



CEL5[®] UK

Clinical Evaluation of Language Fundamentals – Fifth UK Edition

CEL5[®]-5^{UK}

Clinical Evaluation of Language Fundamentals[®] - Fifth UK Edition

Score Report

Elisabeth H. Wiig, Eleanor Semel, Wayne A. Secord

Name: Sam L. Sample
ID: 54321876
Gender: Male
Birth Date: 07/11/2007
Test Date: 08/11/2017
Age: 10:0
School Year: Year 5 (ENG+W) / Year 6 (NI) / P6 (SCO)
School/College/
University: Sample School
Teacher: Sample Teacher
Preferred Hand: Ambidextrous
Examiner: Sample Examiner
Address: Sample address
Comments: Sample comments for Sam



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[1.4 / RE1 / QG1]

Note. Pragmatics Profile and Pragmatics Activity Checklist scores, if presented in this report, are based on normative data collected for the United States edition of the CELF-5.
Growth Scale Values presented in the Test Scaled Scores Summary are based on normative data collected for the United States edition of the CELF-5.

SCORE SUMMARY

Test Scaled Scores

	Raw Score	Scaled Score	Confidence Interval 95% Level	Percentile Rank	Percentile Rank CI	Age Equivalent	GSV	NCE	Stanine
Word Classes	4	1	1 to 3	0.1	0.1 to 1	3:5	353	<1	1
Following Directions	20	8	6 to 10	25	9 to 50	8:4	537	36	4
Formulated Sentences	16	2	1 to 4	0.4	0.1 to 2	5:4	479	<1	1
Recalling Sentences	53	10	8 to 12	50	25 to 75	10:4	541	50	5
Understanding Spoken Paragraphs	12	8	6 to 10	25	9 to 50	N/A	N/A	36	4
Word Definitions	14	15	13 to 17	95	84 to 99	19:4	547	85	8
Sentence Assembly	12	11	10 to 12	63	50 to 75	11:1	529	57	6
Semantic Relationships	14	11	9 to 13	63	37 to 84	11:7	530	57	6
Pragmatics Profile	124	4	3 to 5	2	1 to 5	<3:0	500	8	1

Core Language Score and Index Scores

	Standard Score	Confidence Interval 95% Level	Percentile Rank	Percentile Rank CI
Core Language Score	77	71 to 83	6	3 to 13
Receptive Language Index	80	73 to 87	9	4 to 19
Expressive Language Index	85	78 to 92	16	7 to 30
Language Content Index	87	81 to 93	19	10 to 32
Language Memory Index	80	73 to 87	9	4 to 19

Criterion-Referenced Tests

	Total Observations Ticked	Criterion	
Pragmatics Activities Checklist	22	Less than or equal to 9	Does not meet

Discrepancy Comparisons

	Score 1	Score 2	Difference	Critical Value*	Significant Difference (Y or N)	Prevalence	Level of Significance
Receptive-Expressive Language Index	80	85	-5	7.00	N	33.1	.15
Language Content-Memory Index	87	80	7	7.00	Y	26.0	.15

* Statistical significance (critical values) is based on age level.

