	28–30	30–34	3–4	3	3	2	123–136	11–12	23–25	3
2	22	11–12	25–27	25–29	1–2	2	2	1	108–122	9–10	20–22	2
1	0–21	0–10	0–24	0–24	0	0–1	0–1	0	50–107	0–8	0–19	1

Scaled Score Points for Building Confidence Intervals

Confidence Level	WC	FD	FS	RS	USP	WD	SA	SR	PP	RC	SW	Confidence Level
68%	1	1	1	1	1	1	1	1	1	1	1	68%
90%	2	2	2	1	2	1	1	2	1	2	2	90%
95%	2	2	2	2	2	2	1	2	1	2	2	95%

Core Language Scores and Index Standard Scores

APPENDIX B 5:0–5:5 Core Language and Index Scores

		CLS	RLI	ELI	LCI	LSI
68% Confidence Level = +/-		3	3	3	3	3
90% Confidence Level = +/-		4	5	5	5	4
95% Confidence Level = +/-		5	6	6	6	5

Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	4
160	>99.9	76	—	—	—	—
159	>99.9	75	—	—	—	—
158	>99.9	—	—	—	—	—
157	>99.9	74	—	—	—	—
156	>99.9	73	—	—	—	—
155	>99.9	—	57	57	57	76
154	>99.9	72	—	—	—	75
153	>99.9	—	56	—	56	74
152	>99.9	71	—	56	—	73
151	>99.9	70	55	—	55	72
150	>99.9	—	—	55	—	—
149	99.9	69	54	—	54	71
148	99.9	—	—	54	—	70
147	99.9	68	53	—	53	69
146	99.9	67	—	53	—	68
145	99.9	—	52	—	52	67
144	99.8	66	—	52	—	66
143	99.8	65	51	—	51	—
142	99.7	—	—	—	—	65
141	99.7	64	50	51	50	64
140	99.6	—	—	—	—	—
139	99.5	63	49	50	49	63
138	99	—	—	—	—	62
137	99	62	48	49	48	—
136	99	61	—	48	—	61
135	99	—	47	—	47	60
134	99	60	—	47	—	—
133	99	59	46	—	46	59
132	98	—	—	46	—	—
131	98	58	45	—	—	58
130	98	—	—	45	45	—
129	97	57	44	—	—	57
128	97	—	—	44	44	—
127	96	56	43	—	—	56
126	96	—	—	43	43	—
125	95	55	42	—	—	55
124	95	—	—	42	42	—
123	94	54	41	—	—	54
122	93	53	—	41	41	—
121	92	—	40	—	—	53
120	91	52	—	40	40	52
119	90	—	39	—	—	—
118	88	51	—	39	39	51
117	87	50	38	—	—	—
116	86	—	—	38	38	50
115	84	49	37	—	—	—
114	82	—	—	37	37	49
113	81	48	36	—	—	48
112	79	—	—	36	36	—
111	77	47	35	—	—	47
110	75	—	—	35	35	—
109	73	46	34	—	—	46
108	70	—	—	34	34	—
107	68	45	33	—	—	45
106	66	—	—	33	33	44
105	63	44	—	—	—	—
104	61	43	32	32	32	43
103	58	—	—	—	—	—
102	55	42	31	31	31	42
101	53	41	—	—	—	41
100	50	40	30	30	30	40

APPENDIX B 5:0–5:5 Core Language and Index Scores (continued)

		CLS	RLI	ELI	LCI	LSI
68% Confidence Level = +/-		3	3	3	3	3
90% Confidence Level = +/-		4	5	5	5	4
95% Confidence Level = +/-		5	6	6	6	5
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	4
99	47	—	—	—	—	—
98	45	39	29	29	29	39
97	42	—	—	—	—	38
96	39	38	28	28	28	—
95	37	37	—	—	—	37
94	34	—	27	27	27	—
93	32	36	—	—	—	36
92	30	35	26	26	26	—
91	27	—	—	—	—	35
90	25	34	—	25	25	34
89	23	33	25	24	—	—
88	21	—	—	—	24	33
87	19	32	24	23	—	32
86	18	31	—	—	23	—
85	16	30	23	22	—	31
84	14	29	—	—	22	30
83	13	—	22	21	—	29
82	12	28	21	—	21	28
81	10	27	—	20	—	27
80	9	26	20	19	20	26
79	8	25	—	—	19	25
78	7	24	19	18	18	24
77	6	—	—	—	—	—
76	5	23	18	17	17	23
75	5	22	—	—	—	22
74	4	21	17	16	16	21
73	4	20	16	—	—	20
72	3	—	—	15	15	—
71	3	19	15	—	—	19
70	2	18	—	14	14	18
69	2	—	14	—	—	—
68	2	17	—	13	13	17
67	1	—	13	—	—	—
66	1	16	—	12	—	16
65	1	—	12	—	12	15
64	1	15	—	11	—	14
63	1	14	11	—	11	—
62	1	—	—	10	—	13
61	0.5	13	10	—	10	12
60	0.4	—	—	9	—	—
59	0.3	12	9	—	9	11
58	0.3	—	—	—	—	—
57	0.2	11	8	8	8	10
56	0.2	—	—	—	—	—
55	0.1	10	7	7	7	9
54	0.1	—	—	—	—	—
53	0.1	9	—	—	6	8
52	0.1	—	6	6	—	—
51	0.1	—	—	—	—	7
50	<0.1	8	5	5	5	—
49	<0.1	—	—	—	—	6
48	<0.1	7	4	—	4	—
47	<0.1	—	—	4	—	5
46	<0.1	—	—	—	—	—
45	<0.1	6	3	3	3	4
44	<0.1	—	—	—	—	—
43	<0.1	5	—	—	—	—
42	<0.1	—	—	—	—	—
41	<0.1	—	—	—	—	—
40	<0.1	4	—	—	—	—

APPENDIX B 5:6–5:11 Core Language and Index Scores

		CLS	RLI	ELI	LCI	LSI
68% Confidence Level = +/-		3	3	3	3	3
90% Confidence Level = +/-		5	5	5	4	5
95% Confidence Level = +/-		6	7	6	5	6

Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	4
160	>99.9	76	—	—	—	—
159	>99.9	75	—	—	—	—
158	>99.9	—	—	—	—	—
157	>99.9	74	—	—	—	—
156	>99.9	73	—	—	—	—
155	>99.9	—	57	57	57	76
154	>99.9	72	—	—	—	75
153	>99.9	—	56	—	56	74
152	>99.9	71	—	56	—	73
151	>99.9	70	55	—	55	72
150	>99.9	—	—	55	—	—
149	99.9	69	54	—	54	71
148	99.9	—	—	54	—	70
147	99.9	68	53	—	53	69
146	99.9	67	—	53	—	68
145	99.9	—	52	—	52	67
144	99.8	66	—	52	—	66
143	99.8	65	51	—	51	—
142	99.7	—	—	—	—	65
141	99.7	64	50	51	50	64
140	99.6	—	—	—	—	—
139	99.5	63	49	50	49	63
138	99	—	—	—	—	62
137	99	62	48	49	48	—
136	99	61	—	48	—	61
135	99	—	47	—	47	60
134	99	60	—	47	—	—
133	99	59	46	—	46	59
132	98	—	—	46	—	—
131	98	58	45	—	—	58
130	98	—	—	45	45	—
129	97	57	44	—	—	57
128	97	—	—	44	44	—
127	96	56	43	—	—	56
126	96	—	—	43	43	—
125	95	55	42	—	—	55
124	95	—	—	42	42	—
123	94	54	41	—	—	54
122	93	53	—	41	41	—
121	92	—	40	—	—	53
120	91	52	—	40	40	52
119	90	—	39	—	—	—
118	88	51	—	39	39	51
117	87	50	38	—	—	—
116	86	—	—	38	38	50
115	84	49	37	—	—	—
114	82	—	—	37	37	49
113	81	48	36	—	—	48
112	79	—	—	36	36	—
111	77	47	35	—	—	47
110	75	—	—	35	35	—
109	73	46	34	—	—	46
108	70	—	—	34	34	—
107	68	45	33	—	—	45
106	66	—	—	33	33	44
105	63	44	—	—	—	—
104	61	43	32	32	32	43
103	58	—	—	—	—	—
102	55	42	31	31	31	42
101	53	41	—	—	—	41
100	50	40	30	30	30	40

APPENDIX B 5:6–5:11 Core Language and Index Scores (continued)

		CLS	RLI	ELI	LCI	LSI
68% Confidence Level = +/-		3	3	3	3	3
90% Confidence Level = +/-		5	5	5	4	5
95% Confidence Level = +/-		6	7	6	5	6
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	4
99	47	—	—	—	—	—
98	45	39	29	29	29	39
97	42	—	—	—	—	38
96	39	38	28	28	28	—
95	37	37	—	—	—	37
94	34	—	27	27	27	—
93	32	36	—	—	—	36
92	30	35	26	26	26	—
91	27	—	—	—	—	35
90	25	34	—	25	25	34
89	23	33	25	24	—	—
88	21	—	—	—	24	33
87	19	32	24	23	—	32
86	18	31	—	—	23	—
85	16	30	23	22	—	31
84	14	29	—	—	22	30
83	13	—	22	21	—	29
82	12	28	21	—	21	28
81	10	27	—	20	—	27
80	9	26	20	19	20	26
79	8	25	—	—	19	25
78	7	24	19	18	18	24
77	6	—	—	—	—	—
76	5	23	18	17	17	23
75	5	22	—	—	—	22
74	4	21	17	16	16	21
73	4	20	16	—	—	20
72	3	—	—	15	15	—
71	3	19	15	—	—	19
70	2	18	—	14	14	18
69	2	—	14	—	—	—
68	2	17	—	13	13	17
67	1	—	13	—	—	—
66	1	16	—	12	—	16
65	1	—	12	—	12	15
64	1	15	—	11	—	14
63	1	14	11	—	11	—
62	1	—	—	10	—	13
61	0.5	13	10	—	10	12
60	0.4	—	—	9	—	—
59	0.3	12	9	—	9	11
58	0.3	—	—	—	—	—
57	0.2	11	8	8	8	10
56	0.2	—	—	—	—	—
55	0.1	10	7	7	7	9
54	0.1	—	—	—	—	—
53	0.1	9	—	—	6	8
52	0.1	—	6	6	—	—
51	0.1	—	—	—	—	7
50	<0.1	8	5	5	5	—
49	<0.1	—	—	—	—	6
48	<0.1	7	4	—	4	—
47	<0.1	—	—	4	—	5
46	<0.1	—	—	—	—	—
45	<0.1	6	3	3	3	4
44	<0.1	—	—	—	—	—
43	<0.1	5	—	—	—	—
42	<0.1	—	—	—	—	—
41	<0.1	—	—	—	—	—
40	<0.1	4	—	—	—	—

APPENDIX B 6:0–6:5 Core Language and Index Scores

		CLS	RLI	ELI	LCI	LSI
68% Confidence Level = +/-		3	3	3	3	3
90% Confidence Level = +/-		4	5	5	4	4
95% Confidence Level = +/-		5	6	6	5	5

Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	4
160	>99.9	76	—	—	—	—
159	>99.9	75	—	—	—	—
158	>99.9	—	—	—	—	—
157	>99.9	74	—	—	—	—
156	>99.9	73	—	—	—	—
155	>99.9	—	57	57	57	76
154	>99.9	72	—	—	—	75
153	>99.9	—	56	—	56	74
152	>99.9	71	—	56	—	73
151	>99.9	70	55	—	55	72
150	>99.9	—	—	55	—	—
149	99.9	69	54	—	54	71
148	99.9	—	—	54	—	70
147	99.9	68	53	—	53	69
146	99.9	67	—	53	—	68
145	99.9	—	52	—	52	67
144	99.8	66	—	52	—	66
143	99.8	65	51	—	51	—
142	99.7	—	—	—	—	65
141	99.7	64	50	51	50	64
140	99.6	—	—	—	—	—
139	99.5	63	49	50	49	63
138	99	—	—	—	—	62
137	99	62	48	49	48	—
136	99	61	—	48	—	61
135	99	—	47	—	47	60
134	99	60	—	47	—	—
133	99	59	46	—	46	59
132	98	—	—	46	—	—
131	98	58	45	—	—	58
130	98	—	—	45	45	—
129	97	57	44	—	—	57
128	97	—	—	44	44	—
127	96	56	43	—	—	56
126	96	—	—	43	43	—
125	95	55	42	—	—	55
124	95	—	—	42	42	—
123	94	54	41	—	—	54
122	93	53	—	41	41	—
121	92	—	40	—	—	53
120	91	52	—	40	40	52
119	90	—	39	—	—	—
118	88	51	—	39	39	51
117	87	50	38	—	—	—
116	86	—	—	38	38	50
115	84	49	37	—	—	—
114	82	—	—	37	37	49
113	81	48	36	—	—	48
112	79	—	—	36	36	—
111	77	47	35	—	—	47
110	75	—	—	35	35	—
109	73	46	34	—	—	46
108	70	—	—	34	34	—
107	68	45	33	—	—	45
106	66	—	—	33	33	44
105	63	44	—	—	—	—
104	61	43	32	32	32	43
103	58	—	—	—	—	—
102	55	42	31	31	31	42
101	53	41	—	—	—	41
100	50	40	30	30	30	40

APPENDIX B 6:0–6:5 Core Language and Index Scores (continued)

		CLS	RLI	ELI	LCI	LSI
68% Confidence Level = +/-		3	3	3	3	3
90% Confidence Level = +/-		4	5	5	4	4
95% Confidence Level = +/-		5	6	6	5	5
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	4
99	47	—	—	—	—	—
98	45	39	29	29	29	39
97	42	—	—	—	—	38
96	39	38	28	28	28	—
95	37	37	—	—	—	37
94	34	—	27	27	27	—
93	32	36	—	—	—	36
92	30	35	26	26	26	—
91	27	—	—	—	—	35
90	25	34	—	25	25	34
89	23	33	25	24	—	—
88	21	—	—	—	24	33
87	19	32	24	23	—	32
86	18	31	—	—	23	—
85	16	30	23	22	—	31
84	14	29	—	—	22	30
83	13	—	22	21	—	29
82	12	28	21	—	21	28
81	10	27	—	20	—	27
80	9	26	20	19	20	26
79	8	25	—	—	19	25
78	7	24	19	18	18	24
77	6	—	—	—	—	—
76	5	23	18	17	17	23
75	5	22	—	—	—	22
74	4	21	17	16	16	21
73	4	20	16	—	—	20
72	3	—	—	15	15	—
71	3	19	15	—	—	19
70	2	18	—	14	14	18
69	2	—	14	—	—	—
68	2	17	—	13	13	17
67	1	—	13	—	—	—
66	1	16	—	12	—	16
65	1	—	12	—	12	15
64	1	15	—	11	—	14
63	1	14	11	—	11	—
62	1	—	—	10	—	13
61	0.5	13	10	—	10	12
60	0.4	—	—	9	—	—
59	0.3	12	9	—	9	11
58	0.3	—	—	—	—	—
57	0.2	11	8	8	8	10
56	0.2	—	—	—	—	—
55	0.1	10	7	7	7	9
54	0.1	—	—	—	—	—
53	0.1	9	—	—	6	8
52	0.1	—	6	6	—	—
51	0.1	—	—	—	—	7
50	<0.1	8	5	5	5	—
49	<0.1	—	—	—	—	6
48	<0.1	7	4	—	4	—
47	<0.1	—	—	4	—	5
46	<0.1	—	—	—	—	—
45	<0.1	6	3	3	3	4
44	<0.1	—	—	—	—	—
43	<0.1	5	—	—	—	—
42	<0.1	—	—	—	—	—
41	<0.1	—	—	—	—	—
40	<0.1	4	—	—	—	—

APPENDIX B 6:6–6:11 Core Language and Index Scores

		CLS	RLI	ELI	LCI	LSI
68% Confidence Level = +/-		3	3	3	3	3
90% Confidence Level = +/-		4	5	5	4	4
95% Confidence Level = +/-		5	6	6	5	5

Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	4
160	>99.9	76	—	—	—	—
159	>99.9	75	—	—	—	—
158	>99.9	—	—	—	—	—
157	>99.9	74	—	—	—	—
156	>99.9	73	—	—	—	—
155	>99.9	—	57	57	57	76
154	>99.9	72	—	—	—	75
153	>99.9	—	56	—	56	74
152	>99.9	71	—	56	—	73
151	>99.9	70	55	—	55	72
150	>99.9	—	—	55	—	—
149	99.9	69	54	—	54	71
148	99.9	—	—	54	—	70
147	99.9	68	53	—	53	69
146	99.9	67	—	53	—	68
145	99.9	—	52	—	52	67
144	99.8	66	—	52	—	66
143	99.8	65	51	—	51	—
142	99.7	—	—	—	—	65
141	99.7	64	50	51	50	64
140	99.6	—	—	—	—	—
139	99.5	63	49	50	49	63
138	99	—	—	—	—	62
137	99	62	48	49	48	—
136	99	61	—	48	—	61
135	99	—	47	—	47	60
134	99	60	—	47	—	—
133	99	59	46	—	46	59
132	98	—	—	46	—	—
131	98	58	45	—	—	58
130	98	—	—	45	45	—
129	97	57	44	—	—	57
128	97	—	—	44	44	—
127	96	56	43	—	—	56
126	96	—	—	43	43	—
125	95	55	42	—	—	55
124	95	—	—	42	42	—
123	94	54	41	—	—	54
122	93	53	—	41	41	—
121	92	—	40	—	—	53
120	91	52	—	40	40	52
119	90	—	39	—	—	—
118	88	51	—	39	39	51
117	87	50	38	—	—	—
116	86	—	—	38	38	50
115	84	49	37	—	—	—
114	82	—	—	37	37	49
113	81	48	36	—	—	48
112	79	—	—	36	36	—
111	77	47	35	—	—	47
110	75	—	—	35	35	—
109	73	46	34	—	—	46
108	70	—	—	34	34	—
107	68	45	33	—	—	45
106	66	—	—	33	33	44
105	63	44	—	—	—	—
104	61	43	32	32	32	43
103	58	—	—	—	—	—
102	55	42	31	31	31	42
101	53	41	—	—	—	41
100	50	40	30	30	30	40

APPENDIX B 6:6–6:11 Core Language and Index Scores (continued)

		CLS	RLI	ELI	LCI	LSI
68% Confidence Level = +/-		3	3	3	3	3
90% Confidence Level = +/-		4	5	5	4	4
95% Confidence Level = +/-		5	6	6	5	5
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	4
99	47	—	—	—	—	—
98	45	39	29	29	29	39
97	42	—	—	—	—	38
96	39	38	28	28	28	—
95	37	37	—	—	—	37
94	34	—	27	27	27	—
93	32	36	—	—	—	36
92	30	35	26	26	26	—
91	27	—	—	—	—	35
90	25	34	—	25	25	34
89	23	33	25	24	—	—
88	21	—	—	—	24	33
87	19	32	24	23	—	32
86	18	31	—	—	23	—
85	16	30	23	22	—	31
84	14	29	—	—	22	30
83	13	—	22	21	—	29
82	12	28	21	—	21	28
81	10	27	—	20	—	27
80	9	26	20	19	20	26
79	8	25	—	—	19	25
78	7	24	19	18	18	24
77	6	—	—	—	—	—
76	5	23	18	17	17	23
75	5	22	—	—	—	22
74	4	21	17	16	16	21
73	4	20	16	—	—	20
72	3	—	—	15	15	—
71	3	19	15	—	—	19
70	2	18	—	14	14	18
69	2	—	14	—	—	—
68	2	17	—	13	13	17
67	1	—	13	—	—	—
66	1	16	—	12	—	16
65	1	—	12	—	12	15
64	1	15	—	11	—	14
63	1	14	11	—	11	—
62	1	—	—	10	—	13
61	0.5	13	10	—	10	12
60	0.4	—	—	9	—	—
59	0.3	12	9	—	9	11
58	0.3	—	—	—	—	—
57	0.2	11	8	8	8	10
56	0.2	—	—	—	—	—
55	0.1	10	7	7	7	9
54	0.1	—	—	—	—	—
53	0.1	9	—	—	6	8
52	0.1	—	6	6	—	—
51	0.1	—	—	—	—	7
50	<0.1	8	5	5	5	—
49	<0.1	—	—	—	—	6
48	<0.1	7	4	—	4	—
47	<0.1	—	—	4	—	5
46	<0.1	—	—	—	—	—
45	<0.1	6	3	3	3	4
44	<0.1	—	—	—	—	—
43	<0.1	5	—	—	—	—
42	<0.1	—	—	—	—	—
41	<0.1	—	—	—	—	—
40	<0.1	4	—	—	—	—

