CELF® 5

Clinical Evaluation of Language Fundamentals

Elisabeth H. Wiig, PhD, Eleanor Semel, EdD & Wayne A. Secord, PhD

Test Objectives and Descriptions

ALWAYS LEARNING

PEARSON

Overview

Clinical Evaluation of Language Fundamentals®–Fifth Edition

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The new Clinical Evaluation of Language Fundamentals®-Fifth Edition (CELF®-5) is a flexible system of individually administered tests used to assist a clinician to accurately diagnose a language disorder in children and adolescents ages 5 through 21 years. Using the CELF-5's battery of structured tasks that test the limits of a student's language abilities as well as observation- and interaction-based tasks, clinicians can effectively pinpoint a student's strengths and weaknesses to make appropriate placement and intervention recommendations.

CELF-5 Assessment Process

The CELF-5 Assessment Process mirrors the changes in the current educational practices requiring that a student's performance be evaluated in classroom settings and that classroom strategies be developed to address performance concerns before formal assessment begins. Current best practices in assessment require a process that includes multiple sources of evidence of language disability, including observation-based measures, authentic assessment, and norm-referenced data. The new CELF-5 provides each of these sources of evidence in an updated assessment process.

CELF-5 Assessment Process

Is a language disorder affecting classroom performance?
Evaluate language and communication in context using the Observational Rating Scale (ORS) and other authentic and descriptive measures to provide information needed to design classroom accommodations, adaptations, and enhancements.

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If the student does not respond to a variety of classroom interventions, is his or her performance due to language skill deficits?
Administer tests appropriate to the student's age to answer the referral questions.

↓

If a language disorder is identified, what do I need to know to plan for intervention?
Identify the nature of the disorder by answering the following questions.

↓

Are there significant differences in comprehension and expression?
Administer tests comprising the Receptive and the Expressive Index scores.

Are there weaknesses in the areas of morphology, syntax, or semantics?
Administer tests comprising the Language Content or Language Structure index scores.

Are weaknesses related to the interaction of language and memory?
Administer tests comprising the Language Memory index score.

How does the disorder affect written language?
Administer the Reading Comprehension and Structured Writing tests.

Does the disorder affect social interactions?
Complete the Pragmatics Profile and/or the Pragmatics Activities Checklist.

↓

Based on the CELF-5 test results and additional assessment information you have collected, what is the best way to address the student's needs?

Summary at a glance

- Observational Rating Scales
- Sentence Comprehension
- Linguistic Concepts
- Word Structure
- Word Classes
- Following Directions
- Formulated Sentences
- Recalling Sentences
- Understanding Spoken Paragraphs
- Word Definitions
- Sentence Assembly
- Semantic Relationships
- Reading Comprehension
- Structured Writing
- Pragmatics Profile
- Pragmatics Activities Checklist

Full text for the references can be found in the CELF-5 Examiner's Manual.

Observational Rating Scale

The CELF-5 Observational Rating Scale (ORS) documents a student's ability to manage classroom behaviors and interactions, and to meet school curriculum objectives for following teacher 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 CELF-5 ORS can be used before or after standardized assessment. In an educational setting, a school clinician may ask teachers and parents 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, teachers, and the student is considered early in the assessment process, clinicians can

- obtain a realistic view of a student's everyday performance
- analyze aspects of communication that are difficult for the student
- identify a student's strengths and interests, and
- establish a plan for further assessment and intervention.

CELF® 5
Clinical Evaluation of Language Fundamentals

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Observational Rating Scale

Date_____/_____/_____

Student_____ Date of Birth_____/_____/_____ Age_____ Grade_____

Rater: ☐ Teacher_____ ☐ Parent_____ ☐ Student_____

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

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.							
2. Has trouble following spoken directions.							
3. Has trouble remembering things people say.							
4. Has trouble understanding what people are saying.							
5. Has to ask people to repeat what they have said.							
6. Has trouble understanding the meanings of words.							
7. Has trouble understanding new ideas.							
8. Has trouble looking at people when talking or listening.							
9. Has trouble understanding facial expressions, gestures, or body language.							