Behavioural Observations

Response Time: Immediate

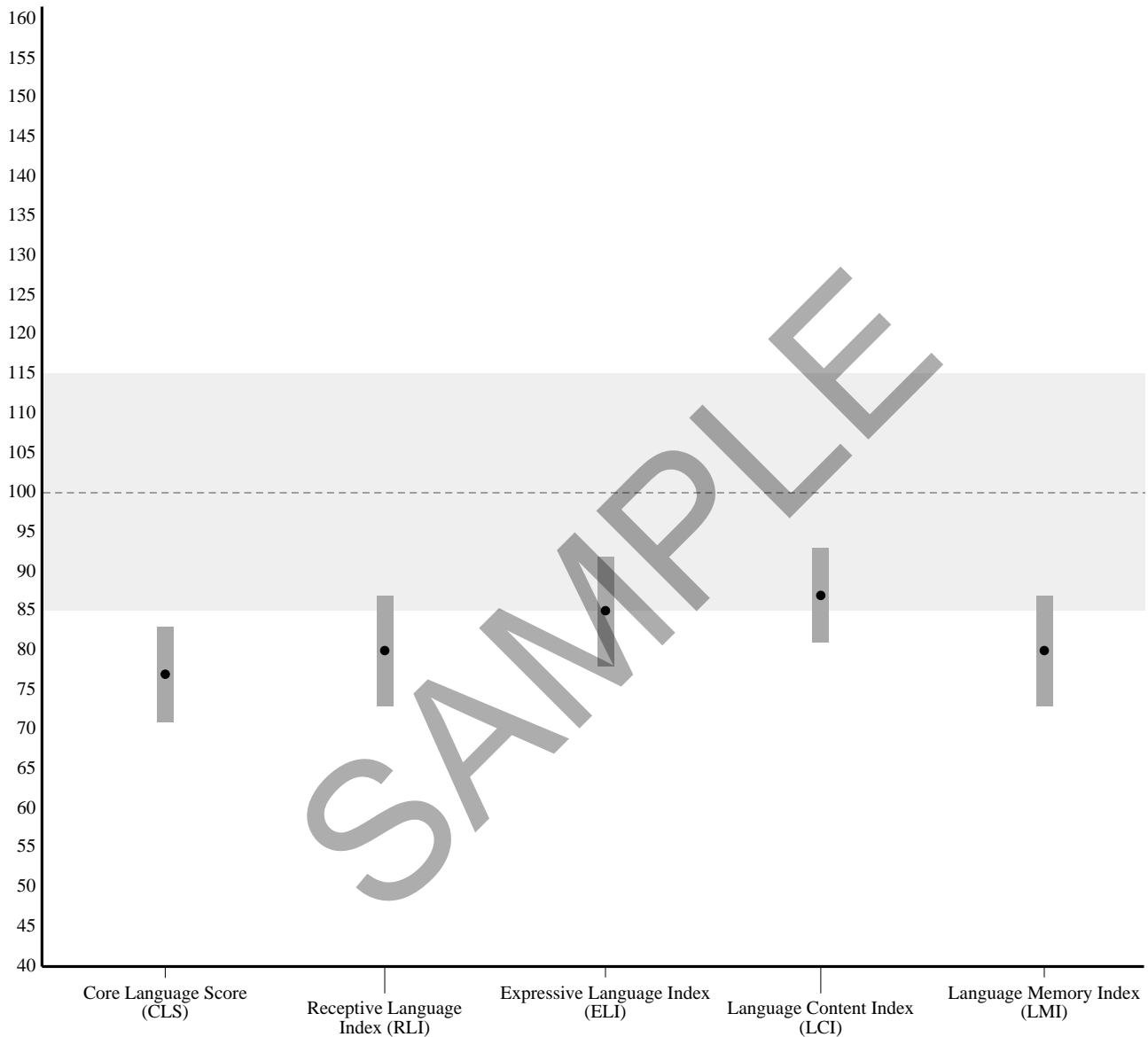
Need for Repetition of Stimuli: Some repetitions