APPENDIX B 7:0–7:11 Core Language and Index Scores

		CLS	RLI	ELI	LCI	LSI
68% Confidence Level = +/-		3	4	3	3	3
90% Confidence Level = +/-		5	7	5	5	5
95% Confidence Level = +/-		7	8	6	7	7
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	4
160	>99.9	76	—	—	—	—
159	>99.9	75	—	—	—	—
158	>99.9	—	—	—	—	—
157	>99.9	74	—	—	—	—
156	>99.9	73	—	—	—	—
155	>99.9	—	57	57	57	76
154	>99.9	72	—	—	—	75
153	>99.9	—	56	—	56	74
152	>99.9	71	—	56	—	73
151	>99.9	70	55	—	55	72
150	>99.9	—	—	55	—	—
149	99.9	69	54	—	54	71
148	99.9	—	—	54	—	70
147	99.9	68	53	—	53	69
146	99.9	67	—	53	—	68
145	99.9	—	52	—	52	67
144	99.8	66	—	52	—	66
143	99.8	65	51	—	51	—
142	99.7	—	—	—	—	65
141	99.7	64	50	51	50	64
140	99.6	—	—	—	—	—
139	99.5	63	49	50	49	63
138	99	—	—	—	—	62
137	99	62	48	49	48	—
136	99	61	—	48	—	61
135	99	—	47	—	47	60
134	99	60	—	47	—	—
133	99	59	46	—	46	59
132	98	—	—	46	—	—
131	98	58	45	—	—	58
130	98	—	—	45	45	—
129	97	57	44	—	—	57
128	97	—	—	44	44	—
127	96	56	43	—	—	56
126	96	—	—	43	43	—
125	95	55	42	—	—	55
124	95	—	—	42	42	—
123	94	54	41	—	—	54
122	93	53	—	41	41	—
121	92	—	40	—	—	53
120	91	52	—	40	40	52
119	90	—	39	—	—	—
118	88	51	—	39	39	51
117	87	50	38	—	—	—
116	86	—	—	38	38	50
115	84	49	37	—	—	—
114	82	—	—	37	37	49
113	81	48	36	—	—	48
112	79	—	—	36	36	—
111	77	47	35	—	—	47
110	75	—	—	35	35	—
109	73	46	34	—	—	46
108	70	—	—	34	34	—
107	68	45	33	—	—	45
106	66	—	—	33	33	44
105	63	44	—	—	—	—
104	61	43	32	32	32	43
103	58	—	—	—	—	—
102	55	42	31	31	31	42
101	53	41	—	—	—	41
100	50	40	30	30	30	40

APPENDIX B 7:0–7:11 Core Language and Index Scores (continued)

		CLS	RLI	ELI	LCI	LSI
68% Confidence Level = +/-		3	4	3	3	3
90% Confidence Level = +/-		5	7	5	5	5
95% Confidence Level = +/-		7	8	6	7	7
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	4
99	47	—	—	—	—	—
98	45	39	29	29	29	39
97	42	—	—	—	—	38
96	39	38	28	28	28	—
95	37	37	—	—	—	37
94	34	—	27	27	27	—
93	32	36	—	—	—	36
92	30	35	26	26	26	—
91	27	—	—	—	—	35
90	25	34	—	25	25	34
89	23	33	25	24	—	—
88	21	—	—	—	24	33
87	19	32	24	23	—	32
86	18	31	—	—	23	—
85	16	30	23	22	—	31
84	14	29	—	—	22	30
83	13	—	22	21	—	29
82	12	28	21	—	21	28
81	10	27	—	20	—	27
80	9	26	20	19	20	26
79	8	25	—	—	19	25
78	7	24	19	18	18	24
77	6	—	—	—	—	—
76	5	23	18	17	17	23
75	5	22	—	—	—	22
74	4	21	17	16	16	21
73	4	20	16	—	—	20
72	3	—	—	15	15	—
71	3	19	15	—	—	19
70	2	18	—	14	14	18
69	2	—	14	—	—	—
68	2	17	—	13	13	17
67	1	—	13	—	—	—
66	1	16	—	12	—	16
65	1	—	12	—	12	15
64	1	15	—	11	—	14
63	1	14	11	—	11	—
62	1	—	—	10	—	13
61	0.5	13	10	—	10	12
60	0.4	—	—	9	—	—
59	0.3	12	9	—	9	11
58	0.3	—	—	—	—	—
57	0.2	11	8	8	8	10
56	0.2	—	—	—	—	—
55	0.1	10	7	7	7	9
54	0.1	—	—	—	—	—
53	0.1	9	—	—	6	8
52	0.1	—	6	6	—	—
51	0.1	—	—	—	—	7
50	<0.1	8	5	5	5	—
49	<0.1	—	—	—	—	6
48	<0.1	7	4	—	4	—
47	<0.1	—	—	4	—	5
46	<0.1	—	—	—	—	—
45	<0.1	6	3	3	3	4
44	<0.1	—	—	—	—	—
43	<0.1	5	—	—	—	—
42	<0.1	—	—	—	—	—
41	<0.1	—	—	—	—	—
40	<0.1	4	—	—	—	—

APPENDIX B 8:0–8:11 Core Language and Index Scores

		CLS	RLI	ELI	LCI	LSI
68% Confidence Level = +/-		3	3	3	3	3
90% Confidence Level = +/-		5	5	5	5	5
95% Confidence Level = +/-		7	7	7	7	7
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	4
160	>99.9	76	—	—	—	—
159	>99.9	75	—	—	—	—
158	>99.9	—	—	—	—	—
157	>99.9	74	—	—	—	—
156	>99.9	73	—	—	—	—
155	>99.9	—	57	57	57	76
154	>99.9	72	—	—	—	75
153	>99.9	—	56	—	56	74
152	>99.9	71	—	56	—	73
151	>99.9	70	55	—	55	72
150	>99.9	—	—	55	—	—
149	99.9	69	54	—	54	71
148	99.9	—	—	54	—	70
147	99.9	68	53	—	53	69
146	99.9	67	—	53	—	68
145	99.9	—	52	—	52	67
144	99.8	66	—	52	—	66
143	99.8	65	51	—	51	—
142	99.7	—	—	—	—	65
141	99.7	64	50	51	50	64
140	99.6	—	—	—	—	—
139	99.5	63	49	50	49	63
138	99	—	—	—	—	62
137	99	62	48	49	48	—
136	99	61	—	48	—	61
135	99	—	47	—	47	60
134	99	60	—	47	—	—
133	99	59	46	—	46	59
132	98	—	—	46	—	—
131	98	58	45	—	—	58
130	98	—	—	45	45	—
129	97	57	44	—	—	57
128	97	—	—	44	44	—
127	96	56	43	—	—	56
126	96	—	—	43	43	—
125	95	55	42	—	—	55
124	95	—	—	42	42	—
123	94	54	41	—	—	54
122	93	53	—	41	41	—
121	92	—	40	—	—	53
120	91	52	—	40	40	52
119	90	—	39	—	—	—
118	88	51	—	39	39	51
117	87	50	38	—	—	—
116	86	—	—	38	38	50
115	84	49	37	—	—	—
114	82	—	—	37	37	49
113	81	48	36	—	—	48
112	79	—	—	36	36	—
111	77	47	35	—	—	47
110	75	—	—	35	35	—
109	73	46	34	—	—	46
108	70	—	—	34	34	—
107	68	45	33	—	—	45
106	66	—	—	33	33	44
105	63	44	—	—	—	—
104	61	43	32	32	32	43
103	58	—	—	—	—	—
102	55	42	31	31	31	42
101	53	41	—	—	—	41
100	50	40	30	30	30	40

APPENDIX B 8:0–8:11 Core Language and Index Scores (continued)

		CLS	RLI	ELI	LCI	LSI
68% Confidence Level = +/-		3	3	3	3	3
90% Confidence Level = +/-		5	5	5	5	5
95% Confidence Level = +/-		7	7	7	7	7
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	4
99	47	—	—	—	—	—
98	45	39	29	29	29	39
97	42	—	—	—	—	38
96	39	38	28	28	28	—
95	37	37	—	—	—	37
94	34	—	27	27	27	—
93	32	36	—	—	—	36
92	30	35	26	26	26	—
91	27	—	—	—	—	35
90	25	34	—	25	25	34
89	23	33	25	24	—	—
88	21	—	—	—	24	33
87	19	32	24	23	—	32
86	18	31	—	—	23	—
85	16	30	23	22	—	31
84	14	29	—	—	22	30
83	13	—	22	21	—	29
82	12	28	21	—	21	28
81	10	27	—	20	—	27
80	9	26	20	19	20	26
79	8	25	—	—	19	25
78	7	24	19	18	18	24
77	6	—	—	—	—	—
76	5	23	18	17	17	23
75	5	22	—	—	—	22
74	4	21	17	16	16	21
73	4	20	16	—	—	20
72	3	—	—	15	15	—
71	3	19	15	—	—	19
70	2	18	—	14	14	18
69	2	—	14	—	—	—
68	2	17	—	13	13	17
67	1	—	13	—	—	—
66	1	16	—	12	—	16
65	1	—	12	—	12	15
64	1	15	—	11	—	14
63	1	14	11	—	11	—
62	1	—	—	10	—	13
61	0.5	13	10	—	10	12
60	0.4	—	—	9	—	—
59	0.3	12	9	—	9	11
58	0.3	—	—	—	—	—
57	0.2	11	8	8	8	10
56	0.2	—	—	—	—	—
55	0.1	10	7	7	7	9
54	0.1	—	—	—	—	—
53	0.1	9	—	—	6	8
52	0.1	—	6	6	—	—
51	0.1	—	—	—	—	7
50	<0.1	8	5	5	5	—
49	<0.1	—	—	—	—	6
48	<0.1	7	4	—	4	—
47	<0.1	—	—	4	—	5
46	<0.1	—	—	—	—	—
45	<0.1	6	3	3	3	4
44	<0.1	—	—	—	—	—
43	<0.1	5	—	—	—	—
42	<0.1	—	—	—	—	—
41	<0.1	—	—	—	—	—
40	<0.1	4	—	—	—	—

APPENDIX B 9:0–9:11 Core Language and Index Scores

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		3	3	3	4	3
90% Confidence Level = +/-		4	5	4	6	4
95% Confidence Level = +/-		5	6	5	7	5

Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
160	>99.9	76	—	—	—	—
159	>99.9	—	—	—	—	—
158	>99.9	75	—	—	—	—
157	>99.9	74	—	—	—	—
156	>99.9	—	—	—	—	—
155	>99.9	73	57	57	57	57
154	>99.9	72	—	—	—	56
153	>99.9	—	56	56	56	—
152	>99.9	71	—	—	—	55
151	>99.9	—	55	55	55	—
150	>99.9	70	—	—	—	54
149	99.9	—	54	54	54	—
148	99.9	69	—	—	—	53
147	99.9	—	53	53	53	—
146	99.9	—	—	—	—	52
145	99.9	68	52	52	52	—
144	99.8	—	—	—	—	51
143	99.8	67	51	51	51	—
142	99.7	—	—	—	—	50
141	99.7	—	50	50	50	—
140	99.6	66	—	—	—	49
139	99.5	—	49	49	49	—
138	99	65	—	—	—	48
137	99	—	48	48	48	—
136	99	64	—	—	—	47
135	99	63	47	47	47	—
134	99	—	—	—	—	46
133	99	62	46	46	46	—
132	98	—	—	—	—	—
131	98	61	45	45	45	45
130	98	—	—	—	—	—
129	97	60	44	44	44	—
128	97	—	—	—	—	44
127	96	59	43	—	43	—
126	96	58	—	43	—	43
125	95	57	42	—	—	—
124	95	—	—	42	42	42
123	94	56	—	—	—	—
122	93	55	41	41	41	41
121	92	—	—	—	—	—
120	91	54	40	40	40	40
119	90	—	—	—	—	—
118	88	53	—	39	39	39
117	87	52	39	—	—	—
116	86	51	—	38	38	38
115	84	—	38	—	—	—
114	82	50	—	37	37	—
113	81	49	37	—	—	37
112	79	—	—	36	36	—
111	77	48	36	—	—	36
110	75	47	—	35	35	—
109	73	—	35	—	—	35
108	70	46	—	34	34	—
107	68	45	34	—	—	34
106	66	—	—	33	33	—
105	63	44	33	—	—	33
104	61	—	—	32	32	—
103	58	43	32	—	—	32
102	55	42	31	31	31	—
101	53	41	—	—	—	31
100	50	40	30	30	30	30

APPENDIX B 9:0–9:11 Core Language and Index Scores (continued)

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		3	3	3	4	3
90% Confidence Level = +/-		4	5	4	6	4
95% Confidence Level = +/-		5	6	5	7	5
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
99	47	—	—	—	—	—
98	45	39	29	29	29	29
97	42	—	—	—	—	—
96	39	38	—	—	—	—
95	37	—	28	28	28	28
94	34	37	—	—	—	—
93	32	36	27	27	27	27
92	30	—	—	—	—	—
91	27	35	26	26	26	26
90	25	34	—	—	—	—
89	23	33	25	25	25	25
88	21	32	24	—	—	—
87	19	—	—	24	24	24
86	18	31	23	—	—	—
85	16	30	—	23	23	23
84	14	29	22	—	22	—
83	13	—	—	22	—	22
82	12	28	21	21	21	21
81	10	27	—	—	—	—
80	9	26	20	20	20	20
79	8	25	—	—	—	—
78	7	—	19	19	19	19
77	6	24	18	—	—	—
76	5	23	—	18	18	18
75	5	22	17	17	—	17
74	4	—	—	—	17	—
73	4	21	16	16	—	16
72	3	20	15	—	16	15
71	3	—	—	15	—	—
70	2	19	14	—	15	14
69	2	—	13	14	—	—
68	2	18	—	—	14	13
67	1	17	12	13	13	—
66	1	16	—	—	—	12
65	1	—	11	12	12	—
64	1	15	—	—	—	11
63	1	—	10	11	11	—
62	1	14	—	—	—	10
61	0.5	13	—	10	10	—
60	0.4	—	9	—	—	9
59	0.3	12	—	9	9	—
58	0.3	—	8	—	—	8
57	0.2	11	—	8	8	—
56	0.2	—	—	—	—	—
55	0.1	10	7	7	7	7
54	0.1	—	—	—	—	—
53	0.1	9	6	—	6	6
52	0.1	—	—	6	—	—
51	0.1	8	—	—	—	—
50	<0.1	—	5	5	5	5
49	<0.1	—	—	—	—	—
48	<0.1	7	4	—	4	4
47	<0.1	—	—	4	—	—
46	<0.1	6	—	—	—	—
45	<0.1	—	3	3	3	3
44	<0.1	—	—	—	—	—
43	<0.1	5	—	—	—	—
42	<0.1	—	—	—	—	—
41	<0.1	—	—	—	—	—
40	<0.1	4	—	—	—	—

APPENDIX B 10:0–10:11 Core Language and Index Scores

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		3	3	3	4	3
90% Confidence Level = +/-		5	5	5	7	5
95% Confidence Level = +/-		6	7	6	8	6

Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
160	>99.9	76	—	—	—	—
159	>99.9	—	—	—	—	—
158	>99.9	75	—	—	—	—
157	>99.9	74	—	—	—	—
156	>99.9	—	—	—	—	—
155	>99.9	73	57	57	57	57
154	>99.9	72	—	—	—	56
153	>99.9	—	56	56	56	—
152	>99.9	71	—	—	—	55
151	>99.9	—	55	55	55	—
150	>99.9	70	—	—	—	54
149	99.9	—	54	54	54	—
148	99.9	69	—	—	—	53
147	99.9	—	53	53	53	—
146	99.9	—	—	—	—	52
145	99.9	68	52	52	52	—
144	99.8	—	—	—	—	51
143	99.8	67	51	51	51	—
142	99.7	—	—	—	—	50
141	99.7	—	50	50	50	—
140	99.6	66	—	—	—	49
139	99.5	—	49	49	49	—
138	99	65	—	—	—	48
137	99	—	48	48	48	—
136	99	64	—	—	—	47
135	99	63	47	47	47	—
134	99	—	—	—	—	46
133	99	62	46	46	46	—
132	98	—	—	—	—	—
131	98	61	45	45	45	45
130	98	—	—	—	—	—
129	97	60	44	44	44	—
128	97	—	—	—	—	44
127	96	59	43	—	43	—
126	96	58	—	43	—	43
125	95	57	42	—	—	—
124	95	—	—	42	42	42
123	94	56	—	—	—	—
122	93	55	41	41	41	41
121	92	—	—	—	—	—
120	91	54	40	40	40	40
119	90	—	—	—	—	—
118	88	53	—	39	39	39
117	87	52	39	—	—	—
116	86	51	—	38	38	38
115	84	—	38	—	—	—
114	82	50	—	37	37	—
113	81	49	37	—	—	37
112	79	—	—	36	36	—
111	77	48	36	—	—	36
110	75	47	—	35	35	—
109	73	—	35	—	—	35
108	70	46	—	34	34	—
107	68	45	34	—	—	34
106	66	—	—	33	33	—
105	63	44	33	—	—	33
104	61	—	—	32	32	—
103	58	43	32	—	—	32
102	55	42	31	31	31	—
101	53	41	—	—	—	31
100	50	40	30	30	30	30

APPENDIX B 10:0–10:11 Core Language and Index Scores (continued)

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		3	3	3	4	3
90% Confidence Level = +/-		5	5	5	7	5
95% Confidence Level = +/-		6	7	6	8	6
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
99	47	—	—	—	—	—
98	45	39	29	29	29	29
97	42	—	—	—	—	—
96	39	38	—	—	—	—
95	37	—	28	28	28	28
94	34	37	—	—	—	—
93	32	36	27	27	27	27
92	30	—	—	—	—	—
91	27	35	26	26	26	26
90	25	34	—	—	—	—
89	23	33	25	25	25	25
88	21	32	24	—	—	—
87	19	—	—	24	24	24
86	18	31	23	—	—	—
85	16	30	—	23	23	23
84	14	29	22	—	22	—
83	13	—	—	22	—	22
82	12	28	21	21	21	21
81	10	27	—	—	—	—
80	9	26	20	20	20	20
79	8	25	—	—	—	—
78	7	—	19	19	19	19
77	6	24	18	—	—	—
76	5	23	—	18	18	18
75	5	22	17	17	—	17
74	4	—	—	—	17	—
73	4	21	16	16	—	16
72	3	20	15	—	16	15
71	3	—	—	15	—	—
70	2	19	14	—	15	14
69	2	—	13	14	—	—
68	2	18	—	—	14	13
67	1	17	12	13	13	—
66	1	16	—	—	—	12
65	1	—	11	12	12	—
64	1	15	—	—	—	11
63	1	—	10	11	11	—
62	1	14	—	—	—	10
61	0.5	13	—	10	10	—
60	0.4	—	9	—	—	9
59	0.3	12	—	9	9	—
58	0.3	—	8	—	—	8
57	0.2	11	—	8	8	—
56	0.2	—	—	—	—	—
55	0.1	10	7	7	7	7
54	0.1	—	—	—	—	—
53	0.1	9	6	—	6	6
52	0.1	—	—	6	—	—
51	0.1	8	—	—	—	—
50	<0.1	—	5	5	5	5
49	<0.1	—	—	—	—	—
48	<0.1	7	4	—	4	4
47	<0.1	—	—	4	—	—
46	<0.1	6	—	—	—	—
45	<0.1	—	3	3	3	3
44	<0.1	—	—	—	—	—
43	<0.1	5	—	—	—	—
42	<0.1	—	—	—	—	—
41	<0.1	—	—	—	—	—
40	<0.1	4	—	—	—	—

APPENDIX B 11:0–11:11 Core Language and Index Scores

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		3	3	3	4	4
90% Confidence Level = +/-		5	5	5	6	6
95% Confidence Level = +/-		7	7	7	7	7
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
160	>99.9	76	—	—	—	—
159	>99.9	—	—	—	—	—
158	>99.9	75	—	—	—	—
157	>99.9	74	—	—	—	—
156	>99.9	—	—	—	—	—
155	>99.9	73	57	57	57	57
154	>99.9	72	—	—	—	56
153	>99.9	—	56	56	56	—
152	>99.9	71	—	—	—	55
151	>99.9	—	55	55	55	—
150	>99.9	70	—	—	—	54
149	99.9	—	54	54	54	—
148	99.9	69	—	—	—	53
147	99.9	—	53	53	53	—
146	99.9	—	—	—	—	52
145	99.9	68	52	52	52	—
144	99.8	—	—	—	—	51
143	99.8	67	51	51	51	—
142	99.7	—	—	—	—	50
141	99.7	—	50	50	50	—
140	99.6	66	—	—	—	49
139	99.5	—	49	49	49	—
138	99	65	—	—	—	48
137	99	—	48	48	48	—
136	99	64	—	—	—	47
135	99	63	47	47	47	—
134	99	—	—	—	—	46
133	99	62	46	46	46	—
132	98	—	—	—	—	—
131	98	61	45	45	45	45
130	98	—	—	—	—	—
129	97	60	44	44	44	—
128	97	—	—	—	—	44
127	96	59	43	—	43	—
126	96	58	—	43	—	43
125	95	57	42	—	—	—
124	95	—	—	42	42	42
123	94	56	—	—	—	—
122	93	55	41	41	41	41
121	92	—	—	—	—	—
120	91	54	40	40	40	40
119	90	—	—	—	—	—
118	88	53	—	39	39	39
117	87	52	39	—	—	—
116	86	51	—	38	38	38
115	84	—	38	—	—	—
114	82	50	—	37	37	—
113	81	49	37	—	—	37
112	79	—	—	36	36	—
111	77	48	36	—	—	36
110	75	47	—	35	35	—
109	73	—	35	—	—	35
108	70	46	—	34	34	—
107	68	45	34	—	—	34
106	66	—	—	33	33	—
105	63	44	33	—	—	33
104	61	—	—	32	32	—
103	58	43	32	—	—	32
102	55	42	31	31	31	—
101	53	41	—	—	—	31
100	50	40	30	30	30	30

APPENDIX B 11:0–11:11 Core Language and Index Scores (continued)