Sentence Comprehension

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

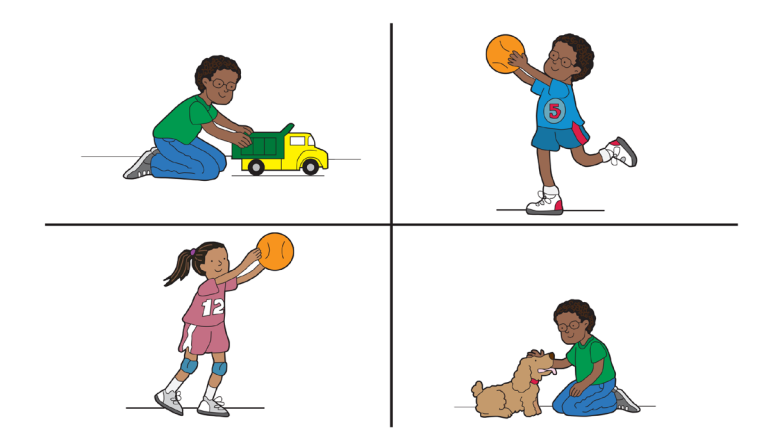
If the student receives a below average score, you can categorize errors according to the variables in the item analysis table. This identifies the semantic, morphological, and syntactic structures that interfere with a student's comprehension. Intervention should focus on developing the student's receptive vocabulary 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).

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		
Trial 1 **I can eat this.**	A B **C** D		
Trial 2 **The boy has a ball.**	A **B** C D		
Trial 3 **The girl lost her balloon.**	**A** B C D		
16. The girl is being pushed by the boy.	A B C **D**	1	0
17. The duck is walking toward the girl.	A B **C** D	1	0
18. The boy is going down the ramp.	A **B** C D	1	0
19. He is ready to go to bed.	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/Indirect Object	**5**, **15**, 22
Infinitive	**5**, 19
Verb Phrase	25
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.

Linguistic Concepts

Objective

To evaluate the student's ability to interpret spoken directions with basic concepts, which requires logical operations such as inclusion and exclusion, orientation and timing, and identifying 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 with basic concepts while completing seat work 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 categorize errors according to the variables in the item analysis table. This will identify the categories that cause the greatest proportion of difficulties. Students with language disorders frequently have the greatest difficulty when temporal and location concepts are included in a direction. Intervention is best accomplished by using classroom materials in manipulative activities with familiar, 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.

Linguistic Concepts

Start	Reversal Rule	Repetitions	Discontinue Rule
Ages 5–6: Item 1 Ages 7–8: Item 10	Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.	Not allowed	Four consecutive 0 scores

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

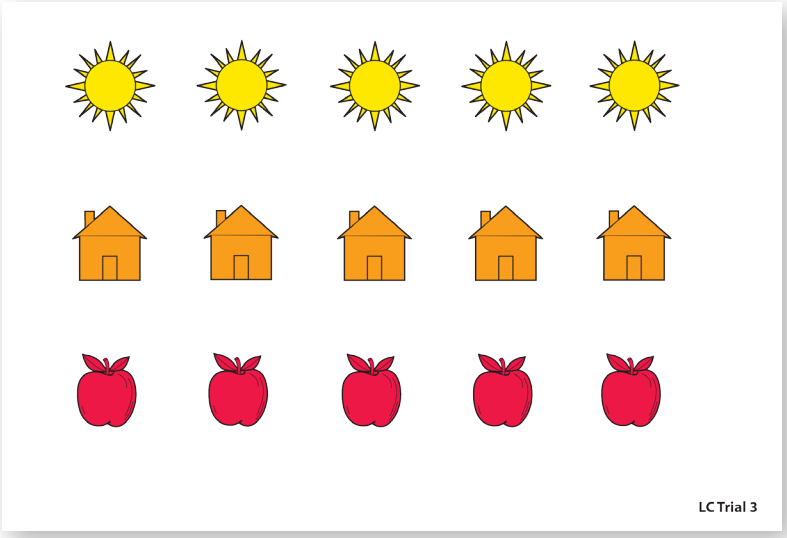
1, 2, 3... = specified order of individual responses ★ = any order of response and = both must be selected or = either may be selected

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*.