Attention During Test Taking: Maintained intermittently

Attitude Towards Test Taking: Negative/unco-operative

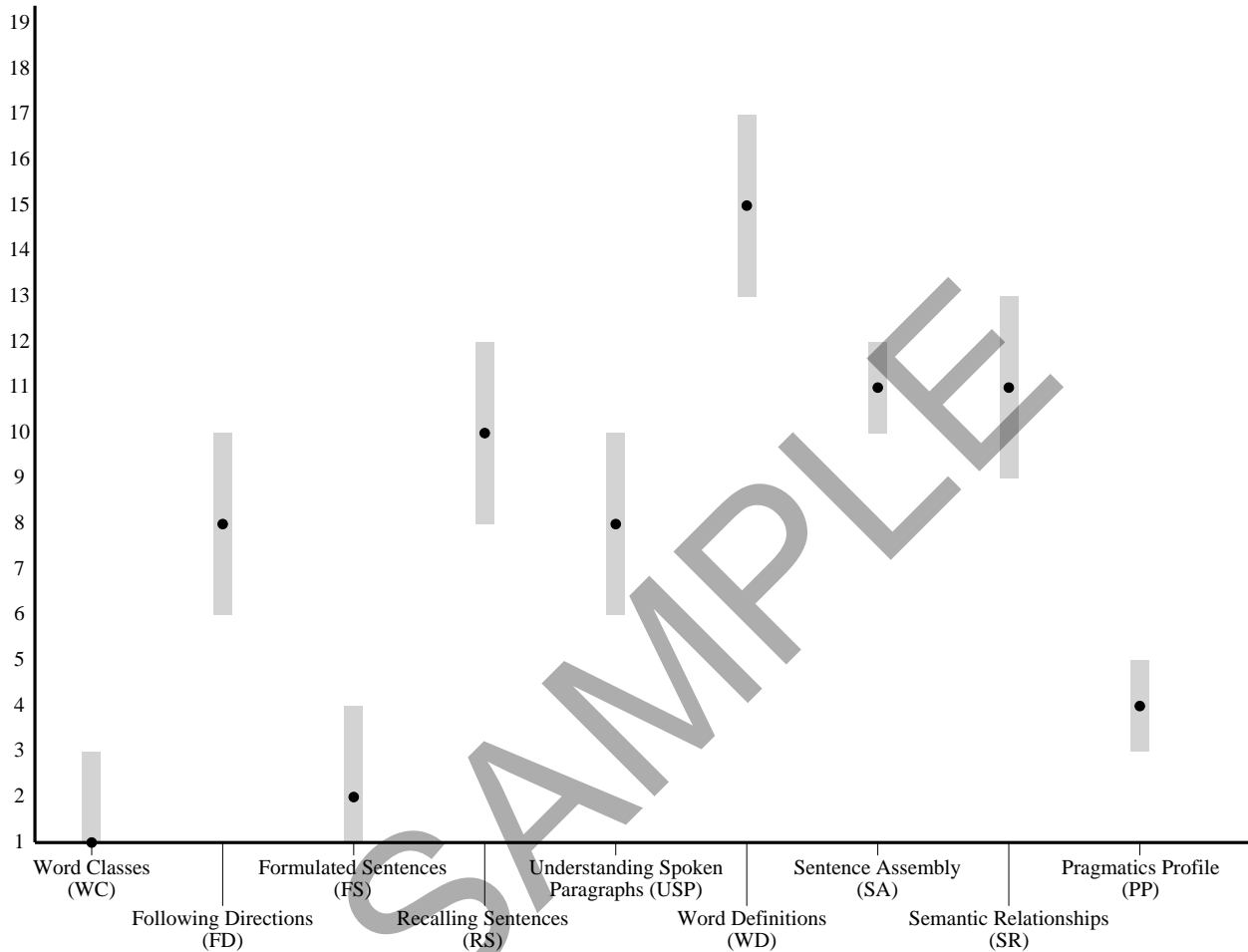
Social Language: Register and Quantity: Inappropriate/off topic/verbose