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		3	3	3	4	4
90% Confidence Level = +/-		5	5	5	6	6
95% Confidence Level = +/-		7	7	7	7	7
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
99	47	—	—	—	—	—
98	45	39	29	29	29	29
97	42	—	—	—	—	—
96	39	38	—	—	—	—
95	37	—	28	28	28	28
94	34	37	—	—	—	—
93	32	36	27	27	27	27
92	30	—	—	—	—	—
91	27	35	26	26	26	26
90	25	34	—	—	—	—
89	23	33	25	25	25	25
88	21	32	24	—	—	—
87	19	—	—	24	24	24
86	18	31	23	—	—	—
85	16	30	—	23	23	23
84	14	29	22	—	22	—
83	13	—	—	22	—	22
82	12	28	21	21	21	21
81	10	27	—	—	—	—
80	9	26	20	20	20	20
79	8	25	—	—	—	—
78	7	—	19	19	19	19
77	6	24	18	—	—	—
76	5	23	—	18	18	18
75	5	22	17	17	—	17
74	4	—	—	—	17	—
73	4	21	16	16	—	16
72	3	20	15	—	16	15
71	3	—	—	15	—	—
70	2	19	14	—	15	14
69	2	—	13	14	—	—
68	2	18	—	—	14	13
67	1	17	12	13	13	—
66	1	16	—	—	—	12
65	1	—	11	12	12	—
64	1	15	—	—	—	11
63	1	—	10	11	11	—
62	1	14	—	—	—	10
61	0.5	13	—	10	10	—
60	0.4	—	9	—	—	9
59	0.3	12	—	9	9	—
58	0.3	—	8	—	—	8
57	0.2	11	—	8	8	—
56	0.2	—	—	—	—	—
55	0.1	10	7	7	7	7
54	0.1	—	—	—	—	—
53	0.1	9	6	—	6	6
52	0.1	—	—	6	—	—
51	0.1	8	—	—	—	—
50	<0.1	—	5	5	5	5
49	<0.1	—	—	—	—	—
48	<0.1	7	4	—	4	4
47	<0.1	—	—	4	—	—
46	<0.1	6	—	—	—	—
45	<0.1	—	3	3	3	3
44	<0.1	—	—	—	—	—
43	<0.1	5	—	—	—	—
42	<0.1	—	—	—	—	—
41	<0.1	—	—	—	—	—
40	<0.1	4	—	—	—	—

APPENDIX B 12:0–12:11 Core Language and Index Scores

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		3	3	3	4	4
90% Confidence Level = +/-		5	5	5	7	6
95% Confidence Level = +/-		6	7	7	8	7
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
160	>99.9	76	—	—	—	—
159	>99.9	—	—	—	—	—
158	>99.9	75	—	—	—	—
157	>99.9	74	—	—	—	—
156	>99.9	—	—	—	—	—
155	>99.9	73	57	57	57	57
154	>99.9	72	—	—	—	56
153	>99.9	—	56	56	56	—
152	>99.9	71	—	—	—	55
151	>99.9	—	55	55	55	—
150	>99.9	70	—	—	—	54
149	99.9	—	54	54	54	—
148	99.9	69	—	—	—	53
147	99.9	—	53	53	53	—
146	99.9	—	—	—	—	52
145	99.9	68	52	52	52	—
144	99.8	—	—	—	—	51
143	99.8	67	51	51	51	—
142	99.7	—	—	—	—	50
141	99.7	—	50	50	50	—
140	99.6	66	—	—	—	49
139	99.5	—	49	49	49	—
138	99	65	—	—	—	48
137	99	—	48	48	48	—
136	99	64	—	—	—	47
135	99	63	47	47	47	—
134	99	—	—	—	—	46
133	99	62	46	46	46	—
132	98	—	—	—	—	—
131	98	61	45	45	45	45
130	98	—	—	—	—	—
129	97	60	44	44	44	—
128	97	—	—	—	—	44
127	96	59	43	—	43	—
126	96	58	—	43	—	43
125	95	57	42	—	—	—
124	95	—	—	42	42	42
123	94	56	—	—	—	—
122	93	55	41	41	41	41
121	92	—	—	—	—	—
120	91	54	40	40	40	40
119	90	—	—	—	—	—
118	88	53	—	39	39	39
117	87	52	39	—	—	—
116	86	51	—	38	38	38
115	84	—	38	—	—	—
114	82	50	—	37	37	—
113	81	49	37	—	—	37
112	79	—	—	36	36	—
111	77	48	36	—	—	36
110	75	47	—	35	35	—
109	73	—	35	—	—	35
108	70	46	—	34	34	—
107	68	45	34	—	—	34
106	66	—	—	33	33	—
105	63	44	33	—	—	33
104	61	—	—	32	32	—
103	58	43	32	—	—	32
102	55	42	31	31	31	—
101	53	41	—	—	—	31
100	50	40	30	30	30	30

APPENDIX B 12:0–12:11 Core Language and Index Scores *(continued)*

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		3	3	3	4	4
90% Confidence Level = +/-		5	5	5	7	6
95% Confidence Level = +/-		6	7	7	8	7
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
99	47	—	—	—	—	—
98	45	39	29	29	29	29
97	42	—	—	—	—	—
96	39	38	—	—	—	—
95	37	—	28	28	28	28
94	34	37	—	—	—	—
93	32	36	27	27	27	27
92	30	—	—	—	—	—
91	27	35	26	26	26	26
90	25	34	—	—	—	—
89	23	33	25	25	25	25
88	21	32	24	—	—	—
87	19	—	—	24	24	24
86	18	31	23	—	—	—
85	16	30	—	23	23	23
84	14	29	22	—	22	—
83	13	—	—	22	—	22
82	12	28	21	21	21	21
81	10	27	—	—	—	—
80	9	26	20	20	20	20
79	8	25	—	—	—	—
78	7	—	19	19	19	19
77	6	24	18	—	—	—
76	5	23	—	18	18	18
75	5	22	17	17	—	17
74	4	—	—	—	17	—
73	4	21	16	16	—	16
72	3	20	15	—	16	15
71	3	—	—	15	—	—
70	2	19	14	—	15	14
69	2	—	13	14	—	—
68	2	18	—	—	14	13
67	1	17	12	13	13	—
66	1	16	—	—	—	12
65	1	—	11	12	12	—
64	1	15	—	—	—	11
63	1	—	10	11	11	—
62	1	14	—	—	—	10
61	0.5	13	—	10	10	—
60	0.4	—	9	—	—	9
59	0.3	12	—	9	9	—
58	0.3	—	8	—	—	8
57	0.2	11	—	8	8	—
56	0.2	—	—	—	—	—
55	0.1	10	7	7	7	7
54	0.1	—	—	—	—	—
53	0.1	9	6	—	6	6
52	0.1	—	—	6	—	—
51	0.1	8	—	—	—	—
50	<0.1	—	5	5	5	5
49	<0.1	—	—	—	—	—
48	<0.1	7	4	—	4	4
47	<0.1	—	—	4	—	—
46	<0.1	6	—	—	—	—
45	<0.1	—	3	3	3	3
44	<0.1	—	—	—	—	—
43	<0.1	5	—	—	—	—
42	<0.1	—	—	—	—	—
41	<0.1	—	—	—	—	—
40	<0.1	4	—	—	—	—

APPENDIX B 13:0–13:11 Core Language and Index Scores

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		3	3	3	3	3
90% Confidence Level = +/-		5	5	5	5	5
95% Confidence Level = +/-		6	7	7	7	7
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
160	>99.9	76	—	—	—	—
159	>99.9	—	—	—	—	—
158	>99.9	75	—	—	—	—
157	>99.9	—	—	—	—	—
156	>99.9	74	—	—	—	—
155	>99.9	—	57	57	57	57
154	>99.9	73	—	—	—	56
153	>99.9	—	56	56	56	—
152	>99.9	72	—	—	—	55
151	>99.9	—	55	55	55	—
150	>99.9	71	—	—	—	54
149	99.9	—	54	54	54	—
148	99.9	70	—	—	—	53
147	99.9	69	53	53	53	—
146	99.9	—	—	—	—	52
145	99.9	68	52	52	52	—
144	99.8	67	—	—	—	51
143	99.8	—	51	51	51	—
142	99.7	66	—	—	—	50
141	99.7	65	50	50	50	—
140	99.6	—	—	—	—	49
139	99.5	64	49	49	49	—
138	99	63	—	—	—	48
137	99	—	48	48	48	—
136	99	62	—	—	—	47
135	99	61	47	47	47	—
134	99	—	—	—	—	46
133	99	60	46	46	46	—
132	98	59	—	—	—	—
131	98	—	45	45	45	45
130	98	58	—	—	—	—
129	97	57	44	44	44	—
128	97	—	—	—	—	44
127	96	56	43	—	43	—
126	96	—	—	43	—	43
125	95	55	42	—	42	—
124	95	54	—	42	—	42
123	94	—	—	—	41	—
122	93	53	41	41	—	41
121	92	—	—	—	40	—
120	91	52	40	40	—	40
119	90	—	—	—	39	—
118	88	51	39	39	—	39
117	87	50	—	—	38	—
116	86	—	38	38	—	38
115	84	49	—	—	—	—
114	82	—	37	37	37	—
113	81	48	—	—	—	37
112	79	—	36	36	36	—
111	77	47	—	—	—	36
110	75	—	35	35	35	—
109	73	46	—	—	—	35
108	70	45	34	34	34	—
107	68	—	—	—	—	34
106	66	44	33	33	33	—
105	63	43	—	—	—	33
104	61	—	32	32	32	—
103	58	42	—	—	—	32
102	55	—	31	31	31	—
101	53	41	—	—	—	31
100	50	40	30	30	30	30

APPENDIX B 13:0–13:11 Core Language and Index Scores (continued)

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		3	3	3	3	3
90% Confidence Level = +/-		5	5	5	5	5
95% Confidence Level = +/-		6	7	7	7	7
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
99	47	39	—	—	—	—
98	45	—	29	29	29	29
97	42	38	—	—	—	—
96	39	—	28	—	28	—
95	37	37	—	28	—	28
94	34	—	27	—	27	—
93	32	36	—	27	—	27
92	30	—	26	—	26	—
91	27	35	—	26	—	26
90	25	—	25	—	25	—
89	23	34	—	25	—	25
88	21	—	24	—	24	—
87	19	33	—	24	—	24
86	18	—	23	—	23	—
85	16	32	—	23	—	23
84	14	31	22	—	22	—
83	13	30	—	22	—	22
82	12	29	21	21	21	21
81	10	—	—	—	—	—
80	9	28	20	20	20	20
79	8	27	19	—	—	—
78	7	26	—	19	19	19
77	6	25	18	—	—	—
76	5	24	—	18	—	18
75	5	23	17	17	18	17
74	4	—	—	—	—	—
73	4	22	16	16	17	16
72	3	21	—	—	—	15
71	3	—	15	15	16	—
70	2	20	—	—	—	14
69	2	—	14	14	15	—
68	2	19	—	—	—	13
67	1	18	13	13	14	—
66	1	—	—	—	—	12
65	1	17	12	12	13	—
64	1	16	—	—	—	11
63	1	—	11	11	12	—
62	1	15	—	—	—	10
61	0.5	14	10	10	11	—
60	0.4	—	—	—	—	9
59	0.3	13	9	9	10	—
58	0.3	12	—	—	—	8
57	0.2	—	8	8	9	—
56	0.2	11	—	—	—	—
55	0.1	—	7	7	8	7
54	0.1	10	—	—	—	—
53	0.1	—	6	—	7	6
52	0.1	9	—	6	—	—
51	0.1	—	—	—	6	—
50	<0.1	8	5	5	—	5
49	<0.1	—	—	—	5	—
48	<0.1	7	4	—	—	4
47	<0.1	—	—	4	4	—
46	<0.1	—	—	—	—	—
45	<0.1	6	3	3	3	3
44	<0.1	—	—	—	—	—
43	<0.1	5	—	—	—	—
42	<0.1	—	—	—	—	—
41	<0.1	—	—	—	—	—
40	<0.1	4	—	—	—	—

APPENDIX B 14:0–14:11 Core Language and Index Scores

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		3	3	3	3	3
90% Confidence Level = +/-		5	5	5	5	5
95% Confidence Level = +/-		7	7	7	7	7
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
160	>99.9	76	—	—	—	—
159	>99.9	—	—	—	—	—
158	>99.9	75	—	—	—	—
157	>99.9	—	—	—	—	—
156	>99.9	74	—	—	—	—
155	>99.9	—	57	57	57	57
154	>99.9	73	—	—	—	56
153	>99.9	—	56	56	56	—
152	>99.9	72	—	—	—	55
151	>99.9	—	55	55	55	—
150	>99.9	71	—	—	—	54
149	99.9	—	54	54	54	—
148	99.9	70	—	—	—	53
147	99.9	69	53	53	53	—
146	99.9	—	—	—	—	52
145	99.9	68	52	52	52	—
144	99.8	67	—	—	—	51
143	99.8	—	51	51	51	—
142	99.7	66	—	—	—	50
141	99.7	65	50	50	50	—
140	99.6	—	—	—	—	49
139	99.5	64	49	49	49	—
138	99	63	—	—	—	48
137	99	—	48	48	48	—
136	99	62	—	—	—	47
135	99	61	47	47	47	—
134	99	—	—	—	—	46
133	99	60	46	46	46	—
132	98	59	—	—	—	—
131	98	—	45	45	45	45
130	98	58	—	—	—	—
129	97	57	44	44	44	—
128	97	—	—	—	—	44
127	96	56	43	—	43	—
126	96	—	—	43	—	43
125	95	55	42	—	42	—
124	95	54	—	42	—	42
123	94	—	—	—	41	—
122	93	53	41	41	—	41
121	92	—	—	—	40	—
120	91	52	40	40	—	40
119	90	—	—	—	39	—
118	88	51	39	39	—	39
117	87	50	—	—	38	—
116	86	—	38	38	—	38
115	84	49	—	—	—	—
114	82	—	37	37	37	—
113	81	48	—	—	—	37
112	79	—	36	36	36	—
111	77	47	—	—	—	36
110	75	—	35	35	35	—
109	73	46	—	—	—	35
108	70	45	34	34	34	—
107	68	—	—	—	—	34
106	66	44	33	33	33	—
105	63	43	—	—	—	33
104	61	—	32	32	32	—
103	58	42	—	—	—	32
102	55	—	31	31	31	—
101	53	41	—	—	—	31
100	50	40	30	30	30	30

APPENDIX B 14:0–14:11 Core Language and Index Scores *(continued)*

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		3	3	3	3	3
90% Confidence Level = +/-		5	5	5	5	5
95% Confidence Level = +/-		7	7	7	7	7
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
99	47	39	—	—	—	—
98	45	—	29	29	29	29
97	42	38	—	—	—	—
96	39	—	28	—	28	—
95	37	37	—	28	—	28
94	34	—	27	—	27	—
93	32	36	—	27	—	27
92	30	—	26	—	26	—
91	27	35	—	26	—	26
90	25	—	25	—	25	—
89	23	34	—	25	—	25
88	21	—	24	—	24	—
87	19	33	—	24	—	24
86	18	—	23	—	23	—
85	16	32	—	23	—	23
84	14	31	22	—	22	—
83	13	30	—	22	—	22
82	12	29	21	21	21	21
81	10	—	—	—	—	—
80	9	28	20	20	20	20
79	8	27	19	—	—	—
78	7	26	—	19	19	19
77	6	25	18	—	—	—
76	5	24	—	18	—	18
75	5	23	17	17	18	17
74	4	—	—	—	—	—
73	4	22	16	16	17	16
72	3	21	—	—	—	15
71	3	—	15	15	16	—
70	2	20	—	—	—	14
69	2	—	14	14	15	—
68	2	19	—	—	—	13
67	1	18	13	13	14	—
66	1	—	—	—	—	12
65	1	17	12	12	13	—
64	1	16	—	—	—	11
63	1	—	11	11	12	—
62	1	15	—	—	—	10
61	0.5	14	10	10	11	—
60	0.4	—	—	—	—	9
59	0.3	13	9	9	10	—
58	0.3	12	—	—	—	8
57	0.2	—	8	8	9	—
56	0.2	11	—	—	—	—
55	0.1	—	7	7	8	7
54	0.1	10	—	—	—	—
53	0.1	—	6	—	7	6
52	0.1	9	—	6	—	—
51	0.1	—	—	—	6	—
50	<0.1	8	5	5	—	5
49	<0.1	—	—	—	5	—
48	<0.1	7	4	—	—	4
47	<0.1	—	—	4	4	—
46	<0.1	—	—	—	—	—
45	<0.1	6	3	3	3	3
44	<0.1	—	—	—	—	—
43	<0.1	5	—	—	—	—
42	<0.1	—	—	—	—	—
41	<0.1	—	—	—	—	—
40	<0.1	4	—	—	—	—

APPENDIX B 15:0–15:11 Core Language and Index Scores

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		4	4	4	4	4
90% Confidence Level = +/-		6	6	7	7	7
95% Confidence Level = +/-		7	7	8	8	8
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
160	>99.9	76	—	—	—	—
159	>99.9	—	—	—	—	—
158	>99.9	75	—	—	—	—
157	>99.9	—	—	—	—	—
156	>99.9	74	—	—	—	—
155	>99.9	—	57	57	57	57
154	>99.9	73	—	—	—	56
153	>99.9	—	56	56	56	—
152	>99.9	72	—	—	—	55
151	>99.9	—	55	55	55	—
150	>99.9	71	—	—	—	54
149	99.9	—	54	54	54	—
148	99.9	70	—	—	—	53
147	99.9	69	53	53	53	—
146	99.9	—	—	—	—	52
145	99.9	68	52	52	52	—
144	99.8	67	—	—	—	51
143	99.8	—	51	51	51	—
142	99.7	66	—	—	—	50
141	99.7	65	50	50	50	—
140	99.6	—	—	—	—	49
139	99.5	64	49	49	49	—
138	99	63	—	—	—	48
137	99	—	48	48	48	—
136	99	62	—	—	—	47
135	99	61	47	47	47	—
134	99	—	—	—	—	46
133	99	60	46	46	46	—
132	98	59	—	—	—	—
131	98	—	45	45	45	45
130	98	58	—	—	—	—
129	97	57	44	44	44	—
128	97	—	—	—	—	44
127	96	56	43	—	43	—
126	96	—	—	43	—	43
125	95	55	42	—	42	—
124	95	54	—	42	—	42
123	94	—	—	—	41	—
122	93	53	41	41	—	41
121	92	—	—	—	40	—
120	91	52	40	40	—	40
119	90	—	—	—	39	—
118	88	51	39	39	—	39
117	87	50	—	—	38	—
116	86	—	38	38	—	38
115	84	49	—	—	—	—
114	82	—	37	37	37	—
113	81	48	—	—	—	37
112	79	—	36	36	36	—
111	77	47	—	—	—	36
110	75	—	35	35	35	—
109	73	46	—	—	—	35
108	70	45	34	34	34	—
107	68	—	—	—	—	34
106	66	44	33	33	33	—
105	63	43	—	—	—	33
104	61	—	32	32	32	—
103	58	42	—	—	—	32
102	55	—	31	31	31	—
101	53	41	—	—	—	31
100	50	40	30	30	30	30

APPENDIX B 15:0–15:11 Core Language and Index Scores (continued)

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		4	4	4	4	4
90% Confidence Level = +/-		6	6	7	7	7
95% Confidence Level = +/-		7	7	8	8	8
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
99	47	39	—	—	—	—
98	45	—	29	29	29	29
97	42	38	—	—	—	—
96	39	—	28	—	28	—
95	37	37	—	28	—	28
94	34	—	27	—	27	—
93	32	36	—	27	—	27
92	30	—	26	—	26	—
91	27	35	—	26	—	26
90	25	—	25	—	25	—
89	23	34	—	25	—	25
88	21	—	24	—	24	—
87	19	33	—	24	—	24
86	18	—	23	—	23	—
85	16	32	—	23	—	23
84	14	31	22	—	22	—
83	13	30	—	22	—	22
82	12	29	21	21	21	21
81	10	—	—	—	—	—
80	9	28	20	20	20	20
79	8	27	19	—	—	—
78	7	26	—	19	19	19
77	6	25	18	—	—	—
76	5	24	—	18	—	18
75	5	23	17	17	18	17
74	4	—	—	—	—	—
73	4	22	16	16	17	16
72	3	21	—	—	—	15
71	3	—	15	15	16	—
70	2	20	—	—	—	14
69	2	—	14	14	15	—
68	2	19	—	—	—	13
67	1	18	13	13	14	—
66	1	—	—	—	—	12
65	1	17	12	12	13	—
64	1	16	—	—	—	11
63	1	—	11	11	12	—
62	1	15	—	—	—	10
61	0.5	14	10	10	11	—
60	0.4	—	—	—	—	9
59	0.3	13	9	9	10	—
58	0.3	12	—	—	—	8
57	0.2	—	8	8	9	—
56	0.2	11	—	—	—	—
55	0.1	—	7	7	8	7
54	0.1	10	—	—	—	—
53	0.1	—	6	—	7	6
52	0.1	9	—	6	—	—
51	0.1	—	—	—	6	—
50	<0.1	8	5	5	—	5
49	<0.1	—	—	—	5	—
48	<0.1	7	4	—	—	4
47	<0.1	—	—	4	4	—
46	<0.1	—	—	—	—	—
45	<0.1	6	3	3	3	3
44	<0.1	—	—	—	—	—
43	<0.1	5	—	—	—	—
42	<0.1	—	—	—	—	—
41	<0.1	—	—	—	—	—
40	<0.1	4	—	—	—	—