LC Trial 3

Linguistic Concepts Item Analysis

Concept	Item		
Inclusion/Exclusion	1 (and), 3 (different), **4** (all), 5 (circled), 6 (with), 7 (not), 14 (without), 15 (either . . . or), 19 (underlined), 24 (neither. . . nor), 25 (all but one)	Quantity	**4** (all), 9 (many)
		Sequence	**2** (middle), 12 (after), 13 (beginning), 22 (before)
		Conditional	11 (if), 18 (unless), 20 (if . . . if not)
Location	**2** (middle), 8 (together), 10 (closest), 16 (between), 17 (next to)	Temporal	21 (until), 23 (at the same time)

Note. Bold items appear in more than one category.

Word Structure

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).

Word Structure

Start All ages: Item 1	Reversal Rule None	Repetitions Allowed	Discontinue Rule None

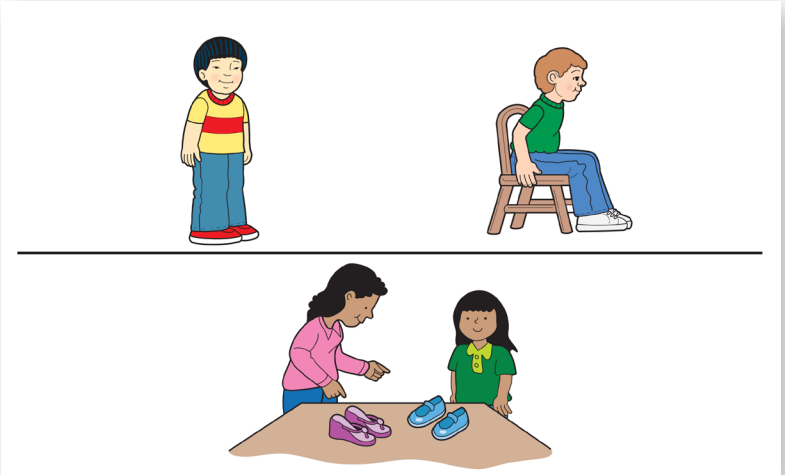
Correct responses are in brackets. Circle 1 for a correct response and 0 for an incorrect response.

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



Word Structure Item Analysis

Category	Item
Phonological Conditioning and Irregular Forms	
Regular Plural	1, 2
Irregular Plural	3, 4
Possessive Noun	7, 8
Third Person Singular	5, 6
Regular Past Tense	16
Irregular Past Tense	33
Future Tense	20, 21
Derivational Forms	
Derivation of Nouns	9
Comparative & Superlative	22, 23, 24, 25

Category	Item
Verb Complex	
Auxiliary + *–ing*	11, 12, 13, 14
Pronominalization	
Objective	17, 18, 19
Possessive	15
Subjective	31, 32
Reflexive	29, 30
Copula/Auxiliary	
Contractible	10
Uncontractible	26, 27, 28

Word Classes

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 using word associations to focus or extend word meanings in spoken or written discourse to substitute synonyms for earlier acquired word forms; to edit text for meaning, elaboration, or precision; 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 categorize errors according to the variables in the item analysis table. This will identify the relations between words that cause the greatest proportion of difficulties. Performance on this subtest 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.

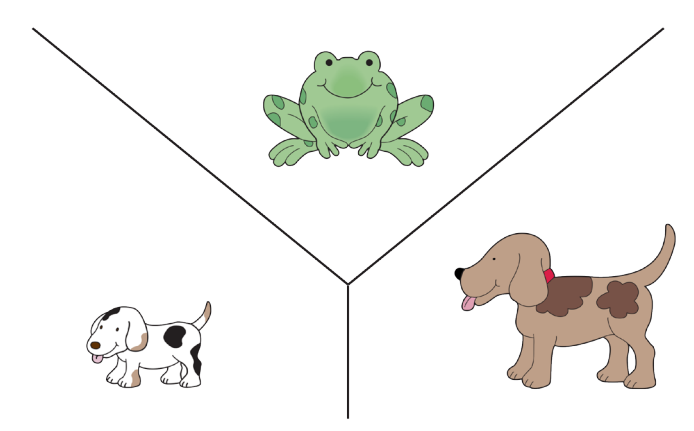
Word Classes

Start	Reversal Rule	Repetitions	Discontinue Rule
All ages: Item 1	None	Allowed	Four consecutive 0 scores

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

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



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

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

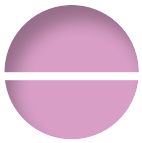
The abilities evaluated relate to preschool, kindergarten, elementary, and secondary school curriculum objectives of (a) completing classroom and homework assignments by following procedural scripts, and (b) following teacher instructions for managing classroom activities and interactions.