CORE LANGUAGE SCORE AND INDEX STANDARD SCORE PROFILE



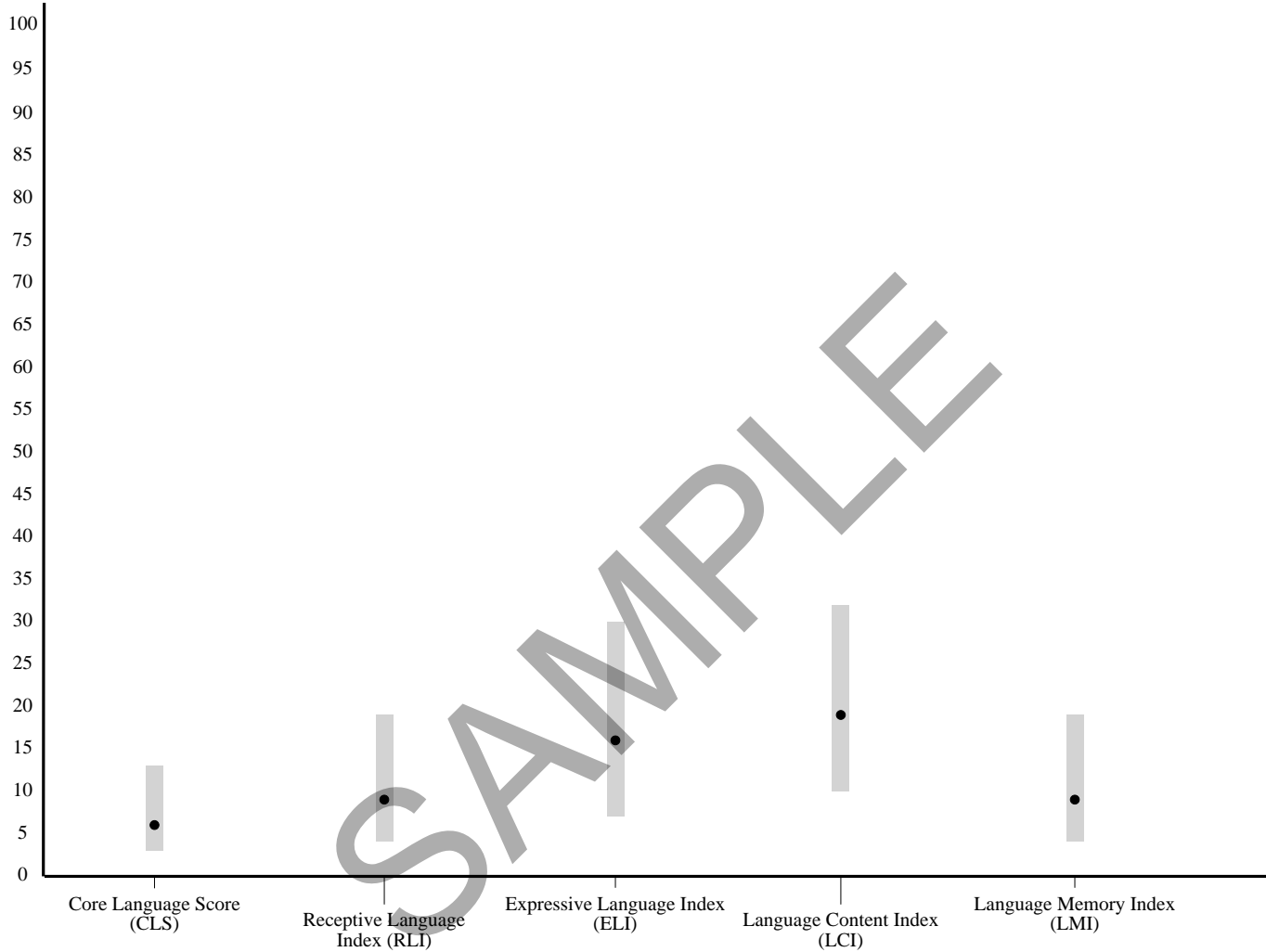
Core Language Score and Index Scores	Standard Score	Confidence Interval 95% Level
Core Language Score	77	71 to 83
Receptive Language Index	80	73 to 87
Expressive Language Index	85	78 to 92
Language Content Index	87	81 to 93
Language Memory Index	80	73 to 87