APPENDIX B 16:0–16:11 Core Language and Index Scores

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		4	4	4	4	4
90% Confidence Level = +/-		6	7	7	6	7
95% Confidence Level = +/-		7	8	8	7	8

Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
160	>99.9	76	—	—	—	—
159	>99.9	—	—	—	—	—
158	>99.9	75	—	—	—	—
157	>99.9	—	—	—	—	—
156	>99.9	74	—	—	—	—
155	>99.9	—	57	57	57	57
154	>99.9	73	—	—	—	56
153	>99.9	—	56	56	56	—
152	>99.9	72	—	—	—	55
151	>99.9	—	55	55	55	—
150	>99.9	71	—	—	—	54
149	99.9	—	54	54	54	—
148	99.9	70	—	—	—	53
147	99.9	69	53	53	53	—
146	99.9	—	—	—	—	52
145	99.9	68	52	52	52	—
144	99.8	67	—	—	—	51
143	99.8	—	51	51	51	—
142	99.7	66	—	—	—	50
141	99.7	65	50	50	50	—
140	99.6	—	—	—	—	49
139	99.5	64	49	49	49	—
138	99	63	—	—	—	48
137	99	—	48	48	48	—
136	99	62	—	—	—	47
135	99	61	47	47	47	—
134	99	—	—	—	—	46
133	99	60	46	46	46	—
132	98	59	—	—	—	—
131	98	—	45	45	45	45
130	98	58	—	—	—	—
129	97	57	44	44	44	—
128	97	—	—	—	—	44
127	96	56	43	—	43	—
126	96	—	—	43	—	43
125	95	55	42	—	42	—
124	95	54	—	42	—	42
123	94	—	—	—	41	—
122	93	53	41	41	—	41
121	92	—	—	—	40	—
120	91	52	40	40	—	40
119	90	—	—	—	39	—
118	88	51	39	39	—	39
117	87	50	—	—	38	—
116	86	—	38	38	—	38
115	84	49	—	—	—	—
114	82	—	37	37	37	—
113	81	48	—	—	—	37
112	79	—	36	36	36	—
111	77	47	—	—	—	36
110	75	—	35	35	35	—
109	73	46	—	—	—	35
108	70	45	34	34	34	—
107	68	—	—	—	—	34
106	66	44	33	33	33	—
105	63	43	—	—	—	33
104	61	—	32	32	32	—
103	58	42	—	—	—	32
102	55	—	31	31	31	—
101	53	41	—	—	—	31
100	50	40	30	30	30	30

APPENDIX B 16:0–16:11 Core Language and Index Scores (continued)

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		4	4	4	4	4
90% Confidence Level = +/-		6	7	7	6	7
95% Confidence Level = +/-		7	8	8	7	8
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
99	47	39	—	—	—	—
98	45	—	29	29	29	29
97	42	38	—	—	—	—
96	39	—	28	—	28	—
95	37	37	—	28	—	28
94	34	—	27	—	27	—
93	32	36	—	27	—	27
92	30	—	26	—	26	—
91	27	35	—	26	—	26
90	25	—	25	—	25	—
89	23	34	—	25	—	25
88	21	—	24	—	24	—
87	19	33	—	24	—	24
86	18	—	23	—	23	—
85	16	32	—	23	—	23
84	14	31	22	—	22	—
83	13	30	—	22	—	22
82	12	29	21	21	21	21
81	10	—	—	—	—	—
80	9	28	20	20	20	20
79	8	27	19	—	—	—
78	7	26	—	19	19	19
77	6	25	18	—	—	—
76	5	24	—	18	—	18
75	5	23	17	17	18	17
74	4	—	—	—	—	—
73	4	22	16	16	17	16
72	3	21	—	—	—	15
71	3	—	15	15	16	—
70	2	20	—	—	—	14
69	2	—	14	14	15	—
68	2	19	—	—	—	13
67	1	18	13	13	14	—
66	1	—	—	—	—	12
65	1	17	12	12	13	—
64	1	16	—	—	—	11
63	1	—	11	11	12	—
62	1	15	—	—	—	10
61	0.5	14	10	10	11	—
60	0.4	—	—	—	—	9
59	0.3	13	9	9	10	—
58	0.3	12	—	—	—	8
57	0.2	—	8	8	9	—
56	0.2	11	—	—	—	—
55	0.1	—	7	7	8	7
54	0.1	10	—	—	—	—
53	0.1	—	6	—	7	6
52	0.1	9	—	6	—	—
51	0.1	—	—	—	6	—
50	<0.1	8	5	5	—	5
49	<0.1	—	—	—	5	—
48	<0.1	7	4	—	—	4
47	<0.1	—	—	4	4	—
46	<0.1	—	—	—	—	—
45	<0.1	6	3	3	3	3
44	<0.1	—	—	—	—	—
43	<0.1	5	—	—	—	—
42	<0.1	—	—	—	—	—
41	<0.1	—	—	—	—	—
40	<0.1	4	—	—	—	—

APPENDIX B 17:0–21:11 Core Language and Index Scores

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		3	3	3	3	4
90% Confidence Level = +/-		5	5	5	5	6
95% Confidence Level = +/-		7	7	7	7	7
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
160	>99.9	76	—	—	—	—
159	>99.9	—	—	—	—	—
158	>99.9	75	—	—	—	—
157	>99.9	—	—	—	—	—
156	>99.9	74	—	—	—	—
155	>99.9	—	57	57	57	57
154	>99.9	73	—	—	—	56
153	>99.9	—	56	56	56	—
152	>99.9	72	—	—	—	55
151	>99.9	—	55	55	55	—
150	>99.9	71	—	—	—	54
149	99.9	—	54	54	54	—
148	99.9	70	—	—	—	53
147	99.9	69	53	53	53	—
146	99.9	—	—	—	—	52
145	99.9	68	52	52	52	—
144	99.8	67	—	—	—	51
143	99.8	—	51	51	51	—
142	99.7	66	—	—	—	50
141	99.7	65	50	50	50	—
140	99.6	—	—	—	—	49
139	99.5	64	49	49	49	—
138	99	63	—	—	—	48
137	99	—	48	48	48	—
136	99	62	—	—	—	47
135	99	61	47	47	47	—
134	99	—	—	—	—	46
133	99	60	46	46	46	—
132	98	59	—	—	—	—
131	98	—	45	45	45	45
130	98	58	—	—	—	—
129	97	57	44	44	44	—
128	97	—	—	—	—	44
127	96	56	43	—	43	—
126	96	—	—	43	—	43
125	95	55	42	—	42	—
124	95	54	—	42	—	42
123	94	—	—	—	41	—
122	93	53	41	41	—	41
121	92	—	—	—	40	—
120	91	52	40	40	—	40
119	90	—	—	—	39	—
118	88	51	39	39	—	39
117	87	50	—	—	38	—
116	86	—	38	38	—	38
115	84	49	—	—	—	—
114	82	—	37	37	37	—
113	81	48	—	—	—	37
112	79	—	36	36	36	—
111	77	47	—	—	—	36
110	75	—	35	35	35	—
109	73	46	—	—	—	35
108	70	45	34	34	34	—
107	68	—	—	—	—	34
106	66	44	33	33	33	—
105	63	43	—	—	—	33
104	61	—	32	32	32	—
103	58	42	—	—	—	32
102	55	—	31	31	31	—
101	53	41	—	—	—	31
100	50	40	30	30	30	30

APPENDIX B 17:0–21:11 Core Language and Index Scores (continued)

		CLS	RLI	ELI	LCI	LMI
68% Confidence Level = +/-		3	3	3	3	4
90% Confidence Level = +/-		5	5	5	5	6
95% Confidence Level = +/-		7	7	7	7	7
Core Language & Index Score	Percentile Rank	Sum of Test Scaled Scores				
		4	3	3	3	3
99	47	39	—	—	—	—
98	45	—	29	29	29	29
97	42	38	—	—	—	—
96	39	—	28	—	28	—
95	37	37	—	28	—	28
94	34	—	27	—	27	—
93	32	36	—	27	—	27
92	30	—	26	—	26	—
91	27	35	—	26	—	26
90	25	—	25	—	25	—
89	23	34	—	25	—	25
88	21	—	24	—	24	—
87	19	33	—	24	—	24
86	18	—	23	—	23	—
85	16	32	—	23	—	23
84	14	31	22	—	22	—
83	13	30	—	22	—	22
82	12	29	21	21	21	21
81	10	—	—	—	—	—
80	9	28	20	20	20	20
79	8	27	19	—	—	—
78	7	26	—	19	19	19
77	6	25	18	—	—	—
76	5	24	—	18	—	18
75	5	23	17	17	18	17
74	4	—	—	—	—	—
73	4	22	16	16	17	16
72	3	21	—	—	—	15
71	3	—	15	15	16	—
70	2	20	—	—	—	14
69	2	—	14	14	15	—
68	2	19	—	—	—	13
67	1	18	13	13	14	—
66	1	—	—	—	—	12
65	1	17	12	12	13	—
64	1	16	—	—	—	11
63	1	—	11	11	12	—
62	1	15	—	—	—	10
61	0.5	14	10	10	11	—
60	0.4	—	—	—	—	9
59	0.3	13	9	9	10	—
58	0.3	12	—	—	—	8
57	0.2	—	8	8	9	—
56	0.2	11	—	—	—	—
55	0.1	—	7	7	8	7
54	0.1	10	—	—	—	—
53	0.1	—	6	—	7	6
52	0.1	9	—	6	—	—
51	0.1	—	—	—	6	—
50	<0.1	8	5	5	—	5
49	<0.1	—	—	—	5	—
48	<0.1	7	4	—	—	4
47	<0.1	—	—	4	4	—
46	<0.1	—	—	—	—	—
45	<0.1	6	3	3	3	3
44	<0.1	—	—	—	—	—
43	<0.1	5	—	—	—	—
42	<0.1	—	—	—	—	—
41	<0.1	—	—	—	—	—
40	<0.1	4	—	—	—	—

Test-Age Equivalents

Appendix C Test-Age Equivalents Corresponding to CELF-5 Test Raw Scores

Test Age	Test											Test Age
	SC	LC	WS	WC	FD	FS	RS	WD	SA	SR	PP	
<3:0	—	1-8	1-7	—	—	—	—	—	—	—	50-143	<3:0
3:0	1	—	8	—	—	—	—	—	—	—	144	3:0
3:1	2	9	9	—	—	—	1	—	—	—	145	3:1
3:2	3	—	—	1	—	—	2	—	—	—	146	3:2
3:3	—	—	10	—	1	—	3	—	—	—	—	3:3
3:4	4	10	—	2	—	—	4	—	—	—	147	3:4
3:5	5	—	11	—	—	—	5	—	—	—	148	3:5
3:6	—	—	—	3	2	—	—	—	—	—	149	3:6
3:7	6	11	12	—	—	—	6	—	—	—	150	3:7
3:8	7	—	—	4	—	—	7	—	—	—	—	3:8
3:9	—	12	13	—	3	—	8	—	—	—	151	3:9
3:10	8	—	—	5	—	—	9	—	—	—	152	3:10
3:11	—	—	14	—	—	—	—	—	—	—	153	3:11
4:0	9	13	—	6	4	—	10	—	—	—	—	4:0
4:1	—	—	15	—	—	—	11	—	—	—	154	4:1
4:2	10	—	—	7	—	—	12	—	—	—	155	4:2
4:3	—	14	16	—	5	—	—	—	—	—	—	4:3
4:4	11	—	—	—	—	—	13	—	—	—	156	4:4
4:5	—	15	17	8	—	1	14	—	—	—	157	4:5
4:6	12	—	—	—	6	2	15	—	—	—	—	4:6
4:7	—	16	18	—	—	3	16	—	—	—	158	4:7
4:8	13	—	—	9	—	4	—	—	—	—	159	4:8
4:9	—	—	—	—	—	5	17	—	—	—	—	4:9
4:10	14	17	19	—	—	6	18	—	—	—	160	4:10
4:11	—	—	—	10	—	7	—	—	—	—	—	4:11
5:0	15	—	—	—	—	8	19	—	—	—	161	5:0
5:1	—	18	20	—	—	—	—	—	—	—	162	5:1
5:2	—	—	—	—	7	9	20	—	—	1	—	5:2
5:3	16	19	21	11	—	10	21	—	—	—	163	5:3
5:4	—	—	—	—	8	11	22	—	—	—	—	5:4
5:5	17	—	—	12	—	—	—	—	—	—	164	5:5
5:6	—	—	22	—	—	12	23	—	1	—	—	5:6
5:7	18	—	—	—	9	13	24	1	—	2	165	5:7
5:8	—	20	—	13	—	14	25	—	—	—	—	5:8
5:9	19	—	—	—	—	—	—	—	—	—	166	5:9
5:10	—	—	23	—	10	15	26	—	—	—	—	5:10
5:11	—	—	—	14	—	16	—	—	2	—	167	5:11
6:0	20	—	—	—	—	—	27	—	—	3	—	6:0
6:1	—	—	—	15	11	17	—	—	—	—	168	6:1
6:2	—	21	—	—	—	18	28	—	—	—	—	6:2
6:3	21	—	24	—	12	—	29	—	—	—	169	6:3
6:4	—	—	—	16	—	19	—	—	3	—	—	6:4
6:5	—	—	—	—	—	—	30	2	—	4	—	6:5
6:6	22	22	25	—	13	20	—	—	—	—	170	6:6
6:7	—	—	—	17	—	—	31	—	—	—	—	6:7
6:8	—	—	—	—	—	21	32	—	—	—	171	6:8
6:9	—	—	—	—	—	22	—	—	—	—	—	6:9
6:10	—	—	—	—	14	—	33	—	4	5	—	6:10
6:11	—	—	26	18	—	23	—	—	—	—	172	6:11
7:0	23	—	—	—	—	—	34	—	—	—	—	7:0

Appendix C Test-Age Equivalents Corresponding to CELF-5 Test Raw Scores (continued)

Test Age	Test											Test Age
	SC	LC	WS	WC	FD	FS	RS	WD	SA	SR	PP	
7:1	—	—	—	—	15	—	—	—	—	—	173	7:1
7:2	—	—	—	19	—	24	35	—	—	—	—	7:2
7:3	—	—	—	—	—	—	—	3	5	—	174	7:3
7:4	—	—	27	—	—	25	36	—	—	6	—	7:4
7:5	—	—	—	20	16	—	—	—	—	—	—	7:5
7:6	—	—	—	—	—	26	37	—	—	—	175	7:6
7:7	—	—	—	—	—	—	—	—	—	—	—	7:7
7:8	—	—	—	—	—	27	38	—	—	—	—	7:8
7:9	—	23	—	—	17	—	—	—	—	—	—	7:9
7:10	—	—	28	21	—	—	39	—	6	7	176	7:10
7:11	—	—	—	—	—	28	—	—	—	—	—	7:11
8:0	—	—	—	—	—	—	40	—	—	—	—	8:0
8:1	—	—	—	—	—	—	—	4	—	—	—	8:1
8:2	24	—	—	22	18	29	41	—	—	—	177	8:2
8:3	—	—	—	—	—	—	—	—	—	—	178	8:3
8:4	—	—	—	—	—	—	—	—	—	—	179	8:4
8:5	—	24	—	—	—	30	42	—	7	8	—	8:5
8:6	—	—	—	23	—	—	—	—	—	—	—	8:6
8:7	25	—	29	—	19	—	43	—	—	—	—	8:7
8:8	—	—	—	—	—	31	—	—	—	—	—	8:8
8:9	—	—	—	—	—	—	—	—	—	—	—	8:9
8:10	—	—	—	24	—	—	44	—	—	—	180	8:10
8:11	—	—	—	—	—	32	—	5	—	—	181	8:11
>8:11	26	25	30-33	—	—	—	—	—	—	—	—	>8:11
9:0	—	—	—	—	20	—	45	—	8	—	182	9:0
9:1	—	—	—	—	—	—	—	—	—	9	183	9:1
9:2	—	—	—	25	—	—	—	—	—	—	184	9:2
9:3	—	—	—	—	—	33	46	—	—	—	—	9:3
9:4	—	—	—	—	—	—	—	—	—	—	—	9:4
9:5	—	—	—	—	—	—	47	—	—	—	185	9:5
9:6	—	—	—	—	21	—	—	—	—	—	—	9:6
9:7	—	—	—	—	—	34	—	—	9	—	186	9:7
9:8	—	—	—	26	—	—	48	6	—	10	—	9:8
9:9	—	—	—	—	—	—	—	—	—	—	187	9:9
9:10	—	—	—	—	—	35	49	—	—	—	—	9:10
9:11	—	—	—	—	22	—	—	—	—	—	188	9:11
10:1	—	—	—	27	—	36	50	—	10	—	—	10:1
10:4	—	—	—	28	—	—	51	—	—	11	189	10:4
10:7	—	—	—	—	23	37	52	7	—	—	190	10:7
10:10	—	—	—	29	—	—	53	—	11	—	191	10:10
11:1	—	—	—	—	—	38	54	—	—	—	192	11:1
11:4	—	—	—	—	24	—	55	8	—	12	193	11:4
11:7	—	—	—	30	—	39	—	—	12	—	—	11:7
11:10	—	—	—	—	—	—	56	—	—	—	194	11:10
12:1	—	—	—	—	—	40	57	—	—	—	—	12:1
12:4	—	—	—	—	25	—	—	9	—	13	195	12:4
12:7	—	—	—	31	—	41	58	—	13	—	—	12:7
12:10	—	—	—	—	—	—	59	—	—	—	196	12:10
13:1	—	—	—	—	—	—	60	—	—	—	—	13:1
13:4	—	—	—	—	26	—	61	10	—	—	—	13:4

Appendix C Test-Age Equivalents Corresponding to CELF-5 Test Raw Scores *(continued)*

Test Age	Test										Test Age	
	SC	LC	WS	WC	FD	FS	RS	WD	SA	SR		PP
13:7				32	—	42	—	—	14	—	197	13:7
13:10				—	—	—	62	—	—	14	—	13:10
14:1				—	—	—	—	—	—	—	—	14:1
14:4				—	—	—	63	11	—	—	—	14:4
14:7				33	27	—	—	—	15	—	—	14:7
14:10				—	—	—	64	—	—	—	—	14:10
15:1				—	—	43	—	—	—	—	—	15:1
15:4				—	—	—	—	—	—	15	—	15:4
15:7				34	28	—	65	12	16	—	—	15:7
15:10				—	—	—	—	—	—	—	—	15:10
16:1				—	—	—	—	—	—	—	—	16:1
16:4				—	—	—	—	—	—	—	198	16:4
16:7				—	—	—	—	—	—	—	—	16:7
16:10				—	—	—	—	—	—	—	—	16:10
17:1				—	—	—	66	—	—	—	—	17:1
17:4				—	—	—	—	—	17	16	—	17:4
17:7				35	29	—	—	13	—	—	—	17:7
17:10				—	—	—	—	—	—	—	—	17:10
18:1				—	—	—	—	—	—	—	—	18:1
18:4				—	—	—	—	—	—	—	—	18:4
18:7				—	—	44	67	—	—	—	—	18:7
18:10				—	—	—	—	—	—	—	—	18:10
19:1				—	—	—	—	—	—	—	—	19:1
19:4				—	—	—	—	—	—	—	—	19:4
19:7				—	—	—	—	—	—	—	199	19:7
19:10				—	—	—	—	14	18	—	—	19:10
20:1				36	30	—	68	—	—	17	—	20:1
20:4				—	—	—	—	—	—	—	—	20:4
20:7				—	—	—	—	—	—	—	200	20:7
20:10				—	—	—	—	—	—	—	—	20:10
21:5				—	—	—	—	—	—	—	—	21:5
>21:5				37–40	31–33	45–48	69–78	15–21	19–20	18–20	—	>21:5

Percentile Ranks, Normal Curve Equivalents, and Stanines

APPENDIX D Percentile Ranks, Normal Curve Equivalents, and Stanines

Test Scaled Score	Core & Index Standard Score	Percentile Rank	Normal Curve Equivalent	Stanine	Test Scaled Score	Core & Index Standard Score	Percentile Rank	Normal Curve Equivalent	Stanine
	160	>99.9	>99	9	10	100	50	50	5
	159	>99.9	>99	9		99	47	49	5
	158	>99.9	>99	9		98	45	47	5
	157	>99.9	>99	9		97	42	46	5
	156	>99.9	>99	9		96	39	44	4
	155	>99.9	>99	9	9	95	37	43	4
	154	>99.9	>99	9		94	34	42	4
	153	>99.9	>99	9		93	32	40	4
	152	>99.9	>99	9		92	30	39	4
	151	>99.9	>99	9		91	27	37	4
	150	>99.9	>99	9	8	90	25	36	4
	149	99.9	>99	9		89	23	35	4
	148	99.9	>99	9		88	21	33	3
	147	99.9	>99	9		87	19	32	3
	146	99.9	>99	9		86	18	30	3
19	145	99.9	>99	9	7	85	16	29	3
	144	99.8	>99	9		84	14	28	3
	143	99.8	>99	9		83	13	26	3
	142	99.7	>99	9		82	12	25	3
	141	99.7	>99	9		81	10	23	2
18	140	99.6	>99	9	6	80	9	22	2
	139	99.5	>99	9		79	8	21	2
	138	99	>99	9		78	7	19	2
	137	99	>99	9		77	6	18	2
	136	99	>99	9		76	5	16	2
17	135	99	99	9	5	75	5	15	2
	134	99	98	9		74	4	13	2
	133	99	96	9		73	4	12	1
	132	98	95	9		72	3	11	1
	131	98	94	9		71	3	9	1
16	130	98	92	9	4	70	2	8	1
	129	97	91	9		69	2	6	1
	128	97	89	9		68	2	5	1
	127	96	88	9		67	1	4	1
	126	96	87	8		66	1	2	1
15	125	95	85	8	3	65	1	1	1
	124	95	84	8		64	1	<1	1
	123	94	82	8		63	1	<1	1
	122	93	81	8		62	1	<1	1
	121	92	79	8		61	0.5	<1	1
14	120	91	78	8	2	60	0.4	<1	1
	119	90	77	8		59	0.3	<1	1
	118	88	75	7		58	0.3	<1	1
	117	87	74	7		57	0.2	<1	1
	116	86	72	7		56	0.2	<1	1
13	115	84	71	7	1	55	0.1	<1	1
	114	82	70	7		54	0.1	<1	1
	113	81	68	7		53	0.1	<1	1
	112	79	67	7		52	0.1	<1	1
	111	77	65	6		51	0.1	<1	1
12	110	75	64	6		50	<0.1	<1	1
	109	73	63	6		49	<0.1	<1	1
	108	70	61	6		48	<0.1	<1	1
	107	68	60	6		47	<0.1	<1	1
	106	66	58	6		46	<0.1	<1	1
11	105	63	57	6		45	<0.1	<1	1
	104	61	56	6		44	<0.1	<1	1
	103	58	54	5		43	<0.1	<1	1
	102	55	53	5		42	<0.1	<1	1
	101	53	51	5		41	<0.1	<1	1
						40	<0.1	<1	1

Criterion Score for the Pragmatics Activities Checklist (PAC)

APPENDIX E.1 Pragmatics Activities Checklist Criterion Cut Score

PAC	
Age	Criterion Score
5:0–21:11	≤9

Examples of PAC Score Interpretation

Meets criterion

Male, 8:8

The student had five observations checked on the PAC. The score of 5 meets the criterion of a score less than or equal to 9 (≤ 9), indicating adequate acquisition of the pragmatics skills assessed by the PAC.