Relationship to Classroom Activities

Comprehension, recall, and the ability to act upon spoken directions are essential for achieving in all subject areas and for internalizing scripts and rules for behavior. Remembering spoken directions supports the student's ability to internalize 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, repeated 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 age-level 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 (e.g., English and language arts, math, and sciences).



Following Directions

Start	Reversal Rule	Repetitions	Discontinue Rule
All ages: Item 1	None	Not allowed	Four consecutive 0 scores

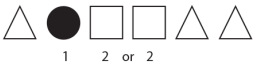
Wait until you are certain that the student has completed his or her response to an item before presenting the next item.
Circle 1 for a correct response and 0 for an incorrect response.

Response Key

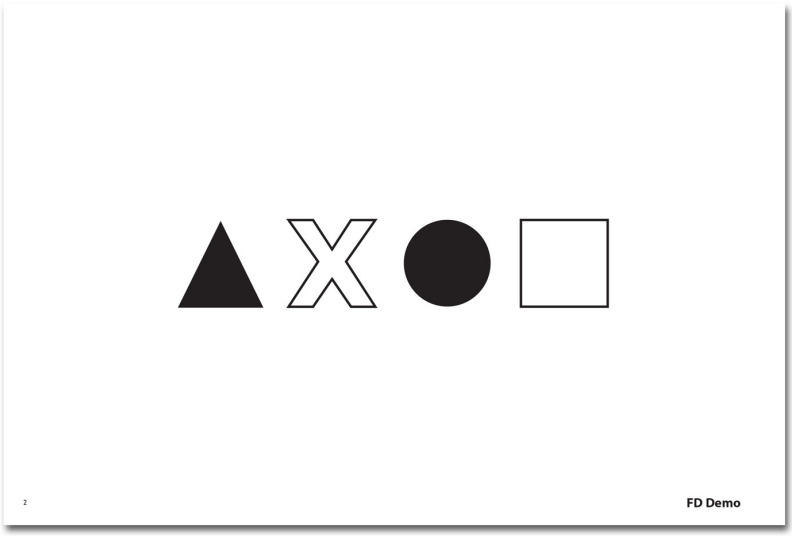
1, 2, 3... = specified order of individual responses ★ = any order of response and = both must be selected or = either may be selected

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).

Trial 1 Point to the circle and a square.



Trial 2 Point to the black circle and the white square. Go.



Following Directions Item Analysis

Command	No Orientation	Serial Order/Orientation	Left/Right Orientation
1-Level Command	1, 2	5, 12	11
2-Level Command	3, 4, 6, 13	7, 9, 10, 14, 15, 25	
3-Level Command	8, 17, 20	**16**, 18, 21, 22, 24, 26, 32	**16**, 23
4-Level Command	19, 27, 30	28, 29, 31, **33**	**33**

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

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

Formulated Sentences

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, categorize errors according to the variables 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.

Formulated Sentences

Start	Reversal Rule	Repetitions	Discontinue Rule
All ages: Item 1	None	Allowed	Four consecutive 0 scores

Write student's responses verbatim. See the Examiner's Manual for scoring rules and guidelines.

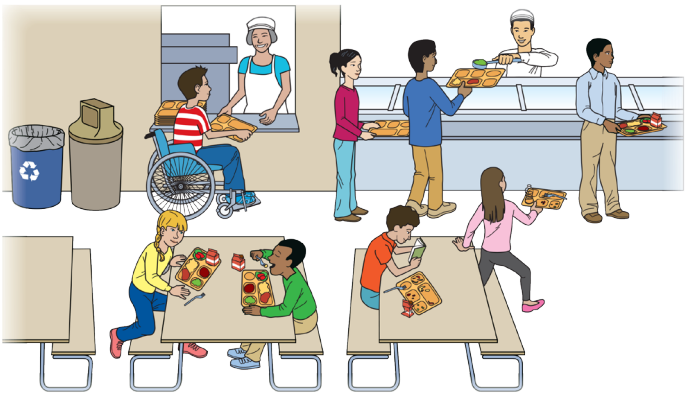
Demo book

The girl is reading a book.