TEST SCALED SCORE PROFILE



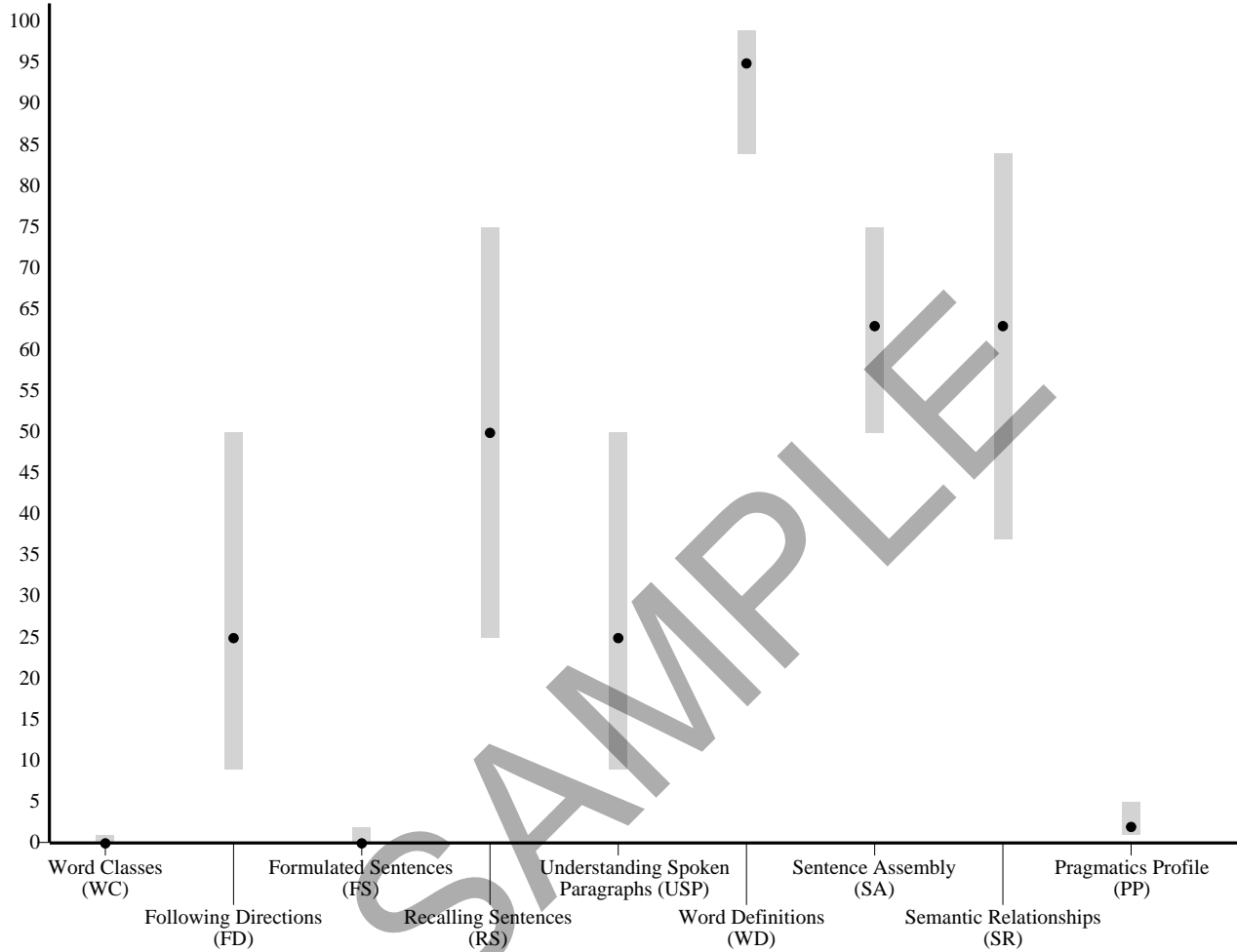
Tests	Scaled Score	Confidence Interval 95% Level
Word Classes	1	1 to 3
Following Directions	8	6 to 10
Formulated Sentences	2	1 to 4
Recalling Sentences	10	8 to 12
Understanding Spoken Paragraphs	8	6 to 10
Word Definitions	15	13 to 17
Sentence Assembly	11	10 to 12
Semantic Relationships	11	9 to 13
Pragmatics Profile	4	3 to 5

CORE LANGUAGE SCORE AND INDEX PERCENTILE PROFILE



Core Language Score and Index Scores	Percentile Rank	Confidence Interval 95% Level
Core Language Score	6	3 to 13
Receptive Language Index	9	4 to 19
Expressive Language Index	16	7 to 30
Language Content Index	19	10 to 32
Language Memory Index	9	4 to 19

TEST PERCENTILE RANK PROFILE



Tests	Percentile Rank	Confidence Interval 95% Level
Word Classes	0.1	0.1 to 1
Following Directions	25	9 to 50
Formulated Sentences	0.4	0.1 to 2
Recalling Sentences	50	25 to 75
Understanding Spoken Paragraphs	25	9 to 50
Word Definitions	95	84 to 99
Sentence Assembly	63	50 to 75
Semantic Relationships	63	37 to 84
Pragmatics Profile	2	1 to 5

NARRATIVE REPORT

Core Language Score

Sam was administered four tests of the Clinical Evaluation of Language Fundamentals® - Fifth UK Edition (CELF®-5 UK) from which his Core Language Score was derived. The Core Language Score is a measure of general language ability and provides an easy and reliable way to quantify Sam's overall language performance. The Core Language Score has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

For Sam's Core Language Score, the following tests were administered:

- Word Classes
- Formulated Sentences
- Recalling Sentences
- Semantic Relationships

Sam received a Core Language Score of 77 (confidence interval = 71 to 83, percentile rank = 6). This places Sam in the low/moderate range of language functioning.

Receptive Language Index

The Receptive Language Index is a measure of Sam's performance on three tests designed to best probe receptive aspects of language including comprehension and listening. The Receptive Language Index has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

For Sam's Receptive Language Index score, the following tests were administered:

- Word Classes
- Following Directions
- Semantic Relationships

Sam received a Receptive Language Index score of 80 (confidence interval = 73 to 87, percentile rank = 9). This places Sam in the borderline/marginal/at-risk range of language functioning.