Does not meet criterion

Female, 14:2

The student had 14 observations checked on the PAC. Her score of 14 does not meet the criterion of a score less than or equal to 9 (≤ 9). Follow-up evaluation of her pragmatics skills is recommended.

Data for Comparing Index Scores

APPENDIX F.1 Critical Values for Discrepancy Comparisons Between Index Scores

Age	Level of Significance	Composite Pair		
		RLI-ELI	LCI-LSI	LCI-LMI
Overall	0.05	9	9	10
	0.15	7	6	7
5:0-5:5	0.05	8	8	
	0.15	6	6	
5:6-5:11	0.05	9	8	
	0.15	6	6	
6:0-6:5	0.05	8	7	
	0.15	6	5	
6:6-6:11	0.05	8	7	
	0.15	6	5	
7:0-7:11	0.05	10	9	
	0.15	7	7	
8:0-8:11	0.05	9	9	
	0.15	7	7	
9:0-9:11	0.05	8		9
	0.15	6		6
10:0-10:11	0.05	9		10
	0.15	6		7
11:0-11:11	0.05	9		10
	0.15	7		7
12:0-12:11	0.05	9		11
	0.15	7		8
13:0-13:11	0.05	9		9
	0.15	7		7
14:0-14:11	0.05	9		9
	0.15	7		7
15:0-15:11	0.05	11		11
	0.15	8		8
16:0-16:11	0.05	11		11
	0.15	8		8
17:0-21:11	0.05	9		10
	0.15	7		7

APPENDIX F.2 Prevalence of Index Score Discrepancies in the Normative Sample

Amount of Discrepancy (points)	RLI-ELI		LCI-LSI		LCI-LMI		Amount of Discrepancy (points)
	RLI < ELI (-)	RLI > ELI (+)	LCI < LSI (-)	LCI > LSI (+)	LCI < LMI (-)	LCI > LMI (+)	
≥40	0.0	0.0	0.0	0.1	0.0	0.1	≥40
39	0.0	0.0	0.0	0.1	0.0	0.1	39
38	0.0	0.0	0.0	0.1	0.1	0.3	38
37	0.0	0.0	0.0	0.1	0.1	0.3	37
36	0.0	0.0	0.0	0.3	0.1	0.4	36
35	0.0	0.0	0.0	0.3	0.2	0.4	35
34	0.1	0.0	0.0	0.3	0.2	0.5	34
33	0.1	0.0	0.0	0.3	0.3	0.5	33
32	0.1	0.1	0.0	0.3	0.4	0.5	32
31	0.2	0.1	0.0	0.3	0.5	0.6	31
30	0.2	0.1	0.1	0.4	0.6	0.6	30
29	0.3	0.3	0.3	0.4	0.8	0.7	29
28	0.5	0.3	0.3	0.6	0.8	0.9	28
27	0.5	0.5	0.6	0.6	1.1	0.9	27
26	0.8	0.6	0.6	0.8	1.6	1.2	26
25	0.9	1.1	0.6	0.8	1.8	1.4	25
24	1.2	1.3	0.6	1.0	2.2	1.8	24
23	1.5	1.7	0.8	1.1	2.7	2.2	23
22	2.2	2.1	1.0	1.4	3.2	2.7	22
21	2.5	2.5	2.0	1.6	3.6	3.4	21
20	3.6	3.0	2.3	2.3	4.1	4.0	20
19	4.0	3.7	2.9	3.0	4.7	4.6	19
18	4.6	4.2	3.0	3.5	5.9	5.6	18
17	5.0	5.3	4.1	3.9	7.0	7.3	17
16	6.6	6.1	4.6	4.9	8.7	8.4	16
15	7.6	8.2	5.5	6.4	9.9	9.8	15
14	9.4	9.4	6.5	7.8	11.3	10.9	14
13	11.3	11.2	8.5	9.4	12.9	13.2	13
12	13.5	12.4	10.5	11.8	14.5	14.4	12
11	15.5	15.3	14.0	13.4	16.3	17.4	11
10	17.9	17.5	16.5	15.9	18.5	18.9	10
9	20.4	20.6	19.3	18.4	21.6	22.0	9
8	22.6	22.9	22.4	21.4	24.2	23.8	8
7	25.7	26.1	27.0	24.3	26.7	27.0	7
6	28.9	29.3	29.8	27.4	28.4	29.2	6
5	32.1	33.3	32.3	32.6	32.7	34.2	5
4	36.3	36.6	35.4	35.4	35.1	36.4	4
3	39.9	40.7	39.5	39.4	40.6	41.5	3
2	44.3	44.4	43.6	43.8	42.9	44.4	2
1	47.7	47.6	47.6	47.6	47.5	49.1	1
Mean	8.6	8.6	8.0	8.0	9.1	9.0	Mean
SD	6.2	6.1	5.6	6.0	7.0	6.9	SD
Median	7.0	7.0	7.0	7.0	8.0	7.0	Median

Growth Scale Values

APPENDIX G.1 Growth Scale Values Corresponding to Test Raw Scores

Raw Score	Test										Raw Score
	SC	LC	WS	WC	FD	FS	RS	WD	SA	SR	
78							662				78
77							646				77
76							629				76
75							618				75
74							610				74
73							602				73
72							596				72
71							591				71
70							587				70
69							583				69
68							579				68
67							576				67
66							573				66
65							570				65
64							567				64
63							565				63
62							562				62
61							559				61
60							557				60
59							555				59
58							552				58
57							550				57
56							548				56
55							545				55
54							543				54
53							541				53
52							539				52
51							536				51
50							534				50
49							532				49
48						604	530				48
47						591	527				47
46						579	525				46
45						571	523				45
44						566	521				44
43						561	518				43
42						557	516				42
41						553	514				41
40				718		550	512				40
39				698		546	509				39
38				675		543	507				38
37				659		541	505				37
36				646		538	502				36
35				634		535	500				35
34				622		532	497				34
33			632	612	672	529	495				33
32			613	602	652	527	492				32
31			592	592	630	524	489				31
30			579	583	615	521	486				30
29			569	574	604	519	484				29
28			560	566	595	516	480				28
27			553	557	586	513	477				27
26	611		546	550	579	510	474				26
25	593	634	540	542	571	507	470				25
24	574	615	534	534	564	504	467				24
23	562	593	529	527	557	501	463				23
22	553	579	524	519	551	498	459				22

APPENDIX G.1 Growth Scale Values Corresponding to Test Raw Scores *(continued)*

Raw Score	Test									Raw Score	
	SC	LC	WS	WC	FD	FS	RS	WD	SA		SR
21	545	568	519	511	544	495	455	644			21
20	539	558	514	504	537	492	451	625	640	609	20
19	533	550	510	496	530	489	447	604	620	590	19
18	527	542	505	488	522	486	443	589	596	570	18
17	522	535	501	479	515	482	439	578	580	557	17
16	517	528	497	470	507	479	434	567	568	547	16
15	511	520	493	461	499	476	430	557	557	538	15
14	506	513	488	451	491	473	425	547	547	530	14
13	501	506	484	441	482	469	420	537	538	522	13
12	496	498	480	431	473	466	416	527	529	515	12
11	491	491	475	421	465	462	411	516	521	508	11
10	486	483	470	412	455	458	405	506	512	501	10
9	480	475	465	402	446	454	400	495	503	495	9
8	474	467	460	393	436	449	394	483	493	488	8
7	468	458	454	383	425	445	388	472	481	480	7
6	462	449	448	374	413	439	382	459	467	473	6
5	454	440	441	364	399	433	375	444	450	464	5
4	446	430	433	353	383	425	368	425	429	455	4
3	436	418	423	341	363	417	359	397	405	443	3
2	423	403	410	327	336	405	348	364	379	427	2
1	402	382	390	306	302	388	331	332	346	403	1

APPENDIX G.2 Growth Scale Values Corresponding to Pragmatics Profile Raw Scores

Raw Score	Test	Raw Score	Test	Raw Score	Test
	PP		PP		PP
200	687	143	526	86	443
199	670	142	525	85	441
198	652	141	523	84	440
197	641	140	522	83	438
196	634	139	521	82	437
195	627	138	519	81	435
194	622	137	518	80	433
193	618	136	516	79	432
192	614	135	515	78	430
191	610	134	514	77	428
190	607	133	512	76	426
189	604	132	511	75	425
188	601	131	509	74	423
187	599	130	508	73	421
186	596	129	507	72	419
185	594	128	505	71	417
184	592	127	504	70	415
183	590	126	502	69	413
182	587	125	501	68	411
181	585	124	500	67	409
180	583	123	498	66	407
179	582	122	497	65	405
178	580	121	495	64	402
177	578	120	494	63	400
176	576	119	493	62	397
175	574	118	491	61	394
174	573	117	490	60	391
173	571	116	488	59	388
172	569	115	487	58	384
171	568	114	485	57	380
170	566	113	484	56	376
169	564	112	483	55	371
168	563	111	481	54	364
167	561	110	480	53	357
166	560	109	478	52	346
165	558	108	477	51	328
164	557	107	475	50	310
163	555	106	474		
162	554	105	472		
161	552	104	471		
160	551	103	469		
159	549	102	468		
158	548	101	466		
157	546	100	465		
156	545	99	463		
155	543	98	462		
154	542	97	460		
153	540	96	459		
152	539	95	457		
151	538	94	456		
150	536	93	454		
149	535	92	452		
148	533	91	451		
147	532	90	449		
146	530	89	448		
145	529	88	446		
144	528	87	445		

Formulated Sentences and Structured Writing Scorer Training

Formulated Sentences Items for Scorer Training

Many of the examples in this appendix are student responses from CELF-5 standardization that were used to train scorers for the standardization protocols. Reference these examples as you score responses to the Formulated Sentences test. Use the Scoring Rules and Scoring Procedure in Chapter 3 and your clinical judgment when scoring responses.

Set A

Target Word(s)	2 Points	1 Point	0 Points
1. she	<i>She</i> is washing her hands. <i>She</i> washed her hands.		
2. airplane	The <i>airplane</i> is flying in the sky. The <i>airplane</i> flew in the sky. I see an <i>airplane</i> in the sky.		People like flying on airplanes.
3. car	The mom is driving in a <i>car</i> . The mom drove in the <i>car</i> . She is driving in her <i>car</i> .	Our waiting is waiting in her <i>car</i> .	
4. in	The fish is <i>in</i> the bowl. The cat has his paw <i>in</i> the water.	The cat is putting her paw <i>in</i> the fish tank. The cat put <i>in</i> her hand.	
5. finally	<i>Finally</i> he got his test done. The man <i>finally</i> gave the test to the teacher. A boy <i>finally</i> turned in his research report. I <i>finally</i> got my test scores back.		
6. quickly	The boy ran outside <i>quickly</i> . The girl <i>quickly</i> ran outside. The kids <i>quickly</i> ran outside. They are running <i>quickly</i> out of their house.		
7. gave	The mom <i>gave</i> the kids breakfast. The mom <i>gave</i> the boy the bran flakes. The mother <i>gave</i> the kids orange juice. The mother <i>gave</i> everybody their breakfast.		
8. best	The <i>best</i> person is the cowboy. The cowboy played his guitar the <i>best</i> . The ballerina was the <i>best</i> of all. The cowboy did his <i>best</i> .		
9. third	The girl is the <i>third</i> person in line. The soccer player was <i>third</i> in line. The girl is <i>third</i> in line.	The soccer boy was <i>third</i> in line.	
10. when	<i>When</i> did you fall off your bike? <i>When</i> the boy fell he cried. <i>When</i> did you fall and hurt your leg? He fell <i>when</i> he rode his bike too fast.		

Target Word(s)	2 Points	1 Point	0 Points
11. and	<p>The mom <i>and</i> dad are picking vegetables.</p> <p>The man <i>and</i> his wife garden together.</p> <p>The husband <i>and</i> wife were planting and farming.</p> <p>The cat <i>and</i> dog ran and messed up the crops.</p>		
12. if	<p><i>If</i> the green team wins then the blue team loses their championship.</p> <p><i>If</i> they don't make this, I'm going to be mad.</p> <p><i>If</i> the blue team loses I'm going to lose all my money.</p>		
13. before	<p>The kid picked out candy <i>before</i> they paid for it.</p> <p>You should have asked for this <i>before</i> we got in line.</p> <p>Make sure you have all your stuff <i>before</i> you get on line.</p>	<p>The man didn't need to eat his candy <i>before</i> he paid.</p>	
14. because	<p>The car stopped <i>because</i> people were walking.</p> <p>Stop <i>because</i> he is trying to cross the street.</p> <p>The crossing guard loves her job <i>because</i> she loves to help people.</p>		
15. instead	<p><i>Instead</i> of robots I want dinosaurs.</p>		<p>The boy wanted the dinosaur book <i>instead</i>.</p> <p>Can I have the robot book <i>instead</i>?</p>
16. until	<p>The girl couldn't get the new bicycle she wanted <i>until</i> the store was open.</p> <p>I was going to get that bike <i>until</i> they closed.</p> <p>You cannot get your bike <i>until</i> the store opens.</p>		
17. although	<p><i>Although</i> I broke my wrist, I still like riding my skateboard.</p>		<p><i>Although</i> I am riding a skateboard. The boy had a broken arm <i>although</i> he still wanted to skateboard.</p> <p><i>Although</i> you broke your arm, why would you be skating.</p>
18. unless	<p>The boy couldn't play baseball <i>unless</i> he finished his homework.</p> <p><i>Unless</i> you finish your homework, you can't go play baseball.</p> <p>I can't play baseball <i>unless</i> I finish my homework.</p>		
19. if...then	<p><i>If</i> I miss the bus, <i>then</i> my mom will have to drive me.</p>		<p><i>If</i> you won't wake up, <i>then</i> you won't keep missing the bus.</p>

Target Word(s)	2 Points	1 Point	0 Points
20. and... because	Stop <i>because</i> a woman <i>and</i> children are trying to cross the street. Wait <i>because</i> I need to make sure animals <i>and</i> people don't get hurt.		
21. though... even	<i>Even though</i> she liked the clothes, she couldn't get them.		<i>Though</i> we only have money for one, let's get them, they're <i>even</i> . I like both shirts <i>even though</i> I want all of them.
22. or...and	They could either go to the lions <i>or</i> the elephant <i>and</i> they picked the lions. I want to go see the tiger <i>or</i> the elephant <i>and</i> eat snacks.	You can go to elephants <i>or</i> lions <i>or</i> maybe elephants <i>and</i> lions.	
23. before... otherwise	<i>Before</i> he could get his food he would have to pay <i>otherwise</i> he couldn't eat. You need to pay <i>before</i> we miss the bus <i>otherwise</i> we will be late.		We need to pay <i>before</i> <i>or otherwise</i> our food will get taken away.
24. after...until			We'll wait <i>until</i> the lady and her dog leave to go to the playground. <i>Until</i> my parents come home, you have to come over <i>after</i> .

Set B

Target Word(s)	2 Points	1 Point	0 Points
1. she	<p><i>She</i> is washing her hands.</p> <p><i>She</i> is about to brush her teeth.</p> <p><i>She</i> is waiting for her turn at the sink.</p>		
2. airplane	<p>The <i>airplane</i> flew really high.</p> <p>The <i>airplane</i> is in the sky.</p> <p>The <i>airplane</i> is traveling very high.</p>		Airplanes fly high in the sky.
3. car	<p>The <i>car</i> is driving away.</p> <p>The <i>car</i> is driving by the school.</p> <p>Mom is in the <i>car</i>.</p> <p>The mother is waiting in the <i>car</i> for her child.</p>		
4. in	<p>The cat put its paw <i>in</i> the fish bowl.</p> <p>The cat put her paw <i>in</i> the fish bowl.</p> <p>The cat put his paw <i>in</i> the water.</p>	The cat's paw is <i>in</i> the fish tank.	
5. finally	<p><i>Finally</i>, the man gets the paper.</p> <p><i>Finally</i> the child gave the teacher his paper.</p> <p>He was <i>finally</i> done with his test.</p> <p>The boy <i>finally</i> finished his test.</p>		
6. quickly	<p>The girl <i>quickly</i> gets out of the house.</p> <p>The girls <i>quickly</i> had to run out the door.</p>	<p>The girls are eating their apple <i>quickly</i> so they can get to their ball game.</p> <p>They <i>quickly</i> eat their apple.</p>	
7. gave	<p>The mom <i>gave</i> the children breakfast.</p> <p>Their mother <i>gave</i> them some cereal.</p> <p>Mom <i>gave</i> them orange juice.</p> <p>The little boy <i>gave</i> his sister his piece of bread.</p>		
8. best	<p>These people are the <i>best</i> in what they...in like, those children are <i>best</i> at what their hobby is.</p> <p>They got the <i>best</i> prizes.</p> <p>They all did the <i>best</i> in the show.</p>	These children were the <i>best</i> in show.	
9. third	<p>The boy with the soccer ball is <i>third</i> in line.</p> <p>The boy with the soccer ball is <i>third</i> in line at the water fountain.</p> <p>The boy is <i>third</i> in line.</p> <p>The boy with the soccer ball is the <i>third</i> in line.</p> <p>The boy with the soccer ball will be the <i>third</i> to drink.</p>		

Target Word(s)	2 Points	1 Point	0 Points
10. when	<p><i>When</i> the boy fell off his bike, he scraped his knee.</p> <p><i>When</i> the boy was riding his bike he fell off and scraped his knee.</p> <p><i>When</i> she was riding her bike she scraped her knee.</p> <p><i>When</i> the boy scratched his knee, he started to cry.</p> <p><i>When</i> he fell off his bike he cut his leg.</p>		
11. and	<p>The farmer <i>and</i> his wife grew a garden.</p> <p>The cat went into the garden <i>and</i> then, <i>and</i> then the dog followed the cat.</p> <p>The cat <i>and</i> the dog went in the garden.</p> <p>The husband <i>and</i> his wife are working in their garden.</p> <p>A dog <i>and</i> a cat were fighting.</p>		
12. if	<p><i>If</i> we score a touchdown, we will win the game.</p> <p><i>If</i> the blue team wins, they get a million bucks!</p> <p><i>If</i> their team wins they will be happy.</p> <p><i>If</i> the football team wins the game, a lot of people will be happy.</p> <p><i>If</i> the team won, they would go to the championship.</p>		
13. before	<p>You have to get the food <i>before</i> you go to the register.</p> <p>They find their groceries <i>before</i> they check out.</p> <p>The woman is <i>before</i> the older lady.</p> <p>The man had to check out <i>before</i> he could leave.</p>		
14. because	<p>The police officer said, "Stay here" <i>because</i> a car was coming.</p> <p>The boy(s/c) man had to use a dog <i>because</i> he was blind.</p> <p><i>Because</i> the man is blind he had a guide dog.</p>	<i>Because</i> there is so much traffic, the police had to direct traffic.	
15. instead	<p><i>Instead</i> of the dinosaur book he wanted to get, the boy wanted to get the truck book.</p> <p>The boy wanted the dinosaur book <i>instead</i> of the truck book.</p> <p>The boy wants the dinosaur book <i>instead</i> of the robot book.</p> <p>The boy got the book on robots <i>instead</i> of the one on trucks.</p>		<i>Instead</i> , the boy wants the dinosaur book.