Trial 1 reading

Trial 2 first

	SCORE		
1. she	2	1	0



FS Trial 2

Formulated Sentences Item Analysis

Category	Item
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	
Coordinating	11, **20**, **22**
Subordinating	10, 12, **13**, 14, 17, 19, **20**, **23**
Correlative	**22**

Note. Bold items appear in more than one category.

Recalling Sentences

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). Ability to imitate sentences has proven to be a powerful tool to discriminate between normal and disordered language (see Chapter 1 of the Technical Manual).

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, categorize errors according to the variables in the item analysis table. This will identify the length and complexity variables that cause the greatest proportion of difficulties. Impaired sentence recall is a marker of specific language disorders (SLI) (Petrucelli, Bavin, & Bretherton, 2012). 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.

Recalling Sentences

Start	Reversal Rule	Repetitions	Discontinue Rule
Ages 5–6: Item 1 Ages 7–8: Item 6	Perfect score (3 points) on two consecutive items from start point; if not go back to Item 1 and test forward.	Not allowed	Four consecutive 0 scores

Record responses by editing the printed sentence or writing the student's response verbatim in the space provided. Circle 3 if the sentence is repeated exactly. Circle 2 is there is one error. Circle 1 if there are two or three errors. Circle 0 if there are four or more errors. See the Examiner's Manual for scoring rules and editing guidelines.

Editing Symbols

Trial 1 My sister is in the sixth grade.

Trial 2 Does Mr. Gomez teach reading?	0 errors	1 error	2–3 errors	4+ errors
Ages 5–6				
1. The children are working.	3	2	1	0

Recalling Sentences Item Analysis

Category	Item	Category	Item
Active Declarative (with)	1	Active Interrogative (with)	2, 3, 6
conjunction deletion	**25**	negative	4
coordination	22, **25**	Passive Declarative (with)	
noun modification	5	negative	9, **15**
subordinate clause	8, 11, **15**, 18, **19**, 20, 23, 26	coordination	14
relative clause	**10**, 12, 13, 16, 17, 21	subordinate clause	24
negative	**10**, **19**	Passive Interrogative	7

Note. Bold items appear in more than one category.

Understanding Spoken Paragraphs

Objective

To evaluate the student's ability to (a) sustain attention and focus while listening to spoken paragraphs of increasing length and complexity, (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. Reading Comprehension provides a parallel format for probing text comprehension.

Relationship to Curriculum

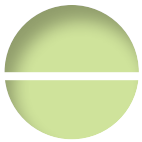
Kindergarten, elementary, and secondary objectives for listening to spoken instructional materials, using the information presented, and applying critical thinking skills to go beyond the information to learn and create new knowledge.

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 gives evidence of linguistic, metacognitive, and metalinguistic awareness and skills that are inadequate for understanding factual and implied information in paragraphs. These skills are equally important for reading comprehension and 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).



Understanding Spoken Paragraphs

Start	Reversal Rule	Repetitions	Discontinue Rule
All ages take the Trial Paragraph and then take the age appropriate paragraphs	None	For paragraphs, not allowed For items, allowed	None

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
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?"

Ages 5–6 Item Analysis

Main Idea	Detail	Sequence	Inference	Prediction	Social Context
1, 5, **11**, **16**	2, 7, 12, **13**	3, 9, 15, 18	**6**, **14**, **16**, 17, **19**	4, 8, **10**, **19**, 20	**6**, **10**, **11**, **13**, **14**

Note. Bold items appear in more than one category.

Word Definitions

Objective

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

Relationship to Curriculum

The abilities that are 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 is used to broaden 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 identify the content that introduces the 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, among others, 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.

Word Definitions

Start	Reversal Rule	Repetitions	Discontinue Rule
Ages 9–16: Item 1 Ages 17–21: Item 3	Perfect score on two consecutive items from start point; if not go back to Item 1 and test forward.	Allowed	Four consecutive 0 scores

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?"**

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

2. **little** **Dad said, "There is little left in the box."**

- ☐ 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 to understand/do
  OR
- ☐ not hard/difficult

1 0

Word Definitions Item Analysis

Category	Item
Science	4, 15, 16, 18
Social Studies	7, 8, 9, 10, 13, 14
Language/Literature/Arts	5, 11, 12, 17, 19, 20, 21
Experiential/Community Knowledge	1, 2, 3, 6

Sentence Assembly

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

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. 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. 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 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.