Expressive Language Index

The Expressive Language Index is a measure of Sam's performance on three tests that probe expressive aspects of language including oral language expression. The Expressive Language Index has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

For Sam's Expressive Language Index score, the following tests were administered:

- Formulated Sentences
- Recalling Sentences
- Sentence Assembly

Sam received an Expressive Language Index score of 85 (confidence interval = 78 to 92, percentile rank = 16). This places Sam in the borderline/marginal/at-risk range of language functioning.

Language Content Index

The Language Content Index is a measure of Sam's performance on three tests designed to probe vocabulary and word knowledge. The Language Content Index score has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

For Sam's Language Content Index score, the following tests were administered:

- Word Classes
- Understanding Spoken Paragraphs
- Word Definitions

Sam received a Language Content Index score of 87 (confidence interval = 81 to 93, percentile rank = 19). This places Sam in the average range of language functioning.

Language Memory Index

The Language Memory Index is a measure of Sam's performance on three tests designed to probe memory dependent language tasks. The Language Memory Index score has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

For Sam's Language Memory Index score, the following tests were administered:

- Following Directions
- Formulated Sentences
- Recalling Sentences

Sam received a Language Memory Index score of 80 (confidence interval = 73 to 87, percentile rank = 9). This places Sam in the borderline/marginal/at-risk range of language functioning.

Tests

Word Classes

The Word Classes test is used to evaluate the student's ability to understand relationships between words based on meaning features, function, or place or time of occurrence. The student chooses the two words (i.e. pictures or presented orally) that best represent the desired relationship. This test has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 1 (confidence interval = 1 to 3, percentile rank = 0.1) on the Word Classes test.

Following Directions

The Following Directions test is used to evaluate the student's ability to: (a) interpret spoken directions of increasing length and complexity; (b) follow the order of presented objects with varying characteristics such as colour, size, or location; and (c) identify several pictured objects that were mentioned. The student identifies the objects in response to oral directions. This test has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 8 (confidence interval = 6 to 10, percentile rank = 25) on the Following Directions test.

Formulated Sentences

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

Sam received a scaled score of 2 (confidence interval = 1 to 4, percentile rank = 0.4) on the Formulated Sentences test.

Recalling Sentences

The Recalling Sentences test is used to evaluate the student's ability to recall and reproduce sentences of varying length and syntactic complexity. The student imitates sentences presented by the examiner. This test has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 10 (confidence interval = 8 to 12, percentile rank = 50) on the Recalling Sentences test.

Understanding Spoken Paragraphs

The Understanding Spoken Paragraphs test is used 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 student answers questions about a paragraph presented orally. The questions probe the student's understanding of the paragraph's main idea, memory for facts and details, recall of event sequences, and ability to make inferences and predictions. This test has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 8 (confidence interval = 6 to 10, percentile rank = 25) on the Understanding Spoken Paragraphs test.

Word Definitions

The Word Definitions test is used to evaluate the student's ability to define words by describing their meaning features, and referring to their class relationships and shared meanings. The student is orally presented a word, followed by an introductory sentence that includes the word. The student is then asked to define the word. This test has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 15 (confidence interval = 13 to 17, percentile rank = 95) on the Word Definitions test.

Sentence Assembly

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

Sam received a scaled score of 11 (confidence interval = 10 to 12, percentile rank = 63) on the Sentence Assembly test.

Semantic Relationships

The Semantic Relationships test is used to evaluate the student's ability to interpret sentences that: (a) make comparisons; (b) identify locations or directions; (c) specify time relationships; (d) include serial order; or (e) are expressed in passive voice. After listening to a sentence, the student selects the two correct choices from four visually presented options. This test has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 11 (confidence interval = 9 to 13, percentile rank = 63) on the Semantic Relationships test.

Pragmatics Profile

The Pragmatics Profile is a checklist used to gain information about the student's verbal and non-verbal pragmatic skills that may influence social and academic communication. The examiner completes the checklist with input from parents/caregivers, teachers, and other informants who provide information to evaluate verbal and non-verbal contextual communication. The Pragmatics Profile has a mean of 10 and a standard deviation of 3.

Sam received a scaled score of 4 (confidence interval = 3 to 5, percentile rank = 2) on the Pragmatics Profile checklist.

Supplementary Tests

Pragmatic Activities Checklist (PAC)

The Pragmatic Activities Checklist (PAC) is a supplementary, criterion-referenced measure. The PAC is used to identify the student's verbal and non-verbal behaviours that may influence social and academic communications. The examiner engages the student in conversation during selected activities (e.g. making a paper aeroplane, having a snack) and observes the student's functional communications skills during the interactions. The examiner completes the Checklist after the activities are completed.