Target Word(s)	2 Points	1 Point	0 Points
16. until	<p>The girl wants the bicycle, but her mom says she can't get it <i>until</i> the store is open.</p> <p>The girl wanted the bicycle <i>until</i> she saw the store was closed.</p> <p><i>Until</i> the bicycle store opened, she could not get her bike.</p> <p><i>Until</i> the bike store opened she would have to wait.</p>	<p><i>Until</i> the bicycle place, the bicycle store is open the girl could not get her favorite bike.</p>	
17. although	<p>They went to his friend's house <i>although</i> he didn't ask his mom.</p> <p><i>Although</i> the boy had a broken arm, he still rode his skateboard.</p> <p><i>Although</i> he broke his arm he could still skate.</p>	<p><i>Although</i> the boy broke his arm he can still do many stuff.</p>	
18. unless	<p><i>Unless</i> he finishes his homework, he cannot play in the baseball game today.</p> <p><i>Unless</i> he finished his homework, he could not play baseball.</p>		<p>The boys wants to play but his mom says not until you are done with your homework.</p> <p><i>Unless</i> he finishes his homework he can go out to play.</p> <p>The boy said hi to his friends...no wait...he did his homework <i>unless</i> he would get in trouble.</p>
19. if...then	<p><i>If</i> the boy does not make the school bus, <i>then</i> he will have to walk to school.</p>	<p><i>If</i> the bus was late and <i>then</i> the boy would be late for school.</p>	<p><i>If</i> the boy got his homework <i>then if</i> he ran he would catch the bus.</p> <p><i>If</i> he had gotten up sooner he would have caught the bus.</p>
20. and... because	<p>They had to wait <i>because</i> there were cars passing <i>and</i> if they went they could get hurt.</p> <p><i>Because</i> the construction men are working, the mother <i>and</i> her children have to be guided by the construction guy.*</p> <p><i>Because</i> there's construction <i>and</i> traffic, they had to wait.</p> <p>*Depending on the geographic region, <i>guy</i> in this context could be scored as regional or as weak vocabulary. If scored as weak vocabulary, the score would be reduced by 1 point for a semantic deviation.</p>		<p><i>And because</i> they had constructing going on, you could not cross the road until the traffic was done.</p>
21. though... even	<p><i>Even though</i> she likes green she is going to wear purple.</p> <p><i>Even though</i> the girl would like both shirts, she can only get one.</p> <p><i>Even though</i> she liked both, she could only get one.</p>		<p><i>Even though</i> there was so many outfits that the girls liked, they still bought all of'em.</p>

Target Word(s)	2 Points	1 Point	0 Points
22. or...and	<p>Do you want to go to the elephants <i>or</i> the lions <i>and</i> the tigers?</p> <p>The kids had to pick between the lion <i>and</i> the elephant <i>or</i> they would have to leave.</p> <p>They could go see the lions <i>or</i> go play in the park <i>and</i> see the elephants.</p>		<p>Let's uh, the girl said, "Let's go to the elephants, <i>or</i>—wait—what were they? Okay—the girl wanted to go to, the girl wants to go to the elephants first <i>or and</i> then we could go to the lions, <i>or</i> we could go the lions first <i>and</i> the elephants second.</p>
23. before... otherwise	<p><i>Before</i> you eat you have to pay, <i>otherwise</i> that is shoplifting or food-lifting.</p> <p><i>Before</i> they pay for their order, they have to get* the right amount of money, <i>otherwise</i> they cannot get everything.</p> <p>*This is scored as <i>get</i> meaning "to collect."</p>	<p>If he had checked <i>before</i>, he would have had his money, <i>otherwise</i> he wouldn't have to not eat.</p>	<p>If they were there <i>before otherwise</i> they would have to wait for their food.</p>
24. after...until	<p><i>After</i> school they waited by the curb <i>until</i> their mom pulled up.</p>		<p>They had to wait <i>after until</i> they could go to the park.</p> <p><i>After</i> the swings open up, they will wait <i>until</i> it is time for them to go home.</p> <p><i>Until</i> the dog left, they could go to the park, and <i>after</i> that, they could go to the store.</p>

Set C

Target Word(s)	2 Points	1 Point	0 Points
1. she	<i>She</i> is washing her hands. <i>She</i> was washing her hands.		
2. airplane	<i>The airplane</i> was flying in the sky.	The <i>airplane</i> is flying in the sky to get somewhere.	
3. car	The <i>car</i> is picking the kid up. The <i>car</i> came up to the school.		
4. in	The cat is putting his paw <i>in</i> the fish bowl where it should not be. The cat put his paw <i>in</i> the fish's bowl. The cat's paw is <i>in</i> the fishbowl. The fish is <i>in</i> the bowl.	The cat has her paw <i>in</i> the fish tank.	
5. finally	The older person <i>finally</i> finished his bills. <i>Finally</i> the man got his paperwork done.		
6. quickly	They are <i>quickly</i> running out the door. The two girls ate <i>quickly</i> to go to their soccer game.		
7. gave	The brother <i>gave</i> his bread to the sister.		
8. best	The <i>best</i> one is the ballerina. The three kids are all <i>best</i> at something. The boy in the green has the <i>best</i> award. All of them have a trophy so you can't tell who is the <i>best</i> .	The cowboy and the ballerina were one of the <i>best</i> performing.	
9. third	This one is <i>third</i> . The boy with the soccer ball is <i>third</i> in line for the water fountain. The boy with the soccer ball is <i>third</i> in line. The boy with the soccer ball is <i>third</i> .		The <i>third</i> girl in line was waiting to get a drink.
10. when	<i>When</i> the boy fell off his bike the girl made sure he was okay. Someone hurt their knee <i>when</i> they fell. He cried <i>when</i> he fell.	The friend asked the boy <i>when</i> this scraped him and is he okay? They were riding their bikes <i>when</i> he fell off his bike and got a hurt knee.	
11. and	The farmer was planting his crops when the cat <i>and</i> the dog came by. The dog <i>and</i> the cat were chasing each other. The farmers are working <i>and</i> the pets are playing. The dog <i>and</i> cat are playing.		<i>And</i> the older adult is gardening with his wife.

Target Word(s)	2 Points	1 Point	0 Points
12. if	<p><i>If</i> the football team makes a touchdown, the cheerleaders will sing.</p> <p><i>If</i> they make a touchdown the crowd will yell.</p>	<p><i>If</i> the green and yellow football team make a touchdown they win the football game.</p> <p><i>If</i> they win, they go to the championship.</p>	They are playing the game.
13. before	<p><i>Before</i> the lady at the checkout scans the groceries the boy asks his dad for a piece of candy.</p> <p><i>Before</i> the boy in the cart could open his candy bar, he had to check it out at the register.</p> <p>The man in the purple got in line <i>before</i> the woman in the pink.</p> <p>He must pay for the candy <i>before</i> he eats it.</p>		<i>Before</i> the man with the purple jacket there was a woman with a pink sweater in line.
14. because	<p>The police officer had to stop the cars and traffic <i>because</i> people were walking in the crosswalk.</p> <p>The cars need to stop, <i>because</i> people are crossing the street.</p> <p>The cars must stop <i>because</i> the people are walking.</p>	<i>Because</i> the traffic lady was there, the people could walk across the street.	<i>Because</i> the woman is letting the people go.
15. instead	<p><i>Instead</i> of the robot books, he got the dinosaur books.</p> <p>The little boy was going to read a book about trucks but <i>instead</i> he wanted a book about dinosaurs.</p> <p>The boy wants the dinosaur book <i>instead</i> of the truck book.</p> <p>He wants to read the dinosaur book <i>instead</i> of the truck book.</p>		<i>Instead</i> I want all of these books.
16. until	<p>Mom, <i>until</i> the bike shop opens we cannot go inside.</p> <p><i>Until</i> the bicycle store opens the girl cannot get a new bike.</p> <p>The woman has to wait <i>until</i> the store opens.</p> <p>They must wait outside <i>until</i> the store opens.</p>		<i>Until</i> the store was closed, she wanted a bicycle.
17. although	<p>The boy is skateboarding <i>although</i> he wants to ride the bike.</p> <p>He is still skateboarding <i>although</i> he hurt his arm.</p>		<i>Although</i> the boy knew how to skateboard he also knew how to ride a bike.
18. unless	<p><i>Unless</i> the boy finishes his homework, he can't go to the baseball game.</p> <p><i>Unless</i> he finishes his work he will not go out to play.</p>	<p><i>Unless</i> if the baseball player finishes his work he cannot play in the game today.</p> <p>They can't play baseball <i>unless</i> he finishes his homework.</p>	The friend said you can come out <i>unless</i> your taxes are done.

Target Word(s)	2 Points	1 Point	0 Points
19. if...then	<p>If the bus stops, <i>then</i> the boy can get on it.</p> <p>If he misses the bus, <i>then</i> he has to walk to school.</p> <p>If the bus stops <i>then</i> he will get on.</p>	<p>If the bus didn't slow down <i>then</i> the boy would have to walk to school.</p>	<p>The school bus is leaving the parking lot too soon.</p>
20. and... because	<p><i>Because</i> there was a lot of construction the kids <i>and</i> their mom had to wait to cross the street.</p> <p>The boy <i>and</i> girl are waiting <i>because</i> the worker has the red flag up.</p>	<p>The family walked across the street <i>and</i> the builder stopped them <i>because</i> they were doing construction there.</p> <p>Her <i>and</i> her family can't cross the street 'cause there's construction.</p>	<p><i>Because</i> the mans are working on a building <i>and</i> the girls are that does not mean the people can go.</p>
21. though... even	<p>The girl said <i>even though</i> I like the green shirt, I want to buy the purple one.</p> <p><i>Even though</i> the pink shirt looked good on the girl she picked the green one.</p> <p><i>Even though</i> she wants the shirt, she can't afford it.</p> <p><i>Even though</i> she likes both shirts she must choose one.</p>		<p>The girls are picking out something but they are going to the shopping market.</p>
22. or...and	<p>She wanted to go to the lions exhibit <i>and</i> her mother wanted to go too, but the other girl said can we go there next time <i>or</i> go to another zoo.</p> <p>The little girls had to decide between the lion exhibit <i>or</i> the elephant exhibit <i>and</i> they picked the lions.</p> <p>They want to see the lion <i>and</i> elephant but their mother says you can see one <i>or</i> the other.</p>	<p>Her <i>and</i> her family can't decide whether to go to the elephants <i>or</i> the lions.</p>	<p>The two girls <i>and</i> the new sister are going to the ice cream place.</p>
23. before... otherwise	<p><i>Before</i> the kids paid for their meal they got rid of the fries <i>otherwise</i> they would have paid for them if they had enough money.</p> <p>They need to pay <i>before</i> they eat, <i>otherwise</i> they'll get in trouble.</p>		<p>The boys are wise to pick this lunch.</p> <p><i>Before</i> you get the food you have to pay <i>otherwise</i> you can do debit or credit.</p>
24. after...until	<p><i>After</i> school the boys waited on the sidewalk <i>until</i> their mother came to pick them up.</p>		<p><i>After</i> the boys went to the park they went home to their families.</p> <p><i>After</i> I went across the street, the girl walking the dog said <i>until</i> you pet my dog, wash your hands.</p> <p><i>After</i> school, they should wait <i>until</i> they play.</p> <p>The boys will wait <i>until</i> to swing <i>after</i> the girls leave.</p>

Set D

Target Word(s)	2 Points	1 Point	0 Points
1. she	<i>She</i> is washing her hands.		
2. airplane	The <i>airplane</i> is flying.		
3. car	The <i>car</i> is stopped.		
4. in	A fish is <i>in</i> a bowl with water. The fish is <i>in</i> the bowl. Marbles are <i>in</i> the bowl. The cat put his paw <i>in</i> the goldfish bowl. The cat has its paw <i>in</i> the fishbowl.		
5. finally	<i>Finally</i> I am here.		
6. quickly	I am <i>quickly</i> .		
7. gave	My mom <i>gave</i> me food first.		
8. best	I am <i>best</i> . The girl was the <i>best</i> in the show. The girl in pink has on the <i>best</i> outfit. The girl was the <i>best</i> dancer.		
9. third	The boy with the soccer ball is <i>third</i> . The boy in red is <i>third</i> . The boy is <i>third</i> in line. The boy with the soccer ball was <i>third</i> in line.		
10. when	<i>When</i> did I get hurt? He hurt his knee <i>when</i> he fell. <i>When</i> the boy rode his bike he fell. The girl crashed <i>when</i> she hit the rock. <i>When</i> the boy hit the ramp he fell and scraped his knee.		
11. and	The man <i>and</i> woman are working. The husband <i>and</i> wife are working. The man is raking <i>and</i> standing. The farmer <i>and</i> his wife were tending to their small garden.		
12. if	<i>If</i> I was in the game I would win. The students will yell <i>if</i> their team wins. The girls will jump <i>if</i> the team scores. They will be happy <i>if</i> their team wins.		

Target Word(s)	2 Points	1 Point	0 Points
13. before	<p>The boy must pay <i>before</i> he eats the candy.</p> <p>He must pay <i>before</i> he leaves the store.</p> <p>The lady bought something <i>before</i> she realized how much it cost.</p> <p><i>Before</i> the dad could get the candy bar he needed to check the price.</p>		
14. because	<p>The man has a dog <i>because</i> he is blind.</p> <p>The jeep stopped <i>because</i> the people were walking.</p> <p>The crossing guard stopped traffic <i>because</i> the blind man was crossing the street.</p> <p><i>Because</i> the man was blind, the officer stopped the traffic.</p>		<i>Because</i> there is too much cars.
15. instead	<p>He wants the dinosaurs book <i>instead</i> of the truck book.</p> <p>He pointed to the orange book <i>instead</i> of the yellow one.</p> <p>The boy wants the dinosaurs book <i>instead</i> of the robot book.</p> <p>The boy chose the book on dinosaurs <i>instead</i> of trucks.</p>		<i>Instead</i> I want this book.
16. until	<p>They have to wait <i>until</i> the store opens to buy a bike.</p> <p>The closed sign will stay up <i>until</i> the store opens.</p> <p>The girl won't get the bike <i>until</i> the store opens.</p> <p>The girl must wait <i>until</i> the store opens to buy the bike.</p>		<i>Until</i> I have that.
17. although	<p><i>Although</i> he broke his arm he is still riding the skateboard.</p> <p>The boy is riding the skateboard <i>although</i> he has a cast.</p> <p><i>Although</i> the boy broke his arm, he's ready to go back and skateboard.</p>		<p><i>Although</i> the boy was riding a skateboard he fell and got a cast.</p> <p><i>Although</i> I have a bike.</p>
18. unless	<p>He can't play <i>unless</i> he finishes his homework.</p> <p>The boy can't go outside <i>unless</i> he gets his homework done.</p> <p><i>Unless</i> the boy finishes his homework, he won't make the game.</p>		
19. if...then	<p><i>If</i> he uses the umbrella <i>then</i> he will not get wet.</p> <p><i>If</i> the boy catches the bus, <i>then</i> he will make it to school.</p> <p><i>If</i> the school bus stops for the student, <i>then</i> he can get on and out of the rain.</p>		When the bus stops <i>then</i> the boy will get on.
20. and... because	<p>The construction workers are stopping traffic <i>and</i> preventing a crash <i>because</i> they want to adhere to safety laws.</p>	The road is stopped <i>because</i> the men need to work <i>and</i> have no distractions.	

Target Word(s)	2 Points	1 Point	0 Points
21. though... even	The girl wants the green shirt <i>even though</i> her mother doesn't. <i>Even though</i> the girl has only enough money for one dress, she likes both.		<i>Though</i> her mother likes the pink shirt the girl likes the green one. <i>Though</i> the girl looks good in the clothes she wants all of them <i>even</i> if she doesn't have enough money.
22. or...and	They want to see the lions <i>and</i> elephants <i>or</i> go eat. They could go to the elephant cage <i>or</i> the lion cage <i>and</i> have a snack. The family could go see the lions <i>or</i> go see the elephants <i>and</i> lions.		The girls want to see the lion <i>and</i> the elephant.
23. before... otherwise	The boys have to pay <i>before</i> they eat <i>otherwise</i> they can't eat. <i>Before</i> the boys can eat they must get their money, <i>otherwise</i> they'll be turned away.		The boys should have measured out their money <i>before otherwise</i> they wouldn't have had enough.
24. after...until	<i>After</i> they talk they will go to the park <i>until</i> dark.		<i>Until</i> after school the boys have to complete their work. <i>After</i> the car passes, the boys can cross the street. <i>Until</i> then, they wait.

Structured Writing Items Scored Examples

Examples in this appendix are student responses from CELF-5 standardization. Reference these examples as you score responses to the Structured Writing test. Use the Scoring Procedures in Chapter 3 and your clinical judgment when scoring responses. Sentence Patterns included in this appendix show the sentence patterns and sentence elements used in scoring Structured Writing.

1. Summer Break

Sam could barely contain his excitement on the last day of school, and each minute

seemed like it took an hour to go by. It wasn't that he disliked school he

couldn't wait for summer. He had so many fun activities.

He was going to see his friends.

One week he was going on vacation.

2. Elsa's Project

Elsa could not decide whether to build an insect collection or a leaf collection for

her final project in science class. With just two weeks left before the project was due

she decided on making a leaf collection with leaves from different places. She was having them shipped to her.

She got them from Florida. She got a big board to put them on.

Figure H1 Structured Writing Example A (Student Age 12:7) continued

Scoring for Ages 11–12				
Summer Break				
	Complete	Structure	Grammar	Total
Sentence 1	①0	3②1 0	①0	4
Sentence 2	①0	3 2①0	①0	3
Sentence 3	①0	3②1 0	①0	4
Sentence +	1 0	3 2 1 0	1 0	
		Organization	4③0	3
		Writing Mechanics	③2 1 0	3
Elsa's Project				
Sentence 1	①0	3②1 0	①0	4
Sentence 2	①0	3②1 0	①0	4
Sentence 3	①0	3②1 0	①0	4
Sentence +	1 0	3 2 1 0	1 0	
		Organization	4③0	3
		Writing Mechanics	3 2 1①0	0
		Raw Score		32

The student wrote three sentences as required.

1. Summer Break Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Sentence 2	① The sentence is complete.	① It is a simple sentence.	① There are no grammar errors.
Sentence 3	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Organization	③ The response follows topic and theme and the student wrote three sentences.		
Writing Mechanics	③ There are no mechanical errors.		

The student wrote three sentences as required.

2. Elsa's Project Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Sentence 2	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Sentence 3	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Organization	③ The response follows topic and the student wrote three sentences.		
Writing Mechanics	① There are multiple mechanical errors. The spelling errors include: <i>decided/decided</i> , <i>colection/collection</i> , <i>shiped/shipped</i> , and <i>Flordia/Florida</i> . The third sentence lacks initial capitalization: <i>then/Then</i> .		

1. Class Schedules

It was the first day of school and the kids stood in line to pick up their class schedules.

Betty was new at this school and

¹ ~~she~~ didn't know what to do. Then someone walked up to her and ~~she~~ told her what to do. ² Then they became friends.

2. Morning Announcements

The principal makes announcements every morning, usually about the weather, the lunch choices, and upcoming school events. However, today was different, all she talked about

was ¹ the upcoming dance. I'm not ready ² for it. I don't even have a dress.

Figure H2 Structured Writing Example B (Student Age 9:11) continued

Scoring for Ages 9–10				
Class Schedules				
	Complete	Structure	Grammar	Total
Sentence 1	① 0	② 0	① 0	4
Sentence 2	① 0	3 ① 0	① 0	3
Sentence +	1 0	3 2 1 0	1 0	
		Organization	② 0	2
		Writing Mechanics	③ 1 0	3
Morning Announcements				
Sentence 1	① 0	3 ① 0	① 0	3
Sentence 2	① 0	3 ① 0	① 0	3
Sentence +	1 0	3 2 1 0	1 0	
		Organization	② 0	2
		Writing Mechanics	③ 1 0	3
		Raw Score		23

The student wrote two sentences as required.

1. Class Schedules Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	② It is a simple sentence with compound elements.	① There are no grammar errors.
Sentence 2	① The sentence is complete.	① It is an expanded simple sentence.	① There are no grammar errors.
Organization	② The response follows topic and theme and the student wrote two sentences.		
Writing Mechanics	③ There are no mechanical errors.		

The student wrote two sentences as required.

2. Morning Announcements Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	① It is a simple sentence.	① There are no grammar errors.
Sentence 2	① The sentence is complete.	① It is a simple sentence.	① There are no grammar errors.
Organization	② The response follows topic and theme and the student wrote two sentences.		
Writing Mechanics	③ There are no mechanical errors.		

Figure H3 Structured Writing Example C (Student Age 10:6)

1. Class Schedules

It was the first day of school and the kids stood in line to pick up their class schedules.

Betty was new at this school and Betty was scared.

① Then another boy that was new to the school said, "Don't worry you'll be fine." ② Then they sat down at there desks.

2. Morning Announcements

The principal makes announcements every morning, usually about the weather, the lunch choices, and upcoming school events. However, today was different, all she talked about

was about a new kid. ① She just talking and saying to be nice to him.

② Finnaly after 5 minutes she stopped.