Sentence Assembly

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?

6. [the runner] [the race] [to win] [going] [isn't]

a) The runner isn't going to win the race.

b) Isn't the runner going to win the race?

1 0

7. [the keys] [the girl] [her pocket] [put] [didn't] [in]

a) The girl didn't put the keys in her pocket.

b) Didn't the girl put the keys in her pocket?

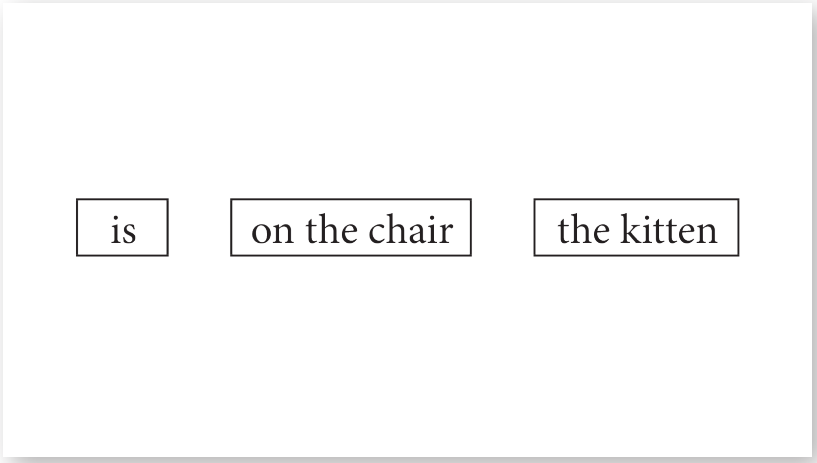
1 0

8. [cross] [we] [the street] [here] [shouldn't]

a) We shouldn't cross the street here.

b) Shouldn't we cross the street here?

1 0



Sentence Assembly Item Analysis

Category	Item
Active Declarative (with)	
prepositional phrase	**9**, **11**
negative	**4**, **6**, **7**, **8**, **12**, **16**, **17**
infinitive phrase	
direct and indirect object	**10**, **14**
subordinate clause	1, 3, 5, 13, 15, **17**, 19
relative clause	18, 20
Interrogative (with)	
prepositional phrase	**11**
negative	**4**, **6**, **7**, **8**, **9**, **12**, **16**
direct and indirect object	**10**, **14**
Passive	
declarative	**2**
interrogative	**2**

Note. Bold items appear in more than one category.

Semantic Relationships

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

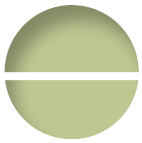
The abilities evaluated relate to upper elementary and secondary school curriculum objectives for following oral or written directions, completing assignments, understanding conventional series (e.g., days, months), and understanding order of action.

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 subtest, 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 relations, interventions appropriate for vocabulary and concept building, morphology, and syntax all apply.



Semantic Relationships

Start	Reversal Rule	Repetitions	Discontinue Rule
Ages 9–16: Item 1 Ages 17–21: 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. 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

Trial 2 Jan saw Pedro. Dwayne saw Francis. Who was seen?
- a) Jan
- b) Dwayne
- c) **Pedro**
- d) **Francis**

Ages 9–16 — SCORE

1. An hour is longer than a
   - a) **minute**
   - b) day
   - c) **second**
   - d) morning

   1 0

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

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

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**

   1 0

a) Jan

b) Dwayne

c) Pedro

d) Francis

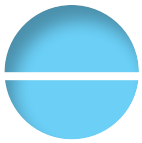
Semantic Relationships Item Analysis

Category	Item
Comparative	1, 2, 6, 7, 10, 17
Spatial	3, 9, 11
Temporal	13, 14, 19, 20
Sequential	4, 5, 12, 16, 18
Passive	8, 15

Reading Comprehension

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 narratives and text, (c) answer questions about the content of the information given, and (d) use critical thinking strategies for interpreting beyond the information given. 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.



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 Age 8

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 1–9 for Age 8 and 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 in front of the student.