Sam received a total score of 22 on the Pragmatics Activities Checklist.

Sam's score does not meet the criterion score for his age.

ITEM ANALYSIS

Word Classes

Category	Correct Items	Incorrect Items	Items Not Administered
Semantic Class	1, 2, 3, 4, 9, 10, 11 , 12, 13, 21, 23, 38	5, 6, 7, 8, 16 , 19, 20, 35	
Location	14, 15		
Composition		17, 18	
Synonym	25, 26, 28, 30, 32, 34, 36, 39, 40	16 , 27, 37	
Object Function	11 , 22		
Word Opposites	24	29, 31, 33	

Bold items appear in more than one category.

The following items were administered after the discontinue rule was met: 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40.

Following Directions

Command	Correct Items	Incorrect Items	Items Not Administered
1-Level Command			
No Orientation	1, 2		
Serial Order/Orientation	12	5	
Left/Right Orientation	11		
2-Level Command			
No Orientation	3, 6	4, 13	
Serial Order/Orientation	7, 10, 14, 15	9, 25	
Left/Right Orientation			
3-Level Command			
No Orientation	8	17, 20	
Serial Order/Orientation	16 , 21, 26, 32	18, 22, 24	
Left/Right Orientation	16 , 23		
4-Level Command			
No Orientation	19,	27, 30	
Serial Order/Orientation	29, 31, 33	28	
Left/Right Orientation	33		
Modifiers			

No Modifier	6, 8, 19, 23	
One Modifier	1, 2, 3, 7, 10, <i>11</i> , 14, <i>16</i> , 21, 29, <i>31</i>	4, 5, 9, 13, 22, 24, 25
Two Modifiers	12, 15, 26, 32, 33	<i>17</i> , 18, 20, 27, 28, <i>30</i>

Bold items appear in more than one category. Items in italics contain different numbers of modifiers per noun.

Formulated Sentences

Category	Correct Items	Incorrect Items	Items Not Administered
Noun		2, 3	
Pronoun		1	
Verb		7	
Adjective		8, 9	
Adverb		5, 6, 13 , 16, 24	
Conjunctive Adverb		15, 18, 21, 23 , 24	
Preposition		4	
Conjunction			
Co-ordinating		11, 20 , 22	
Subordinating		10, 12, 13 , 14, 17, 19, 20 , 23	
Correlative		22	

Bold items appear in more than one category.

Recalling Sentences

Category	Correct Items	Incorrect Items	Items Not Administered
Active Declarative (with)	1		
conjunction deletion		25	
co-ordination		22, 25	
noun modification		5	
subordinate clause	11, 18	8, 15, 19, 20, 23, 26	
relative clause	10, 13, 16, 17	12, 21	
negative	10	19	
Active Interrogative (with)	2, 3, 6		
negative		4	
Passive Declarative (with)			
negative	9	15	
co-ordination	14		
subordinate clause		24	
Passive Interrogative	7		

Bold items appear in more than one category.

Understanding Spoken Paragraphs

Test Paragraphs for Ages: 9-10

Category	Correct Items	Incorrect Items	Items Not Administered
Main Idea	1	9, 15	
Detail	4, 5, 10, 16	11	
Sequence	3, 10, 18	11	
Inference	2, 6, 12	7, 14, 17, 19	
Prediction	8, 20	13	
Social Context		13, 14	

Bold items appear in more than one category.

Word Definitions

Category	Correct Items	Incorrect Items	Items Not Administered
Science	4, 15, 16, 18		
Social Studies	7, 9	8, 10, 13, 14	
Language/Literature/Arts	5, 11, 17, 19, 21	12, 20	
Experiential/Community Knowledge	1, 2, 3	6	

Sentence Assembly

Category	Correct Items	Incorrect Items	Items Not Administered
Active Declarative (with)			
prepositional phrase	11	9	
negative	7, 16, 17	4, 6, 8, 12	
infinitive phrase		6, 12	
direct and indirect object	14	10	
subordinate clause	1, 3, 5, 15, 17 , 19	13	
relative clause	18	20	
Interrogative (with)			
prepositional phrase	11		
negative	7, 16	4, 6, 8, 9, 12	
direct and indirect object	14	10	
Passive			
declarative	2		
interrogative	2		

Bold items appear in more than one category.