Figure H3 Structured Writing Example C (Student Age 10:6) continued

Scoring for Ages 9–10				
Class Schedules				
	Complete	Structure	Grammar	Total
Sentence 1	①	③ 1 0	①	5
Sentence 2	①	② 0	①	3
Sentence +	1 0	3 2 1 0	1 0	
		Organization	②	2
		Writing Mechanics	② 0	2
Morning Announcements				
Sentence 1	①	② 0	①	3
Sentence 2	①	② 0	①	4
Sentence +	1 0	3 2 1 0	1 0	
		Organization	②	2
		Writing Mechanics	② 0	2
		Raw Score		23

The student wrote two sentences as required.

1. Class Schedules Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	③ It is a complex sentence (subordination).	① There are no grammar errors.
Sentence 2	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There is a grammar error: <i>desk</i> should be plural <i>desks</i> to match the pronoun <i>their</i> .
Organization	② The response follows topic and theme and the student wrote two sentences.		
Writing Mechanics	② There is a spelling error: <i>there/their</i> .		

The student wrote two sentences as required.

2. Morning Announcements Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	② It is a simple sentence with compound elements.	① There is a grammar error: <i>she just talking</i> .
Sentence 2	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Organization	② The response follows topic and theme and the student wrote two sentences.		
Writing Mechanics	② There is one spelling error: <i>Finnaly/Finally</i> .		

1. School Play

After several meetings and a lot of discussion with the students, the drama teacher finally announced that the class will produce *Peter Pan* for the state competition this year.

Although it may be difficult to set up Peter Pan flying around the stage I was
determined to play the lead role of Peter
Pan and fly around. ¹ As long as my
friends help me fly I know I can
trust them. ² The state competition came
and my heart was racing. ³ After feeling
so pumped and excited on ~~stage~~ stage
we won first place! ⁴ I was so excited.

2. Mystery on Route 9

When an odd-looking flying craft landed in the fields off Route 9, traffic backed up for miles in both directions as people gawked at the site. Police were dispatched to direct traffic while state and local aviation investigators were finding clues
and information about the flying craft.

¹ Many people thought it was it an airplane,
a UFO, a rocket, or possibly a jet.
² When the investigator found the flying
craft, they ~~realized~~ found out the it was
an airplane. ³ The two passengers inside it
were OK. ⁴ they went on a test run to
test the airplane.

Figure H4 Structured Writing Example D (Student Age 14:2) continued

Scoring for Ages 13–21				
School Play				
	Complete	Structure	Grammar	Total
Sentence 1	①0	③2 1 0	①0	5
Sentence 2	①0	③2 1 0	①0	5
Sentence 3	①0	③2 1 0	①0	5
Sentence 4	①0	3 2①0	①0	3
Sentence +	1 0	3 2 1 0	1 0	
		Organization	5④0	4
		Writing Mechanics	③2 1 0	3
Mystery on Route 9				
Sentence 1	①0	③2 1 0	1①0	4
Sentence 2	①0	③2 1 0	1①0	4
Sentence 3	①0	③2 1 0	①0	4
Sentence 4	①0	③2 1 0	1①0	3
Sentence +	1 0	3 2 1 0	1 0	
		Organization	5④0	4
		Writing Mechanics	③2 1 0	3
		Raw Score		47

The student wrote four sentences as required.

1. School Play Scores			
	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	③ It is a complex sentence (subordination).	① There are no grammar errors.
Sentence 2	① The sentence is complete.	③ It is a compound sentence (coordination).	① There are no grammar errors.
Sentence 3	① The sentence is complete.	③ It is a complex sentence (subordination).	① There are no grammar errors.
Sentence 4	① The sentence is complete.	① It is a simple sentence.	① There are no grammar errors.
	Organization	④ The response follows topic and theme and the student wrote four sentences.	
	Writing Mechanics	③ There are no mechanical errors.	

The student wrote four sentences as required.

2. Mystery on Route 9 Scores			
	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	③ It is a complex sentence; <i>that</i> is implied, linking two clauses.	① There is a grammar error: the word <i>it</i> is misplaced.
Sentence 2	① The sentence is complete.	③ It is a complex sentence (subordination).	① There is a grammar error: <i>the/that</i> .
Sentence 3	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Sentence 4	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There is a grammar error. The wrong verb tense is used: <i>went/had gone</i> .
	Organization	④ The response follows topic and theme and the student wrote four sentences.	
	Writing Mechanics	③ There are no mechanical errors.	

1. Class Schedules

It was the first day of school and the kids stood in line to pick up their class schedules.

Betty was new at this school and ~~Samantha another girl~~ walked over to talk to her. ¹ Betty and Samantha became best friends, and they always hung out together. ~~They also played with the other~~ ² Plus the talked on the phone every day.

2. Morning Announcements

The principal makes announcements every morning, usually about the weather, the lunch choices, and upcoming school events. However, today was different, all she talked about

was ~~field day.~~ ¹ I was happy that we were talking about it, Most of the other girls weren't. ² I was only happy because I had so questions to ask.

Figure H5 Structured Writing Example E (Student Age 10:3) continued

Scoring for Ages 9–10				
Class Schedules				
	Complete	Structure	Grammar	Total
Sentence 1	①	③ 1 0	①	5
Sentence 2	①	② 0	①	3
Sentence +	1 0	3 2 1 0	1 0	
		Organization	②	2
		Writing Mechanics	③ 1 0	3
Morning Announcements				
Sentence 1	①	③ 1 0	①	4
Sentence 2	①	③ 1 0	①	4
Sentence +	1 0	3 2 1 0	1 0	
		Organization	②	2
		Writing Mechanics	② 0	2
		Raw Score		25

The student wrote two sentences as required.

1. Class Schedules Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	③ It is a compound sentence (coordination).	① There are no grammar errors.
Sentence 2	① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There is a grammar error: <i>the/they</i> .
Organization	② The response follows topic and theme and the student wrote two sentences.		
Writing Mechanics	③ There are no spelling errors.		

The student wrote two sentences as required.

2. Morning Announcements Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	③ It is a compound sentence (coordination).	① There is a grammar error. The sentence is a run-on requiring a coordinating conjunction or proper punctuation. The run-on sentence is counted as one sentence because the student needed two sentences and has one additional sentence following the run-on.
Sentence 2	① The sentence is complete.	③ It is a complex sentence (subordination).	① There is a grammar error: the word <i>many</i> is missing.
Organization	② The response follows topic and theme and the student wrote two sentences.		
Writing Mechanics	② There are two mechanical errors. There is a spelling error: <i>were/weren't</i> . <i>Most</i> should not be capitalized.		

1. School Play

After several meetings and a lot of discussion with the students, the drama teacher finally announced that the class will produce *Peter Pan* for the state competition this year.

Although it may be difficult to set up Peter Pan flying around the stage we can
try our best.¹ The students started brainstorming
ideas.² They decided ~~a~~ to use a rope
and tie peter to it.³ This didnt work so
well.⁴ Peter fell but the audience had a
good laugh.

2. Mystery on Route 9

When an odd-looking flying craft landed in the fields off Route 9, traffic backed up for miles in both directions as people gawked at the site. Police were dispatched to direct

traffic while state and local aviation investigators tried to figure out
where this come from.¹ They hiked
through the corn fields.² When they got to
the place where it loded, they found
out it was not aliens or anything.³ It was
just a toy aircraft!⁴ They all laughed.

Figure H6 Structured Writing Example F (Student Age 14:6) continued

Scoring for Ages 13–21				
School Play				
	Complete	Structure	Grammar	Total
Sentence 1	1 0	3 2 1 0	1 0	3
Sentence 2	1 0	3 2 1 0	1 0	4
Sentence 3	1 0	3 2 1 0	1 0	3
Sentence 4	1 0	3 2 1 0	1 0	5
Sentence +	1 0	3 2 1 0	1 0	
		Organization	5 4 0	4
		Writing Mechanics	3 2 1 0	2
Mystery on Route 9				
Sentence 1	1 0	3 2 1 0	1 0	4
Sentence 2	1 0	3 2 1 0	1 0	5
Sentence 3	1 0	3 2 1 0	1 0	4
Sentence 4	1 0	3 2 1 0	1 0	3
Sentence +	1 0	3 2 1 0	1 0	
		Organization	5 4 0	4
		Writing Mechanics	3 2 1 0	2
		Raw Score		43

The student wrote four sentences as required.

1. School Play Scores

	Complete	Structure	Grammar
Sentence 1	1 The sentence is complete.	1 It is a simple sentence.	1 There are no grammar errors.
Sentence 2	1 The sentence is complete.	2 It is a simple sentence with compound elements.	1 There are no grammar errors.
Sentence 3	1 The sentence is complete.	1 It is a simple sentence.	1 There are no grammar errors.
Sentence 4	1 The sentence is complete.	3 This is a compound sentence (coordination).	1 There are no grammar errors.
Organization	4 The response follows topic and theme and the student wrote four sentences.		
Writing Mechanics	2 There is a mechanical error: the proper name <i>Peter</i> is not capitalized in sentence 2.		

The student wrote four sentences as required.

2. Mystery on Route 9 Scores

	Complete	Structure	Grammar
Sentence 1	1 The sentence is complete.	2 It is a simple sentence with multiple modifying elements.	1 There are no grammar errors.
Sentence 2	1 The sentence is complete.	3 It is a complex sentence (subordination).	1 There are no grammar errors.
Sentence 3	1 The sentence is complete.	2 It is a simple sentence with multiple modifying elements.	1 There are no grammar errors.
Sentence 4	1 The sentence is complete.	1 It is a simple sentence.	1 There are no grammar errors.
Organization	4 The response follows topic and theme and the student wrote four sentences.		
Writing Mechanics	2 There are two spelling errors: <i>tryed/tryed</i> and <i>fields/feilds</i> .		

1. Class Schedules

It was the first day of school and the kids stood in line to pick up their class schedules.

Betty was new at this school and she asked her teacher ~~if~~ she how she would get her class schedule. ¹Her teacher told her to go to her mailbox and there it was, sitting in her mailbox. ²So she picked up her schedule and see ~~what~~ what class she would go to next.

2. Morning Announcements

The principal makes announcements every morning, usually about the weather, the lunch choices, and upcoming school events. However, today was different, all she talked about

was a new class ~~with~~ pets for all the classrooms. ¹Each classroom voted on what pet they should get. ²The majority of all 8 classrooms voted for Hamsters.

Figure H7 Structured Writing Example G (Student Age 9:11) continued

Scoring for Ages 9–10				
Class Schedules				
	Complete	Structure	Grammar	Total
Sentence 1	①	③ 2 1 0	①	5
Sentence 2	①	③ 2 1 0	①	4
Sentence +	1 0	3 2 1 0	1 0	
		Organization	②	2
		Writing Mechanics	③ 2 1 0	3
Morning Announcements				
Sentence 1	①	③ 2 1 0	①	5
Sentence 2	①	② 0	①	4
Sentence +	1 0	3 2 1 0	1 0	
		Organization	②	2
		Writing Mechanics	② 0	2
		Raw Score		27

The student wrote two sentences as required.

1. Class Schedules Scores		
Complete	Structure	Grammar
Sentence 1 ① The sentence is complete.	③ It is a compound sentence (coordination).	① There are no grammar errors.
Sentence 2 ① The sentence is complete.	③ It is a complex sentence (subordination).	① There is one grammar error: <i>se/saw</i>
Organization ② The response follows topic and theme and the student wrote two sentences.		
Writing Mechanics ③ There are no mechanical errors.		

The student wrote two sentences as required.

2. Morning Announcements Scores		
Complete	Structure	Grammar
Sentence 1 ① The sentence is complete.	③ It is a complex sentence (subordination).	① There are no grammar errors.
Sentence 2 ① The sentence is complete.	② It is a simple sentence with multiple modifying elements.	① There are no grammar errors.
Organization ② The response follows topic and theme and the student wrote two sentences.		
Writing Mechanics ② There are two spelling errors: <i>magoraty/majority</i> and <i>hampsters/hamsters</i> .		

Figure H8 Additional Example of a Run-on Sentence (Student Age 9:7)

2. Morning Announcements

The principal makes announcements every morning, usually about the weather, the lunch choices, and upcoming school events. However, today was different, all she talked about

was ~~* reading~~.¹ She said there would be a prize for the class who read the most.
² I wanted to win so I read a total of 600 hundred pages a week and I won it was cool.

Figure H8 Additional Example of a Run-on Sentence (Student Age 9:7) continued

Scoring for Ages 9–10					
Morning Announcements					
Sentence 1	①	③	2 1 0	①	5
Sentence 2	①	③	1 0	①	4
Sentence +	1 0	3 2 1 0		1 0	
		Organization		②	2
		Writing Mechanics		② 0	2

The student wrote two sentences as required, one of which was a run-on.

2. Morning Announcements Scores

	Complete	Structure	Grammar
Sentence 1	① The sentence is complete.	③ It is a complex sentence: <i>that</i> is implied between <i>said</i> and <i>there</i> making a subordinate clause.	① There are no grammar errors.
Sentence 2	① The sentence is complete.	③ It is a compound sentence (coordination).	① There is a grammar error for a missing conjunction between <i>won</i> and <i>it</i> .
Organization	② The response follows topic and theme and the student wrote two sentences.		
Writing Mechanics	② There are two spelling errors: <i>totle/total</i> and <i>weak/week</i> .		

The student wrote two sentences (numbered 1 and 2) as required. The second sentence is a run-on sentence. In this case, since two sentences were required and two were written, the run-on sentence is counted and scored as one sentence (numbered 2). The missing conjunction is counted as a grammar error.

Sentence Patterns

The following sentences demonstrate the elements and sentence patterns described in scoring Structured Writing tasks in Chapter 3. The score point value has been included to help you score students' written responses.

Simple sentence

Score 1 point

1. John Brady + ran.
2. The students + had fun.
3. My sister + is a lawyer.
4. My book + is on the shelf.

Expanded simple sentence with one modifying element

Score 1 point

1. The kindergarteners + played + on the playground.
2. My friend + Dolores + is a grandmother.
3. The fastest + driver + won the race.
4. Suddenly, + the door + opened.

Simple sentences with compound elements

Score 2 points

1. My + friend and I + played outside.
2. The kids + played + on + the swings and slides.
3. The bus + lurched and sputtered + down the road.
4. Our family + likes to play + in the yard or at the park.

Simple sentence with multiple modifying elements

Score 2 points

1. The teacher + spoke + in + a loud, + clear + voice.
2. In the bush + by the fence + was + a small + bird's + nest.
3. A bright + light + flashed + on the horizon.
4. Two + cars + waited for the light + to change color.

Simple sentence using dialogue

Score 2 points

1. She shouted, "Stop!"
2. "Brrring, brrring," the phone rang loudly.
3. The teacher said, "Pencils down."

Compound Sentence

Score 3 points

1. The students took out their homework assignments, + and + their teacher collected them.
(independent clause) (independent clause)
2. My sister wanted to watch television, + but + I was playing my video game.
(independent clause) (independent clause)
3. We were out of milk, + so + I bought some.
(independent clause) (independent clause)
4. They could see a movie, + or + they could go to the park.
(independent clause) (independent clause)

Complex Sentence

Score 3 points

1. The television didn't work well, + because it was old.
(independent clause) (dependent clause)
2. My sister, + who still lives at home, + just got a job.
(subject of the independent clause) (dependent clause) (predicate of independent clause)
3. Because the trees are flowering, + my allergies are bad in the spring.
(independent clause) (dependent clause)
4. It took three days + before we were able to find my house keys.
(independent clause) (dependent clause)
5. She preferred the smaller vase, + which was quite exquisite.
(independent clause) (dependent clause)
6. I'm not surprised + that you don't like broccoli.
(independent clause) (dependent clause)

Compound-Complex Sentence

Score 3 points

1. Unless you want to have more, + I'm going to put away the cake, + so + it stays fresh.
(dependent clause) (independent clause) (independent clause)
2. Because the skies were clear, + we never thought it would rain, + but + it didn't.
(dependent clause) (independent clause) (independent clause)
3. I was elated + when I heard the news, + but + who wouldn't be?
(independent clause) (dependent clause) (independent clause)
4. After school ended, + the students cheered, + and + the teachers sighed with relief.
(dependent clause) (dependent clause) (independent clause)

Language Differences and Cultural Sensitivity

Bias Review

Bias in a standardized test is undesirable not only because it does not take into account individual differences, but also because it can result in inaccurate evaluations of performance. According to Kohnert (2013), a test is considered biased when it contains any element that leads to an unfair or distorted representation of the student's performance, and therefore an unfair interpretation of test results. Kohnert recognizes two types of bias that can be present in an assessment, content and linguistic bias. Content bias occurs when any part of the test administration is culturally unfamiliar to the student or presents tasks that are outside his or her realm of experience. Situations depicted in spoken or visual stimuli that are unfamiliar to the student represent one type of content bias. The other type of bias, linguistic bias, occurs when the language or dialect of the assessment is fundamentally different from the language or dialect the student speaks. As Kohnert points out, the most obvious example of linguistic bias occurs when a second-language learner is tested using English language only, though the student has not had sufficient exposure and time to learn English. In this case, the student's performance during English only testing will be an unfair representation of the student's abilities. In addition, linguistic bias can also occur when the dialect presented within a test or the dialect spoken by the professional or paraprofessional administering the test differs from that of the student being tested. The American Speech-Language-Hearing Association (ASHA; 1983, 2003) asserts that no dialectal variety of American English is a disorder or a pathological form of speech or language. Each dialect is adequate as a functional and effective variety of American English.

With many factors affecting educational success, it is imperative to evaluate a student's language skills in light of his or her language and dialectal background, community, cultural orientation, and ethnicity. In addition, these variables can have an impact on how a student's performance is reported, especially to his or her parents/caregivers. Healthcare professionals and others who are familiar with the community being served can provide input as you work with the student and his or her family. The following is a brief list of resources that can provide more information about cultural and linguistic differences and cultural-specific social and language practices:

- Knowledge and Skills Needed by Speech-Language Pathologists and Audiologists to provide Culturally and Linguistically Appropriate Services (ASHA, 2004)
- Cultural Competence in Professional Service Delivery (a professional issues statement) at www.asha.org/policy
- Self-Assessment for Cultural Competence at www.asha.org/practice/multicultural/self

In the interest of making CELF-5 as fair as possible to all students, extensive bias reviews of the test in the development and pilot editions were conducted. In all, 28 speech-language pathologists, linguists, psychologists, and educational assessment specialists who are experts in multicultural issues reviewed the test content for ethnic, gender, cultural, socioeconomic, and regional biases. These experts represent all regions of the country in rural, suburban, and urban areas. They represent expertise in Hispanic, African American, Asian, Native American, and Pacific Islander interests, as well as men's and women's issues. Because regional differences exist within ethnic groups (e.g., the concerns for African American children living in rural or urban areas of the South can differ from those of African American children living in rural or urban areas of the Northeast), more than one reviewer was selected to represent certain ethnic/cultural/regional groups. Test items, test tasks, administration directions, stimulus pictures, and possible student responses were reviewed for potential bias. Reviewer's feedback was carefully considered when building the pilot, tryout, and final versions of the test. In situations in which there was disagreement among panel members, follow-up discussion resolved any differences in recommendations. For complete information about the CELF-5 qualitative and statistical bias studies, see Chapter 2 of the Technical Manual.

As noted in a review of the CELF–5 by bias panel member Dr. Janna Oetting of the Department of Communication Sciences and Disorders at Louisiana State University, Baton Rouge (2013):

Reviewing the [test] content for bias is very important when working with culturally and linguistically diverse students. However, you also should not incorrectly assume that all speakers of a given dialect, language, or culture will respond in a particular way to a test item just because a response has been documented for the given dialect, language, or culture, especially when the documentation has come from studies of adults or studies of speakers engaged in a narrow range of genres, such as informal conversation. Ideally, speech-language pathologists should seek to understand the range of test responses that are provided by students within the given dialect, language, or culture who are developing language typically. Test responses from these typically developing students should then be used as a benchmark from which to evaluate the test responses of students for whom language ability status is less clear.

This appendix provides descriptions of possible phonemic and grammatical productions that have been documented for common nonmainstream dialects of English, including African American English (Oetting & McDonald, 2001; Owens, 2008) and Southern English (Oetting & McDonald, 2001), Spanish-Influenced English (Owens, 2008), and Asian-Influenced English (Anderson & Shames, 2011; Owens 2008). Finally, we have included a listing of alternate responses to the items in the Word Structure test by speakers of various dialects (reviewed by Dr. Janna Oetting, Communication Sciences and Disorders/Linguistics, Louisiana State University; Dr. Ellen S. Kester, Bilingual Speech and Language Services, Austin, Texas; and Chien Wang, CCC–SLP, San Antonio, Texas). These tables are neither exhaustive nor universal, but, represent some of the most common phonological and grammatical productions for a given dialect.