A. New Friends	SCORE
1. **What is this story about?** Correct: meeting/making new friends/Ying meeting Tia	1 0
2. **Why do you think Ying was putting on her socks slowly?** Correct: she was sad/worried/nervous/she didn't want to go to her new school/she wanted to be late	1 0
3. **What were the names of Ying's old friends?** [Student must name both friends.] Correct: Sofia and Debra	1 0
4. **What did Ying eat for breakfast?** Correct: eggs	1 0

A. New Friends

"Ying, breakfast is ready!" her dad called from the kitchen. "I'll be right there!" she said. Ying picked up one of her socks and put it on slowly. She looked at the other sock for a moment. Then she put it on and sighed. Ying thought about her old friends, Sofia and Debra. She wondered if the kids at her new school would be just as nice.

Ying ate her eggs slowly. Then she picked up her books and headed for the door. As Ying walked towards the bus stop, she tripped over a rock. "This is not going to be a good day," she thought. Suddenly, Ying heard a voice that said, "Are you okay?" It was another little girl.

"Yes, I'm fine," Ying said.

"I'm Tia. I haven't seen you before. Are you new?"

"Yes," Ying said. "My name is Ying. I'm in fourth grade."

"Me too!" Tia said. "Who's your teacher?"

"Mr. Johnson."

"Mine too!" Tia said.

After the bus picked them up, they sat together. On their way, they found they had lots in common. They liked animals, and both of them had pet kittens! Before Ying knew it, she had made a new friend.

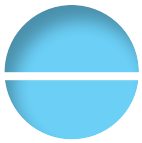
Age 8 Item Analysis

Main Idea	Detail	Sequence	Inference	Prediction
1, 10	3, 4, 8, 11, 12, 15, 16	5, 7, 13	2, 6, 14, 17	9, 18

Structured Writing

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 of increasing length.



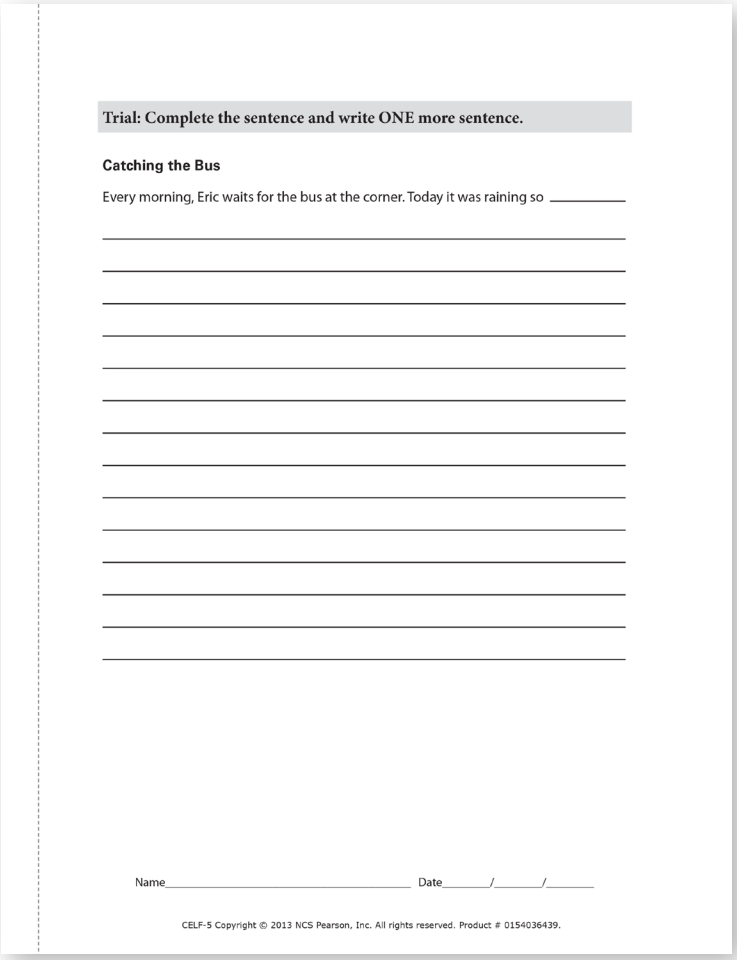
Structured Writing

Administer Structured Writing when the student has a 20-minute uninterrupted period of time to write.