Semantic Relationships

Category	Correct Items	Incorrect Items	Items Not Administered
Comparative	1, 2, 7	6, 10, 17	
Spatial	3, 9, 11		
Temporal	13, 14, 19, 20		
Sequential	4, 5, 16	12, 18	
Passive	15	8	

Pragmatics Profile

Communication	Never or Almost Never	Sometimes	Often	Always or Almost Always
Using Rituals	40, 41, 42			1, 2, 3, 16
Following Conversational Rituals	9, 18, 27	8, 17, 38	7, 10, 13	3, 4, 5, 6
Understanding Humour/Jokes			11, 12	37
Participation	15, 18, 23	14, 17		22
Giving/Asking for Information		19, 20, 21, 38		
Understanding/Expressing Complex Intentions	24, 28	25, 26, 29, 30	31, 32, 33	
Awareness/Use of Prosodic Cues	43	46		
Sharing/Responding to Reactions				34, 35, 36, 37
Reading/Using Body Language	40, 41, 42, 44, 48	39, 47	50	45, 49

PRAGMATICS ACTIVITIES CHECKLIST SUMMARY

NON-VERBAL: 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
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*)
10. did not respect the personal space of others when communicating

VERBAL: Manner of Communication

The Student

11. spoke too fast to be understood
13. had revisions, false starts, repetitions that made understanding his or her conversations/stories difficult
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
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

26. provided too much information
27. provided redundant information
28. responded but did not extend the conversation or offer further information

30. interrupted speaker

31. talked while others were talking

SAMPLE

OBSERVATIONAL RATING SCALE

Listening

T-Teacher/Tutor, P-Parent, S-Student

	Never or Almost Never	Sometimes	Often	Always or Almost Always
1. Has trouble paying attention.				P1
2. Has trouble following spoken directions.			P1	
3. Has trouble remembering things people say.		P1		
4. Has trouble understanding what people are saying.				
5. Has to ask people to repeat what they have said.		P1		
6. Has trouble understanding the meanings of words.			P1	
7. Has trouble understanding new ideas.		P1		
8. Has trouble looking at people when talking or listening.			P1	
9. Has trouble understanding facial expressions, gestures, or body language.	P1			

Speaking

T-Teacher/Tutor, P-Parent, S-Student

	Never or Almost Never	Sometimes	Often	Always or Almost Always
10. Has trouble answering questions people ask.				P1
11. Has trouble answering questions as quickly as other students.				P1
12. Has trouble asking for help when needed.			P1	
13. Has trouble asking questions.			P1	
14. Has trouble using a variety of vocabulary words when talking.		P1		
15. Has trouble thinking of (finding) the right word to say.		P1		
16. Has trouble expressing thoughts.	P1			
17. Has trouble describing things to people.	P1			
18. Has trouble staying on the subject when talking.		P1		
19. Has trouble getting to the point when talking.		P1		

20. Has trouble putting events in the right order when telling stories or talking about things that happened.	P1	
21. Uses poor grammar when talking.		P1
22. Has trouble using complete sentences when talking.		P1
23. Talks in short, disjointed sentences.		P1
24. Has trouble expanding an answer or providing details when talking.		P1
25. Has trouble having a conversation with someone.		P1
26. Has trouble talking with a group of people.		P1
27. Has trouble saying something another way when someone doesn't understand.		P1
28. Gets upset when people don't understand.	P1	

Reading

T-Teacher/Tutor, P-Parent, S-Student

	Never or Almost Never	Sometimes	Often	Always or Almost Always
29. Has trouble sounding out words when reading.				P1
30. Has trouble understanding what was read.				
31. Has trouble explaining what was read.			P1	
32. Has trouble identifying the main idea.		P1		
33. Has trouble remembering details.			P1	
34. Has trouble following written directions.				P1

Writing

T-Teacher/Tutor, P-Parent, S-Student

	Never or Almost Never	Sometimes	Often	Always or Almost Always
35. Has trouble writing down thoughts.	P1			
36. Uses poor grammar when writing.		P1		
37. Has trouble writing complete sentences.			P1	
38. Writes short, disjointed sentences.				P1
39. Has trouble expanding an answer or providing details when writing.				
40. Has trouble putting words in the right order when writing sentences			P1	

Parent

Language or dialect spoken in my classroom, home, or community: Asian Languages

Problems/items of most concern: None

Other problems/concerns:

End of Report

SAMPLE