Common Phonemic Contrasts Between African American English and Mainstream American English

Phoneme	Position In Word		
	Initial	Medial	Final
/p/		Unaspirated /p/	Unaspirated /p/
/n/			Reliance on preceding nasalized vowel
/w/	Omitted in specific words (<i>I/as, too!</i>)		
/b/		Unreleased /b/	Unreleased /b/
/g/		Unreleased /g/	Unreleased /g/
/k/		Unaspirated /k/	Unaspirated /k/
/d/	Omitted in specific words (<i>I/on't know</i>)	Unreleased /d/	Unreleased /d/
/ŋ/		/n/	/n/
/t/		Unaspirated /t/	Unaspirated /t/
/l/		Omitted before labial consonants (<i>help—hep</i>)	"uh" following a vowel (<i>Bill—Biuh</i>)
/ɪ/		Omitted or /ə/	Omitted or prolonged vowel or glide
/θ/	/t/ or /d/	/f/ (bathtub—baftub/)	/f/, /t/ or omitted (bath—baf) (with-wif, wit, or wi)
/v/	Sometimes /b/	/b/ before /m/ and /n/	Sometimes /b/
/ð/	/d/ or /t/	/d/ or /v/ between vowels	/d/, /v/, /f/
/z/		Omitted or replaced by /d/ before nasal sound (<i>wasn't—wud'n</i>)	

Blends

/stɪ/ becomes /skɪ/

/ʃɪ/ becomes /stɪ/

/θɪ/ becomes /θ/

/pɪ/ becomes /p/

/bɪ/ becomes /b/

/kɪ/ becomes /k/

/gɪ/ becomes /g/

Final Consonant Clusters (second consonant omitted when these clusters occur at the end of a word)

/sk/ /nd/ /sp/

/ft/ /ld/ /dʒ d/

/st/ /ɪd/ /nt/

Note. From *Language Development: An Introduction* (7th ed., p. 397), by R. E. Owens, 2008, Boston, MA: Allyn and Bacon. Copyright 2008 by Pearson Education, Inc. Adapted and reprinted with permission.

Common Grammatical Contrasts Between African American English and Mainstream American English

African American English Grammatical Structure	Mainstream American English Grammatical Structure
Possessive –'s	
Nonobligatory where word position expresses possession Get <i>mother</i> coat. It <i>be</i> mother's.	Obligatory regardless of position Get <i>mother's</i> coat. It's <i>mother's</i> .
Plural –s	
Nonobligatory with numerical quantifier He got ten <i>dollar</i> . Look at the <i>cats</i> .	Obligatory regardless of numerical quantifier He has ten <i>dollars</i> . Look at the <i>cats</i> .
Regular past –ed	
Nonobligatory, reduced as consonant cluster Yesterday, I <i>walk</i> to school.	Obligatory Yesterday, I <i>walked</i> to school.
Double marking I <i>sawed</i> 'em both.	Single marking I <i>saw</i> both of them.
Irregular past	
Case by case, some verbs inflected, others not I <i>see</i> him last week.	All irregular verbs inflected I <i>saw</i> him last week.
Regular present-tense third person singular –s	
Nonobligatory She <i>eat</i> too much.	Obligatory She <i>eats</i> too much.
Irregular present-tense third person singular –s	
Nonobligatory He <i>do</i> my job.	Obligatory He <i>does</i> my job.
Indefinite an	
Use of indefinite <i>a</i> regardless of first sound in following noun He ride in <i>a</i> airplane.	Use of <i>an</i> before nouns beginning with a vowel He rode in <i>an</i> airplane.
Pronouns	
Pronominal apposition: pronoun immediately follows noun for one referent Momma <i>she</i> mad. She...	Pronoun used elsewhere in sentence or in other sentence, not in apposition Momma <i>is</i> mad. She...
Cases used interchangeably <i>Her</i> ate <i>her</i> lunch.	Case differentiation <i>She</i> ate <i>her</i> lunch.
Future tense	
More frequent use of <i>be going to</i> (<i>gonna</i>) I <i>be going to</i> dance tonight. I <i>gonna</i> dance tonight.	More frequent use of <i>will</i> I <i>will</i> dance tonight. I <i>am going to</i> dance tonight.
Omit <i>will</i> preceding <i>be</i> I <i>be</i> home later.	Obligatory use of <i>will</i> I <i>will</i> ('I'll) <i>be</i> home later.

Continued

Common Grammatical Contrasts Between African American English and Mainstream American English (*continued*)

African American English Grammatical Structure	Mainstream American English Grammatical Structure
Negation	
Multiple negative <i>Nobody don't never</i> like me.	Absence of multiple negative <i>No one ever</i> likes me.
Use of <i>ain't</i> I <i>ain't</i> going.	<i>Ain't</i> is unacceptable form of <i>be + not, have + not, do + not</i> I'm <i>not</i> going.
Modals	
Double modals for such forms as <i>might, could, and should</i> I <i>might could</i> go.	Single modal use I <i>might be able to</i> go.
Variable use of <i>do, can, will, and have</i> . She <i>might</i> been here.	Consistent use of <i>do, can, will, and have</i> . She <i>might have</i> been here.
Questions	
Same form for direct and indirect What <i>it is</i> ? Do you know what <i>it is</i> ?	Different forms for direct and indirect What <i>is it</i> ? Do you know what <i>it is</i> ?
Reflexive Pronouns	
Nonobligatory in most cases He the one stole it. It the one you like.	Nonobligatory with <i>that</i> only He's the one <i>who</i> stole it. It's the one (<i>that</i>) you like.
Use forms such as <i>hisself</i> and <i>theirselves</i> He done saw <i>hisself</i> .	<i>Himself</i> and <i>themselves</i> used He saw <i>himself</i> .
Conditional if	
Use of <i>do</i> for conditional <i>if</i> I ask <i>did</i> she go.	Use of <i>if</i> I asked <i>if</i> she went.
Past constructions	
<i>Been</i> used for action in the distant past He <i>been</i> gone.	<i>Been</i> not used alone He left a long time ago. He <i>has been</i> gone a long time.
<i>Done</i> used for recently completed action I <i>done</i> made the cake.	Recently completed action not marked with <i>done</i> I just finished making the cake.
<i>Had</i> used with simple past She <i>had</i> jumped high.	Simple past used She jumped high.
Copula	
Nonobligatory when contractible <i>He sick</i> .	Obligatory in contractible and uncontractible forms <i>He's sick</i> .
Habitual or general state	
Marked with uninflected <i>be</i> She <i>be</i> workin'.	Nonuse of <i>be</i> ; verb inflected She's <i>working</i> now.

Note. From *Language Development: An Introduction* (7th ed., p. 398–399), by R. E. Owens, 2008, Boston, MA: Allyn and Bacon. Copyright 2008 by Pearson Education, Inc. Adapted and reprinted with permission.

Ten Most Common Nonmainstream Grammatical Productions Documented in Southern English

Omission of copular and auxiliary forms of *be*

You in trouble.

You getting it.

Multiple negation

He ain't got no dogs.

'Cause she don't want no people on the rocks.

Omission of regular third person (-s, -es) marking

My momma wash her car.

Omission of auxiliary forms of *do* (*do, does, did*), especially in questions

How you get up here?

What you did?

Irregular third person forms of *don't* (also known as S-V agreement with *don't*)

She don't.

Is for *Are* and *Was* for *Were* (also known as BE leveling)

When we is about to go to church.

They was fishing.

Appositive pronouns

But my friend, he ...

Over-regularization of irregular past tense and past participle forms.

Past Tense: *We swimmied.*

Past Participle: *I was beated with bullets.*

Alternative forms of irregular past tense and past participles (with past participle forms showing more variation than regular past tense)

Past Tense: *I seen it.*

Past Participle: *He should have go.*

He would have got ate.

Alternative pronoun form that can include nominative case marking. Often these are produced within compound noun phrases.

Me and him do it sometimes.

Me and Will went.

Him and Will went.

Note. Although Southern English dialects include over 30 nonmainstream grammatical structures, this list above reflects the 10 most frequent nonmainstream grammatical structures spoken by Southern English-speaking kindergarteners as documented in Oetting and McDonald (2002). The structures are listed in descending order of frequency within Southern English.

Common Phonemic Contrasts Between Spanish-Influenced English and Mainstream American English

Phoneme	Position in Word		
	Initial	Medial	Final
/p/	Unaspirated		Omitted or weakened
/m/			Omitted
/w/	/hu/		Omitted
/b/			Omitted, distorted, or /p/
/g/			Omitted, distorted, or /k/
/k/	Unaspirated or /g/		Omitted, distorted, or /g/
/f/			Omitted
/d/		Dentalized	Omitted, distorted, or /t/
/ŋ/	/n/	/d/	/n/ (<i>sing—sin</i>)
/j/	/dʒ/		
/t/	Unaspirated		Omitted
/ʃ/	/tʃ/	/s/, /tʃ/	/tʃ/ (<i>wish—which</i>)
/tʃ/	/ʃ/ (<i>chair—share</i>)	/ʃ/	/ʃ/ (<i>watch—wash</i>)
/ɹ/	Distorted	Distorted	Distorted
/dʒ/	/d/	/j/	/ʃ/
/θ/	/t/, /s/ (<i>thin—tin, sin</i>)	Omitted	/ʃ/, /t/, /s/
/v/	/b/ (<i>vat—bat</i>)	/b/	Distorted
/z/	/s/ (<i>zip—sip</i>)	/s/ (<i>razor—racer</i>)	/s/
/ð/	/d/ (<i>then—den</i>)	/d/, /θ/, /v/ (<i>lather—ladder</i>)	/d/

Blends

/skw/ and /skr/ become /eskw/ and /eskr/ respectively*

/sl/ becomes /esl/*

/st/ becomes /est/*

Vowels

/l/ becomes /i/ (*bit—beet*)

*Separates cluster into two syllables. /s/ clusters do not appear in the initial position in Spanish words so a common pattern in Spanish-influenced English is to precede initial /s/ clusters with /e/.

Note. From *Language Development: An Introduction* (7th ed., p. 404), by R. E. Owens, 2008, Boston, MA: Allyn and Bacon. Copyright 2008 by Pearson Education, Inc. Adapted and reprinted with permission.

Common Grammatical Contrasts Between Spanish-Influenced English and Mainstream American English

Spanish-Influenced English Grammatical Structure	Mainstream American English Grammatical Structure
Possessive –'s	
Use of postnoun modifier This is the homework of <i>my brother</i> .	Postnoun modifier used rarely This <i>is my brother's</i> homework.
Article used with body parts I cut <i>the finger</i> .	Possessive pronoun used with body parts I cut <i>my</i> finger.
Plural –s	
The <i>girl</i> are playing. The <i>sheep</i> are playing.	The <i>girls</i> are playing. The <i>sheep</i> are playing.
Regular past –ed	
I <i>talk</i> to her yesterday.	I <i>talked</i> to her yesterday.
Regular third person singular present-tense –s	
She <i>eat</i> too much.	She <i>eats</i> too much.
Subject pronouns	
Omitted when subject has been identified in the previous sentence Father is happy. Bought a new car.	Obligatory Father is happy. <i>He</i> bought a new car.
Future tense	
Use <i>go + to</i> I <i>go to</i> the dance.	Use <i>be + going to</i> I <i>am going to</i> the dance.
Negation	
Use <i>no</i> before the verb She <i>no</i> eat candy.	Use <i>not</i> (preceded by auxiliary verb where appropriate) She does <i>not</i> eat candy.
Question	
Intonation; no noun–verb inversion <i>Maria is</i> going?	Noun–verb inversion usually <i>Is Maria</i> going?
Copula	
Occasional use of <i>have</i> I <i>have</i> ten years.	Use of <i>be</i> I <i>am</i> ten years old.
Negative imperatives	
<i>No</i> used for <i>don't</i> <i>No</i> throw stones.	<i>Don't</i> used <i>Don't</i> throw stones.
Do insertion	
Nonobligatory in questions You like ice cream?	Obligatory when no auxiliary verb <i>Do</i> you like ice cream?
Comparatives	
More frequent use of longer form (<i>more</i>) He is <i>more</i> tall.	More frequent use of shorter form – <i>er</i> He is <i>taller</i> .

Note. From *Language Development: An Introduction* (7th ed., p. 405), by R. E. Owens, 2008, Boston, MA: Allyn and Bacon. Copyright 2008 by Pearson Education, Inc. Adapted and reprinted with permission.

Some Common Phonological Patterns In Asian-Influenced English

Mandarin

Consonant changes:	θ → s, ð → z, v → f
Metathesis:	r and l
Absence:	final consonants, except n and ŋ
Additions:	/ə/ in blends and at the end of words ending in consonants: blue → bʌlu, good → gʊdə
Approximations:	tʃ → tʃ, s → ç (not in Mandarin)
Shortening or lengthening of vowels:	sit → seat, eat → it

Cantonese

Consonant changes:	θ → s, z → s, v → f, v → w, ʃ → s, r → l, ee → e
Metathesis:	r and l
Absence:	final consonants
Additions:	/ə/ in blends
Vowels:	/l/, /ʌ/, /ɔ/ are difficult for Cantonese speakers

Vietnamese

Consonant changes:	θ → s, tʃ → ʃ, p → b, ʒ → z, ð → d
Absence:	final consonants and consonant blends /t/, /æ/, /v/, /ə/
Vowels:	may be difficult at times

Hmong

Consonant changes:	r → l, t → θ, d → ð, b → v Voicing and devoicing of plosives
Metathesis:	w and v, r and l, k and g
Absence:	Final consonants, cluster reduction, /[ipae]/

Note. Human Communication Disorders (8th ed., p. 94), by N. E. Anderson and G. H. Shames, 2011, Boston, MA: Allyn & Bacon. Copyright 2011 by Pearson Education, Inc. Adapted and reprinted with permission.

Some Grammatical Contrasts Between Asian-Influenced English and Mainstream American English

Asian-Influenced English Grammatical Structure	Mainstream American English Grammatical Structure
Plural –s	
May not be used with numerical adjective* <i>three cat</i>	Used regardless of numerical adjective <i>three cats</i>
May be used with irregular plural* <i>three sheeps</i>	Not used with irregular plural <i>three sheep</i>
Auxiliaries to be and to do	
Omission: <i>I going home. She not want eat.</i> Uninflected: <i>I is going. She do not want eat.</i>	Obligatory and inflected in the present progressive form: <i>I am going home. She does not want to eat.</i>
Verb have	
Omission: <i>You been here.</i> Uninflected: <i>He have one.</i>	Obligatory and inflected: <i>You have been here.</i> <i>He has one.</i>
Past-tense –ed	
Omission: <i>He talk yesterday.</i> Double marking: <i>She didn't ate.</i> (not in Mandarin-Influenced English)	Obligatory and single marking: <i>He talked yesterday.</i> <i>She didn't eat.</i>
Interrogative	
Nonreversal: <i>You are late?</i> Omitted auxiliary or do- verb: <i>You like ice cream?</i>	Reversal and obligatory auxiliary or do- verb: <i>Are you late?</i> <i>Do you like ice cream?</i>
Perfect marker	
Omission: <i>I have write letter.</i>	Obligatory: <i>I have written a letter.</i>
Verb–noun agreement	
Nonagreement: <i>He go to school. You goes to school.</i>	Agreement: <i>He goes to school. You go to school.</i>
Article	
Omission: <i>Please give gift.</i>	Obligatory with certain nouns: <i>Please give the gift.</i>
Preposition	
Misuse: <i>I am in home.</i> Omission: <i>He go bus.</i>	Obligatory specific use: <i>I am at home.</i> <i>He goes by bus.</i>
Pronoun	
Subjective/objective confusion: <i>Him go quickly.</i> Gender Confusion: <i>She is a boy.</i> Possessive confusion: <i>It him book</i>	Subjective/objective distinction: <i>He gave it to her.</i> Gender distinction: <i>He is a boy.</i> Possessive distinction: <i>It's his book.</i>

Continued

Some Grammatical Contrasts Between Asian-Influenced English and Mainstream American English (*continued*)

Asian-Influenced English Grammatical Structure	Mainstream American English Grammatical Structure
Demonstrative	
Confusion: <i>I like those horse.</i>	Singular/distinction: <i>I like that horse.</i>
Conjunction	
Omission: <i>You I go together.</i> (not in Mandarin-Influenced English)	Obligatory use between last two items in a series: <i>You and I are going together.</i> <i>Mary, John, and Carol went.</i>
Negation	
Double marking: <i>I didn't see nobody.</i> Simplified form: <i>He no come.</i>	Single obligatory marking: <i>I didn't see anybody.</i> <i>He didn't come.</i>
Word order	
Adjective following noun (Vietnamese): <i>clothes new</i>	Most noun modifiers precede noun: <i>new clothes</i>
Possessive following noun (Vietnamese): <i>dress her</i>	Possessive precedes noun: <i>her dress</i>
Omission of object with transitive verb: <i>I want</i>	Use of direct object with most transitive verbs: <i>I want it</i>

*Speakers of Asian-Influenced English may or may not use these structures.

Note. From *Language Development: An Introduction* (7th ed., p. 406), by R. E. Owens, 2008, Boston, MA: Allyn and Bacon. Copyright 2008 by Pearson Education, Inc. Adapted and reprinted with permission.

Alternate Responses to Word Structure Items for Speakers of African American English, Southern English, Spanish-Influenced English, and Chinese-Influenced English

Word Structure Item	African American English	Southern English	Spanish-Influenced English	Chinese-Influenced English
Trial 1. This boy is standing and this boy is _____. (sitting)				
Trial 2. Mom said, "These shoes are mine and those shoes are _____." (yours)				
A. Regular Plural				
1. Here is one book. Here are two _____. (books/more books)	book	book	book	book
2. Here is one horse. Here are two _____. (more horses/horsies/other horses/ponies)	horse	horse	horse	horse
B. Irregular Plural				
3. Here is one mouse. Here are two _____. (mice/more mice)	mouses mices	mouses mices		mouse
4. Here is one child. Here are three _____. (children/more children)	childs	childs		
C. Third Person Singular				
5. The boy likes to read. Every day he _____. (reads)	read	read	read	read
6. Here the bird eats. Here the bird _____. (flies)	fly	fly	fly	fly
D. Possessive Nouns				
7. This is Jack. Whose dog is this? It is _____. (Jack's)	Jack	Jack	Jack the dog of Jack	Jack Jack dog
8. This is a king. Whose crown is this? It is the _____. (king's/man's/queen's)	king king crown	king king crown	king king crown the crown of the king	king king crown
E. Derivation of Nouns				
9. This man teaches. He is called a _____. (teacher)				

Word Structure Item	African American English	Southern English	Spanish-Influenced English	Chinese-Influenced English
F. Contractible Copula				
10. This egg is whole. Tell me about this one. _____. (It is [It's] broken./It is [It's] cracked.)	It broken. It cracked.	It broken. It cracked.		It broken. It cracked.
G. Auxiliary + -ing				
11. This girl _____. (is drawing/is coloring)	drawing coloring			drawing is draw draw
12. This boy _____. (is eating/is chewing/ is snacking)	eating chewing snacking			eating is eat eat chewing is chew chew snacking is snack snack
13. Here the children _____. (are swinging)	/swɪŋ/ swinging	/swɪŋ/ swinging		swinging are swing swing
14. Here the children _____. (are playing/are running/are kicking)	playing running kicking	playing running kicking		playing are play play running are run run kicking are kick kick
H. Possessive Pronouns				
15. This boy said, "This hat is mine and that one is _____." (yours)				your hat
I. Regular Past Tense				
16. The girls are playing a game. This is the game that the girls _____. (played)	play		play	play

Word Structure Item	African American English	Southern English	Spanish-Influenced English	Chinese-Influenced English
J. Objective Pronouns				
17. They have a new puppy. The puppy belongs to all of _____. (them/em)	/dəm/	/dəm/	/dəm/	they
18. The girl said, "These toys are ours. They belong to _____." (us)				we
19. The girl has a guitar. The guitar belongs to _____. (her)				she
K. Future Tense				
20. She is sliding now. Soon, he _____. (will slide/will be sliding/is going to slide)	gon slide gonna slide /ə/ slide /ə/ be sliding	is gonna slide	go to slide	slide
21. These kindergarten students are eating now. Next, these first grader students _____. (will eat/will be eating/will sit and eat/will get to eat)	gon eat gonna eat /ə/ eat /ə/ be eating	gonna eat	go to eat	eat
L. Comparative and Superlative				
22. This woman is a fast runner, but this woman is even _____, (faster)			more fast	more fast
23. and this woman is the _____. (fastest)				more fast most fast
24. This elephant is big, but this elephant is even _____, (bigger)			more big	more big
25. and this elephant is the _____. (biggest)				more big most big
M. Uncontractible Copula				
26. Tell me, who is sleepy? _____. (They are./He is./This one is./The man is.)	them they is	them they is		they he
27. Tell me, who is reading? _____. (She is./This one is./The girl is.)	her she	Her is		she
28. Tell me, who is drinking? _____. (He is./This one is./The boy is.)	him he			he

Word Structure Item	African American English	Southern English	Spanish-Influenced English	Chinese-Influenced English
N. Reflexive Pronouns				
29. The girl said, "No one helped me build the rocket. I built it all by _____." (myself)				*Creditable responses may include using all pronouns interchangeably in gender and case.
30. No one helped the girl put her socks on. She put her socks on all by _____." (herself)				
O. Subjective Pronouns				
31. The girl has a hamburger to eat. Who has a hamburger? _____ . (She does.)	the girl her she do	the girl her		*Creditable responses may include using all pronouns interchangeably in gender and case.
32. The children have a song to sing. Who will sing a song? _____ . (They will./She will./He will./I will./You will)	the children them her him	them		
P. Irregular Past Tense				
33. The girl is riding a bicycle. This is the bicycle that the girl _____ . (rode)	rided	rided ride		ride

*All pronoun forms in Chinese do not mark differences in gender or case. In addition, the third person pronouns (i.e., *he*, *she*, and *it*) use the same pronoun.