All students complete the same Trial Task, "Catching the Bus," by writing ONE additional SENTENCE. Then the student completes two Writing Tasks appropriate to his or her age:

- Age 8 completes "Field Trip" and "Stuffing the Backpack" by writing ONE additional SENTENCE
- Ages 9–10 complete "Class Schedules" and" Morning Announcements" by writing TWO additional SENTENCES

Remove the Trial Task page and the age-appropriate Writing Task by tearing along the perforations at the inner margin of each page. Place one page at a time in sequence before the student.



Trial: Complete the sentence and write ONE more sentence.

Catching the Bus

Every morning, Eric waits for the bus at the corner. Today it was raining so _____

Name_____ Date_____/_____/_____

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Scoring for Age 8

Field Trip

	Complete	Structure	Grammar	Total
Sentence 1	1 0	3 2 1 0	1 0	
Sentence +	1 0	3 2 1 0	1 0	
		Organization	2 1 0	
		Writing Mechanics	3 2 1 0	

Stuffing the Back Pack

	Complete	Structure	Grammar	Total
Sentence 1	1 0	3 2 1 0	1 0	
Sentence +	1 0	3 2 1 0	1 0	
		Organization	2 1 0	
		Writing Mechanics	3 2 1 0	

Raw Score

Scoring for Ages 9–10

Class Schedules

	Complete	Structure	Grammar	Total
Sentence 1	1 0	3 2 1 0	1 0	
Sentence 2	1 0	3 2 1 0	1 0	
Sentence +	1 0	3 2 1 0	1 0	
		Organization	3 2 0	
		Writing Mechanics	3 2 1 0	

Morning Announcements

	Complete	Structure	Grammar	Total
Sentence 1	1 0	3 2 1 0	1 0	
Sentence 2	1 0	3 2 1 0	1 0	
Sentence +	1 0	3 2 1 0	1 0	
		Organization	3 2 0	
		Writing Mechanics	3 2 1 0	

Raw Score

Pragmatics Profile

Objective

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

Relationship to Curriculum

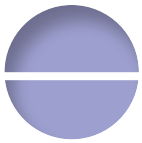
The skills that are evaluated are common, daily skills observed across ages, genders, and classroom situations and are necessary for obtaining, responding to, and giving information.

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 noncurricular 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 response analysis can identify the pragmatics-skills categories that are inadequate. The pragmatics skills ratings are categorized as involving 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, guardians, teachers, or other informants who provide information to evaluate verbal and nonverbal contextual communication. Only the EXAMINER records the information in the Record Form.



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 nonverbal 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**

Rituals and Conversational Skills

The student demonstrates culturally appropriate use of language when	Never or Almost Never	Sometimes	Often	Always or Almost Always
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

Pragmatics Profile Item Analysis

Communication	Item
Using Rituals	1, 2, **3**, 16, **40**, **41**, **42**
Following Conversational Rules	**3**, 4, 5, 6, 7, 8, 9, 10, 13, **17, 18**, 27, **38**
Understanding Humor/Jokes	11, 12, **37**
Participation	14, 15, **17**, **18**, 22, 23
Giving/Asking for Information	19, 20, 21, **38**
Understanding/Expressing Complex Intentions	24, 25, 26, 28, 29, 30, 31, 32, 33
Awareness/Use of Prosodic Cues	43, 46
Sharing/Responding to reactions	34, 35, 36, **37**
Reading/Using Body Language	39, **40**, **41**, **42**, 44, 45, 47, 48, 49, 50

Note. Bold items appear in more than one category.

Pragmatics Activities Checklist

Objective

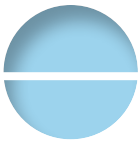
To provide the examiner an opportunity to observe the student's functional communications skills during authentic conversational interactions in order to identify verbal and nonverbal behaviors that may negatively influence social and academic communication.

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.



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:

- ☐ Teach and play a game
- ☐ Make a paper airplane/Build a simple figure out of blocks/ Put together a puzzle
- ☐ Make a card or gift wrap
- ☐ Recommend a gift of toys/electronics/clothing/etc. from a catalog/advertisement
- ☐ Have a snack
- ☐ 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

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